



## D4.2 CONTINUATION STRATEGY DOCUMENT FOR EMBEDDING THE TOOLS AND METHODS

WP4: Embedding new service structures and systems

11/2018

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## 1. Introduction

This deliverable deals with outcomes of the PARTY project. A number of different service design tools, methods, models and activities were developed in the four years of the project. The ones presented here are the ones that the consortium partners will take forward for continuation beyond the project. Hence, continuation strategies were developed not only for the partners to continue with the work, but also to make outcomes available to relevant target groups outside the project.

Strategy is a creation of a plan to achieve a success of an aim or goal that has been established. Design methods can be applied not only to design processes, but also to strategy generation in organizations (Carlopio 2009, Boyer, Cook and Steinberg 2011). According to Boyer et al. "strategic design is not a matter of thinking or doing, but what to think and how to do" (Boyer et al. 2011). Brown (2008) points out how design thinking can be used as a tool for creating strategy. It can be used in many situations, which require collaboration between the stakeholders involved (ibid.).

Strategy in this deliverable was created to ensure the continuation of tools and methods that were developed for stakeholders, and through stakeholders; in other words: collaboratively. Making things collaboratively especially by using the tools of mapping processes is a form of creating stakeholder engagement and commitment (Suoheimo and Miettinen, 2018). Stakeholder mapping has already been used in deliverable D3.3 to identify mutual opportunities between the participants and stakeholders. While these tools help to create community and stakeholder involvement, the strategy seeks to maintain or even increase stakeholder involvement.

This deliverable presents the strategies in order for these tools to be applied in future. In doing so, not only continuation through PARTY partners, but also potential adoption by external entities is intended.

## 2. Executive summary

In what follows is a summary of the content of this deliverable. Each chapter presents an outcome of PARTY project. Due to the different nature of the outcomes, individual strategies were developed. Every chapter will first briefly introduce the outcome, before presenting the continuation/dissemination strategy.

**Chapter 3** Radio Youth Footprints is about hands-on community development. A questionnaire as a listening tool was applied to identify the community's interest in the radio station. The initiative called Radio Youth Footprints was developed in collaborative workshops with the radio station and community members using participatory service design tools. The aim is to pilot a detailed involvement schedule. Continuation of this initiative was already assessed through the pre-study conducted by community members themselves. Now, continuation lies mainly with the radio station, involved in this PARTY initiative as external stakeholder. PARTY partner SASI has committed to assist with the implementation of the involvement schedule.

**Chapter 4** about Stakeholder Mapping shows how the mapping tools used in the project have evolved. A new tool called SOSMap was created. This mapping tool is used for single organization stakeholder mapping. It enables its users to identify new opportunities such as services. The tool was used with different stakeholders during PARTY project. Continuation is achieved through a) incorpo-

ration in the PACO handbook explained in chapter 5 and b) through planned publications available to the community of researchers or individuals.

**Chapter 5** talks about the PACO handbook. Designed to be a practical manual for workshop planning, the aim is to support local communities in organising and facilitating participatory and/or developmental activities. A special focus was given to the San community, providing them with a tailor-made handbook on how to compile new project proposals. Continuation is achieved through self-publishing and intended professional publishing. Furthermore, continuous development of tailor-made books such as the one for the San community is planned.

**Chapter 6** focuses on ethics, which is extremely important especially when working with indigenous communities. Ethics is essential to make sure that no misunderstandings occur and/or the community is not exploited. The PARTY team underwent a self-assessment after some difficulties occurred due to two main reasons: a) The researchers spoke neither the first language (!Xun or Khwe) nor the second language (Afrikaans) of the San. Another obstacle occurred because some of the participants did not have any previous experience with academic research. The PARTY team solved this by rephrasing the FPIC (Free Prior and Informed Consent) consent form using a non-academic language. Furthermore, a video was created explaining the consent form and the PARTY project in the participants' indigenous mother tongues. Continuation of these very important tools and learning curves is achieved through incorporation in university research activities, teaching and future projects as well as on community level through incorporation in the ethics 'Process' of PARTY partner SASI.

**Chapter 7** is about the Training Units that were developed in Deliverable 5.1. This chapter concentrates on Digital Storytelling, Social Sculpture and Ethical Orientation for Facilitators. The long-term implementation plan is mainly the incorporation in university teaching, which has partly already been achieved. Furthermore, the Social Sculpture tool has been made available to the Finnish Sami community through the presentation at the United Nations Permanent Forum on Indigenous Issues (UNPFII) in April 2018. Also, the training units have partly been included in the PACO handbook.

**Chapter 8** deals with the question of collaboration between partners. Staff exchanges were completed in six different places; including Kimberley and Cape Town (South Africa), Windhoek (Namibia), Rovaniemi (Finland), Leeds (UK) and Milan (Italy). The methodology applied in most of the workshops was drawn from selected collaboration theories and models. Interviews are being conducted to identify lessons learned from workshops and collaboration; and to propose a model that assists with the challenges in a research and innovation staff exchange project. This, it is intended, will be the focus for future dissemination to academic and non-academic audiences.

**Chapter 9** The GRACE model is utilising methods that are strongly built on art, creativity and embodiment with the aim of community empowerment. The model has plenty of potential for marginalized communities such as the San. It is based on visualisation through performance, which enables the participants to face and overcome difficulties they might encounter in life. This triggers development of self-esteem and empowerment on a personal level. Academic papers have already been written to provide dissemination and availability to the academic communities. Furthermore, the incorporation of the model in future research project is intended.

**Chapter 10** is concerned with the Training the Trainers model. For PARTY project an approach was developed to train the people that work with marginalized communities. It concentrates on the three levels Me (individual), Me+ (family/friend) and Me++ (community). The model is therefore called MMM. The aim is to increase the youth's self-awareness, practice soft skills and enhance their self-esteem. The program has in total seven levels. It is also a practical way of applying and imple-

menting empowerment of the youth. The model as applied in PARTY has already been published and is hence available to the public and academic community.

**Chapter 11** presents the impact expected from the long-term continuation of the project outcomes and **chapter 12** provides a summary of this deliverable.

## 3. Radio Youth Footprints

### 3.1 Introduction

Radio Youth Footprints is a collaboration strategy that was co-created with XK FM radio station in Platfontein (Kimberley), and PARTY partners PACO and SASI. XK FM is a local radio station operating under the national South African Broadcasting Corporation (SABC) that was implemented in 2000 to provide news and information to the !Xun and Khwe San communities in their indigenous mother tongue. The aim of Radio Youth Footprints is to strengthen the dialogue and collaboration between the radio station and the community. In practice this means an active involvement of young community members in the work of the radio station. This will be implemented via an involvement cycle that is yet to be established. Radio Youth Footprints is currently at a concept stage, more on the implementation strategy can be read in the next section.

