

**Proceedings of the Diversity Marketplace  
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**DIVERSITY  
INCLUSION**



**INCLUSION PRESS**

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# **UNIVERSAL DECLARATION OF HUMAN RIGHTS**

## **PREAMBLE**

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and repression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore,  
**The General Assembly**  
Proclaims

### **This Universal Declaration of Human Rights**

as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

### **Article 1**

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in spirit of brotherhood.

### **Article 2**

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self governing or under any other limitation of sovereignty.

### **Article 3**

Everyone has the right to life, liberty and security of person.

### **Article 4**

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

### **Article 5**

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

### **Article 6**

Everyone has the right to recognition everywhere as a person before the law.

### **Article 7**

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

### **Article 8**

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

### **Article 9**

No one shall be subjected to arbitrary arrest, detention or exile.

### **Article 10**

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

### **Article 11**

(1) Everyone charged with a penal offense has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.

(2) No one shall be held guilty of any penal offense on account of any act or omission which did not constitute a penal offense, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offense was committed.

### **Article 12**

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

### **Article 13**

(1) Everyone has the right to freedom of movement and residence within the borders of each State.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

### **Article 14**

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

### **Article 15**

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

### **Article 16**

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the rights to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the mutual and fundamental group unit of society and is entitled to protection by society and the State.

#### **Article 17**

(1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

#### **Article 18**

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching practice, worship and observance.

#### **Article 19**

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

#### **Article 20**

(1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one shall be compelled to belong to an association .

#### **Article 21**

(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

#### **Article 22**

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

#### **Article 23**

(1) Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

#### **Article 24**

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

#### **Article 25**

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

#### **Article 26**

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the united Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

#### **Article 27**

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and the share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

**Article 28**

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

**Article 29**

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

**Article 30**

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Adopted and proclaimed by the  
General Assembly of the United Nations  
on December 10, 1948.

# **VIENNA DECLARATION AND PROGRAMME OF ACTION**

**Adopted by the Second world Conference on Human rights -  
June 25, 1993**

## **Definition of Rights**

...all human rights derive from the dignity and worth inherent in the human person is the central subject of human rights and fundamental freedoms, and consequently should be the principal beneficiary and should participate actively in the realization of these rights and freedoms...

Human Rights and fundamental freedoms are the birthright of all human beings and promotion is the first responsibility of Governments.

All human rights are universal, indivisible and inter-dependent and inter-related. The international community must treat human rights globally in a fair and equal manner, on the same footing, and with the same emphasis. While the significance of national and regional particularities and various historical, cultural and religious backgrounds must be borne in mind, it is the duty of states, regardless of their political, economic, and cultural systems, to promote and protect all human rights and fundamental freedoms.

## **Self-Determination**

All peoples have the right of self-determination. By virtue of that right they freely determine their potential status, and freely determine their political status, and freely pursue their economic, social, and cultural development.

Taking into account the particular situation of peoples under colonial or other forms of alien domination or foreign occupation, the World Conference on Human Rights recognizes the right of peoples to take any legitimate action, in accordance with the Charter of the United Nations, to realize their inalienable right of self-determination. The World conference considers the denial of the right of self-determination as a violation of human rights and underlies the importance of the effective realization of this right.

In accordance with the 1970 Declaration on Principles of International Law Concerning Friendly Relations and Cooperation Among States in Accordance with the Charter of the United Nations, this shall not be construed as authorizing or encouraging any action which would dismember or impair, totally or in part, territorial integrity or political unity of sovereign or independent States conducting themselves in compliance with the principle of equal rights and self-determination of peoples and thus possessed of a "Government representing the whole people belonging to the territory without distinction of any kind.

## **Protection of Occupied People**

Effective international measures to guarantee and monitor the implementation of human rights standards should be taken in respect of people under foreign occupation, and effective legal protection against the violation for their human rights should be provided, in accordance with human rights norms and international law, particularly the Geneva Convention on the Protection of Civilians in Time of War 1949, and other applicable norms of human law.

## **Democracy**

Democracy, development and respect for human rights and fundamental freedoms are interdependent and mutually reinforcing. Democracy is based on the freely expressed will of the people to determine their own political, economic, social and cultural systems and their full participation in all aspects of their lives.

## **Right to Development and Poverty**

The world conference reaffirms that least developed countries committed to the democratization and economic reforms, many of which are in Africa, should be supported by the international community in order to succeed in their transition to democracy and economic development.

