

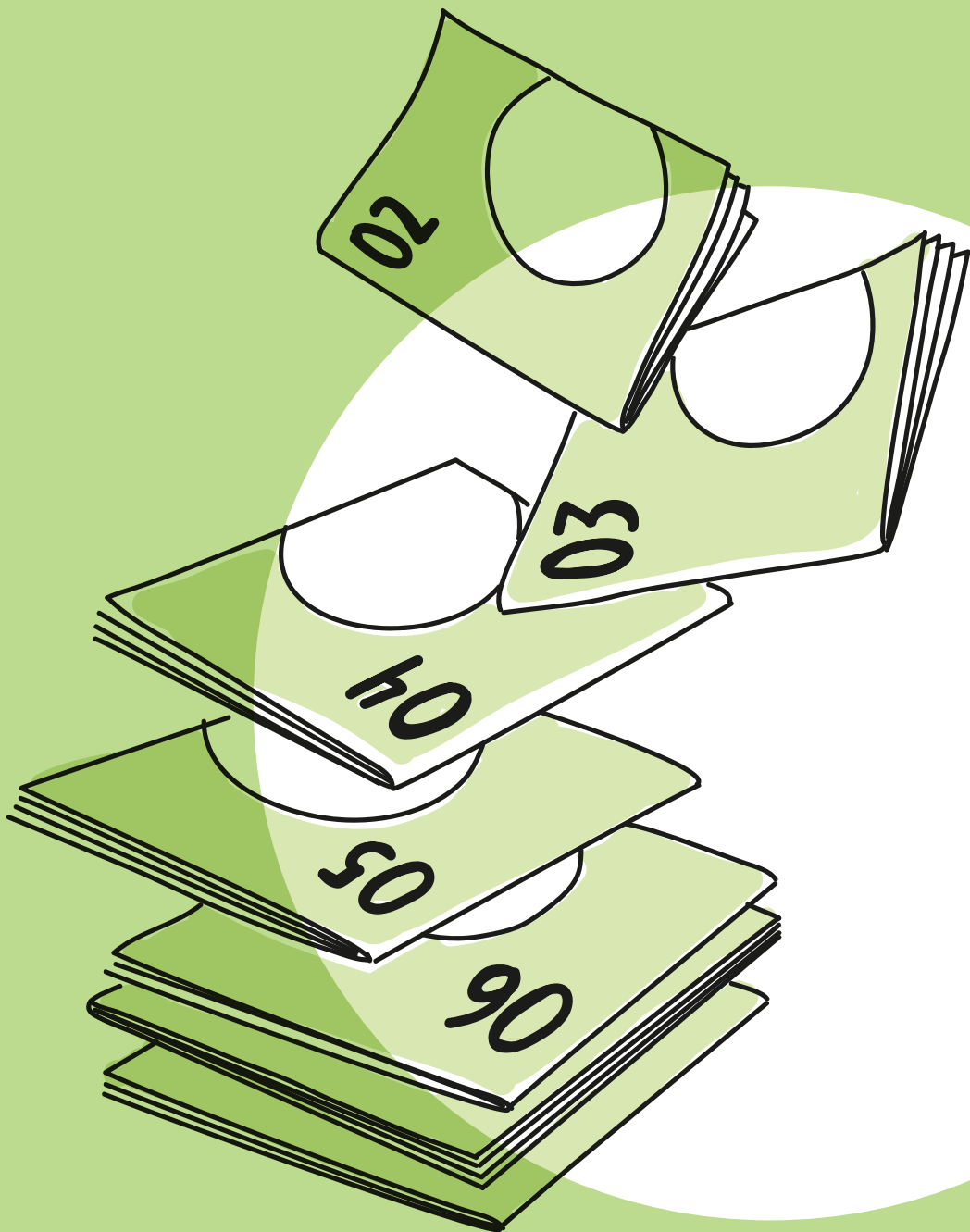


USAID
FROM THE AMERICAN PEOPLE



AGA KHAN FOUNDATION

B RESOURCES





CAPTURE YOUR WORK



PROCESS TIPS



MINDSET TIPS



EQUITY STRATEGY



CO-DESIGN STRATEGY



FIELDWORK

RESOURCES

Use this **Resources Guidebook** to review each of the phases of the design process. Each phase has additional information about facilitation of the design process as well as an example project that utilises all of the design tools.

The example project is focused on supporting NEET (Not in Employment, Education or Training) youth in the Kyrgyz Republic. NEET are young people aged 15-29 who are unemployed or economically inactive (as defined by the International Labour Organisation) and who are not participating in any form of education or training. The challenge question of this project was: How might we create income generating opportunities for NEET youth?

This Local Impact project was conducted in partnership with USAID in 2021.

Also included in this **Resources Guidebook** are supplemental articles on each phase of the design process to help your team deepen your understanding of **Human-Centred Design**.



This document is made possible by the generous support of the American people through the United States Agency for International Development (USAID) and the Aga Khan Foundation (AKF). The contents are the responsibility of the authors and do not necessarily reflect the views of AKF, USAID, or the United States Government.

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Design Project
Pathways-Case Studies

ARTICLES ON DESIGN


Interested in learning more about **Human-Centred Design** process?
Click the links below or scan the QR code to read articles that give additional context as well as examples.




INTRODUCTION TO HUMAN CENTRED DESIGN




Design Thinking at the LA County Department of Public Social Services




How to Build Your Creative Confidence



Why Design Thinking Works




Design Thinking Comes of Age




Extreme by Design (FULL MOVIE)

EQUITY CENTRED DESIGN



Liberatory Design



Racism and inequity are products of design. They can be redesigned

HUMAN CENTRED DESIGN PROJECT EXAMPLE



HUMAN CENTRED DESIGN PROJECT EXAMPLE

The NEET (Not in Education, Employment, or Training) category encompasses individuals between the ages of 15 and 24 who are not engaged in formal education, employment, or vocational training as a percentage of the total youth population.

The high NEET youth rate has significant consequences for both individuals and society as a whole. It results in wasted potential, increased vulnerability to poverty, social exclusion, and the potential for social tensions. Moreover, it indicates a loss of productive human capital and hampers socio-economic development.

In recent years, Kyrgyzstan has experienced a concerning NEET youth rate of 30%, with a considerable number of young people falling into this category.

According to the findings of ILO Work4Youth project and the National Statistical Commission of Kyrgyzstan, the duration of unemployment among NEET youth in Kyrgyzstan is relatively short. Approximately 70.5% of unemployed youth secure employment within three months, and an encouraging 28.3% find work in less than a month. This research revealed that the majority of engaged youth have previously been enrolled in school, participated in training programs, or held jobs, highlighting the dynamic nature of their circumstances.

These statistics emphasise the temporary nature of NEET status and the resilience of young individuals as they actively pursue skills enhancement and employment opportunities. It is crucial to recognise NEET as a transitional phase for young individuals navigating their journey between education, training, and employment. Acknowledging the temporary nature of NEET status is essential for providing timely and targeted interventions.

A key insight from the team's field-based design research was that NEET youth have diverse pathways and needs, underscoring the importance of customised interventions that consider their specific circumstances and aspirations.

By providing personalised support, resources, and opportunities, stakeholders can maximise the impact of interventions and effectively address the multifaceted challenges faced by NEET youth in Kyrgyzstan.

Based on these insights, the Aga Khan Foundation (AKF) conceptualised JoopBar - a career guidance and job search platform. JoopBar is a scalable digital intervention that offers supportive career guidance, immersive learning experiences, relevant market information, and accessible job linkages to youth in the southern region of Kyrgyzstan and beyond.

Through JoopBar, youth can receive mentorship and counseling from successful individuals in the region, helping them make diverse and meaningful career choices. They can explore and apply for training and internships that support the development of practical skills desired by employers. JoopBar also assists youth in building relevant documents and preparing for job applications, ultimately helping them secure job placements which are aligned with their capabilities and preferences.

We believe that JoopBar can play a vital role in reducing the duration of NEET status and supporting the positive progression of young individuals towards sustainable employment and productive futures. By providing youth with the necessary tools and resources, JoopBar aims to empower them to overcome the challenges they face and create a brighter future.



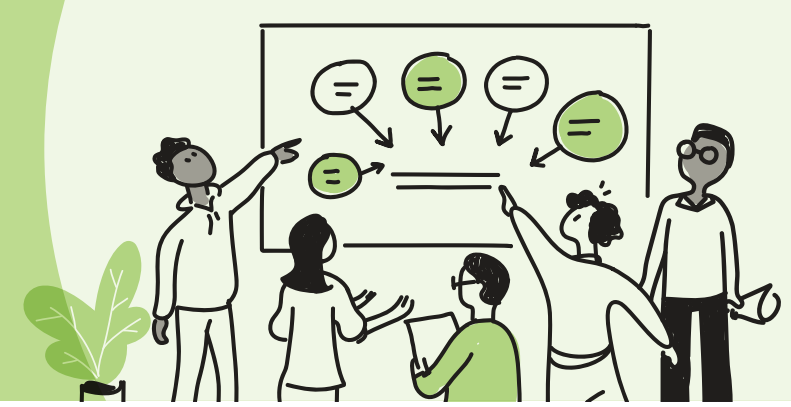
To read the rest of the case study,
please scan this QR code.



To watch a presentation outlining
the project, please scan this QR code.

01

PROJECT LAUNCH



INTRODUCTION

Before we launch our design project, we must design the project, our team and our work flow. We will make these decisions based on the needs and constraints of the particular project, the goals of the organisation and any funding requirements.

The PROJECT LAUNCH helps us to align all stakeholders around the parameters of the project in order to set ourselves up for success.

What steps can we take to ensure we are aligned around the requirements of the design project?



FACILITATION RESOURCES

COACHING FOR SUCCESS

The **Project Launch Phase** has many tools that help the person or people initiating the project to design the most appropriate process for this particular project. This includes scoping the project, selecting the best process, building a design team, creating alignment with critical stakeholders and launching the project. Because the work of the **Project Launch Phase** is necessary to initiate the project and establish the design team, some of this work might be completed by one or two people. The work of the **Project Launch Phase** is an important part of any design project because it establishes a critical understanding of what you are trying to solve and creates alignment both inside the organisation and in the community. It is also critical to assess the needs and constraints of a particular project in order to identify the best design approach and the resources needed to successfully complete the project.

COACHING TO AVOID COMMON MISTAKES

A common mistake in **Project Launch Phase** of the design process is that the team feels that they need to know the solution to the problem to move on. The team doesn't need to have an answer to scope a problem. In fact, NOT having a solution in mind for the project is the ideal because it gives the team the opportunity to respond to what they learn through their design work. Help design teams avoid picking problems that are not human-centred in the focus. You can ask, "Who does that problem most affect?" or "Can we focus on one specific stakeholder for that problem?" Help the design teams avoid problems that are not connected to issues that might improve outcomes in the community. At the end of this phase, the team should be clear on what they need to learn more about and how they are going to learn.

COACHING FOR MINDSETS

During the **Project Launch Phase**, reinforce the mindset of optimism about solving the problem. Remember that design teams do not have to have all the answers right now. The team is just collecting information to guide the work.

Help teams stay optimistic that the process will reveal root causes and potential solutions. Help teams embrace the design process, and avoid trying to solve the problem right away, even if they think they have a great idea!

COACHING FOR ALIGNMENT

To successfully wrap up this phase of the design process, the team must answer the alignment questions in the Design Work Journal with specific and clear understanding. In the **Project Launch Phase**, the team will articulate what they know about the current problem and also what they do not know and need to learn about. This can be difficult to face honestly, but as a facilitator you want to help the team to feel comfortable sharing both what they know and what they don't know. Disagreement often occurs. Your role as a facilitator will be to allow each person to share without being interrupted. Alignment should not be an argument but a process of coming to consensus. There are no winners in alignment. It is about collaboration, compromise, and understanding of the whole group. Avoid letting the decision about the problem become about one person's idea, and keep the conversation focused on the group's ideas that are grounded in facts and observations about the community.

COACHING FOR QUALITY

Good secondary research for the **Project Launch Phase** will be demonstrated through compelling and relevant information that can be shared in concise but powerful ways. Ideally, the team will be strongly aligned around the context of the problem and why it is a compelling problem to solve. The team also needs to be clear about the requirements and constraints of the project as well as the most effective design process for exploring this problem. The tools of the **Project Launch Phase** should help the design team to see the problem with some clarity. Ask for specific rationales about why the team chose certain data points, anecdotes and images. Explore the design path they have selected to ensure that it is the best possible path for the team to pursue given the constraints of the project.

PROJECT LAUNCH

Use the tools and resources in this guidebook to form your design team, plan your project and get ready to launch your design work.



