OPEN MINDS HANDBOOK

Co-authored by MTF Labs, ACCAC, Polis, INESC-TEC, FABLAB

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Introduction

Open Minds Project Overview

The Open Minds project, an innovative venture funded by the European Erasmus+ programme, stands at the forefront of reimagining design education through the principle of Radical Inclusion. This initiative is more than an educational program; it's a transformative approach towards integrating diverse perspectives into societal development. Central to Open Minds is the concept of Radical Inclusion, which goes beyond traditional accessibility, embedding the diverse voices of often marginalised individuals directly into the design process. This project thereby challenges and reconstructs the disabling environments that have historically perpetuated exclusion.

At the core of the Open Minds methodology is an inventive card game for collaborative brainstorming, complemented by a custom-designed physical computing toolkit. These tools are instrumental in empowering participants, especially the youth, to prototype empathetic and inclusive solutions. Open Minds is a collaborative effort that extends across borders, bringing together partners from Sweden, Finland, Portugal, Croatia, and Albania. Each partner contributes distinct cultural and academic knowledge, enriching the project with diverse insights and practical expertise.

Integrating technology and arts, Open Minds bridges theoretical knowledge with practical application, transforming participants from learners to innovators. They are encouraged to use technology and creativity to tackle real-world challenges, fostering a more inclusive, innovative, and proactive mindset. The project's impact transcends the educational sphere, nurturing resilience, societal engagement, and creative problem-solving skills among young individuals.
This approach is not just about educating; it's about cultivating a society where diversity and innovation are valued and are the foundation of all design projects. Educators interested in adopting this methodology can envision their Creative Innovation Labs as spaces where young minds are not just taught but are inspired to think, create, and lead in ways that embrace and celebrate diversity at every level.

Partners of the Open Minds Project

The Open Minds project is a collaboration that brings together diverse expertise from across Europe, each partner contributing unique insights and capabilities to this groundbreaking initiative.

MTF Labs, serving as the coordinator, brings to the table its vast experience as a global community platform for creative innovators. With an 8000-strong member base, MTF Labs has been a catalyst for week-long residential innovation events, fostering creativity across disciplines. Their experience with youth-focused STEAM education, particularly through their Erasmus+ funded Mind Over Matter project, Makeathons and MTF Sparks events for teens, provides a solid foundation for the Open Minds methodology.

Joining this endeavour is **ACCAC Finland** (Accessible Arts and Culture), an organisation committed to promoting equality and inclusion through art and culture. Their expertise in implementing accessibility projects and participation in numerous European programmes make them invaluable partners. ACCAC Finland's vision sees art and culture as transformative forces in society, a perspective that deeply enriches the Open Minds project.

From Albania, **POLIS University** brings its architecture, planning, design, and technology expertise, integrating an interdisciplinary approach that aligns seamlessly with the Open Minds philosophy. Their experience in international collaborations and their contribution to the emerging innovation ecosystem in Albania provide practical insights into applying the Open Minds principles.

INESC TEC, a private non-profit research institution in Portugal, adds a layer of scientific rigour and technological innovation. With their extensive network and focus on computer science, industrial systems, and intelligent systems, INESC TEC bridges the gap between academia and the practical world, ensuring that the project is grounded in cutting-edge technology.

FabLab Zagreb from Croatia, part of the global FabLab network, democratises access to digital fabrication and STEAM education. Their experience organising workshops, events, and various educational initiatives provides practical know-how in making technology accessible and engaging for a broad audience.

Together, these partners form the backbone of the Open Minds project, each bringing their strengths to create a rich, multifaceted educational experience. Their collective expertise ensures that the principles of Radical Inclusion are woven into every aspect of the learning journey.

Our underlying philosophy

Open Minds is grounded in the belief that true innovation in design and education stems from the practice of Radical Inclusion. This principle drives every aspect of our methodology, and it's a principle we hope you'll carry into your application of the insights and strategies shared here.

Radical Inclusion is about more than just ensuring accessibility; it's about rethinking the design process to incorporate diverse perspectives proactively. It recognises that every individual brings unique experiences and insights invaluable in creating genuinely inclusive solutions. In the Open Minds philosophy, everyone's voice has merit, and everyone's contribution is critical.

In applying this philosophy, whether in a classroom, a corporate workshop, or a community event, you are not just imparting knowledge or facilitating projects. You are fostering an environment where empathy, creativity, and diversity are not just encouraged but are essential to the process. You are helping to build a mindset that sees diversity as an asset, not a challenge, and uses it to drive innovative thinking and problem-solving.

This Handbook is imbued with this philosophy. We hope that Radical Inclusion becomes a lens through which you view the projects you undertake and the world around you. Embracing Radical Inclusion means committing to a journey of continuous learning and adaptation. It means being open to change and ready to challenge the status quo.

Who is this Handbook for?

This Handbook is designed for diverse individuals and groups, each seeking to infuse their environments with the essence of Radical Inclusion. Its applicability spans various sectors and roles:

- **Educators, Youth Workers and Teachers:** Tailored for those in educational settings, this Handbook offers insights on integrating Radical Inclusion into curricula, enhancing the learning experience with creativity and empathy.
- **Corporate Trainers and HR Professionals:** In the corporate sphere, particularly within HR and training departments, this resource provides innovative approaches for workshops focused on diversity, inclusion, and accessibility, contributing to a more inclusive workplace culture.
- **Workshop Facilitators and Community Leaders:** Ideal for leaders of workshops, community programs, or group activities, the Handbook guides the creation of inclusive, engaging sessions, supporting community-focused inclusive design thinking.
- **Design and Innovation Teams:** Teams in the design and innovation sectors will find new perspectives on incorporating diverse user experiences into the design process, ensuring solutions are genuinely inclusive.
- **Young People and Lifelong Learners:** As a self-guided resource, the Handbook is valuable for young people including students and self-motivated learners aiming to understand and apply inclusive design and collaborative principles.
- **NGOs and Social Enterprises:** For organisations in the social sector, the methodologies here can refine approaches to social challenges, emphasising inclusive and empathetic design.
- **Local and Regional Policymakers:** This Handbook is particularly relevant for policymakers aiming to foster more inclusive, accessible cities and regions. By adopting the Open Minds Creative Innovation Labs format, policymakers can drive initiatives that make inclusivity a tangible reality in their communities. It serves as a blueprint for implementing policies and programs that champion diversity and accessibility at a municipal or regional level.

This Handbook is an invitation to all who believe in the transformative power of diversity and inclusion. It's for those ready to challenge traditional methods and embrace new, inclusive ways of thinking, designing, and policymaking.

Purpose of the Open Minds Handbook

This Handbook is a distillation of our collective experience, knowledge, and insights, crafted to guide educators who aspire to integrate these innovative practices into their curricula. It is intended to be a practical guide to equip educators and others with a concrete and usable set of tools and methodologies drawn from the Open Minds project to replicate our curriculum or adapt the principles of Radical Inclusion into their teaching practices. It's a hands-on resource, offering straightforward guidance and real-world examples you can directly apply in classrooms or workshops. The content is structured to be flexible, allowing you to tailor the information to suit your specific educational contexts and needs. It's not just about presenting our findings and experiences; it's about giving you the resources to implement these ideas in your own environments.

This Handbook is a practical companion for educators looking to introduce innovative and inclusive approaches within their teaching. It includes detailed steps, case studies, and strategies to facilitate the application of Radical Inclusion principles in diverse educational settings. The aim is to make the concept of Radical Inclusion accessible and actionable, helping educators and youth workers to create learning environments where every perspective is valued and integrated.

The Handbook is intended to be a practical, down-to-earth guide. It's about making the concept of Radical Inclusion not just understandable but implementable in day-to-day practices, supporting a shift towards more inclusive and creative learning experiences.

Implementation of the Open Minds Methodology

In the Open Minds project, the application of our methodology and the curriculum delivery was grounded in practical, hands-on experiences centred around the principles of Radical Inclusion. The journey from conceptualisation to execution involved a series of steps that transformed abstract ideas into tangible learning experiences for the participants.

The core of our methodology was an inventive card game, a tool designed to spark collaborative brainstorming and creative problem-solving. This game was pivotal in guiding participants to consider various perspectives and scenarios, fostering a mindset of inclusivity from the onset. A physical computing toolkit was introduced alongside the card game, allowing the participants to move from ideation to prototype development. This combination of theoretical brainstorming with practical, hands-on creation formed the backbone of our curriculum.

Our curriculum delivery was structured to ensure that each phase of the learning process was immersive and impactful. We organised the course into distinct stages, each building upon the previous one, providing a coherent and cumulative learning experience. The curriculum began with scenario building and research, followed by assumption testing, solution proposal, prototyping, testing, and demonstration. This structure enabled young participants to develop a deep understanding of Radical Inclusion, not just as a concept but as a practical approach to design.

The Creative Innovation Labs, a central component of our curriculum, were week-long intensive sessions where participants applied the skills and knowledge they had gained. These labs were not just about building prototypes; they were about understanding the real-world implications of design decisions. Participants were encouraged to think critically about accessibility and inclusivity, challenging existing paradigms and proposing innovative solutions. Throughout the implementation, we focused on making the learning experience as inclusive and diverse as possible. We prioritised the representation of various backgrounds and abilities in our participant groups. This diversity enriched the learning process, bringing a range of perspectives and ideas to the table, making the outcomes more comprehensive and inclusive.

In delivering this curriculum, we aimed not just to educate but to inspire a new way of thinking about design education. Our goal was to equip participants with the skills and mindset to approach design challenges with an inclusive lens, preparing them to be the innovators and problem-solvers of tomorrow. Successfully implementing our methodology and curriculum across various sessions was pivotal in fostering an environment of learning and innovation. The process was carefully designed to encourage participants to think deeply about the principles of Radical Inclusion and apply these concepts in a practical setting.

Session 1: Radical Inclusion: Brainstorming and Research

In the first session, we focused on introducing participants to the course and the foundational concepts of Radical Inclusion. The session began with an icebreaker activity to foster community and collaboration among the participants, who were then grouped into diverse teams. This diversity was crucial, as it brought together a mix of perspectives and skills, setting the stage for rich, multifaceted brainstorming sessions.

A significant component of this session was the introduction of the Open Minds card game. These cards were instrumental in helping participants explore various scenarios involving people with different abilities and challenges. Through this activity, we encouraged teams to think creatively and empathetically about the needs and experiences of individuals, fostering a deeper understanding of the impact of design on people's lives.

Videos on the subject of Radical Inclusion and research methodology were shown, featuring insights from members of the Open Minds consortium. These videos, available on the Open Minds website, provided valuable context and stimulated thought-provoking discussions among the participants. The session concluded with the groups forming their initial hypotheses to guide their projects moving forward.

Session 2: Assumption Testing and Design Development

The second session was designed to build upon the foundations of the first meeting. The primary aim was to review the digital assets and hypotheses developed by the participants, challenge assumptions, and refine project ideas. This phase was critical in ensuring that the designs being considered were rooted in sound research and a deep understanding of the needs they were meant to address.

An essential element of this session was the introduction of the Open Minds Toolkit. This toolkit was a gateway to practical application, allowing participants to conceptualise and eventually build prototypes based on their research and design ideas. The session included brainstorming exercises, encouraging participants to think broadly and creatively about potential solutions to the challenges identified in their hypotheses.

The day culminated with presentations from each group, sharing their ideas and the thought processes behind them. This peer review mechanism was a learning opportunity and a platform for constructive feedback, helping refine and improve each group's approach.

The Creative Innovation Lab (CIL)

The culmination of these sessions was the week-long Creative Innovation Lab, where participants would bring their hypotheses and preliminary designs to life. The preparation in the initial sessions was integral to ensuring that participants entered the lab with a clear direction and a deep understanding of the principles of Radical Inclusion. The journey through these sessions was not just about building a prototype but embracing a new way of thinking, where accessibility and empathy are at the forefront of the design process.

Between the structured sessions of the Open Minds project, a significant aspect of the participants' journey involved independent learning and practice-based research. This phase was crucial for deepening their understanding and applying the concepts of Radical Inclusion in a real-world context.

Following the initial brainstorming and hypothesis formation in Session 1, participants embarked on a period of self-directed exploration. They delved into various aspects of their chosen topics, engaging in a form of learning that was as much about discovery as it was about application. This phase was characterised by a hands-on approach, where participants were encouraged to step out of the theoretical realm and engage with the community and environment around them.

The practice-based research undertaken by the participants was multifaceted. It involved gathering digital assets, which included a wide range of materials such as interviews, surveys, photographs, and observational notes. These assets were crucial in helping participants build a rich, detailed understanding of the environments and individuals they were designing for. They were tasked with collecting information and analysing and synthesising these insights to inform their design decisions.

An integral part of this independent learning phase was maintaining an online learning diary. This tool was a reflective space where participants could chronicle their thoughts, observations, and evolving understanding of Radical Inclusion. The learning diary was key in helping participants process their research, track their progress, and articulate their evolving hypotheses.

This period of independent learning and practice-based research was essential in equipping the participants with a grounded, nuanced understanding of the challenges and opportunities in designing for Radical Inclusion. It ensured that when they reconvened for the Creative Innovation Labs, they were well-prepared, with a solid foundation of research and ideas to build upon. This phase not only reinforced the learning objectives of the Open Minds project but also fostered a sense of autonomy and responsibility among the participants, encouraging them to take ownership of their learning and creative process.

Following the conclusion of Session 2 in the Open Minds project, a critical step in the process involved the participants, now well-equipped with refined hypotheses and design ideas, determining the specific materials, sensors, and equipment they would need to actualise their prototypes during the Creative Innovation Labs (CILs). This step was essential for transitioning theoretical design concepts into tangible, functional prototypes.

The teams engaged in detailed discussions and planning to identify the resources that would best support the development of their designs. This phase required participants to think practically about the physical realisation of their ideas, considering factors like functionality, accessibility, user interaction, and the technical feasibility of their designs.

Each group made thoughtful selections regarding the types of sensors and materials that would be integral to their prototypes. These choices were informed by their research findings and the nature of the challenges they aimed to address. The Open Minds Toolkit provided a foundational platform, but the requirements for additional sensors and materials varied widely depending on the unique aspects of each project.

The teams considered a range of sensors that could offer interaction and feedback relevant to their designs. These could include sensors for movement, light, sound, other environmental factors, and outputs like motors, lights, or speakers. The selection process was a balancing act between the desired functionality of the prototype and the practicalities of building within a limited time frame and resource availability.

By defining the necessary materials and equipment, the participants prepared for the hands-on phase of the project and deepened their understanding of the practical aspects of design and prototyping. This preparation was crucial for ensuring that once the Creative Innovation Labs commenced, the teams could hit the ground running, focusing on the creation and iteration of their prototypes with all the necessary tools at their disposal.

This step marked a transition from ideation to implementation, setting the stage for the hands-on, collaborative, and creative endeavours that would characterise the Creative Innovation Labs.

How to use this book

As you explore the Open Minds Handbook, you'll find it's more than just recounting our project's journey. It's a practical tool designed for you, the educators, youth workers, and organisers, to bring the principles of Radical Inclusion into your creative spaces, whether running Open Minds Creative Innovation Labs, organising satellite events, or weaving these concepts into your existing curriculum.

You can use this Handbook as a blueprint to replicate the unique Open Minds experience in your own setting. It offers detailed guidance on every aspect of running a Creative Innovation Lab – from setting the stage for brainstorming and ideation using our card game methodology to the nitty-gritty of hands-on prototype development with our custom-designed toolkit. This Handbook aims to simplify the process, providing clear instructions and tips based on our experiences and learnings.

But perhaps you're looking to adapt rather than replicate. In that case, the Handbook is flexible enough to allow you to infuse elements of the Open Minds approach into your own teaching practices. Whether incorporating our card game into your design thinking workshops or using our principles of Radical Inclusion to foster a more empathetic and diverse learning environment, this Handbook is designed to be adaptable to your needs.

Moreover, if you plan to organise satellite events that align with the Open Minds philosophy, this Handbook will be your companion in conceptualising and executing these events. It can help you understand how to create an inclusive and creative environment that encourages participants to think beyond traditional boundaries and design with empathy and innovation at the forefront.

Alongside the comprehensive guidance, this Handbook includes a valuable resource: a checklist for running an inclusive innovation lab. The checklist is a practical tool, meticulously crafted to ensure that every aspect of your lab is aligned with the principles of inclusivity and accessibility. It covers a range of considerations, from the physical setup of your space to the nuanced dynamics of group interactions, ensuring that your lab is a welcoming and productive environment for all participants. Use this checklist as a roadmap to create an experience that fosters creativity and innovation and champions the ethos of Radical Inclusion at every step.

The tools and methodologies outlined here extend beyond educational environments and hold significant value for Human Resources departments in corporate settings. HR professionals can harness these resources to design and facilitate workshops that foster a culture of inclusion and accessibility within their organisations.

The Open Minds card game, a cornerstone of our methodology, is an excellent tool for sparking discussions in corporate workshops. It can help employees explore various scenarios and challenges related to accessibility and inclusion in the workplace. By engaging with these cards, teams can better understand diverse experiences and perspectives, leading to more empathetic and inclusive workplace practices.

Furthermore, the principles of Radical Inclusion emphasised in this Handbook are particularly relevant for corporations looking to enhance their diversity and inclusion strategies. HR departments can utilise these principles to reassess and refine their policies, ensuring that they not only comply with accessibility standards but also proactively create an environment where all employees feel valued and included.

The practical, hands-on approach advocated in the Open Minds methodology also applies to team-building exercises. It encourages collaboration and creative problem-solving, skills that are invaluable in the corporate world. By incorporating these activities into training sessions, HR departments can foster a more cohesive and innovative workforce.

Throughout this Handbook, we intersperse insightful tips that you may find beneficial to integrate into your practices. These pearls of wisdom are drawn from our collective experiences and designed to provoke thought, inspire innovation, and prompt action. As you navigate the chapters, consider how each tip can enhance your approach to teaching, facilitation, or organising, helping you to embed the ethos of Radical Inclusion in a deeply practical and transformative way.

Alongside the guidance provided in the Handbook, we will include an array of resources and links for further exploration and deeper understanding. These additional materials will be invaluable for extending your knowledge and finding practical tools to apply the principles of Radical Inclusion. Whether it's further reading to expand your theoretical grounding or online tools to facilitate your practical application, these resources are curated to complement and enrich your journey through the Open Minds project.

The Open Minds Handbook and its tools provide versatile and impactful resources for corporate HR departments. They offer a unique approach to conducting workshops on inclusion and accessibility, promoting a workplace culture that values diversity and fosters a sense of belonging for every employee.

In essence, this Handbook is meant to empower you. It's here to guide you in creating educational and team development experiences that are informative and transformative for you, your participants, and your colleagues.

TIP:

Use the Open Minds Handbook to instigate a 'Design Thinking' challenge within your educational programmes. Encourage young people to identify and address inclusion issues within their learning environment or community, using the Handbook as a guide to ideate, prototype, and test solutions. This hands-on challenge not only reinforces the principles of Radical Inclusion but also enhances critical thinking, empathy, and problem-solving skills among young people.

Radical Inclusion

Radical inclusion is the active and intentional effort to create a world where everybody belongs—considering everyone's particular aptitudes and interests, especially people traditionally living at the margins of society.

Inclusion ensures that everyone feels valued and respected as an individual and that they can participate meaningfully in society. Inclusion comes with the expectation that individuals may make decisions for themselves. The "radical" aspect lies not in merely accepting all people for what they are but in consciously creating more opportunities for marginalised people because all participants benefit when different backgrounds and experiences are included and valued.

For this reason, the Open Minds project is based on the idea that accessibility and inclusion are not *compliance issues* but *essential values* that should guide all design processes. That's why we introduce an approach we call Radical Inclusion, which goes beyond mere accessibility compliance, starting from design throughout all project phases, by actively bringing into a project those who are typically left out due to social, physical, cultural or other barriers and assisting them in dismantling them. Radical Inclusion cultivates a front-of-mind approach across all levels of society so that accessibility and inclusion become an integral part of all design projects.

This chapter provides an overview of various elements deriving from the principles of radical inclusion, not only as conceptual guidelines but also as concrete practices of encouraged behaviour for each of the elements below. Initially, a more thorough understanding of radical inclusion will be introduced, and several principles will be defined. Secondly, the importance of language use is highlighted, where it is crucial to focus on the person rather than their disability while respecting individual preferences on how people want to be referred to.

What is Radical Inclusion?

As described above, Radical Inclusion is the active, intentional effort to include everyone, especially those who have traditionally been excluded or occupy the margins of society.

Imagine a society where no one person is valued more than another, and everyone is celebrated for their differences. Societal stereotypes and stigmas of the past were used to label and exclude people who displayed characteristics that society considered wrong or abnormal: traits related to racial or cultural identity, sexual identity, social status, physical appearance, disease or disability.

Radical Inclusion is based on the idea that disability is not a personal problem but a social one. It is not an 'impairment' that hinders someone's full and effective participation in society, but rather the disabling environments created throughout history that hindered that participation. This legacy of exclusionary social construction requires a collective rethink to dismantle structural barriers to participation. Radical Inclusion aims to reveal and address those barriers by actively including people who experience the disabling aspects of these environments in the design of new solutions. They collaborate with other innovators, scientists, entrepreneurs, representatives of civil society organisations and policymakers.

