

TOOLKIT for INCLUSIVE CO-DESIGN

DES
IGN
NESS

2026

Design Toolkit as an operational tool to support
Co-Design in Art and Design Academies

OOH...
OMG!

TOOLKIT

X

WOOOW!



Co-funded by
the European Union

**SPECIAL
EDITION**

INFO



Co-funded by
the European Union

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[HTTPS://WWW.DESIGNNESSPROJECT.COM](https://www.designnessproject.com)

PARTNERS



NUOVA
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Art Academy
of Latvia



Vilnius
Academy
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Strategie
Culturali



Design for All
Italia



DISCOVER THE JOURNEY
OF SIX ORGANIZATIONS
WORKING TO DRIVE
MEANINGFUL CHANGE
ACROSS THE EUROPEAN
HIGHER EDUCATION
SYSTEM, WITH A STRONG
FOCUS ON INCLUSIVITY
AND TRANSFORMATIVE
DESIGN. 12 STEPS THAT
OTHER ORGANIZATIONS
MAY FOLLOW TOO.




THE INITIAL IDEA

THE WORD INCLUSIVITY IS EVERYWHERE... BUT WHAT DOES IT ACTUALLY MEAN FOR US?

WHAT IF WE START A PROJECT ON INCLUSIVITY RIGHT HERE IN OUR ART & DESIGN ACADEMIES?

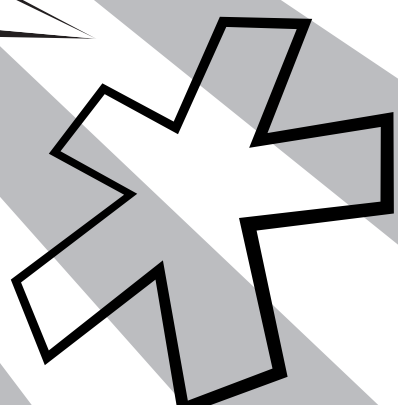




OUR AMBITION IS
TO CHANGE THE MINDSET,
TOWARDS DESIGN
PRACTICES
THAT WILL BE BASED ON
NEW METHODOLOGIES
AND STRATEGIES!

LET'S CALL
IT DESIG*NESS:
DESIGN PLUS
INCLUSIVENESS,
WHERE THE ASTERISK
STANDS FOR
EVERY KIND OF
DIFFERENCE.

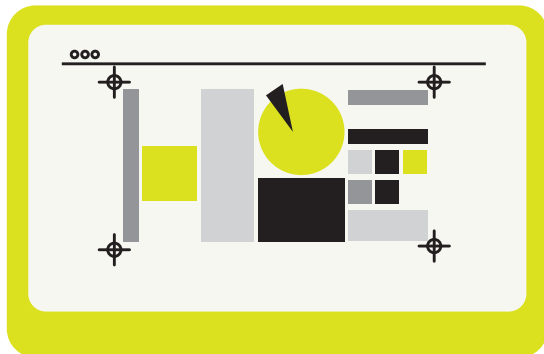
YOU TALK ABOUT
'INCLUSIVITY',
BUT WHO IS STILL
LEFT OUT?
ARE WE OPENING
DOORS...
OR JUST BUILDING
A NICER CAGE?




MAPPING EXISTING COMPETENCES

SO, WHAT ARE WE GOOD AT?
SHOULD WE MAKE A LIST OF OUR SKILLS?

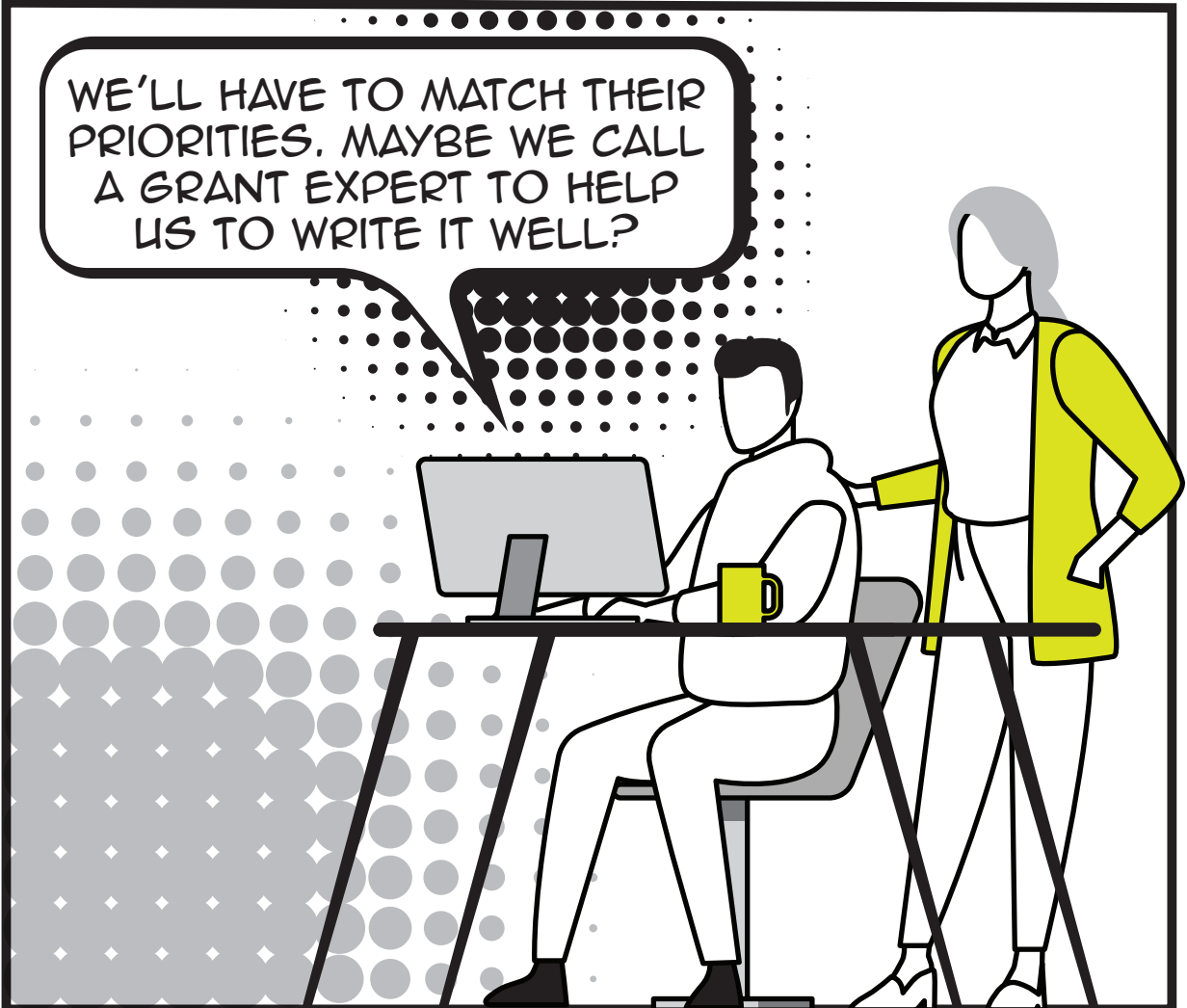
LET'S STAY OPEN AND LEARN FROM OTHERS.
WE'LL DO IT THROUGH PRACTICE-BASED RESEARCH.

