

Design Thinking and Collaborative Practice

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01. Introduction to the Workshop on Design Thinking and Collaborative Practice

About Collaborative Practice:

Collaborative practice is a set of innovation techniques and tools aimed at social transformation. It is an innovation model at personal, relational and social levels which, through *Emotion and Communication Technologies*¹, trains people in interrelational, relational and communication skills that will allow them to promote change and improvement processes at the core of their organizations.

About Design Thinking:

The Design Thinking is a co-creative and effective methodology conceived by and for people to detect needs and find solutions in a technologically feasible and commercially viable way.

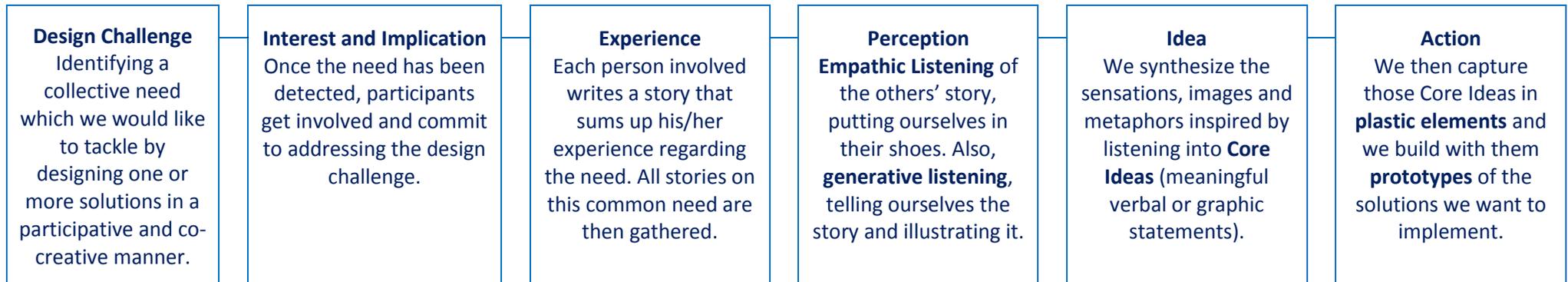
The Design Thinking process consists of four phases: 1) EMPATHIZING (understanding needs), 2) DEFINING (what really adds value and new perspectives), 3) DEVISING (with the head, but also with heart and hands, to obtain more creative proposals), 4) CO-CREATING (building models for possible solutions), and 5) TESTING (assessing models with the users involved in the solution).

Hybridization of Collaborative Practice and Design Thinking:

Design Thinking (DT) provides primarily a general perspective, a visual chart, a 'map' that provides guidance, that shows us where we are and where we want to go. Secondly, DT combines our three main sources of knowledge: Head (reason, ideas and thoughts), Heart (emotional experience), and Hands (creative capacity).

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Main Phases of the Design Thinking Process:

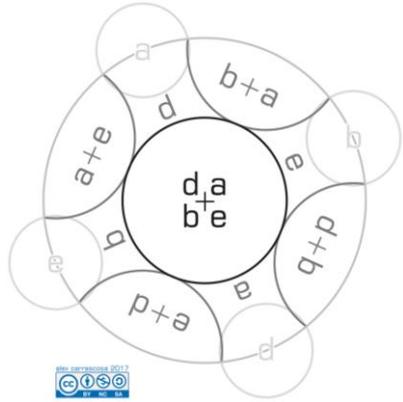


¹ *Emotion and Communication Technologies* are the set of techniques and methods applied to the development of human relations and interactions. This concept is similar to the concept of *Social Technology* or *Soft Technology*, i.e., applying scientific knowledge, not to inert matter, but to human social systems, in order to help them observe and understand themselves.

Design Thinking Process and Pill

The duration of a Design Thinking process depends on the features and scope – depth and extension – of the challenge to be undertaken. In any case, it should not be shorter than a week. It is important to establish the difference between a process and a *pill*. A process entails several days of active work on a specific need, whereas a pill is an intensive approach to that need, which should consequently initiate a process.