The benefits of the collaboration are two-fold: For the participating youth, Radio Youth Footprints will serve as a platform to raise their voice, but also to learn new skills and get exposure and experience - all of which are important for potential future employment. The radio station on the other hand will receive input to align their programmes to the needs and spirits of the community, and will at the same time be able to identify potential future presenters and increase listener numbers.

### 3.2 Implementation

The continuation of Radio Youth Footprints has been taken into consideration from the start: In order to make sure that a collaboration will be sustainable, the PARTY team first focused on interests of the two parties before thinking about ideas to be implemented. Thus, in a first step, a mini research was co-created together with youth representatives from the community. The participating community members took over the role as researchers and a questionnaire was created in order to a) find out if there is an interest/need to establish a collaboration and b) gather ideas on the form of collaboration. The results showed an interest from community side.

As the radio station's mission is to uplift, develop and inform the communities, an active collaboration is in line with the main goal of XK FM. Thus, the team had established an important factor in order for continuation beyond the project: the approval of the participating parties.

In co-creation workshops with community representatives and XK FM staff and facilitated through PARTY members, the collaboration strategy Radio Youth Footprints was created. Ownership was taken immediately by the radio station manager, who presented the idea to the SABC Head office. Once the collaboration is being approved by SABC Head office and Human Resources, the next im-

plementation step will be to design a detailed involvement schedule for Radio Youth Footprints, establishing all the details, such as activities, timelines, resources needed etc.

### 3.3 Future Development and Dissemination

PARTY partner SASI committed to assist with developing the involvement schedule once approval from SABC Head office is obtained. The detailed involvement schedule will be designed in a repetitive cycle with established timelines to allow for continuation. A pilot trial will be run by XK FM. Depending on the success and outcomes of the pilot run, participating PARTY partners have committed to potentially take up Radio Youth Footprints in a new project proposal, to develop the collaboration further and offer more resources for even better incentives. Radio Youth Footprints was designed to offer a basic training to participating youth from the community, which is currently the main incentive to participate.

With Radio Youth Footprints being an initiative for the communities, dissemination activities will target the !Xun and Khwe San of Kimberley. The main dissemination of Radio Youth Footprints will be done through XK FM. Once the details of the collaboration are established, the initiative will be announced on air of XK FM and then repeated according to the cycle timelines in order to recruit participants.

### 3.4 Conclusion

As this collaboration works towards one of the main goals of XK FM, continuation of Radio Youth Footprints will mainly be achieved through XK FM. Dissemination activities within the communities through advertising the collaboration on air will ensure community members are informed of participation possibilities. Currently the main incentive for the youth to participate is to learn new skills and influence the content of the radio programmes according to their needs and interests. Depending on the success of a pilot cycle, the participating organisations have committed to take up Radio Youth Footprints in a new project proposal, in which the collaboration can be developed further and more incentives through further funds can potentially be offered. The involvement plan will be designed as a repetitive cycle with fixed timelines to ensure continuation. Furthermore, continuation has been ensured by making the activity mutually beneficial to all participating partners.

## 4. Stakeholder Mapping

### 4.1 Introduction

The stakeholder mapping draws from stakeholder management theory where an individual (or group) that can influence, or influenced by a decision or an action or the outcome of a decision/an action are mapped and managed towards a specific outcome. Mapping relevant stakeholders around an issue ensures that the needs and immediate expectations are reasonably managed. The

CPUT-PARTY team developed a tool called single organization stakeholder mapping (SOSMap). The aim of the single organization stakeholder mapping is to mainly identify and enlighten individuals (or organizations) about the current types and status of the relationships with their active stakeholders. The concept is born out of a need to create a mutually engaging dialogue around innovative means of conceptualising relevant stakeholders' relationships and the power-interests dynamics at play between them, such that it could be utilized maximally or deemed as an avenue for opportunity areas for new services.

The outcome of the SOSMap is a visual illustration of the relationship network between the relevant stakeholders around specific issues or "common" change objective. Examples of relationships may include but not limited to, information sharing, funding opportunities, skills or resources exchange etc. These types of relationships are noted to be either for a certain period of time or longitudinal. This creates an opportunity to align organisations with similar interests in the relationship networks with a bid to eventually harness a mutually beneficial value network.

The SOSMap has been tested extensively at workshops in different sites within the PARTY project. For instance, the first sets of stakeholder mapping exercise was to get marginalised indigenous youths involved in a participatory session to design new or improve existing services by firstly identifying relevant stakeholders and their roles within the value-chain network in their respective communities. This would only be possible if all those involved are recognised as important role players in the developmental process, and that the manner in which they interact with each other is influenced by similar objectives.

## 4.2 Implementation and Dissemination

The single organization stakeholder mapping tool has been tested, implemented and often rectified in a pragmatic approach when necessary, through the practical lessons been learnt. Some of the lessons would serve as focal points at pre-, during and post- future collaborations between project partners including academic and non-academic institutions, before approaching all other relevant stakeholders. This would ensure that the needs and expectations of all project partners are identified and relatively managed at the start phase. In addition, it would assist project partners to identify all the stakeholders relevant to the success of the project as well as to understand the levels of influence and interest possessed by each individual (or organization) stakeholder. Ultimately, this would help identify innovative ways to manage collaborations at the same time, the best practices to approach influential organizations with relatively low interest. Therefore, it is important to meticulously identify the characteristics of each stakeholder along the gridlines of mendelow stakeholder matrix, and the role of experienced facilitator to apply the tool is indispensable.

As one of the ways of dissemination, the stakeholder mapping activities have been written up on a step-by-step basis in the PACO hand book, for prospective facilitators of stakeholder mapping exercises to understand handling workshops. In addition, the two types of methods relevant to stakeholder mapping would be published as articles or book chapters eventually, for the community of researchers or individuals interested in social engagement projects. The first method involves the use of Legos or stackable discs to indicate extent of interest and levels of influence perceived by different stakeholders. After which the established levels would be used to determine how to engage prominent and most influential stakeholders. The second method makes use of narratives or

storytelling to extract more in-depth information on the roles and types of relationships that exist between different stakeholders.

