

## D5.2 ROADMAP HOW TO UTILISE NEW SERVICE DESIGN METHODS WHEN DEVELOPING NEW TOOLS TO IMPROVE LOCAL PARTICIPATION AND DEMOCRACY

WP5: Training

02/2018

<b>Project</b>	<b>PARTY</b>
<b>Project full title</b>	<b>Participatory Tools for Human Development with the Youth</b>
<b>Grant Agreement</b>	<b>645743</b>
<b>Funding scheme</b>	<b>Marie Skłodowska - Curie Actions (MSCA), Research and Innovation Staff Exchange (RISE), H2020 - MSCA - RISE - 2014</b>
<b>Deliverable</b>	<b>D5.2 Roadmap how to utilise new service design methods when developing new tools to improve local participation and democracy.</b>
<b>Workpackage</b>	<b>Nro 5. Training</b>
<b>Authors and contributors</b>	
<b>University of Lapland</b>	<b>Mari Suoheimo Maija Rautiainen</b>
<b>Paco Collaborative</b>	<b>Sara Alonso</b>
<b>Namibia University of Science and Technology</b>	<b>Shilumbe Chivuno-Kuria Rosetha Kays</b>
<b>Cape Peninsula University of Technology</b>	<b>Professor, Dr. Retha de la Harpe Vikki du Preez</b>
<b>University of Leeds</b>	<b>Dr. Tang Tang</b>

## 1. Introduction

The PARTY project aims to endorse human development and assist in reducing youth unemployment by increasing the involvement and inclusion of young San people in service development in South Africa and Namibia by using participatory and explorative service design tools.

The youth population of sub-Saharan Africa is rapidly increasing. Youth unemployment remains a barrier for the youth to contribute to the social-economic development of their countries. The government, NGOs and researchers can increase the knowledge in the challenges faced by unemployed youth and the possible solutions that could mitigate this.

In this document, all views, values and recommendations are from partners of the PARTY project. Throughout the project we focused on service design methods for new tools development to empower our youth so they can plough back into the local community.

## 2. Methodology

In this chapter, we discuss the theoretical framework related to the implementation of a roadmap when developing new tools to improve local participation and democracy for the San youth in Namibia and South Africa.

### 2.1 Strategic Thinking

The Oxford dictionary defines strategy as: “A plan of action designed to achieve a long-term or overall aim” (Strategy 2018). The plan is to have a long-term aim with perceived goals that should be attained. Unfortunately, strategic thinking literature alludes to the fact that often there is a problem of a gap between the upper management and what is actually being done in a company or organization (Mintzberg 2015; Betz 2016). Betz (2016) in the book “Strategic Thinking” reveals how institutions with top-down communication only tend to have only wishful strategy, while institutions with top-down and bottom-up communication have a greater chance of succeeding. Leaders are the ones that create the strategy, but also are responsible for how to implement their plans in the long term (ibid.).

Strategic thinking can be both realistic and idealistic. It needs to be idealistic to get in a new atmosphere to a new goal (ibid.). Realistic in the sense that there needs to be an understanding of what has been achieved thus far, what has worked and/or not, and how to improve the challenges encountered (Mintzberg 2015; Betz 2016). A strategy defines an institutions means of being (Mintzberg 2015). Ibid, p. 32 state the following “strategy is also about identifying and prioritizing needs and expectations and aligning the firm’s efforts on those to be fulfilled” (ibid, p. 32).

Ultimately according to Mintzberg (2015), strategy is about creating value which is also the same goal as that of service design also (Sangiorgi 2013). A good strategy is focused on what it wants to achieve (Mintzberg 2015). It has been a long debate whether there should create value for shareholders or to have a greater social impact (ibid.). Shareholders are the institution owners that have invested in the entity. For example shareholder strategy in the Lehman Brothers during the economical crisis did not work out (ibid.). Already in the 1920s Henry Ford stated that what is good for business is good for society and that the service comes first (ibid.).

After the development of a strategy, a roadmap needs to be created to plan for the implementation.

## 2.2 What is a roadmap?

A roadmap is a tool for strategic planning, innovation and managing technologies (Amer & Daim 2010). It is a visual presentation of these dimensions (ibid.). Roadmapping according to Kher et al. (2017) is flexible and shows how an entity can take ownership of the things being planned. It is also a way to help managerial decision making (Wright et al. 2013). After Motorola established the tool (Willyard & McClees 1987) it has been adopted by others as a principal tool in strategic planning (Phaal & Muller 2009).

Roadmapping has the aim to give focus to planners so it promotes a certain perspective (Phaal et al., 2006; Cosner et al., 2007). As it gives a common perspective, it is a tool that helps the stakeholders to gain consensus on how to move forward (Kher et al. 2017). When a roadmap is ready, it is useful to communicate a common vision and attract funding as an example (Kerr et al., 2012a; Kostoff & Schaller, 2001). It also shows the practical steps of future courses of action (Amer & Daim 2010).

## 2.3 Service design methods

Service design uses participatory approach in the process. In the PARTY project, service design has been established to be used a community based design process that gives more impact to the youth and the community. As the goal is empowerment of the youth and the communities, participatory methods give stronger engagement and more possibilities to continue the empowerment inside the community (Miettinen, Vuontisjärvi 2016).

*“Empowerment is the capacity of individuals, groups and/or communities to take control of their circumstances, exercise power and achieve their own goals, and the process by which, individually and collectively, they are able to help themselves and others to maximize the quality of their lives” (Adams 2008).*

Empathy methods have taken an important role in the project. By sharing the experiences of using different methods that aim at creating empathy such as storytelling, using videos, drama acting and posters which can gain empowerment that can create local dialogue within the community. As Hannula (2000) points out that in the Freirean pedagogy the community in the Party's case needs to gain awareness of their reality in order to have power to transform the situation and by this encounter their humanity and liberty.

