

**INCLUSIVE EDUCATION FOR ALL:**  
**EXPERIENCES SHARING ON REACHING THE MOST DISADVANTAGED**

**WORKSHOP 4-8 SEPTEMBER 2019**  
**PLOVDIV - BULGARIA**

An international workshop was held in Plovdiv, Bulgaria, in early September 2019. This workshop was the result of several years of ATD Fourth World Movement's presence and work in the southeast of Europe as part of a process of mutual understanding with people and groups fighting against poverty. This meeting also was built on the experience of the Mobile School Stolipinovo (Bulgaria).

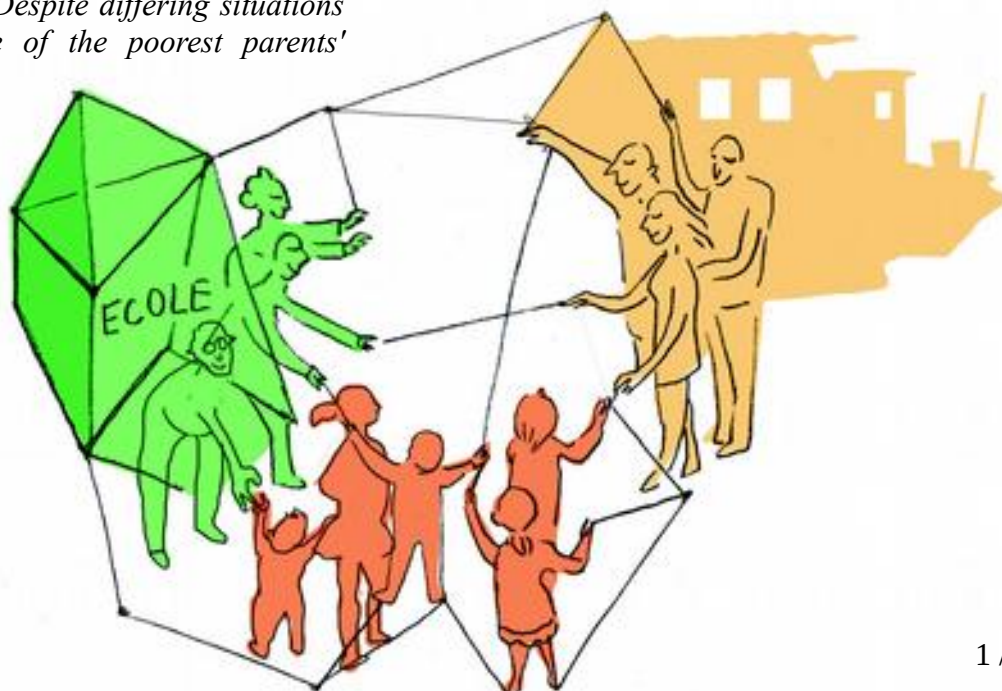
For three days, 30 participants (parents, professionals, mediators and members of different communities and neighborhoods who are experiencing poverty) from Belgium, Bulgaria, France, Hungary, Romania and Serbia, engaged in educational projects worked together on the theme "Inclusive education for all". The meeting was held in five languages.

During the first two days, interactive workshops enabled participants to share their life and work experiences in a very concrete way, and to learn from each other's best practices. *"I was shocked by the cruelty of the conditions of life of children living in the streets."* *"Despite differing situations in each country, some of the poorest parents' concerns are universal".*

During an open meeting, they were also able to compare their experiences with those of other people, teachers and families from the Stolipinovo neighborhood in Plovdiv. For some, it was an unusual step outside the neighborhood and one of their first chances to make their voices heard in public.

Then, the participants identified challenges they face and would like to work on together. In this way, they developed priorities, which all have one thing in common: **it is not possible to achieve inclusive education for all without involving parents from the very beginning, while at the same time seeking the participation of all other education stakeholders.**

In conclusion, Elena from Romania shared her impressions, *"The time I have spent here has helped me appreciate the work of all these people who are struggling for change. Things don't seem as dark now, and it has also given me a broader perspective."*



## **Mobile School Stolipinovo - Bulgaria**

**The Mobile School Stolipinovo offers the opportunity for creativity and informal education for the children of Stolipinovo, the biggest multi-ethnic and most looked-down-on neighborhood in Bulgaria. All the inhabitants of this district face exclusion and discrimination. These are heightened in the areas of the neighborhood made up of barracks, where living conditions are very difficult.**

Every week, workshops take place in two of the local schools and in one of the improvised areas. The choice was made to stay outside, so as to give all children the opportunity of coming, regardless of their age. This initiative is led by three groups who have pooled their abilities: Magdalena and Ana from the Architectural Workshop for Children, Genika and Dimitar from Discovered Spaces and Véronique and Benoît from ATD Fourth World.

The emphasis is put on manual activities which will help the children to learn by experimenting individually, or in groups.

This happens through the creation of three-dimensional models, through play. Paper, cardboard, wood, clay, string and pencils are used. At the same time, a book corner and physical activities are set up so that the children can move from one activity to another. Thanks to the manual work done in the architecture workshop, they are able to work with other children, to communicate together and to gain new skills.

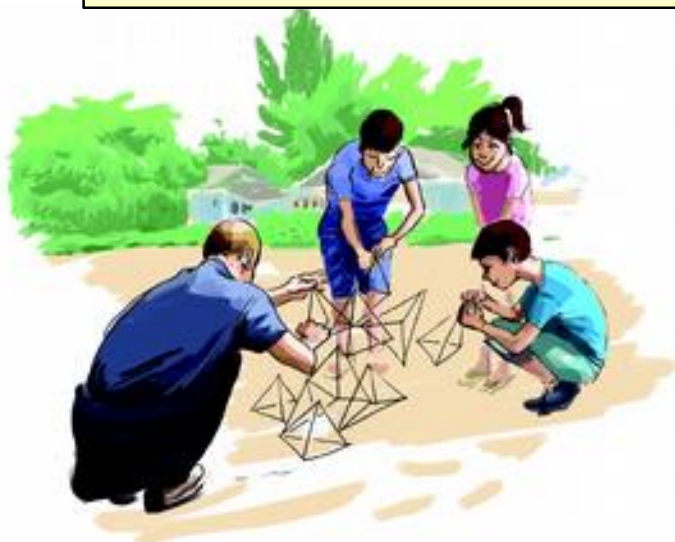
A large number of these children do not always go to school. And yet a father echoed what many others think when he said, *“I want all my children to learn at school, to stop to live in the mud as now”*. A mother added, *“We want to say that our lives are extremely difficult. We do our best to ensure a living to our children. It’s not enough. We are exhausted.”*

These workshops are sometimes the only form of education that they can receive from outside their environment.

The most important thing is to move forward with the parents, to have their support and to create links and bridges between schools and families.

