



DYTE+ PROJECT

DESIGN YOUR THINKING



A toolkit explaining and providing youth workers, social entrepreneurs and project managers with design thinking tools

TOOLKIT



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A little background to the project

As one of the trendy methods in innovation and entrepreneurship education, 'Design thinking' remains an exclusivity of the 'start-up scene' and lately gaining ground on the risen interest on social enterprises, but far from being adopted and adapted to the sphere of entrepreneurship education in youth work, even if it is one of the most popular non-formal education tools available.

Hence, using the 'Design thinking process' for youth work will certainly give a boost to the existing practices, since it is a methodology for practical, creative resolution of problems or issues that looks for an improved future result. Design Thinking is well needed in education (non-formal and formal) and thanks to the proposed methodology can be fully trained by the educators, youth workers and trainers who can afterwards empower young people with creative curiosity.

Therefore, the present project proposal aims at supporting support youth workers in developing and sharing effective innovative methods in entrepreneurial education to reach out NEET youth, introducing and experimenting the Design thinking Methodology to evolve the youth work practices.

Project Description



There are numerous reasons to promote entrepreneurship among youth given its long term benefits on society and on a personal level. An obvious and significant one is that it creates employment for the person owning the business. However, far from being only used for business purposes, it is important to underline that Entrepreneurship is not a profession, but a mindset and way of thinking. Some of the essential elements of an entrepreneurial mind-set are the aspects of curiosity, perseverance, expression, and experimentation. Each of these behaviors and skills can be inculcated very early on in a young person's education and upbringing.

Formal qualifications do not always help young people when it comes to solving problems, rising to challenges, assessing opportunities or taking risks. Even managing a small project can be a real achievement for someone who has never before faced such a challenge.

Entrepreneurial learning for young people is beneficial, in addition to finding out how to start a business, they acquire practical skills and positive attitudes: greater awareness of society, a sharpened appetite for active engagement, new competences and confidence to play a part.

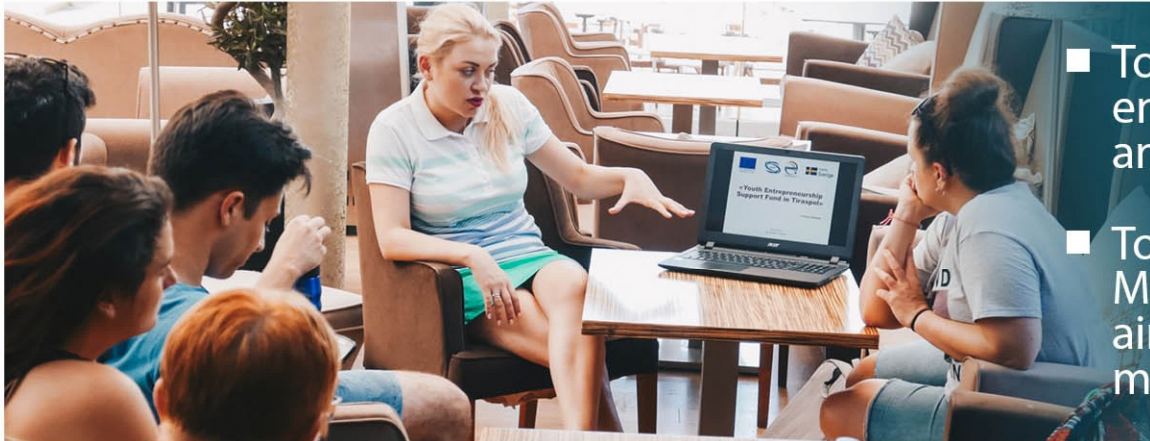
But how can youth acquire an entrepreneurial mindset? and what is the role of youth workers in enhancing a non-formal entrepreneurship education?

Design Thinking is a methodology for practical, creative resolution of problems or issues that looks for an improved future result. Design Thinking is also the confidence that everyone can be part of creative process for a more desirable future. That kind of optimism is well needed in education (non-formal and formal) and thanks to the proposed methodology - can be fully trained by the educators, youth workers and trainers who can afterwards empower young people with creative curiosity.

Erasmus+ showcases the importance of entrepreneurial learning for young people. We will address two different, yet, complimentary milestones of the KA1 (entrepreneurship and youth unemployment) into a youth exchange aiming to drive entrepreneurial learning in order to raise employability, sense of initiative and inclusion of youth.

The goal of the project is to introduce the 'Design thinking' methodology to youth workers and trainers to increase their creative and entrepreneurial competences, allowing them to evolve young people's entrepreneurial mindset and curbing their unemployment.

Aims of the Project



- To increase the creative thinking and entrepreneurial competences of youth workers and trainers
- To experiment using the Design thinking Methodology in working with young people's aiming to develop their entrepreneurial mindset

Objectives of the Training Course

- To gather participants in fulfilling a project / business / social idea along the week of the activity
- To experiemnt the Design thinking method aiming to improve the participant's creative thinking
- To identify barriers causing youth unemployment and proposal of recommendations to the relevant stakeholders
- To create a toolkit based on Design thinking Methodology as a non-formal educational tool to be used in working with youth
- To highlight the trending forms of entrepreneurship (digital, social, green,..)

The participants of the training will have a chance to go through the process of Design Thinking and experience its 5 stages that help to navigate the process of creative solutions finding: Discovery, Interpretation, Ideation, Experimentation and Evaluation.

The denomination "Design your thinking" reflects the spirit to have during the project, as we will test a new methodology and expect from the participants to be ready to take a leap into creativity, determination, and not being afraid to fail.

It is important for youth to take initiative and feel inspired to fulfill the ideas by upgrading their skills, talents and attitudes through which they can increase their employability. Our challenge is to empower and inspire more entrepreneurs for Europe because entrepreneurship has proved to be a powerful driver of economic growth it creates new jobs and companies, opens up opportunities and nurtures new skills and capabilities.

The Europe 2020 strategy recognises entrepreneurship and self-employment as key for achieving smart, sustainable and inclusive growth (European Commission, 2010). In its support to entrepreneurship and self-employment, the European Commission focuses its efforts on business start-ups by unemployed and people from disadvantaged groups; sustainability and quality of work of self-employed businesses and micro-entrepreneurs and support for social entrepreneurs.

FIVE STEPS OF DESIGN THINKING

- ① Empathize
- ② Define
- ③ Ideate
- ④ Prototype
- ⑤ Test



A woman with short red hair and glasses is sitting in a chair, looking thoughtful. She is wearing a black t-shirt and a watch. The background shows other people sitting in a room, suggesting a workshop or training session.

WHAT IS DESIGN THINKING?

Design thinking is a methodology for creative problem solving. It is used to provide innovative solutions to problems in a specified domain or territory. The method is mostly used by social entrepreneurs, project managers, youth workers and people from all angles of society to answer specific problems.

This method is very famous and adequate for solving territorial or social problems because it uses an approach that facilitates constant contact with the territory or people concerned by the problems and co-constructs lasting and impactful solutions for the problems.

The design thinking method has five (5) steps which enable its efficiency. Namely “empathize”, “define”, “ideate”, “prototype”, “test”.

In this toolkit, with the use of specific case studies developed during the training course in Greece, we will explain step by step making use of concrete examples and tools the design thinking method.

FIRST STEP EMPATHIZE

This is where you need to connect with the problem at hand or the territory to find the reasons why the problems exists and the different factors that contribute to it. This is the stage where you work mostly on understanding the situation at hand. The main thing to be done here is to keep asking “*Why?*” You need to find the reason why the specific problem is happening. The idea here is to immerse yourself fully with the situation at hand and understand it from the point of view of the people on the territory and not as an outsider. This is the core part of your work as a design thinker. You need to empathic to the situation and fully comprehend it.

To empathize, you therefore need to observe the territory, engage with people on the territory through normal conversations in order to have some clear perceptions about the situation. To go further in this “empathize” stage, you could spend some time in the field with the people to watch them at work or even participate in their activities or processes. This is to give you a clear idea on the problem they face, and you could then be well abreast with the realities on the ground.

In empathy you basically connect with the territory to seek information and concrete knowledge about the problem at hand. Remember, this is the core of your design process, so you need to keep asking yourself a good number of “*Why?*” in order to get the concrete answer as to why the problem is happening. In one of our case studies (Case study 1), the perceived situation from afar is that people from Central Europe waste a lot

of food. During the empathize stage, the work to do is to understand the circumstances and things that make people waste food. In answering some of the Whys in this stage, the group working on this case came up with these answers:

“There is no awareness and education about food waste. People cook too much food. Families don’t communicate or plan their shopping list and end up impulse buying food. Another thing is that people don’t really know what to do with left overs.”

