

Theme 5

Reflecting on inclusion

This tool is for building understanding around peoples' different experiences and needs. Whether you're working with people from similar or different backgrounds to yourself, it can help to be aware of how your unique position impacts how you work.

5.1 Reflecting on inclusion in a group

This is a reflective tool for thinking about who is more and who is less included in a group. You can use this tool individually, or to start a discussion about inclusion.



Thinking about your experience

Have you experienced feeling unwelcome or excluded in a group setting?
What was it like?
How did the people who were the most included act?
What do you remember about them?

What could the most included people have done to help you feel welcome? Are you more often included or excluded when you take part in groups and events?

Has your identity or background ever made you feel less welcome or included at heritage events?

Do you think you are more or less included and powerful in the group you're working in than others?
What can you do to make the group more equal?

Thinking about the group you're in

Typically in groups some people take part easily and feel comfortable in the space – and some people are on the edges, finding it harder.

The more powerful group in the centre is often called the 'Mainstream' in community education, and the people on the outside are on the 'Margins'.

People in the Mainstream don't always notice that they are fully included and other people are not.

This lack of awareness can lead to exclusion, negative experiences and tensions in the group. Who gets included and excluded in groups often reflects which people have more power in society.

Use Training For Change's 'Mainstream and Margins' activity to go deeper into unequal dynamics in groups.

Which groups or communities in your country do you think feel most welcome at heritage events?
Who do you think feels less welcome?

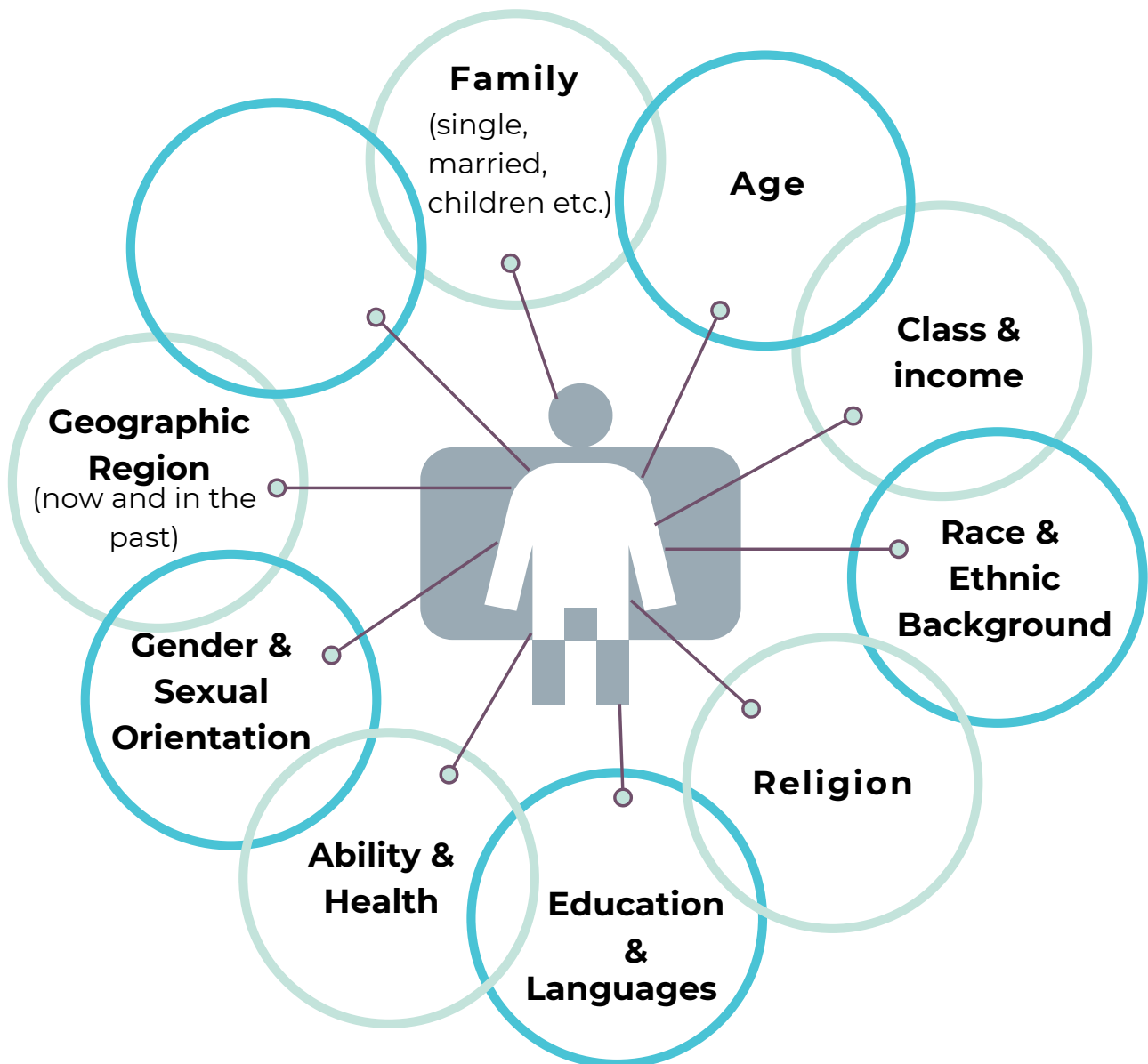
Do you have powers or rights in the space that the other people don't have? (For example: facilitators and staff can make certain decisions)
What are the characteristics of the most included people in the group?
How do they act? How could they act?

