



Abstract

The world has never been changing at such a rapid pace as the one we are facing today. The changes are extremely pervasive, being technological, economic, sociodemographic, cultural, behavioural, spiritual, and arousing some fundamental questions. In that context, societal transformation seems to be unavoidable. The promotion of a learning society and lifelong learning as a new paradigm may be the avenue for a new era of equality of chances, purposeful jobs and thrive, when envisaged not only as an individual responsibility or a mechanistic way of always staying competitive, but rather as a crucial mean of self-development in continuous resonance with others and the world. However, reality is proving that some socio-groups under challenging life circumstances, such as adults without a higher education degree, are still facing barriers to participation into lifelong learning. RISE, a digital-analogue platform, gives a voice and agency back to those facing barriers, freeing them from existing education systems and workplaces shackles, making their „life skills“ visible, enabling transformative learning spaces, fostering mentoring and human engagement, and creating bridges with communities and businesses. RISE supports the personal development and growth of adults without a postsecondary degree by covering their variations in capabilities, circumstances and aspirations, while respecting their needs of modular, flexible, and personalised services.

RISE

A guide to personal development and positive life shaping for adults without a postsecondary degree in Switzerland.

Research & Analysis

Design Process

The developed Design Process (Fig. 3) is inspired by the IDEO Human-Centered Design approach and adapted to the specificities of the project. Lifelong learning & empowerment is a complex multifaceted problematic about people, mindsets and aspirations and any related innovative design intervention can only be conceived with and for people. The human-centered design approach allows to focus on people, learn from them and develop a solution that will change their lives for the better. The methods used were selected for their capacity to extract knowledge from different angles and to combine in a complementary way.

Research Methodology

Research question: How might we integrate socio-groups under challenging circumstances (adults without a higher education degree, migrants, lone parents) into the lifelong learning system in Switzerland in a way that makes their soft skills visible and empowers them to positively shape their lives? The desktop research and literature review enabled to map the issue and establish the state of the art, from both a theoretical and design practice angles. Thereafter, the theory, the voices of experts from education, learning innovation, didactic, civil society and service design, and the field perspective from potential users and businesses were each thoroughly investigated to add knowledge and guide a new point of view. Semi-structured qualitative interviews were used, providing reliable comparable qualitative data but also a degree of freedom for new ways of understanding the topic. 11 users interviews were conducted across the 3 socio-categories mentioned above. 5 businesses interviews were conducted seeking diversity in terms of industry, size and balance international vs local players.

Issue Map

The issue mapping (Fig. 1) of the problematic, analysing the different forces forming its context and locating the areas of friction, resulted in the identification of research gaps where possible changes could produce significant differences in the state of the system: lifelong learning is seen as an individual responsibility, but prevailing learning systems are not centred on learners needs; there are some social groups under challenging circumstances that are facing barriers to participation; the community-based informal learning, fundamental to personal development, is not recognized by prevailing validation systems; the debate on the necessity to adapt education systems to the reality of today's world has so far remained conceptual; there is a necessity for a talent and skilling strategies revolution to take place, but workplace practices haven't changed yet; knowledge durability is getting shorter; individuals who had limited access to formal education, or who developed skills in settings outside the formal system, are often disadvantaged in further learning and in the labour market; and finally, there is an urgent need of a cohesive approach to Lifelong learning across the different stakeholders.

