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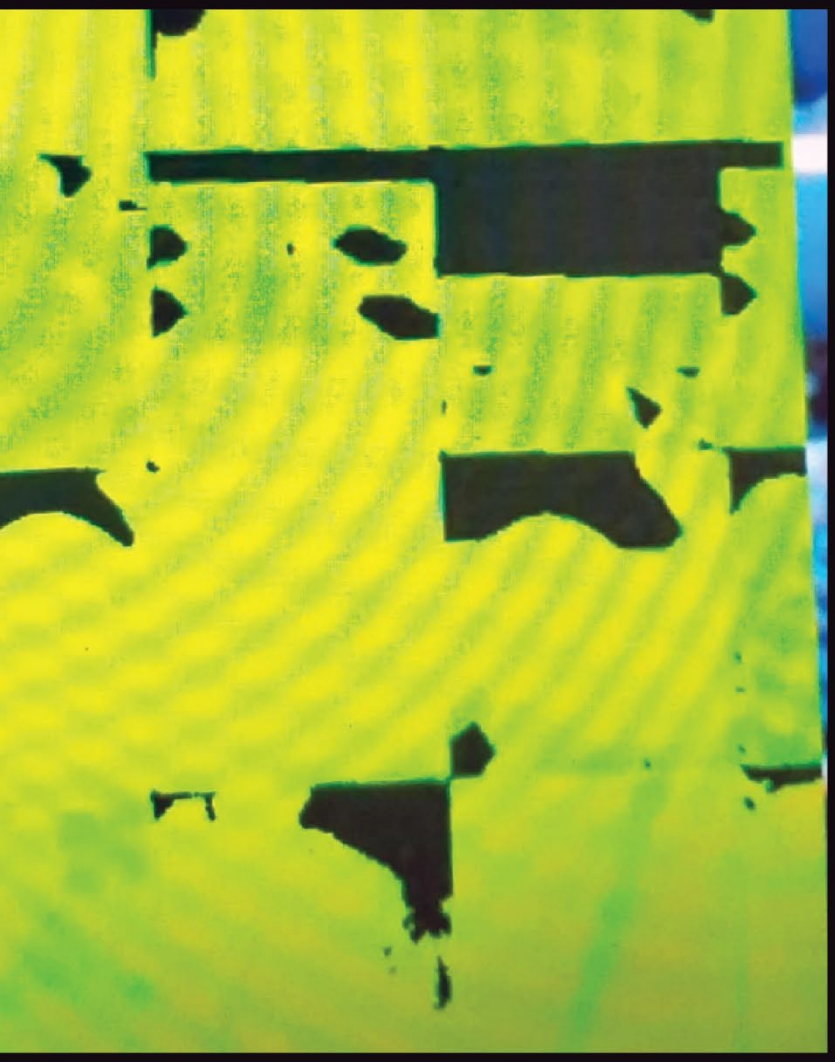
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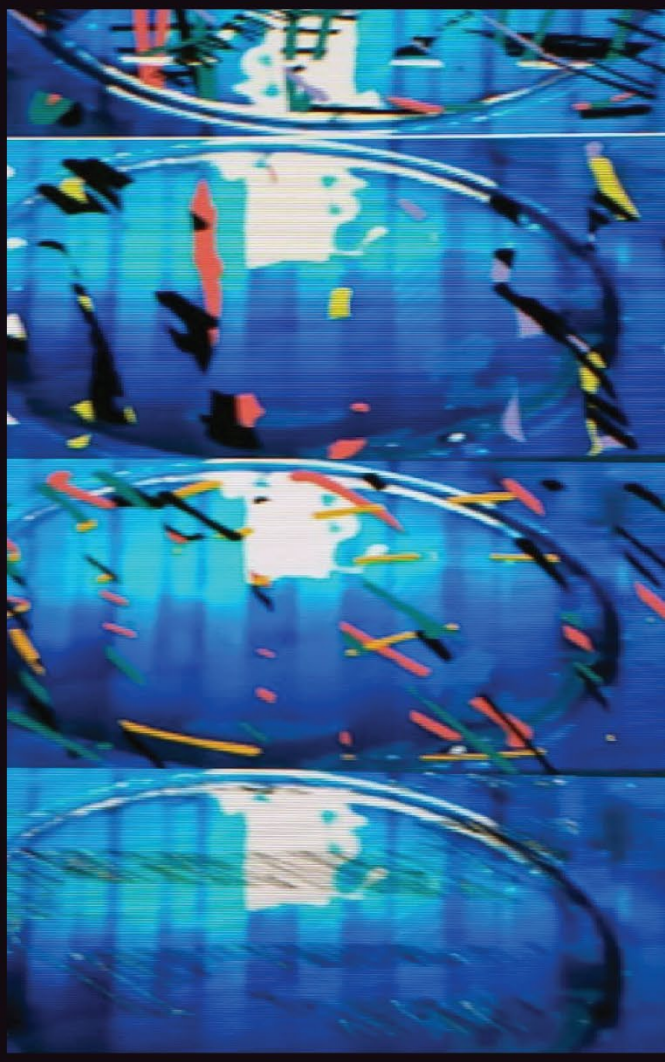
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Beyond Access

Power Relations, Inclusive Pedagogies, and Participation in the Arts, Culture, and Education