Select your design team, choose roles and clarify expectations



Build internal buy-in by aligning expectations with senior leadership



Plan the project: timeline, select your team's design path and determine the most appropriate approach to co-design



Build external buy-in with community leaders and other stakeholders



Discuss and set team norms and do some interactive team-building activities



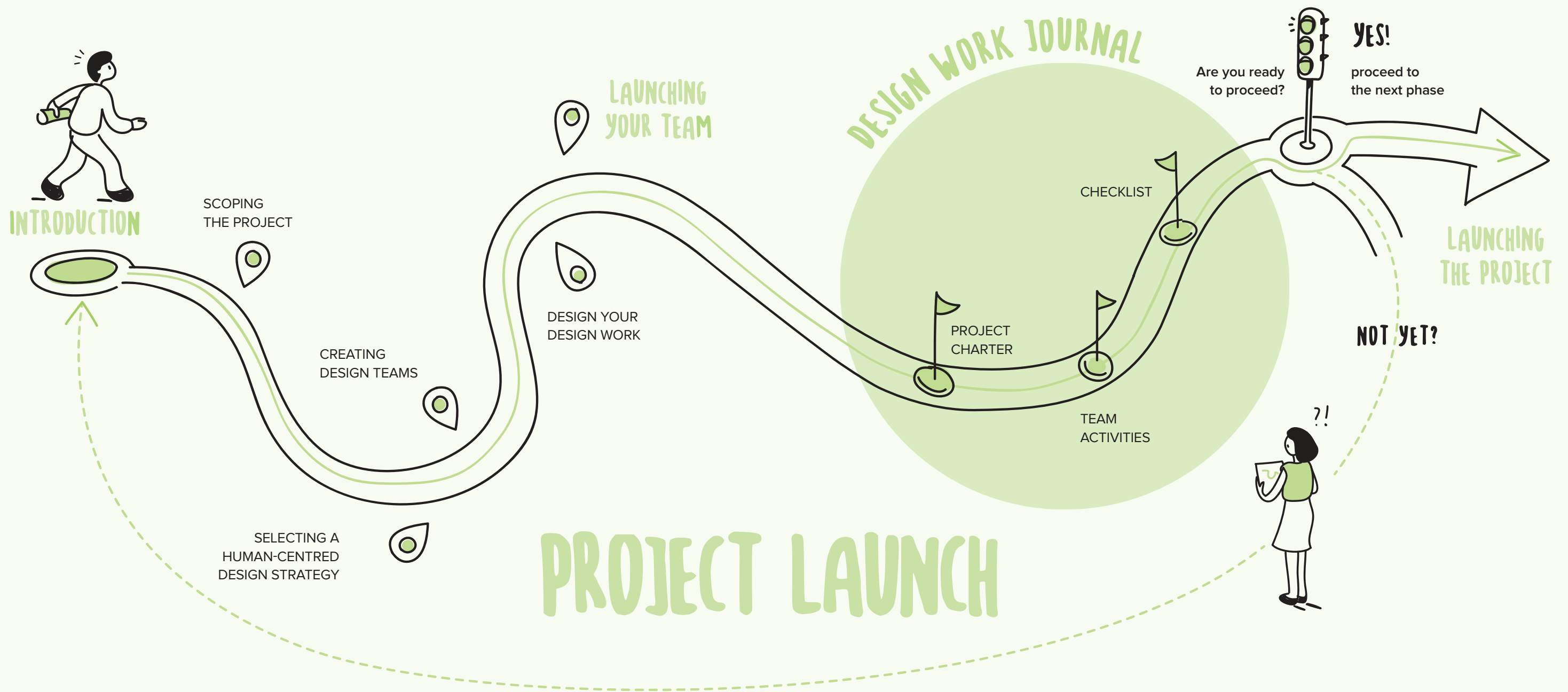
Invite community members to be co-designers, clarify expectations for participation and negotiate an arrangement that works for everyone



Review the design process, materials and resources available



LAUNCH your Design Project!



OVERVIEW OF PROJECT LAUNCH PHASE

The tools in the **Project Launch Phase** are designed to help your team create a shared understanding of the goals and constraints of your design project and build a design team that is well-supported by the organisation to complete this project.

During this phase, the lead for the project -in consultation with organisational management and community members, when possible - will clarify the parameters and scope of the project, determine an adaptive approach to the team's design work, build and resource a design team and align all relevant parties around expectations for the project.

This phase of the design process will include: scoping the project, creating your design team, assessing the opportunity to make sustained change and adapting the HCD process and resources accordingly, identifying the most appropriate strategies for engaging the community, aligning all internal stakeholders around the parameters of the project and then building and launching your team.

OBJECTIVES OF PROJECT LAUNCH PHASE

The goal of this phase is to ensure that everyone involved with this project is aligned around the goals and expectations for the project as well as the requirements and constraints that need to be considered. By aligning early, your design team will have the clarity they need to develop sustainable solutions that create meaningful change for those closest to the problem.

At the end of this phase, all team members should understand the parameters of the project as well as the expectations for how to participate on the team, what roles they will play and what deliverables they need to deliver at the end of the project.

MINDSETS OF PROJECT LAUNCH PHASE

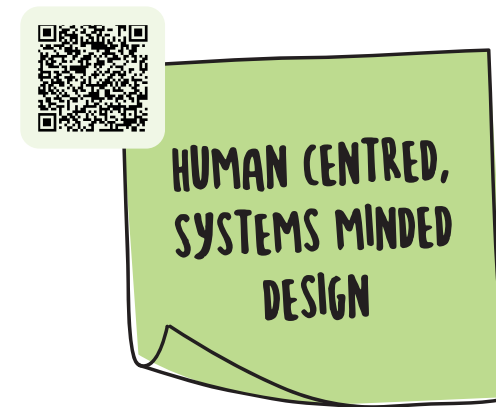
- Work together to understand the context
- Look closely to understand potential problems and opportunities
- Stay optimistic that you can solve the problem
- Hold back on solving the problem during this phase

PROJECT LAUNCH ARTICLES



ARTICLES

Interested in learning more about this phase of the human-centred design process?
Click the links to read additional articles that give additional context as well as examples.



PROJECT LAUNCH: PROJECT EXAMPLE





60 minutes



DEFINING THE OPPORTUNITY

Instructions: As you begin your process of exploring the opportunities to improve outcomes for the community, take a few minutes to **reflect on the nature of the opportunity to improve and the potential impact of the solution.**

This will help your design team to better engage with the rest of the scoping process as well as the **Design Your Design Work** process in the next section. It is okay if you do not have definitive answers. When necessary, make your best guesses about the answers. Check with your colleagues who have worked in these areas before to get their feedback.

1. In one or two sentences, what is the opportunity to **improve outcomes for the community**? What is the goal of the project?

How might we create income generating opportunities for NEET (not in employment, education, or training) youth?

Note: The NEET group (not in employment, education or training) includes young people aged 15-29 who are unemployed or economically inactive (as defined by the International Labour Organisation) and do not participate in any form of education or training (Employment Committee of the European Commission).

2. What are **current barriers** to meeting the **project goals**?

- *The majority of employment opportunities in Kyrgyzstan are in the informal sector. This often makes these jobs difficult to find and elusive to get.*
- *There are 900,000 immigrants who have relocated to Russia seeking job opportunities.*
- *Cultural norms that prevent women from pursuing higher education and employment.*

3. What are some of the **assets of the community** related to this project?

- *The most in demand skills are retailing, administration & finance.*
- *60% of job seekers have completed at least some university education.*



Use the tool to reflect on what you know so far about the problem space. If there is a project or funding proposal, be sure to reference those documents as you complete these questions.



Work together as a team to understand the context. Use your collective knowledge to reflect on the problem space. It's okay if you don't have the answers to every question. Do research, ask colleagues or engage community members to answer the questions you don't know. If there are questions left unanswered at the end of this process, use the tools in the upcoming design phases to better understand the context.

4. Circle all the **UN Sustainable Development Goals** potentially related to this project.



5. Circle all the relevant areas of **knowledge and expertise** for this project.

AGRICULTURE & FOOD SECURITY
CIVIL SOCIETY
CLIMATE RESILIENCE
INNOVATION
EARLY CHILDHOOD DEVELOPMENT
EDUCATION
HEALTH & NUTRITION
WORK & ENTERPRISE
GENDER

6. How many people are **negatively effected** by the **current conditions**?

Kyrgyzstan has 320,000 youth who are not in Education, Employment, or Training (NEET).



DEFINING THE OPPORTUNITY



7. Is there a **specific demographic group** that is the focus of this project (gender, age, other?)

NEET youth in Kyrgyz Republic.

Incidence of NEET in Kyrgyzstan is observed to be higher among three subgroups:

- Youth in Southern districts
- Youth without a university education
- Women

We will focus on these three demographic groups.

8. What is the **geographic focus area** of this design project? Where are the individuals most effected by this challenge located?

We will focus on three districts in southern Kyrgyz Republic:

- | | |
|----------------------|---------------|
| 1) JALAL-ABAD REGION | 3) OSH REGION |
| • SUZAK | • OSH CITY |
| • TOGUZ TORO | • ALAY |
| 2) BATKEN REGION | • GULCHO |
| • UCH-KORGON | • ARAVAN |
| • KYZYL-KIYA | • UZGEN |
| | • MYRZA-AKI |

9. If your team was able to **improve conditions**, what do you think the **impact** might be?

Educated, employable young people will be employed in steady jobs that utilise their skills. This will lead to more fulfillment, stronger civic engagements and long-term financial stability.

Improving conditions for NEET youth in Kyrgyz Republic can have a profound impact. It can lead to increased employability, economic development, and reduced poverty rates. By providing personalised support and targeted interventions, NEET youth can acquire skills and contribute to the workforce, resulting in higher productivity and reduced social tensions. The development of human capital and the positive societal impact of successful transitions can inspire other young individuals and foster a more vibrant and dynamic society.



Use the tool to reflect on what you know so far about the problem space. If there is a project or funding proposal, be sure to reference those documents as you complete these questions.



Work together as a team to understand the context. Use your collective knowledge to reflect on the problem space. It's okay if you don't have the answers to every question. Do research, ask colleagues or engage community members to answer the questions you don't know. If there are questions left unanswered at the end of this process, use the tools in the upcoming design phases to better understand the context.



10. Why is your design team **optimistic** about improving conditions?

We are optimistic about solving this problem because both demand for employment/entrepreneurship and supply of employable youth exists. There exist ample NEET youth who are looking for employment opportunities and many employers who are looking for quality employees. We just need to find better ways to connect them both.

11. What are the **consequences for people** if the conditions are **not improved**?

If conditions for NEET youth in Kyrgyz Republic are not improved, individuals may face wasted potential, increased vulnerability to poverty, social exclusion, and potential social tensions. It can result in a loss of productive human capital and hinder the socio-economic development of the country.

12. How might we **measure success** on this project?

Success on this project can be measured by indicators such as increased NEET youth employment rates, reduced NEET unemployment rates, shorter durations of unemployment, improved educational attainment, higher income levels, stakeholder satisfaction, and long-term outcomes like career progression and continued skill development.



60-120 minutes

WHAT WE ALREADY KNOW ABOUT THE CURRENT CONDITIONS OF THE TARGETED COMMUNITY

Instructions: As you begin your process of exploring the opportunities to improve outcomes for the community, take a few minutes to reflect on what your design team and your colleagues know about the current conditions of the targeted community.

It is okay if you do not have answers or information for all the questions. Check with your colleagues who have worked in these areas to get their feedback on your reflections. Your answers do not need to be extremely detailed. You will have a chance in the **Understand Phase** to go deeper into the information you have.

1. What data, research studies, observations, and/or community feedback has your design team used to determine some of the current conditions related to this project?

- International Labour Organisation
- Employment Committee of the European Commission

2. What data is accessible to help your design team understand the current conditions?

- 83% of job vacancies are based in Bishkek, 5% in other regions
- 65% of job seekers in the age group of 18-30 years
- Majority of job seekers are seeking a salary in the range of 15,000-38,000 Kyrgystani Som (KGS)

3. What data is not accessible that your design team would like to have?

We don't understand clearly how people, especially NEET, who are employed find work. We also don't understand how employers fill open positions.

4. How close are members of your design team to the targeted community?

Do some of your design team members currently live there? Has anyone lived there in the past?

Some members of the team grew up in the region but no one lives there currently.



Use the tool to reflect on what you know so far about the problem space. If there is a project or funding proposal, be sure to reference those documents as you complete these questions.



Work together as a team to understand the context. Use your collective knowledge to reflect on the problem space. It's okay if you don't have the answers to every question. Do research, ask colleagues or engage community members to answer the questions you don't know. If there are questions left unanswered at the end of this process, use the tools in the upcoming design phases to better understand the context.

5. Have there been previous attempts by the community to improve conditions?

Employment training programs.

6. If yes, did those previous attempts fail or succeed? Explain why they failed or succeeded.

There have been training programs that have had some success but there is still clear need, especially for women.

7. Have there been previous attempts by NGOs to improve conditions?

- Entrepreneur Support Centers
- Business Association JIA

8. If yes, did those previous attempts fail or succeed? Explain why they failed or succeeded.

They are having some success with those who they are able to serve. There is more demand than the current programs can meet and there is limited ability for outreach to the more remote areas in the region. Women are particularly underserved at this time.

9. What else does your design team know about the targeted community in relation to the conditions we are working to improve?

- There are not enough skilled people to fill trades jobs
- NEET youth consider emigrating to Russia for unskilled work that pays more than jobs in their field in Kyrgyz Republic
- NEET youth are not engaging in entrepreneurial activities





60-120 minutes

Continued



WHAT WE NEED TO LEARN ABOUT THE CURRENT CONDITIONS OF THE TARGETED COMMUNITY

Assess:

As a design team, use the questions below to assess your understanding of the conditions relevant to your design project.

This assessment will help your design team to prepare to gather the needed information in the next phases of the design process.

