CRISCO
Crossroad of the Regions - fostering involvement of all citizens in local life to Improve Social COhesion

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"CRISCO: Crossroad of the Regions – fostering involvement of all citizens in local life to Improve Social Cohesion"

Europe for Citizens Programme 2014-2020

Networks of Towns

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Transnational Event 14-16 March 2018

Bassano del Grappa, Italy

"CRISCO: Cultural and Social barriers to integration"

REPORT

Etterbeek ALDA VIFIN Gemeente Delft NOVO MESTO RĒZEKNES NOVADS Tartu city of good thoughts

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AGENDA

14 MARCH 2018 - BASSANO DEL GRAPPA, VILLA SAN GIUSEPPE (IT)

14.00– 15.00 Arrival at Villa San Giuseppe and *welcome coffee*

15.00– 18.00 INTRODUCTION SESSION:

- Welcome introduction (by Giovanni Cunico Councilor of Bassano) – 5 minutes
- Welcome introduction by ALDA (Antonella Valmorbida – Secretary General) – 10 minutes
- General presentation of the CRISCO project (by Jean-François Maljean, Etterbeek, Project Coordinator) – 20 minutes
- Presentation of the event agenda and practical issues (by a representative from Bassano) + questions and answers – 10 minutes

Figure 1: Welcome speech by Giovanni Cunico, Councilor of Bassano

After thanking everyone for attending the event, the speakers gave an introduction word about the event, about Bassano del Grappa, about ALDA and explained what the CRISCO project is about. CRISCO is financed by the European Union and the program is about building a network of cities across Europe exchanging good practices and activating local communities.

It aims at raising awareness, exchange experiences and good practices, and build a dynamic of common understanding, in order to foster involvement of all citizens in local life and improve social cohesion in multicultural cities.

CRISCO can also become a basis for further developments.

It has a transnational dimension, but also a very strong local aspect. It is an opportunity to create occasions to fetch citizens from different origins and have them interact between them, with the municipalities and NGOs. The proposal has been submitted twice: the first time it was rejected, but the second time it ranked 3rd, which means there are high expectations for this project.

The CRISCO participants are 10 medium sized cities, each developing specific activities in the field of social cohesion. Integration is achieved in very different ways. The CRISCO participants get to learn from each others, review initiatives and experiment new things. Rather than target one category of people (migrants, expats, locals…) and being "community based", the project is "LAND BASED".

At the end of the project we are expected to develop a document including a list of good practices to be shared with a broader audience.

There are going to be 4 main CRISCO meetings: Bassano del Grappa, Strasbourg, Vejle and Etterbeek. In every meeting there is going to be a public session.

People participating at these meeting are expected to not come as tourists, but rather participate with ideas, experiences, difficulties, etc.

It's important to talk about the good and bad experiences. Informal sessions are as important as the formal ones.

Funding is based on the signed lists of participants, which means it's very important to sign the attendance sheets. There is a minimum number of people that need to be present in each meeting.

CRISCO activities and meetings can be about HAVINGREFLECTION (seminars, inviting an expert, discussions) or TAKING ACTION (activities, social events, workshops).

The results can be shared with the public via the CRISCO website.

- Partners presentation – 10 minutes each - 90 minutes (icebreaking session, conducted by MihaelaOnofras, ALDA

Circulating in the room as a "sandwich-man", with boards containing personal and professional info, is a way to get to know each-other between individual participants and the organizations / countries in which they are involved or active, collecting all expectations and fears regarding the project. The activity served as an ice breaker for 50 international participants coming from 10 countries and laid ground for the further activities next days.

Figure 2: Participants getting to know each other during the 'sandwich' activity

18.00 – 19.00 GUIDED TOUR AND EXPERIENCES OF VILLA SAN GIUSEPPE (a former religious house, now center for social actions and is itself an experience of sharing and inclusion. Villa Angarano is the only historic villa for social development and hospitality, open and available to everyone)

The afternoon continued with a visit to the Villa Angaran project. *(see attachment)*

19.30 DINNER

21.00 – 21.15 Sharing dance performance with Pippo Gentile and Federica Nassi

15 MARCH, BASSANO DEL GRAPPA, MUSEO CIVICO
AGENDA
MORNING - ACTIVITY 1

9.30 – 10.30 DANCE WELL CLASS – Museum. The practice consists in dance classes for people living with Parkinson's and the wider local communities. The approach is artistic and focuses on the development of artistic skills to dance.

On Thursday and Friday morning (**from 9.30 am to 10.30 am**) we went to the museumrooms to practice Dance Well.

The Dance Well project - movement and research for Parkinson's, was born with the aim ofincluding people with Parkinson's disease through contemporary dance. The classes, freeand open to all, are held every Monday and Friday morning from 9.30 to 10.30 at theMuseum of Bassano del Grappa.Through the continuous practice of the Dance Well method it is possible to achieve a betterquality of life, improving the sense of rhythm, balance and movement, but also through thedevelopment of interpersonal relationships, to fight the isolation of this type of persons.
Dance in recent years is increasingly proof of effectiveness in the rehabilitation of peoplewith Parkinson's. Among these, Dance Well is a dance proposal that includes variousrehabilitative strategies (aerobic exercise, motor imagination, cueing, proprioceptive training,sensory-motor) that make it an interesting rehabilitative tool in this neurological disease. Atthe same time, the context and contents of research, study and practice are cultural andartistic, which distinguishes this special practice of motor activity, physiotherapy andgymnastics. The project intends to offer a learning experience, learning to move even withlimits of motor skills and rediscovering the joy of being able to recreate in the everyday thelessons learned during the dance sessions.
The project includes two weekly classes throughout the year, but also participation in at least 3performative events open to the public.Participation is free.