State of the Art, Project Positioning & Partnership

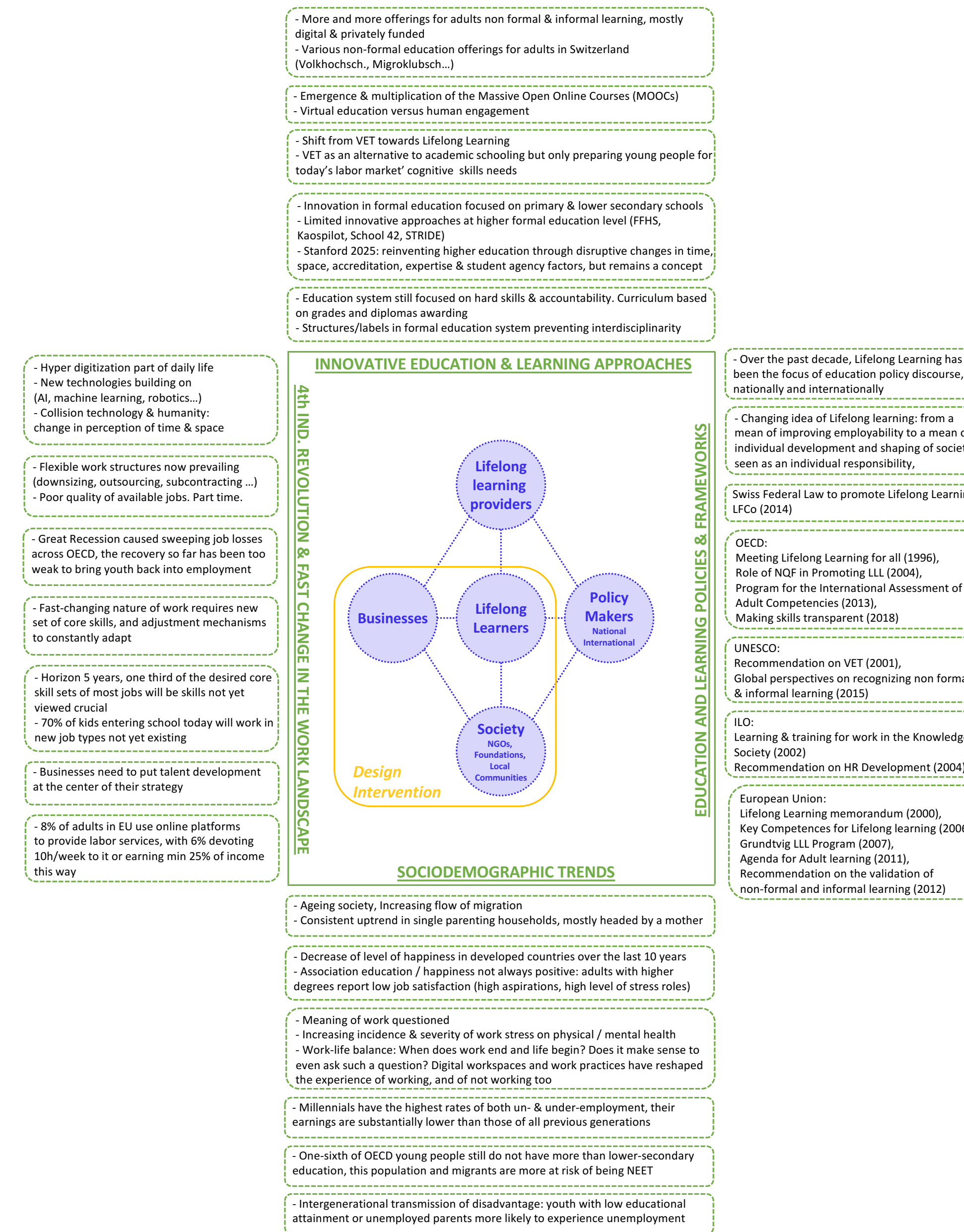
The evaluation of the current State of the Art (Fig. 2) lead to the identification of 3 main areas of leverage: the equality of chances in participation to lifelong learning; the challenges of the recognition of non-formal and informal learning; and the unavoidable on going skilling mutation in the workplace, which represent design opportunities where new insights were extracted through field research work. The cases study in the design practice has shown that there is no existing solution so far answering the problematic at hands but STRIDE, unSchool for Collaborative Leadership and Social Innovation, is converging in values and posture. The partnership built with them allow for accessing experience and expertise and potentially shortening the time to market.

Insights & Common vision