### **Best practices**

- Offer a variety of activities by being in the streets: art and architecture, books to read, sport, etc;
- Allow children to achieve rapid and visible results. Making useful everyday objects by hand motivates the children to come. Adapt the activities each week to their interests;
- To be creative to make children's participation possible;
- Take children seriously, propose things that are not childish;
- Ask for the parents' help, invite them to get involved and to take on responsibilities; and
- Be regular over the long-term: the same people, the same day, every week. This creates mutual confidence and makes it possible for people to work together.



## **Center for Youth Integration - Serbia**

**Through their outreach teams, the Center for Youth Integration (CYI) goes looking for children, youths and their families living in non-formal settlements of Belgrade. Some of these children do not go to school and they support the family budget by doing odd jobs in the city streets. This is why the CYI tries to recreate ties between schools and families.**

The children can go to a drop-in shelter as they like. Creative artistic activities such as singing, dancing, art and craft, are offered as well as education support. Gordana and Ana, members of one of the outreach teams, are involved in the different steps which are undertaken in dialogue with parents to create a strong agreement so that children can go to school and have access to identity documents if they do not already have them.

An educational program is offered to youths over the age of 15 and a cafe bar has been opened where they are offered professional training. This year, after his training, one of the youths asked to work

in the drop-in shelter to support children who are in the same situation which he himself has experienced.

The CYI has experimented with an inequality awareness exercise which was tested during the Workshop. Each participant is given a paper on which are written a short description of a child's situation which they internalize. Everyone gets in line, then statements such as, *"Both my parents know how to read and write."* are read. If the answer is "yes" that person takes a step forward. If it is "No" they stay put. Very quickly it is clear that some children face huge disadvantages to move forward in life, and that they don't all have the same opportunities to learn. The exercise is concluded with a discussion to analyze together what has been felt and learnt.

One person who had experienced poverty spoke about how isolated and unhappy she felt as she was alone at the first place because her character had benefited from a favorable situation. Everyone else was behind her.



### **Best practices**

- It is essential not to be alone in order to progress, not to lose bonds with one's community. This can be done thanks to other members of the community who have already had the same experience, or to members of the outreach team;
- Create a regular dialogue with parents by visiting them where they live; and
- Take the time to understand and identify the steps which make it possible to overcome inequalities through education.

## **Initiative «School - Family – Neighborhood» - France**

**This initiative, taken by the Mosaic Social Center and ATD Fourth World, brought together all the educational stakeholders in the Lille-Fives district, including the parents, so that all children can succeed in school.**

Eight years of presence and dialogue through different activities have been necessary to develop

the conditions that enable a better understanding of each other and to act together. Marie has been involved with ATD Fourth World in Lille-Fives for many years and Véronique is the director of the Mosaic Social Center.

Lille-Fives is a neighborhood where many people are experiencing poverty, and where many misunderstandings between parents and teachers occurred. Teachers were thinking that some parents did not care about their children's education



because they were not present at the first meeting of the year. On the other hand, some parents said that their children were always placed at the back of the classroom.

Among the tools offered in the neighborhood, the "Little Words of the Tuesdays" enable parents to express themselves, and to make their voice heard from the teachers. Here is how it works:

- A team is standing at the entrance of the school once a week (in this case, on Tuesdays) and meet parents who come to pick up their children. They are asked to give their opinion about an important sentence. Anyone can answer. Answers are written and displayed in the teachers' room.

- A group of parents meets and chooses one sentence from all answers. The following Tuesday, it is displayed outside on a poster. All sentences from the previous week are also displayed next to

it. Again, parents are being asked to react on the new sentence.

- The process is renewed week after week.

Here is an example:

Sentence written on a poster: "School is even better when the strongest helps the weakest".

In response, some parents said: "Does it exist? Today it is everyone for him/herself."

"I would love to see that kind of solidarity."

Another "tool" is coming from the Social Center's research for ways to make possible for the inhabitants of the neighborhood to run parent-child workshops themselves. This required the creation of a process of discussion with everyone on the theme, "My parents have talents". This questioning allowed the participation of people who, otherwise, would not have been involved in such an initiative.



### **Best practices**

- Try to be close to the educational team of the schools as much as the parents;
- Take opportunities for discussion, exchange and action;
- Ask advice to teachers and school directors, as well as their expectations;
- At each and every step, ask for the parents' opinion and agreement; and
- Highlight the skills of the neighborhood's inhabitants.

### **The Alternative Education Club in Bucharest, with the Policy Center for Roma and Minorities - Romania**

**The Policy Center for Roma and Minorities believe that education is the only way that children have to break the vicious circle of marginalization and poverty.**

Sports, theater and street dance are proposed to children and young people, as well as offering them to do their homework in a room of the school specially reserved for the club.

Also, each week a meeting is organized with the mothers called the Mothers Club. The aim is to identify issues within the community and to find

the most suitable solutions to engage in and to involve the members in the process of change.

Andreea is a volunteer. She is part of the first generation of children helped. Elena is an education assistant from the community. Rodika has worked for nine years with children and adults in the non-formal education field. Now she is working as a community mediator. All of them, they are trying to help the people facing difficulties in their own community, for example by registering and bringing children to school or kindergarten. Oana is a mathematics teacher and a psychologist. They are all involved in the Activity Education Club.

The proposed activity was a creative workshop for making necklaces and bracelets by placing all kinds of beads possible on thin steel wire.



This allows each child to learn how to count, to know colors and geometric shapes, while playing. In addition, the creations can be sold by the students which allows them to earn some money.



### Best practices

- Attract people for serious community work and also by sharing fun together;
- Handicraft work doesn't require any language: It's easy to get started if there is no common language;
  - The sense of togetherness powers the community. It powers also the women to ask for help to each other;
- Stimulating cooperation instead of competition; and
- Make the parents record their children's progress.

### **Tapori and the Forum on overcoming extreme poverty – International**

**How to prepare with children for the World Day for Overcoming Poverty 2019 with the theme of, "Acting together to empower children, their families and communities to end poverty" with the Forum on Overcoming Extreme Poverty and Tapori?**

Tapori is a worldwide Movement of friendship between children, learning from those whose daily life are very different from their own. It is a part of ATD Fourth World. There are activities proposed through a monthly letter sent to children and groups. The Forum on Overcoming Extreme Poverty is a network of people and groups acting against extreme poverty all over the world.

Those who join it, keep their own status and identity. The Forum is part of ATD Fourth World and supports their initiatives to be heard.

Anne-Sylvie and Marjorie proposed to the participants to act as children who participated to the Tapori Campaign 'Acting Together'. First, the participants read a story of Aurelien who would like to support his friend Nicolas, living in a shack without electricity. Then, in small groups, they look for solutions about the question: What is possible to bring concrete changes? At the end, they try to figure out how such activities could also be done on October 17th, the World Day for Overcoming Poverty.