The World Conference reaffirms the right to development, as established in the Declaration on the right to Development, as a universal and inalienable right and an integral part of fundamental human rights.

As stated in (that) Declaration, the human person is the central subject of development.

While development facilitates the enjoyment of all human rights, the lack of development may not be invoked to justify the abridgment of internationally recognized human rights.

## **Poverty**

The existence of widespread extreme poverty inhibits the full and effective enjoyment of human rights; its immediate alleviation and eventual elimination must remain a high priority for the international community.

The World Conference affirms that extreme poverty and social exclusion constitute a violation of human dignity and that urgent steps are necessary to achieve better knowledge of extreme poverty and its causes ... in order to promote the human rights of the poorest ... It is essential for states to foster participation by the poorest people in the decision-making process by the community in which they live...

## **Debt**

The World Conference calls upon the international community to make all efforts to help alleviate the external debt burden of developing countries ...

## **Racism and Xenophobia**

Respect for human rights and for fundamental freedoms without distinction of any kind is a fundamental rule of international human rights law. The speedy and comprehensive elimination of all forms of racism and racial discrimination, xenophobia and related intolerance is a priority task for the international community. Governments should take effective measures to prevent and combat them.

## **Terrorism**

The acts, methods and practices of terrorism in all its forms and manifestations as well as linkage in some countries to drug trafficking are activities aimed at the destruction of human rights, fundamental freedoms and democracy, threatening territorial integrity, security of States and destabilizing legitimately constituted governments. The international community should take the necessary steps to enhance cooperation to prevent and combat terrorism.

## **Women**

The human rights of women and of the girl-child are an inalienable, integral and indivisible part of universal human rights. The full and equal participation of women in the political, civil, economic, social and cultural life, at the national, regional, and international levels and the eradication of all forms of discrimination on grounds of sex are priority objectives of the international community.

Gender-based violence and all forms of sexual harassment and exploitation, including those resulting from cultural prejudice and international trafficking are incompatible with the dignity and worth of the human person, and must be eliminated.

## **Minorities**

The World Conference reaffirms the of States to ensure that persons belonging to minorities may exercise fully and effectively all human rights and fundamental freedoms without any discrimination and in full equality before the law..

The persons belonging to minorities have the right to enjoy their own culture, to pros and practice their own religion and to use their own language in private and in public, freely and without interference or any form of discrimination.

## **Indigenous People**

The World Conference recognizes the inherent dignity and the unique contribution of indigenous people to the development and plurality of society and strongly reaffirms the commitment of the international community to their economic, social, and cultural well-being and their enjoyment of the fruits of sustainable development. States should insure the full and free participation of indigenous people of all aspects of society, in particular in matters which concern them... States should, in accordance with international law, take concerted positive steps to ensure respect for all human rights and fundamental freedoms of indigenous people, on the basis of equality and nondiscrimination and recognize the value and diversity of their distinct identities, cultures and social organization.

## **Rights of the Disabled**

Special attention needs to be paid to ensuring nondiscrimination, and the equal enjoyment of all human rights and fundamental freedoms by disabled persons, including their active participation in all aspects of society.

The World Conference reaffirms that all human rights and fundamental freedoms are universal and thus unreservedly include persons with disabilities. Every person is born equal and has the same rights to life and welfare, education and work, living independently and active participation in all aspects of society.

## **Right to Asylum**

The World conference reaffirms that everyone, without distinctions of any kind, is entitled to their right to seek and to enjoy in other countries asylum from persecution, as well as the right to return to one's own country.

The World Conference recognizes that gross violations of human rights, including in armed conflicts, are among the multiple and complex factors leading to displacement of people.

## **Social Support for Vulnerable Groups**

States have an obligation to create and maintain adequate measures at the national level, in particular in the fields of education, health and social support, for the promotion and protection of the rights of persons in vulnerable sectors of their populations and to ensure the participation of those among them who are interested in finding a solution to their own problems.

## **Migrant Workers**

The World Conference urges all States to guarantee the protection of the human rights of all migrant workers and their families.

The World Conference considers that the creation of conditions to foster greater harmony and tolerance between migrant workers and the rest of society of the State in which they reside is of particular importance.

## **Dismay of Continuing Violations of Human Rights**

The World Conference also expresses its dismay and condemnation that gross and systematic violations and situations that constitute serious obstacles to the full enjoyment of all human rights continue to occur in different parts of the world. Such violations and obstacles include as well as torture and cruel, inhuman and degrading treatment or punishment, summary and arbitrary executions, disappearances, arbitrary detentions, all forms of racism, racial discrimination and apartheid, foreign occupation and alien domination, xenophobia, poverty, hunger and other denials of economic, social and cultural rights, religious intolerance, terrorism, discrimination against women and lack of the rule of law.