A triangulation of the findings across the 3 perspectives (Fig. 5) was performed to capture the major insights and establish a common vision. Lifelong learning as a new paradigm for sustainable development. Learning as a common good, benefiting to all and achieved by citizenship. Learning, historically understood as the process of acquiring knowledge, is transforming to become how individuals and society apply meaning to experiences and take action on that basis. The focus accordingly is on transformative learning and the development of "life skills" in resonance with the self and the surrounding world for growth. Key identified life skills are adaptability, courage, curiosity, flexibility, global citizenship and cultural awareness, problem solving and resilience.

Master Design

Service Design
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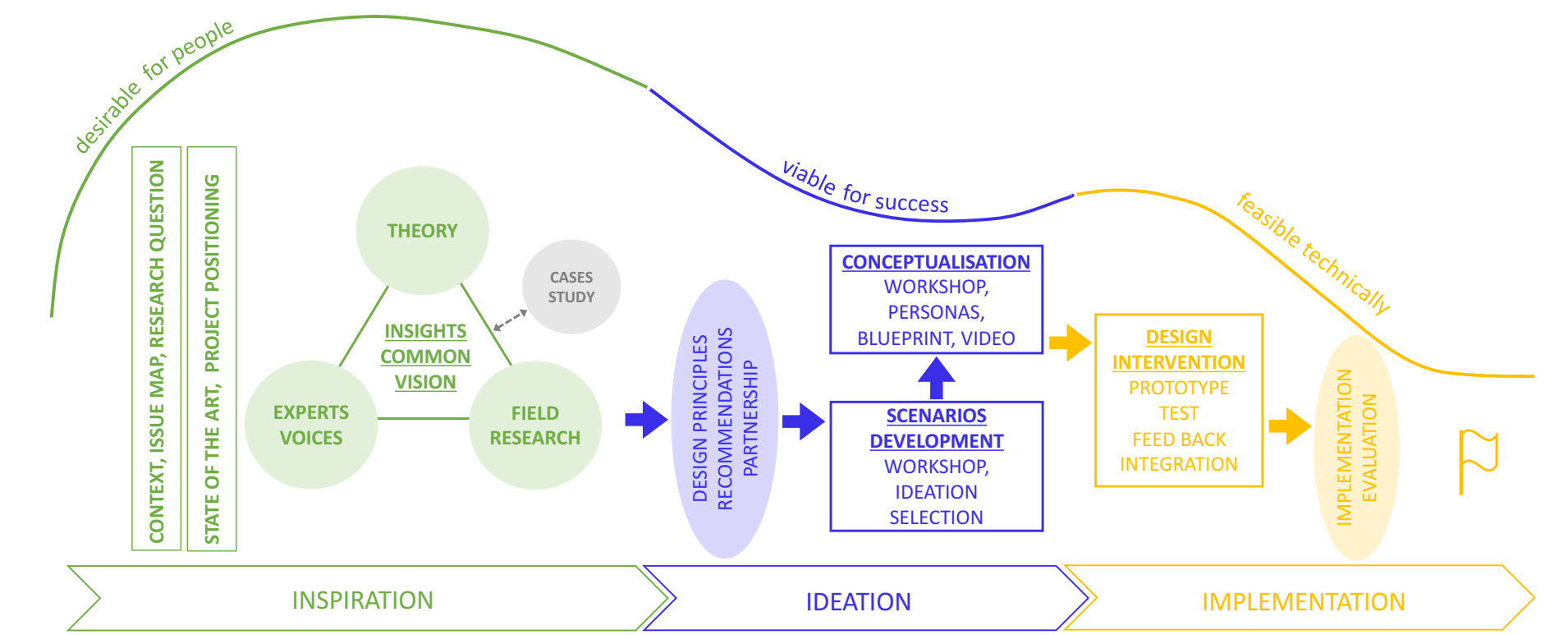