GUIDELINE
The approach contextualized in the local reality and developed bythe Dance Well's teachersis particular compared to other international experiences and is characterized by somespecificities:
1) DANCE CLASSES. The primary goal is artistic, the benefits of medical, gymnastics,social, entertainment and other, however important are still secondary aspects. Theparticipants are dancers and as such, not as "PK sufferers", nor as "elders", they face thedance class.

2) ARTISTIC ENVIRONMENT: the place must intimately inspire the dancers. Theenvironment must be beautiful, aesthetically / spiritually / artistically dense. They must not behospital places, gyms or anonymous environments. The initiative takes place in Bassano inthe rooms of the Civic Museum, in Schio on the stage of the Teatro Civico at Villa Margheritain the conference room.

3) PLATFORM and not METHOD. Starting from shared principles and objectives, eachteacher creates his own class, through music, techniques and exercises chosen on the basisof his performances and preferences. The master doesn't teach techniques, but the aim is toprovide a set of tools for every people they are able to reproduce at home. Each class istherefore very different, even if starting from common principles. The lesson will never befrontal, but in each class we dance together in a continuous stream of music and movement.

4) MIXED GROUPS: the classes are open to all, Parkinson's patients, caregivers, young people, elderly people, dancers, choreographers, migrants and asylum asking. The class is trying to meet everyone's skills, without boring or discouraging. The mixed group allows for collective growth, social inclusion, a sense of belonging, mutual support and non-ghettoization.

5) MORE TEACHERS: a teacher leads the class but there are two at least. This facilitatesthe management of the group, the visibility of the movement, the coordination between thevarious classes during the year. Every one or two months changes the teacher so that thedancers are stimulated at different levels and different approaches. Sometimes the class isguided by external (dancers or choreographers of passage). Constant feedback betweenteachers and an artistic and theoretical training are part of the path of growth that isrecommended for future teachers. The project includes participation in internationalconferences and workshops in Bassano del Grappa, England, Holland and Germany.

6) THERE IS NO RIGHT THERE IS NO WRONG: Teachers invite the dancers whoparticipate in the classes not to be influenced by a sense of external judgment. Thisapproach is radically opposite to what is applied in the academic dance classes where theachievement of results and standards of excellence induces the dancers to feel always closeto the optimal level of performance. Everyone dances with his body. The importance ofINTENTION OF MOVEMENT is proposed rather than of the movement itself. For thisreason, depending on your possibilities, you can sit or stand up, raise your arm a lot or alittle, the right or the left, without modifying the artistic value and the expressive potential.This is a description of what Dance Well is.

With the other European partners we practiced Dance Well surrounded by the paintings of Daniele Marcon. Even if not all movements were explained in English, it was not a problem; we used music and movements to communicate.
We have chosen this good practice to break the ice with the other partners dancing also withlocal people from Bassano to explain how this is a beautiful way to connect people.
Dance Well seems to be an extremely healthy activity for each one of its participants: it connects visual art with feelings, but also bodies of people from different backgrounds in search of a common harmony.

Figure 3: Dance well class

ACTIVITY 2 - SHARING BEST PRACTICE

11.00 – 13.00 Presentation of social inclusion best practices – 10 minutes per each CRISCO partner

The second part of the morning takes place in Chilesotti room of the Bassano del Grappa Museum, **with the CRISCO partners, as well as citizens from Bassano, students, associations and representatives from local community.**
The mayor of Bassano del Grappa, Riccardo Poletto, welcomes everybody and appreciates Crisco project that "with cultural exchange gives the possibility to create lasting bonds and to delete intolerance and fear in Europe".

He ends his speech with the statement: "We can change Europe's situation with dance steps trying to answer in a different way".
Subsequently ALDA takes the floor and explains what will be discussed now: each town will shortly present some of its best practice(s) inthe field of social cohesion. The representative of Etterbeek remembers the project's objectives.

10 minutes for each partner to present best practices

Figure 4: Opening of the public conference by the project coordinator, Mr Jean-Francois Maljean

> ITALY-BASSANO DEL GRAPPA

Bassano presents as a best practice DANCE WELL RESEARCH AND MOVEMENT FOR PARKINSON.

After a presentation video they focus on the three fundamental points of the project:

- complete gratuity
- choice of an artistic place for the practice (in this case the Bassano del Grappa Museum)
- openness to all (sick, not sick, professional dancers, beginners dancers, relatives, children, students etc..)

Attention is also drawn on the fact that Dance Well is not a project but a process and in fact the authors conceive it without an end.

> BELGIUM – ETTERBEEK

Etterbeek's representatives explain how in their city the situation is particular: 50% of the population is not Belgian, so the situation is very challenging because only 10% of people from other countries vote in local elections and participate in local life. The Brussels Region provides important funding for the activation of some projects (urban revitalization, social cohesion...). One of them is called "CROSSROAD OF THEREGIONS"– A social cohesion project that aims at social mixity and works locally for all the categories of people by organizing cooking lesson, exhibitions, multicultural festivals… The KROMA project is another example and it is based on participative and collective visuals arts, and on art related to psychology; It is led by Laura Cascone, specialized in art therapy.
During this project participants have painted collective paintings emphasizing their memories by using typical colours from their homelands. Paintings are valuable non-verbal communication activities. With this project, people (including minorities) understood that there is empathy and openness towards them.

> ESTONIA -TARTU

Estonian's representatives presented three best practices:
1) INTERNATIONAL HOUSE TARTU: a centre for assistance and information but not only; it is indeed a big holistic centre in which many activities are organized, including sports activities.
2) ALEKSANDRI COMMUNITY GARDEN: a public garden where are organized many activities as the cultivation of vegetables, parties (Pizza party) or days during which community is together to clean parts of the gardens, do the maintenance..
3) UNIVERSITY WORK: a researcher collects all the examples of best practices in Estonia

> HOLLAND – DELFT

The Dutch representatives show how Delft's population is very active in terms of social inclusion. There are platforms and networks that work together and interact at the local level, supported by the municipality. In this way, there are networks of people that joins their forces to reduce polarization and to stimulate meetings.