While paying attention to this step, you would realize that a careful empathize stage will help you fish out some of the stakeholders of the problem. By stakeholders we’re referring to the people who are mainly concerned with the situation at hand and those who strongly influence its outcomes. So, in the example above we can easily pinpoint to families that are not aware or educated about food waste concept, apart from the families we can indirectly think about the government who “*might*” not be doing a great job in educating the people on food waste.

Here we use might because we are not certain for sure, we will get to know better in the next stage which is the “Define” step. The empathize stage is therefore a very important foundation and link to the Define stage where get to concretely define the problems and all the factors that affect it.



SECOND STEP DEFINE

This is where you bring out clear factual information about the problem. This is of course after the empathize stage where you went to the field to immerse yourself with the problem and understand the problem from the people's point of view. Here in the define stage, you move out of the people's point of view to more of an outsider to analyze the info you had and clearly define the situation and problem in the most objective way that you can without adding your own biased explanations. The aim is to specify the problem in clear terms without any ambiguity. To do this, you need to:

>> Follow up on the stakeholders you likely identified during the empathize stage

>> After finding the main stakeholders you need to get in touch with them in order to define the problem better. This is where we get to the *preparation of interviews*. To do that you need to devise specific questions that will help you better understand the situation not only from your point of view as a problem solver but also their point of view as people on the field who are much closer to the situation and the problem itself.

>> The next thing is to run your interviews! Meet the people and do the interviews! Get to the stakeholders on the terrain and ask many questions as possible to understand the situation so that you can formulate the situation in a better way.

>> After all this you can then analyze the feedback and answers you go and only then you could formulate the real problem (the why of

the situation or problem) Then you define your problem and proceed from there to ideate.

As example, we will use Case Study 1 of the training course which was *"Young people cannot find a relevant job after graduation"*. After a series of interview with some of the major stakeholders of this problem, for instance, recently graduated young people and teachers, the major problem identified was that *"current education systems are not adapted to the modern-day market realities"*. In this situation, there was no clear definition of the problem at the empathize stage, but through interviews and real contacts on the territory, the project group was able to clearly identify the problem.

After clearly defining the problem, the next step is to "Ideate".



THIRD STEP IDEATE

The ideation stage is where you go wild on innovating awesome solutions for the problems that you clearly defined in the previous stages.

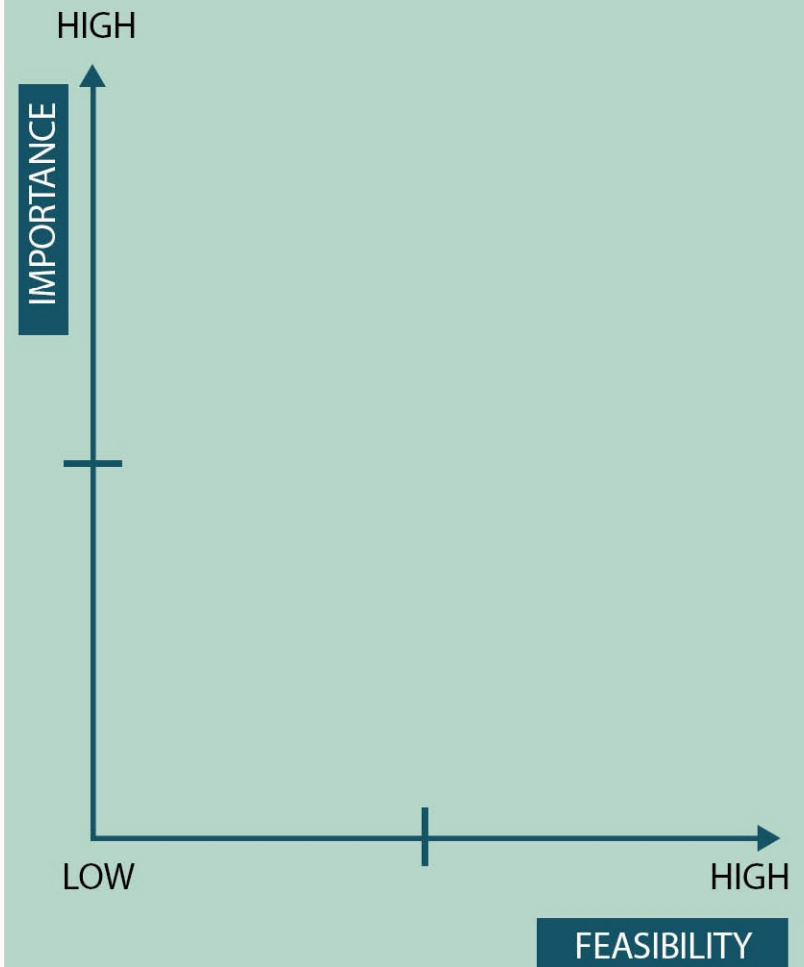
- 1 Propose as many solutions as possible for the various whys that you identified.
- 2 Create a tool to define the importance and relevance of your solution to the problem at hand. For instance, you can use a matrix and choose the criteria to determine the feasibility and its level of impact.

The importance of devising such a tool is to make sure that your proposed solutions are in line with the problems at hand and to see their feasibility.

The image below shows a *“Solutions’ mapping matrix”* that ranks the various proposed solutions according to their importance and feasibility from highest to lowest. The graph is such a way that you paste the solutions on them and select the solutions with the highest importance and feasibility.

Here, you are already entering the prototyping stage...