Editors Anabela Moura & Ana Tudela de Sousa

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Inclusive Design as an Interdisciplinary Approach to Teacher Professionalisation

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Abstract

The increasing diversity in contemporary classrooms demands a redefinition of teaching skills, requiring approaches that transcend traditional pedagogical boundaries. This chapter analyses the potential of Inclusive Design as a strategic, interdisciplinary approach to teacher training and professionalisation. Inclusive design can be considered as an approach to professionalisation in different areas of education and training. Students and teachers of all curricular units can find participatory approaches through Inclusive Design which can be mapped, represented and evaluated using a matrix (MID). The concepts developed by Paula Trigueiros in *Inspiring designers: Mapping as a means to inspire Inclusion through Design* (MID) (2024) and by Susanne Römer in *Inklusive Lernszenarien: Das Konzept der reflektierten Selbsterfahrung(en)* [Inclusive Learning Scenarios: The Concept of Reflective Self-Experience(s)] (2023) demonstrate this approach through a constructive intersection. Inclusion is thus understood as a process of mutual participation that can be advanced individually through creative thinking, observation and self-experience. Moving away from a purely reactive stance toward curricular adaptation, Inclusive Design advocates the proactive creation of learning environments, materials, and strategies that are inherently accessible to all students from the outset. Through a theoretical review and the analysis of interdisciplinary practices — at the intersection of educational sciences, design, and digital technologies — this study examines how integrating these principles into initial and continuing teacher education can foster the development of critical and reflective competencies. The findings suggest that a design-based mindset empowers educators to act

as change agents, transforming classroom heterogeneity into a pedagogical resource and consolidating equity as a core pillar of professional teaching identity.

Keywords

Inclusive Design; Teacher Professionalisation; Interdisciplinarity; Inclusive Education; Teacher Training.

“Learning designers” are designers

The term design has expanded considerably in comparison with contemporary discourse and today goes beyond its traditional associations with industrial, graphic or architectural work. It increasingly includes ideas for the conception, structuring and implementation of solutions in various areas. It becomes interesting when this extended definition is transferred to systems, such as educational offerings. The experts in these systems could then be referred to as “learning designers”. Teachers are inextricably linked to a process of creation, problem solving and user orientation. This reflects the work of their colleagues in other design disciplines. Their responsibilities include creating curricula, developing engaging learning experiences, designing teaching materials, and structuring educational environments. Their work has a direct impact on the accessibility, effectiveness and equity of learning for different groups. Reflecting on these processes considering the inclusive principles is therefore becoming increasingly important. The idea that “learning designers are also designers” underscores a broader understanding of design, here as a universal activity of conscious design and problem-solving. Regardless of the sector – be it physical products, digital interfaces, services or education systems – the basic principles of design remain unchanged: understand the needs of users, develop solutions iteratively and strive for optimal results. Consequently, the challenges faced by designers, such as navigating through complex information, taking into account different user profiles and fostering innovation, are universal in all these different areas. The challenges of information overload, the preference for intuitive tools and the pressure of lack of time and cognitive stress are of great importance for learning designers who need to bring together pedagogical theories, subject-didactic approaches and the different needs of learners. This universality suggests that solutions developed for a particular design area could provide a transferable framework for further developing inclusion in all design disciplines, including education. The applicability and potential impact of Inclusive Design as a meta-discipline can therefore be considered cross-disciplinary.

> The starting point for this proposal is the belief that Design can be more inclusive when designers have a more informed perception of the problems, and hence of the opportunities available that enable them to push for a better world. (Trigueiros, 2024, p. 97)

From design to inclusion

How can design shift from a purely material and commercial focus to a socially and educationally oriented mission of inclusion? To explore this, design students observed how individuals with specific needs creatively solved daily challenges using small adaptations of conventional materials or "tools". By engaging directly with these individuals, the students learned about their firsthand experiences and aspirations. This shift in perspective — moving from abstract technical design to empathetic, personal contact in real-world situations — allowed students to develop functional and appealing tools that truly "solved problems for people".

Through this process, the students redefined their professional mission: their role was now to identify and solve "good problems". They began transforming standardised everyday objects that previously acted as barriers, adapting or repurposing them for new situations. Driven by creative thinking, they developed simple, meaningful, and aesthetically pleasing solutions that restored dignity to previously frustrating tasks.

A perfect historical example of this inclusive evolution is the pair of glasses. Initially, eyeglasses were an expensive, specialised luxury available only to a privileged few. Later, they became a social stigma — mocked as a visual defect. Today, however, they are a universally affordable, accepted, and even fashionable everyday accessory. The journey of the glasses — from a rare "reading stone" to a stigmatised necessity, and finally to a democratic design success — perfectly illustrates how specialised tools can successfully transition into universal, inclusive solutions.