Radical Inclusion also recognises that there are hidden barriers and biases that exclude marginalised people from participating in design processes and benefitting from design solutions. These barriers result from historical inequalities, cultural stereotypes, institutional norms, and personal assumptions.

Radical Inclusion promotes an active approach to bringing in marginalised people to help counteract these barriers and biases. Radical Inclusion emphasises the importance of identifying and actively

addressing those hidden barriers, because of the valuable talent, expertise and experience that is overlooked as a result. However, Radical Inclusion also understands that the existing barriers must often be overcome before they can be removed. The active approach to inclusion ensures that all talent can participate in the process of that removal.

TIP:

In educational settings, integrate feedback loops and participatory design in curriculum development and pedagogical strategies. Encourage young people from diverse backgrounds to share their experiences and suggestions for creating a more inclusive learning environment. This could be through discussion forums, anonymous feedback forms, or inclusive committees. By actively involving young people in shaping their educational journey, educators can foster an environment that not only supports but champions Radical Inclusion.

RESOURCE:

Open Minds: Intro to Radical Inclusion

Why it's important

Radical Inclusion is a concept that involves a total transformation of institutions and society to be inclusive to all. It implicates a shift from restructuring to reconstruction. A shift that contends that all people should be able to access, participate in, and have the opportunity to succeed in the things they want in life.

Radical Inclusion revolves around the modification of contexts to create a more inclusive environment rather than adapting to suit the already pre-set contexts. It is a reconceptualisation of social and physical structures and a change in the way of thinking. It requires a change from pre-existing discourses in the ways we think about ourselves, disability and marginalised groups in society.

Thus, Radical Inclusion is the first step to creating a more inclusive society. It ensures that everyone can find their place within society and can strive and succeed, regardless of condition or background. A society where no one must fear being left out or excluded. One that provides equal opportunities where individuals can make decisions based on their preferences, not on whether it is considered okay for them to be there, whether they have access to the place, or whether they will be accepted. Instead, it strives for a society where people have access to all places and are accepted for who they are without any discrimination.

This is why it's essential to look beyond traditional definitions of inclusion. We need to ensure that we make it possible for everyone to have equal opportunities to participate in all sectors of life in society, and that they are valued for their contribution and unique attributes and not categorised or left out because of a condition or social stigma. It is about recognising that everyone has something valuable to contribute and that we can all learn from each other.

The European Union has implemented several laws and policies to combat discrimination and promote diversity and inclusion in the workplace. The EU has also established the EU Platform of Diversity Charters, a network of companies and organisations committed to promoting diversity and inclusion in the workplace. The EU has also set up funding opportunities for projects promoting equality and citizenship.

The United Nations Convention on the Rights of Persons with Disabilities (CRPD) recognises the importance of inclusive education and calls for the provision of reasonable accommodation to ensure that persons with disabilities can participate fully in all aspects of life. The CRPD has been ratified by 182 countries and the European Union.

In other words, Radical Inclusion is not just essentiaxl for building a more equitable and just society, it is imperative for institutions, cities, and citizens to enact in order to align with emerging legal, societal and cultural norms. It is a way to break down barriers and create a world where everyone can thrive. The EU and the CRPD recognise the importance of radical inclusion and have taken steps to promote it. By embracing Radical Inclusion, we create a society where everyone has an equal opportunity to succeed and contribute to the world around them.

TIP:

To foster Radical Inclusion, consider implementing a 'Universal Design' approach in all aspects of society and business. This means designing products, buildings, programs, and services to be accessible to and usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. Embrace the principles of universal design early in the planning process to ensure that inclusivity becomes an organic part of the development, rather than an afterthought.

RESOURCES:

Convention on the Rights of Persons with Disabilities

Tackling Discrimination

EU Diversity and Inclusion Initiatives

The business case for Radical Inclusion

Adopting Radical Inclusion offers significant economic benefits. It broadens the talent pool by including diverse perspectives and experiences, leading to more innovative and creative solutions in the workplace. This diversity in thought often results in better problem-solving and decision-making, as varied viewpoints can highlight different aspects of a problem and suggest unique solutions.

Secondly, inclusive practices improve employee engagement and satisfaction, reducing turnover rates and associated costs. Employees who feel valued and included are more likely to be committed and motivated, contributing positively to the workplace environment and productivity. Radically inclusive businesses can better serve a diverse customer base, understanding and meeting the needs of different groups more effectively. This leads to increased customer satisfaction and loyalty, expanding market reach and potentially increasing revenue.

The global market for products and services catering to the needs of people with disabilities represents a significant and growing economic sector. This market, often referred to as the disability market, encompasses a wide range of products and services designed to enhance accessibility, independence, and quality of life for individuals with various disabilities. It includes assistive technologies, accessible transportation and housing, adaptive clothing and equipment, and inclusive education and employment services.

This market is expanding due to increased awareness of the needs and rights of people with disabilities, coupled with legislative and policy initiatives promoting accessibility and inclusion. Moreover, the aging global population, which leads to a higher prevalence of disabilities, further drives demand in this market. Businesses and innovators tapping into this market not only address a crucial social need but also access a substantial and growing customer base, making it economically viable and socially impactful.

Importantly, embracing inclusion can enhance a company's reputation and brand, attracting not only a diverse workforce but also customers who value social responsibility. In today's socially conscious market, this can be a significant competitive advantage.

TIP:

To leverage the economic advantages of Radical Inclusion, businesses should conduct regular audits of their practices to ensure they are fully inclusive. This includes assessing recruitment processes, workplace accommodations, and customer service strategies. By doing so, companies can identify gaps in inclusion and take proactive steps to foster a diverse environment that not only welcomes but also celebrates differences, thereby driving innovation and capturing a broader market share.

Isn't this all just "woke" though?

The term "woke," in its contemporary usage, originally emerged from African American Vernacular English (AAVE) and signifies a heightened awareness of social and racial injustices. Contrasting with being 'asleep' to these issues, being 'woke' implies an active, conscious understanding and recognition of systemic inequalities and prejudices that affect marginalised communities. It encompasses not just awareness but also a commitment to action against these injustices. Over time, this term has broadened to include a general awareness and responsiveness to a wide range of societal and political issues, including climate action, inclusion, disability rights and more.

However, more recently, "woke" has come to be used pejoratively to dismiss or undermine these efforts aimed at promoting inclusion, diversity, and social justice. Primarily, it's been co-opted and politicised in public discourse, often used to dismiss progressive movements and their advocates. This negative connotation stems from a backlash against social change, where efforts to address issues like racial and gender inequality, LGBTQ+ rights, and environmental concerns are sometimes viewed as excessive or overreaching. In this context, "woke" is employed pejoratively to suggest that such awareness and activism are unnecessary, overly sensitive, or politically correct to a fault. The term's shift from a positive to a negative connotation reflects broader societal tensions and debates around social justice and equity.

The criticism implied by labelling something as "woke" can serve as a defence of practices that are exclusionary or demeaning. It often reflects a resistance to acknowledging and addressing systemic inequalities and biases that exist in society. When used in this context, the term can undermine sincere efforts to create a more inclusive and equitable society by trivialising and delegitimising the underlying principles of these efforts. For this reason, it's crucial to approach discussions around inclusion and diversity with a focus on understanding and addressing the real challenges and barriers that marginalised groups face, rather than getting caught up in divisive rhetoric.

TIP:

Rather than defending against the term "woke", embrace it in its original, positive sense by actively engaging with and educating others on issues of social justice and equity. When discussing such topics, strive for constructive conversations that focus on the values and actions necessary to build an inclusive society. Use the term to inspire action and highlight the ongoing efforts to challenge systemic barriers, rather than allowing it to be co-opted into a dismissive label.

Local Ecosystem

The Open Minds project was implemented in Umeå, Tampere, Porto, Tirana, and Zagreb, and has demonstrated the vital role of local ecosystems in shaping the application and success of the methodology. These ecosystems, each with their unique cultural, social, and economic landscapes, have provided rich insights into how the principles of Radical Inclusion can be adapted and implemented effectively in different settings.

Every community or city has its distinct ecosystem, institutions, resources, and culture. Recognising and understanding the nuances of your local ecosystem is key to successfully applying the Open Minds methodology. This involves being attuned to the specific needs, challenges, and opportunities within your community. Whether it's the academic environment of Umeå, the cultural diversity of Tampere, the historical richness of Porto, the dynamic growth of Tirana, or the technological advancements in Zagreb, each ecosystem offers unique conditions that can influence the design and implementation of inclusive projects.

It's important to tailor your approach to align with the specific characteristics of your ecosystem. This might involve customising the techniques to better suit local preferences, or it might mean adjusting your strategies to address challenges or leverage unique opportunities in your community. The goal is to ensure that your initiatives resonate with and are relevant to the people you're aiming to include and engage.

Localizing the Open Minds approach goes beyond mere translation of the methodology; it's about infusing it with local flavours and nuances. This could mean incorporating local languages, cultural practices, and social norms into your projects. It's also about building partnerships with local institutions, organizations, and individuals who can provide insights and support that are specific to your community.

- Every ecosystem has its own set of challenges, whether they are related to accessibility, cultural barriers, economic constraints, or social attitudes. Being aware of these challenges and actively seeking ways to overcome them is crucial. This might involve advocating for policy changes, creating awareness campaigns, or developing targeted solutions that address specific barriers within your community.

- Each ecosystem has its linguistic landscape, which may include one or several dominant languages, as well as regional dialects or minority languages. Embracing this linguistic diversity means more than just providing translations; it involves understanding the cultural nuances and expressions unique to each language. This sensitivity to linguistic diversity ensures that the content and messaging of your projects are culturally relevant and resonant with the local community. By accommodating local languages in your projects, you ensure that all participants can access, understand, and contribute meaningfully. This could involve translating materials, employing interpreters, or using multilingual facilitators. Ensuring that language does not become a barrier allows for broader participation and fosters a sense of belonging among all community members.

- Each ecosystem is a tapestry of diverse experiences and perspectives. Embracing this diversity is at the heart of Radical Inclusion. This means not only acknowledging different backgrounds and abilities but actively involving a wide range of community members in the co-creation of solutions. By doing so, you ensure that the outcomes of your projects are reflective of and beneficial to the entire community.

The Open Minds methodology, while universal in its principles, thrives on customisation to local contexts. The key lies in being responsive to the unique dynamics of your community.

People-first language

People-first language is a way of speaking and writing that puts the person before their disability or condition. It is based on the idea that people are more than their labels and that they deserve respect and dignity. As such, individuals with disabilities are recognised as unique individuals with their own capabilities and worth. Focusing on the person rather than their disability helps to avoid defining individuals solely by their limitations or challenges. This approach encourages others to see individuals with disabilities as complete human beings with their own thoughts, feelings, and aspirations.

However, people-first talk also has some challenges that need to be addressed, such as respecting the preferences of people with disabilities, capturing the complexity and diversity of disability experiences, adapting to different languages and cultures, and ensuring accessibility and inclusion.

One important consideration is respecting the preferences of individuals with disabilities. While many people appreciate and prefer people-first language, others may have different preferences. Another challenge is capturing the complexity and diversity of disability experiences. Disabilities vary widely, and individuals may have unique perspectives on how they prefer to be described. Moreover, adapting the people-first language to different languages and cultures can be challenging. The concept of people-first language may not directly translate or be widely understood in all cultural and linguistic contexts. Sensitivity and cultural awareness are necessary to navigate these challenges and find appropriate ways to convey the message of respect and inclusion.

Ensuring accessibility and inclusion is a crucial aspect of people-first language. It is not enough to use inclusive language; efforts should also be made to remove barriers and provide equal

opportunities for individuals with disabilities. This includes making physical spaces, digital platforms, and services accessible to everyone. It is now commonly accepted that people-first language is an evolving approach that prioritises the person over their disability or condition. It promotes respect, reduces stigma, improves productivity, and enhances communication. However, it is important to be mindful of individual preferences, diverse experiences, cultural variations, and the need for accessibility and inclusion.

This is not a one-size-fits-all solution but rather a flexible and evolving approach that requires awareness, sensitivity, and dialogue. By relying on adequate communication, we can show inclusion and diversity and acknowledge the humanity and individuality of people with disabilities.

In educational environments, embracing people-first language is imperative. It fosters a culture of respect and recognition for the individuality of all learners, acknowledging their capabilities beyond their disabilities. In the classroom or corporate training, this approach helps to create an inclusive atmosphere where all participants can engage meaningfully, feel valued, and contribute their unique perspectives. It also equips future professionals with the sensitivity to promote inclusivity in wider society, preparing them to be leaders in creating environments where everyone is acknowledged first and foremost as a person, not defined by their disability.

TIP:

Ask the person how they would like to be described. People with disabilities may have different preferences for how they want to be referred to. Some may prefer identity-first language, which emphasises the disability as part of their identity. For example, some people may prefer to say "I am autistic" or "I am deaf" rather than "I have autism" or "I have hearing loss".

RESOURCES:

Choosing Words for Talking About Disability

Using Inclusive Language in Education

Promoting Diversity and Inclusion in Schools in Europe

Creating Safer Spaces

Open Mind's aim in making safer space principles is to create an environment that allows everyone involved in our creative labs to be and feel safe. Safety here refers to physical and mental safety. When a safer space becomes a reality, everyone can participate without fear or concern of being offended, bullied, belittled, or hurt in any way. For this reason, we have zero tolerance for all forms of harassment, bullying, discrimination, and racism. And we firmly believe that respect for others is the cornerstone of everything.

Open Minds Safer Space Principles

With the following principles, the Open Minds team, as a community, is committed to making the space we occupy safe for everyone, allowing each individual to be able to participate in the creative lab as themselves and feel safe to do so.

Respect and be aware of the different boundaries of others. Everyone's identity is their own to define, and no one's gender, sexual or political orientation or nationality can be judged by their appearance. (*Respect others and strive to be sensitive to the diversity of the community and the differences between people.*)

Avoid making assumptions about others, as you cannot know their experiences, thoughts, life situations, or self-defined identities. Do not act on assumptions.

Give others space and make sure that everyone is heard and included. Accept that not everyone has the same voice or presence and that there are many ways to participate.

Pay attention to the people around you. Care about what they say, how they feel, and how your words and actions affect them.

Respect the physical and mental integrity of others. No means no; don't disturb someone verbally by touching or staring.

Contribute to a positive atmosphere through your actions.

Respond constructively if you receive criticism about inappropriate behaviour, please. We expect you to reflect upon it. (*Remember our shared responsibility to make our environment safe for everyone.*)

Please remember that you have the right to intervene if you see or experience inappropriate behaviour. You can also direct or contact a person in charge.

Here are some guidelines that individuals can refer/apply to actively contribute to creating a safe and inclusive environment where everyone feels valued and respected:

- **Intervention and Reporting:** You have the right to intervene or report inappropriate behaviour that you witness or experience. This empowers individuals to act when they see misconduct, fostering a sense of safety and accountability.
- **Constructive Response:** If someone provides criticism regarding your behaviour, responding constructively allows for open dialogue and personal growth. It's important to be receptive to feedback and use it as an opportunity to learn and improve.
- **Shared Responsibility:** Creating a safe environment is a collective effort. Recognising our shared responsibility emphasises the need for everyone's active participation in promoting a respectful and inclusive atmosphere.
- **Respecting Boundaries:** Acknowledge and respect the boundaries of others. Understand that individuals have the right to define their own identities and avoid judging them based on appearances or making assumptions about their gender, sexual orientation, political views, or nationality.
- **Sensitivity to Diversity:** Respect and appreciate the diversity within the community. Strive to understand and be sensitive to the differences between individuals, recognising that everyone has unique experiences and perspectives.
- **Avoiding Assumptions:** Avoid making assumptions about others since you cannot fully understand their experiences, thoughts, or life situations. Acting solely on assumptions can lead to misunderstandings and perpetuate stereotypes. Instead, approach interactions with an open mind and genuine curiosity.
- **Ensuring Inclusion:** Create an inclusive space by giving others the opportunity to be heard and included. Recognise that individuals may have different comfort levels and preferences when it comes to participating and contributing. Respect their choices and provide space for diverse voices.
- **Care and Empathy:** Pay attention to the well-being of those around you. Listen to what others say, be mindful of their emotions, and consider how your words and actions may impact them. Show empathy and support towards others.
- **Respect for Physical and Mental Boundaries:** Respect the physical and mental boundaries of others. Understand and accept that "no means no." Avoid intruding on someone's personal space or making them uncomfortable through unwelcome physical contact or staring.
- **Promoting a Positive Atmosphere:** Everyone can contribute to fostering a positive atmosphere through their actions. Be mindful of how you engage with others, promote kindness, and strive to create an environment that is welcoming, respectful, and supportive.

TIP:

Ensure the Safer Space principles are printed at the venue and visible to all the participants. You could also print them in Braille. Designate someone as a contact person if anyone experiences any kind of behaviour that goes against the Safer Space principles. You can provide a phone number or WhatsApp if the person reporting the offense wants to stay anonymous.

RESOURCES:

Safe Spaces for Learning

We need an integrated approach to inclusion in Higher Education

Principles of Accessibility

Accessibility is about allowing all individuals, including those with disabilities, to learn and contribute without barriers. It is an essential aspect of educational equity and inclusion. At the heart of accessibility lies the understanding that there is a wide range of human abilities and learning styles, and that all environments (including educational ones) should accommodate this diversity. The principles of accessibility guide the creation of environments that are usable by people of all abilities, to the greatest extent possible, without the need for adaptation or additional specialised design.

Key elements include:

- **Universality:** Designing inclusive learning experiences that can be accessed and understood by everyone, regardless of their physical or cognitive abilities.
- **Equitability:** Ensuring that all learners have the same opportunity to achieve academic success and participate in learning activities.
- **Flexibility:** Creating learning materials and environments that can accommodate a variety of individual preferences and abilities.
- **Simplicity:** Making content easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.
- **Perceptibility:** Ensuring that all learners can perceive the content, regardless of sensory abilities.

- **Tolerance for Error:** Designing systems that minimize hazards and adverse consequences of accidental or unintended actions.
- **Low Physical Effort:** Allowing users to maintain a neutral body position and operate any components efficiently and comfortably.
- **Size and Space for Approach and Use:** Providing appropriate size and space for approach, reach, manipulation, and use, regardless of the user's body size, posture, or mobility.

By adhering to these principles, we can create a foundation for learning that is accessible and inclusive, leading to a richer, more diverse educational experience for everyone involved. Accessibility is about promoting equality. It means the ease of accessibility of the destination for all types of people, including (but not limited to) people with disabilities or functional impairments.

Accessibility of the built environment

An accessible and functional environment supports people's well-being and the functioning of society as a whole. Its implementation ensures equal opportunities for all, regardless of their ability to participate and contribute to society. Parents with pushchairs, people with visual and hearing impairments, wheelchairs and scooters can all work in an accessible environment. Living, working, and leisure are made easy, and services are accessible to all.

Accessibility is about taking the diversity of people into account. Accessibility to move, hear, see and understand is an essential part of the functionality of the built environment. In an accessible environment, signs are clear, doorways are wide enough, access ramps are gentle, stairs are safe, lifts are provided where necessary, lighting is adequate, the sound environment is pleasant, and spaces are fit for purpose.

Accessibility is an ongoing process, and it's important to strive for improvement and inclusivity continuously. By proactively considering and addressing accessibility needs, anyone can create an environment that welcomes and values the participation of individuals with disabilities. Below are some recommendations on how we can contribute to more accessible environments.

Plan with diverse needs in mind. Consider the specific requirements of different disabilities and strive to offer a range of activities that cater to various abilities and interests. For example, provide seating options for individuals who may require additional support or space for mobility devices. Ensuring clear and intuitive signage in buildings and public spaces allows individuals with visual or cognitive impairments to navigate environments more easily. Well-lit spaces, public address systems, and assistive listening devices can facilitate better communication and orientation.

Accessibility features such as ramps, elevators, designated parking spaces, and wheelchair-accessible restrooms are fundamental to allowing those with mobility impairments to use public and private spaces without hindrance.

Adapting information and communication in the built environment to be inclusive is also essential. This includes providing large print options, audio descriptions, and tactile models or maps for public displays and exhibits, catering to a range of sensory and cognitive abilities. Digital platforms and services provided in the built environment, like information kiosks or public transport timetables, should follow accessible web design practices to be usable by all, including those with visual impairments or other disabilities.

In terms of communication, offering various methods such as visual alarms for emergency notifications, induction loops in service areas, and the availability of sign language interpreters or real-time captioning can ensure inclusive exchange of information.

The design of activities and facilities in public spaces should consider the full spectrum of human abilities. This can mean creating interactive features that are engaging for people of all abilities, ensuring that leisure and recreation activities, as well as public access and shared areas are inclusive and adaptable.

Concrete Examples:

- "We have sign language interpretation at our seminar, so we booked a very visible location and good lighting for it. It also makes it easy to hear what needs to be interpreted."
- "It was close, but we remembered at the last minute to make sure the induction loop was on."
- "It was important to us that everyone interested in our programme could participate, so to make the decision easier we added accessibility information to our website. We got a lot of new visitors, so it paid off!"
- "As a well-known mass event, we wanted to make sure that our entire team of 300 volunteers could treat everyone equally, so we took them online training. It paid off, as we received a lot of positive feedback and only a few complaints."
- "The silent resting tent was an important part of our festival and received a lot of praise from the participants. The social support person was available there all day."

