

# TRansport Innovation for disabled People needs Satisfaction

TRIPS



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## Document Control

<b>Deliverable</b>	Deliverable (No 19) D5.2 Methodological framework document (1st version)
<b>WP/Task Related</b>	WP5 Codesign-for-all methodology
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<b>Lead Partner</b>	Technical University of Eindhoven (TUE)
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<b>Reviewers</b>	TBridge: Carolina Launo
<b>Abstract</b>	D5.2 is the second deliverable from WP5 and should be read as a process deliverable of the methodological framework of TRIPS. It reports on the first stages of tasks T5.2 (Co-design for all Method Framework Development and Testing) and the entirety of T5.3 (Co-Design Method Training in Pilot cities). This refers to work conducted to co-design the first iteration of the collaboration methods with the seven groups of persons with disabilities working in the seven pilot cities of the project.
<b>Project website address</b>	<a href="http://www.trips-project.eu">www.trips-project.eu</a>



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## Revision History

Version	Date	Author(s)	Reviewer(s)	Notes
0.1	04.05.2021	TUE (Elvia Vasconcelos; Kristina Andersen)	WP5 internal	First review
0.2	18.05.2021	TUE (Elvia Vasconcelos; Kristina Andersen); ENIL (Laura Alčiauskaitė)	Tbridge (Carolina Launo)	Second review
0.3	25.05.2021	TUE (Elvia Vasconcelos; Kristina Andersen) ENIL (Laura Alčiauskaitė)	Tbridge (Carolina Launo)	Third review
Final version	27.05.2021	TUE (Elvia Vasconcelos; Kristina Andersen) ENIL (Laura Alčiauskaitė)	WP5 internal	Fourth review

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## Executive summary and statement of intent

Deliverable D5.2 constitutes the first process deliverable of the methodological framework of TRIPS and builds on deliverable D5.1, which set the theoretical foundations for the participatory inquiry work in the project. Practically, D5.2 reports on the work conducted to co-design the first iteration of the collaborative methods with the seven groups of persons with disabilities working in the pilot cities of the project.

In the future, this document will form part of the key stages of methodological development such as deployment in each location with mixed groups of transport stakeholders [D5.3 M34]. In the final version, methods are validated and experiences gathered to form a single document outlining general principles, lessons learned and application guidelines, as well as evaluation data.

In this document, we set out to report on the application of the general principles of participatory inquiry proposed in D5.1, as they are put into practise. This takes the shape of a report of field-work containing research data, lessons learned and application guidelines. These contribute to the overall story of work-package 5 (WP5): how the perspectives of persons with disabilities, transport operators and policy makers, together with the local barriers and the technical solutions can be weaved together through co-production and co-design.

In this document, we do this by reporting on and demonstrating how we are conducting this process. This is in line with the aim for codesign in TRIPS to bring the diverse and disparate moving parts together to equate to concrete, tangible change in the shape of short-term futures for accessible transport in seven European cities, created with, for and by persons with disabilities.

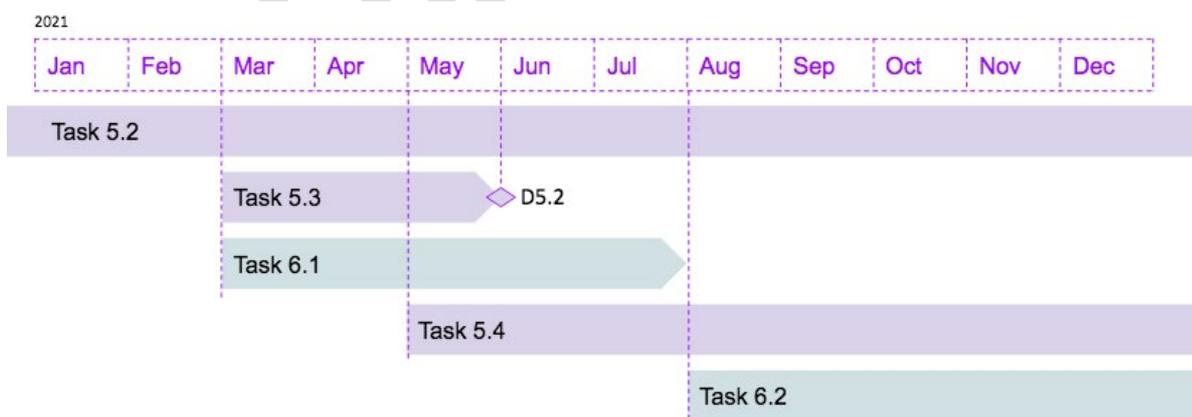


Figure 1: Roadmap of WP5 and WP6



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The present deliverable (D5.2) reports on the first stages of tasks T5.2 (Co-design for all Method Framework Development and Testing) and the entirety of T5.3 (Co-Design Method Training in Pilot cities). While this deliverable is written in the first half of the project, T5.2 goes on until the end of the project, and constitutes the main ongoing process of methodology work to develop co-design methods with the seven Core User Teams (CUT) of persons with disabilities working in the project. The overall goal is to devise a co-design methodology-for-all, with accessibility principles of engagement and a strong stance on access, participation and ownership. This method was initially envisioned to be developed through a string of in-person activities allowing for the methodological approach to be designed in an iterative manner. In effect, the work has been conducted online due to Covid-19 restrictions.

Meanwhile, T5.3 is a shorter, more prescriptive task. The objective of T5.3 is to deploy the methods developed in T5.2 as peer-to-peer activities in each of the cities. From March to May 2021 each CUT has been engaged in a series of activities with the aim to formalise their unique identity as a group and their vision for what they want to achieve within the duration of TRIPS. This is done in preparation for the upcoming work in WP6 to develop local mobility solutions in collaboration with institutional actors. As such, T5.3 is the first opportunity to validate and iterate the pilot version of the methods developed in T5.2 and the foundations set in D5.1. In other words, the purpose of T5.3 is to put into practise the TRIPS participatory framework, to engage what emerges, document the strategies we develop to meet needs as they surface and finally, to define what we are taking forward to the next phase of field-work within the project.

As a result of this construction, D5.2 is built on the theoretical foundations of D5.1, reports on the first stage of T5.2 and delivers the first iteration of practical methods and templates for T6.1 based on the practical engagements of T5.3. In writing this document, we are aligned with the intention set in D5.1, offering this report as a living document to be shaped by, with and for the persons with disabilities in the project.

## List of acronyms / abbreviations

Abbreviations	Explanation
CUT	Core user team - consist of approxitamey 8 people (this varies per city) with diverse access needs. A core user team (CUT) has been established in each of the seven participating cities to be engaged in entirity of the project.
D5.1	Deliverable 5.1 Method Framing Document. Internal draft delivery



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D5.2	Deliverable 5.2 Methodological framework document (1st version)
LC	Local coordinator – supports the local user lead and coordinates the involvement of the institutional partners in the working group.
LUL	Local user lead – leads and coordinates the involvement of the core user team members in the project.
T5.2	Task 5.2 Co-design for all Method Framework Development and Testing
T5.3	Task 5.3 Co-design Method Training in Pilot cities
T5.4	Task 5.4 Co-design Method Deployment in Pilot Case Study cities
T6.1	Task 6.1 Developing the Pilot Case Study briefs
T6.2	Task 6.2 Conducting Pilot Case studies
TRIPS	TRansport Innovation for disabled People needs Satisfaction
WG	Working group – is the extended group of approximately 20 people, constituted by the CUT and the institutional actors i.e. transport providers, city representatives, assistive technology specialists. A working group (WG) has been established in each of the seven participating cities to be engaged in entirety of the project.
WP	Work package
WP2	Work package 2 User research and needs identification
WP4	Work package 4 Evaluation and prioritisation of inclusive mobility challenges
WP5	Work package 5 Co-design-for-all methodology
WP6	Work package 6 Pilot Case studies and Business Case Development

Table 1: List of acronyms/abbreviations



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## Glossary of terms

Term	Explanation
Accessibility	The extent to which products, systems, services, environments or facilities can be used by people with different capabilities. (European Commission launches survey on 'Design for All' - Inclusion Europe, no date).
Co-creation	The act of making together rather than consulting people and then producing designs to the pre-set requirements.
Co-production	A way to generate knowledge in collaborations between people, technology and society. It is centered on the idea that we can come together in difference and collaboratively create new ideas and concepts.
Codesign	The action of designing together, while attempting to actively involve all stakeholders (e.g. employees, partners, customers, citizens, end users) in the design process to help ensure that outcomes respect all participants' point of view.
Disability	Disability is an evolving concept that results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others (United Nations Convention on the Rights of Persons with Disabilities, 2006).



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Disabled people Persons with disabilities <sup>1</sup>	Persons with disabilities include those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others (Article 1 - Purpose   United Nations Enable, no date).
Framework	The structure and support that may be used as both the launching point and the on-going guidelines for investigating a research problem (Labaree, no date).
Methodology	A theory or analysis of how research does and should proceed (Labaree, no date).
Methods	Systematic approaches to the conduct of an operation or process. It includes steps of procedure, application of techniques, systems of reasoning or analysis, and the modes of inquiry employed by a discipline (Labaree, no date).
Underrepresented, Minoritised	<p>Groups resulting from social constructs have been granted less power or representation compared to other members or groups in society. Preferable to: minorities</p> <p><b>Benefits</b> Minoritised places the emphasis on the power struggle, and on the systemic issues at play. It's also an adjective, which requires you to add "group" or "people" so it's people-first language.</p> <p><b>Impact</b> It removes the pejorative nature of "minorities", illuminating that this is an effect upon the individual or group, rather than the singular way to identify the group. (minoritised « Definitions « Self-Defined, no date)</p>

<sup>1</sup> In TRIPS the decision was made to use the terminology adopted by the United Nations of *persons with disabilities*. In D5.1 we used the term *disabled people* following the language used by ENIL. Both terms are used amongst our partners. We make space for variation in our working materials but for consistency will be using persons with disabilities in this document.



Mixed-Methods	A research approach that uses two or more methods from both the quantitative and qualitative research categories. It is also referred to as blended methods, combined methods, or methodological triangulation (Labaree, no date).
Participatory Design Research (PD)	A collaborative process that centres the involvement of people in the design of their own environment.
Research data	Information, in particular, facts or numbers, collected to be examined and considered as a basis for reasoning, discussion, or calculation. (H2020 Open Access Guidelines, 2017) (Hatzakis, 2020).

Table 2: Glossary of terms

## 1 - Introduction

Deliverable D5.2 forms part of the overall methodology output of the TRIPS project. It is the first iteration of the methods co-designed and personalised to the concerns and identities of the Core User Teams (CUT) in the seven cities represented in the project. This means that while this document focuses on the creation of local methods and concerns, the next two iterations will report on the experiences of making use of these methods in practise [M34], and finally in the end of the project, lessons learned, general principles, evaluation data and application guidelines [M35]. In other words, this document forms the first step on this journey and is the first reporting from the on-going task T5.2: Co-design for all Method Framework Development and Testing, and the final report of the shorter task T5.3: Co-Design Method Training in Pilot Cities.

As stated elsewhere, T5.2 is the task in which the theoretical and designerly work of methodology development is done, and as such it forms the core of work-package 5 (WP5). This work was initially intended to be executed through a string of participatory design workshops allowing the approach to be designed in bursts of iterative sessions. However, since the entirety of the project so far has been conducted online and from home, due to Covid-19 restrictions, this work has taken on a much more elaborate and localised form. To make up for the loss of participatory workshops, we have been making use of a string of 1:1 conversations to anchor the methodologies into strongly held local concerns and to guarantee that the processes remain within our understanding of co-design and co-production, despite the clear limitations of online work.

On the basis of this, T5.3 forms the practical engagements that generate the approaches we take forward. From March to May 2021 each CUT was engaged in a series of activities



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with the aim to formalise their unique identity as a group and their vision for what they want to achieve in the duration of TRIPS. This was done as preparation for the upcoming work in work-package 6 (WP6), which aims to develop local mobility solutions in collaboration with institutional actors. As such, T5.3 is an opportunity to iterate and expand the methods envisioned in T5.2, in turn based on the theoretical foundations set in D5.1. In other words, T5.3 puts into practise the TRIPS participatory framework as a work-in-progress, and this present deliverable details the methods, data and analysis of this process, and concludes with outputs and outcomes together with a set of ready-to-use methodological material for deployment in WP6.

## 2 - Putting Methods into practise

In D5.1, we stated our commitment to create a design research process that is created with, for and by persons with disabilities with the ultimate aim to create 'common ground between disabled people and institutional actors, nurturing collaborative processes that make mobility concerns and concepts visible, while integrating cultural, interpersonal, structural and policy-related viewpoints' (TRIPS D 5.1 Method Framing Document. Internal draft delivery, 2020).

From October 2020 to May 2021 we set out to co-create this methodology with each of the Core User Teams (CUT) in the seven cities. This approach follows the three main tenets proposed in D5.1. The first being, that the people most affected by a change-process must be centred in the planning and development of it so that ultimately, they are in control of determining what this process is used for, and how it will affect their lives. The second principle states that CUT members are actively involved as equal contributors, meaning that their interests are considered valid drivers, and they hold agency and decision-making power throughout the entire process. Lastly, our methodological stance is firmly grounded in participatory inquiry approaches, where knowledge is generated in a collaborative and iterative manner, and research and action are linked together by critical reflection.

For these purposes, the fieldwork conducted from October 2020 until May 2021 has unfolded as a long series of regular 1:1 sessions, where we used a combination of qualitative research methods: semi-structured interviews, open-ended activities, writing exercises, surveys, offline activities, etc. Our focus here has been to set a dynamic working rhythm and generate mechanisms that allow heterogeneous interests and in-depth understandings to come forward.

In this fieldwork, we prioritise research that produces knowledge grounded in the everyday and that stems from the realities of the local communities we are working with. Practically, this means that our data collection has mostly gathered descriptive and qualitative insights i.e. that which explains what is happening in detail and how something is experienced from a subjective perspective.



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As a result, our research approach is grounded in a subjective perspective and generates descriptive and rich insight. This type of qualitative outcome supports an in-depth understanding of the situation being studied and generates knowledge that is locally situated in each city and is specific to each CUT. Our developing thesis is that such local concerns can be explored in depth by each CUT first and then shared to other locales, together forming a series of complimentary exemplars of the methods-in-action. This work then forms the experimental backbone of the methodology work in the project, allowing the developing ways of working to be explored in specific situations, anchored by the concerns and commitments of each group, and through that validate methods and explore the extent that techniques can be transferred between different cities, situations and concerns.

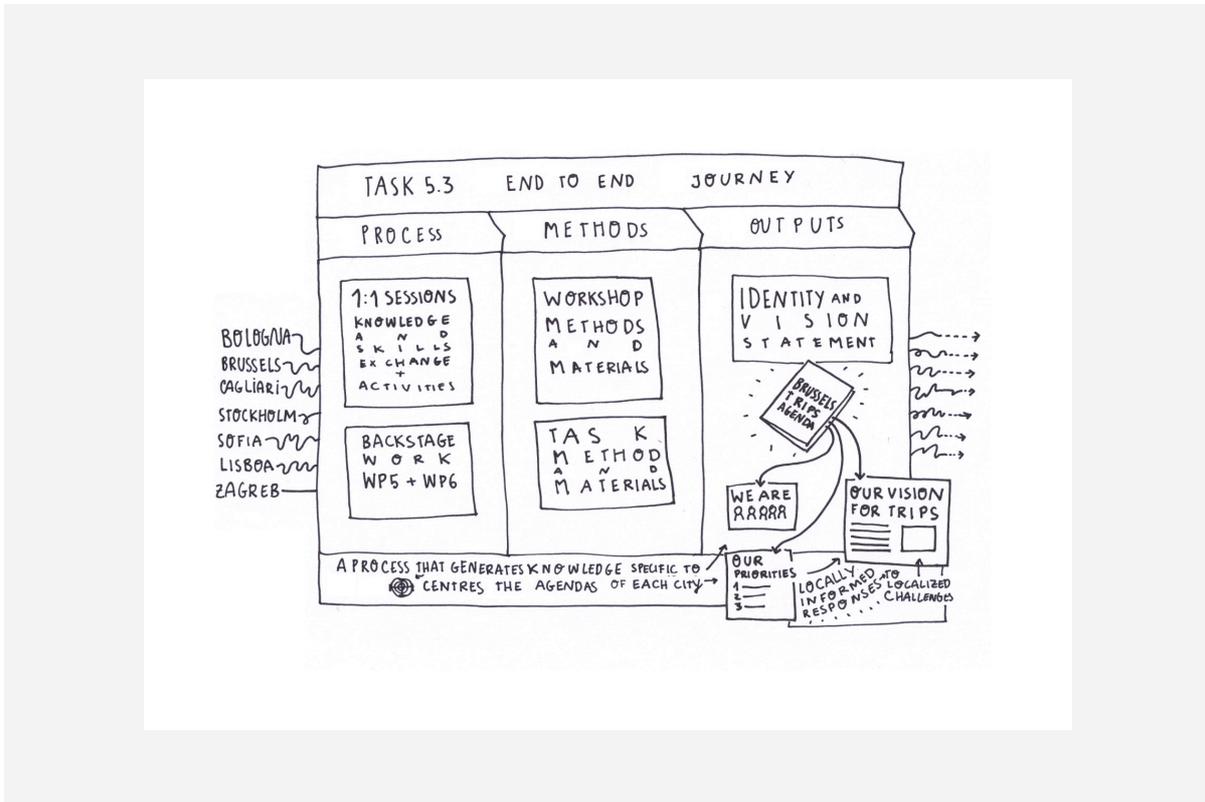


Figure 2: Task 5.3 end to end journey

Practically, we make use of the four main techniques identified in D5.1:

- **Workshopping:** Through workshopping we aim to create an experience where individuals' narratives coexist with complex understandings of collective knowledge, leading to a great diversity in outcomes.
- **Brainstorming:** Brainstorming allows for a broad range of knowledge to manifest, be shared and co-created. This has a dual effect in user involvement: it generates



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possibilities and equally improves the social dynamics of exchange as a basis for shared meaning.

- **Sketching:** Through sketching we aim to explore notions of collaborative visual thinking in which nonverbal techniques like drawing are used to represent unified action.
- **Interviews:** Interviews elicit individual knowledge and narratives. We propose to use them as open engagements where personal stories guide participants and interviewers in the telling of lived experience.

For the practical purpose of working within Covid-19 restrictions, these methods have been re-purposed in order to be executed online and in smaller groups. To identify local concerns and establish a collaborative atmosphere, we engaged in a string of iterative conversations that made use of elements from **brainstorming** and **interview** in order to identify a local focus. These conversations were documented as **field-reports** and through **sketches** resulting in a consolidated output for each city, together with shared resources for all CUTs. These local outputs were then used as material for **workshops**, with the initial version reported here and the following iterations to be conducted within the scope of work-package 6 (WP6).

This present report details this work, timelines, field-reports and the resulting material.

### 3 - Activities and Material Produced

As mentioned above, we were forced by Covid-19 restrictions to replace the envisioned in-person activities with an online approach. Instead of meeting physically, we made use of MS TEAMS and ZOOM to meet with each other and each CUT in what became a longer 1:1 process of establishing local identities and work methods. These online tools brought with them advantages e.g. it was easier to stay in touch without traveling, and disadvantages e.g. it became clear that creating engaging activities was much harder and the potential for misalignment was greater. In addition, these online interfaces come with their own accessibility issues, which influenced the outcomes in part and forced us to work in much smaller groups.

In the following, we account for the activities conducted in the context of tasks 5.2 and 5.3. This is followed by an overview of the field reports, consensus reports, presentation material and notes gathered.

#### 3.1 Timelines of activities completed

Each city had already formed user groups and had been involved in the qualitative and quantitative work of WP2 documented in D2.2 Qualitative insights report and D2.3 Quantitative survey report; as well as in the work of WP4 documented in D4.1 Mobility Divide Index, D4.2 User Evaluations and Design Concepts and D4.3 A Prioritised List of Potential Inclusive Mobility Solutions and barriers to adoption TRIPS.



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The first task for WP5 was to connect with each of these CUT teams to arrive at a deeper understanding of local aims and concerns, barriers and opportunities. This work was conducted from September 2020 to February 2021 and consisted of a series of 1:1 sessions with each Local User Lead (LUL) and Local Coordinator (LC) resulting in two to six sessions per city with two to four participants in each session. Between these sessions the LUL would conduct offline activities and consolidate the input coming from their local groups.

In the following subchapters, we list all field-work materials produced but for ease of reading we have added only a representative selection in the appendix. All reports are available on request and will form part of a larger consolidated data set at the end of the project. Where a document is added to the appendix here, it is marked as follows: (See annex XX).

The activities conducted in task 5.2 can be seen in the timeline below:

October - January 2021 T5.2 activities
<p>Activities</p> <ul style="list-style-type: none"><li>• 1:1 monthly sessions with LUL and LC</li><li>• Offline activities with CUT</li><li>• Preparing materials</li><li>• Working sessions with WP5 leader and ENIL.</li></ul>



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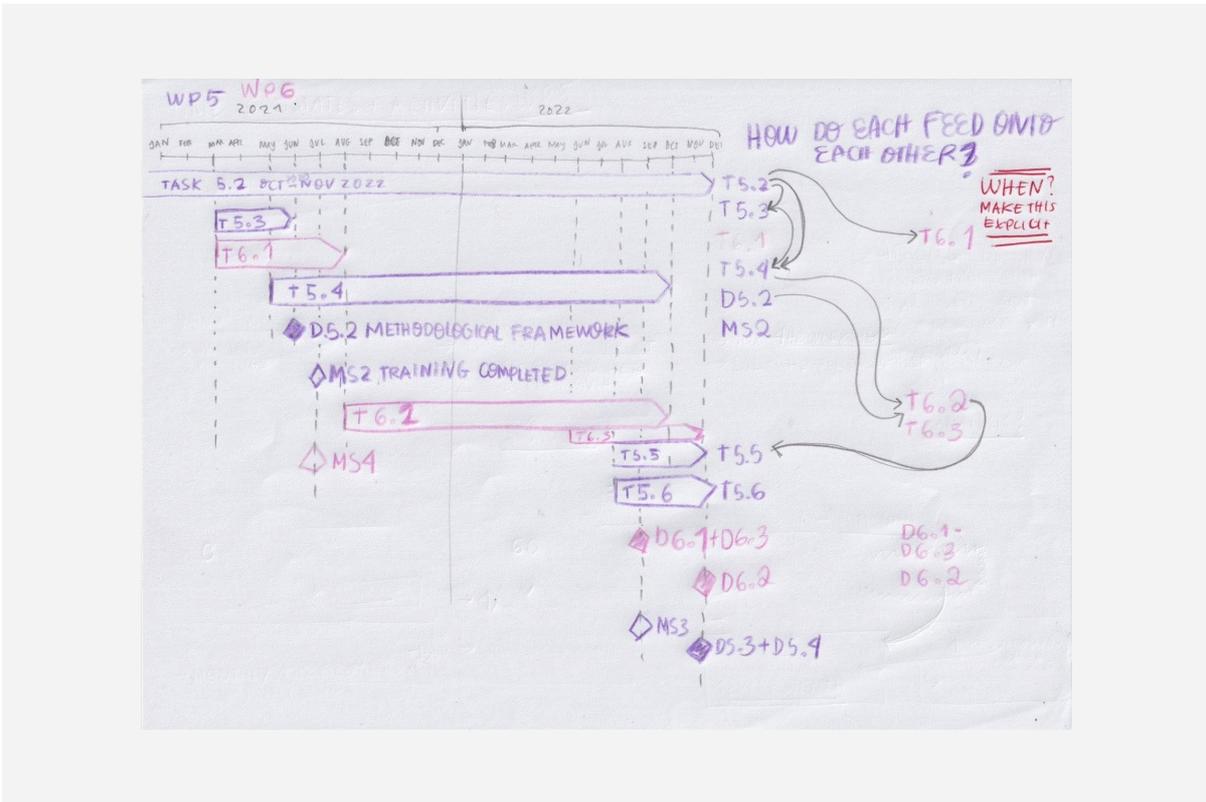


Figure 3: Sketches T5.2 preparation work

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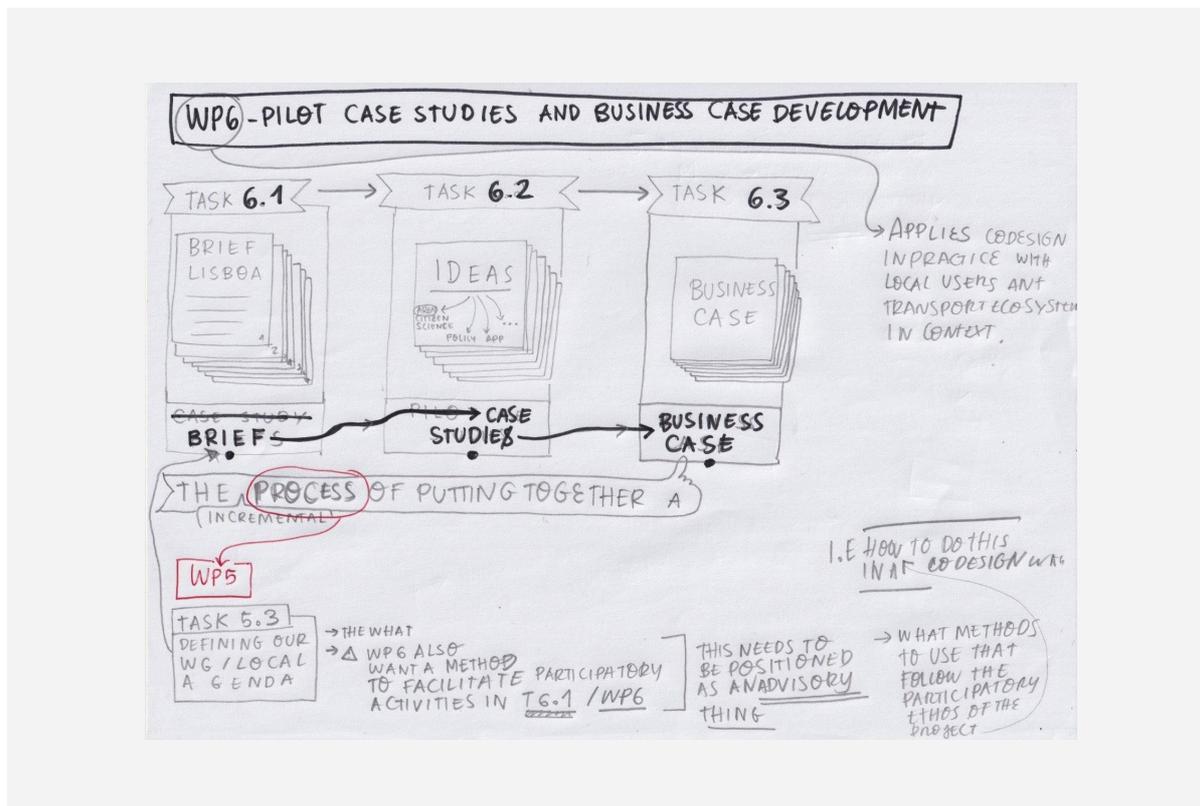


Figure 4: sketches session with WP5 leader

In February, this work transitioned into the framework of task 5.3 (T5.3) and became more focused on the practical task of co-producing material specifically suited to articulate the priorities and drivers of each of the seven cities. This work was conducted from March until May 2021 and consisted of weekly 1:1 sessions with each LUL and LC resulting in: eight to ten 1:1 sessions; one to three whole group workshops; one to three offline activities per city. In the 1:1 sessions, we regularly had two to four participants, and the workshops were open to the full local team (CUT) in each city.

