DIVINEF
DIVERSITE-INCLUSION

FRANCE

CYPRUS

Field Survey Analysis Report

Octobrer 2024

Aux couleurs
du deba

USSAD BOXE
JAMAÏ TEAM YAHMDI
1999

STANDOUTEDU

Contents

Project summary

DIVINEF, a project to enable people with disabilities, NEETs, migrants and refugees to be integrated with dignity into non-formal education activities.

The DIVINEF project aims to promote the integration of people with disabilities, young people in difficulty (NEETs), migrants and refugees in non-formal education activities. To achieve this objective, a MOOC (online course) dedicated to inclusion will be created for professionals and volunteers in the entertainment, education, integration, sport and youth sectors.

This training will provide essential content to help them think and act in favour of inclusion, offering them practical tools adapted to their missions.

This MOOC will be co-constructed with NEETS, people with disabilities, migrants and refugees.

It will comply with the European inclusion standard based on the "Easy-to-read" method.

https://www.inclusion-europe.eu/easy-to-read/

To carry out this project we will carry out the following activities:
-Field surveys of future learners and analysis report
-Interviews with marginalised members of the public (NEETS, etc.) so that they can contribute their experiences of exclusion to the content.
-Interviews with experts to supplement the MOOC content
-Creation of a website presenting the results of the project and giving access to the MOOC
-Public events to disseminate the results.

Methodology

Anonymity, legibility, speed and efficiency

When designing our surveys, we set ourselves the following objectives:
-Find out what professionals would like to know about inclusion;
-understand the difficulties they face in their work;
-Find out what the target audiences (NEETS, people with disabilities, etc.) would like us to know about their needs and expectations;
-recognise the difficulties they have in carrying out their activities.

Once the objectives had been set, we listed the fundamental principles to be taken into account when drawing up the model questionnaire, such as anonymity, open-ended and multiple-choice questions, feasibility, etc. face-to-face and online, taking no more than 10/15 minutes to complete and easily understandable...

We decided to draw up two questionnaires: one just for professionals/volunteers and one for target audiences (NEETS, etc.). We created 15 to 20 questions and carried out a test with our two audience profiles.
Following the results of these tests, we drew up a second version of the questionnaire, which we tested in our facilities. On the basis of this final test phase, we drew up the final questionnaires.

They were sent by e-mail, posted on social networks and on the European EPALE platform.
Finally, face-to-face interviews were also conducted with both professionals and young people.

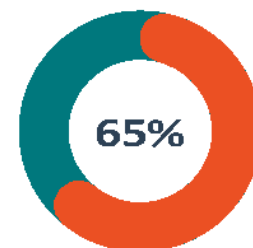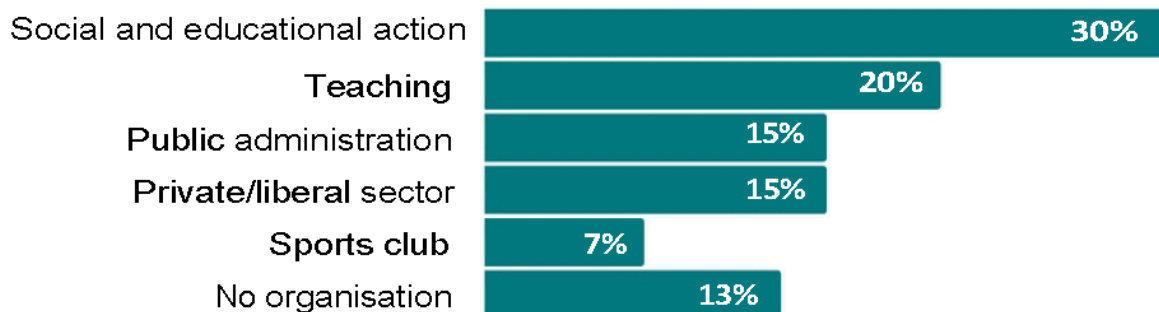This report presents the results of the surveys carried out in 2024.
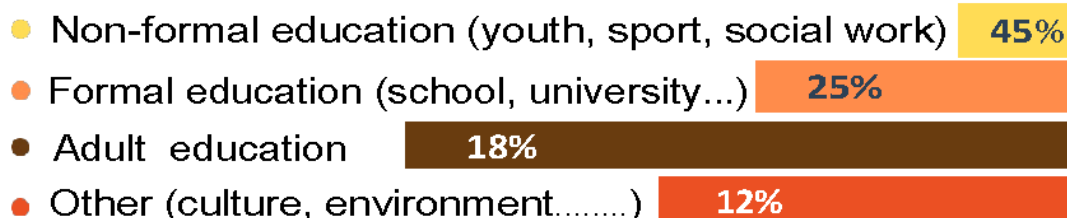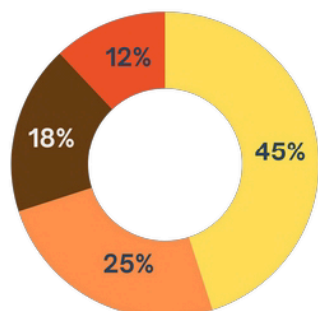
Respondent profiles