1 Issue Map, author's illustration, 2019

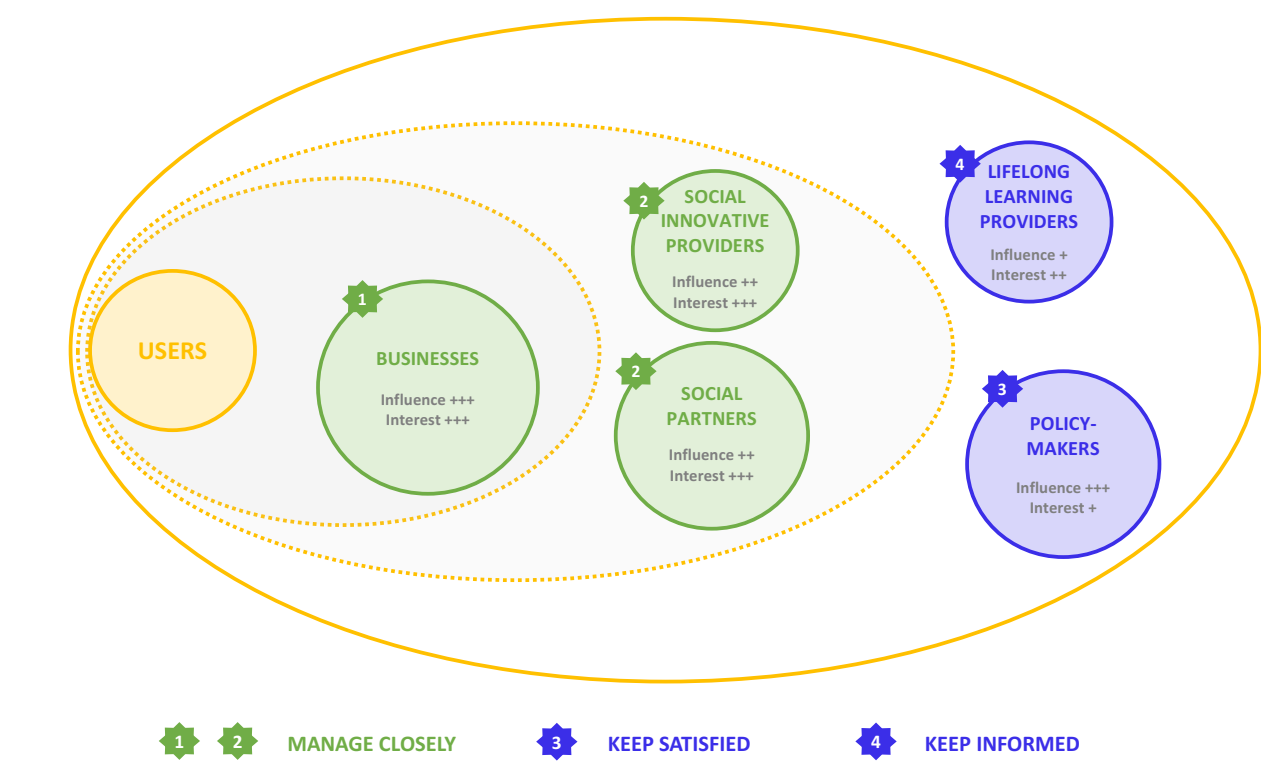
	LITERATURE	PRACTICE
LIFELONG LEARNING POLITICAL FRAMEWORK	- Extensive framework in place at international & national levels. Seen as an individual responsibility , aiming at fostering private initiatives. - Recognition of Non formal Informal learning at the center of recent political debate but proving difficult to implement (Unesco, 2015). - Ongoing shift from Career Counseling to Life Design Intervention (Cohen-Scali, V. et al., 2018). Raising the importance of Mentoring.	- EU Grundtvig program - Unesco Building Learning Cities project - "La Fabrique Spinoza". Think tank in France under OECD umbrella. - PES One stop shop new concept (EC, 2018).
LIFELONG LEARNING OFFERING	- A few analog and blended initiatives, but boom is mostly digital. - Ongoing debate about the necessity for the traditional high school education system to change, but remains conceptual : learning to learn, customization, interaction, empowerment, narrow certifications. (Collins, A., Halverson, R. 2009) - Evidence of a learning divide is persistent. Taking into account the context of the lives of people is fundamental in addressing participation (Jackson A., Jones D. 2000)	- Emergence and fast development of the MOOCs , privately funded, some in partnership with established universities, but drop out rate at 96% consistently over the last 5 years (Murray, S. 2019) - Stanford 2025 , Kaospilot, School 42. - STRIDE: unSchool for Entrepreneurial Leadership , that empowers personal & societal transformation. No pre-requirements - A Design Model for Lifelong Learning Networks (Brouns, F. et al 2005)
PARTICIPATION	- It is how skills are distributed, rather than average skills levels, which has effect on social cohesion & outcomes (Green, A. 2011) - At the edge are the NEETs, migrants, adults without a higher education degree, lone parents. - Debate for a demand-oriented vs supply-oriented recognition and validation system.	- Field experiment, issuing Adult education vouchers in Switzerland: low-education individuals most likely to profit from adult education, used the voucher the least. Importance of other barriers. (Schwerdt, G. et al 2011)
NON FORMAL & INFORMAL LEARNINGS RECOGNITION SYSTEMS	- Initial international framework (RVA) but not implemented in practice. Challenge to align with the needs of different stakeholders (learners, institutions, businesses and social partners) and to function coherently within the existing formal education qualifications systems. (UNESCO, 2015) - Everyone looking for the solution but no one has really found it due to a lack of a cohesive approach (Heikkilä, P. 2019).	- EU ReOpen project for the Recognition of Valid and Open Learning and OEPass Learning passport. - Zurich Resource Model ZRM*: self-management training developed for the UZH, based on latest neuroscience findings on human learning & action. - Many affordable personality assessments tools (psychometric tests), but do not allow for in context soft skills valuation.
WORKPLACE & SKILLING MUTATION	- Shift across industries: technical skills to be supplemented with strong socio-emotional and collaboration skills , such as persuasion, emotional intelligence and teaching others. (WEF, 2016) - PwC 2018 global survey of leaders in >10 industry sectors, 79 countries: only 10% 'Strongly Agree' that they have a clear narrative about the future of work, generally falling behind on engaging flexible talents and new ideas. - Of the 9'000 recruiters surveyed, 63% think that prevailing hiring interviews are bad at assessing soft skills & weaknesses (LinkedIn, 18). - Obsolescence of degrees & diplomas going forward? Will that lead to a new era of "talent communities"...	- Four Worlds of Work in 2030 (PwC, 2018) - New World of Work podcast series (McKinsey Global Institute, 2017) - Recent high-tech tools – Koru, Pymetrics – use AI to assess candidates soft skills. - Deloitte Open Talent Community