The details of this work (T5.3) can be seen in the timeline below:

February - May 2021 T5.3 activities and materials
February activities
<ul style="list-style-type: none"> <li>• 1:1 monthly sessions with LUL and LC</li> <li>• Analysis and preparing materials</li> <li>• Alignment sessions with WP5 leader, ENIL and WP6 leader</li> <li>• TRIPS annual advisory board meeting</li> </ul>
March activities



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- 1:1 *weekly* sessions with LUL and LC
- Analysis and preparing materials
- Alignment sessions with WP5 leader, ENIL and WP6 leader
- First CUT workshops start happening

w/c 01 March

- T5.3 Session 01: Kick off T5.3
- WP6 internal knowledge transfer
- WG monthly meeting

w/c 08 March

- T5.3 Session 02
- D5.2 kick-off session with WP5 leader
- TRIPS board meeting
- WP5 + WP6 follow up
- T6.1 biweekly meeting
- WP8 meeting

w/c 15 March

- T5.3 Session 03
- Tue 16 March - WP5 + ENIL monthly meeting

w/c 22 March

- T5.3 Session 04
- T6.1 biweekly meeting

w/c 29 March

- T5.3 Session 05 / CUT Workshop 01 (workshops happened at different dates in each city)
- WG monthly meetings
- T6.1 biweekly meeting

April activities

- 1:1 *weekly* sessions with LUL and LC
- Analysis and preparing materials
- Alignment sessions with WP5 leader, ENIL and WP6 leader
- CUT workshops continue at different times for each city
- WG monthly meeting - LUL present outputs of WP4

w/c 5 April

- T5.3 Session 06
- Follow up and material preparation for next session 3hr - 5hr offline



<p>w/c 12 April - w/c 19 April</p> <ul style="list-style-type: none"> <li>• T5.3 Session 07</li> <li>• Follow up and material preparation for next session 3hr - 5hr offline</li> </ul> <p>w/c 26 April</p> <ul style="list-style-type: none"> <li>• T5.3 Session 08 / CUT Workshop 02 (workshops happened at different dates in each city)</li> <li>• Follow up and material preparation for next session 3hr - 5hr offline</li> </ul>
<p>May activities</p> <ul style="list-style-type: none"> <li>• CUT workshops continue</li> <li>• Analysis of materials</li> <li>• Transition to T6.1 sessions with WP5 leader, ENIL and WP6 leader</li> <li>• Presentation 'What does Codesign mean to you?' for the Future of Transport event (annex 04)</li> </ul>

Table 3: T5.3 activities February - May 2021

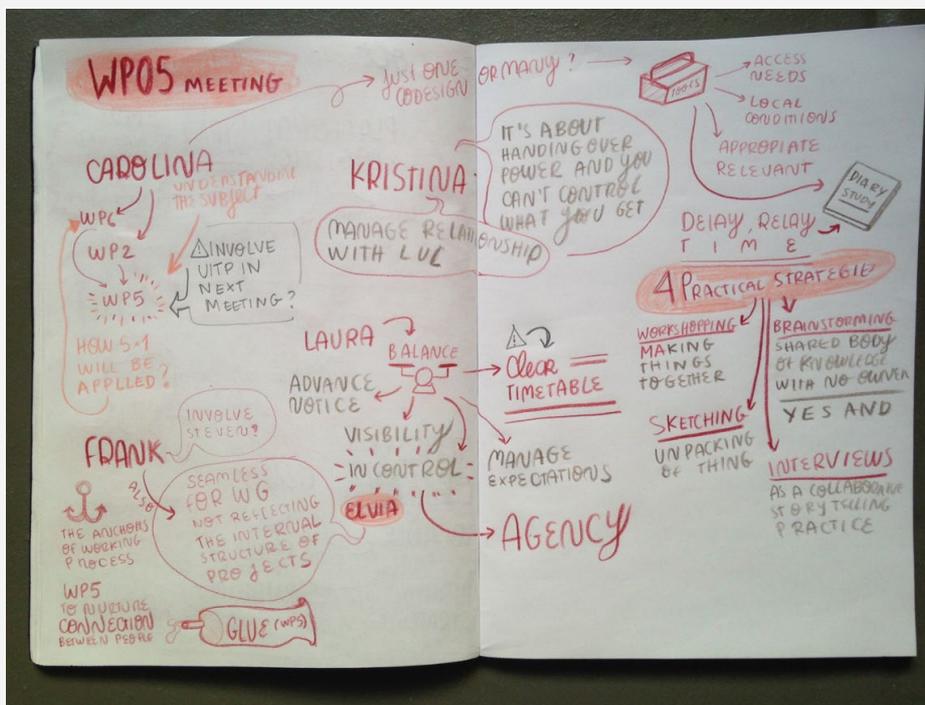


Figure 5: sketch WP alignment meetings



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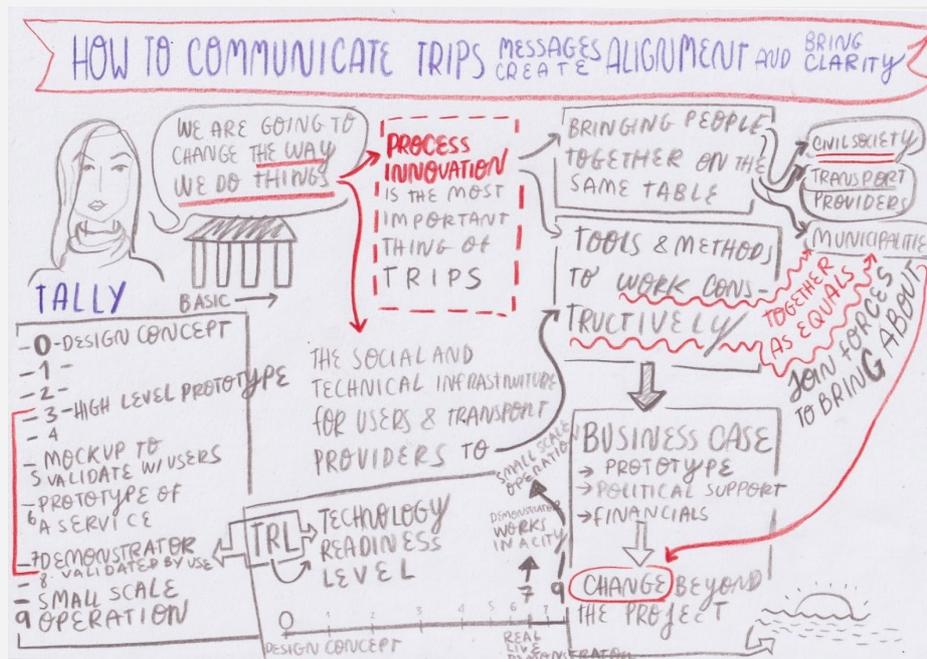


Figure 6: sketch WP alignment sessions

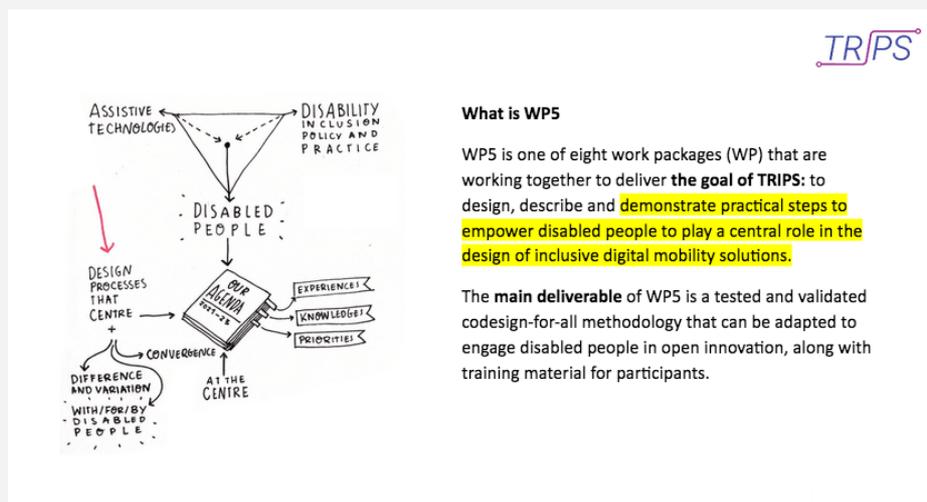


Figure 7: slide from 'Introduction to WP5' presentation



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This process constitutes the main body of field-work reported here. As can be seen in the list above, we were engaged in a seven months ongoing collaboration with the teams in each city. In the following, we will provide an overview of the material produced in this process, followed by a qualitative analysis and description of the co-production work.

### 3.2 Research data and materials produced

With our original workshop work process redirected towards the process described above, we modified our working processes to treat the documentation of these meetings as field-work and document them accordingly. Field-work analysis was done regularly and in sync to the project-wide timeline. Research reports were created to support the sharing of knowledge across work-packages and with the goal of making progress in the task by eliciting feedback from the overall TRIPS team. These reports were weaved into the timeline above. This material will be addressed in more detail in the following sections.

The following tables outline the research data and materials produced in tasks 5.2 and 5.3 (see annex 13):

	Research analysis
01	Nov 2020 T5.2 Field work report
02	Nov 2020 - Suggestions from LUL for improving coproduction
03	Dec 2020 T5.2 Field work report
04	Knowledge transfer WP6 March 2021
05	Knowledge transfer WP6 April 2021
06	Knowledge transfer WP6 April 2021
07	Knowledge transfer WP6 May 2021
08	March 2021 T5.3 field work report
09	April 2021 T5.3 field work report
10	What does Codesign mean to you? May 2021 (annex 04)

Table 4: List of T5.3 research analysis materials

	WP5 materials
11	Co-production and co-design in practise definitions



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12	WP5 Tasks and Milestones
13	TRIPS Participatory Framework (from D5.1)
14	Introduction to WP5
15	Kick-off T5.3
16	Session 02 T5.3
17	Session 03 T5.3
18	Session 04 T5.3
19	Session 05 T5.3
20	Session 06 T5.3
	Presentations
21	Feb 2021 'WP5 Codesign methodology' TRIPS consortium meeting (annex 03)
22	May 2021 'What does Codesign mean to you?' for the Future of Transport event (annex 04)

Table 5: list of T5.3 session materials and presentations

	Fieldwork notes and sketches
23	TRIPS sketches
24	T5.3 fieldwork notes <ul style="list-style-type: none"> <li>- Version 01 - Notes from T5.2 and T5.3 up until april 2021</li> <li>- Version 02 - Analysis of version 01</li> </ul>
25	Individual city notes document
26	WP meeting notes <ul style="list-style-type: none"> <li>- WP5 + WP6 notes</li> <li>- WP5 meeting notes - September 2020 to March 2021</li> </ul>
27	TRIPS Glossary of terms Accessibility guidelines

Table 6: List of T5.3 fieldwork notes and sketches



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## 4 - Reflections and Stories

In this section, we unpack and reflect on the outcomes of tasks 5.2 and 5.3 combined. The activities conducted in these tasks have been focused on generating a support structure to guide each CUT in making the TRIPS work relevant to their needs and to support them in generating meaningful outputs. At the same time, we also set out to create collaborative processes that can operate across cities, work-packages and skill sets. This co-design process forms a key part of the methodological work in the overall project.

Our first role in these tasks was to facilitate the envisioned work in a way that builds on the specificities of each CUT in terms of knowledge, skillset and tools, framed by each local context in terms of political climate, disability policies and infrastructural landscape. We make this focus in order to localise the work based on a notion put forward in D5.1 that highlights that in order to create meaningful change, the processes must be anchored in deeply felt concerns. This is also done to empower each group, so that they are strong in their role of shaping the decision-making in TRIPS and at the same time see how the work manifests in their own lived social realities. We describe this in D5.1 as follows: 'Our notion of participation is grounded in people's ability to determine and shape the environment of their everyday lives. In the TRIPS project, we extend this principle to our own process: participants will determine and shape the conditions of their own participation in the project and the extent to which this affects their lives.' (TRIPS D 5.1 Method Framing Document. Internal draft delivery, 2020).

In the following, we will re-narrate the outcomes of this work as a way to highlight relevant insights and prepare for the discussion in the following chapter. In doing so, we follow Maria Puig de La Bellacasa's notion of 'thinking with care' (Puig de la Bellacasa, 2017), together with Nigel Rapport's description of interviews as a 'form of partnership' and 'an extraordinary encounter' (Rapport, 2020) and Arthur Frank in his proposal to make use of dialogical narrative as a way of letting 'stories breathe' (Frank, 2010). We take these three theoretical positions to inspire how we process the outcomes of the ongoing conversations with the cities.

Practically, this work has unfolded in three phases: prepare, facilitate, analyse and iterate. These phases have been conducted in all the groups, and we will report accordingly, highlighting local variations where appropriate.

### 4.1 Phase 1: Prepare



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### **What we learned**

*Not all cities will arrive at a task on the same footing.*

*Tasks must be doable, but in specific ways that are grounded in the lived realities of each group.*

*It is of highest importance to feel oriented within the project.*

This initial phase was conducted as a part of task 5.2 and as such constitutes a research exercise in the longer time-frame of WP5. With the initial prompt for the conversations with each local group was to 'get to know each other better', it quickly became clear that each city had both unique challenges and opportunities. The groups were not only different in terms of age profile, gender distribution and types of disabilities, but also in experience, interests and focus. At the same time, it also became apparent that there were unexpected similarities between certain cities. For ease of reading, we will describe consolidated summaries in the following, with a more detailed description of the local variations in chapter 5 - Discussion.

As mentioned above, the initial set of conversations were conducted as a part of T5.2 and constituted the groundwork for the collaborations in T5.3. This preparation involved a city-by-city analysis, the planning of activities and the production of working materials to translate T5.3 for the CUTs. In order to document this work, we created a WP5 directory, a task document for field-work notes and analysis, as well as a copy document to hold correspondence such as emails. This practical setup was done in anticipation of the workload to come in T5.3 to coordinate the seven parallel tracks of each city.

Our starting point was a city by city analysis to understand the individual process each city was going through in TRIPS and to find ways to tailor T5.3 to meet the needs that emerged along the way. In this analysis, we were guided by the following questions:

- How will they arrive at task T5.3?
- What can we learn from previous tasks?
- What works for each group and what doesn't?
- What are the working processes that we need to adhere to?
- What are the specific considerations on a city-by-city case?



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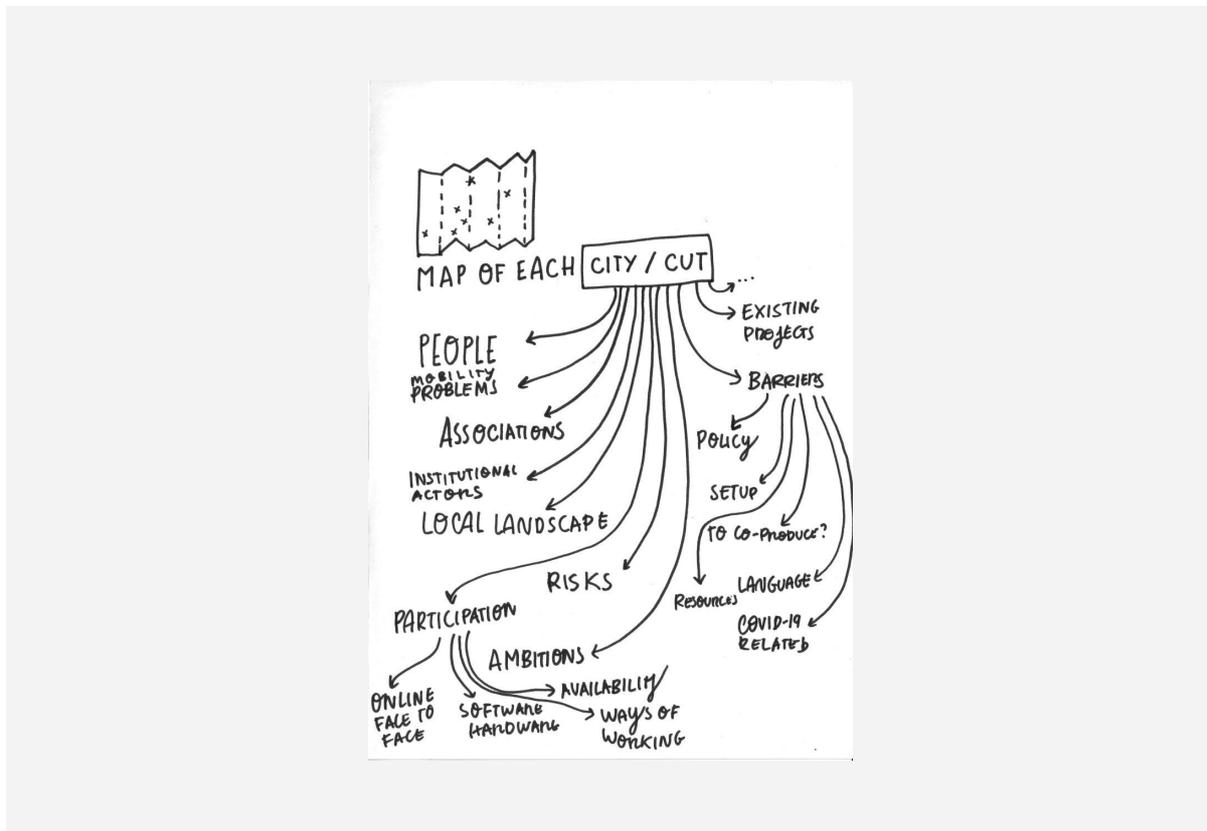


Figure 8: Sketch map of each city

The insights coming from the city by city analysis were combined with the themes emerging from the sessions conducted T5.2, captured in two analysis documents from November and December 2020. From this process, a number of shared requirements emerged:

- **Requirement 1: A working process that is specific and situated locally on a city by city basis**  
Practically, this means paying attention to the specific areas of interests articulated in each city, e.g. *"steering the discussion towards achievable results, there is no use in leaving people free to make dreams, if you are not able to satisfy none of them. People's time is important, so TRIPS must deliver worthy-of takeaways. This is needed also to prevent people from becoming disaffected with project activities or from feeling teased, or worse, exploited."* This requires us to be realistic about the scope for change that can be achieved in the duration of the project and managing the expectations of each CUT. In this, it is important that the cities are able to both deliver tangible results and more theoretical results that meet the agreements made in TRIPS.
- **Requirement 2: Improvements in the way groups are engaged in the project**



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Improving the overview of the work in the project from the perspective of each city. LUL raised that they had no visibility of the roadmap of the project and therefore no control of what was coming next. *"We are just told, next week you need to do this."*. This requires us to make a concerted effort to orient each task in a broader perspective, improve coordination between the various work-package tasks and give LUL both improved visibility and influence.

- **Requirement 3: Greater attention paid to motivation and expectations**

This requires the project to make sure that not only is each city engaged in a way that motivates them and matches their expectations, but they are actively involved in letting their positions influence the direction of the overall project. In the initial stage of the project, motivation and frustration levels varied according to the initial expectations about the project and the role each LUL anticipated they would play in it. There is a strong desire to be *"doing co-production for real"* and this was something that was evident throughout the task.

- **Requirement 4: Flexibility around workload efforts**

Each city has their own contractual setup, and this needs to be taken into consideration as it will determine different levels of obligations and workload. As an example, cities might have different amounts of time available for each task (due to different wage levels). This concern also covers the fact that there are differences in the general availability of local users. *"Workshops outside of working hours - people need to agree to this."*

Informed by these insights, we created a roadmap together with the necessary materials to communicate the tasks to the LUL and LC in the clearest possible way. This material reflected the following needs and questions identified together with each LUL and LC:

- What is the purpose of this task, and how is it connected to what I have been doing so far in TRIPS?
- How does this contribute to what I want to have achieved by the end of the project?
- What is expected of me in this task e.g. specific activities, responsibilities, workload?
- What support is available for me in my role?
- What are the outputs of this task?
- When will things happen and how can I plan in advance?

As a result of this process conducted in T5.2, T5.3 was re-shaped to reveal information incrementally, providing information to guide each team of LUL and LC in making this task their own and meaningful to their local CUT. The following sketch is an example of this process.



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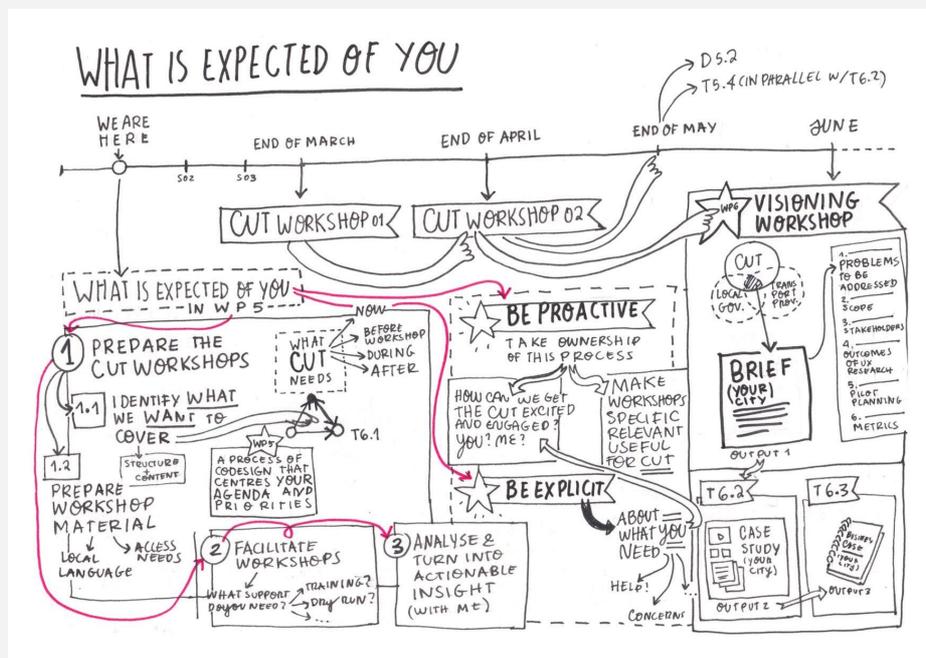


Figure 9: sketch for T5.3 session 02

## 4.2 Phase 2: Facilitate

### What we learned

*By making something clear, you open it up for critique and collaboration.  
Listening carefully from the beginning and all the way until the end.  
What you pay attention to, grows.*

Having observed a number of concerns from the cities in the previous stage, we doubled our efforts to clarify both the overall project and each city's role in it. The sketch above is a visual example of the work done to not just provide this overview, but also to open up the process for structural critique and feedback from the local team. This also marked the switch from T5.2 to T5.3, where methods are not just put into practise, but through this process our working methods are tightened and improved.

The objective in this phase was to deploy the methods developed in T5.2 as peer-to-peer activities in each city. From March to May 2021 each CUT was engaged in a series of activities with the aim to formalise their unique identity as a group and their vision for what they want to achieve in the duration of TRIPS. This was done in response to the feedback



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in the previous phase, and as preparation for the upcoming work in WP6 where each CUT will develop local mobility solutions in collaboration with institutional actors.

In making each city's vision more explicit, we are placing the problems these groups experience with public transport at the centre of TRIPS, and allowing the project to drive the change they want to see happen in their cities. We found that this is fundamental to guarantee that the priorities of each city are placed at the centre of the subsequent activities in WP6 involving transport providers and relevant government authorities.

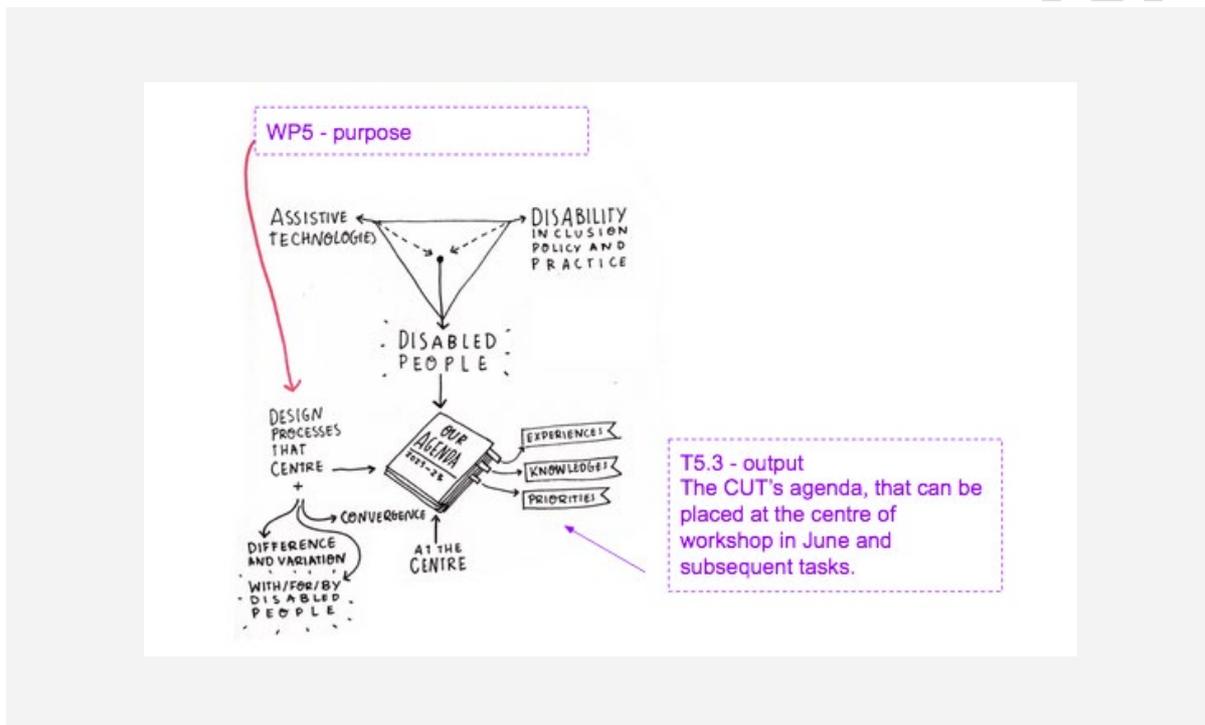


Figure 10: slide from T5.3 session 03

The work became focussed on setting the insights from phase 1: Prepare, into action through this sequence of work:

- Preparing workshop 01
- Workshop 01
- Analysis workshop 01 and preparing workshop 02
- Workshop 02
- Analysis workshop 02 and transition to T6.1

### Preparing workshop 01

Preparation of the first workshop took place over the course of six sessions with each city's LUL and LC. The first session was informal and open-ended in order to elicit local interests and motivations from each team. We drew out motivations, expectations,



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frustrations, blockers, concerns, general questions in order to address them in the following sessions. We created a notes document for each city to keep a log of sessions and their evolution throughout the task.

The second session was a formal kick-off to onboard and confirm their engagement by defining a working process (roadmap with session timings, calendar invites, a procedure to document our working process) and agree on how we would be working together. We found that this combination between informal - formal was an important balance to keep throughout the task.

In these two initial sessions, we used a combination of documents to support the onboarding of each city's LUL and LC into the task. In the 'WP5 Tasks and Milestones' we provide the more formal information about the task coming from the grant agreement of the project together with a calendar of regular sessions for each city, thus setting a working rhythm. A shorter version of D5.1 was made available containing the TRIPS Participatory Framework in an abridged version. In session one, we focused on a gentle Introduction to WP5, and in the second session we formalized their engagement and produced material to kick-off T5.3. These materials made explicit the formal components of T5.3, its framing in the overall context of WP5 as well as its connections to the other work-packages of TRIPS, and most importantly, they acted as a sounding board for LUL and LC to make sense of the task and start making it their own.

Tasks

Task 5.2	Task 5.3	Task 5.4
Co-design for all Method Framework Development and Testing - 01 Oct 2020 to 31 Nov 2022	Co-design Method Training in Pilot cities - 01 March to 31 May 2021	Co-design Method Deployment in Pilot Case Study cities - 01 May to 31 Sep 2022
TUE + LULS Whole duration of the project Birds eye view of WP5	ENIL + LUL + CUT 3 months First version of workshop format for T6.1 + T5.4	ENIL + LUL + local ecosystem 10 months Test workshop format in local ecosystem over a long period of time
We are here		

Figure 11: slide from 'Introduction to WP5' presentation



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From session 02 onwards, the focus was placed on local ownership of the task, on preparing the workshops together and on establishing collaborative working processes. In doing this, we set the stage for a working method to be continued in WP6, placing a strong emphasis on each city having their own set of materials and outputs produced to demonstrate their work at the end of TRIPS.

Taking ownership of the task meant that each city went through the process in slightly different ways, in order to make it doable, meaningful and relevant to their group. A flexible structure was provided so that LUL and LC decided on what topics to address first and to what extent. Placing a focus on LUL's ownership of the task was what guaranteed that the co-design methodology emerged from within the specifics of the people that made the CUT and the local landscape e.g. infrastructure of each city.

Defining and preparing workshop 01 together was done incrementally. First we defined a focus to the workshop by doing a prioritising exercise around five topics:

1. Identity - Who are we and what is important for us?
2. Our concerns and priorities
3. Problems - where and how is this happening in our city?
4. Institutional barriers - What is the landscape we have to navigate to fix this?
5. What are the steps to fixing this?

From this exercise each city made explicit what material and insight had already been created by their group, and the level of interest in each topic. This set a clear direction for the first workshop.



Structure		Content
15m	Welcome and introductions	1 - Who are we
15m	Exercise 01	2 - Why are we here
20m	Exercise 02	3 - Things we want to know from you / what is expected of you (whoever is at the meeting in June)
10m	break	4 - Concrete problems with public transport
20m	Exercise 03	5 - Our understanding of the local ecosystem
20m	Next steps - prioritisation discussion	6 - Practical steps to drive change
10m	Any other business?	7 - CUT is prepared for...

Figure 12: slide from T5.3 session 4

We then moved on to creating a structure for the workshop. To support this step, a workshop method template was created (annex 05). Each city created their own version of this document by setting their goals, defining a narrative and exercises. This document was then used throughout the task.