Empowerment and empathy can be seen to display the impact in creating more local actions in sites. The project further aims to improve collaboration between the local stakeholders and NGOs, and this is the reason why the participatory and empathy tools are valuable.

## 2.4 Developing new tools

Service design is using prototyping as one of its methods for developing and testing services. In prototyping sessions, or more commonly said in testing workshops, more perspective on participant's motivations, needs and emotions can be acquired. By developing training units and courses, the emotional side becomes an important role to achieve the empowerment and possibility of encouraging the youth and stakeholders to continue the training work in their communities.

*“The service design process provides the platform and the tools for the stakeholders and the developers to integrate the themes of emotion in service development. This includes the customer’s emotion and experience during the service experience as well as the emphatic effort to understand the customer’s emotion and use this knowledge during the decision-making process when developing services.” (Miettinen, Rontti, Jeminen 2014)*

Prototyping the training units is crucial to gain the motivation for the stakeholders as they should be continuing the work in sites. The training units should also be interesting for the youth to be able to motivate them to participate, to enhance their self-esteem and give them more tools to seek their dreams and goals in the life.

The idea behind these training tools is to give youth and other stakeholders a practical manual to be used to organize and run specific workshops. Most of them don't require prior experience so they are specially designed to be “ready to put into practice”. Moreover, all of the courses contain a downloadable document which contains the objectives of the course as well as tips and more information about how to test them.

Development should be done in participatory and co-creative workshops that will reveal the challenges of the training units so that they could be turned into opportunities and possibilities. It is a key factor to allow participation from the stakeholders, NGOs and the youth in the development process, so that they can consider the context, emotional motivation and understanding. The trainers and the participants can give clear contributions to creating the actual instructions of the training units that will be in their use.

## 3. Course units

Since the first stage of the PARTY project activities, there were various kinds of workshops and training activities with the youth, the community and the trainers of the San youth where a questionnaire was used to find the best practices. These questionnaires would be used to inform and help in the implemented guidelines for the roadmap. The following chapters will

show more information on the courses that were developed. Every partner created a course unit of their own, but all the partners discussed and implemented a logical sequence for all the courses. As an example when a facilitator or a mentor comes to work with the youth, they will have practical training with NUST about the codes of ethical conduct. Then the Grace model will be applied on how to work with the youths' self-esteem and empower them with the possible difficulties in the community through art.

### 3.1 Namibia University of Science and Technology

As a developer or designer, it is impossible to take on a task such as to design or develop a solution to an identified problem without involving the actual community members affected by the problem. Therefore, the community of the identified problem should be given the opportunity to contribute in a way that helps not just them getting a solution but researchers to get a clear understanding of their issues so as to facilitate in such a way to reach a solution to the identified problem. This practise is called collaborative or participatory design which will be used by the facilitators to get a common understanding with the participants and to sensitize them or bring awareness regarding Ethical concerns.

Thus, the Namibia University of Science and Technology (NUST) selected Participatory Design as a method that could be used to draw up Ethical guidelines for conducting research or working with Marginalised San Youth. Participatory Design focuses on the user being an active participant from requirements gathering to the technology deployment stages (Hayes, 2011; Winschiers-Theophilus, 2015a). PD has successfully been used in various research projects within Southern Africa and internationally with the youth to co-design services especially related to health (Du Preez & Cilliers & Cheung-Nainby & Mietinen 2015; Winschiers-Theophilus et al. 2015a; Winschiers-Theophilus et al. 2015b).

NUST identified Ethical Orientation for Facilitators as a critical course for those working with San communities in Namibia and South Africa. Some of the individual or organisations that the course will target include local and international researchers, Non-governmental organisations, and facilitators as well as the youth themselves.

**Experiential Learning:** Kolb's Experiential Learning Theory (Kolb, 1984) defines experiential learning as a method whereby "knowledge is created through the transformation of experience" (Kolb, 1984). With this participants can share their experience and reflect and conclude on their experience which can lead to future experiment.

**Role-Playing:** This is part of experienced-based learning where participants will be given particular roles with exact steps to follow to perform a scenario after which they will do a reflection and discussion about what happened and what other ways they could act that is relevant for the situation

**Socratic dialogue:** It is not advisable to force some information onto the participant or a student and expect them to remember all from their heads but rather to use a tool like socrate dialogue to let the participant willfully take responsibility and ownership in their own learning process. This will help the participant to be more attentive and make the learning process much easier and enjoyable.

### **Course Units to disseminate:**

Ethical Orientation for Facilitators

## **3.2 PACO Design Collaborative**

PACO Design Collaborative understands design as a way of thinking and expressing ourselves, which perfectly matched with the identified need of San youth to develop their communication skills. Therefore, different tools were tested in order to reach this goal. Among these tools, PACO decided to choose two of them as training units for a future facilitator. The two chosen courses (“Manage graphically a concept” and “Storytelling video”) require no prior knowledge and are didactical practise-based, focusing both on the development of different “communication channels” that let participants learn new forms of expression that they can use again in the future and develop their self-awareness.

According to “Manage graphically a concept course”, it is a two-day course that teaches participants how to express a topic through images. In this case, students were asked to make a poster about “What is San culture and lifestyle for you today”. Through different tools (the big 4, in/out and storyboard), participants are able to identify and reflect about their culture and lifestyle. Participants found this tool simple and clear and different interesting topics came up from the posters like access to energy, policy, nature conservation, entrepreneurship, etc. As for “Storytelling video course”, it’s aim is to create a personal digital CV to help students to introduce themselves and tell about their personal stories and skills with the support of digital images and videos. As a result, participants not only learn how to use Windows Movie Maker but also how to express themselves through an innovative channel and acquire self-awareness useful to find a job.