SOLUTIONS MAPPING MATRIX



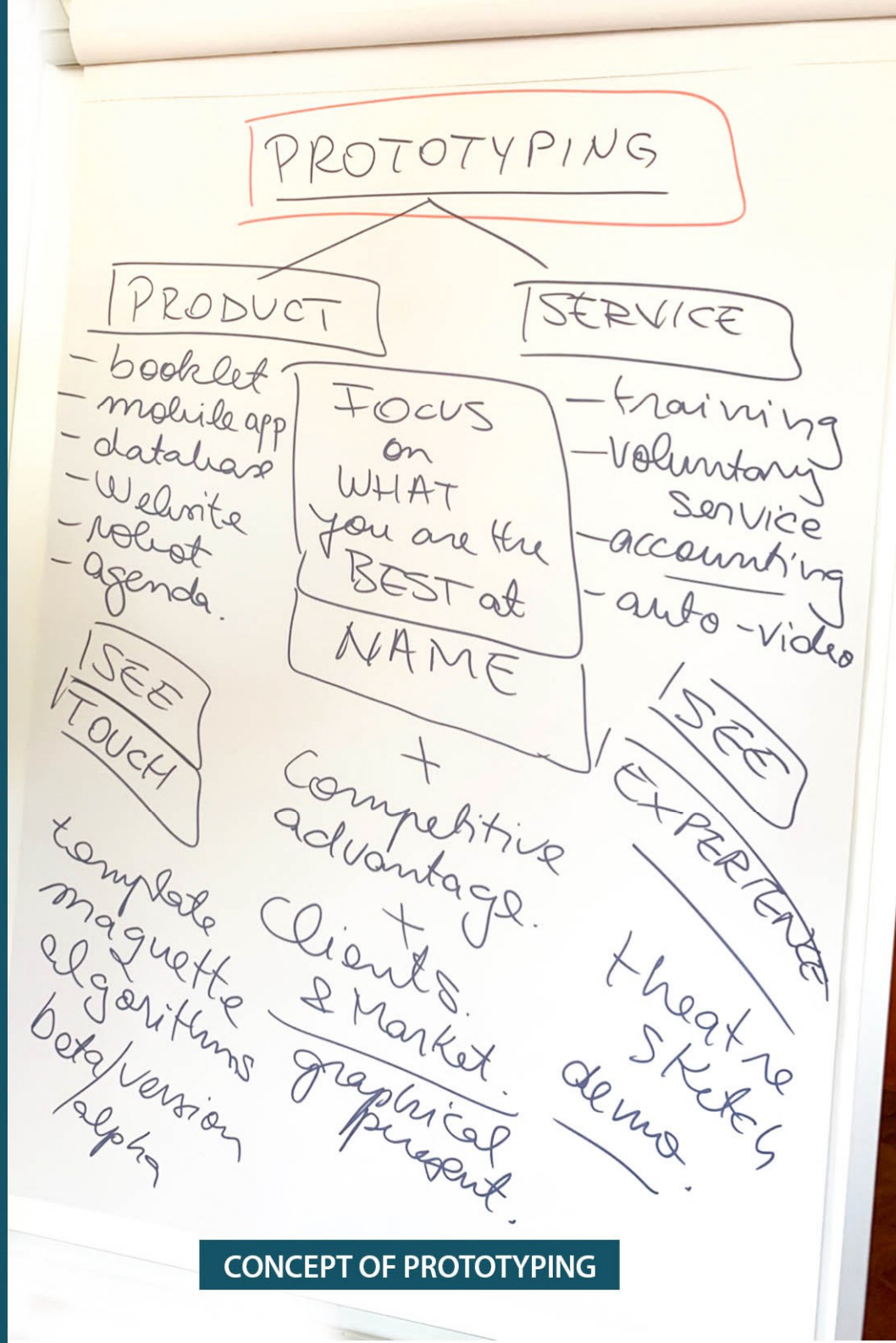
FOURTH STEP PROTOTYPING

This is the design stage of your solution. Here you are designing your solution clearly while ideating. This is why prototyping is sometimes considered as an inter-step between ideation and testing. In prototyping, you get to think, design, test to see if the solution works or not and then return to re-strategize for further implementation. For prototyping, you need to:

- 1 Choose and specify your territory so that you can adapt your solutions to the real problems on the grounds.
- 2 Understand the value of your solution (the innovative aspect of your solution). Why your solution can work? Why can you do it better? This is needed for your pitching to the organization who needs the product to solve their problems.

The image below sums up the concept of prototyping. Is your solution a product? A service? Do you have the skills and resources to implement it? How competitive will it be? Is it adapted to the problem's demands? Is it sustainable? All these are questions you have to answer during the prototyping stage.

As said earlier, this step is also a link to the testing stage as sometimes you need to test before returning to re-design and device new solution. This is called iteration.



CONCEPT OF PROTOTYPING



FIFTH STEP TESTING

Next step is you have to test your solution in the territory. So, you reach out to the territory and you show your solution on the field for them to see how your solution can work for them. This is the execution stage of your ideas and prototypes. Here you also need to gather feedback from the people in order to assess the efficiency of your solution as linked to the problem. The feedback back will help you iterate in order to propose a better final solution.



TOOLS FOR DESIGN THINKING

as designed by DYTE+ project participants

Empathize

As said earlier, this is the stage where you need to understand the situation from the point of view of the territory and those involved. For this stage we can propose the following tools:

1-Participant observation:

This is when the project manager or researcher joins a group as a participating member to get a first-hand perspective of the group and their activities. Instead of observing as an outsider, they play two roles at once—objective observer and subjective participant. Participating in the group gives them the ability to experience events in the same way other group members experience them. This is a very good tool for empathy as you get to feel the situation and problem from the point of view of the people affected by it. The advantages of this tool according to UXmatters are :

- The possibility by the project team to learn about the problem and its related issues in much greater detail than when simply observing and taking notes.
- Performing activities with the territory on the problem at hand gives the project team greater empathy, as well as a much more in-depth understanding of the situation.
- The possibility to spend more time with the territory and gets to observe the situation in more varied situations.
- Participating eliminates the formality of scheduled research sessions, in which participants expect to answer questions or demonstrate specific tasks. The project manager is simply with the group all day, observing and participating in whatever happens.

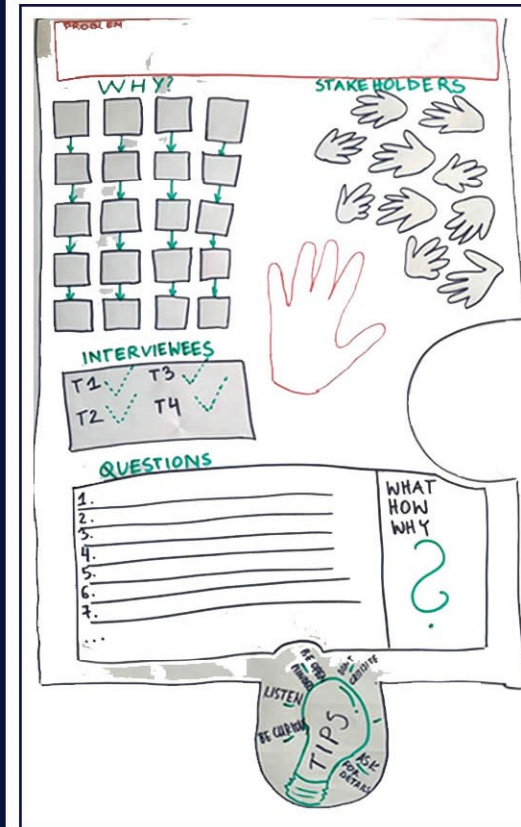
This method therefore requires the project team or manager to go to the territory of the project to spend some time with people working on the issue in order to better understand the situation from their point of view. Through this, the researcher or project manager can identify the real issues, know the various stakeholders and this is a great doorway to the next stage of the design thinking process which is define. Also, the participant observation tool gives the opportunity to interview the various stakeholders in a very subtle and friendly way.

Participant Observation

- Means the observer takes part in the situation being studied while carrying out the research.



2-“Empathize organigram”



Another tool for empathize is the tool in this diagram, also called by the project (DYTE+ project team) is the **empathize organigram**.

As we can observe, we go from an initial problem (what we think is the problem per our point of view) and based on that we identify a lot of whys for the existence of that problem and also link those whys to a lot of stakeholders. Afterwards we select a number of people to interview from the stakeholders that we identified.

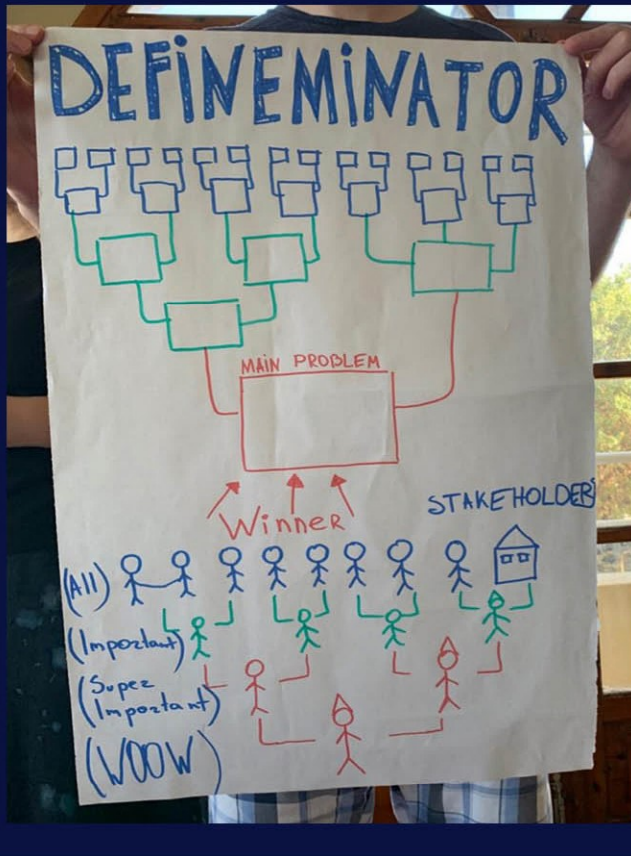
Then we meet them to ask them a lot of questions to know the why, the how and the what as related to the problem that we perceive. In doing the interviews, we need to remain curious, listen a lot, remain open-minded, ask for a lot of details and not criticize in anyway. The idea is to remain objective and ask as many questions as possible in order to understand things from the territory's point of view.

Define

1-The "definiminator"

The project team organizes discussions and brainstorming sessions to assess all the problems and issues identifies on the territory. You take the various issues and battle them to identify the main reason why the situation is happening or why the problem exists. This will help you find the main problem and identify it better in all its dimensions.

