Multiplier Event Written Record
Mind Inclusion 3.0

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Palazzo Grandi Stazioni

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Opening and Project Overview: Presentation of Mind Inclusion 3.0
Breaking Down Barriers: Cognitive Accessibility and Social Inclusion

Andrea Giaretta, Head of Project Design and Development, Margherita Società Cooperativa Sociale

Mind Inclusion was launched in 2018 with its first version 2.0. From there, a journey of people and relationships began, growing together over time and continuing to work collectively around one fundamental idea: "every space, every place, could be more inclusive, and it could be so for everyone if we involved more people, created more empathy, and built stronger skills".

The emphasis on "inclusive for everyone" is intentional, as every individual has the right to feel welcomed wherever they are—be it a café, a municipal office, a restaurant, or a park.

For this reason, the event will feature experiences involving various beneficiary groups, even though the Mind Inclusion project is primarily focused on the inclusion of individuals with intellectual disabilities. We aim for this to be a moment of openness and idea-sharing, an opportunity to replicate and expand the Mind Inclusion approach to reach a broader audience and to truly deliver a message of inclusion that is universal.

Michela Saretta, Project Manager, Margherita Società Cooperativa Sociale

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👉 Link to the MIND INCLUSION 3.0 project page

We started with Mind Inclusion 2.0, funded by the European Union through Erasmus+, a project aimed at improving the inclusion of people with intellectual disabilities through a user-centered and participatory approach. We believe that intellectual disability does not equate to inability; rather, environmental barriers are often what lead to exclusion. Therefore, cognitive accessibility is essential to ensuring equity, dignity, and participation.

With *Mind Inclusion 3.0*, we advanced using person-centered and co-design methodologies, engaging professionals and public space managers through workshops and focus groups. The goal was to activate the community by shifting the focus from awareness to active engagement.

A key tool we developed was the MOOC platform (Massive Open Online Course), designed to train those working in restaurants, cafés, and other public venues—empowering them to become agents of change and encouraging the use of the Mind Inclusion app to improve accessibility.

Inclusion is a cultural shift, not merely a technical one. Through the Online Learning Centre, another output of the project, we support social professionals in becoming facilitators and multipliers of inclusive practices.

Technology does not replace relationships; rather, it facilitates them. It is built on the principles of cognitive accessibility that strengthen self-determination and visibility for people with intellectual disabilities.

The main challenges remain a general lack of awareness at various levels and the need for ongoing commitment centered on users' real needs. Our goal now is to transform these ideas into practical actions to create more inclusive cities and to explore the application of this methodology in other sectors and for different target groups.

Gaia Anzolin, Project Manager, Confartigianato Imprese Vicenza

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Regarding the involvement of public space managers, we reflected on what tools could effectively promote the spread of an inclusive culture within workplaces, particularly in businesses.

It emerged that many individuals chose to participate in the Mind Inclusion project because they had already had direct experience with disability or were particularly sensitive to the topic. In general, the experience was perceived as engaging and proactive, which is certainly a positive aspect.

One of the most evident challenges concerns the general awareness of intellectual disability: it is still not perceived as a well-known or widespread topic. This makes it more difficult to convey its importance and to genuinely engage those without prior direct experience. Other limitations reported by SMEs involved in the project included limited time and a perceived lack of business relevance of inclusion.

➤*Question 1 – Were you able to co-create what you initially set out to achieve?*

We worked with the co-design methodology and a mixed partnership that brought together diverse skills. A technical component was also included. The process was lengthy, partly because we initially focused on developing specific guidelines. As the project progressed, we made adjustments based on emerging needs.

➤*Question 2 – I see a lot of enthusiasm, but one key pillar is still missing: businesses. Too few are involved. Over the past twenty years, institutions and the third sector have begun to engage in dialogue, but the business world is still absent. Businesses have resources and should be brought into these processes to work in synergy, more and more, and better.*

Yes, involving companies in the project was a challenge, and I agree that it's essential. We must continue working to promote a culture of social impact that demonstrates the value of active participation to businesses. Those who recognized its added value in terms of ethics took part actively. However, there was a lack of perceived economic benefit; no clear business advantage for companies or customers, nor a strong awareness of social impact. This is certainly an area we need to improve to establish win-win relationships.