Both courses require the students to talk about their lives and personal stories. Therefore, even if facilitators are not required to have any prior knowledge, empathy and knowing how to put yourself in the same level of the students (doing your own video, for example) is an important issue in order to create a comfort and trust environment.

### **Course Units to disseminate:**

Manage graphically a Concept Course

Storytelling Video Course

## **3.3 University of Lapland**

The University of Lapland identified that the Grace Model using art as a medium to bring change was seen as a good tool to create a course package since it had worked well in practice. Community theater and storyboard had worked well in the workshops done earlier. They were selected for further implementation. Grace model is to bring grass-roots action through art and it was developed particularly to this project from the idea of Hero's journey of Joseph Campbell (Sarantou & Kontio & Miettinen 2017; Campbell 1949). “Hero’s Journey as a complex synthesis of tools based on drama, storytelling, creative writing and coaching, that was developed by Taina Kontio” during My Dreamworld project and Party project (Sarantou



et al. 2017, p. 2). The idea's basis is that stories can heal and mend, make a person to become a whole (Estes 2004). Stories or storytelling is a form to bring cohesion and people from different cultures may connect to it (Sarantou et al. 2017).

Hero's journey is art-based research and approach that has an aim to create empathy and self-reflection, which happens through storytelling. In a Hero's journey play, participants need to overcome obstacles in order to achieve an ideal dreamed stage. During the play, the mediator can work as a life coach. The player itself will make auto-reflection by playing. The purpose is to empower and help the youth to find their dreams and how to reach them. On the way, for example, the youth may identify entities or people that are needed to reach this goal. (ibid.)

The Grace model is based on informal learning, which is the case of many San youth that doesn't have access to the formal learning often (ibid.). Storyboard is the first part of the course package created by the University of Lapland to identify community problems and needs. The theatre course is then acting on the base of these storyboards creating solutions for the people in the community. It is a way that the youth can visualize how they can reach the goal and overcome difficulties.

#### **Course Units to disseminate:**

Drama Course Unit A - Developing Storyboards

Drama Course Unit B - Community Theatre

### **3.4 South African San Institute**

The SASI's courses are equally based on the Grace Model as the University of Lapland. The idea is to empower the youth through art activities. The Course Unit was divided into three: Family Tree, Photographing, and Social Sculpture. All of them have in the core to build the youths' identity and values. This was one of the questions raised by many partners in the questionnaire. At the Family Tree course, the youth can see and understand better what is their cultural heritage and what good things and values they have gained from their ancestries as an example. They can also recognize that they themselves can be these people that will have a good influence in the community. Engaging one in his or her community makes the person work for it and not against (Saastamoinen 2009).

In the photographing course, the youngster builds through their self-portraits their cultural and self-identity by picturing themselves in places that are important to them. An exhibition of the images can create a dialogue with other communities showing that the San youth are similar to any other youth, wishing to have a better future for them. At the Social Sculpture course posters, video or performances can treat issues that are difficult in the community and disseminate good values regarding the themes. The aim is to give ideas to the youngsters how they have the power to be change makers in their generation.

#### **Course Units to disseminate:**

Building Identity and Values – Family Tree

Building Identity and Values – Photographing

Building Identity and Values – Social Sculpture



### 3.5 Cape Peninsula University of Technology

The engagement with stakeholders and youth community members at !Khwattu led to the development of a dual training course, engaging both facilitators and participants. The approach seeks to empower and sensitise early stage researchers prior to fieldwork. The transfer of creative skills throughout the process enables both practical developments as well as supporting self-confidence and creative expression. The 'Printmaking as Narrative Research Method' course aims to introduce students and early stage researchers to the process of printmaking as a method to engage participants, which enables them to share insights into their contexts, everyday lives and lived experiences. The end result of the process is an intimate object of narrative storytelling, captured within a physical artifact. This allows for a deeper qualitative exploration as well as a participatory experience. In order to foster reciprocity as a foundational research perspective, the course encourages the leave-behind of practical knowledge and skills, as a product of the research activity. This perspective and the transfer of skills and knowledge reflect a more ethical research approach within community projects. The unit introduces enrollees to the practical processes required to use the method in the field, as well as resilient research practice that allows for the scaling and adaptation of the method depending on context and resource availability.

'Printmaking: Creative Surface Design' offers community participants the opportunity to explore their context and lived experience through various hand printing techniques. Participants will learn the basics of collagraph printing and block prints - as part of a design process. The session will also detail how tools can be produced using low-cost or found items. The course showcases various ways in which the techniques can be applied to fabric and paper to produce a range of items, which participants may want to create a creative income stream. The session explores personal storytelling as a method to reflect on one's context and create unique prints and patterns based on personal experiences. The narrative stories gathered in this process, also facilitate an individual and collective insight. This activation of insight and reflection offers facilitators a unique opportunity to gather lived experience from enrollees. The course explores traditional printmaking tools and equipment, as well as methods to produce one's own tools at home, allowing for a fusion of techniques and indigenous knowledge.

#### Course Units to disseminate:

Printmaking as Narrative Research Method

Printmaking: Creative Surface Design

CPUT identified stakeholder mapping as the preferred method to obtain a deeper understanding of the stakeholders and their role in a relationship network. The stakeholders are important for designing sustainable services and once the value proposition is determined the relationships can be strengthened for their mutual benefit. Engaging with stakeholders requires a substantive two-way dialogue between an organisation or group and its stakeholders. Specifically were existing stakeholder mapping methods considered for NGOs, social enterprises and not-for-profit organisations that are typical in underserved contexts (Dersham, 2011). NetMap (Schiffer & Hauck, 2010) was also considered as a method but all the existing methods were not directly transferable to the context of youth development and

therefore the course was developed by using the ideas of existing methods as a starting point to create a method with the youth.

