

The background of the entire page is a stylized illustration of a bookshelf. It features several rows of books with spines in various colors: light blue, yellow, orange, teal, and light green. Some books are standing upright, while others are lying flat. A ball of orange yarn is visible on the right side of the middle shelf. The books are set against a dark blue background.

TinkerLib

Map-Guideline
of Inclusive Practices

© TinkerLib

This publication is a product of “TinkerLib” (2023-1-FR01-KA220-ADU-000160441), funded by the European Union. This publication reflects the views and opinions of the author(s) alone and does not necessarily represent those of the European Union or the Agency Erasmus+ France / Education Formation. Neither the European Union nor the responsible authorities can be held liable for its content.

Project Website www.museoscienza.it/tinkerlib/

Authors

Sophie Juillard, Paul Boniface

Designer

Sanja Crnjanski

Proofreading

Johanna Koller

Coordinator

Jovana Jankov

Project Coordinator

Association Traces, France

Partners

Département De Seine Et Marne, France

NEMO Science Museum, Netherlands

Stichting Openbare Bibliotheek Amsterdam, Netherlands

Science Center Netzwerk (SCN), Austria

Büchereien der Stadt Wien (Vienna Public Libraries), Austria

Fondazione Museo Nazionale Scienza e Tecnologia Leonardo da Vinci, Italy

Per Leggere – Biblioteche Sud Ovest Milano, Italy

Rural Cultural Centre Markovac, Serbia

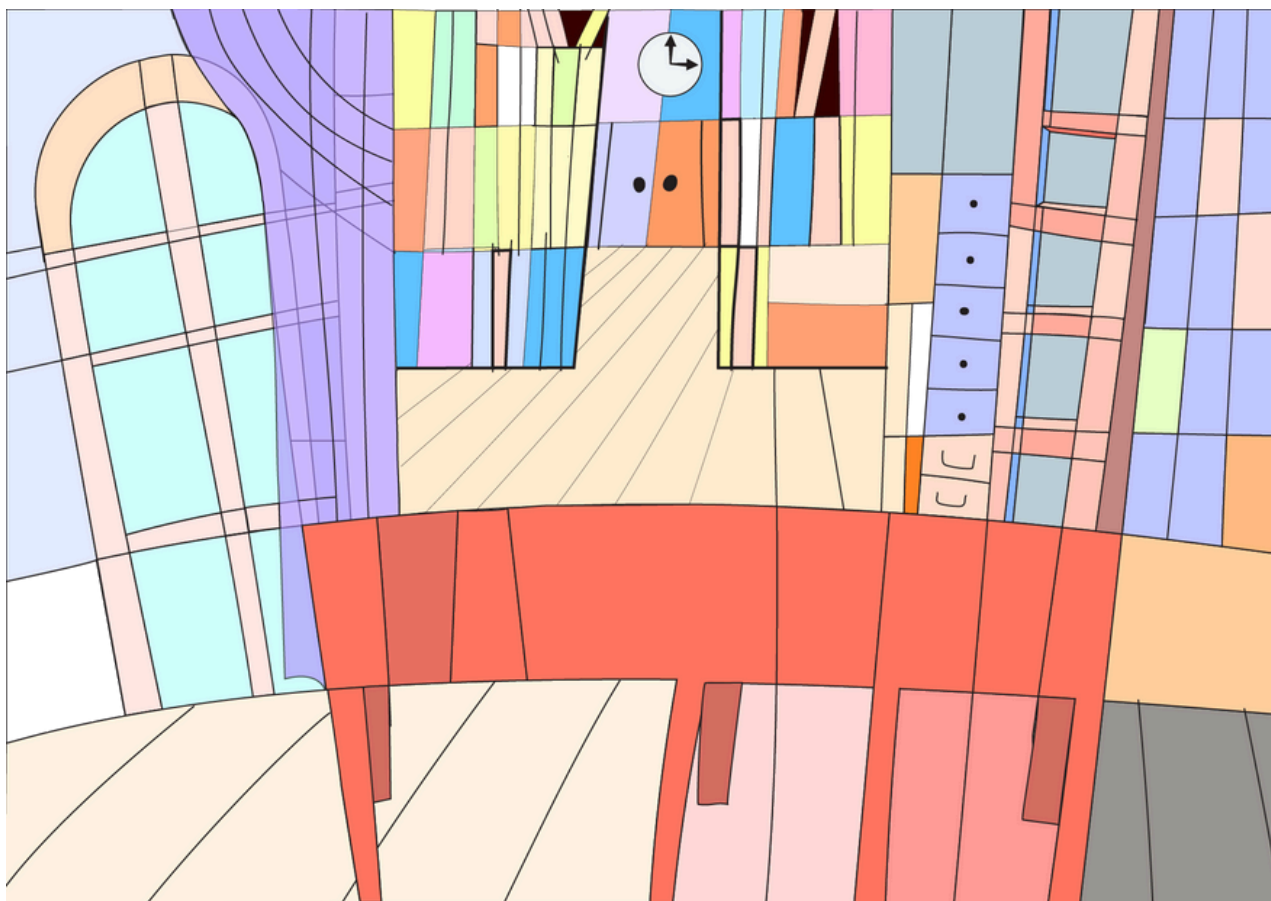
Center for the Promotion of Science, Serbia