### 4.3 Conclusion

The SOSMap tool has proven to be a tool that would give insightful information about the current relationship status between different stakeholders especially around a social project. It is a useful tool that is required to understand the needs and manage the expectations from various perspectives of stakeholders involved in projects. The tool has been developed in a flexible manner such that right from the beginning of a mapping exercise, the facilitator can be pragmatic and in tune with responses observed from the target audience (stakeholders). Therefore, the future application of the tool can be modified to fit context to which it is being utilised while at the same time, giving cognisance to the important concepts of a relationship network, needs, expectations, interest and influence levels of stakeholders.

## 5. Handbook

### 5.1 Introduction

A handbook was designed as a practical manual for the local actors to organise and run workshops with marginalised communities, and more specifically with the San community. The scope of the manual is to support local communities in a series of participatory actions, including meetings, brainstorming, co-creative moments, jams, prototyping sessions and presentations. In order to disseminate the handbook to a broader public, a web page (<https://partyprojecthandbook.wixsite.com/pacohandbook>) was created, which is directly linked to the PARTY website. The web handbook also includes examples of courses in which the tools of the book are being used as well as a case study video. Visitors also have the possibility of downloading the pdf version of the handbook.

### 5.2 Implementation and Dissemination

PACO Design Collaborative has taken the responsibility of implementing the handbook in two ways:

1. Producing a publication for researchers and designers who are interested in working with marginalised communities. A team at PACO Pamplona and PACO Madeira is currently creating a high quality version of the book, which will be available in early 2019. The book will be self-published on the PACO website. Furthermore, PACO will seek publication through publishers/editors.
2. Producing easy and more customized versions for specific stakeholders (e.g. local NGOs, organisations) who are interested in using tools and methods for their daily work with communities. During the last mobilities of the project the main task of



the PACO researchers is to find stakeholders who are interested in using the book. During the last mobility in Kimberley a “Handbook for proposal writing” was developed as explained below.

### 5.2.1 Handbook for proposal writing

In 2018 a smaller version of the handbook was created collaboratively between PARTY partners PACO and SASI as well as SASDO (Southern African San Development Organisation), a new NGO founded by San community members in Platfontein. The handbook was designed by PACO and serves as a guideline for the NGO to write project proposals. Furthermore, the book provides information about how an organisation can present itself to the public, e.g. funders.

The handbook is divided into five sections, which at the same time form the main five chapters of a project proposal:

1. Introduction. What is an introduction, why is it necessary and how can it be done?
2. Who you are and what you do. Explain the organisation and mission.
3. The problem to be solved. Explaining the problem and its context and why existing solutions are not working.
4. Solution. How are people currently solving the problem? Explaining the new innovative solution underlining its benefits.
5. Viability and Sustainability. Outline of the resources needed to implement the solution. Explanation of how the money will be used and demonstration of the possible scalability of the project.

The book has been given to SASDO and on the upcoming mobilities to Kimberley, the researchers will follow up on it.

## 6. Ethics

### 6.1 Introduction

When research is carried out in social communities especially with indigenous populations such as the San people, more effort needs to be made into ensuring that they are not misrepresented and/or exploited. Ethics is a crucial aspect in research in that, if applied well, it can reduce the exploitation and misrepresentation in communities. It involves research behavioural norms that differentiate between “acceptable” and “unacceptable” conduct (Resnik, 2011).

The ethics applied on PARTY were a continuous focus throughout the project. In order to constantly improve the collaboration with the community, the ethics approach and its application received adjustment where needed.

PARTY members started the project applying the mandatory FPIC (Free Prior and Informed Consent) principle as recommended and defined by the United Nations. Throughout the project however, team members identified the need for further improvement in the application of the consent process. This was mainly due to two reasons:

1. Language barrier. The participants' first language was either their indigenous language !Xun or Khwe. English and Afrikaans, in which the consent documents were provided, were only their second or even third language.
2. Complexity of (academic) language used. The participants had no prior experience in the academic background of the research project, leading to communication and understanding issues.

The PARTY team solved these issues by a) revising the consent form and b) producing a consent video in the mother tongue of the participants. This was only possible in close collaboration with the community. This way the team managed to apply an approach that is now more community centred and community specific and that allows for an understanding beyond just ethical compliance.

PARTY partners will make sure these tools and experiences will find application beyond PARTY. In what follows is a description of how this will be done.

## 6.2 Informed Consent: A Method to Support Understanding Beyond Compliance

Before participants decide whether they agree to participate in a research activity they must be fully aware of the nature of the interaction, the intended audience and how taking part may impact them (during the engagement as well as in the future). True 'informed consent' cannot be obtained if an individual does not fully understand what they are agreeing to. The requirement to obtain informed consent can become a mechanism of academic compliance, instead of an engaging and empowering activity to gain a shared understanding. In order to ensure that participants in this study could offer informed consent and be confident in their engagement the informed consent document had to be reconsidered in a participatory manner.

When exploring the need for transparent research practice with community members the need to make documentation as accessible as possible as noted as critical. PARTY team members collaborated with a !Xun community member, and reviewed and rephrased the consent form, using a less academic language. Furthermore, a table was inserted, where the facilitator/researcher has to formulate the goals and activities of the session, as well as the benefits of the workshop for the participants. The more community focussed informed consent document was supported with a video introduction of the project, produced in the primary language of the community.

The engagement needed with one or more community members in order to overcome language barriers as well as including benefits in a community focused informed consent document creates a more equal partnership between researcher and participants. This is absolutely crucial in human subject research and may in no way be neglected at any time. Furthermore, it increases accuracy of all data collected in the following research activities as potential misunderstandings about the topic of the research are being eliminated.

### 6.2.1 Future Implementation and Dissemination

#### CPUT

The consent form, as well as the process through which it was developed will be included in the academic research practice of Faculty of Informatics & Design students embarking on primary research activities with vulnerable communities/population. The lessons learnt from the engagement with San community members around informed consent will be presented in a formal seminar series titled: Ethics in Practice: From Compliance to Collaboration. Students will be supported in critically reflecting on their informed consent documentation in relation to their research participants.

In addition to informed consent it is also important to obtain permission from the representative of the target group for collecting data. Entities that could provide permission could be organisations that participate in the research or co-design activities but also community representatives. Permission is obtained by informing the representative entity of the nature and purpose of the research and that it will be conducted ethically. The first step of any research or co-design project will be to obtain ethics clearance from an accredited ethics body such as for example, a university ethics committee, that is duly accredited by suitable official entities of that country. Ethics clearance will only be granted if there are no ethical compromises in the proposed research project or study. In the ethics clearance application the design and use of informed consent forms as well as how data will be collected, anonymised, stored and used will be considered. Ethics will also only be granted if the application includes the permission letters of the representatives of the target group for the study. Once approval is granted the study can commence.