The importance of involving stakeholders throughout the design of new or improved services contributes towards the successful deployment of services. It is important to use methods that allow participants to understand the potential value of stakeholder mapping to benefit from them since the concept of stakeholder mapping is rather abstract. The course uses a group work strategy to develop the stakeholder map. Using a visual method allows the participants to see a visual picture of the stakeholders with whom they collaborate. The informal setup of the space where all the participants are sitting or standing around a table with the map in front of them allows them to focus on the map instead of on an individual. It is also breaking down potential power positions because each participant has the freedom to offer a specific viewpoint. The method also provides for the possibility to reach a consensus view if there are different views of the participants - this enhances their communication and negotiation skills. Using marker pens allow them to freely connect the stakeholder to show the relationships and the method are flexible enough to allow them to use different styles to emphasise a point of need, e.g. drawing some lines with a darker colour to show a stronger relationship. They are also able to draw more than one connection line if they want to indicate more than one relationship type between stakeholders. Using the lego blocks to indicate interest and power/influence also provides an opportunity for them to assign a specific meaning to it. The use of the lego blocks also contributes to a more relaxed situation. There is a sense of ownership at the end of the course when they see the final stakeholder map and realise that this actually has meaning for them to see all their stakeholders on a single map.

Knowledge is obtained through doing while the participants perform the activities. The learning objectives of the course will be achieved through collaborative learning where the map is used as a probe to stimulate dialogue between the participants. Decisions about the positioning of stakeholders on the map; describing the type of relationships; and determining the importance of the stakeholder in the network and level of interest are taken through a process of negotiation where every voice should be heard. It is important for the facilitator to ensure that all the participants are engaged in the activities. Traditional stakeholder mapping is done around an agreed issue at stake and with the intention to reach an agreed change objective. Both these concepts seem to be too abstract for the youth and the methods therefore only focuses on all the stakeholders involved in their situation. The criteria for a successful course is when the participants can already see potential future connections and when they express their understanding of how the relationships can be utilised in meeting their objectives.

#### **Course Unit to disseminate:**

Stakeholder mapping for service provision

### **3.6 University of Leeds**

The aim of the UNILEEDS Skill Transfer Training is to implement creative design skills-based interventions that will empower grassroots youth from the SAN and other disadvantaged communities in South Africa as change agents in the community development. By using a participatory approach and consulting partners from CPUT, a range of skills needed by the

youth at risk groups are/will be identified and a series of training sessions will be run with the support from CPUT from January-December 2018.

The specific objectives of the proposed project are:

- To allow the outcomes of UNILEEDS PARTY activities to be applied on the ground and disseminated among San, and other disadvantaged youth and stakeholders working with the similar issues;
- To maximise the benefits to be gained from the human resources input for the community development available in the PARTY project;
- To create a university - community development model to translate research results into tangible community development goals and best practices in a socially and culturally sustainable manner;
- To identify suitable youth who can be trained as community development agents to co-facilitate training sessions, and who can continue to act as facilitators of new projects after the completion of the PARTY project.
- To implement and evaluate training interventions that will increase the skills of the participating youth, who have the potential for development and ultimately increase their own confidence in their own capabilities. This presents further opportunities for social innovation.

Four phases of transfer process include:

- Phase 1 Intention to transfer: UNILEEDS mobile staff will contact CPUT with an intention to transfer eight weeks in advance so that CPUT team will confirm the possibility of running the training sessions with two weeks after receiving the intention.
- Phase 2 Planning for training: with the confirmation from CPUT, a training plan will be shared with the CPUT team four weeks in advance.
- Phase 3 Initial transfer with the CPUT students
- Phase 4 Implementation of transfer intervention with the community and/or stakeholders ideally with the CPUT students as co-facilitators.

Following activities around digital storytelling as a tool for individuals to practice a form of life-writing, an approach to developing a model of 'dialogical practice' as a means of collecting stories from marginalised communities emerged. Within this was an idea to make use of new forms of reflexive documentation, in particular, visual tools for participatory, qualitative data collection. These were embedded within a workshop model, which sought to use storytelling methods to identify opportunities for the production of 'counter-narratives' (Fuad Luke 2009) of a community's identity or to actively redefine ideas of community. From this comes a model of pedagogy and engagement with community members which forms the basis of the 'Community storytelling' unit. By utilising the first-hand experience as the point of departure for developing common or shared

#### **Course Units to disseminate:**

Identifying opportunity - Community Storytelling

## **4. Implementation plan**

The Implementation plan is an important part of gaining the benefits of the training units. As they present the best practices learned in the project, they should consist of an implementation plan that truly makes them reachable for the youth, communities, local stakeholders, and NGOs. Furthermore, the wider audience for the training units should be reached using different ways.

#### **4.1 Implementation of the project**

The course packages will be further tested and prototyped in the project in different sites and have further development. The units are made so that there would be researchers testing them to ensure that there are local stakeholders and NGOs using them to train the youth and local communities. This will require good instructions that will be created in the process.

One of the objectives of the course packages is for the youth and local communities to get empowered and to be trained as trainers, so they could spread the course packages and the trainings further. The co-design with the youth, Stakeholders, and NGOs will enhance their engagement to the training and have better impact for their future use.

#### **4.2 Train the trainers**

Train the trainers is an approach used to train potential facilitators with skills on how to facilitate or how to transfer knowledge or share training material with others. The San youth's request was to get some training on how to facilitate so that they can do the same with their own communities not just in urban but in the rural areas as well.

The San youth learned facilitation skills by creating a holiday school program. The workshop allowed them to design a week's programs for holiday schools that they would run in their home villages during the December holidays through co-designed method. Furthermore, they also learned and practised how to facilitate group work.

Through this process came about the understanding of the activities that the San youth and children like doing like for example: fun games, dancing, storytelling, bible reading as well as drama. Ana-jeh San Trust and youth's enthusiasm for learning new skills and giving back to their community and their abilities to applying the new skills that they have learned within their own communities.