This work is being made possible through the support, commitment, energy, enthusiasm, ideas and action of the partners of the TinkerLib project.



TABLE OF CONTENTS

Introduction.....	5
General observations.....	7
Before the activity.....	9
During the activity.....	12
After the activity.....	15
Conclusion.....	16
Annex: Cross-observation Grid.....	18





INTRODUCTION

Inclusion is a continuous, evolving process which requires intentional reflection and adaptation. **TinkerLib** is a European project which brings libraries and science education organisations together in order to co-create more inclusive and engaging learning environments for adult learners, who are often underrepresented in such spaces. This collaboration builds on the experience and knowledge of both sectors, which fosters a mutual learning process aiming to develop activities that are accessible, meaningful and responsive to diverse needs (of target audiences).

A shared understanding of inclusivity was fundamental to the project. During a dedicated workshop in October 2023, all TinkerLib partners engaged in thorough discussions about the concept of inclusivity in education. Through this collaborative process, the consortium found four essential aspects of inclusion that further structure this Map-Guideline:

- **Diversity:** “It means variety. (...) In a socio-political context this usually means a respectful way of treating different individuals, groups of people and ways of living. Diversity can be measured against a variety of characteristics, such as age, gender, sexuality, religion, disability, ethnicity, culture and social class. Those aspects of diversity are directly linked to inclusion and exclusion.” / “Diversity typically means proportionate representation across all dimensions of human difference.” ¹
- **Belonging:** “It infers that an equitable structure is in place and functioning to make all people, no matter their differences, feel welcome. Belonging is when (equity and inclusion) not only work, but no one feels as if their inclusion is questioned.” ²
- **Equity:** “Fair treatment for all while striving to identify and eliminate inequities and barriers.” ³
- **Privilege:** “(Privilege refers to) an unearned, sustained advantage that comes from race, gender, sexuality, ability, socioeconomic status, age, and other differences.” ⁴

¹ https://edib.harvard.edu/files/dib/files/dib_glossary.pdf

² <https://www.inclusionhub.com/articles/what-is-dei>

³ https://edib.harvard.edu/files/dib/files/dib_glossary.pdf

⁴ https://edib.harvard.edu/files/dib/files/dib_glossary.pdf

These four aspects, along with their definitions, serve as foundation for assessing and improving the inclusivity of educational activities developed in this project.

The Map-Guideline of Inclusive Practices was produced through an in-depth analysis of observation grids created and completed by the project partners.

These grids were designed to assess and reflect upon various activities in order to capture key elements that make learning environments more welcoming and accessible. The full observation grids can be found in the annex of this document. The partners observed several activities in their respective hubs, therefore, this Map-Guideline is not only a synthesis of their findings but also a crucial stepping stone towards the next phase of the project: the co-creation of activities with specific target audiences within each TinkerLib hub. The co-creation methodology lies at the heart of TinkerLib, ensuring that participants can actively contribute to shaping educational experiences that are truly inclusive and relevant to their needs.

