Universal Design in the Power of Design

Project Report 2022-2023

July 2023

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Executive Summary

Building on the success of previous projects, Junior Achievement Ireland (JAI) and the Centre for Excellence in Universal Design (CEUD) worked together again in 2022 – 2023 to deliver 55 Power of Design (POD) workshops nationally as described in this report. The report also includes some information on the previous projects to develop the POD under the project background heading.

The current POD workshop combines the original Dublin City Council (DCC) POD content and the 'It's Normal to be Different' focussed Universal Design (UD) content. The combined workshop content is referred to as the POD and is detailed in this report along with the learning outcomes.

POD aims to have a wide geographic spread and to engage volunteers from both the public and private sector in the project. This report shows an analysis of the POD and the impact that it has on teachers, volunteers and students each year as it continues to build on its outputs year on year. Workshops continue to be delivered by professional volunteers, in schools around Ireland. Volunteers are recruited and managed by JAI workshop coordinators. The organisations participating in the POD 2022-2023 project are listed in a table in Appendix A.

In response to Covid 19 the POD workshops that were initially delivered face to face had been adapted to be delivered virtually. to the combined face to face version and virtual version enabled opportunities for a blended workshops to be delivered in the classrooms. The 2022-2023 target of 50 POD workshops was exceeded with 55 workshops delivered nationally. The positive results from the 55 workshops are highlighted in this report. In terms of student learning it is confirmed that the workshop is achieving its learning goals and objectives. An outline of the content used in the POD workshops can be found in Appendix B.

A summary of the key project outputs during July 2022 – June 2023 includes:

- POD content amended to allow for blended facilitation.
- Virtual and In-Person information meetings held in the participating organisations nationally and volunteers recruited for both in person and virtual facilitation.
- Recruited schools for both in person and virtual facilitation.
- Volunteers trained and vetted on an ongoing basis.
- Kits prepared and delivered by JAI to participating schools.
- Pre and post workshop questionnaires were distributed to evaluate student learning.
- Workshops ran.

- Surveys distributed to all adult stakeholders and collected at the end of the workshops.
- Monitoring of POD on an ongoing basis, by Project Manager, to ensure targets and milestones are achieved.
- Briefing the CEUD/NDA on project status.
- Project manager analysed and collated data on the POD participating organisations and their sectors. Data shared with CEUD.
- Project manager analysed and collated data on adults reached through POD January 2020 to January 2023. Data shared with CEUD.
- Marketing with social media posts promoting POD.
- JAI developed a survey and distributed via Microsoft forms to POD teachers to explore possible cross referral opportunities among participants in the diversity and inclusion awareness programme NDA Someone Life Me Art Competition.
- POD Volunteer post workshop Infographic developed and distributed.
- Volunteer recognitions organised by JAI and held in each participating organisation.
- Compilation of final report for presentation to CEUD incorporating evaluation.

POD 2022-2023 engaged 59 volunteers from 32 organisations around Ireland. This report includes the results of feedback from those volunteers along with feedback from the teachers and the results from the evaluation of student learning. Overall, in the feedback collected from volunteers it is evident that they enjoyed the experience of engaging in POD and they gained personally from delivering the workshops. Volunteers are also enthusiastic to share their learning and promote POD to colleagues. Volunteer feedback can be viewed in Appendix C.

Results from the student questionnaire showed that 90% of students enjoyed participating in the POD workshop and most students who engaged in the workshop said it would change how they think about how things are designed. Results from students' questionnaires are outlined in Appendix C and D.

Teachers continue to praise the impact of the volunteer from the 'real world' and the learning their students were involved in around UD, as shown in Appendix E.

Marketing efforts for the 2022-2023 project also positively correlated to the target results being achieved. Posts were shared across three JAI channels including Twitter, LinkedIn and Facebook. Appendix F outlines the URLs for a selection of social media post scheduled.

To further highlight the work that is being done by JAI in partnership with CEUD, a post workshop infographic was designed and distributed to POD volunteers. The infographic could be used by the volunteers when sharing their experience of the POD project with their colleagues, Corporate Social Responsibility (CSR) committees and Dignity and Inclusion (DI) groups. A copy of the infographic distributed to the volunteers can be found in Appendix G.

JAI developed and circulated a teacher survey to learn about awareness of the NDA Someone Like Me Art Competition and possible cross referral opportunities amongst teachers who participated in POD workshops during 2022-2023. Of the 60 surveys sent out 17 teachers responded with most respondents, 76%, stating they had no knowledge of the competition. See full results in Appendix H.

Overall, POD introduces 12 years old to UD as well as introducing UD to the teachers and volunteers. More research is needed into the lasting awareness of the topics covered by those reached. Post pandemic the potential for future scaling of the POD workshop now appears strong.

Introduction

This project is based on a CEUD remit to promote (introduce) UD in education. Through a collaborative project with JAI, this project introduces UD at primary level while at the same time increasing awareness of UD among a wide range of the adults involved.

POD is a three hour design workshop delivered in-person in classrooms by professional volunteers with a background or interest in design. POD is designed to be delivered virtually or in-person and all POD Workshop materials are prepared and provided by JAI directly to the school.
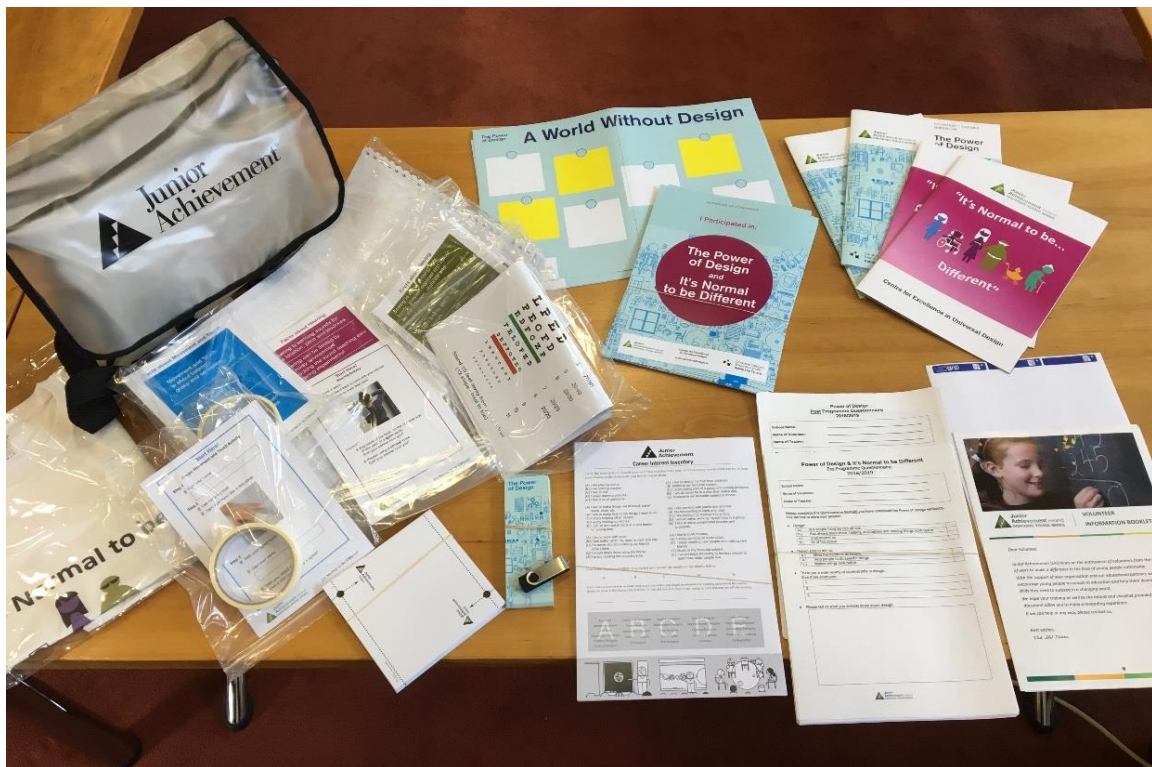
Figure 1: Power of Design Workshop Materials

The overall objectives for this project are:

1. To integrate key information and appropriate content about UD into the JAI promotions, operations, and follow-up for the POD workshops.

2. To operate the POD 2022-2023 project to underpin the potential for UD at Primary Level and enhance the engagement with the professional

volunteers and their organisations that JAI recruits to deliver the workshops.
3. To explore the possibilities of cross referral coordination of the POD workshops with the NDA Someone Like Me Art Competition for Primary Level.
4. Identify a long-term funding structure for an ongoing POD national programme based on impact from evidenced based project reporting.

