

COMMUNICATION ON ENGAGEMENT (COE)



Period covered by this Communication on Engagement

From: 18 April 2019

To: 17 April 2021

Part I. Statement of Continued Support by the Chief Executive or Equivalent

Please use the box below to include the statement of continued support signed by your organization's Chief Executive or equivalent.

17 April 2021

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To our stakeholders: I am pleased to confirm that IKKAIDO reaffirms its support to the United Nations Global Compact and its Principles in the areas of Human Rights, Labour, Environment and Anti-Corruption. This is our Communication on Engagement with the United Nations Global Compact. We welcome feedback on its contents.

In this Communication of Engagement, we describe the actions that our organization has taken to support the UN Global Compact and its Principles as suggested for an organization like ours. We also commit to sharing this information with our stakeholders using our primary channels of communication.

Yours sincerely

Raymond Patrick Sweeney
CEO

Part II. Description of Actions

Please use the box below to describe the actions your organization has taken in support of the Global Compact. It is strongly recommended that the actions taken are related to one or more of the specific activities suggested. *Please refer to the complete list of suggested activities for your type of organization found [here](#).*

All Ikkaido Directors and members and staff are persons who are disabled or with fewer opportunities involved in collective action efforts on Global Compact Sustainable Development Goals.

[Ikkaido incorporate the Global Compact Principles into our internal operations and communicate our progress following the COP requirements

Ikkaido have provided their expertise to the Global Compact Diversity and Inclusion Working Group and engage in Local Network activities.

We disseminate the Global Compact Principles in international exchanges for young people and with European experts in the Erasmus+ Programme.

We engage at the Innovation Level – undertaking multi-year projects to address different complex or seemingly intractable issues within the cities, regions and other countries supported by leaders and experts across business, civil society and Government.

We have coordinated over 30 partnership projects for the goals on SDG 1, 3, 4, 5, 8, 9, 10, 11,13 and 17 and participating at global, regional and local levels.

Ikkaido promote the Global Compact and its principles through delivering non-formal and formal education on topics related to the Global Compact and Sustainable Development Goals which are also included in all our inclusive and accessible educational materials.

Part III. Measurement of Outcomes

Please use the box below to include the most relevant qualitative and/or quantitative indicators to measure the outcome of the activities described in Part II above.

Ikkaido work daily with persons with a disability and fewer opportunities. Communications are designed to be accessible to persons with a disability so that everyone can be included. Ikkaido's staff and 50% of the board identify as female. All are disabled.

Ikkaido's field of expertise is on inclusive education and best practice in employment and have shared expertise and tools to promote inclusion during meetings with the UN Global Compact working group on Diversity and Inclusion to further the aims of the UNGC Local Network.

Ikkaido form international and local partnerships with the aims of the empowerment of women, gender equality, the promotion of inclusive communities and the inclusion of youth with fewer opportunities.

Ikkaido's Work in partnership for the goals under the SDGs and co-funded by the Erasmus Programme of the European Union

employABLE 2017-3-IE01-KA105-038579 over two years, comprised 360 mobilities of disabled young people between 18 and 30 years old and their carers to Italy, Romania, Ireland, UK and Poland. Disability negatively impacts many areas of people's lives including lack of access to public transport, equipment, education, sport/health and in employment opportunities. Employment for many disabled young people is not aspirational with many employed in menial roles. Evidence shows that psychosocial well-being is critical to the development of self-esteem and the development of competences in education and employment. The vast experience of the partners in using sport for empowerment provided the context for using sport to provide psychosocial well-being through regular sessions of physical activity to engage and empower persons with disabilities. Over the two-year life of the project, the participants learnt, in an experiential way, all of the skills and competences to create an inclusive Celebration of Martial Arts for persons with a disability. This project aimed to empower disabled people by giving them a stronger sense of their identity, competences, strengths and value through the self-confidence gained through martial arts. We increased their knowledge of different tools, technology, communication skills and ultimately the exploration of more aspirational career opportunities.

In accordance with the United Nations Global Compact, the context and objectives revolved around the topics of inclusion, technology, communication, IT tools, social media, leadership, climate change, coaching and empowerment. employABLE was a European collaboration with partners from six different countries who work with disabled people and sport. employABILITY activities improved work skills, competences and communications empowering young disabled people to see aspirational opportunities in the labour market. The project showed how disabled people can gain a better sense of their identity and value and thereby improve their competences and strengths whilst exploring technologies, communication, social media, leadership tools and additionally through the exploration of their hopes, dreams and aspirations. The context and objectives encompassed the topics of inclusion, discrimination, and the empowerment of disabled people. The tools which were developed empowered the participants by strengthening friendships and communities, and changing self-perceptions of persons with a disability from different cultural and economic backgrounds.