In practice any post graduate student or researcher embarking on conducting research will include in their planning the co-design, with representatives of the target group, of the informed consent form based on the guidelines developed as part of the PARTY project. Consideration of language, literacy level and possible power balances will guide the design of the form. The informed consent will also be regarded as a living document that can be changed as the participants gain insights into the nature of the research project during the study. The capturing of the responses of the informed consent forms is an important part of the data collection. The informed consent data also needs to be analysed and interpreted. It is important to ensure that any photos, text references and video recordings are removed for those participants who indicated that they do not give permission for specific uses.

An additional ethics requirement is for dissemination of the results, findings and cases. Increasingly conference organisers and journal editors require the ethics certificate to be submitted with the paper or article. In such a case it is crucial that evidence can be provided that ethics clearance was granted prior to data collection and retrospective permission is no longer accepted.

## **NUST**

NUST will use the consent forms developed during the PARTY project but will in addition continue research within the Faculty of Computing and Informatics to co-create digital or other consent media with community members using participatory design methods. This will ensure that communities are not misrepresented or exploited but are allowed to give consent in a language and or media that is understandable to them. The video developed by SASI, CPUT and PACO will also be used by NUST to obtain consent.

## **UNIVLEEDS**

Co-creating digital consent media and oral consent tools through participatory design methods have set a model for future projects involving communities with an oral culture. The participatory video developed by SASI, CPUT and PACO is tied to the oral culture of the San community. In the workshop activities led by University of Leeds, NUST and PACO, an interactive and participatory process of

creating informed consent is established to ensure that community participants fully understand the nature of the research and their involvement and voluntary choice to participate. The engagement with San community will inform the future primary research activities with vulnerable communities at the School of Design, University of Leeds. The researchers and students will be supported (via the PARTY project website) to use and/or adapt the PARTY ethics tools and process in their own research projects.

### **PACO**

PACO Design Collaborative will use the revised and improved consent form in future projects. The form will be “co-designed” together with future participants in the same way as it was done with the San people. This way, PACO will make sure that a consent form is applied that meets community needs. Furthermore, PACO will make use of the video concept, which had proven to be very powerful with participants having troubles to understand the complexity of a project or the consent process.

### **ULAP**

The process of creating informed consent with communities will be used in the Faculty of Art and Design in future projects and proposals. The knowledge gained through PARTY project’s ethical processes is valuable in other contexts as well and will be implemented in practice.

It is essential to create an understanding about the purpose of the research as well as data usage. The process to create informed consent penetrates into many levels, from councils and ethical organizations to communities and individuals. In such cases with complex projects as PARTY has been, this requires ethical training for researchers to understand the bigger picture outside their own research. With communities and individuals the right practical approach is crucial to gain mutual trust, and with a specific informed consent form an understanding of data usage can be achieved.

PhD students and researchers involved in the project or aware of the project through dissemination, and conducting their own research around relevant issues will be able to utilize the information about the ethical process of PARTY project. The knowledge will be shared with other relevant ongoing and future projects through research publications and deliverable documents published through PARTY project.

### **SASI**

SASI together with the San communities launched their own San Code of Research Ethics in March 2017. The code consists of five values, Respect, Honesty, Justice, Fairness, Care and Process. The last value, Process, stands for a meaningful involvement of the communities from A to Z. This includes the very early stages of the planning of a research project as well as the sharing of research results before publication.

To facilitate this process, SASI is currently involved in developing the necessary tools and documents to ensure ethical conduct of research with the communities. The consent form as well as the process through which it was developed will be incorporated in this process to assist researchers and participants overcoming language and understanding barriers prior to research commencement.

## **6.3 InDigi: Technological Tool to Support Accountability and Informed Consent**

A key consideration in conceptualizing practical tools to support ethical conduct, is the impact of language on informed consent and establishing a communication channel between researchers and the individuals they collaborate with during the project. As Afrikaans and English are mostly second and third language for San Youth who participated in the PARTY project, project team members noted the need for a more contextually relevant manner to discuss research processes and gain informed consent. The challenge is not unique to only the San community but their context did present a strong case for this as their indigenous languages like !Xun and Khwedam are not written languages. Video (and audio) based content provides an accessible form of communication. By adding such content on a searchable platform community members and external stakeholders (research community) can revisit the video at any time, and have access to project information such as driving organizations and contact details.

It is crucial to encourage ethical practice and informed participation among researchers, designers, policy makers and any other stakeholders engaging at community level. To support the concept of 'informed participation', video based communication is proposed in the home language of the participants and project collaborators. As part of the PARTY project a community need was identified for project information (relating to project details as well as the process as it unfolds) to be accessible beyond the initial interaction, and for information to be available in a suitable language. The key 'activator' is that anyone wanting to collaborate with a community must make their intentions clear, in the primary language and colloquial style of the community in question. In response to this need, the supporting role of technology was considered, and a design solution was conceptualised in the form of the InDigi Platform. The platform would use video clips in a community representative language to document the intention, process and community experiences of any given project.

It was noted in early discussions that the selection of video should also be critically explored, as identified technologies had to offer clear, contextually relevant and sustainable development opportunities. Technology offers researchers and participants the opportunity to scaffold and deepen engagement during community-based activities. Various activities could benefit from the potential localisation of content, language and practice, mediated through technology. When considering the impact of language on community-based engagement, one needs to acknowledge the stratified influence of language within design activities. The various strata include language as it relates to preparatory activities and building relationships with stakeholders, as well as practical understanding and collaboration during the research/design activities. This view is supported by the cultural importance of language as defined by Groh (2016:346):

Language not only defines a culture, but it also defines an individual's cultural identity. Even without following the assumptions subsumed as Linguistic Relativity, there is general consent that languages determine specific ways of cognitively structuring the world.

The development of the platform fell outside the scope of the original study, however it is key area of investigation emerging from the PARTY project, going forward.