Structure of a Design Thinking Workshop

	Phase	Resource/Strategy	Specific Technique
01	Identifying the Design Challenge . Summoning participants.		
02	Empathizing:	Listening Session 1) Empathic Listening of the other's story, putting ourselves in their shoes. 2) Generative Listening , telling ourselves the story and illustrating it.	<p>Theoretical introduction and/or modelling via small <i>sketches</i> or scenes of the five Listening levels: (1) Passive/dissociated, (2) Defensive, (3) Pseudo-empathic, (4) Empathic, and (5) Generative. The aim is to be aware of the first three levels and to practice the two last ones.</p> <p>Options (choose the most convenient)</p> <p>Listening Circles of 4-6 people sharing a selection of meaningful experiences, where one team-member per group presents the group's design challenge. Priority: <i>the object</i> (challenge).</p> <p>Inter-stories or listening quartets in pairs. 'Interrelating' the experiences of all people involved. Priority: <i>individuals</i> (people who are interested).</p> 

06	Testing:	Systemic Vision (2) + Crafts (2)	Further monitoring session of those actions and mapping of the resulting tracks.	
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02. Design Thinking and Collaborative Practice Workshop (Vitoria-Gasteiz, March 29 2017)

Challenges:

1) Employing people with intellectual disabilities.

Group 1: 'The Different One's Station'

Group 2: 'A Space for All, made by All'

2) Developing education and vocational training adapted to the needs of people with intellectual disabilities.

Group 3: 'Towards Full Potential'

Group 4: 'Say Capacity'



<https://youtu.be/qhqgttQlgyM>

03. Group 1: Active Listening Circle and introduction of Core Ideas:

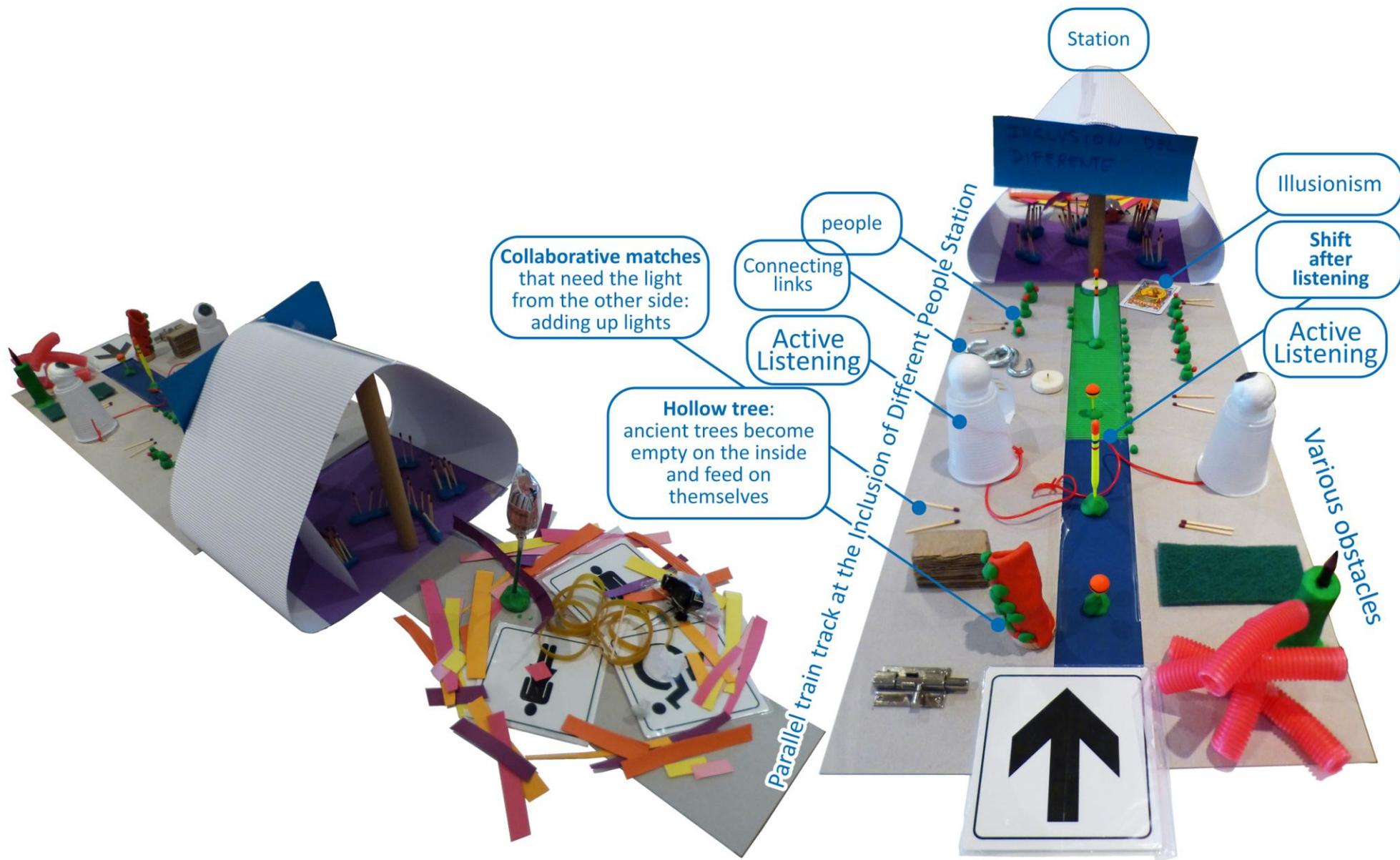
	<p>DESIRE, PURPOSE, INTENTION:</p>				
<p>CURRENT SITUATION</p>					
<p>CHALLENGES (obstacles I must overcome)</p>					
<p>LEARNING THRESHOLD</p>					
<p>NEXT STEPS</p>					