Empowerment, Vitality and Assertiveness - Female Education in Mentoring (EVA-FEM) 2018-2-UK01-KA105-048377 Over three years EVA-FEM brought together 600 disadvantaged young women between 14 and 29 from 9 different cultures and included single parents, orphans, disabled females, migrants, women from backgrounds of conflict and disaster, physical or sexual violence, trafficking, prostitution, drug abuse, stress and trauma.

In accordance with the United Nations Global Compact for the SDGs, the objective was to empower young women and girls, giving them a stronger sense of their identity, competences, value and strengths by exploring the self-confidence gained through the increase of the knowledge of different tools, technology, use of communication skills and ultimately the exploration of the need to create the tools to do this. The context and objectives revolved around the topics of inclusion, technology, communication, social media, climate change, bullying, leadership, coaching and the empowerment of the young participants to employment and education.

All joined together in activities and tasks and learnt that everyone is "Different - just like me". The learning from this project had a positive impact in improving their emotional and mental well-being with young women from vastly

different backgrounds working together in non-formal activities to solve their own and community and societal problems.

Self-defence and martial arts physical activity engaged and empowered them into education, employment and entrepreneurship entrepreneurship; becoming more active, effective and self-confident people.

Bullying Education Awareness and Tactics for Inclusion and Tolerance 2 (BEAT IT!) 2020-1-UK01-

KA105-078040 is based on the knowledge, research and understandings gained from our previous work on inclusion; Enabled Media, Network of Inclusive Communities in Europe (NICE), BEAT IT!, EVA-FEM and NICE2Talk where young disabled and non-disabled people investigated the themes of communication, inclusion, integration and safety for young people in traditional communities as well as the modern communities of social media.

Whilst internet access provides great benefits in discovering things about the world, young people felt it caused collateral issues in terms of e-safety, They felt that digital literacy was poor. A recurring theme was that bullying and intolerance had become rife on social media not just for young people, but for everyone in society and this seemed to be reflected powerfully in traditional communities, creating intolerance, hate speech and prejudice especially against people with fewer opportunities as well as a rise in "fake news" and populism. It was thought that social media had had a significant role in the current shift from democratic liberalism to a rise in prejudice and right- wing extremism. Reflection and review from participants in the EVA-FEM project on the empowerment of women showed that bullying and cyber-bullying were the greatest issues facing young people and digital literacy was what they most wanted to address. The young people have led the idea for this project and have been active in the writing of it.

SMART objectives of BEAT IT! were as follows:

Objective 1 To improve critical thinking skills

Objective 2 To improve communication skills

Objective 3 To improve competences in creativity in digital media

Objective 4 To improve collaboration using digital tools

By engaging in this type of collaboration, young people with a disability felt even more prepared to participate successfully in the global economy, in-line with the UNGC for smart growth and the Sustainable Development Goals through enhancing digital literacy and inclusion. In accord with the UNGC SDGs BEAT IT!2 promoted the values of equality, diversity, human rights, inter-cultural dialogue and tolerance whilst enhancing media literacy, critical thinking and a sense of initiative. This inclusive initiative gave priority to persons with fewer opportunities including young disabled people and people who have a lived experience of bullying, intolerance and prejudice in order to be able to fully address the issues of e-safety, the lack of digital literacy and appropriate use of social media amongst young people. Development of good practice in social media helped to reduce hate speech, cyber-bullying and combat the rise of populism and extremism on the internet for young people with fewer opportunities, both with and without internet access, to social media platforms and within traditional communities.

Building a United Society 2019-1-TR01-KA205-073434 is a two year partnership for the goals that aims to to promote social inclusion of persons with a disability by means of inclusive sport activities and inclusive venues. The focus of the project is on young people between 15 and 24, constituting ten percent of the population. Regular and extensive sport activities can help reduce the negative stigma and discrimination associated with disability because it can transform intolerance in communities by highlighting abilities, instead of focusing on disability in society. However, there is an important obstacle which prevents active participation. Except for limited specialised areas, few the indoor or outdoor, public or private, sporting or recreational facilities can meet the needs of disabled people.

The two main sources of barriers to participation are:

1) There are no standards for equipment, programs, and staff,

2) there is little information on indoor and outdoor, public and private, sporting and recreational facilities, or on activities and opportunities, staff capacity, and safeguarding.

Building a United Society proposes a practical, scientific and well-organised international certification system for standards which assess the suitability of sporting and recreational facilities for disabled people with respect to equipment, programs and staff. The second objective will provide information packages and construct an online platform.