### Best practices

- Working with image and picture helps to discuss a subject like children's rights;
- Reading stories from other children makes it possible to discover other realities and to think how to act in their own environment;
- Children from different life situations can react to stories, like the one about Nicolas. They can think together about the situation, and about possible solutions. Creating such a bridge is creating friendship between children; and
- Have in mind whom we wish to reach with this activity. The challenge is to reach out to the children who are the most isolated/alone.

### **Learning through games: the experience of a kindergarten in a segregated neighborhood in Sofia. With Hesel – Bulgaria.**

**The Health and Social Development Foundation (HESED) works on breaking the vicious cycle of poverty and on placing vulnerable groups on the path of development. They work in different neighborhoods of the municipality of Sofia.**

Albena and Galina are working in a Community Center of Hesel in the neighborhood named Fakulteta (Sofia), with children between two and six years old in a kindergarten class. They are complementary to one another. Albena is a teacher and Galina is an educational assistant.

She has an important role: *"I live in the neighborhood where I work. I am part of it. It means I work all the time: 24/7. Parents can always find me in the neighborhood, I can always talk to them, I can understand their problems. There's trust between us."*

The workshop led by Albena and Galina puts into practice games that they use in their kindergarten. These games allow children who need to move to discover, through movement, collective rules, Bulgarian words, to understand and name emotions.

The different activities allow the children to develop their self-confidence and to be more comfortable going to school. Playing with the children help them to change and grow, to express themselves in a positive way.



### Best practices

- Play games with the children that make them move, imagining and express themselves. They are adapted to their reality;
- Play with the children by challenging them, adding learning to the experience.
- Working with patience; and
- It's important that children create their own rules.



## Parada - Bucharest (Romania)

Throughout its personal story, Ionut presents Parada. There is the day care center where children, young people and families can find a hot meal, can have the possibility to wash clothes, and to have a shower. They will also find educational support there for those who want to go back to school.

In addition, all the activities around the social circus are a support to the young people and allow them to develop themselves. Parada is also people who go to meet children, young people and families living on the streets of Bucharest, or in squats, and allow them to have support in the day care center. This is the Caravana Initiative.

Using two videos, Ionut introduces the participants to some of the reality of the lives of the young people that Parada knows. Then, with his explanations, a discussion begins along two lines:

The unbearable situation of extreme poverty of young people in street situations in Bucharest: violence, drugs, lack of access to identity, but also the opportunity that can be offered through hands reaching out to them. For Ionut, it was the hand of Alina, a young person who had herself known what it means to live in the street and who is involved with others now, as well as the Caravana Initiative that brought him to the day care center of Parada. His life is difficult. Ionut had no birth certificate until he was 18 years old, and therefore no ID, and no access to school. Now free from drug use, he will start attending second chance school at the age of 22.

Is it normal for journalists to steal the content of their reports from young people? In the second video, the journalist did not keep the promises she had made to the young people before starting to video record them: money, food, and the assurance that the TV report would not be broadcast in Romania, but only internationally. Yet it was broadcast on national television. This put the young people in a great embarrassment towards people they knew and didn't know everything about their lives.

Ionut talks about other reports done by journalists, stolen as well, which led to a police raid in the city's heating pipes. The consequences were the placement of children and young people in shelters. Ionut tells us that they felt in an even worse situation there, and that it did not help them on the long term.



### Best practices

- The world can be very cruel where you live, but if you meet people or organizations which look at you without judging you might – *might* – overcome your difficulties step by step if you have the courage and the strength;
- It means that simple things can provoke a big chance and a big change. So, it's important to stay open to the chance of the opportunities; and
- What is the role of the media to raise awareness of unacceptable situations? Sometimes it has the opposite effect.

## "Our ambitions for school" - ATD Fourth World Belgium

**This initiative of the ATD Fourth World Movement in Belgium was undertaken with the methodology of merging of knowledge and practices between young people who were failing at school, parents and teachers over a period of three years.**

Benjamin, one of these young people, presented this approach, accompanied by Arnaud and Bert.

The aim of this initiative was to cross everyone's points of view on what it means for all children to succeed, and then to identify areas for action for the future. In the merging process, all the participants (young people, parents, teachers) are considered equally as co-researchers searching for solutions together. There is no judgment. Everyone shares his or her ideas.

In Belgium, by law, the school must ensure that everyone has the same chances of success, regardless of their background. But the reality is different. The system does not work and, in particular, students from families living in poverty are much more likely to fail at school than students from better-off families. For example, some students do not learn to read and write throughout their schooling.

During this workshop, one of the methods used during the three years of this research was

experimented: each person chose a photo that represents for them the obstacles for going to school. They then share their thoughts. Here are some of the obstacles mentioned:

- Lack of food, clothing, shoes;
- If you don't eat, you can't think;
- Children, from an early age, have to work for a living;
- Not knowing how to read and write when everyone knows; and
- Poverty.

### Best practices

- The methodology of merging of knowledge and practices allows parents, children and teachers to work together. This requires a common will to commit to it and time to create the conditions for everyone's participation. During this process, each person changes his or her view of the others;
- Remain constantly in a position of listening and learning, without pretending that one's own knowledge and practice are the only valid ones; and
- Prepare animation tools that allow those furthest away from the school to participate, through photo-language, drawing, games, forum theater or any other alternative way of participation.





## **The Real Pearl Foundation- Told – Hungary**

**Told is a village of 300 inhabitants, located at the end of a road and nobody goes there. For the inhabitants, it is six kilometers to go to the nearest village and find shops. Marika lives in the village with her husband and their four children. Dorottya works there as part of the Tanoda after-school program.**

The Real Pearl Foundation sets up artistic and extracurricular activities. Their goals are to support community development and the seeking of job creation, as well as to cooperate with institutions such as schools.

The Foundation seeks solutions to the problems of the inhabitants with them. For example, to counteract the discrimination they suffer, they try to show a better aspect of the village, to plant flowers together, to take care of the chickens.

There's a mothers' club for those with children under three years old. In the kitchen, jars of gherkins or jams are made and put on sale.



Heating materials are made to help the inhabitants cope with the cold winter weather. Children's drawings are adapted and transformed into bags, jewelry, and flower boxes.

The Tanoda offers activities to support school children (individual support, board games, summer camp, a debate every month...).

During the workshop, Marika and Dorottya explained to the participants the action they had taken to enable the children of the village to identify a "Fake news". The project was built for the children and then for the parents.

They looked for what is true or not, learning to look further. For example, they reflected on photos that could be manipulated. They came up with tips for developing critical thinking skill.

### **Best practices**

- It's possible to de-mystify fake news, but it requires some training to develop a critic thinking and media comparison: read the entire article, look at the date of the photo, the title, look at who shared the photo, look at the comments and use past experiences to search better;
- Take actions if you see fake news. It encourages children to change their behavior, to think more and better before reacting; and
- Getting inhabitants involved to think the action beforehand leads to new action: creating jobs, making the village beautiful.

