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INCLUDED

Promoting Inclusive Employment in the GLAM Sector
through Open Innovation



INCLUDED

Result 4.5 – INCLUDED Transnational Policy Paper

Elaborated by VINCO

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1. About the project and this result

“INCLUDED - Promoting Inclusive Employment in the GLAM Sector through Open Innovation“ is an Erasmus+ project which promotes social inclusion and aims at improving the outreach to people with fewer opportunities, especially people with disabilities, in particular people with Autism spectrum disorder (ASD), through a proactive, open innovation approach for inclusive employment in the Galleries, Libraries, Archives, Museums (GLAM) sector.

INCLUDED addresses labour inclusive recruitment in the GLAM sector, as these cultural institutions are considered agents of social change, and thus should set the example of an inclusive society, shape the future of the sector but also guiding societal changes and nurturing social inclusion. People with disabilities are among those first excluded from the labour market and the INCLUDED project seeks to disrupt this trend, through reversing the paradigm in the GLAM sector first.

The INCLUDED transnational consortium: Vinco (Austria), SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED (Cyprus), Brainplus GmbH (Austria), ACADEMY OF ENTREPRENEURSHIP ASTIKI ETAIREIA (Greece), EURELATIONS GEIE (Italy), Asociacija MINTIES BITĖS (Lithuania).

This document aims at summarizing and outlining the main findings of the implemented Living Labs in the partner countries Austria, Cyprus, Greece, Italy, and Lithuania in a compact and understandable way to define policy recommendations for relevant stakeholders related to inclusive employment in the GLAM sector.

It should be a must for all actors in Europe to support inclusive employment. **The numbers of people facing learning/development disorders, or different disabilities being included in the European labour market MUST be increased** – the GLAM sector perfectly fits for changing the actual situation in many European countries.

Visit the INCLUDED project website:

<https://included-project.eu>

2. Work Package 4 – Establishment of Living Labs

WP4 focussed on designing forward looking centres fostering inclusive employment in the GLAM sector, basing on the methodology of Living Labs as drivers of open innovation at a local and regional level.

The first physical outcome of this WP was the INCLUDED Living Labs Handbook which aimed at defining basic cornerstones of the living labs approach, how to establish Living Labs, and its practical use for issues related to social inclusion. Furthermore, good practice examples and didactical settings were proposed. The Living Lab Handbook can be downloaded from the project website <https://included-project.eu>.

In WP4, **each partner established interdisciplinary Living Labs for tackling problems related to inclusive employment in the GLAM sector** by conducting physical and online conferences which aim at defining possible ways to support inclusive employment in the GLAM sector at a local and/or regional level.

2.1 Living Labs

A Living Lab is an open innovative approach to research and development that involves real-world environments and users in the co-creation, testing, and validation of new technologies, products, or services to create sustainable impact. Living Labs emerged as a tool to bridge the existing gap between innovative solutions and end-users' real needs.

Therefore, Living Labs abandoned the traditional setting of a laboratory and opened themselves up to real-life environments to co-create with end users' valuable innovations that would fit their needs. (healthcarelivinglab.cat, 2022)

In the 1970's, cooperative design with user involvement was implemented in Scandinavia for the first time. In the 1980's, this approach was used all over Europe and IT tools were used for social experiments in real-life settings. Finally, digital initiatives in cities were started to connect citizens, businesses, and policy makers. This concept led to the concept of Living Labs which was published for the first time by the MIT PlaceLab Foundation in 1999. This was the starting point for fostering open innovation in the new millennium. Since then, Living Labs are seen as user-centred open innovation ecosystems with the aim to closely connect end users and innovations for creating valuable solutions. (healthcarelivinglab.cat, 2022)



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Living Labs essentially are a platform where researchers, businesses, public bodies, users, and many more collaborate to design, prototype, and evaluate solutions in a real-life context. Living Labs operate as **intermediaries among different stakeholders** and can be established to support innovations in different areas like health and wellbeing, culture, social innovation, social inclusion, education, and many more. (European Network of Living Labs. enoll.org. 4.3.2024)

Therefore, Living Labs are taken to proffer a methodical, technological, and spatial framework that establishes some kind of real-life setting with a strong focus on user-centric research and design. Living Labs should gain pragmatic solutions, adjustments, and compromises which have impact on real life. (Pentzold/Rothe/Bischof, 2023)

In the INCLUDED project, the establishment of Living Labs focussed on **supporting inclusive employment in the GLAM sector** at a local and/or regional level. These interdisciplinary expert groups acted as forward-looking centres and elaborated joint strategies and measures fostering inclusive employment. **Joint value to all involved actors** is the key to success.