Assessment that learning has actually happened can be seen in the form of developed plans for a holiday school program; audio recordings of the discussion of the participants and reflection of the facilitators.

It is always advisable to leave something behind as reference or support for participants by making material available where they could easily be found. This can be implemented by making all related videos, audio, and documentation about how to facilitate or conducting training available on the digital platform.

#### **4.3 Dissemination for wider audience globally**

The course packages will also be disseminated to a wider audience using the digital platform as a good tool to do so. The digital platform is easy to reach using the internet and gives the

methods and tools to be used in the training. This will lower the gap to start using the training units. For the implementation can be used multiple methods in different occasions as academic conferences and seminars, public events and in the sites.

**Publications:** This could be done in the form of an either online or printed video, music, book or journal for future researchers to use. By publishing, we will make information or stories available to researchers or facilitators to make use of it.

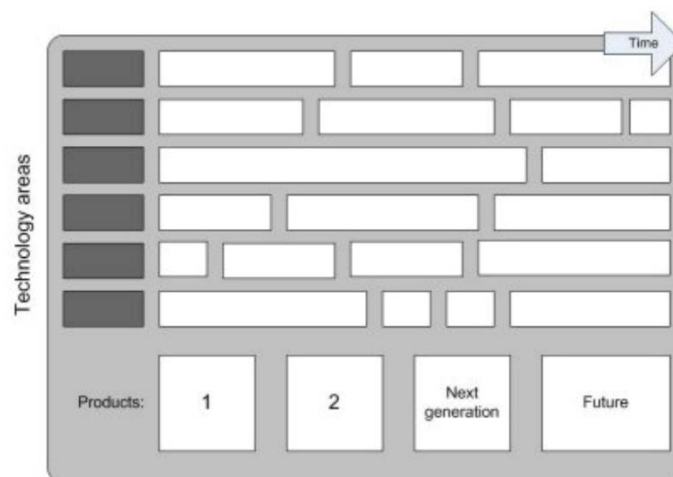
**Case Studies:** Through different case studies researchers facilitators will be able to evaluate different environmental or communal ethical issues. The case studies are to research into the development of the San community and their situation to show the thesis.

**Workshops:** Workshops can be held with a group of participants that can engage in an in-depth discussion and further activities on the ethical concerns for example where the course package can be used. This will also further help to explore aspects of life that the community long for.

**Booklet/Flyer:** This will show how the document or book is actually grouped into specific sections including indexes of the pages or what is contained inside a document or book. This is also referred to as the table of contents. Through sharing the flyer awareness can be created about ethical behaviour.

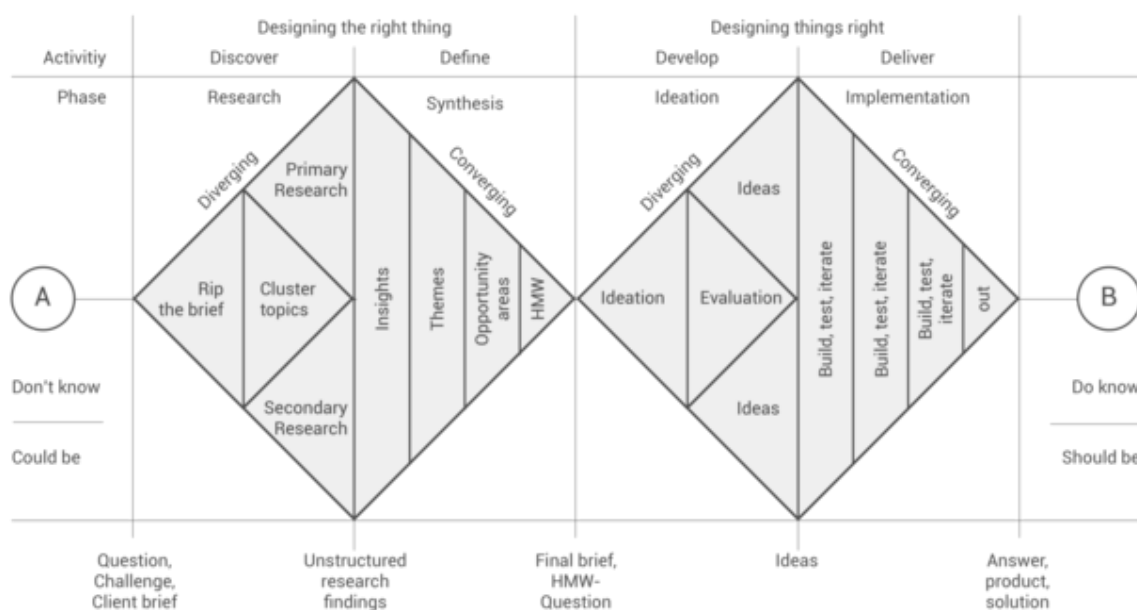
## 5. Making the roadmap

A roadmap begins with a timeline that shows the principle milestones that should be obtained. On the left bar or under the timeline there can be defined different kinds of themes that an entity wishes to accomplish. The map itself is malleable as it can be adjusted according to the aims and goals of a project, strategic planning. It is a tool much used in the future planning of a product and technology management, but in other areas too (Sauer et al. 2017; Ho & O'Sullivan 2017).



**Table 1.** Example of a roadmapping template ('Technology roadmap', n.d.)

There are plenty of strategic methods to be used in the template. In figure 1. Double Diamond design tool for planning was a natural way of starting and making the ongoing process of the project. It is a tool that organizes the creative design process ('The Design Process: What is the Double Diamond?' 2015). The method is easy to implement here, as the PARTY-project itself has had it as a strategic process thus far. We are now in the middle of the two diamonds, the definition of goals or the problem scope, and what is needed to accomplish has been done. Together with local participants in the field and partners, there were different kinds of actions completed to get more familiarity with the San youth and their stories, and what they wanted to see. Service design methods like listening, familiarizing and empathizing were the core. On the basis of the data collected, there were different kinds of workshops performed with the San youth for them to improve their conditions, and the problems they defined previously.



