



## D6.2 Academic and practical presentations in workshops, seminars and conferences

WP6: Dissemination

01/2019

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## 1. Introduction

Presentations are situations where often a person speaks to an audience to share information (Academic Presentations, 2015). Presentations can have various kinds of purposes as teaching or making a point of an important topic (ibid.). It is also a way of dissemination (Happell, 2009) of good practices and this has been the strategy for the PARTY project. There have been academic and non-academic presentations to share the good practices developed during the PARTY project. Many of these practices have risen from the practical level of interaction with the local community. One has a plan for example to do a workshop, but the local conditions and life often might not meet the reality. This needs the development of good practices in order for things to work smoothly. Also, the models as MMM or GRACE are some of the tools that have been developed during the PARTY project that are worthy of sharing with a wider audience.

Academic presentations differ from the non-academic presentations in the form that they are often peer-reviewed and part of an academic conference (Gastel, Day, 2016) presented as a paper, workshop or a poster presentation. Today conferences have adopted also new forms of academic presentations as presenting Ph.D. research proposals or have even talks of an academic topic (Walks, 2018). Peer reviewing means that usually from one to three higher-level academics have read the material and made suggestions for improvement and then approved the conference text to be presented at a conference (ibid.). This means that the paper and its presentation contributes to the ongoing academic dialogue of the topic and brings a scientific contribution (ibid.). Also, the research itself requires collaboration from the point of planning, executing and presenting it to the academic audience (Cagnon, 2011). Often there is an editorial board selected for an academic conference. These academics usually have a doctoral degree and have been invited to be part of the committee, because of their good academic Curriculum Vitae. The level of the reviewers is one of the facts how a conference is academically ranked. For example, in Finland there is the Finnish Publication Forum that ranks the academic conferences from 0-3, where the zero is the lowest and three the highest. Often each country has their own platform of evaluating academic conferences and journals.

An academic paper presentation follows normally a scientific sequence of introducing the topic, making a literature review of telling what has been done before in the field, presents the method used and the data gathered and then makes the analysis and conclusions in the end (Hartley, 2008). The non-academic presentations do not need to follow this rigour. They actually are often very soft and more flexible ways of presenting new knowledge. Actually they don't have the requirement of presenting new knowledge as in the scientific conference presentations demand. Still some basic marketing rules apply for academic and non-academic presentations, as that the speaker should "speak the language" of the audiences to better reach them (Cremonini, Westerheijden, Enders, 2008).

Academic dissemination does not often reach a high amount of people, but depending on the conference forum it can have a large audience too (Hood, Forey, 2005). The people that come to see the presentation is often from the same research area and interested for this reason in the topic (Happell, 2009; Cagnon, 2011). This is one fact why the dissemination in

the academic conferences is extremely valid, because it hits the right target audience that works in the same field. It is a fast way of revalidating the study, enhancing the e.g. the tools and sharing the practices. People coming to an academic presentation can be interested in applying these same practices in their work. Non-academic presentations lack this scientific rigour. It does not mean that they did not have the rigour, but they have not gone through a peer-reviewing process that validates the research. Non-academic presentations in the context of the PARTY project have been made in connection of several professional events. These have also been important to share the good practices for a wider audience.

The following chapters will present the practical and academic presentations that have been conducted during the project. These texts will describe the important dissemination of the PARTY project as form of presentations. The core of it has been the creation of new knowledge and not holding it back but disseminating it further. This all part of the dissemination plan made previously in the Deliverable 6.1.

## 2. What is done/overall look about the situation

### 2.1 Practical

<b>Who &amp; organization</b>	<b>Conference/ Seminar name</b>	<b>Title of Presentation</b>	<b>City/ Country</b>	<b>When</b>	<b>Estimation of number of Audience reached</b>
Retha De La Harpe/ CPUT	PAD Participatory Development through Art Conference	Stakeholder Relationship Network Mapping through Narratives	Rovaniemi, Finland	15.8.-17.8.2018	
Hennie Swart & Julia Dammann/ SASI	PAD Participatory Development through Art Conference	A researchee's perspective on research	Rovaniemi, Finland	15.8.-17.8.2018	
Silvia Remotti, Paco Design Collaborative	PAD Participatory Development through Art Conference	A Practical Handbook to Service Design in	Rovaniemi Finland	15.8.-17.8.2018	

		Development Context			
Alessandro Medici & Tang Tang, University of Leeds	PAD Participatory Development through Art Conference	Learning facilitation through group role-playing	Rovaniemi Finland	15.8.-17.8.2018	
Alessandro Medici, UNIVLeeds	PARTY research project presentation	A culturally-sensitive framework for social design interventions in developing countries: designers as consultants for the marginalised youth	Cape Town, South Africa	17/03/2017	6
Satu Miettinen and Hanna-Riina Vuontisjärvi, ULAP, Valentina Vezzani and Fabrizio Pierandrei, PACO, Shilumbe Chivuno-kuri, NUST, Michelle Van Wyk CPUT and Tang Tang, UNIVLeeds	Open Design for E-everything Cumulus Conference	Open design for development and youth	Hong Kong, China	21-24, 11.2016	30
Tang Tang, UNIVLeeds; and Valentina Vezzani, PACO	Playful City Jam Leeds	Playful City Jam Seacroft	Leeds, UK	29-30.07. 2016	30
Tang Tang, UNIVLeeds	Design Now Jam Leeds	PARTY Design tools	Leeds, UK	20-21. 05. 2016	15
Tang Tang, UNIVLeeds	Meeting with Leeds City Council and	Playful City Jam Leeds for community engagement	Leeds, UK	11.05. 2016	8