This Map-Guideline of Inclusive Practices serves as a practical tool for facilitators, educators, and institutions working in informal learning settings. While it does not provide an exhaustive list of best practices, it offers a flexible framework that encourages reflection and adaptation. By embracing these principles, TinkerLib seeks to empower educators and learners alike, fostering a sense of agency, curiosity, and engagement. Furthermore, this guideline is intended not only for TinkerLib partners but also for practitioners in the field of informal education who wish to create more inclusive learning environments.

We encourage readers to use these recommendations as a starting point, adapting them to their local contexts and continuously evolving their practices based on feedback and lived experiences.



to keep in mind

GENERAL OBSERVATIONS

No background knowledge required

- Design activities that do not require prior knowledge
- If possible, avoid creating subgroups based on skill level. Grouping should **focus on participants' affinities** rather than their abilities.
- Facilitators should be able to work with participants at varying skills levels, providing support and guidance as needed.

this is common practice... keep it!

No competition

- Create an environment that de-emphasises rankings or competition. Instead, focus on collaboration, creativity, and mutual support to ensure that **participants do not feel pressured or compared to others.**

Facilitators' preparation

- Facilitation teams are encouraged to follow formations or awareness-raising sessions on various topics related to inclusivity (e.g., anti-racism; sexism; discrimination; etc.). It is important to acknowledge that inappropriate or awkward behaviour can happen to anyone and to prepare oneself to avoid repeating mistakes.
- **Foster reflections** around the four dimensions of inclusivity mentioned before, mentioned before, either individually as a facilitator or collaboratively as a facilitation team.



Flexibility

- Flexibility in attendance can be key. Whenever possible, allow participants to join only parts of the session, in particular when doing longer activities. For example, the offer of flexible arrival and departure times can be necessary for seniors or migrants. Try to co-create schedules with participants.
- Allow participants the freedom to engage in activities according to their own pace and interests—whether this relates to social interaction or task completion. Recognise that some participants may prioritise the social aspect over the activity itself, which ensures that different needs are respected.

a few TinkerLib partner institutions this to be an uncommon practice...

can we adapt and co-create schedules more?



BEFORE THE ACTIVITY

Acknowledgment of participant needs !

- **Tailor activities** or adapt them to the unique needs of different groups, thereby ensuring accessibility for all. For example, language workshops for migrants can focus on simple vocabulary and clear instructions, while activities for seniors prioritise social interaction and consider their physical and emotional needs.
- **Encourage sharing of experience** (related to the activity or personal), which helps in fostering a sense of connection and belonging. Storytelling is also a specific focus in our project.

the act of sharing ideas or experiences through a structured narrative to inform, engage, or inspire others