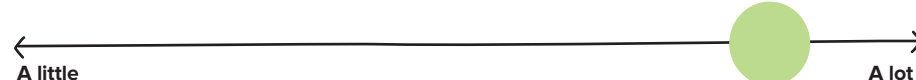
When assessing the extent of your design team's knowledge, remember that your knowledge should not come from personal experiences long ago or from proximity to the community.

Instead, this knowledge should come from recent personal experiences you have had with the problem and/or from close relationships you have with people facing the problem currently.

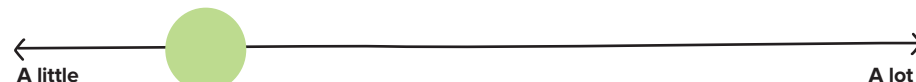
1. How much does your design team know about the cultural values and beliefs of the community in relation to your design project?



2. How much does your design team know about the desires and motivations of the community in relation to your design project?



3. How much does your design team know about how much the community wants to see change related to your design project?



4. How much does your design team know about the gender dynamics related to your design project?



Reflect:

Now, as a design team reflect on the questions below. This reflection will help your design team to prepare to gather the needed information in the next phases of the design process.

1. What assumptions is your design team making about the current conditions that are positively affecting people in the targeted community?

NEET youth have lots of skills that can be valuable in the market and they show willingness to participate in interventions to increase their employability.

2. What do you need to know more about the current conditions that are positively affecting people in the targeted community?

- What relevant skills are students learning at university?
- What are students majoring in at university?
- What supports do universities provide in terms of job placement?

3. What assumptions is your design team making about the current conditions that are negatively affecting people in the targeted community?

- NEET youth are migrating to Russia for work
- NEET youth are actively seeking work and are not being successful
- NEET are not working in entrepreneurial ways

4. What do you need to know more about the current conditions that are negatively affecting people in the targeted community?

- What motivates NEET youth to migrate to Russia?
- What jobs would motivate NEET youth to stay in Kyrgyz Republic?
- What businesses would NEET youth start if they could?



Use the tool to reflect on what you do not know so far about the problem space. Be sure to ask colleagues and community members and look at research to make sure you aren't missing important data.



It's okay if you don't have the answers to every question. If there are questions left unanswered at the end of this process, use the design process to explore the answers.



SCOPING THE PROJECT

Instructions: Before you launch your design project, it is important to get clear on the **scope of your design work**. Consider what **aspects of the project are required** and what aspects can **shift over time**. Consider what **aspects of the potential project should not be included** because of the requirements of the project. Scoping the project will help your design team **align** with those overseeing the project as well as yourselves. It will also help your design team **create a project statement** that will guide your **design work**.

1. What is the **rationale** for the project? What is the argument in favor of devoting resources to this design project? Check the **funding proposal** or talk with the staff overseeing the project to confirm.

- **NEET youth need better economic opportunities in order to live fulfilled lives and gain economic stability.**
- **NEET youth need opportunities to use their skills in productive ways so that they feel self-actualised and proud.**

2. What is the organisation **hoping to achieve** by dedicating resources to this design project? What are the **goals** for this design project? What are the **desired outcomes**?

- **Alleviating poverty and social exclusion of NEET youth.**
- **Creating more economic stability and personal satisfaction for young people, especially women.**
- **Creating more civil engagement and harmony.**

3. What are some of the **success factors** for the solutions generated from this design project? What are some of the **non-negotiables** for the design project? What **has to be included**?

- **NEET youth are finding relevant and desirable employment opportunities in the Kyrgyz Republic.**
- **NEET youth are able to start new enterprises.**

4. What are the **constraints** of the design project? Are there potential directions for the design project that would **not be approved** because of **constraints from the funder or the government**? What is **not included** in the **scope** of this project?

The design team does not want to focus on updating the national university or training curriculum as it will entail complex and lengthy processes of government approval.

5. What potential **unintended harm to people or the planet** could this project cause without a **careful, thoughtful, participatory approach**? How might your design team work to **avoid these potential harms**?

We do not anticipate any unintended harm to the planet from this project although there is an opportunity to encourage green skills and workforce development. We do anticipate that we could cause harm to people by unintentionally leaving youth with expectations about their specific job prospects. When we engage youth in this project, we need to be careful to manage their expectations about immediate opportunities versus solutions that are in development.



Use the tool to reflect on what you know so far about the expectations, goals and constraints of this project. If there is a project or funding proposal, be sure to reference those documents as you complete these questions.



Work together as a team to develop your best answers to these questions. Check with those supervising the project as well as Monitoring & Evaluation staff to get assistance completing the questions your team cannot answer on their own.

6. What are some of the **risks** related to doing this design project?

The design team recognises that career training alone without the presence of effective employment opportunities can become futile or even contribute to brain drain and hence may not yield to meaningful results.

7. What **permissions** does your design team need to get in order to complete your design work? From whom?

- **Not being able to create enough economic opportunity for entry level employees in the Kyrgyz Republic.**
- **Not being able to successfully match employable NEET youth with relevant job positions.**
- **Inability to incentivise NEET youth not to migrate to Russia**

8. How much **influence** does the organisation have in the **community** related to this design project?

- **Working with the government around unemployment programs and policies.**
- **Working with local NGOs and universities to enhance the efforts at career development already in place.**

9. How much **influence** does the organisation have with the **government** related to this design project?

We are well-connected to other NGOs and universities who are working in this space. We will thoroughly assess previous initiatives by NGOs and other developmental organisations to learn from their successes and mistakes.



60-120 minutes

FRAMING A HUMAN-CENTRED DESIGN PROJECT STATEMENT

Instructions: Once you have defined the opportunity, reflected on what your design team knows and doesn't know about the conditions of the community, clarified the resources available and scoped the parameters of the project, you are ready to review all of the information and make sure your project is scoped at the right level to position your design team to be effective. If the statement is too broad, it will leave your design team without focus. Too narrow and your design team will not have the opportunity to create innovative solutions that address the root causes of the problem. This is a four part activity.



Framing a project statement requires a process of narrowing down the problem space or scope of the project to the "right size." If the statement is too big, it will be difficult for your team to get momentum. If the statement is too small, you will limit your opportunity to scale positive change.



Use these tools to help your team brainstorm project statements at different scales and then use what you generated to help you narrow to the "right size."

01

BRAINSTORM PROJECT ELEMENTS:

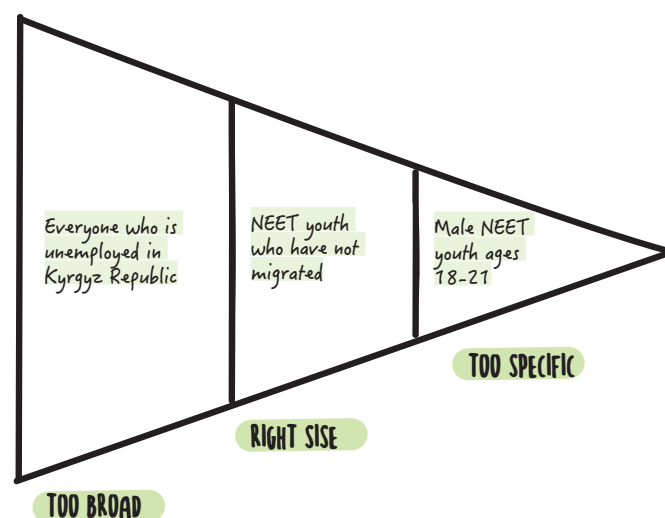
Use the charts below to brainstorm examples in each of the categories and at different levels of focus (broad, right size, narrow). This will help you to ensure your project is right-sized. Use the examples provided to guide your thinking about the different levels of focus. Keep notes of your ideas and discussions during the brainstorm because you will use them on the next pages.

TARGETED STAKEHOLDERS

A right-sized stakeholder group has specific needs and interests related to your project, a unique set of experiences you can draw inspiration from, and is broad enough that solutions created for them might be applied at scale.

TARGETED STAKEHOLDERS:

Targeted stakeholders are the people affected by the current conditions of the project or the demographic group who is the focus of this project

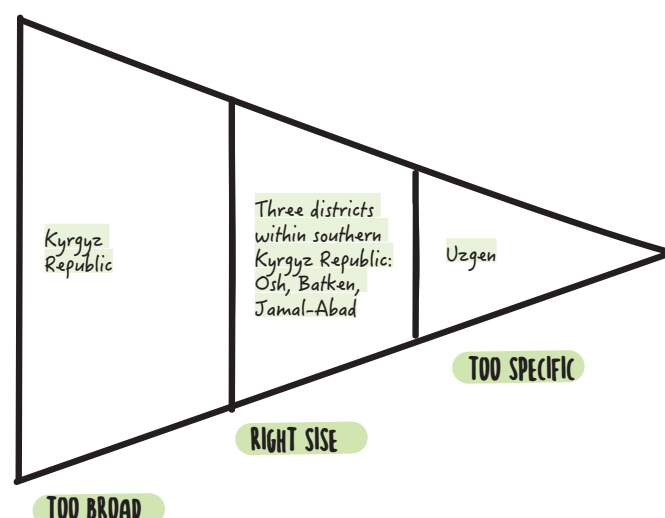


LOCATION

A right-sized location is large enough that you learn about different conditions of the targeted stakeholder group but not so large that your design team cannot meaningfully engage with stakeholders who live across the area selected.

LOCATION:

Location is where the people most negatively impacted by the current conditions live; Some projects might also focus on a specific region or demographic group

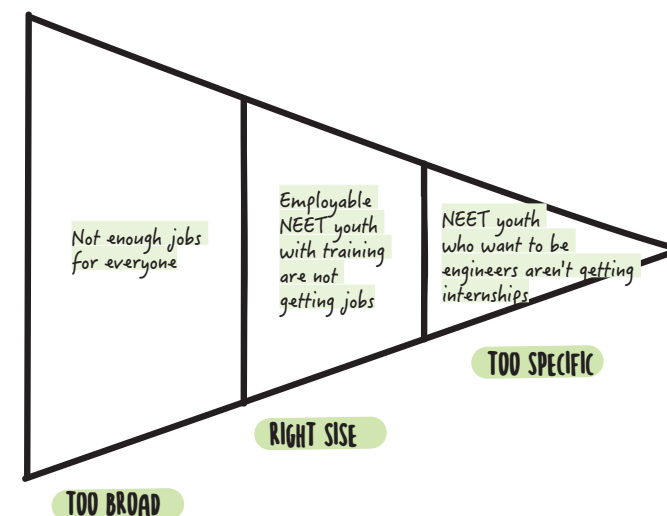


PROBLEM

A right-sized problem is broad enough that your solution will improve the conditions. If it is too broad it might feel impossible to make change and if it is too specific you miss the opportunity to scale the impact of your intervention.

PROBLEM:

The problem is one of the challenges facing a specific group of people that is contributing to adverse conditions or causing negative outcomes

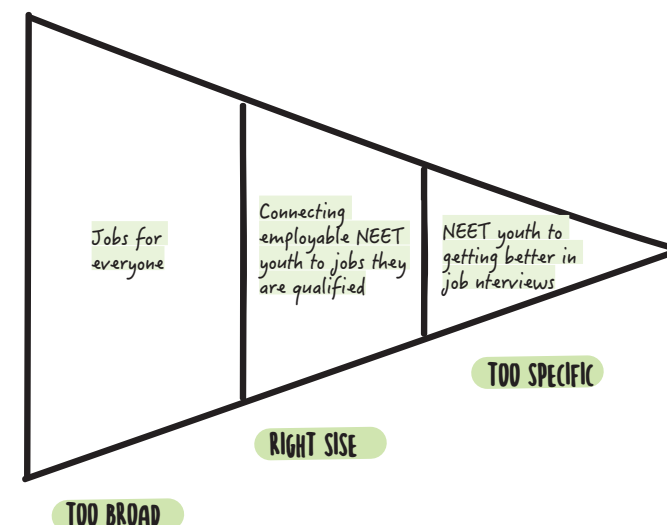


OUTCOME

A right-sized outcome is specific enough that it can be observed and measured but not so specific that it is too easily achieved and would not create lasting impact.

OUTCOME:

The outcome is the positive change that you are trying to create for the community that is being negatively impacted by the problem or facing adverse conditions

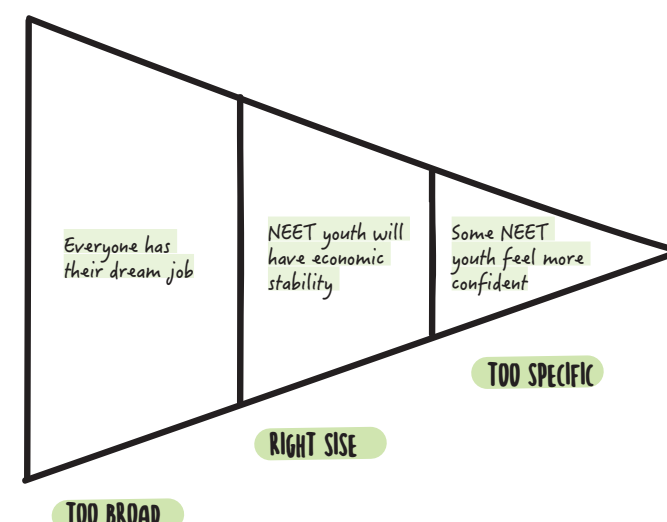


OBJECTIVE

A right-sized objective is specific enough that it feels possible to achieve with the resources available but not so specific that you miss the opportunity to address root causes and create lasting positive change for the broader community.