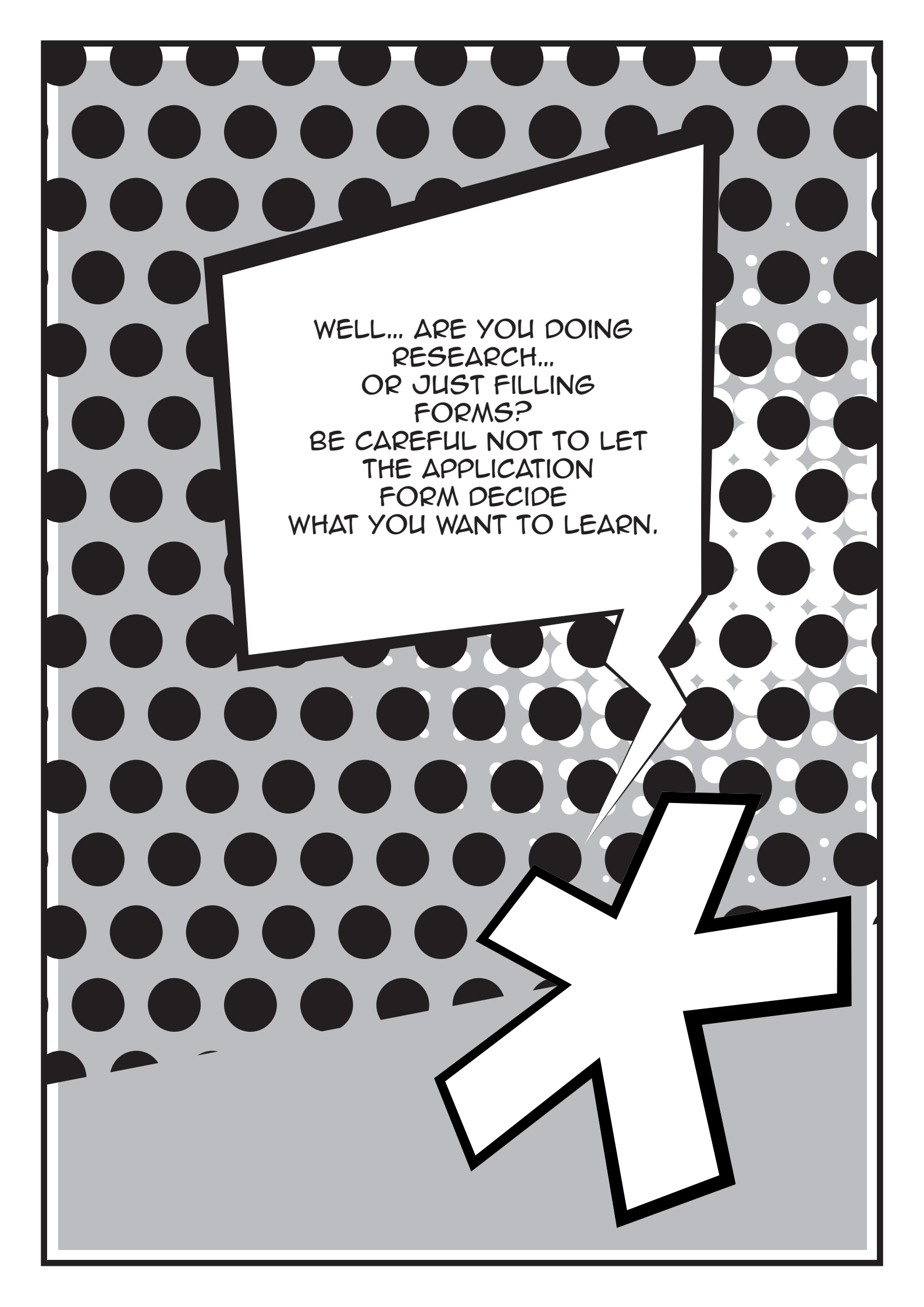




IF YOU SAY YOU'RE OPEN,
WHY DO YOU START BY
DRAWING BORDERS
AROUND YOUR SKILLS?
REAL CHANGE BEGINS
WHEN YOU ALSO DOUBT
WHAT YOU ALREADY KNOW.

LOOKING FOR OPPORTUNITIES





WELL... ARE YOU DOING
RESEARCH...
OR JUST FILLING
FORMS?
BE CAREFUL NOT TO LET
THE APPLICATION
FORM DECIDE
WHAT YOU WANT TO LEARN.



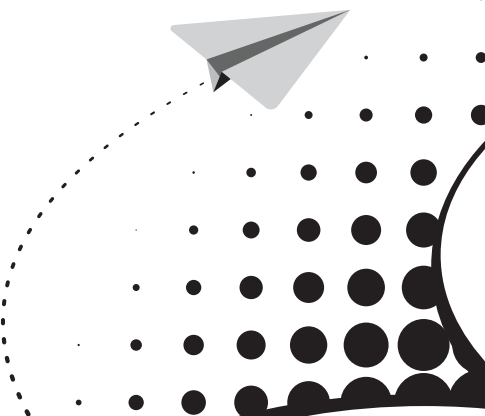
SETTING THE PARTNERSHIPS

CHOOSING PARTNERS IS TRICKY.

GOOD PARTNERS BRING IDEAS, TIME, PEOPLE, AND ENERGY. THEY MAKE WORK EASIER AND RESULTS STRONGER.