Explaining Core Ideas:



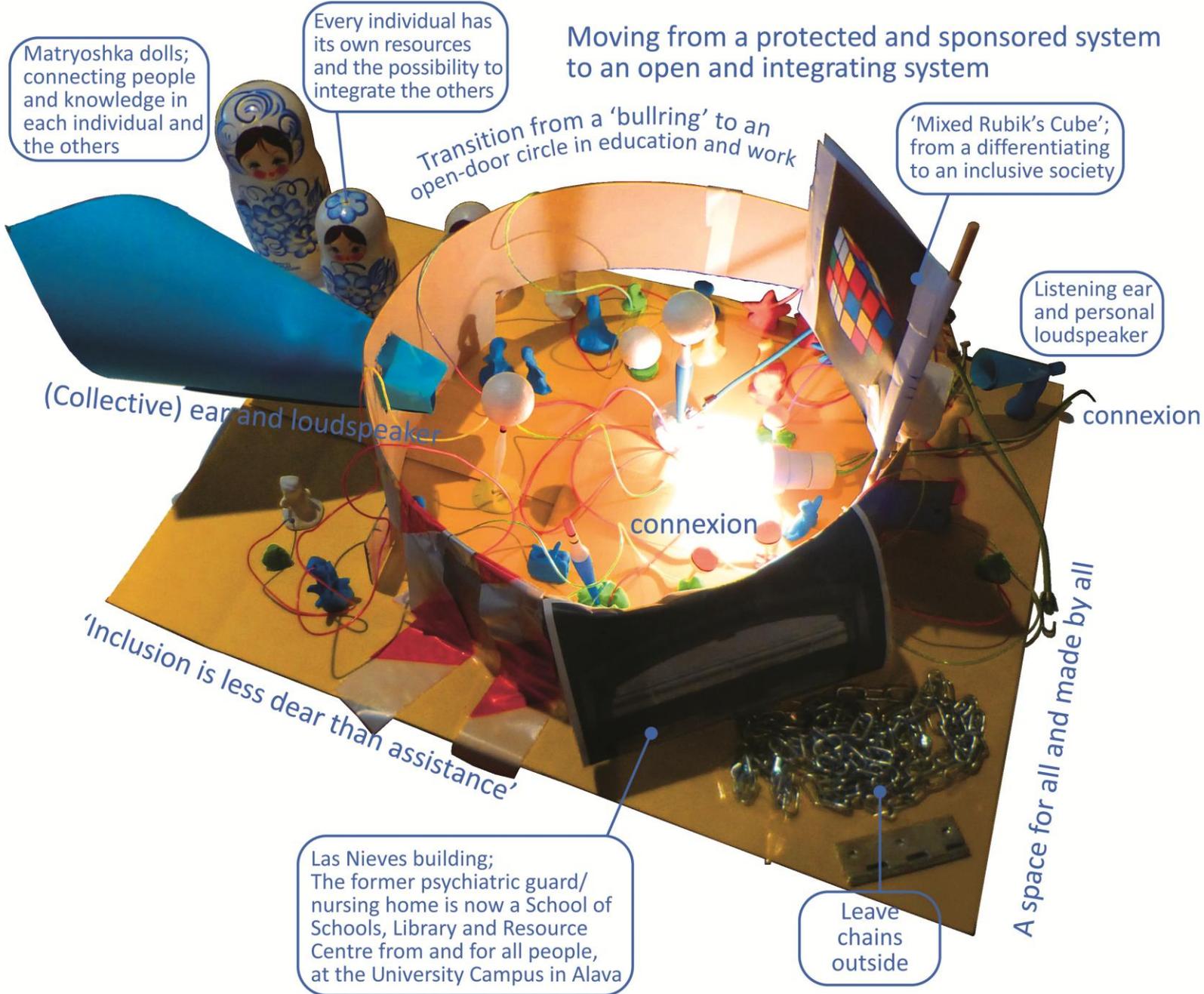
	<p>DESIRE, PURPOSE, INTENTION:</p>	<p>The Different One's Station, where all passengers have a place, are listened to, valued and recognised.</p>	<p>Cane and road: the example given by parents and grandparents, and the transmission of values to our children and further generations.</p>	<p>Parallel train tracks: 1 the challenge of including in the workplace people with different abilities, and 2) the challenge of implementing collaborative practice, through professionals with different capacities.</p>	<p>Old and hollow tree: ancient trees become empty on the inside; they feed on themselves as they become hollow. Their canopy withers, but their roots grow. In this tree, there is a nest with a bird that wants to fly.</p>
	<p>CURRENT SITUATION</p>	<p>Watering can and flower: we have much to contribute.</p>	<p>Key: collaboration is the key to open the chances to fulfil both desires.</p>	<p>One eye with different looks / 'Different one's look': the objectives can be achieved through different looks.</p>	<p>[Heart] Alberto as an example. He humanises and brings an improvement to relations in the workplace.</p>
	<p>CHALLENGES (obstacles I must overcome)</p>	<p>Fences, which block access to achieving new goals.</p>		<p>Ignorance and fear.</p>	<p>The navel: ego that prevents us from moving forward.</p>
	<p>LEARNING THRESHOLD</p>	<p>Adding up: collaboration between those involved in the procurement of both challenges.</p>	<p>A treasure yet to be discovered A gift yet to be received Active Listening</p>	<p>Sharing experiences, dreams, projects, efforts, frustration... Who is not disabled? We all have abilities and disabilities.</p>	<p>Appreciating the others and their contributions, to work as a team. Stop considering ourselves the best and most qualified (regarding the picture of the navel above).</p>