**Figure 1.** The “Double Diamond” template ('Double diamond framework' 2016)

On the narrowing curve of the diamond in Figure 1, there is the evaluation of the workshops, showing what has worked the best. A questionnaire was applied to get feedback, which helped to refine the future development of the training and actions. The course packages will be implemented from the best ideas and should continue to evolve and change the future of the San Youth in a strategic way. There needs to be a defined timeline when the course packages will be implemented and after, an analysis of impact. The aim of the Project is to empower, democratize and make the San youth their own change makers and all the course packages have this aim incorporated.

## D5.2. ROADMAP

	2015 - 2016	2015-2017	2015-2017	dez 2017- jan 2018	Jan-18	2018-2020	2020	
	Why? Objectives? Vision?	How? Collect stories	What? Places and workshops	Data analysis and future	How? Course packages	What? Implementation Plan	Analysis of impact	
Actions	Why: San youth unemployment	Namibia - Windhoek - empathizing workshops	Namibia - Windhoek - empowering workshops	Questionnaire to analyze the best outcomes	NUST: Ethical Orientation for Facilitators Course Package		Make a feedback questionnaire	
	Objective: democracy		South Africa - Platfontein - empowering workshops		Creating a course package template	PACO: Manage graphically a Concept Course. Storytelling Video Course.		Analyse the responses
	Objective: education	South Africa - Platfontein - empathizing workshops	South Africa - Platfontein - empowering workshops		ULAP: Drama Course Package		Expected impacts: empowerment, education, working opportunities	
	Objective: diminish prejudices	South Africa - Western Cape - empathizing workshops	South Africa - Western Cape - empowering workshops		SASI: Building Identity and Values Course Package		Expected impacts: diminished prejudices, raise of self-esteem	
	Vision: empower San youth to have working opportunities				CPUT: Printmaking Course Package, Stakeholder Mapping Course Package			
					UNIVLEEDS: Identifying Opportunity Course Package			
Partners involved				ULAP				
				PACO				
				CPUT				
				UNIVLEEDS				
				NUST				
				SASI				
Local San youth involved and/or their representatives/ partners/ institutions		XKFM in Platfontein				XKFM in Platfontein		
				SASI				
		//Ana-Djeh San Trust - Local San youth in Windhoek				//Ana-Djeh San Trust - Local San youth in Windhoek		
		IKhwa ttu - Local San youth in South Africa				IKhwa ttu - Local San youth in South Africa		
		Nina Maritz Architects				Nina Maritz Architects		
	Local San youth in Platfontein				Local San youth in Platfontein			
DOUBLE DIAMOND	Envisioning/Strategy	Empathizing Listening Discover	Co-creation Participatory Service Design Action Design Explore opportunities	Evaluation Refine Focus	Develop	Deliver Implement	Monitor Impact Measure Results Evolve	

Table 2. PARTY-roadmap



The roadmap is showing the process of the PARTY-project by the double diamond that can be tracked in the below of Table 2. To achieve the future vision there have been taken the steps of:

- 1. Setting the objectives and vision**
  - a. Empower San youth to have working opportunities
  - b. Enhance local democracy and education
  - c. Diminish prejudices
- 2. Collecting stories in 2015-2017**
  - a. Empathizing workshops in Namibia and South Africa
- 3. Workshops in different sites in 2015-2017**
  - a. Empowering workshops in Namibia and South Africa
- 4. Data analysis and Future in December 2017 - January 2018**
  - a. Questionnaire to analyze the best outcomes
  - b. Creating a course package template on the base of the questionnaire
- 5. Course Packages in January 2018**
  - a. NUST: Ethical Orientation for Facilitators Course Package
  - b. PACO: Manage graphically a Concept Course. Storytelling Video Course
  - c. ULAP: Drama Course Package
  - d. SASI: Building Identity and Values Course Package
  - e. CPUT: Printmaking Course Package
  - f. UNIVLEEDS: Identifying Opportunity Course Package
- 6. Implementation plan for the year 2018 (Future)**
  - a. Implementation of the project
  - b. Implementation locally (train the trainers)
  - c. Implementation of the wider dissemination globally
- 7. Analysis of the impact in 2020 (Future)**

By these steps can be seen how the roadmap comes from the past activities to the future plans. The roadmap is also telling in what stages the Partners will be in part of the actions and how the San youth in different sites are involved.

The roadmap starts with establishing the objectives: democracy, education, and diminishing prejudices. The vision of the roadmap is to empower unemployed San youth to have working opportunities. This is the expected impact at the end of the project and that the courses can take a life of their own continuing evolving and take new directions with the San community and other places in the world.

## **6. Impact**

All course packages, as well as new tools developed, have a great impact on the youth as well as the researchers/facilitators such to improve local participation and democracy. The train the trainers approach also contributed to the empowerment of the San youth to be able to take the responsibility and ownership of their own communities to plough back.

**Namibia University of Science and Technology**

### Course Units to disseminate:

#### Ethical Orientation for Facilitators

Furthermore, the ethical course package will have a tremendous impact on all international researchers, NGO's or workshop facilitators who want to participate in working with the San Community in Namibia. They will gain the necessary knowledge and skills to:

- 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.

These ethical issues can be applied too when working with other indigenous groups in the world. Besides the ethical concerns, the other course packages have tools to enhance the self-esteem of the youth as an indigenous person. Here the impacts are highlighted separately.

### PACO Design Collaborative

#### Course Units to disseminate:

Manage graphically a Concept Course.