> DENMARK – VIFIN

Many refugees are welcomed in Denmark, especially in parishes. The representative explains that 10volunteers take care of the reception of these people and organize meetings. The meeting are heldonce a month from 5.00 pm to 8.00 pm and on these occasions many types of lessons are organized: language lessons, computer lessons, lessons about Danish uses and costumes and about how the work in Denmark works.

> FRANCE – STRASBOURG

Presents two best practice:

- JRS organization of 50 families who welcome asylum seekers who stay in family 6 weeks
- Long-term supportby a tutor/mediator.
- ONG initiatives: tours in the country of Strasbourg, organized by many volunteers to visit the artistic works and to take part in intercultural evenings.

> LITHUANIA – JONAVA

They organize different cooking events, dance events (with typical costumes) etc.

The Representatives explain their problems and focus on the fact that for the asylum seekers Lithuania is actually a state of transition and fallback. Their activities and their efforts are therefore to make these people remain in the city.

> LATVIA – REZEKNE

In Latvia there are many Russians who speak only Russian; their objective is to get closer to the west. This close location to the border and difficulties to learn and understand the Latvian language prevents that part of the population to take part in the local life of Rezekne municipality. The municipality organized different activities to improve social cohesion, as workshops inspired by journalism, in which they teach how to write an article and to describe what happens in the local level, they analyze newspapers and teach also to take pictures for the articles.

> SLOVENIA – NOVO MESTO

The city of Novo mesto is very small and some part of the population developed a negative point of view on immigration and the presence of the Roms communities . They try to change this aspect organizing many activities for integration, including a Festival: an intercultural week where migrants and Roms communities are highlighted in the city centre (dance and food).

> ALBANIA – VLORA

The representatives of this country affirm that in Albania migrants generally in transit. They want to change this trend and to make these people remain in the city, so they have activated many courses to teach the Albanian language. They have also allocated funds for agriculture. Another issue is the Albanian diaspora returning after sometimes decades, they are to some extend like migrants and it would be worth to work more in-depth on theirreintegration.

AFTERNOON SESSION

14.30 – 15.30 Mapping exercise (follow-up of the morning session)

The assembly was divided into thematic small groups. One representative for each partner municipality appointed as a group leader. The group leader wrote on a poster its project's aim and main problem focus.

Figure 5: Group discussion

E.g.
STRASBOURG – France
Project name: Makers for change

- Creating links with newcomers
- Design and realize projects(e.g positive tourism)
- Activities about interests of newcomers and local people

The object of this initiative is to create links with newcomers: they design and implement a guided tour in collaboration with a volunteer, the activities and places are selected based on interests. The social partners hold weekly meetings, they meet several times before the tour takes place. Newcomers are paired with locals and they work together.
There are translators available. The tours are open to the public (which actually pays a fee. The tours are free for newcomers) and there are about 8 people in each group. The funding comes partially from public funds, but mostly from paid tours. They also did a crowd-funding. People are empowered by being part of the decision making process. No one ever asked for other people's background. It's important to build trust. It's hard to get ideas from the newcomer because at first they are not very proactive. It's difficult to get feedback from the people, and the feedback gathered is not structured and the data isn't collected analytically. It's also hard to find locals volunteering their time and getting the word out/promoting the events.

Partners suggested collaborating with schools (a class designs a tour with the newcomers, and children share their favorite places)Partners also suggested creating a database for the locations, so that the work can be shared among different groups. To gather information from possible volunteers and collaborators, a tool like Type form would be easy to use, user friendly and free. There should also be a checklist/ guide that volunteers can refer to, so that they feel a little less lost when they are working on their first tour.

Figure 6: Groups Discussion on project ideas

During the last 15 minutes each group shared the outcome of the internal discussion. *What we learned is that all projects are particularly challenging, but discussing best practices and ideas among other partners and different cultural lenses can really help improving the efficiency of actions. Several groups reported finding like some practical tips and ideas from other partners that they will try to import in their own project.*

15.30 – 16.30 First feedback, questions and answers, experience and intentions related to CRISCO – max. 5 minutes per CRISCO partner + open discussion

In order to better focus on the achievements, challenges, improvements related to CRISCO up to the present moment, we reflected on 5 questions related to stakeholders meetings occurred at the local level. We split into 5 groups and turned around the room every 5-10 minutes in order to discuss our contribution to each of the 5 questions, written on a poster.

1. What's been your major learning insight or discovery during Crisco local stakeholder meetings?
2. What challenges/difficulties did you have during the Crisco local stakeholder meetings?
3. What is the role of the Crisco local stakeholder meetings at the local level?
4. How to ensure the participation of different target groups in the Crisco local stakeholder meetings?
5. How can we support each other in taking the next steps at the local level with Crisco project?

The outcome of this activity was read aloud at the end of the session. Some of the most relevant inputs were:

1. To the question 'What's been your major learning insight or discovery during Crisco local stakeholder meetings?' the partners highlighted the existence of the same goals, such as: social cohesion; solving misunderstandings between stakeholders; bringing diversity in the local processes; the need of finding different approaches; passion of volunteers; local level is acting and reacting while national level is a step away; food is connecting people; broad interpretation of "social inclusion"; different migration, immigration, integration challenges.

2. Asked what challenges/difficulties were encountered during the Crisco local stakeholder meetings partners mentioned: diversity of actors; sustainability after Crisco is uncertain; finding volunteers; keeping conversation going outside the meetings; lack of concrete action; defining clear and common goals; establishing a system for monitoring and evaluation.

3. The role of the Crisco local stakeholder meetings at the local level has been linked to the organization of logistics; bringing people together; mapping what's going on in the city; discussing problems and finding solutions; keeping up with the momentum; inspiring; deciding next steps; promoting the project.