Project Background

The [Centre for Excellence in Universal Design](#)(CEUD) at the [National Disability Authority](#) (NDA) has a statutory function to engage with relevant bodies on the incorporation of Universal Design (UD) into courses of education. CEUD has partnered with JAI to implement the POD programme.

[Junior Achievement Worldwide](#) (JA) is one of the world's largest and most-impactful youth-serving NGOs. It delivers hands on, immersive learning in work readiness, financial health, entrepreneurship, STEM and sustainability. For over 100 years, JA has helped youth develop the employment and entrepreneurial tools to find meaningful work and start sustainable companies, JA serves as conduit for peace and prosperity.

[Junior Achievement Ireland](#) (JAI) inspires and motivates young people to succeed in the changing world of work by equipping them with the skills, knowledge and confidence they need.

POD content explores what design is and why it is important along with an exploration of careers in design. The UD part of POD is based on the CEUD video called [Meet the Normals](#). The video is about a family of personas that represent Age, Size, Ability and Disability. That part of POD is called 'It's Normal to be Different'.

CEUD and JAI worked together to develop the UD content, which highlights awareness of the diverse range of abilities and characteristics in people that can affect how easy it is for them to access, understand and use designs. The 'It's Normal to be Different' content explores who designs are for and why we need to consider addressing the needs of all people through design.

UD is defined as, the design and composition of an environment so that it can be accessed, understood, and used to the greatest extent possible by all people, regardless of their age, size, or disability. This includes public places in the built environment such as buildings, streets, or spaces that the public have access to; products and services provided in those places; and systems that are available including information and communications technology (ICT), ([Disability Act, 2005](#)). "Universal Design" (UD) is the recognised term in Ireland and in international publications for a design approach that prioritises the needs of people.

Continuing to build on the success of previous POD programmes JAI and CEUD worked together during 2022-2023 to deliver a further 55 workshops. Since inception the programme has increased participants and volunteers year on year.

To date JAI have recruited, Garda vetted and trained 337 volunteers who are working in design or design related fields to facilitate delivery of the POD workshop. Below shows the significant growth and development of the POD programme. During years 1 – 4 of POD, the programme grew year on year. Year 5 was the initial partnership with CEUD, and the new combined workshop.

Year 1 (pilot) 2015 - 200 students, 10 workshops, 17 volunteers.

Year 2 2016 - 800 students, 38 workshops, 27 volunteers.

Year 3 2017 - 1,050 students, 50 workshops, 40 volunteers.

Year 4 2018 - 1,260 students, 60 workshops, 51 volunteers.

Year 5 2019/ 2021 - 1,882 students, 72 workshops, 78 volunteers (DCC and CEUD supported).

CEUD Year 5 2019 – 16 pilot 'It's Normal to be Different' POD workshops, 16 workshops, 430 students, 16 volunteers.

CEUD Year 6 2020-2021 51 'It's Normal to be Different POD workshops, 1,368 students, 49 volunteers.

CEUD Year 7 2022 – May 2023 55 'It's Normal to be Different POD workshops, 1,409 students, 59 volunteers.

The learning objectives for the 'It's Normal to be Different' focussed UD content are that students will:

1. Realise that design should strive to meet the needs of all people
2. Apply the learning from activity 5-7, to redesign the journey to school that they designed in activity 4. Students now consider how their journey to school meets the needs of all people.

Workshop content and activities are detailed in Appendix B, POD Workshop Content.

POD Workshop Content and Learning Outcomes

Workshop Content

The original version of POD engaged each student in a fast-paced hands-on workshop. Until 2019, the POD workshop content included four activities. A fifth, sixth and seventh activity were added to include 'It's Normal to be Different' content. JAI worked with CEUD through a series of content development meetings to develop these new activities which highlighted awareness of the diverse range of human abilities and characteristics. Activities 5-7 guided students to review and redo their designs completed in activity 4 through a UD lens.

Learning outcomes were agreed, in-line with the content and perceived achievable learning outcomes. During COVID-19 it was converted to five activities or modules to allow for virtual facilitation.

In 2022 it was further developed to allow for blended facilitation by volunteers. The learning outcomes and workshop content are unchanged – it is just the format for delivery that has been changed. (Please see Appendix B for further details of the workshop content.)

The POD workshop includes 7 activities:

1. Think Design: Watch the '[Shape](#)' video and reflect and share their opinions on different aspects of the video.
2. What is Design? Consider their understanding of design, describe a world without design.
3. A Career in Design: Become aware of careers in design, explore what careers in design most interest them.
4. Design Challenge: Get creative and become designers and create their own designs in small groups to improve their journey to school.
5. 'It's Normal to be Different': the UD module highlights awareness of the diverse range of human abilities and characteristics. Students view the '[Meet the Normals](#)' video.
6. Abilities and Characteristics Activities: Students experience impairment simulation using Task Sheets for Seeing, Hearing and Touch.
7. Review & Redesign: After the session, students redesign their designs (journey to school) now considering a more diverse range of people.

Learning Outcomes

Key learning outcomes for POD workshop includes:

1. Considering how the world around us is created.

2. Understanding where design fits in.
3. Learning about careers in design.
4. Engaging in a design challenge where students explore what they would do if they had the power to make their world function better.
5. Realising that design should address the needs of all people.

Content Accessibility

JAI continues to work to apply best practice to its materials based on the [Customer Communications Toolkit](#), CEUD [Web Accessibility Techniques](#) and associated guidance on Universal Design for Learning.

Key issues such as text colour falling below contrast minimums were resolved and retested via accessibility checking tools provided by the CEUD expert.

Significant improvements have been implemented. However, some elements of the soft copy materials are not easily edited because they are hosted on an eLearning/web authoring tool - Articulate 360. JAI is benefitting from these efforts by working to improve accessibility of all its workshops.

Project Outputs

During the 2022-2023 project the POD 'It's Normal to be Different' workshop was delivered in 14 counties throughout Ireland. It was an ambition to ensure a wide geographic spread. The 55 completed workshops involved:

- 59 volunteers from 32 organisations.
- 43 schools.
- 1409 students.

Volunteer Organisations

32 different organisations from both the public and private sectors provided volunteers to deliver POD during the 2022-2023 project period. Sectors involved ranged from; engineering, tech, marketing, financial services, professional services, pharmaceutical, and aviation. The participating organisations included:

Accenture	Janssen
Avanade	Kepak
BNY Mellon	KPMG Dublin
Boston Scientific	Limerick City & County Council
Clare County council	Meta Dublin
CPL Resources	Mastercard
Dell Technologies Cork	Musgrave
Dell Technologies Limerick	MSD Ireland
Deloitte, Dublin	Optum Services Dublin
Deloitte, Cork	Oracle
Diageo	ICON
Elavon	PM Group
Expleo	Regeneron
Fiserv	Sanofi
Fexco	Teleflex
GE Capital	West Pharma

National Delivery

The counties where POD was delivered during 2022-2023 included:

Cork	Galway
Westmeath	Limerick
Donegal	Wexford
Tipperary	Kildare
Waterford	Kerry
Dublin	Wicklow
Clare	Meath

Project Impact and Evaluation

Volunteer Survey Analysis

All volunteers are encouraged to return a survey on completion of their workshop. Based on the feedback collected it is evident that volunteers enjoy the experience, gain personally from delivering workshops and are enthusiastic to promote learning to colleagues. This is evidenced in feedback collated via the survey and in reports from the JAI team when following up with volunteers via phone calls to ensure they are supported through their workshop.

In total 17% of the POD volunteers completed the volunteer survey. Results include:

- 100% of volunteers stated that they were more aware of UD and accessibility in their day-to-day life after completing the workshop.
- 100% agree that students responded well to a volunteer from the world of work in the classroom.
- 100% felt that the students were very engaged with the content.

As part of the evaluation process, JAI collected open responses from volunteers about their experience. Examples of responses included:

Volunteer Name: Andrea Ding, Meta

"It was a wonderful experience and an incredible honour to inspire young minds about the importance of design for all."

Volunteer Name: Esihle Makitshi, Meta

"This was an eye-opening experience to not only see the world through the lens of design but to see it through a young student's eyes and regain the wonderment for learning and opportunities ahead."

Volunteer Name: Brian O'Neill, Sanofi

"It was a fantastic experience, blown away by the participation of the students with the content."

Volunteer Name: Eugene Crimmins, Limerick City & County Council

"I was delighted to be given the opportunity to deliver the Power of Design workshop to 6th class students in Presentation Primary School Limerick. They were very interested in the topic with lots of questions and ideas about how design could be made better for everyone. It was also an

excellent opportunity to talk about the important role Limerick City & County Council planners and designers have to ensure good design for everyone in the cities and towns around Limerick."

Student Questionnaire Analysis

The pre and post-workshop questionnaires from students are sent to the classroom ahead of workshop delivery. Student questionnaires are overseen and returned by teachers and are analysed in-house at JAI. 262 anonymous student responses were analysed.