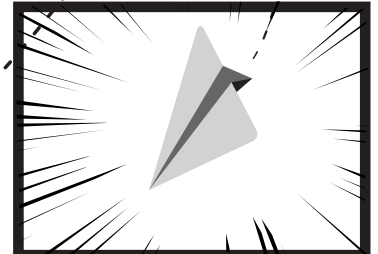
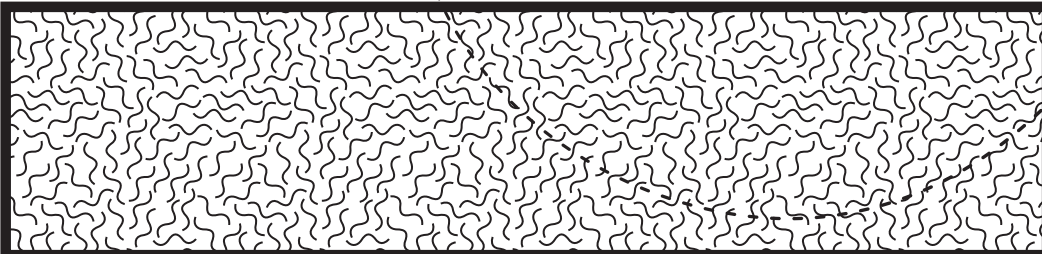
LET'S INVITE ACADEMIES THAT ALREADY CARE ABOUT INCLUSION.



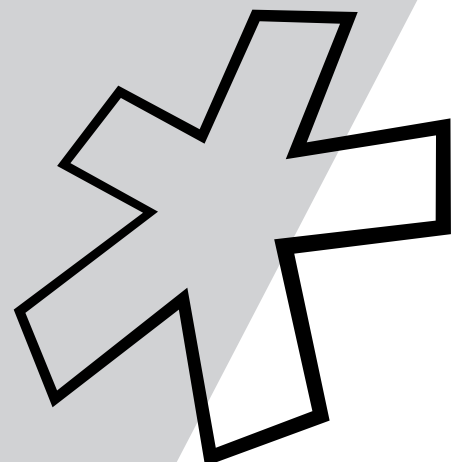


WE NEED PEOPLE FROM
DIFFERENT COUNTRIES,
DIFFERENT CULTURES,
AND DIFFERENT
VIEWPOINTS.

WE ALSO NEED A
COMMUNICATION PARTNER
— SOMEONE
WHO CAN EXPLAIN
OUR WORK CLEARLY.




IF EVERYONE AROUND THE
TABLE ALREADY THINKS
LIKE YOU, WHO WILL REALLY
CHALLENGE YOU?
A SAFE GROUP IS NICE -
BUT IT DOESN'T ALWAYS
HELP YOU TO GROW.



DEFINING THE TIMING OF THE PROJECT





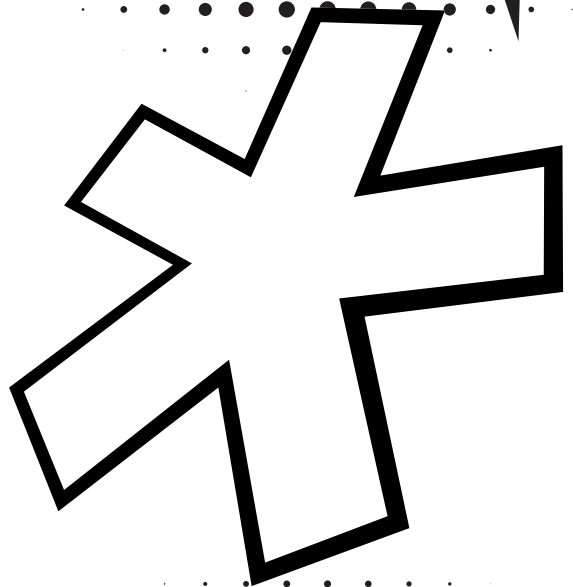
A woman with long black hair, wearing a yellow t-shirt and white pants, stands on the left, pointing with a black marker at a calendar. A man with a yellow afro, wearing a grey patterned shirt and white pants, stands on the right, looking at the calendar. The calendar shows dates 6, 13, 14, and 28. The background is a grid of black dots of varying sizes.

THE LAST PART SHOULD GIVE US TIME TO THINK ABOUT THE LEGACY OF THE PROJECT.



A large white speech bubble with a black outline, containing text. The background is a grid of black dots of varying sizes.

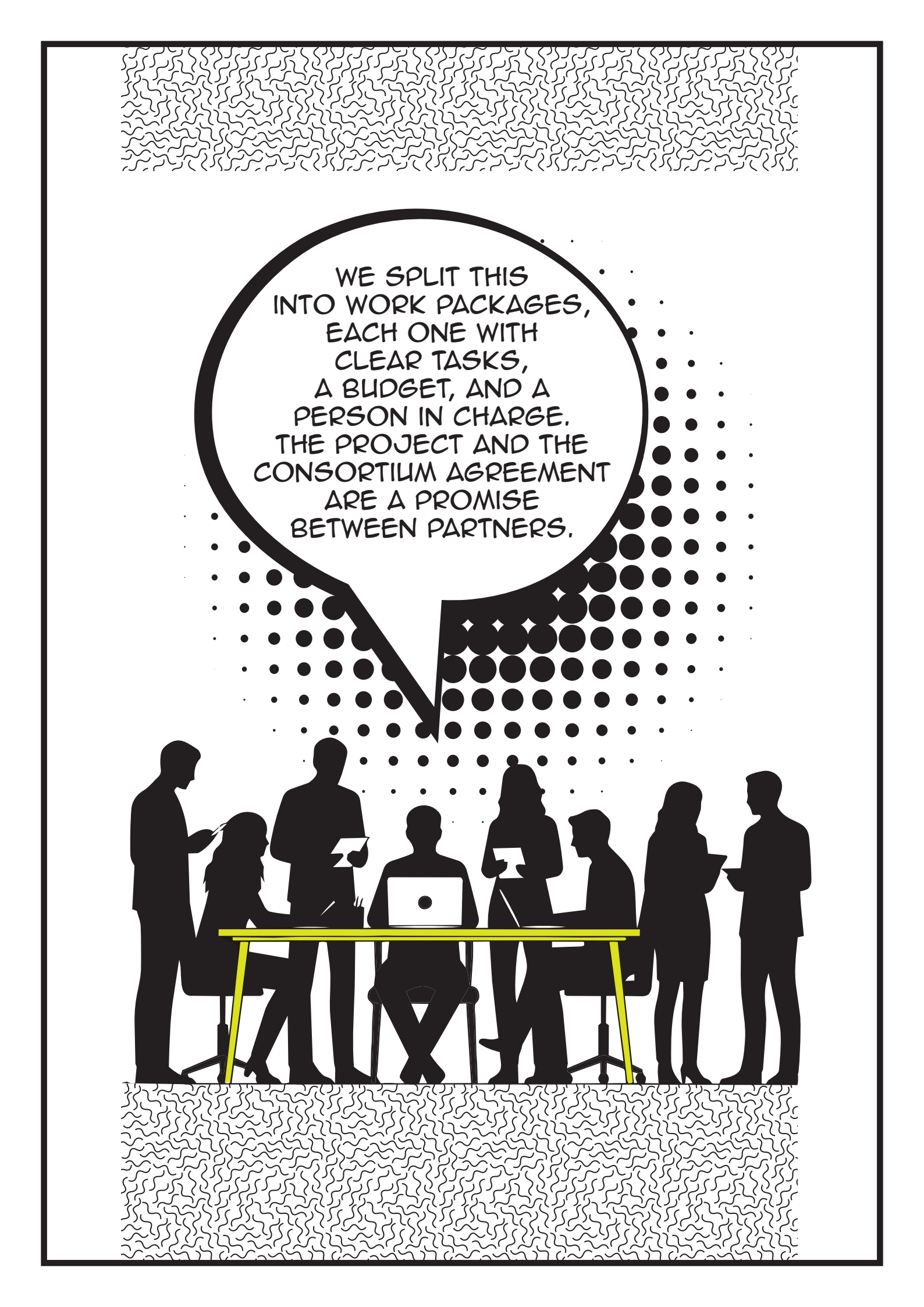
PLANNING IS USEFUL... BUT DON'T CUT AWAY EVERYTHING THAT DOESN'T FIT INSIDE YOUR CALENDAR. SOMETIMES THE BEST IDEAS ARRIVE LATE OR OFF-PLAN.