TIPS:

Here are some practical tips aimed at ensuring accessibility in the built environment:

1. ***Conduct Regular Accessibility Audits:*** *Schedule periodic reviews of physical spaces to identify and rectify potential barriers to access. Consider hiring experts or consulting with disability advocacy groups for comprehensive assessments.*
2. ***Implement Signage Best Practices:*** *Use high-contrast colors and large fonts for signs to aid visibility. Include braille and tactile indicators where possible, especially in elevators and on door signs.*
3. ***Adopt Universal Design Principles:*** *When planning or renovating spaces, apply universal design principles that accommodate the broadest range of users from the beginning.*
4. ***Leverage Technology for Navigation:*** *Integrate assistive technologies like GPS-based indoor navigation apps that can help visually impaired individuals navigate complex interiors like malls or airports.*
5. ***Maintain Clear Pathways:*** *Ensure pathways are free of obstacles and that flooring materials are suitable for all, including non-slip surfaces where necessary.*
6. ***Offer Multiple Communication Channels:*** *In places like museums or galleries, provide information through various formats such as audio guides, video guides with sign language, and interactive touch-based models.*
7. ***Involve the Community:*** *Include people with disabilities in the planning process for public spaces to ensure their needs are met and their voices heard.*
8. ***Educate Staff and Management:*** *Provide regular training for staff to understand the best ways to assist and interact with people with various disabilities.*

9. ***Feedback Systems:*** *Create accessible ways for people to provide feedback on the usability of spaces, and use this information for continual improvement.*
10. ***Emergency Preparedness:*** *Make sure that evacuation plans and emergency alerts are accessible, with visual alarms and clear, well-lit escape routes.*

By following these tips, the built environment can be more inclusive, ensuring that all individuals, regardless of ability, can navigate and use spaces with ease and dignity.

Design for Radical Inclusion

Design for Radical Inclusion is an expansive approach that seeks to reimagine how we create environments, systems, and products to serve the widest possible audience. It is about going beyond traditional accessibility to proactively consider the broad spectrum of human diversity. This approach doesn't just react to known needs but anticipates and designs for inclusivity from the very inception of a project.

In this section, we delve into the transformative principles that underpin Design for Radical Inclusion. Through the lens of the Creative Innovation Lab, we explore how these principles can be implemented in real-world scenarios, from education to health and environmental solutions.

The principles of User-Centred Design, Iterative Design, Multimodal and Functional Consistency, and Consideration for Accessibility are more than just guidelines; they are the foundations upon which radically inclusive innovation is built. These principles encourage designers (and non-designers) to engage with users from all walks of life, to evolve designs through continuous feedback, and to create solutions that are accessible and intuitive for as many people as possible.

This section will also guide you through the practical application of these principles, creating solutions that are not only functional but fundamentally inclusive.

Design Principles

During the Open Minds programme Creative Innovation Lab (CIL) – and particularly during in Session 2 - we explored the fundamentals of design principles to leverage radical inclusion design. Our goal was to equip participants with guidelines and conceptual frameworks to explore, experiment, and co-create solutions that address various societal challenges and opportunities, such as education, health, environment, and more.

We followed four fundamental design principles that guided the participants in their innovation process. These principles are:

- **User-Centered Design:** This principle focuses on understanding and addressing the needs and preferences of the user, namely the existing limitations of disabling environments taking into account a particular persona and condition (driven by the Open Minds cards methodology). By creating prototypes that simulate the user's journey, participants can test their solutions and gather relevant feedback early in the design process. Ideally, groups should incorporate participants close to the card's condition. Concurrently, user feedback from, and constant dialogue with the target group helps them identify and resolve potential pain points and create user-centric solutions as well as reflect on the existing (disabling) environment designs.

- **Iterative Design:** This principle emphasises continuous improvement and refinement of the many solutions that naturally arise from brainstorming with diverse mindsets. By building and testing prototypes, participants can quickly identify flaws, make necessary adjustments, and generate innovative ideas. Many participants in the CIL explored paper and digital prototyping as a quick and rough strategy to explore a more realistic view of how the interface of a prototype will function in a given environment. Ultimately, the iteration will encourage a culture of accessibility awareness, adaptability, experimentation, and learning from the target user feedback (internal and external to the working group).

- **Multimodal and Functional Consistency:** This principle ensures a seamless and intuitive user experience. By creating prototypes that mirror the final product's look, feel, and sound, participants can identify and maintain consistency in the design elements through multiple sensory stimulation. The multimodal design helps to ensure the solutions are accessible across diverse users. Participants adopted the Open Minds toolkit, a physical computing device we designed to push rapid prototyping of sensory multimodality on user input and feedback (refer to Section "Technological Innovation" for greater detail on the Open Minds toolkit).

- **Consideration for Accessibility:** This principle encompasses accessibility to ensure that the solutions are inclusive and cater to diverse user needs. By testing and refining accessibility features, participants can identify and address potential barriers. By involving users with varying abilities in prototyping, participants can create inclusive solutions that accommodate a more comprehensive and diverse range of users.

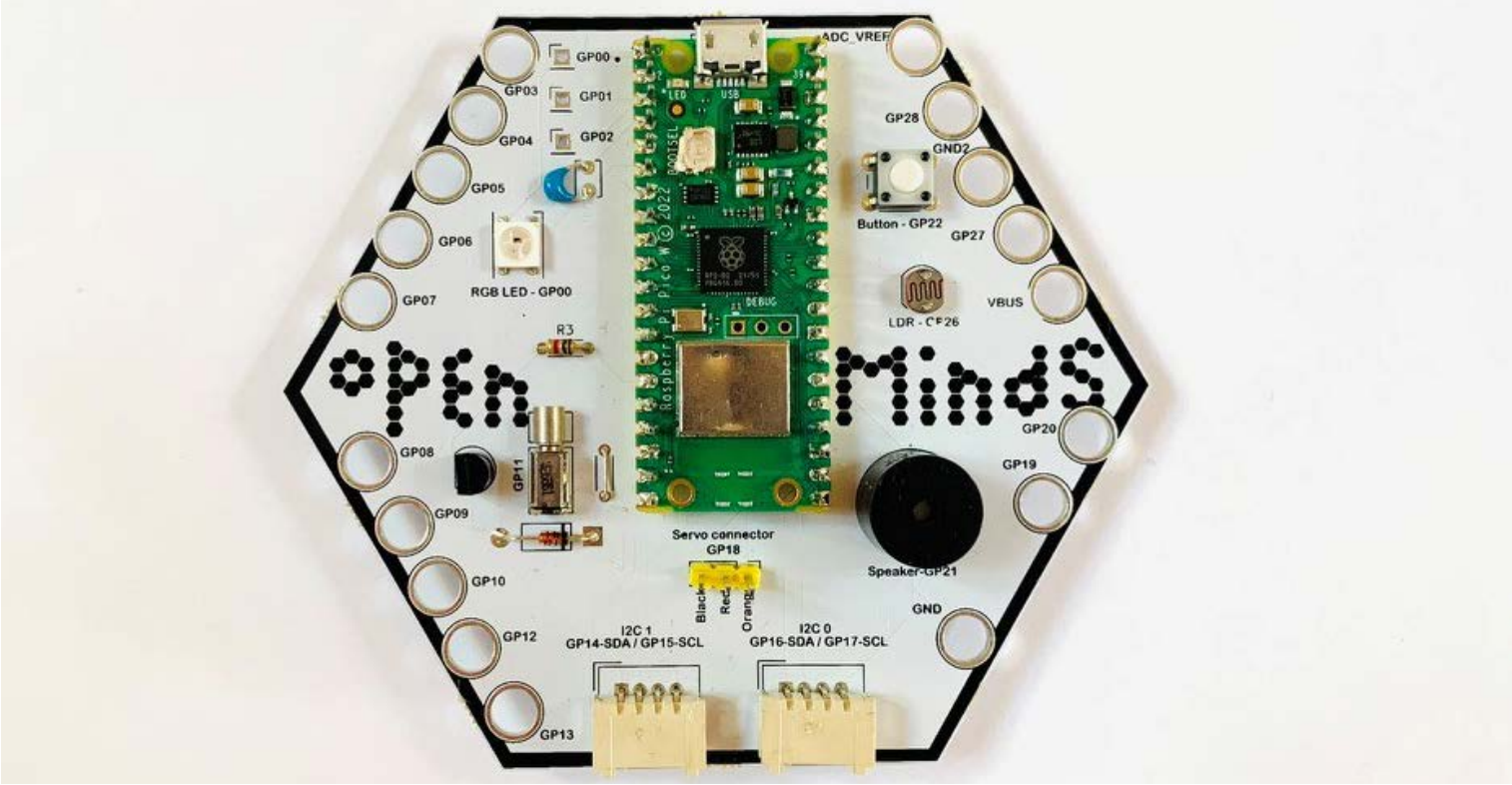
To learn more about design principles, please watch the video by Valerio Perna, an Open Minds team member from Polis University in Albania. The session adopted this video to learn about design principles, followed by quizzes and discussions. Before presenting the visualisation, we prompted participants to identify and note the most innovative principles they had learned on paper, aiming to heighten their awareness of the content.

RESOURCE:

Open Minds: Introduction to Design Principles (video)

By following these design principles in conjunction with prototyping, participants can create impactful solutions that address real-world challenges and enhance the user experience. The Open Minds project invites everyone to join the community of innovators and contribute to the open and collaborative culture of technology and arts.

Toolkit for technological Innovation



Deploying new technological solutions to dismantle the barriers that create 'disabling' environments is not merely about adding accessibility features as an afterthought but integrating inclusive design from the outset. Our intention is to provide a tangible means for innovators to prototype rapidly, iterate, and deploy solutions that inherently address the varied needs of society.

In the Open Minds project, we understand innovation as creating novel and better ways of solving problems, meeting needs, or improving existing situations. Innovation can be driven by technology and arts, both powerful tools for expressing ideas, exploring possibilities, and transforming reality. We used technology and arts as an umbrella to foster inclusion and accessibility by reflecting on how to shape existing and novel disabling environments.

We aimed to empower participants to innovate using technology and arts, regardless of their background, skills, or resources. In this context, we designed and developed the Open Minds Toolkit, a board for multimodal exploration and prototyping of ideas fast. The Open Minds Toolkit is a physical device allowing users to interact with different inputs and outputs, such as sound, light, motion, touch, and more. The toolkit can create interactive and immersive experiences like games, music, art, education, and more. The toolkit is designed to be easy to use, modular, and customizable, allowing users to experiment with different combinations and configurations.

The process begins with an inclusive design mindset, considering the full range of human diversity in every phase of creation. The Open Minds project leverages technology to embrace this diversity, using the Toolkit to simulate and understand different experiences. This hands-on approach ensures that inclusivity is not just a principle but a practical outcome of the design process.

Multimodality is the use of different modes of communication, such as speech, text, gesture, image, sound, and more, to convey information and meaning to diverse individuals. Multimodality is relevant to accessibility because it can enhance the user experience and cater to various user needs and preferences. For example, multimodality allows users with visual impairments to access information through speech or sound, or users with hearing impairments can access information through text or image. Multimodality can also enable users to interact with technology and services more naturally and intuitively, such as using voice commands, touch gestures, or facial expressions.

Incorporating multimodality through technology encourages designers to think beyond conventional interaction patterns. By allowing for a variety of input and output methods, we cater to the spectrum of human senses and abilities, making technology work for people, not the other way around. This holistic approach to design reflects a commitment to creating spaces, products, and services that everyone can use, regardless of their abilities or disabilities.

The Open Minds Toolkit can also be connected to a computer and integrated with various software and code libraries that can enhance its functionality and versatility. For example, users can use the code available on the Open Minds GitHub repository to access and control the toolkit using micro-Python. In the Creative Innovation Lab, participants successfully used Large Language Models accessible through web applications such as ChatGTP and Code Llama to create and mashup code. The LLM can generate and manipulate sounds, visuals, and data and communicate with the Open Minds Toolkit and other devices.

By integrating the Open Minds Toolkit with software and coding libraries, we open new avenues for customisation and flexibility. Integration with LLMs allows for the generation and manipulation of content and application programming that can adapt in real-time to the user's needs. This adaptability is key to Radical Inclusion, as it ensures that solutions can evolve with the user's requirements.

The synergy between the Open Minds Toolkit and technological platforms illustrates a future where inclusivity is embedded in the DNA of every innovation. By empowering users to contribute directly to the innovation process, we foster a culture where the diversity of human experience is not just acknowledged but celebrated and harnessed as a powerful force for creative problem-solving. Through educational resources like the Open Minds GitHub repository and tutorials, our aim is to lower the barriers to entry for engaging with these technologies. We encourage participants to not only use the tools provided but to contribute back to the shared pool of resources, enhancing the collective intelligence of our community and driving the mission of Radical Inclusion forward.

For more information, read the Open Minds Toolkit section below.

RESOURCES:

Open Minds Toolkit Introduction

Open Minds GitHub Repository

TIP:

Encourage your participants in the Creative Innovation Lab to view feedback as a golden resource. Instil in them the practice of actively seeking diverse perspectives on their prototypes and designs, ensuring that the feedback loop includes voices from a wide spectrum of abilities and backgrounds. This practice not only enriches their learning experience but also ingrains the principles of Radical Inclusion in their approach to innovation. The more varied the feedback, the more nuanced and universally accessible their designs will become, embodying true inclusivity.

Practice-Based Research

Practice-Based Research (PBR) is where the theoretical underpinnings of Radical Inclusion and Accessibility are put to the test in the tangible world. It provides a reality check and a test of our assumptions. As we transition from exploring design principles to a focus on practice, PBR stands as the methodology that marries our learned concepts with the realities faced by those who will actually use and hopefully benefit from the designs and technologies we create.

PBR is not just about observing and documenting; it's a dynamic, collaborative process. It is about engaging with the community, iterating designs, and prototyping solutions that are informed by and tailored to the lived experiences of individuals from marginalised communities. This approach grounds the ideals of inclusion in the pragmatism of hands-on experimentation and feedback.

Typically, PBR is defined as an academic research form that integrates practical activity into the research methodology and outcomes. It bridges the gap between practice and theory, incorporating the act of creation within the research process itself. This method is especially prevalent within arts and humanities but has applications across a wide range of disciplines, including accessible design. PBR acknowledges the value of practical, experiential knowledge and leverages it to produce new, actionable insights, often culminating in the creation of work that simultaneously serves as research output.

First proposed in the context of the humanities, arts, design, and education and later expanded to almost all areas of knowledge (notably accessible design), practice-based research has emerged as a robust research methodology. Combining theory and practice, this approach encourages active engagement, experimentation, and prototyping to address the complex challenges experienced within marginalised communities. With an emphasis on accessibility and radical inclusion, practice-

based research catalyses innovative solutions that bridge the gap between theory and real-world impact.

In the Open Minds project, we embedded Practice-Based Research into our methodology to instigate a deeper, more empathetic understanding of the communities we serve. The young people were encouraged to step outside the formal learning environment and immerse themselves in the environments of those they were designing for. Through observation, interviews, and real-world testing, they confronted their preconceptions and uncovered implicit biases. This experiential approach not only honed their research and design skills but also fostered a critical awareness of the diverse needs and challenges faced by marginalised groups, ensuring their designs were grounded in reality and inclusivity.

TIP:

In your Practice-Based Research, cultivate a 'challenge hypothesis' exercise for participants. Encourage them to formulate assumptions about the communities they aim to serve and then challenge these through direct engagement, observation, and prototyping. This process is not only about affirming what they believe to be true but more importantly, about uncovering and learning from unexpected insights. It's a powerful way to test the viability of solutions and ensure that designs are genuinely inclusive.

RESOURCE:

The Routledge International Handbook of Practice-Based Research

Prototyping as a Catalyst for Innovation

Prototyping is a central element in practice-based research, acting as a catalyst for innovation. It enables the practical exploration of ideas, allowing for immediate testing and iteration. In this hands-on approach, theoretical concepts are rapidly brought to life and tested in the real world, providing invaluable feedback that can refine and redirect the research process. Prototyping fosters an experiment-led environment where failure is seen as a learning opportunity, leading to more resilient and well-rounded solutions. By prototyping, researchers and practitioners can quickly identify potential improvements, ensuring that the innovation process is dynamic and responsive to real-world needs and challenges.

In the context of accessibility, prototyping enables the exploration and development of innovative solutions that address specific needs and challenges marginalised individuals face. Prototyping with the principles of Radical Inclusion takes on a participatory dimension where the iterative cycle of creation, feedback, and revision becomes a joint venture between designers and users with disabilities. This co-creative process is pivotal, as it shifts the focus from designing for to designing with, leading to solutions that are inherently more inclusive. It acknowledges the expertise of lived experience, equipping the design process with a nuanced understanding that academic or professional knowledge alone cannot provide. Such inclusive prototyping fosters not only functional but also socially responsive innovations, embedding the principles of accessibility deep within the design from the very beginning.

Co-design and inclusive prototyping champion the democratisation of the design process, valuing diversity as a source of innovation and ensuring that the resulting products or services are genuinely accessible and beneficial to all, particularly to those who are often marginalized in the design process. This collaboration leads to innovations that are more effectively tailored to

user needs, enhancing the functionality, usability, and accessibility of the final product. It is an embodiment of practice-based research that not only values the input of all users but also actively involves them in the creation process, leading to more equitable and innovative outcomes.

Examples of co-design and prototyping for Radical Inclusion using PBM include:

- **Accessible Communication Technologies:** Researchers have employed practice-based research to prototype accessible communication technologies for individuals with hearing impairments. By actively involving deaf individuals in the design process, these prototypes have created user-friendly and inclusive communication tools, such as wearable devices that translate sign language into written text or voice output.
- **Inclusive Music Instruments:** The Eyeharp is a design and practice-based project that aims to enhance the lives of individuals with disabilities through music. Inspired by a musician friend's accident, creator Zacharias Vamvakousis recognized the lack of accessible musical instruments for quadriplegic individuals and began developing the EyeHarp. As a computer scientist and musician, Zacharias has continuously improved EyeHarp's accessibility, usability, and performance by using it to teach music to people with disabilities. In 2019, the EyeHarp Association was established as a non-profit organization dedicated to further developing and making the EyeHarp affordable and accessible to all.

RESOURCES:

EyeHarp

Inclusive Design Toolkit

Design Meets Disability

TIP:

Encourage your participants to engage in 'reflective prototyping'—a method where after each prototype test with users, especially those with disabilities, they take a step back to reflect on their assumptions, the feedback received, and the overall design direction. This reflection should not just be a group activity but also an individual one, allowing each team member to process their learning and insights, fostering a deeper understanding of the principles of Radical Inclusion and how they apply to their project. This reflective practice ensures the design remains empathetic and grounded in the real-world experiences of the users.

Empowering Communities through Co-Design

Practice-based research empowers marginalised communities by involving them as active participants in the research process. Co-design methodologies encourage community members to share their insights, experiences, and needs, which are then integrated into the prototyping process. This collaborative approach ensures that the resulting solutions are contextually appropriate, culturally sensitive, and genuinely address the challenges faced by the community.

Co-design methodologies have the power to engage and assist communities by involving them as active participants in a design process for innovations that affect their lives. This approach treats community members as equal partners, leveraging their unique insights and experiences to inform the development of solutions that truly meet their needs. The key components of co-design involve deeply engaging target users in the design of solutions, using this feedback to develop solutions that are truly informed by the needs of the community. This method goes beyond mere consultation, fostering a sense of ownership and agency among community members, which is crucial for sustained empowerment and impactful outcomes.

Participatory design can lead to products and services that are better suited to users' needs, reducing development costs by identifying design flaws early in the process, and improving innovation through diverse user perspectives. Moreover, it enhances social inclusion, ensuring that solutions are accessible and inclusive for all users, including those who might otherwise be marginalised or excluded.

Practice-based research offers a unique approach to addressing the challenges of accessibility and radical inclusion through this community engagement process. This methodology promotes innovative solutions rooted in real-world contexts by merging theory and practice. By actively involving marginalised communities in the co-creation process, practice-based research empowers individuals and fosters a sense of ownership, ensuring the resulting solutions address their needs. Ultimately, the combination of practice-based research and prototyping has the potential to shape a more accessible and radically inclusive society for all.

Gilberto Bernardes, an Open Minds team member from INESC TEC, explains the foundations of the practice.

RESOURCE:

Open Minds: Intro to Practice-Based Research (video)

Hypothesis Formation

Hypothesis formation is a crucial phase in the Open Minds project, marking the transition from conceptualisation to active research. In this stage, participants engage with the Open Minds deck, drawing from the Person, Condition, and Environment cards to craft an initial hypothesis about a situation they will investigate.

The goal at this point is not to prove the hypothesis but to form an informed starting point that will guide the subsequent Practice-Based Research. The hypothesis acts as a lens through which participants can view the lived experiences of individuals affected by the specific conditions and environmental factors they've drawn. It is a tentative statement that sets the direction for inquiry and innovation, grounded in the personas and scenarios provided by the Open Minds cards.

This preliminary hypothesis is based on an imaginative interpretation of the conditions and environments depicted on the cards, combined with the participants' existing knowledge and insights. It should be specific enough to provide direction, yet flexible enough to be adapted as new information is gathered from real-world interactions and observations.

The hypothesis will be tested and refined through engagement with the community, where assumptions can be challenged, and unconscious prejudices brought to light. This process ensures that the solutions developed are not only based on theoretical understanding but are also deeply rooted in the actual needs and contexts of the individuals they are designed to serve.