A representative sample of student questionnaires were analysed and produced the findings that are outlined in Appendix D along with the charts generated from completed student questionnaires which are also available within Appendix D.

Student Questionnaire Results

- Students were asked if they enjoyed participating in the POD. 90% of all students who completed the questionnaire stated they 'enjoyed' participating.
- Students were asked after they redesigned their journey to school 'Did this change how you think about how things are designed and the user you are designing for?' 86% of students said it did.
- From a choice of four answers, 75% of students agreed that UD should meet the needs of all people.
- As part of the questionnaire students were also given the option to provide open feedback, providing an indication of their attitudes towards design and UD. Below is a sample of the students' open question feedback:

  "I learned that design is always around us and sometimes not usable for everyone."

  "I learned that builders or anyone who works with designs, their main job is to suit everybody's' needs and to make things easier and cleaner for people to use."

  "I learned that things can look good but be designed bad."

  "When we were doing our 'way to school' I saw lots of stuff that needed changes."

  "I learned about good and bad design."

"I learned that design is all around us. Bad design is visible and good design is invisible."

"I learnt a lot about design and I liked the Normals video."

"I learned that if you look properly you can notice the things that could be improved that you never really noticed before. I like the thing he said 'good design is invisible and bad design is obvious' because it's true."

"Design isn't just there to make things look good."

Teacher Survey Analysis

Junior Achievement is committed to robust evaluation. To collate feedback a Customer Relationship Management (CRM) system is used with online evaluation tools including Survey Monkey and SPSS statistical software.

Teachers have access to their own personal online portal. In terms of requests, the CRM and JAI websites have been modified to allow teachers to log in to submit their POD request and enter relevant details such as class size, gender, age group, DEIS status and location. 70 requests were received allowing the agreed target to be met and exceeded. Completed workshops are logged and verified by teachers and volunteers. Data hosted in the CRM is accessed and exported as required. For example, quantitative data is exported to Excel or SPSS and analysed for reporting purposes, while material like photographs and testimonials are downloaded to provide feedback to the volunteer or when compiling reports. Survey results are based on a statistically relevant sample of 25%

The Teacher survey results were:

- 100% said students were engaged with the POD workshop content.
- 100% believe the students responded well to the opportunity to work with a business volunteer from the world of work.
- 100% would recommend participation in a JAI workshop to a colleague.

Volunteer Shared Learning

During 2022-2023, JAI explored the potential of a follow up volunteer pack which would aim to encourage POD volunteers to follow up formally with their colleagues and share their learnings. As a starting point JAI held informal discussions with several volunteers regionally to gauge their willingness to share this information and to identify what format this would most likely be successful.

It was decided based on that feedback, and to ensure most success, to keep this to a one-page infographic and include links to both the CEUD and JAI website for further information. The infographic was drafted in partnership with CEUD, finalised and issued to POD volunteers on completion. JAI expect to be able to gauge how successful this has been at the annual Volunteer Recognition Events which will be held between August & September 2023. A copy of the infographic can be found in Appendix G.

2022-2023 Marketing and Promotion of POD

JAI have three active social media channels.

The JAI Facebook page, as of May 2023, has 1,794 followers. Our Twitter page has 2,400 followers and LinkedIn page with 4,716 followers. All 3 platforms together have a total audience of 8,910 followers.

To ensure adequate promotion of POD, JAI scheduled social media posts across all our channels and tagged @CEUD_NDA. Links to sample post are included in Appendix F.

Recommendations

POD Workshop

JAI has capacity to increase the number of the POD workshops by 15 to deliver 65 nationally in 2023-2024 school year (ca. 1528 students). We would hope to be in a position to reduce the cost per workshop based on our really strong bank of existing volunteers. However, challenges in working with schools, post pandemic, continue but JAI schools' relationship management has been a priority over the last 12 months and will continue to be focus for the 2023-2024 school year.

Volunteer Infographic

Continue to provide the volunteer infographic, which was developed during 2022-2023 to allow volunteers to share their learning and promote the work being done by the POD project. Based on feedback from the POD volunteers, JAI will continue to revise, improve and update the volunteer infographic.

JAI would also like to gauge the success of the volunteer infographic. This could take the form of regional volunteer interviews to check that information has been shared, whether they would recommend volunteering and would they be willing to work with us to recruit potential volunteers within their organisation.

The findings from these interviews will be collated and documented and will inform the recommendations on how the infographic could be improved. JAI will then use these recommendations to edit and update the volunteer infographic.

NDA Someone Like Me Art Competition

Continue to explore a collaboration between POD and the [NDA Someone Like Me Art Competition](). Based on results of the survey designed and distributed to teachers by JAI in May 2023 most respondents had no knowledge of the competition. Information on this can be found in Appendix H.

During the 2023-2024 school year, JAI could formally mention the Someone Like Me Art Competition in all POD workshops. JAI can also explore if they could conduct a pilot with five classes of POD students giving them the opportunity to enter their POD posters into the Someone Like Me Art Competition.

Evaluating the impact of student learning and recognition of adult learning

JAI could enhance the evaluation of the impact of the learning amongst students' participants in the POD workshops and explore opportunities to formally recognise the learning experienced by the adults in the POD programme.

JAI can work with CEUD to explore the potential of digital badging for teachers and volunteers participating in POD programme.

Benefactor to support further scaling of POD programme

JAI could explore opportunities to partner with benefactors to support future scaling of POD.

Accessibility of JAI Content

JAI will continue with good design principles and continue to use CEUD's [Customer Communications Toolkit for Services to the Public - A Universal Design Approach](#), to ensure JAI programme materials are developed in an accessible manner.

Appendix A: Details of 2022-2023 POD Workshops

The table below outlines the school, counties, and the number of students from each who took part in the 2022-2023 POD. It also outlines which volunteer and their participating organisation facilitated the POD in each of the schools.

Student Count	County	School	Volunteer	Organisations
30	Clare	CBS Primary School, Ennis	Liam Hayes	Clare County Council
20	Cork	Togher Girls National School	Lauren Seery	Dell Technologies Cork
28	Limerick	St. Joseph's National School Ballybrown	Manus Menon Nandilath	Dell Technologies Limerick
22	Meath	Scoil Bhríde	Claire Dillon	Deloitte, Dublin
30	Kildare	Scoil Bhríde, Clane	David Hyland	Diageo Ireland
22	Wicklow	St. Patrick's National School Bearna Chlé	Philip Wilson	Elavon Financial Services, Dublin
24	Kerry	Glounaguillagh National School	Marie O'Connor	Fexco Limited Company
22	Kerry	Scoil Mhuire, Killorglin	John Casey	Fexco Limited Company
28	Wicklow	Avoca National School	Randy Garcia	GE Capital

32	Clare	Scoil na Maighdine Mhuire, Newmarket-on-Fergus	Regina O'Keeffe	Junior Achievement Limerick
20	Co. Dublin	Divine Mercy Balgaddy Senior National School	Nancy Kariuki	Kepak Group, Meath
29	Limerick	Corpus Christi National School	Cathal O'Boyle	Limerick City & County Council
		Corpus Christi National School	Don Shorten	Limerick City & County Council
27	Co. Dublin	St. Brendan's National School	Ciaran Burke	Meta Dublin
32	Co. Dublin	St. Joseph's Primary School, Dun Laoghaire	Noel Scanlon	Meta Dublin
		St. Joseph's Primary School, Dun Laoghaire	Orla Thompson	Meta Dublin
11	Cork	Scoil Maria Assumpta	Eileen O'Riordan	Musgrave
27	Donegal	Scoil Cholmcille, Newtowncunningham	Cathriona Walsh	Optum Services

20	Donegal	Scoil Mhuire Creeslough	Marta Sikora	Optum Services, Dublin
25	Co. Dublin	Divine Mercy Balgaddy Senior National School	Liam Hynes	PM Group (Dublin)
23	Co. Dublin	Divine Mercy Balgaddy Senior National School	Adam Byrne	PM Group (Dublin)
27	Kildare	Scoil Bhríde, Clane	Lidia Frumoasa	PM Group (Dublin)
30	Limerick	Corpus Christi National School	Ciara Barrett	Regeneron
26	Westmeath	Cornamaddy National School	Sophie Jürges	Teleflex
24	Dublin	Drimnagh Castle Primary School	Carolyn McQueston	Accenture
20	Dublin 2	Scoil Chaitriona, Baggot Street	Sara Whelan	Accenture
26	Dublin 3	St. Mary's National School	Sean Daly	Avanade
18	Dublin 5	Scoil Chaitriona Senior Girls	Craig Jones McGrath	BNY Mellon