OUR MAIN GOAL IS TO PROMOTE INCLUSION AND TRANSFORMATION IN EUROPEAN HIGHER EDUCATION BY:

1. CREATING A TRANSNATIONAL TEACHERS' TRAINING PROGRAM
2. AN INTERNATIONAL SUMMER SCHOOL PROGRAM FOR STUDENTS
3. GUIDELINES ON DESIGN INCLUSIVENESS IN ART & DESIGN ACADEMIES.





WE SPLIT THIS
INTO WORK PACKAGES,
EACH ONE WITH
CLEAR TASKS,
A BUDGET, AND A
PERSON IN CHARGE.
THE PROJECT AND THE
CONSORTIUM AGREEMENT
ARE A PROMISE
BETWEEN PARTNERS.



LOGO TIME: THREE
OPTIONS, EVERYONE VOTES.
THE DESIG*NESS LOGO
SAYS DESIGN IS FOR
EVERYBODY.
THE * CONNECTS DESIGN
WITH ALL PEOPLE.

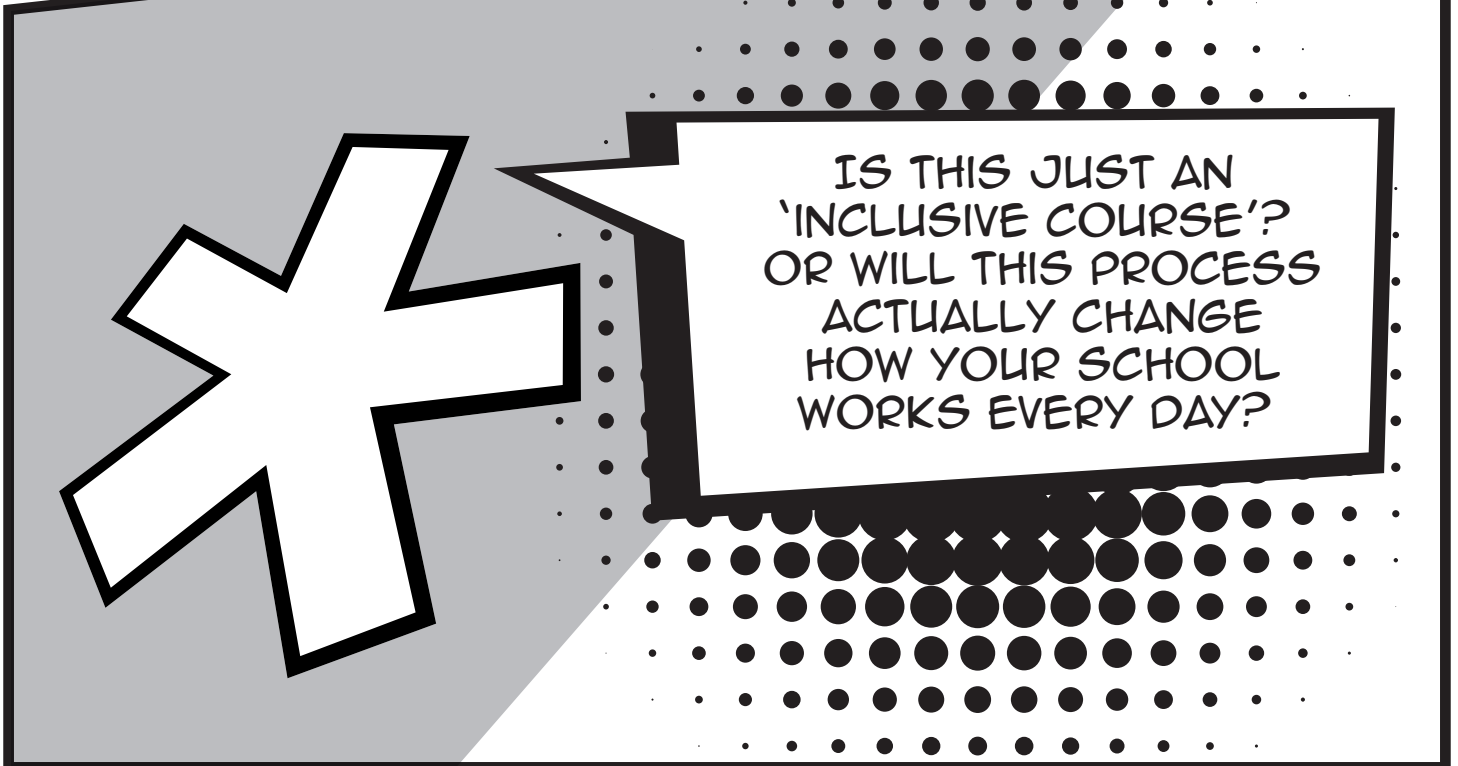
THE TEACHER TRAINING
COURSE WILL COVER: INCLUSIVE
DESIGN, HUMAN-CENTRED DESIGN,
TOOLS FOR INCLUSIVE LEARNING,
ACCESSIBILITY OF SPACES AND
MEDIA, MOBILITY, VISUAL
IMPAIRMENTS...





WE CHOOSE TEACHERS FROM THE THREE SCHOOLS. WE KEEP THE COURSE SHORT, RECORD THE SESSIONS, ADD SUBTITLES, AND SHARE IT ONLINE.