MOSTLY PROFESSIONALS

The majority of respondents were professionals.
Only just over a third were volunteers.

65%

FROM

Social and educational action	30%
Teaching	20%
Public administration	15%
Private/liberal sector	15%
Sports club	7%
No organisation	13%

WORKING IN THE NON-FORMAL EDUCATION SECTOR

- 12%
- 18%
- 45%
- 25%

- Non-formal education (youth, sport, social work) **45%**
- Formal education (school, university...) **25%**
- Adult education **18%**
- Other (culture, environment.........) **12%**

Almost half of the respondents work in non-formal education with 15-30 year olds. In France, they came mainly from the sports and entertainment sector, whereas in Cyprus, the respondents tended to come from the formal education and adult education sectors.

AND HAVE HAD EXPERIENCE OF INCLUSION

Only half of the French and Cypriot respondents had personal experience of inclusion.

This means that either the respondents are not aware of being confronted with situations relating to inclusion, or their personal and/or professional activities do not bring them into contact with them and they are therefore not in direct contact with our target audiences.

What does inclusion mean to you ?

Inclusion means ensuring that people with disabilities benefit from the same jobs as able-bodied people, with adaptations to suit their disability.

It is the integration of all people, whatever their origin, gender, religion, sexual orientation or disability, in professional, cultural and sporting activities.

It's the opposite of exclusion, it's about sharing, equality and solidarity...

is to enable everyone to have the same opportunity as everyone else.

Accept a new person into a group.

Welcoming and integrating diversity within a team.

The participation of pupils with disabilities in lessons with other pupils.

Taking into account the particularities of specific populations to ensure that they also have access to what is on offer.

Enable a person or a group to take part into an activity.

Mélange de valides et handicapés sur une même activité.

Involve as many people as possible, both able-bodied and those with reduced mobility, by adapting to the audience.

That we all have the same opportunities.

Including yourself in society.

Succeeding in including all people so that there is no longer any between us and no discrimination. and discrimination.

In my view, inclusion means setting up a framework that is sufficiently open to any human activity or place to welcome and integrate all human beings without distinction.

This obviously implies an open mind, a form of benevolence and vigilance on the part of those welcoming people to accompany the integration process.

That everyone, without any distinction, is taken into account or has access to education, medical and social services, and the spoken word....

To enable all children to develop together, taking into account the difficulties of each individual.

It means including and integrating everyone, despite differences of gender, race, medical or social situation, disability, etc.

They are practices framed by public policies designed to ensure that all individuals and groups are respected, valued and able to participate fully in society. The aim of inclusion is therefore to create environments where everyone has a sense of belonging and where diversity is not only recognised but also valued.