In the INCLUDED project, mainly institutions supporting people with different learning or development disorders and public policy makers (e.g. municipalities) were involved. Because of data privacy and to avoid stigmatisation, people with disabilities were contacted but it wasn't a must for them to join the focus groups. Finally, **active involvement** of all members was fostered by the group leaders (staff members of the project partners and further experts) to gain results which have strong impact on inclusive employment in the GLAM sector at a local and/or regional level.



3. Key findings in the partner countries

In this chapter, the main findings of the conducted Living Lab activities in the partner countries will be outlined. Because of the open innovative approach of Living Labs, it's self-evident that the presentation of the results differs from country to country because each partner chose different didactical settings in implementing its own Living Lab activities.

A final clustering, summary and therefore interpretation of all results will be done in chapter 4.

All further documents related to the implementation of all the different Living Labs are uploaded to the Erasmus+ Results Platform:

<https://erasmus-plus.ec.europa.eu/projects>

3.1 Austria

In Austria, Living Lab activities were implemented by two partners, VINCO and Brainplus GmbH which closely cooperated with local and regional stakeholders to reach valid and effective results related to the project's aims and objectives.

Inclusion and respect for people with disabilities in the GLAM sector:

- Glam sector is very inclusive
- Glam sector offers a lot of working possibilities for disabled people in different areas
- Many organizations in the GLAM sector belong to the public sector, so there is a kind of protection and stableness of disabled people in this sector
- GLAM sector in general is economically a very stable sector without expecting big changes in the staff numbers



Suggestions for policy changes in the region of Styria which can be implemented in whole Austria:

- GLAM institutions mostly belong to public authorities and the existing possibility to pay extra taxes/fees instead of hiring people with disabilities mustn't count for the public sector, just for private companies.
- Schools need more possibilities in training and supporting people with disabilities in the transition process from school to the labour market.
- The system of school-assistants must be rethought. School-assistants are poorly paid and also poorly trained. This training can be a way of integrating school-assistants in the process of inclusive employment.
- Also, the existing system of job-training-assistance and job-assistance must be improved because, it's too inefficient and led by actors which act like companies. It seems, that some of these actors in the support of people with disabilities doesn't want to integrate their clients in the labour market because they would lose the "company income" which means the money they get for each single disabled person who is under their support.
- Political situation in Styria as well as in Austria will change and there must be a strong voice for the support of people with disabilities in Styria!
- There must be more awareness raising on this issue and cooperation between all stakeholders is needed.



3.2 Cyprus

In Cyprus, Living Lab activities were implemented by SYNTHESIS – Center for Research and Education Ltd. SYNTHESIS used its huge network of experts and further stakeholders in education, public administration and the support of people with disabilities. Therefore, the national results can be outlined as follows:

Inclusion and respect for people with disabilities in the GLAM sector:

- Reshaping job opportunities: Jobs should be attuned to match people's skills.
- Policies to promote the running of Social Cooperative Enterprises (KoinSep) for Inclusion.
- Enterprises and businesses from the point of view of Corporate Social Responsibility.
- Services to assist people with disabilities in preparing their CVs and in interview preparation.
- Documents that are clear and available, such as company rules and agreements.
- Educational seminars for prospective employees.
- In order to build an inclusive culture, the employers and the corporate world have to be sensitized and trained in a structured and systematic manner.
- People with disabilities speak for themselves.
- Collaboration suggests the formation of synergies between Social Cooperative
- Providing jobs for certain socially vulnerable groups and helping them to overcome any problems that might arise in the place where they work.
- Training facilities in every region or city: Incentives provided to agencies so that they will take responsibility for supporting PwDs employment.
- Public policy supports changes in employment strategies. Bridging the gap between school/ post-secondary education and the labour market.

Policy making to make a step forward

- More incentives and vocational education training especially addressing neurodivergent people and their needs.



- Supervising and keeping a close watch over the companies which hire disabled individuals.
- Creating professional profiles in the GLAM sector that are centred around the strengths of ASD individuals, for example, under the criteria of the National Organisation for Certification of Qualifications and Vocational Guidance.
- Support organisations participate in governmental decision-making centres that define the institutional structure.