28	Wexford	Kennedy Park National School	Patrick Hearne	BNY Mellon Wexford
32	Tipperary	Scoil Mhuire N.S. Newcastle	Paul Clarke	Boston Scientific, Clonmel
30	Clare	CBS Primary School, Ennis	Brian Eccles	Clare County Council
30	Dublin 16	St. Attracta's SNS	Mary Sarah Kelly	Cpl Resources Plc
26	Dublin 24	Solas Chriost N.S.	Peter Mullen	Deloitte, Dublin
25	Wexford	Scoil Ghormáin Naofa Castletown	Margaret Power	Elavon Financial Services, Arklow
24	Dublin 1	Central Model SNS	Dylan McDonald	Expleo Technology Ireland Limited
19	Dublin 7	St. Catherine's Senior Girls School	Kate Alysson Macadangdang	Expleo Technology Ireland Limited
25	Co. Dublin	St. Teresa's Primary School	Oisin Gallagher	Expleo Technology Ireland Limited
25	Kerry	Nagle Rice Primary School	Ellen Daly	Fexco Limited Company
28	Dublin 24	Solas Chriost N.S.	Ernesta Venslovaite	Fiserv Dublin
30	Dublin 16	St. Attracta's SNS	Aoife Casey	Icon plc
27	Cork	Shanbally National School	Bridie Moloney	Janssen Sciences Ireland UC (Cork)

26	Galway	St. James's National School Bushy Park	Síomha Mc Garry	Junior Achievement Galway
17	Limerick	Presentation Primary Limerick	Eugene Crimmins	Limerick City & County Council
18	Limerick	Presentation Primary Limerick	Siobhan O'Dwyer	Limerick City & County Council
29	Dublin 15	Castleknock National School	Ailbhe Bennett	Mastercard Ireland
29	Clare	Scoil na Maighdine Mhuire, Newmarket-on-Fergus	Noel Scanlon	Meta Dublin
26	Dublin 4	St. Christopher's PS Haddington Road	Meaza Hadera	Meta Dublin
		St. Christopher's PS Haddington Road	Esihle Makitshi	Meta Dublin
26	Co. Dublin	St. John's NS	Gonzalo Caro	Meta Dublin
24	Dublin 3	St. Joseph's CBS Primary, Fairview	Andrea Ding	Meta Dublin
		St. Joseph's CBS Primary, Fairview	Devika Thampi	Meta Dublin

31	Dublin 7	St. Gabriel's National School	Shauneen Armstrong	MSD Leopardstown
27	Donegal	St. Eunan's National School, Raphoe	Stephen McDaid	Optum Services
24	Dublin 5	Our Lady of Consolation National School	Eimear Doyle	Oracle Dublin
31	Co. Dublin	St. Joseph's Primary School, Dun Laoghaire	Natasha Sterling	Oracle Dublin
24	Dublin 1	Central Model SNS	Tsun Hang Harry Lo	PM Group (Dublin)
28	Limerick	St. Joseph's National School, Ballybrown	Ciara Barrett	Regeneron
30	Waterford	Faithlegg National School	Brian O'Neill	Sanofi
27	Waterford	Waterford Educate Together N.S.	Claudia Nencini	West Pharma

Appendix B: POD Workshop Content

The workshops combine POD content and 'It's Normal to be Different' focussed UD content. CEUD and JAI worked together to develop the UD content, which highlights awareness of the diverse range abilities and characteristics in people that can affect how easy it is for them to access, understand and use designs.

POD content explores what design is and why it is important. "It's Normal to be Different' explores who designs are for and why we need to consider addressing the needs of all people through design. POD content is prepared as a turn-key kit with all materials provided to all stakeholders to complete a workshop.

The Junior Achievement Education Team redeveloped the POD content making it suitable for virtual facilitation in 2020. Rather than volunteers bringing the kit to the school, all materials are now delivered directly to the classroom. Each volunteer receives a volunteer pack in advance of commencement and volunteers are trained across three specific training blocks. The content design carefully considers the target audience (age 11-12 years) as well as the wide range of design volunteers facilitating the workshops for students.

The syllabus for the combined POD and 'It's Normal to be Different' focussed UD workshop, including description of the content, materials and learning objectives are as follows:

Activity 1: Think Design

During this activity students watch the 'Shape' video. Students will reflect on the video and identify some of the changes that can be made to make the world work better and to ensure designs are chosen that can be accessed, understood, and used by all people.

Key Learning Objectives

Students will:

- Carefully watch the shape video.
- Reflect and share their opinions on different aspects of the video.

Activity 2: What is Design?

In this context-setting activity, students will consider what they think of 'design' and describe a world without design.

Key Learning Objectives

Students will:

- Consider their understanding of design.
- Describe a world without design.

Activity 3: A Career in Design

A career in design discussion follows to explore student's career aspirations and extend their knowledge of careers available in design.

Key Learning Objectives

Students will:

- Become more aware of careers in design.
- Explore which careers in design are of most interest to them.

Activity 4: Design Challenge

During this activity students will be tasked with a 'Design Challenge' and become designers. Students design a better journey to school.

Key Learning Objectives

Students will:

- Get creative and become designers.
- Consider idea generation.
- Learn about the context of use when designing.

Activity 5: It's Normal to be Different

During this activity students will watch the 'Meet the Normals' video.

This activity highlight awareness of the diverse range and characteristics in people that can affect how easy it is for them to access, understand and use designs. It also asks students to consider and make a list of the users that we should be thinking about when designing. Students review their journey to school design, now to work for all people.

Key Learning Objectives

Students will:

- Realise that design should strive to meet the needs of all people.

- Learn about diverse abilities and characteristics.
- Watch the 'Meet the Normals' video.
- Identify abilities and characteristics of the Normals family.

Activity 6: Abilities & Characteristics

During this activity students experience how an everyday activity can be more difficult for a person with an impairment.

Key Learning Objectives

Students will:

- Experience one or more activities that simulate difficulties with; seeing, hearing and or movement and touch.

Activity 7: Review & Redesign

During this activity students will review their journey design (activity 4) and enhance the design, to ensure it is easy for all members of the Normal Family to access, understand and use their revised journey design.