## **Against Blockades**

The World Conference calls upon states to refrain from any unilateral measure not in accordance with international law and the Charter of the UN. that creates obstacles to trade relations among States and impedes the full realization of the human rights set forth in the Universal Declaration of human rights and international human rights instruments, in particular the rights of everyone to a standard of living adequate for their well-being, including food and medical care, housing and the necessary social services. The World Conference affirms that food should not be used as a tool for political pressure.

## **On National Human Rights Commissions**

The World Conference reaffirms the important and constructive role played by national institutions for the promotion and protection of human rights ... (and) encourages the establishment and strengthening of national institutions... recognizing that it is the right of each State to choose the framework which is best suited to its particular needs at the national level.

## **Media Freedom**

underlining the importance of objective, responsible and impartial information about human rights and humanitarian issues, the World Conference encourages the increased involvement of the media, for whom freedom and protection should be guaranteed within the framework of national law.

## **Human Rights Commissioner**

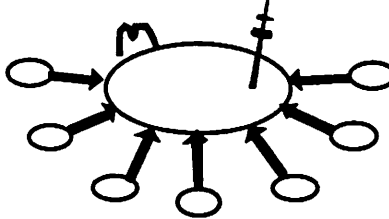
The World Conference recognizes the necessity for a continuing adaptation of the United Nations human rights machinery to the current and future needs in the promotion and protection of human rights.

The World Conference re commends to the General Assembly that when examining the report of the Conference e at its forty-eighth session, it begins as a matter of priority consideration of the question of the establishment of a High Commissioner for Human rights for the Promotion and protection of all human rights.

**International Criminal Court**

The World Conference recommends that the Commission on Human Rights examine the possibility for better implementation of existing human rights instruments at the international and regional level and encourages the International Law Commission to continue its work on an international criminal court.

DIVERSITY 93 - TORONTO



## Diversity and Inclusion Gathering 1993

### *"The Learning Marketplace"*

Welcome to Toronto.

We are about to embark on an adventure. We are gathered because we share a common concern about the future of inclusion and diversity.

The format for this three day think tank is **"The Learning Marketplace"**. We (Marsha and Jack along with John O'Brien from Atlanta, GA) have adapted the concept from *Open Space Technology* outlined in the book of the same name by Harrison Owen. (Abbott Publishing, Maryland, USA). John is in Australia – a valid excuse for not being here. He is awaiting our publication in Queensland.

Open Space and our version, **The Learning Marketplace**, is a co-creative adventure. It is a way for a group of diverse individuals to build their own agenda focusing on a real issue which is of passionate concern to those who will be involved.

The first task is generate an outcome goal - in the form of a question. Our proposed question is **"How do we make education and community for ALL a reality? What do 'inclusion and diversity' mean, what role do they play in this task?"**

There is no 'requirement' to agree on a single answer - or even the right question. However, if we leave with a better understanding of the issues, and a better grasp on the questions, it will be a contribution.

**The Learning Marketplace** runs on two fundamentals – **passion and responsibility**. Without passion, nobody is interested. Without responsibility, nothing will get done. Everything is open and above board in the Learning Marketplace. There are no hidden agendas. In fact there is no agenda yet. We will build the agenda together.

#### **Our History...**

**Why we are here?** Several of us got together last year and said we needed a time to *gather and think about the next steps, the next questions, and where are we going in the next decade.*

**Who called the meeting?** The initial group included Marsha Forest, Jack Pearpoint, Judith Snow (Toronto), George Flynn, (Seattle, WA.), Mary Falvey and Jeff Strully (Los Angeles), Dan Hurd (Illinois), John O'Brien (Georgia), Kenn Jupp and Sheila Jupp (Manchester, England).

**Location:** Initially, we were going to hold a meeting for a week at the Oak Brook McDonald's Headquarters in Illinois. Due to bureaucratic delays and complexities, we decided to switch the location and make it shorter (and less expensive). The Canadian

McDonald's (with the support of the Director of Training ,Sam Joseph) graciously donated their facilities and all the tea, coffee and pop we can drink.

**Funding:** There is no real funding for this event – only the goodwill and generosity of 4 organizations.

- **SASED** (School Assoc. for Special Education in DuPage County, IL) has given time, energy and money to make this event happen. They have funded Leau Phillips to answer inquiries about this event. She has been fabulous.