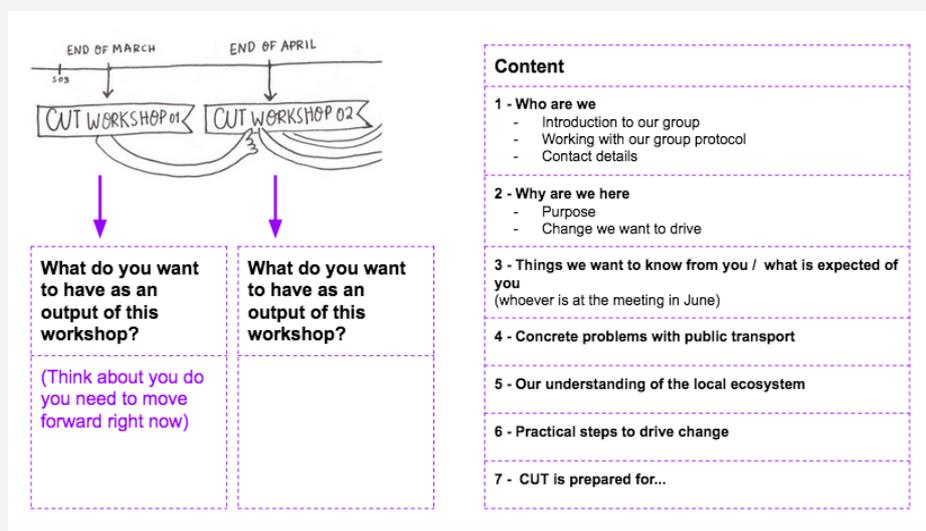


Figure 13: slide from T5.3 session 04

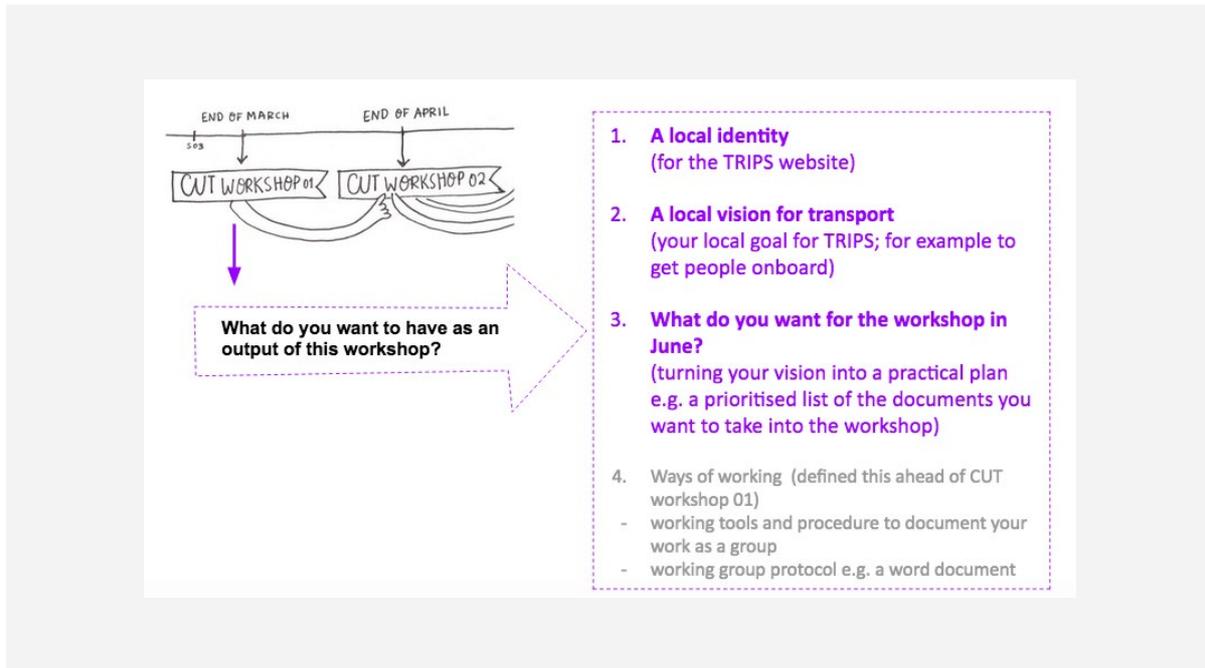


Figure 14: slide from T5.3 session 04

To establish a collaborative working process, we used a combination of platforms to meet the specific needs of each CUT. Initially we were using MS TEAMS as an online platform, but this proved unsatisfactory for many groups. We mitigated this by moving to ZOOM, a by now much more familiar platform for most of our partners. A notes document was created for each city to keep a log of our sessions and their overall progression throughout the task. As more documents started emerging, we created a one pager document to act as a directory and provide a quick snapshot of the status of each city.



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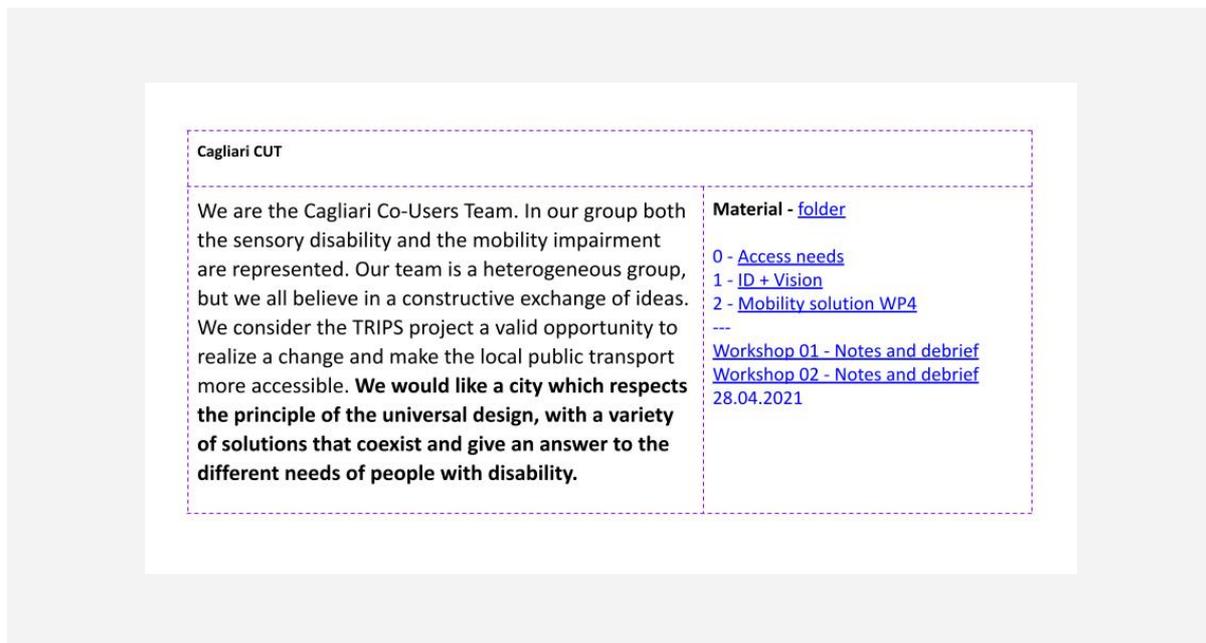


Figure 15: slide from Cagliari T5.3 output document

Producing clear and simple outputs that articulate each city’s priorities was a focus in the task, as this is what we propose will guarantee that the conversations in the upcoming activities in WP6 are done through the CUT’s agendas and priorities. Another practical consideration in the task was keeping the materials produced organised and easy to access - this was and will remain an ongoing effort in the project.

For each weekly session with LUL and LC, documentation was produced to support each city in progressing through the task. These follow the approach set at the beginning: to reveal information incrementally and to craft the methods in exchange with the CUT. Each week’s session provided more insight on the task as well answers to questions and needs raised in the previous session.



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1 - Address points raised in Kick off session / what is on your mind:

- Where are we, recap
- What is expected of me
- Clarifications from WP5 / WP6

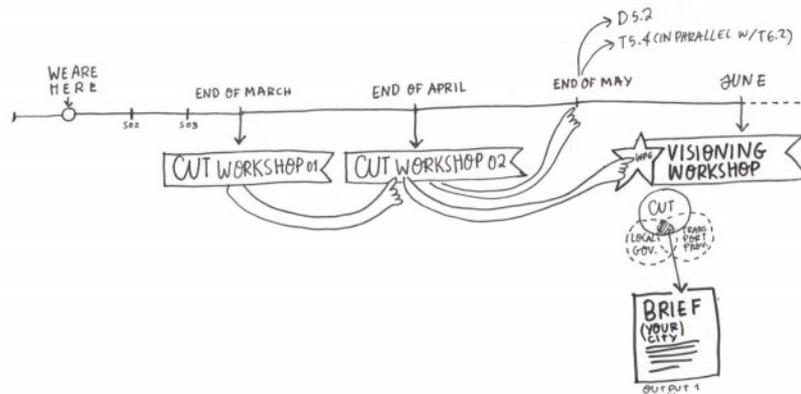


Figure 16: slide from T5.3 session 2

Recap	What is expected of you	Clarifications from WP5
-------	-------------------------	-------------------------

**Last week - update from you**

**0 - Access to documents**

- [Slides used 10.03.2021](#)
- Your own T5.3 content document

**1 - Create your access needs protocol**

**2 - Start creating the outputs in this document**  
Familiarise yourself with the content on this document and make it your own (start adding content, change, do what you see fits so that this is useful for you. document your questions too so we can cover them next week).

**3 - Think and document - what you would like to share with CUT before the workshop & what input we want to ask from them before hand?**

Figure 17: slide from T5.3 session 3



Recap	What is expected of you	Clarifications from WP5
-------	-------------------------	-------------------------

**Today**

- Workshop method - slide deck with exercises  
[TEMPLATE - CUT Workshop 01 Task 5.3](#)

**WIP happening backstage**

- WPS intro Sotkholm
- Consent forms
- Zoom w/ KA
- Facilitators conversations w/ KA
- Debrief / consolidate

Figure 18: slide from T5.3 session 4

Recap	What is expected of you	Clarifications from WP5
-------	-------------------------	-------------------------

↓

Turn what was discussed in Workshop 01  
into something you can use going forward

↓

CUT Agenda (outputs task 5.3) - content in english for:	
CUT Identity	CUT Vision for TRIPS
Templates <a href="#">TEMPLATE - CUT Identity and Vision</a> <a href="#">TEMPLATE - Debrief and analyse workshop CUT</a>	

Figure 19: slide from T5.3 session 5



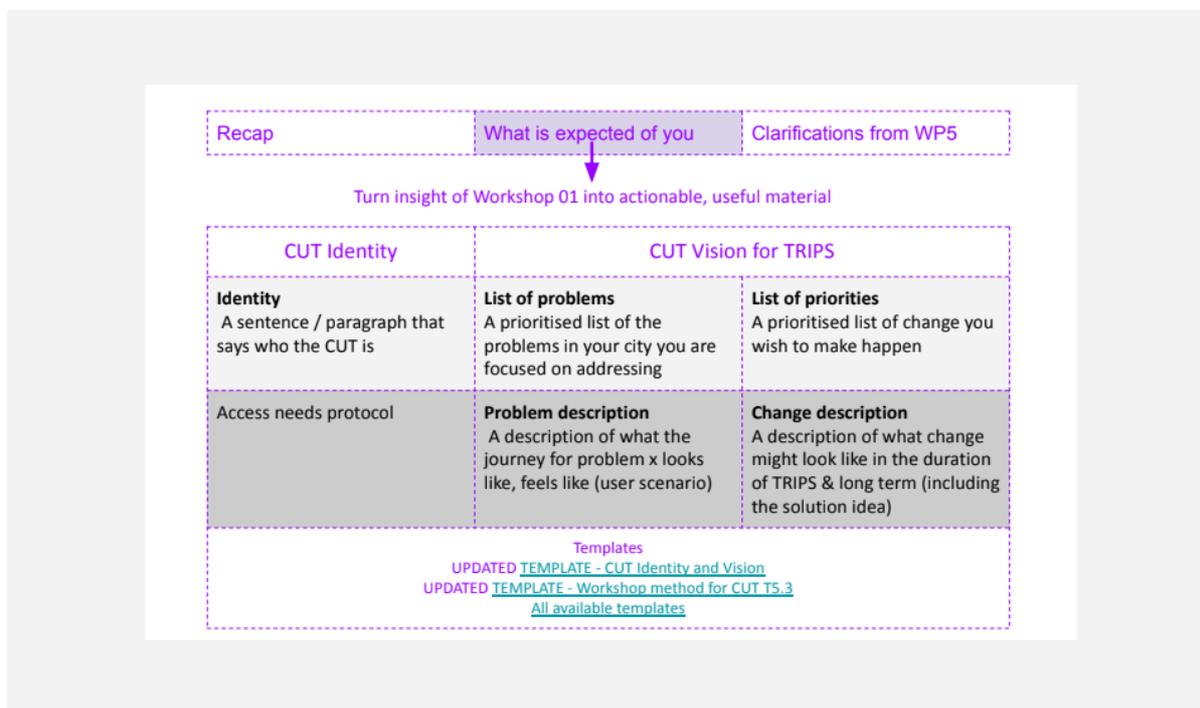


Figure 20: slide from T5.3 session 6

### Local variations start emerging

In the early stages of preparing the workshop, variations began to manifest between the cities. We took this as a sign that each team was taking ownership of the process and were exploring their own paths into the task. Taking ownership required making decisions about the roadmap of the task e.g. when to do the workshops, who to involve in the activities e.g. bring in institutional actors? and how to conduct them e.g. determining the exercises, and crafting offline activities.



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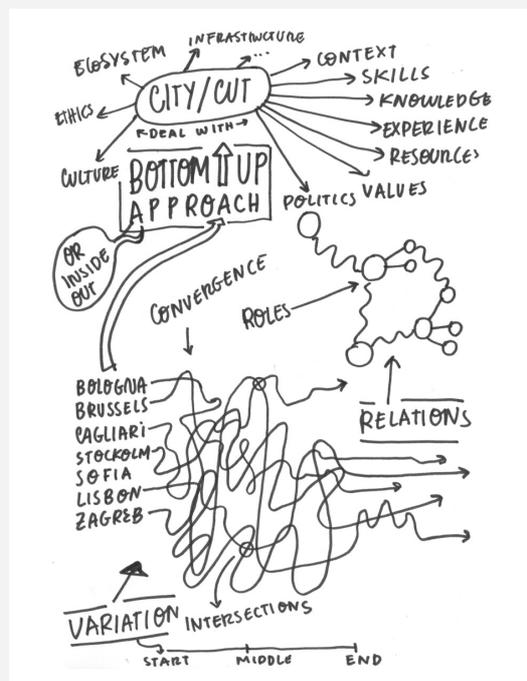


Figure 21: sketch about local variation over time

From this point we start sharing city by city insight, that demonstrates the sometimes nuanced ways each city explored their own path in T5.3. This variation unfolded over time and was accommodated in the way we facilitated the task by adapting on a weekly basis to the emerging needs of each of the seven paths being explored. The following table outlines some of these variations.

City	Variation
Brussels	This group went through a unique turnover of three LUL since the beginning of the project, due to external and administrative issues. As the now permanent LUL only joined the project a month before this task commenced, they decided to postpone workshop 01 to better prepare for it. In preparation for the workshop, the LUL took the initiative to create materials in the local language to communicate the task better to the CUT - these materials articulated the LUL's understanding of the task in a simple way and how it would be relevant to the CUT. This was a valuable and useful artefact that was then translated to English and shared with the other cities, in turn prompting them to articulate the task to their own groups.



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Bologna	This was the first team of LUL + LC to adopt the online collaborative notes document. Their approach was thorough, leaving comments, adding content, and raising questions. Their requests were largely for detailed information about the formal aspects of TRIPS that concerned their work e.g. deliverables and definitions, such as technology readiness levels for pilot projects. This required a significant amount of effort (time wise) from the task facilitator, but also made more explicit the scope of possibilities of the outputs produced in TRIPS.
Cagliari	This city worked steadily and produced clear outputs throughout the task. They were less vocal in articulating and elaborating their local take of the task process than other cities. The group was at the beginning of the project completely new to each other, and this may have surfaced the need to craft a sense of a local team. In addition to this, this team experienced additional issues with online work with hearing impairment forming a practical barrier to participation. The work to mitigate this is on-going and is informing our accessibility protocols.
Sofia	This is a very experienced team, which faced a number of challenges. Having extended experience, they arrived at tasks 5.2 and 5.3 with a feeling of frustration and impatience with the project. As such they formed an important driver to accelerate change within the project and they motivated work-package 5 overall to clarify, re-iterate and tighten up our strategies for co-design and the sharing of decision making and focus. <i>“Autonomous taxis, we don’t even have normal taxis! This is not the way you can get people involved in the long term basis.”</i> As such, the engagement in T5.3 became focused on addressing these important concerns, and reflecting on the overall work methods and tasks, and importantly in the re-build of trust with the team and re-motivating them back into the process.
Stockholm	This is another highly experienced and knowledgeable team, which is deeply engaged in the independent living movement as well as in co-design. Overall, they were incredibly proactive and independent and as a result drove the task and acted as pace-makers. This means that they would often be the first team to complete a task allowing us to learn from their experience and share these insights with other local teams.
Lisbon	Knowledgeable and engaged local user team. Their main variation lies in their great facilitation skills. Over time, these skills can be shared with other teams.



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Zagreb	This team is run with the highest approval and involvement of local stakeholders. As a result, it is incredibly professional and efficient. This group has been working together for many years, they have a mature vision and a clearly defined proposition to develop in TRIPS. The team provides a view of what a mature user team might look like and as such provides other cities with an achievable if ambitious vision.
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Table 7: Initial considerations about each city T5.3

### Workshop 01

Increased ownership and further local variation continued emerging in the execution of workshops 01. For the LUL, delivering the workshops entailed making decisions about the practicalities such as timing and duration of workshop, as well as fundamental strategic choices such as determining the purpose and what to pay attention to during the workshop. In some cases, this was an opportunity to make their role as the CUT leader more formalised and to further substantiate the importance of their role within TRIPS.

Each LUL decided when to run the workshop, which meant that the task was now unfolding in individual timelines for each city.

In the first CUT workshop, the LUL guided their groups in exploring their own paths in this task by localising their working processes and making decisions to reflect their needs e.g. what type of documents to use, word documents vs slides; language in workshop and translation of materials; creating an access needs protocol; deciding who to bring into the workshops. Variation continued to be nurtured and was visible in the specific ways each CUT approached their first workshop:

City	Variation
Brussels	This team identified a lack of facilitation skills and decided to invite a colleague to co-facilitate. This proved to be a very productive partnership that continued throughout the task. To better engage CUT members, the LUL continued to produce clear and simple content to answer the needs identified around information about TRIPS.
Bologna	The LC and LUL continued to thoroughly document and raise clarifications about specifics in TRIPS deliverables e.g. Technical Readiness Levels in pilots. To answer their questions the project's director joined one of the weekly sessions. This created a more in-depth understanding about the possibilities for the pilot to be developed in the city. Along the same lines, the LC and LUL decided to include a TRIPS WP Leader to introduce the task and WP5 in the



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	workshop. The WP6 leader was best positioned to do this as they not only spoke the local language, but also had been an observer in all T5.3 sessions.
Cagliari	Unlike other cities where CUT members might already have working relationships from past experiences, the Cagliari CUT was completely new. This means that CUT members don't know each other very well and had no working relationship to build upon. As a result, this was a point of focus during the first workshop.
Sofia	The team attempted to organise a date for the workshop, but found it difficult to engage the CUT. This may in part have been due to local elections taking place at the same time and taking precedence over their involvement in TRIPS.
Stockholm	As the first city to organise and deliver the workshop, this team produced materials that were shared with other cities. They decided to involve extended working group members e.g. institutional partners to validate that their ideas were indeed feasible. Similar to Bologna, they invited a T5.3 facilitator to present WP5 and introduce the task in the workshop. The rest of the session was conducted in English and Swedish with impressive, simultaneous translation from the LUL.
Lisbon	This city also invited a T5.3 facilitator to present WP5 and introduce the task in the workshop in the local language. The facilitator participated in the whole workshop, which proved an interesting way of weaving together a WP perspective with the CUT priorities. The workshop was co-facilitated by the LUL and a CUT member who brought in their experience and knowledge as an accessibility consultant. The CUT engagement was high, the workshop was thorough and the exercises highly productive. The mood was very relaxed, dynamic and very positive. In the future the highly positive experience will be analysed and shared in future methodology work.
Zagreb	The workshop was well structured and delivered in a very professional and clear way. The pre-existing relationship between the CUT members, combined with the fact that they have a very clearly identified change proposition that they wish to drive in the duration of the project, meant that the workshop was fairly straightforward.

Table 8: observations after workshop 01 per city

A new template was created to support CUT in capturing the insight shared in the first



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workshop in a collaborative way: TEMPLATE - Notes and Debrief CUT workshop (annex 06).

### Analysis workshop 01

Following the workshops, T5.3 continued to be facilitated as 1:1 sessions for LUL and LC to analyse and summarise the insight coming from each version of workshop 01. In this process of reflection and synthesis, the LUL continued to shape their path in the T5.3 task by deciding what the focus of workshop 02 should be, when it should happen and what kind of outputs it should deliver. The LUL also started planning CUT activities to happen in between T5.3 and T6.1 to keep the engagement of CUT members and the momentum going.

City	Some highlights from workshop 01
Brussels	<p><b>What is my personal contribution to the project?</b></p> <p><i>“As a person in a wheelchair, there are many accessibility problems in Brussels (especially in terms of shops and hotels). Within this project, I would like to prioritize the issue of public transport. I would like to be as concrete and constructive as possible: what motivates me is that I am not able to take public transport when I want. I always have to book in advance. I feel that Brussels is far behind compared to other cities. I wouldn't want everyone in these workshops to complain about their problems and then leave without a solution. I would like to have constructive debates, very concrete proposals and dialogues with service / transport providers to have a final result. That it does not just stay in the mails / papers but that it is a reality.”</i></p> <p><i>“What I would like to bring to the group is a better knowledge of the legal framework in terms of accessibility, European legislation (especially at digital level) and new resolutions, disability rights (with specific requests to Member States), but also our Belgian legislation and Belgian policy in which PRMs must join forces and make themselves heard.”</i></p>
Bologna	<p><b>What motivates me to be part of the TRIPS project?</b></p> <p><i>“I am a user of public transport in the city, so I know firsthand the instances of those like me who have a visual sensory disability and I think I can make a contribution that represents everyone in my situation.”</i></p> <p><i>“I would like public transport such as buses and trains to become truly accessible; I am interested in getting in touch with public transport</i></p>



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	<i>decision makers also for future requests; I want to make sure that the TRIPS project spreads and promotes the culture of rights based on the UN convention and other laws that protect the rights of people with disabilities.”</i>
Cagliari	<p><b>What kind of outcomes do I hope for?</b></p> <p><i>“(...)we discuss about possible solutions. We agreed on the fact that every disability has its own needs and that it’s not easy to find a way to give answer to all the requests. Instead of looking for a unique solution which should satisfy every category of disable people, an idea could be realizing more than one solution, some little and easy remedies which don’t have a high cost.”</i></p>
Sofia	Workshop pending.
Stockholm	<p><b>Why is TRIPS important for us?</b></p> <p><i>“We see how we together can use our expertise to try and make a difference through TRIPS in the transport area. Together we are in a process of seeing what can be proposed to better the Stockholm transport system while other working groups and cities in Europe are looking at their systems. This process has been inclusive where we try to include all the needs of persons with disability.</i></p> <p><i>Our vision is a Stockholm transport system for all. A system with flexibility. Transport is an important issue. We joined TRIPS to see if we can contribute to any improvement in Stockholm's public transport and to promote co-production.”</i></p>
Lisbon	<p><b>What is our vision?</b></p> <p><i>“A collective vision for the change we want to achieve in TRIPS and beyond is based on improving the current services, vehicles and infrastructures. There is interest in exploring new solutions and making them work, especially regarding information (sound announcements, as example) and access to real time information.”</i></p> <p><i>“Practical results / specific concrete achievable change:</i></p> <ul style="list-style-type: none"> <li><i>• Change in each of the cities: small, palpable, we did it. This group contributed to something. Moving from theory to practise.</i></li> <li><i>• Day-to-day accessibility. Find a specific objective that you can change and demonstrate that it works and we can improve things.</i></li> <li><i>• Take public transport without constraints.</i></li> </ul>



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	<ul style="list-style-type: none"> <li>• <i>People with disabilities to be consulted in these change processes.</i></li> <li>• <i>We are able to change structurally how we work to improve public transport, not to involve passengers; collaboration between people and companies, focusing on the practical and essential needs of people.</i></li> <li>• <i>Leave a legacy for after the project, something that remains to be continued after the project.</i></li> <li>• <i>Implement our ideas; create strategies specific to Lisbon; We leave without thinking and exploring the city as it does and without constraints; help us to be more autonomous.”.</i></li> </ul>
Zagreb	<p><b>Why I joined the project?</b></p> <p><i>“I am here in this project because I am hoping we can make a change and make life a little better.”</i></p> <p><i>“I am here because I think our opinion can make a change in public transport in Zagreb. We are here to improve and work on it.”</i></p> <p><i>“I have experience using public transport hoping to change the world. Changing the world at a small scale. Changing our world.”</i></p> <p><i>“I joined this project because I think I can help with my knowledge and experience to improve the experience of public transport; What I think we can achieve is better information services and better help with navigation processes.”</i></p> <p><i>“I am part of this team because I think we can change our daily life so we can change the world through our daily life.”</i></p>

Table 9: insight from workshop 01

In the period after workshop 01 LUL’s efforts were devoted to producing a summary of the insight and actions coming from workshop; following through on implementing the actions agreed as a group; and organising and preparing workshop 02.

In parallel, a session was organised by ENIL where all LUL presented the outputs of their engagement in the previous workshops in WP4. This was an opportunity for alignment and visibility across the cities that supported them in making progress towards T6.1.

Some quotes from these presentations are provided in the table below:

City	Mobility solution identified in WP4 (presented 15.04.21)
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Brussels	<i>“An application to plan your travel specific to your own disability. You get a travel plan depending on your disability”.</i>
Bologna	<i>“The ideas proposed were the result of a joint workshop with BOLOGNA and CAGLIARI.</i>
Cagliari	<i>10 ideas were proposed with a prevalence of “incremental ideas” over “big ideas”: First solution: wearable accessibility Second solution: An app that contains information on the accessibility of the LPT bus stops network and cartographic information on the equipped and accessible/non-accessible routes to services or points of attraction for wheelchair users (for example located within the 300 meters from the stop)”.</i>
Sofia	<i>“We would like to work on an accessible bus stop.” “The goal is to understand what does it take to create an accessible bus or tram stop and to also demonstrate how universal design can work, but that it requires political will and commitment. TRIPS can help us with the knowledge so that we can create this working group. Where do we start?”</i>
Stockholm	<i>“We would like to work on a journey planner: “Travel ID - travel support with personalized information.”</i>
Lisbon	<i>“The idea is also a journey planner: “Real time information about the accessibility of the transports e.g. we never know if the bus coming is accessible or not. We don’t know if we can’t take it or not, we also don’t know which bus stop is accessible and which isn’t.”</i>
Zagreb	<i>“Journey planner: “TRIPS plugin to accessible Zagreb.”</i>

Table 10: insight from all LUL presentation of WP4 outputs

## Workshop 02

In preparing for workshop 02, we found that the cities needed less and less support and that most LUL showed full ownership of the process: they were comfortable deciding the agenda, preparing and facilitating the workshop. Their decisions on what to focus on in the second workshop was informed by the insight coming from workshop 01.

City	Some highlights from workshop 02
Brussels	<b>Priorities and goals to achieve in TRIPS</b> <i>“Through this project, I would like us to achieve something concrete:</i>



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	<p><i>both political pressure and funding, but also to change the status of Brussels in relation to accessibility.</i></p> <p><i>“I am interested in better understanding decision-making (especially at the political level), because it is too complex in Belgium.”</i></p> <p><i>“People with mental disabilities are systematically taken into account less, in transport of course, but also in accessibility to equipment and digital tools, which makes mobility more difficult according to criteria that must be paid attention to.”</i></p>
Bologna	<p><b>Focusing on a specific problem</b></p> <p><i>“Bus stops are difficult to identify; this is a common problem that we think can be solved during the lifetime of TRIPS.”</i></p> <p><i>“The voice assistant installed on buses is often too low or does not work; we think this situation is easy to improve.”</i></p> <p><i>“The scheduling of ramp buses needs to be improved because today it is not reliable and buses accessible with ramps must be booked in advance; the passage of ramp buses should be established in time, at precise and predefined times, which allow for the planning of one's trip.”</i></p>
Cagliari	<p><b>Problems and strategies</b></p> <p><i>“Following the example of Zagreb, we discussed about the possibility to have a detailed digital map of the city with information concerning the accessibility of sideways, stops and so on. S.O. from CTM said that we could speak about this with the architect of the municipality of Cagliari.”</i></p> <p><i>“On the administrative side, we all agreed on the necessity to contact the disability manager of the municipality of Cagliari. A good idea, as R. suggested, could be talking with the disability manager about disable citizens' needs together with a representative of the main local associations which defend the rights of people with disability. Besides, we could involve local authorities and public transport providers in order to sign a protocol regarding accessibility.”</i></p>
Lisbon	<p><b>Focusing on a specific problem</b></p> <p><i>“We need to work on information standardization and ticketing usability. Everything discussed before is now consolidated and ready to go ahead for the WP6.1”</i></p>



Sofia	Modified timeline for Sofia.
Stockholm	<p><b>Format of the workshop</b></p> <p><i>“The group thinks that our workshop should be smaller because it is the start and we need more people from the disability movement to be involved in the development of the solution. This is important for developing the prototype. It can be up to about 25 people. It is important to represent different functional variations, as it is now we lack hearing impairment and allergies.”</i></p>
Zagreb	Second workshop is scheduled to happen in May.