As participants embark on their PBR journey, they carry with them these initial hypotheses, ready to immerse themselves in the environments of their target users. Through this, they will collect qualitative and quantitative data, engage in discussions, and observe the day-to-day realities that will either validate or refute their initial ideas. This iterative process is fundamental to developing solutions that are genuinely inclusive and impactful, aligning with the core objectives of the Open Minds project to create a more accessible and radically inclusive society.

RESOURCE:

Open Minds: Hypothesis Creation (video)

TIP:

Guide participants to approach hypothesis formation with an 'assumption audit' mindset. Encourage them to list the assumptions underlying their hypotheses and consider how these might be challenged during their research. This critical self-reflection prepares them to be more receptive to new insights and to embrace the complexity and diversity of real-world experiences. It's an essential step in ensuring that the solutions they develop are not based on unexamined biases but on a robust understanding of the communities they aim to serve.

Digital Assets

Key to the delivery of the Open Minds project is the collection of Digital Assets. These enable us to assign young people and participants an achievable and measurable starting point for their PBR and co-design activities. These assets provide participants with a tangible, data-driven foundation from which to begin their innovation journey. Starting from their initial hypothesis, participants are encouraged to engage deeply with their target communities, using digital tools to document and understand the nuanced realities of these environments.

Digital Assets encompass a variety of media, including text documents that capture interviews and observations, audio recordings that can offer a rich layer of contextual nuance, video footage that brings the environment and its interactions to life, and other multimedia files that can be used to record, map, and analyse findings. These assets become invaluable resources for participants, allowing them to capture a multifaceted view of the communities they are working with and the environments they are designing for.

In the co-design process, these assets are not merely passive records; they are active ingredients in the creation of prototypes. They can be incorporated into the design solutions themselves, providing a direct link between the research phase and the resulting product or service. For example, video recordings can be used to illustrate user interactions with a prototype, while audio feedback can be embedded within a design to improve accessibility. Textual data can inform content strategy, and photographs can guide aesthetic and functional aspects of the design.

The management of these Digital Assets is as crucial as their collection. Effective collation, sorting, and analysis of these assets are key to transforming raw data into meaningful insights that can drive design decisions. It involves careful cataloguing, tagging for ease of retrieval, and employing analytical tools to discern patterns and insights that will inform the co-design process.

The Digital Assets collected thus serve a dual purpose: they are both the empirical evidence upon which PBR is based and the raw material for building prototypes that embody the principles of Radical Inclusion. As participants iterate on their prototypes, these assets also provide a narrative of the design journey, capturing the evolution of ideas from concept to realisation. This not only enriches the research and design process but also ensures that the outcomes are grounded in the authentic needs and preferences of the communities involved.

Through the strategic use of Digital Assets, the Open Minds project fosters a methodology that is both grounded in community realities and elevated by digital innovation, ensuring that the solutions developed are as impactful as they are inclusive.

Digital Asset Management

Digital assets are crucial in our interconnected world, serving as valuable communication, information dissemination, and interaction resources. In the pursuit of accessibility and radical inclusion, it is vital to consider the collection and storage of digital assets.

We examine the significance of digital assets in promoting accessibility and radical inclusion, explicitly focusing on the methods and considerations involved in their collection and storage. By implementing best practices in digital asset management, we can ensure that these assets are accessible, organised, and available to diverse user groups.

Digital assets encompass various forms of digital content, such as websites, applications, multimedia files, and online platforms. They act as gateways to information, services, and opportunities for engagement. Recognizing the diversity and importance of digital assets is crucial when striving for accessibility and radical inclusion.

When collecting digital assets, it is imperative to prioritise inclusivity and diversity. Engaging in co-design approaches, involving individuals with disabilities, and consulting advocacy groups are effective ways to ensure that digital assets meet the needs of diverse users. By actively seeking out a broad range of perspectives during the collection process, we can build a comprehensive and representative collection of digital assets.

Proper storage and organization of digital assets are essential for accessibility and radical inclusion. Establishing a structured system for categorising and indexing digital assets makes them more easily discoverable and usable. Metadata, tags, and descriptive information can enhance searchability and facilitate accessibility.

When collecting and storing digital assets, it is crucial to prioritize accessibility from the outset. Accessibility features should be integrated into the collection and storage systems, ensuring everyone can navigate and access the assets. This includes considerations such as text alternatives for images, captioning for videos, and keyboard accessibility.

Digital asset management involves strategies for long-term preservation to ensure the continued accessibility and availability of assets over time. This includes regular backups, secure storage, and implementing preservation standards and formats that promote longevity and compatibility. Prioritizing inclusivity during the collection process, implementing structured storage systems, and incorporating accessibility features are vital steps in building a comprehensive and inclusive collection of digital assets.

By adopting best practices in digital asset management, we can facilitate accessibility, enhance user experiences, and contribute to a more inclusive digital landscape.

RESOURCE:

Open Minds: Intro to Digital Assets (video)

TIP:

When managing digital assets, consider establishing an 'Accessibility Checkpoint' at every stage of the collection and storage process. This ensures that all digital content, from the moment of its creation, adheres to accessibility standards such as WCAG (Web Content Accessibility Guidelines). This proactive approach not only safeguards the accessibility of digital assets at the outset but also streamlines future processes, making them more efficient and aligned with the goals of inclusivity and radical inclusion.

Running a Creative Innovation Lab

The Open Minds Creative Innovation Lab (CIL) is an educational module designed to immerse young people in Design Education for Radical Inclusion. The CIL is an environment where practical, hands-on experience merges with theoretical learning. Participants use the Open Minds card-game-based methodology and Open Minds toolkit to support their work across six key phases: Scenario Building, Research, Assumption Testing, Solution Proposal, Prototyping, and Testing & Demonstration.

The CIL offers a unique learning space that encourages participants to collaborate across a spectrum of diverse backgrounds and abilities, embodying the spirit of co-design and accessibility. This collaborative approach not only equips them with critical design thinking skills but also instils a profound understanding of inclusive practices. Through this program, participants develop tangible solutions that address real-world accessibility and inclusion challenges, directly contributing to societal development goals.

The Open Minds Creative Innovation Lab (CIL) methodology is particularly useful as it engages young people in a holistic learning journey that marries theory with practice. This approach is hands-on, fostering direct engagement with the challenges of accessibility and inclusivity. CIL empowers participants to not only understand the theoretical underpinnings of radical inclusion but to also apply these principles in creating real-world solutions. It promotes active learning, empathy, collaboration, and the development of practical skills that are increasingly necessary in a world that values social innovation and design thinking. Through CIL, participants gain invaluable insights into the user-centered design process, learning to navigate and address complex problems with a mindset geared towards innovation and inclusivity.

Throughout the CIL, the use of various resources, including the Open Minds Toolkit, helps participants to conceptualise and construct prototypes that are tested and iterated upon, ensuring that the end products are reflective of the needs and experiences of those with disabilities. The Open Minds curriculum provides a comprehensive guide on how to navigate these phases, ensuring that the CIL is not only an educational experience but also a transformative process that fosters innovation and inclusive design.

RESOURCES:

Open Minds: Curriculum Descriptor

Open Minds: Facilitator Guide

Open Minds Cards

The Open Minds Cards are an integral part of the Creative Innovation Lab experience, serving as a springboard for ideation and empathy-building. The cards help simulate diverse scenarios by representing different personas, conditions, and environments. Through their use, participants are challenged to think creatively about accessibility and inclusion, fostering a deeper understanding of how design can impact the lives of individuals with disabilities.

We primarily use the Open Minds Cards to create stories about individuals in a range of environments to elicit an empathetic response and prompt discussions and activities throughout the course. It is important that participants are not restricted to only working on the strict wording of the cards, but that they instead use the scenarios that emerge as a springboard into thinking more deeply about personal experiences of exclusion. Their resulting hypothesis or project may be directly related to the cards they draw, but it is not essential that this is the case.

The cards are designed primarily to help participants explore the experiences of people with different disabilities and the impact that design can have on their lives. Drawing from three piles of cards, participants work in groups to discuss and hypothesise scenarios and narratives in which a person might encounter issues of exclusion or disadvantage.

The first pile contains the **Person** cards. We have created these cards to briefly describe an individual rather than a 'type' of person. This creates a concrete and specific character that the participants can build a story around and imagine obstacles and potential solutions. Focusing on an individual provides a stronger foundation for empathy and understanding and underscores that issues of exclusion are generally experienced at an individual and personal level.

Next are what we call the **Condition** cards. We remind participants that 'disability' is not a personal attribute but rather a consequence of the interaction between a person and their environment. People who experience disabilities are not "less able" than those who do not but instead experience limitations in certain situations due to the design of their environment. It's also important to keep in mind that a condition may not be permanent and can change over time. For instance, an injury that could heal or an experience of profound grief that subsides and becomes more manageable over time.

The **Disabling Environment** cards are physical and virtual spaces that people may find themselves in, and that introduce problems, challenges and excluding factors. Issues of inclusion are not typically solved by attempting to change people. In design, the thing that you can change and adapt is the environment, the way it is constructed and the objects and technologies within it.

The creation of a product or service is unlikely to change a person's character, nor any facts about their physical or mental condition. But it is possible to design an environment in such a way that it means that the person is not disadvantaged, excluded, or disabled by that environment.

By drawing from all three piles of the Open Minds Cards, participants construct narratives and scenarios about specific individuals with certain conditions in a range of environments and the experiences that they have because of their interactions with those environments. As part of the Open Minds course, participants experiment with the cards in different ways: with rapid-fire idea generation, group discussion and hypothesis development.

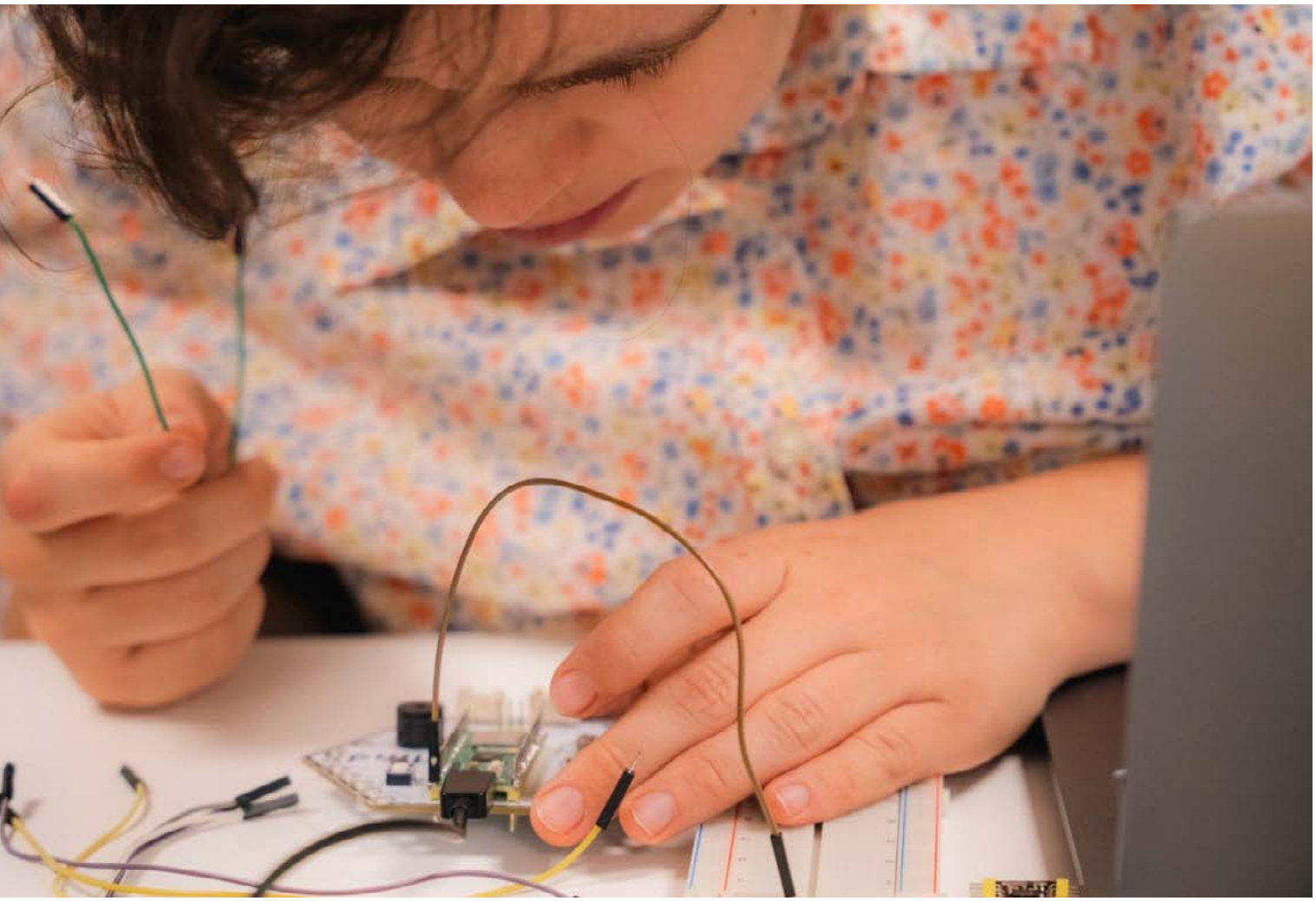
RESOURCE:

Open Minds Cards (includes print files and ordering information)

TIP:

When using the Open Minds Cards, encourage participants to delve beyond first impressions. Urge them to consider the interconnectedness of the Person, Condition, and Environment depicted on the cards. This will help them to understand the complexity of designing for accessibility and will inspire deeper, more meaningful discussions and design solutions. Remember, each card represents a unique opportunity to explore and empathise with the diverse experiences of individuals, laying the foundation for truly inclusive innovation.

Open Minds Toolkit



The Open Minds Toolkit serves as a vital component in the Creative Innovation Labs, providing a versatile and tangible platform for prototyping and innovation. Centred around the Raspberry Pi Pico, this high-performance microcontroller board is engineered to interface with a variety of sensors and outputs, from basic to complex. Its integration with Grove connectors opens a world of possibilities for users to explore a plethora of input and output options. Pre-installed with MicroPython and supported by an extensive repository of examples and guides on our GitHub, the Open Minds Toolkit is an accessible entry point for all participants to bring their designs to life, ensuring a hands-on experience that is both educational and engaging.

The Toolkit is capable of controlling multiple outputs, such as motors, lights, screens, speakers. While at the same time able to receive data from multiple sensors, such as light, movement, sound etc. We have included Grove connectors for i2c connections, allowing you to add more complex sensors such as distance, air quality, GPS or a whole range of input or outputs from the Grove ecosystem. Examples for many of the sensors are included on our Github page (see Resources below), as well as more detailed instructions, troubleshooting guides and schematics.

This Toolkit is based on the Raspberry-Pi Pico W board, a microcontroller that can read information

from sensors to input data and also control outputs such as motors, lights, speakers. The idea for this board is to try to make it easy to use the inputs to control the outputs. For example, there is a light sensor built into the board which can control outputs depending on how much light is hitting it. Using some code, you could control the colour of the RGB light, or the position of a servo motor, or the frequency of a speaker. Or even send that information to a webpage and display the information there.

The board has a light sensor and a button as its built-in inputs. It also has 2 connectors which can connect to a huge range of sensors from the Grove series of i2c sensors. We have included some example code for a few of those, such as the distance sensor.

The board has a few onboard outputs too, such as a simple speaker for playing tones and frequencies, an RGB LED that can change colour and brightness, a haptic motor that can vibrate the board much like a mobile phone's vibration feature, and a connector that allows easy use of a Servo Motor. This kind of motor allows you to control the exact position of the shaft of the motor to either a specific angle or, if using a continuous servo, the exact speed and direction of the motor. The i2c connectors also allow you to connect a whole range of other outputs too. We have tested parts from the Grove range again and were able to control things like tiny OLED screens. The Pico W also has a lot of additional pins to connect things to, so we included crocodile clip compatible connections for you to access those should you need them.

How to use the Toolkit

Because the Open Minds Toolkit uses the Raspberry Pi Pico W as its brain, it means that any online tutorial related to this board is also applicable. We have pre-loaded the MicroPython firmware so that it is ready to tinker with and code straight away. If you want to change the firmware to something like CircuitPython, it is easy to do, however, most of the example codes will need to be edited to fit. You will need an IDE in order to alter the code on the board, and we recommend Thonny (see Resources below). All of our tests were done using Thonny so we know it works nicely. Use a USB cable to connect your toolkit to a computer. You will need to do a little setting up in Thonny by going to Run -> Select Interpreter

In the first drop down menu select MicroPython (Raspberry Pi Pico). The second drop down menu should automatically detect your board. If not, then you can do it manually by selecting the port that your board has been plugged into. From here you can try some of the example code in the Open Minds GitHub repository, or use the multitude of Pico W tutorials online on how to code your board.

What we have done with this toolkit is make it easier to attach peripherals to the Pico for quicker, solderless connections. All of the onboard inputs and outputs have been labelled with their corresponding pins on the Pico.

To use your toolkit wirelessly, it is best to follow the official tutorial by Raspberry Pi (see Resources below). You can skip the Set Up part of the tutorial, as that has been done for you.

RESOURCES:

Open Minds GitHub Repository

Thonny

Raspberry Pi tutorial

TIP:

Familiarize yourself with the Open Minds Toolkit's functionalities and connectors before diving into your project. Spend time experimenting with the example codes provided on the GitHub repository to understand how different inputs and outputs work. This hands-on exploration will not only give you a better feel for the capabilities of the Toolkit but also spark ideas for how to apply these functions creatively to your prototypes. Always remember, the more you play with the Toolkit, the more intuitive your design process will become.

Localising the Labs

Localising the methodology of the Open Minds Creative Innovation Labs ensures that the essence of Radical Inclusion can be effectively woven into the fabric of diverse communities. Here are some recommendations to tailor the methodology to local nuances and needs:

Community Assessment: Start with an assessment of the local community. Understand the demographics, cultural norms, prevalent social issues, and the needs of marginalised groups. This will provide a foundation for how the methodology should be adapted.

Local Collaboration: Partner with local organizations, community leaders, and advocacy groups. These entities can offer valuable insights into what inclusion means within the context of the community and help identify the barriers to participation that exist locally.

Language Accessibility: Ensure all materials are available in the local language(s) and that language services, such as translation or interpretation, are available to participants who may need them.

Tailor the Curriculum: Adapt the Labs' curriculum to reflect local realities. This may involve customizing scenarios and challenges within the card game to resonate with local issues, as well as using case studies and examples that are relevant to the community.

Inclusive Recruitment: In your outreach and recruitment efforts, use channels that reach a broad cross-section of the community, ensuring that the opportunity to participate is openly available to all, especially those who are often underrepresented.

Flexible Scheduling: Be mindful of local events, holidays, and work schedules as you plan the Labs. Flexibility ensures maximum participation and respects the time commitments and cultural practices of the community.

Adapt for Local Challenges: Every community faces its own set of challenges. Whether it's technological limitations, socio-economic barriers, or infrastructural constraints, adapt your Labs to address and work within these realities.

Feedback and Iteration: Encourage feedback from local participants to continually refine the methodology. What works in one context may not work in another, so be prepared to iterate and evolve the approach based on local experience.

Running Satellites

In the Open Minds project, we ran simultaneous satellite events in all partner countries, so that participants could interact across the different locations, but also have a uniquely localised experience. Much of this was managed through online video meetup points throughout the week as well as international presentations to all five labs. These presentations took place at each of the different centres but were viewed by all participants in all countries.

The Zoom links also allowed for participants to brainstorm and share ideas with other participants in other countries. The Umeå event had participants from all five countries, but the other labs in Tirana, Tampere, Zagreb and Porto all also had access to the international exchange of ideas.