03. Group 1: Future Scenario: 'The Different One's Station'



Who is not disabled?
We all have abilities
and disabilities

04. Group 2: Future Scenario; 'A Space for All and made by All'



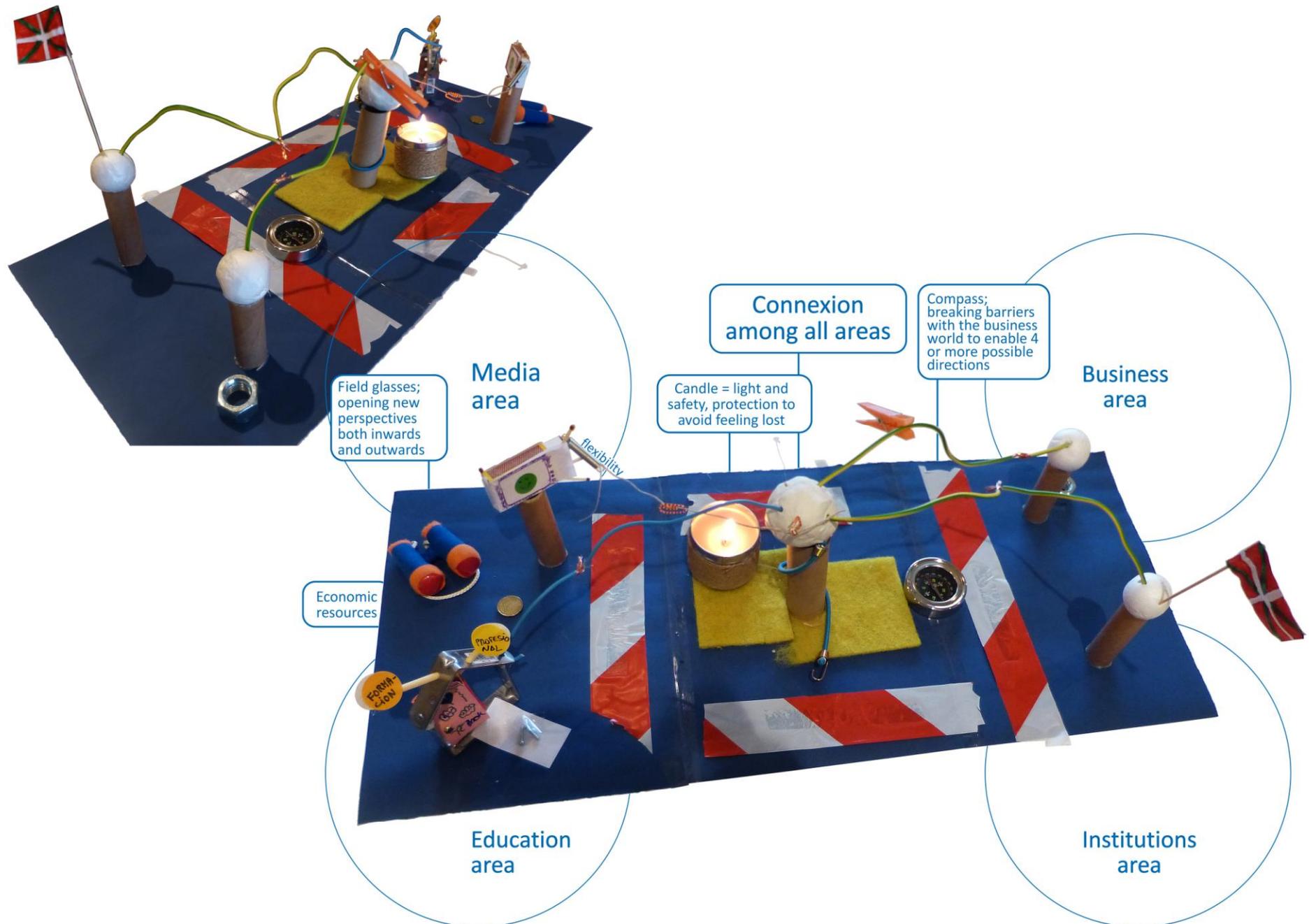
05. Group 3: Core Ideas Target



A grid of 12 handwritten notes on sticky paper, each with a colored dot:

- Top Row:**
 - Green dot: 'POTENCIAL UNA SALIDA', 'CREACIÓN SERVICIOS', 'FORMACIÓN PROFESIONAL UNICUADO A LA REALIDAD LABORAL'.
 - Purple dot: 'Puede en valor', 'VALORES', 'POTENCIAL'.
 - Red dot: 'CONEXIÓN SOCIAL' (with a drawing of people).
- Second Row:**
 - Purple dot: 'ARTES GRÁFICA', 'COCINA', 'JARDINERÍA', '¿? en?'.
 - Purple dot: Drawing of a boat.
 - Red dot: '18 años', '⇒ Después'.
- Third Row:**
 - Orange dot: 'MA YOR PRACTICA FORMACION!'.
 - Orange dot: Drawing of a house.
 - Orange dot: 'CONEXIÓN SOCIAL' (with a drawing of people).
- Fourth Row:**
 - Orange dot: 'FLEXIBILIDAD', 'EDUCACIÓN PROFESIONAL'.
 - Yellow dot: 'EDUCACIÓN FORMACIÓN PRACTICA.', 'NO EDUCASILLAR FORMACIÓN HABITUAL'.
 - Orange dot: 'EMPAÍA', 'PENSAR EN LA PERSONA'.
- Fifth Row:**
 - Yellow dot: Drawing of an eye, 'EMPRESAS'.