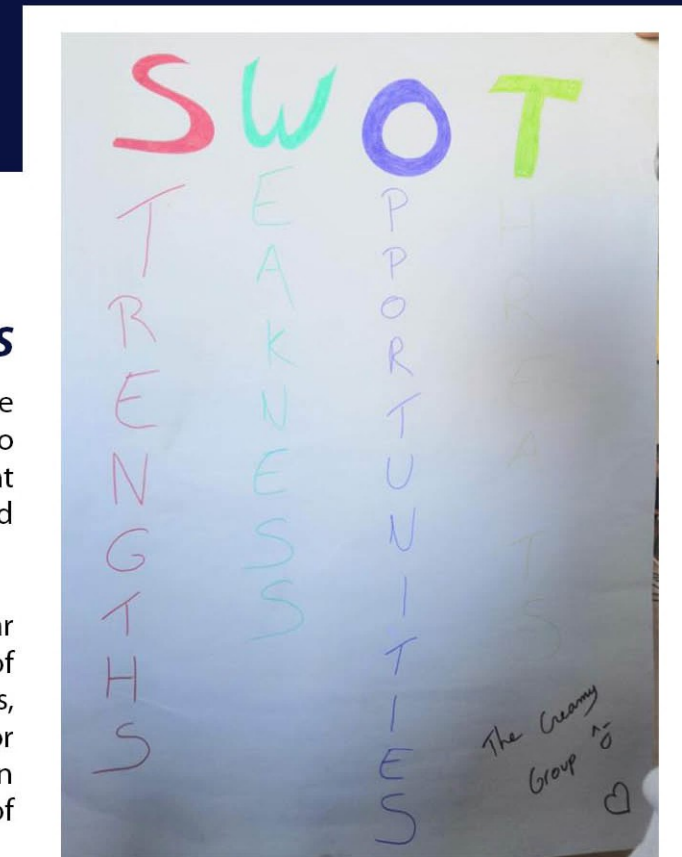
After identifying the main problem or issues to handle in the brainstorming sessions, you can then track down its related stakeholders and this will be a great step to contact them for interviews and get more insight on the problem

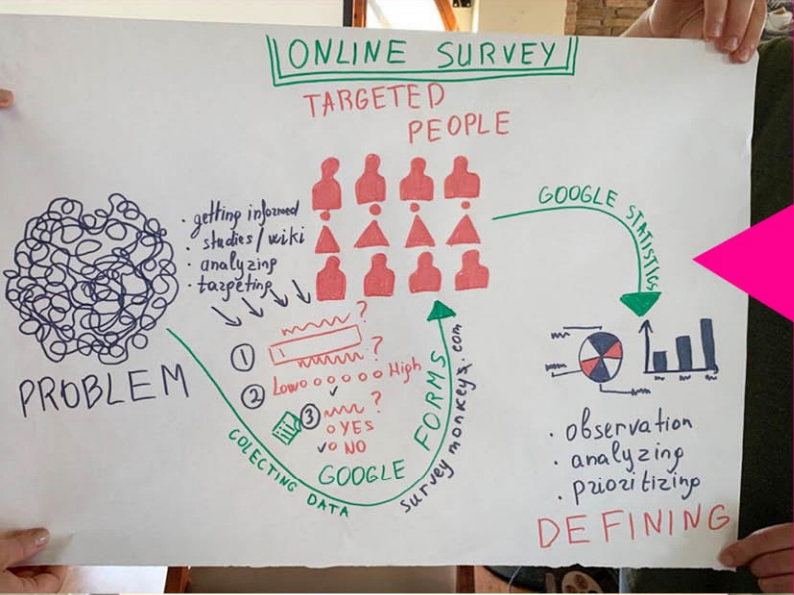


2-Interviews

This is when you interview people that the project management team feels are affected by the situation or the problem that you want to tackle. The people to interview are identified through an observation stage by the project management team and also some research based on the similar issues in other spaces in order find similar stakeholders to interview.

After the interviews, the project team compiles their results in order to find the similar responses as related to the "why" of the problem and classify them in order of importance. Afterwards, you can use the SWOT analysis (strengths, weaknesses, opportunities and threats) for each situation in order to find the major option or problem that you can effectively and efficiently tackle. After this stage, you can then identify the strongest stakeholders to the issue at hand and run another set of interviews to further clarify and define the problem.



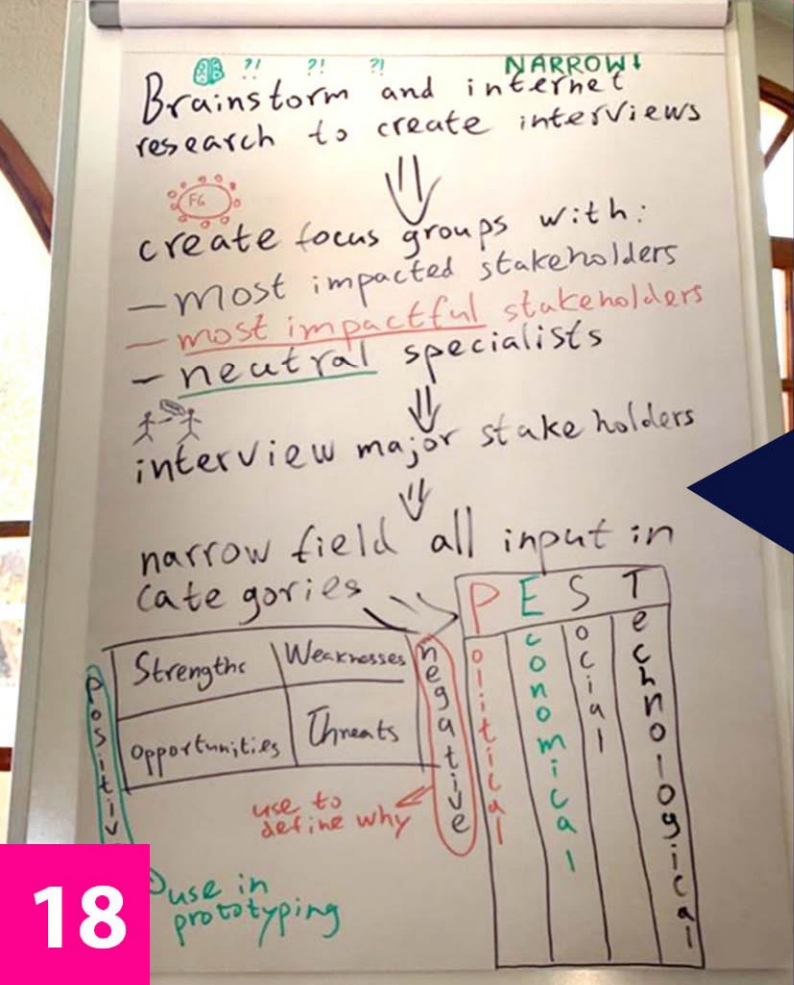


3-Online Survey Method

Another tool that can be used to define the problem is the online survey method. This is where you target people who you think are affected by the situation in order to understand how they perceive the issue. From the survey, you can observe the results, analyze, prioritize and specify the main "why" for the problem and identify the various stakeholders that can influence the project.

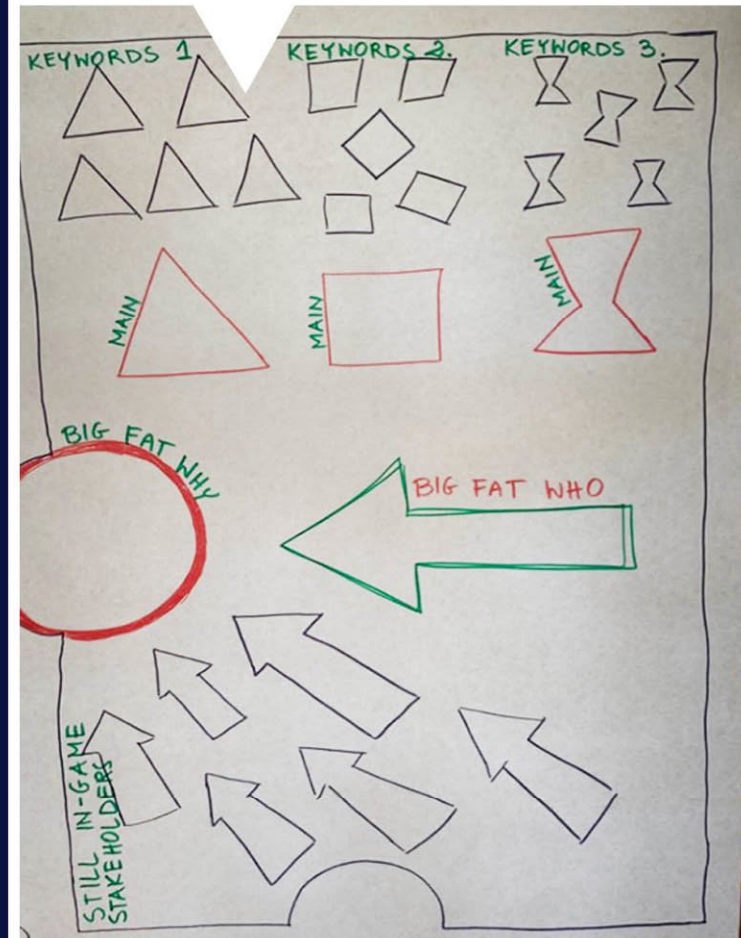
5-The "definigram"

This is the tool where we use key words from interview results in order to deduce the main problems that we need to tackle. Then, we find the main why and the main actor or actors. This tool can be best explained by the chart below.