	Seacroft Trust				
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## 2.2 Academic

Who & organization	Conference/ Seminar name	City/Country	When	Title of Presentation	Estimation of number of Audience reached
Satu Miettinen & Maija Rautiainen/ULAP	PAD Participatory Development through Art Conference	Rovaniemi, Finland	15.8.-17.8.2018	Developing GRACE-model with Indigenous San youth communities	20
Alessandro Medici, University of Leeds	PAD Participatory Development through Art Conference	Rovaniemi, Finland	15.8.-17.8.2018	An attempt to decolonise design: co-designing exploratory design tools with the marginalised youth in South Africa	20
Heidi Pietarinen & Eija Timonen, University of Lapland	PAD Participatory Development through Art Conference	Rovaniemi, Finland	15.8.-17.8.2018	The Flying Ants and Northern Beauty	
Essi Kuure & Karol Kowalski, University of Lapland	PAD Participatory Development through Art Conference	Rovaniemi, Finland	15.8.-17.8.2018	Participatory Learning through Sports with Indigenous Youth	30
Van Wyk, O.M.	PAD Participatory	Rovaniemi, Finland	15.8.-17.8.2018	Towards understandin	

	Development through Art Conference			g jewellery through the celebration of Namibian tradition and making: a narration of metal, bone, stone, shell and vegetable ivory Participatory Development through Art Conference. 15-17 August 2018, Rovaniemi, Finland.	
Ana Encino Muñoz, UNIVLeeds	Exo-Diseño	Mexico	1.10-5.10 2018	Participatory Design as a tool for social change. PART.Y. Experience	120
Pierandrei F, Remotti S, PACO, Tang T, UNIVLeeds, Chivuno-KuriS, NUST, Anfossi S, PACO	ServDes2018	Milano, Italy	18-20.06.2018	Service design tools to engage marginalised youth in San Communities of Southern Africa	
Miettinen S, ULap, Tang T, UNIVLeeds, Remotti S, Delfino E, Francesco B, Sara A, PACO, Julia D, SASI	CUMULUS PARIS 2018 CONFERENCE	Paris, France	11-14.04.2018	Service design tools for stakeholder dialogue and youth empowerment in Africa.	



Tang Tang, UNIVLeeds	NESTA- National Endowment for Science and the University of Leeds for the professional development in interdisciplinar y workings, innovation and collaboration	Leeds, UK	20-21.03. 2018	Promoting sustainable behaviour and building capability through design	40
Tang Tang, UNIVLeeds	Research link workshop on “The impact of rapid urbanisation on health in Chinese mega- cities	Xiamen, China	27- 29.11.2017	Enabling local dialogue through service design and participatory storytelling: a case study of the San youth and their stakeholders	100
Alessandro Medici, UNIVLeeds	Making an Impact PGR Conference	Leeds, UK	15.06.2016	Development of a community engaged system for culturally sensitive design	30
Paul Wilson, Dan Brackenbury, Kiwoogn Nam and Alessandro Medici, UNIVLeeds	the 4th annual RiDNet (Researchers in Development) conference	Leeds, UK	30/11/201 5	Conducting Fieldwork in Development Contexts: Expectations, Encounters and Entanglement s	60

Mari Mäkiranta & Outi Ylitapio-Mäntylä	ESREA – European Society for Research on the Education of Adults Life History and Biography Network	Denmark	5.–8.3. 2017	Meeting the San youth – Ethical issues and researchers positions (in co-operation)	60
Mari Maasilta	NordMedia 2017 Conference - Mediated Realities - Global Challenges	Finland	17.-19.8. 2017	Listening to Ethnic Minority Youth in Namibia	30
Helvi Wheeler, Essi Kuure, Margot Brereton and Heike Winschiers Theophilus	Participatory Design Conference (PDC) 2016	Aarhus, Denmark	August 15-19, 2016	Co-creating an enabling reading environment for and with Namibian children	

### 2.3 Guest Lectures

Retha de la Harpe	Industrial Design, Faculty of Engineering	University of Leeds, UK	November 19, 2019	Design with transformation in mind	
Retha de la Harpe	Industrial Design, Faculty of Engineering	University of Leeds, UK	November, 22 2019	Persona creation with secondary data	

## 3. Descriptions of practical presentations

### 3.1 Stakeholder Relationship Network Mapping through Narratives

who: Retha De La Harpe

event: PARTY workshop

when, where: Rovaniemi, Finland, 15.8.-17.8.2018

The workshop objective was to introduce participants to the use of narratives

- As part of a visual mapping method
- Identify the nature of relationships between stakeholders, and opportunities for new collaboration within the existing stakeholder relationship network.