## **The Festival of Arts and Learning – ATD Fourth World Rennes – France**

The Festivals of Arts and Learning are an opportunity of meeting around cultural and creative workshops that take place in the street, for several days, in a neighborhood where people experiencing poverty live. In each Festival, workshops are set up according to the desires and skills of each person. These can be circus, cooking, collective creations, dance, painting...



A preparation takes place in the preceding months in the neighborhood and with each participant.

Johann and Yvette are members of the Movement ATD Fourth World in the region of Brittany in France. They present this action which they are carrying out in two neighborhoods which have a bad reputation in Rennes. This allows them to reach out people from the neighborhood who are very isolated.

Yvette lives in one of these neighborhoods made of high blocks, where children don't play outside because of the drug trade.

*She explains: "People are discovering that they can take over public spaces, decorate the first level of the blocks, it changes the atmosphere of the neighborhood. Drug dealers leave the neighborhood at the time of the festival. The workshops don't have to be expensive, take place in the street, and be very simple."*

Yvette makes us experiment with a flower bending workshop, which she has already animated during a festival. It's not that simple!!! But it creates the conditions to discuss together.

### **Best practices**

- To create, with the skills of the people of the neighborhood, a time of celebration and meetings. This changes the atmosphere of the neighborhood, even if we don't see immediate structural or financial changes;
- Before the festival, take the time to look for the skills of people in the neighborhood. This is possible thanks to the presence all year round in the neighborhood through the street library (activity around books);
- Going to knock on the doors of all the inhabitants of the neighborhood to inform them and ask for their opinions; and
- Reflect with the children on the sentence *"My parents have talents"*.

### **Center of hope and Duvar Kolektiv**

Irina is a teacher in the Center of Hope in Sofia (Bulgaria) and involved with children from seven to fourteen years old. Extra-curricular activities, sports, art therapy, non-violent communication are proposed. Using the Suggestopedia method, the team of the Center of Hope tries to develop the

self-confidence of the children so that they can learn better. There are also some young people between 15 and 17 years old who participate.

Hannah is a socially-engaged artist of the Duvar Kolektiv. She is volunteering with the Mobile school Stolipinovo, and also doing some other projects with motivated participants from the neighborhood.

### **About the participants**

**They came from different groups:** Belgium ([ATD Fourth World Belgium](#)); Bulgaria ([Discovered Spaces](#), [Architecture workshop for children](#), [Hesed](#), [Center of hope](#), [Duvar Kolektiv](#), [ATD Fourth World](#)); France ([ATD Fourth World Lille](#), [Social Center Mosaïque-Lille](#), [ATD Fourth World Rennes](#)); Hungary ([The Real Pearl Foundation](#)); Romania ([Parada](#), [Policy Center for Roma and Minorities](#)); Serbia ([Center for Youth Integration](#)) and international dynamics ([Forum on Overcoming Extreme Poverty](#), [Tapori](#), [ATD Fourth World Europe](#)).

## The Open Meeting



A public session brought the participants together with guests from the Stolipinovo district: inhabitants and teachers as well as other guests.

The aim was to allow people from the Stolipinovo neighborhood to participate in part of this Workshop, so that they could meet the participants. Some of them had participated in the preparation of the content of the meeting through interviews and preparing a contribution. The Workshop organizers thought that it was important to open the debate to other people interested in this topic.

Another aim was to make a link with what had been worked on during the previous Workshop in 2018 in Budapest. Recommendations had been made about education, and it was now a matter of deepening this initial work by putting it into practice:

- The most important recommendation is to keep parents connected to education, to identify the strength or resources within the community and to work with them, being creative and motivated. It's meant to bring parents and teachers closer.
- Another recommendation is to propose to children alternative activities in order to motivate them with the purpose of building their self-confidence.
- As a recommendation, it was proposed to harmonize all stakeholders' efforts.

During the first part of this public session, a presentation of the action "Mobile School Stolipinovo" was made. It is a concrete example of the implementation of the recommendations of the Workshop 2018 in Budapest.

The second part presented the work that has been carried out for several months with parents and teachers from two of the schools in Stolipinovo. For three months, part of the team has been meeting with them to collect their reflections on education. A presentation of these reflections was displayed in the room in five languages. First of all, two short videos are shown. Here are two short extracts:

Margarita, a mother from the neighborhood tells: *"In Izgrev, there is no education. It's good to have education, to learn, someone to make you learn. Here, children learn, but they don't know the alphabet"*.

Then Tsonka, a teacher, talks about her work: *"The children I work with are five and six years old, these are children of minority background, Roma and Turkish, children who have never attended a kindergarten before their meeting with me. And their encounter with the school environment is a shock to them. It is very valuable to me to work with these children. And yet I have not given up on the other thing I could change so that the children can succeed, that is, talk to the parents"*.





From that point, everyone takes the time to read these posted contributions, to discuss informally with the persons sitting next to him or her, and then to exchange with all the participants.



Here are some echoes of the discussion: Mamik an inhabitant of Stolipinovo then explained: *"It's difficult to send children to school with so little money to live on. My daughter doesn't get help for her children. The help for each child is very low"*.

Teodorca, director of a local kindergarten, says: *"All the children in the neighborhood are welcome in my daycare center. We also organize art workshops"*.

From Romania, Rodica, mediator in the Ferentari district of Bucharest, with the Policy Center for Roma and Minorities, explains their action with the Alternative Education Club as well as their involvement with parents, as explained in their workshop.

Magdalina, an architect and one of the people at the heart of the Mobile School Stolipinovo explains: *"One way to involve parents is to offer parent-child activities such as building wooden stools. This motivates everyone."* These stools were prepared with Berul, a carpenter from the neighborhood: *"Some people say that our neighborhood is the most difficult, but this is not true. I grew up in Stolipinovo, I work with wood there. I try to teach children how to work with wood. These neighborhoods exist all over the country because our politicians want them to exist"*.

Marika, a mother, who is involved in the Real Pearl Foundation in Hungary, reacts: *"I understand what you're going through. Even though I live in a village, we are in similar conditions. At home, community actions are developed with women"*.

Véronique, director of a social center in France adds: *"The issue of equal opportunities is present everywhere; also, in Lille. Even if the living conditions are different, we know parents who face the same difficulties, their children do not have the same opportunities as others"*.

Albena, a teacher in a kindergarten from Hesel in Sofia, wants to reinforce an important idea: *"We can already achieve a lot even when politicians are not moving with us in the positive sense"*.



Benjamin concludes by sharing: *"From my experience in Belgium with other young people like me, for whom school has been very difficult, I understand how difficult it is for you here. I didn't imagine it before I came. I wish you courage to continue"*.

All these experiences, in different neighborhoods, in different countries, show how important it is for all children to have the opportunity to go to school and learn there.

There are different visions about how to achieve this, but they all contribute to ensuring that every person can live in dignity. This public session was an opportunity to continue to identify the challenges that need to be overcome.