4-Working Groups

Create groups with the most impacted stakeholders, the most of impactful stakeholders as well as neutral specialists on the subject matter in order to determine the major stakeholders. You then interview the major stakeholders and you narrow the issues raised during the interview using the SWOT and PEST analysis. The SWOT will analyze the various inputs from the interviewees and then from the inputs we get the major negative inputs that will be put through the PEST analysis. From there we can analyze and structure the results to develop our main why.



1-The Solution Scan tool

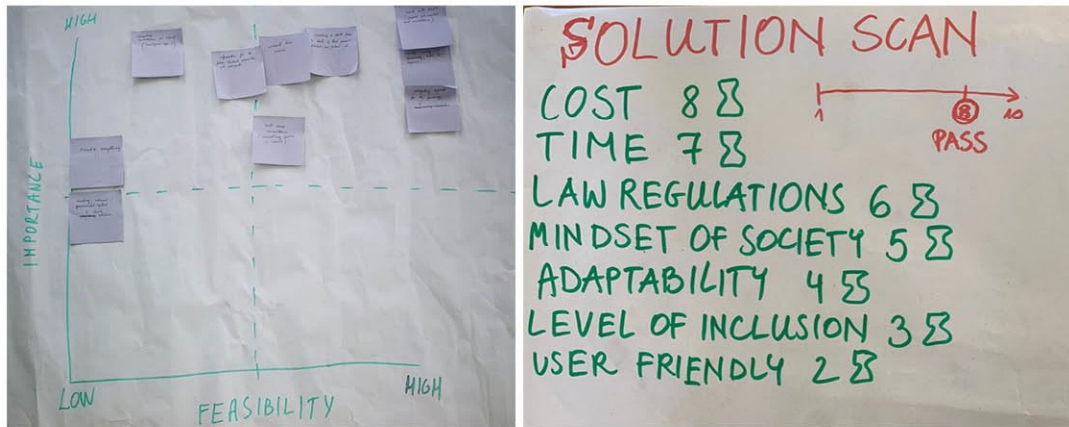


Image A

Image B

The objective of the tool is to prioritize the top solutions. We take into consideration only the top right solutions from the matrix which have highest importance and highest feasibility, and in order to prioritize them. (Check image A). We then scan them according to 7 categories: cost, time, adaptability to other regions, user-friendliness, level of inclusion, mindset-readiness of the society, law regulations. Each category has its worthiness. We place each solution on the scale 1-10 for each category and we take into consideration only solutions that get 8 and more on the scale. Afterwards, we look at the solutions which were placed on 8,9,10 position on the scale and we multiply this number with the worthiness of the category (for example if solution 1 was placed on the scale for category "cost" on the position 8 and worthiness of the "cost" is 8, then we multiply 8 times 8 which gives us 64. We then check the points for this solution for each category and we sum them up. The solution that achieves most points, is the most effective from the point of view of the method and should be prototyped. (Image B)

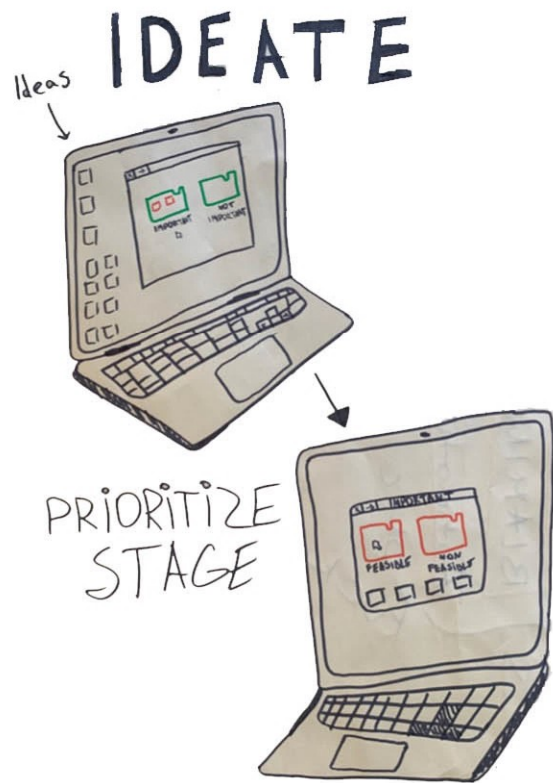
2-The participative ideation method

Here, we make use of participative methods to understand the problem from the point of view of the doers and receivers of the solutions (products or services). For this, we can use an external creative group that will work together to find the topmost WHYS for the problem, classify them in terms of importance in order to generate a maximum of 3 main whys. Then the creative group meets with the concerned stakeholders for a meeting where they brainstorm together in order to find viable solutions for the problem at hand.

Another way this method is to take the ideas of everyone affected by the problem and the determine the most important points by taking the ideas of everyone and based on the most poignant points the team could determine the most viable solutions. This demands a lot of organization and the team will be gathering a lot of information and data from the different people involved in the problem. Also, a system should be devised so that everybody involved in the ideation stage has equal access to information in order to propose solutions that really answer to the problems at hand. Also, the project management team should set their priorities right, based on the time they have and the resources available to them in deciding the final most viable ideas and solutions.

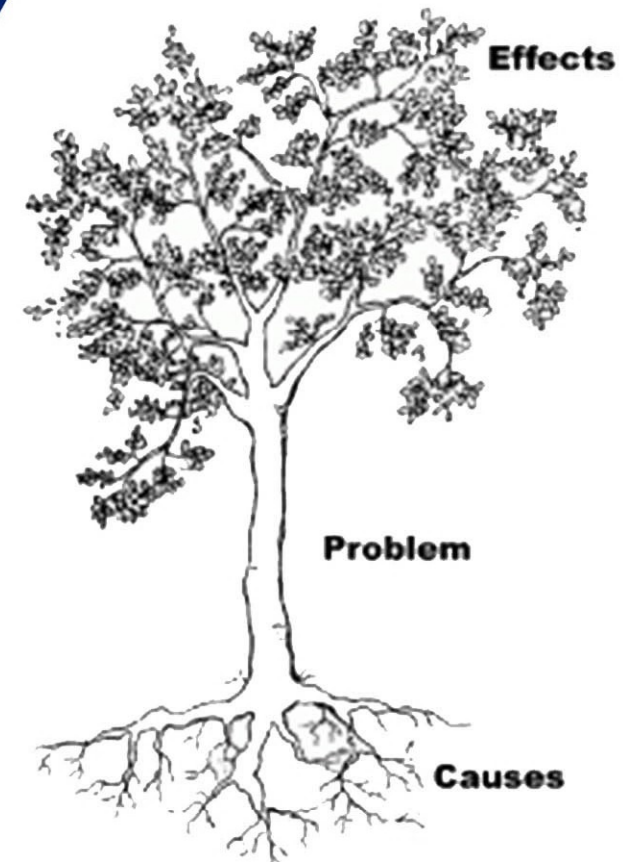
3-The ideation software

Here the project team devises an internal system (or software) where they generate a lot of ideas through brainstorming or discussions. Then they classify these ideas according to the most important ones and the less important ones. The importance or relevance of the ideas is based on their feasibility, the cost and the impact it could have on the territory. This is a flexible tool that the project team can innovate and adapt based on their needs.



4-The problem tree

Here the project team devises an internal system (or software) where they generate a lot of ideas through brainstorming or discussions. Then they classify these ideas according to the most important ones and the less important ones. The importance or relevance of the ideas is based on their feasibility, the cost and the impact it could have on the territory. This is a flexible tool that the project team can innovate and adapt based on their needs.