Nature of Conference/Seminar/Workshop:

Short description: This is a participatory workshop to map a visual network of stakeholders and their relationships around an agreed issue at stake and change objective. The relevant stakeholders, their possible roles and the relationships between each stakeholder will be described through narratives to depict the dynamics of the stakeholder network. Once the dynamics of the network are unpacked to determine the pain and gain points, it will be possible to explore opportunities

- To improve the existing network and
- Identify opportunities to create mutually beneficial collaboration to meet the change objective.

Materials: Post it notes (medium size) in different colours; 1XA3 white paper; 10XA2 sheets of paper; 10 thin marker pens; A4 sheets; and stand for the A3 paper (Flipchart). We will bring our own lego blocks.

Duration: 1.5 hours

Activities:

1. a) Determine the issue at stake – this defines the purpose for the stakeholder mapping  
b) State a change objective to determine the future need
2. a) Identify relevant stakeholders  
b) Discuss the stakeholder role and nature of collaboration through narratives  
c) Define concepts of e.g. influence/power, interest or value add – describe meaning of each in terms of the measures, e.g. high interest; some interest; and no interest
3. Unpack the narratives to determine the dynamics of the stakeholder network in order to achieve the change objective

Presentation situation: Any stakeholder should be able to use the method to map their relationship networks themselves. If a group of the same organisation is using the method together it encourages them to discuss the roles of their stakeholders in terms of how they could contribute towards the organisation's service provision. It also provides an opportunity to negotiate the level of interest and influence to reach a common understanding.

### 3.2 A researchee's perspective on research

who: Hennie Swart, Chakwanda Mahongo, Anita Harnoster, Julia Dammann

event: PARTY workshop

when, where: 17.8.2018, ULap, Rovaniemi, Finland

Description of presentation: As the first indigenous community on the African continent, the San of South Africa have launched their own San Code of Research Ethics on March 2nd, 2017. The code is a milestone achievement and the result of the San's decades-long experience with researchers from all over the world. In his efforts to promote fair research, Andries Steenkamp, deceased leader of the #Khomani San in the Southern Kalahari of South Africa said: "Researchers must come through the door, not the window."

With PARTY being a multidisciplinary research project, the ethics of research played a major role. The team of South Africa, in an interactive workshop, explained this metaphor and what fair research means from the San's perspective. The method used was a role play with swapped roles: The attending researchers took the role of participating community members and vice versa. The South African team guided the play using real life experiences.

Nature of Conference/Seminar/Workshop: Workshop

Presentation situation: The interactive role play enabled the participants to not just hear about the San's perspective, but to actively experience it. The method and messages were very well appreciated by the five participants who were mainly from a social science background.

### 3.3 A Practical Handbook to Service Design in Development Context

who: Silvia Remotti

event: PAD Conference

when, where: 16.8.2018, ULap, Rovaniemi, Finland

Description of presentation: The lecture was divided into two sessions: an introduction of the handbook with a case study, and a practical workshop where the participants had to design a research session with a local community using the tools and methods found in the book.

Nature of Conference/Seminar/Workshop: Workshop

Presentation situation: A group of about 15 people attended the workshop. The group has been divided into 2 smaller groups in order to work better. They had 15 minutes to read the tools of the first toolbook phase (self awareness). Then they had 15 minutes to design a workshop session (choosing only one tool), and 30 minutes for implementing the workshop

(2 sessions of 15 minutes). In the first session one group acted as researchers and the other group as a youth, in the second session the roles were swapped.

### **3.4 Learning facilitation through group role-playing**

who: Alessandro Medici & Tang Tang, University of Leeds

event: PAD Participatory Development through Art Conference

when, where: 15.8.-17.8.2018, Rovaniemi, Finland

Description of presentation: Design is becoming widespread to find solutions that are innovative, responsive and appropriate to people and their environments. The use of co-creative workshops has grown as an essential component of successful design projects, and with it the role of the designer-facilitator. Design Facilitation encompasses a variety of strategies that help facilitate productive and fulfilling workshops; among these, being able to read group dynamics and manage individual behaviours is key. Throughout role-playing, you will play and reflect over a variety of dynamics and behaviours that are common when working with youth in marginalised communities, and understand how to cope with these as a facilitator.

Nature of Conference/Seminar/Workshop: workshop

Presentation situation: A group of about 15 people attended the workshop. The first half of the workshop was used for the role-playing game, while for the second part a collective discussion took place to identify and reflect over difficult dynamics and behaviours that arose while playing.

### **3.5 A culturally-sensitive framework for social design interventions in developing countries: designers as consultants for the marginalised youth**

who: Alessandro Medici, UNIVLeeds

event: PARTY research project presentation

when, where: 17.03.2017, Cape Town, South Africa

Description of presentation: The PARTY project aims to endorse human development and assist in reducing youth unemployment by using service design tools and methods. Part of this work is devoted to the understanding of how designers and design can interface with youth in marginalised communities following a most sensitive approach; that is, to put them at the centre of the process and make sure to be respectful of their culture, desires, needs and thoughts. After presenting the PARTY project, a proposal for a culturally-sensitive framework is formulated, consisting of a “genuine participatory” approach where design tools are vernacularised by community members through co-design workshops. The hypothesis tested is that Participatory Design can be a form of self-help to sustainable development due to its inclusive, collective, reflective, creative, and action-oriented process and that participants should be empowered with the means to lead a PD process and thus become protagonists of their own development.