## Create an educational community



Based on these exchanges of experience and know-how in workshops, it was proposed to the participants to take the time to identify the issues and challenges that each wanted to continue working on. Then a synthesis work was carried out together, to choose the common issues and priority challenges to work on. As a result, eight questions were formulated. Each participant chose to work on two in particular. Each time, it was a question of exchanging know-how on this question, tools already available, but also of imagining new ones. In the end, all the group work was pooled.

Here is a **synthesis of about all the questions**, the participants choose to work on :

A key challenge to succeed is to build an inclusive education for all is to create an educational community that unites children, parents and teachers. It demands that we reach out to those who are the most hidden but need us most to act together, otherwise some children and families will be left behind. But when parents and children have experienced hardship in school, steps are needed to motivate the parents, the children and the teachers not to give up.

The importance of non-formal educational activities was noticed, not only to play and to act with children, but also with the adults. Parents should be associated in the process of these activities with the children. The participants have experimented many ways of doing.

Also, one of the very important steps is to tie the work done in the streets, in the neighborhood with the work done in the schools; and the work done in the school to the work done in the streets. Every participant has experimented with the challenge to

make a step from doing interesting activities with children towards having an impact on families, communities and societies, through training on education for example. First of all, it requires that we improve the reputation of parents as bearers of knowledge, so that the interest of children will be awakened, and they will be proud of their parents. And it's necessary to acknowledge all the efforts of the parents to face material deprivation and their struggle for a decent job.

These are not utopian ideas, nor magic solutions. It's based on the sum of all the experiences and analyses shared during the Workshop, and it makes possible for everyone to go deeper in its commitment.



### Let's go in the details.

The aim of all the participants is to make possible for all the children to go to school and to create the conditions so that they could learn during a long-term process which will give them the tools and the means to find a decent job.



From their experiences, it is the expectation of all parents, as well as all stakeholders working in formal or non-formal education. But how to be sure that no families will be left behind? In their initiatives, the participants try to reach out to those who do not have an opportunity to contribute to society because they are facing poverty, discrimination and exclusion.

But how to get in touch with these persons they want to reach out when they are so invisible that no one is in contact with?

The first step is to go to meet them where they are, where they live. It can be done by knocking on the doors of houses, apartments, or barracks if people are living in informal settlements. However, at first, they will be suspicious about these persons coming to them.

It requires us to create links and to build trust and confidence. Different means are mentioned:

- Go through people from their group, from their neighborhood or area, who are more dynamic and who will be able to transmit information, including in several languages if necessary.
- Meet them in the places they come to, such as the neighborhood showers, the day center or the social center, or a place for shared meals.
- Meet them in the places their children are going to. For example, a child who has built a strong relationship with someone who reads books in the school canteen will be able to introduce her to her parents. For example, a child who goes to a drop-in center will be able to bring his parents there.
- Propose activities for children in the streets of the area nearby where they live, like the Mobile School Stolipinovo, a street library...



When the relationship is created with a few parents that you want to reach first, they will themselves talk around them and allow you to get in touch with other parents. They can recommend a place, a person, or a group.

Later, another step will be to create the conditions for their participation. It demands that they feel safe, in a place in which they can feel at ease and not judged. So, a neutral place will help.



*And finally, the poster has evolved: the house that appeared empty at the beginning opens and a person, until then invisible, appears at the door.*

Speaking of education, it is especially difficult when parents and children have experienced hardship in school. The participants have experienced and identified different possible reasons, though the list is not exhaustive. The most important thing is to be aware and to understand the difficulties that all actors have: children, parents and teachers. That requires time and patience.

For some children:

- They have no vision for the future;
- They are facing problems at home;
- They are missing of different role models;
- They feel ashamed; and
- They lack self-confidence and feel completely different from the other children.

For some parents:

- They are facing a language barrier, or illiteracy;
- They have bad memories from their own time at school;
- They are left behind;
- There is no real communication with teachers; and
- They feel that they are not understood.



And for these reasons – and others – they fear and feel that it is useless to speak with teachers.

But also, it's difficult for some teachers to find out how to make it possible:

- They have to deal with anger in the class, and some aggressive kids;
- They didn't receive enough training about existing tools to manage discipline in the class; and
- They have no, or a vague, idea about the community the kids are coming from. Some teachers can be afraid of the parents.

Nevertheless, the participants have experimented with tools to motivate parents and teachers not to give up.

One key point is to gather the thoughts of the parents.

It's so important to improve the recognition of parents as bearers of knowledge. Doing this with the society, including within the school system, will awake the interest of their children.

That's why it is so important to find the talents and skills of parents. It can be done by talking with them, by asking the question to their children, and even their neighbors. Progressively, it's possible to help the parents to conduct a workshop for the children, like in the social center Mosaic-France around the dynamic "My parents have talents", or in a Festival of shared talents (ATD Fourth World). Working in pairs is an asset to make it possible.



It's really important to raise awareness about the skills of people. Everyone has talents and it's possible to be organized so that they can share their talents with others. It creates links with the community and can provoke change.

During the Workshop, the initiative called "The little words of the Tuesdays" impressed a lot of participants. The principle of collecting sentences on specific topics, shared with teachers, inspired many of them. It can be done to understand the expectations of the parents about education and school.

Implementing meetings between parents and teachers in the school

- Establishing a climate of trust between parents and teachers through spokespersons. Sometime a mediation is needed to make possible a conversation between parents and teachers. It could be done with the support of organizations, with school mediators and parents trained to diplomacy or mediation.

- Adults from the community can come to help in the class, or parents can volunteer as well. Some initiatives exist.

Implementing meetings between parents out of the school

- The example of gathering through a "Mothers club" is efficient, and fathers can participate as well, with discussion about the school, about family issues. In the Mothers Club with the Policy Center for Roma and Minorities in Bucharest, they can share a mutual training, and decide about projects for their community. But to make them come and participate at the beginning, they were proposed to learn how to prepare meals from the world, to dance, to do art...

The activities done in the streets of the neighborhood have to be tied with the work done in the school and reciprocally.

The activities done in the streets are done in a context so that children could get to know what it means « learning ». It has to be prepared so that the children will succeed and will have the best image of themselves. Also, their parents can be proud of them and get involved. For example, in the Mobile School Stolipinovo, one important event was to build chairs with children and parents, and with the support of a craftsman of the neighborhood. It was really important to create a practical object together, that parents or children can use in their everyday life using new professional skills.

These kinds of activities have to be prepared so that parents can feel always welcomed. Invitation can be done by talking, by a poster. In fact, the whole family is always welcome before, during or/and after the activities, and it's possible to count on the children to motivate their parents. They are happy to learn as well, but these activities must never be infantilizing for anyone. Creating an atmosphere of trust and joy to celebrate together is part of the approach. Then, parents may take responsibilities. The fact that at every step, they are sincerely asked *"We need your help"* creates trust.

It's important to free our imagination and the imagination of the parents and the children. The only boundary that remains is to have a positive attitude and to be respectful. All games are good (and a lot are proposed on internet) if children are together, protected, free and learning from one another.