➤*Comment – As a trade association, we feel a responsibility. We want to actively seek out companies genuinely interested in these kinds of initiatives, but they must be approached. We can't wait for them to come to us.*

Erica Fazzini, Project Manager, Social IT Srl

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👉Link to the MIND INCLUSION 3.0 project page

The results of the *Mind Inclusion 3.0* project focused on three digital tools developed to promote the inclusion of individuals with intellectual disabilities: the APP, the MOOC, and the OLC.

The Mind Inclusion app is a mobile platform designed to support individuals with intellectual disabilities and their caregivers in locating and evaluating inclusive public spaces. Its goal is to foster autonomy, cognitive accessibility, and social participation. The app's development followed a

participatory approach: three groups were directly involved: individuals with intellectual disabilities, business users, and project partners. Focus groups allowed the interface to be continuously adapted to users' real needs. Initially conceived as a web app, it was later redeveloped as a mobile application due to challenges users encountered with keyboard and browser use.

The MOOC is an online course aimed at managers of businesses and public spaces—such as cafés, restaurants, and gyms—particularly those without prior experience in including individuals with intellectual disabilities.

The Online Learning Center (OLC), on the other hand, is a platform designed for social professionals—educators, caregivers, and operators—offering informal and practical educational resources. The OLC aims to enhance digital skills and inclusive methodologies among social professionals. Through this platform, we aim to empower operators to act as facilitators of inclusion within their communities, also encouraging the creation of a true community of practice based on collaboration and co-working tools.

Keynote Speech – Project: SACRED: Empowering Care, Enriching Lives: Social inclusion of people with dementia, cognitive disabilities, and neurodivergence

Anthony Polychronakis, European Liaison Officer for Health and Social Policies, Department of Social Development, City of Rotterdam

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👉Link to the MIND INCLUSION 3.0 project page

The project, carried out in collaboration with the partner ISRAA, aims to provide a sustainable and scalable solution that can be implemented throughout Europe to improve the quality of life for older people, by strengthening the skills of their caregivers.

Particular attention was given to the presence of comorbidities between dementia and other intellectual disabilities. The analysis activities began approximately six months ago.

The main objectives of the SACRED project are:

- Develop a report with evidence-based interventions.
- Conduct a contextual analysis and needs assessment.
- Identify existing gaps.
- Create a database of 20 best practices from six pilot sites.
- Launch a dynamic e-learning platform.
- Promote a European awareness campaign.

In the initial phase of the work, we conducted an analysis of the demographic context and housing care solutions. It emerged that in Northern Europe, services are predominantly home-based—over 90% of older people live at home with well-structured support systems. In contrast, in Italy, 80% of older people live in independent housing, meaning a high percentage of elderly live in organized residential facilities, which is unique among the countries analyzed. Moreover, in Italy, the care burden still weighs heavily on families and caregivers due to the lack of structured services available in Northern Europe.

An analysis of care systems across the involved countries showed the following:

- Netherlands: social insurance system with regulated competition.
- Belgium: national health insurance.
- Italy and Spain: decentralized National Health Service (SSN) models.
- Greece: mixed system with funding and access issues.

The Context Analysis III focused on analyzing the types of existing infrastructure. While common elements include a mix of home, day, and institutional care, differences were observed:

- Netherlands and Belgium: well-structured and well-funded systems.
- Italy and Greece: fragmented services with limited availability.
- Spain: broad range of services, but issues with staff and integration.

The presentation continued with the analysis of collected data: the questionnaires targeted various groups (elderly individuals, professionals, and students).

Critical gaps were identified. The goal is to fill those gaps, such as: poor emotional and communication skills among caregivers, limited support and lack of autonomy for individuals with disabilities, and Inadequate psycho-emotional support. We are working closely with several universities, including the University of Padova, to train experts in the field. However, a strong gap persists between theoretical knowledge from academic paths and the practical skills needed—such as empathy and patience.

We also drew inspiration from the four Greco-Roman virtues: prudentia (knowledge), fortitudo (courage), temperantia (patience, empathy), and iustitia (justice). These are the values that should guide work with individuals with intellectual disabilities and vulnerable populations in general.

We will soon begin developing a detailed needs assessment and intake procedure related to inclusion needs, which will be shared by the project.

➤ *Question 1 – Did you involve people with dementia in the questionnaires?*

Yes, we also included individuals with dementia, although in some cases caregiver support was necessary.

➤ *Question 2 – Have any good practices emerged from the project?*

Yes, for example, in some contexts nurses and doctors have started to document the skills they acquire and how they put them into practice. This reflective documentation process acts as a sort of diary that also supports the dissemination of effective operational practices.