Table 11: insight from workshop 02

### Analysis workshop 02 and transition to T6.1

The LUL were guided to consolidate the insight coming from the workshops into a clear a simple document that articulates (1) CUT Identity: who are they and what is motivating them to be part of the project; and (2) CUT vision in TRIPS: what is the change proposition they want to drive in the duration of the project. The goal is that the activities of WP6 are centred on each CUT’s priorities in the project.

For a smooth transition into the future task T6.1, information about it was weaved into T5.3 materials from the beginning. As an example, in the earlier 1:1 sessions with LUL and LC we did a writing exercise to the prompt: What is your vision for the workshops happening in June with local authorities, transport providers in the context of WP6?. See table below for a consolidated statement from this process. This brought forward expectations, motivations and most importantly, a shared understanding of how to make T6.1 activities meaningful to each CUT. This initial exercise set the tone for how each city was going to continue gently setting the stage for T6.1 in the activities of T5.3.

#### **What is your vision for the workshops happening in June with local authorities, transport providers in the context of WP6?**

The CUT arrives at the session fully prepared as they are the group with the greater ownership of the agenda. The CUT comes armed with structured material, a folder with a brief: priorities, problems we want to focus on, analysis done so far, data available on them, indicators of success, etc. This material is placed at the centre of all the activities in T6.1.

Practically this means that all groups involved i.e. local authorities and transport providers will be using their expertise, knowledge and insight but apply it to the brief



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laid out by CUT. This shift is important, it is not CUT that will have to learn to speak the language of technologists / policy-makers and the ways in which their institutions are organised, what is driving their agendas (this knowledge is important, but here we want to centre the CUT's agenda, ways of working, language and make the institutional stakeholders shift).

It's the institutions that will have to translate and connect what they are internally tasked with doing (without centering it) in the context and for the agenda defined by the CUT. The positioning of institutional stakeholders in these meetings is that they are working with the CUT, but what the working processes (e.g. language, what is prioritised as a problem to be addressed, the expected outputs, what is defined as an indicator of successes) stem from the interests of CUT, not the institutions.

Table 12: Exercise 'what is your vision for the workshop happening in June with the WG?'

In later sessions, we started introducing T6.1 incrementally by revealing some of the information coming from the alignment work happening in the background between WP5 and WP6. With some cities, like Stockholm and Bologna, discussion about T6.1 started much earlier on their own initiative - and we followed their lead on this. Stockholm wanted visibility of the activities to define the dates ahead of the summer holiday in Sweden. This led to further inquiry into which institutional actors to involve. The T6.1 facilitator was engaged in these conversations and Stockholm was the first city to be onboarded to T6.1, while still within the duration of T5.3. Bologna was the other city that raised their interest and need for detailed information about the deliverables of T6.1. To meet these needs we set up 1:1 sessions with the project's coordinator that provided information and answered questions about the scope for the mobility solutions to be developed at the end of WP6.

All the exchange-points regarding T6.1 were documented and synthesized into a number of transfer sessions between WP5 and WP6.

At the end of T5.3, the LUL in all cities were engaged in proactively making plans for T6.1 and engaging the task facilitator in this planning:

*"We are aiming to arrange as a live meeting, in person, before June 15th; we think to plan a 1.5 hr meeting (if online) or a 2 hours meeting (if in person); during the meeting the LUL will introduce identity and vision of the CUT and then each member of the CUT will present what prepared and tested during the previous meeting; the visioning workshop will involve local authorities and transport operators; it is the first time that they are meeting with the CUT. We know that going beyond 1.5 hours is a bit too much to keep people's attention. The first 20m will be intros etc, then we will have 1hour of effective working time. Probably there is not enough time to fully explore how to work effectively together, and ways of working;"*

Most LUL also identified the need to have an in-between session ahead of T6.1, and they took initiative to organise an activity to build on the momentum of the two workshops of task 5.3 and keep the CUT engaged:



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*“We are going to arrange a preparation meeting with the CUT (1h duration) on May 26th; we will do a dry run of the presentation we will perform during the visioning workshop that will take place in June; each member of the CUT will introduce (2 min. each person) a relevant problem to his/her disability related to a specific phase of the journey with public transportation in Bologna; the goal is to get an overview of the problems, in the phases of the journey; go through the same end to end journey seen from the different points of view”*

One of the main practical objectives of T5.3 was to facilitate a collaborative working process that was driven by the LUL and the LC. At the end of the task, this is visible in the ways that the LUL and the LC are taking ownership of the task by shaping it in a situated way to make it relevant to their group and create a sense of engagement in the project. These efforts have continued into the transition to T6.1. Our goal is that this echoes for the remainder of the project and we continue in our efforts to guarantee that this is successfully achieved.

### 4.3 Phase 3: Analyse and iterate

#### **What we learned**

*Knowledge is generated in a collaborative and iterative manner  
Research and action are linked together by critical reflection*

In the final stages of T5.3, we analysed and consolidated the learnings coming from the activities that took place in each city. This resulted in an update to the methods of T5.3 that, combined with our reflections, were passed on to WP6 facilitators in the regular knowledge transfer sessions in order to ensure a smooth transition between the tasks.

#### **Update to the workshop methods of T5.3**

To reflect the workshop experiences of each city, the workshop method template (annex 05) was updated and offered in new formats to support different ways of sharing information within each CUT. These changes were made to further ensure that the LUL and the LC are supported in the work to create their own structure for their workshops. This includes the necessary materials and defining the practical setup to be used both during and after a workshop. The general workshop process is the direct result of the many local workshops experiments and is structured as a set of steps that is available for modification and local change. These are summarised in section 6 - Results and methods and are also available in full detail in the WORD workshop method for CUT T5.3 (annex 05).

The word version of the workshop template was the first format to be offered, because it placed the emphasis on content rather than shape. This was the format used by most cities. At the start of T5.3, we also created a slides version (annex 07) to demonstrate to



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the LUL and the LC how to translate the preparation content into a visual format to engage their groups in the workshop and guide them through the exercises themselves. In the slide format, we prioritised providing clear directions for the exercises together with examples of what the intended outputs might be.

Exercise 02 - your vision for TRIPS in your city



The overarching goal of TRIPS is to design, describe and demonstrate practical steps to empower disabled people to play a central role in the design of inclusive digital mobility solutions.

1. What is most important to you in this project?
2. What would you like to have done / achieved / produced / gained at the end of the project?
3. What is the change you want to see happen in your city in the next 2 years?
4. How will you know you will have been successful by the end of TRIPS?

Source: <https://www.instagram.com/p/CB1XsrrnLWz/>

Figure 22: slide from workshop method (annex 07)

In a local variation, one city is led by a LUL who uses software to read documents. In the 1:1 sessions in T5.2 with the LUL we created an alternative format that mimics the adaptations made by the software in use:



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**Title of document**  
by who for who

**Table of contents**

Schedule	1
Slide no:01	1
Slide no:02	2
Slide no:03	2
Guidance	4
H1 - 26px	4
H2 - 22px	4
H3 - 18px	4

Internal note: Please create a copy of this document for your own use.

**Schedule**  
09:00 to 09:30 - Activity x  
...

**Slide no:01**  
Title: ...

Subtitle: ...  
Content: ...  
Notes for participants: ...

**Slide no:02**  
Title: Exercise 01  
Subtitle: ...  
Content:  
Exercise: If I could change anything from this workshop I would:  

- Add your thoughts
- ....

Notes for participants: Please add your thoughts above

**Slide no:03**  
Title: Exercise 01  
Subtitle: ...  
Content:  
Exercise: If I could change anything from this workshop I would:  

- Add your thoughts in the shared document
- <https://docs.google.com/presentation/d/15x021owuHjJ>

Figure 23: word workshop method alternative format

A slide format was also created, based on the LUL request.

**Title**

**Title: Exercise 01**  
**Subtitle:...**  
**Content:**  
**Exercise: If I could change anything from this workshop I would:**  

- Add your thoughts
- ....

**Notes for participants: Please add your thoughts above**

Figure 24: slides workshop method alternative format



In addition to the workshop method, separate documents were created to support the LUL in leading the activities of T5.3 and documenting their work. These documents can all be seen as direct collaborative outcomes from the ongoing collaboration with each CUT.

The Access Needs Protocol (annex 08), was proposed at the beginning of T5.3 with the purpose to communicate the practical setup that each group needs to participate in an online session. The intention is that this protocol can be used for all TRIPS tasks, as well as any other activities that the group is invited to attend, e.g. a meeting with the city council. In creating this protocol, we follow Sandra Lange in the 'Access Rider Exercise' prompting each group to articulate what they would need, both individually and as a group to fully engage in workshops. The access needs protocol is meant to be used as a way for each group to create and inhabit a shared space (online and physical) whilst actively shaping their conditions of the interaction in that space.

Another document mentioned in the workshop method above is the Notes and Debrief CUT Workshop (annex 06). This document is part of the practical setup of the workshop and is intended to be used to take notes collaboratively during the workshop, to collect the immediate takeaways from all the facilitators / notetakers straight after the workshop, and finally to analyse and summarise the insights coming from the workshop.

These documents act in a modular way, articulating information in simple and clear ways so that they can be put to practical use in a broad range of activities in the project. They are also intended to create a collaborative working process that focuses on creating outputs for and by each group participating in TRIPS.

After T5.3 ended, we continued our efforts to keep materials tidy and easy to access by creating a WP5 directory that was shared with other WP facilitators. We also started weaving in the outputs produced in other WPs, so that they substantiate the work being carried out by the cities - as an example, a paragraph summarising the city-specific barriers identified in WP2 have been added to each city's vision document.

## **Reflections**

The learnings coming from the activities in each city also generated a couple of reflection points that are important to highlight in the transition to task T6.1.

As mentioned in our documentation, Sofia has found it difficult to feel heard and acknowledged in the execution of the project, and this together with a number of local challenges has meant that the work with this group now follows a modified timeline. Instead of doing workshops in parallel to the other cities, Sofia has been deeply engaged in providing important feedback to the overall assumptions within the project itself. This is a process we are committed to taking very seriously, and we continue to be engaged in finding a way to work in a manner that is acceptable and in line with the expectations of this CUT. As a result, their engagement in T5.3 has been mostly spent on implementing working strategies to address their concerns with the help of WP leaders. At this point, it is



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felt that important progress has been made, but practically, for task 6.1 greater attention needs to be provided. For future tasks, we need to remain mindful of these concerns and continue to explore strategies to mitigate them successfully.

The second reflection is centered on the connection between the CUT and the project work-package and task leaders. In task 5.3 we started involving work-package leaders as observers and buddies to each CUT to join for the remainder of the task. This has proven to be an effective way of creating alignment between WP5 and WP6, who will be working together for the remainder of the project. Importantly, it has also guaranteed that the work in T5.3 was aligned to other activities happening in the project, and most importantly proved the best way to dissipate the insight about how each CUT is experiencing their involvement in TRIPS and how to make this consistent in subsequent tasks.

Finally, it is worth noting that each city has required different levels of support and tended to elicit different working dynamics. In the period described in this document, we have elected to spend a large amount of time with each city, and this has been successful in creating a setup of a highly motivated network of partners, but it has a significant impact on the type of data that we have been able to collect and our methodologies have shifted to accommodate this change.

At the end of task 5.3, the emphasis has shifted towards ensuring a smooth transition to T6.1. In parallel to the regular 1:1 sessions with LUL, knowledge transfer sessions between WP5 and WP6 continued. This process will be continued in the context of both T5.2 and work-package 6.

## 5 - Discussion

As can be seen from the analytical retelling above, a number of insights emerged through the process of implementing the theoretical concerns of D5.1 in practise and under the Covid-19 constraints. In this discussion, we will continue to unpack our insights as learnings under the three main themes that have practically shaped the co-design in the fieldwork activities of T5.3:

- Integrating multiple methods
- Constituting the CUT as co-researchers
- Nurturing local variation

### 5.1 Integrating multiple methods

A reflection on the emerging methodologies of the TRIPS project can be approached from three different angles: first, there's the methodology that serves as an interface between the CUT and the overall TRIPS project (as described above in this document); second, there's the external facing methodology that aims to create common ground between the CUT and the institutional actors in the form of the co-design-for-all methodology (that is the main objective of WP5 and will hold the consolidated learnings at the end of the project); and finally, there's the internal perspective that considers the ways the work-packages



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work together i.e. the different methodological approaches at play in TRIPS. In this subsection, we focus on the latter.

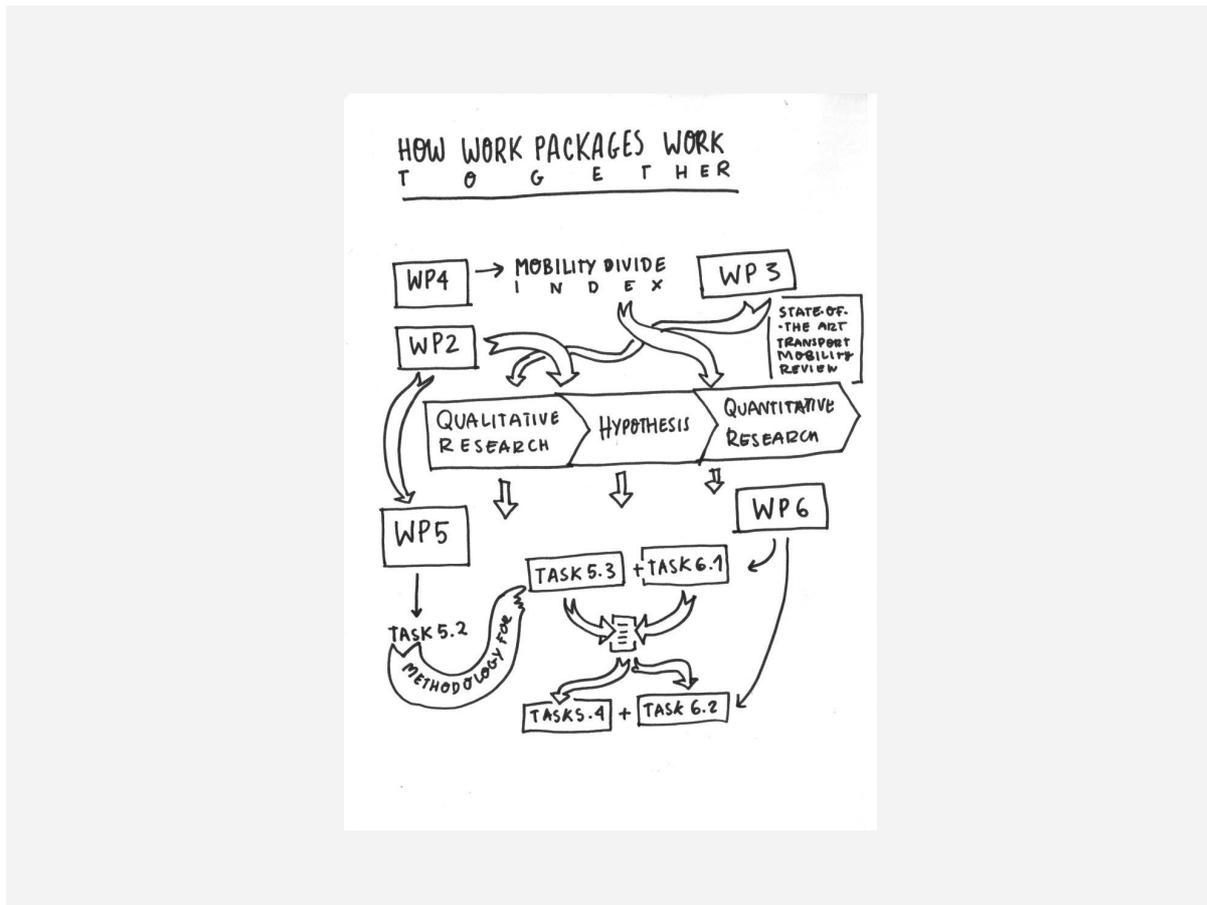


Figure 25: sketch 'how work-packages work together in TRIPS'

In TRIPS, we acknowledge that co-design can mean different things in different fields and different contexts, and therefore we also take it that there are multiple ways of doing co-design. In WP5, co-design describes a way of working that emerges from within each of the cities involved and allows for plurality as it emerges. This is particularly evident for us as task facilitators, because as we are working with seven different locations in parallel, we are seeing seven different ways of collaboratively working unfold. As a result, we are adjusting our methods in ways that aim to nurture these local variations and build on the strengths of all those involved.

In WP5, we are particularly focused on generating the mechanisms that allow for multiple insights to come forward, develop and settle. We take the position that co-design doesn't mean that everyone is the same, rather it means that everybody is meeting in their differences. We are labouring the point of plurality here, because we also need to apply this same logic to the internal ways of working in TRIPS: not all work-packages are set up



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to work in a co-design way, nor do they have to. However, this needs to be reconciled with the understanding that the different methodological approaches of each work-package have a considerable impact on the ways each city is engaged in the tasks and how they experience being part of the project.

This multiple method setup constitutes another point of variation in the project, together with all the situated insight that is coming from each of the seven cities. What is proposed here is to find ways of working through different approaches and this includes the different methods seen across the project. In this effort, we are guided by knowing ‘that these approaches need not be mutually exclusive (...) it is possible to include models that are radically different and to allow multiple models to coexist—separately or layered or even integrated with each other’ (Olson, 2007). In the following we discuss six specific lessons derived from our work with the seven cities:

**Lesson 01: Not everything in a project about codesign is going to be done in a codesign way nor does it need to.**

From the point of view of the local teams, T5.3 picked up where WP4 left. This meant that our starting point was not only the formal outputs defined in WP4 and the theoretical and foundational work conducted in T5.1 and T5.2, but importantly also the experience of conducting workshops in WP4. This needs to be considered together with the accumulated experiences of the preceding year, of working online while working through other WPs and the project as a whole. Overall this surfaced the different methodological approaches in TRIPS, where not all work packages are set up to work in a co-design way (nor do they have to). Instead we are seeing different methodologies at play in the various work-packages, and this provides a broader context to the method-development work conducted in WP5. *“This is ok, but it’s not co-production. They did a good job with the planning but just don’t call it co-production”*

This deliverable marks the shift towards not only working in a co-design process, but also developing our own methodological framings as a key outcome of the project. This means that in transitioning between the initial stages of the project and the next steps, we are putting a strong focus on regular alignment sessions between WPs, where we will explore ways of integrating multiple methodological approaches. In this effort, we are considering the differences in methodologies under the same light we consider differences between cities: as plurality that can be productive and *“building on the viewpoints and strengths of all participants in the process.”*

**Lesson 02: Make the tasks explicit and doable**

In the original descriptions of the project, tasks are written in a way to leave space for interpretation. This openness provides much needed leeway that has been fundamental to allow each city to explore the topics that are most relevant to them and making the task meaningfully appropriate to their perspective. However, this openness has at times generated confusion and misalignment. This is a fundamental challenge in open design



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processes: they cannot be conducted without a certain amount of flexibility, but at the same time this flexibility can produce a feeling of risk.

We are addressing this by paying special attention to making the structure of the project explicit, this means that we are striving to convey what is defined and what is open for discussion within the project structure. By making these aspects concrete, we also make them malleable for use, discussion and change. However the challenge for WP facilitators remains: being clear without being top-down; providing structure without applying a one size fits all approach. Our ultimate aim is to make this task a distinct aspect of the final methodology, grounded in the experiences of each of the local groups.

### **Lesson 03: Adjust task priorities to what is meaningful and possible on a city by city basis**

This lesson follows directly from the previous one. By working in a co-design manner we must allow the cities to influence the task priorities based on aligning their efforts between what is meaningful and possible in a particular location. At the same time the project itself has a defined overall structure. Attention needs to be paid in order to allow task priorities to be adjusted in a way that is both relevant to a local partner and conforms with the work-processes of the project. The local teams arrived at T5.2 and T5.3 having had very different experiences with the workshops so far, creating tensions between what was expected and what could be delivered. One city reported: *“People couldn’t see the point of having this workshop. We presented the project using the materials which we had, somehow the very point of this workshop was totally unclear, therefore people were there just because they had to be there.”*

In contrast, another city that was able to take the same activity and adapt it to make it meaningful to their local context and current needs: *“We separated the workshops and created a separate one with just the experts, it was relaxed and we had time to go through things thoroughly. People were very interested, there was an active discussion.”* Going forward it will be increasingly important to acknowledge that each city will develop differently as the project evolves. This requires different responses from task facilitators that will have to be quick and persistent in adjusting their support to follow what is meaningful and possible on a city by city basis.

We are addressing this by making sure that future activities centre each group’s expectations and stem from what is appropriate (and possible) for that moment in time in their local context. It’s a balancing act between the structure of the task (e.g. expected deliverables), and leaving enough space for each city to find a way to go through the task in a way that makes sense to their lived realities. This means paying particular attention to the things that people are most excited about and incentivising them to pursue them.

### **Lesson 04: The contribution of TRIPS needs to be grounded in realistic change while at the same time, generate long term impact**

A strong lesson from the work with the CUTs in this period has been the importance of a balance between the desire for long term visionary impact and wanting to see real



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achievable change. In the next stage of the project, this will increasingly be a concern as the CUT's and other partners will work together on pilot project scenarios. *"This is a really difficult issue for co-design / co-production because there is a very large divide between operators' and users, while resources are very limited."* At the same time, as a project we have come far in our understanding of the stakes present in each of our locations. *"Get people together and get them interested in what we want to do. Establish a common ground between disabled people and non-disabled people."*

We are continuing to work on this by: Centring the efforts in our task on creating outcomes that articulate the priorities and drivers of each CUT, so that they can be placed at the centre of the upcoming work in WP6 and remain the focus of the TRIPS project. This comes with being realistic about the scope for change that can be achieved in the duration of the project, focusing on *"start(ing) a path that can be possibly better developed in the future."* This means planting the seeds for the legacy that will be created beyond the duration of TRIPS.

#### **Lesson 05: LUL need to be heard and their concerns need to be addressed**

The work done in creating work processes that are meaningful and satisfying to our CUT's has been crucial to us as we are arriving at the next stage of the project. *"I care about this project and I want to see it happening."* We are thankful to the local users who have pointed out weaknesses and challenges in the project and we will continue to pay attention to this.

We are ensuring this attention by committing to staying in regular contact with the local teams, making sure that we continue to co-design methods and activities that are meaningful to them. We will also devise a clear escalation procedure for any concerns as they emerge.

#### **Lesson 06: Creating efficient and productive ways of working in a multiple partner project requires a significant amount of effort**

As much as we are exploring distributed ways of working, some tasks need a centralised effort. Setting up collaborative working processes has been a challenge to implement considering the multitude of organisations, and local platform preferences, as well as security concerns and storage. Add to this the additional accessibility issues with the various platforms at our disposal, we must acknowledge that this will continue to be an attention point in the project.

At this point we are working to transition to Zoom as a call platform in place of MS TEAMS, and in the next stages of the projects we will continue to explore better and more accessible ways to meet and work. Meanwhile we are focussing on creating moments of coordination in the form of meetings where we can discuss ways of weaving in materials and outputs together. We have also created a few working documents such as the TRIPS Word template guideline, a TRIPS Glossary of Terms and the TRIPS Directory for CUT.



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## 5.2 Constituting CUT as co-researchers

In the TRIPS project, coproduction and co-design is about whose voices are heard, emphasizing that the voices of persons with disabilities need to be louder. Practically, this means placing the priorities of the persons with disabilities at the centre of our processes, so that their visions for change are the focus of the efforts in the project. In T5.3 each city have defined what they are setting out to achieve in the duration of TRIPS and how this vision builds on the strengths of all involved.

In WP5 we aim to enact a process where CUT members co-determine the drivers and priorities throughout. This is a way to constitute the LUL as subjects in the project and ultimately demonstrate the aim of TRIPS: to involve persons with disabilities in the creation of accessible public transport means constituting them as subjects in the decision making processes that shape public transport. This means that persons with disabilities need to be involved in these processes in ways that go beyond passive participation, they need to hold agency and decision-making power.

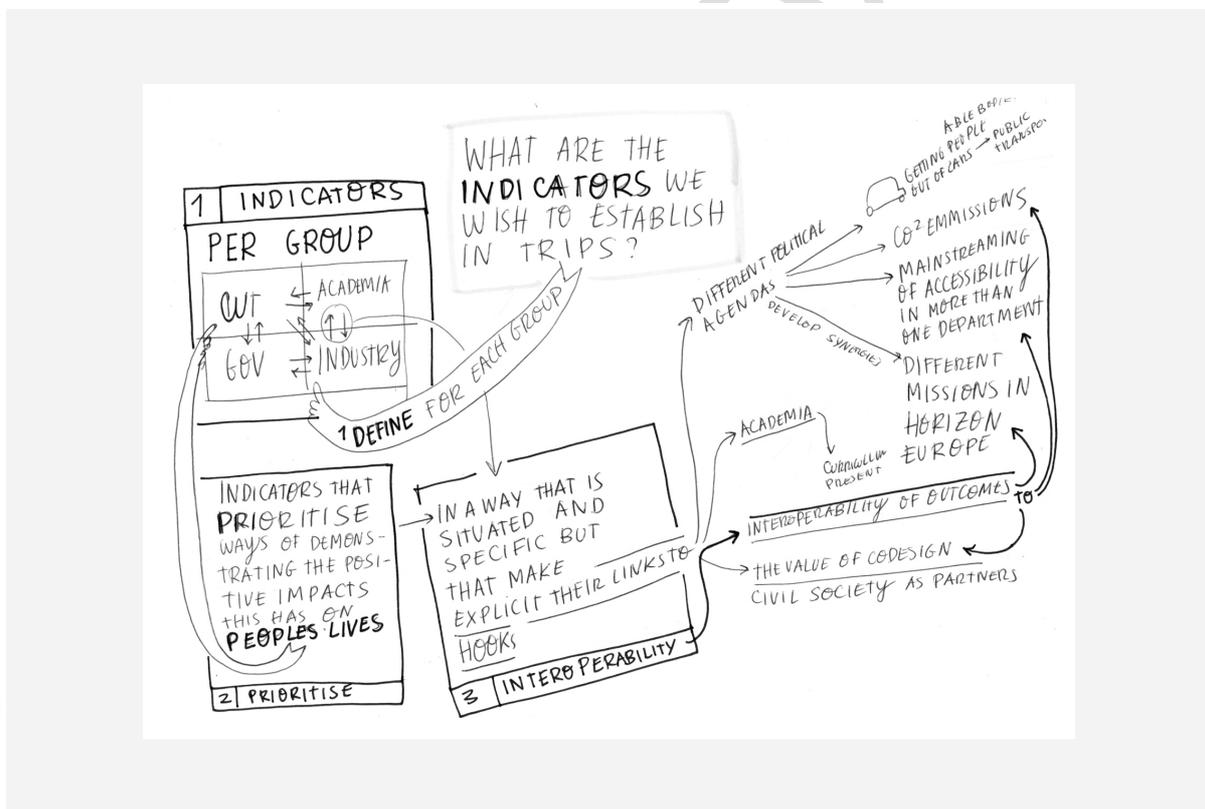


Figure 26: Sketch following the TRIPS annual advisory board meeting about formalising success indicators with each city

These notions build on what was set out in D5.1, where we proposed to centre underrepresented voices and everyday experience as legitimate drivers in processes of change. We take participants as those who are actively involved in the process as equal



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contributors meaning their interests are considered valid drivers and they hold agency throughout the design process. In TRIPS, persons with disabilities co-determine priorities and ultimately hold agency and decision-making power. The aim is to guarantee that the people most affected by a change-process are centred in the planning and development of it - and ultimately are in control of determining what this process is used for, and how it will affect their lives.

We extend these points by adding that engaging each city as equals in the TRIPS project also means that they are equally responsible for the successful implementation of the tasks. These notions have been enacted in practical terms throughout the task and most significantly in one of the outputs of task 5.3 through the creation of simple and clear documents that articulate the drivers and priorities of each CUT so that they are placed at the centre of the upcoming work in WP6.