### 6.3.1 Collaboration to Explore and Embed the Tool

In order to further explore the viability of such a supporting service further collaboration between Southern partners will be initiated. A number of potential areas of investigation have been identified. These areas could provide future collaborative research opportunities, as well as areas which

could inspire postgraduate work. The areas identified through dialog and explorative piloting of the concept include:

- In order to respond to contextually relevant issues surrounding technological solutions in a community context, restrictions and opportunities must be explored. This exploration should consider the impact of mobile solutions.
- The ability of participants to access technological solutions, especially in an African context.
- The possibility of technology to support the bridging of language inconsistencies pre, during and after research engagements.
- How informed consent is perceived by community members as well as relevant community stakeholders and organisations.
- The impact of both verbal and non-verbal interactions between members of a community and a research group, as well as challenges around written project communication.

### 6.3.2 Dissemination and Future Development

In the current version of the service, video clips are made in collaboration with community representatives to explain the reasons for wanting to collaborate, as well as any other project specific details. Ideally a community member narrates the video. Video clips can be used as part of project introductions, and can be uploaded to the site. When uploaded, the video can be viewed by members of the community who want to know more about the project, or participants who want to reflect on the information during or after the collaboration. A searchable platform can be the basis for this activity, promoting local dialog and transparency. Any project included on such a platform would acknowledge the importance of indigenous language, culture and communication, giving rise to the concept of the InDigi platform. An InDigi project can benefit those who would like to collaborate with a community, by providing information on current and completed projects. True participation is grounded in a common understanding of the goals, and by using a method of communication that acknowledges the community's language. A web platform is envisaged, to be used primarily on mobile devices within the community context (although the upload, creation and management of an InDigi project can be facilitated from a laptop or desktop).

For these goals to be realized InDigi requires further developed and additional collaboration with various community members. The proposed continuation and development of the technology is considered as both an academic and practical exploration.

As an inclusion into the academic programme:

1. Extracting the contextual challenges which led to the conceptualisation of this solution and present them as part of a formal seminar series aimed at fourth year Design students titled: Ethical in Practice: From Compliance to Collaboration.
2. Reflect on the process of community centred documentation and research tool development and present the process of collaboration as part of a formal seminar series aimed at fourth year Design students titled: Ethical in Practice: From Compliance to Collaboration.

## 7. Training Units

In Deliverable 5.1 Training Methods and Course Packages the PARTY partners developed a number of different training units. The following training units have been taken forward and implemented for the long term.

## 7.1 Digital Storytelling

Digital storytelling is the art of using computer-based tools to tell stories (Digital storytelling, 2018; Robin, 2008: 222). With the training courses offered at respective training institutes in the Western Cape, San youth have the opportunity to complete a training course that equips trainees to enter the workplace with skills that better their chances at being employed (!Khwa ttu, 2018). The Digital Storytelling (DST) workshop was run with a small group of San youth in such a training institute and built around the need of the trainees to have a Curriculum Vitae (CV). The purpose of the CV would be to aid their future endeavors at seeking employment once they had successfully completed their training. The workshop was run over three (3) full days and included a brainstorming session using paper and markers to plot the content and stories that the trainees wished to include in their CVs. The idea of creating a personalised digital story around the trainee and the skills that they have, would serve as a digital CV that could be distributed electronically across various platforms. The content of the CV was based on the “story of skillset”, as a way of communicating with various potential future employers. The development and creating of the DST as a CV would tap into the trend of youth creating and sharing personalised content online whether in business, entertainment or relationships (Robin, 2008: 221-222).

### 7.1.1 Digital storytelling: Future Implementation and Dissemination

In working with the first year Design students at Cape Peninsula University of Technology (CPUT), the method of Digital storytelling has been incorporated into teaching methods used in the classroom for a first year theory subject. The subject explores the history and theory of Art and Design, through various overarching lenses (CPUT, 2018). With the changing academic climate triggered by the #FeesMustFall movement in South Africa, in higher education institutions, the student voice has become more prominent along with the need to be heard (Archer, 2018). When learning about international and western histories, Digital storytelling has increasingly been used as a tool to allow student views, reflections and stories to be heard in a creative manner. The process of Digital Storytelling is one that develops the user’s ability to identify and unpack certain issues, often related to identity, that may surface when engaging with subject content and engaging with the world in their respective field (i.e. Design). The outcome of the Digital Story process facilitates the sharing of stories and fosters an environment of discussion amongst groups. The skill of mapping and generating stories is a tool that youth can use throughout their academic careers and beyond. While San youth have used the tool to create digital CVs as an aid in applying for employment, CPUT youth (students) have been able to document their work and create portfolios that reach beyond simply taking photographs of their work, but also extends itself to include a story of their process and/ or background - which adds a new dimension to their design outcomes.

Digital Storytelling serves as an ideal technology to introduce into more classrooms as it speaks to the endeavor of CPUT to include more varied methods of teaching and learning into the classroom environment (Cape Peninsula University of Technology, 2010:9) . The DST method has already been used in the extended curriculum programme in Architecture at CPUT, for the same kind of reflective and personal stories on a theme. These stories help to develop agency and confidence in the student. Dr Daniela Gachago, a Senior Lecturer in the Centre for Innovative Educational Technology, is just of several CPUT staff members who have studied extensively and written on the process of students using DST. The method continues to be used in many faculties in CPUT.

Furthermore, the DST method was included in the Handbook. Please refer to chapter 4 of this paper for more information about the implementation and dissemination of the Handbook.

## 7.2 Social sculpture

In PARTY project the social sculpture has been used as a poster inclusion to build identity and values in the participants. The core of the action is that the youth identify what the issues are that they would like to improve in their community. Making posters, videos and performances is a way to treat these issues and take some action. The objective is to create impact on two levels, with the individual youth and with the community.

Social sculpture works in three steps:

1. ENGAGE THE YOUTH through drawing posters about their message to the community
2. MOTIVATE THE YOUTH to share their message with the community
3. SEE THE IMPACTS

Social sculpture aims for **1.** Personal empowerment and expression and **2.** making intervention on community level for the youth to have a voice and to share their message. The social sculpture is a way to convey a message to the community with the protection of anonymity. Impact on the community is empowering for the youth and the purpose is to catch the youth's attention towards the issue and demonstrate how they can be possible change makers.

### 7.2.1 Social sculpture: Future Implementation and Dissemination

Dissemination for methods and tools was already done at the 17th session of the United Nations Permanent Forum on Indigenous Issues (UNPFII), 16-27 April 2018. The workshop was co-organized with Youth Council of the Sámi Parliament in Finland, Sámi Youth in Finland Organisation and Suohpanterror Saami Artist Collective. The workshop was discussing concerns over loss of land, environmental impact, possible damage to culture and language, and how it might affect traditional reindeer herding, shape Saami response to Arctic railway plan.