- **The Centre for Integrated Education and Community & Inclusion** Press has donated time, energy, phone, fax and mailing money.

- **TASH** has sponsored the meeting publicly in the pages of its Newsletter and provided travel funds to allow several parents to attend.

- **McDonald's** for their facilities and support.

The \$200 participation fee will in offset costs for:

- \* food for the week-end
- \* services of an assistant for the event
- \* photocopying
- \* subsidize several participants to attend.

No one is being paid to attend. No one is receiving an honorarium. Everyone is here because they want to be here.

Harrison Owen says that for an Open Space event to work, it must focus on a real issue which is of passionate concern to all those who will be involved. We know this event cannot fail because everyone here is here out of passionate concern about our future and the issues of inclusion and diversity.

The right people for an Open Space event are the ones who want to come. Voluntary self selection is the rule. This group will prepare the agenda upon arrival

### **Our Theme**

**“How do we make education and community for ALL a reality? What do ‘inclusion and diversity’ mean, what role do they play in this task?”**

John O'Brien thought about the meaning of 'all'. He said, “All means all kinds of differences: different races, different ethnic origins, different national origins, different family circumstances, classes, etc. All implies better chances to learn for all - not just in school but life long learning everywhere. Linking Diversity and Inclusion really means including everyone!”

What's going to happen? We can honestly say “We don't know!” We hope that in this **Learning Marketplace** we will create a space in which good thinking, creating, celebrating and just being together can occur. Together we will honour the past, acknowledge the present, and anticipate and plan for the future. We plan to joyfully work together for three days, and be open to new possibilities for our quickly changing world.

### **The Learning Marketplace Process:**

The concept is simple and operates quickly and efficiently to create an agenda for a diverse group. There are four Principles and one law of open space technology:

- \* Whoever comes is the right people.
- \* Whatever happens is the only thing that could have.
- \* Whenever it starts is the right time.
- \* When it is over it is over.

There is one additional guideline: The Law of Two Feet (or Four Wheels). Put simply, if a session is not meeting your needs, use your feet (or wheels) [inoffensively] and find a place that does.

The agenda proceedings begin with a huge blank wall chart for the three days. A second sheet has post-it notes stuck on a simple matrix with possible meeting places and time slots.

The group gathers in front of the blank chart. An invitation is announced. Anyone who feels passion for an issue and is willing to take some responsibility, will be asked to invent a short title on a piece of paper, sign it, pick a post-it note with a time and place - then announce and post their session on the large wall chart. In a few minutes, the former blank wall will be brimming with interest group topics.

Then the **Learning Marketplace** will open. Everyone is invited to "sign up" for whatever they like. In cases of overlap or time conflict, individuals are encouraged to negotiate for mergers, time changes, etc.

The hubbub of the marketplace will dwindle. Then individuals will join their first choice groups and go to work.

The only additional guideline is that each group will provide a brief report of their discussions to share with the whole community in a book. Each group is responsible to provide their report on a disk ready for printing. A book summarizing your thoughts and dreams will be published late on Monday - for distribution Monday evening.

**Food** (We promise no one will go hungry.)

Food will arrive: • lunch and dinner Saturday - served at the McDonald's site  
• lunch on Sunday (Dinner determined by the groups)  
• lunch on Monday at McDonald's.

Meals at the site are included in your participation fee (not Sunday dinner).

We have the entire first floor of the building available to us Saturday and Sunday. Monday we will be sharing the first floor with another training group.

There will be a **facilitator**:

Jack Pearpoint's role will be to create and hold the space and time. He will also be a participant. He will (with a team from the group) undertake to publish the proceedings of the meeting which we plan to hand each participant Monday evening (with the blessings of the technology gods and goddesses).

There will be a **host**:

Marsha Forest's role will be to welcome, host, create and hold the hospitality. She will (we hope) be totally present and visible most of the time as a participant. Leau Phillips will be an assistant and participant, available to assist you in any special requests, emergency trips, phone calls, etc.

There will be **participants**:

The Learning Marketplace will only work with the full participation of everyone. This will not work with drop-ins. PLEASE plan on being present for the entire event.

This event has four special guests:

\* **Ron Satok** with his wife Susan Satok will open our event & set the tone for the Learning Marketplace.

\* **Sam Joseph** (Director of Training, McDonald's Canada) will be with us on Saturday, and for an hour presentation after lunch.