Inclusive communication

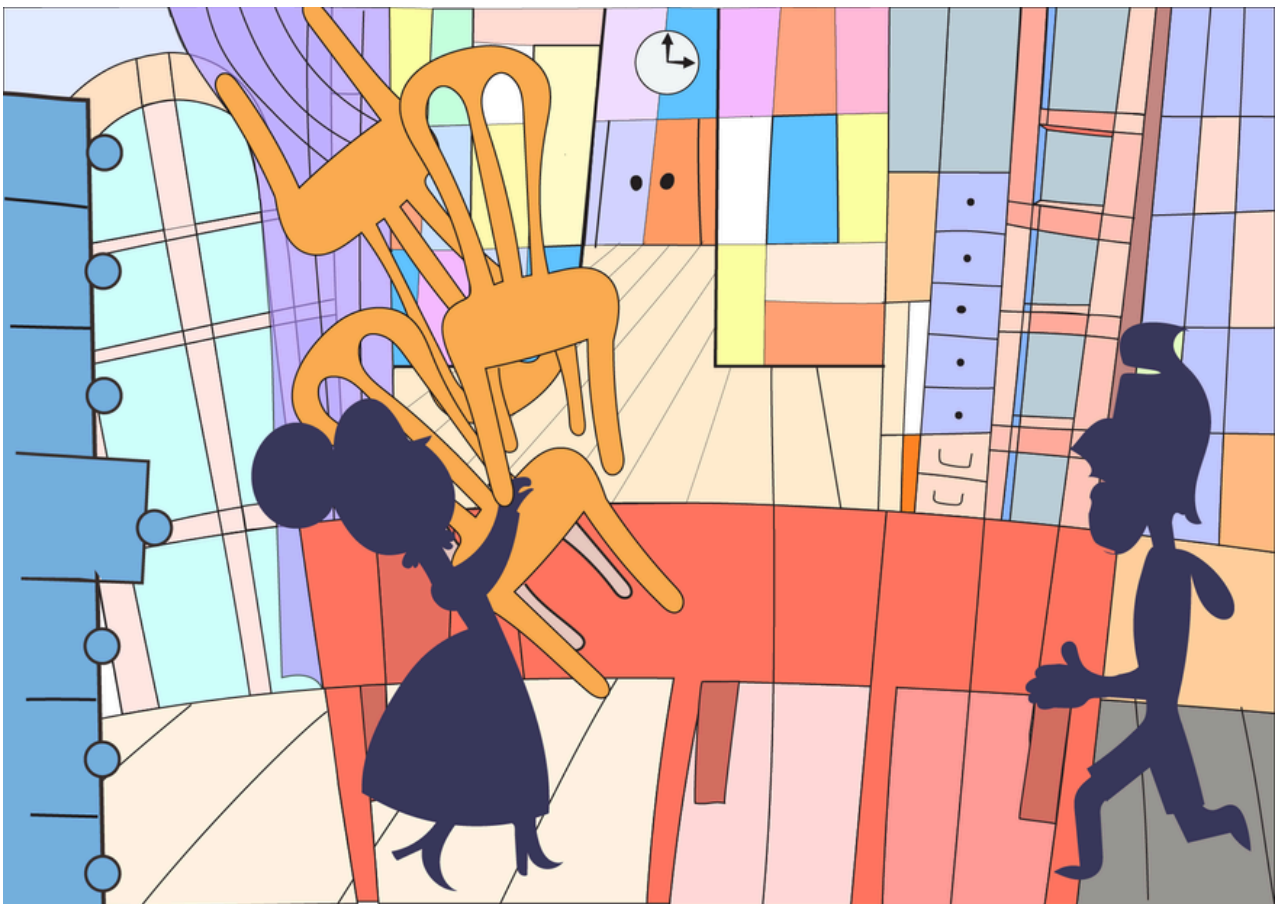
- Work on outreach strategies in order to engage with new and diverse audiences. Ensure that **communication methods** are **inclusive** and **adapted to the needs** of various groups (e.g., by using multilingual resources or channels that reach underrepresented communities). Here, word-of-mouth communication within a community seems to be the most effective. Posting information on boards in the reception areas of your working space or the ones around also helps to reach regular visitors.

work on it!



Timing and location

- Prioritise venues that are accessible by public transport or located in areas near your target groups, such as community centres for suburban residents or youth facilities for young participants.
- Adapt the schedule of activities to the specific needs of the participants. For instance, sessions may be held in the late afternoon in order to accommodate workers or they might take place during school hours for students.



Creating an accessible, safe and predictable environment

- Encourage diversity among facilitators, as that helps to create a more inclusive environment. Facilitators who share cultural, linguistic, or community backgrounds with participants can build stronger levels of trust and understanding.

→ think about how to apply it

- Establish **regular meeting schedules** and maintain a consistent structure for workshops which span multiple sessions. Predictability helps to create a sense of safety and reliability for participants.
- Be aware of the **accessibility and adaptability of the location**. Ensure that the venue meets the needs of both the activity and the participants: choose locations that are easy to find, ideally located on the ground floor, and consider privacy partitions or layouts that facilitate movement and interaction (among participants).



DURING THE ACTIVITY

Engagement and personalisation

quite important! we should continue this common practice!

- Take time for personal interaction: engaging participants individually can help to understand their backgrounds, skills and needs. This approach allows facilitators to **tailor activities** to their audience's diverse experiences and expectations as well as to promote a sense of value for every participant.
- Provide various ways of participation: for example, through explanation, demonstration and independent exploration. This can accommodate different learning styles and levels of comfort, which make activities **more accessible** to all.
- Foster engagement by allowing participants to influence the process of the workshop (regarding what to produce, the choice of materials, whether to present their outcomes or not...).

