**STEP 2:**

# INCLUDE

**OUTPUTS OR OUTCOMES**

- Bring voices to the table
- Empathize with the marginalized group
- Outline the success criteria for truly changing the system for equity

Now that you've identified and connected with your core redesign challenge within your school, it's important to take some time to consider whom you need to include in the process. You might be bringing **people onto the redesign team** based on engagements from the previous steps, you might be sourcing out key viewpoints that are missing from your team, or you might be looking to hear from underrepresented voices.

## CONTINUE TO EMPATHIZE WITH USERS AT THE MARGINS

Too often, products, systems, and services are designed *for* rather than *with* the people they serve. Even when we design with the people for whom the system serves, we often make decisions based on ease, accessibility, and privilege. Therefore, we must design for **users at the margins**. Studies have shown that products designed for users at the margins will naturally serve users in the average or the middle. For example, handicap bathrooms were designed for a user at the margins (a person with a physical disability), but also serve a variety of needs for users in the middle (a person traveling with small children or with a lot of suitcases, as an example). Within the system and marginalized group you previously identified, begin to determine who you need to bring to the table to generate ideas and get targeted feedback on your challenge.

### REFLECTION POINT

How do you decide who to bring to the table?
It's important to include the voices of those who are not only impacted by your challenge, but also the voices of those at the margins. When deciding who to bring together for thoughts and ideas consider:

• *Whose voices have been traditionally excluded from the conversation?*
• *Who are my users at the margins?*
• *Who has the system or challenge failed to serve?*

We recommended bringing together 6-8 people at a time, through focus groups or interviews, to better understand their needs and hear what an equitable system could look like. The compositions of focus groups should be of stakeholders you identified in **Connect**, particularly users at the margin or those who are traditionally excluded. Be intentional about how explicit groupings can either create or eliminate safety of voice within marginalized groups. People will not always feel empowered to speak up right away, so be **intentional** about how you create structures and multiple opportunities and ways for their voices to be heard. It is incredibly important to provide anchoring questions and space to brainstorm prior to hosting a focus group or interview. This avoids the pitfall of creating a space that places one or two individuals to speak on behalf of a group or create "new" ideas in a short time span, as well as support different processing styles. Be sure to also consider accessibility when choosing a time and place to meet with stakeholders. It might be the case that you need to meet outside business hours or meet stakeholders where they feel comfortable.

Ask these stakeholders:

• **What are your hopes and dreams for students in our community?**
• **What has worked for you about [insert system]? What has been challenging?**
• **If you had a magic wand, what would you want [insert system] to look like?**
• **What would successful change for [insert system] look like?**

When we build in empathy points within our Personalized Learning methodology, we use different protocols and experiences to help engage teachers and leaders with the student voice. In reflection, a higher leverage strategy to incorporate an equitable lens is to help our partners select marginalized students for the interviews and focus groups. Moving forward, we will include the voices of marginalized parents, community members, or school staff members to better understand how to personalize learning for their students.

With the information collected from the marginalized voices who are now seated at the table, you should have gained a clear understanding of the root causes and what it would look like for the system to work for them. Use this information to answer the following questions:

- **What did you hear as the root causes of inequity within the system?**
- **Why does this matter to your users at the margin?**
- **What does success look like in a redesigned system?**

**PAUSE TO SHARE INFORMATION**

- *Be open about the process you used to design for the users at the margins*
- *Share the learnings from empathizing with users at the margins*
- *State what success would look like in a redesigned system*
- *Share self-reflections on how the takeaways help you better understand your own biases, power and privilege*