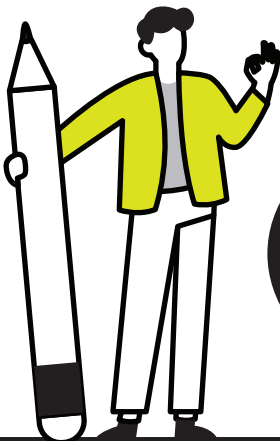
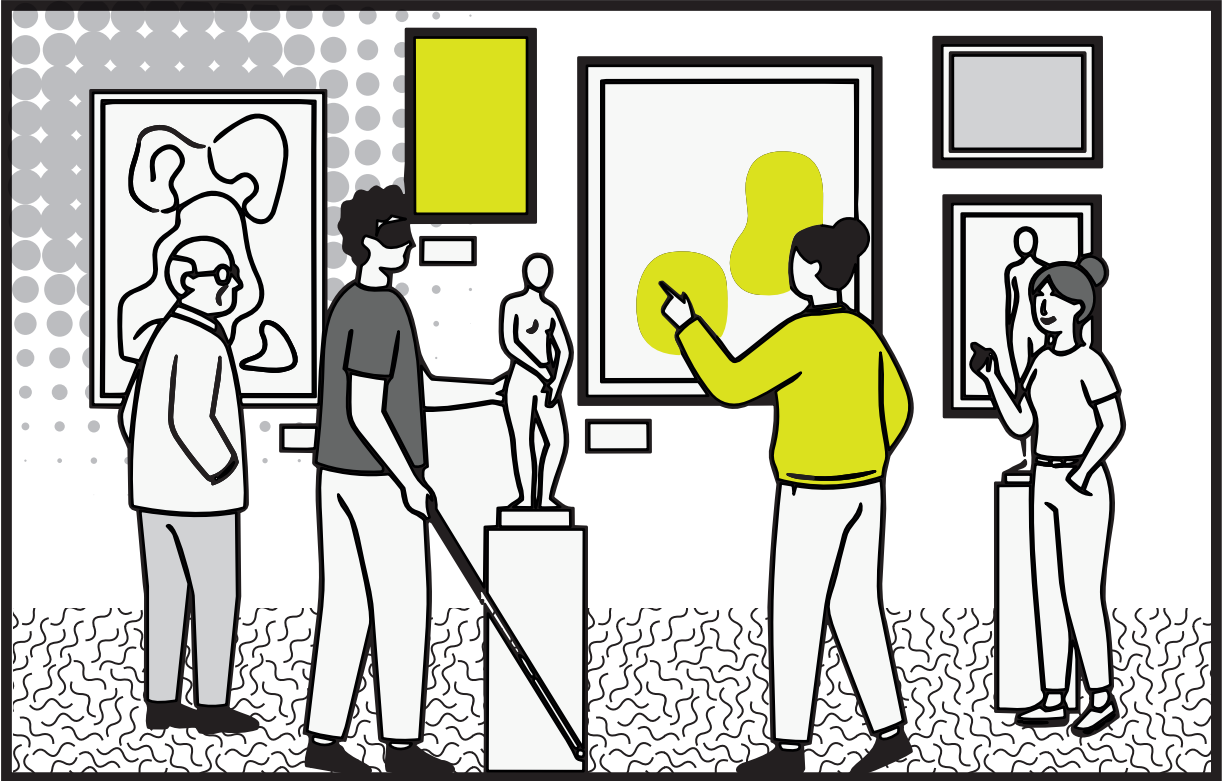
THIS HELPS US SEE BOTH COMMON NEEDS AND PERSONAL ONES. BUT... WHAT ARE WE STILL MISSING?



IS THIS JUST AN 'INCLUSIVE COURSE'? OR WILL THIS PROCESS ACTUALLY CHANGE HOW YOUR SCHOOL WORKS EVERY DAY?

ACTIONS:

- CALL FOR TEACHERS
- PICK SUMMER SCHOOL LEADERS
- CHOOSE LOCAL COMMUNITIES
- CALL FOR STUDENTS (WITH PRIORITY FOR STUDENTS WITH SPECIAL NEEDS)
- ORGANISE TRAVEL AND STAYS
- RUN WORKSHOPS
- CO-DESIGN



WHAT CAN WE
BRING INTO
EVERYDAY
TEACHING?

WHAT HAVE WE
LEARNED, AND
WHAT SHOULD WE
CHANGE NEXT TIME?

WHAT SHOULD
EACH ACADEMY
TAKE HOME FROM
THIS EXPERIENCE?

IS SOMEONE
DOCUMENTING THIS?
WE NEED A CLEAR
STORY FROM THE
INSIDE.

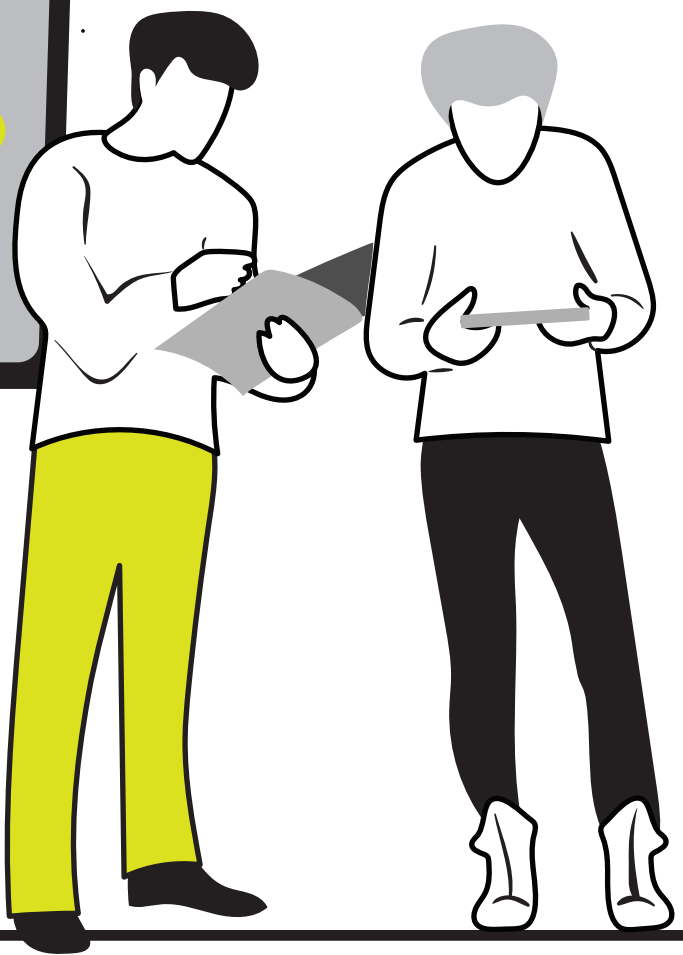
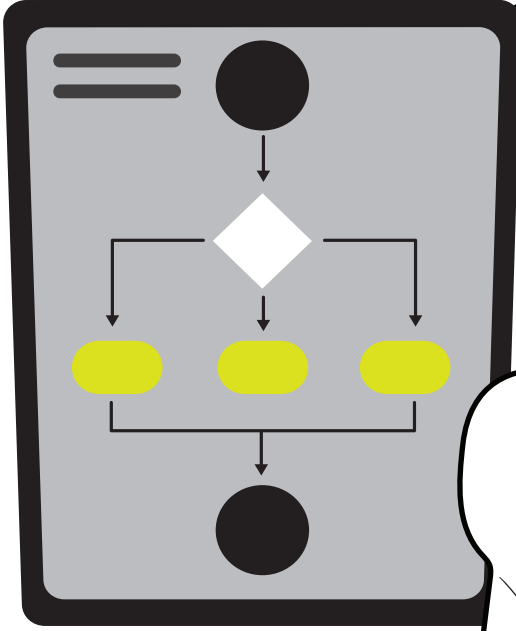
MEETING IN
PERSON CHANGES
EVERYTHING.
WE SHOULD DO IT
MORE OFTEN.


