

Inclusive outreach practices in Palaeontology: Inclusive-Coworking

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Previous experiences with people with both physical and intellectual functional diversity around palaeontological issues have demonstrated the important value of science outreach directed to people with disabilities. The aforementioned practices act twofold: as a learning tool and also improving the quality of life of the participants and thus, their self-image.

All these pioneer experiences were the first step in a process of developing new attitudes contributing the 2030 Agenda for Sustainable Development of United Nations, where among the 17 goals proposed an effective social inclusion of people with disabilities is required. For this, real inclusive practices in geological outreach are imperious. A close cooperation with all the parts (researchers and participants), in a kind of coworking attitude is needed. This Inclusive-Coworking is considered in the sense of social gathering in order to share equal values and look for the synergy that this different outlook implies. And what is more important: the change of role of the previously learners into an active part of the scientific outreach, providing the adequate methodology for that.

The offer of non-formal learning activities normally includes the participation of university professors and researchers in Science Week editions. During the 2016 session in Madrid, four adults with intellectual disability who were participants in the previous edition, contributed in the palaeontological workshop. They were in charge of four of the eight modules explaining the origin of fossils and how to collect them, the evolution of equids' limbs, and the main dentition types in vertebrates to the twenty 16 year old secondary students who attended the workshop. During the development of the experience all the students were pleased with the inclusive approach, and the interaction of all participants was fruitful. Although the explanations took a bit more time when made by our functional diverse fellows, all the abstracts concepts were correctly described and the social perspective of the experience had an excellent reception.

This activity was prepared and designed with expert educators and other professionals related to disability in order to guide the scientists with regard to the learning strategies and specific needs of the attendees. Most of our previous activities dealing with palaeontology were targeted either towards people with, or without disabilities, but never mixing them.

So far, successful lab-based activities adapted to people with both intellectual and sensory disabilities have been developed, but this is the first experience in which functional diversity people act as teachers themselves. This is an important step forward in eliminate barriers to non-formal education. We hope that our actions, based on the Agenda for Sustainable Development more Inclusive model, can inspire other actions and programs dealing Accessible Geoscience.

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