

#### 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 accross 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 accross 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 accross 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 Maha Daoudi

- Hyper digitization part of daily life - New technologies building on (AI, machine learning, robotics...) Collision technology & humanity: change in perception of time & space

- Flexible work structures now prevailing (downsizing, outsourcing, subcontracting ...) Poor quality of available jobs. Part time.

- Great Recession caused sweeping job losses across OECD, the recovery so far has been too weak to bring youth back into employment

- Fast-changing nature of work requires new set of core skills, and adjustment mechanisms to constantly adapt

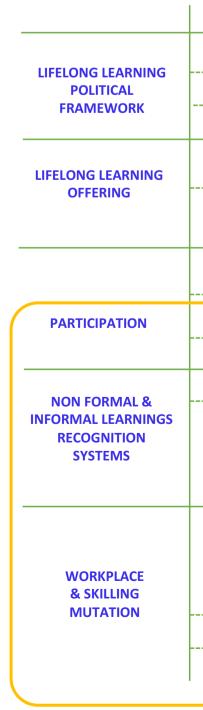
- Horizon 5 years, one third of the desired core skill sets of most jobs will be skills not yet viewed crucial - 70% of kids entering school today will work in

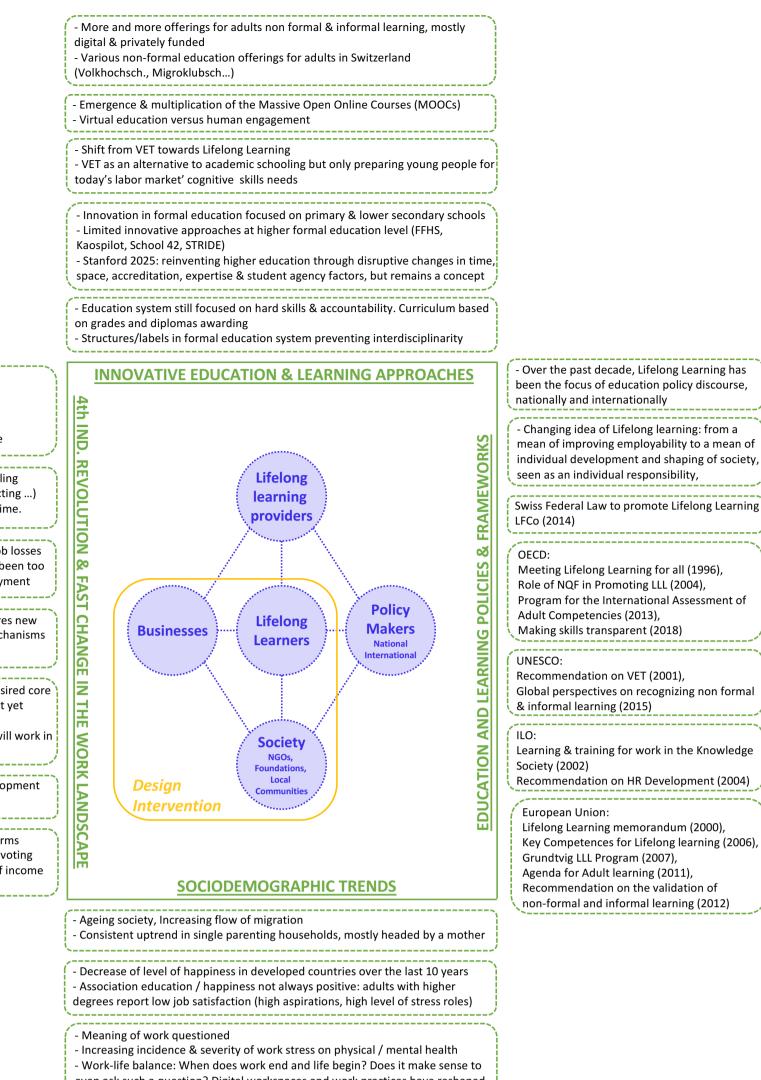
new job types not yet existing - Businesses need to put talent development

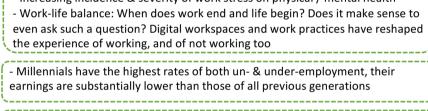
at the center of their strategy

- 8% of adults in EU use online platforms to provide labor services, with 6% devoting 10h/week to it or earning min 25% of income this way