3.3 Greece

AKEP, the Greek partner in the INCLUDED project, implemented comprehensive Living Lab activities with participants who are actively working in organisations related to the support of people with ASD, and therefore, directly connected with the project's target groups.

Changes towards inclusive recruitment strategies by GLAM institutions to promote a culture of inclusion and respect for people with disabilities:

- Creating a campaign to inform and raise awareness among the public about the benefits of employing people with disabilities (PwDs).
- Executives and HR managers must be trained in inclusive employment strategies.
- Clear announcements for job vacancies: While promoting job vacancies, inclusion policy and accessibility must be clearly stated.
- Reshaping the job vacancies: Jobs must be flexible and adaptable to individuals' capabilities.
- Supportive policies for the operation of Social Cooperative Enterprises (KoinSep) for Inclusion.
- To create an inclusive culture, it is necessary to train and raise awareness among the employers and the corporate world using an organised and systematic way.
- Self-advocacy from people with disabilities.
- Liaison and creation of synergies between Social Cooperative Enterprises and businesses within the framework of Corporate Social Responsibility (CSR).



- Services that support people with disabilities in creating their CV and preparing them for the interviews.
- Easy-to-read accessible documents, such as company regulations and contracts.
- Educational seminars for potential employees.
- Creating jobs tailored to specific socially vulnerable groups and supporting them in resolving any potential problems that may arise in their working environment.
- Training centres in each region or city: Providing incentives to agencies so that they take responsibility for supporting the employment of PwDs.
- Change in employment strategies supported by public measures. Bridging the gap between school/ post-secondary education and the labour market.
- Changing the tools and practices that are applied (job posting, interviews, psychometric tests, etc.).
- The role of the “Personal Assistant for people with disabilities” can really help in inclusive employment.
- Evaluation of the skills of people with ASD, setting objectives and providing incentives so that frameworks and patterns can be developed based on their abilities.
- Training the parents, society, employees and employment agencies. The Social Cooperative Enterprises can play an important role and capabilities if they can be supported by flexible employment programs.
- Incentives to bodies and enterprises for inclusive employment by being supported by expert job coaches.

Organisational of GLAM institutions which work with people with disabilities to support them, and to create more inclusive employment processes. Role of employment services in these processes:

- Liaison among the organisations and the labour market to offer opportunities for internships.
- Participation in creating an institutional framework of supported employment.
- Establishment of internships (practical training) at schools of special education so that people with ASD can be employed in Social Cooperative Enterprises and companies for a period of time.
- Training of mental health workers in Social Cooperative Enterprises to enable the employment and support of employees with ASD.



- The organisations can provide technological knowledge to GLAM institutions on how to make their exhibitions and collections accessible to a wider audience.
- The organisations can offer educational programs and workshops in GLAM institutions for fostering an inclusive culture and diversity.
- Creation of an interconnection platform (supply/demand) following the job platform's philosophy for individuals with ASD.

Key policy changes at the local or national level to promote inclusive employment in the GLAM sector. Organisational support of people with disabilities in partnership with GLAM institutions in these change processes:

- Participation of support organisations in governmental decision-making centres that shape the institutional framework.
- Upgrade of diplomas of the Special Vocational Education and Training Schools, and equal integration into the new national system of vocational education and training.
- Creation of a unified Professional Orientation Service for individuals with disabilities.
- Exemption from all types of regular or extraordinary taxes imposed on commercial enterprises (e.g., advance tax, solidarity contribution).
- Monitoring and strict oversight of companies for the employment of individuals with disabilities.
- Creation of professional profiles in the GLAM sector focused on the skills of individuals with ASD (e.g., like the standards of the National Organisation for Certification of Qualifications & Vocational Guidance).

3.4 Italy

Advocacy:

- Lobby the Molise Regional Government for the implementation of inclusive employment policies within the GLAM sector in the region.
- Raise awareness among Molise policymakers and the public about the barriers faced by people with disabilities in accessing employment within the GLAM sector in Molise.
- Collaborate with local disability rights organizations and advocacy groups in Molise to amplify their voices and influence local policy decisions.



Capacity Building:

- Provide training and support to GLAM institutions in Molise on inclusive hiring practices, reasonable accommodations, and accessibility standards.
- Offer job coaching and mentorship programs to help individuals with disabilities gain the skills and experience necessary for successful employment within the GLAM sector in Molise.
- Develop and disseminate accessible resources and best practices for inclusive employment within the GLAM context specifically relevant to the Molise region.