Appendix C: Results from the Volunteer Survey

The charts below outline the results from the survey carried out with volunteers after the participated in POD 2022-2023.
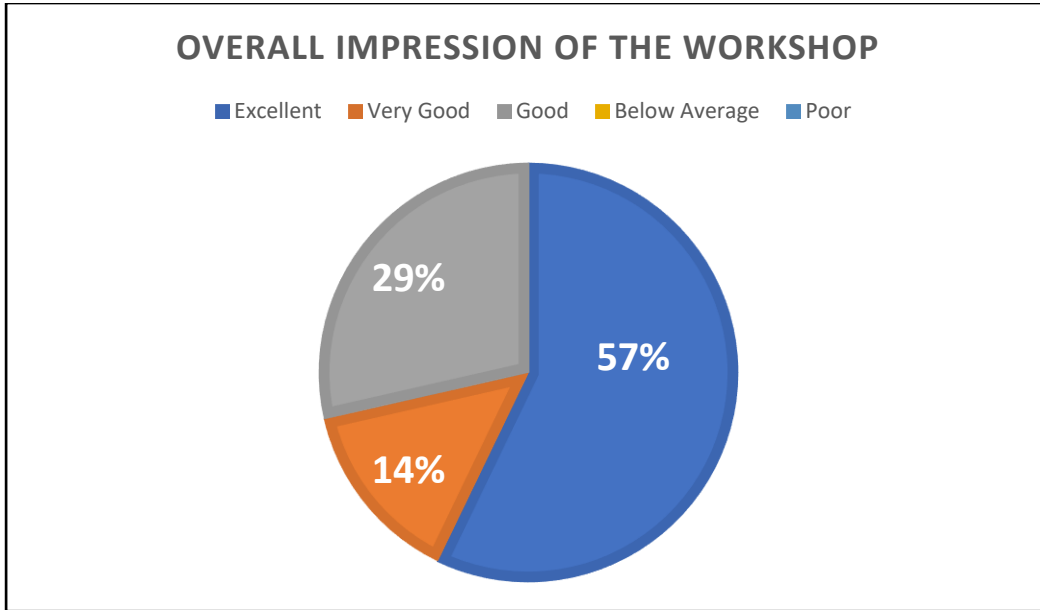
Figure 2: Results from the Volunteers overall impression of the workshop.
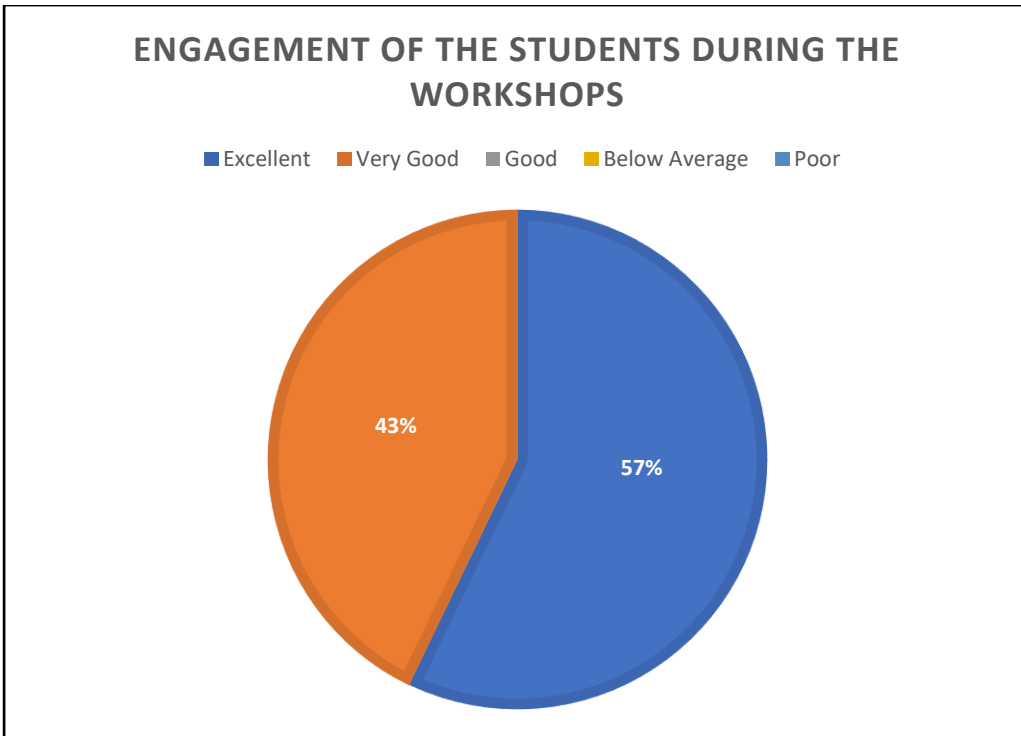
Figure 3: Results of how the Volunteers thought the students engaged during the workshop.
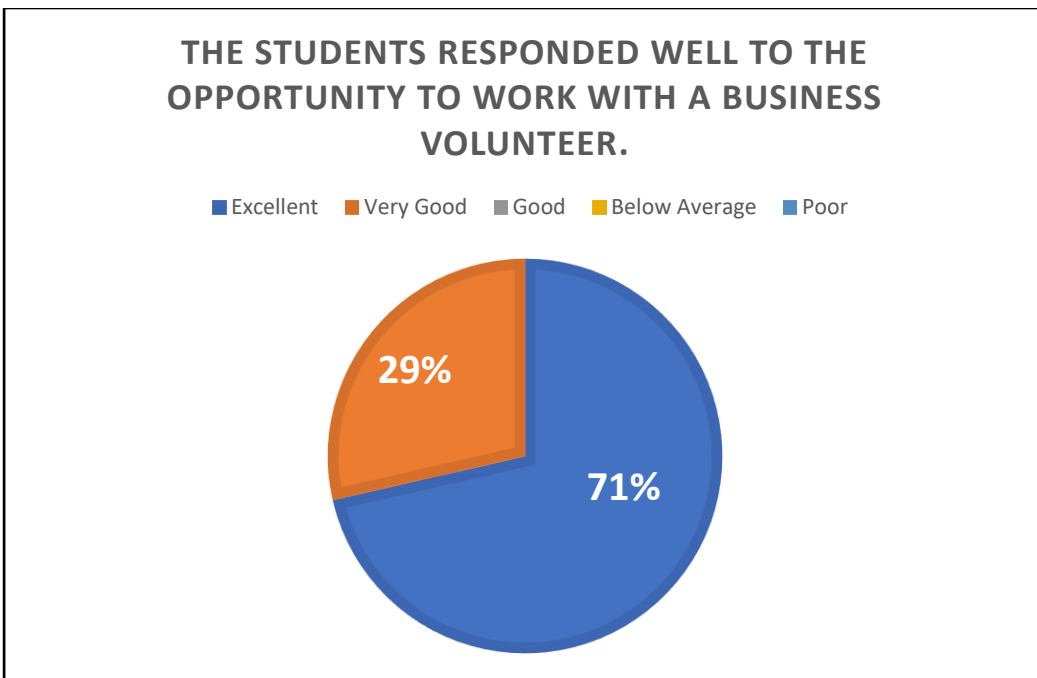
Figure 4: Results of how the Volunteers thought the students responded to working with a business volunteer.

Appendix D: Student Questionnaire Results

This Appendix includes images of the pre and post questionnaires that are given to students before and after they participated in the POD 2022-2023. It also includes charts that outline the results from the questionnaires.

Pre-Questionnaire and Student Reponses

Figure 5: Page one of the pre-programme student questionnaire

Figure 6: Page two of the pre-programme student questionnaire
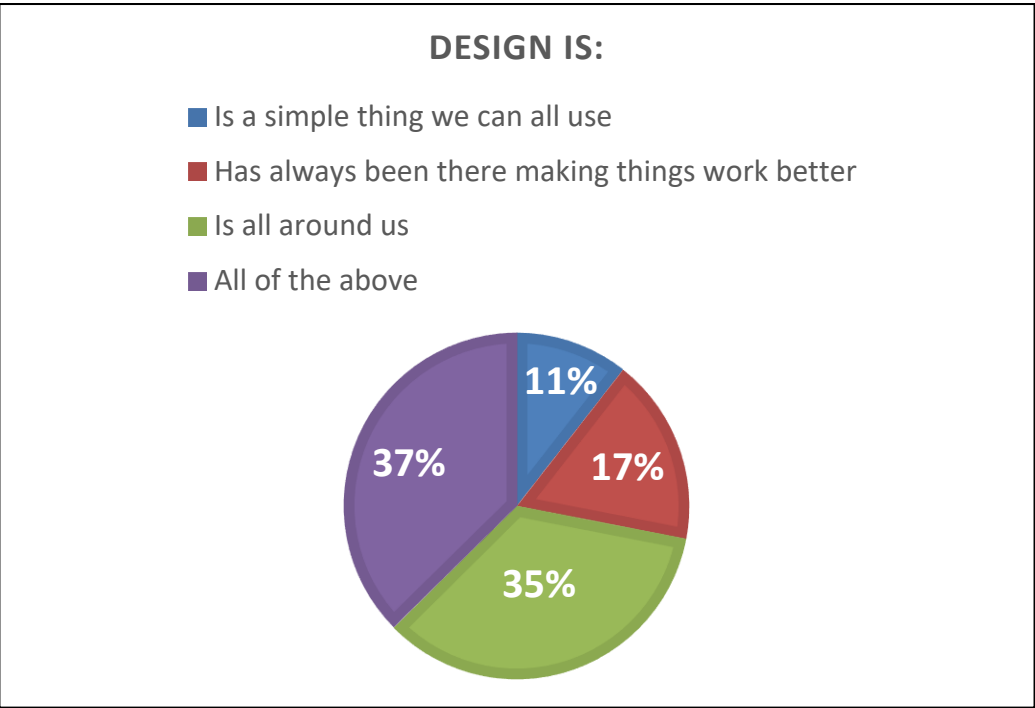
Figure 7: What students consider design to be.

Post-Questionnaire and Student Responses

Power of Design

Post-Programme Questionnaire 2022-23

School Name: _____

Teacher Name: _____

Volunteer Name: _____

Date: _____

Please compete the questionnaire AFTER you have completed the Power of Design.

1. Tick yes, no or I don't know for each of the following sentences.	Yes ☺	No ☹	I don't know 😐
I enjoyed my Junior Achievement classes	☐	☐	☐
I think education is more important after my Junior Achievement classes	☐	☐	☐
The Junior Achievement classes made me think differently about the world of work	☐	☐	☐
I enjoyed having a volunteer from the working world in my class	☐	☐	☐
Power of Design made me think about how the world around me is made and where design fits in	☐	☐	☐

2. Design:

Is a simple thing we can all use	☐
Has always been there making things work better	☐
Is all around us	☐
All of the above	☐

3. Name three jobs or careers that use design:

1.

2.

3.

4. After completing the redesign of your journey to school activity, did this change how you think about how things are designed and the user they are designed for?

Figure 8: Page one of the post-programme student questionnaire.