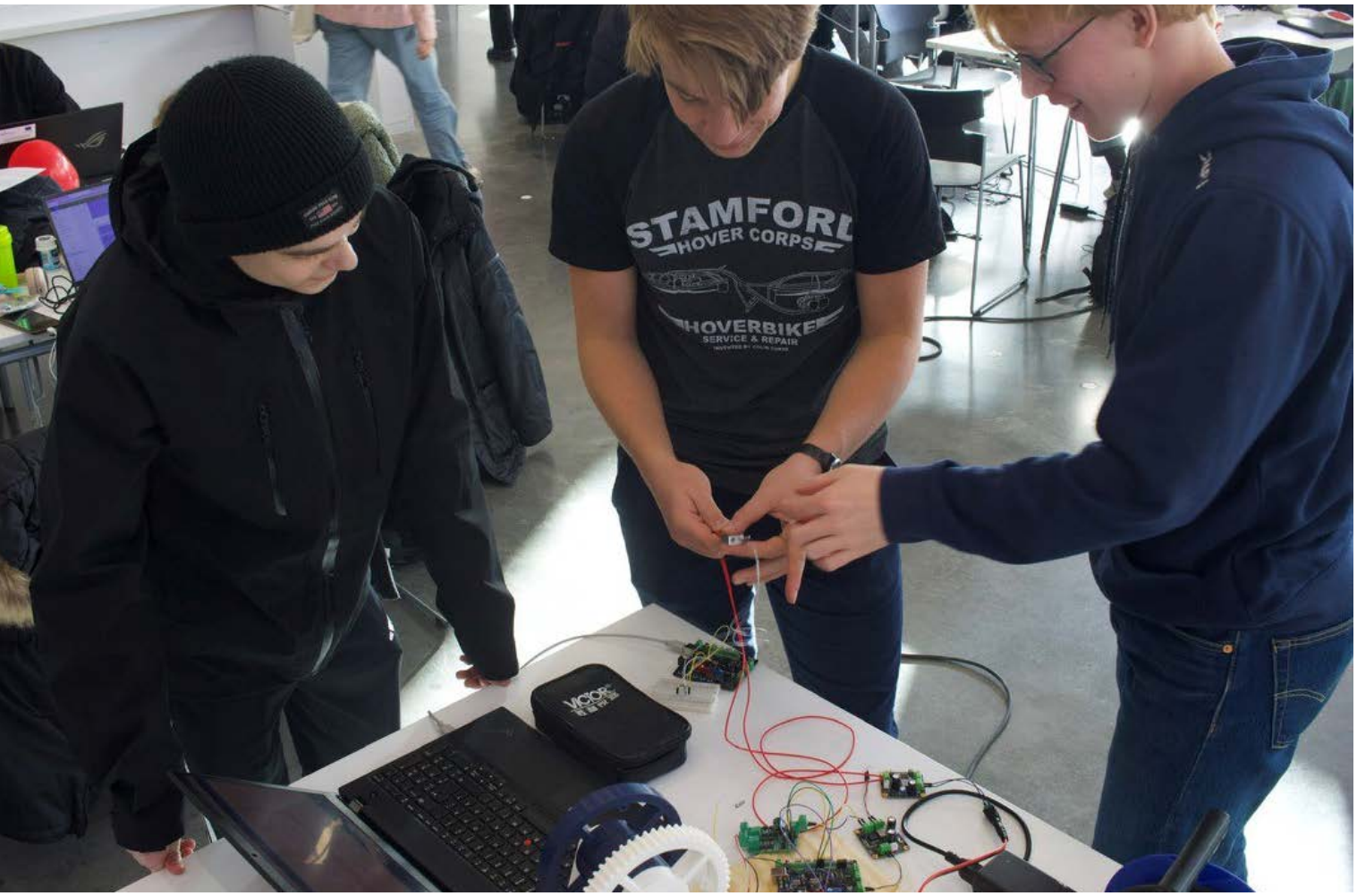
When planning and running satellite events for the Open Minds Labs, it's essential to ensure that all participants, regardless of location, can interact and engage with the collective experience while also enjoying the nuances of their local context.

Here are some practical tips to successfully orchestrate these satellite events:

1. **Preparation of Online Meetups:** Prior to the event, set up and test all online video conferencing links. Distribute these links well in advance to all participants, providing clear instructions on their use.
2. **Agenda Alignment:** Synchronize the agenda across all locations, taking into account different time zones to maximize participation. This may mean scheduling key activities at times when all satellites can join.
3. **Technology Checks:** Ensure that the technology setup is robust, with a focus on high-quality audio. Participants must be able to hear clearly and be heard without difficulty, which is more critical than video quality. This often means investing in good microphones and speakers, and performing sound checks before the event.

4. **Inclusive Contribution:** To foster a sense of unity and shared purpose, it's beneficial for each satellite location to contribute to the collective experience. This can be done by assigning representatives from each site to deliver presentations or lead discussions that are streamed to all participants.
5. **Facilitating International Exchange:** Encourage brainstorming and idea-sharing sessions across different countries through breakout rooms or dedicated time slots, where participants from various satellites can collaborate.
6. **Tech Support:** Have dedicated technical support available during the events to address any issues promptly, ensuring minimal disruption to the collaborative experience.
7. **Cultural Sensitivity:** Be aware of cultural differences and language barriers that might affect communication and interaction. Consider having interpreters or cultural mediators available if needed.
8. **Feedback Loops:** Implement a system for real-time feedback during the events, allowing for quick adjustments and ensuring all satellites feel heard and connected.

Building with Technology



Building with technology in the context of Design for Radical Inclusion involves leveraging the latest advancements to rethink and reshape our environments to be more inclusive. New technologies provide us with unprecedented opportunities to enhance accessibility. They allow us to reimagine every aspect of our surroundings and how we interact within them.

Using prototyping technologies like the Open Minds Toolkit, designers and innovators can approach the built environment with fresh perspectives, ensuring that spaces cater to a wide array of needs and abilities. This is the time to re-evaluate and redesign our world to be as inclusive as possible, not constrained by the limitations of the past but inspired by the potential of the future. The Open Minds project embodies this approach, using technology to open doors and break down barriers, creating spaces that reflect the diversity of human experience.

The advent of new technologies offers us an unprecedented chance to re-evaluate and redesign our environments with the principles of radical inclusion at their core. These technological advancements present 'affordances', which are the possibilities for action that objects or environments provide. For instance, touch screens offer direct manipulation of digital content, but for someone without that ability, voice control or eye-tracking presents a new affordance for interaction.

The expansive range of sensors and outputs available through contemporary technology significantly broadens the horizon for creative solutions. We now have the capability to detect subtle changes in the environment, such as humidity or vibrations, and respond with a multitude of outputs like auditory signals or visual displays. This integration of diverse sensory inputs and outputs allows designers to conceptualize novel interactions within environments, enriching the design vocabulary and paving the way for innovative solutions that can cater to a wider spectrum of needs and preferences, thus opening a world of possibilities for inclusive design.

The advent of affordable microboards and sensors has revolutionized the prototyping phase of design. This technology enables a 'sketching' approach, where ideas can be rapidly brought to life and iteratively tested without the pressures and costs associated with final manufacturing. It encourages a culture of experimentation, where the process of trial and error becomes an educational journey, not just a means to an end. This iterative cycle allows for more agile development, where designers can learn, adapt, and innovate with each prototype iteration.

The diverse range of sensors and outputs that modern technology offers extends beyond traditional interaction methods, prioritising various senses and catering to different abilities. This approach embraces the concept of sensory design—where the goal is not to replace lost functions but to amplify existing ones. For instance, a humidity sensor could trigger a visual signal for those who are hard of hearing, while vibration sensors could provide haptic feedback as an alternative to auditory cues. Such innovations allow individuals with different abilities to engage with their environment in new and meaningful ways, promoting inclusivity at every touchpoint.

In every space—from the intimacy of a home to the expanse of urban streets, from digital platforms to the tactile environment of a farm—new technologies can dismantle long-accepted design constraints. With Open Minds, we're not providing a universal solution, but we're cultivating a mindset that sees potential where others see permanence. It teaches participants to harness these affordances, to envision a world where accessibility is embedded into the fabric of all environments, ensuring that inclusion is not an afterthought, but a fundamental aspect of the design process.

Facilitating and Mentoring

Facilitator: Roles and Responsibilities

A facilitator is a youth worker who helps and guides participants to achieve their goals by promoting discussion and opening up different points of view on possible approaches, and ultimately enabling the group to work in the way that suits them best if possible.

The primary role of a facilitator involves fostering effective communication, collaboration, and problem-solving within a group. Rather than actively participating in the content of discussions or decision-making, a facilitator focuses on the group dynamics and the process of interaction.

Nevertheless, there are instances where active facilitator participation becomes beneficial. This occurs when the group encounters a deficit in specific expertise relevant to the facilitator's scope. In such cases, the facilitator's direct involvement can expedite problem-solving, ultimately saving valuable time for the project. This dual role underscores the versatility and adaptability required of a facilitator to seamlessly transition between guiding group dynamics and contributing expertise when strategically beneficial for the group's progress.

The main key characteristics and responsibilities of a facilitator may be summarised as follows:

- **Neutrality:** Strive to remain neutral and impartial, avoiding taking sides or expressing personal opinions on the content being discussed.
- **Communication Skills:** Develop strong communication skills and actively listen to participants, ask probing questions, and clarify information to ensure mutual understanding.
- **Process Management:** Manage the flow of the group's activities, ensuring that discussions stay on track, objectives are met, and timelines are followed.
- **Conflict Resolution:** Manage conflicts that may arise within the group. Help navigate disagreements and find constructive solutions.
- **Inclusivity:** Create an inclusive environment where all participants feel comfortable expressing their thoughts and ideas. Encourage diverse perspectives and contributions.
- **Goal Setting:** Work with the group to establish clear goals and objectives. Help participants understand the purpose of their collaboration and guide them in achieving their desired outcomes.
- **Decision-Making Support:** Assist groups in making decisions by presenting information, encouraging discussion, and employing decision-making tools and techniques.
- **Adaptability:** Identify and adapt to different group dynamics, cultures, and contexts. Facilitators may need to adjust their approach based on the specific needs and challenges of the group.
- **Time Management:** Help manage the group's time effectively, ensuring that discussions are focused and that the group stays on schedule.
- **Feedback:** Provide constructive feedback on the group's process and dynamics, helping participants reflect on their interactions and improve collaboration.

In a context such as the Open Minds Creative Innovation Labs, focusing on design for radical inclusion, the facilitator will commonly go through various settings, including training sessions, lectures, meetings, workshops, and collaborative projects. Their role is to enhance group effectiveness by creating a positive and structured environment that enables participants to work together efficiently and achieve their objectives.

Possible Scenarios and Challenges

When engaging with a cohort of young people committed to radical inclusion, the facilitator will likely encounter a diverse and multicultural group. Central to this role is the facilitator's commitment to drawing out the best from every individual, necessitating a proactive approach in foreseeing and eliminating potential obstacles.

In the forthcoming paragraphs, we will delineate various scenarios and challenges, supplemented with examples where applicable, to guide prospective facilitators in establishing an environment conducive to creativity and innovation. It is crucial to approach this information critically, allowing for adaptation to the unique requirements of your specific case. Be sure to integrate these insights with the key characteristics mentioned above to ensure a tailored and effective facilitation approach.

Mixing People Up

While best practices dictate encouraging young people to collaborate across different backgrounds and cultures, a prevailing tendency exists for individuals to gravitate toward the familiar, forming bonds with those they already know and trust.

This inclination should not be underestimated, particularly in short-term projects where time constraints may exert pressure on the young people to swiftly complete assignments. Trust serves as the foundational bedrock for fostering creativity, innovation, and effective teamwork. It is a crucial element, especially in projects with a limited timeframe.

The inclination for individuals to operate within the confines of pre-established groups is rooted in the trust cultivated over time. These groups provide a safe space for individuals to express themselves authentically, a security forged through shared experiences. Whether explicitly declared by the facilitator or not, the sense of safety is paramount.

Building such bonds can prove more challenging for some participants, given that it requires time and every individual personality is unique.

To mitigate these invisible boundaries, it is advisable to incorporate ice-breaking and social activities. These activities serve as catalysts for developing group momentum, trust, and dynamics. Ultimately, this approach enables participants to grasp the broader picture of the projects at hand, understand their individual contributions, and recognize the elements necessary for fostering creativity and innovation.

If the facilitator has an overview of the participant's skill sets and expertise, they can facilitate connections between individuals with common interests or complementary skills. Participants may feel hesitant to promote themselves in such situations.

Examples employed in our Creative Innovation Lab (C.I.L.)

- "Two Truths and a Lie" Icebreaker: Each participant introduces themselves by sharing three personal facts about themselves, each of which is amazing or surprising, but one of which is untrue. Other group members must decide which is the lie. This icebreaker is designed to kick-start the event with laughter and promotes a comfortable and relaxed environment for all participants.
- Community Meals: Mealtimes provide a relaxed opportunity for participants to engage in conversations and share experiences. Whenever possible, meals should be served in a shared space to encourage mingling among all participants. This also allows facilitators to foster connections between individuals with complementary expertise and to gather valuable feedback from the participants.
- Silent Walk: As one of the initial group activities, participants take a silent walk from a meeting point to the working venue. This provides new participants with a chance to familiarize themselves with the city while also giving them topics to discuss upon their arrival. Example questions for discussion could include, "What did you notice about the city?" and "Did you observe anything inclusive or exclusive?"
- Energisers: These are call and response games and songs that focus on getting the body moving and the energy levels up. The idea of these is to shift focus, break up the day, cause group interaction, inject fun and laughter, and get the participants moving around, stretching and getting oxygen to their brains.

Time Management

The adoption of a hackathon-style methodology can infuse excitement and challenges into the learning experience. However, it demands a delicate balance of time allocation to develop group dynamics, deliver lectures, and provide participants with the autonomy needed for their projects. The intense schedule and high stakes inherent in such formats can contribute to stress and fatigue, potentially impacting performance and overall satisfaction.

Facilitators often adhere to a specific program that includes inspirational talks, content presentations, and other scheduled activities. While these moments can be inspiring for many participants, it's crucial to acknowledge that some may find these interruptions disruptive, particularly those who prefer to dedicate uninterrupted time to their projects or manage multiple projects concurrently.

To optimise the impact of these scheduled activities, it's advisable to emphasize their importance within the program. Additionally, consider strategically scheduling these sessions, perhaps during the initial two days of the workshop. This timing allows for a smoother integration when the groups are still in the process of warming up and getting to know each other. By being mindful of the balance between structured activities and project work, facilitators can enhance the overall effectiveness and satisfaction of the hackathon-style learning experience.

In our Creative Innovation Lab (C.I.L.), we've received feedback from some participants expressing

a desire for more time dedicated to their projects. When faced with such concerns, it's valuable to delve into the specifics of their challenges. Occasionally, participants may encounter difficulties rooted in specialised areas of expertise not represented within their group. In these instances, facilitators can play a pivotal role by connecting them with other participants possessing the necessary skills to provide assistance.

In other cases, the feasibility of a project within the given time frame may be in question, often stemming from a lack of experience in accurately estimating the time required for various tasks within the project. In such situations, yout workers can collaborate with participants to devise more feasible strategies, ensuring a realistic and achievable path forward.

Illustrating the adaptability of our approach, we encountered a case in our C.I.L. where a group faced unexpected challenges with time and technical issues. However, rather than diminishing their idea, the group leveraged the artistic expertise and resources within their team to present a theatrical interpretation of their design. This unexpected turn became a remarkably positive and enjoyable highlight during the final showcase. Every attendee left with a clear understanding of the design's value. This example underscores the encouragement for facilitators to assist participants in discovering alternative and creative solutions, particularly when projects deviate from the initial plan.

It's crucial to note that in some scenarios, such as mission-oriented or task-driven contexts, individuals adopt a more pragmatic approach. This pragmatism is evident when individuals are assigned specific tasks within well-defined objectives and timelines. This perspective contrasts with the freedom young people often enjoy in defining their roles within more open-ended projects. Facilitators should recognize and adapt to these diverse approaches, fostering an environment that accommodates both structured and exploratory methodologies to ensure the success of projects in the C.I.L.

Fostering an Optimal Environment for Productivity and Collaboration

The environment plays a pivotal role in shaping the overall atmosphere of the workspace, and it should foster a welcoming and conducive mood for productive collaboration. Recognizing potential obstacles to this positive environment and promptly addressing or minimizing them is crucial to preventing distractions later on.

Numerous variables significantly contribute to the overall ambiance and maintaining them within certain parameters is essential. These factors encompass room temperature, cleanliness, tidiness, decoration, furniture arrangement, meals, and drinks, among others.

An ideal practice, if feasible, is to provide meals in the same or nearby space. This arrangement not only supports shared experiences but also facilitates opportunities for participants to connect and get to know each other better. In our setting, participants had the flexibility to pick up their own food and were free to eat anywhere, enabling them to either socialize or continue working on their projects. Additionally, each participant was equipped with a personalized mug (identified with a number) for coffee or tea, adding a thoughtful touch to the experience.

Early in the workshop, participants noted that the initial furniture arrangement was not optimal given the space constraints and the number of participants. Consequently, we promptly optimized the space on the following day. Recognizing that the initial spatial layout may not always align with practical needs, it's beneficial to actively seek feedback from participants. Allowing them to suggest and participate in changes not only enhances their convenience but also reinforces a collaborative and empowering environment.

Furthermore, creating a safe and humane atmosphere involves encouraging open feedback from participants. It is imperative that everyone feels comfortable expressing concerns about working conditions, material shortages, conflicts, or any other issues. Facilitators bear the responsibility of ensuring this feedback loop is established and maintained. Methods such as inquiries at the beginning or end of the day, during social activities, or providing avenues for anonymous communication can be employed to gather participant feedback. The overarching goal is to make participants feel not only welcome but also secure in expressing their thoughts and concerns, contributing to a more inclusive and collaborative working environment.

RESOURCES:

Hogan, Christine (2007), Facilitating Multicultural Groups: A Practical Guide, Kogan Page Limited, London

Schwarz, Roger (2017), The Skilled Facilitator, 3rd Edition, John Wiley & Sons, New Jersey

Presentations and Inspiration

Incorporating presentations and inspiration sessions within the Open Minds Creative Innovation Labs is crucial for stimulating thought and fostering a rich learning environment. Inviting experts and other inspirational speakers can provide fresh perspectives, challenge preconceived notions, and ignite a spark of creativity among participants. Consider inviting guests with diverse expertise relevant to the week's theme, ensuring they can offer both inspiration and practical advice.

The structure of the Creative Innovation Labs included curated sessions with guest speakers to foster a dynamic learning atmosphere. Guests were chosen for their expertise and ability to provide unique insights into design and inclusivity. They ranged from industry professionals to academic experts and individuals with lived experiences of disabilities, ensuring a comprehensive perspective on the subject

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For our CILs in the five participating countries, participants were engaged in a series of presentations and interactive sessions that served to inspire and refine their project development. Each day began with an energiser or icebreaker, followed by group brainstorming and peer feedback, setting a collaborative tone for the day's activities.

- Monday began with a silent walk to enhance observational skills, followed by an introduction to the Open Minds cards and toolkits. There was a satellite connection to introduce each

participating group and plans for the week. The afternoon included a technology workshop focused on the Open Minds Toolkit, prototyping, and an international talk by Thomas Degn from the Umeå Institute of Design, who introduced ideas about design and technology with some practical examples from his students.

- Tuesday continued with idea feedback and prototyping sessions, and featured international talks including one from Jamie Williams of UK organisation Spectrum First, providing insights on inclusive design and practices.
- Wednesday introduced participants to the Culture Moves Europe initiative, encouraging artists to engage in cross-border cultural projects. Further prototyping sessions were interspersed with talks from Milla Lindh of the Deaf Blind Association, and another by Tom Fox discussing project iteration and development.
- Thursday focused more on hands-on prototyping, but included a talk by Markku Turunen from Tampere University, who discussed novel digital solutions for accessibility and a new multidisciplinary research centre and academic programme for Accessibility.
- Friday saw local presentations from Hej Kompis!, an organisation dedicated to work placements for people with intellectual disabilities, and a musical performance and presentation by disabled musician and producer Tim Palm.

The invited guests played a crucial role in providing diverse expertise and perspectives, enriching the learning experience. The structure of the week was carefully designed to balance hands-on activities with insights from leaders in design, technology, and accessibility, ensuring that participants had the inspiration and knowledge needed to develop innovative and inclusive prototypes. The end of the week presentations allowed for a showcase of developed prototypes, offering a platform for feedback from a distinguished audience and a chance for participants to articulate their learning and project outcomes publicly.

The labs concluded with structured presentations where participants showcased their prototypes to an audience that included educators, policymakers, journalists, and others, providing a platform for feedback and potential future collaborations. This finale not only celebrated the participants' hard work but also highlighted the collaborative and inclusive spirit fostered throughout the labs. It included a Multiplier Event with a keynote by Michela Magas, presentations of the individual projects from each location, and discussions to wrap up the event.

Structuring the week to culminate in presentations allows participants to demonstrate their projects to a broader audience, including educators, policymakers, and journalists, which can lead to valuable feedback and opportunities for collaboration. At the week's end, facilitate structured presentations where teams can showcase their developed prototypes, allowing time for each team to present and engage with the audience. This not only validates the participants' hard work but also underscores the collaborative spirit of the labs and the collective pursuit of radical inclusion through design.

Case studies

This section showcases a selection of projects developed during the Creative Innovation Labs, highlighting the practical application of the Open Minds methodology. Each project is a testament to the ingenuity and commitment of the participants as they navigated the challenge of designing with radical inclusion in mind. We outline below the names and brief descriptions of these innovative projects, serving as real-world examples of how technology, creativity, and empathy come together to create solutions for a more inclusive society.

Project: Digital carpal tunnel sleeve

Description:

A wearable therapeutic device that warms with a heating pad, vibrates to make muscles contract and relax and sets reminders for medication and exercises. The wearable is planned to come in different designs for gamers, for fashion, etc.

Project: BJÖRKS – Home Automation for Feelings

Description:

A smart home assistance AI device that senses and responds to the needs of an autistic person, creating a sensory-friendly, personalised, and calming environment.

Project: Smart Shelf

Description:

Supermarket shelves that move up and down on a rotating mechanism so that people who use wheelchairs can easily reach top or bottom shelf items.

Project: PET Re-maker

Description:

A device that uses recycled PET bottles to create affordable 3D filaments for building new accessible accessories.

Project: PURPLES – Concert Safety

Description:

A bracelet distributed to concertgoers at venues that provides an early warning for sensitive attendees about flashing lights, excessive sound or other cues. The concert tech team sends out a signal that synchronises to the bracelet, giving a vibration and icon light that gives plenty of notice so that the attendee can prepare appropriately. The team also designed an app that is linked to the bracelet, with information about the venue, escape routes, advice for anxiety management, possible triggers and a setlist.