Collaboration:

- Facilitate partnerships between GLAM institutions in Molise and organizations supporting people with disabilities within the region.
- Organize local networking events and workshops in Molise to connect individuals with disabilities with potential employers within the local GLAM sector.
- Promote inclusive employment opportunities within the GLAM sector in Molise through their own networks and communication channels

3.5 Lithuania

In Lithuania, Living Lab activities were implemented by the Association MINTIES BITES fully online to ensure that as many experts and stakeholders as possible can be involved in the decision-making process. Even individuals with disabilities were involved so that the problems could also be tackled from an “inside perspective”. This fact underlines the quality of the results from Lithuania.

Participants highlighted stereotypes and fears as key barriers to inclusive employment in the GLAM sector. These misconceptions affect both employers and colleagues, preventing recognition of individuals' capabilities. Psychological and social challenges, such as lack of confidence, were also noted. Success stories demonstrated that supportive employers could create a sense of safety and foster productive work environments for individuals with disabilities.

Key measures fostering inclusive employment:

- Reducing stereotypes through education and awareness campaigns targeting the general public, employers, and colleagues.



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- Strengthening institutional collaboration, including better coordination between employment agencies, disability organizations, and social innovation centres.
- Extending financial support, such as subsidies for hiring and retaining individuals with disabilities and reducing associated tax burdens.
- Expanding social workshop programs to build confidence and provide transition pathways to regular employment.
- Encouraging try-outs in workplaces to overcome stigmas and allow mutual adaptation between employers and employees.

Estimated impact

In Lithuania, these measures could significantly improve inclusive employment in the GLAM sector. Awareness campaigns would reduce stereotypes, fostering acceptance. Enhanced collaboration between institutions like Užimtumo tarnyba and disability organizations would streamline support, while extended subsidies and tax reliefs would incentivize employers. Expanding social workshops and promoting workplace try-outs would build confidence and bridge gaps between employers and employees, creating sustainable employment pathways.

4. Policy recommendations

This last chapter aims at summarizing all findings and defining concrete policy recommendations which should be considered in ALL European countries to foster inclusive employment in the GLAM sector and beyond. The development of these policy recommendations base on the national findings being described in chapter 3 of this report.

Evaluating the national findings and defining these criteria base on qualitative research methods which are used in social science. In this chase, the inductive criteria development plus the meta-evaluation were done according to the methodology of content-structured qualitative content-analyses (Kuckartz & Rädiker 2024).

Policy making policy making fostering inclusive education in the GLAM sector and beyond must focus on four criteria, which can be defined core-fields to be tackled at a national and European level: (1) Education, (2) Organisation, (3) Cooperation, (4) Culture. As shown in figure 1, all these core-fields mustn't be seen separately. They influence each other in a very strong way and must be seen as aspects of the same value.

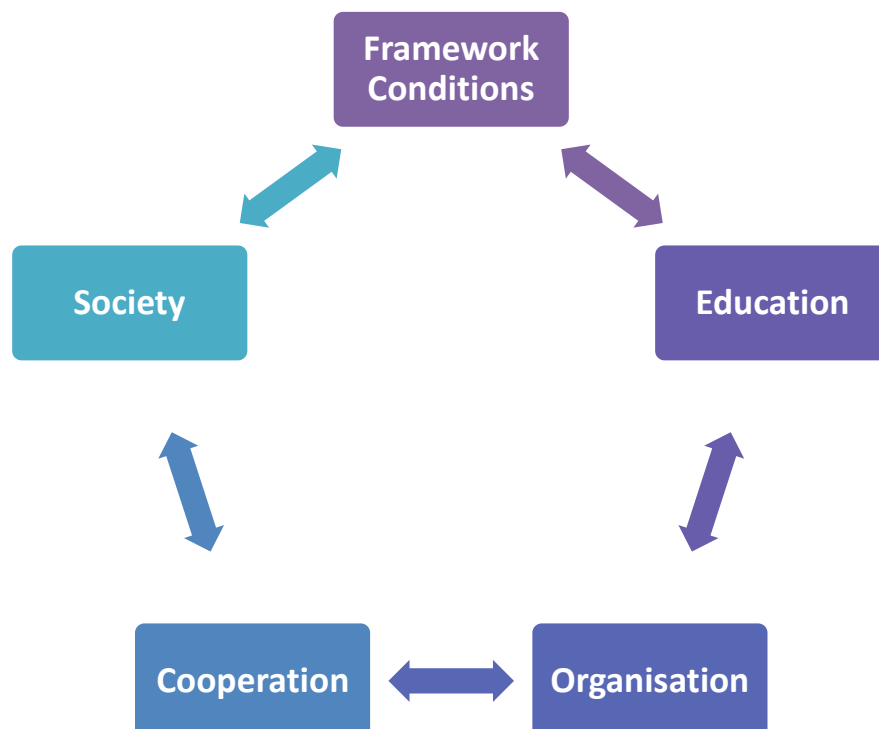


Figure 1: Fields of policy recommendations fostering inclusive employment in the GLAM sector