#### **1** Issue Map, author's illustration, 2019



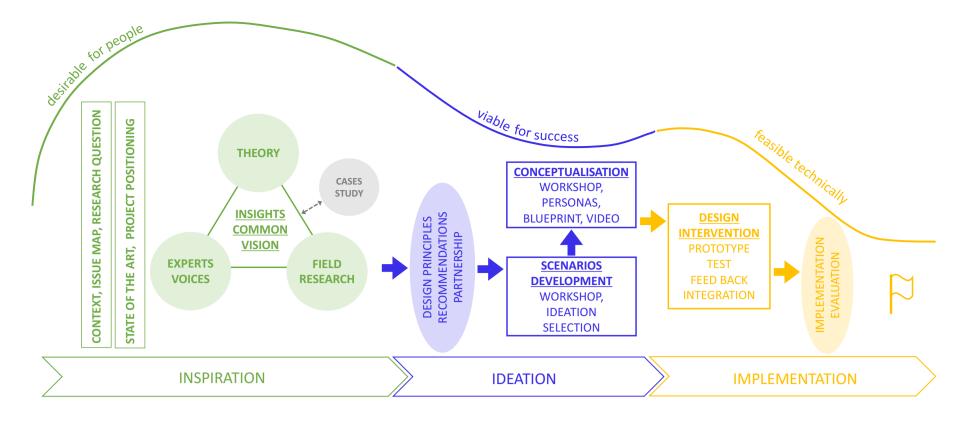




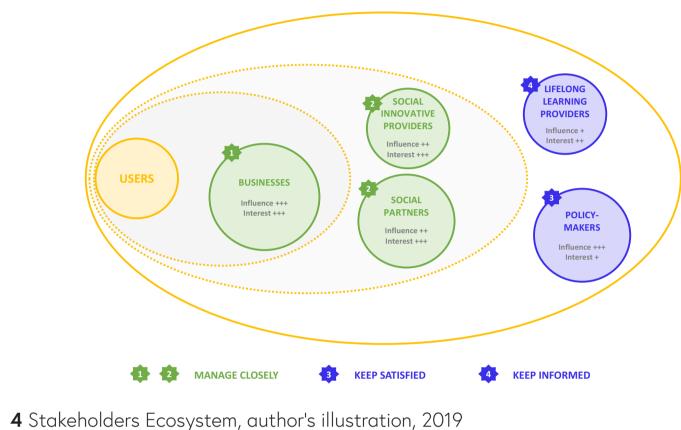
- One-sixth of OECD young people still do not have more than lower-secondary education, this population and migrants are more at risk of being NEET - Intergenerational transmission of disadvantage: youth with low educational

attainment or unemployed parents more likely to experience unemployment

LITERATURE	PRACTICE
<ul> <li>Extensive framework in place at international &amp; national levels. Seen as an individual responsibility, aiming at fostering private initiatives.</li> <li>Recognition of Non formal Informal learning at the center of recent political debate but proving difficult to implement (Unesco, 2015).</li> </ul>	- EU Grundtvig program - Unesco Building Learning Cities project - "La Fabrique Spinoza". Think tank in France under OECD umbrella.
- Ongoing shift from Career Counseling to Life Design Intervention (Cohen-Scali, V. et al., 2018). Raising the importance of Mentoring.	- PES One stop shop new concept (EC, 2018).
- A few analog and blended initiatives, but boom is mostly digital.	<ul> <li>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)</li> </ul>
<ul> <li>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)</li> </ul>	<ul> <li>- Stanford 2025. Kaospilot, School 42.</li> <li>- STRIDE: unSchool for Entrepreneurial Leadership, that empowers personal &amp; societal transformation. No pre-requirements</li> </ul>
- 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)	- A Design Model for Lifelong Learning Networks (Brouns, F. et al 2005)
<ul> <li>It is how skills are distributed, rather than average skills levels, which has effect on social cohesion &amp; outcomes (Green, A. 2011)</li> <li>At the edge are the NEETs, migrants, adults without a higher education degree, lone parents.</li> <li>Debate for a demand-oriented vs supply-oriented recognition and</li> </ul>	- 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)
<ul> <li>validation system.</li> <li>Initial international framework (RVA) but not implemented in practice.</li> <li>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)</li> <li>Everyone looking for the solution but no one has really found it due to a lack of a cohesive approach (Heikkilä, P. 2019).</li> </ul>	<ul> <li>EU ReOpen project for the Recognition of Valid and Open Learning and OEPass Learning passport.</li> <li>Zurich Resource Model ZRM<sup>®</sup>: self-management training developed for the UZHZ, based on latest neuroscience findings on human learning &amp; action.</li> <li>Many affordable personality assessments tools (psychometric tests), but do not allow for in context soft skills valuation.</li> </ul>
<ul> <li>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)</li> <li>PwC 2018 global survey of leaders in &gt;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.</li> </ul>	- Four Worlds of Work in 2030 (PwC, 2018) - New World of Work podcast series (McKinsey Global Institute, 2017)
<ul> <li>Of the 9'000 recruiters surveyed, 63% think that prevailing hiring interviews are bad at assessing soft skills &amp; weaknesses (Linkedin, 18).</li> </ul>	<ul> <li>Recent high-tech tools – Koru, Pymetrics – use AI to assess candidates soft skills.</li> </ul>
<ul> <li>Obsolescence of degrees &amp; diploma going forward? Will that lead to a new era of "talent communities"</li> </ul>	- Deloitte Open Talent Community
	DESIGN INTERVENTION IN SWITZERLAND