OBJECTIVE:

The objective is why your design team believes that this opportunity is worth working on - it represents the larger scale change that your design work could create





60-120 minutes

Continued

FRAMING A HUMAN-CENTRED DESIGN PROJECT STATEMENT

02

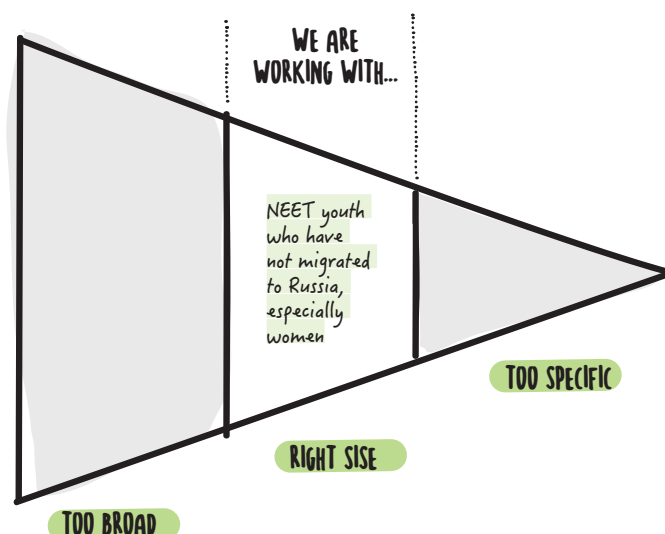
FRAME A PROJECT STATEMENT:

Before you launch your design project, it is important to frame a project statement that articulates the scope of your design work. It is also important to frame your project statement in terms of your design teams' aspirations for improving outcomes for the community most negatively effected by the conditions you are seeking to improve. This project statement will guide your design team as you move through your design project. Your goal is to determine the right size, but you might try considering a too broad and too specific version of your answers to ensure you are, in fact, right sized with your project statement.

TARGETED STAKEHOLDERS

TARGETED STAKEHOLDERS:

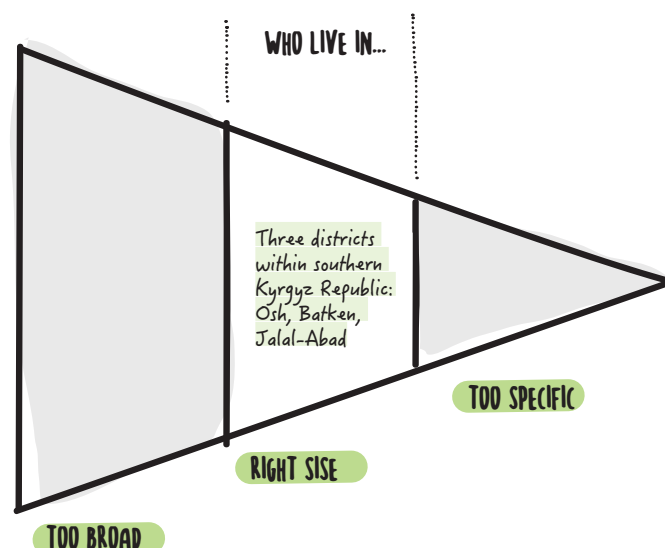
Targeted stakeholders are the people effected by the current conditions of the project or the demographic group who is the focus of this project



LOCATION

LOCATION:

Location is where the people most negatively impacted by the current conditions live; Some projects might also focus on a specific region or demographic group



Framing a project statement requires a process of narrowing down the problem space or scope of the project to the "right size." If the statement is too big, it will difficult for your team to get momentum. If the statement is too small, you will limit your opportunity to scale positive change.

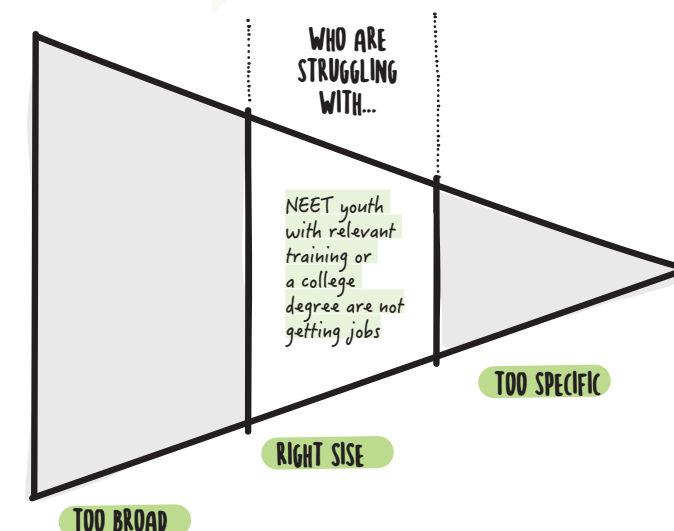


Use these tools to help your team brainstorm project statements at different scales and then use what you generated to help you narrow to the "right size."

PROBLEM

PROBLEM:

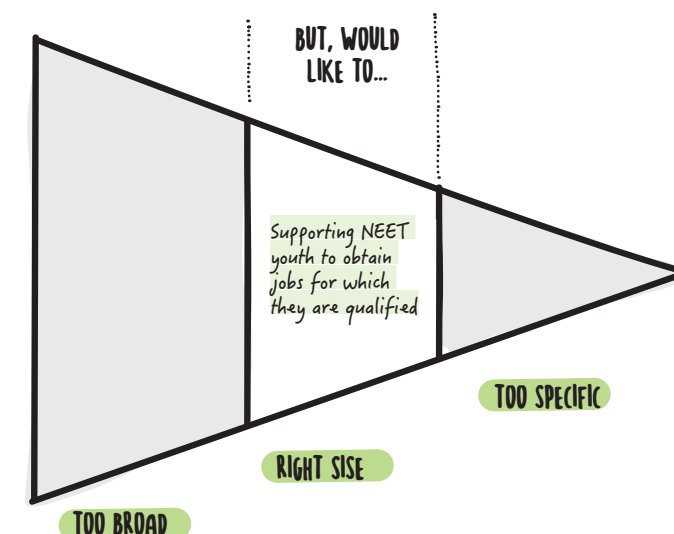
The problem is one of the challenges facing a specific group of people that is contributing to adverse conditions or causing negative outcomes



OUTCOME

OUTCOME:

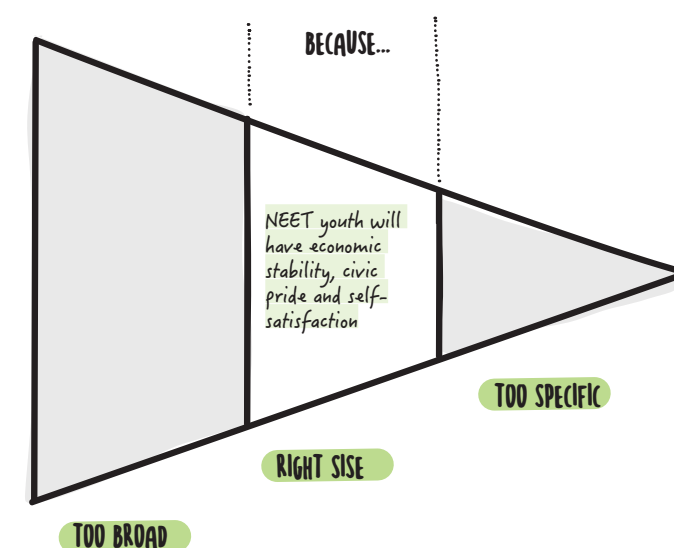
The outcome is the positive change that you are trying to create for the community that is being negatively impacted by the problem or facing adverse conditions



OBJECTIVE

OBJECTIVE:

The objective is why your design team believes that this opportunity is worth working on - it represents the larger scale change that your design work could create





60-120 minutes

Continued



FRAMING A HUMAN - CENTRED DESIGN PROJECT STATEMENT

03

CHECK YOUR IDEAS:

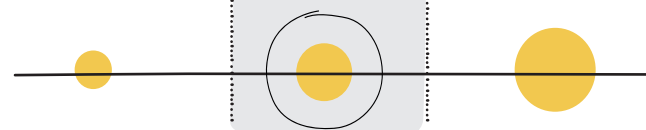
Review the work you have done so far to scope the project and then use the spectrums below to assess and adjust your **Human-Centred Design project statement**. Your design team's goal is to **scope a clear, specific and inspiring Human-Centred Design project statement**. In order to accomplish that goal, work to align your design project statement with the criteria in the gray box. Mark an X on the line in the spot that best represents your answer to each prompt.

TARGETED STAKEHOLDERS

The **stakeholder group** is so specific it limits the potential of the design project.

The stakeholder group is both **specific and inspiring**.

The stakeholder group is so broad that engaging them feels overwhelming or impossible.

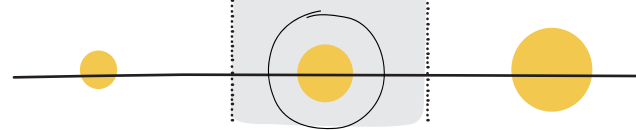


LOCATION

The **location** is so small that you won't get a variety of perspectives from your targeted stakeholder group.

The location will both give you a good sample of **different experiences** from your stakeholder group and not be too overwhelming to visit.

The location is so big that you won't be able to engage with a variety of stakeholders representing different parts of the community.



PROBLEM

The **problem** is so specific that your solution is not going to be able to be scaled to other communities.

The problem is broad enough that you will be able to **scale the solution** but not so broad that it feels impossible to effect change.

The problem is so broad that it seems impossible to affect change.

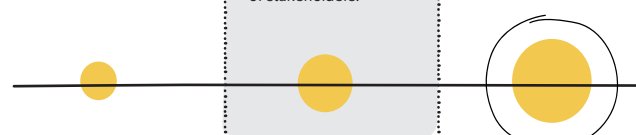


OUTCOME

The **outcome** is so specific that the impact will be too easy to achieve.

The outcome is both specific enough to be accurately measured but broad enough that it will **effect lasting change** for a significant group of stakeholders.

The outcome is so broad that it seems impossible to achieve.



OBJECTIVE

The **objective** is so specific that you may miss the opportunity to address root causes and create lasting positive change for the broader community.

The **objective** is specific enough that it feels possible to achieve with the resources available and at the same time will address root causes and create lasting positive change for the broader community.

The objective is so broad that it feels impossible to achieve with the resources available.



Your final project statement should be clear and concise. When you read it aloud, it should sound like a complete and logical sentence.



Framing a project statement at the right level requires a process of iteration and refinement. Use all four of these tools to help your team iterate on your statement until it is at the "right side."

04

ITERATE & FINALISE:

Using your reflections from the last exercise, **revisit your Human-Centred Design project statement** and make changes to improve the statement. Write your new project statement below. Read it aloud to your design team. Does the project statement make logical sense? Does the project statement flow? Is your project statement clear? Does your project statement inspire your design team? Make adjustments and finalise your project statement below. **A clear, Human-Centred Design project statement will be your team's northstar throughout your project.**

WE ARE WORKING WITH...

NEET youth who have not migrated to Russia, especially women

Targeted stakeholders:

WHO LIVE IN...

Three districts within southern Kyrgyz Republic

Location

WHO ARE STRUGGLING WITH...

Obtaining relevant jobs despite their training and/or college degrees

Problem

BUT, WOULD LIKE TO...

Obtain jobs for which they are qualified

Outcome

BECAUSE...