Social dynamics and facilitation

hmm... only a few organisations mentioned it is their common practice. let's think how to improve it!

- Foster **horizontal communication**: treating participants as peers through "eye-to-eye" communication helps to create an atmosphere where everyone feels seen and equally valued. This practice reinforces the idea that everyone's contributions are important, regardless of their background or experience.
- Encourage peer leadership: empowering participants with specific knowledge to take on the role of the facilitator within the group can bridge gaps in understanding and **create opportunities for peer learning**. However, facilitators should remain mindful of group dynamics to ensure that no participant dominates the conversation.

Environment and material setup

- Encourage ownership of the space and allow participants to take an **active role** in setting up the environment in order to foster a sense of belonging and responsibility. This practice makes participants feel integrated and valued from the beginning.
- Offer a range of **accessible materials**: providing materials that cater for varying skill levels ensures that participants can engage with the activities in ways that suit their abilities best. Including both simple and advanced options allows for inclusivity without imposing unnecessary challenges. Furthermore, ensure that materials are physically and culturally accessible. This includes ensuring that participants with mobility issues or other barriers can easily access and use the materials provided.

prepare a
shopping list!



Addressing privilege and power dynamics

quite a challenge...
think how to improve
it.

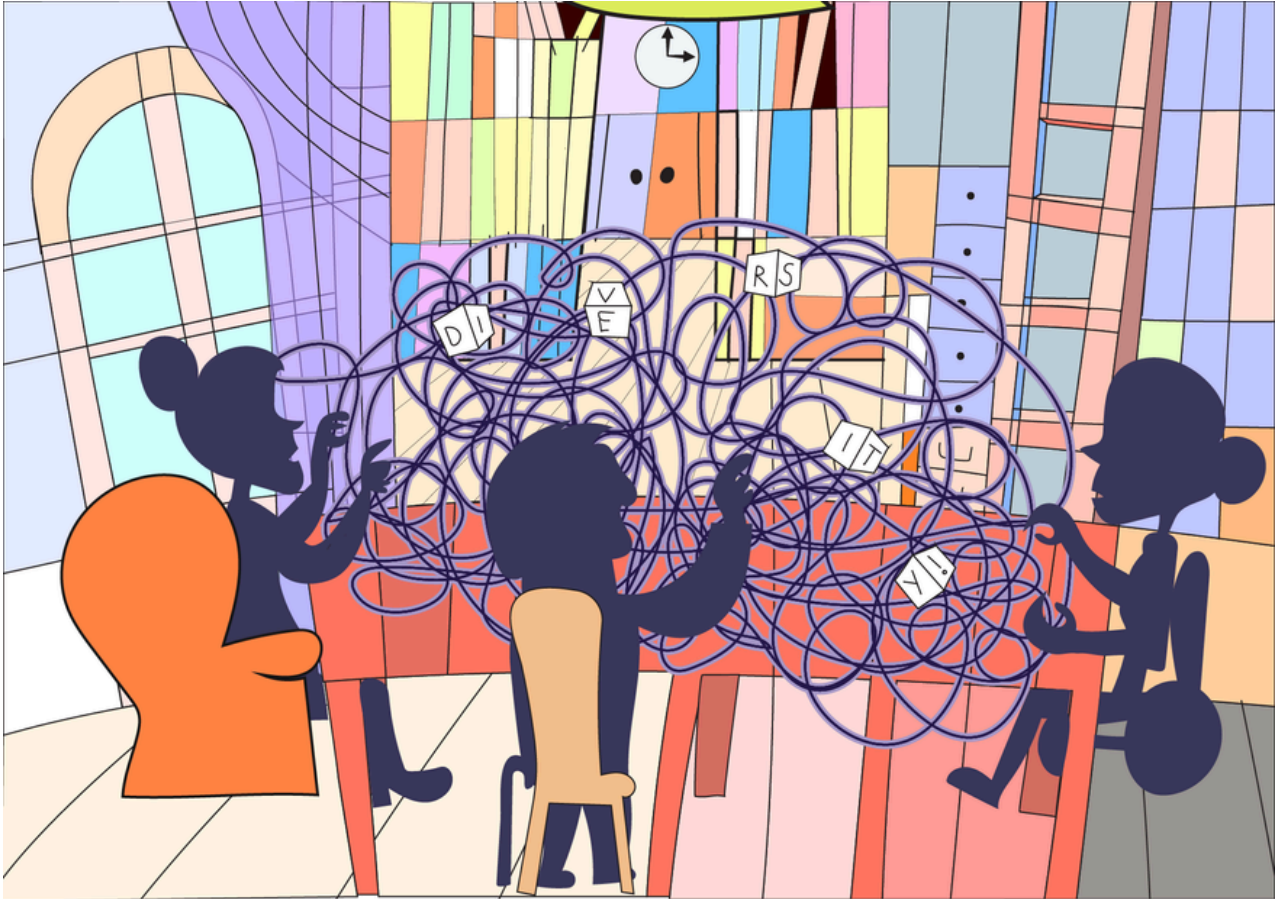
- Acknowledge and address privilege: facilitators should be aware of ways how certain participants may have advantages over others due to prior knowledge or social confidence. Addressing these dynamics and ensuring that quieter or less confident participants have opportunities to contribute is key to creating a balanced environment.
- Discuss barriers openly: acknowledging potential barriers, such as language differences or social status helps to create a more inclusive environment. For instance, raising awareness about "invisible disabilities" such as language barriers in the beginning can help to mitigate feelings of exclusion and to encourage a more supportive atmosphere.