> I recently got my first pair of reading glasses. Having wanted glasses since I was a child, I now feel somewhat ambivalent towards them and have to make a concerted effort to wear them before my eyes begin to show the tell-tale signs of too much screen time. Personal adjustments aside, I am reminded of Graham Pullin's reflections on glasses in his compelling book Design Meets Disability. Glasses are a rare example of a product originally designed for disability that has transitioned from being a source of stigma for the wearer to becoming mainstream. In fact, for some people – my younger self included – wearing glasses is aspirational, an opportunity to quietly tell people something about yourself. It is a credit to designers that societal attitudes towards glasses have shifted so radically. And we need more of this. (Burrows, as cited in Trigueiros, 2024, p. 7)

Inclusive Design: creative thinking for a better world

Inclusive Design means developing and creating things and spaces in such a way that everyone can live better together. Existing specific details or processes that were once intended for very specific solutions can be seen as part of a whole, a development similar to an evolutionary process. It can therefore be asked whether this specificity, this process in a modified form, could be useful and supportive for other situations. Inclusive Design asks how this diversity perspective of existing things, methods, and situations could be used more proactively in all areas of life. Inclusion should not be understood as a freeze in the coexistence of people, but as a basic approach to creatively thinking about traditional and standardised situations. This rethinking lays the basis for diverse participation in the whole.

Students recognised that disabilities and impairments — i.e., barriers — arise only from a rather bad, incorrect, or standardised design. This also applies to other social contexts. What constitutes a future "good design" there? Design should be able to construct something in such a way as to achieve something positive with it. With this paradigm shift, products, services, and even systems can be challenged in terms of the degree of their inclusive design. This inspiring, creative approach helps to develop and design solutions that make sense for people and support participation in a world that, above all, overflows with experience. In a figurative sense, Inclusive Design can be seen as an approach to triggering justice and positive social change. Taking on this mission as a social goal appears to be a complex challenge that can never be completely solved. But it's not about good or bad design; it's about making it better or worse, as illustrated by C. Ryan.

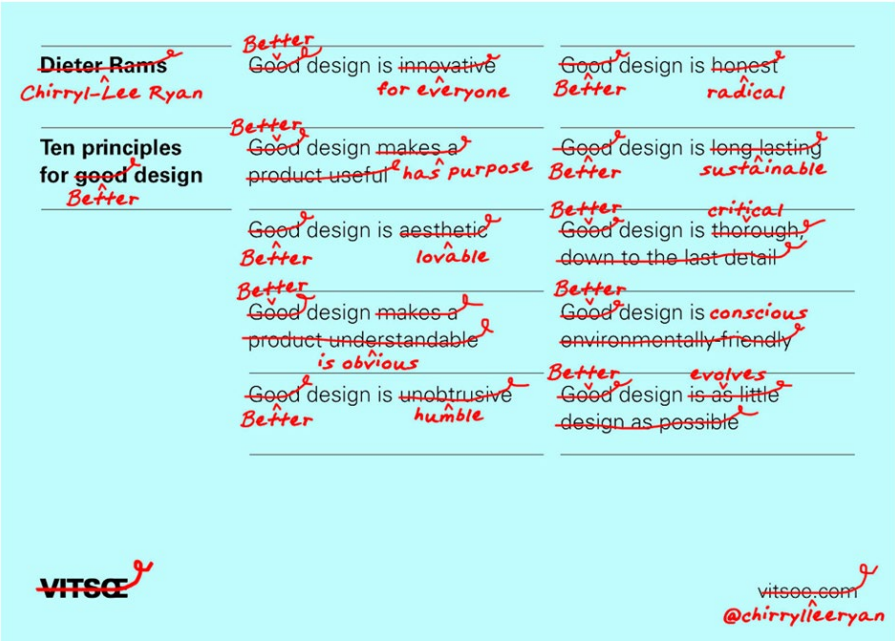


Fig. 1 Changing the of Dieter Rams' "10 principles for Good Design" to better Design (C.Ryan, as cited in Trigueiros, 2024, p. 39).

Much of what has been taken for granted so far – here in the classic design course – can no longer be maintained under the idea of Inclusive Design due to increasing complexity and societal challenges. The new approach also fits with the requirements for sustainable development:

> The adjective "inclusive" is probably the most repeated word in the United Nations' seventeen Sustainable Development Goals (UN, 2015). Talking about sustainability is almost akin to promoting balanced, socially inclusive and responsible solutions. (Trigueiros, 2024, p. 14)

The experience with Inclusive Design can be applied to educational and social science courses with the following questions: How can we develop "good / better education", "good /better school", i.e. inclusive, participatory education? Which approaches, structures, and methods would only have to be adapted with a view to individual needs? How is it possible to turn the perspective and not to see the problem in the challenges of certain groups of people, but to recognise solutions in variations of existing concepts and offers? Leading questions could be: How is it possible to meet all students with suitable offers and structures? How can equitable participation in education be achieved? Which approaches to learning and teaching are good for everyone? The starting point of the considerations begins with an overview of the existing offers and methods (content, organisation, time, personnel, …). Curiosity about Inclusive Design should be continually fostered among students across all teacher education programmes. For student teachers, even small creative steps can help them to develop and adapt teaching and educational offerings and structures creatively, so that all children can participate in education.