\* **Becky Till**, is a high school student in Ontario and the hero in an unfolding drama with the Ontario Human Rights Commission. Hearings will "determine" whether she has the human right to attend school alongside and WITH her neighbors and friends. Becky's mother Linda Till will be a full time participant.

We are nervous, excited and thrilled by the possibilities in this event. Thank you in advance for coming. We know it is costs time, energy and money to be here. We graciously acknowledge and welcome everyone's presence. We know it will be an "awesome" three days.

We apologize in advance for whatever does not work. We have done our best and we hope we enjoy this together.

**Let's begin...**

**Never doubt that a small group of thoughtful committed citizens can change the world;  
indeed it's the only thing that ever has.**

**Margaret Mead**

# Diversity and Inclusion Gathering 1993

## *"The Learning Marketplace"*

### Tentative Schedule

#### **Friday evening:**

- Wine, cheese and sweets at Marsha and Jack's  
24 Thome Cres., Toronto. 658-5363  
say 7:00 - 9:00 PM

#### **Saturday – Day One:**

- McDonald's 9 AM. to 9 PM
- **Opening: Ron Satok** - Art is Seeing with the Heart.
- **Building the Agenda:** Jack Pearpoint will facilitate the Community Bulletin Board and the Village Marketplace thus building the agenda for the next days work.
- **Sam Joseph** of McDonald's - 1 hour presentation after lunch.
- Implement the Agreed Agenda

#### **Sunday – Day Two:**

- McDonald's 9 AM. to 9 PM

#### **Monday – Day Three:**

- McDonald's 9 AM. to 4 PM
- 3 - 4 PM Closing Ceremony

#### **Jabula!! A Time to Celebrate**

- 5:30 - Optional Chinese Feast - downtown Toronto

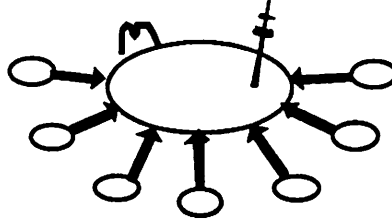
#### **Other possible spaces:**

There are many meeting spaces within McDonald's including the auditorium, the Training Room, the Coffee Lounge, the Reception area, and several open spaces on the Kroc Floor cafeteria area (take the elevator to 7th Floor)

In general, we hope most people will choose to work in the McDonald's building. However, other spaces are available such as:

- \* Jack & Marsha's home
- \* Rose Galati's home
- \* Radisson Hotel
- \* Judith's apartment

DIVERSITY 93 - TORONTO



*The Learning Marketplace*

To: Convenors in the Learning Marketplace

Aug.14.93

We want everyone in our learning community to benefit from your group's thinking and learning. Our plan is to bring together the proceedings of our work in a publication entitled *Diversity & Inclusion*, which will be printed on Monday for distribution Monday evening.

Please insure that a report of your group's learning gets typed on a computer disk and handed to Jack by 11:00 PM Sunday latest (the earlier the better). You can produce the report yourself, or get someone from your group to do it.

Please make your report clear, specific & informative. Include these headings:

**Topic:**

**Participants:**

**Main Points:**

**Discussion (optional):**

Write so that your report will be informative and useful for people who were not at your meeting. Imagine yourself reading a report on a discussion of an important topic and ask yourself: what would I want to know? Recognize that you would be very frustrated by vague generalities and grateful for a concrete, concise summary of what a group learned.

Past experience suggests that the whole community will benefit if we use the computer to prepare our text. [Typing beyond hunt and peck is not required. You don't need any familiarity with a computer. Jack and Patrick (assistant) will provide whatever computer help you need if others can't.]

Options for computer use:

\* Use your own on our disk. Make sure the program you use can be "translated" easily before you begin.

\* Mac Powerbooks will be available from various participants - during the day and most evenings.

**Please use our disks.** Sign them in & out so we can anticipate "chapters".

Please use simple formatting. Whatever word processing program you use, unless it is Microsoft word for the Mac, save it as a "text only" file or an "ASCII II" file. (If this makes no sense, have someone explain it as you are introduced to the computer.)

Hand made graphics, on a 8.5" x 11" page, will enhance your reports. People who were not at the meeting will almost always need some text to refer to if graphics are to communicate to them. (If you think yours is a stand alone graphic, test by showing it to at least two people who weren't at your meeting and asking them to "read" the graphic aloud.) Additionally, please test the *readability* of your graphic by Xeroxing a copy (some colors show up poorly).