Round Table – Building Inclusive Communities through Co-design Strategies, Digital Empowerment, and Local Action

Cristian Leorin, Associazione Novilunio APS & University of Padova

Designing *with* People Living with Dementia: Bridging Person-Centred Care and Participatory Design

👉Link to the Associazione Novilunio page

Novilunio is a non-profit organization committed to promoting a culture of change in the field of dementia through a person-centered approach. Its goal is to ensure a dignified life even after diagnosis by offering tools, resources, and services that support social inclusion and well-being for people with dementia at every stage of the condition.

For people with dementia and their families, it provides psychosocial support and peer-based activities to help cope with the emotional and practical challenges following diagnosis.

The organization also works to amplify the voices of people with dementia by supporting local advocacy groups in their fight against stigma and in improving service accessibility. Another key focus is digital training aimed at increasing autonomy, safety, and social inclusion for people with dementia.

The organization encourages the use of everyday technologies, explores motivations for joining online communities, and promotes co-design and co-creation practices with the direct involvement of people affected.

A European project called *Remind* was presented, which applied co-design with people living with dementia to develop a specialized and interdisciplinary postgraduate training course (*Connected Health Summer School*). The course targets researchers interested in creating eHealth services and applications for people with dementia, starting from their real needs and involving them throughout the design and development process of the technologies, not just in the evaluation phase or in pilot testing.

The association emphasizes active involvement of people with dementia and promotes the concept of "expert by design" to involve beneficiaries not as patients, but as experts of their own condition.

Erica Fazzini, Social IT Srl

JobAut Project: inclusion of autistic people in the open labour market

👉Link to the presentation

👉Link to the JobAut project page

The *JobAut* project focuses on the employment inclusion of autistic individuals, recognizing that autism manifests very differently from person to person.

Its objective is to revolutionize employment services in this field, starting with a redefinition of the role of the job coach. The project works on professional training but does not stop there: it also aims to develop a competency assessment methodology that serves as a foundation for designing personalized empowerment pathways leading to employment inclusion.

Based on this methodology, practical tools are also being developed—such as toolkits—designed to address the real needs of employers, who often struggle to find individuals with clearly defined skills or professional roles. The project's primary targets are job coaches and employers, who are placed at the center of training and operational activities.

The methodological approach is based on the integration of two tools: on the one hand, the ICF (International Classification of Functioning), which is used to translate individual abilities of autistic people into work-relevant competencies. On the other, the FROG methodology, specifically designed for working with vulnerable individuals. The combination of these two approaches enables the creation of realistic and personalized pathways based both on the individual's potential and the actual demands of companies.

Project outputs already produced include: an introductory *booklet*, a structured coaching methodology, a *toolkit* for professionals, a *training course*, an *e-learning platform* for continuous professional development.

Camilla Vedovato, ALDA – European Association for Local Democracy

EXTRA-C: Inclusive Democracy - Empowering People with Disabilities to Participate and Lead

👉Link to the EXTRA-C project page

The *EXTRA-C* project focuses on democratic inclusion by directly involving people with disabilities, particularly young people. The project targets individuals who are often excluded from social and participatory dynamics, with the overall goal of promoting active citizenship and participation at both the local and national levels.

Its key objective is to empower young people with disabilities through training programs, dialogue opportunities, and active participation. At the same time, the project seeks to involve institutions in order to build a more representative and truly inclusive democracy.

Working groups were established to facilitate direct dialogue between people with disabilities and stakeholders. The first phase involved initial research and mapping, carried out through parallel focus groups conducted in each participating country. These involved both disabled and non-disabled youth, with the goal of exploring shared challenges and differences, but also to examine in depth the legal framework for participation and existing barriers.

At the end of this phase, a manual was produced collecting good practices identified during the project. It serves as a useful and replicable tool to strengthen democratic participation of people with disabilities.

Zita Krastina, Irecoop Veneto

Partnerships for Learning opportunities with persons with disabilities

👉Link to the presentation

The project offers an international mobility experience for young people with disabilities, structured into three phases: preparation, mobility, and evaluation. Its goal is to provide personal and professional growth opportunities through internships abroad in inclusive and stimulating environments.

In the first phase, participants (young people with mild cognitive disabilities, high-functioning autism, or vulnerability situations) were selected based on autonomy, psychological stability, and family support criteria. Preparatory activities included Spanish language courses, informational meetings with families, and individual evaluations to assign suitable internships.