THIS ALSO
MAKES OUR
COLLABORATION
STRONGER.

YOU'RE GREAT
AT ORGANISING
AND CHOOSING.
BUT CAN YOU
ALSO SHOW WHAT
DIDN'T WORK?
IF YOU SHOW
ONLY THE GOOD
PARTS, WHERE
WILL YOU KEEP
THE DIFFICULT
LESSONS
THAT ACTUALLY
HELP YOU GROW?

LET'S CALL IT A
TOOLKIT;
STRUCTURED, BUT
STILL FLEXIBLE.

WHAT IS THIS FOR?
AND WHO WILL
REALLY USE IT?

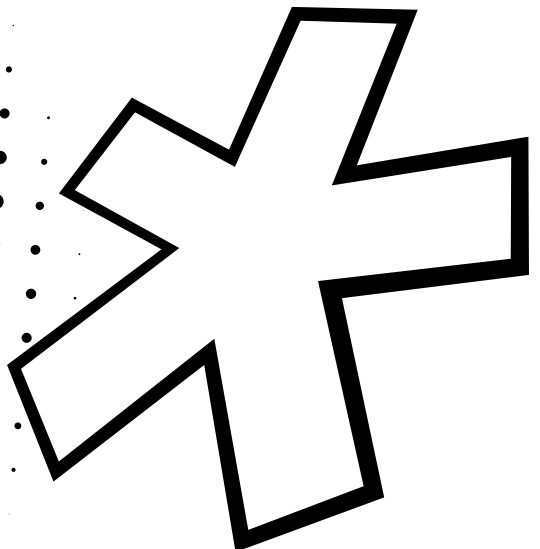




MAYBE WE NEED
DIFFERENT FORMATS:
A DOCUMENT FOR
INSTITUTIONS, AND
SOMETHING LIKE
A COMIC BOOK.

LET'S ASK PEOPLE WHAT
INCLUSIVE DESIGN MEANS
TO THEM, HOW CO-DESIGN
WORKS IN THEIR DAILY
PRACTICE, HOW
TEACHERS CAN MAKE
TIME TO LISTEN,
AND HOW STUDENTS
CAN HAVE MORE
POWER.

IF THE 'TOOLKIT'
ARRIVES ONLY AT THE
END, WAS THE PROJECT
REALLY CO-DESIGNED
- OR ONLY THE
LAST CHAPTER?