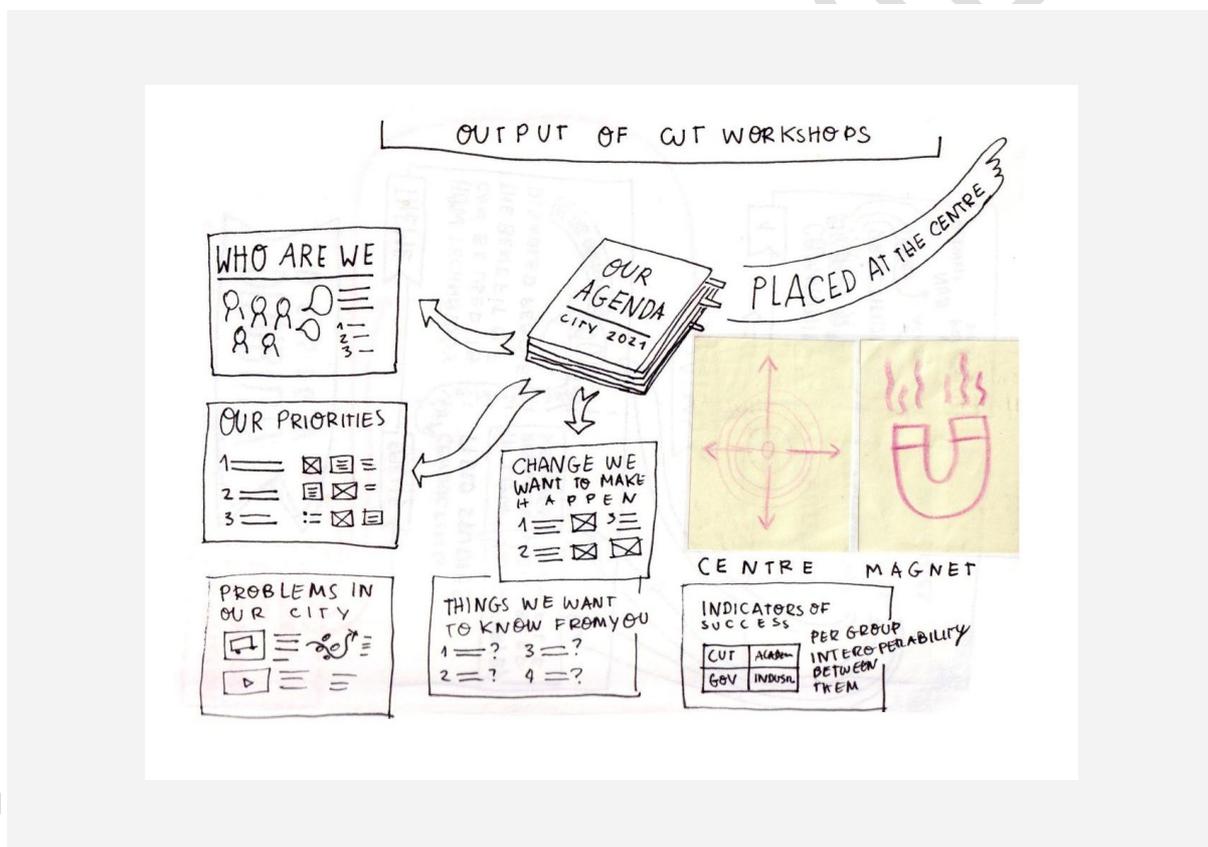


Figure 27: sketch 'Placing the agenda of CUT at the centre of TRIPS'

In this task, we've established the parallels between the methods we are using to facilitate the task and the co-design-for-all methodology that we are validating as a way to co-create accessible public transport in each city. In other words, in constituting each group as



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subjects in the co-design process of TRIPS we're suggesting ways of constituting citizens as subjects in their social realities.

In the process of constituting the LUL and LC as co-researchers in T5.3 we pay particular attention to the 'passage from objecthood to subjecthood' as proposed in the work of Grada Kilomba, who proposes that 'the passage from objecthood to subjecthood is what marks [...] a political act.' (Kilomba, 2018, p.10). Through this we prioritise creating a research process that is 'concerned with the production of subjectivity rather than the production of universal knowledge.' (Kilomba, 2018, p.49) i.e. the ways in which it is possible for LUL to act as subjects in the context of public transport in their cities. Special attention needs to be given to not reproduce the disregard of any of the three spheres of subjectivity (political, the social and the individual) (Kilomba, 2018, p.44) in the academic discourses of TRIPS through methods that place the voices of persons with disabilities as primary and that allow for self-representation.

The field work so far has been conducted entirely online due to the global pandemic. This digital setup does not reflect the ways most of the groups involved in the project normally work and something like setting up collaborative ways of working online and having a shared folder with the up to date documents has been a surprisingly hard task. The impetus for having online documents has come not only as a way for producing deliverables, but also as the only way to document and share knowledge between WP. In other words, the TRIPS project is set up to work in a digital way, but we need to continue to pay attention to these online spaces being true shared environments.

Our working language in the project is English, and this has already raised a number of issues. Many of the local users do not feel comfortable speaking English, and we need to consider how we move forward with local languages, while still maintaining a shared language for collaboration. *“Question for the future: how to share more about the project with CUT (documents, etc.) knowing half of the group doesn't speak English.”* All the content produced by WP facilitators has been mostly in English, sometimes using google translate to convert to local languages.

These specificities need to be considered, especially when we reflect on the type of knowledge being created, the questions being asked, by who, for whom and what for. In the next phases of the project, we propose to explore frameworks that formalise the creation of the subject in a process. Paying attention to questions such as: How to measure such transitions and what success indicators can we define for each CUT to capture the impact of being part of TRIPS? We also aim to further engage with scholarship of 'critical disability studies that is not dependent upon defining an object of analysis (no matter how expansive the definition), but rather focuses on the method of analysis instead' in order to expand 'the possibilities of analysis in disability studies by moving away from more strictly medical, legal, and identity-based definitions of disability as an object of analysis.' (Schalk, 2017).



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### 5.3 Local Variations

A fundamental insight that has been present from the beginning of the project has to do with variation. This has significant implications for how a task is facilitated, how it unfolds, and what shape it takes over time.

The variation in the CUT can be split into 4 groups: people, place, time and setup. We unpack each group in the table below.

People	<ul style="list-style-type: none"> <li>- Existing working relationship</li> <li>- Experience with disability policy and public transport</li> <li>- Motivations, expectations, drivers</li> <li>- Knowledge, skills, experience</li> <li>- Language</li> <li>- Availability and workload</li> <li>- Associations and networks</li> </ul>
Place	<ul style="list-style-type: none"> <li>- Disability policy is localized e.g. national vs. EU</li> <li>- Transport ecosystem               <ul style="list-style-type: none"> <li>- Politics</li> <li>- Infrastructure</li> <li>- Transport providers</li> </ul> </li> <li>- Culture relating to the participation of persons with disabilities in public decision making</li> </ul>
Time	<ul style="list-style-type: none"> <li>- Contextual politics such as new policy agenda being defined; or the EU 2021 population census</li> <li>- COVID</li> <li>- Internal timing of the project</li> </ul>
Setup	<ul style="list-style-type: none"> <li>- CUT led by a disabled person or a non-disabled person</li> <li>- CUT members contract arrangement               <ul style="list-style-type: none"> <li>- Recruitment process</li> <li>- Conditions of employment: payment, Responsibilities, obligations, expectations, workload etc</li> <li>- Power dynamics established in the contract arrangement</li> </ul> </li> </ul>

Table 13: variation parameters in city groups

Not all variants had the same weight in terms of how they impacted the ways each city engaged with the project. The variants that embodied significant variation between cities were (1) whether the CUT was led by a disabled person; (2) the contractual setup; (3) the



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existence of a previous working relationship; (4) motivation and expectations; (5) and finally knowledge and skills.

### **Groups are led by a disabled person**

Most groups are led by a disabled person (five out of seven). In the two groups in which the LUL is a non-disabled person, two things have occurred that did not emerge in the other groups.

First there was a much stronger focus on the TRIPS deliverables and the project's formal structure. This came up in our 1:1 sessions, but it has been most visible in the process of defining the change proposition and vision for TRIPS. In this case, the CUT vision has been shaped in direct conversation with the technical wording in the contract agreement such as Technical Readiness Levels. In other words, the professional identities of the LUL and LC have played a visible role in informing their decisions in the task, whereas in the other groups the emphasis is much stronger on disability rights movements and independent living. This does not mean that the other groups are less professional, on the contrary it means that because some of them have over 10 years of working experience on disability rights, their thinking is being guided by what can be practically catalysed in their cities.

The second thing that emerged were reflections around the dynamics between the LUL and the CUT members. Several things are at play in this dynamic such as knowledge around the independent living movement, as well as practical things like using the right language in meetings and documents.

### **Contractual setup**

The administrative aspect of how each group is formally engaged in the project determines the ways in which they become involved in the tasks. The formalities of contracts play a role in reflecting the different obligations and expectations that are unique to each city, and these have played out as undertones throughout T5.3 and contribute to the evolving understanding of the points of difference between cities.

There's two types of agreements in TRIPS: full-partner cities and associated partners. Full-partner cities have an official transport provider or city council in their teams. Associated partner cities do not have an official association with transport providers or city councils and are hired through ENIL. Practically this means that associated partner cities have less support and sometimes no existing working relationships with institutional actors. This has been acknowledged in TRIPS by determining that these cities are not expected to produce the same level of outputs as full-partner cities. Brussels, Sofia and Stockholm are associated partner cities, which do not have any official support from transport providers or city councils.



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A second contractual aspect worth mentioning is payment. In most cities CUT members are paid staff as this is a fundamental aspect to involve civil society in projects as co-researchers. They need to be engaged for the duration of the project and like all the other researchers they need to be paid for their time. The contract arrangements vary significantly in each city and are determined by the institutional partner in the full-partner cities, and by ENIL in the three associated partner cities. At the beginning of the project several issues were encountered in regards to the ways paid work affected disability allowances in each city.

The two contractual points unpacked above define the workload that is expected for each role. Practically this meant that time spent on tasks varied significantly per city. The LUL's availability was mostly dependent on their own calendars and commitments with their other jobs and personal schedules. The LC's availability was much more demarcated as a formal agreement within their current role in their company. The CUT's availability varied per group and this determined when they would meet: in Sofia the CUT meetings occurred mostly on weekends as most CUT worked full-time; in Lisbon and Bologna CUT meetings happened during the week after working hours; In Cagliari, Stockholm, Brussels and Zagreb meetings happened inside working hours.

### **An existing working relationship**

Some of the group members have worked together in the past and are familiar faces of the independent living movement in Europe. Other groups are completely new to each other and this type of work. As an example the Zagreb CUT has been working together in the past few years and this means that they arrive at TRIPS not only as a fully formed group, but also with existing work that they can build upon. As a result, what they have set to achieve in the duration of the project is a much more mature and technically defined proposition than in the other cities. They are the only city that is supported by two members of the local authorities of the city of Zagreb, which gives them the institutional backing to implement things easily.

### **Motivation and expectations**

*"People got engaged in a very sincere way, because they want to make a change."*

The need for a common understanding of TRIPS that encompasses individual motivations and expectations has been an ongoing point of focus in WP5. Our efforts have been directed at making individual motivations explicit whilst nurturing alignment within each group in the form of a collective vision from TRIPS that can be translated into concrete and achievable outcomes. This is an ongoing effort: *"we keep on explaining to people why we started this project: we want to see co-production in making transport disability friendly - how to make this more concrete and practically? what does this mean?"*. Not everyone understands TRIPS in the same way and this means that people have different expectations about what can be achieved in the project. As an example, the Zagreb group not only has a very mature working group but they also have a very concrete change proposition that they believe can be brought to reality in the duration of TRIPS. Having a



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concrete proposition brings alignment, which drives motivation and addresses any misaligned expectations.

### Knowledge and skills

A final point of variation that had a significant impact in the ways each city was engaged in the task, has to do with the knowledge and skills that each individual member brings to the table. In Lisbon, for example, one of the CUT members is an experienced practitioner in the field of universal design. They were invited to join all the preparation and analysis work in T5.3, and they also facilitated the workshops. They acted as a leader in this task, and this is an important lesson to take forward as different members might be able to offer inputs of future tasks. Individual participants' knowledge and skills also had a significant impact in the outputs they produced in the task: one of the CUT members in Stockholm has been championing the use of Miro - a software that provides a canvas space - to develop an early prototype of their change proposition. In Zagreb, one of the LC took upon himself to create an intranet (essentially a private website) to document the city's work and progress in TRIPS.

In WP5, we are working with local variation as a productive force. In this work, the task's meaning is entirely dependent on the specific context of each city i.e. our tasks are situated. We acknowledge that each city has their own rhythm, and that what makes sense for some does not make sense for all. Making motivations and expectations explicit together with making tasks doable is an ongoing effort. We're being realistic about the scope for change that can be practically achieved in each city in the duration of the project and prioritise ways to start *"a path that can be possibly better developed in the future."* Our role is to nurture the specific paths each city is exploring in TRIPS.

## 6 - Results and Methods

In this section, we offer the first iteration of the methods co-created in T5.3. These methods reflect the exchanges with the cities in T5.3 and are put forward as living documents that can be continuously evolved to meet the needs of each city as they emerge in the project. These methods are constituted by the templates and protocols created to support the groups in articulating their work in the project and make them travel outside of TRIPS. By the end of T5.3, we also produced a template aimed at WP facilitators (see Task Method in annex 09) that reflects the learnings in WP5 and proposes ways to extend the collaborative and situated practises into WP6.

The results and methods produced in tasks T5.2 and T5.3 are listed below:

	Outputs
1	<b>CUT outputs</b> Identity and vision statement



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	Access needs protocol Workshop 01 materials Workshop 02 materials Other, survey, miro board, intranet
	Templates
2	Task method (annex 09)
3	Identity and vision templates SLIDES CUT Identity and Vision (annex 10) WORD CUT Identity and Vision (annex 11)
4	Workshop method WORD Workshop method for CUT T5.3 (annex 05) SLIDES Workshop method for CUT T5.3 (annex 07) TEMPLATE for screen reader Nov 2020
5	Workshop notes and debrief CUT (annex 06)
6	Access needs protocol (annex 08)
7	Contact tracker
8	Survey CUT (annex 12)
9	TRIPS directory for CUT

Table 14: results and methods produced in tasks 5.2 and 5.3



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Source: <https://www.instagram.com/p/BwW2pP3FE-w/>

## Hallå / Hello!

We are the Stockholm working group for the [TRIPS EU project](#).

Our group is made of x people who are working together to [state high level goal]. Our work is framed within the overarching goal of TRIPS which is to design, describe and demonstrate the practical steps to empower disabled people to play a central role in the design of inclusive digital mobility solutions

We are motivated by x,y and z.  
This is what we bring to the project:

- A commitment to
- A network of x associations
- ....

Figure 28: slide from workshop method (annex 07)

To guide each city in articulating their group's priorities, the 'Identity and vision' template was created (see annex 10 and 11). This document's goal is to articulate each group's identity i.e. who they are and what is motivating them to be part of the project, together with their vision for TRIPS and the change proposition they want to drive in the duration of the project. The goal is that each group's identity and vision is placed at the centre of the upcoming activities in WP6 and are positioned as driving priorities in the project.

To support LUL in organising the group workshops two templates were created. The first constitutes the workshop method itself (annex 05) and takes a step by step approach from the beginning to end. The workshop method aims to guide the LUL and the LC in creating a structure for a workshop, producing the necessary materials and defining the practical setup to be used both during and after the event. The process in the workshop method is structured as a set of steps that have been summarised below and are also available in full detail in the WORD workshop method for CUT T5.3 (annex 05).

Workshop method	
Step 01	<b>Define the purpose of the workshop</b> Who is this workshop for and what for? What do you wish to have as an output of this workshop?
Step 02	<b>Create an agenda</b> Start a high-level agenda by splitting your time into blocks. Add as you go



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	along.
Step 03	<b>Produce workshop materials</b> Linking to templates (unpacked below)
Step 04	<b>Define the practical setup</b> This entails putting to practise the access needs protocol established with your group, defining roles and responsibilities e.g. timekeeping, technical troubleshooting, together with deciding what information needs to be sent in advance e.g. email reminder ~24hrs in advance, and setting up the documents to be used during the workshop e.g. collaborative note taking.
Step 05	<b>Turning insight into actionable outputs</b> Straight after the workshop do a quick 15m debrief with all facilitators. Start with a 5m silent brain dump: what are my 3x main takeaways? What do I think we need to do next? Any urgent critical things? Discuss and cluster. After a day or two go through the notes and summarise the main insight coming from the session. Discuss these with the other facilitators.

Table 15: overview of workshop method (annex 05)

A slides version of the workshop method (annex 07) was also provided to support LUL in translating the preparation content (purpose, goals, agenda, narrative and exercises) into a visual format to engage their groups in the workshop and guide them through the exercises. In the slides format, we prioritised providing clear directions for the exercises together with examples of what the intended outputs were.



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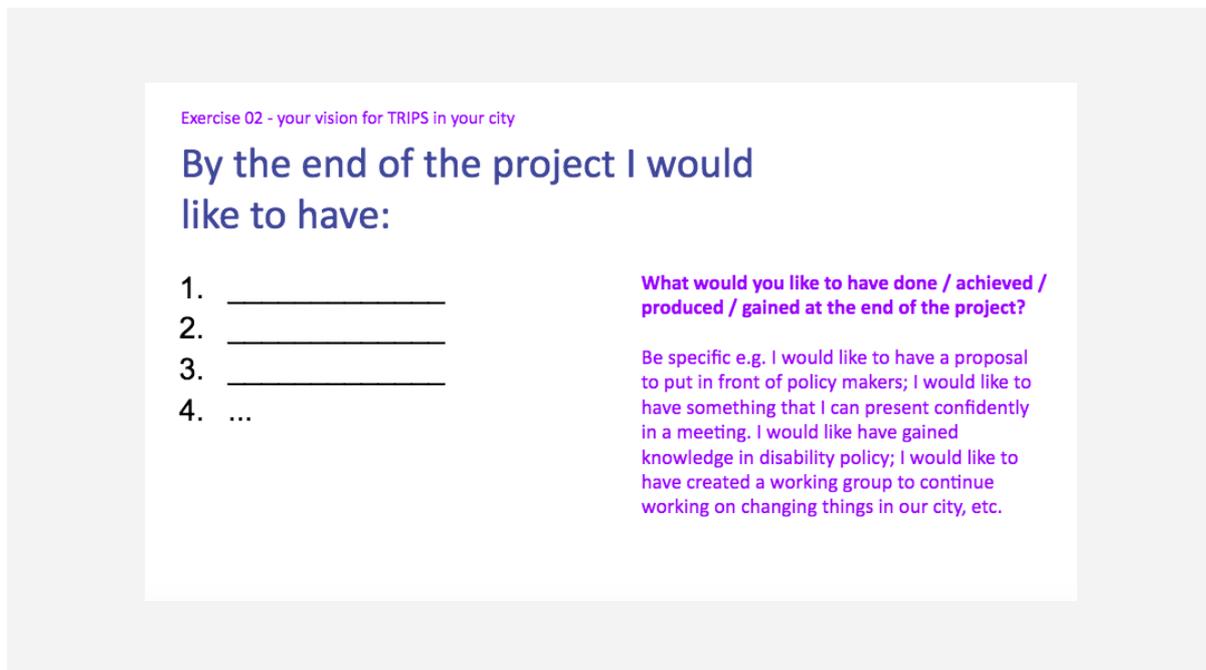


Figure 29: slide from workshop method (annex 07)

Two supporting documents were created to support the LUL in facilitating the workshops. The first document serves to capture notes collaboratively during the workshops and also to hold the analysis of insight and a summary of the workshop after the workshop (annex 06). The second document contains the practical setup that each group needs to participate in an online session (annex 08). This final protocol purpose is to facilitate each group to fully access a space (online and physical) whilst actively shaping their conditions of interaction.

By the end of T5.3 each city had collaboratively produced a series of outputs and materials:

- An identity and vision document outlining in a simple and clear way what the CUT is set out to achieve in the duration of TRIPS
- An access needs protocol with detailed information about of the practical setup that the team needs to participate in online sessions
- Workshops 01 and workshop 02 materials
- Notes documenting all sessions in T5.3

A one pager with links to all CUT materials was created to give visibility and ease of access. Below, we share an overview of the outputs produced by each city.



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<b>Bologna</b>	
Who are we	<p>The Bologna working group is made up of 8 people, of which 7 are people with disabilities.</p> <p>Our participation in the European TRIPS project is motivated by the desire to actively participate in the improvement of public transport in the city of Bologna in relation to their use by people with any type of disability.</p>
Our vision	<p>We are interested in participating in all the meetings that will be foreseen by the TRIPS project that can lead to a real improvement of our personal autonomy (freedom of movement; right to organize one's life and travel as everyone else does; equal opportunities) and we are sure that it is important to establish a dialogue and a shared working method between us and those who make decisions at the city level.</p> <p>We are not interested in receiving promises that cannot be kept: we prefer to concentrate our efforts on obtaining even a small but concrete improvement that will be discussed in the next two years, building a relationship of trust and constructiveness with the decision makers of the public transport of Bologna.</p>

Table 16: Bologna Identity and vision statement

<b>Brussels</b>	
Vision	<p>During the duration of the TRIPS project, we would like to:</p> <ol style="list-style-type: none"> <li>1. study and work on concrete and precise improvements cases for the accessibility of public transport in Brussels</li> <li>2. lay concrete foundations for the future of accessibility in the city (including the integration of disabled persons in decision making)</li> </ol> <p><b>4 key points:</b></p>



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- Standardization: we must ensure that good practises are generalized, why are they in one place and not in another? The journey must be accessible as a whole
- Transport is not enough: if we only focus on accessibility of transport, the problems remain. We must also take into consideration the accessibility of shops, administration, digital devices, etc.
- Information about transports: how can we make it clear, simple, more accessible?
- We want to feel the international side of the project: the political and administrative system in Belgium is often very complex. Drawing inspiration from other European cities and taking advantage of other innovative solutions can make a real difference

### How?

- Maximum coordination between disabled persons and policy makers, transport providers and technologic experts: we don't want to work in a 'complaints system' but in a constructive dialogue
- Better legislative knowledge for the disabled persons in the CUT
- Field analyzes and scenarios to raise awareness of the reality of the journey for a person with reduced mobility

The list of prioritized mobility solutions in your cities (in order of preference)

- 1) Application to plan your travel for people with reduced mobility + adapting journey or displacement depending on the disability (wheelchair, hearing or visual disabilities,...)
- 2) Detected bracelets or cards automatically paying
- 3) Vocal assistance for all kinds of public transports (train, metro, bus, tramway...)
- 4) Platform/Robot/ramp usable in all stations or to access different kinds of transports (linked on a smartphone application to easily find it)



<p>Problem</p>	<p>Most of the members in the Core User Team found disruptive ideas less interesting, especially when they imply big technologic costs and changes.</p> <p>Most of them insisted that priority must be the improvement, the standardization and the information of existing systems.</p> <p>Examples were the difficulties of transiting between transports (in stations, ...), no autonomy for disabled persons, some assistance existing in some place but not in another (elevators, tactile slabs, ...) lack of vocal assistance, difficulties in longer travels (outside the city)</p> <p>The fact that the lack of vocal/visual/human assistance can make the whole travel impossible.</p>
<p>What do you need to make progress</p>	<p>More communication between disabled person and transport providers :more meetings ?more transport providers ? Better knowledge about existing facilities.</p>

Table 17: Brussels identity and vision statement

<p><b>Cagliari</b></p>	
<p>Who are we</p>	<p>We are the Cagliari Co-Users Team. In our group, both the sensory disability and the mobility impairment are represented. Our team is a heterogeneous group, but we all believe in a constructive exchange of ideas. We consider the TRIPS project a valid opportunity to realize a change and make the local public transport more accessible. We would like a city which respects the principle of the universal design, with a variety of solutions that coexist and give an answer to the different needs of people with disability.</p>
<p>Goals</p>	<p>1 - We would like to be recognised as an important stakeholder when in our city a new public construction is realised or when there are works to fix sideways, squares, train and coach stations and bus stops.</p> <p><b>Breaking this down into more specific things could mean:</b></p> <ul style="list-style-type: none"> <li>• A sort of permanent commission which represents</li> </ul>



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different disabilities could be established to have a dialogue with the local authorities.

- The starting of a dialogue between local authorities and disabled people. People with disabilities should be recognised as important stakeholders every time a project dealing with infrastructures is discussed.

2 - The introduction of little concrete solutions (as the use of apps or something similar) to solve the most relevant problems of accessibility in the urban public transport.

- In Cagliari the urban public transport is given by buses, coaches which link the city to other towns, trains and light rail. We would like a unique accessibility protocol for all public transport providers.
- We would like the introduction of a compulsory license about disabled people's special needs, in order to solve the problem of drivers' training. Besides, the adoption of more strict internal policy by the local public transport providers in matter of respect of accessibility standards could help.

3 - Start considering mapping of the main city routes in terms of accessibility (this will require the approval of the Cagliari municipality). This could start as a test on a few selected routes and then be extended to other city routes. A possible test might relate to the accessibility from an accessible bus stop to a final destination (maybe in an area not too wide).

4 - Diversify within the apps currently used for the different needs of different disabilities (blind, deaf, wheelchair users) providing added information (example for wheelchair users upload in the app the ramp availability for the upcoming bus).

5 - Diversify the information provided on the bus stop according to the different disabilities (in Cagliari the information relates solely to wheelchair users). It should provide information for other kinds of disabilities too (hearing, visual ...).

6 - Create a direct communication channel between disabled users at the bus stop and the drivers so as to help disabled people get accessibility information in real time about the incoming buses. Verify the possibility to provide real time



information to the on board passengers that a disabled is about to board the bus.

Table 18: Cagliari identity and vision statement

<b>Lisboa</b>	
Who are we	<p>The Lisbon working group for TRIPS EU project is made of 15 people who work together to achieve a change, making Lisbon a city where everyone can use public transport without barriers. We aim to co-create solutions which can improve infrastructures, vehicles and services, making them more accessible and connected to everyone. We will be focused on solutions that improve current systems and services in use in our city, improving it's connectivity, real-time information and reliability. Disabled persons are going to be the key player in this process, shifting the way these are designed, implementing co-production along the decision process and making the difference in our city.</p> <p>We have many different motivations to be on this project, from the ambition to improve disabled persons rights, passion for a more sustainable mobility, interest in shifting the way transport networks are designed and operated, to a desire of improving the way we move out and about.</p> <p>We want to bring together:</p> <ul style="list-style-type: none"> <li>- A diverse group of disabled persons;</li> <li>- Operators and infrastructure managers;</li> <li>- Local authorities</li> </ul>
Vision	<p>We want to see a city where the transport network is more accessible and used by everyone. A city where we can trust on the available information, where we can know in advance where we can travel to and where we are confident enough to rely on public transport. A transport network designed in co-production with disabled persons to meet our requirements and desires, becoming a welcoming network where people make the difference.</p>
Change	<p>Lisbon CUT will work on information integration and ticketing</p>



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<p>proposition</p>	<p>usability.</p> <p>For this, we will:</p> <ul style="list-style-type: none"> <li>• Engage with several relevant stakeholders which are related to information and ticketing in Lisbon.</li> <li>• Identify opportunities for improvements on apps, especially Carris app, adding more useful information about accessibility and related services, such as door-to-door.</li> <li>• Engage and explore opportunities to influence the changes on the ticketing system to make it more accessible from the beginning, especially focusing on mobile ticketing and integration with existing platforms.</li> </ul> <p>Our goals for the app:</p> <ul style="list-style-type: none"> <li>• Improve Carris app to inform passengers in a better way, providing more information regarding accessibility.</li> <li>• Implementing a navigation system which can alert passengers about the next stop and other information. (can be in-app or using an external app).</li> <li>• Adding the possibility to access information about door-to-door service, allowing to book it in advance.</li> </ul> <p>Our goals for the ticketing system:</p> <ul style="list-style-type: none"> <li>• Influence the current studies on mobile ticketing to guarantee that the new solutions will be accessible.</li> <li>• Add new solutions which can improve the way we can check our cards balance and other relevant information.</li> <li>• Improve the way passengers can access information and system rules.</li> </ul>
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Table 19: Lisbon identity and vision statement

<p><b>Sofia</b></p>	
<p>Vision for TRIPs</p>	<p>Make public transport in Sofia accessible, safe and comfortable.</p> <p>Solution: start with bus/trams stops and metro stations.</p>



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The list of prioritized mobility solutions in your cities	Long-term solutions: (1) an adapted car to overcome barriers in the environment; (2) an autonomous smart car without a driver which can be rented for individual use; (3) application for computer, tablet or smartphone which uses the Internet of things to communicate with all transportation means.
Problem	<ol style="list-style-type: none"> <li>1. Inaccessible built environment – difficult reach to bus/tram/metro stops;</li> <li>2. Lack of certainty that transport needed will be possible to use;</li> <li>3. Difficult access to vehicles used in public transport.</li> </ol>
What do you need to make progress	<ol style="list-style-type: none"> <li>1. Start communication with the responsible local authorities and</li> <li>2. Setting up a mixed working group with responsible officials and disabled people</li> <li>3. Design an accessible bus/tram stop considering the needs of all disabled people.</li> </ol>

Table 20: Sofia identity and vision statement

<b>Stockholm</b>	
Identity	<p>The Stockholm Working group for TRIPs is a dynamic and growing group. In May 2021 we are fifteen people coming from DPOs and different transport stakeholders.</p> <p>We who have disabilities are representing mobility impairment, seeing impairment, cognitive impairment and neuro impairments. We represent DPOs, projects and companies working with disability issues:</p>
Why is TRIPs important for us?	<p>We see how we together can use our expertise to try and make a difference through TRIPs in the transport area. Together we are in a process of seeing what can be proposed to better the Stockholm transport system while other working groups and cities in Europe are looking at their systems. This process has been inclusive where we try to include all the needs of persons with disability.</p> <p>Our vision is a Stockholm transport system for all. A system with</p>



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	<p>flexibility.</p> <p>Transport is an important issue. We joined TRIPS to see if we can contribute to any improvement in Stockholm's public transport and to promote co-production.</p>
Why is coproduction important?	<p>We own our process. We do not start with solutions - our priorities are what drive the process. It is important that we identify our conditions and know what works for us and what does not work.</p>
Our vision	<p><b>What is our vision?</b>  Our vision is a Stockholm transport system for all. A system with flexibility.  A public transport for everyone!  Transport should be better.</p> <p><b>What is important to us?</b>  That everyone can speak up and tell about what is needed so everyone can participate.  We all want to be involved in society.</p> <p><b>What do we stand for?</b>  Equal rights for all.</p> <p><b>What drives us?</b>  The vision that everyone should be able to participate.  To be able to take me around.</p> <p><b>Why are we here?</b>  To influence accessibility.</p>
Our change proposition for TRIPS	<p>We have decided to focus our efforts on a Travel ID with personal data within the duration of TRIPS (2020-2023).</p>



Table 21: Stockholm identity and vision statement

Zagreb	
Identity	<p>We are the Zagreb working group for the <u>TRIPS EU project</u>. Our core user team group is made of seven people who are working together to develop a digital solution to improve the mobility of persons with disabilities in public transport. Our work is framed within the overarching goal of TRIPS which is to design, describe and demonstrate the practical steps to empower persons with disabilities to play a central role in the design of inclusive digital mobility solutions.</p> <p>We believe that with a little effort, will, desire and hard work, we can all contribute to making the world a better and more accessible place, so that we can all profit from it. We want to use our experience to contribute to the project, so that we can all enjoy a better society in the future, which will accept differences and make sure that those who are different have equal opportunities. We live in a world where everything is evolving fast and we are here because we want to be a part of that evolution.</p> <p>This is what we bring to the project:</p> <ol style="list-style-type: none"> <li>1. A commitment to participate in the project to the end, that is, together as a local team in cooperation with all teams on the project, to reach common solutions that will suit everyone.</li> <li>2. Our experience, but also the collective experience of all members of our associations.</li> <li>3. Our contacts with relevant networks and institutions.</li> <li>4. Our ideas and opinions which are based on our life experience.</li> </ol>
Our vision	<p>Ideally, we would like to have an accessible mobile app / web service which:</p> <ol style="list-style-type: none"> <li>1. Provides identification of users incl. type of disability</li> <li>2. Allows user access to specialized services and amenities</li> <li>3. Has integrated navigation with different traffic layers mapped for accessibility</li> <li>4. Can be used to reserve city operated transport specialized for PWD</li> </ol>



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However, aiming for small incremental steps which would lead to a set of solutions achievable in the duration of the TRIPS project we have decided to focus our efforts on the immediate problems by designing a **personalized, accessible digital journey planner**, providing real time information on:

- Timetables for trams, buses and trains in Zagreb
- Traffic information
- Changes in routes, incl. use of multimodal transport
- Accessibility of public transport facilities
- Accessibility of public transport vehicles

In the process we aim to establish a permanent working group including (besides our respective associations) representatives of the city, public transport authority, academia and the private sector, which will utilize a co-design & co-creation approach.