Equality, openness.

Inclusion is about embracing diversity and fostering a sense of belonging, where each person's unique perspectives and experiences are recognised and valued. It's not just about being present, but actively engaging and being an integral part of the community, ensuring that barriers are removed and equity is promoted in all aspects of life.

Inclusion is about creating an environment in which everyone feels valued, respected and supported, whatever their differences. It means actively ensuring that all individuals, whatever their background, ability or identity, have the same opportunities to participate, contribute and fulfil their potential.

From challenges to action
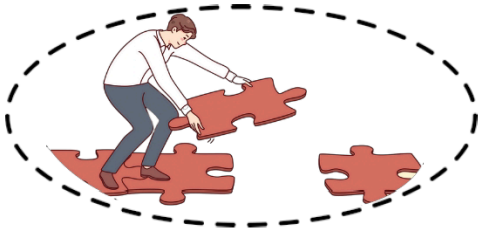
- Improving the skills of managers
- Changing attitudes
- Implementing accessibility and equity
- Political and legal harmonisation

More fairness → **Best accessibility** → **Wider representation diversity**

ACTION TO BE TAKEN

- Developing training and support for managers
- Improving accessibility in all areas and developing mixed activities.
- Raising awareness and promoting positive media coverage of excluded groups
- Reducing political and legal obstacles
- Promoting volunteering
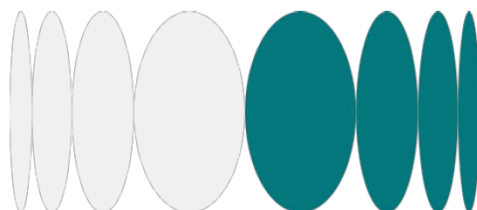
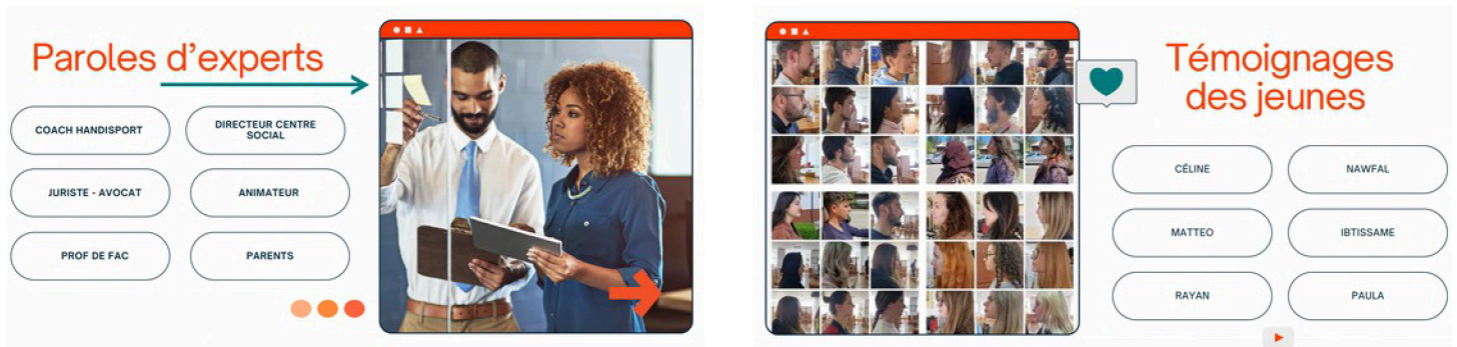# Concrete action expected...

The respondents expect the MOOC to be based on real-life experience, with priority given to feedback from professionals and testimonials from people who have been discriminated against.

... and a wealth of knowledge

Audience knowledge

- Their needs, expectations, difficulties and living conditions.
- The impact of their life course on their learning. Their views on
- inclusive systems and practices.

General knowledge

- The challenges of inclusion.
- Resource players (private and public).
- Possible grants and subsidies.