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



#### **USERS FIELD RESEARCH**

- rise of Individuality
- o time factor is the main challenge
- more humility, effort recognition would make life easier work likes: Interaction with people, field, creativity
- work dislikes: lack of empowerment, competitiveness
- little interest for completing degree, focus is widely on learning by doing, personal development and transformative learning,
- only very few have found a purpose, lack of awareness on how to integrate into the community
- lifelong learning is paramount but mostly thought of as daily informal learning, don't want it to be mechanic
- businesses to take their responsibility towards building a learning society too much importance given to degrees in our society but it is deep
- in the mentalities and the culture recognition of experience is very important, in essence from a justice point of
- view, however doubts on feasibility, comparability, fairness mentorship for guidance and decision making
- (quality and multidisciplinary of mentors) preference is for mixed digital-analogue learning spaces

#### **BUSINESSES FIELD RESEARCH**

- uncertainty about economic developments, megatrends • 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 talent acquisition strategies exist but are they effective?
- some industries face difficulties to attract talents (banking industry)
- upskilling strategies are not at the forefront
- degrees still important for most of the roles, specially in highly-regulated
- industries that require qualified people collaboration with the local community is still very shy in practice even though
- perceived as a necessity recognition of experience desirable but difficult in practice to certify, have a
- comparable basis, trust
- mentorship systems are various & working very well



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AWARENESS	REGISTER	INTRO VIDEO/CALL & JOURNEY PERSONALISATION	INITIATE PURPOSE FINDING	DEVELOP LIFE SKILLS	UNLEASH TALENT		JOIN A TRIBE	
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LISA LISA' STEPS DES	SCRIPTION							
While surfing on internet she visits he RISE website.	She thinks RISE can guide her and provide the support she needs to get out of her cage, unlock her potential and positively reshape her life. She signs up.	Upon registration, she books on- line a 30 min intro video call with the representative from RISE. During the video call she is guided through the services and the making of her own individual personalised journey.	She has a dream which is to create awareness for the animals cause. But she realises that she doesn't have a clear salient goal in resonance with her surrounding environment. She fills in the questionnaire and book a face- 2-face initiation to purpose finding session. She gained much insight and clarity during the session that took place the following week at the Zurich Impact Hub.	She feels she could benefit from a personal development course in resonance with her community but so far she found it difficult to find out about such courses in English in Switzerland. She is delighted to finally be able to drill down on the transformative learning offering catalogue by language, thematic, duration, format, cost. She selects an analogue Global Citizenship course in Zurich and enrols.	She knows she has built with experience valuable life skills but she doesn't feel comfortable doing a CV. She welcomes the offer to showcase her talents differently. She is guided on-line by a coach to go through the different steps on how to produce the 3 min video. After a few attempts and feedback from the coach she is satisfied with the final result and submit her video.		She discovers various companies, with a responsible human capital approach, who want to build a diverse team and offer real career opportunities. She browses on every company profile and find two appealing and fitting roles: senior operator in a sustainable logistics solutions provider and project manager in an animal protection association. She applies with her video and receives an interview invitation within a week.	
STEFAN STEFAN'S JOU	REGISTER	INTRO VIDEO/CALL & JOURNEY PERSONALISATION		DEVELOP LIFE SKILLS	UNLEASH TALENT	JOIN MENTORING COMMUNITY		ATTEND COMMUNITY EVENT
STEFAN STEFAN'S STO	ORYBOARD							
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STEFAN STEFAN' STEP	PS DESCRIPTION							
Vhile on social media he comes cross an introduction video of the IISE platform.	He is inspired by the video and believes he can find here the help and support he needs to sort out his puzzle and thrive. He registers.	Upon registration, he books on-line a 30 min intro phone call with the representative from RISE. During the call he is guided through the services and the making of her own individual personalised journey.		He pre-selects a couple of courses on the thematics of Resilience and Problematic Solving that he could be completing on a blend of digital and analogue format. He cannot afford them so he requires information about free of charge payment in instalments. It is possible for the Problem Solving course so he happily signs up.	His self-confidence has eroded because of his situation. However, he very much likes the idea of being guided through the making of a video showcasing his talents and believes it could also help him overcome his fears to introduce himself to potential partners or investors. He is guided on-line by a coach to produce the 3 min video. He is happy with the final result.	He welcomes sharing of wisdom as he feels he needs mentorship at this stage in his life to help him make important life decisions. He can chose from a network of inspiring, experimented carefully selected people who speak his language and understand how to navigate business and life in general. He selects a mentor with a track record in his field of passion and sets a video call.		He notices an experimental projec organised by RISE in Zurich on ho to design outdoors enabling space that foster spirituality and decide participate. He registers.
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**6** User Journey & Service Blueprint, author's illustration, 2020, powered by Smaply