PARTY project was organizing a poster inclusion to promote the issue and presenting an art based method to make a statement. Poster inclusion is one method of PARTY, where methods and tools are developed for the field of social change. The poster inclusion at UNPFII was made as a participatory workshop, in which 20 posters were created.



Creating a social sculpture can take various shapes and formats. This method will be developed further as an artistic and socially engaged activity. It is one of the methods that the service design research group will develop further as a potential engagement and intervention method.

### 7.3 Ethical Orientation for Facilitators

As part of the PARTY Project, NUST was tasked with the Deliverable 5.1 that involved the partner institutions University of Lapland, NUST, University of Leeds, Cape Peninsula University of Technology, South African San Institute (SASI) and PACO Collaborative Design. The Deliverable part of WP5 which involved Training. Each institution developed course packages that could be implemented post the PARTY project.

NUST members have been collaborating with NGOs, local and international researchers for many years. They identified the need to develop a course package that is earmarked at providing ethical Orientation for Facilitators so that even before informed consent is obtained, other ethical considerations are understood. The course will include the following:

- Understand contemporary ethical issues
- Understand Code of Ethics based on contemporary issues.
- Ethical sensitivity
- Awareness of all established code of ethics.
- Ethical knowledge of the San community policies and the country's laws.
- Knowledge on how to handle moral issues and conflict.
- Know the San community, their moral values, and beliefs.
- Building a trust relationship between the San community and the researcher or facilitator
- Compliance Verification with International Research Ethics Policy prior to fieldwork
- Apply these skills when working with the San community.

The Informed consent form will be developed through participatory workshops with communities where research takes place. In addition to a form, oral consent tools will also be co-developed for communities.

#### 7.3.1 Future Implementation and Dissemination

The course package will be implemented after it has been tested further, modified, and prototyped at various research sites with the youth, local stakeholders and NGOs. NUST will partner with Reconstructed Living Labs (RLabs) Namibia which is part of the Namibia Business Innovation Institute (NBII), a unit within the NUST which provides training to unemployed youth in Namibia. RLabs will host that course and train youth, local stakeholders on ethical considerations for facilitators.

Dissemination will involve:

- Workshops with the various stakeholders on the ethics course package.
- PARTY poster that will be presented during AfriCHI 2018 conference which will be held from the 3rd -7th December 2018 in Windhoek.

## 7.4 SASDO young leaders project incubator

The SASDO young leaders project incubator is an initiative developed in collaboration between PARTY partners UNIVLEEDS and SASI to generate the foundations for a community-led project in Platfontein, South Africa. The project is structured in the form of a training delivered over the course of two weeks (maximum) to a selection of young community leaders involved with volunteering work at SASDO (South African San Development Organisation), a community-based non-profit organisation established to educate, empower, uplift and motivate development of the San communities in Southern Africa. More specifically, through the training participants are taught a selection of tools and methods to carry out primary research following the design model of practice, ultimately generating a project proposal and plan for an intervention based on empirical evidence and mindful reflection. The intention is not only to give young leaders (or early trainers) the opportunity to strengthen their leadership skills and gain valuable knowledge for future community work while fostering aspiration and motivation for change towards more sustainable futures for their community, but also, and most importantly, to lay the foundations for a project that is built by and for the community. Data gathered throughout the training forms the basis for a project proposal to apply for new funding so that researchers can come back and follow up on the work initiated to support young leaders carry on with the project.

### 7.4.1 Future Implementation and dissemination

By the end of the project, youth are left with a body of knowledge and set of tools to become better leaders, develop original projects, and strengthen current ones. They have learned about data collection and analysis, and have developed their own tools for doing so. They have also acquired knowledge and experience on group facilitation and workshop organisation. Most importantly, they developed a proposal for a project helping those community members who are abusing drugs and are not seeking help: a social business model canvas was developed to describe the project's value proposition, infrastructure, beneficiary segments, impact measures, and financial sustainability; a plan illustrated in the form of a chart provided a breakdown of activities and a schedule of next steps of the project. At the end of the course, they invited local stakeholders and pitched their work to spark collaboration for the implementation of their work beyond the PARTY project. Simultaneously, UNIVLEEDS and SASI will support the continuation of youth's work by applying for new funding so that UNIVLEEDS researchers can come back and follow up.

## 7.5 Facilitation skill workshop

A facilitation skill workshop was delivered by UNIVLEEDS with community youth leaders in Cape Town and with CPUT students in collaboration with CPUT. The workshop looked at allowing participants to reflect on collective group discussion dynamics from multiple perspectives and to ultimately reflect on the role of the facilitator. Working in groups is not an easy task and requires a lot of effort to get people to collaborate, which is necessary in order to stimulate enjoyable environment and generate meaningful outcomes. Throughout the use of role-playing, participants learn how their behaviour affects the work of the whole group. They learn about the role of facilitators and experi-

ence in practice the challenges of dealing with group dynamics, to understand how to manage and deal with different attitudes to keep the group discussion going in a positive and meaningful direction. The workshop does not only aim to provide a practical way to experience and reflect on group dynamics and the role of the facilitator per se. Being the roles based on real world experience, the game also allows inexperienced designers to start practicing over challenges they may encounter when working with marginalised communities in developing countries. On the other hand, when the game is played with marginalised communities themselves and especially youth, it offers a stage to reflect on the need of individuals to follow an etiquette during participatory activities; in fact, despite being critical to put people at ease and guide a discussion, the role of the facilitator can do little to nothing if participants also are not willing to take part.

### 7.5.1 Future Implementation and dissemination

In terms of future long-term impact, the workshop is being implemented by CPUT as part of their community development program targeting unemployed youth in collaboration with NRF (National Research Fund) and NUST. Additionally, workshops at universities are planned to run on the occasion of events concerning design and research in developing countries, and it is hoped to engage with the public sector to further disseminate the workshop.

## 8. Collaboration between partners

### 8.1 Implementation

Design Research Collaboration (DRC) Workshops is a methodology for research collaboration and activity planning within a design research project. The DRC workshop methodology is designed to engage a broad community and people with various backgrounds, interests and competencies in the collaborative development of joint research projects and activity planning. It draws from the selected collaboration theories and models from behavioural science, general management study, collaborative design, and highlights internal factors that influence collaboration within research activities. A set of supporting tools were developed iteratively through three workshops as part of the Work Package (7) of the PARTY project. These workshops brought together academic and non-academic project partners and members in productive future-oriented discussions.