DESIGN INTERVENTION IN SWITZERLAND

2 State of the Art, author's illustration, 2019



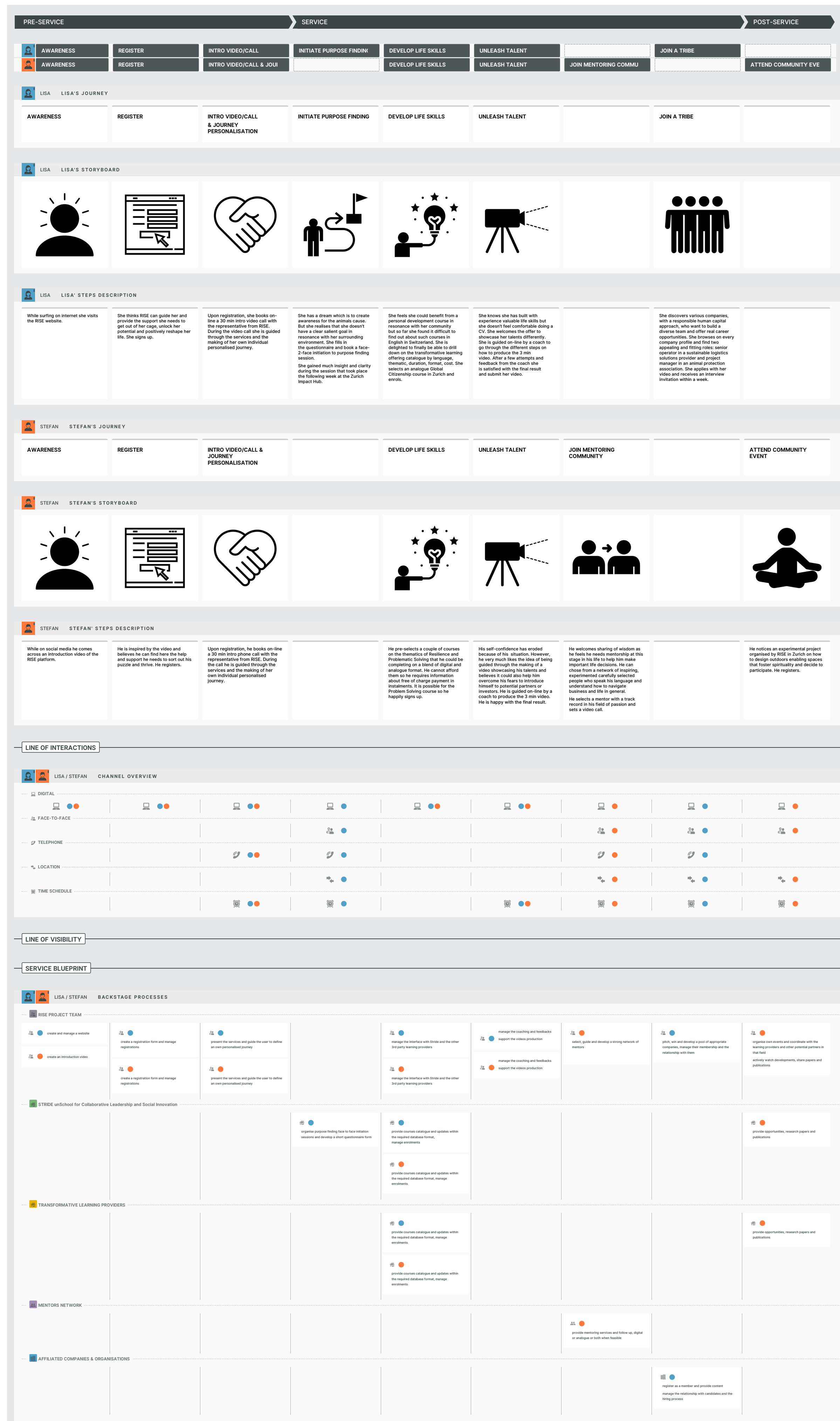
3 Design Process, author's illustration, 2020, inspired by IDEO Human-Centered Design Process



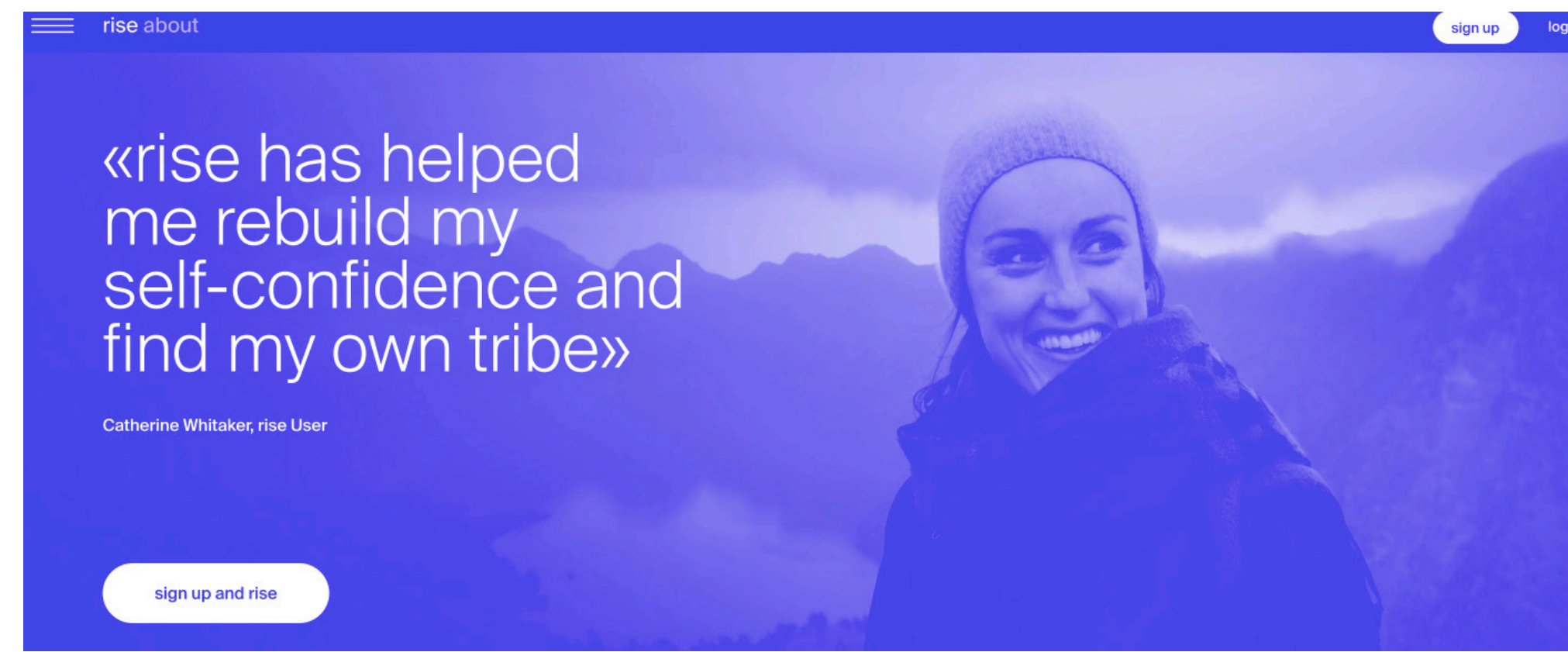
4 Stakeholders Ecosystem, author's illustration, 2019