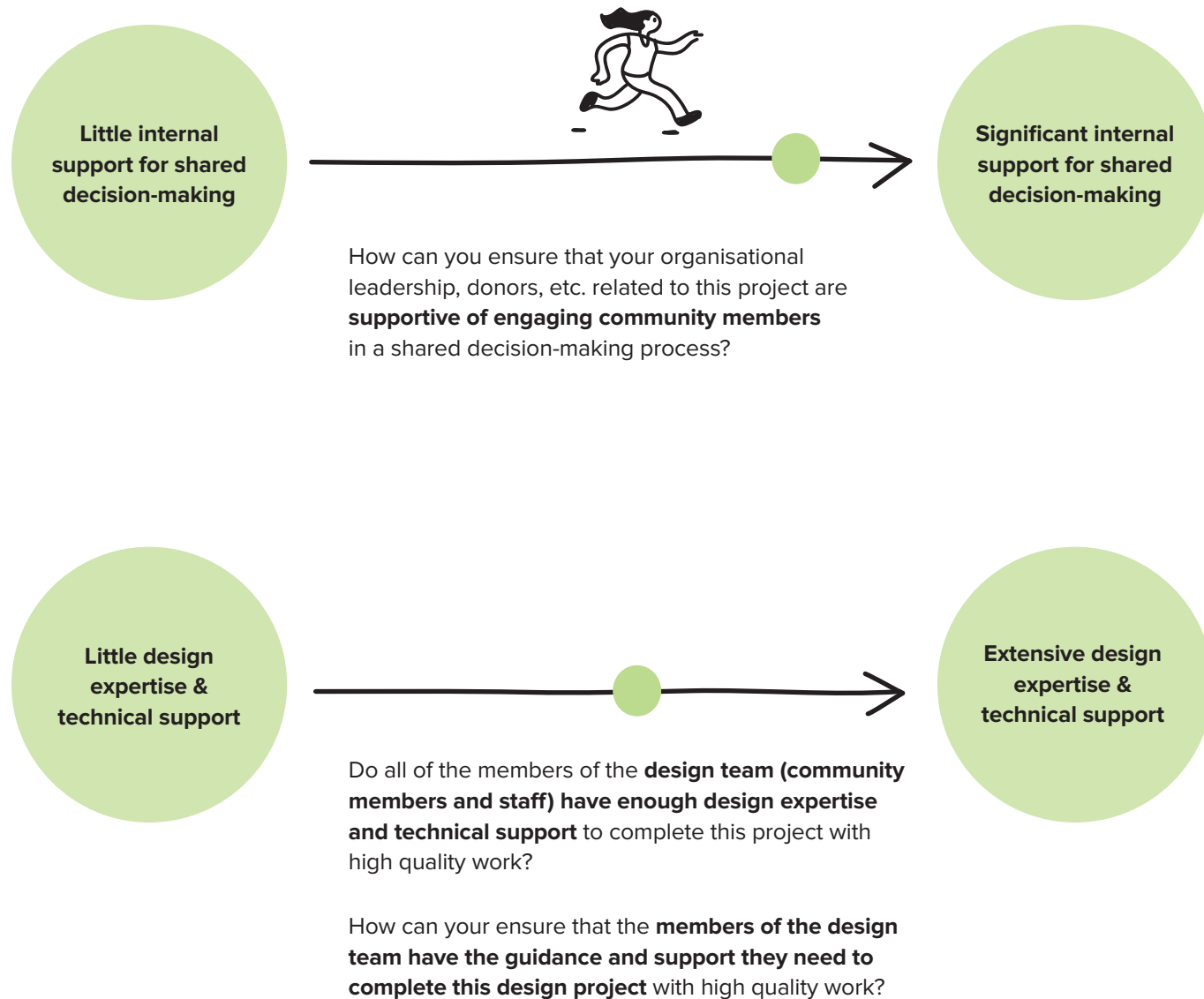
NEET youth will have economic stability, civic pride and self-satisfaction

Objective

ORGANISATIONAL READINESS FOR COMMUNITY ENGAGEMENT



Instructions: What are your design team's goals for facilitating a participatory design process? **What are you hoping to gain by engaging community members in the design process?** Reflect on the questions below to evaluate your design teams' readiness to engage in a participatory design process. Then, mark an X on the line at the spot that best represents your answer to each prompt.

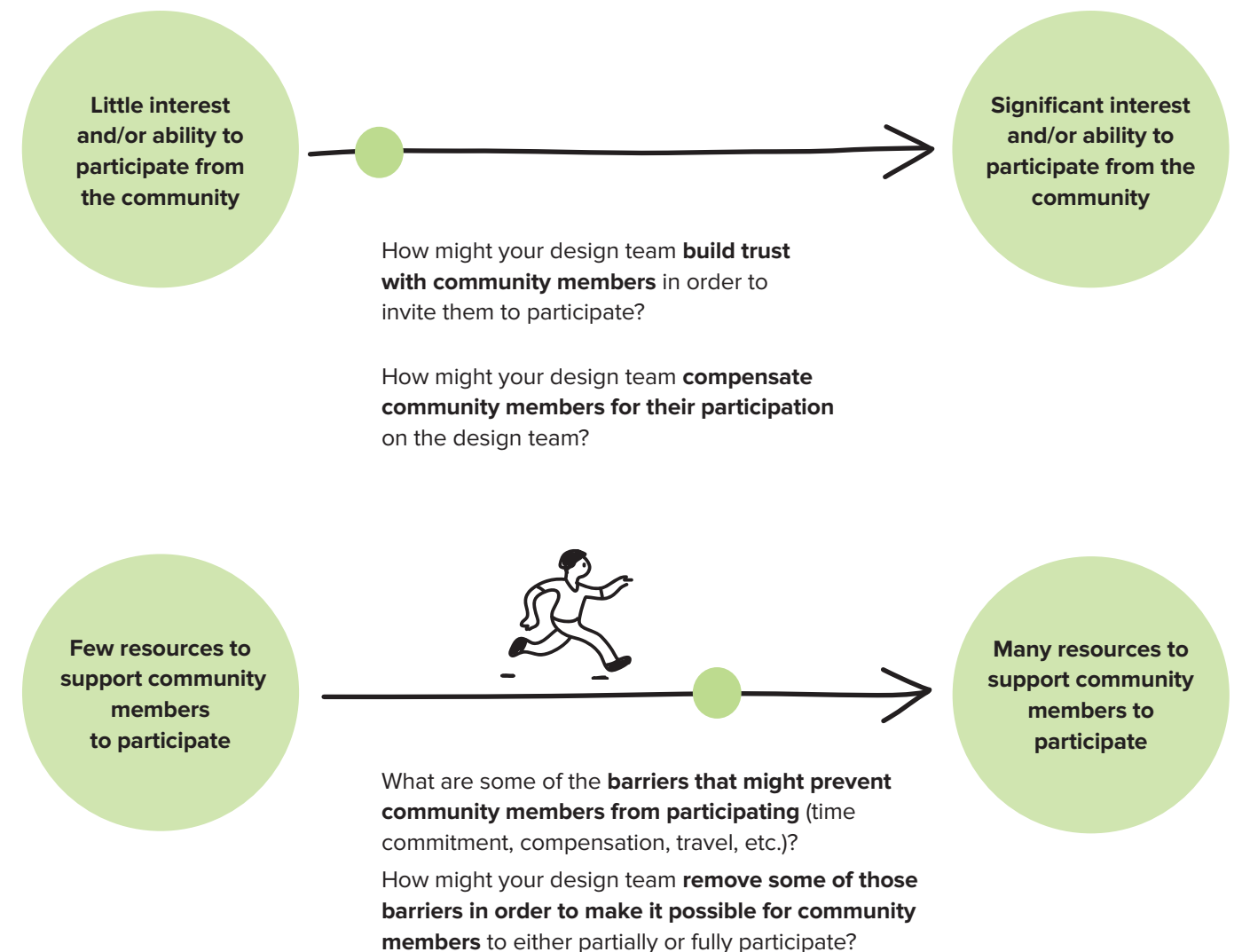


Use the tool to reflect on what you know about the communities related to this design project. It's okay if you don't have the answers to every question. Do research, ask colleagues or engage community members to answer the questions you don't know.

ASSESSING FEASIBILITY OF COMMUNITY MEMBER PARTICIPATION



Instructions: Use these reflection questions to assess the **community members' interest in participating in the design project**. Consider the resources (time, compensation, travel, etc.) required for community members to participate in the design project. Then, mark an X on the line at the spot that best represents your answer to each prompt.

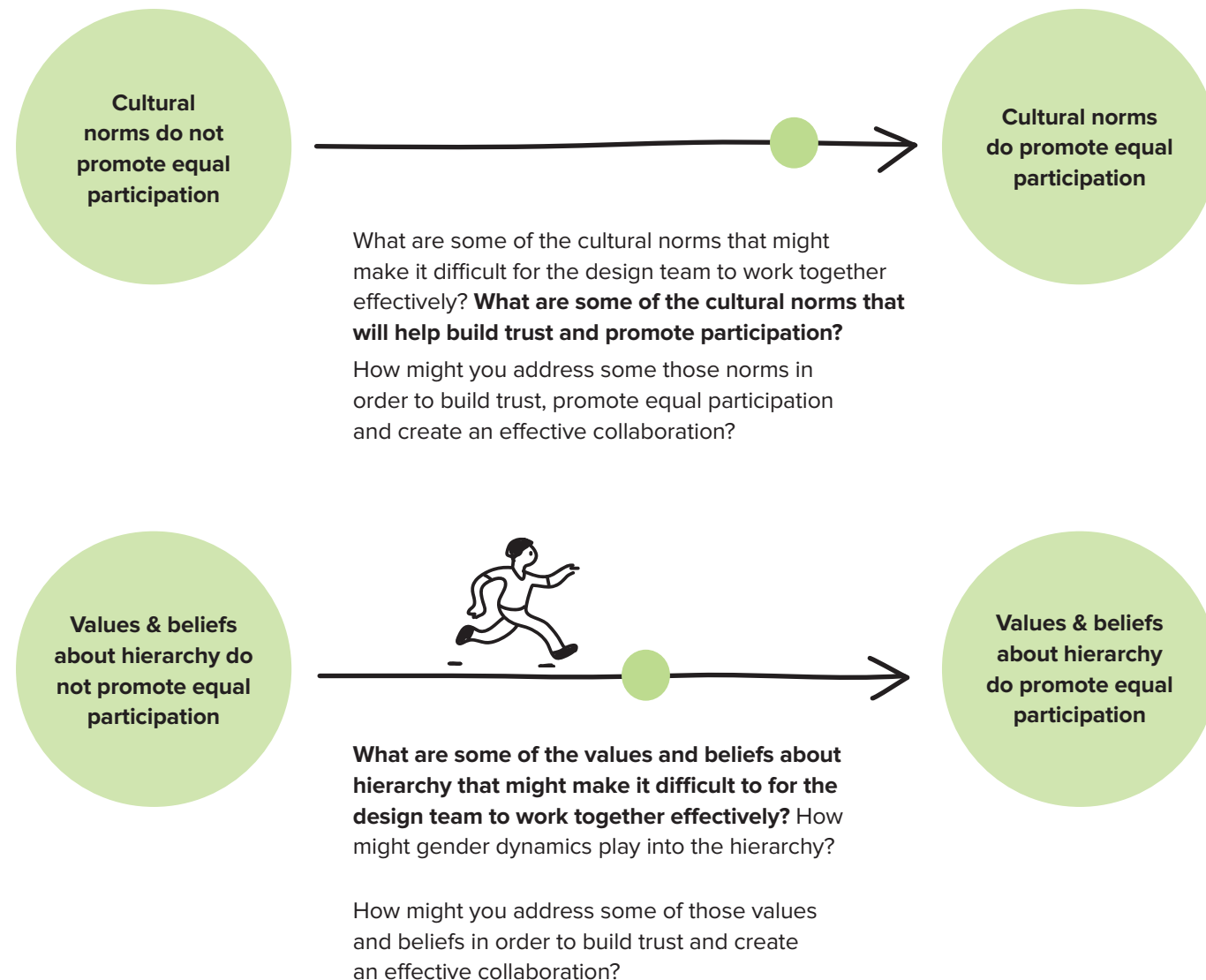


If there are questions left unanswered at the end of this process, be aware of those unknown dynamics as you engage the community and be sensitive to potentially difficult topics or relationships.



CULTURAL FACTORS THAT INFLUENCE COMMUNITY MEMBER PARTICIPATION

Instructions: Use these reflection questions to assess community members' comfort with participating in the design project. Consider the **cultural norms, values and beliefs** (gender dynamics, age dynamics, hierarchy, status, power and influence, etc.) that will influence the participation of community members. Then, mark an X on the line at the spot that best represents your answer to each prompt.

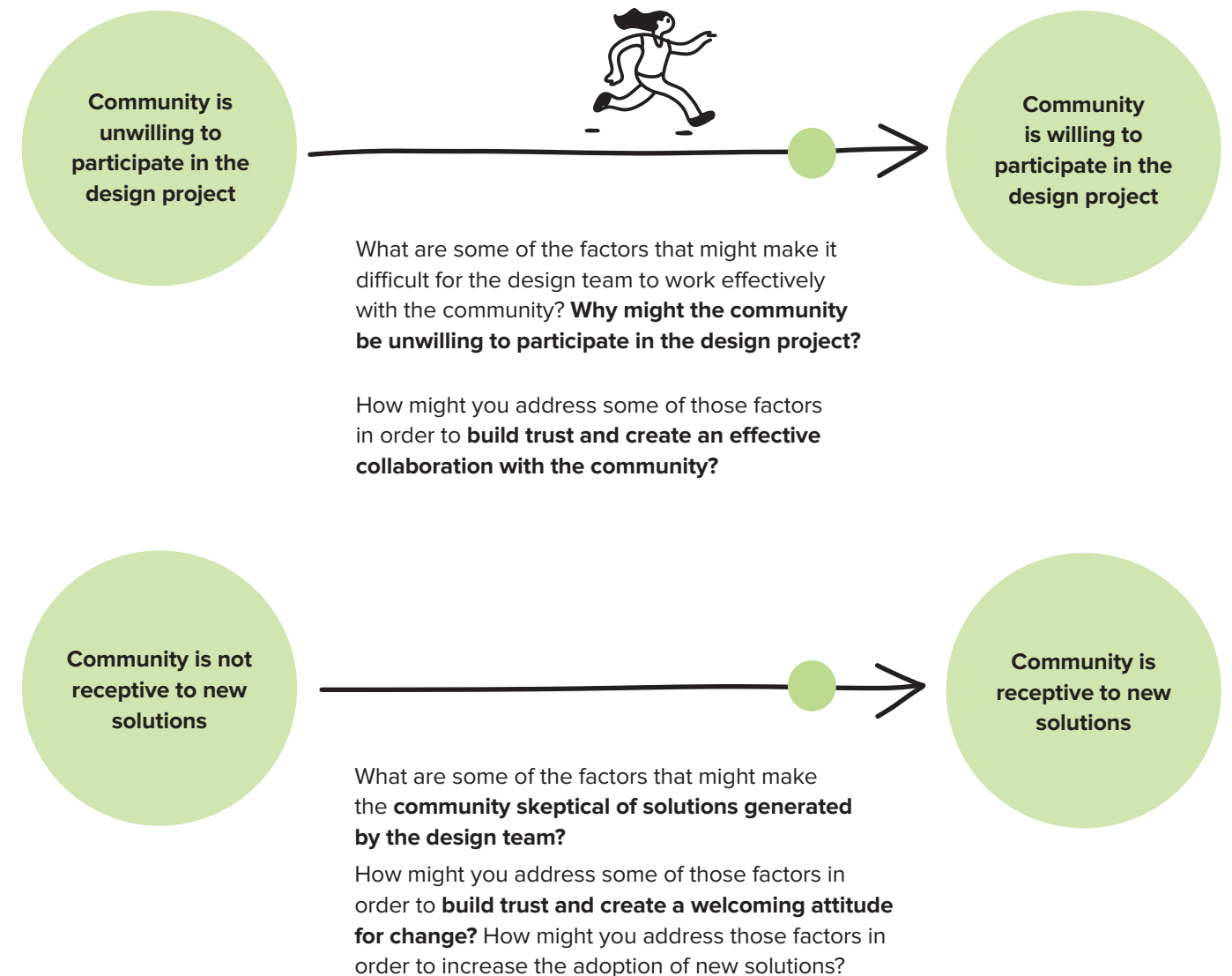


Use the tool to reflect on what you know about the communities related to this design project. It's okay if you don't have the answers to every question. Do research, ask colleagues or engage community members to answer the questions you don't know.



