FACT SHEETS

Transmedia Stories of Insularity

The TRAST Fact Sheets provide essential insights to support the objectives of the TRAST project. Designed for participants and stakeholders, the fact sheets foster inclusive and impactful cultural initiatives that celebrate the diverse identities of insular communities.

The TRAST project focuses on overcoming the unique challenges faced by insular communities. These groups often encounter barriers that limit their access to social, cultural, and economic opportunities. To address this, TRAST bridges cultural divides, highlights the unique heritage of these communities, fosters cultural revitalization, promotes inclusivity, and empowers individuals to shape their narratives actively.

To achieve these goals, we offer a series of fact sheets that provide practical insights, principles, and guidance for overcoming challenges related to social inclusion and cultural representation. Each fact sheet covers key aspects of the project, such as fundamental principles of inclusivity, common barriers faced by insular groups, attitudinal challenges, communication strategies, and methods for active participation.

These fact sheets focus on respect for diversity, participatory approaches, and reasonable adjustments to promote inclusive practices. They aim to empower insular communities, enhance their contributions to cultural initiatives, and foster community cohesion,
With a focus on respect for diversity, participatory approaches, and reasonable adjustments, these fact sheets offer actionable information that promotes inclusive practices. The aim is to empower insular communities, enhance their ability to contribute to cultural initiatives and foster social activities, ensuring all voices are heard and valued.

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Fact sheet: Fundamental Principles of Inclusivity

The European Union, with its Lisbon strategy (2000), historically approached inclusivity primarily from an economic standpoint. Despite incorporating multidimensional aspects, EU policies have often been reductive, especially evident through indicators for social inclusion (European Commission, 2002).

Key Principles for Inclusivity:

- Respect for Diversity: Recognize differences among participants and integrate these into policy development.
- Non-discrimination: Ensure equality of opportunity regardless of cultural or geographical origins.
- Accessibility: Improve infrastructure to support digital and physical inclusion of island communities and migrants.
- Participatory Methods: Create spaces for active participation, empowering insular communities to tell their own stories.

Fact sheet: Principles for Inclusive Creative Spaces

- Encourage participants to share their unique skills and talents.
- Simplify processes and reduce complexity in participation.
- Create a democratic space and allow everyone to voice their needs openly and without fear.
- Treat inclusivity as a fundamental principle in all activities.
- Provide opportunities that highlight each participant's strengths.

Fact sheet: Tips on Action Planning for Inclusive Practices

When planning activities to support TRAST project participants:

- Set SMART Objectives: Specific, Measurable, Achievable, Realistic, Timed.
- Plan Inclusive Actions: Ensure tasks are accessible to all participants and adapt resources as needed.
- Assign Roles Thoughtfully: Consider cultural and personal backgrounds when assigning responsibilities.

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Fact sheet: Issues that Can Challenge Inclusivity

Inclusivity in insular communities may be challenged by multiple barriers, including:

- Poor digital connectivity in remote areas, making it difficult for participants to engage in virtual events or training.
- Unexpected scenarios. The solution to this is to be flexible and work together with the group to find a suitable solution.
- Personal Barriers - feelings of marginalization can lead to self-isolation, impacting a person's ability to fully participate.
- Conflicting access needs - to accommodate one person's needs may impact those of another

Fact sheet: Key Principles for Communication in TRAST Workshops

Effective communication with insular communities and project participants should incorporate the following principles:

1. Speak Directly: Address individuals directly, avoiding assumptions about their needs.
2. Use Accessible Language: Ensure all communication materials are available in multiple languages and avoid jargon.
3. Respect Diverse Perspectives: Encourage participants to share their experiences in their own words.

Fact sheet: Basic Rules for Supportive Dialogues

- Speak for Yourself: Use "I" statements to take responsibility for your experiences.
- Be Patient and Listen: Allow participants to finish their thoughts without interruption.
- Avoid Assumptions: Focus on understanding each individual's unique perspective.

Fact sheet: Reasonable Adjustment and Inclusive Practice

Reasonable Adjustments refer to modifications made to workshops or training environments to ensure inclusivity for all participants. Examples include:

- Developing flexible course activities and modifying the pace or method to cater to different skills and creative styles.
- Providing necessary tools such as translation services or digital access.
- Adjusting approaches based on participant feedback to ensure ongoing accessibility and inclusion.

Guiding Principles:

- Recognize individual differences and adapt accordingly.
- Use tasks that allow time for exploration rather than focusing solely on outcomes.
- Ensure that no participant is excluded from any activities.

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Fact sheet: Examples of Barriers

ATTITUDES

There are prevalent negative attitudes towards insular groups. Examples:
· Perception of cultural differences as inferior or threatening.
· Stereotyping based on ethnic, cultural, geographical, or migration status (e.g. migrants are often seen as a threat to cultural identity and economic stability, which fuels discrimination and xenophobia; islanders, particularly those from remote Adriatic islands, experience negative stereotypes of being "isolated" and "peripheral" which marginalizes them culturally and politically; members of the Jewish community in Ljubljana face negative stereotypes as an "imaginary enemy who does not exist" due to historical erasure and lack of recognition as a minority).
· Discriminatory practices towards perceived “outsiders.