Closing and reflection

- Allow participants the freedom whether to present their outcomes or not.
- End with a personalised reflection: including a final sharing session in which participants can reflect on their experience and share their outcomes fosters a feeling of accomplishment and inclusion. Celebrating all contributions, regardless of their scope, helps to validate diverse levels of engagement.
- Involve participants in future planning: in case of activities spanning multiple sessions, engaging participants in decisions about the direction of future sessions reinforces their sense of agency and belonging. Take time to nurture these relationships, as this promotes sustained engagement over time.

AFTER THE ACTIVITY

Participants' feedback is often asked at the end and is then considered in order to modify the activity.



Sharing results

- Share results in the room/institution where the activity took place or on their website/Social Media. This allows to make participants proud of their results.

Cherish bonds



we shouldn't forget the importance of organising follow-up and social activities

- Continue to build connections outside the scheduled activities, as this can contribute to a strong sense of community. Participants feel that they belong not only to the activity, but also to an ongoing social network that extends beyond the specific event.

CONCLUSION

key takeaways

TinkerLib's **Map-Guideline of Inclusive Practices** is more than a collection of recommendations; it is a commitment to making informal learning spaces more welcoming and accessible to all. In this document, we have explored strategies to enhance diversity, equity, belonging and awareness of privilege within educational activities, drawing upon concrete experiences in libraries and science centers across Europe.

Key takeaways from our observations include:

- The importance of flexibility in designing and implementing activities that accommodate diverse needs and ways of participation.
- The need for intentional facilitation, in which educators are trained to recognise and address barriers to inclusion.
- The value of co-creation, ensuring that learners—in particular those from underrepresented communities—have a voice in shaping the activities designed for them.
- The role of peer support and collaboration, fostering environments where learning happens collectively rather than competitively.



While this document provides a structured approach to inclusive facilitation, we acknowledge that true inclusivity is an ongoing process that requires constant adaptation and reflection. We invite facilitators to treat these guidelines as a living resource, one that evolves with their experiences and the feedback of their participants.

By integrating these inclusive practices, we hope to inspire a shift in the way informal learning environments engage with adult learners. Ultimately, TinkerLib is not just about making activities more accessible — it is about transforming learning spaces into dynamic, welcoming, and empowering places for all.