From the specific to the general – Inclusive Design in pedagogy

In everyday school life, tools and methods have been and continue to be developed to help pupils learn better. Especially in the field of special education, well-evaluated concepts and preventive support measures can be found, which can be used to address specific needs. These offerings can be identified as tools in the context of Inclusive Design. In inclusive teaching and learning settings, teachers often recognise that these tools could also be meaningful and effective for all other children. The following are some well-known examples:

- text optimisation, voice sensitivity, visualisation, low-noise environment, subtitling, Voice output, …
- peer learning, group work, projects, differentiation, individual adaptation of teaching periods, mixed-age groups, …
- time and classroom management, cooperation, team teaching, participation, …
- room design, specific adaptation of teaching materials, …

- team consulting, funding planning, multi-professional teams, social space orientation…

Some of these tools have already been developed independently of specific impairments in individual and inclusive learning settings, have been creatively adapted to the learning environments and people – designed – and are successively being incorporated into so-called "regular teaching". Also well-known "lighthouse projects" and award-winning schools testify that educational offerings can now be organised in more diverse and, consequently, more participatory ways and they are awarded for this! The trained eye and possibly the courage to professionalise and implement these experiences didactically and methodologically in the light of new requirements are still lacking. Or, as proposed in Trigueiros (2024): Teacher education students need to be made curious about Inclusive Pedagogy by having their creative ideas – adapted methods, concepts, structures – have a positive impact ("good problems") in terms of participation in education. What initial considerations could lead students and teachers to adapt – to design inclusively – educational offerings?

Trigueiros observed students with many talents and resources. However, she also saw their frustration and lack of motivation in her subject. The product designs contained little meaningful content and showed only short-term solutions. The results were also not very inspiring. Apparently, the previous design training involved conducting theoretical discourses and designing functional objects according to established criteria and traditional standards, which no longer make sense to the students: How was it possible to adapt the approach and questions of the study programme in light of these observations? What new goals need to be prioritised? One approach was that the field of Design had to engage more with current societal challenges. Students should design creative solutions to make the world a better place. Together with the students, the search for "good problems" started. Problems, questions and possible solutions initially focused on a specific person. Specific designs could then be transferred to other areas. In this process lies the common notion that "we are all a bit of designers" (Jones, as cited in Trigueiros, 2024, p. 40).

> In the academic context, exercises on Inclusive Design usually entail observing people. As well as raising awareness and empathy among young people, the purpose of this approach to the real world is to find a calling for the project, in other words, a good problem. (Trigueiros, 2024, p. 40).

They can use their skills to adapt the environment and thus change and improve it for people. In addition, they developed more self-confidence and gained motivation for their profession. The power of change lies in the small creative steps and adjustments to make participation in society more successful.

This access can be transferred to larger systems and concepts, such as educational offerings and inclusive teaching and learning settings, and can contribute to the professionalisation of

teachers in this context. The UN-Convention on The Rights of Person with Disabilities (2006) (UN CRPD) calls for an adaptation of the education system towards an inclusive approach, i.e. participation in the education of all persons. The current challenge is to develop models of educational offerings in education systems that adequately respond to the increasing heterogeneous demands of society. The educational structure and corresponding curricula, which were previously organised around a more linear progression of performance, preclude individual life biographies and developmental trajectories in all educationally relevant phases of life (kindergarten, school, education and university). An inclusive transformation of the education system can only take place through its constant changes with the aim of a common educational idea. Hensel (2025) summarises the challenge in his research study on educational and transition trajectories in a field of tension between continuity and discontinuity for people with different biographies and developmental trajectories as follows:

> One reason for this is that school is not assigned the task of providing support during crisis events in its traditional understanding as an institution for the education and upbringing of children and young people, nor in its legal requirements or social function attributions. (Hensel, 2025, p. 32)

As a consequence, the well-known principle applies: learners should not adapt to the education system, but educational offerings should adapt to learners. Access to and provision of education would therefore have to be developed in such a way that the greatest possible number of people could benefit from the education system, develop and be motivated to learn from it. In order to meet this requirement, flexibility, creativity and variability in educational offerings, together with a corresponding level of professionalisation among pedagogical staff, are prerequisites.

In the debate on Inclusive Pedagogy, according to Degenhardt (2025), the idea is currently changing from looking at the specificity of certain impairments to the category of "barrier as a central concept". The basis for this is, as an example here in the area of visual impairment and blindness, that only the maximum variety of the sighted can be taken into account. "The potential of disengaging from visual dominance in didactic settings cannot be lifted without an immanent presence of people with impaired vision and blindness (…) and pedagogical professionals in this area." (Degenhardt, 2025, p. 27) It was initially not relevant to describe the specific deficits of a particular group of people, but rather the social and educational difficulties, barriers and limits that conflict with the requirements of diversity. It is important to "promote the transition from inclusive solutions that follow barriers to inclusive solutions that anticipate barriers and are barrier-free in the coming years". (ibid. p. 28) Degenhardt argues that inclusion must finally be understood as a flexible process. The focus should not be on the child, as is demanded in many contributions, but on individual educational planning adapted to the child. Henriksen and Wanka (2025) continue to call for this urgent professional change of perspective, including in the understanding of Inclusive Design. They

clearly make this point in the context of people with complex impairments: The "principle of human potentials" demands for activity, stimulation and social inclusion on all (!) people. This has practical implications: It calls for the study of concepts of joint teaching and learning. Educational processes must be of high quality and be determined by the fundamental conviction that people do not want to be bored. They need and are looking for suggestions and impulses in a social community. It is therefore essential to identify the essence of the educational content – which is generally understood as a factual analysis – and to identify barriers to access. The reduction in the number of educational offerings to prevent alleged overloading must be replaced by the question: How can access to demanding and suitable content be realised? In practice, educational goals would be set with the knowledge that not all of them can be achieved. Nor does anyone assume that all educational offerings will be received in a lasting way by all pupils in mainstream schools. For people with complex impairments, this is exactly what is required. It is postulated in advance that this or that is too difficult, overwhelming, never achievable or too complicated. These people are deprived of the need for recognition, the experience of being evaluated. (Degenhardt, 2025, p. 191)