Differences Create No Distances (DiCrenDi) 2020-1-RO01-KA105-078750 addresses the lack of social and professional inclusion of persons with a disability and the lack of engagement of youth workers in the work with persons with visual impairment. Bringing together visually impaired people and youth workers will enhance the social inclusion efforts of the young visually impaired and raise awareness of their needs and skills at the same time. Differences Create no Distances will develop communication techniques in order to promote inclusion, to improve confidence and self-empowerment, and to learn methods of working together in various situations. Non-formal tools and activities will be used, as well as sports and outdoor activities.

DiCrenDi's objectives are:

- Improve participants' abilities to work with visually impaired people;
- Engage them in the activities within youth work organizations;
- Develop creative techniques for 25 youth workers to improve visually impaired people's self-empowerment and confidence in their social and professional inclusion processes;
- Exchange and share experiences, skills and competences through non-formal learning for 30 VI young people;
- Improve 30 VI young people's sense of self-initiative, self-empowerment and confidence needed in the process of social and professional inclusion.

Digital Inclusive Physical and Health Education (DIPHE) 2020-1-UK01-KA226-SCH-094582 is a three year partnership to create an innovative teacher education course that seeks to improve teachers' digital competencies in the facilitation and delivery of Inclusive Physical and Health Education (IPHE) for children in primary and lower secondary school settings.

Post-Coronavirus, teachers anticipate that there may be even less time per day at school and more work to catch up on, so there will be no space in the timetable for PE. In addition, a considerable number of studies point to stark reductions in mental health as a direct consequence of the virus, figures that are particularly shocking amongst the youngest demographics of society. However, there is also no health education embedded in schools in Europe, neither are teachers trained to digitally facilitate these in an inclusive manner in light of COVID. In view of this, it is hoped that DIPHE will provide a high-quality, inclusive digital education experience that improves the health and wellbeing of children.

Research from EUPEA show that Ministries of Education across Europe have made general suggestions on how to deliver online schooling and how to evaluate children, but these are more recommendations, and specific instructions or guidance are lacking. It has been left for teachers to decide and choose the way they work online and facilitate distance learning.

DIPHE aims to improve the digital competences and skills of teachers to deliver digital inclusive HEPA (Health Enhancing Physical Activity) to primary and secondary school children.

In accordance with the developing high-quality early childhood education and care systems priority, DIPHE proposes to improve the quality of education of primary and lower secondary school children with and without disabilities through a digital course that teaches teachers how to imbed inclusion into HEPA, physical education and health education and how to facilitate IPHE digitally.

In Touch 2017-3-IE01-KA105-038579 is a two year project to create a collaboration and extended partnership between for the goals with 8 highly experienced European organisations working in the field of entrepreneurship and employment. Ikkaido bring the added dimension of inclusion and diversity to the creation of five new Erasmus+ innovation projects on inclusive entrepreneurship and inclusion and diversity in employment.

VOYCE 624656-EPP-1-2020-1-SE-EPPKA3-EU-YTH is a three year European Special Call that aims to give a political voice to young people, especially young persons with a disability to enable them to become active changemakers in society and build good governance and stronger institutions.

PRIMAE 2019-1-UK01-KA204-061975 is three year partnership to create an innovative inclusive and fully accessible digital learning platform based on inclusive good practice. Inclusive and accessible e-learning pedagogy and curriculum have been created to ensure the participation of persons with a disability and with fewer opportunities can fully participate in a lifelong learning journey.

PRIMAE introduces The Way, a concept borrowed from martial arts, as this lifelong learning journey. The Way uses the iconic nature of martial arts to engage people in learning about emotional, social, mental, physical, intellectual and environmental wellbeing.

Learners explore the roles and responsibilities in leadership, coaching, tutoring, mentoring, assessment and internal quality assurance. Additional learning is focussed on human rights, social change, inclusion and adaptation, education, entrepreneurship, soft skills, safeguarding, confidentiality and the development of people.

The Way is designed with inclusive pedagogy, an innovative inclusive spiral curriculum, and an inclusive active e-learning structure to encourage the development of learning and the development of people, especially persons with a disability.

The accessible materials are available in all of the major languages.

Flipped learning forms the basis of the first tier, introducing people to research and research methods and connecting with other learners through a forum. This pre-learning framework is focussed on helping people to learn how to learn, and to explore their existing learning, skills, competences and knowledge. This tier is based on informal and non-formal learning.