Between April 2015 and September 2018, 89 exchange staff have participated in the PARTY project mobilities in six different places, including Kimberley and Grabouw/Cape Town (South Africa), Windhoek (Namibia), Rovaniemi (Finland), Leeds (UK) and Milan (Italy). To understand the collaboration between PARTY project partners, a range of workshops and interviews have been conducted with the PARTY participants between March 2018 and October 2018 in four sites, Grabouw/Cape Town (South Africa), Windhoek (Namibia), Rovaniemi (Finland) and Leeds (UK). It is aimed to gather insights from at least 30 PARTY participants by the end of October 2018 and understand and visualise collaboration between the institutions and individual researchers of socially-oriented design research and practice.

## 8.2 Future Development

The PARTY DRC workshops methodology focused on the collaborative planning and implementation of a design research project. As an outcome of the collaboration workshops and interviews, a model will be proposed to aid the identification and understanding the challenges and enablers of collaboration between the researchers undertaking work for a research and innovation staff exchange project. Practical lessons for how the process of collaboration might be improved in the context of the research project will be discussed. These, it is hoped, will be useful not only for the area of design research but also for a wide range of audiences academics and non-academics involved in planning, designing, conducting and managing interdisciplinary research projects. On a practical level, an online platform can be used to facilitate implementation of the collaboration, as a supplement for face-to-face communication in the case of a geographically dispersed team such as the PARTY project.

## 8.3 Dissemination

To ensure that the learning on the collaboration from the PARTY project informs practice and thereby maximise the benefit to and gain feedback from the researchers and stakeholders, disseminating activities will include

- Publications including project report 7.1 Deliverable entitled communication model and peer review journal articles;
- Presentations to be distributed through the use of electronic media such as project website;
- Workshops on the application of methodology and model with additional financial resources and in a feasible time frame.

## 9. GRACE Model

The GRACE model is utilising methods that are strongly built on art, creativity and embodiment. This model was developed through the activities employed in PARTY project. The GRACE model is a useful framework for social designers, researchers and community stakeholders to empower the communities they work with, especially in development contexts. This model has the potential to improve the marginalised conditions of communities especially in peripheral areas as illustrated by the San youth of Platfontein in South Africa. The GRACE model is constructed around three themes:

1. **Art and Creativity:** using artistic and creative tools and methods that enable the recognition of personal capabilities and skills, utilising these for creating dialogue with the stakeholders and community. These tools are based on storytelling and visual communication that concretise both, the San youth's challenges and the solutions in a communicable format for audiences, the stakeholders and communities. These are the tools for creating dialogue.
2. **Embodiment/Expression/Empowerment:** using personal skills and capabilities for expressing concerns, opinions, challenges or solutions. These skills enable taking initiative and becoming proactive members of community, thus creating feelings of accomplishment and agency.

3. Grass-root action: using learning processes that enable youth participants to create dialogue with stakeholders and communities through their capabilities. Using and enabling the GRACE model strengthens action that can contribute to transformative social justice.

The GRACE model has been developed further especially in the context of the 'Hero's Journey'. In the 'Hero's Journey' activity, participants similarly draw on story, drama and performance to act out their personal journeys. First, the participants are introduced to the Hero by contemplating the nature and gender of a hero and discussing examples of feminine and everyday heroism.

The Hero then creates a personal story by imagining and envisaging an ideal day when personal dreams have been achieved, with the help of a selected mentor and allies. The narrative function is applied to communicate amongst players, groups usually don't exceed a group of four. The Hero chooses a team player as a mentor amongst other characters, such as friends and allies to assist them. The facilitator and the participants often create suitable characters, perhaps teachers or other officials that the group might need. The players, apart from the Hero and Mentor, act as the human resources the Hero can draw on, by fulfilling supportive roles, during the journey towards their goals. Performance and story is used to overcome problems by integrating different personas and resources. Central to the Hero's Journey is the function of storytelling and empowerment through addressing personal challenges. Thus, decolonisation of mind is deeply embedded in the Hero's game and is used as a powerful tool in development contexts. The Hero's Journey enables Nandy's (1984) ideas of the decolonisation of mind by encouraging players to envisage new possibilities despite local limitations and circumstances. The decolonisation of mind is also illustrated through the outcomes of the PARTY workshops that were based on embodied and improvised participatory art-based activities such as the Hero's Journey.

## 9.1 Dissemination of the model

Several research papers have already been written about the GRACE model (Miettinen et. al 2018, Sarantou et. al 2017) to analyse its' structure, methods and impact. The main contribution of the model is that it is building on existing capabilities and strengths in the communities and it can be implemented with little resources and through a peer-to-peer network.

## 9.2 Future development

The GRACE model will be developed further and applied in several research and development projects. The latest developments have been in the context on reconciliation and healing of Indigenous communities.

# 10. Train the Trainers

## 10.1 Implementation

Training the trainers (TTT) was one of the approaches developed by the PARTY project that enabled dialogue and supported the engagement and empowerment of youth in innovation around challenges in their everyday life at three levels: individual (Me), family/friends (Me+) and within a community (Me++). TTT applies the Me, Me+ and Me++ (MMM) model in co-designing the training for capacity building with the youth. PARTY workshops were implemented as part of a TTT programme focused especially on San youth. The training programme was aimed at aiding youth in becoming self-aware, having healthy self-esteem and developing soft skills. The developed programme was divided into seven stages which were discussed in detail in Tang et al (2019). A range of tools were adapted and developed in the field for enhancing dialogue at seven stages that required taking into account complexities. The TTT approach is based on strengthening the organisational capabilities and trainers' professional roles when running training activities with youth through service design and other creative methodologies. The model has a direct effect on San trainers that are learning service design methods as well as a secondary effect on the San youth being trained by the San trainers with service design methods in their own communities. The novelty in the PARTY TTT approach is that it connects academic organisations, San organisations and grassroots actors in the co-design activities.

Through the preliminary research, 'environments' were created for and with young people that promoted the development of their skills and capacities and revealed their local, situated knowledge, preparing them to become change agents in the continuous process of making and designing their own futures. Opportunities were identified to motivate and empower the youth to be/become involved in service innovation and act as change agents in their communities.

## 10.2 Dissemination

The TTT approach has been disseminated in the project report D2.3 models and methods for preventing the youth marginalisation and creating local dialogue accomplished and book chapter (Tang et al., 2019).