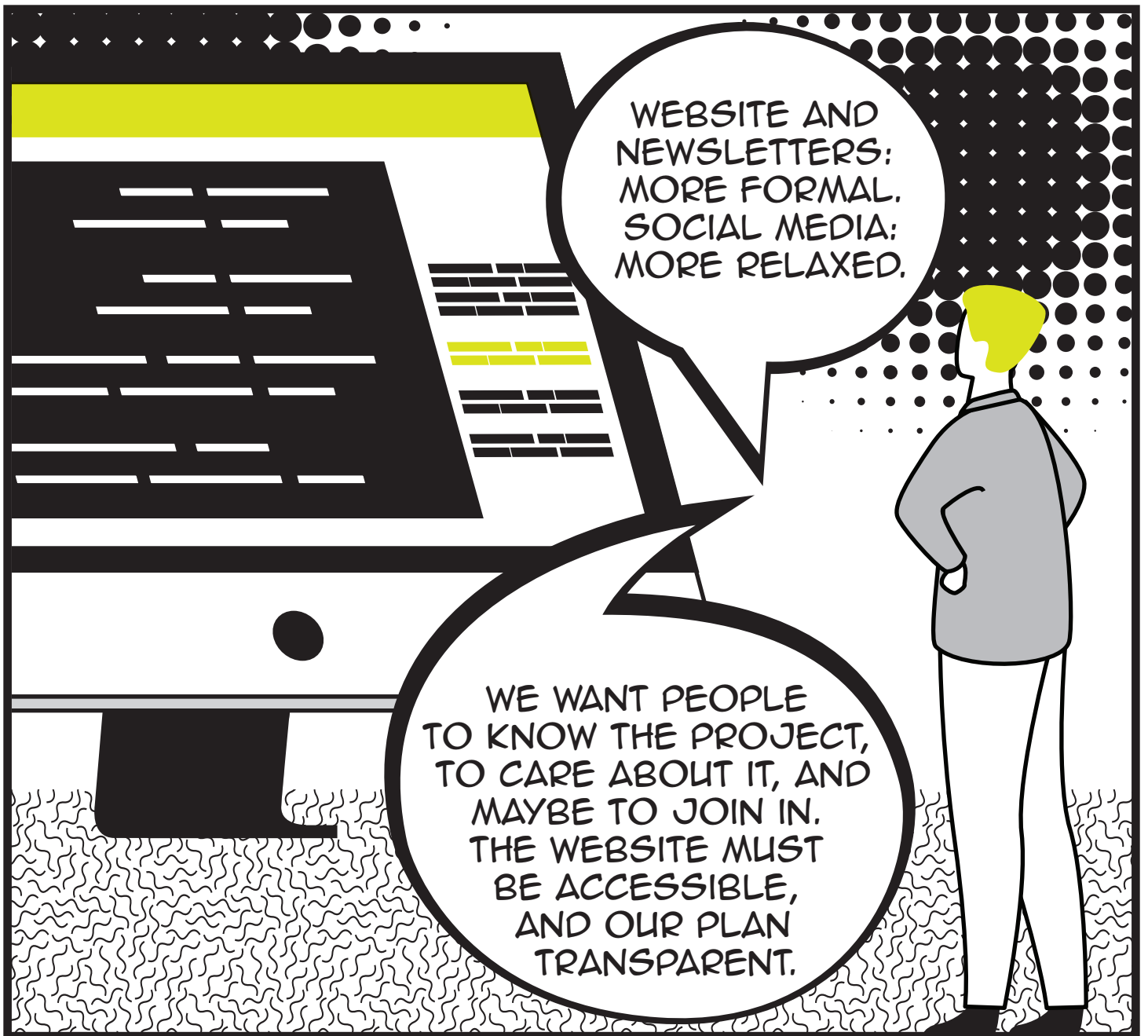


COMMUNICATING THE PROJECT

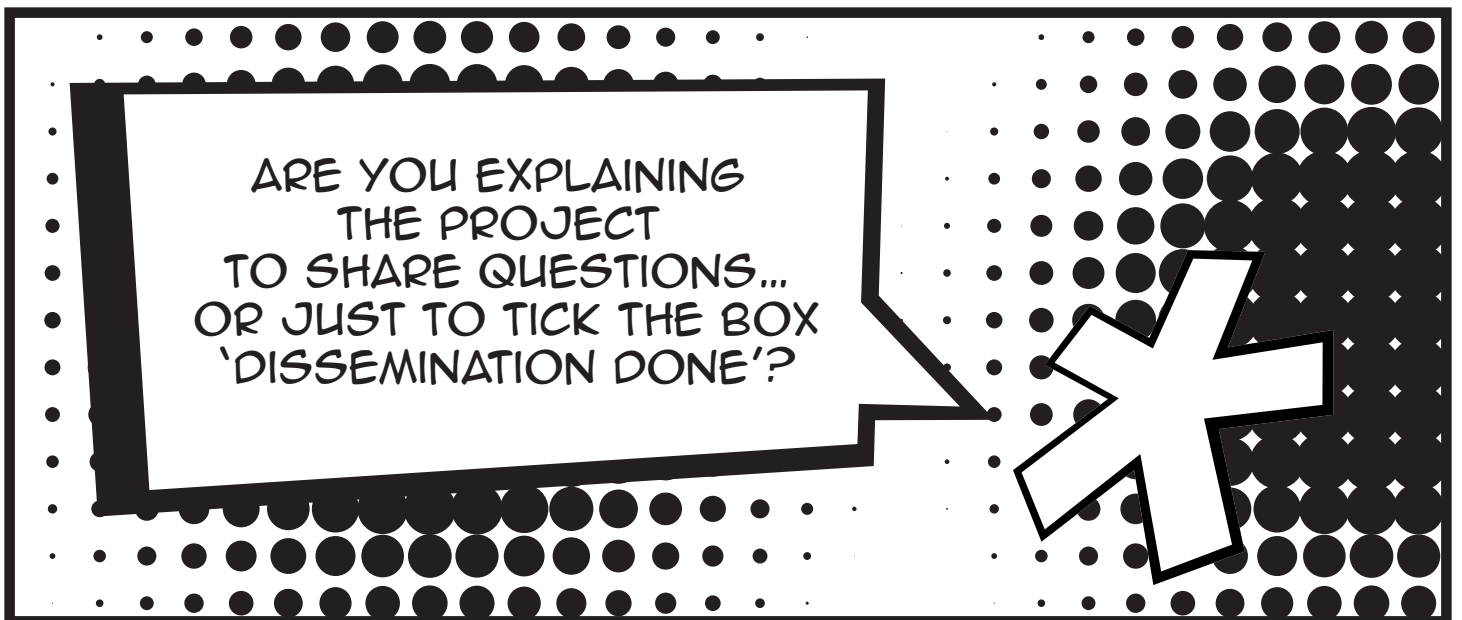


NO MAGIC RECIPE,
BUT SOME SIMPLE
RULES.

SPEAK IN A WAY
THAT DOESN'T PUSH
ANYONE OUT:
CLEAR, RESPECTFUL,
AND EASY TO FOLLOW.