4. Reflecting about how to ensure the participation of different target groups in the Crisco local stakeholder meetings the partners stressed the need of adding value to meetings: trainings, food, nice location, fun activity afterwards; inviting different target groups from different communities and making them feel welcomed to express their opinion; inform people in advance about date/time; use social media; keep meetings after working hours; hire a babysitter.

5. Discussing about how can we support each other in taking the next steps at the local level with Crisco project. The participants suggested the use of CRISCO website and platform; newsletter; keeping in contact; invite partners from other countries in local stakeholder meetings; and exchange with them on solution, challenges, and use of social media.

THE EXPERIENCE OF *SPAZI COMUNI* – BASSANO IT (VISIT IN FILELD)

16.30 – 18.30 *SPAZI COMUNI* EXPERIENCE. SPAZI COMUNI (Common Spaces) is a project that involves three local stakeholders in education: school, local administration and educational agencies. The aim is to contrast school dispersal in our territory.

Spazicomuni is one of the three projects that the Municipality of Bassano del Grappa elected as one of the most representatives of social inclusion in town.

"**SPAZI COMUNI**" ("Common Spaces") is a project that involves three local stakeholders in education: school, local administration and educational agencies. Their principal aim is to contrast schooldispersal throughout two main actions:

1) Network: students board, professors board, rector board, parents board, non-profit sector board;

2) Open schools: is a project which involves the eight high schools of our territory, they literally open their doors to students and citizens, giving them the opportunity to attend different types of workshops;
3) Citizenship experiences: is thought for individual students involved in disciplinary measures, school dispersal or dropout – or entire classes and lasts 2/3 days. Instead of attending classes, they spend their time working in local organizations and living diverse educational experiences.

“spazicomuni” words
Happiness: bearing fruit, having an impact /Hospitality: starting with giving and accepting / Community: networking / Sharing: looking in the same direction to analyze reality better / Planning: finding new ways / Participation: involving people.

Spazicomuni is a complex mix of activities and paths of inclusion aimed at making schools open to the city and vice versa.Since schools mirror the city (and society as a whole), they nowadays have to face diversity, social and personal hardships, different types of talents. The same is true for all other education and cultural places in town: sports associations, third sector associations, oratories, etc.

Spazicomuni is then based on the idea that those must become places where to build an inclusive community, experiment citizenship and participation. Common spaces are the only answer to common problems.
In 2014/2015 a specific assembly of School Directors, representatives of the Municipality, teachers, educators and third sector operators, students representatives, parents representatives, associations, etc. was formed. The assembly met periodically to shape out actions of Spazicomuni. The result was to divide actions in three main areas: open school, citizenship experiences, street animation.

TEAMWORK QUESTION: Which are the social and cultural barriers that we need to deal with in order to permit the integration of students at school?

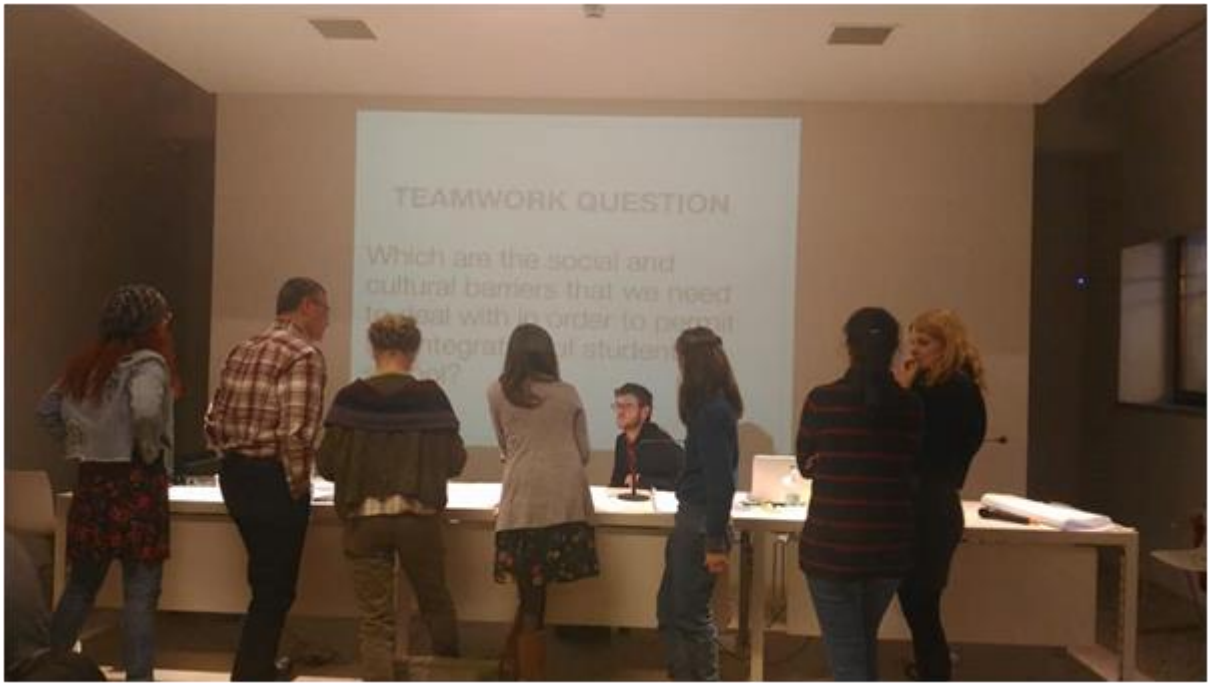

Figure 7: Discussion on the social and cultural barriers

Cultural and social barriers at school: diversity of teaching styles, self-confidence, competing, stigmatization, insecurity, technological divide between teachers and students, language barriers (especially with students with migration background), too much structures/rules, different cultural backgrounds, economical divide, fear of failure, fear of being judged, teachers aren't enough mediators/facilitations.
Abilities to promote in the school: listen, understand each-other, respect each-other identity (value differences), express oneself, empathy.
It is important to make a program to give support (support to teachers, to schools and to home) and it is important to give support/invested resources in the school. In the same time, the adults must trust/give enough responsibilities to young people and offer group activities to improve the social skills of the young people.