## 10.3 Future development

In the PARTY project, 'training the trainers' (TTT) case study showed how dialogue was successfully used in preparing the local dialogue between the San youth and stakeholders, thus contributing to transformations in the community. The TTT approach can be developed further in the context of the underserved communities. North–South collaboration between institutions and NGOs is an opportunity to bring in further funds, expertise and resources to conduct research that will enable the continuation of the TTT programme and the further development of the approach and tools.

## 11. Expected Impact

The tools and methods described have been implemented on two levels: Academic and community. In what follows is an analysis of the expected impact of the different project outcomes outlined above.

### 11.1 Radio Youth Footprints

Radio Youth Footprint was designed to achieve two goals: **a)** improve local dialogue between radio station and community, **b)** to create exposure and trigger skills transfer for participating youth. These goals are expected to have an impact on both, community as well as individual level. On community level it is expected to increase unity and communication which can lead to a general upliftment of the community in the long run. On individual level it is expected to increase chances of future employment through participation and experience in a work environment.

### 11.2 Stakeholder Mapping

Stakeholder mapping is an important communication and negotiation tool to assist community development organisations in identifying relevant stakeholders aligned according to a specific issue at stake. Only once all the relevant stakeholders are identified can they be consulted to become involved in designing new services for an agreed change objective. In all the cases where the stakeholder mapping method was used the participants commented on the insights they gained in the role of the identified stakeholders. It already helped them with their strategic goals and plans to improve their services. The stakeholder mapping method is something the community development organisations can continue to use as part of their strategic planning or to focus on a specific initiative.

### 11.3 Handbook

The handbook is expected to have an impact on community level. Designers/researchers and NGOs should use it as a guide for working with marginalised communities both locally (in this case southern Africa) and globally (with other marginalised communities with similar characteristics). The book is a practical support to organize, run and facilitate workshops with marginalized communities, particularly involving young people.

### 11.4 Ethics: InDigi Technological Tool to Support Accountability and Informed Consent

The expected impact of a platform, or application, like InDigi will be for both academic and community benefit. For communities it presents an access point to all projects and activities taking place within the community. Through an archive of past and current interactions communities can reflect on engagement and make informed decisions regarding the willingness to interact in the future. For academics it presents an opportunity to review and engage with research currently being completed

in a community (as well research completed) to ensure planned activities present unique contributions and build on existing knowledge foundation.

### 11.5 Training Units

All training units as described above are expected to have an impact on both, the academic as well as the community/student level. The **Digital Story Telling** tool has already proven to have a positive effect on the confidence of the student, while on the academic side, the process of its usage and effect is being studied and promoted. It is expected that the tool will be further promoted on both levels to increase its positive impact. The **Ethical Orientation for Facilitators** is expected to benefit both, the communities and the facilitators and/or researchers through improved local participation and democracy. Communities and academics will be empowered to take responsibility and ownership for research activities. Academics can continually reflect and review ethical considerations and make adjustments in partnerships with the communities they engage with. Furthermore, they can share their knowledge with other academics through publications and other media. The **Social Sculpture** in different variations can be a powerful tool to create dialogue between the sculpture makers and the community that it will be presented to. In doing so it is a powerful tool to make statements and express different points of view in an anonymous way and thus holds the potential to increase empowerment in the presenter. Consequently, it has an impact on personal self-esteem and awareness on community level. The expected impact lies in future social actions as well as the Social Sculpture to be used in academic publications related to use of art-based methods in research. A long-term impact is expected from the **Incubator training** among the young participants as well as SASI in the sense that they are now equipped to conduct small-scale research for future project proposals. With the facilitation workshop being adopted by CPUT in collaboration with the NRF and NUST, a long-term impact is expected in the empowerment of the communities targeted by the CPUT development programme. Furthermore, adoption of other universities is expected through the dissemination of the workshop at design and research events.

### 11.6 Collaboration between partners

With further development and modifications, this PARTY DRC workshop methodology and collaboration model could be adapted and applied in a broad range of communities concerned with the development of collaborative work and research projects. Collaboration model will enable project managers and investigators to comprehend the different understandings and manage the tensions and conflicts that may emerge from differences when the individuals or group are participating in the interdisciplinary effort.

### 11.7 Train the trainers

The benefit of this approach is in the ability to scale up and spread the methods into communities at a much faster rate and larger scale than through external input only. Local trainers have a strong contextual understanding that can be utilised when developing the model and they have good con-



tacts and credibility within communities. Further activities in the TTT programme have enabled subsequent south-to-south collaboration between institutions that participated in the project.

## 11.8 GRACE model

The GRACE model is expected to be used in future research projects as a framework to achieve empowerment in communities. The model has an expected impact on both, community and academic level. It will be used in research projects that will have a positive impact on the community, and it will find its way into academic publications that are available to the research community.

## 12. Conclusion

This deliverable dealt with the different activities, tools, methods and models that were developed on PARTY and for which individual continuation strategies beyond the project were established. A wide range of project outcomes was achieved through applying participatory service design tools: PARTY project has created community dialogue and training units, facilitated collaboration, created development opportunities and research value. This wide range of applicability shows not only the adaptability and flexibility of the tools but also its potential benefit for different fields. PARTY applied participatory service design tools on community level as well as academic level. At the same time participatory service design tools also facilitated the collaboration between the two fields: academic research activities were combined with creating potential change on community level. Thus, for the long term impact, the project established continuation strategies for outcomes created on both, the academic level as well as the community level.

Furthermore, Ethics in research were brought forward as a cross-cutting theme in this deliverable. As described, ethics are essential when conducting research with communities in order to ensure understanding amongst participants, avoid misrepresentation within academia and the outside world and ensure an equitable partnership. Hence, an effort was made to go beyond ethical compliance. The process applied to enhance ethical standards on PARTY will be incorporated in the curricula of the partnering universities. Furthermore, a digital tool was conceptualised that can find continuation and application by non-PARTY entities to reduce risks and potential negative impact on indigenous communities involved in international research.

In sum, PARTY project has been able to increase awareness of the participatory service design tools and methods through series of workshops, publications, strategy creation processes, artistic and social engagement. Value is created through international and intercontinental development processes through multicultural collaboration. The value accumulates through the PARTY network and multiple mobilities that have enabled this kind of development work as well as dissemination and future planning around the participatory engagement and methods. There is a lot of potential to continue methodological development and carry out longitudinal research and survey around the long term impact of the project.

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