4.1 Framework Conditions

The basis for all changes towards social inclusive employment in the European GLAM sector and beyond refers to the existing framework conditions in the member countries of the European Union.

Decision makers in politics and public administration must be aware of their responsibilities in supporting this process. Both, **politicians and decision makers in public administration, must be strong voices for all excluded people**, and it's under their responsibility to set up the needed framework conditions supporting inclusive employment at all geographic levels. Passing national laws and regulations is much more effective than at a regional level. Therefore, it's needed to rethink existing national legal frameworks which are the bases for all decisions at a regional and even local level.

Founding and running social **Social Cooperative Enterprises** in the field of inclusion must be simplified and supported by national governments in a way that they finally have the needed organisational and financial support needed to support people on their way being included in the national labour markets. Finally, **existing employment strategies supported by public measures must change** to close existing gaps between education and the labour market.

Furthermore, it's under the responsibility of decision makers in politics to **create new job profiles** which are tailored to specific socially vulnerable groups. Implementing more training and support centres for these people is a must in this context. This means expanding social workshop programs providing transitions pathways towards regular employment instead of being excluded in separated centres for disabled people. Like in Austria, job-assistance and career guidance for vulnerable groups must be implemented all over Europe.

Finally, the **participation of support organisations in governmental decision making** must be forced to rethink and refine existing framework conditions. Although, the economic situation is changing, **extending financial support for inclusive employment** plays a crucial role. This can be realised in more fundings for institutions working with disabled people, or by reducing tax burdens for organisations which hire people with disabilities.

We are aware, that there have already been many efforts made by the European Union and other transnational organisations like the OECD or bodies related to the United Nations. Numerous common strategies and policy papers underline the need of fostering inclusive employment, but the situation in many partner countries still differs from this "wishful thinking". **National framework conditions must be changed in accordance with these European framework policies – there must be unified professional orientation services for people with disabilities.**



4.2 Education

In close connection with national framework conditions, efforts towards **changing national educational systems** plays a crucial role in the process of inclusive employment in the GLAM sector and beyond.

In general, more **training facilities in each region or city** are needed. These institutions must take responsibility for supporting the employment process of people with special needs. This step has already been realised in some member countries of the European Union, but in general, there must be paid more attention to this important issue. Of course, there have already been many efforts, but it needs more than just train people in more or less excluded centres.

In **adult education**, there must be more possibilities and supporting measures for including people with disabilities in the regular labour market. This step requires **new and/or adapted training possibilities** for adult educators. Adult educators must be **well trained in career guidance**, application training, and further job-related issues to support the transition process from separated centres in the regular labour market. Adult educators must be able to support people with disabilities in creating their CV and preparing them for interviews. **Educational seminars for potential employees** with disabilities and even their parents must be offered by adult education centres.

These policy recommendations are in close connection to needed changes in the field of **vocational education and training**. It's under the responsibility of this educational sector to rethink existing tools and practices in application processes. The role of personal assistants for people with disabilities which already exists in some European countries can support the process of inclusive employment – this system must be supported by national VET-systems.

A focus must be laid on diplomas of **Special Vocational Education and Training** – they must be fully integrated into new VET-systems focussing on inclusive employment. The skills and competencies related to this approach must go in accordance with the creation of **new job profiles in the GLAM sector** focussing on the individual needs and skills of people with ASD or other learning and/or development disorders.

Social Cooperative Enterprises are ideal places in changing inclusive employment in connection with educational aspects. Implementing and strengthening **internships for people with disabilities** open many possibilities, even the chance of being employed in Social Cooperative Enterprise or a company for a certain period.

To sum it up, **national education systems must be (more) opened towards inclusive employment.**



4.3 Organisation

Organisational aspects mainly refer to changes in GLAM institutions themselves to realize main steps towards inclusive employment at an organisational level. Of course, these aspects depend on political framework conditions as being described in chapter 4.1 of this report. But they must be described separately, because these issues must be considered by (GLAM) institutions themselves.