> To avoid creating barriers to access to education by addressing the needs and starting points of all learners, the concept of Universal Design for Learning (UDL) has become commonplace. (…) To identify potential barriers, the core of the subject matter must be named and known. (…) The mission is to identify the individual accesses of the pupils and to remove or reduce barriers. The fact that educational content (even demanding) is 'nothing for a particular pupil' must be well founded, e.g. by identifying this content as not significant for the lives of the learners or as not exemplary enough. However, the content of education itself must not serve as a reason. (ibid. p. 193)

The demand for inclusive didactics in the sense of educational equity and access to education applies here. Differentiated method teaching and individualised learning offerings alone do not ensure clear access to education. "Designing for many, instead of designing for money. (…) Students should be encouraged to work in this manner." (Papanek, 1971, as cited in Trigueiros, 2024, p. 24)

In the context of participation in education, the mandate for professionalisation could be reformulated as follows: develop educational offerings for all learners (designing), rather than teaching and assessing according to standardised specifications and linear offerings. Teachers should be empowered to analyse and creatively use the potential of existing offerings in a flexible and pedagogically guided manner, in order to ensure dignified and non-discriminatory participation in education for all. To achieve this goal, it is important to enhance teachers' professionalisation and provide them with appropriate criteria.

The initial spark for professionalisation in this context comes from conversations and observations on the ground to learn what people need (to learn) and what they need (to use) things for. Teachers need to be empowered to ask what learners are building to learn.

Students should engage in conversations with learners at the respective place of education, observe, analyse processes, try out and reject ideas together and in a participatory way. In the end, they may find that not only can their designs make sense for the specific requirements, but they can also make sense for others, making life and learning easier for many in one way or another.

Access to professionalisation in this sense can be found in the concept of 'reflected self-experience' (Römer, 2023) in which teachers are confronted in training settings with learning tasks or situations that seem to be overwhelming for them at the moment and that they consider insoluble. They adopt the perspective of students in the learning scenarios. The personal experience of failure despite a subjective perception of possessing existing competences causes some people to feel ashamed and not confident in their own abilities. If people are asked what kind of support they would have needed to cope with the tasks, they develop a variety of individual and often relatively easy-to-implement solution approaches or ways of differentiating educational offerings, without changing the actual performance requirement. The self-experienced shift of perspective and the subsequent reflection on it show them how teaching and learning offerings could often only be adapted and changed in small steps and individually in order to create a positive, inclusive teaching and learning atmosphere for everyone without limiting the professional performance goal. The shift in perspective introduced by Trigueiros in design courses, towards "good problems", and Römer's concept of reflected self-experience in teacher education, training and continuing professional development generate a form of empowerment for individuals and their respective professions.

Theoretical transfer and evaluation: Inclusive Design criteria and the MID approach

How does this pedagogical empowerment address the societal challenges in the educational context? What criteria could lecturers, colleagues and fellow students apply to inclusive teaching and learning opportunities in order to recognise noticeable and implementable changes?

Jones (Trigueiros, 2024, p. 43) developed the criteria of flexibility, professionalism in adaptation, integration of processes and social impact for Inclusive Design.

How is a transfer to Pedagogy conceivable?

- Flexibility: participate in the development of creative adaptations (spatial, temporal, personnel-related) and differentiations for the respective subjective requirements and individual learning requirements/conditions;

- Professionalism: use professionally and scientifically evaluated arguments to adapt to individual situations and professional content;
- Integration of processes: Exchange of experiences, transfer and cooperation in processes and structures (multi-professional team);
- Social impact: Appreciative and trusting relationship design in all teaching-learning processes.

Access to inclusive design encourages motivation for the chosen profession while requiring courage and innovation to think of creative solutions outside of norms. The approach of generalizing solutions found leads to the further development of the entire process: shaping participation in education. “There is no definitive formulation of a wicked problem (…) Solutions to wicked problems are not true-or-false, but better or worse (…)” (Rittel & Webber, 1973, as cited in Jones, 2014, p. 6).

The MID matrix (Mapping as a means to inspire Inclusion through Design) accompanies the process of Inclusive Design in terms of content, structure and evaluation. MID was developed in the field of product design and can be applied in any field. MID is used to visualise ideas and creative solutions within the framework of Inclusive Design. The matrix is used at the beginning of each project. In order to work with it in a result-oriented manner, a task or an application goal is formulated or defined in concrete terms at the beginning. MID initially promotes the comprehensive search for existing solutions or best practices and draws on the diversity of existing and possible offerings. With the changed perspective of Inclusive Design, the search for solutions shifts to the level of existing market offers and to the degree of differentiation and specificity required by the application objective. Thus, the tools on offer are checked for their usability and customisation options, rather than individual people being assessed.