COMMUNITY'S WILLINGNESS TO ENGAGE

Instructions: Use these reflection questions to assess the **broader community's appetite for participating in the design project and welcoming the solutions** generated. Then, mark an X on the line at the spot that best represents your answer to each prompt.



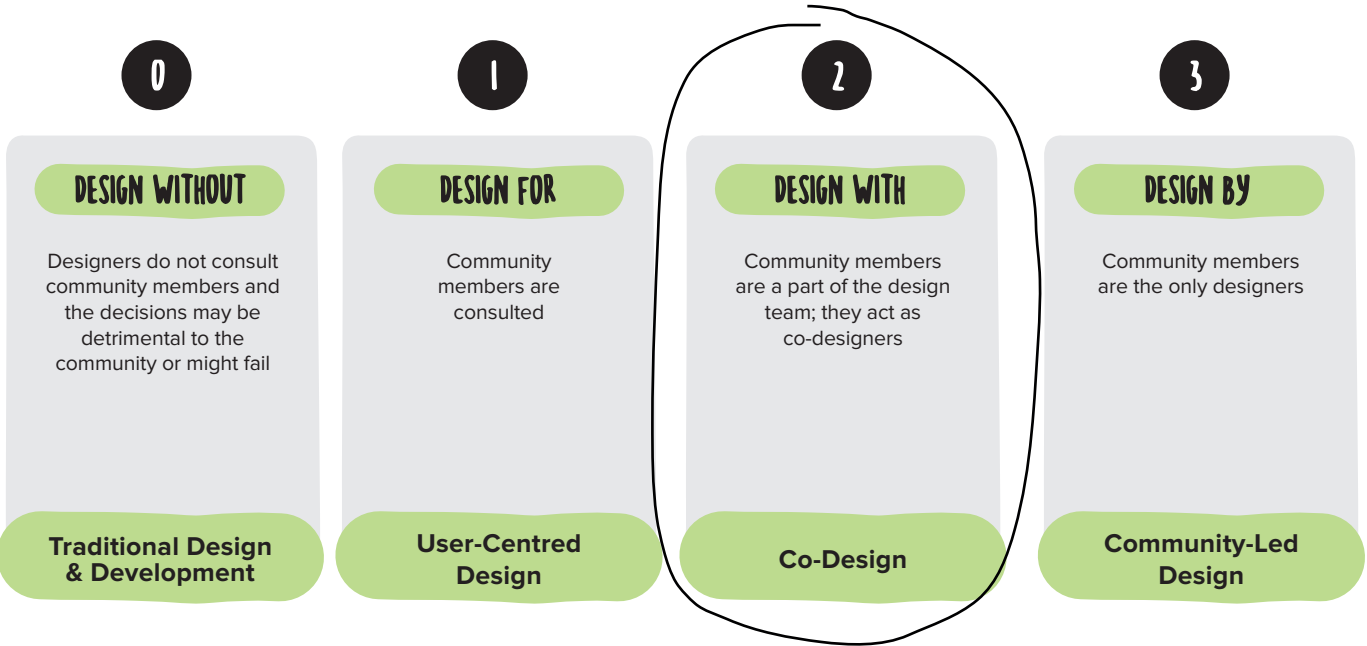
If there are questions left unanswered at the end of this process, be aware of those unknown dynamics as you engage the community and be sensitive to potentially difficult topics or relationships.

SELECTING AN ENGAGEMENT STRATEGY FOR HUMAN – CENTRED DESIGN

Based on your design team’s reflections and answers to the questions in the previous section, review the following diagrams and discuss the best strategy for engaging the community in your design project. Remember to consider all of the factors that might influence community members’ participation.

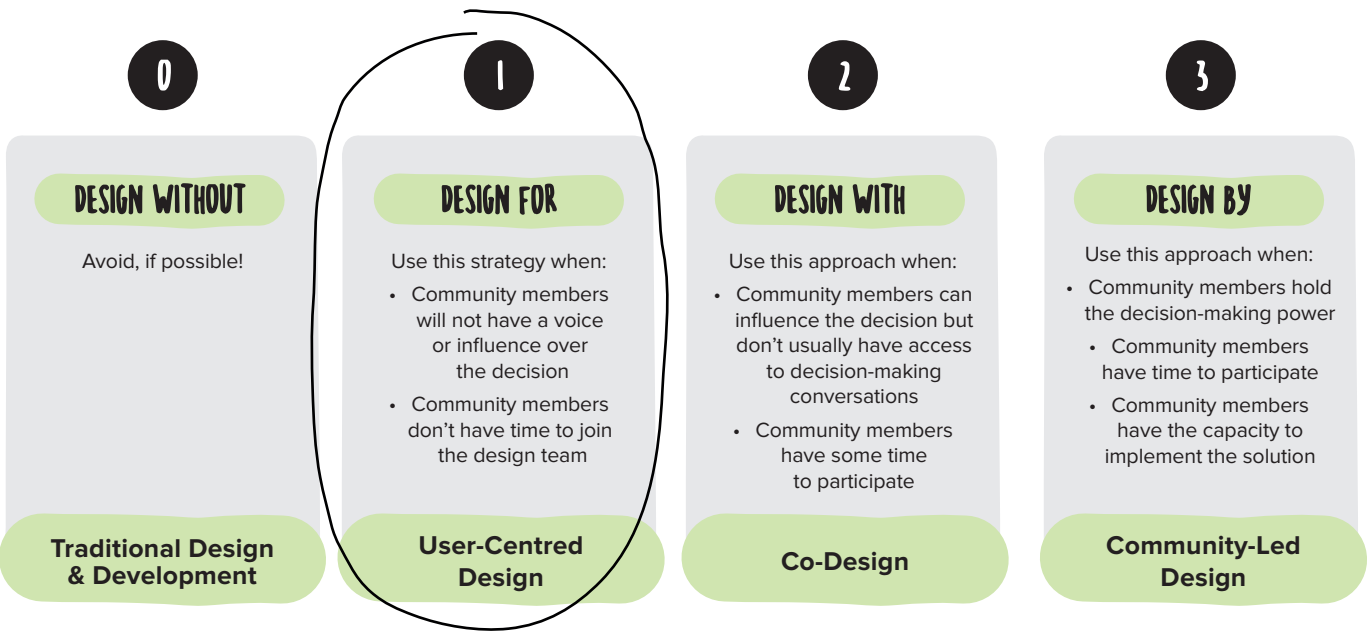
A Community Engagement in Different Human-Centred Design Strategies

This spectrum illustrates how each of the strategies for **Human-Centred Design** engages (or does not engage) community members.



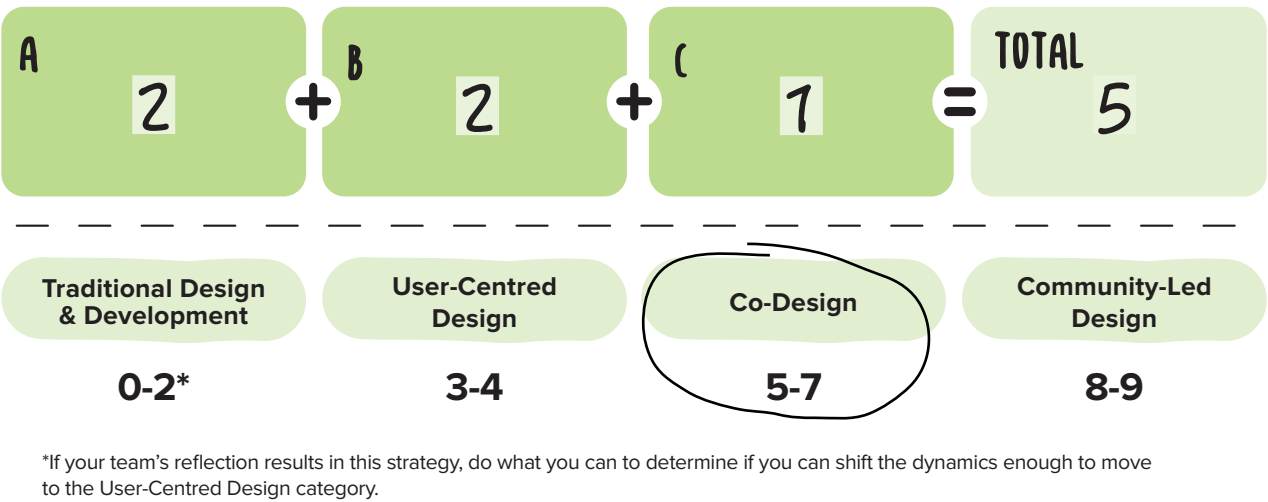
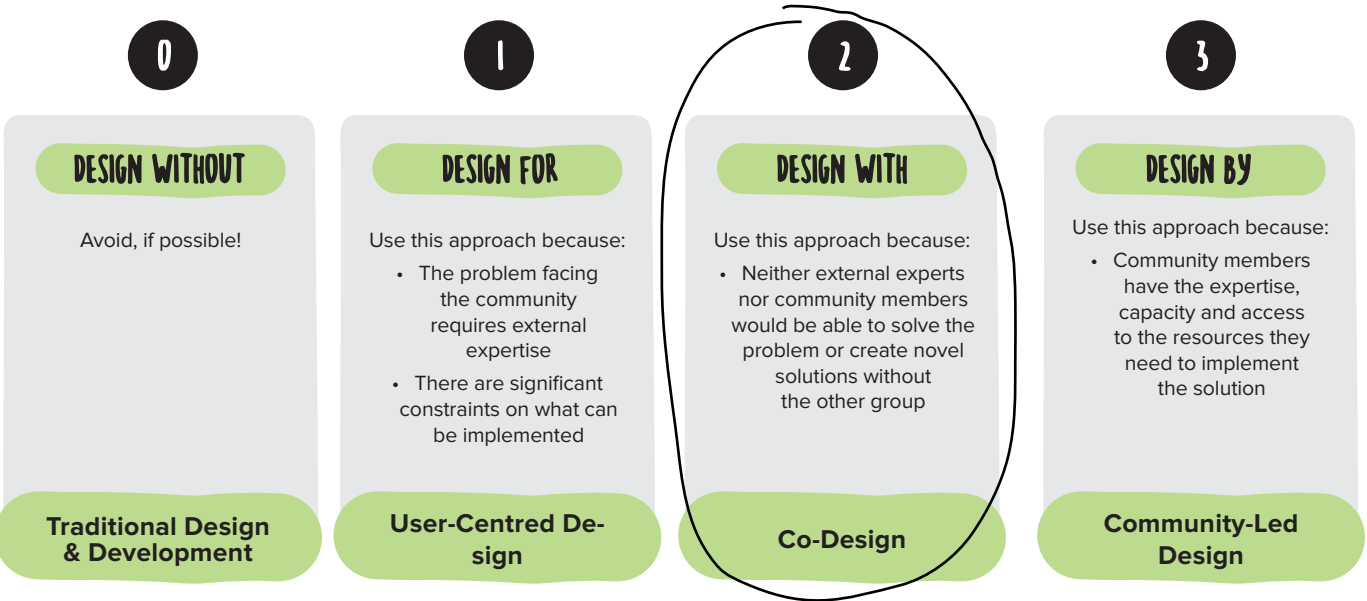
C Conditions for Using Different Human-Centred Design Strategies

This spectrum illustrates the best conditions in which to use each of these strategies for **Human-Centred Design**.



B Scenarios for Different Human-Centred Design Strategies

This spectrum illustrates the benefits of each of the strategies for **Human-Centred Design**.



Now that you have determined the best strategy given the current conditions, use the diagram on the next page to determine which phases of the design process community members will participate in. If you are planning to **engage community members on the design team, begin recruiting participants before you launch the design project and be sure to inform participants on what is expected before they commit** to joining the design team.

The "Design For, Design With, Design By" framework is inspired by the team at the MIT D-Lab.