Project: Mindful Motion

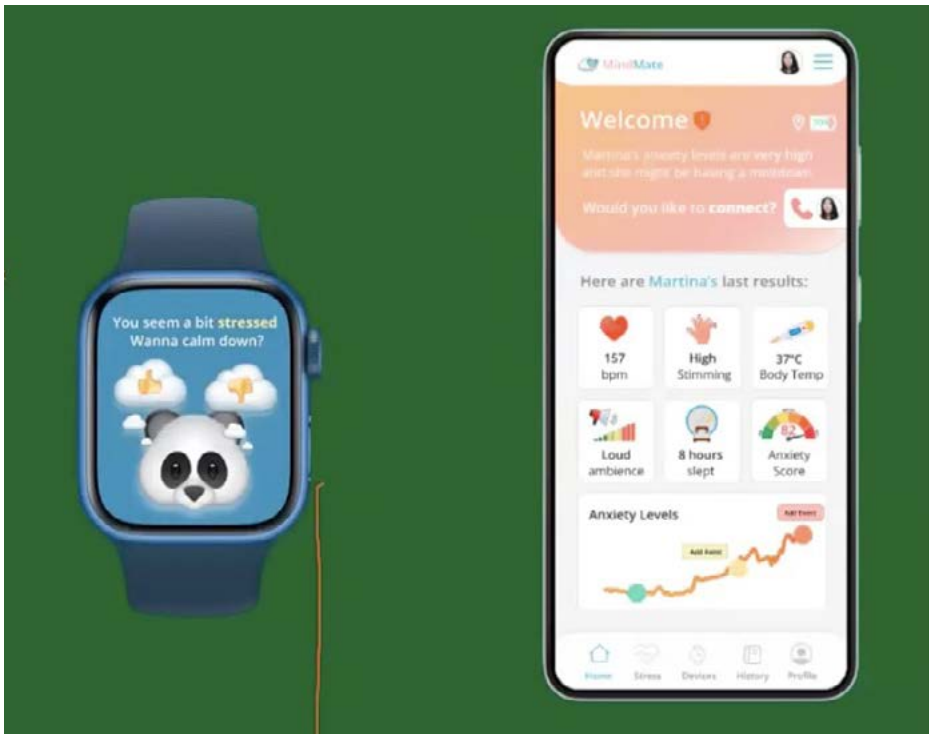
Description:

Biosensing fitness tracker for people within the autism spectrum who may need an extra set of hands and eyes or support. It tracks all relevant biometric elements and helps overcome the stress of going to the gym.

Project: MindMate

Description:

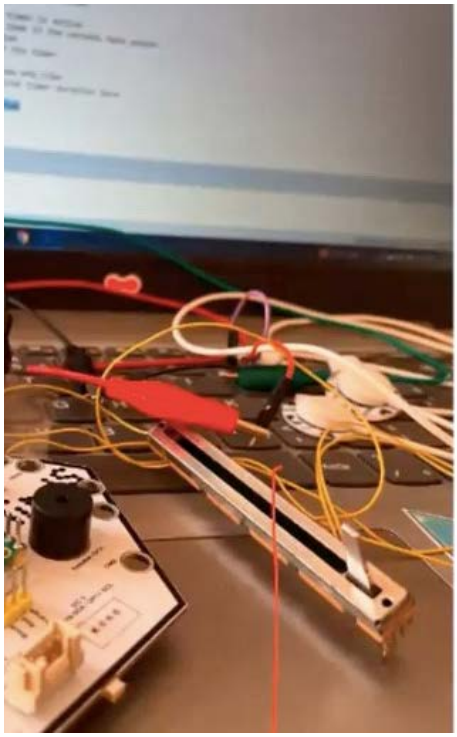
An assistant to help children within the autism spectrum to understand and manage emotions, with an app to help caregivers.



Project: TunnelTrack

Description:

A wearable device that tracks muscle tension and biosignals, providing a warning of stress levels that would cause problems for sufferers of carpal tunnel syndrome.



Project: VoxiGrain 1

Description:

A new, customised expressive instrument for musicians with cerebral palsy. It provide a new way of interfacing with sound for those with a restricted range of movement.

Project: CRID Table

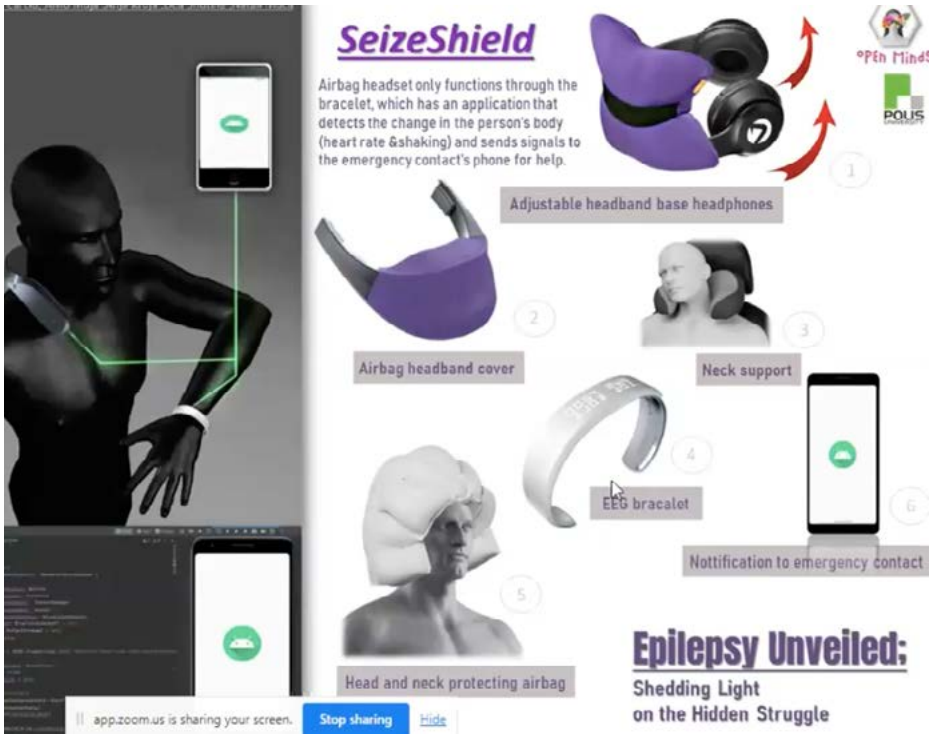
Description:

Game interface for people with speech impairment to help them communicate easily, particularly in bars and cafes.

Project: Closed Mids

Description:

Epilepsy early warning device consisting of a bracelet and headset that senses an oncoming episode. Airbag opens from the headset to protect the head in case of a fall.

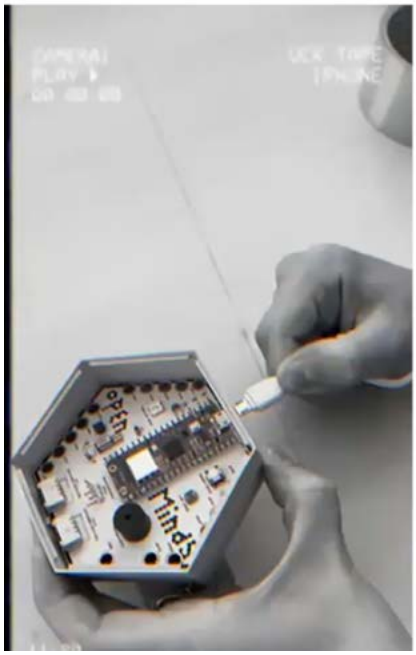


Project: EATERS

Description:

Street rail with pop-up braille signs and vibration to help blind pedestrians navigate the city environment.

3_EATERS_



Project: Inno-Mus

Description:

Opening participation in arts, music and theatre for people with intellectual disabilities through sensors (light, pulse, motion, touch, proximity) to allow participants to make music using their body.

Project: Overcomers

Description:

A complex of five buildings, each corresponding to the five stages of grief. Each has its own function based on one of the five stages and offers a form of therapy for that specific stage of the grieving process. The stages are Denial, Anger, Bargaining, Depression and Acceptance.

Conclusion

The Open Minds Handbook is intended as a guide to fostering Radical Inclusion in design education. It provides educators and facilitators with the tools and methodologies to incorporate inclusivity at every stage of the design process. From the theoretical foundations of Radical Inclusion to the practical application in Creative Innovation Labs, the handbook offers a pathway to creating solutions that are not only innovative but also cater to the diverse needs of society.

This handbook has attempted to emphasise the importance of empathetic design, collaborative learning, and the transformative potential of new technologies. It is not just a resource but a catalyst for change, encouraging all involved to rethink design in a way that embraces and celebrates diversity, ensuring a more inclusive future for all.

To make the most of the Open Minds Handbook, it's recommended to approach it as both a reference and a practical guide. Educators and facilitators should actively engage with the methodologies and tools presented, applying them in real-world contexts to foster Radical Inclusion in design. The book is designed to be flexible, allowing for adaptation to various educational settings and needs. Emphasise hands-on learning and encourage young people and participants to experiment and iterate their designs, integrating the principles of Radical Inclusion at every step. Use the book not just for instruction but as a starting point for dialogue and innovation in the field of inclusive design.

Beyond its primary use as a guide for educators and facilitators in design education, the Open Minds Handbook can serve several other purposes. It can be a valuable resource for design professionals seeking to incorporate inclusive practices into their work. Policymakers and advocates for disability rights may find it insightful for understanding how design can impact accessibility. Additionally, it could be used as a foundational text in workshops or seminars focused on inclusive design, serving as a springboard for discussions on how to integrate these principles into various sectors, from urban planning to product development. The handbook's holistic approach makes it a versatile tool for anyone interested in creating more inclusive and accessible environments.

Appendix 1: Open Education Resources

The following is a curated selection of platforms offering courses and resources relevant to those interested in design thinking and inclusive design. These resources provide comprehensive learning opportunities ranging from foundational design principles to advanced physical computing and inclusive design applications. This appendix aims to extend the Open Minds Handbook, offering users additional paths for growth and exploration in the field of inclusive design. Each listed resource is a gateway to further knowledge and skill development, ensuring that learners and practitioners have access to the best educational materials to advance their understanding and application of inclusive design principles.

Coursera - Design Thinking courses.
Coursera offers a variety of design thinking courses that cover the principles and methodologies of inclusive design, accessibility, and collaboration.

edX - Introduction to Microboards and Physical Computing
This platform offers a range of courses that introduce learners to microboards and physical computing, which are essential in the design and prototyping of inclusive solutions.

Stanford d.school
Stanford's d.school provides a range of resources and online courses focused on design thinking, human-centered design, and inclusive design principles.

Interaction Design Foundation
IDF offers a variety of courses on design, including topics such as accessibility, inclusive design, and design thinking. It also provides courses on prototyping and collaborative design

FutureLearn - Introduction to Accessibility and Inclusive Design
FutureLearn offers an introductory course on digital accessibility and inclusive design, which teaches the basics of creating accessible digital products and services.

Arduino Education
Arduino Education offers a range of resources and courses for learning about microcontrollers, prototyping, and physical computing, which are essential in designing inclusive solutions.

Raspberry Pi Foundation
The Raspberry Pi Foundation provides educational resources and courses on physical computing, programming, and prototyping with Raspberry Pi, a popular microboard used in the design of accessible solutions.

Codecademy - Learn Hardware Programming with CircuitPython
This course teaches the basics of hardware programming using CircuitPython, a popular programming language for microcontrollers and physical computing.

W3C Web Accessibility Initiative
The W3C Web Accessibility Initiative offers tutorials and guidelines on how to create accessible web content and applications, which can be applied in the design of inclusive digital solutions.

Design for Social Innovation
This platform offers a range of courses on design thinking, social innovation, and inclusive design, covering topics such as prototyping, accessibility, and collaboration in the design process.

Design Council (UK) - Inclusive Design
The Design Council offers a range of resources and case studies on inclusive design, including principles and practices for creating accessible and inclusive products and services.

European Network for Accessible Tourism
ENAT provides resources and information on accessible tourism, which can be applied to designing inclusive experiences and solutions in various contexts.

University of Cambridge - Inclusive Design Toolkit
The Inclusive Design Toolkit, developed by the University of Cambridge, offers resources and tools for designing products and services that are accessible and inclusive.

Royal College of Art - Helen Hamlyn Centre for Design
The Helen Hamlyn Centre for Design, part of the Royal College of Art, focuses on inclusive design, offering research, projects, and publications on various aspects of designing for inclusion and accessibility.

Open University - Design Thinking
The Open University offers a free course on design thinking, which covers the principles and methodologies of inclusive design, accessibility, and collaboration.

European Design for All eAccessibility Network
EDeAN provides resources, information, and a network of experts focused on promoting design for all, accessibility, and digital inclusion throughout Europe.

Irish Centre for Design Innovation
The Irish Centre for Design Innovation, part of the National College of Art and Design, offers research, projects, and resources related to design thinking, inclusion, and accessibility.

Centre for Excellence in Universal Design
The Irish Centre for Excellence in Universal Design provides guidelines, research, and case studies on universal design, an approach that aims to create products and environments that can be used by everyone.

TU Delft - Design for Interaction
The Design for Interaction group at TU Delft in the Netherlands focuses on research and education in user-centered design, including topics such as inclusive design, accessibility, and collaborative design.

European Innovation Academy
The European Innovation Academy offers programs and resources on innovation, entrepreneurship, and design thinking, including topics such as prototyping, accessibility, and collaboration in the design process.

Appendix 2: Open Minds Curriculum Descriptor

Course description

This informal education module aimed at young people aged 16-30 explores and develops radical inclusion in design. The course is structured in six key phases, delivered in two 3-hour meetings and one week-long Creative Innovation Lab.

Course objectives

This course aims to introduce the concept of Radical Inclusion in the design process. The main aim of the course is to provide participants with an understanding and awareness of radical inclusion (limitations, existing solutions, standards, etc.) and to develop skills in co-design methodologies to facilitate radical inclusion through design, prototyping, cross-domain innovation and collaboration. Participants will design practical projects that address issues of accessibility and inclusion as well as address UN Societal Development Goals.

Prerequisites and corequisites

There are no prior educational requirements to undertake this course. Participants must be aged 16 - 30, and the selection of participants must focus on a broad diversity of backgrounds.

Participants can use the course and their creative designs developed during the course to work on relevant projects they are already working on as part of their regular studies, given sufficient overlap.

Registration

Prospective participants complete a form in which they provide their name, email, etc., as well as gender (male, female, non-binary, prefer not to say), allergies and dietary function, different needs for wheelchair use and accessibility, language, translation and interpretation needs, whether they identify as having a disability, any other personal information that the participants believe the facilitators should take into account. Registration includes GDPR information and video/photography permission or waiver for group presentations at Creative Innovation Lab.

Participants selection

Selection of the participants is based on prioritising diversity of interests, backgrounds, abilities and expertise. Each taught group must include at least 10% participants that identify as having a disability.

Course delivery

Fifty participants are selected in each participating country, and the preparation meetings can be divided into smaller groups. The Creative Innovation Labs will take place simultaneously across all five partner countries (Sweden, Finland, Portugal, Croatia, and Albania) with presentations, interaction and communication between participants live-streamed between venues. Courses are

delivered in a mix of local languages and, for some shared elements, in English. Translation and interpretation will be available where required.

Course structure

The course is divided into six phases, delivered in sequence. These sessions are ideally delivered in person, but some elements of the delivery can be adapted for online or hybrid learning modes. This also allows for remote learning by international participants and for youth workers to respond flexibly to changing public health situations and other issues.

- Scenario building
- Research
- Assumption testing
- Solution proposal
- Prototyping
- Testing and demonstration
- Learning outcomes

By the end of this course, successful participants will be able to identify and define real accessible solutions that take radical inclusion into account from the beginning or as a fundamental design feature of retrofits. Participants will demonstrate a better understanding of how to cooperate with people with different abilities, needs and backgrounds collaboratively, rather than merely through consultation.

Evaluation methodology

Participants will present in groups their prototype and complete an online learning diary in blog/video/podcast form. Each participants receives a Youthpass in recognition of successful completion of the course.

Skills developed include:

- Technological prototyping
- Interpersonal communication skills
- Increased awareness of radical inclusion and accessibility
- Design skills
- Research skills
- Teaching Resources

For Phases 1 to 3, participants will use a **card-game-based ideation methodology** explicitly designed for this programme. The cards are divided into four categories: person, context, environment and obstacle. Selected card combinations provide the parameters for the challenge to be addressed by the participants.

For Phases 4 to 6 in the Creative Innovation Labs, participants will be introduced to the **Open Minds Toolkit**, a hexagonal physical computing prototyping platform that addresses a range of senses and abilities. The participants can also use additional materials and supplies to build the prototype of their proposed solution that uses the Open Minds Toolkit.

Schedule of learning:

- Recruitment for the education - April/May/June
- Meeting 1 - aim for the end of August 2023
- Meeting 2 - aim for mid-September 2023
- Week-long Creative Innovation Lab - mid-Oct 2023

Preparation for Creative Innovation Labs

Meeting 1 - best in person, but possible online.

It will be possible, or even desirable, to break the 50-participant group into 2 or 3 break-out sessions of smaller 'class' size.

Introduction and Scenario Building (Hour 1 & 2)

- Course Introduction
- Group formation (emphasising complementary skill and knowledge sets)
- Open Minds cards
- Group learning diaries introduction (blog / video / podcast)

COFFEE BREAK

Phase 2 - Research (Hour 3)

- Research introduction - (can be pre-recorded) - 5 mins
- Overview of design principles - (can be pre-recorded) - 5 mins
- Field and practice-based research - (can be pre-recorded) - 5 mins
- Digital asset gathering - (can be pre-recorded) - 5 mins

NOTE: Pre-recorded material can be subtitled in local languages

Assignment of background reading/resources

Participants should reflect upon these resources in their online research diaries.

- Formation of the prototype challenge (" what is your research question?")
- Setting of assignment for next meeting: collection of digital assets (these can be uploaded to a shared repository linked to the online platform for research diary)

Meeting 2 (in person): Assumption testing (3 hours)

- Presentation of group research and prototype challenge
- 'Reality check' - feedback and development of challenge in the light of peer and external panel discussion.

Facilitation of discussion - the whole class gives feedback to every project idea but foreground and highlight the voices of those who have identified as having a disability. An external panel or independent expert is selected and invited by facilitators to challenge the participants' assumptions.

Creative Innovation Labs (CIL)

Solution proposal - Monday

Participants have reviewed and amended their group project proposal and challenge in light of the feedback received in Phase 3.

- Welcome, orientation, etc.
- Introductions and group presentations of proposed solutions and revised challenges
- Introduction of Open Minds Toolkit - (can be pre-recorded with Tom)
- Idea generation for the proposed solution (hands-on experimentation with toolkit)
- Review of Toolkit documentation to support hands-on experimentation and facilitator coaching
- Solution design using Open Minds Toolkit

Prototyping - Tuesday - Thursday

Presentations: Prototyping and documentation workshop

Inspirational presentations about design, accessibility, and inclusion (in-person or video presentations of 15-20 mins). Presentations are included to spark new ideas, take projects in interesting new directions, and add inspiration or new ways of thinking about inclusive design. Some presentations will be specific to the local group CIL, while others will be live streamed to all simultaneous labs. Presentations can also include creative performances and art pieces and consist of live or pre-recorded material.

Activities:

- Groupwork making with the toolkit
- Testing & Demonstration - Friday
- Final testing of the prototype with target group/individual
- Group presentation of the working prototype
- Group feedback on design solutions
- Submission of completed research blog / video / podcast
- Feedback and evaluations by participants completed

Bibliography

Recommendations for background reading include:

- **Maisel, J** (2017) Inclusive Design
- **Nicole, C** (2001) Inclusive Design Guidelines for HCI
- **Iacofano, D** (2018) Streets Reconsidered
- **Raheja, G** (2016), Enabling Environments for the Mobility Impaired in the Rural Areas
- **Wiley, J and Sons** (2013), Interaction Design Beyond Human-Computer Interaction
- **Foster, R** (2012) The Pedagogy of Recognition. Dancing Identity and Mutuality. Tam- pere: Tampere University Press. https://trepo.tuni.fi/handle/10024/66961

"Listening and seeing are the hardest things in the world. We don't want to see - we don't want to look because we might change. Awakening does not require energy, strength or youthfulness, not even a lot of intelligence. What is needed most is the readiness to learn something new. We are not afraid of the unknown, but of losing the known." - ***Anthony de Mello****.*

Radical inclusion is first a journey of thought and attitude. For us, "radical" really means "thinking outside our habits." It means seeing the abundance in what we can do instead of the limitations of what we can't or won't do. It's easy to think that things that are familiar form the boundary of what is possible. - ***Barbershop Harmony Society***

Appendix 3: Open Minds Facilitator Guide

Introduction

This is a supporting document to the **Open Minds** curriculum with the purpose of supporting you as a facilitator during this course. This Faciliator Guide is for the two preparatory sessions that lead up to the Creative Innovation Lab (CIL).

The Open Minds course aims to introduce the concept of **Radical Inclusion** in the design process. The main aim of the course is to provide young people with an understanding and awareness of radical inclusion (limitations, existing solutions, standards, etc.) and to develop skills in co-design methodologies to facilitate radical inclusion through design, prototyping, cross-domain innovation and collaboration.