Yes, a lot ☐

Yes, a little ☐

No, about the same ☐

Continue the questionnaire →

5. **Universal Design should:**

   a.   Meet the needs of all people   ☐
   b.   Help people do specific things   ☐
   c.   Make things look better   ☐

6. **What was your favourite part of the programme? Please tick one.**
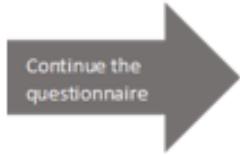
   a.   Meet the Normals' video   ☐
   b.   Seeing/Hearing/Movement Activities   ☐
   c.   Redesigning your journey to school to meet the needs of all people   ☐
   d.   Other, please state: ☐

   _____

7. **Please leave a message for your volunteer or draw/describe anything else you learnt about Universal Design.**

Figure 9: Page two of the post-programme student questionnaire.
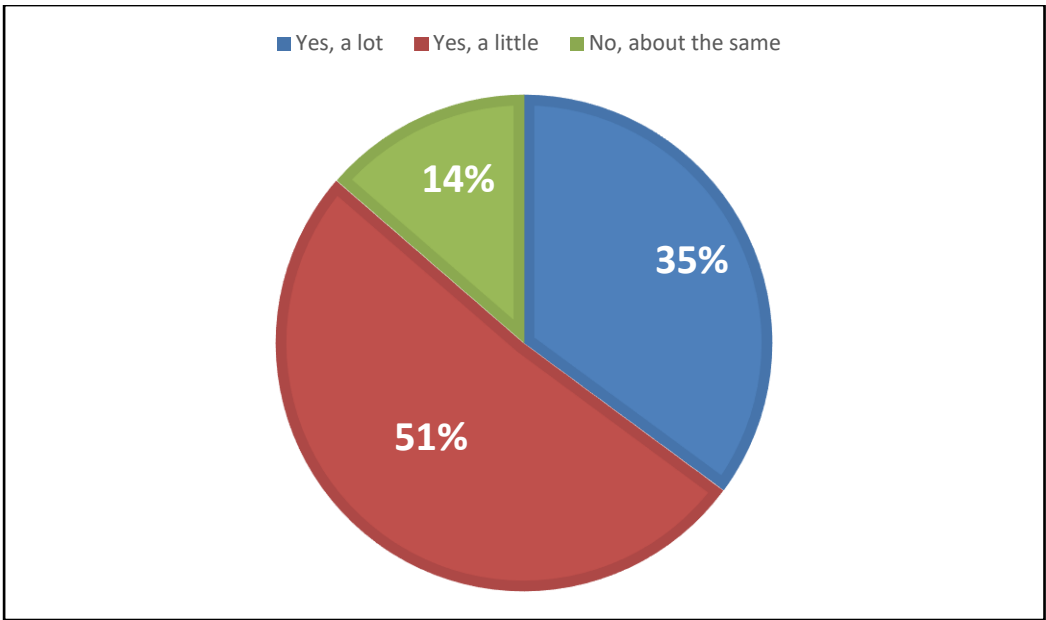
Figure 10: Students response after redesigning their journey to school and if this changed how they think about design and the users they design for.
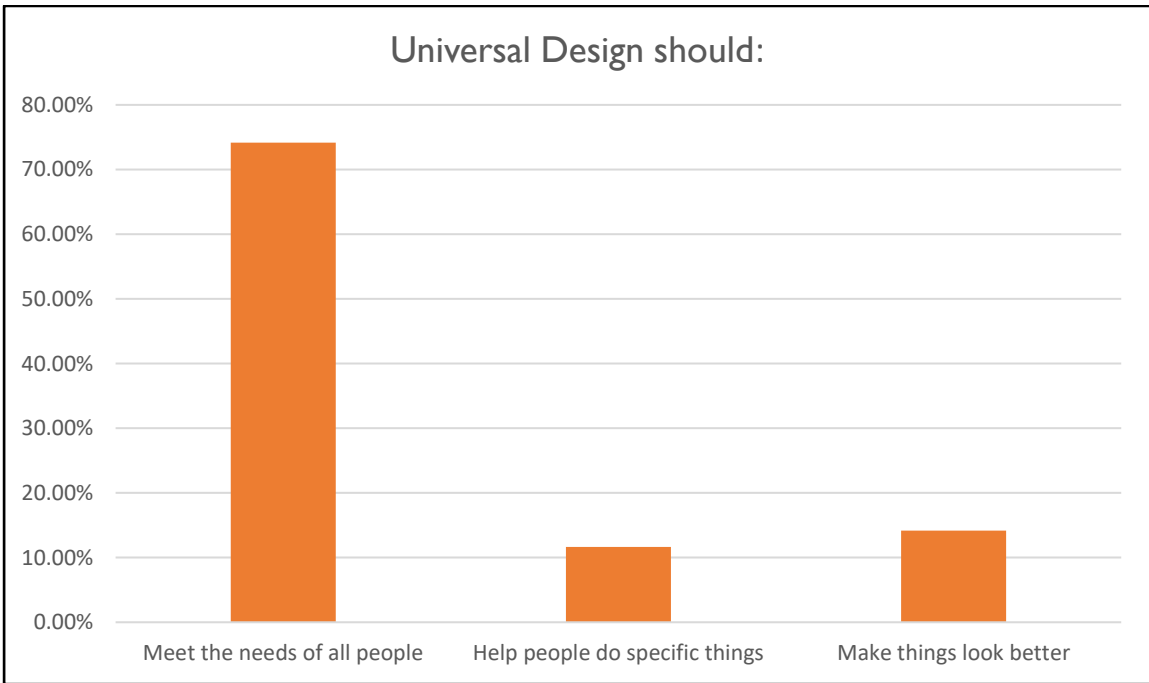
Figure 11: Students response to what Universal Design should do.

Figure 12: Students' responses totheir favourite part of the workshop**.**

Appendix E: Images and Feedback from the Classroom

This appendix includes photographs taken of the students and volunteers who participated in POD 2022-2023 and some images of the posters that students created. It also includes extracts from Thank You letter sent in by the schools.

Images from the Classroom

Figure 13: Brian Eccles Clare County Council with students from CBS Ennis who completed the POD workshop.

Figure 14: Volunteer Ciara Barrett from Regeneron with students from Corpus Christi National School, Limerick on completion of the POD workshop.

Figure 15: Volunteer Ciara Barrett, Regeneron with 6th class students from St. Joseph's National School, Ballybrown, Limerick

Figure 16: Volunteer Dylan McDonald, Elavon with students from Central Model School, Dublin

Figure 17: Volunteer John Casey, Fexco delivered POD to students in Scoil Mhuire National School, Killorglin, Co. Kerry.

Student Posters

Figure 18: Example of student poster redesigned route to school.

Figure 19: Example of student poster redesigned route to school.

Figure 20: Example of student poster redesigned route to school.
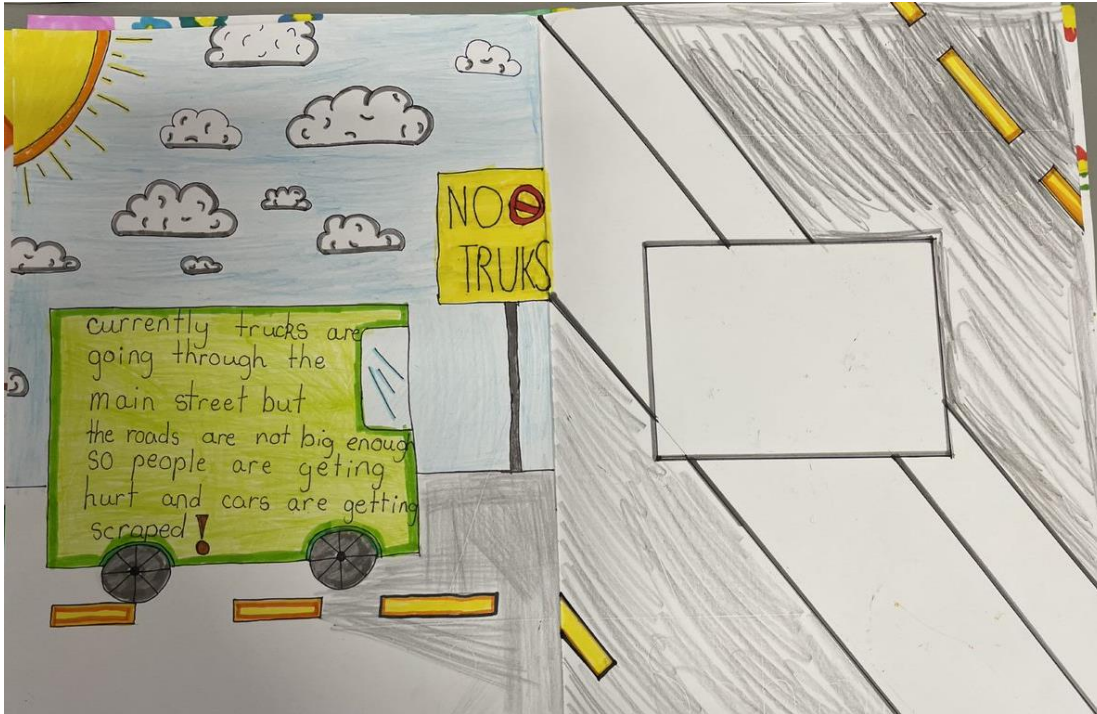
Figure 21: Example of student poster redesigned route to school.