The reference model consists of two axes. The horizontal axis refers to the distribution networks of products and services in an existing market, with solutions for daily use placed on the left (Undifferentiated Market) and specific and technical objects (e.g. occupational activities, competitive sports and health) placed on the right (specialised market). On the vertical axis, the profile of the users is taken into account for each task: general profiles are placed above, and profiles with specific requirements below. These axes form four quadrants (Q1-Q4) in which products (here, tools) and/or services are placed according to the potential requirements or questions identified at the beginning of the process (Trigueiros, 2024. p. 103).

Practical adaptations and content modifications of the tools require dynamic, creative thinking, depending on the task. If suitable solutions are found for a question in all quadrants, this shows the intensity and functionality of an inclusive system. All people can then

participate in the task in their own way. It is a creative challenge to rethink existing structures and offers or to courageously change and adapt them according to the requirements. People learn to think "out of the box", to change concrete objects and seemingly standardised offers, i.e. to work in an "open-minded" way, whereby general comprehensive usage profiles are mapped above and the requirements of people with more specific needs are mapped below.

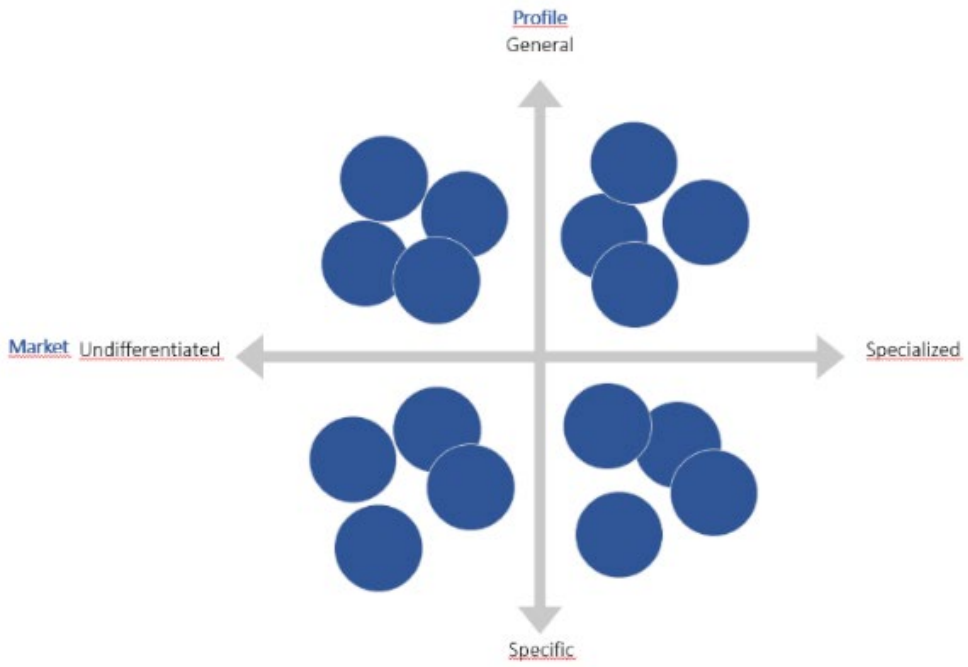


Figure 2: MID's visualisation of a fully effective inclusive system: all four quadrants are filled with different offers to solve a problem or a specific task.

Dynamics in the MID Illustrate Inclusive Processes

Possible shifts within the MID matrix illustrate how proactive solutions can be meaningfully adapted within the framework of Inclusive Design:

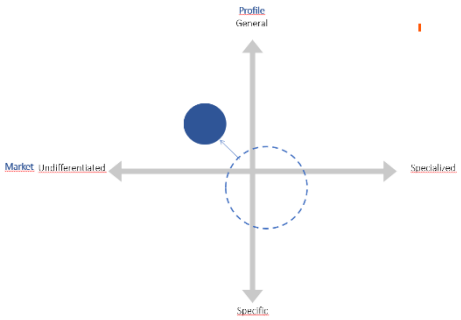
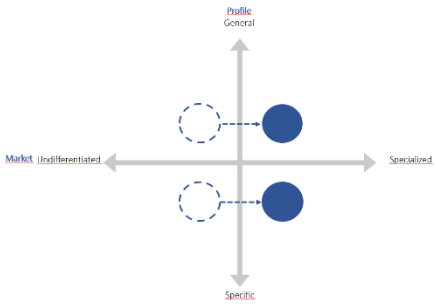
	
Developments of products found in Q2 Q3 and Q4 shall be transformed to move to Q1 promoting inclusion by increasing choices for everyone When specific, specialised tools (from Q2-Q4) become useful for everyone, generalisable 'good solutions' develop. Here you will find a variety of 'tools' for everyday needs that can be accessed and understood by everyone. Examples: spectacles developed from specific visual aids for all; specific voice input systems for digital texts become tools for people who cannot write alone/without aid; concepts/pictograms from the Supported Communication (UK) are used as guidance systems at airports; …	**Specific tools move into the more general market than variable offers.** Specialised/specific tools (from science, professional work contexts, …) serve a more general market/need via redesign and adaptation. Thus, more people use these means of access to be able to participate. Examples: Generally speaking, learning apps develop from specific apps for specific applications; special daylight lamps for greenhouse plants are also suitable for offices and night work; GPS systems for space probes are used for Auto-Navis; ramps for wheelchairs are useful for pushchairs, suppliers and rollators; …