It's important for you as a facilitator to help guide the participants through the process and connect the dots between the material provided so they are as prepared as possible to execute their work. The Facilitator Guide for each Session is divided into:

- Things you should keep in mind [**To Know**:]
- Things you should tell the participants [**To Say**:]
- Tasks you should assign [**To Do**: ❗]
- Helpful suggestions [**Idea**:]
- Materials you need on hand [**Resource**:]

Resources

The Curriculum can be found here: **Open Minds Curriculum Descriptor**

The **video material** can be found here: **Open Minds**

The **Open Minds cards** can be found here. You could also use the physical printed cards, of course - one deck per group: **https://mtflabs.net/openminds/cards/**

Make sure that you have all of these things prepared and to hand, and that you are familiar with each of them before the first session starts.

Outcomes

By the end of this course, successful participants will be able to:

- Identify and define real, accessible solutions that take radical inclusion into account from the beginning, or as a fundamental design feature of retrofits.
- Create hypotheses and propose novel designs that address disabling environments
- Work collaboratively in diverse and interdisciplinary groups
- Demonstrate a better understanding of how to cooperate with people with different abilities, needs and backgrounds collaboratively, rather than merely through consultation.
- Conduct independent and group practice-based research and complete an online learning diary
- Create, iterate and present prototypes of their designs

Each participant will receive a **Youthpass** in recognition of successful completion of the course.

Timeline

As delivered in the Erasmus+ funded **Open Minds** project, the first two sessions are three hours long, and aim to prepare the participants for the week-long **Creative Innovation Labs** (CIL) that form the focal point of the hands-on, collaborative design process.

The sessions should each be separated by several weeks (or at least a week), enabling the participants to engage in self-directed and independent group research activities that they can report back on and develop into practical prototypes and designs within their groups.

Schedule

Session 1: Radical Inclusion: Brainstorming and Research

After the session, the participants should be prepared to undertake independent practice-based research with their groups and access and contribute to an individual online learning diary.

Session 2: Assumption Testing and Design Development

After the session, the groups will further develop their paper (or digital) designs collaboratively and specify their material needs for prototyping in the Creative Innovation Labs.

Creative Innovation Labs: Prototyping, iterating and demonstration

Participants will work together during the Creative Innovation Labs to realise their design in prototype form using the Open Minds prototyping toolkit. They will also participate in presentations, inspirational talks, performances, field trips and other activities.

Session 1: Radical Inclusion: Brainstorming and Research

Introduction

This session aims to:

- introduce the course to the participants
- sort participants into groups
- give the participants all the tools they need to start the process and open their minds to think in new ways

Your role as a facilitator is to:

- guide them through this session
- lead the discussion and ensure a respectful and inclusive environment
- form participants into groups
- help them connect the dots between the international video presentations
- introduce the Open Minds card methodology
- introduce the online learning diary
- set the group research independent learning task

Welcome the participants

Introduce yourself

Explain the timeline for the course

Explain the agenda for the day

Explain the expectations you have of the participants during this course

Icebreaker 1: Activity for the whole contingent together. You may have icebreaker activities that you have used in the past and work well for you. We have a suggestion for an icebreaker idea you can use below.

Icebreaker idea: Get the participants to gather at one end of the room or the other depending on whether they consider themselves more creative or more technical in orientation. Some participants will want to stand in the middle. This can be a third category. When you come to divide the participants into their working groups, each group can contain members of all three self-identified categories.

Split the participants into diverse groups of four or five members, ensuring a mix of people who are unfamiliar to each other, and have different backgrounds or expertise.

Once they are in their groups.

- ❗ Do another icebreaker. For instance, you could use the Two Truths and a Lie icebreaker activity. Each participant has to say two things about themselves that are true about their skills and one skill that is false but can still be believable. Then the participants write it down so they can remember. The participants try to find out which one is the lie. This activity will encourage participants to know each other and integrate.

Video 1: Intro to Radical Inclusion

- 🧠 Here is where we will start to introduce some key concepts to the participants by playing videos on different topics that have been recorded by members of the Open Minds consortium.
- 🗣️ Introduce the video. Explain that what the participants will see is a conversation about Radical Inclusion by members of the Finnish partner organisation, ACCAC (Accessible Arts and Culture).
- ❗ While watching the video, participants should write down three things that they hadn't thought of before or that they thought was interesting in the discussion.
- ❗ Play: **What is Radical Inclusion?** (18m 05s) **Video by ACCAC**
- ❗ Give each group two minutes to feed back to the room the ideas and points that they wrote down during the video that they think were the most important.

Introduction to the cards and their purpose

- 🧠 As part of this course, we will be using the Open Minds Cards to create stories about individuals in a range of environments that will be used to prompt discussions and activities throughout the course. These cards are designed to help participants explore the experiences of people with different disabilities and the impact that design can have on their lives. As a facilitator, you should keep in mind that familiarity with certain terms will differ among participants and in different contexts.
- 🧠 Please note that these cards are intended to be used in a respectful and inclusive manner. It is important to ensure that all participants feel comfortable with the use of the cards, and that discussions and activities are conducted in a way that is sensitive to everyone.
- 🗣️ There are 3 different types of cards in the deck. First introduce the **Person** cards.

  A Person card describes a person and gives you a little insight into their character and their life. We use this as the starting point to create a story or scenario.

For example:

- Isaiah is a 29 year-old activist who enjoys jigsaw puzzles and cookery. He is amiable, competitive and anxious
- Georgina is an 18 year-old non-binary volunteer worker. They are fair-minded, spontaneous and a bit naive
- Loke is a 62 year-old warehouse manager. He is patient and fair but can be sarcastic

❗ Ask the groups to create a story about a character that they have drawn from their deck. Spend five minutes as a group coming up with more about the person and what their life is like. After the five minutes, each group should briefly describe a day in the life of their person.

🗣 Next, introduce the **Condition** cards.

The Condition card assigns a condition to the character.

For example:

- ...and uses a wheelchair
- ...and is deaf
- ...and recently had a family member pass away

It is important to note that disability is not a personal attribute, but rather a consequence of the interaction between a person and their environment. People who experience disabilities are not "less able" than those who do not, but instead experience limitations in certain situations due to the design of their environment. Also keep in mind that conditions may not be permanent and could change over time.

❗ Ask the participants in their groups to spend five minutes researching the condition and what it means. They should attempt to write down as many facts about the condition as they can in that time. For instance, is it a medical diagnosis? What are the symptoms? Once the five minutes is up, groups should share their card, and report on the three things that they thought were the most interesting or surprising facts they encountered.

🗣 Next, introduce the **Disabling Environment** cards.

The Disabling Environment card describes a place, an activity or an object.

For example:

- Bus
- Web
- Farm

Remember that in design, the thing that you can change and adapt is the environment, the way it is constructed and the objects and technologies within it. The creation of a product or service is unlikely to change a person's character, nor any facts about their physical or mental condition. But it is possible to design an environment in such a way that it means that the person is not disadvantaged, excluded or disabled by that environment.

- Ask the participants in their groups to visualise (or draw) the disabling environment. Describe or show its features and how people might behave in that space. Have the groups present their environments to the room.

Video 2: Intro to Research

- Introduce the video. Tell the participants that they will be using the cards to develop a hypothesis that their project will address. For this reason, we will now briefly discuss the process of research. This second video is a short introduction to the research process and the core principles of research methodology. The video is presented by Croatian partner organisation, FABLAB Zagreb.
- While watching the video, participants should make a mental note of something that they hadn't thought of before or that they thought was interesting in the video.
- Play: **Intro to Research** (4m 30s) **Video by FABLAB**
- Give each group a minute to feed back to the room the ideas and points that they thought of during the video that they considered of interest.

Hypothesis creation

- The participants will use the cards to create a hypothesis that will guide them through their project and prototype.
- Tell the participants that they will develop a hypothesis, but they will also have to challenge, disprove or alter that hypothesis as an important aspect of this process.

Video 3: Using the Cards for Hypothesis Creation

- Play: **Maia explains the use of the cards for hypothesis creation** **Video by MTF Labs**

Warm-up exercise with the cards

- Before jumping right into the main hypothesis building activity, the participants should practice with the cards, forming hypotheses and getting their creativity flowing.
- Remind the participants that they are not yet designing solutions, but imagining what the problems might be and coming up with a useful way to describe that.
- **Rapid Fire Hypothesis**: Have each group draw three random cards each. Set a timer for 5 minutes and have them come up with a hypothesis for those cards, write it down and then draw 3 more cards. The group who has the most hypothesis at the end of the 5 minutes wins.
- Once participants are comfortable creating hypotheses, they can formulate one specific hypothesis that the group will then use for the remainder of the project. This final hypothesis will then be researched, tested, developed and refined - and only then can a potential solution be sketched out and prototyped.
- Introduce the **Empathy Map** and discuss with the participants.

Empathy Map

Tell the participants that they will use the Empathy Map as a way of thinking more deeply about the three cards they will have, so that their hypothesis will be more considered than the ones that they came up with in their earlier Rapid Fire session.

Have the participants draw their final three cards, discuss in their groups with relation to the Empathy Map, and collaboratively develop a hypothesis that they will research and develop.

Introduction to practice-based research

Participants will work collaboratively in the time between Session 1 and Session 2. They will need an introduction to practice-based research as a way of learning by doing.

Overview of the phases - including going out and working in the field, coming together at a week-long Creative Innovation Lab to build things together. Prototyping as a way of thinking out loud together.

Video 4: Practice-Based Research

Introduce the video. Tell the participants that they will be going out and exploring their hypothesis through research in the field. They will test their hypothesis in the real world with input from relevant third parties and sources. They will gather their research and use the digital assets that they create through that research process as the basis of their design prototyping. The video is presented by Portuguese partner INESC-TEC.

Play: **Intro to Practice-Based Research** (5m 54s) **Video by INESC-TEC**

Video 5: Digital Assets

Introduce the video. Tell the participants that their practice-based research requires the creation of digital assets and a research diary that accompanies them. The digital assets will be the raw intellectual material that will form the basis of the designs that participants will start to work on in Session 2.

Play: **Intro to Digital Assets** (4m 59s) **Video by MTF Labs**

Introduction to Independent Task

Explain to the participants that they will be expected to work together in their groups between now and the next booked session. They will:

- collect digital assets as a team, and individually create a learning diary where they reflect upon what they have discovered through this process.

Let them know that you will be reviewing the learning diaries with them in the next session and discussing these with them.

Share a Google Drive link with participants. This is where they should upload their digital assets.

Tell the participants that they need to create a folder for their group within the Google Drive (you can give the groups names, or number them) and use the following naming convention for the files they save in that folder:

YYMMDD - Name of file

Where the date shown is the date that the file was created.

Remind participants of the time, date and location for the next Session and send them on their way.

Share a QR code and link for the Feedback on this session.

END OF SESSION 1

Session 2: Assumption Testing and Design Development

Welcome Back!

🧠 **This session aims to guide participants to:**

review digital assets and hypotheses

reinforce research basis for design ideas

test assumptions and refine project ideas

undertake design development and paper prototyping

prepare for the Creative Innovation Labs

🧠 **Your role as a facilitator is to:**

guide them through this session

lead the discussion and ensure a respectful and inclusive environment

direct research activities

review learning diaries

facilitate the brainstorming and development of group prototype ideas

explain the Creative Innovation Labs

🗣️ Welcome the participants

🗣️ Re-introduce yourself

🗣️ Review the parameters of the Creative Innovation Labs that we will be working towards

🗣️ Explain the agenda for the day

Video 6: Design Principles

🗣️ Introduce the video. Tell the participants that what they are working towards is a clear idea of how they might develop a working prototype for a product or tool that addresses accessibility and inclusion.

❗ Play: **Intro to Design Principles** (6m 25s) **Video by POLIS**

🗣️ Explain to participants that the research they have done, and the materials they have collected form the basis of the designing prototyping that they will undertake. However, first they need to brainstorm possible solutions and test their assumptions. Remind them that the collation of research doesn't stop once participants move on to the prototyping stage of the project. There can always be new ideas, questions or perspectives that can help guide a successful design solution in progress.

❗ Ask all participants to quickly review their learning diaries and pull out one important or surprising element that they wish to share with the group. Go around the room and ask them to present that observation or idea.

Challenging assumptions

🧠 It is important that each group has an opportunity to present their initial ideas and research to the rest of the participants, as this will promote collaboration and foster new perspectives. It is also important that you create a supportive and inclusive environment for these presentations. Encourage participants to listen actively and respectfully to each other, and to be open to new perspectives and ideas. By creating a positive and inclusive environment, we can ensure that each group feels comfortable and supported as they present their initial ideas and research.

🗣️ Explain to the participants that they will now hear from each other group about the digital assets they collected. Ask them to note down what they think are the key underlying assumptions reflected in that asset collection and research.

❗ Review the digital assets with each group. Go through the Google Drive folder and open each group's assets. Each group will be asked to present and explain the assets they collected, the hypothesis they developed and what they think they learned from the process of digital asset collection. Allocate 5 minutes per group maximum.

❗ Peer feedback session in which participants reflect on the assumptions that they have observed reflected in the research of other groups. Participants are asked to challenge those assumptions and refine their conclusions based on that feedback.

🗣️ Remind the participants that the design solutions they will come up with are not intended to 'FIX' the people, but address the problem of the disabling environment.

❗ Show website and discuss the social model of disability vs the medical model of disability: **https://epicassist.org/the-biggest-barrier-for-people-with-disability/**

💡 The website above contains a 10 minute YouTube video of a TED Talk called 'I Am Not Your Inspiration, Thank You Very Much'. If you feel there is time, it might be a good idea to show this video at this point.

Introduction to the Toolkit

🧠 At this point, the participants should be introduced to the Open Minds Toolkit - a development platform that they will have the opportunity to use to build a working prototype of whatever idea they come up with. Tom Fox will explain in a video what the Toolkit is, what its affordances might be and how it might be integrated into a project idea.

❗ Play video: **Tom Fox introduces the Open Minds Toolkit** (12m 45s)

🧠 Tom will explain how the programming platform can be accessible to people who have not learned programming. This course is designed to be accessible and inclusive of people from all backgrounds and experiences. Tom will also mention the range of possibilities for sensors that could be added to the Toolkit.

Brainstorming

Discuss effective brainstorming techniques. Participants will already be familiar with brainstorming, but it is a good idea to remind them of how to maximise the benefits of the process.

Brainstorming is a powerful technique for generating a **large number of ideas** in a short amount of time. Remind participants that in order to have ONE good idea, it is usually necessary to have TEN ideas.

Here are some guidelines

- Generate as many ideas as possible, without censoring. This means that even seemingly outrageous or unrealistic ideas should be included in the list. The goal of brainstorming is to generate a large pool of ideas from which the best ideas can be selected.
- Build on the Ideas of Others. This means that when someone shares an idea, other participants should listen carefully and look for ways to expand on that idea or make it better.
- Defer Judgement. This means that no one should criticise or dismiss an idea, no matter how unusual or impractical it may seem. Instead, all ideas should be recorded and evaluated later on.
- Stay Focused. While it is important to generate a large pool of ideas, all of the ideas generated should be related to the challenge.

Participants can now start brainstorming potential design solutions to their hypothesis findings. Allow 20 minutes for this activity. Participants are encouraged to consider the affordances of the Open Minds Toolkit in the brainstorming process.

Choose an idea

Here, the groups are invited to debate amongst themselves to select an idea that they feel they can work on to collectively develop. It is your role as facilitator to move between the groups, provide additional insight and advice, and to ensure that group decisions are collective and not the individual decision of one dominant group member.

Tell the participants that they will be asked to evaluate the ideas they have developed and decide upon the one that they want to work on. Let them know that often, the best ideas will be a combination of aspects that were contributed in the brainstorming session. The ideas are not mutually exclusive but can be combined to make something that is effective and helpful.

Groups are to decide upon the best idea and the worst idea that they have come up with in the brainstorming. They are to present a 3 to 5-minute presentation:

- Which cards did they base their research on?
- What is their hypothesis?
- What assumptions have they noticed / discarded?
- What idea they have come up with that could help?
- What idea they have come up with that would not help - or could make it worse?

Participants are given **10 minutes** to prepare their presentation.

Presentation of prototype idea

- Groups are to deliver their presentations. The others will be asked to listen, take notes and come up with a question about the idea. The point of the feedback is not to criticise, but to identify potential flaws or avenues for improvement. Each group should support each other group to make their project as good as it can possibly be.
- You (the facilitator) should also provide additional feedback and comment, as well as helpful suggestions that the groups may not have thought of - or other research that they may wish to do in this area.

Updating the learning diary

- Allocate 10 minutes for each participant to update their learning diary with notes from today's session including:
  - Feedback they have received
  - Ideas they have generated
  - Things that they have learnt

  Remind the participants that the learning diaries are not handed in or assessed. They are simply to support their own learning.

Paper prototyping and additional research

- For the rest of this session, the groups should be designing on paper / laptop / tablet their prototype. They should refer to their digital assets, and should be encouraged to include them or refer to them in their work. As they sketch their prototypes, they will identify additional things that they will need to research before they can build the finished product.

Independent Task

- Explain to the participants that between now and the Creative Innovation Labs (9-14 October) they will discuss their groups the additional things they might need to have access to during the Labs. This might include specific sensors if not already included in the Toolkit. These should be communicated to the facilitator by the group by Wednesday 4th October at the latest.
- Remind participants of the time, date and location for the Creative Innovation Labs, congratulate them on a productive session, and send them on their way.

  Provide a link to Session 2 evaluation

END OF SESSION 2

Appendix 4: Umeå CIL Programme

Monday - 9 Oct - Venue: Testhuset, Brogatan 15

10:00 Silent walk

Meet at the **Hotell Gamla Fängelset** at 9:45.

Local Umeå participants can join us there or meet at Testhuset at 10:30.

We will leave from Gamla Fängelset and slowly walk along the Umeå river to the venue as a group, but in silence - no phones, no talking. Just paying attention to the environment, then arriving together as a group at Testhuset.

NOTE: The walk is 1.9km and will take almost half an hour at an easy pace and so may not be suitable for all participants.

10:30 Introduction & Coffee

Discussion of the silent walk. Observations of the environment, accessibility and inclusion.

Introduction to the cards again, the toolkits, the philosophy of the project and the people (Maia, Tim, Dubber, etc).

Nigel Cross, writing in 1972, pointed out then that: "professional designers in every field have failed in their assumed responsibility to predict and to design-out the adverse effects of their projects. These harmful side effects can no longer be tolerated and regarded as inevitable if we are to survive the future....There is certainly a need for new approaches to design if we are to arrest the escalating problems of the man-made world and citizen participation in decision making could possibly provide a necessary reorientation.

11:00 Satellite connection via ZOOM - ALL

Introduction to each satellite

CIL facilitators discuss plans for the week, present to all participants

12:00 Lunch

Local presentations of group work to date

Discussion of projects, ambitions and plans for the week

12:45 Group Presentations

Hi, this is our group, this is what we have been working on so far. Or: Hi, I'm not part of a group yet.

13:30 International Talk 1: Thomas Degn, Professor at Umeå Institute of Design (UID) at Umeå University

Live presentations to all CILs

Presented at Umeå via Zoom

Thomas Degn - Umeå Institute of Design https://www.umu.se/personal/thomas-degn/

14:00 Coffee break

14:30 Introduction to the Toolkit and Prototyping
Technology workshop and prototyping
Refer to Github documentation and tutorial links
Local technology tutors lead the discussion
Tin, Tim, William and other tech leaders introduce the sensors and discuss with the groups the ways in which they can connect and develop their technologies.
Groups start working on their prototype

15:45 Day review
Discuss the ideas and progress
Talk about potential problems that could be solved before tomorrow

16:00 Labs end. Return to hotel

Tuesday - 10 Oct - Venue: Testhuset, Brogatan 15

10:00 Update / Review & Coffee
Energiser / Icebreaker
Group brainstorming and peer feedback

10:45 Local presentation
Anna Olofsson
Karin Björk

11:00 INTERNATIONAL TALK ON ZOOM
Jamie Williams - Spectrum First

11:30 Idea feedback
Peer feedback

12:00 Lunch

12:45 Prototyping

13:30 International Talk 2: ACCAC - Kirsi
Live presentations at all CILs
Presented at one of the Labs or via Zoom
Key international presentations can be streamed to all participants

14:00 Coffee

14:30 Prototyping

15:45 Wrap Up and knowledge/inventory check

What do groups need to have in order to advance their projects?
What do groups need to know in order to advance their projects?
Do the participants want to change the schedule?

16:00 Labs end. Return to hotel

17:00 Orangeriet

We will gather to play pool, shuffleboard and boules
Dinner provided in the private dining area at 18:00
Dinner and Games evening supported by **Umeå Kommun**
https://orangerietumea.se/

Wednesday - 11 Oct - Venue: Testhuset, Brogatan 15

10:00 Update / Review & Coffee

Energiser / Icebreaker
Signing attendance forms
Group brainstorming and peer feedback

Announcement

For your information,Culture Moves Europe: new cultural mobility opportunities for artists

Today, the EU's largest cultural mobility scheme, called 'Culture Moves Europe', opens a new call for individual mobility. It is aimed at artists and cultural professionals who are at least 18 years old, legally resident in one of the 40 countries of the Creative Europe programme and active in the following sectors: performing arts, visual arts, music, cultural heritage, architecture, design and fashion design, and literature. Application is open from today until 31 May 2023.

