In this break out session, we have been discussing if design education is exemplary for non-inclusiveness.

Each of us received a wooden figure that we could position somewhere along the axis of disagreeing and agreeing, after which we explained why we had positioned our figure there. As you see. Most of the figures lean towards the agreeing side.

After these explanations we engaged in discussions about why this was the case, mixed with ways of breaking with this trend. Along the way we noted some interesting themes on the post-its.

Finally, we wrote down a maximum of three pointers for the future.

STABILITY | If you come from an unstable background, for example financially, this could lead them to search for stability in a future job. Designing as a job doesn't necessarily offer such a stable ground. This might be a strong reason for them to reject design education as an option.

LANGUAGE & MARKETING | One of the participants mentioned opening the website of her old design education program. It listed many requirements, and the language used didn't make it easy either. It came across as "Highbrow". Besides, some faculties have taken up names that seem to mislead people into thinking it is something different.

AM I CREATIVE? | Some of the participants remembered doubting themselves. "Am I creative enough to start design education?" Such essential thinking might be blocking students from entering.

OPENNESS FOR DIFFERENT STUDENTS | Some participants remarked that design education can be very exclusive when it comes to allowing students to work on their own preferred topics. "Some topics are just not allowed, and that can be very exclusive for some students."

CHALLENGED TO BE INCLUDED INTO THE NEXT LEVEL | All design education is already exclusive because it is demanded that you have already reached a certain level of skill and knowledge before you can enter. This is not just the case when you start, but it keeps on happening every year to make it to the next level. Throughout this process people are included and excluded.

NON-UNIFORMITY | Design education is not fully inclusive nor exclusive. The answer to the statement depends to a great extend on where we look. Is it exclusive in terms of language, building, kind of study, level of education, expectations, financially, and so forth? The TU/e according to some participants was more inclusive than the design academy. The design academy was considered "for a certain public." Others however disagreed. "I couldn't enter the TU/e because of my education level, so they are exclusive too."