The mobility took place in Barcelona, where eleven young people, accompanied by two tutors, completed a one-month internship enriched by cultural visits and social activities. Support was consistent yet discreet, to foster autonomy in a safe environment.

Upon return, a competency evaluation process was launched, covering linguistic, professional, personal, and relational skills. The experience helped participants discover new abilities, increase self-confidence, and live a concrete opportunity for growth.

The project's success confirmed the importance of thorough preparation, family involvement, and long-term vision; making mobility a meaningful step toward autonomy and inclusion. Accompanying these young people meant walking alongside them, helping them discover themselves in a new context.

Elisabetta Tonini, CSV Vicenza

Unlocking Potential: Volunteers, Enterprises and the Future of Inclusions

👉Link to the presentation

In May 2023, Centro Servizi per il Volontariato of Vicenza (CSV Vicenza - Volunteer Services Center) launched a training program as part of the *VERA* project – Volunteering, Equality, Rights, Accessibility – a program focused on the active involvement of individuals with cognitive disabilities and autism.

Supported by the Centre for European Volunteering (CEV), the initiative carried a clear and courageous message: people with disabilities are not just recipients of help, but can be protagonists and active contributors if properly welcomed, trained, and supported.

Volunteering carries a unique responsibility: it is a space for connection, citizenship, mutual growth, and authentic relationships. For this reason, the project worked to raise awareness among local organizations about the value of inclusion, providing practical tools to welcome and engage volunteers with cognitive disabilities.

Key training objectives included:
- Promoting a shift in perspective: from "a fragile person to be helped" to "a capable person who can help others"
- Moving from declared inclusion to authentic inclusion, grounded in knowledge of the individual and their potential, and in the activation of meaningful engagement contexts
- Introducing mentoring models such as TEAM IV, which involves an experienced volunteer acting as facilitator
- Involving families from the beginning, with active listening and participatory planning
- Ensuring adequate time for experimentation, observation, and shared evaluation
- Training associations on conscious hospitality, accessible communication, and inclusive design
- Sharing good practices at local, national, and European levels

Businesses from the retail and tourism sectors, public and private entities, and professionals such as architects and municipal technicians were also involved. The core message is simple but powerful: if a person with a disability never leaves the house, they won't be seen; if they are not seen, they won't be acknowledged; if they are not acknowledged, they cannot be included in work or society. Including people in public spaces, shops, and hotels is the first step toward making them visible as customers, citizens, volunteers, and workers. Concrete examples include:

- A retail chain that trains staff to welcome customers on the autism spectrum
- A hotel that adapts its spaces and communication using inclusive design principles
- A company that involves people with disabilities in designing the customer experience

The Future of Inclusion: today, the most innovative companies are not just those that are technologically advanced, but those capable of generating positive social impact. Inspiring examples include:

- Augmentative communication apps for nonverbal individuals
- Accessible tourism platforms designed by young volunteers
- Neuro-inclusive coworking spaces tailored to sensory needs

In conclusion, inclusion starts from connection, listening, and visibility. Every person, when placed in the right conditions, can become a resource for others.

Outcomes of the Working Groups

Working Group: Inclusive Democracy in Action: Empowering Local Participation of People with Intellectual Disabilities – with Camilla Vedovato (ALDA)

Group work on the theme "Accessibility and tools for voting" was carried out starting from four questions. Each group discussed and shared ideas, highlighting several insights and reflections.

➤ *Question 1: What are the main obstacles today? (physical, digital, regulatory, informational, etc.)*
Physical obstacles:
- Inadequate physical structures and inaccessible spaces (e.g., routes to polling stations not accessible).
- Lack of physical assistance for those who need help voting.
- Shortage of material resources to ensure accessibility.

Digital obstacles:
- Difficulty accessing information through digital tools.
- Complexity of digital tools and lack of adaptations.
- Dutch context: distrust of digital solutions (e.g., fear of fraud), which limits use of online tools.
- Lack of dedicated and accessible digital information channels.

Regulatory obstacles:
- Existing laws that protect rights are poorly enforced or little known.
- Complex and non-inclusive procedures.
- Lack of procedural tools to truly guarantee freedom of expression.

Informational obstacles:
- Non-inclusive and inaccessible information campaigns.
- Complexity of political and institutional content.
- Difficulty understanding the available information.
- Scarce availability of easy-to-read voting information.