PHASES OF THE DESIGN PROCESS THAT COMMUNITY MEMBERS WILL PARTICIPATE IN

Use this diagram to determine which phases of the design process community members will participate in.

Traditional Design & Development practices often do not consult users or community members at all. The technical expert (designer) makes all the decisions about a programme or product.

User-centred design is a practice that disrupts traditional design by encouraging designers to engage with stakeholders to understand their needs and get their feedback on decisions that are made. This process yields more effective solutions because the community is at least consulted on what they need and want.

Co-Design is a process where the design team use the tools and methods of **Human-Centred Design** but the design team is made up of a mix of external experts and community members.

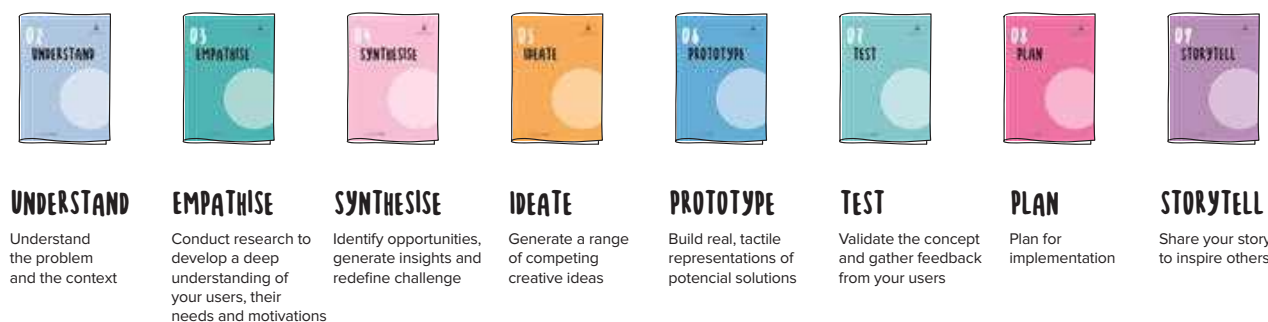
In a **Co-Design** process, external experts and community members work together on a design process where decision-making is based on the consensus of the group. This process engages technical experts as well as those with lived experience to design solutions that are most effective for the community.

In the case of **Co-Design**, the community members on the design team will still engage with other members of the community to get more perspectives on the problem.

In some cases, the community does all of the design work and holds all of the decision-making power. In these cases, the external experts facilitate the design process but do not influence its outcomes. This is **Community-Led Design**.

Your design team needs to determine if it is feasible to invite community members to fully participate in the design project. If not, what parts of the design process do you want to engage community members in? Take a look at the diagram on the next page to determine the best strategy for your community. Take into consideration the structures for decision-making as well as what is culturally appropriate and feasible given different demands on stakeholders' time.

If community members don't have time to fully participate (**Community-Led Design**), then your design team can engage them at key points in the process in order to include them in the decision-making process (**Human-Centred Design** or **Co-Design**).



When you are engaging community members in the design process, either as stakeholders sharing feedback or as members of the design team, it is **best practice to compensate the community members for their time and their contributions to the project.**

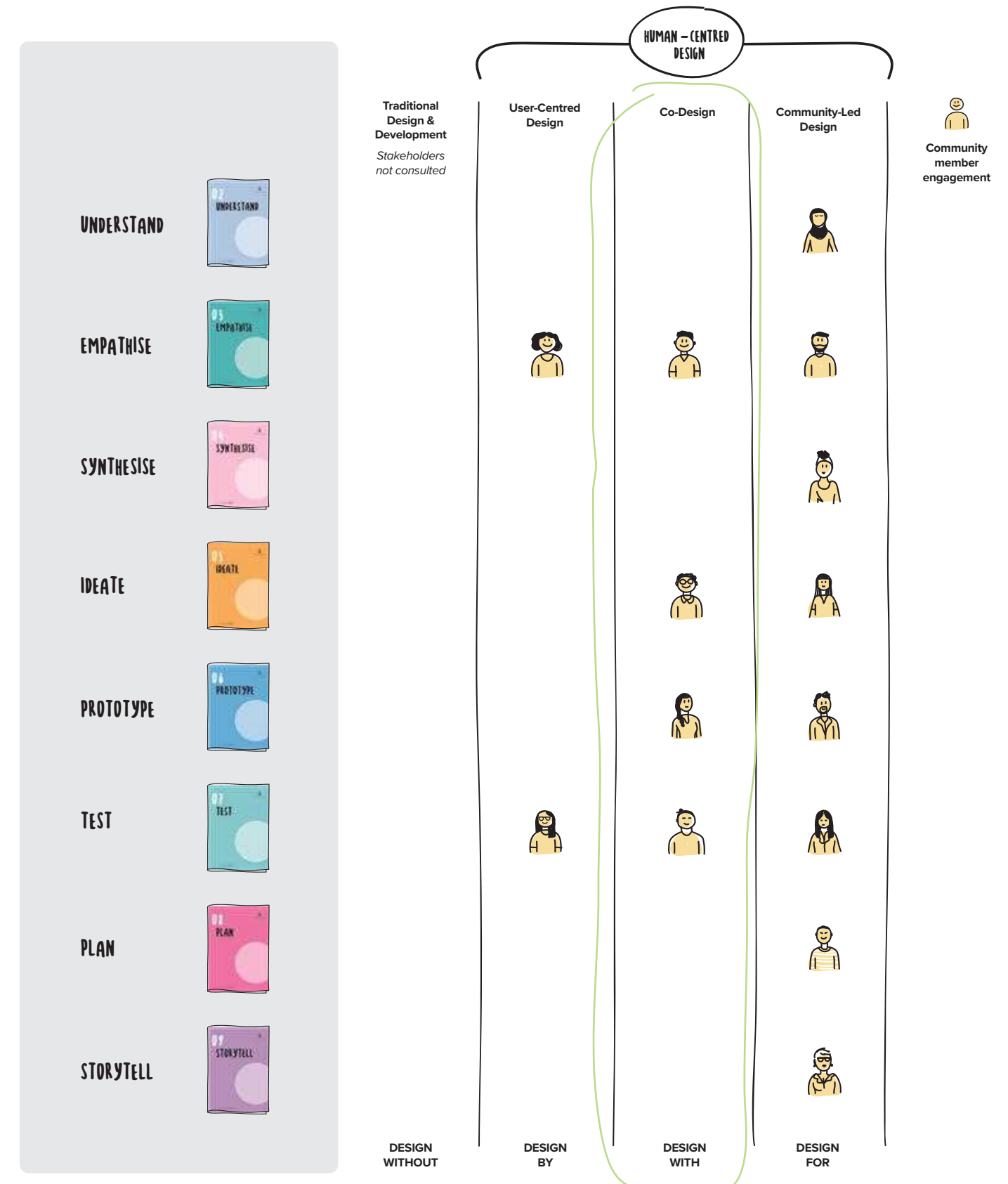
If you are planning to engage community members on the design team, **begin recruiting participants before you launch the design project** and be sure to **inform participants on what is expected before they commit to joining the design team.**



Use the tool to reflect on when in the design process is most appropriate to engage community members, especially if community members are not able to join the design team full time.



Be sure to be transparent with community members about the time commitment and expectations for participating. Be aware of the potential power dynamics between internal staff and community members. Make sure the community members do not feel pressured to participate. If community members are not working on the project full time, be sure to be transparent about what they are missing and keep them updated on the project.





60-120 minutes

CLARIFYING PROJECT RESOURCES

Instructions: Before you launch your design project, it is important that your design team understand the resources available for your design project. The resources that are dedicated to the project will influence the scope of your design project. Gather the information required to answer the questions below. Once you have answered all the questions, have a conversation with those overseeing the project to ensure your design team have accurate information and you all are aligned.



Your team might not have all the required information at this point in the process. Take note to return to this tool when you have fully onboarded all of the members of the team.



Remember that your team's reflections on this tool might shift and evolve as the project continues. These are just your best estimates right now.

Which staff members will be committed to advance this design project as a part of the design team?

Sarayu	Maksat
Design Lead	
Tilek	Adel
Gulzat	Dinara

What is the total number of hours per week of staff time that will be dedicated to advancing this design project (for example, if you have 2 people at 40 hours that would be 80 hours; 3 people at 20 hours would be 60 hours)?

	6	people
X		
	40	hours
=		
	240	hours

Which staff members might support the project with technical support and feedback?

Munir - Design Coach	Mike - Technical Lead
Design Lead	
Nafisa - Technical Lead	

What is the total number of hours per week of staff time that will be dedicated to supporting this design project (for example, if you have 2 people supporting the team for 20 hours that would be 40 hours; 3 people at 10 hours would be 30 hours)?

	3	people
X		
	10	hours
=		
	30	hours

What is the timeline for this project? What is a good date for the project to be 25% complete? 50% complete? 75% complete? 100% complete

September 2022	December 2022	February 2023	April 2023
25%	50%	75%	100%

How experienced are the members of the design team in Human-Centred Design? Mark an X on the line at the spot that best represents your answer.

Not experienced	Somewhat experienced	Very experienced
-----------------	----------------------	------------------

What HCD training or resources will your design team need? Are you able to access what is needed?

- We need a refresher training on Human-Centred Design.
- We will leverage the HCD Guidebooks and Mural boards.

What is the budget for the design work? Does the design team have access to necessary funds to pay for staff time, travel, supplies and compensation for community members?

\$5,000

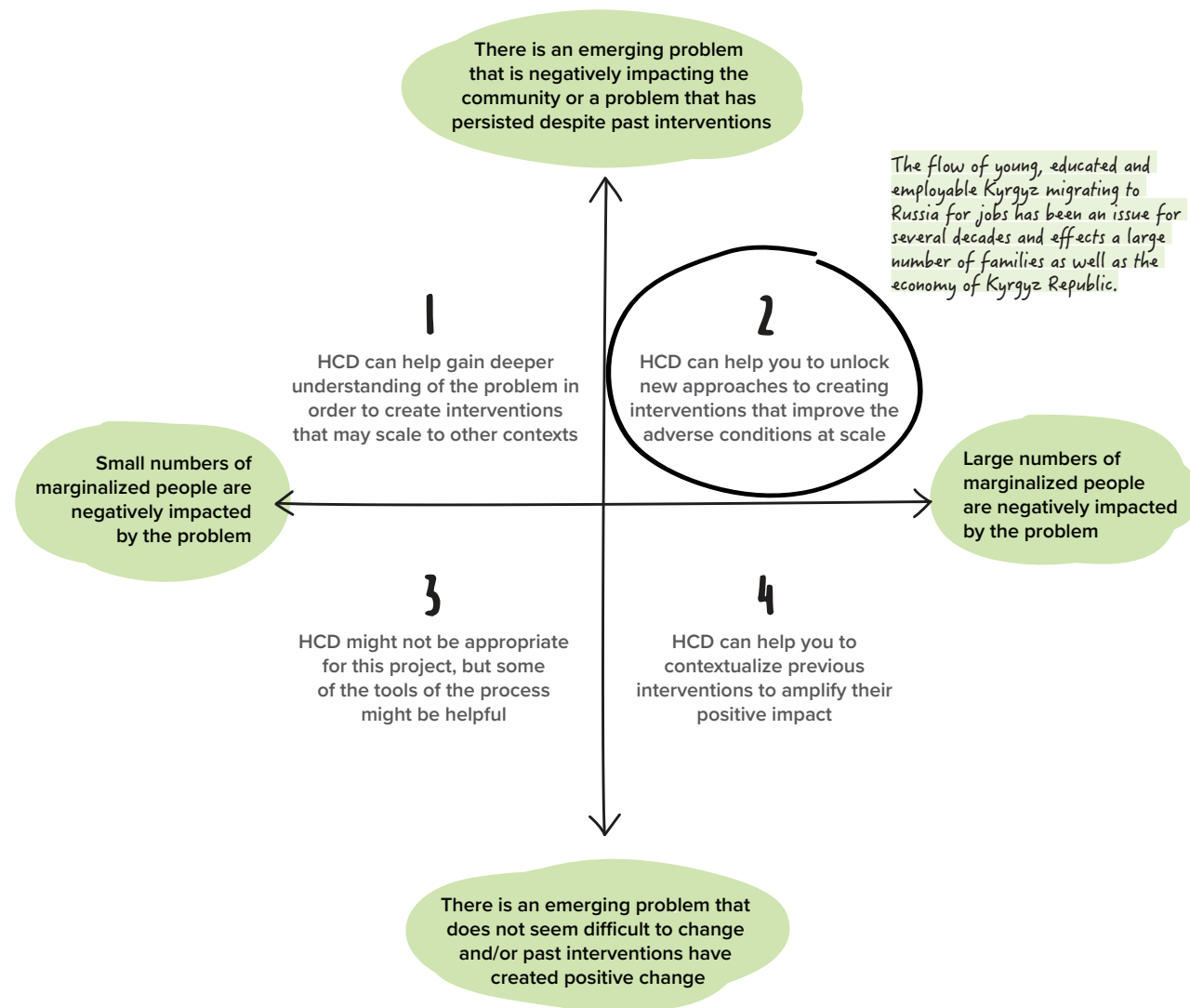
What is the target budget for implementation? Estimating the possible budget will help the design team to keep their proposed solutions scoped to within this potential budget.