Thank You Letters
Thank You letter re Ciara Barrett Regeneron & POD

> I want to say a huge thank you to Ciara and yourself also for all the work and involvement with 5th Class this year while completing the J.A Power of Design workshop. The class found it very beneficial as did I and we thoroughly enjoyed every minute of the educational activities. Ciara was exceptional in her ability to engage the class during each lesson and the children loved working with Ciara and learning about the importance of design and design for all. I want to also complement the organisation and the efficiency of the pack that was sent to me. It was exceptionally well organised and very easy to use.

Philip Mullins, Corpus Christi National School, Limerick

Thank You letter re volunteer John Casey, Fexco

> We were delighted to receive the opportunity for 6th class to participate in the Power of Design workshop.

> John was fantastic with the children from the first lesson, instantly putting them at ease and opening their minds to the world of design and how we

are all affected by change. He really ensured that they grasped the idea that design is everywhere and got them thinking about their future careers and how design is incorporated into everything.

The children loved hearing all about Japan and making comparisons between the two countries, from the perspective of design. We explored our local environment and the children brainstormed ways in which they would change/design our locality to suit everyone.

It was fabulous to see their views on inclusivity and how they strived to improve/find solutions to meet the needs of all people. This workshop was hugely beneficial, and the children really enjoyed working with John over the last few weeks. They have become much more aware of the role design plays in our day-to-day lives.

Thank you to all involved in this very worthwhile workshop

Sarah Pigott, 6ᵗʰ class teacher, Scoil Mhuire, Killorglin, Co. Kerry

Thank You letter re volunteer Marie O'Connor, Fexco

I would like to thank you for the opportunity to take part in the Junior Achievement POD workshop. We found it to be a positive, engaging and thought-provoking experience. It was an excellent opportunity for the children to look with new eyes on the world around them and recognise the impact of design, or the lack thereof, and to consider how and why improvements in our environment are made. The videos were a particularly good resource. Thank you to Marie for coming to teach this to our students.

Linda Galvin, 6ᵗʰ class teacher, Glounaguillagh National School, Carragh Lake, Co. Kerry

Appendix F: Sample POD Social Media Links

This Appendix has a list of links to Twitter and LinkedIn posts.

https://twitter.com/JA_Irl/status/1661340023273443328?cxt=HHwWgMDSpd78oY4uAAAA

https://twitter.com/JA_Irl/status/1658787830351511555?cxt=HHwWhoC-ncevmYUuAAAA

https://twitter.com/JA_Irl/status/1658424159712710656/photo/1

https://twitter.com/JA_Irl/status/1605545866030301186?cxt=HHwWhICq9azdhcgsAAAA

https://twitter.com/JA_Irl/status/1570394503370121217?cxt=HHwWgoDRqeDelMsrAAAA

https://twitter.com/StjosephsNS1/status/1512352179654479872?cxt=HHwWgMC-ue2S-vwpAAAA

https://twitter.com/JA_Irl/status/1466832517227593739?cxt=HHwWloC-5eOZntsoAAAA

https://twitter.com/JA_Irl/status/1661340023273443328

https://twitter.com/JA_Irl/status/1662054591360557064?cxt=HHwWkIDTtYn25pAuAAAA

https://www.linkedin.com/posts/junior-achievement-ireland_inspiringyoungminds-activity-7071804685417906176-Usix?utm_source=share&utm_medium=member_desktop

https://www.linkedin.com/posts/junior-achievement-ireland_inspiringyoungminds-activity-7067820049629122560-9MK8?utm_source=share&utm_medium=member_desktop

https://www.linkedin.com/posts/junior-achievement-ireland_inspiringyoungminds-activity-7067106907836055552--OHi?utm_source=share&utm_medium=member_desktop

https://www.linkedin.com/posts/junior-achievement-ireland_inspiringyoungminds-activity-7064553827567357952-LKEH?utm_source=share&utm_medium=member_desktop

https://www.linkedin.com/posts/junior-achievement-ireland_inspiringyoungminds-activity-7064189587409047552-gQEt?utm_source=share&utm_medium=member_desktop

https://www.linkedin.com/posts/junior-achievement-ireland_ceud-dublincityarchitects-inspiringyoungminds-activity-7011309273544548352-uEyl?utm_source=share&utm_medium=member_desktop

https://www.linkedin.com/posts/junior-achievement-ireland_its-normal-to-be-different-and-i-wish-i-activity-6976157791262494721-IEq_?utm_source=share&utm_medium=member_desktop

Appendix G: POD Volunteer Infographic

Appendix G displays the infographic provided to the volunteers who participate in POD. Volunteers can use this infographic to explain the programme they have been participating in to promote it amongst their colleagues.

Figure 22: Power of Design Volunteer Infographic

Appendix H: Teacher Survey on the awareness of the NDA Someone Like Me Art Competition

This Appendix includes an image of the survey carried out by JAI with POD Teachers on their awareness of the NDA Someone Like Me Art Competition. Below the image of the survey are charts outlining the results of the survey.