Another key is the regularity of presence. Regular visits to the parents in the neighborhood, with a consistency of presence makes possible to build trust, confidence, reliability. It requires taking the time to listen to the adults/children what they like to do, and to recognize what they are able to do. It's important to build any project for the children together with their parents.

Working with children, their parents, in that direction can initiate change in the community. Slowly but surely, people gain confidence and will feel empowered and valued. Children who have drop out school may go back to school, step by step.

Having more school mediators from the community, from the neighborhood is essential to support this process. Such a dedicated person, working in an outreach team with people from the community to enroll children/adults in school is necessary, but with some cautions. For example, if there is pressure to report people not enrolled in school to the authorities, then trust will be lost very quickly.

Teachers should be given time to get to know the community, to meet kids and their families in the neighborhood. For example, by bringing and taking back the kids, and take a chance to talk with their parents without any pressure or institutional role, or to start in a new school as the assistant of the teacher.

Another step is done when teachers can get involved in the street activities. Then the children who aren't going to school can see them as *"real"*, as friendly people. It will help to motivate them to be enrolled in school. So, teachers coming into the community is a big plus.

As discipline is an issue, teaching children to respect rules and work calmly in the "street school", or "street initiative", can help children to get adapted more easily in state school. There is lot to learn from the literacy program *"Ang Galing"* - *"You're awesome!"*, from ATD Fourth World in the Philippines. They are keeping a regular notebook where the progress of the child is written: *"Today you achieved...Ang Galing!"*. It helps to celebrate the progress of the children and helps teachers and volunteers to keep track. Each story of success needs to be shared with the children.



#### Having a decent job

The participants stayed very realistic. As it has been said during the Open meeting and during the workshops, material deprivation is one of the obstacles that prevent children going to school regularly and to be in good condition to learn. It is the same situation when adults are enrolled in a second chance program. They need a part-time job.

Marika from Hungary explained: *"Job creation is important for the parents. It brings money and the possibility for children to go to school."*

Also, the lack of a decent work is exhausting the parents, blocking all their other efforts. Therefore, it was proposed to make the question of job creation as one of the priorities to work on.

The main objective has to be to find out which jobs could interest the parents, to dig out the talents of the

people and see what it is possible. Some ideas have been experimented in the Real Pearl Foundation-Hungary: handcrafts, plants and flowers, heating materials... In some situation, it's done from home, in order to facilitate the family life.

At the beginning it can be seen as an additional income, a transitional process as a step towards a long-term job; and it could start by small sums of money, paid in a lump sum, to avoid inequality.

But to make the job creation decent, it is essential to know the possible legal frameworks for new jobs. Job creation has a role also to show the virtues of "having a job" for the children in the community. Children would see a different living model.

Also, it's important to pay attention not to harm the interests of other people from the neighborhood.

At the end Rodica, from Romania, said "Making, creating jobs for people who struggle is not enough. Involve the parents in the process is important."

What about the impact?

During this Workshop on an inclusive education for all, we have been able to see that doing interesting activities with children has an impact on the whole family, on their neighborhood and community. But it has also an impact on our societies.

To break the vicious circle of prejudices and discrimination, it is really important to create links with the society. People from outside the neighborhood should come as well in the different initiatives taken.

After they'll be able to create awareness.

This will create more respect between people from different backgrounds. Through individual contact and personal knowledge, there will be no more generalization, which is a source of prejudices and discrimination.

And the other side, it's important to support the community to have meetings between people from different cultures. It will bring peace in the community.

To bring forward all these efforts, to make them even more sustainable, the participants all agreed that it is important to show results, to give feedback, to write an article in a newspaper or social media, and to organize conferences outside the neighborhood, to give training to new techniques (for example to professionals), and not the least: applying for funding is also a way to explain the work done with the people and the challenges they are facing every day.

There is a lot to learn from all these efforts to develop an inclusive education for all which leaves no-one behind, to improve the State policies on education, especially through training. Why not include all this approach and all these experiences in State policies in each of our countries?

It will change the representation that the societies have on the different dimensions of poverty and on the struggle and resistance of the people experiencing these situations.





## What was the most important according to the participants?



At the end of the Workshop, the participants shared what was the most important for them and give different feedback.

*"I am happy we are not forgotten, knowing that you are all here, working for us and with us and that there is a hope for children."* Andreea

*"We learned that it's possible to build knowledge and have common understanding even if we come from different backgrounds."* Marika and Dorottya

*"Different good practices were shared as way of working on the capability and behavior of children, and also as a way of fighting against the bad influence of discrimination and stigmatization, by showing the bright side of people and neighborhood."* Bert

*"We shared many tools for dialogue with parents and the community."* Ani

*"I was very impressed from the idea to work together with parents, by finding out their talents and skills and creating workshops, based on this."* Genika

*"I think the idea of creating jobs for people who struggle impressed me the most."* Ionut

*"In terms of organization, I consider the workshop to be a massive success, as it gave the opportunity for participants with different backgrounds not only to make their contribution and share their stories of success, but also gave the chance to critically reflect on what could be improved in terms of the work that everyone done. One of the strengths of such workshops I consider to be the development of a variety of toolboxes that can be developed through listening to those that rarely have the chance to have their voices heard."* Dimitar

Lots of participants want to implement what they learned or experimented with during the Workshop. And some have already started to do it!

*“One of the most interesting ideas for me was working with parents – how to attract them as like-minded people and a source of knowledge and skills to show to children? I would like to develop this with us, we have already discussed it and started to elaborate it more and more. We also discuss the idea of how adult literacy can be improved.” Irina*

*“We want to go deeper in the knowledge and the skills of working with parents. Since the Workshop, we have included volunteer parents at our events, a more in-depth study of their educational resources.” Albena and Galina*

Some other ideas were expressed to continue the work in the different places:

*“It will be important to have another workshop, but an open workshop with more presentations of experiences from other countries for community teachers in Bulgaria.” Ani*

*“One of the ideas I am looking forward to implementing in the future, and that came directly as a result of my participation in the workshop, is to provide more opportunities to children to express themselves on problems that are of significant importance to them. In the long-term perspective this could be a possible steppingstone on which a dialogue between parents and teachers could be reconstructed, ideally outside the school environment, so as to provide a neutral ground for everyone to express their thoughts and grievances. As a mid-term goal, this could not only contribute to rebuilding the bridges between them, but also provide opportunities that utilize the strengths on the local community and its potential.” Dimitar*

*“It’s important to find a way to share the needs, the efforts, the capacities of the communities, the families « who are in need ». Share this with the institutions, schools, medical workers and people who can help to improve lives.” Marjorie*

Some of the participants also use the opportunity of the 17 October, the World Day of Overcoming Poverty, to propose activities to the children they are involved with:

*“During one whole week we had activities regarding 17 October. Workshops where we discussed with children how they imagine ideal school, how they would like to improve everything. In conversations we had with children, they expressed struggles and challenges they are facing in their education. That was our focus because, at this age, this is the best way to start overcoming poverty.” Gordana and Anna*

Some participants also make their own article for their group or had a presentation to explain what they experimented. This had a great impact. Thanks a lot.