Corporate Social Responsibility (CSR) is a main topic which combines modern economics with social responsibility. This model refers to the integration of environmental, social and economic factors into company (in this case GALM institutions) activities on a voluntary and sometimes legal basis. The activities can be understood in the broadest sense: economic activities, internal interactions (employees, managers, shareholders) and external interactions (suppliers, customers, etc.).

Therefore, **all organisations must implement inhouse-services for people with disabilities.** The respective range is wide and can start by accepting inclusive architectural measures and lead up to clear and understandable documents for all employees (e.g., company rules, agreements, etc.). Finally, it's under the responsibility of GLAM institutions to **change existing job descriptions towards more inclusivity.** This can easily be done by organisations themselves without any "external pressure" like changes in national legislations etc. These measures should lead to more participation in creating institutional frameworks of supported employment.

Finally, **decision makers** in these organisations **must be trained in inclusive employment strategies.** This point is closely connected to the recommendations made in chapter 4.2 which demand more and better training in inclusive aspects – inclusive leadership can be one of these new job profiles or additional vocational skills needed for decision makers.

This step will lead to a kind of **reshaping job vacancies.** Jobs for people with disabilities must be flexible and adaptable to individual needs.

In this regard, **institutions in the support of people with disabilities must change their strategies** towards more career-oriented approaches. The actual focus of guiding and supporting people with disabilities must be changed towards career guidance and job-assistance for realising a **full integration of people with disabilities in the labour market.**



4.4 Cooperation

Cooperation between all relevant stakeholders in and outside the GLAM sector is one of the key factors in realising inclusive employment at all geographic levels. As being described in the methodology of Living Labs, **all actors directly and indirectly involved in inclusive employment must act in close cooperation with each other**. This process could start with a campaign to inform employers about the benefits of employing people with disabilities.

Liaison and creation of **synergies between all involved parties** is crucial for realising effective strategies in inclusive employment. This can be realised in cooperations between organisations in the support of people with disabilities and GLAM institutions (or even companies) which hire staff with special needs.

Therefore, all actors must set **common objectives** and provide their know-how so that frameworks and patterns can be developed basing on the needs of each single employee with special needs. These objectives massively depend on the **evaluation of existing possibilities** of each single employee. These evaluations can be done by organisations in the support of people with disabilities and/or organisations in the educational sector.

In this regard, it's needed to **implement interconnective and inclusive platforms** (supply/demand) which can be used by all actors. These platforms can be used for simple but effective connecting of all stakeholders, even people with disabilities themselves. The coordination of these institutional collaborations between employment agencies, disability organisations, social innovation centres, and GLAM institutions (even companies) must be strengthened by politics and public administration.

Of course, it's a must that these **interorganisational cooperations must base on mutual trust**. It also needs strict monitoring of all employment processes of individuals with disabilities.

Therefore, and for many other reasons, **organisations should provide and share all their knowledge** with GLAM institutions and finally, with each other. This will lead to two opportunities: (1) People with disabilities can find a fitting job profile, and (2) exhibitions and collections will be accessible for a wider audience. Digital solutions used by so many institutions in public administration perfectly fit to these needs. Therefore, especially public administration institutions can act as coordinators and evaluators of these networks in inclusive employment.

To sum it up, **it needs more co-creation, embedded in open innovative collaboration platforms, to activate and use synergies between all relevant actors in inclusive employment**.



4.5 Society

Finally, there is still an urgent need of **changing the general mindset towards people with disabilities**. Therefore, this last chapter should be seen as an **appeal to society**.

In general, there must be more awareness raising on the issue of inclusive employment at all geographic levels. This can be realised by establishing cooperations as being described in chapter 4.4.

To realise inclusive employment and inclusive culture, **employers, all other stakeholders, and the corporate world must be sensitised in a systematic manner**. People with disabilities must be able to speak with their own voices – **self-advocacy must be supported**.

All the named measures in chapter 4 should focus on one main goal: Reducing stereotypes through education and awareness campaigns targeting the public, employers, colleagues, and all other stakeholders to ensure that **people with disabilities will be fully integrated in the European labour market**.

Personal note from the project team:

That's why the project team of INCLUDED worked very hard to develop an inclusive training course for people with learning/development disorders. **It must be a task and a goal for the modern society that all people, regardless of whether they are disabled or not, should have equal rights in all aspects of daily life.**



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