Practical knowledge

- Methods, tools, activities and advice to promote inclusion.
- Techniques for group management.
- Exchanges of experience.

Specific knowledge

- The specific pathologies associated with disabilities.
- Methods for supporting autistic people.
- An introduction to sign language.
- Digital training tools.

Visual priority

Video and audio interviews

1

Films

2

Articles

3

Debates

Gam es

4

Comic strips

Books

5

Songs

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THE MEDIA AND TOOLS REQUIRED FOR THE MOOC

The use of digital

In France, 60% of people surveyed said they had already taken online training.

This compares with just 20% in Cyprus.

The European professionals and volunteers surveyed are not used to online training.
The design phase of the MOOC will therefore be essential for an optimal and efficient user experience (UX Design).

The MOOC must be simple, readable and intuitive, while respecting the international standards for digital accessibility (WCAG).

Seizure Safety: Do not design content that might trigger a seizure for people with photosensitive epilepsy.

Compatible: Maximize compatibility across devices and make sure content is compatible with assistive technologies.

Navigation: Provide multiple, intuitive ways for users to navigate content.

Input Assistance: Help users to avoid making mistakes; make corrections easy.

Readable: Make text content easily readable and understandable, both visually and cognitively.

Predictable: Make pages appear and operate in predictable ways.

WCAG 2.0 Standards at a Glance

Video Alternatives: Provide alternatives for video and audio. Closed captions and audio descriptions are required for time-synced video.

Text Alternatives: Provide text alternatives for any non-text content so that it can be converted into other forms people need.

Adaptable: Create content that can be presented in different ways without losing information or structure.

Keyboard Accessible: Make all functionality available from a keyboard.

Clarity: Provide adequate color contrast and reduce visual clutter that affects legibility.

Time: Provide users enough time to read and use content.
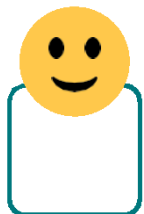
A desire to learn...

Despite their low level of familiarity with e-learning, the professionals and volunteers surveyed are prepared to devote one or two hours a week to it.
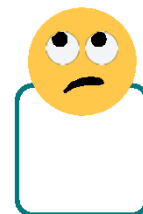
- ⬤ 5h and +
- ⬤ 3h-4h
- ⬤ 1h- 2h

5%
15%
80%
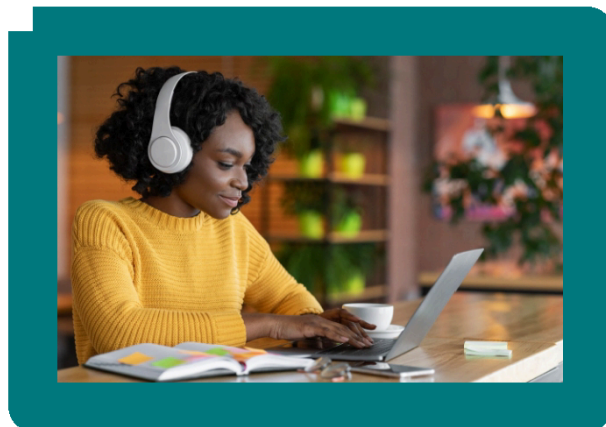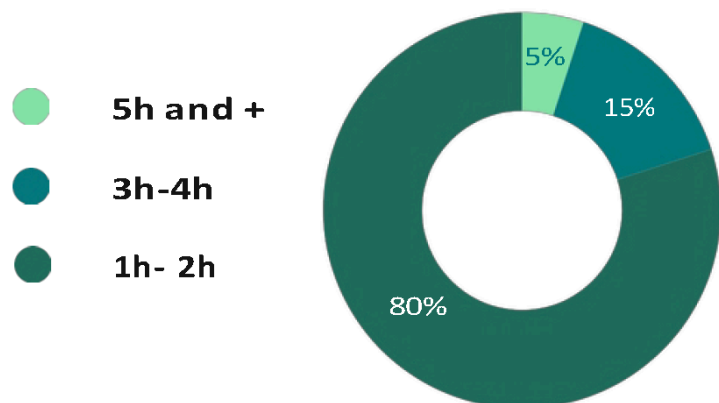
... with different motivations for different subjects.