Let’s give the final words to Dimitar who express what many participants felt and shared informally:

*“Sometimes, when in doubt, and we do not always feel like we see a light in the tunnel for resolving the problems of the communities we are advocates of, it is such forums that give us awareness about not being alone in such struggles, that there is also someone else there, that might be having the same doubts and difficulties. And that, at the end of the day, we can all learn from such experience and practices.”*

This was the aim of this Workshop, sharing some know-how, some best practices and feel also supported by other people involved also in the struggles against poverty and specially on the question of an inclusive education for ALL.

In this Workshop, we had to face some challenges because we were from different walks of life. We also had to converse in five languages. Thank you to the twelve interpreters that came on a voluntary basis during these days. Thank you to Maria Dacheva, Emanuela Artale and Dessislava Todorova for their photos and to H el ene Perdereau for the drawings. Thank you to the Foundation Give Eur-Hope, to the French Embassy in Bulgaria, without their financial support, the Workshop and its preparation won’t have been possible. Thank you to the Foundation Plovdiv 2019 who has hosted graciously during the three days and who is supporting the Mobile School Stolipinovo.

# Annex 1: The contribution prepared in Stolipinovo

## « Inclusive education for ALL: Experiences sharing on reaching the most disadvantaged »

Genika Baycheva,  
Dimitar Panchev,  
Véronique and Benoit Reboul-Salze

For four years, we have been involved in the neighborhood of Stolipinovo by meeting inhabitants through the initiatives of chair sessions, by making possible for young people to express themselves through a song, by interviewing some people to understand the life of the communities, and by being involved with parents and their children in one part of Stolipinovo with the initiative “Mobile School Stolipinovo”, and in many other ways...

For this international Workshop in September, we wanted to make it possible for some of the parents we have known for years to express their views on the question of education, and for some of the teachers of two schools located in the neighborhood as well. We know that the questions of education and school are very sensitive. We believe that everybody has a lot to say.

We have listened and learned a lot about the hopes and the reality that everyone has about education and school.

### Realities expressed:

*“May be the teachers are a problem. May be the school is a problem. I don’t know.  
May be the ghetto is a big problem.”*(Teacher)

1- Everyone wants the children to learn:

- *“What we want for our children is that they learn at school. Whatever the job they will learn, it's important that they learn.”*(A father)
- *“I would like my children to go to a vocational school, to learn a real job.”*(A father)
- *“The only motivation to go to school for children is because of the driving license. To have it, you need to finish your 8th grade.”* (A father)
- *“It’s at school that children should be learning Bulgarian.”* (A mother)

- *“It’s very good if you can start to learn from your early age. It’s very important that you know Bulgarian early.”* (A young man)
- *“There are a lot of children who have dreams and would like to study. For every child the approach is different.”* (A teacher)

2- Education was better in the past

- *“I have studied only till third grade at school, it was a school outside the neighborhood. By comparison, my younger boy is in the fourth grade. But he doesn't know how to read and write. He doesn't even know how to speak a good Bulgarian! What is he learning? What will he do in the future? I have been at school up to the third grade and I know more than him. I speak three languages: Turkish, Bulgarian and German!”* (A mother)
- *“The contrast to what the children from the fourth grade know today is enormous. School was very strict... One of my other daughters has finished her seventh grade. She will receive the diploma, but she doesn't know how to write.”* (A father)

3- There is too much segregation at school

- *“Another very important factor for the children is that they are now isolated within their community, they don’t meet Bulgarian children, so they are not able to speak Bulgarian with them. It wasn’t like this before and this is the reason why this generation is more fluent in Bulgarian than the children today... Dividing the children to Roma and Bulgarian in schools is a big problem for the children from Stolipinovo.”* (A father)
- *“There are Bulgarians in the school. Not so many: five or six per class. They are living in the neighborhood”* (A mother)
- *“When the children go to Germany for a few months, they have to speak German because nobody will understand them if they don’t. So, in a few months they learn German. If at school there will be few children from Stolipinovo and few children from other places of the town, they will need to speak together and the children will learn Bulgarian....The integration should be that all children should come to Stolipinovo and learn here.”* (A father)



#### 4 - Teachers and parents are blaming each other.

- *“My two oldest sons do not learn at school. One is in fourth grade, and he does not know his letters. I never spoke with the teachers. In any case, it would be useless. I'm sure they would tell me it's my children's fault if they do not learn. What's the point of going to see them?”* (A father)
- *“But for the parents studying is not a priority, even though we have employed two mediators from the community, they are also parents and they are working on civil contracts.”*(Headmaster)
- *“The parents do not help their children with the language, they do not make efforts and they do not help with the homework.”* (Headmaster)
- *I spoke to the teachers and they said that it's the fault of the parents.* (A mother)

#### 5- Non-formal education has a good effect on the children.

- inside the class
  - *“You have to be interesting and creative. And it's difficult to have their attention for more than ten to fifteen minutes, every lesson has to be different and I also use innovative teaching practices...”* (A teacher)
  - *Heart, soul, energy, the continual search for new, interesting methods and practices, or ideas that can help to make your work easier and more effective. The adaptability, that is, to be able to see what the children are telling you, even non-verbally, to be able to pick up their voice, to break things through their prism and through their capabilities, and bring it back to them in a digested way, so that they can make from it a lovely bouquet. So, anything that could help them to hear it, to touch it, to do it, to feel it, to say it, it actually works with them. I use any methods.* (A teacher)
- Outside the school with teachers
  - *“I have a football team and once we went to do a trip in the mountain. All the children, the 20 of them, got sick in the bus. They live here, they stay here, they don't go anywhere. After two years, each day they still speak about this trip. Every different thing is an adventure for them.”* (A teacher)

- *“The learning process does not happen during the lessons, but via the organization and participation in different events, but it's not easy to organize, because the parents have a barrier.”* (A teacher)

- Workshops in the neighborhood help the children to be motivated to learn
  - *“What you do with children, how to play, how to do activities, even if it's simple it gives a structure, a discipline. We see that our children have made progress.”* (A mother)
  - *“What is important to teach to the children is how to behave when they go to school, how to behave when they will be adults. They learn easily when they are still children.”* (A young man)

#### But there are a lot of challenges and difficulties to face for everyone

##### 1- There is a question of dignity

- *“To have access to education for our children and grandchildren, the first thing we want to say is that they need to have the basics to go to school. If they don't have shoes, clothes, food and notebooks they aren't able to join in.”* (Grandparents)
- *“We want to say that our lives are extremely difficult. We do our best to ensure a living to our children. It's not enough. We are exhausted.”* (Mothers)
- *“If I speak to the teachers, they will tell me that if my children don't go to school, they will cut the allowances. But to cut them didn't help us to send the children back to school.”*(A mother)

##### 2- The State doesn't help enough

- *“The money we receive from the state as child benefits to raise the children isn't enough to send them to school. Thirty-five or forty-five leva is nothing for a month. We need more support.”* (Mothers)
- *“Politicians always deny us, we - Roma, Turces, Gypsies, the poor - there is nobody to defend us.”* (A father)

There are lot of question about education and schools

1- Why is it useful to go to school?