Figure 3 a) Examples of dynamics in the MID (illustrations adapted from Trigueiros, 2024)

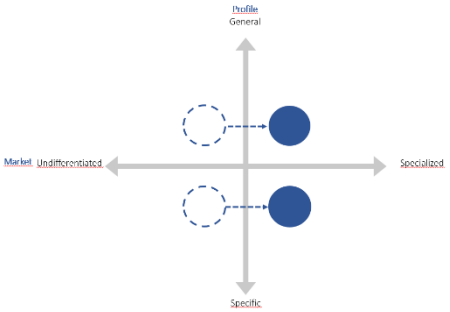
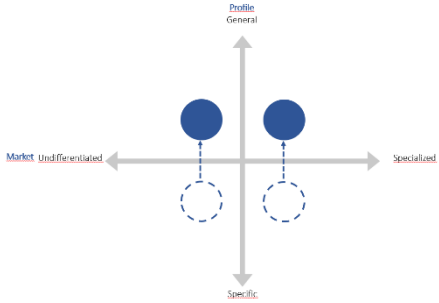
	
Generalised tools are used for specialised alternatives. Common products/offers receive a higher quality through professionally justified additions, extensions and functional changes, thus expanding their application possibilities for certain people/specific applications. Examples: via the smartphone, videos in sign language and language apps facilitate communication; tablets enable diverse individual learning opportunities via variable apps.	**Adapted tools are useful for more general applications, and thus interesting for the market again.** Complex, individual tools are often costly and hardly allow alternatives. Through creative adjustments for Q2 and Q3, practical alternatives can be developed more cheaply. Examples: rubber holders on pens for people with gripping problems can also be used to support writing in initial lessons; specific technical research on hearing aids supports, e.g., the music and construction industries by developing specific hearing protection devices.

Figure 3 b) Examples of dynamics in the MID (illustrations adapted from Trigueiros, 2024)

Practical Example 1

The lead task or application goal could be: What options (tools) are available on the market for the task of "Taking notes and keeping thoughts"? How can they be used creatively, and for whom and in which situation(s) can they be sensibly adapted?

What 'tools' are there to be used? How can they possibly be adapted for the necessary situations in teaching and learning settings?

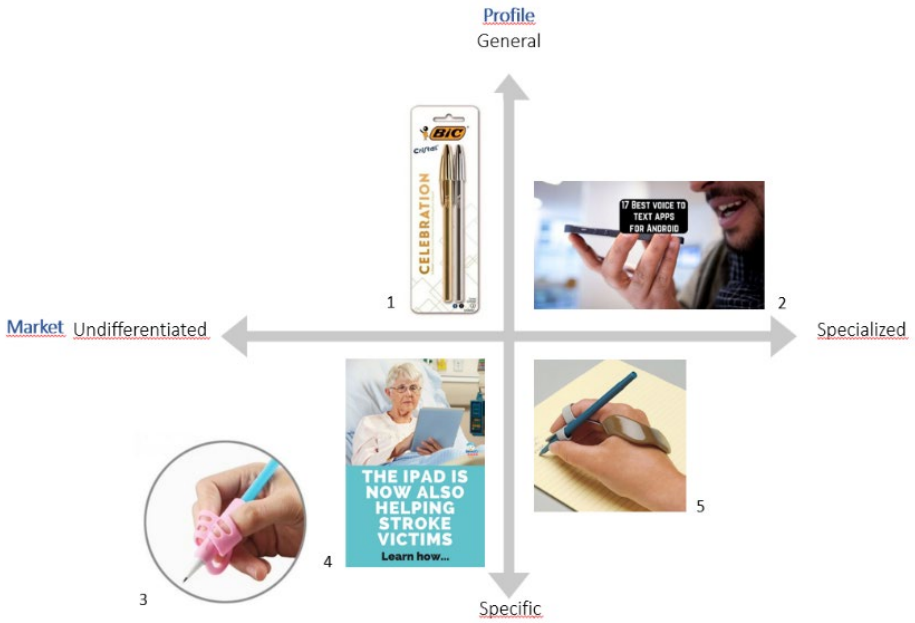


Fig. 4 Examples of how to map some existing tools for the task "talking notes during a class"

(Q1) A simple pen can be used in a normal notebook. There are many options, including colours, shapes, and types of markers and notebooks, available everywhere.

(Q2) In some specific contexts, such as field research or interview research, it may be useful to choose voice recording apps/devices and convert them to text.

(Q3) There are various devices that can be used by children when learning to write, for control or more precise hand movements. Also, the iPad, which is available on the general market, contains options for people with visual impairment or allows users to write directly with their finger.

(Q4) Offers (tools) designed individually for people with specific motor disabilities to facilitate holding a pen or pencil. These offers are individual productions from specialist shops.

Results: Through creativity, a variety of offers and the intention to enable everyone to write or record their thoughts, at least by technical means, the respective offers can be individually

adapted and used. A standard according to which writing (and learning to write) is only possible with a pen (a fountain pen in the second year of primary school) is overcome through this variety of offers, in order to provide universal access to the underlying (educational) idea: creating notes and recording thoughts. The possibility of variation supports a wide range of individual needs.