Figure 23: Image of the survey issued to Pod Teachers on their awareness of the NDA Someone Like Me Art Competition
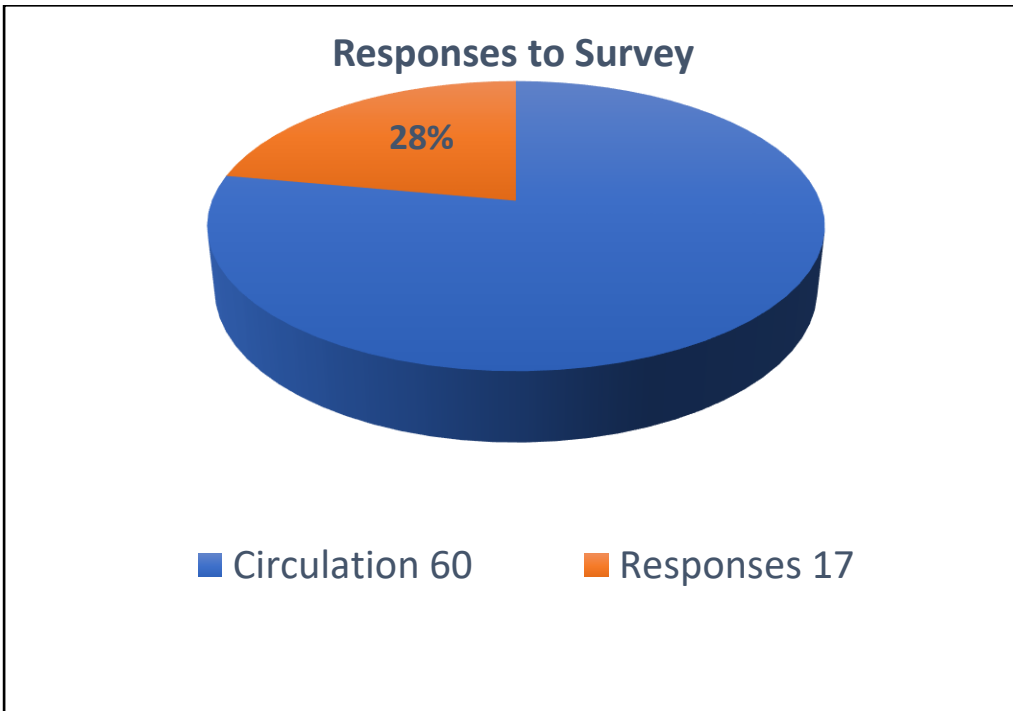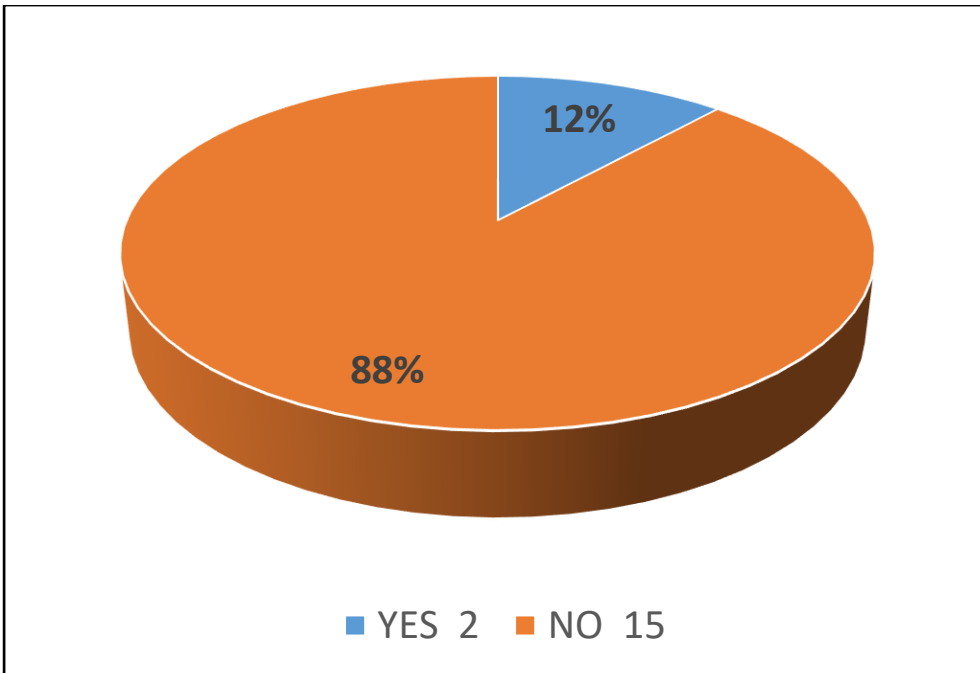
Figure 24: Responses received from POD Teachers about their awareness of the NDA Someone Like Me Art Competition.
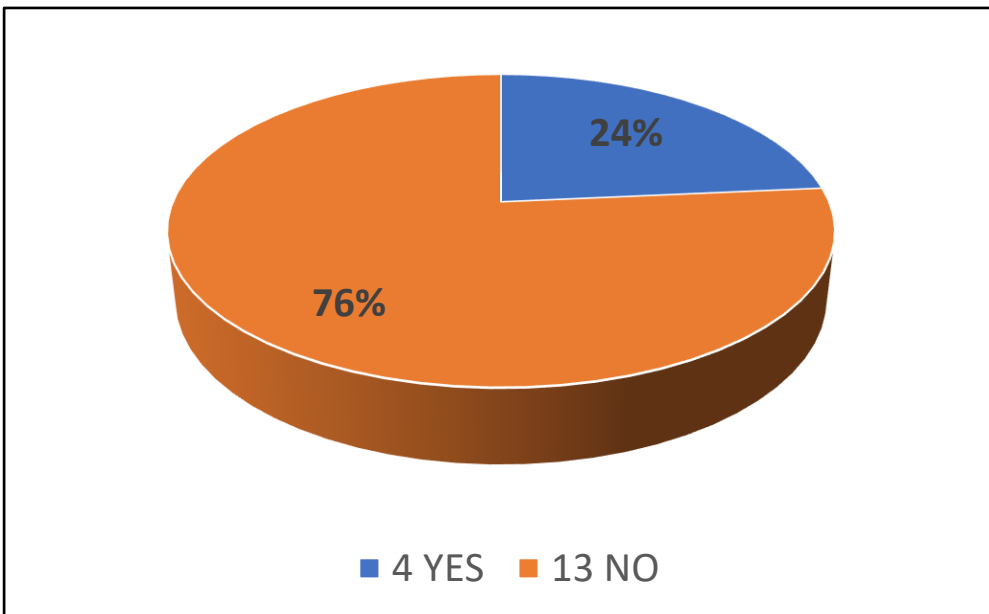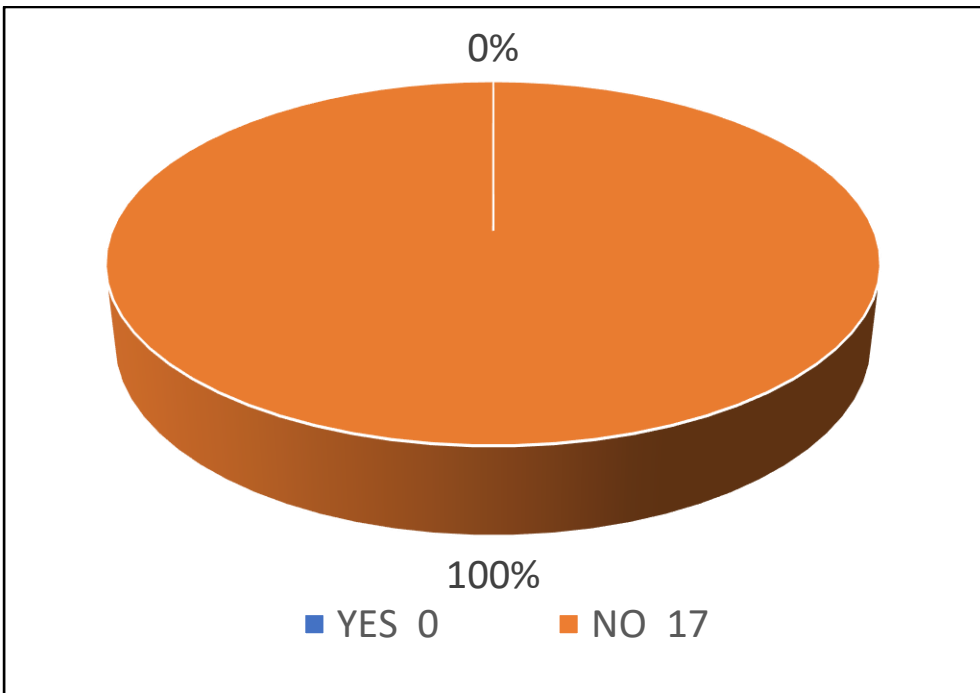

Figure 25: POD Teacher's response to whether they were aware of the NDA Someone Like Me Art Competition.
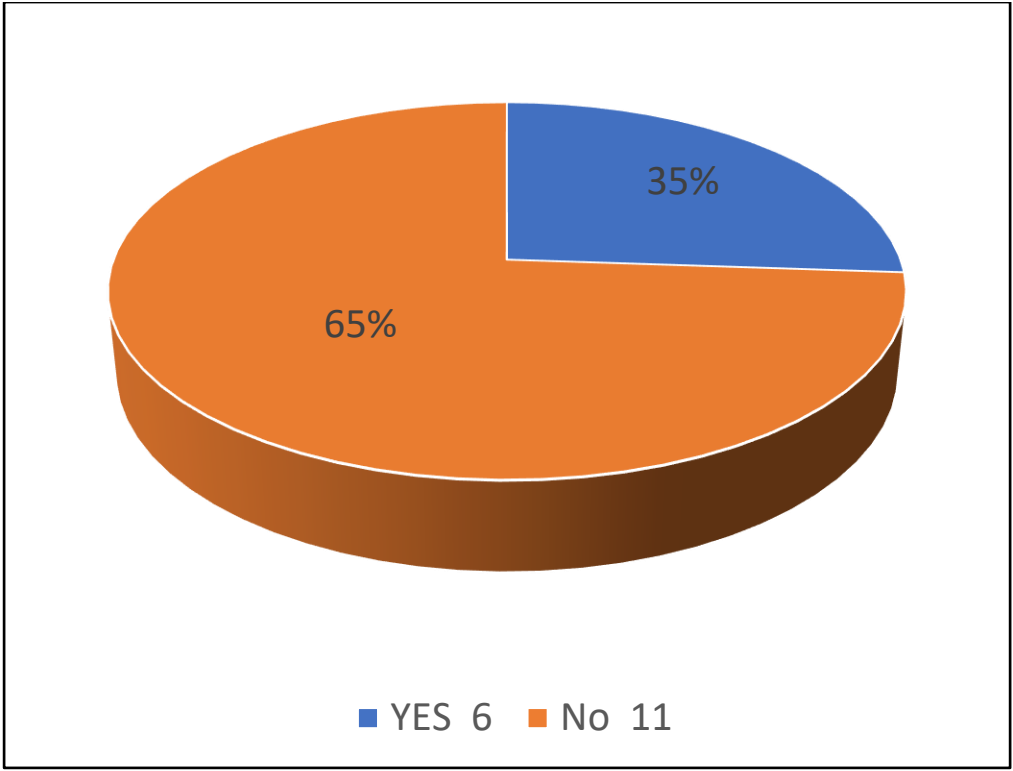
Figure 26: POD Teacher's response to whether their students had participated in the NDA Someone Like Me Art Competition.

Figure 27: POD Teacher's response to whether they were aware if other teachers in their school had their students participate in the Someone Like Me Art Competition?

Figure 28: POD Teacher's response to whether or not they would like to correspond with the NDA about the NDA Someone Like Me Art Competition.