Nature of Conference/Seminar/Workshop: Seminar

Presentation situation: 6 people attended. These were local community-based organisation leaders and NGO representatives. The presentation served to engage them and get them to participate in the research process.

### 3.6 Open design for development and youth

who: Satu Miettinen and Hanna-Riina Vuontisjärvi, University of Lapland, Valentina Vezzani and Fabrizio Pierandrei, PACO, Shilumbe Chivuno-kuri, NUST, Michelle Van Wyk CPUT and Tang Tang, University of Leeds

event: University of Lapland

when, where: Open Design for E-very-thing Cumulus Conference, Hong Kong, China, 21-24,11.2016

Description of presentation:

Abstract: The workshop calls for research projects that are working with open design for development and the youth. We are interested in sharing experiences, tools and methods for including the youth in the development. The workshop will showcase and utilise workshop methods developed and tested in Participatory Development with the Youth (PARTY) workshops with South African and Namibian San youth. The goal of the workshop is to share a vision about the methodologies used for including the youth in accountable democracy and designing their own services and call for methods that use inclusive and participatory processes to include the youth in discussion and development. These methods can utilise both low and high technological solutions. In the workshop we are asking what are the appropriate technologies that we can employ when including the youth in development. The workshop will embrace playfulness and visualization of information. The workshop aims to open shared perspectives and experiences on how to design more effective methods and tools to foster development. The workshop goal is to share perspectives and experiences about how to co-design with marginalised youth by empowering them to take an active involvement in the development process. The workshop participants map the methods and tools for co-designing with youth. It will generate opportunities for future research dialogues with the participants interested in the PARTY project and tools for involving youth in the development processes. The workshop is organised by the PARTY research project funded by the Horizon 2020 research program.

Nature of Conference/Seminar/Workshop:  
Cumulus Conference

Presentation situation:

Target audience include academics, professionals and students

### **3.7 Playful City Jam Seacroft**

who: Tang Tang, University of Leeds and Valentina Vezzani, PACO

event: Playful City Jam Leeds workshop

when, where: Seacroft, Leeds, UK, 29-30.07. 2016

Description of presentation:

The Playful City Jam was a two-days design jam in Seacroft, Leeds. It was organised in partnership with LS14 Trust, and the support of Playful Anywhere, Playbox and Leeds City Council. People from the neighbourhood and local two NGOs were involved in a co-design process to identify opportunities and practical solutions to improve the quality and use of green areas in Seacroft. PARTY tools were introduced and used during the ideation and prototyping process in the workshop.

Nature of Conference/Seminar/Workshop: Workshop

Presentation situation: Target audience includes community members and local NGOs and 30+ people were reached.

### **3.8 PARTY Design Tools**

who: Tang Tang, University of Leeds

event: Design Now Jam Leeds

when, where: Leeds, UK, 20-21.05. 2016

Description of presentation:

24-hour Design Now Jam Leeds took place on the 20th and 21st May in the School of Design in collaboration with PACO. The topic of the jam is “When Production goes into the city” focuses on the relationship between service design and new production-distribution models. PARTY tools were introduced and used during the ideation and prototyping process in the 2-day workshop.

Nature of Conference/Seminar/Workshop:

Workshop

Presentation situation:

Target audience includes students & university staff and 15+ people were reached.

### **3.9 Playful City Jam Leeds for community engagement**

who: Tang Tang, University of Leeds

event: Meeting with Leeds City Council and Seacroft Trust, Leeds

when, where:

Description of presentation:

The presentation showcased methods developed and tested in the PARTY workshops with South African and Namibian San youth.

Nature of Conference/Seminar/Workshop:

Seminar

Presentation situation:

Target audience includes non-academic, funders from government and representatives from local NGOs and 8+ people were reached

## 4. Description of academic presentations

### 4.1 Developing GRACE-model with Indigenous San youth communities

Satu Miettinen & Maija Rautiainen, University of Lapland

PAD Participatory Development through Art -Conference

15.8.-17.8.2018, University of Lapland, Rovaniemi, Finland

Abstract:

GRACE stands for Grass-root, Art, Creativity and Embodiment, Expression and Empowerment. In the core of GRACE model are the art-based methods such as visual arts, design, video production and theatrical methods. The GRACE model aims at utilizing and building on creative potential and skills that the San youth already have. It is also building on the tradition of storytelling that is historically present in the society. The model is embracing the embodied action of the youth and utilizing this for team building and for creating sense of community, learning and structure. Through strengthening these existing capabilities with service design training the youth can create dialogue with the stakeholders and the surrounding community. The GRACE model helps the youth in a process of empowerment by using art-based methods and design skills. It responds to the self-appreciation needs of the youth through recognition of their skills and talent. The model increases the youth's ability to solve, process and encounter problems and challenges. One of the main benefits of the model is that it enables the both grass-root action where they can share their opinions and have a voice within and outside the community as well as create dialogue with their stakeholders in the public space. The challenge is developing the GRACE-model with the local facilitators and to make sure there is appropriate consideration of the ethical process and knowledge on the backgrounds of the youth. The San youth face marginalization and trauma. The San have experienced assimilation and relocation of the large community from Namibia to South Africa. These have affected on self-appreciation of the youth. To help solve part of these challenges, this paper sets out to examine and spell out the work done in Namibian and South-African workshops with GRACE model and the need to develop the model further. GRACE-model and art-based methods make it possible



for the youth to improve their self-esteem and to get moments of succession in something that cumulates to their future possibilities.