USERS FIELD RESEARCH	EXPERTS VOICES
<ul style="list-style-type: none"> o rise of Individuality o time factor is the main challenge o more humility, effort recognition would make life easier o work likes: interaction with people, field, creativity o work dislikes: lack of empowerment, competitiveness o little interest for completing degree, focus is widely on learning by doing, personal development and transformative learning. o only very few have found a purpose, lack of awareness on how to integrate into the community o lifelong learning is paramount but mostly thought of as daily informal learning, don't want it to be mechanic o businesses to take their responsibility towards building a learning society o too much importance given to degrees in our society but it is deep in the mentalities and the culture o recognition of experience is very important, in essence from a justice point of view, however doubts on feasibility, comparability, fairness o mentorship for guidance and decision making (quality and multidisciplinary of mentors) o preference is for mixed digital-analogue learning spaces 	<ul style="list-style-type: none"> o digitalization but important that focus remain on people o learning is becoming more individual, more flexible, a lifelong endeavor, o modular & personalized curricula o learning spaces shall continue to reinforce critical thinking, empathy, creativity & active shaping of the future, skills no robot will ever master, social and symbolic dimensions o what is lacking today is the social learning o purpose always social, personal development only happens through community interaction, transformative learning o target-group-oriented strategies to answer distinctive contextual learning needs, circumstances, open up progression routes and reach the disadvantaged o global citizenship education for active, well informed, reflective & responsible participation in global society, o non-formal & informal learning provide tremendous potential : low barriers of entry, peer learning and self-managed learning opportunities
<p>INSIGHTS</p> <ol style="list-style-type: none"> 1. RESPECT OF INDIVIDUALITY 2. SELF AWARENESS & PURPOSE 3. TRANSFORMATIVE LEARNING VISIBILITY 4. CREATING ENABLING SPACES 5. BRIDGE WITH BUSINESSES 6. COMMUNITY LEARNING 7. TIME FLEXIBILITY 8. MENTORING 	
<p>BUSINESSES FIELD RESEARCH</p> <ul style="list-style-type: none"> o uncertainty about economic developments, megatrends o it is more a skilling evolution than a radical revolution, skills gaining importance are mostly transformative: team work, ability to use new tech, cultural awareness & diversity exposure, social competence, integrity, trustworthiness, reliability o talent acquisition strategies exist but are they effective? o some industries face difficulties to attract talents (banking industry) o upskilling strategies are not at the forefront o component we are missing is to go back to the human element of things o degrees still important for most of the roles, specially in highly-regulated industries that require qualified people o collaboration with the local community is still very shy in practice even though perceived as a necessity o recognition of experience desirable but difficult in practice to certify, have a comparable basis, trust o mentorship systems are various & working very well 	<p>LITERATURE</p> <ul style="list-style-type: none"> o learning motivation reflect socio-economic, specially family experience but everyone can rise to high levels of motivation o people mostly learn for salient life goals o need to place human agency back in the hands of the ones facing barriers to participate. o lifelong learning is a highly personal activity but it is the responsibility of all involved stakeholders to create enabling environments o engagement with others, reflective discourse, mentoring community, opportunities for committed action: a key role in transformative learning o making visible the open learning, a vast untapped resource of skills and flexible qualification pathways, could lead to significant benefits for individuals, communities & companies o challenge of alignment with the needs of different stakeholders while engaging all is crucial o futures of work are uncertain, but certainly going towards societal transformation