5.2 Reflecting on your own experiences

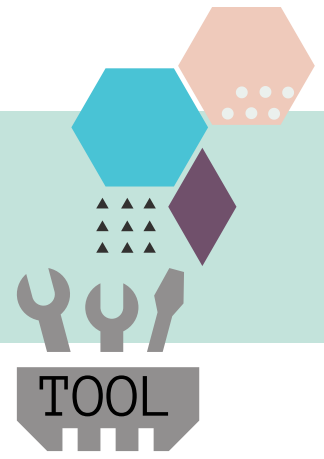


How power and privilege shape experiences of heritage

Use this tool to reflect on how your experiences and identities shape how you relate to the world. Fill in the bubble, and think about what it means to you. Which parts of your identity give you more and less power in social spaces? Which make accessing heritage easier or harder?



5.3 Thinking about Economic Inclusion and Exclusion



Reflecting on your experiences

Use this tool to think about how experiences of economic inclusion and exclusion might shape how you think about and access heritage.

Think about your background and position in society, and reflect on **either** the questions for economically included people, or the questions for people who have experienced economic exclusion.



What is economic exclusion?

Economic exclusion is about the experience of chronically not being able to easily take part in society or fulfil your needs because of your economic position.

This of course affects taking part in heritage activities.

People on low incomes and in poverty are a subset of working class people who have less income than they need to cover all their basic needs.

Economic exclusion overlaps with other forms of inequality and exclusion.

In the UK most working class people are white, but in terms of the whole population people of colour and women are disproportionately working class. Who experiences economic exclusion in your country?