Table 22: Zagreb identity and vision statement

This material sets the stage for T6.1 by providing clear and simple materials that articulate what each CUT is focused on achieving in the duration of the project.

The final methodological output of task 5.2 and 5.3 is the task method (annex 09). This is a practical template that aims to guide the WP facilitator in working with CUT on a task. It reflects the process undertaken thus far with all cities and is shaped to meet their needs. The process is structured as a set of steps that have been summarised below and are also available in full detail in the task method in the annex (annex 09).

<b>Task method T5.3</b>	
Step 01	<p><b>Start with a city by city analysis of the now</b></p> <p>Main consideration: <i>Not all cities will arrive at the task on the same footing.</i></p> <p>Activities:</p> <ul style="list-style-type: none"> <li>- Conduct a city-by-city analysis of the now with ENIL</li> <li>- Setup your collaborative documents: create a notes document for each city. Use the existing folders created in T5.3.</li> </ul>



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Step 02	<p><b>Translate the task for CUT members</b></p> <p>Main consideration: <i>Make the task doable, but in specific ways that are grounded in the realities of each of the 7 groups</i></p> <p>Activities: Prepare the material to kick-off the task with LUL / CUT.</p>
Step 03	<p><b>Introductions and temperature check</b></p> <p>Main consideration: <i>What you pay attention to grows. Listening from the beginning all the way until the end.</i></p> <p>Activities:</p> <ul style="list-style-type: none"> <li>- 1x informal 1:1 online session with the LUL + LC per city</li> <li>- Follow up sessions when relevant</li> </ul>
Step 04	<p><b>Formally kick - off task</b></p> <p>Main consideration: <i>Switching gears to super professional mode. Formalizing the involvement of CUT is an important aspect to consider throughout the task.</i></p> <p>Activities: 1x structured 1:1 online session with QA throughout where the facilitator introduces the task and takes LUL +LC through the materials produced in step 02.</p>
Step 05	<p><b>Conduct activities - Workshop method</b></p> <p>Main consideration: <i>Creating common ground: how the perspectives of persons with disabilities, transport operators and policy makers, together with the local barriers and the technical solutions can be weaved together in co-production.</i></p> <p>Activities:</p> <ul style="list-style-type: none"> <li>- Prepare and deliver activities using the workshop method</li> </ul>
Ongoing	<p><b>Unfold task in regular sessions</b></p> <p>Main consideration: <i>Create a roadmap that offers regular support and check-in points.</i></p> <p>Activities:</p>



	<ul style="list-style-type: none"> <li>- Define a working rhythm that works for each CUT with them - this will vary per city. In task 5.3 this was done by offering weekly 1:1 sessions before and after each workshop.</li> </ul>
Ongoing	<p><b>Create a collaborative working process</b></p> <p>Main consideration: <i>organise the material outputs of the task to serve the CUT i.e. what they are left with at the end of the task and not mirroring the task's internal anatomy.</i></p> <p>Activities:</p> <ul style="list-style-type: none"> <li>- Use the existing city folders to build up their repository of work.</li> <li>- Keep things tidy by listing the materials produced in your task in the one pager overview per city.</li> </ul>

Table 23: Overview of task method T5.3

For reference all material produced in WP5 is available in the TRIPS WP5 directory (annex 13).

## 7 - Conclusions and Looking Forward

As a final part of this reflective process, we engaged in a collective exercise to gauge our current standpoints of how co-design is understood and attended to, in the light of the work conducted so far. The following and final subchapter outlines this process.

At the end of this part of the project we wanted to revisit how we as a project understand and relate to the notion of co-design. In the following, we share the outcomes of a small-scale exercise that was done to gauge the collective understanding around what co-design means and what working in a co-productive manner feels like. This shared understanding contributes to the main aim of TRIPS: to demonstrate how the barriers, the solutions, the perspectives of persons with disabilities, transport operators and policy makers can be weaved together in co-production.

Our collective understanding of these notions have been shaped throughout the first year and a half of the project and are coming from several input points. The first one, created in the beginning of the project, was a set of working definitions for co-production, co-design and co-creation. These were shared with all cities, when they joined the project as a means to create a common understanding about ways of working, and ended up included in D5.1. The second input point is coming from the LUL, who were prompted by ENIL to



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provide suggestions for improving co-production in TRIPS. The third input point comes from the consolidated learnings of the fieldwork conducted in task 5.2 and 5.3, as exposed in this document. Lastly, the final input point comes at the end of T5.3, from the responses from LUL, LC and WP facilitators to an exercise entitled ‘What does Codesign mean to you?’.

### **Co-production, Co-design and Co-creation**

The definitions for Co-production, Co-design and Co-creation (annex 14) were provided at the beginning of the project to provide simple and clear definitions of these terms, to explain how these concepts work together and how knowledge will be generated in TRIPS. These definitions set the principles and ground rules for the working practises in the project. This document was shared with all CUT when they joined the project to generate a shared understanding of the collaborative ways of working proposed in TRIPS. This is an important piece in the construction of codesign in TRIPS as it sets the expectations for how CUT will be engaged in the project and as has been mentioned in the discussion section of this document, expectations play an important role in the CUT motivations and engagement in the project.

Unlike the other three input points considered here, these definitions were produced by the WP5. This is an important consideration, as we take them as a sort of starter that has evolved in the interactions with each city. Below, we unpack the three other input points coming from the voices of the CUT members.

### **Suggestions by LUL on how to improve our ways of working**

In November 2020 all LUL and LC were asked to provide feedback on how we could improve the process of co-design and co-production in TRIPS. The shared needs emerging from their responses can be grouped into 3 themes.

The first is about being part of the team, and this relates to the point in the discussion about constituting each group’s members as co-researchers. Being part of the team means being included, knowing what is happening and being respected: *“Co-production is being included and knowing what is happening, but not doing everything of course. We are all a team working together and should be respected as such.”* An everyday example of this relates to having access to basic information about the anatomy of TRIPS: *“It would be good to have a catalogue on who is who and what responsibilities people have, to understand who is talking at our meetings and what their goal is.”*

The second theme emerging from their responses relates to ownership and motivation: *“It is good that the feedback of the LUL and CUT is wanted but I think it would be better if they were included more from the beginning. Co-production from the beginning could increase the feeling of 'ownership' and the motivation to work and invest more time in tasks. Instead of 'we did that because of that, please give feedback' it could be 'that is our goal, let's think how we can get there and what we have to keep in mind during the process'.”* Motivation comes from having ownership of the process, another point also addressed in the discussion section.



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The third and final theme has to do with having visibility and a say on the schedule of activities. This relates to the lessons learned in the fieldwork of T5.3, specifically around making the shape of the task explicit (dates, activities, responsibilities, outputs) so that it can be malleable for each city to make it work for themselves.

Under this final theme, there's a few discrete needs, starting with visibility of what is coming next: *'Personally my biggest problem now is that I'm not sure what are the next steps for the participants and what I can or should plan with the CUT.'* Then emphasizing the importance of deciding on dates together: *"First of all, meetings have to be decided by the group and weekends are excluded at least for some of us. There has to be time to book meetings. My calendar is usually booked at least one month in advance.;"* *'when scheduling meetings or deadlines it would be nice to plan them more in advance, so we actually have the feeling that we can decide together on the dates. When they are scheduled with short notice it feels like people forget that we also have other things to do and expect us to adjust everything else around it.'* Followed by having an input on turn-around times: *"When we are to comment things we need time, at least two weeks as the agenda is full and to respond takes time. When the CUT response is needed we need at least a month in order to book a meeting unless a meeting is booked already."* Extending the need for visibility of activities to something that is up-to-date in the form of a calendar for CUT: *"The time table needs to be updated regularly and a list of the next month upcoming deadlines sent out."* And finally a coordinated roadmap between WP activities: *"integrating a planning of activities / meetings / workshops for each WP."*

These insights are an important consideration as they paint the picture of the collective mood and the practical needs that set the stage for the subsequent activities that happened in 2021. As such this information was an important part of the preparation work of T5.3.

### **Insight emerging in fieldwork of tasks 5.2 and 5.3**

From October 2020 to May 2021 each LUL and LC were engaged in regular meetings to plan and facilitate the activities of tasks 5.2 and 5.3. In these exchanges, the ways of working of TRIPS came up regularly and throughout. In the initial sessions of T5.2 (October - December 2020), the discourse around co-design was both in conversation with their experience of being part of the project so far especially in relation to the other WP and their understanding of WP5: *"Doing co-production for real - what does it mean?"*

In February 2021, the local teams were having very different experiences with the tasks in the overall project. In some cities, this surfaced the cumulative tensions that had been building up since the beginning of the project around expectations. This is related to a point made earlier in the discussion section about local variation: engaging each city in tasks needs to be done with the understanding that although they all start the task at the same time, they don't all start on the same footing. In one city, the proposed activity was not aligned to the CUT current state of expectations and capacities: "This workshop in terms of timing was a total disaster. It would make sense to have this workshop at the end



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of the project. When people know about co-design, they can relate to each other, they understand the problems and barriers of each other, then comes the futuristic approach. The common ground. We have to rebuild trust now.” This was not the case for all cities, which brings us to the importance of timing because as it happened in this case it was not possible for the city to take on the proposed activity, expand and adapt it to their local context and current needs, but they see the value of doing this at a later stage in the project.

From March 2021 onwards all cities were engaged in T5.3. Looking back at earlier input points, the discourse started moving from abstract to more specific: *“How does co-production happen? What is the shared methodology of this project and what does it look like in this context?”*. This continued as LUL started to explore ways to deploy T5.3 in their cities: *“We need, from your side, the official guidelines and methodologies chosen by TRIPS project in order for us to develop the training properly. We read D 5.1 and we couldn't find a clear, detailed, schematic strategy developed by TRIPS project that can be used from us during the next phase. Other than detailed guidelines, we think we need to know in advance which is the content we are expected to work on during the workshops with the CUT. We need other supporting material related to co-design methodology to be presented to the CUT (such as powerpoint slides) list of goals that the CUT should achieve as a group, also about the knowledge that they should reach in terms of co-design and the goals of June workshop. some material to support the LUL in training the CUT on co-design methodology (in English is fine, then we will translate it for the CUT) if possible, some material to help the CUT in getting acquainted with the co-design methodology.”*

In the timeline above, it is visible that the questions raised from LUL go from abstract to specific, and this reflects their incremental engagement with WP5 aimed at specifically addressing co-production and co-design, negotiating what activities in TRIPS are co-design and what aren't, and how to apply this themselves in their own cities.

These explorations were extended to each city on varying levels. In one city, the LUL made use of a survey template (annex 12) to extend these questions to their group early on in T5.3. In other cities these topics were explored again, with varying levels of depth, in the two workshops of T5.3. This is another nuanced example of how each LUL made the task their own and meaningful to their groups by turning the volume up on certain topics according to the group's drivers and needs. These explorations emerged in a more formalised way in the final outputs of T5.3: *“We own our process. We do not start with solutions - our priorities are what drive the process. It is important that we identify our conditions and know what works for us and what does not work.”*

### **What does co-design mean to you?**

Towards the end of T5.3, we have switched gears to wrap up T5.3 and transition into T6.1. We ended the 1:1 sessions at different times according to the needs of each group, which in most cases were concentrated on consolidating the insight coming from the workshops



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into material that can be used going forward. Our collaboration switched to offline asynchronous exchanges and concentrated on keeping materials simple and easy to access.

As a way to close T5.3 with a collective and shared understanding of co-design we asked all LUL, LCs and WP leaders to take part in a simple exercise through completing the following three sentences:

1. Co-production for me is about...
2. For me, doing co-design for real looks like...
3. In this project, what is most important for me is...

**TRIPS**

**1 - Coproduction for me is about**

- Whose voices are heard  
'how to make the opinion and experience of disabled persons count for the future of mobility'
- Doing it together  
"Co" indicates that we do it together on equal basis, and everyone who is interested and affected is meaningfully included on the table.  
'it is applied to design concepts and solutions together, collaborating with others with a **bottom-up** approach.'
- Having a common goal  
'a common effort'  
'building on the viewpoints and strengths of all participants in the process.'

Figure 30: slide from 'What does Codesign mean to you?' presentation at the Future of Transport conference (annex 04)

The aim was to create a collective picture of what co-design means in TRIPS from the people working on it, half way through the project. Here we share the consolidated insight from the answers to these three questions, as they stand at the end of this period.

**Coproduction in TRIPS is about** whose voices are heard, emphasizing that the voices of persons with disabilities need to be heard louder. Co-production is doing things together on an equal and meaningful basis and is reliant on having a common vision that builds on the strengths of all involved in the process.



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**In practise co-production means** working processes that emerge from within, that are firmly grounded in the realities of each group and the specificities of the local ecosystem of each city. This means that each group explores their own path and makes the process their own. Special attention needs to be paid to motivation as fundamental to the success of any working process.

**Co-design for real looks like** specific and tangible actions with results that reflect the conversations they come from. Participating groups want to know they are being listened to, and that their work is contributing to change. Co-design for real looks like an end-to-end guided process of exchange. Co-design is an ongoing practise that requires a multitude of working processes. Co-design for real looks like having ownership of the process and being fully engaged in shaping it.

**In practise, codesign means** coming up with locally informed responses to localized challenges, together. This entails embracing variation through acknowledging the contextual specificities unique to each CUT, whilst nurturing what they share: a drive to improve public transport for persons with disabilities in their cities and an appetite to learn and connect to the other cities in the project. Co-design means listening from the very beginning and all the way to the very end.

**In this project, what is most important to us is** connecting to people and working together. The most valuable output of the project are the connections and synergies that are created through this process, and how people feel about it. Also important is giving people confidence to participate. Ultimately, creating meaningful change in whichever way is meaningful to people.

**In practise this means,** establishing the common ground where people can connect and learn from how each group is working through the process and barriers so that ultimately they can affect change in their cities. In practise, what is most important is what each group takes from going through this process, and the community that is created at the end of it. This entails enabling individual goals, supporting the work of local communities and nurturing productive synergies between cities. The outcome is bringing all the parts together to create concrete change.

Reflecting on these answers, we see that all of these insights were at play during task 5.2 and 5.3. Even if they are captured here at the end of the period, they already shaped the way these tasks were executed and facilitated, the information that was provided, and who was involved in the process. Through these tasks we came to terms with knowing that co-design has no formulas because it's meaning and shape is contingent on the specificities and situatedness of each city. Tasks 5.3 and 5.2 unfolded as seven parallel sustained conversations, where what is important to those involved emerged. The methods created have come through a continuous back and forth, through which a working process that is specific to the needs of those participating emerged.



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## Where are we now?

In this document, we have attempted to account for a very detailed and localised work process, that was in many ways complex in execution, but nevertheless highly effective as a process of generating a series of important insights for the project. The outcomes reported here, will go on to inform the work done in work-package 6 and the continuation of T5.2 in work-package 5.

With this document, we deliver a fully functional pilot version of our methodology to be used in the next stage of the work (annex 05 to 12), co-designed and created by the seven local user teams, who are now ready to use the formats in their local environments. Along the way, we have learned a lot and grown in our understanding of co-design, and as a project we have matured into a system that can be active and powerful in our execution and further development of these ideas.

At this moment, each city is at the beginning of T6.1 - a short task, whose main activity is a workshop in each city that involves the extended working group (WG), constituted by the CUT as well as local institutional actors. They will do this making use of the formats described here, and the work will be a first try of these designs with a broader group. The goal of T6.1 is to produce a brief document with each WG that binds in agreement the WG towards a change proposition to drive in the duration of TRIPS.

In the meantime, we're setting up the stage for tasks T5.4 and T6.2, which are going to be working in tandem for about 10 months. These two tasks pick up on T6.1 and T5.3 where each WG has defined a change proposition and has produced a brief document. The goal of tasks T5.4 and T6.2 are to take the WG through an end-to-end design journey, ultimately resulting in a tried and tested co-design methodology-for-all.

In these next steps, we are guided by our experiences so far and an ongoing commitment to the process as it unfolds. In this we refer back to D5.1 where we described our methodological goals as:

- Centring of subjective and everyday experience as legitimate drivers in processes of change
- Enact a process where CUT members co-determine the drivers and priorities throughout and ultimately hold agency and decision-making power.
- Involve CUT in processes that they are not just participating in but potentially controlling, reframing and making use to their own ends.

As well as learning from both the experts and the non-experts around us. In this spirit, we end this report with a sketch of project feedback from the TRIPS advisory board annual meeting that took place in February 2020.



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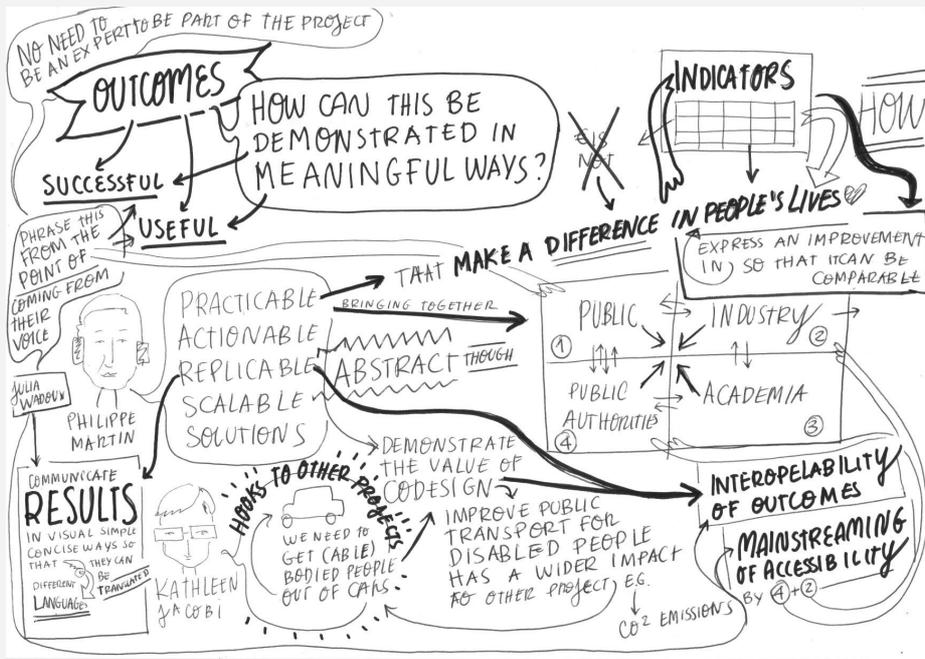


Figure 31: Sketch from TRIPS annual advisory board meeting



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## Annex 02 - Reference list

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### **Annex 03 - Presentation 'WP5 Codesign methodology' for TRIPS Annual consortium meeting**



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# Work Package 5 CoDesign methodologies

Consortium meeting  
24.02.2021

TRIPS

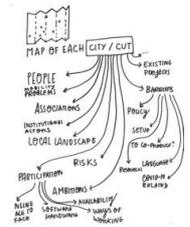
## TRIPS Year 1 – What is WP5?



WP 05 Codesign-for-all methodology is situated in the TRIPS project as the **driver of the development of methodology**, a fundamental component of the main goal of TRIPS: to design, describe and **demonstrate practical steps to empower disabled people to play a central role** in the design of inclusive digital mobility solutions. The main deliverable of WP5 is a tested and validated codesign-for-all methodology that can be adapted to engage disabled people in open innovation, along with training material for participants.

We are currently in Task 5.2, **working very closely with the Local User Leads** to prepare the codesign activities starting in March.

## TRIPS Year 1 – Lessons learnt



**Collaborative methodologies need to stem from within the communities involved**

WP5 started by laying the theoretical foundations for a **design research process that is created with, for and by disabled people**. Deliverable D5.1 - Method Framing Document, established a background in design traditions that emphasize that collaborative methodologies need to stem from *within* the communities involved. Practically this means that **the processes we use need to emerge from the realities and contextual specificities of each CUT and the local ecosystem of each city.**

TRIPS

## TRIPS Year 1 – Lessons learnt



**Collaborative methodologies need to stem from within the communities involved**

WP5 started by laying the theoretical foundations for a **design research process that is created with, for and by disabled people**. Deliverable D5.1 - Method Framing Document, established a background in design traditions that emphasize that collaborative methodologies need to stem from *within* the communities involved. Practically this means that **the processes we use need to emerge from the realities and contextual specificities of each CUT and the local ecosystem of each city.**

TRIPS

TRIPS participatory framework			
1 - Participatory inquiry	2 - Participatory ethos	3 - Components	4 - Practical strategies
Participatory Design Research	Politics of participation	Participation	Tools of engagement
Participatory Action Research	Addressing Intersectional experiences through design	Participants	Codesigning and localising our framework
Research through Design	Transformation of social reality	Knowledge	Participation during COVID-19
Design-for-all / Universal Design	Co-creating knowledge through the making of things	Making	Next steps

Table 3: TRIPS participatory framework

TRIPS

## TRIPS Year 1 – Lessons learnt



**Local variation and orchestrating points of convergence**

- CUT are very different from each other e.g. expectations for what they would like to achieve in TRIPS
- Each city has its own specific local ecosystem e.g. Accessibility policy is localized
- Doing things that work locally is a way to create things that can be applicable in other cities e.g. LULs have started to elaborate on how this can be done in other cities in the country

TRIPS

## TRIPS Year 1 – Lessons learnt



**For year 2**

Our focus will be on creating processes that nurtures local variations whilst at the same time creating points of convergence between cities. The intention is that WP5 acts as a framework that is continuously shaped by, with and for each of the cities participating in TRIPS. Many processes will emerge and cities will diverge. However, we will be guided by our goal to foster a collaborative and critical learning process that operates across access needs, distance and difference, languages and respects and honours the concerns and hopes specific to each CUT. The outcome is the community that is created in this process and the tools they gain to drive change.

TRIPS

## TRIPS Year 1 – Lessons learnt

### The mission of TRIPS according to LULs

"Get people together and get them interested in what we want to do. Establish a common ground between disabled people and non-disabled people."

"I want to learn from how other cities are working through this process. I want to see how they solve things in their own cities, with their policy makers."

"We're all here because we want to change things."

TRIPS

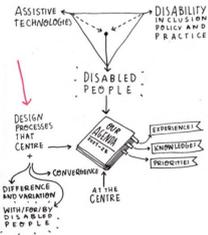
## Annex 04 - Presentation 'What does Codesign mean to you?' for the Future of Transport event



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# What does codesign mean to you?

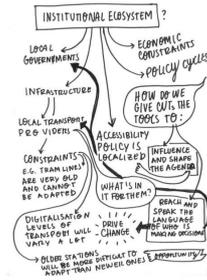
Future of transport: addressing the barriers through innovative solutions with the TRIPS project  
05 May 2021



## Codesign in TRIPS

The goal of TRIPS: to design, describe and demonstrate practical steps to empower disabled people to play a central role in the design of inclusive digital mobility solutions.

One of the main deliverable of TRIPS is a tested and validated codesign-for-all methodology that can be adapted to engage disabled people in open innovation, along with training material for participants.



## What does Codesign mean to you?

1. Coproduction for me is about ...
2. For me, doing codesign for real looks like ...
3. What is most important to me in the project is ...

**But first: it's not an easy ride**

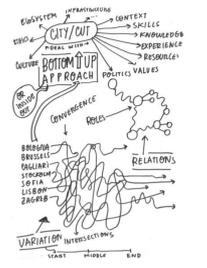
<p><b>We are setting ourselves to do something hard</b></p> <p>"This is a really difficult issue for co-design / co-production because there is a very large divide between operators' and users, while resources are very limited."</p>	<p><b>There's pressure to deliver and expectations are high</b></p> <p>"People's time is important, so TRIPS must deliver worthy-of takeaways." "to deliver meaningful change"</p>	<p><b>Not everything in a project about codesign is going to be done in a codesign way (nor does it need to)</b></p> <p>"this is ok, but it's not coproduction. They did a good job with the planning but just don't call it coproduction"</p>
<p><b>We're dealing with this by:</b> being realistic about the scope for change that can be achieved in the duration of the project.</p>	<p><b>We're dealing with this by:</b> 'start(ing) a path that can be possibly better developed in the future', this means planting the seeds for the legacy that will be created beyond the duration of TRIPS; understanding that our work is always part of a historical continuum.</p>	<p><b>We're dealing with this by:</b> internal alignment / multiple method setup.</p>



## 1 - Coproduction for me is about

- Whose voices are heard  
"how to make the opinion and experience of disabled persons count for the future of mobility"
- Doing it together  
"Co" indicates that we do it together on equal basis, and everyone who is interested and affected is meaningfully included on the table."  
"It is applied to design concepts and solutions together, collaborating with others with a bottom-up approach."
- Having a common goal  
"a common effort"  
"building on the viewpoints and strengths of all participants in the process."

- Coproduction in TRIPS is about**
- Whose voices are heard
  - Doing it together
  - Having a common goal
  - Working processes that emerge from within, firmly grounded in the realities of each group and the specificities of the local ecosystem of each city.
  - Finding our own path - people exploring their own paths, making the process their own. Get people to find something that they are excited about - motivation is a huge part of any working process.



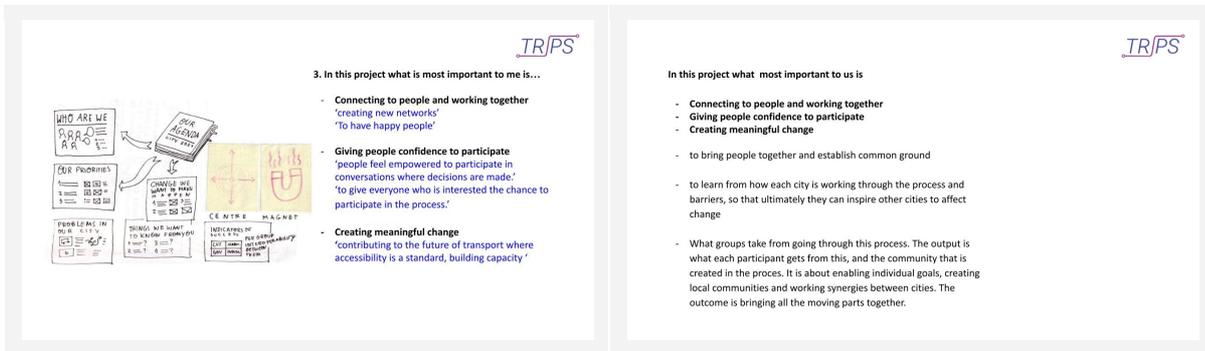
## 2. For me, doing codesign for real looks like

- Specific and tangible actions  
"with results that are specific and tangible and reflect the conversation that they came from."
- An end-to-end guided process of exchange  
"having everyone from the very beginning and shaping together the future/activity/action."
- Ownership of the process  
"Through several methodologies develop the project from scratch with the ones who will use it."