### «rise has helped me rebuild my self-confidence and find my own tribe»

Catherine Whitaker, rise User

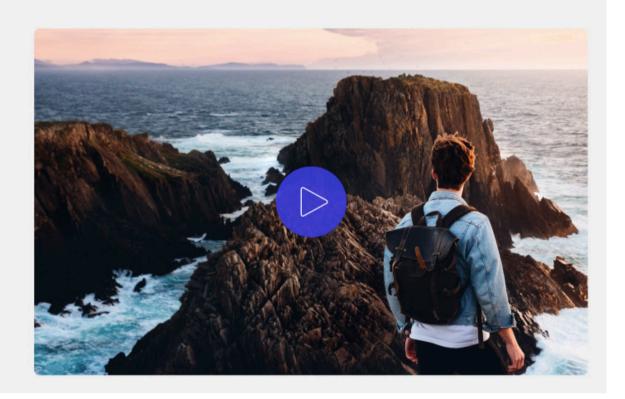
sign up and rise

**7** RISE Website Prototype impression, 2020

### unleash your talents

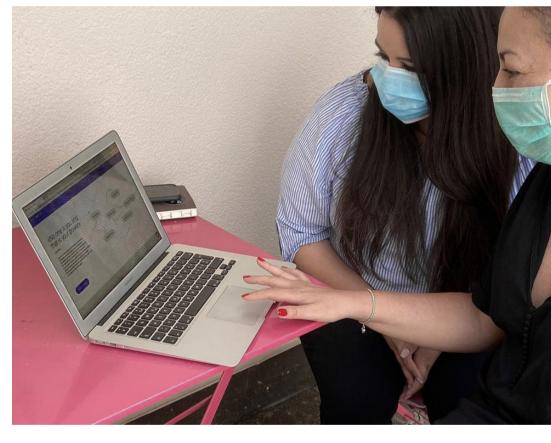
rise talents

We want to help you make your life skills visible. We know old fashion CVs are not appealing to you as too much structured around academicals degrees and diplomas. We will help you produce a short video using narratives that will make your transformative learning experiences and life skills visible. Profiles here will be displayed in a totally innovative and particularly human way.



**8** RISE Website Prototype impression, 2020

rise purpose life skills talents mentors tribe



**10** Think Aloud User Testing session in times of Covid19

KEY PARTNERS	KEY ACTIVITIES	VALUE P	ROPOSITION	CUSTOMER RELATIONSHIPS	CUSTOMER SEGMENTS	
<ul> <li>STRIDE</li> <li>Pool of 3<sup>rd</sup> Party Learning Providers</li> <li>Affiliated Companies</li> <li>Social partners</li> <li>Mentors</li> </ul>	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	<ul> <li>Holistic modular flexible solution</li> <li>Free of charge (RISE services)</li> <li>Instalments payment (Learning providers)</li> <li>✓ Inclusion</li> <li>✓ Sense of belonging</li> <li>✓ Mobility</li> <li>✓ Positive experience</li> <li>✓ Optimism</li> <li>✓ Purpose</li> <li>✓ freedom</li> </ul>		<ul> <li>Understanding</li> <li>Emotion</li> <li>Human engagement</li> <li>Ease of access</li> <li>Trust</li> <li>Commitment</li> </ul>	Phase 1:Adults without apostsecondary degree,19.4% of the swissactive populationPhase 2:Lone parents, 14.4% ofthe swiss households	
	KEY RESOURCES Project manager / Designer Support team (operations, support, coaching) Financial resources			<u>CHANNELS</u> <u>Digital</u> : Website, Social Media, Learning platforms <u>Analogue</u> : RAV, SVEB, Associations		
COST STRUCTURE- Salaries- Marketing and Communication (inc. advertising, events)- Rent, utilities, office supplies- Software, hardware			REVENUE STREAMS- Commissions on flow directed to 3rd 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

sign up

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.
- 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

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Design

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.

> Service Design Maha Daoudi