The scheme offers mobility grants contributing to the travel and subsistence costs that may be completed with additional financial support to promote more diverse participation of people who are facing obstacles to international mobility. Increased financial support is offered to those who travel green, are parents of young children or require a visa. Artists with disabilities are particularly encouraged to apply, as Culture Moves Europe offers them special support to cover additional costs that may arise from disability to enable them to participate in projects across borders.

Commissioner for Innovation, Research, Culture, Education and Youth, Iliana Ivanova, said: "Culture Moves Europe supports the mobility of all artists, including those with disabilities, by helping them to overcome obstacles to the internationalisation of their careers. This contributes to the opening of aesthetics and the diversity of the cultural landscape. Culture Moves Europe has a role to play as a driver of a cultural change."

Since its launch a year ago, Culture Moves Europe has already supported more than 1,800 grantees who choose to collaborate with their international partners in another Creative Europe country ranging from Norway to Tunisia and from Portugal to Armenia, to implement their cultural projects. Applicants who were not selected in the first round of

calls are welcome to apply again. More information can be found on a dedicated website.

10:30 Prototyping
Hands-on prototyping to advance the projects

12:00 Lunch

12:45 Prototyping

13:30 International Talk 3: Milla Lindh from Deaf Blind Association
Live presentations at all CILs
Milla Lindh is a visual artist with hearing and visual impairments who works as an organisational director for the Finnish Association of the Deafblind which oversees the rights of the hearing and visually impaired people in Finland

14:00 Coffee

14:30 International Talk 4: Tom Fox
Iteration of projects - how to develop your work

15:00 Prototyping and Iteration

15:45 Midway evaluation
Evaluation form about the labs so far

16:00 Labs end. Return to hotel

Thursday - 12 Oct - Venue: Testhuset, Brogatan 15

10:00 Update / Review & Coffee
Announce Culture Moves Europe
Remember amazing things
Signing attendance forms
Group brainstorming and peer feedback

10:30 Prototyping
Hands-on prototyping to advance the projects
NOTE: At 11:00 MTF will be having a meeting with MUCF.
“Tirana Day of activism”
Multiplier Event stream - reach more people on YouTube

12:00 Lunch

12:45 Prototyping

13:30 International Talk 5: Markku Turunen, Professor at Tampere University: TACCU

Live presentations at all CILs

Markku Turunen, Professor of Interactive Technology / Founding member of TACCU Tampere Accessibility Unit Novel Digital Solutions for Accessibility

TACCU – Tampere Accessibility Unit is a multidisciplinary unit of Tampere University that carries out research and education related to accessibility and actively cooperates with stakeholders. Accessibility is an increasingly visible part of our society, and the industry also offers plenty of new employment opportunities for which education did not exist before. Hence, we educate future accessibility professionals who strive to create an equal, accessible world

14:00 Coffee & Prototyping

15:45 Wrap Up and knowledge/inventory check

What do groups need to have in order to advance their projects?

What do groups need to know in order to advance their projects?

16:00 Labs end. Return to hotel

19:30 - 21:00 Reception at the Governor's Mansion

Cold plates with soft drinks, beer and wine

Friday - 13 Oct - Venue: Architecture Faculty Open Theatre

10:00 Update / Review & Coffee

Energiser / Icebreaker

Signing attendance forms

Group brainstorming and peer feedback

10:30 Local presentation

Kasimir Suter Winter - Running a design agency in Umeå: challenges and opportunities!

11:00 Prototyping

Hands-on prototyping to advance the projects

12:00 Lunch

12:45 Prototyping

14:00 Coffee

14:30 Prototyping

15:45 Wrap Up and knowledge/inventory check

What do groups need to have in order to advance their projects?

What do groups need to know in order to advance their projects?

16:00 Labs end. Return to hotel

Saturday - 14 Oct - Venue: Architecture Faculty Auditorium

10:00 Arrive at Venue / Coffee

10:30 Introductions & Multiplier Event Kickoff

Introduction by Cornelia Redeker, Faculty of Architecture, Umeå University

Keynote: Michela Magas

Michela Magas bridges design and technology, academic research and industry. She is Principal Investigator and Chair of the Industry Commons Foundation, advisor to the European Commission and the G7 leaders, Member of President von der Leyen's High Level Round Table for the New European Bauhaus, and member of the Advisory Board of CERN IdeaSquare (ISAB-G). Michela is the Founder of Stockholm-based MTF Labs and has over the past 10 years been conducting technology experiments with its global community of 8000 contributors from the arts and sciences. In 2017 she was awarded European Woman Innovator of the Year.

Presentation of individual projects locally

Presentation of satellites via Zoom

Five minutes per satellite

12:30 Multiplier Event discussion

12:50 Wrap up - online

Final evaluation QR code on screen for participants

13:00 Networking and discussion locally

Appendix 5: CIL Participant Feedback

What did you do or make?

- I was part of the coding and testing of our “Accessible Smart Shelf”
- Brainstorming, working on pi pico, helping with other things
- The team I worked in made a sleeve/glove for carpal tunel syndrome. It was a mixture of a sewing project and “programming” project. We built in to the sleeve the open minds toolkit which allowed the vibrations and the lights and we built in a heater and batteries. We also 3d modeled and printed some decorations
- Björks home automation that works according to your feelings. Worked with design, hard and software.
- Created Digital Open Minds cards that can be shared, expanded, translated, readaoud and are more sustainable than printed ones. Digital Open mind cards can also be used to find perspective around your own bussines or focus group with custom settings.
- A sleeve for carpal tunnel syndrome
- The final idea we were working on was glove with technology to help reduce pain caused by carpal syndrom. It had some other options like monitoring heartbeat, remeinders for stretching, talking medicine... Options could be changed in mobile application.
- I tried to make a watersensors input output light and noise that screams st you. I manyally made a calibration system
- We built a wearable prototype for enhancing the concert experience for epileptic photosensible people. As they sometimes feel very stressed when/about going to concerts because of possible epileptic episodes and seizures, our prototype alerts to when the music and audio are too strong. Together with the wearable prototype, we designed a companion app with information about the concert (exits, music list, etc.) and epilepsy in general.
- My role in the project was developing the wearable, working on and programming its sensors and the communication that triggers it’s functionalities.
- Our project, the bracelet and app combination, offers individual, who live with epilepsy or are sensitive to light or sound, an opportunity to attend concerts with more confidence and minimized anxiety. The bracelet would feature two LED lights and integrated vibration, accompanied by intuitive sound and light icons, allowing users to identify and prepare for impending sensory triggers. The real-time connection to concert engineering teams would guarantee that users are informed about the upcoming sensory experiences. Within the app, users can access venue information, calming techniques, setlists, and customize their bracelet settings to their preference. This innovative solution empowers individuals to immerse themselves in the joy of live events, ensuring they are not missing out on memorable experiences.
- As well as designing the prototype for the app using Figma, I was the manager of the team. I ensured that everyone is up to date with the information and I defined the functionalities and their importance in both bracelet and app.
- A real time notifications for night music events where people with epilepsy will be alerted of possible triggers

- I gave assistance to projects that required my expertise and simultaneously developed a concept/design/prototype of a system to allow a mute person to express themselves through singing.
- Briefly, the system consists on capturing and translating physical attributes and gestures from a persons body into musical/singing gestures. It could be, hand gestures, breathing, head and chest related movement.
- Once translated into musical and sound properties they would feed a free real time singing synthesizer, which can trigger lyrics as well.
- The idea emerged from a conversation with Aizhan from the finnish delegation about creating a performance. Later on upon reflecting about how that would fit in the Open Minds motto I started thinking about singing imparments which then lead into the current concept.
- Our project was about making the concert experience a more accessible and enjoyable environment for people that have epilepsy or some other kind of audio or light sensitivity. We did that on two fronts, one was a prototype of a bracelet that received signals from an operator from the venue , these signals would vibrate the bracelet and give a indication to the wearer of what triggers would come next, having different icons for audio or light based triggers, so that the user could prepare themselves accordingly. This removes the lack of information which was the main concern that people with epilepsy had told us about during the interviews. The other one was a website we fully designed in which people could customize their bracelets in aspects such as color and vibration intensity. They also have information from concerts such as which songs have which trigger warnings, the ammount of people that are going to at the venue for potential stress. It also has information available about the map of the venue and grounding techniques if you start getting stressed.
- I made a pet bottle filament maker
- Hjälpte till med lite transporter och suport kring transporter och mat.
- In the role of facilitator of the Albanian team, I supported the participants throughout their collaboration process with the other participants (of different backgrounds) but also the collaboration among themselves, guiding their process during the workshop. The team worked on building a prototype for an accessible shelf that could be reached by anyone either through voice commands or manual commands.
- We used an open-minds chip to create a suitable home experience for people dealing with autism spectrum disorder. The idea is that when a person goes home, the door handles detect his mood and change the light, sound, and temperature according to his mood. I participated in research and application design.

What did you learn?

- The whole experience was a big learning course. I had the chance to learn more about the city of Umeå and a little bit of it's history. As well as having the chance to learn more about the other teams ideas and practices.
- That iterations are necessary and you shouldn't wait for a product to be fully finished to present it
- I mostly learned peer to peer and mostly in the field of the toolkit since I didn't have that much experience in activities such as soldering, programming, connecting wires etc
- How Raspberry Pi is programmed
- 3D Printing
- How amazing work ACCAC does
- Erasmus is a great project.
- Every one do not wanna be branded by the ability they do it have.
- Ethical thoughts ie. does someone who can't sing want to sing?
- I learned a lot about other people, countries, great ideas and much more. I like the city its very beautiful. It was fun to learn how to be more ooen minded and inclusive because everyone deserve to be treated equally no matter what problem they have.
- I learned a lot about inclusivity, and I feel that listening to other's projects brought my attention to many aspects how accessibility can be included in projects and work.
- If two sensors are connected too the same pin (which they were on the board) it's kinda hard knowing which sensor us the one giving output. I also learned a lot about others people's countries and had a great discussion about military...
- I learned about group working, how to use toolkit like the open minds, use 3D printer.
- something new about incusivity
- I learnt that programming is a lot more innovative than i had previously imagined
- On the technical level, I learned a lot about electronics, sensors and the raspberry pi pico, as well as how to make a react native app with bluetooth support for communication with the pico. Simultaneously, I learned a lot about radical inclusion and how to contribute to more accessibility for all people, including on how to educate people for these topics.
- I had been to Sweden before, but for a small city, Umeå is fantastically developed. Learning about how it is integrating technology (which they have developed even more than most places) to benefit most people is inspiring.
- I learned valuable teamwork skills and of course how technology can improve the inclusion factor in society as long as the society itself is ready, informed and open minded. I got the opportunity to meet so many interesting people, share experiences and life stories. I get to experience a completely different lifestyle in Umea. How people lead a slow and quiet life and prioritize their well-being. I was also highly impressed by the education faculties in the city. It is truly impressive how prioritized it is, how wonderful the buildings are. A space you wanna stay in.
- Cooperation, brainstorming and working with people from different backgrounds and cultures for reaching a common goal. How to work in a solution by having in mind, from the very beginning, a design for all approach

- I believe the awareness to radical inclusion is the biggest take away. The importance of welcoming and including people from all walks of life, regardless of their backgrounds, identities, or beliefs. Allows to challenge our own beliefs and mental frontiers. Ultimatly this leads to greater diversity and representation in communities and organizations, which can result in a richer exchange of ideas and perspectives and foster creativity and innovation that generate novel ideas and solutions to complex problems. But of course, has it's own challenges...
- There are some phenomenons worth upon reflecting related to team work and short-term projects. The concept presented here started taking shape in conversation with members of the finnish delegation. Around the 3rd day we were asked to do some brainstorming with our group. While I was finishing some task I noticed my collegues didn't came to me and I went to look for them.
- When I found them, I asked "hey, let's work on the given task (brainstorming)". One replied "I think we are gonna work on another project that we started now."
- I replied: "Sure no problem. But do you want to keep working on this?"
- And he replied: "No, I think we didn't understand your idea."
- That made me feel sad for a moment but made reflect on two things:
- People from different backgrounds have different languages (I'm not speaking about technical language), which can be simultaneously an advantage and an obstacle for creativity and innovation. Ideas flow easily when everyone speaks the same language. A good example would be music in the rehearsal room when everyone understands the big picture to convey with the music being worked on.
- Trust lies on the ground base for creative and innovative work (or any team work for that matter). Why people tend to work in the confines of their pre-established groups? Because they trust each other and they have a safe space to be themselves which build by spending time together and sharing experiences, regardeless of someone declaring or not that that the space is safe. These ties might be more difficult to buid for some than others, they take time, and everyone is different. Of course there's the other perspective, for example, when people are told what to do or "you're being payed for...". People are on a mission or task thats must be done in a given time, in that context I would argue that people tend to take a more pragmatic approach.
- Moreover, the city made me reflect on my own hometown. Simple things like, tidyness of the city, pollution, the air quality, the cars and driving style, city geographies. How weather shapes the culture of countries. I wish it would be possible to make people more aware of their own cities and how they behave on it.
- I'd say the main point I learned about was about empathy and start thinking outside my own life. How people that are not me get affected by the design of everything around us. Other than that I was astonished how Sweden worked and how different it was from my own city and how people led their lives their. It was also very interesting to see how different small things was for everyone I interacted with. There was a night at the hotel that we spent almost 2 hours just talking about wedding traditions in our own countries and it was intriguing.
- I learnt a lot about using CAD software and further developed skills in many engineering related tasks.
- Att det är fantastiskt roligt när man kan vara med på ett hörn och bidra!

- Blev påmind om att man så ofta man bara kan skall säga JA till att hjälpa till när någon frågar och tror att man kan bidra.
- I have been exposed to the discourse around inclusion and accessibility for a long time, however this MTF Lab opened up so many new perspectives both on a professional and personal level, providing the activities with a simultaneously caring and solution-driven approach that was really impressive to experience. The welcoming atmosphere of the city itself, the openness of the people and the scenery definitely inspired all of us. I learned that there are so many ways to work together when it comes to engaging young people, an experience that I will definitely transfer onto my own teaching and overall work.
- I want to highlight the incredible sense of freedom I experienced when tackling meaningful problems during this learning journey. This approach, unlike anything I've encountered before, revealed the tremendous potential of the human mind. There were no constraints, no boundaries, and no instructions to follow—just the freedom to create solutions for real human issues. This might seem ordinary, but coming from a country with a rigid curriculum, I couldn't help but wonder about the profound impact this kind of freedom could have on the future generation if we provide this to the youth of my country. I'm certain that many students in my country are unaware of such a dynamic learning environment. Now my goal is to create a bigger impact of these learning to somehow pass on to the people of my country.
- The diversity of backgrounds and unique perspectives of individuals looking at various scenarios was a genuine treasure for me. Learning became an expansive experience, opening my horizons to new levels. Now, I see how I can share these valuable insights with others in my life.
- From an educational standpoint, I've learned to generate ideas from scratch and navigate the stages of finding solutions for human problems. The ability to push boundaries and think outside the box has become a valuable skill that I believe will significantly shape my future.
- Turning to Umea, the city revealed itself as an oasis of peace, calm, and vibrant life. The night I arrived, I didn't expect to fall in love with it so quickly. The calmness during the day, with people involved in their routines, seamlessly transitions into lively night activities, showcasing a worthy work-life balance. Umea's charm lies in its tranquillity and vibrant undertones, making it an ideal setting for personal and intellectual growth. One more important thing, the food was great.

How was your overall experience?

- It was a great experience overall.
- P.s A little bit of too cold temps :D
- For me, it was great. The people were mostly open and the projects were great. I just wish everyone was a bit more interactive with each other.
- It was good. I would say I find some things a bit better than the others. There were complaints about the food within the group, especially for the vegan member.
- Positive. Would do again.
- Overall experience was quite good. Ig only we coulda be mixed from the start with other

participants that would be better in my opinion

- It was really nice. There was really many different and interesting people to meet.
- I had really fun
- It was good. I would wanted to organizer emphasize more on mixing the groups and maybe somehow start thinking new projects on those groups. Now unfortunately every country where in a different stage and that was one of the reasons why it was hard to blend to their group. It was also sad that there was no enough cables for everyone to actually work on the toolkit.
- ok
- It was good
- I loved the experience, in general. We learned a lot of critical thinking skills on accessibility and radical inclusion, which I wouldn't think of so much in the past. Similarly, working with people with different backgrounds and thus, different ways of thinking is fantastic and mind-changing. I would 100% repeat the experience!
- I had a lot of fun, although I wasn't prepared to spend my own money on commute, that was a bit disappointing. I would have also enjoyed a more clearly defined goals, I couldn't split my time correctly to spend enough time mingling instead of working on the project. I really enjoyed the positivity of everyone and all the smiles as well of freedom.
- It was great experience to share with many different people and work in similar but at the same time very different ideas.
- Most part of this I believe was already answered in the previous questions, but I would summarize that I had a very positive and enriching experience. I'm very grateful for this oportunity.
- I had high expectations, and even then, they got surpassed really, it was so refreshing to connect to such different people. All the cultures clashing was a delight to see , and we had such good hangouts every night. I was worried that everyone would close themselves in their own country groups, and even though they did that in their projects, it wasnt the case at night. I loved it.
- Great
- Väldigt positiv, kände att jag velat varit med mera under veckan, för att se och förstå den kreativitet som flödade.
- The overall experience was great. The dynamic agenda and the care of the organizers throughout the entire week really created a supportive and inviting environment for everyone, it seemed like we all had known each other for a long time.
- I could write more, but I just wanted to mention that this was a life-changing experience.

What will you remember most?

- The teamwork was something that will be glued in my mind for some time, as well as the beautiful and well-thought spaces we had the chance to work in.
- The presentations, the motivation, the innovation
- Cooperating with people
- Team members.
- City, people and fun i had. Also new .things i learned
- I will remember people and what we talked about, aswell as knowledge we aquired. And I will remember the city and university of architecture and design.
- Honestly all of the discussions I had with all of the other people in the event
- The hotel and my group!
- the city
- The people
- Collaborations with different people, the night conversations with the Finnish team, working on and presenting our prototype.
- One of my highlights was the tour of the design school as well as the museum inside it. It made such a big impact and made me rethink my education. I also enjoyed the evenings in the hotel, where I learned the most about other participants of the project. I will remember those stories.
- The experience of working in this problems and new environments
- Hard to tell in short-time, but I believe in long-term I will remember the people and the city.
- The people I met, by far, even if the project was cool in itself and the city was amazing, the people and the connections I had with them was really what stuck with me and will forever.
- The people
- Att jag fått träffa Andrew, vilken stjärna!
- Att ni krigade för killen från Albanien så han tillslut fick komma till Umeå.
- Berömmet till Umeås Lokaltrafik, har berättat det för chefen på Transdew som sköter den. Viktigt att det berömmet också hamnar hos Ultra/Umeå Kommun.
- I will remember the engaging conversations, the inspiring architecture, and definitely the new colleagues I met and hope to work with again in the future.
- Most importantly, what I'll always remember is the people. I've learned so many good things about different ways of learning and accepting each other. Every person I met taught me important lessons, showing me the diverse and beautiful experiences people have from different part of the world. It was about understanding and caring. By accepting each person's uniqueness, I found a wider and kinder way of looking at the world, making my own learning journey much richer.

Any other comments?

- Many thanks to the team behind of all this beautifully organized workshop.
- Thank you for everything
- This is a suggestion. I recommend you don't tell people to come from their countries with prepared ideas because that will make them stick together and not allow them to mix with others. Also, maybe mix the nationalities in the rooms. So people can have their own national team, their roomates and their group they chose/were placed in to. That way every person is automatically a part of atleast 3 groups and it will decrease the chances of having national teams sticking together
- Organizer should offer all the cables needed for the project.
- I wish next time there would be more open communication about what is the goal and why we are doing the project. Thank you for the everything.
- Although it got better by the end of the week, I feel we sometimes needed a bit more time to work on the prototypes for better results. Still, the final projects were very good :)
- Some activities and spaces including the silent walk or the game of ball were not really that accessible and I believe all members want to feel included in all activities.
- From my perspective, there was a lack of organisation. We didn't receive enough information about wich meals were included and which of them we were expected to pay, how to reach the airport from the hostel when there were no buses at night. Also the studio didn't look big enough to move, making a problem for everyone but more specifically for people with other type of difficulties. Not many people with disabilities at the event able to share an opinion about accessibility, given that the main purpose was that one. Also, I dont believe that Swedish student were really aware of what was happening or what were we trying to reach during it.
- Even the idea that they were developing something for later sell it to a company, which ai don't understand how was that related to open minds
- Even though I loved the experience immensely , I do have some constructive criticism to give. Although the talks were very cool, I'd say we dont have enough time for them, because we only have one week to work on the project. I'd say focus more on team building exercises instead of those, because even if it seemed like it didn't do much, the ice breakers helped a lot. Also , from stuff I heard from the participants, I'd urge you to add more diversity to your team so some things get rethinked in different lenses, as it's what the project is all about.
- :D
- Stort beröm till er arrangörer bakom detta. Man brukar säga att ingen kan göra allt, men alla kan göra något. Ni gör verkligen skillnad, tack!

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