- Codesign for real looks like**
- Specific and tangible actions
  - An end-to-end guided process of exchange
  - Ownership of the process
  - Coming up with "locally informed responses to localized challenges", together. \*Zoe Todd
  - Embracing variation through acknowledging the contextual specificities unique to each CUT whilst nurturing what they share: a drive to improve public transport for disabled people in their cities and an appetite to learn and connect to the other CUT in the project.
  - Listening all the way to the end.



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## Annex 05 - Template - WORD Workshop method for CUT T5.3

### What is this document about and for

This document is a generic template for a workshop structure. The aim is that this can be used by each CUT in the workshops of WP5.

The process offered here is structured as a set of steps:

<b>1 - Purpose of workshop</b>	90
<b>2 - Agenda</b>	91
<b>3 - Workshop materials</b>	93
<b>4 - Practical setup</b>	93
<b>5 - Turning insight into actionable outputs</b>	95

## 1 - Purpose of workshop

Question	Your answer
Who is this workshop for and what for?	<p>For the CUT members. To create alignment ahead of workshops in June and put a working plan in motion.</p> <p>Alignment means that as a CUT we agree on:</p> <ul style="list-style-type: none"> <li>- What we want to bring to the table</li> <li>- What each of us needs to do until then</li> </ul>



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	<ul style="list-style-type: none"> <li>- Ways of working</li> <li>- Questions we have that need to be addressed</li> </ul>
What do you want to have as an output of this workshop?	<ol style="list-style-type: none"> <li>1. <b>A local identity (for the TRIPS website)</b> Our vision and purpose</li> <li>2. <b>A local vision for transport (your local goal for TRIPS; used for example to get people onboard)</b> <ol style="list-style-type: none"> <li>a. Why are we here, what is the change we want to drive? Our priorities, drivers and motivations <b>Our indicators of success sketches</b> What would we like to have at the end of TRIPS? What are we getting as outcomes from this (let's be really specific about this one)? How will we know we will have been successful by the end of this?</li> </ol> </li> <li>3. <b>What do you want for the workshop in June?</b> Turning your vision into a practical plan for the next 2.5 months e.g. Identified what we need to do until next workshop into a prioritised list of the documents you want to take into the workshop</li> </ol>

## 2 - Agenda

Start a high-level agenda by splitting your time into blocks. Add as you go along.

Welcome 15m	<p><b>Welcome and introductions</b></p> <p>Hi, my name is xxx and I would like to start this session by telling you a little bit about what we are going to do today:</p> <ul style="list-style-type: none"> <li>- <b>Why are we here - What is the purpose of this session?</b> Our aim is to prepare for workshop in June (WP6). What we want to have produced by then is your CUT agenda as a concrete document: simple, clear, shareable and engaging. You do it together. You feel excited and honoured by it. You feel confident going into that meeting.</li> <li>- <b>Output today - what will we have by the end of this session?</b></li> </ul>
----------------	---



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	<p>Xxxx</p> <ul style="list-style-type: none"> <li>- <b>What we are going to do today</b> <ul style="list-style-type: none"> <li>- Signal that in a minute you are going to ask everyone to introduce themselves.</li> <li>- How the session is going to work: activities, breaks,</li> <li>- Set the ground rules for this space</li> </ul> </li> </ul> <p>References:</p> <ul style="list-style-type: none"> <li>- I use this <a href="#">quote by Gloria Steinem</a> to encourage people to encourage quiet people to speak and loud people to think twice and be mindful the space they take;</li> <li>- <a href="#">Running safer sessions e.g. moderating techniques designed to give marginalised people more chances to speak and be heard</a>, 2021 Black Trowel Collective + and explain what I mean by it in the context of the session</li> <li>- what people are expected to do and how; what happens if they have any technical issues; what to do if you have questions / want to intervene; keep camera on/off &amp; microphone? Access needs</li> </ul> <ul style="list-style-type: none"> <li>- <b>Go around the room everybody speaks</b> You start to give the example; When you finish you nominate someone You can use this opportunity to say what your expectations are of today. Keep it simple, by the end of today I would like to have ...</li> </ul>
<p>Exercise 01 15m</p>	<p><b>Gentle onboarding exercise</b> Goal: make people comfortable with the setup. Positive reinforcement. Set the tone with participation vs a lecture.</p> <p><b>Topic:</b> xxxx <b>What we want to find out:</b></p> <ul style="list-style-type: none"> <li>- xxxx</li> </ul> <p><b>Clear instructions with an example:</b></p> <ul style="list-style-type: none"> <li>- Step 01: do this for this long. I will tell when it is time to move to step 02</li> <li>- Step 02:</li> <li>- ....</li> </ul>
<p><b>Exercise 02</b> 20m</p>	
<p><b>Break</b> 10m</p>	<p>Is 10m sufficient for everybody?</p>
<p><b>Exercise 03</b></p>	



20m	
<b>Next steps</b> 20m	Discussion and prioritise next steps (this might also be an exercise)
<b>xxxx?</b> 10m	
<b>Buffer</b> 10m	

### 3 - Workshop materials

- [Workshop method SLIDES for CUT T5.3](#)
- [Screen reader SLIDES](#) Workshop method - NEW FORMAT

### 4 - Practical setup

Access needs	<a href="https://docs.google.com/document/d/1gGy5mVoBTwAQzZh5AWfc2MJc1WvUWjTw5XSuCca7b_M/edit?usp=sharing">TEMPLATE - CUT Access needs protocol</a> <a href="https://docs.google.com/document/d/1gGy5mVoBTwAQzZh5AWfc2MJc1WvUWjTw5XSuCca7b_M/edit?usp=sharing">https://docs.google.com/document/d/1gGy5mVoBTwAQzZh5AWfc2MJc1WvUWjTw5XSuCca7b_M/edit?usp=sharing</a>
Setup	Practical setup: <ol style="list-style-type: none"> <li>1. Links Put all your links in one place (Recording and storing data, online call platform, recording, notes, materials used in the session, participant details, ...)</li> <li>2. Setup Step by step instructions: Open this, do that</li> <li>3. Roles Timekeeping, Technical troubleshooting, Facilitating, Note taking</li> <li>4. ...</li> </ol>
Email in advance	~24hrs before the workshop - Act as a gentle reminder and prepare participants for the workshop:



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	<ol style="list-style-type: none"> <li>1. Agenda</li> <li>2. Links to materials that will be used in the workshop Online call meeting links, slides, a collaborative document for the exercises, the notes document, etc</li> <li>3. Consent form for anyone who is not employed by the project <a href="https://teams.microsoft.com/#/school/files/General?threadId=19%3A34eb660abbab4019b307183e6e5bd59d%40thread.skype&amp;ctx=channel&amp;context=WP9&amp;rootfolder=%252Fsites%252FTRIPS%252FShared%2520Documents%252FGeneral%252FFinal%2520Deliverables%252FTRIPS%2520submitted%2520deliverables%252FWP9">https://teams.microsoft.com/#/school/files/General?threadId=19%3A34eb660abbab4019b307183e6e5bd59d%40thread.skype&amp;ctx=channel&amp;context=WP9&amp;rootfolder=%252Fsites%252FTRIPS%252FShared%2520Documents%252FGeneral%252FFinal%2520Deliverables%252FTRIPS%2520submitted%2520deliverables%252FWP9</a></li> </ol>
Notes and Debrief	<p><b>Notetaking and Debrief process</b></p> <p>Sharing my process. Use as you see fits.</p> <ul style="list-style-type: none"> <li>- I create a word doc online, to take notes collaboratively. Use this TEMPLATE - Note taking and Debrief CUT workshop <a href="https://docs.google.com/document/d/1k5o6XIYycERyHHIf7gD1JvdDm_xTv1irg92jbN7sFME/edit?usp=sharing">https://docs.google.com/document/d/1k5o6XIYycERyHHIf7gD1JvdDm_xTv1irg92jbN7sFME/edit?usp=sharing</a></li> <li>- I add the agenda and take notes under each section. I use the following structure: Actions Links Notes</li> <li>- I use a colour for my notes and another colour for participant. I use EV to identify facilitators, but record participants anonymously e.g. P for participant;</li> <li>- Straight after the workshop, the facilitators stay in the call and do a quick 15m debrief. Start with a 5m silent brain dump: what are my 3x main takeaways? What do I think we need to do next? Any urgent critical things? You might then have a discussion, and start clustering the insight. You might want to let it brew for a day or two.</li> <li>- Have another session (~1hr) to go through the notes and summarise the main insight coming from the session. Be brutal - anything you are not going to action leave it as is, as untreated notes.</li> </ul>



## 5 - Turning insight into actionable outputs

How to turn what was discussed in the workshop into actionable outputs for the CUT:

### 1 - Analyse and summarise your notes

use this TEMPLATE - Debrief CUT workshop

[https://docs.google.com/document/d/1k5o6XIYycERyHHIf7gD1JvdDm\\_xTv1irg92jbN7sFME/edit?usp=sharing](https://docs.google.com/document/d/1k5o6XIYycERyHHIf7gD1JvdDm_xTv1irg92jbN7sFME/edit?usp=sharing)

### 2 - Create actionable outputs

Choose a format, they have the same content:

- Word  
TEMPLATE - WORD CUT Identity and Vision  
<https://docs.google.com/document/d/1m7Rz6hM6UBZdLo1JkbRp5BwXWzfSQSWXLPk7YbvnhMo/edit?usp=sharing>
- Slides  
TEMPLATE - SLIDES CUT Identity and Vision  
<https://docs.google.com/presentation/d/1oXFLZ4e3oSR7dV2JpvNre6OZT1MT9j2dv3I96SifNJc/edit?usp=sharing>

## Annex 06 - TEMPLATE - Notes and Debrief CUT workshop

This document is structured in two sections:

<b>1 - Taking collaborative notes during the workshop</b>	95
1.2 Notes taken during the workshop	96
1.1 Preparing the workshop	96
<b>2 - After the workshop</b>	97
Straight after the workshop	97
Analyse + Consolidate a summary of your notes	97

## 1 - Taking collaborative notes during the workshop

Date of workshop

Link to slides used in the session - [TEMPLATE - SLIDES Workshop method](#)



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## 1.2 Notes taken during the workshop

Xxx

## 1.1 Preparing the workshop

A reduced version of TEMPLATE - WORD Workshop method

<b>Purpose and desired outputs</b>	
Who is this workshop for and what for?	
What do you want to have as an output of this workshop?	

<b>Agenda</b>	
<b>Welcome</b> 15m	<b>Welcome and introductions</b> Example
<b>Exercise 01</b> 15m	<b>Gentle onboarding exercise</b> Example
<b>Exercise 02</b> 20m	
<b>Break</b> 10m	Is 10m sufficient for everybody?
<b>Exercise 03</b> 25m	
<b>Next steps</b> 25m	Discussion and prioritise next steps (this might also be an exercise)
<b>Buffer</b>	



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10m	
-----	--

## Slides

### TEMPLATE - SLIDES Workshop method

## 2 - After the workshop

### Straight after the workshop

**document your immediate takeaways. Do it quickly, without much thought:**

1 - The main messages that have stayed with me were ...

EV: (Choose a colour and add your answers)

2 - What I really liked about today was ...

Xxxxx

3 - I think our immediate next steps are to ...

Xxxxx

4 - If I was to change anything I would ...

xxxxx

### Analyse + Consolidate a summary of your notes

As a second step, go through your notes and consolidate a summary + cluster main messages. This task will require more time - I usually do it 1-3 days after the workshop.

In this workshop we set out to discuss x topics:

- our identity as a group
- our vision for the TRIPs project



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- ...

This is the insight that came out (by priority)

- Our local identity
- A little description xxxxxxxx
- A list of problems in our city
- A collective vision for the change we want to achieve in TRIPS and beyond
- Individual goals for the members of the CUT
- ...

Next steps. These are the things we think we should action:

- In the next workshop we should cover x, y, z;
- these are the questions we have;
- this is what we don't know but would like to gain some insight in the future

### Annex 07 - TEMPLATE - SLIDES Workshop method for CUT T5.3

Agenda	Content
15m	Welcome and introductions
15m	Exercise 01 1. A local identity (for the TRIPS website)
20m	Exercise 02 2. A local vision for transport (your local goal for TRIPS, for example to get people onboard)
10m	break
20m	Exercise 03 3. What do you want for the workshop in June? (turning your vision into a practical reality e.g. a prioritised list of the documents you want to take into the workshop)
20m	Next steps - prioritisation discussion 4. Ways of working (defined this ahead of CUT workshop 01) <ul style="list-style-type: none"><li>- working tools and procedure to document your work as a group</li><li>- working group protocol e.g. a word document</li></ul>
10m	Any other business?



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## Introduction to work package 5 - CoDesign

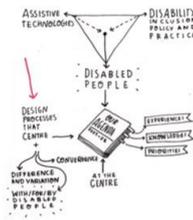
- Vem är Elvia? Who is Elvia?
- Vad är workpackage 5? What is workpackage 5?

### Notes:

- Link to Intro to WP5 Bologna- CUT Workshop 01 Task 5\_3

TRIPS

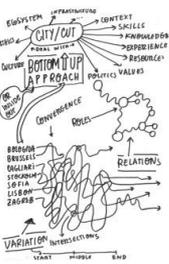
TRIPS



### What is WPS

WPS is one of eight work packages (WP) that are working together to deliver the goal of TRIPS: to design, describe and demonstrate practical steps to empower disabled people to play a central role in the design of inclusive digital mobility solutions.

The main deliverable of WPS is a tested and validated codesign-for-all methodology that can be adapted to engage disabled people in open innovation, along with training material for participants.



### WPS as a kitchen

WPS is about ways of doing things together - these can be taken as method recipes. In the end we will have produced a cookbook.

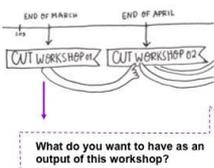
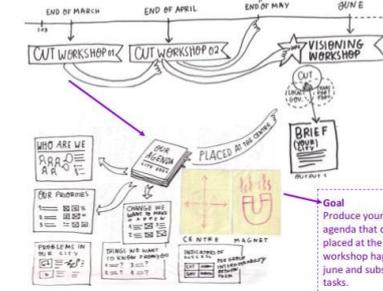
WPS functions as a test kitchen for researchers and CUT to work together on method recipes. You are all co-chefs. The two workshops we have in march and april are to prepare for:

WP6 is a pop-up restaurant where we will be trying out the dishes (case studies).

WPS kitchen uses cities specific cases to develop, test and demonstrate how the method recipes can be used by doing it. Let's do it, together!

TRIPS

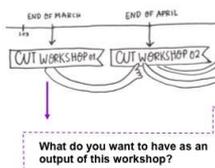
TRIPS



1. Agreement on mobility solution summary  
Agreement of the group of Mobility solution summary - agree that this is what we want to work with
2. Turning it into something concrete for June  
What kind of areas do we need development?  
I.e. how do we turn it into something more concrete to work in the meeting in June, how do we make our idea sellable? How do we get people onboard with our idea?
1. Ways of working
  - a. Are we using Miro going forward?
  - b. working tools and procedure to document your work as a group

TRIPS

TRIPS



1. A local identity (for the TRIPS website)
2. A local vision for transport (your local goal for TRIPS; for example to get people onboard)
3. Continuing the work you have done so far into the workshops starting in June (next steps)
4. Ways of working (defined this ahead of CUT workshop 01)
  - working tools and procedure to document your work as a group
  - working group protocol e.g. a word document

## Exercises

TRIPS

NEWS ARTICLE | 10 MARCH 2021  
**Better public spaces for better quality of life**  
We are interested in understanding the impact of our surroundings on our health and how we can make changes for the better.

NEWS ARTICLE | 8 MARCH 2021  
**Co-created affordable housing solutions**  
We want to see sustainable housing solutions that lead to more inclusive communities.

NEWS ARTICLE | 2 MARCH 2021  
**How would nature design a city?**  
We are interested in multidisciplinary research that expands theoretical knowledge and advances practical solutions leading to better ways of living.

NEWS ARTICLE | 1 MARCH 2021  
**Sustainable construction and better quality of experience by design**

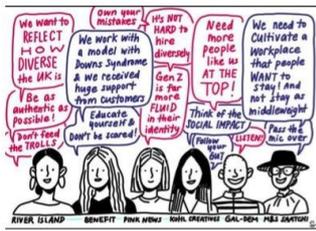
The goal is to create a local identity for:

- the TRIPS website (a paragraph)
- A future workshop (a slide or alternative format)

[TEMPLATE - Introduction to our group](#)

Source: [https://europea.eu/new-european-bauhaus/to-design/selection-your-contributions/upcycled-old-city-bus-turned-mobile-youth-centre-2021-03-12\\_en](https://europea.eu/new-european-bauhaus/to-design/selection-your-contributions/upcycled-old-city-bus-turned-mobile-youth-centre-2021-03-12_en)





Source: <https://www.instagram.com/p/BwW2p3FE-w/>

The goal is to create a local identity for:

- the [TRIPS website](#) (a paragraph)
- A future workshop (a slide or alternative format)

[TEMPLATE - Introduction to our group](#)



JB  
Local User Lead  
Disability Research  
Independent living institute  
Sweden

Source: <https://www.instagram.com/p/BwW2p3FE-w/>

The goal is to create a local identity for:

- the [TRIPS website](#) (a paragraph)
- A future workshop (a slide or alternative format)

[TEMPLATE - Introduction to our group](#)

**What we want to know from you**  
What would be a good way of describing your CUT group?

**How are we going to do it?**  
Exercise 01 (warm up)  
Individual, Your motivations and interests

Exercise 02  
Individual + discussion, your vision for TRIPS

Exercise 01 (warm up)

What is motivating me to participate in the TRIPS project is

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. ...

Exercise 01 (warm up)

The topics I am interested in

Around accessibility, transport, codesign, what are you specially interested in discussing / learning about? E.g. policy change, practical strategies, everyday barriers, technical solutions etc

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. ...

Exercise 01 (warm up)

What I bring to the table

Skills, experience, knowledge, interests

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. ...

Exercise 01 (warm up)

The kind of activities I would find most relevant and exciting to do in the project

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. ...

Exercise 01 (warm up)

What I would like to know about the other CUT groups and the other cities in TRIPS:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. ...

Exercise 01 (warm up)

A good way to describe our CUT as a group would be ....

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. ...



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Exercise 02 - your vision for TRIPS in your city



Source: <https://www.instagram.com/p/CB1XsrmlWz/>

The overarching goal of TRIPS is to design, describe and demonstrate practical steps to empower disabled people to play a central role in the design of inclusive digital mobility solutions.

1. What is most important to you in this project?
2. What would you like to have done / achieved / produced / gained at the end of the project?
3. What is the change you want to see happen in your city in the next 2 years?
4. How will you know you will have been successful by the end of TRIPS?

Exercise 02 - your vision for TRIPS in your city

The most important thing for me in the project is:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. ...

Exercise 02 - your vision for TRIPS in your city

The change I would like to see happen in this city, in the next 2 years is:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. ...

Exercise 02 - your vision for TRIPS in your city

By the end of the project I would like to have:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. ...

What would you like to have done / achieved / produced / gained at the end of the project?

Be specific e.g. I would like to have a proposal to put in front of policy makers; I would like to have something that I can present confidently in a meeting. I would like to have gained knowledge in disability policy; I would like to have created a working group to continue working on changing things in our city, etc.

Exercise 02 - your vision for TRIPS in your city

I will know (and feel) I have been successful at the end of TRIPS, by...

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. ...

Exercise 02 - your vision for TRIPS in your city



Source: <https://www.instagram.com/p/CB1XsrmlWz/>

Go around  
Share and consolidate live

Exercise 02 - your vision for TRIPS in your city

The most important thing for me in the project is: (your answers consolidated)

The most relevant feature for me is the synergy between information and solutions of the main issues pertaining to any form of barrier

To get better sidewalks and Busstops, better understanding from everyone what our problems are

The possibility to spot and help people who are affected in their daily travels and experience great difficulties.

The attainment of better standards in public transport with the final goal to improve the quality of life of disabled users.

it is very important that the indications and suggestions proposed are taken seriously.

Create a space for sharing and ideas to find new accessibility strategies in the future.

Exercise 02 - your vision for TRIPS in your city

How can we turn these into specific things that we can achieve within trips?

The most relevant feature for me is the synergy between information and solutions of the main issues pertaining to any form of barrier

To get better sidewalks and Busstops, better understanding from everyone what our problems are

The possibility to spot and help people who are affected in their daily travels and experience great difficulties.

The attainment of better standards in public transport with the final goal to improve the quality of life of disabled users.

it is very important that the indications and suggestions proposed are taken seriously.

Create a space for sharing and ideas to find new accessibility strategies in the future.



## What is this document for?

The purpose of this document is to communicate the practical setup that our group needs to participate in an online session (workshop or meeting).

Any questions please reach out to [add contact details].

## Practical steps to follow

1 - Before an online session we kindly ask you to share with us via email [add contact details] information about:

- platform you will be using e.g. zoom
- type of documents you will be using in the session
- what kind of input / tasks we will be required to participate in

2 - We will respond with a clear access needs protocol detailing the practical setup that we need to be able to participate. As a baseline this is what we have found works for our group:

- platform: we have been using Zoom
- Our needs: Two members of the working group are blind. One of our members requires an interpreter to participate.
- type of document:
  - our default is a Word document / google doc. Here is our [template](#).
  - We avoid the use of images. Best practice is to describe things in the images.
  - **We only use tables for data**
  - Ideally, we try to send a word document in advance (24hrs at least)



- tasks: we engage participants in exercises mostly through speaking.
- language: we run our sessions in Italian.
- recording the audio / video of the session: please inform us in advance if you intend to record the session

## Point of reference

Accessibility Tips for a Better Zoom/Virtual Meeting Experience

<https://www.deafhhtech.org/lerc/accessible-virtual-meeting-tips/>

### Annex 09 - TEMPLATE - Task method for WP facilitator

## Introduction

### What is this document about and for

This document provides (1) guidance and (2) a practical template to guide the WP facilitator in working with CUT on a task.

This document is complemented by the [TEMPLATE - Workshop method for CUT T5.3](#), a generic template for a workshop structure that was created to support the CUT in the workshops of WP5.

### What is the mindset here?

Think of the CUT as a client stakeholder team that is actively involved in the project: they need to make decisions and make things happen in their cities. Your job is to get them there by building their knowledge, skills, tools etc and handle all the background noise. You're running the show backstage, they are in the spotlight.

The intention is that this is taken as a living document to be shaped by, with and for the task facilitators of TRIPS. We aim for a collaborative and critical learning process that operates across work packages, skillsets and ultimately respects and honours the concerns and hopes of disabled people participating in TRIPS.

**The process offered here is structured as a set of steps:**



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[Step 01 - Start with a city by city analysis of the now - What is the CUT doing right now?](#)

[Step 02 - Translate the task for CUT members](#)

[Step 03 - Start with Intros and temperature check](#)

[Step 04 - Formally introduce WP and kick - off task](#)

[Step 05 - Conducting group activities - Workshop method](#)

[Ongoing - unfold task in regular sessions](#)

[Ongoing - collaborative working documents](#)

UNDER REVIEW



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## Step 01 - Start with a city by city analysis of the now - What is the CUT doing right now?

*Not all cities will arrive at the task on the same footing.*

Speak to ENIL, Laura and Kamil to understand what activities the CUT are engaged on right now. Consider the following things:

- What can you learn from the ways CUT have been engaged in other tasks? What works, what doesn't?
- What are the working processes that you need to adhere to?  
E.g. cagliari uses word docs mostly;
- Anything that you have to be particularly aware of? E.g. each city will be going through their own process. Some will need more support on certain things than others. Your approach needs to be tailored

Practical tip:

- Create a [notes document for each city](#) to keep a log of your sessions and their evolution through the task. In t5.3 we also created a city by city folder, which we could continue to use for upcoming task providing a repository for each CUT holding all their TRIPS work:
  - [01 CUT Bologna](#)
  - [02 CUT Brussels](#)
  - [03 CUT Cagliari](#)
  - [04 CUT Lisboa](#)
  - [05 CUT Sofia](#)
  - [06 CUT Stockholm](#)
  - [07 CUT Zagreb](#)

## Step 02 - Translate the task for CUT members

*Make the task doable, but in specific ways that are grounded in the realities of each of the 7 groups.*

Prepare the material to kick-off the task with LUL / CUT. **Answer these questions:**

1. **What is the purpose of this task and what is in it for me?**  
How is this connected to what I've been doing so far in TRIPS? How will this contribute to what I want to do in TRIPS? (Relation to other WPs)
2. **What is expected of me?**  
Task6.1 lasts for a x months (From-To). By the end of this task we will have:



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- Done activity 01 and activity 02
- Produced output 01, output 02, more tbc

Practically this means that we will organise and conduct 2 CUT workshops; we will have weekly 1-to-1 sessions lasting ~1hr to prepare the workshops and to analyse what came out of each workshop > turn into tangible outputs that can be used in t6.1

Workload: ~xhrs per week from this date to that date

- o **Make explicit the roles and responsibilities for task**

Who needs to be part of this workshop and who is responsible for inviting people and getting them onboard? What support is available for me?

Organising and preparing the workshop

Task6.1 lasts for a few months, make explicit what will be worked on before, during and after the workshop by WHOM. E.g. you will be responsible for documenting your working process - we will work together to figure out the best way to do this.

who is going to facilitate? We need to define the size of the workshop and what kind of activities will be done. This will determine the setup team you need. Referece

<https://www.deafhhtech.org/rerc/accessible-virtual-meeting-tips/>

### 3. What are the outputs of this task?

- o Deliverable : A draft of the case study brief
- o Working documents:
  - Documentation of the process e.g. notes of our meetings
  - Workshop materials e.g. slides, notes, debrief notes and summary
  - Any outputs that we find are of use to produce
  - ...

### 4. Roadmap

Keep it all in one place Instructions and reminders aplenty

CLEAR CLEAR CLEAR timetable and protocols with plenty of instructions and reminders.

#### Do:

- Provide only the information they need at that moment. Reveal information incrementally.
- Get rid of any noise e.g. internal project talk that they don't need to have
- Use google translate when needed

#### Materials produced

- **February 2021 - Introduction to work package 5 - Codesign-for-all methodology**  
<https://docs.google.com/presentation/d/1lc2KA1qmEy9CokStIWztjT3HNR217dfNjr35cgoZV8o/edit?usp=sharing>



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Note: there is also a [version 02](#) that was created for LUL to present WP5 to CUT members in the first workshop

- **March 2021 - Task Kick-off**

<https://drive.google.com/file/d/1ymUQ5Cx9fy5jMdqdaLQ1r4WDrrF6pGkE/view?usp=sharing>

## Step 03 - Intros and temperature check

*What you pay attention to grows. Listening from the beginning all the way until the end.*

### Activities:

- **1x informal one-to-one online session lasting one hour with the LUL + LCs**  
An open, informal discussion to introduce each other and set the stage for the upcoming activities.
- **Follow up** sessions when relevant  
e.g. Stockholm and Zagreb had regular monthly sessions from October all the way until T5.3 in March. Other cities were not that bothered, so we only met in Nov 2020, then in February, then in March for T5.3

### Learnings

[This is what you will most likely hear in your first session with LUL/LC](#)

[What is most important to me in TRIPS is...](#) Consolidated at the end of T5.3

### Do:

- **Prioritise hearing about them, what's on their radar, how they understand TRIPS and their involvement in it vs talking about the task i.e. make them talk a lot more than you in this session.**  
Use this opportunity to understand where they are right now - what has happened before your task and how has their engagement been so far in the project.  
  
*'We need to go through a process with the actors, to get them on the project, to understand their needs, create a common ground; lots of frustration. We are about to have elections, on the 4th of April, all of them are concentrated in the elections, so it is very hard to get them involved;'*
- **Document** motivations, expectations, frustrations, blockers, concerns, questions, they have so you can address it in the following sessions. (tip: [one document per city](#))
- **Language and digital skills**
  - Very few will ask for help when it comes to digital tools. After working with one lul for 3 months, they finally admitted to not knowing how to upload a file on google drive.
  - Working on collaborative online files has been like drawing blood from a stone - even from the LUL/LC which are software developers. Digital skills are huge



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## Step 04 - Formally kick - off task

*Switching gears to super professional mode. Formalizing the involvement of CUT is an important aspect to consider throughout the task*

### Activities

- **1x structured one-to-one online session lasting one hour with the LUL + LC per city**  
A structured presentation with QA throughout where the facilitator introduces the task and takes LUL +LC through the materials produced in [step 02](#). Ask the LUL + LC to playback their understanding of what they need to do at the end. The goal is to leave with a shared understanding of what you will be doing together.

### Do:

- **Focus on ownership of the process**

This will vary in each city. This means that each city might go through the task in different ways. Your role is to help them identify how to go through the task in a way that is meaningful for them. E.g. *'We need to go through a process with the actors, to get them on the project, to understand their needs, create a common ground; lots of frustration. We are about to have elections, on the 4th of April, all of them are concentrated in the elections, so it is very hard to get them involved;'*

This means identifying 2 things: (1) blockers, issues, stress and removing them; (2) what they are excited about - and get them to follow that path.