05. Group 3: Future Scenario; 'Towards Full Potential'

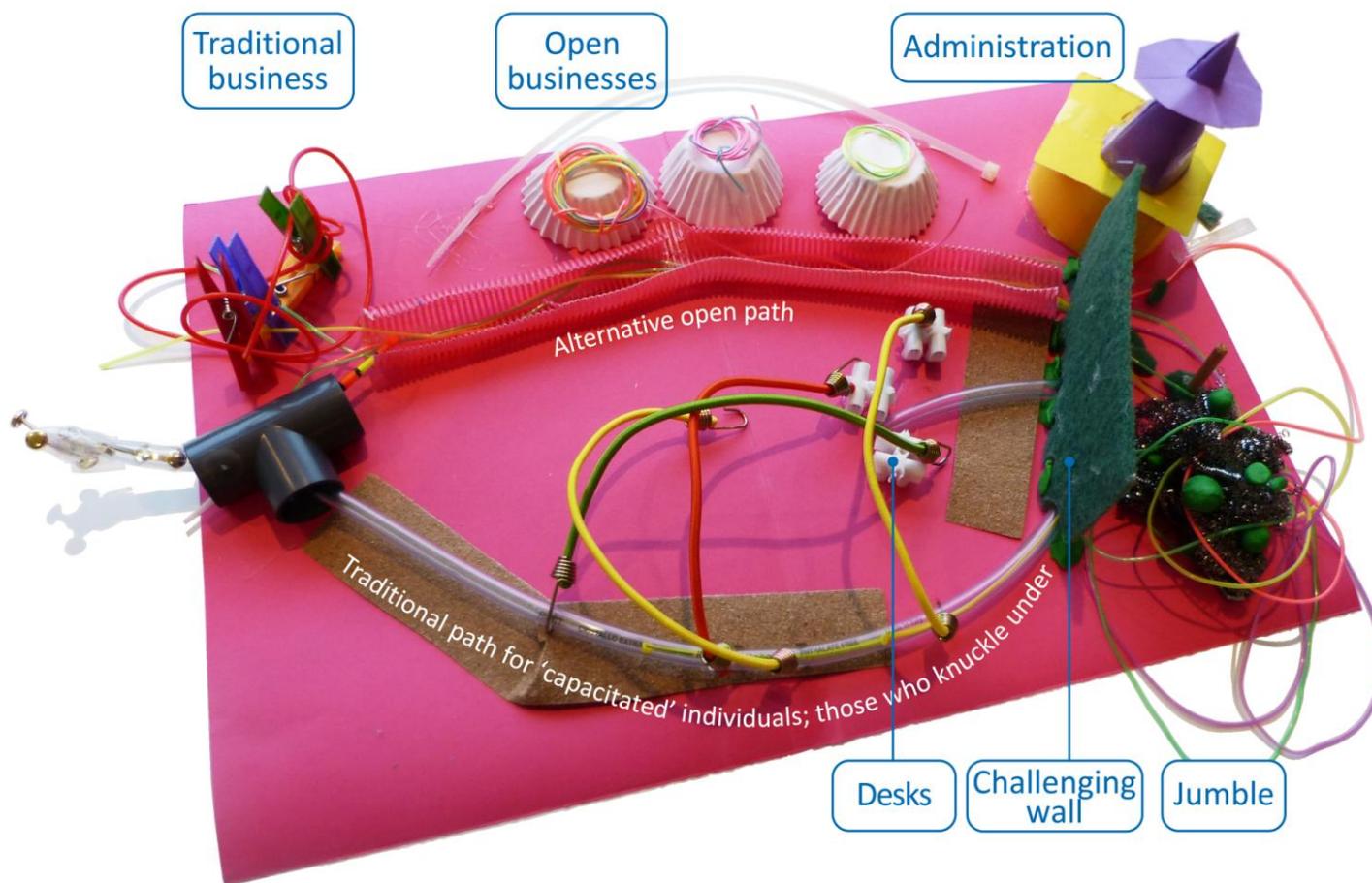


06. Group 4: Core Ideas Target



<p>POTENCIAL UNA SAEIDA CREACION SERVICIOS FORMACION PROFESIONAL VINCULADO A LA REALIDAD LABORAL</p>	<p>Puede en valor VALORES POTENCIAL</p>	<p>18 años X SOCIALES</p>
<p>ARTES GRÁFICAS COCINA JARDINERIA ¿? en</p>	<p>18 años => Después</p>	<p>CONTEXTO SOCIAL</p>
<p>MAYOR PRÁCTICA FORMACIÓN!</p>	<p>DPOYO INSTITUCIONAL MAYORES OPCIONES PARA</p>	<p>EMPATÍA Pensar en la persona.</p>
<p>FLEXIBILIDAD EDUCACIÓN PROFESIONAL</p>	<p>EDUCACIÓN FORMACIÓN PRÁCTICA. NO EDUCAR EN LA FORMACIÓN</p>	<p>EMPATÍA</p>
<p>EMPRESAS</p>		

06. Group 4: Future Scenario; 'Say Capacity'



The individual as the centre, the holder of the rights.

The right of every individual to know how to work with/relate to those who are unlike.

Development and compliance with the Law.

Establishments ready to get involved.

Actions to break the wall that denies access to challenged individuals to adapted basic vocational education