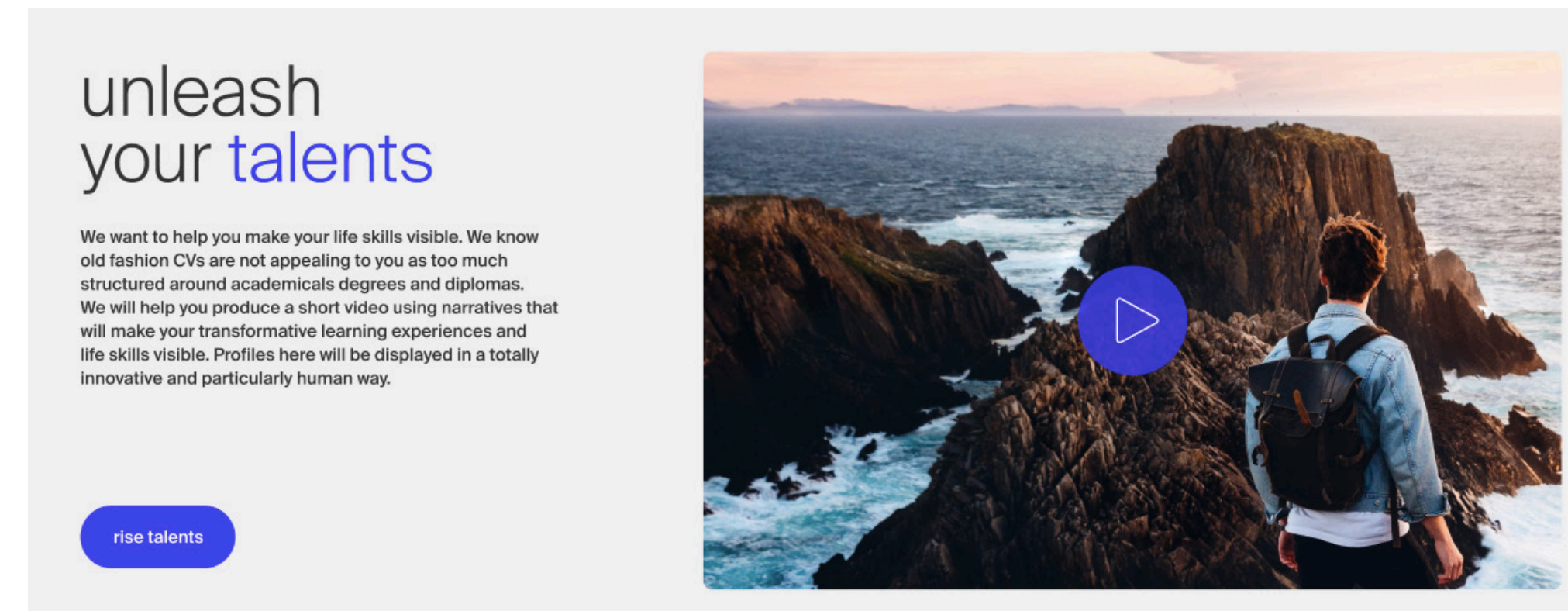
5 Triangulation: building insights, author's illustration, 2020



6 User Journey & Service Blueprint, author's illustration, 2020, powered by Smaply



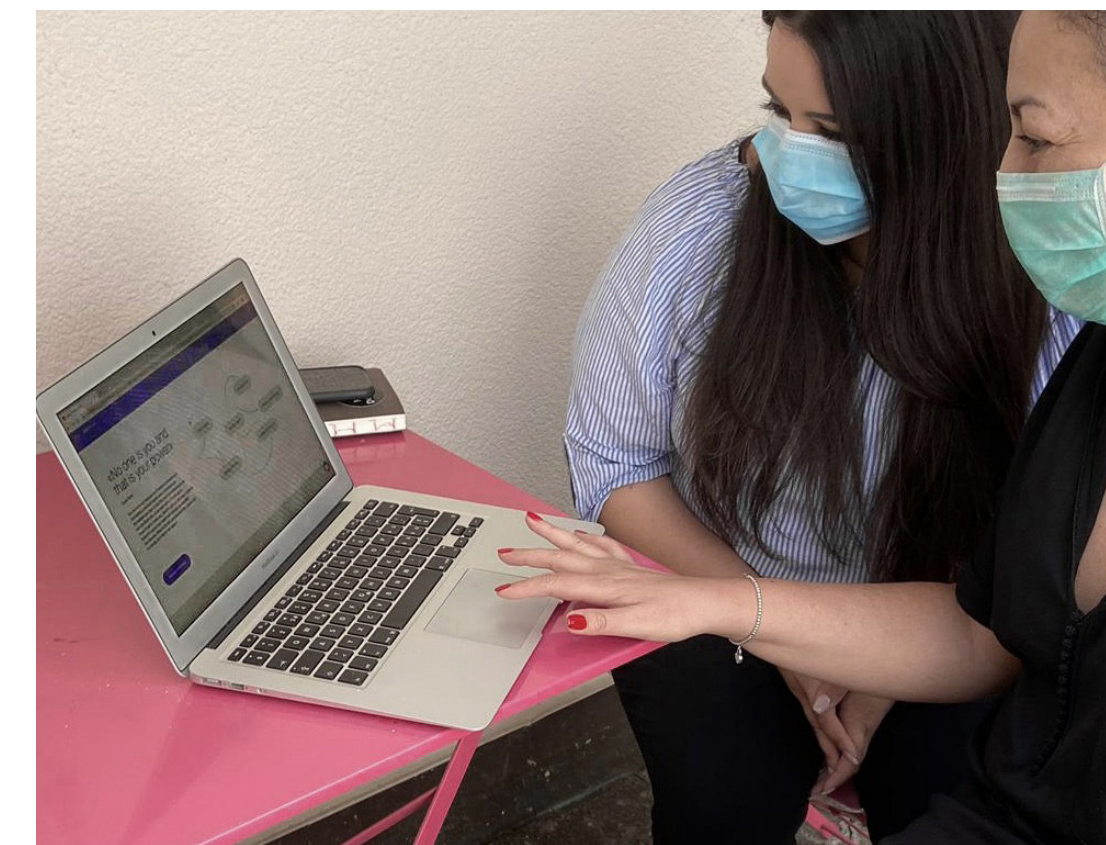
7 RISE Website Prototype impression, 2020