Some open questions:

- How to be in touch with young, using their rules?
- How can teaching allow integration?
- How can we change the school to make it more attractive for students?

21.00 – 22.30 Garage Nardini- DANCE WELL PERFORMANCE and BANDA DI QUINNIPACK IN CONCERT

DANCE WELL – MOVEMENT AND RESEARCH FOR PARKINSON

The practice consists in dance classes for people living with Parkinson's and the wider local communities. The approach is artistic and focuses on the development of artistic skills to dance. Classes take place in Museums, Art Galleries or buildings with Artistic and inspiring contents. Dance classes are offered free of charge and are led by teachers who had a specific professional training. They are free to propose diverse dance styles and languages. The Dance Well dancers are invited to meet dance artists in residency and participate in their presentations and sharings, in dialogues, conferences and feedback sessions. Special creations for the Dance Well dancers are commissioned every year to international dance makers and are presented in the Festival Programme. For this particular occasion the group has worked on the Nelken line by Pina Bausch, the choreography inspired by the four seasons.

Figure 8: CRISCO's participants as audience members, Dance Well dancers and Banda di Quinnipack

BANDA DI QUINNIPAK

The project begins in February 2008, supported by entities operating in the Bassano area involved, with different roles, in the management of disability and related conditions. The main goal was that of setting up a recreational space that, through music as catalyst, would eventually lead to a process of social inclusion. To this end, a mixed group took shape, composed by people with difficulties (of different nature and degree of severity, as well as of different age), volunteers with various backgrounds, by educators, by musicians, professionals or non-professionals. The task of leading the whole experience, was assigned to a music teacher, as well as researcher and re-interpreter of folk music together with, at the time, a therapist specialized in neuro-psycho-motricity and with a passion for folk culture.

Figure 9: Banda di Quinnipack

AGENDA

16 MARCH, BASSANO DEL GRAPPA – MUSEO CIVICO

Morning session – activity 1

9.30 -10.30 DANCE WELL CLASS– Museum

All the participants (more or less 100) were invited to the regular Dance Well class in the Museum of Bassano.
The group had to be divided in two different floors due to the high attendance to the class. On the ground floor, it was composed by extremely diverse people: students from a high school, old people suffering from Parkinson diseases, asylum seekers, CRISCO participants and more. All ages, many nationalities, many different ways to express feelings through movements.
As an ice-breaker, we did some relaxation exercises to regain contact with our own body, then we learnt a simple choreography about stars reflecting on the sea. This had the function to coordinate our movements as a group, standing in a circle, also through the bare contact of the back of our hands.
We then were invited to walk around "like if we were in a museum". Some of us looked at the paintings; other started to consider that people walking by were the real artwork to be looked at. We got the task to choose our favourite painting and imagining a story in it. Then we were asked to perform this story through a simple choreography, rehearsing it in front of the painting. Once we made it ours, we walked around and told this story with our body to the other participants, only one at the time, and closing this story exchange with a hug. It was very touching to use this unique way of expressing ourselves and to communicate with someone we don't know only through movements.We then let every tension go dancing rock'n'roll on the notes of "Everybody needs somebody to love", and after regaining a group coordination, experimented a free dance in the end.

Activity 2 CRISCO FORM THE POINT OF VIEW OF CITIZENS

11.00 – 12.30

People were divided in three different groups. Each group received one of the following topics of discussion, and we tried to think some very practical things to do:
1) What promotes inclusion/integration?
2) What make good practices happen?
3) Identified social and cultural barriers to inclusion.

After 20 minutes of discussion each group changed topic.