Nature of Conference/Seminar/Workshop:

Participatory Development through Art (PAD) is a unique conference where academics, practitioners, artists and Indigenous actors gather to exchange their knowledge, experiences and ideas on participatory development through art, as well as the questions of indigenous rights, art and culture. Conference themes include, for example: what kind of factors unite the Indigenous experience in different parts of the globe? How can these experiences be presented through art? What kind of techniques, participatory processes and artistic practices can be used to increase the sense of participation of youth in different countries? What are the best practices in research ethics when working with Indigenous and other marginalized communities?

Presentation situation:

The presentation was held in an academic paper session where altogether 4 papers were presented and discussed. The audience was other academics participating to the conference and 20 people were reached. The presentation was discussed after all the presentations.

#### **4.2 An attempt to decolonise design: co-designing exploratory design tools with the marginalised youth in South Africa**

who: Alessandro Medici, UNIVLeeds

event: PAD Participatory Development through Art Conference

when, where: 15.8.-17.8.2018, Rovaniemi, Finland

Abstract: In an attempt to explore a decolonising approach to PD, a group of youth are engaged in a series of co-design workshops to co-create tools to research a chosen local challenge. Given the lack of prior knowledge in design, cultural probes and contextual interviews are presented as starting guidelines to generate exploratory tools to examine the issue of drugs and alcohol abuse. The tools prototyped are then tested with fellow peers to collect feedback and to refine them over subsequent cyclical processes. Throughout a process of re-contextualisation in local terms and re-interpretation of the tools in ways that make sense to local community members, a variety of different outputs are generated. The essence of prototyping as a form of art and as a cognitive and process rooted in prior knowledge and background culture is discussed, reflecting on the approach and its implication in terms of sustainability and empowerment of marginalised youth. Research is carried involving two different groups of participants, respectively involving volunteers at the Tsoga community centre of the Samora Machel township in the suburbs of Cape Town and with a group of San youth living in Platfontein, Kimberley, South Africa.

Nature of Conference/Seminar/Workshop: Conference

Presentation situation: I presented in front of an audience of around 20 people, mostly academics.

#### 4.3 Presentation name

who: Heidi Pietarinen & Eija Timonen

event: PAD Participatory Development through Art Conference

when, where: 15.8.-17.8.2018, Rovaniemi, Finland

Abstract: The Flying Ants and Northern Beauty

Ju/'hoansi San community member Lena Tsueb's Flying Ants bead embroidery art work (2016) is carefully embroidered with colourful glass beads on the black cloth depicting aspects of Ju/'hoansi San bead makers' sedentary communal life in Namibia: flying ant emerges from an ant's nest after the rains and they are collected and eaten when rain stops in May. The embroidered language is culturally, visually and materially distinctive.

For years, Eija Timonen has explored cracks, figures and colours of frozen water and the rhythm of these elements from on different layers of ice. Heidi Pietarinen was impressed by tactile and colourful qualities of Timonen's photos. So she started to interpret and weave these images into jacquard woven textiles. The Flying Ants gave an inspiration for Pietarinen and Timonen to have Ju/'hoansi San bead makers', indigenous inhabitants of Southern Africa, a stake in the overall Ice-project. It is a crossing borders project, which opens possibilities to learn about textiles so that the designs would invite their viewers to look at different textile cultures. The cultures teach us to find contrast of colours and materials within the simplest forms. This study focuses on how different artists worked under the same theme and what kind of artifacts, material choices, themes, colours and other design elements were used in the art project. Our approach were multimethodological: We used a multimodal image analysis, artefacts, thematic discussions and concrete art making. The research framework consisted of the interpreting the design process. Whenever possible, we investigated the material choices against the cultural background. The aim of the research were developing the method for multicultural artistic co-operation.

After seeing Ju/'hoansi San bead makers' embroidery art works, Pietarinen and Timonen started to study the complexity of the collaboration and stakeholders from different cultural and educational backgrounds, from Finland and Namibia. The art led method offered possibility to express the culture, identity and the dialectics between cultures. The participants developed their individual art pieces freely interpreting the shared theme, the ice. The target beneficiaries were San and Finnish women who had a potential to increase participation and what they consider distinctive about their culture while interpreting the ice-themed photos. The essential results of the project were interpreted jacquard textiles and beaded art works, which were based on Timonen's ice photos.

Keywords: ice photos, jacquard woven textile, beaded art work, multicultural discussion

Nature of Conference/Seminar/Workshop: Collaborative project with Omba Art Trust in Namibia, results presented to the audience during the conference.