Inclusive education methods

Good practice in non-formal education

Tips for being more inclusive with target groups

Strategies / policy for inclusion in the workplace

Legal and policy frameworks

Techniques for collective/community involvement

But all agree on the need for :
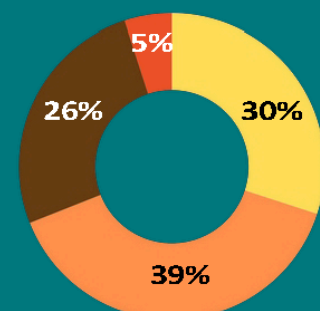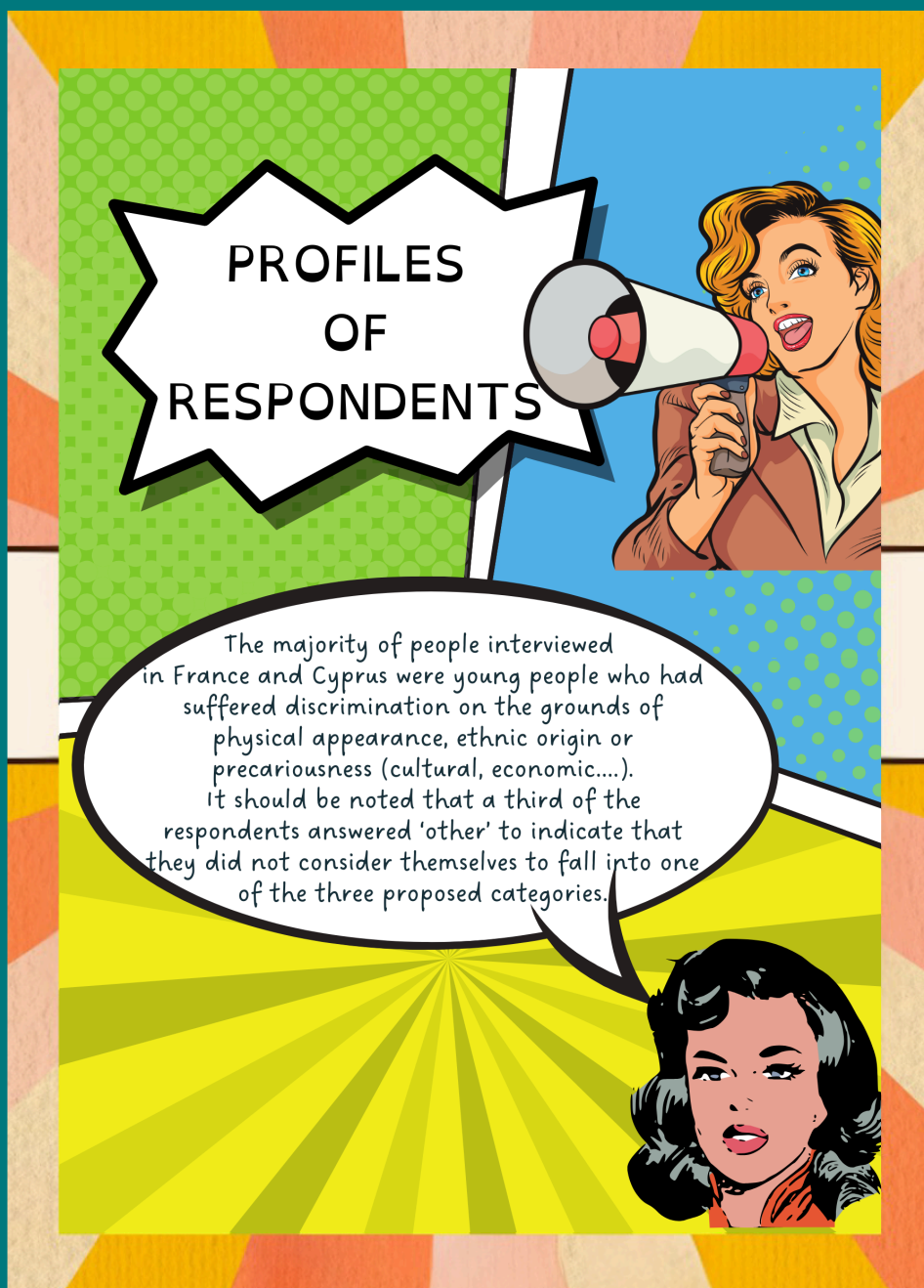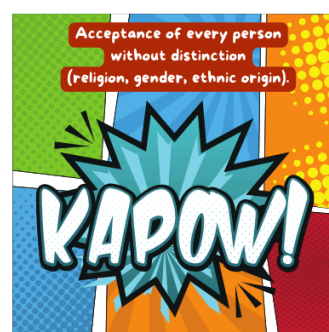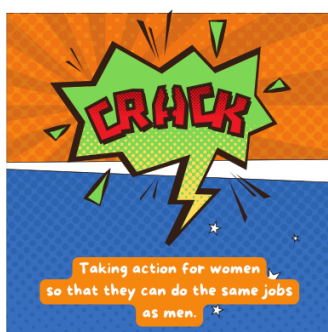
➡ A directory of professionals