1. WHAT PROMOTES INCLUSION/INTEGRATION?

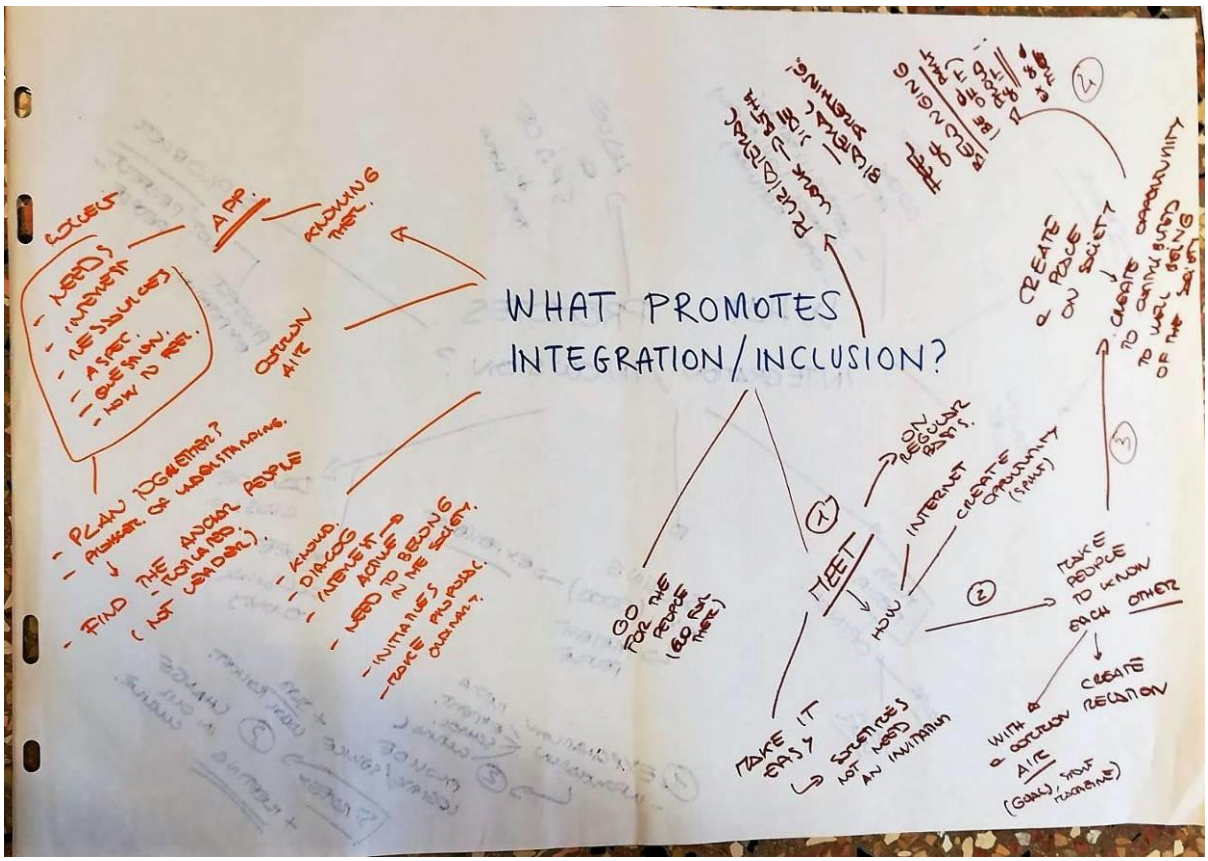

Figure 8: Outputs on the discussion about what promotes integration/inclusion?

In general all groups agreed it's better to use always the word inclusion than integration. The word integration implies that in the two groups, one have something wrong or something that needs to be fixed. Instead the word inclusion is more focused on the fact there simply are differences between groups and they need to be accepted as they are.

It is important to **know the targeted group before everything:** identify who are the leaders and who are the anchors in the group. Not always leaders and anchors are the same persons, often anchors can be more motivated than leaders to create inclusion. In an "appointment" with local group should be discussed what are the needs of the group, interests, resources and questions that they have in order to plan next actions and events with them.

During the workshop was also identified that not only a series of events or actions can lead to inclusion but a planned and clear path must be set up.

Three step of this path were identified:

- **Create situation where the different groups can actually meet**; meetings must be easy (in comfortable and accessible places), should be on regular basis, promoted also in internet and it would be better if they are related to sport, food and leisure activities. In this step, information about the "new" group to the welcome society should be given with media (on local and national level) carried out by experts but also ordinary persons. Local group should be informed and make aware of others group at school for example but also in open activities.
- **Make people to know each other**; in this part people should create a relation between themselves common aims and goals (like magazine, short film, place to meet, etc.) should be planned.
- **Create a place in the society;** to achieve this step it is important to create opportunity where people can contribute to the well being of the society. This is the easiest way to create the feeling of being useful and belonging to a community. Individuals have to feel proud of something they did together (for example: a little bush they contributed to create or a parkthat was cleaned and renewed).

In all activities and events it is important that exchanges and personal work are carried out not only by people who need to be included in the society but also by local group, the exchange must be bilateral on both sides. The welcome society after the path should find itself changed and enriched by what the new individuals bring on it.

During the workshop was also identified that during all the inclusion program logistic and services should be provided from the local group to the new group in order to sow the seeds for a stable future and a feeling of safety. So create situation where new individuals can easily meet up, find job and feel welcomed are fundamental.

Another analysis carried out during the workshop was on avoid searching all the time for the perfect and idealistic group, it's important to underline that they are normal people with their sufferance and problems. We tend to show only the best examples forgiving those who are ordinary just because they are "not easy" to include. Acting that waywould lead only to partial and irrelevant results.

2. WHAT MAKE GOOD PRACTICES HAPPEN?

Figure 9: Outputs on the discussion about what makes good practices happen?

Over the course of the three rounds, three main categories of items needed were identified:
1. General positive elements needed for a collaborative environment

- a good atmosphere
- it has to be fun
- enthusiasm
- openness to flexibility
- collaboration between members of the team
- meaningfulness

2. Specific practical elements inside the practice that makes the process effective

- a referent person
- a clear scope
- methodology
- evaluate! (clean method)
- setting achievable goals/managing expectations
- keeping it practical
- people capable of writing and submitting good projects
- preliminary research /ability to gather data and process it
- follow up discussions and analysis

3. External elements

- support of the municipality (political intention to support the good practice)
- money
- experience
- self sustainability
- diversity of inputs
- political stability of Europe
- inclusion of students and younger people
- connections between different organizations

The major disagreement between people was about the willingness to allow input from the target, especially in terms of deciding what's good for them, with some people saying the newcomers are new to the country and need to adapt, and other people suggesting that inclusion cannot be a one way street, otherwise it just becomes assimilation.
We didn't have the time to eviscerate the subject but it's an interesting point that I feel is worth discussing: can we talk about inclusion if it means there is no change in one of the parts and it's conditional to just agreeing to adapt to new rules and a new culture? Is it paternalistic to design a practice around the idea that we know what's best for them without including them in the discussion?

3. IDENTIFY SOCIAL AND CULTURAL BARRIERS TO INCLUSION

The groups focused on the social and cultural barriers that prevent a fruitful inclusion.

Starting point: the definition of culture, seen as "diversity in thinking and acting", "attributing different meanings to things", "habits and values seen as important", "identity", which can lead to not accepting diversity. Some cultural barriers could be language (different national languages but also local languages or dialects), physical appearance, behaviours, as they lead to misunderstandings.
Final assumption: **a strong cultural identity could lead to not accept diversity.**

Figure 10: Outputs on the discussion about identifying SOCIAL AND CULTURAL BARRIERS TO INCLUSION

PSYCHOLOGICAL APPROACH

A first barrier could be seen in the feeling of **fear**. Fear, especially of the unknown, can be generated by ignorance of the other and of history. This could be due to a lack of tools for education, especially towards openness. Barriers in education are perpetrated also by the disparities in chances of children with different backgrounds. Ignorance also leads to lack of critical thinking and could be accompanied by lack of curiosity and caring. The fact of not being aware about another culture, but also lack of flexibility or having different expectations towards the integration in another group, could lead to not having any wish for inclusion.