Presentation situation: An article The Flying Ants and Northern Beauty (25 pages, 13 pictures) to be downloaded from:  
<https://docs.google.com/document/d/19dirJsa7E74OMqD86tYsta0pXQEcnDPKLNJN1LlnkqQ/edit?usp=sharing>

#### **4.4 Participatory Learning through Sports with Indigenous Youth**

who: Essi Kuure & Karol Kowalski

event: PAD Participatory Development through Art Conference

when, where: 15.8.-17.8.2018, Rovaniemi, Finland

Abstract: Participatory Learning through Sports with Indigenous Youth

Sport is a crucial platform for youth empowerment and self-development especially among marginalized youth. It has the same kind of unifying component as music or art has. The paper explores how playing sports can support participatory learning and development with the youth. It focuses on one practical case done at Platfontein, South Africa, where football match was used as a tool for facilitating cross-cultural learning, dialogue of leadership as well as recognition of team members and their skills. These are important capabilities for the youth in everyday life but also when entering to working life.

New inclusive tools that support sharing between participants are needed in participatory development. The paper outlines football match as a method for participatory development and discusses the benefits and limits of such method. The topic is discussed from two perspectives: the facilitator, academic professional doing mobility exchange in SASI (South African San Institute) and the participant, Indigenous youth living in Platfontein.

The football match provided fun and active way of learning about itself, others around me and our possibilities. As football game and rules were already familiar to the youth before the match, it was possible to use the match structure to support additional goals like learning about team building. As a result, the paper will present practical guidelines for building inclusive methods for participatory development with the youth.

Nature of Conference/Seminar/Workshop: Participatory interactive workshop with Youth, results presented to the audience during the conference

Presentation situation: to be downloaded from:  
<https://drive.google.com/drive/folders/12AVvOYxI0Rg4HZZmtBFtIMErSMJf93YX?usp=sharing>

#### **4.5 Participatory Design as a Tool for Social Change. PART.Y. Experience**

who: Ana Gabriela Encino Muñoz

event: Exo-Diseño Conference

when, where: Aguascalientes, Mexico, 1-5 October, 2018

Abstract: This conference had the aim to present the experience of delivering a workshop within the frame of a Participatory Design project with the intention of showing students the role of design and designers as agents of change in social issues. The format of the presentation was first, a brief introduction of the PART.Y. project objectives; then, my experience doing the mobility as part of this project and last, a set of recommendations for designers to create social impact.

Nature of Conference/Seminar/Workshop: Conference

Presentation situation: This presentation was part of the conference “Exo-diseño” Social Perspective of Design in which the aim was to make visible the social impact of social design practices. The event was organised by Design & Architecture Faculty of University of Aguascalientes. The conference attendees were students and lecturers of this faculty.

#### **4.6 Service design tools to engage marginalised youth in San Communities of Southern Africa**

who: Pierandrei F, Remotti S, Tang T, Chivuno-Kuria S and Anfossi S

event: ServDes2018

when, where: 18-20.06.2018 Milano, Italy

Abstract: This paper reports the findings as part of a EU funded project which focuses on the participatory development with the Youth in marginalised communities of Southern Africa. It discusses the advantages of the adoption of Service Design methods in providing self-awareness, engagement and active collaboration among participants. Based on the literature review of Social Innovation, Participatory Design and Service Design, a framework is proposed and suggests a different overview of the role of individuals in a contemporary community, with the aim of identifying features that enable and empower the youths as change agents in their communities. A tool book is created as a result of a selection of the most effective tools and techniques developed and used in a series of workshops carried out with local Youth. Through a case study, we illustrate the use of process and tools that enables and creates an ethical, equal and open platform where the basic skills can be transferred, and issues or challenges identified individually and collectively can be transformed into solution-oriented opportunities.

Nature of Conference/Seminar/Workshop: International service design conference

Presentation situation: International academic audience from different design field, about 30 people at the presentation.

#### **4.7 Service design tools for stakeholder dialogue and youth empowerment in Africa**

who: Miettinen S, Tang T, Remotti S, Delfino E, Brutto F, Alonso S, Dammann J.

event: Cumulus Conference

when, where: 11-14.04.2018 Paris, France

Abstract: The aim of this paper is to present a service model and methods that enable empowerment and action in the context of the San youth. Their stakeholders have an extremely important role in both providing services as well as lobbying for their cause to improve the situation in the local context. When the public service production does not have vast resources available the role of civil society and non-governmental organisations become more and more important in the service production as well as in the service delivery. Further, it is fundamental to develop means for local dialogue that enables communication between different stakeholders and the San youth. This paper focuses on service design and creative methodologies that can be utilized for creating wellbeing at the local level in South Africa and Namibia. Service design has become an important tool for creating insights and understanding over complex societal challenges and finding new solutions for underserved and marginalized communities. It is looking at service design as a platform to create both foresight and solution-oriented process to create dynamic capabilities through local dialogue in response to the needs of underserved communities.

Nature of Conference/Seminar/Workshop: International design conference

Presentation situation: International academic audience from different design field, about 20 people at the presentation.