Cultural and social obstacles:
- Limited freedom of expression, often hindered by family or educational settings.
- Family environments that may generate bias or negative influence.
- Low prioritization of accessibility issues.
- Insufficient involvement of students and people with disabilities in democratic processes.
- Low political interest and weak representation of some groups.
- Dutch context: Low representation of people with disabilities linked to lack of accessibility and participation; preference for paper voting due to digital distrust, but voting spaces are often inaccessible.

➤ *Question 2: Do you know any good practices? (projects, initiatives, services, tools, materials, local regulations, etc.)*
Projects, initiatives, and services:
- Multi-institutional PCTO - Percorsi per le Competenze Trasversali e per l'Orientamento (Path for Transversal Skills and Orientation) table: collaboration between entities for active citizenship pathways.

- School projects promoting participation and civic sharing.
- Mobile polling stations in nursing homes and elderly residences to guarantee the right to vote.
  Good listening practices: creating environments where interests, thoughts, and aspirations of individuals are understood.

Tools:
- Use of images and visual language during civic education to make content more accessible.
- Electronic voting with verified procedures to ensure safety and traceability.
- ISSRA Digital Health info.
  Dutch context: City Youth Councils – advisory boards of young people representing their peers in local administrations.

Training and information:
- School programs focused on active citizenship.
- Specific training to promote civic participation.
- Inclusion and reinforcement of civic education as a structured subject.

➤ *Question 3: What is missing or needed for improvement? (ideas, tools, resources, partnerships, changes)*
- Streamlining bureaucracy in participation and voting processes to make administrative practices more effective.
- Strengthening information dissemination tools to reach more people clearly and accessibly.
  Promoting ongoing training and structured opportunities for dialogue among students, teachers, and institutions to encourage active and informed participation.
- Enhancing the skills of school staff through greater training, stability, and continuity; especially on active citizenship topics.
- Defining clear and specific procedural guidelines for voting by people with physical and cognitive disabilities to ensure equal access and autonomy.

➤ *Question 4: Operational recommendations*
- Provide adequate, clear, and accessible information for all, especially regarding democratic processes.
- Collaborate with schools to ensure that every educational path is truly inclusive and instructional, valuing individual strengths and offering skills useful to all.
  Promote cultural change, starting with family education that encourages respect, openness, and active participation.
- In the Dutch context, although digital tools for participation exist, distrust in technology limits their use and hinders access to rights.

Summary of key points:
➤ **Obstacle Awareness:** There are still many obstacles to full democratic participation, especially for people with disabilities. Barriers are physical, digital, informational, procedural, and cultural.
➤ **Family cooperation:** Family and school play a crucial role but do not always promote freedom of expression or engagement.
➤ **Need for radical change:** Good practices emerged, such as school projects, targeted training, and secure, accessible electronic voting. However, more tools, regulatory clarity, school resources, and

above all, a cultural shift starting from family education are needed.

Working Group: Co-designing learning opportunities with persons with disabilities – with Daniela Moro (Irecoop Veneto)

Discussions and reflections on achieved goals, gaps, and future perspectives in the field of inclusion, with a focus on *co-design* alongside people with disabilities.

Methodology: A table was set with a series of cards featuring various drawings and images. Participants were asked to choose two cards: one representing the present of inclusion and one representing the future, with special attention to the involvement of people with disabilities in all decision-making and co-design processes. Each participant then presented their chosen cards and discussed them with the group.

Objective: To identify existing issues and good practices to be implemented in the future.

Six key actors were identified as playing an important role in inclusion:
- People
- Families
- Lack of services
- Social workers
- Institutions
- Local communities

Key critical points highlighted:
- Overprotection / exclusion (represented by the image of a person inside a glass bubble)
- Lack of engagement from many people
- Fear of facing the future
- Discussions about economic resources happening without the involvement of people with disabilities
- Progress in gaining rights continues to lag
- Lack of necessary skills and competencies
- Goals are close but not yet achieved
- Lack of listening and freedom of speech

Future goals:
- Work with people with disabilities to make decisions (represented by the image of a key to open the mind)
- Involve more and more people
- Reframe difficulties by viewing them from the "inside"
- Show more courage in expressing personal wishes and goals
- Build together, create networks, and succeed through collaboration
- Make use of AI where it can be helpful
- Harness curiosity to explore new perspectives and opportunities
- Combine different points of view (contamination of ideas)

This workshop offered a space to exchange diverse perspectives on a shared issue, encouraging participants to reflect on viewpoints other than their own. It also enabled deep self-reflection and questioning. Many shared insights emerged, showing that participants are working together to address challenges that are broadly recognized by all.