This all could generate what is called a **self-fulfilling prophecy**: "group B is bad and won't integrate → group B itself thinks they are bad and incapable of integration → group B won't integrate". From this mechanism we could deduce the role of prejudices, stereotypes, biases and cultural racism, but also of self-confidence and ambitions for inclusion, which could also be considered an obstacle.

SOCIOLOGICAL APPROACH

This leads to another core barrier, which can be seen in **power relations** in individual and group dynamics. A major barrier to inclusion is seen in the unidirectional, top-down approach which marks the difference between assimilation, integration and inclusion. This comes from the **individualistic mentality** which is predominant in the Western world, where the feeling of community seems to be losing its importance and empathy is seen more as a sign of vulnerability than a strength. The tendency seems rather to be to focus on one's identity, leading to a **polarisation** of "us/them". We detected this mechanism to be happening in particular in 2nd generation immigrants, which are the most sensitive to identity topics as psychologically in between two different cultures (the parents' and the host country one), and fear to lose (or not to find) their own identity. On the other side, these power relations can be seen in the imposition of a culture, considering itself bearer of all truths, on the others. However, power relations can also lead to **dependency**: the dimension of help, if tackled in a certain way, could also result in a barrier to inclusion. This happens especially when a group positions itself as the "winner" helping the "loser", does so by providing solutions and not tools, and above all does so taking decision of behalf of other groups, without any consultation and taking things for granted. Sometimes, overthinking and looking for answers in a limited group could be a barrier to inclusion itself. On the other side, the fact of accepting help could be difficult for the group which is perceived to be the "loser", so it could appear to not have any wish to be included.

POLITICAL APPROACH

Lastly, we can see some barriers as part of someone's agenda. Some difficulties in inclusion are being instrumentalised by politicians, media and other influencer groups. Some barriers are brought along with the hierarchisation of access of different social group to culture. This is mainly done through economics (paying for culture) but also *for* economical reasons. In sum, the assumption here could be that **a main barrier to inclusion is not wanting to find a solution for it**, mainly for personal interests.

To sum up, we came up with the assumption that **a major barrier to inclusion is the need to be part of a group itself**.

Parallel session - Coordination Meeting, CRISCO Steering Committee

11.00 – 12.30: For "project coordinators" only (1 or 2 representative per CRISCO partner): CRISCO Steering Committee

Projects coordinators discussed the whole management package of the project: action plan, communication and dissemination plan, and financial issues. We shared goals and successes about the work with local panel groups.

The meeting started with a tour de table where the 10 CRISCO partners introduces themselves, and their CRISCO activities undertaken so far (first Local Process Period, from September 2017 to March 2018).

Vejle (Denmark):

They had a first local meeting in January, with inspiring reflections, people well involved and a great atmosphere. The next meeting is scheduled in May and the intention is to enlarge the local group. The idea is to continue reflection but also to turn it into action at local level.

Jonava (Lithuania):

Essentially, they have used the opportunity of the local Autumn Fest to invite the local communities to showcase their skills and knowledges: craftwork and home dishes prepared with the vegetables and fruits gowned in their own gardens. Among others, the Rukla's refugee center was participating in this event. At this point, there is no plan yet for the next Local Process Period.

Etterbeek (Belgium):

After 2 CRISCO information meetings (24 October and 23 November), Etterbeek focused on action: cooking, writing and painting workshops. These workshops were occasions to mix people from different origins living in Etterbeek, facilitate individual connections and mutual understanding.

Bassano del Grappa (Italy):

The local process started late, with a press conference on CRISCO in January, then an open call for interest, to which more than 30 applicants replied, in order to create a Local Panel of Stakeholders (LPS). We had two main meetings:

- The first one was a reflection / brainstorming on the CRISCO theme ("Cultural and social barriers to integration")
- The second was to organize the first CRISCO transnational event in Bassano. Among the Local Panel of Stakeholders, we have the chance to have a nice group of youngsters who are motivated by the challenge of this international meeting and who helped a lot in the preparation, as well as during the meeting itself

There is also a local CRISCO group on Facebook.

Novo mesto (Slovenia)

The CRISCO local process in Novo mesto relies mainly on cooperations, including with:

- The municipality
- The Research Centre of the Slovenian Academy of Sciences and Arts (ZRC SAZU): Slovenian Migration Institute
- An association developing voluntary work
- Local NGOs and schools

Two meetings were open to students, including one which took place in a high school, with more than 100 people.

Rezekne (Latvia):

Our local target CRISCO group originates from a rural area and we train them in journalism: how to write a read an article, how to deconstruct a gossip and identify a fake news, how to take pictures... Three workshops in total where given. We plan to do something similar for the next period on the theme “Prejudices and precarious individual situations”. It is difficult to bring local citizens to an international meeting like this one. The main barrier is the English.

Vlora (Albania):

They organized a brainstorming CRISCO meeting on 19 January. Around 20 people attended, from NGOs, as well as citizens. Info about CRISCO was locally shared via Facebook and a local TV. It seems that the “returnees” (Albanian nationals coming back to home country after sometimes decades abroad) is an issue, because these people are uprooted. Vlora intends to focus on this issue with CRISCO. Vlora is in the process of creating a CRISCO Local Group of Stakeholders.

Delft (The Netherlands):

In Delft, CRISCO reinforces the already strong existing municipality efforts on inclusion. They organized a big CRISCO seminar about polarization, with around 100 people attending. Delft would like to receive and share reflection material to prepare the next theme: “Prejudices and precarious individual situations”.