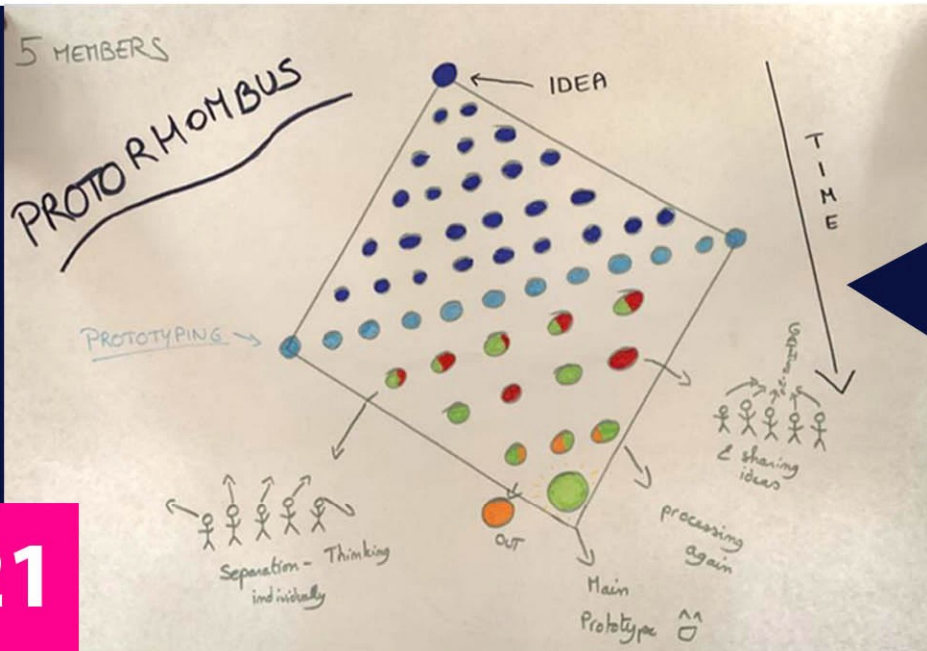


Prototyping

1. The Super Mario Method

With this tool, you study the available market and clients. Then, you find their talents (skills, opportunities, etc.) and their conditions (price, level of innovation they want, characteristics of the kind of products or services that are existing or needed by the market and clients). Then, you also look at your talents (skills, competences) and your conditions (price at which you can sell your product, the level of time you can dedicate to the project, the quality of product that you are offering). Afterwards, based on your findings, you device your product or service.

Remember to also study your likely competitors!



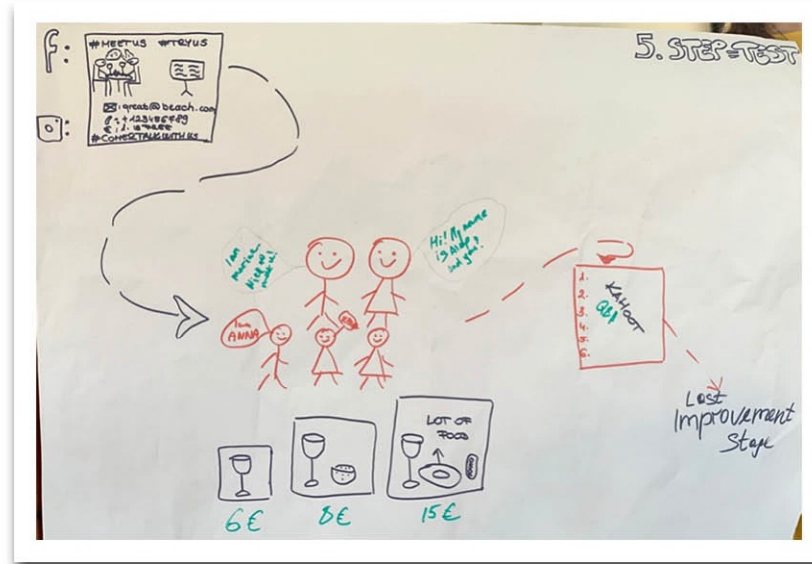
2. The "ProtoRhombus" tool

You brainstorm to find a lot of ideas. The project designers define a list of tools to analyze the ideas based on the market needs to find the good ones and then design the final product that matches the market needs.

The main idea is the one at the top of the chart. The team uses it to generate other ideas that will make the project a success. From there they can keep and develop other ideas that can be linked together to generate a new idea.

1-The Step-Test aka Freebie for Feedback trick

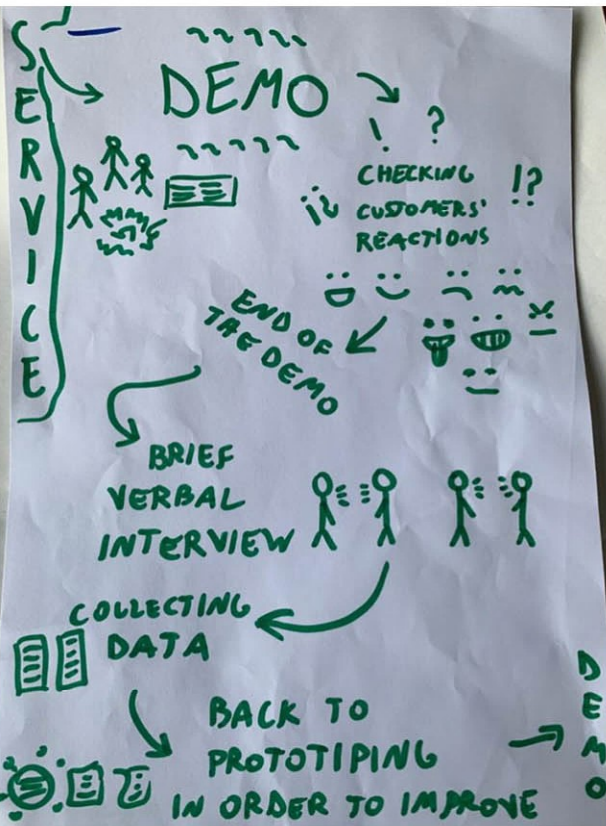
This tool is staged in three steps. First, you have an advertising campaign where you target the people who are affected by the problem you're trying to solve and are likely to be interested by your solution. You run your campaign to inform them of an event where a solution will be proposed and shared with them. advertising campaign to inform people. You then hold the event with the people who show interest and you give them free samples of your product. After they use your product, you collect feedback from them in order to shape your final service such a way that it answers the issues raised in their feedback



2. The "Showcase and Ask" tool

This tool is similar to the previous one but has some slight differences. You plan a demonstration of your product with targeted audience and at the event you organize a presentation to clearly explain your project using the what, how, how much, why, and who question. This will help them know what exactly your project is about. Then, you ask if they've used products or services similar to yours. You ask them to share their experiences. Afterwards you ask them to comment on your product too and ask for their ideas in bettering it. The co-construction method here will help them feel inclusive in the design process of your product and this is a nice way of making them do some publicity for you when the final product is launched!

<< here is a visual representation of this method.





CASE STUDIES

FOR THE TOOLKIT PROJECT

- ① Young people cannot find a relevant job after graduation
- ② We waste too much food
- ③ Young people don't know what university degree to follow
- ④ Tourists visit only mainstream destinations
- ⑤ Citizens don't speak foreign languages very well

CASE 1: Young people cannot find a relevant job after graduation

First step by the team to empathize was to brainstorm and know WHY this problem exists?

MAIN REASON WHY: no main why (from the point of view of the project team during the brainstorming). However, there were many possibilities as to why this problem exists and the team proposed a lot of reasons. They are:

- The lack of opportunities for young people to get experience already during university years
- The lack of consultants/advisors helping young people to choose university degree and professions
- nepotism- job positions are offered to friends and family of company/ public administration managers
- The lack of funding for university's cooperation with businesses

To proceed to find the main stakeholders in this situation and empathize better, the team made use of a group brainstorming in order to identify some stakeholders. According to the team, the main stakeholders are young people while the other stakeholders who are equally important to the problem are: Businesses, universities, public administration, European Union, society (: parents and others), foreign governments, NGOs, media, robots

1. Interviews to **EMPATHIZE** with the situation and further define. Again, using the brainstorming method and group discussions, the team came up with a specific stakeholder to interview. Here, the person was a young person who recently graduated from the university and still looking for a job. The team interviewed her.

2. **DEFINITION** of the main problem and definition of a major stakeholder:

Through the interview, the team was able to deduce that the main problem is that the

main problem is that the educational system and offer is not adapted to the modern job market realities.