- Storytelling Video Course.
- Empower San youth to understand positive sides of their culture and lifestyle of today
- Build cultural self-esteem
- Empower youth with digitalization
- Reflect on personal journey through video and storytelling when making a digital CV

### University of Lapland

#### Course Units to disseminate:

Drama Course Unit A - Developing Storyboards

Drama Course Unit B - Community Theatre

- Recognize problems and find solutions to them by storytelling and acting
- Empower youth to find own solutions
- Engage the youth with their own community, make them work for it and not against it

### South African San Institute

#### Course Units to disseminate:

Building Identity and Values – Family Tree

Building Identity and Values – Photographing

- Building Identity and Values – Social Sculpture
- Awaken youths cultural values through family tree

- Deepen their knowledge of the family and ancestries, values gained from them
- See themselves as future ancestries that left a positive mark
- Empower youth self-esteem through photographing
- Diminish prejudices of other ethnicities towards San youth
- Use social sculptures to identify needs and problems and disseminate proper values regarding the issues raised

## **Cape Peninsula University of Technology**

### Course Units to disseminate:

Printmaking as Narrative Research Method

Printmaking: Creative Surface Design

- Gain an understanding of ethical considerations when working with indigenous communities and individual
- Empower participants with new skills that can be replicated outside of the session
- Printmaking is presented as a medium to explore personal knowledge and experience
- Participants will learn to value and be proud of the work they have done

### Course Unit to disseminate:

Stakeholder mapping for service provision

- Identify all the stakeholders involved in their service provision
- Eliminate those stakeholders that do not have any influence on the issue at stake or change objective
- Determine how these relationships could be strengthened to provide better services to address the issue at stake to achieve the change objective
- Formulate the issue at stake to create new services or to improve existing services

## **University of Leeds**

### Course Units to disseminate:

- Identifying opportunity - Community Storytelling
- Translate insights from the stories into opportunities for communities to address an inherent need
- Achieve empowerment in terms of seeing value in their everyday experience
- Reflection on the insights and opportunities for change within the communities which emerge from the stories

## **7. Conclusions**

The roadmap presents how to implement the best practices learnt in the project that are written into the training units. The aim of the project has been and is still to reduce youth unemployment by empowerment and develop service design methods based on the context so that the tools and methods are used by the youth to make their lives better. The empowerment of the youth can greatly impact to the community as this can give new ways to get their voices heard, express themselves and value their culture. This gives possibilities to create local participation and democracy.

As expressed by strategic thinking, the two-way communication can achieve real impact by getting the strategic plans to be implemented in reality. The strategy is both idealistic and realistic and these both characterize the impact desired. The realistic part has tested in the sites and acknowledges the best practices in the project most beneficial to the youth and communities. The Idealistic part refers to the implementation plan as the best results will be gained when the training units and the methods are implemented by the communities using the stakeholders and NGOs in the process. From this point of view, there aren't guarantees how this will work, but by the process, it is foreseen that there can be important research data collected on how to make this kind of engagement work. As well the value of the training units, we should recommend that the stakeholders and NGOs maintain the relationship with the communities.

The service design methods give value to developing new tools and for further development of the training units as they are aimed at the participation, engagement, and empowerment of the youth. By the using empathy tools, one can discover the motivations and needs for development processes in the communities. Prototyping the training units is a good tool to create a relationship between the stakeholders, NGOs, and the communities as the goal is to create a development process between the local actors.

There were various considerations when creating the course packages. There was a purpose to first create a dialogue with the community to understand what their needs specifically were and then to empower them through practical workshops of drama, poster sessions among others. The course packages have a deeper academic research aspect and some of them have been development over a number of years to have the shape they are presented in; for example with the concept of Hero's Journey. Of course, the course packages are flexible and malleable to the specific needs of each place and community. Each course package has an impact similar or different from each other. The underpinning issues are empowering the youth to be their own change makers; giving them tools necessary to do it; value their heritage and bring up the good values they have and also giving attention to the things that need a change. The aim is to enhance local democracy, education and enable the San youth to have better working opportunities.

The Implementation plan consist of multiple dimensions. The first step of the plan starts in the project with the researchers, the second step comes by increasing the engagement of the youth and stakeholders, while the third step will train the youth and the stakeholders to become facilitators and finally also the dissemination plan to reach a wider audience with the digital platform. This can be developed at local and international levels of implementation and allows for the sharing of good practices.

Training the trainers is also an important part of the implementation plan of the training units. The best ways to get them shared with the local communities and to spread into the further use is by using the local youth in the process. When the development comes from within communities, it can be more easily accepted.

The roadmap is made for the project to see the future aims and goals of the project more clearly. It shows that the engagement of each partner and is referring to that the future actions

need to be implemented well in the last year of the project to achieve the goals pointed. Roadmap gives better possibilities to discuss the future actions.

All ideas considered in this document is to get success for a common objective of the PARTY project which is to endorse human development and assist in reducing youth unemployment by developing new tools to improve local participation and democracy for the San youth in Namibia and South Africa. This roadmap is a guide to plan for the implementation of the course packages by following a timeline that shows the principle milestones that should be obtained. In this document, you can see what the implementation plan for SASI, CPUT, ULAP, PACO, NUST and UNIVLEEDS course packages are in the relative organisation and in collaboration with other institutions.

