

Symposium Invitation

By the Lectorate Inclusive Education **Connecting our stories: Inclusion Matters**



18 months after our official launch, we of the Lectorate Inclusive Education would like to share our experiences and findings with you. In sharing we hope to inspire and encourage you to explore your own story and connect with the stories of those around you.

The symposium will also showcase an engaging mobile art installation designed by The Hague University Student Alizée Bollen, in collaboration with students from Sandberg Institute (Rietveld Academy), Royal Academy of Arts The Hague, and ArtEZ. There will also be a special section, specifically designated for students to interact organized by the student Branch unit of the research group. There will also be a space designated to connect with others, and if needed a space to retreat and reflect.

The afternoon is dedicated to engaging the issue of inclusion according to D.I.S.C.O. sessions

D = for Doing	Offers sessions dedicated to action and diving into a specific aspect of inclusion. There will be no lectures or panels here, only active participation.
I = for Involvement	Offers sessions where through active participation and exchanges attendants gain insight in challenges affecting interpersonal dynamics.
S = for Strategy	Introduces attendants to specific strategies from teaching to recruitment that can be valuable in creating inclusive learning environments.
C = for Collaboration	Explores crucial aspects of collaboration in inclusion programming.
O = for Ownership	Explores aspects of ownership. How do we promote true ownership of inclusion?

Attendance is free of charge. Please register for the symposium and the specific workshops by using [this link](#). There are a limited amount of sessions in English. All the other sessions will be in Dutch, but adjustments will be made to accommodate English speakers as necessary.

10:00 – 11:00 Welcome reception, arts installation, poster sessionAtrium

11:00 – 12:00 Plenary sessionAula

Welcome	Maria Toko	Vice-Chair university council
Student Speaker	Sahar Shirzad	
Guest Speaker	Sander Kos	Hogeschool van Amsterdam
Keynote	Aminata Cairo	Lector Inclusive Education

From Blues Aesthetic to Holy Hip Hop: Daring to Use the Marginalized Perspective to Create a New Narrative of Inclusion

12:00 – 12:45 Lunch and entertainment.....Atrium

13:00 – 13:45 Session 1

D = for Doing	Discomfort
I = for Involvement	Intersectionality
S = for Strategy	Recruitment and retention
C = for Collaboration	Support networks for students
O = for Ownership	Men at work

14:00 – 14:45 Session 2

D = for Doing	Connecting with the story of the other
I = for Involvement	Studying under pressure
S = for Strategy	Spoor 22
C = for Collaboration	Powerhouse
O = for Ownership	Inclusivity Training Toolkit

15:00 – 15:45 Session 3

D = for Doing	Celebrate
I = for Involvement	Daring Conversations
S = for Strategy	Teaching with game sensitivity
C = for Collaboration	Collaborative challenges of an Erasmus+ project
O = for Ownership	H/Overstap

13:00 – 15:45 Student Engagement Activities in the Innovation Playground

16:00 – 16:30 Closing – presentation of the book. Poem for the day.

16:30 – 17:30 Closing reception ☺

Session descriptions

D = for Doing

1 Discomfort

Our biggest hurdle to engage or take a stand is often our discomfort. In this session we will explore the discomfort, challenge it, and work our way through it.

2 Connecting with the other

We will explore different ways of connecting with the story of the other.

3 Celebrate

We don't stop and take time to honor and celebrate our triumphs. As an act of self-care it is important that we do.

I = for Involvement

1 Intersectionality

Intersectionality is an important yet often misunderstood aspect of identity. How does our personal engagement change when we are not limited to one-dimensional views of each other?

2 Studying under pressure

Our students experience various forms of pressure that affect their studies, from family expectations to lack of finances. How do we maintain a focus on learning and empowerment while not ignoring this reality?

3 Daring Conversations

Rather than avoiding differences, what if we would call them out into the open? We begin by calling out the differences and use those as a bridge to connect to each other's stories.

S = for Strategy

1 Recruitment and retention

Bringing people in is one thing, keeping them is another. What do we miss when we solely focus our recruitment on increasing diversity?

2 Spoor 22

There is a need for adequate social workers, but there is a mismatch between the needs and offerings between the work field and the educational institutions. Spoor 22 is offering a new strategy with multiple regional partners to correct this issue.

3 Teaching with game sensitivity

The rules of youth culture, home, and school are quite different. Rather than being frustrated about the lack of fit, what if we could learn from those rules and use those insights to create a new learning playing field in the classroom?

C = for Collaboration

1 Support networks for students

Nobody earns their degree by themselves. Students need to learn how to build a good support network, and how to activate it. How do you do that?

2 Powerhouse

The Powerhouse was a program designed for supporting delayed students reach the finish line and obtain their diploma. Key to success were numerous collaborations between students, peer mentors, extended family and staff.

3 Collaborative challenges of an Erasmus+ project

Sometimes the challenges in collaboration can unnecessarily slow an otherwise excellent program down. Here an example of such an experience.

O = for Ownership

1 Men at work

Men in the care professions are taking ownership of the low numbers of students in their programs. Here they ask the question: Is there room for non-traditional male modes of behavior in our profession? Is it even safe to discuss this issue with our colleagues, and if not what do we do about that?

2 Inclusivity Training Toolkit

The Inclusivity Leiden Toolkit is a program that is being developed by the Lectorate in collaboration with InHolland and Leiden University to help people build their skills in creating inclusive learning and working environments. How do we make sure that it becomes a standard part of the culture, normalized and owned by the people?

3 H/Overstap

This program is designed to improve the transition into higher education from sending institutions. Key in this program is the role of THUAS as a major organizer of many projects with different stakeholders. How do you maintain everything under control in this responsible role?