Also, the team through the interviews got new stakeholders which are: universities and educational institutions

3. After the definition stage, the team proceeded to the **IDEATION** stage to propose a lot of solutions. To do this, they used a matrix (check image A of the **Solution Scan** tool, in the ideation stage). Based on it, the team classified the various ideas according to their relevance and importance to the problem. The solutions that were retained are:

- Universities should cooperate closer with businesses
- Create more career consultant / advisor positions at the Universities and schools
- Universities should work with NGO's to create a better system of job coaching and consulting
- Educate society on topics of democracy, importance of fair access to the job market etc. Universities should provide obligatory reports about their activity in the field of career advice to students in order to get funding.

4- To **PROTOTYPE** and test their ideas, the team chose a specific region where they could implement their ideas and they chose Lithuania. Based on the territory, the team then proposed a solution specific for the region: "Facilitate deeper cooperation between Universities/ students and business"

As a concrete solution, the team decided to create ambassadors (students of the University) to facilitate contact between local enterprises and students

The team then proceeded to design the service and product that will be used to solve the problem.

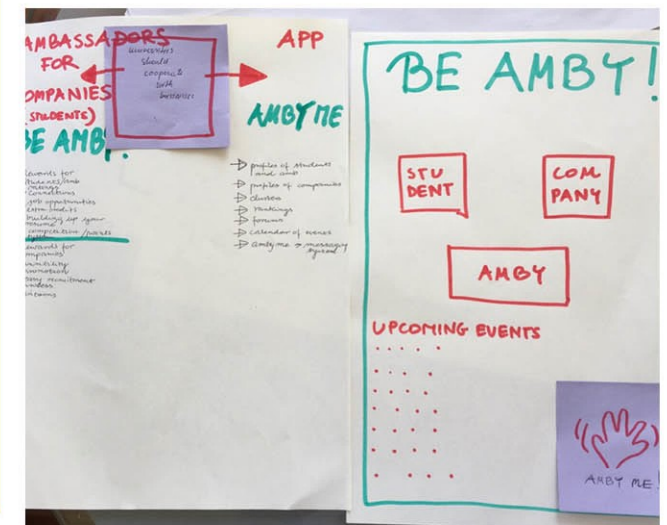
Service: BE AMBY!

Ambassadors will be chosen from among the students and given appropriate training in order to become intermediaries between local companies and other students. Their main job will include promoting company within the University community (students, professors) and searching for talents among the students. Ambassadors will be provided with mentors from the company.

- ☒ What is in it for students? connections, networking, future job opportunities, internship opportunities, extra credits, building up your resume, internal ratings/ competition with points system and bonuses
- ☒ What is in it for companies? visibility, promotion, easy recruitment process, access to talents, opportunities to get interns

Product: AMBY ME!

Mobile phone application, a tool for students, ambassadors and companies to set up their profile, post their offers, descriptions, related events and pictures. Serves the purpose of communication between all involved stakeholders.



CASE 2: We waste too much food

FINDING THE WHYS

Method: People on the project team had individual reflection time to think about the reasons (whys) for the problem and then they compiled them on a board in order to combine the solutions into categories. This process is coordinated by a facilitator whose role is to ensure that the process is well organized and smoothly done.

Based on the common whys identified by the group, the project team designed interview questions and used the feedback from the interview to determine the main WHY.

MAJOR WHY: No Awareness and Education about food waste

OTHER WHYS: People cook too much, families do not communicate about shopping lists and meals, people don't know what to do with leftovers.

MAJOR STAKEHOLDERS: Families

Solutions proposed by the team:

- Show videos with leftovers recipe
- Meetings with locals to cool together
- Show examples of bad food management and the consequences on the society.

After proposing these solutions, the team decided to specify a territory where they could focus their products on, and they settled on Central Europe.

PRODUCT:

An app with leftovers recipes (videos), map (where people have some leftovers) a calculator (how much food you need to cook depending on the number of people who will eat), a weekly menu, a forum, a personal profile & daily motivation quote.



PROTOTYPING

After designing their idea, the team went **PROTOTYPING**. To do this, they created four (4) versions which were then narrowed down to two (2) that were to be tested on the field and compared.

TESTING:

The 2 prototypes were tested with 3 types of people, an old person with no knowledge about apps and technology in order to see if which app they could use better, an eco-friendly person who is sensitive about environmental issues (in order to see what content would be best), and an innovation freak person (someone who has used similar apps before, in order to see how the app could be tuned such a way that it brings some novelty to the territory). After this, based on the feedback, the final version of the app was designed.



In order to market the product and ensure its usefulness, the team created partnership with local restaurants so that they could advertise their meals and also share their leftovers in order to reduce waste and avoid financial costs that they could incur after throwing their leftovers away.

CASE 3: Young people don't know what university degree to follow

FINDING THE WHYS

METHOD: Brainstorming to identify as many whys as possible. Through this, the team identified 15 whys. They then used interviews to find the main WHY. To do this, they interviewed 2 freshly graduated high school students and 1 one young person who changed profession after university. Based on that they identified some major stakeholders.



MAJOR STAKEHOLDERS: Students, government, youth workers.

MAJOR WHY: Individuality (talent, interest, competences) is not encouraged.

Two more important whys:

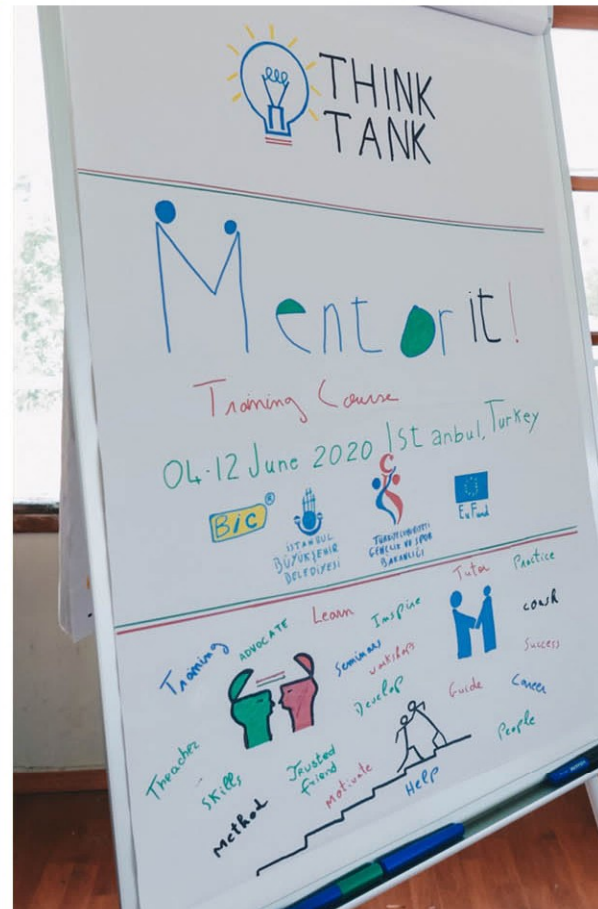
- Young people has too many options (they don't know or cannot choose)
- There's a problem of orientation

PROPOSED SOLUTIONS BY THE TEAM:

- Mentoring program
- School programs to discover talents (for students)
- Personal counselling

TERRITORY CHOSEN TO IMPLEMENT THE SOLUTION:

Istanbul, Turkey
Solution best adapted to Istanbul is a mentoring programme, training for youth workers. The service will be called "MENTOR IT!"



PROTOTYPING

Training for the youth workers that lasts for about 8 days in the Atartuk Youth Center. The expected number of participants are between 20 or 30 people per event.

The program will discuss and make use of up to date topics & techniques for youth workers to better assist their students, the presence of experts to give advice and share best practices and finally this will be a networking opportunity for the youth.

EXPECTED RESULTS

The participants gain knowledge and experience that they can put into practice right after the training and they can get new tools that can be shared in their organization. They in turn can train other youth workers internally and help more and more people become student mentors. This will help the mentoring program to continue in different territories and it will be replicated by key partners in other cities.

OFFICIAL PARTNERS that the project team targeted for the implementation of the project are: ERASMUS+, Ministry of Youth and Sport, NGOs

Likely **SPONSORS** are Municipality of Istanbul and BIC®

TARGETED CUSTOMERS ARE: Youth Workers, Students, Private companies, municipalities.

CHANNELS OF COMMUNICATION to reach the target audience is through communication partners that will help share and market the project.

Some of the marketing tools will be newsletters, social media campaigns and a website.