## 8. References

- Adams, R 2008. Empowerment, participation and social work. New York: Palgrave Macmillan, 12.
- Amer, M & Daim, T U 2010. 'Application of technology roadmaps for renewable energy sector'. Technol. Forecasting Social Change, vol. 77, no. 8, pp. 1355–1370.
- Betz, F 2016, Strategic Thinking: A Comprehensive Guide, Emerald, Bingley, UK.
- Campbell, J 1949. The Hero with a Thousand Faces. Princeton University Press, Princeton.
- Cosner, R R & Hynds, E J & Fufeld, A R & Loweth, C V & Scouten, C & Albright, R 2007. 'Integrating roadmapping into technical planning'. Res.-Technol. Manage, vol. 50, no. 6, pp. 31–48.
- Dershem, L., T. Dagargulia, L. Saganelidze, S. Roels. (2011). NGO Network Analysis Handbook: how to measure and map linkages between NGOs. Save the Children. Tbilisi, Georgia.
- 'Double diamond framework', figure, in How to apply a design thinking, HCD, UX or any creative process from scratch, DXD Digital Experience Design, May 2016, viewed January 16 2018, <https://medium.com/digital-experience-design/how-to-apply-a-design-thinking-hcd-ux-or-any-creative-process-from-scratch-b8786efbf812>
- Du Preez, V & Cilliers, R & Cheung-Nainby, P & Miettinen, S 2015. Envisioning Dreams with the Youth in Southern Africa. NORDES Nordic Design Research conference Design Ecologies. Challenging anthropocentrism in the design of sustainable future. Konstfack – University College of Arts, Crafts and Design. Stockholm, Sweden 7.-10.6.2015. No 6 (2015): NORDES 2015: Design Ecologies, ISSN: 1604-9705.
- Estes, P E 2004. Introduction to the 2004 Commemorative Edition: The hero with a thousand faces, vol. 17, Canada, New World Library.

- Hannula, A 2000. Tiedostaminen ja muutos Paulo Freiren ajattelussa: systemaattinen analyysi Sorrettujen pedagogiikasta.
- Hayes, G R 2011. The relationship of action research to human-computer interaction. *ACM Transactions on Computer-Human Interaction (TOCHI)*, 18(3), 15
- Kerr, C & Phaal, R & Probert, D 2012a. 'Cogitate, articulate, communicate: the psychosocial reality of technology roadmapping and roadmaps'. *R & D Manage*, vol. 42, no. 1, pp. 1–13.
- Kerr, C & Phaala, R & Thamsb, K 2017. 'Customising and deploying roadmapping in an organisational setting: The LEGO Group experience', *Journal of Engineering and Technology Management*, article in press.
- Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. FT press.
- Kostoff, R N & Schaller, R R 2001. 'Science and technology roadmaps'. *IEEE Trans. Eng. Manage*, vol. 48, no. 2, pp. 132–143.
- Miettinen, S & Rontti, S & Jeminen, J 2014. Co-prototyping emotional value, (in Proceedings of the 19th DMI: Academic Design Management Conference, p. 1228-1246.)
- Miettinen, S & Vuontisjärvi H-R 2016 Service design for participatory development. Rytilahti, P. & Miettinen, S. (eds.): *For Profit, for Good Developing Organizations through Service Design* © University of Lapland and authors 2016. Pp 68-73
- Mintzberg, H 2015. 'Development of Strategic Thinking', in G Tovstiga (ed.), *Strategy in Practice: A Practitioners Guide to Strategic Thinking*, Wiley, Cornwall, UK.
- Oxford Online Dictionaries 2018. Strategy, viewed 22 January 2018, <https://en.oxforddictionaries.com/definition/strategy>
- Phaal, R & Farrukh, C J P & Probert, D R 2006. 'Technology management tools: concept, development and application'. *Technovation*, vol. 26, no. 3, pp. 336–344.
- Phaal, R & Muller, G 2009. 'An architectural framework for roadmapping: towards visual strategy', *Technol. Forecasting Social Change*, vol. 76, no. 1, pp. 39–49.
- Sarantou, M & Kontio, T & Miettinen, S 2017. 'The Hero's Journey: An art-based method in social design', *The Art of Research Vi Conference: Catalyses, Interventions, Transformations*, University of Aalto, Helsinki, p. 1-19.
- Saastamoinen, M 2009. Aikalaiskeskustelua yhteisöllisyydestä. In K Filander & M Vanhalakka-Ruoho (eds) *Yhteisöllisyys liikkeessä*. Gummerus, Jyväskylä.
- 'Technology roadmap', n.d., Wikiversity, wiki article, viewed January 16 2018. [https://en.wikipedia.org/wiki/Technology\\_roadmap](https://en.wikipedia.org/wiki/Technology_roadmap)

Design Council, The Design Process: What is the Double Diamond? 2015, United Kingdom, viewed January 16 2018, <https://www.designcouncil.org.uk/news-opinion/design-process-what-double-diamond>

Sauer, A & Thielmann, A & Isenmann, R 2017. 'Modularity in Roadmapping – Integrated foresight of technologies, products, applications, markets and society: The case of "Lithium Ion Battery LIB 2015"', *Technological Forecasting & Social Change*, vol. 125, pp. 321–333.

Sangiorgi, D 2013. Value Co-creation in Design for Services, in S Miettinen & A. Valtonen (eds.), HansaBook, Vantaa.

Willyard, C H & McClees, C W 1987. 'Motorola's technology roadmap process', *Res. Manage*, vol. 30, no. 5, pp. 13–19.

Ho, J-Y & O'Sullivan, E 2017. 'Strategic standardisation of smart systems: A roadmapping process in support of innovation', *Technological Forecasting & Social Change*. vol. 115, pp. 301–312.

Winschiers-Theophilus, H & Keskinen, P & Cabrero, D & Angula, S & Ongwere, T & Chivuno-Kuria, S & Mendonca, H & Ngolo, R 2015a. ICTD within the discourse of a locally situated interaction: The potential of youth engagement. In *Proceedings of the 9th IDIA conference (IDIA2015)*, Nungwi, Zanzibar, 8-11 November 2015a

Winschiers-Theophilus, H & Cabrero, D & Angula, S & Chivuno-Kuria, S & Mendonca, H & Ngolo, R 2015b. A challenge-based approach to promote entrepreneurship among youth in an informal settlement of Windhoek. In *Proceedings of the 8th Annual SATN Conference*, Sebokeng, South Africa, 22 June 2015b