#### **4.8 Promoting sustainable behaviour and building capability through design**

who: Tang Tang, University of Leeds

event: NESTA- National Endowment for Science and the University of Leeds for the professional development in interdisciplinary workings, innovation and collaboration

when, where: 20.3.-21.3.2018, University of Leeds, Leeds, UK

Abstract:

I introduced a range of tools developed and adapted while working with indigenous San youth in the PARTY project..

Nature of Conference/Seminar/Workshop:

Seminar

Presentation situation:

The audience was academics attending at the seminar and more than 40 people were reached.

#### **4.9 Enabling local dialogue through service design and participatory storytelling: a case study of the San youth and their stakeholders**

who: Tang Tang, University of Leeds

event: Research link workshop on "The impact of rapid urbanisation on health in Chinese mega-cities

when, where: 27-29.11.2017, National Natural Science Foundation of China (NSFC), Xiamen, UK

Abstract: I presented a dialogue model that has helped to identify opportunities to motivate and potentially empower youth to be/become involved in service innovation and local dialogue with stakeholders.

Nature of Conference/Seminar/Workshop: Workshop

Presentation situation: The audience was academics and university students attending at the seminar and more than 100 people were reached.

#### **4.10 Development of a community engaged system for culturally sensitive design**

who: Alessandro Medici, UNIVLeeds

event: Making an Impact PGR Conference

when, where: 15.06.2016, Leeds, UK

Abstract: For Design to improve the habitability of the world and achieve sustainable development, Participatory Design (PD) is a key tool for understanding and valuing the cultural diversity of actors and stakeholders throughout participants' engagement at all levels of the development process. My research aims to develop a system that supports designers working across a range of international contexts in their development of positive and impactful interventions within marginalised communities; in so doing, the research explores how to best approach and engage participant to foster positive social change by generating inner motivations for change. The practical application of such a system is the main focus of the presentation. I will draw from the fieldwork experience I have recently carried in Namibia and South Africa with the community of the San people.

Nature of Conference/Seminar/Workshop: Conference

Presentation situation: The conference aimed to bring together postgraduate students from across all Faculties of the University of Leeds in order to explore and articulate the impact of

their research and how it relates to the concept of cultural value. Each speaker had 3-5 minutes to present their research using a maximum of 3 PowerPoint slides. Around 30 people attended the event.

#### **4.11 Conducting Fieldwork in Development Contexts: Expectations, Encounters and Entanglements**

who: Paul Wilson, Dan Brackenbury, Kiwoong Nam and Alessandro Medici, UNIVLeeds

event: 4th annual RiDNet (Researchers in Development) conference

when, where: 30.11.2015, Leeds, UK

Abstract: Lessons in Participation from PARTY

This presentation will discuss a case study which uses Participatory Design (PD) research methods as part of a wider study which is aiming to develop new service design solutions to address issues among the youth of the San tribes in South Africa and Namibia. PARTY is an EU RISE award currently being undertaken by staff and PhD students in the School of Design alongside partners at the University of Lapland, PACO Design Collaborative in Milan and from the Polytechnic of Namibia and Cape Peninsula University of Technology.

Alongside our partners, the project team visited San communities in Namibia and have begun to engage with marginalised youth in both Namibia and South Africa during mobilities which took place in the Summer of 2015. Initial workshops were undertaken which looked to develop sets of methods and tools which initiate conversations, uncover stories and imagine futures in and through work. During the course of these activities, it became clear that there were certain challenges and opportunities present when planning and working with marginalised youth using PD methods. The presentation will look to make use of experiences from the first two sets of workshops in order to discuss issues around working with youth communities in such countries; the significance of shared understanding of cultural values, the perils or pitfalls when using particular methodological approaches and the necessities for negotiation with key stakeholders other than the community themselves.

Nature of Conference/Seminar/Workshop:

The conference theme was: 'Conducting Fieldwork in Development Contexts: Expectations, Encounters and Entanglements'. The 4<sup>th</sup> Annual RiDNet Conference showcased a range of methodologies that researchers may want to add to their fieldwork 'toolkit', whilst reflecting on real-life experiences of fieldwork, to help you to dynamically manage the demands of developing world research.

Presentation situation:

Academic audience, estimated number of persons reached: 60.

#### **4.12 Meeting the San youth – Ethical issues and researchers positions**

who: Mari Mäkiranta & Outi Ylitapio-Mäntylä, University of Lapland

event: ESREA – European Society for Research on the Education of Adults Life History and Biography Network  
when, where: Copenhagen, Denmark 5.–8.3. 2017

**Abstract:** This paper focuses on the Participatory Development with the Youth Project, which is both an international and an inter-sectoral research study focusing on the San young people living in indigenous communities in South Africa and Namibia. Professor Satu Miettinen, from the University of Lapland, is coordinating the project, which is funded by Horizon 2020. The project aims to use participatory and explorative service design tools to endorse human development and assist in reducing youth unemployment by increasing the involvement and inclusion of young people in service development in South Africa and Namibia. The project focuses on San youth and young adults (13–24 years of age), especially those living in poor or otherwise marginal conditions and who are either marginalised or face the risk of becoming marginalised.