Please hand in your disk as soon as possible - and by 11:00 AM Monday latest. If you are NOT submitting a report, please inform Jack so we do not hold the press for your contribution.

**INCLUSION: "WE USED TO HAVE IT!"**  
(\*Toronto, Here I Come!)

**FINALLY**, the first Diversity Gathering is here! I first heard about it in San Francisco last November and knew then I wanted to be a part of this unique experience. Many things have changed in those ten months... and many have not. My changes include moving to a new state and taking a new job with many challenges. I **KNOW** being in Toronto at this "Gathering" will help me with my #1 challenge. In this year of "newness" I want to "put my money where my mouth is" and "walk my talk"!! What do we really believe **INCLUSION** means? A dictionary states inclusion is "being part of"; **PEAK's** definition of integration is "to bring or come into **equal** membership of a community". I believe very strongly that a big part of successful inclusion is **BUILDING COMMUNITIES...** and I need to gather **DIVERSE** tools for the construction process. How can I help create a solid foundation?

Last year, at each state workshop and training session I presented at, the first question asked was "What is the definition of Inclusion?". At the time, my label was "Integration Facilitator", and I was expected to know! My audience didn't want a dictionary explanation, and my answer would determine the quality of interaction we would have for the remainder of the session. Believing that inclusion is a value, a way of life, an issue of justice and **DIVERSITY**, I was embarrassed to discover it became easier to say what inclusion wasn't! After listening to stories from parents and educators, and recalling personal experiences, I eventually found myself avoiding the term "Inclusion" completely...and feeling guilty. I began reflecting on all the uncomfortable feelings I had accumulated regarding this word.

Has inclusion become another label? An alternative program? A synonym for least restrictive environment? Several times this year I heard teachers discussing their "inclusion kid". I remember one teacher presenting at **TASH** talking about her 23 students **AND** her inclusion kid! Does this mean her other 23 are **exclusion** learners? Several months later a parent informed me that they "used to have" Inclusion in her child's school, but now they've moved "it" to another building. Across the country a teacher related to me that they had "it" once, but the teacher that liked "it" moved, so she didn't think they'd be "doing it" anymore! Where did "it" come from? Has inclusion been reduced to a thing? What happened to acceptance, belonging and **COMMUNITY**? Can you "do" community?

When pondering heavy questions like these, I usually rely on children to supply the best answers. They rarely let me down. Children inspire my vision for education, and no matter what job I have, continuing "kid contact" is a priority. Listening to them introduce me to classmates and explain why I was there, these words were heard over and over again...belonging, friendships, working

together, responsibilities, getting along, caring, respecting differences, celebrating diversity. These were students involved in building communities!

To me, inclusion means gathering all the parts necessary to make the whole, **NOT ADDING TO A WHOLE**. Therefore inclusion must allow for equal opportunity and access for everyone, to everything in each community. Not every community looks or feels the same; or has the same needs. A school should be a reflection of the people who live in the community where it's located. The communities of my vision do not have "segregated streets". Children are amused when asked if they know of a street where only people who use wheelchairs can live, a street for people who can't see, who speak a

different language, or are of a color different from theirs. The amusement ends with the comparison to segregated schools and classes, and results in discussions of WHY?

We **must** make sure the essence of community is taught in every school, in every classroom! Opportunities already exist. As a former kindergarten teacher, I remember a unit in social studies on "community helpers". I also recall my daughter had the same unit in preschool. For the best input, ASK THE KIDS! Who lives in your community? They know who their neighbors are. If someone in your community communicates by signing, shouldn't sign language be taught at each school in that community? Why wait to see where someone will go to school? What kind of message does that give to our children? To the family of the child that uses sign? Is communication only important IF you are in my class? Is school the only part of a community? Shouldn't we teach respect and understanding for the different supports we all need?

There are many success stories now...inclusive schools, inclusive classrooms. It's an exciting time! We're learning about systems change, the process involved in restructuring, how to teach children with diverse learning styles and challenging needs. But there is still too much heartache and pain when people aren't accepted and feel they don't belong. I need to become more PRO-ACTIVE... a "community facilitator". I've been trying to build without all the necessary tools...solid foundations at the beginning will make it easier later on. If I'm ever a regular or irregular teacher again, I don't want an "inclusive class." I want to be in a community school where teams work together (including parents and students) to welcome all children...and meet whatever needs they have. I'm looking forward to filling my toolbox this year, and I can't think of a better place to start than here in Toronto...DIVERSITY GATHERING '93!!

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