*following pages can be
printed for use...*



OBSERVATION GRID

All along this form, please keep in mind the following aspects of inclusivity:

- **Diversity:** "It means variety. (...) In a socio-political context this usually means a respectful way of treating different individuals, groups of people and ways of living. Diversity can be measured against a variety of characteristics, such as age, gender, sexuality, religion, disability, ethnicity, culture and social class. Those aspects of diversity are directly linked to inclusion and exclusion." / "Diversity typically means proportionate representation across all dimensions of human difference."¹
- **Belonging:** "It infers that an equitable structure is in place and functioning to make all people, no matter their differences, feel welcome. Belonging is when (equity and inclusion) not only work, but no one feels as if their inclusion is questioned."²
- **Equity:** "Fair treatment for all while striving to identify and eliminate inequities and barriers."³
- **Privilege:** "(Privilege refers to) an unearned, sustained advantage that comes from race, gender, sexuality, ability, socioeconomic status, age, and other differences."⁴

Before the activity

In the following section (questions 1 and 3 to 11), you should have a quick interview with someone from the facilitation team of the activity you are observing to answer the questions.

1) General informations:

Briefly describe the activity (its name, aim, number of participants, scheduled time, location, duration, if it's a serial or standing alone workshop)

- ☐ Librarian
☐ Tinkering

2) As an observer, what do you expect from this activity? Do you have any preconceived ideas?

¹ https://edib.harvard.edu/files/dib/files/dib_glossary.pdf

² <https://www.inclusionhub.com/articles/what-is-dei>

³ https://edib.harvard.edu/files/dib/files/dib_glossary.pdf

⁴ https://edib.harvard.edu/files/dib/files/dib_glossary.pdf

3) Does the facilitation team have a **prior relation** to the audience?

- Yes • No

If yes, can you give details about this relationship?

4) Has there been some **co-design process with the target audience involved** in the activity?

- Yes • No

If yes, please give details about how the process has been conducted:

5) How were the needs or specificity of participants considered during the creation process? (e.g. *Adaptation of the environment, the language....*)

6) How was the **public communication** surrounding the activity? How does the public know about this activity? Describe any specific impact with regards to aspects of diversity (e.g. *Word-of-mouth in a neighbourhood to reach unusual local audiences*):

7) Is there specific **background knowledge** necessary to take part in this activity?

- Yes • No

If yes, please specify:

8) **Context and accessibility:** Here you can note both information from the interview with the facilitator as well as your own observation.

What could be accessibility issues of the activity, regarding **the room, building**? Were some adjustments made to improve the accessibility?

What could be accessibility issues of this activity, regarding its **geographical location**? Were some adjustments made to improve the accessibility?

What could be accessibility issues of this activity, regarding its **duration, its date, or the time it is scheduled in the day**? Were some adjustments made to improve the accessibility?

- 9) Ask the facilitators to describe one example of good practice for inclusion specifically important to them in this context:

- 10) Do you see other aspects in the “before phase” that bring better diversity, build a better feeling of belonging for the target audience, foster equity or address any privilege issue?

- 11) Did you notice anything else that surprised you?

During the activity

You are going to observe an activity. While observing, please take notes on what the participants are doing and what the facilitation team is doing. It is essential to present yourself at the beginning of the activity, explain what you are doing and to make clear that you are not here to judge or evaluate neither the participants' attitude nor the facilitators' working skills.

You are here to look for good ideas, find examples of good practices and share them beyond the activity.

For your observation work, you will have to specifically focus on some of the participants and note everything they are doing for 5-10 minutes. Before doing that, ask if someone is not at ease with this idea so that you know you'll observe someone else during this phase.

All along this form, please keep in mind the following aspects of inclusivity:

- **Diversity:** *"It means variety. (...) In a socio-political context this usually means a respectful way of treating different individuals, groups of people and ways of living. Diversity can be measured against a variety of characteristics, such as age, gender, sexuality, religion, disability, ethnicity, culture and social class. Those aspects of diversity are directly linked to inclusion and exclusion." / "Diversity typically means proportionate representation across all dimensions of human difference."*
- **Belonging:** *"It infers that an equitable structure is in place and functioning to make all people, no matter their differences, feel welcome. Belonging is when (equity and inclusion) not only work, but no one feels as if their inclusion is questioned."*
- **Equity:** *"Fair treatment for all while striving to identify and eliminate inequities and barriers."*
- **Privilege:** *"(Privilege refers to) an unearned, sustained advantage that comes from race, gender, sexuality, ability, socioeconomic status, age, and other differences."*

In this form you'll see orange spaces and blue spaces to fill in.