NON-EFFECTIVE COMMUNICATION

Communication gaps and barriers make inclusion difficult for insular groups. Examples:
·Language barriers affecting access to services (e.g. in Poland, many Ukrainian refugees face challenges in adapting to the host society as schools lack sufficient language support for refugee children).
·Use of jargon or culturally exclusive terms in official documents.
·Failure to provide translated materials or interpretation services.
·Lack of communication infrastructure and slow internet connectivity

PARTICIPATION

Insular communities face significant barriers in participating in broader social and economic activities. Examples:
· Migrants, refugees, or members of small island communities face isolation in their host societies due to both physical barriers (living in camps or overcrowded urban areas) and social barriers (limited access to cultural events). This results in a lack of meaningful inclusion opportunities .
· Limited access to public and cultural facilities due to geographical remoteness (e.g. Adriatic island inhabitants experience geographic and social isolation, which results in limited job opportunities, diminished cultural participation, and fewer social events; tourism as a seasonal activity also disrupts their community cohesion).
· Feeling disconnected from the majority community due to historical erasure, cultural misunderstanding, and a lack of official recognition, which limits their ability to participate equally in the social and cultural life of the city (e.g. Jewish community in Ljubljana)
· Lack of digital infrastructure to support online participation.

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Fact sheet: Attitudinal Barriers

Ways of thinking or feeling that limit the integration potential of insular communities.

DEHUMANIZING ATTITUDES:

Seeing individuals only in terms of stereotypes related to their migration, minority, social status, or place of origin.

GENERALIZING ATTITUDES:

Assuming that one person represents an entire community. (e.g. believing all members of an island community have the same cultural practices); searching for the single right answer about how to interact with insular people while not recognizing that every individual is in a unique place with their own process and self-identity.

EXCLUDING ATTITUDES:

Failing to include marginalized communities in local events and decisions, or assuming they should remain isolated due to perceived differences.

DISEMPOWERING ATTITUDES:

- Assuming that members of insular communities cannot determine what is best for themselves; disregarding their lived experiences and expertise in shaping solutions to the challenges they face.
- Failure to listen to community voices and ignoring the perspectives of members of marginalized communities, thereby denying them an opportunity to share their own stories and experiences.
- Taking control of decision-making processes and disregarding the autonomy of community members to decide what kind of support they need.
- Not providing the necessary resources, tools, or information that would allow community members to make informed decisions and take control of their cultural representation.
- Exclusive decision-making / involving external experts to design and manage social and cultural initiatives without meaningful participation from the communities themselves.
- Using oppressive language that perpetuates stereotypes or marginalizes the experiences of insular communities, ultimately hindering their empowerment and inclusion.

These disempowering attitudes towards members of insular communities can significantly hinder their ability to actively participate and shape their own cultural narratives, lead to exclusion, limit cultural self-expression, and prevent communities from achieving their full potential.

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Fact sheet: Self-Checklist for Inclusive Mentoring Activities

This self-checklist aims to help mentors and cultural facilitators think more critically about their work with diverse groups, including members of insular communities. It encourages reflection on how to make activities more inclusive, participant-driven, and relevant for TRAST project participants.

KEY QUESTIONS TO REFLECT ON:

·Have I consulted participants about the activities I am designing?
·Have I involved target community members in developing the activity materials/resources and creative methods?
·Which stakeholders (e.g., community representatives, experts, organization staff) have I consulted during the development of the project or activity program?
·How can I evaluate the impact of my work/actions?
·How does my personal philosophy align with the overall goals of the project?
·What content or method has been chosen for a given theme, and why?
·Do I plan to clearly communicate my objectives before the activity starts?
·What perspective or voice do I represent?
·Do we have enough time, space, commitment, skills, and resources to ensure inclusion?
·Who am I including or excluding by my actions, and am I aware of this?
·Are my objectives aligned with the strategy of TRAST or the goals of the project?
·Am I aware of my own biases and obstacles in myself that may affect my approach? How can I work on them?
·Am I personally ready to learn about inclusion and cultural differences?
·Am I aware of any contradictions or conflicting values in what I am facilitating, and how do I deal with them?
·Am I aware of my limits as a mentor or facilitator, and how can I improve in these areas?
·What methods do I use to approach controversial or complex issues?
·Do I understand that everyone may experience barriers to participation?
·Do I avoid contrasting participants based on their differences (e.g., cultural backgrounds, abilities)?
·Am I prepared? Have I consulted previous work, research, and relevant literature?
·What values am I promoting with this project? Am I aware of my personal biases when promoting these values?
·How can I become more aware of biases, including abilities, that might affect my facilitation approach?

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