➡ ➡ A webography

➡ ➡ ➡ A bibliography

Young people's results

PROFILES OF RESPONDENTS

The majority of people interviewed in France and Cyprus were young people who had suffered discrimination on the grounds of physical appearance, ethnic origin or precariousness (cultural, economic....).
It should be noted that a third of the respondents answered 'other' to indicate that they did not consider themselves to fall into one of the three proposed categories.

30%	NEETs (young unemployed people with few or no qualifications)
39%	People with disabilities
26%	Other (able-bodied, not NEET, not refugee ......)
5%	Migrants and refugees

5%
26%
30%
39%

INCLUSION MEANS

Young French and Cypriots have their say

AARGH!

To be respected or considered in their situation (particularly for disabled people) and to have circumstances to make their life easier or advance their career.

To be included without judgement and to consider that everyone is a human being.

TING!

Being included in the lives of others or in learning and working environments.

SPL4SH!

BEEP!

I don't know what what inclusion is

WHAM!

The fact that people consider their situation as remarkable without being stereotyped.

Include as many people as possible in their environment, whatever their gender, number, ethnicity or religion.

SNAP!

Everyone has the right to marry with whomever they choose.

SMACK!

The mix of able-bodied and disabled

CRASH!

ZAP!

Consider anyone, regardless of gender, race, physical appearance, etc....

CRACK

Taking action for women so that they can do the same jobs as men.

Enabling a wider public to have access to activities in an adapted way.

BAM!

Acceptance of every person without distinction (religion, gender, ethnic origin).

KAPOW!

LEARN ABOUT INCLUSIVE PRACTICES ACROSS EUROPEAN COUNTRIES.

THE KNOWLEDGE EXPECTED IN THE MOOC

WHAT CAN BE DONE FOR MIGRANTS OTHER THAN LOCKING THEM UP IN A CAMP ?

ACCESS TO SPORT FOR PEOPLE WITH DISABILITIES

WOMEN'S RIGHTS

WELCOMING REFUGEES

HOW TO HELP AS AN ORDINARY PERSON ?

WHAT IS INCLUSION ?

IF WHAT IS SAID IS DONE FOR INCLUSION REALLY IS, AND WHETHER IT WORKS BEYOND THE PRESENTATION OF FIGURES.