REVENUE STREAMS FOR THE PROJECT

- Sponsorships (BIC®): 15%
- Ministry of Youth: 15%
- European Union Funds: 70%
- Participation fees from participants; 25€ per participant
- Open Door Gold 12€/participant



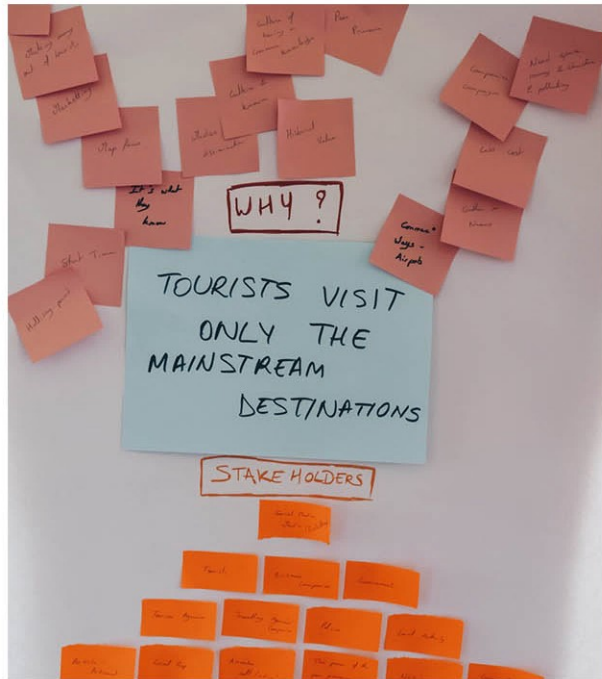


CASE 4: Tourists visit only mainstream destinations

FINDING THE WHYS

METHOD: Initially, through brainstorming and observation of the territory, the team came up with the follow whys:

- Tourists only know the mainstream destinations
- The mainstream destinations are connection ways at airports (easily accessible).



STAKEHOLDERS:

- Media marketers
- Tourists
- Government
- Business companies
- Tourism agencies

Afterwards the team selected 2 stakeholders to interview: Travel agencies & tourist guides. After the interview the team came up with more concrete whys and stakeholders related to the problem

NEW WHY (AFTER DEFINITION THROUGH INTERVIEWS)

Mass Targeting of the tourist by travel agencies (no specific targeting based on the tourist's profiles)

- Big overcrowded market
- Focus on what people know already (the over visible, the culture)
- Media dissemination
- Peer pressure



NEW STAKEHOLDERS

- Media marketers
- Business companies
- Travel & Tourism agencies

POSSIBLE SOLUTIONS PROPOSED BY THE TEAM DURING THE IDEATION PROCESS:

- Promoting cool alternatives
- Campaign which shows the gap between mainstream and non-mainstream destinations
- Contact with travel-bloggers in order to create more content on non-mainstream destinations
- Create social media competitions, challenges and super offers on non-mainstream destinations.

STRATEGY ADOPTED BY THE TEAM:

The team chose the small city of Nea Makri which lies a few kilometers from Athens and offers a very relaxing environment to tourists. In order to promote the city of Nea Makri, the team proposed to: Create flyers/posters showing the advantages of visiting Nea Makri instead of overrated spots like Athens.

PROTOTYPING

Developing a brochure that compares Athens to Nea Makri. Nea Makri is portrayed as a cheaper alternative to Athens-is more beautiful and heterogenous when it comes to activities and relaxation.

Testing:

The brochure is tested in partnership with a travel agency and a tourist guide in order to see how tourists will react to the new campaign. After testing the impact of the brochure with these service providers, the team returns to the design board to make changes.

ITERATION

Now as changes, the team opts to no more compare Nea Makri to Athens but rather add it as a complementary destination which offers extra opportunities in the Athens Metropolis. Also, the team decides to focus more on Nea Makri as a little city which offers less crowd, more relaxing atmosphere rather than comparing it with Athens.



CASE 5: Citizens don't speak foreign languages very well

FINDING THE WHYS

METHOD: As method to find the why, the team made a list of several whys and sought to see how they conjoin. Also, they made use of internet research as well as interviews to get in-depth knowledge about the trends and issues at hand. Intense brainstorming was done in order to clarify the ideas.



MAJOR WHY? There's no motivation among the adults and their children to learn foreign languages

SECONDARY WHY:

- The system is not based on the skills and needs of the students
- The system is too academic and not practical enough
- The government does not support the secondary needs of its citizens

MAJOR STAKEHOLDERS: Adult citizens

SECONDARY STAKEHOLDERS:

- Ministry of education
- University and school students
- Employers
- Students

DEFINE

After interviews the team could redefine their main why and find the real cause of the problem.

The adults are conservative in their jobs, communities and lifestyles. They therefore find it uncomfortable to go out and learn foreign languages & promote them in their families.

In order to specify the problem, the project team chose to work on the territory of Tiraspol, Moldova. Afterwards, the team made use of brainstorming to come up with solutions.

5 OF THEIR MOST RELEVANT SOLUTIONS PROPOSED BY THE TEAM ARE:

- Promote and empower the use of non-formal tools and techniques in education
- Devise alternative learning methods
- Conduct a social media campaign (#NeverTooLateToLearnLanguages)
- Conduct a physical campaign to promote language learning to adults
- Do contemporary trainings for teachers.

PRODUCT:

A weekly event in the center of the city in order to promote the learning of foreign languages. If for instance the language to learn is English, once every week, on Fridays at 19:00, at the Royal Club of Tiraspol (a restaurant and meeting space in the city), there is a programme to facilitate the learning of English language for adults. The programme is made up of varied activities such as:

- Word café + Food night (*word café: people gather in a light hearted social environment to socialize using selected language over a specific topic*)
- Speaking Clubs (*Debates on a selected trending or relevant topic facilitated by a native speaker of the language that is being learnt by the group*)

- Movie nights (*Screening of latest cinema movies in a foreign language followed by a discussion on the movie in the same language.*)
- Language learning through theater or drama. (*Learning to speak the foreign language through non formal methods and activities*)

STRATEGY TO PROMOTE THE PRODUCT:

The use of social media campaign (Facebook, Instagram) to promote events (using photos, videos and other short skits)

TESTING:

The project was named: *"Friday for Languages"* The team designed a paper as a mock up poster to flesh out the details of the services that the product will provide to the participants. Also, the poster made mentions of the pricing, the place, time and other offers related to the product.

In anticipation of the iteration process and the betterment of their product, the team prepared interview questions to be asked to the first participants of the *"Friday for Languages"* event in order to acquire immediate feedback on the idea and know their previous experiences on similar services. The questions were designed collectively by the team.

During the testing which was done using the testing tool Showcase and Ask (check testing tools), the team got feedback on their prices, the logistics in place, the duration of their sessions and how best they could create a social atmosphere that will be relaxing and at the same time conducive for the learning of a foreign language. Based on the information received, the team adjusted their pricing and services accordingly after numerous discussions in the team which focused on their ability to respond adequately to the customers' concerns without making any financial losses or changing the good quality of their product.



FACILITATORS AND PARTICIPANTS



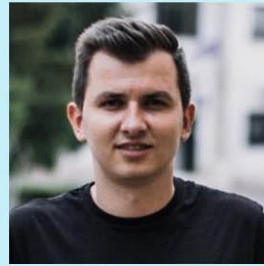
Fahd, Project Manager



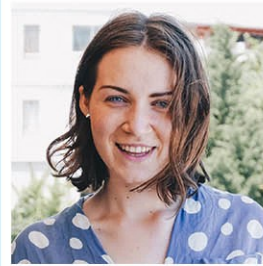
Gabriel, Trainer



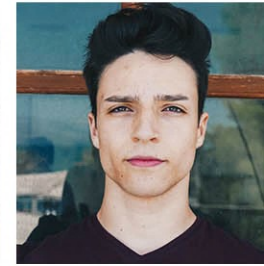
Gilles, Rapporteur



Darius
Media Specialist



Viktorija



Simon



Pirkko



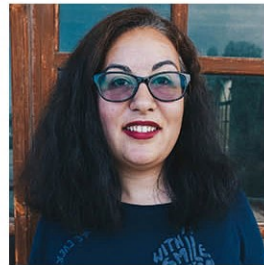
Leslie



Busra



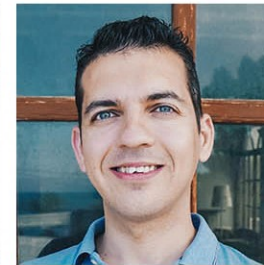
Tatiana



Iva



Zlata



Markos



Evrim



Ruta



Viivi



Iga



Julia



Alessandro



Izabela



Dagmara



Marta



Dorottya



Apostolos



Petya



Ziga



Piia



Zizou