Our efforts are directed towards considering both the ethical questions and the positions of the researchers when studying the youth in the cultural context of the San people. In the paper, we explore what types of ethical questions we should ask when researching ‘otherness’ and indigenous cultures. What kind of challenges arouse when the researchers tried to hear the voices of the San youth? These discussions were laden with the complex dynamics of power and ethics and they additionally raised the question of voice.

The paper is based on a one-month study period in Cape Town and Khwattu, the cultural centre for the San people in South Africa. The study period, which is part of a four-year research project, led us to consider the ethical questions when meeting people with different cultures and backgrounds.

Nature of Conference/Seminar/Workshop: ESREA/LHBN 2017 / European Society for Research on the Education of Adults Life History and Biography Network  
<http://conferences.au.dk/esrealhbn2017/>

Presentation situation: Academic audience from multidisciplinary fields such as art education, adult education, biography studies, life history , about 60 person in our presentation. We are publishing an article based on our conference presentation (in press)

#### **4.13 Presentation name: Listening to ethnic minority youth in Namibia**

who: Mari Maasilta  
event: NordMedia Conference  
when, where: 17.-19.8.2017 Tampere, Finland

**Abstract:** Thanks to the global blogosphere and different social media sites, ethnic minority youth have got new possibilities to contribute their own future and the future of their community, but as several scholars have noted, access to interactive media technology is



not sufficient to be heard by the political decision makers. There are fundamental communicative challenges associated with the digital media and political dialogue. The claim that listening is 'easier' in online participatory media is weakened by technological determinism and not supported by studies addressing listening in online media. (O'Donnell 2009; Couldry 2010.)

In the sphere of politics, 'voice' is equated with the expressing of opinion or expressing of a distinctive perspective on the world that needs to be acknowledged. This use continues to be useful, especially in the contexts where long-entrenched inequalities of representation need to be addressed, for instance in participatory communication for development and social change (Servaes & Malikhao 2005; Tacchi & Keerthirathne 2009). However, 'voice' is about more than just speaking and the growing incitements to speak; one has to pay attention to the conditions of effective voice, under which people's practices of voice are sustained and the outcomes of those practices validated. Couldry (2010) uses the term 'voice' in a way that distinguishes between two levels: voice as a process and voice as a value. Voice as the social process involves, from the start, both listening to and speaking, an act of attention that registers the uniqueness of the other's narrative, which in its turn requires a sociological attention to the processes of valuing voice. The sociologies of voice have not just individuals as their reference-points but also the 'landscape' in which they speak and are, or are not, heard.

This paper analyzes the online and offline participation of a group of ethnic minority youth residing in Windhoek in their efforts to be heard in discussions about education at both national and global level. The activities of the minority youth organization include the processes of representative democracy through their spokespersons, the engagement in international cooperation through NGOs and educational institutions and different social media activities. The efforts to engage in politics are analyzed as a step-by-step learning process in which the reflections of the youth are of remarkable importance. The empirical material thus consists of both social media sites of the minority youth organization and of participatory workshops and interviews with this youth. The material is collected in Windhoek in March 2016 and in April 2017 in the EU funded mobility and research project PARTY.

Key words: politics of voice, listening, ethnic minority youth, political engagement

Nature of Conference/Seminar/Workshop: International conference

Presentation situation: Presentation in the division "Media, Globalization and Social Change" for about 30 participants of the conference.

#### **4.14 Co-creating an enabling reading environment for and with Namibian children**

who: Helvi Wheeler, Essi Kuure, Margot Brereton and Heike Winschiers Theophilus  
event: Participatory Design Conference (PDC) 2016

when, where: August 15-19, 2016 Aarhus, Denmark

Abstract:

Namibian children's appreciation of literature is falling behind. While children develop functional literacy, enough to search the web and read for information finding, their skills plateau due to their limited forms of reading. Thus this paper draws on a participatory approach with different stakeholders aiming to cocreate a stimulating and enabling reading environment for Namibian children. Four different participatory workshops were designed to discover ways to deepen the reading culture, in particular by exploring contexts in which children would read and also author books. Acknowledging the different roles of stakeholders in an ongoing national agenda of enhancing the Namibian reading culture, it becomes clear that the various aspirations of children as expressed in their designs need to be accounted for, interpreted and translated into a feasible plan of action. The paper outlines a way of using participatory design workshops at a number of levels to obtain design inspirations for further interventions towards enhancing kids' reading experiences.

Nature of Conference/Seminar/Workshop: Academic conference

Presentation situation: Presentation on academic research paper on youth and reading.

## 5. Conclusions

It has been important that the project has addressed both the academic and practical audiences. Practical presentations have focused on presenting different service design tools and methods. Academic presentations have produced new knowledge on models as well as more in depth issues such as ethical aspects and empowerment. There has been good number of academic and scientific research papers produced during the process. There will be a new academic book produced coming out after the project is ended around design for complexities: *Managing Complexity and Creating Innovation through Design* (Eds. Miettinen, S. & Sarantou, M.). The book will be published by Routledge, London & New York in April 2019.

The publication venues have contributed both to the practical knowledge on fighting the societal challenges as well and contributing to new knowledge on innovative solution for youth at risk and especially Indigenous youth at risk. Even if the project is coming to an end there will be more articles and presentations to come.

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