- *“I want all my children to learn at school, to stop to live in the mud as now” (A father)*
- *“When you are studying, you don't stay in the same illegal situation and illiterate. With education it is more difficult to be cheated.” (A father)*
- *“No matter of how they studied, nobody wants to take them at work. When they said that they live in Stolipinovo, they will not have the chance to find a job. Most of the Bulgarian don't want to take anyone from Stolipinovo.” (A father)*

2-Going to school to learn what?

- *“My children don't succeed to learn at school. I would like that they can learn how to be a Hairdresser. They have to learn how to do some jobs.” (A mother)*
- *“We try to teach them Bulgarian. In the 5<sup>th</sup> grade, they don't know how to speak Bulgarian or just a little. Art, sports and computer help them to learn Bulgarian.” (A teacher)*
- *“I know how to do mechanics, even if I did not learn it at school. If I had the diplomas, I would be a mechanic in the neighborhood.” (A father)*
- *“I would like them to have a driving license.” (A father)*
- *“One of the problems for the children is the lack of general culture, I mean they do not know the names of certain things even in their own language, but here (in her classroom) it's better.” (A teacher)*
- *“School could be a good opportunity to learn about Bulgarian music, to know the different customs, not only how to celebrate Bayram, because we know how to do this in the neighborhood” (A mother)*

3-A huge difficulty of communication between the school and the parents.

- *“We do not have contact with the teachers, we do not know what happens with the children, if they are learning anything there, we don't go to meetings.” (A mother)*
- *“There is communication with the school, but it's difficult. In the education process, schools need to be involved, but the parents and the children also. To have more change, parents*

*must be more involved and accompany their children, go to meetings when they are called at the school.” (Mothers)*

- *“I don't want to go to the parents' meeting. It's not interesting, it's useless. One of the problems is the communication in Bulgarian. Each time, the teachers told me the same thing - that I have to speak Bulgarian with my children. When we go to the parents' meeting, we forget half of what the teachers said in Bulgarian before we are back home. (A mother)*
- *“The school is the space for the children, we adults don't have a place there. School is nobody's place, it belongs only to the children.” (A father)*
- *“It's very difficult to catch the parents. Some parents told me: In school you are the father of my child.” (A teacher)*
- *When people see a Gypsy, they see only the bad things. Now we try to see the good things of them.” (A teacher)*

4- But parents are teaching practical skills to their children

- *“I taught my granddaughter how to manage a shop, to take care of the house. Now she is able to do it.” (A mother)*
- *“Life is difficult. All my children can knit. I taught them. I knit and in winter I earn money with what I did. I also taught my daughter how to do nails manicure, dye hair, also to do hair brushes... but also to my boys and my husband.” (A mother)*

5- Safety issues

- *Our granddaughter left school three years ago, when she was eleven. She was bullied at school. Nobody was protecting her. I had no other choice. I was expecting the teachers to come to me, and we could have discussed what to do. Nothing. Nobody came.” (A mother)*
- *“Now in Naiden Gerov school, there is a security system, you need a card to enter, no one from the outside can go in. It's safer. It's important to protect the girls... For example, my daughter was afraid of a boy, who was harassing her, teasing her, because he liked her, and she wanted to stop going to school. Now she is back to school. But she never goes to school on her own and never comes back alone as well.” (A mother)*

### Possible ideas and tools useful for the future

#### The roles of mediator

- *“There are no teachers from the community and there is no school mediator at all. It could be very useful because lots of children don't speak Bulgarian.” (A father)*

#### Giving feedback to the parents, a different way of doing in kindergartens

- *“My youngest child goes to the kindergarten in Pencho Slaveykov. The teachers tell me that he is learning well. I hope he will be able to finish his 12th Grade at the vocational school.” (A father)*

#### Learn from best practices: innovative teaching methods in the class and outside the school

- *“We do small workshops in which we experiment... The most important outcome is the emotion, to make a child to return to you (to come back to school again). The children in my group are very expressive. One needs to use their intuition in terms of what works. For example, you can use menus, to make them learn things, also informal tools such as the internet, laptops, smartphones.” (A teacher)*
- *“For me, anything that the children can learn, like practical skills during the workshops, it's of importance.” (A father)*
- *For the bilinguals it could be stressful to not use their native language. So the learning*

*should be in parallel (in both languages), even though some of my colleagues here at the school do not like this approach.” (A teacher)*

- *“There are also good teachers. My son of 14 years old had a good one. He comes to our place, nearly each day when my son isn't at school.” (A father)*

#### Outreach those left behind

- *“Since two years, there are groups who reconnected the children who drop out from school to schools. Teachers try to reconnect them. They do their best to take them back to school.” (A father)*
- *About the workshop in the streets: “But why do you keep coming here? Sometimes, the children don't behave well, but you keep coming to us... Nobody does this - the teachers never come here.” (A young girl)*
- *Your attitude is different from the teachers. The children don't escape the workshop because of your attitude. Reading is the most important thing and learning is important. They shout because they can't speak in Bulgarian, it's difficult for them to express in an other way. It's difficult to manage a large group, but with the workshop they learn something and they will not forget what they are doing. (A mother)*

August 10th 2019





## About ATD Fourth World

ATD Fourth World (All Together in Dignity) is a movement of solidarity among and with persons and families the most abandoned and stigmatized because of extreme poverty around the world. ATD Fourth World brings together people from different walks of life who think and act together. Standing all together in dignity means acting such that all people will be taken into account.

Active in Bulgaria since 2015, ATD Fourth World Movement in South-East Europe seeks to learn about initiatives undertaken by other organizations, groups or individuals to fight against poverty, by getting involved together with people living in poverty. One of the requests received by the people met is also to develop shared spaces that help to last in a commitment. Links are established with several individuals and groups in Bulgaria, Hungary, North Macedonia, Romania, Serbia.

ATD Fourth World commits to "Leave no one behind" as described in the Sustainable Development Goals, by meeting those who have the most difficult life and by seeking their active participation, starting by "the furthest behind first".



Contact for South-East Europe :

[benoit.reboulzalze@atd-fourthworld.org](mailto:benoit.reboulzalze@atd-fourthworld.org)

+359 876 718 983

[www.atd-fourthworld.org](http://www.atd-fourthworld.org)

[veronique.reboulzalze@atd-fourthworld.org](mailto:veronique.reboulzalze@atd-fourthworld.org)

+359 878 189 254

[www.overcomingpoverty.org](http://www.overcomingpoverty.org)

© ATD Fourth World 2020