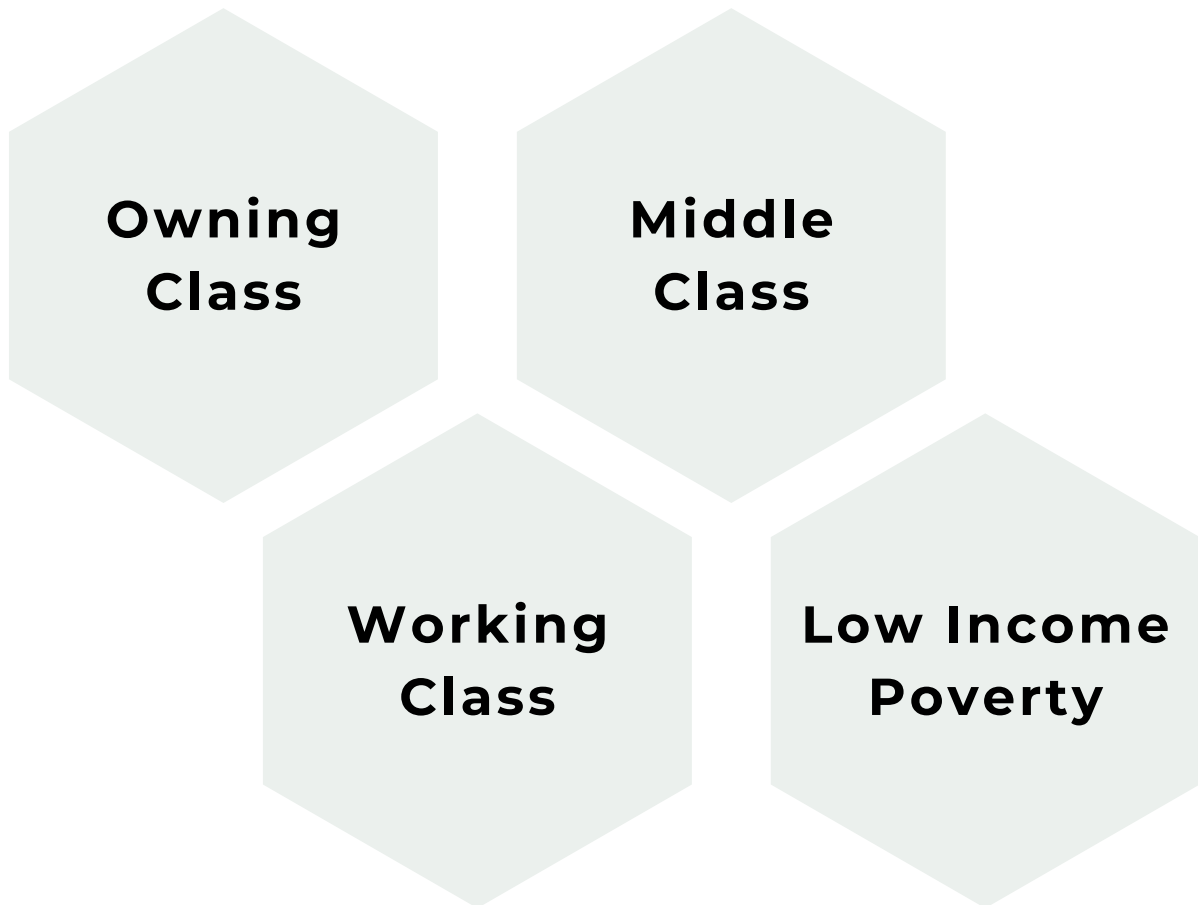
Everyone is affected by economic inequality.

People who can benefit from high-paid jobs and wealth from property have class privilege. Class privilege is about relative differences in income, wealth, education, job, status, social capital, cultural capital, and position.

Which of the boxes below best represented your own economic background at 12 years of age?

What best represents your economic position now?

You might want to reflect on things like holidays, education, annual household income, whether basic needs were met – as a child and now.



Note: this chart greatly simplifies how class works in the UK – it won't fit every context.

- How does your economic background make things easier for you?
- How might it impact how inclusive your planning is?
- What could you do to make sure your class experiences don't make others feel excluded?

- What are the positives of coming from your class background?
- What would you want people with more money and class privilege to know about your experiences?
- How could heritage events change to make them better for you?

¡HA del castillo!

HA del castillo is a heritage project focused on children's participation, which takes part in European Heritage Days.

Through play and active exploration, the project sensitises participants to the social, economic and citizenship aspects of the heritage around them.



While the castles are celebrated heritage attractions, this project also explores the neighbourhoods around castles which have been historically excluded from the benefits of the city's wealth and development.



HA del castillo links these two spaces (the castle and the historically excluded neighbourhood) in an immediate way, to reveal the social processes which have connected the spaces and created social (and physical) barriers between them.



By using architecture - and fun! - to sensitise people to their complex heritage, the project aims to build social inclusion and cohesion.