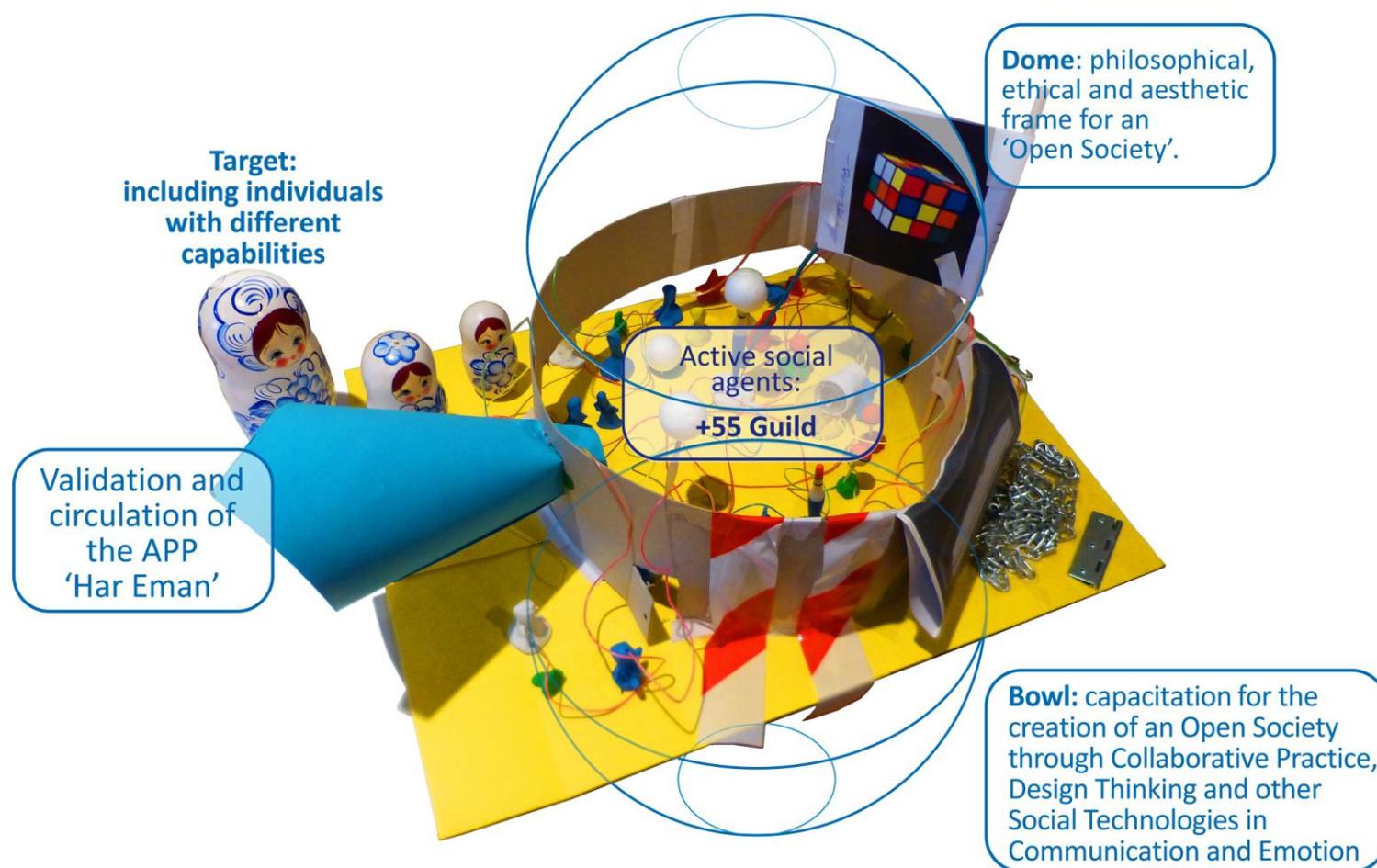


'Inclusion of Different People'

NEXT STEPS

- Incorporating people with intellectual disabilities to Vocational Training Work Experience together with the Vitoria-Gasteiz City Council. This approach would fall within the scope of the City Council's Social Responsibility.
- Signing agreements with willing organisations and entities which would support the establishment of this work experience as well as labour integration of people 'with different capacities'.
- Starting a dialogue with local Councils and the head of the Economic Development Department to introduce this proposal. Meeting between María José Anitua (President of ArTeale) and Nerea Melgosa (Assistant Councillor at the Department of Employment and Sustainable Economic Development) through Txus Imaz (head of the Quality Service of Gasteiz City Council) and Felipe Ibarra (president of Har Eman).

07. Sealing Sessions: Group 2



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WISH, PURPOSE, INTENTION:	<ul style="list-style-type: none"> • Outlining an inclusive forefront composed of individuals willing to work within collaborative practice, with Utopia as their goal and engine, without limits
RESOURCES	<ul style="list-style-type: none"> • A guild of eager +55 people • Individual potential, 'I can' take on challenges, though 'more so in company'
NEXT STEPS	<ul style="list-style-type: none"> • Participating in inclusive scenarios with intellectually challenged individuals • Proving that human coexistence fosters EMAN (give) and HAR (take) on equal terms, as a base for continuing enriching and innovative social relations • Validating 'Har Eman' APP as a communication tool.