Learning to design educational concepts for needs: professionalisation of teachers

Until now, students in the field of design had not dealt with the living environment of people with disabilities. The same applies to the training of regular school teachers. Pupils with disabilities still do not pose regular challenges for those training to become teachers in mainstream schools, as they are usually still "supplied" (in addition) at special education schools or with specific assistance or by accompanying special education teachers in inclusion. The traditional structures will continue to be maintained. The Inclusive Design approach would allow students and teachers in continuing education and training to develop creative ideas that would provide them with realistic and practical solutions. Throughout the matrix, a wide range of mostly existing opportunities could be collected, which teachers can adapt in a variety of ways, flexibly and creatively for their teaching and learning offerings.

In the context of the Inclusive Design approach, the pedagogical-didactic function shifts from its traditional focus on teaching curricular content and ensuring its retention to the "form of the offering", which adapts to the learners' opportunities and resources. This type of thinking is the prerequisite for designing, for the teaching of design and for designing learning opportunities in a variety of ways. This requires a deep professional understanding of the learning objectives justified on didactic grounds in order to link the curricular content with the individual requirements of the learner. If this principle of access is incorporated into the MID, it will include approaches to professionalisation in the design of inclusive educational offerings.

Practical Example 2:

Application objective with regard to structural educational concepts: What is the 'educational market' already producing in terms of teaching and learning concepts, teaching and learning structures and offerings?

Q1: general & general Interdisciplinary teaching and learning opportunities; subject-linking teaching and learning opportunities; interest-based projects; year-to-year teaching and learning opportunities; temporal-development-logically adapted structures (bio-psycho-social approach); examples: community schools; general schools; …	**Q2: special & alternative** Gymnasium; distance learning; digital learning; individual learning; autonomous learning; informal learning; music schools, sports schools; sports clubs; services in the social sector; various elective areas: e.g. scientific; musical; linguistic; technical; sporting offerings; …
Q3: original & basic Tutoring institutions; free schools; digital tools and apps; multilingual teaching; classroom management; multi-professional teams; development plans; development reports; funding planning; suspension of grades; development talks; learning to learn; …	**Q4: individual & subject-specific** Supported communication; sign language; sign language interpreters; visualisation; assistance; simple language; easy language; compensation for disadvantages; lift, blindfold systems; wireless acoustic transmission equipment; behavioural training; digital apps; teaching and learning structuring; individual support planning; TEACCH[1] approach; hospital schools; special schools/special education schools; home-based learning; pedagogical teaching aids; …

Table 1 Examples of what the educational market already does/produces distributed in the MID

The completed matrix proves a variety of well-known concepts and tools for participation in education. In case of specific individual needs, the necessary parameters would have to be searched for and adapted to the situation on site. This calls for creative thinking, Inclusive Design in the sense of solving "good problems". In order to professionalise teachers, in addition to basic didactic and methodological training, competences and criteria such as change of perspective regarding the role as a teacher; reflection of one's own professionalism and profession with regard to the concept of education and the image of man; cooperation and dialogue; consulting in multi-professional teams; relationship work; pedagogical diagnostics and much more.

Final thoughts

Both approaches, the change of perspective advocated by Trigueiros in design courses and Römer's emphasis on reflected self-experience in education, and initial and continuing teacher education, generate a form of empowerment for individuals and their respective professions. The Inclusive Design approach and the overarching goal of solving "good problems" combine the competence and professionalism of designers of all kinds with the challenges of today's society. This approach requires a conscious, professional and thus theoretically enlightened approach in all areas in order to implement the expectations and needs of all people and thus the demands of society (here in the context of the UN CRPD).

[1] Treatment and Education of Autistic and related Communication Handicapped Children.

The approach calls on professionals to apply their knowledge with sensitivity to the specific context of their respective areas, remain open to inspiration regarding possible directions for development, and have the courage to act. These requirements for change and adaptation call for a professional foundation that enables the recognition and generation of solutions, while also allowing openness, alternative approaches and room for the unusual. This form of professionalism entails certain skills:

> In all, these attributes shape the profile of extraordinary people: Sensitive, attentive, talented when it comes to communication and interpersonal relationships. Who need to study information in order to compare their proposals with the pragmatic criteria of the business world. "It's not easy being a good designer! (Trigueiros, 2024, p. 94)

In a figurative sense, Inclusive Design can encourage a greater focus on the new modalities of social practices and requirements in research fields in a wide variety of disciplines, in order to enable the participation and mobilisation of many people. It should be possible to think of inclusion outside disability or special education and the social and health sectors. Professionals should be sensitised to recognise barriers, so that participation and sharing and thus a successive positive change in the direction of the requirements of the UN CRPD become possible. By signing the UN CRPD, the state implicitly committed itself to the principle of equitable participation. This commitment forms part of an overall strategy that pertains to all areas of society and keeps social equality constantly in view, in the context of sustainable development. "Disability in this context does not primarily refer to the incapacity of a person and its causes, but rather to the obstacles to the development of capabilities." (Heimlich, 2014, p. 2)

Or with Trigueiros: "The success of a tool always depends on the skill of the person using it. We're looking forward to the next steps – when the MID Referential Model takes on a life of its own in the hands of other Inclusive Design enthusiasts." (Trigueiros, 2024, p. 129)

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