Tartu (Estonia):

It is sometimes difficult to find time to develop CRISCO locally because we have already a lot of activities. We already have a local network of stakeholders dealing with the theme of inclusion and we will try to enlarge it thanks to CRISCO.

Strasbourg (France):

Agata de Latour animates the Local Panel of Stakeholders. Thomas and Marion are also key active people. We build our LPS on already existing local initiatives and CRISCO gives us an opportunity to reinforce the local network. The first local CRISCO meeting was held on March 5: it was a seminar with 35 people (NGOs and citizens) and two external experts who gave presentations.

Open discussion:

- What is CRISCO about? CRISCO is not about one specific category or community of people, but to summarize, CRISCO is about "living together". It is not a "community based" project but a "land-based" project. It is true that the variety of situations is large among the CRISCO partners and we see that living together at local level can take different forms. This variety is precisely the key to enrich each-other and learn a lot from each-other.

- Local Process Reports:
  - The CRISCO partners who have not yet delivered their first Local Process Report are invited to do so asap.

- Report on the first Transnational CRISCO meeting in Bassano:
  - Led by Bassano with the support of Etterbeek, ALDA and the other CRISCO partners
  - Propose schedule: in the next 2 weeks, Bassano will produce the 1st draft, then one week for circulation and amendments and one week to finalize the report

- CRISCO Communication Plan:
  - All CRISCO partners are invited to comment the CRISCO website and to provide material for the CRISCO website
  - ALDA will prepare the CRISCO Communication Plan and provide templates to the CRISCO partners in order to manage the Communication Plan
  - Reminder: in all CRISCO activities and communications, you must always put at least the CRISCO logo and the EU logo ("Co-funded by the Europe for Citizens Programme of the European Union")
  - All CRISCO partners must develop their local communication on CRISCO:
    - If possible, create a dedicated web page in your website
    - Promote activates in due time, in order to attract attention and people
    - Social media: use your Facebook pages, etc., and tag the other partners
    - A hashtag will be prepared
    - Use the local press, as well as your newsletters to promote CRISCO
    - Do not hesitate to interview citizens and to post their reflections
  - A template to monitor the dissemination efforts will be circulated by ALDA

- Bilateral CRISCO meetings
  - The process has not actually started at this point
  - Reminder:
    - CRISCO Partners may take part as 'experts', 'external resource persons' or 'interested persons' in the local process of another Partner (2 missions = 2 people per CRISCO Partner)
    - Bilateral missions are an important part of the project, first of all because they can be very inspiring beside the four main CRISCO transnational events, but also because they are necessary to receive the European grant
    - Bilateral meetings are flexible
  - Etterbeek will circulate soon an updated note on this issue, with an invitation to CRISCO partners to take part both ways:
    - Declare interest to visit another CRISCO partner to discover more in-depth their local process and activities
    - Invite other CRISCO partner(s)to discover their local event / action / activity
  - Reminder:
    - Effective bilateral missions must be accepted beforehand by the project coordinator (Etterbeek)
    - The individual CRISCO partners involved in a bilateral mission are responsible of the organization of this bilateral meeting
    - After each bilateral mission, the visiting partner (with the support of the hosting partner) establishes a mission report, following the CRISCO template, including signature of attendance lists

- Monitoring and Evaluation Plans
  - Monitoring and Evaluation Plans are there to ensure that we achieve what was planned
  - ALDA will prepare and circulate the Plans among the CRISCO partners

- Next CRISCO Transnational Meeting in Strasbourg:
  - Theme: "Prejudices and precarious individual situations"
  - Will take place in September 2018
  - Prejudices lead to discrimination, through this simplified path:
    - 1. Stereotypes (can be positive but also negative)
    - 2. Prejudices
    - 3. Discrimination

Figure 11: Steering committee meeting

Figure 12: Group Picture

13.30 – 15.00 WRAP-UP SESSION

- Debriefing of the morning session "CRISCO from the point of view of citizens", by the rapporteur

In the afternoon, the participants of the CRISCO project were asked to write in different post-it the questions that didn't receive an answer. All the post-it created were placed on a poster. Every group was able to take a picture of the poster in order to bring it back to their local meeting.

Some of the questions collected were: What is the difference between polarisation and radicalisation? How to develop the ideas discussed to a higher level? Where is it possible to learn the Dance Well? Is integration really possible? How can we communicate to involve people in this type of activities? How to communicate complexity in a simple way? How to involve people not connected to the neighbourhood? How can we raise the inclusion problems and solutions at national level? How to increment the scale of our action to be able to support more people? How can we talk to people that don't want to discuss integration or inclusion? How can the civil society be involved by municipality to create a common agenda (discussion point; action point and who sets the agenda)? How can dismiss the idea of national belonging? Is it possible to come back to Bassano and become a volunteer in the Dance Well project? What can we do with people that don't want to communicate? We're working for our different projects. What kind of projects can we run together?

- Wrap-up speech by JF Maljean

JF Maljean thanks all attendees for their active participation. This was a very rich and inspiring meeting. CRISCO is on a good track, with professional and dedicated teams. We have to keep the momentum for the next steps. Special thanks to Bassano, the officials, Alessia, the staffs. We were so well hosted and the activities proposed were great.

- "Next transnational event in Strasbourg" by ALDA

ALDA has informed that the next transnational meeting will be held in Strasbourg in September 2018. ALDA will provide the appropriate logistic and content support for the organization of the meting in the upcoming months.

- Closing by Bassano

"These three days have been a good start for the upcoming local meetings and process of the CRISCO project, in different countries. It was good to see that the participants were active, interested and motivated during the activities. Participants were happy and impressed to see the CRISCO project becoming a reality beyond their expectations. The concept of CRISCO is not just a focus on specific groups (disabled people, migrants or refugees) but it refers to the "living together". Thanks to all the partners, and to Bassano's local panelists!"