8 RISE Website Prototype impression, 2020

rise | purpose
life skills
talents
mentors
tribe

9 RISE logo



10 Think Aloud User Testing session in times of Covid19

KEY PARTNERS	KEY ACTIVITIES	VALUE PROPOSITION	CUSTOMER RELATIONSHIPS	CUSTOMER SEGMENTS
<ul style="list-style-type: none"> STRIDE Pool of 3rd Party Learning Providers Affiliated Companies Social partners Mentors 	Attract, register, support, coach users; Select and manage relation with learning providers and mentors; Pitch, onboard, manage relation with companies; Admin., organize, plan; Marketing & communication Monitor field development KEY RESOURCES Project manager / Designer Support team (operations, support, coaching) Financial resources	<ul style="list-style-type: none"> Holistic modular flexible solution Free of charge (RISE services) Installments payment (Learning providers) <ul style="list-style-type: none"> Inclusion Sense of belonging Mobility Positive experience Optimism Purpose freedom 	<ul style="list-style-type: none"> Understanding Emotion Human engagement Ease of access Trust Commitment CHANNELS Digital: Website, Social Media, Learning platforms Analogue: RAV, SVEB, Associations	Phase 1: Adults without a postsecondary degree, 19.4% of the swiss active population Phase 2: Lone parents, 14.4% of the swiss households
COST STRUCTURE - Salaries - Marketing and Communication (inc. advertising, events) - Rent, utilities, office supplies - Software, hardware		REVENUE STREAMS - Commissions on flow directed to 3 rd parties learning providers - Affiliated companies membership fees - Advertising from selected companies - Subsidies from government and NGOs		

11 Business Canvas Model, author's illustration, 2020

Relevance & Impact

Target Group

The design intervention is initially focusing on Adults without postsecondary degree (*), driven by prevailing market conditions and the complementarity to existing STRIDE services, with the possibility to include Lone Parents (**) in a second stage as market potential considering this socio-group is rapidly growing at an average rate of +2% p.a. since 2000. The Migrant category was moved out of scope as its main challenge of bilateral degrees recognition is going to be resolved by the Unesco convention recently ratified to extend recognition to several countries.

(*) 19.4% of the Swiss active population, 11% with compulsory and 8.4% with general education, no gender variance.

(**) 14.4% of the Swiss households, lone mothers representing 84%. (Source: OFS 2018 statistics)

Set of Criteria

The design intervention is guided by the following set of criteria resulting from the research and analysis work as key drivers for impact:

- Develop target-group-oriented strategies to provide adequate answers to the users distinctive contextual learning circumstances, capabilities and needs,
- Respect of users individuality by proposing modular, personalized and flexible services.
- Support users (re)connect with themselves, find a purpose and grow. Provide enabling spaces.
- Promote transformative learning offering and facilitate its accessibility.
- Make life skills visible.
- Support community learning and societal transformation.
- Engage and develop a sustainable bridge with businesses.
- Foster human engagement and provide mentoring.

Design Intervention

Workshops were conducted to generate and select ideas, develop scenarios and proof the concept of a digital-analogue platform. The concept visualisation was based on the creation of the Lisa & Stefan personas, a User Journey and Service Blueprint (Fig. 6) as well as the making of a video to illustrate the awareness touchpoint. A clickable website prototype (Fig. 7, 8 & 9) of the RISE solution was developed and tested in one-to-one sessions with users (Fig. 10) for feedback. Considering the specific nature of the target group, a particular attention was given to semantics, ease of use, emotional aspect, design interactions as ways of generating trust and commitment from users.

Impact & Social Relevance

The impact and ultimate outcome of the Design Intervention is to change the work and social life of Adults without a postsecondary degree to the better, by giving them support services to positively shape their life, make the right decisions and realize their full potential. This is a not for profit initiative, no fees will be charged to users for the RISE services and this is seen as a critical posture or key factor of success of the proposed solution. However and even if not driven by financial profits, a principle of self-sufficiency will be pursued through the generation of revenue streams from commissions on flow directed to 3rd parties transformative learning providers and from affiliated companies membership fees to cover the operating costs. RISE is aiming at generating social value by means of inclusion of Adults without a postsecondary degree, standing against inequality of chances and consequently increasing social trust and the sense of belonging into society; by supporting social mobility; by promoting a learning society and lifelong learning, which has been proven to be a major determinant of an individual's life chances; by enabling positive experience and personal development, ultimately leading to optimism and freedom.

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