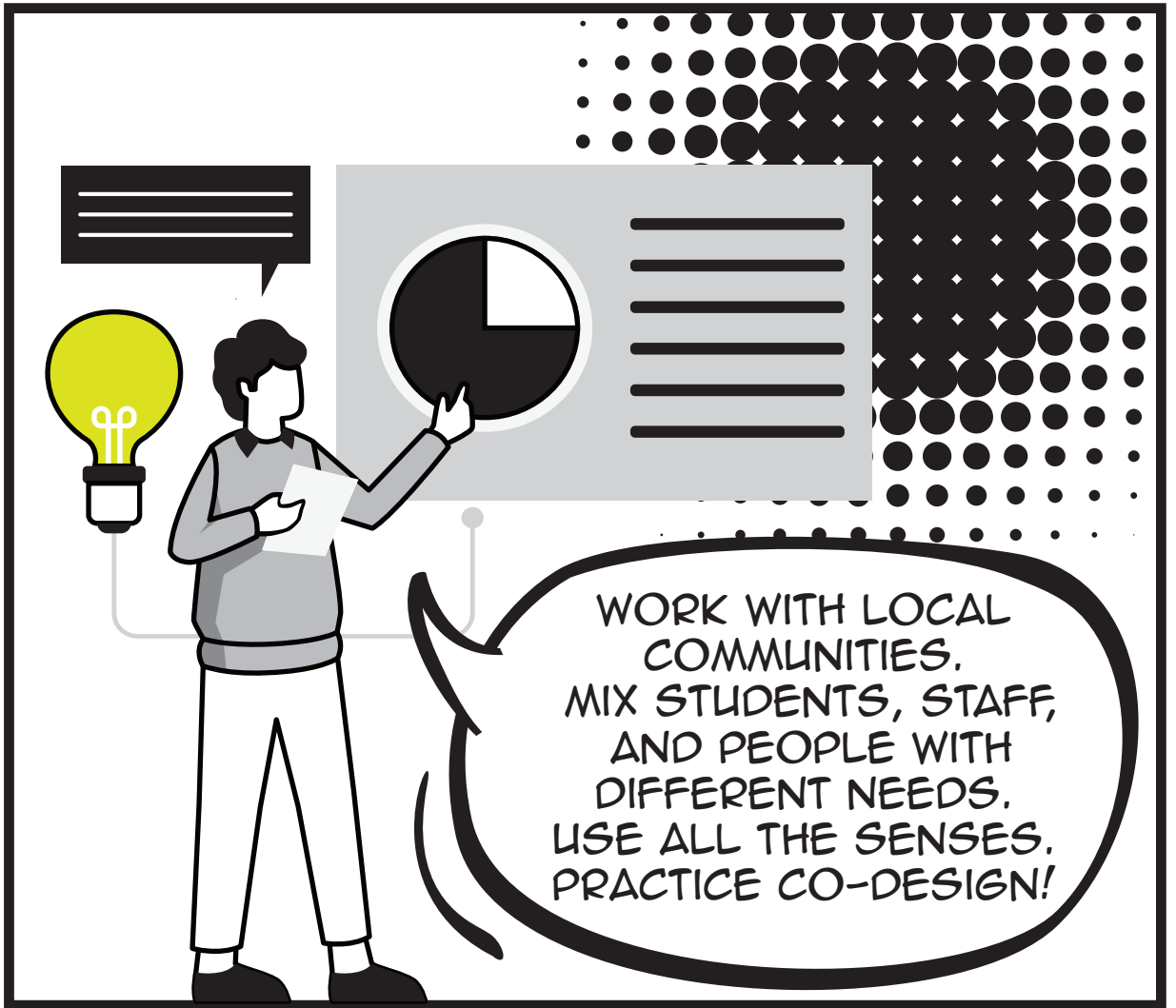


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QUESTIONING THE RESULTS

11



WORDS MATTER.
WHO DO WE NAME?
AND WHO DO WE OVERLOOK?
AND WHENEVER
POSSIBLE,
MEET IN PERSON!

THE PROJECT IS
NOT ONLY THE FINAL
RESULT.
IT'S THE PROCESS,
THE PEOPLE
WE MEET, THE
RELATIONSHIPS
WE BUILD.

ARE YOU CELEBRATING
THE PROCESS
BECAUSE IT TRULY
CHANGED YOU...
OR BECAUSE IT'S EASIER
THAN CHANGING THE
SYSTEM
YOU WORK IN?

KEYWORDS

EXPERIENCE

INCLUSIVE TEACHING

CO-DESIGN

LISTENING

FAILURE AS

LEARNING

EXPERIMENTATION

WORKSHOPS

EVERYDAY PRACTICE

PROCESS

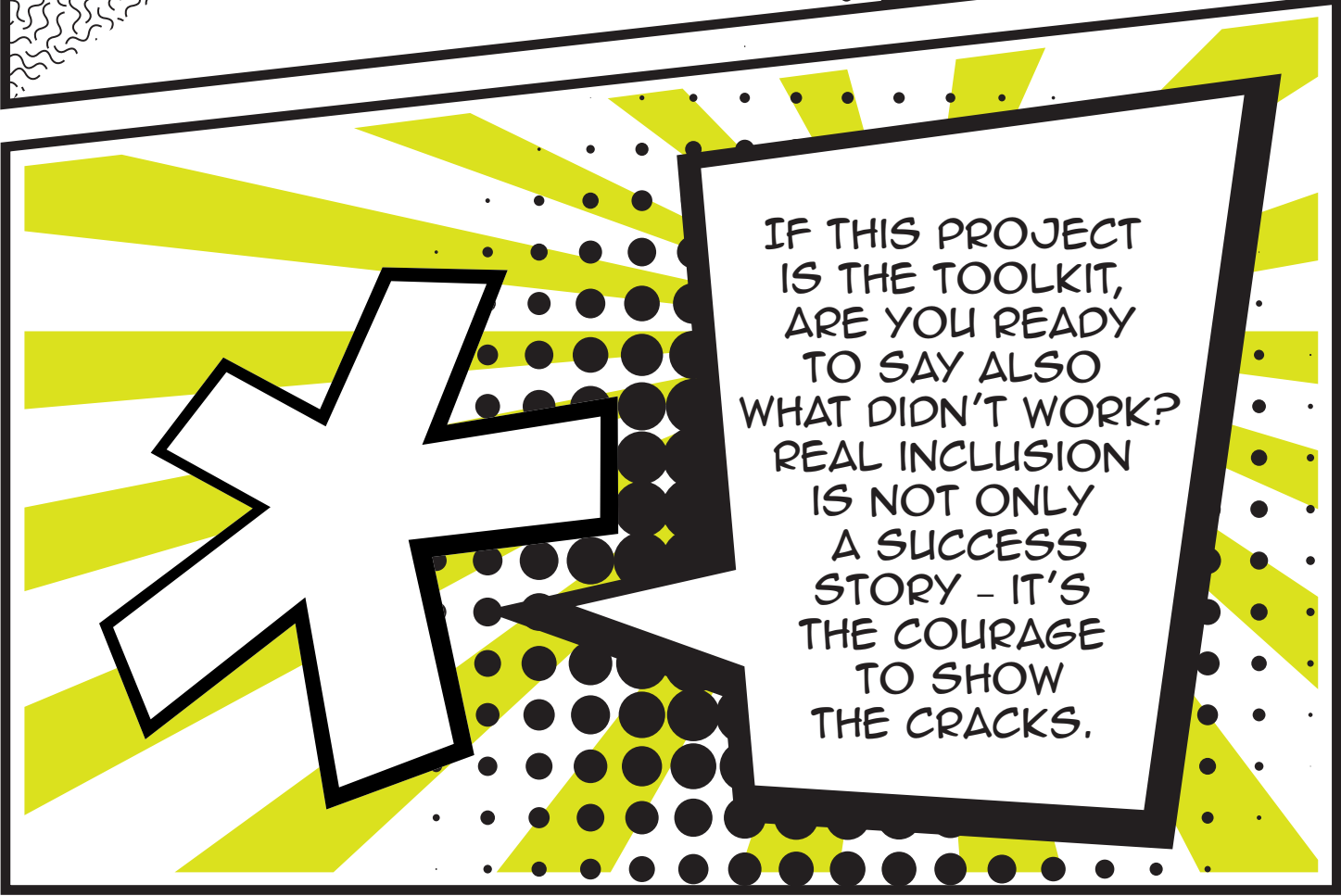
OPENNESS





SO, WHAT ELSE?

LET'S KEEP IT SIMPLE:
WORK WITH EMPATHY
AND HONESTY.



IF THIS PROJECT
IS THE TOOLKIT,
ARE YOU READY
TO SAY ALSO
WHAT DIDN'T WORK?
REAL INCLUSION
IS NOT ONLY
A SUCCESS
STORY - IT'S
THE COURAGE
TO SHOW
THE CRACKS.

THIS IS OUR STORY.
NOW IT'S YOUR TURN: WOULDN'T YOU LIKE
TO BE PART OF A MORE INCLUSIVE FUTURE?