WHAT CONCERNS DO FROM OTHER PEOPLE HAVE ABOUT MY INCLUSION ?

WHERE DO I STAND AND DO I'M UNDERSTOOD ?

I DON'T KNOW WHAT I'D LIKE TO LEARN

Questions from young people about target audiences

MIGRANTS' AND REFUGEES' RELATIONSHIP WITH CULTURE

ARE THEY ABLE TO IDENTIFY WITH WHAT IS BEING OFFERED ?

ARE THEY AND DO FEEL SUFFICIENTLY REPRESENTED IN THE THEATRE, FOR EXAMPLE ?

WOOF!!!

Any difficulties they may have encountered

SNAP!

How do migrants cope ?

HOW (WILL YOU) HELP THEM ?

IS THERE ANY PSYCHOLOGICAL SUPPORT IN YOUR PROCESSES ?

HOW DO PEOPLE WITH DISABILITIES COPE ?

Questions from young people about target audiences

GET THEIR FEEDBACK ON INCLUSION

POP!

HOW MANY MIGRANTS ARE ACCEPTED IN EUROPEAN COUNTRIES ?

ARE THE CRITERIA WELL DEFINED ? WHAT ARE THEY ?

WHAT WILL MAKE THEM FEEL EXCLUDED ?

WOOF!!!

HOW WILL THEY FEEL BETTER INTEGRATED ?

are they ready to be included ?

TO FIND OUT WHETHER PEOPLE WITH DISABILITIES ARE WELL CATERED FOR IN ADAPTED STRUCTURES IN EUROPE

WOW

TO FIND OUT WHETHER WOMEN'S RIGHTS ARE PROPERLY APPLIED EVERYWHERE

HOW CAN THE MOOC HELP YOU MEET YOUR NEEDS ?

Testimonials from people who have experienced exclusion

A BLOG TO SHARE WITH OTHERS

Online help and advice

A diirectory of professional actors

LINKS FOR FURTHER INFORMATION

Talking to all these audiences and asking them questions
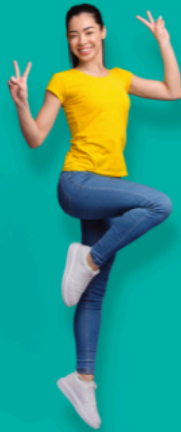
Using media content to raise awareness of inclusion among a wide audience

What are the best ways of promoting inclusion ?

Face-to-face interactions

SOCIALISATION : TALKING TO EACH OTHER

Bringing together Listen

Social media.

Giving a voice

The friendship

By telling my story

To be accompanied by a professional

What would make you feel more included, more integrated ?

Acceptance of difference

Raising public awareness of inclusion

Being at ease

Have the support of a good team

Enhancing : sport, studies, friends...

A safe and supportive environment

Finding one's place

Conclusion →

These field surveys with professionals and young people enable us
to find out about their needs and expectations in terms of
apprenticeships.
In terms of content, both general and specific knowledge is required,
such as the definition of inclusion, public policies and the
characteristics of discriminated groups.

Practical and methodological knowledge is also required in order to be able
to implement inclusion on a daily basis both in the professional sector
and in the daily lives of the respondents.

In terms of teaching aids and tools, the vast majority of respondents
(across all profiles) preferred video testimonials (on personal and
professional experiences) and interviews with experts.

Finally, when it comes to resources, professionals prefer teaching aids such
as activity sheets, while young people prefer additional information available
on the Internet.

**All these results have enabled us to build our MOOC with three
priorities in mind:
-clear, precise content,
-a simple, intuitive tree structure,
-integrating international and European digital accessibility standards.**

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f Divinef Diversity and Inclusion in Non-Formal Education

2024-2025

Diversité et Inclusion dans l'Education Non Formelle

DIVINEF

Our partners

USSAP BOXE (coordinator) - France
STANDO LDT - Cyprus
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