The second tier contains courses that introduce comprehensive information, learning and an in-depth exploration and the exchange of ideas which are encouraged through a forum and direct chat with other learners. This tier is based on non-formal, formal and informal learning.

If the learners wish, they can go on to take formal assessment for accredited and regulated qualifications. All of the learning delivers transferrable skills for employment in the fields of education, sport, inclusion, youth work, social work, industry and commerce.

Ikkaido have created the following qualifications on the UK's qualification framework in partnership with 1st4Sport Qualifications and Transcend Awards and regulated by OFQUAL:

- Level 1 Activator - Inclusive Martial Arts How to engage people in an inclusive way
- Level 2 Activity Leader - Inclusive Martial Arts How to lead inclusive activities
- Level 2 Activity Coach - Inclusive Martial Arts How to coach people (the focus is not sport)
- Level 2 i-Ninja - A coach education and teaching CPD qualification to learn about inclusion and to deliver a six week programme of inclusive martial arts in schools, colleges and special schools. Sessions can also be delivered online through digital inclusive 3D animation.
- Level 3 Coach - Inclusive Martial Arts. Long term development of people
- Level 3 Tutor - How to teach inclusively
- Level 3 Assessor - How to assess qualifications inclusively
- Level 4 Internal Quality Assurance - How to quality assure, especially in an inclusive environment

There are currently no other comparable qualifications with inclusive delivery anywhere in the world and we intend to expand the inclusive learning methodology into other qualifications and fields.

Financial Literacy for Women (FL4W) 2020-1-EE01-KA204-077929 is a two year European innovation partnership with six international partners to create an inclusive Training Toolkit of financial Literacy through Game-Based Learning (GBL) for women who are NEET (including persons with a disability) and enable adult educators to teach and equip them with the skills and competences necessary to become financially literate to effectively function in the financial system, economy and the society generally. The use of GBL as an effective learning will involve women in an online interactive learning game, in role-play games towards financial literacy and in a board game to teach money management.

Two courses will address the complementary learning needs of adult educators, in order to be professionally successful in educating NEET women in financial literacy. The first course will be related to educating adult educators on how to utilise the training toolkit to develop the necessary skills and competencies to effectively teach financial literacy. The second course will be related to the education of NEET. Innovation is further provided in the synergy of the 2 courses; the trainer is both a learner and a trainer.

Encouraging Participation in Sports and Health Enhancing Physical Activities with an Inclusive Approach (HEPA4ALL) 622480-EPP-1-2020-1-UK-SPO-SCP

The main aims of this three year partnership are to identify the long-term measures required to encourage high-level inclusive participation in adapted health-enhancing physical activities (HEPA) from all segments of society, including disabled and disadvantaged people through the inclusive involvement of different disciplines in a system-wide cross-sectoral approach to the HEPA implementation process and create innovative inclusive and accessible educational methodologies for disabled and disadvantaged people, field workers and public and private institutions which will be suitable for implementation across the EU.

HEPA4ALL will develop an awareness of the importance of the implementation of successful inclusive methodologies and of the research works which will be carried out within the project and brings together institutions and organisations from different sectors and actors with different experiences with a multi-disciplinary approach.

The general objectives of the project are to:

- Foster inter-disciplinary cooperation to improve financial and resource management within the concept of supporting inclusive participation in HEPA4ALL.
- Contribute to local and EU wide inclusive HEPA4ALL policymaking processes and improve good governance in sport through suggestions for strengthening cross-sectoral cooperation.
- Highlight the successful measures from Partner Countries, with regards to fostering HEPA4ALL participation and create an inclusive HEPA4ALL promotion guide which will be applicable for local use and across the EU.
- Promote inclusive voluntary activities in sport and physical activity,
- Create a stakeholders network to ensure better cross-sectoral cooperation with the aim to encourage participation in HEPA4ALL and create a healthy EU community.
- Support the inclusion of people with fewer opportunities through HEPA4ALL, reinforcing social-cohesion and social inclusion, promoting gender equality, tolerance, combating violence, tackling racism, human rights for all, equal opportunity, and the diversity values of the EU.
- Create inclusive educational methods intended for sector representatives and communities with a cross-sectoral and inclusive approach.
- Run inclusive and accessible campaigns regarding HEPA4ALL using technological resources to reach large populations.
- Raise awareness of HEPA4ALL through organising inclusive activities using innovative methods developed within the project.
- Use scientific methods while creating project outcomes and implementing the project activities.

STOP Violence against Women 2020-1-FR02-KA205-01740 is a two year collaboration between Ikkaïdo and Aux Couleurs de Deba in France to develop training courses to prevent violence against women and girls through education using sport activities.