In the **orange spaces** you can take **raw notes during the activity**.

In the **purple spaces** you can **write down your analysis once the activity is finished**.

-
- 1) **Setting:** Please take a picture of the room before the activity begins (without the participants in it). Attach this picture to this form.
 - 2) Please **describe the participating group:** age, gender, languages, group composition (family or friends, neighbours, people who know each other or not), etc.

- 3) Describe the **introduction of the activity** and some participants' behaviour. You may consider general and individual behaviours:

Raw notes during the observation :

Just after the activity analyse your observations considering aspects of diversity, equity, belonging and privilege:

- 4) Do you have any observations regarding the material used?

Raw notes during the observation :

Just after the activity analyse your observations considering aspects of diversity, equity, belonging and privilege:

- 5) Focus on a participant or group for 5 min and note down your observations. You can include quotes.

Raw notes during the observation :

After the activity analyse your observations considering aspects of diversity, equity, belonging and privilege:

- 6) Observe some **participants**

Describe how they **interact with each other** during the activity:

Raw notes during the observation :

After the activity analyse your observations considering aspects of diversity, equity, belonging and privilege:

Describe how they **interact with the facilitators** during the activity.

Raw notes during the observation :

After the activity analyse your observations considering aspects of diversity, equity, belonging and privilege:

- 7) Did you notice that any behaviours were encouraged or discouraged? You may focus on emotional/personal storytelling aspects

Raw notes during the observation :

After the activity analyse your observations considering aspects of diversity, equity, belonging and privilege:

- 8) Are the **prior experiences/knowledge of the participants or their accomplishments** during the activity valued by the facilitator? You may focus on emotional/personal storytelling aspects

Raw notes during the observation :

After the activity analyse your observations considering aspects of diversity, equity, belonging and privilege:

9) Describe the closing of the activity and some participants' behaviour during this step:

Raw notes during the observation :

After the activity analyse your observations considering aspects of diversity, equity, belonging and privilege:

10) Did you notice something else regarding inclusivity aspects that **surprised** you?

Raw notes during the observation :

After the activity analyse your observations considering aspects of diversity, equity, belonging and privilege:

After the activity

You are going to take notes about what occurred after the activity with the target audience. Ideally, this follow-up should take place about 1 month after the activity. For many questions (2 to 7) you will need to speak to the facilitator again to gather his/her reflection, you can also give your own opinion.

All along this form, please keep in mind the following aspects of inclusivity:

- **Diversity:** *"It means variety. (...) In a socio-political context this usually means a respectful way of treating different individuals, groups of people and ways of living. Diversity can be measured against a variety of characteristics, such as age, gender, sexuality, religion, disability, ethnicity, culture and social class. Those aspects of diversity are directly linked to inclusion and exclusion." / "Diversity typically means proportionate representation across all dimensions of human difference."*
- **Belonging:** *"It infers that an equitable structure is in place and functioning to make all people, no matter their differences, feel welcome. Belonging is when (equity and inclusion) not only work, but no one feels as if their inclusion is questioned."*
- **Equity:** *"Fair treatment for all while striving to identify and eliminate inequities and barriers."*
- **Privilege:** *"(Privilege refers to) an unearned, sustained advantage that comes from race, gender, sexuality, ability, socioeconomic status, age, and other differences."*

-
- 1) Considering the first answer you gave in the "before the activity" part, is there a difference between **what you had expected and what actually happened**? Please, note down your observations.

- 2) Was the relationship between the facilitators/institution and the participating target group kept alive after the end of the activity?
- yes •no

If yes, specify how:

- 3) Have **any results or outcomes of the activity been** shared afterwards? With whom? In what way?

- 4) Have the participants had the opportunity to give feedback, and does this feedback have any impact? (Ask the facilitator and give your opinion)

• Yes • No

- 5) **Choose and describe 1 example of good practice** regarding inclusivity that you noticed during the activity you have observed.

- 6) If participants or facilitators had to fulfil a task after the activity itself, please tell us the result **one month later**.

- 7) Did you notice something else regarding inclusivity that you find interesting or surprising?

Thank you for filling in this observation grid!!