Key takeaways:
➤ **Need for cohesion and collaboration:** Despite progress, inclusion today remains partial. Key actors such as families, institutions, social workers, and communities often operate in fragmented ways.
➤ **Break cultural barriers:** The main barriers continue to be cultural and structural, including a lack of adequate services.
➤ **Looking to the future:** Achieving real change requires the active involvement of people with disabilities as protagonists in all decision-making processes.

Working Group: Co-Design in Action: Practical Tools and Methods for Working with People with Dementia – Cristian Leorin (Associazione Novilunio)

Novilunio has been working for years with groups of people living with dementia. These groups were created based on the observation that individuals with dementia often stop engaging in activities, hobbies, and passions they've always enjoyed—either due to their own fears or those of their families—because they feel they are no longer capable. The focus is often on their "disability", which leads to increased feelings of disorientation, inadequacy, and exclusion.

Novilunio instead aims to focus on "abilities": through group meetings, people with dementia are given the opportunity to continue pursuing their interests, organizing trips, activities, and outings—also through the support of a group setting. The purpose is not only to rediscover that one is still capable—given the right tools—of nurturing their passions, but also of passing them on and inspiring others.

Typically, these are groups of 7–12 people who meet weekly for 6 to 7 months. Each participant is free to join or skip sessions, there is no expectation of continuity. Most participants are not elderly and are in the early stages of the disease.

The groups follow a co-design methodology that promotes the full involvement of participants in shaping the activities. This methodology is also outlined in the publication "Vivere bene con la demenza – Manuale per facilitatori".

During the workshop, we simulated a group session in which a facilitator guided participants in designing activities and experiences, starting from their personal passions and abilities, using a person-centered and co-design approach.

How it works:
Around a round table, all participants are seated. The facilitator begins by asking each one:
- Tell us about yourself, who are you?
- What have you done throughout your life?
- What do you love most?
- Do you have hobbies or passions?

Each participant answers in a very personal way, revealing their love for travel, animals, sports, photography, art, and so on.

Based on their answers, the facilitator proposes activities connected to their interests. Real-life examples from Novilunio's work are shared like organizing a trip to Cuba, horse-based pet therapy, Nordic walking groups, clay workshops, or photography labs.

Participants are shown how many of these people with dementia were experts in these areas and became excellent teachers for others.

This workshop offered a valuable moment of reflection, allowing participants to gain a more hands-on understanding of Novilunio's work and the tools it uses to reach its goals.

It allowed everyone to step into the shoes of someone with dementia—someone who feels prioritized and actively involved in shaping opportunities for their own inclusion and well-being.

Key takeaways:

➤ **Active inclusion in the creative process:** People with dementia can and should be actively involved in the design of activities specifically created for them, using approaches such as co-design.

➤ **Valuing individual passions:** People with dementia can continue to cultivate their personal passions, turning them into opportunities for socialization and sharing within the group—thus helping to reduce social exclusion and feelings of inadequacy.

➤ **Mutual learning and person-centered design:** Professionals and caregivers can gain valuable insights through direct interaction with people with dementia or intellectual disabilities, leading to better-designed activities and spaces that truly reflect their actual needs.

Final Acknowledgements

On behalf of Margherita and all project partners, we would like to extend our heartfelt thanks to everyone who contributed to the success of this event.

We are grateful to the Veneto Region and to all the institutional representatives who attended: Stefano Granata, Marco Sandonà, Sergio Cau, and Mario Boreggio.

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Thank you to all participants for your active presence and for the energy you brought into the room.

A special thanks to each organization and to all those who worked behind the scenes to make this event possible: ENSA Network, ULSS 8 Berica, Confartigianato Vicenza, Social IT, the Department of Social Development of the City of Rotterdam, Associazione Novilunio APS, ALDA, Confcooperative, Federsolidarietà, Irecoop Veneto, and the CSV of Vicenza.

Thanks to everyone involved in the implementation of the Mind Inclusion project: partners, educators, project managers, and technical staff. A big thank-you as well to all the support staff at the venue and the catering team,we wouldn't have come this far without you.

Lastly, our deepest thanks go to all the people with disabilities, their families, educators, and venue managers who took part in making this project a reality.

We firmly believe that the ideas and connections generated here today in Venice can give new momentum to the project and to future initiatives, as we continue working together for a more inclusive future.