- **Make it relevant to what CUT needs right now**

Your goal is to bridge between what the task has to deliver vs what the CUT expects and can deliver at this time. This means that each city might go through the task in different ways, there's flexibility on what they do first and there's also space for them to decide which paths they will explore within the task.

- **Involving other team members**

Follow what you would do in a client stakeholder meeting - you would involve whoever could contribute (even if they are in a passive mode as observers) but you would not bring a crowd so as to not overwhelm your clients (LUL/CUT). In other words consider the ratio of people in the session. Bring in special guests when needed. In T5.3 we brought in the WP leaders on two occasions: one was to address an ongoing issue around motivation and frustration with the engagement in TRIPS. The second was to provide zoomed out clarifications about WP6's output and specific knowledge e.g. TRL.

### Materials produced

- **February 2021 - Introduction to work package 5 - Codesign-for-all methodology**  
<https://docs.google.com/presentation/d/1lc2KA1qmEy9CokStIWztjT3HNR217dfNjr35cgoZV8o/edit>



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[?usp=sharing](#)

Note: there is also a [version 02](#) that was created for LUL to present WP5 to CUT members in the first workshop

- **March 2021 - Task Kick-off**

<https://drive.google.com/file/d/1ymUQ5Cx9fy5jMdqdaLQ1r4WDrrF6pGkE/view?usp=sharing>

## Step 05 - Conduct activities - Workshop method

*Creating common ground: how the perspectives of disabled people, transport operators and policy makers, together with the local barriers and the technical solutions can be weaved together in co-production.*

Workshop method for CUT

- Prepare workshop + collaborative notes during + debrief

[Notes and Debrief CUT workshop](#)

- To use during the workshop

[WORD Workshop method for CUT T5.3](#)

[SLIDES Workshop method for CUT T5.3](#)

[TEMPLATE for screen reader Nov 2020](#)

## Ongoing - Unfold task in regular sessions

Activities:

- Create a roadmap that offers regular support and check-in points. In task 5.3 this was done by offering weekly one-to-one sessions before and after each workshop. Towards the end of the task we started reducing this as LUL were in full ownership of the process by then.

Do:

- Define a **working rhythm that works for them**

- In T5.2

- With Stockholm we booked monthly sessions for the following 6 months.

- W/ Zagreb and Stockholm had regular monthly sessions from October all the way until T5.3 in March. Other cities were not that bothered, so we only met in Nov 2020, then in February, then in March for T5.3

- In T5.3

- Weekly one-to-one sessions to organise and prepare workshops.

- Bologna is the most detailed in writing - they latched on to our shared notes document and sent long emails.

- Brussels takes the initiative to translate information about task that needs to be passed on to the CUT.



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- Cagliari will produce documentation on time.
- Lisbon is chilled and they all have full time occupations. They always deliver though and there is depth in the skills.
- Sofia needs to be hand held, working conditions are often politically hostile.

## Ongoing - Create a collaborative working process

### Activities:

- Use the [existing city folders](#) to build up their repository of work
- Keep things tidy by listing the materials produced in your task in the one pager overview per city:
  - [01 CUT Bologna](#)
  - [02 CUT Brussels](#)
  - [03 CUT Cagliari](#)
  - [04 CUT Lisboa](#)
  - [05 CUT Sofia](#)
  - [06 CUT Stockholm](#)
  - [07 CUT Zagreb](#)

### Do:

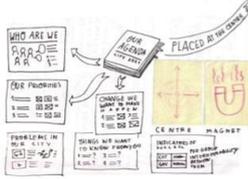
- **Progressively introduce detail in a clear simple way**  
This will vary per city. Be brutal - get rid of all the internal bla bla bla.
- **Be tidy and start a repository FOR THEM to use / be left with after the task**
  - Created a folder for each CUT, with a copy of each of the templates.
  - CLEAR procedures e.g. how to record and store data
  - Collaborative documents e.g. notes, slides, scripts etc. Ongoing collaboration e.g. adding notes to them;
  - Here's WP5 directory (also copied below)  
<https://docs.google.com/document/d/1QwWI8N6rLR826LTqVctYeGppfZyfh6ls7MyhunUHhIw/edit#heading=h.5yqkaecm1y2k>

## Annex 10 - TEMPLATE - SLIDES CUT Identity and Vision



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# TEMPLATE - CUT Identity and Vision



CUT ID + VISION (outputs task 5.3) - content in english for:		
CUT Identity	CUT Vision for TRIPS	
<b>Identity</b> A sentence / paragraph that says who the CUT is	<b>List of problems</b> A prioritised list of the problems in your city you are focused on addressing	<b>List of priorities</b> A prioritised list of change you wish to make happen
<b>Access needs protocol</b>	<b>Problem description</b> A description of what the journey for problem x looks like, feels like (user scenario)	<b>Change description</b> A description of what change might look like in the duration of TRIPS & long term (including the solution idea)

**CUT Identity**  
A sentence / paragraph that says who the CUT is

**Example**

We are the Stockholm working group for the [TRIPS EU project](#). Our group is made of x people who are working together to [local vision]. Our work is framed within the overarching goal of TRIPS which is to design, describe and demonstrate the practical steps to empower disabled people to play a central role in the design of inclusive digital mobility solutions.

We are motivated by x, y and z.  
This is what we bring to the project:

- A commitment to ....
- A network of x associations
- ....

**Problems with public transport in our city**  
A prioritised list of the problems in our city we are focused on addressing.

**Example**

In our group we have identified the following problems as priorities to address in our city:

- **Bus stops are not accessible**  
This is a common problem that we think can be addressable within the duration of TRIPS
- **Travel plans often fall through**  
Before I leave the house I worry that the plans I have made will fall through
- **Lack of communication between city authorities, transport providers and disabled people**
- **Navigating a landscape with multiple transport operators**
- **Lack of bus driver training**
- ....

**Problem description**  
A description of what the journey for problem x looks and feels like (user scenario)

**Example**

**Problem: Lack of communication between city authorities, transport providers and disabled people**

Disabled people do not have access to the people and the processes that control and shape accessible public transport. In other words, disabled people are faced the impossibility of having a structured communication with those putting forward policy that have an impact on public transport.  
In [city] infrastructures are realized without having the opinion of the main transport providers and the associations which defends people with disability's rights. Thus, for example, sideways and stops are realized in different ways, without univocal and precise standards.

**Problem description**  
A description of what the journey for problem x looks and feels like (user scenario)

**Example**

**Problem: Lack of communication between city authorities, transport providers and disabled people**

Disabled people do not have access to the people and the processes that control and shape accessible public transport. In other words, disabled people are faced the impossibility of having a structured communication with those putting forward policy that have an impact on public transport.  
In [city] infrastructures are realized without having the opinion of the main transport providers and the associations which defends people with disability's rights. Thus, for example, sideways and stops are realized in different ways, without univocal and precise standards.

**Problem description**  
A description of what the journey for problem x looks and feels like (user scenario)

**Example**

**Problem: Lack of bus driver training**

An inadequate or incomplete formation of bus drivers about needs of users with disability. Dealing with bus drivers's preparation, it can be said that a little part of the totality of drivers consider users with disability like a problem and don't help them. K said that sometimes bus drivers refuse to extract the ramp. R told that some drivers don't know what the white cane means or that the dog for blind people doesn't need to have the muzzle on board. AD added that drivers are not able to communicate with users who are deaf and dumb.

Further unpack with a description of the end to end journey of one of the problems listed above  
E.g. I am planning my travel to go to x. This starts 2 weeks ahead of the date I am due to travel because I have to book this and that. I go to this website and do... then....

**CUT Vision - Change you want to drive**  
Your vision for what you want to achieve within the duration of TRIPS

**Example**

We want to see change happen in our city in the next two years. This change needs take into account the following considerations:

- **Every category of disability has its own needs**  
There is no easy solution that will give answers to all our needs, every disability has its own needs and that it's not easy to find a way to give answer to all the requests. Instead of looking for a unique solution which should satisfy every category of disable people, an idea could be realizing more than one solution, some little and easy remedies which don't have a high cost.
- **Small and incremental solutions**  
We are looking for feasible changes that can be implemented by 2023, or that can start a longer term change process.
- **We want disabled people to be at the driver's seat of that change.**  
We are interested in cocreated processes that bring together disabled people, transport providers and policy makers to work together and affect change.



<p><b>CUT Vision - Change you want to drive</b> Your vision for what you want to achieve within the duration of TRIPS</p> <p><b>Example</b> Practical solutions we would like to implement in our city:</p> <p><b>Title:</b> Identify bus stop names for deaf people</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>- deaf people need to know the name of the bus stop coming up as they are on the bus.</li> <li>- ....</li> </ul> <p><b>Solutions:</b></p> <ul style="list-style-type: none"> <li>- Buses to display names of bus stops in real time on screens</li> <li>- app which makes a personal device vibrate near the stop chosen by the user.</li> <li>- ....</li> </ul>	<p><b>CUT Vision - Change you want to drive</b> Your vision for what you want to achieve within the duration of TRIPS</p> <p><b>Example</b> Practical solutions we would like to implement in our city:</p> <p><b>Title:</b> Improve existing applications to help people with mobility problems</p> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>- People with mobility problems need to know which stops are accessible for a wheelchair</li> <li>- What support is offered e.g. a ramp is provided</li> <li>- ....</li> </ul> <p><b>Solutions:</b></p> <ul style="list-style-type: none"> <li>- CTM app Busfinder, could indicate also which stops are accessible in autonomy for a person on wheelchair or if the arriving bus is provided with the ramp or not.</li> <li>- An app which permits users with disability to warn the operative centre of public transport provider that they are waiting the bus near a specific stop. In this way the operative centre can notify the information to the driver in real time, so that the driver feels obligated to interact with people with disabled people.</li> </ul>
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## Annex 11 - TEMPLATE - WORD CUT Identity and Vision

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<b>3 - Vision</b>	114
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### 1 - Identity

We are the Stockholm working group for the [TRIPS EU project](#).

Our group is made of x people who are working together to [local vision].

Our work is framed within the overarching goal of TRIPS which is to design, describe and demonstrate the practical steps to empower disabled people to play a central role in the design of inclusive digital mobility solutions

We are motivated by x,y and z.

This is what we bring to the project:

- A commitment to ....
- A network of x associations
- ....



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## 2 - Problems

In our group we have identified the following problems with public transport in Sofia as the priorities to address:

1. Bus stops are not accessible
2. Before I leave the house I worry that the plans I have made will fall through
3. Lack of communication between city authorities, transport providers and disabled people
4. Navigating a landscape with multiple transport operators
5. Lack of bus driver training
6. ...

We have decided to focus our efforts in one particular problem that we think can be addressable within the duration of TRIPS (2020-2023): X% of bus stops in Sofia are not accessible to disabled people [source](#).

### Problem description - Example 01

In what ways are bus stops in Sofia not accessible?

- As a blind person  
I am planning my travel to go to x. This starts 2 weeks ahead of the date I am due to travel because I have to book this and that. I go to this website and do... then....  
The main problems I have are:
  - ...
  - ...
- As a person on a wheelchair  
(Describe end to end journey)
- ...

Other problem descriptions - please note, only describe the problems you are interested in addressing in TRIPS.

### Example 02

**Problem: Lack of communication between city authorities, transport providers and disabled people**

Disabled people do not have access to the people and the processes that control and shape accessible public transport. In other words, disabled people are faced with the impossibility of



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having a structured communication with those putting forward policy that have an impact on public transport.

In [city] infrastructures are realized without having the opinion of the main transport providers and the associations which defends people with disability's rights. Thus, for example, sideways and stops are realized in different ways, without univocal and precise standards.

### Example 03

#### **Problem: Lack of bus driver training**

An inadequate or incomplete formation of bus drivers about needs of users with disability. Dealing with bus drivers' preparation, it can be said that a little part of the totality of drivers consider users with disability like a problem and don't help them. K said that sometimes bus drivers refuse to extract the ramp. R told that some drivers don't know what the white cane means or that the dog for blind people doesn't need to have the muzzle on board. AD added that drivers are not able to communicate with users who are deaf and dumb.

Further unpack with a description of the end to end journey of one of the problems listed above. E.g. I am planning my travel to go to x. This starts 2 weeks ahead of the date I am due to travel because I have to book this and that. I go to this website and do... then....

## 3 - Vision

### High-level vision Example 01

We want to see change happen in Sofia in the duration of TRIPS. Our efforts are guided by knowing that:

- 1. Our vision for TRIPS needs to be grounded in the present, in the problems we have right now**  
The change we want to see happen in Sofia has to do with practical solutions we would like to implement in our city to address the problems we have today.  
This is a common problem that we think can be addressable within the duration of TRIPS: bus stops are not accessible.
- 2. Creating common ground between disabled people, local authorities and other institutional partners is crucial to turning our vision into something that can be practically achieved**

### Example 02



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We want to see change happen in our city in the next two years. This change needs take into account the following considerations:

- **Every category of disability has its own needs**

There is no easy solution that will give answers to all our needs, every disability has its own needs and that it's not easy to find a way to give answer to all the requests. Instead of looking for a unique solution which should satisfy every category of disable people, an idea could be realizing more than one solution, some little and easy remedies which don't have a high cost.

- **Small and incremental solutions**

We are looking for feasible changes that can be implemented by 2023, or that can start a longer term change process.

- **We want disabled people to be at the driver's seat of that change.**

We are interested in cocreated processes that bring together disabled people, transport providers and policy makers to work together and affect change.

### Practical solutions - Example 01

Title: Accessible bus stops for xxx.

Accessible bus stop high level requirements:

- Accessible sidewalk leading to the bus stop.
- Next to the stop facing the bus, there must be an open area large and empty enough to enable opening of the ramp from the bus onto the sidewalk so that someone in a wheelchair will have adequate space to maneuver and board the bus. This is under the responsibility of the local authority.
- The bus operator must install two types of signs for the visually impaired with the route number and destination:
  - A large-print sign with black writing on a yellow background.
  - A sign including the information in a tactile writing system and Braille.
- If a bus stop is covered - The floor of the covered area must be at the same level as the sidewalk and there must be enough room under the covered area for a wheelchair to fit (80 X 120 cm).



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### Example 02

Title: Identify bus stop names for deaf people

Needs:

- deaf people need to know the name of the bus stop coming up as they are on the bus.
- ....

Requirements:

- Buses to display names of bus stops in real time on screens
- app which makes a personal device vibrate near the stop chosen by the user.

....

### Example 03

Title: Improve existing applications to help people with mobility problems

Needs:

- People with mobility problems need to know which stops are accessible for a wheelchair
- What support is offered e.g. a ramp is provided
- ....
- 

Requirements:

- CTM app Busfinder, could indicate also which stops are accessible in autonomy for a person on wheelchair or if the arriving bus is provided with the ramp or not.

An app which permits users with disability to warn the operative centre of public transport provider that they are waiting the bus near a specific stop. In this way the operative centre can notify the information to the driver in real time, so that the driver feels obligated to interact with people with disabled people.

### Annex 12 - TEMPLATE - WP5 survey for working groups

Dear all,

We are writing in the context of TRIPS work package 5 (WP5) to ask you a few questions to get to know you a bit better. We're also sharing information about ourselves as we want our working process to always be a balanced exchange.

We would have preferred to have done this face to face / online but we are respectful of your time. However, if you would like to meet us and have an online chat we'd be very open to it:

[e.m.vasconcelos.de.gouveia@tue.nl](mailto:e.m.vasconcelos.de.gouveia@tue.nl)



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### Who are we?

My name is Elvia Vasconcelos, I am a PhD student at the Technical University of Eindhoven. Together with Kristina Andersen, project coordinator for TRIPS and WP5 lead, we are responsible for facilitating WP5.

### What is WP5?

WP5 is one of eight WP that work together to deliver the overarching goal of TRIPS: to design, describe and demonstrate practical steps to empower disabled people to play a central role in the design of inclusive digital mobility solutions.

WP5's main focus is a tested and validated codesign methodology which will be piloted in the seven participating cities in WP6. By codesign methodology we mean a process that is created with, for and by the participants of each working group, you. **The aim is to involve you in processes that you are not just participating in but potentially controlling, reframing and making use of to your own ends.**

### What we are asking of you today?

Below we put forward a few questions which we hope will create a good starting point for us to define how we want to work together. We want to know who you are and what is motivating you to be part of the project. We also want to know about how we can fully support our process through WP5.

All your feedback is welcomed. Please let us know if we have missed anything, made a mistake, done something wrong. It's bound to happen and we want to make things work for you.

Thank you for your time.

Please answer the questions below with as much detail as you feel is appropriate. If something is unclear, do write it down.

### What brings you here

1. What is motivating you to join the project?
2. What is most important for you in this project?
3. What would you like to have done as a working group by the end of the project? If possible give some examples.
4. How does your role in the WG fit with other aspects of your life e.g. work / personal?

### Your working setup

What is it that people need to be supported at your fullest potential? It could be technology or anything else?

5. Access needs - what conditions need to be in place for you to feel and be fully supported to participate in this project?
6. What software (if any) do you use for:



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- Online meetings
  - Collaborate / work with people e.g. sharing documents
  - Connect with people
  - Specific software that you use to fulfill your needs
7. What devices do you use regularly and feel most comfortable with? E.g tablet
  8. Please complete the sentence:  
My best online experience in the last year has been ... Because ...
  9. Things that don't work for you? This could be a specific programme or document formats e.g. tables
  10. How comfortable are you English as a working language for the project?

### About codesign

11. What would change or add to the following definitions:

We work under the umbrella of Co-production (ethos, attitude and approach), making use of both Codesign (systems, scope and shared notions) and Co-creation (production of explicit design material).

#### Co-production - the idea

Co-production is a well-established way to generate knowledge in collaborations between people, technology and society. It is centered on the idea that we can come together in difference and collaboratively create new ideas and concepts. Everyone shares their knowledge, skills and resources. This also means everyone shares responsibility for making the process successful.  
(We think of co-production as the idea.)

#### Codesign - the action

Co-design describes the action of designing together, while attempting to actively involve all stakeholders (e.g. employees, partners, customers, citizens, end users) in the design process to help ensure that outcomes respect all participants' point of view. The aim is to make sure that the process is shared and the participants feel engaged with the outcomes.  
(We think of co-design as the action.)

#### Co-creation - the making

Co-creation is the act of making together rather than consulting people and then producing designs to the pre-set requirements. Co-creation involves all actors in the process as active creators of their own futures.  
(We think of co-creation as the making of design material.)

12. What do you feel are the most important aspects of a codesign process for you?
13. What topics (around accessibility / transport / codesign) are you specially interested in discussing / learning about? E.g. policy change, practical strategies, everyday barriers, technical solutions etc



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### A conversation led by you

Together with the Local User Leads we have identified the need and appetite for exchange between the participants of each working group. We are exploring ideas to co-organise an online event with all the working groups and we want to know what your thoughts are about this.

14. What kind of activities would you find most relevant and exciting to promote an exchange between the working groups?
15. Content - What topics would you like to discuss / speak about?
16. How do you think this can be done?
17. What format and length would best work for you?
  - a. A one-off event E.g. a day long conference where each working group presents on a topic
  - b. Shorter sessions that happen once a week e.g. three 2 hour session every 2 week
  - c. Other (please add)
18. Any other thoughts that you would like to share? Feel free to add anything that comes to mind.

Please return to [e.m.vasconcelos.de.gouveia@tue.nl](mailto:e.m.vasconcelos.de.gouveia@tue.nl)

Kind regards,  
Elvia

### Annex 13 - Directory of all material produced in T5.3

Directory of all material produced in T5.3	
	Outputs
1	<b>One pager output - City by city</b> <ul style="list-style-type: none"><li>- <a href="#">01 CUT Bologna</a></li><li>- <a href="#">02 CUT Brussels</a></li><li>- <a href="#">03 CUT Cagliari</a></li><li>- <a href="#">04 CUT Lisboa</a></li><li>- <a href="#">05 CUT Sofia</a></li><li>- <a href="#">06 CUT Stockholm</a></li><li>- <a href="#">07 CUT Zagreb</a></li></ul>
2	<b>Folder - City by city</b>



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	<ul style="list-style-type: none"> <li>- <a href="#">01 CUT Bologna</a></li> <li>- <a href="#">02 CUT Brussels</a></li> <li>- <a href="#">03 CUT Cagliari</a></li> <li>- <a href="#">04 CUT Lisboa</a></li> <li>- <a href="#">05 CUT Sofia</a></li> <li>- <a href="#">06 CUT Stockholm</a></li> <li>- <a href="#">07 CUT Zagreb</a></li> </ul>
	Templates
3	<a href="#">Task method</a>
4	Identity and vision templates <a href="#">SLIDES CUT Identity and Vision</a> <a href="#">WORD CUT Identity and Vision</a>
5	Workshop method (Word and slides + screen reader) <a href="#">WORD Workshop method for CUT T5.3</a> <a href="#">SLIDES Workshop method for CUT T5.3</a> <a href="#">TEMPLATE for screen reader Nov 2020</a>
6	<a href="#">Workshop notes and debrief CUT</a>
7	<a href="#">Access needs protocol</a>
8	<a href="#">Contact tracker</a>
9	<a href="#">Survey CUT</a>
10	<a href="#">TRIPS directory for CUT</a>
	Research analysis T5.3
11	<a href="#">01 - Nov 2020 T5.2 Field work report</a>
12	<a href="#">Nov 2020 - Suggestions from LUL for improving coproduction</a>
13	<a href="#">02 - Dec 2020 T5.2 Field work report</a>
14	<a href="#">03 Knowledge transfer WP6 March 2021</a>
15	<a href="#">04 - Knowledge transfer WP6 April 2021</a>
16	<a href="#">05 - Knowledge transfer WP6 April 2021</a>



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17	<a href="#">06 - knowledge transfer WP6 May 2021</a>
18	<a href="#">07 - March 2021 T5.3 field work report</a>
19	<a href="#">08 - April 2021 T5.3 field work report</a>
20	<a href="#">09 - What does Codesign mean to you? May 2021</a>
	WP5 materials
21	<a href="#">Co-production and co-design in practise definitions</a>
22	<a href="#">WP5 Tasks and Milestones</a>
23	<a href="#">TRIPS Participatory Framework (from D5.1)</a>
24	<a href="#">Introduction to WP5</a> version 01 <a href="#">Introduction to WP5</a> version 02
25	<a href="#">Kick-off T5.3</a>
26	<a href="#">Session 02 T5.3</a>
27	<a href="#">Session 03 T5.3</a>
28	<a href="#">Session 04 T5.3</a>
29	<a href="#">Session 05 T5.3</a>
30	<a href="#">Session 06 T5.3</a>
	Presentations
31	Feb 2021 ' <a href="#">WP5 Codesign methodology</a> ' TRIPS consortium meeting
32	May 2021 ' <a href="#">What does Codesign mean to you?</a> ' for the <a href="#">Future of Transport event</a>
	Fieldwork notes and sketches
33	<a href="#">TRIPS sketches</a>
34	T5.3 fieldwork notes <ul style="list-style-type: none"> <li>- Version 01 - <a href="#">Notes from T5.2 and T5.3 up until april 2021</a></li> <li>- Version 02 - <a href="#">Analysis of version 01</a></li> </ul>



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35	city by city <ul style="list-style-type: none"> <li>- <a href="#">Bologna CUT WP5 notes</a></li> <li>- <a href="#">Brussels CUT WP5 notes</a></li> <li>- <a href="#">Cagliari CUT WP5 notes</a></li> <li>- <a href="#">Lisbon CUT WP5 notes</a></li> <li>- <a href="#">Sofia CUT WP5 notes</a></li> <li>- <a href="#">Stockholm CUT WP5 notes</a></li> <li>- <a href="#">Zagreb CUT WP5 notes</a></li> </ul>
36	WP meeting notes <ul style="list-style-type: none"> <li>- <a href="#">WP5 + WP6 notes</a></li> <li>- WP5 meeting notes - September 2020 to March 2021 (<a href="#">link</a>)</li> </ul>
37	WIP <a href="#">TRIPS Glossary of terms</a> WIP <a href="#">_02 Accessibility guidelines</a>

## Annex 14 - Co-production and co-design in practice

### CO-PRODUCTION AND CO-DESIGN IN PRACTICE

#### TRIPS Word Definitions:

**Co-production** is a well-established way to generate knowledge in collaborations between people, technology and society. It is centered on the idea that we can come together in difference and collaboratively create new ideas and concepts. Everyone shares their knowledge, skills and resources. This also means everyone shares responsibility for making the process successful. **(We think of co-production as the idea.)**

**Co-design** describes the action of designing together, while attempting to actively involve all stakeholders (e.g. employees, partners, customers, citizens, end users) in the design process to help ensure that outcomes respect all participants' point of view. The aim is to make sure that the process is shared and the participants feel engaged with the outcomes. **(We think of co-design as the action.)**

**Co-creation** is the act of making together. Rather than consulting people and then producing designs to the pre-set requirements. Co-creation involves all actors in the process as active creators of their own futures. **(We think of co-creation as the making of design material.)**

#### How do we generate knowledge in TRIPS?

- **User Experience Research**, both qualitative and quantitative. This may take the form of interviews, surveys, focus-groups, video's.
- **Auto-ethnography** and reflection. This may take the form of video diaries or written reflections.
- **Observation**. This may take the form of in-situ observation of behaviour, semi-structured or fully-structured observation.
- **Iterative Design** describes the process of developing a design in many rounds. This may take the form of returning to the site as well as the co-design process to evaluate and elaborate on an idea.
- **Pilot Test Cases** are explorative outcomes from the co-design process. They can take the form of a practical intervention, a consultation format, a way of working or a roadmap.



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- **Content and Data Analysis** is used to generate patterns of knowledge through looking at gathered data. It can take the form of statistics or thematic analysis.
- **Research through Design** is a branch of design research that produces new knowledge through the making of design artefacts and designerly material. This means that we generate knowledge through making and refining explicit design material, and reflecting on the outcomes.

How do these terms hang together?

We work under the umbrella of **Co-production** (ethos, attitude and approach), making use of both **Co-design** (systems, scope and shared notions) and **Co-creation** (production of explicit design material). Through making we will generate knowledge as understood in a **Research through Design** framework.

**Co-production** is a new way of working which empowers all the actors in the process to participate fully on the basis of shared knowledge and equal partnership. Below you find some important elements of the co-production process:

- Co-producing from the start: people must work together from the very start. This means before important decisions are taken, when as much as possible can still be influenced and changed.
- Working together to achieve an outcome: at the start the partners agree what end result (or outcome) they all want to see. Then they work together to achieve it.

#### **Setting ground rules:**

- Make sure everyone has a shared understanding of what co-production is and that they are committed to working in this way.
- How are you going to work together?
- If you are to build and maintain good relationships it can be very helpful to co-produce some ground rules.
  - **Example:**
    - Say if you don't understand something.
    - Always be respectful, even if you don't agree.
    - Keep everyone informed if something relevant happens.
- Agree on a work plan and the activities
  - What are goals this year. What are the goals next year
  - When are the meetings and who will take notes during the meetings?

#### **Everybody gets the support they need to fully participate:**

- This can include support to physically access a meeting (e.g. ramps, hearing loops, sign language)
- Access to information (e.g. easy-read texts)
- Support for transport to get to the venue (e.g. assistance, digital apps)

#### **Access to information**

- All involved parts of the project share their experience and knowledge.
- Participants are given the time and resources to study and understand all aspects of the topic (This can include in team learning)
- Participants have access to clear and easy to read information

#### **Skill development**



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- At the start of the project all participants indicate their area of expertise and what they would like to learn in the process (skills ID). This will facilitate the recognition of the experience present in the group. These can of course change over time.
- Agree on roles and responsibilities and also areas of development for the different partners
- If needed skill sets are missing from the group, they can be added by expanding the group.

### **Rethinking traditional ways of working towards Co-design**

- Traditionally disabled people are considered volunteers in a consultation process.
- Co-design starts from the notion that all participants are equal partners to the process with equal power of decision making.
- This also means that all participants in the co-design group are compensated for their work and time they give to the group.
- Traditionally, cities or service providers take the lead in the process given that it is seen as part of their professional activity.
- Co-design changes this way of looking at traditional hierarchy by bringing in the importance of the experience people have and implementing a non-hierarchical approach to the team work.
- There can be multiple coordinators for different aspects of the process, however decisions are taken by the group.
- Rather than working in the silo of a specific expertise, participants pool their knowledge to come to the best results
  - A disabled person with experience in time management or traffic flow can coordinate the work to improve the timetables for transport services
  - A city councillor with knowledge on engineering can coordinate the work on designing accessible transport.
- When talking about transport services:
  - disabled people will give their experience on accessibility and service providers will bring their expertise on operating a service. --> working groups to explain certain topics to the groups.
- This again implies support to all group members to make sure everybody has the knowledge to fully participate.

### ***Implementation of the result***

- All people in the group (user, service providers and others) develop a new service together.
- This also includes implementing the service change together



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- Similar to the development phase users should have an active role in reviewing, evaluating, and analysing the (maybe slow) changes that take place when the agreed policy or services are reviewed.
- Even if this process takes several years it is important to actively involve the group through the whole implementation process

UNDER REVIEW



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