\$100,000


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

01 ASSESSING THE DIFFICULTY OF MAKING POSITIVE CHANGE

Instructions: Use this tool to determine how difficult it might be to help improve the conditions of the community most relevant to your **Human-Centred Design Project Statement** (see the **Scoping a Project** section of the **Project Launch Guidebook**). This tool will help you determine if **Human-Centred Design** will be useful in developing new approaches to solving the problem.



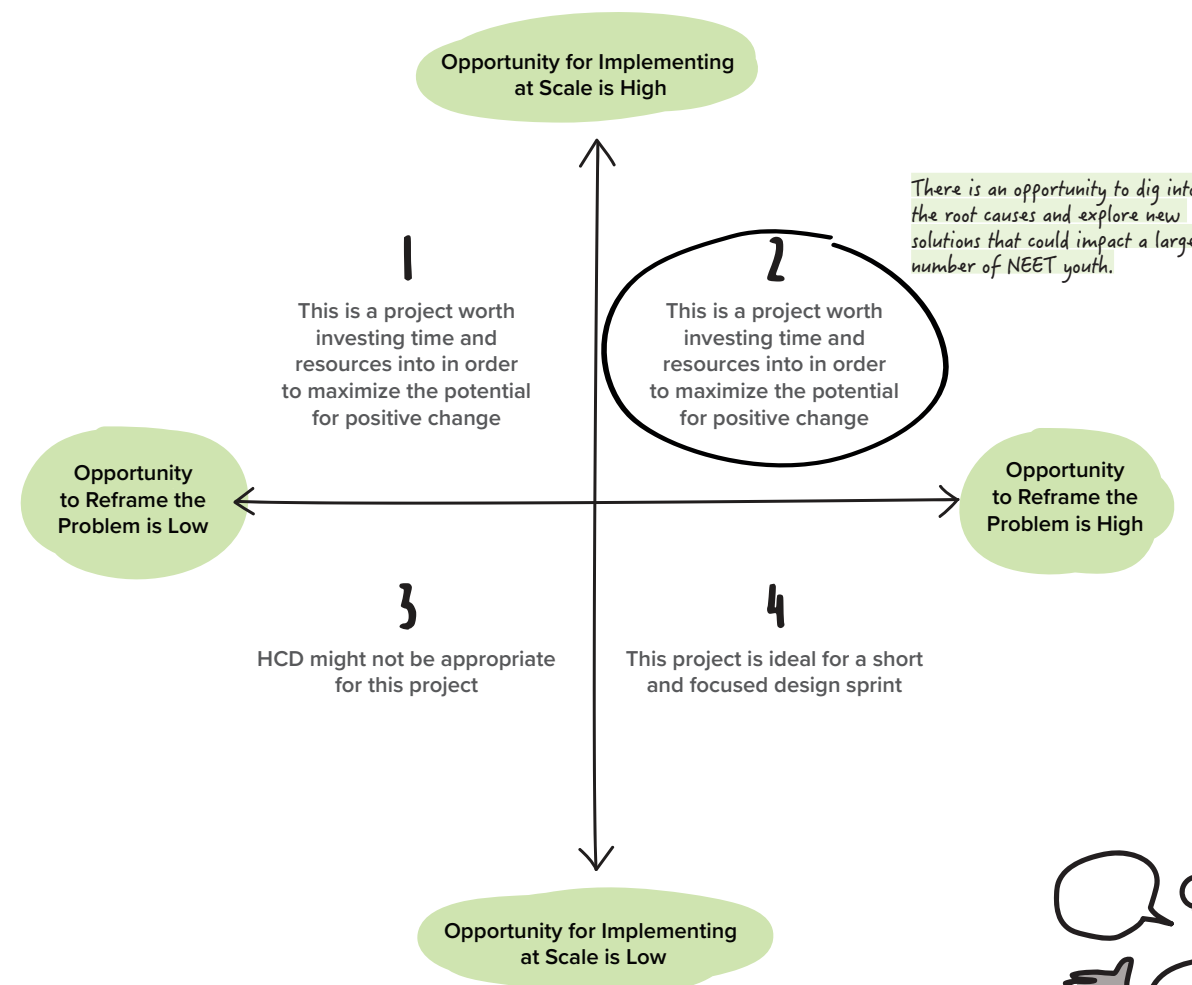
 A **problem** is one of the challenges facing a specific group of people that is contributing to adverse conditions or causing negative outcomes.


 Implementing at Scale means there is an opportunity to reach large numbers of people and this comes with more efficiency and systems that can have a broader reach and bigger impact across many communities

ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

02 ASSESSING THE POTENTIAL TRANSFORMATIONAL IMPACT OF A PROJECT

Instructions: Use this tool to assess the transformational potential of a project in order to allocate the appropriate resources to that project.



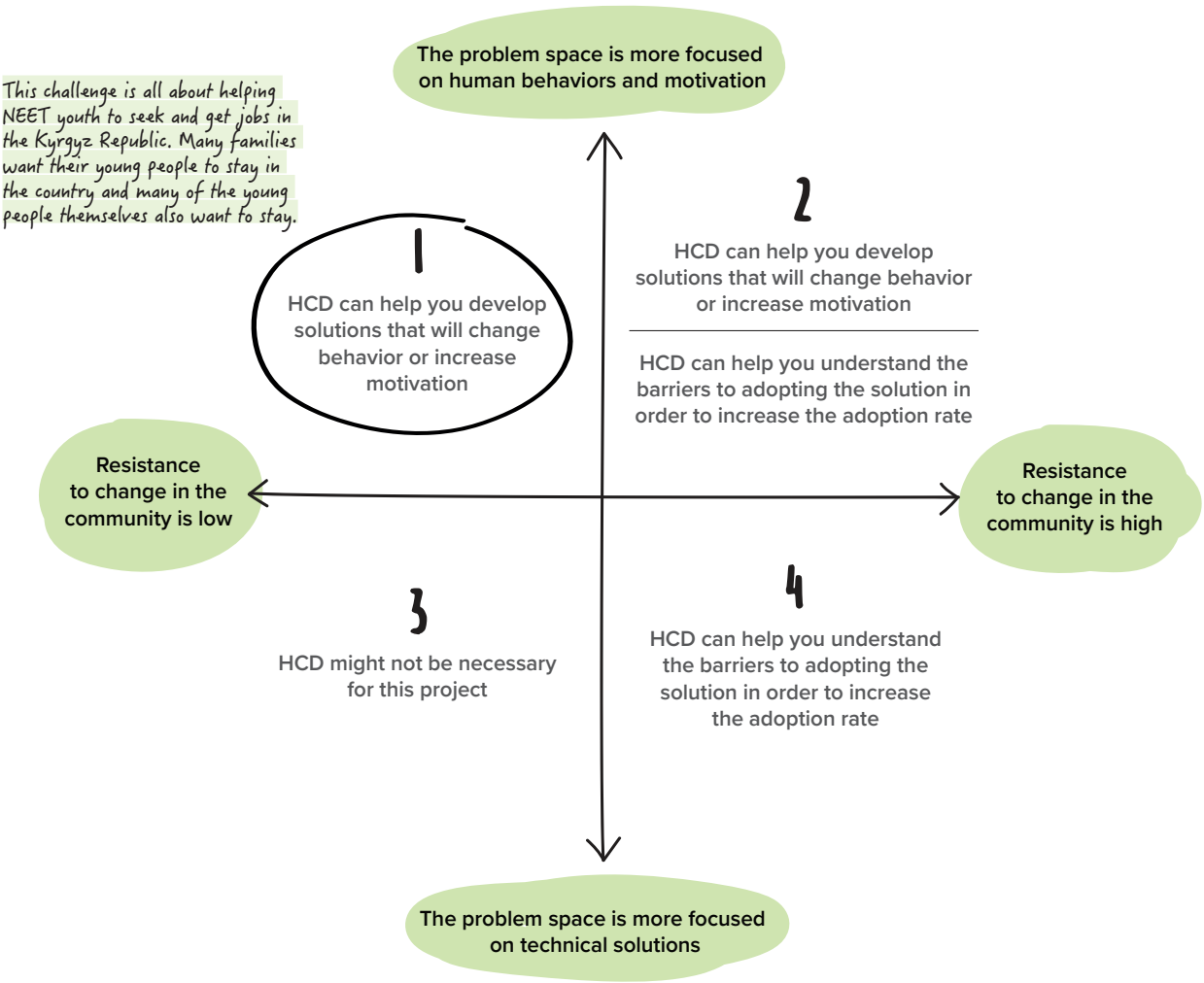
 A **reframed problem** comes from the design team stepping back and seeing the problem from different perspectives and new angles. A reframed problem introduces new approaches to solving the problem, addresses root causes and finds creative new ways to implement interventions.



ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

03 ASSESSING THE POTENTIAL OF AN HCD APPROACH

Instructions: Use this tool to determine whether HCD is the best approach for a particular project. Assessing the communities' openness/resistance to change is an important consideration when approaching how to work with communities and respect their ways of life.



Resistance to change in the community can look like people or cultures who are skeptical of outside ideas, who are slow to change their practices and slow to adopt new technologies. These communities might be very steeped in traditional ways of life and/or not exposed to rapid cycles of change. These communities might have a lack of experience in adopting new technologies, they may be risk averse and/or they may have complained about past interventions.

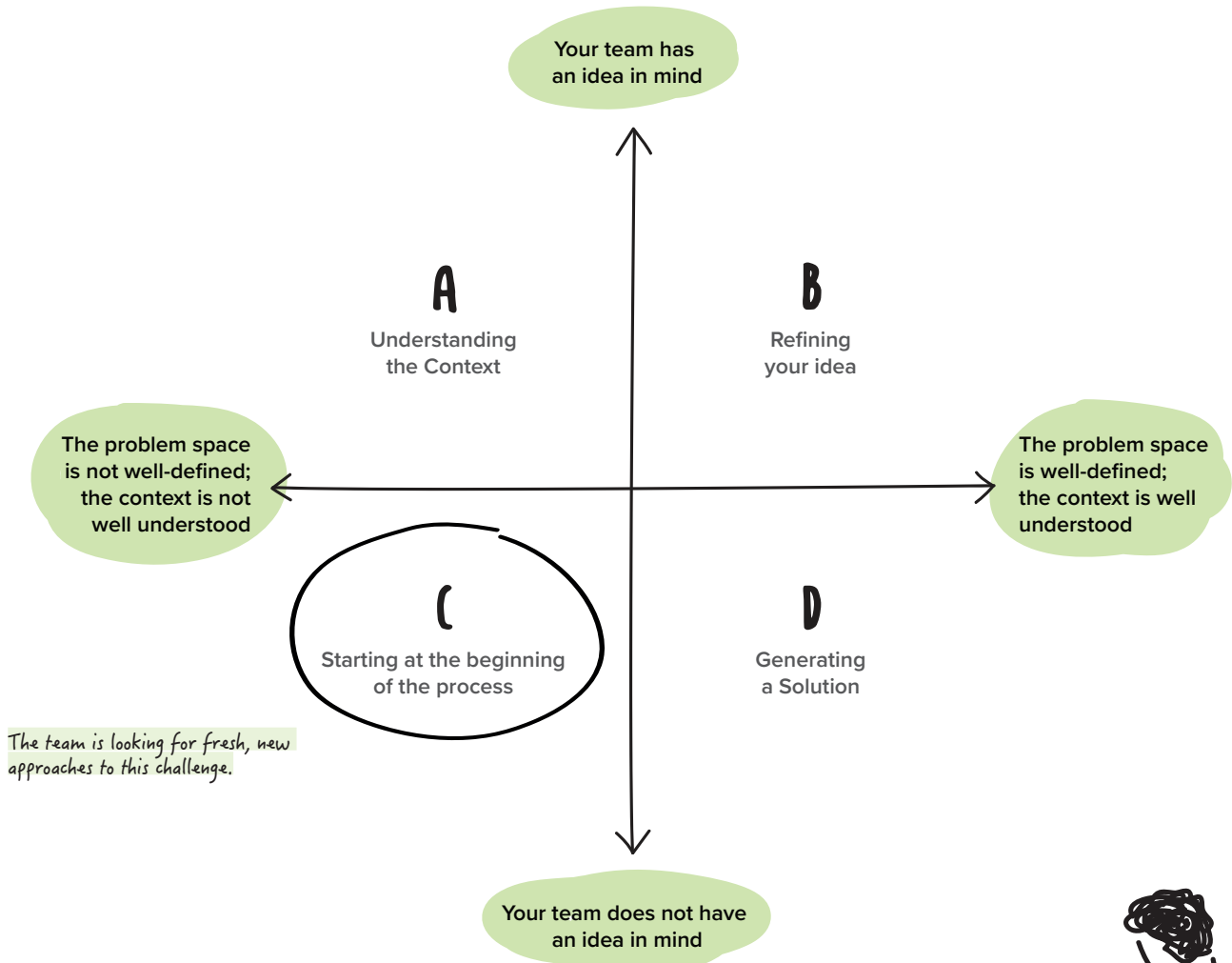


The **problem space** defines all of the related components of a particular problem you are working to solve, including the context, the stakeholders and any additional factors that influence the problem.

ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

04 ASSESSING YOUR TEAMS UNDERSTANDING OF THE PROBLEM

Instructions: Use this tool to determine which design path - the combination of design Phases and tools - is the best for this problem and project.



The team is looking for fresh, new approaches to this challenge.

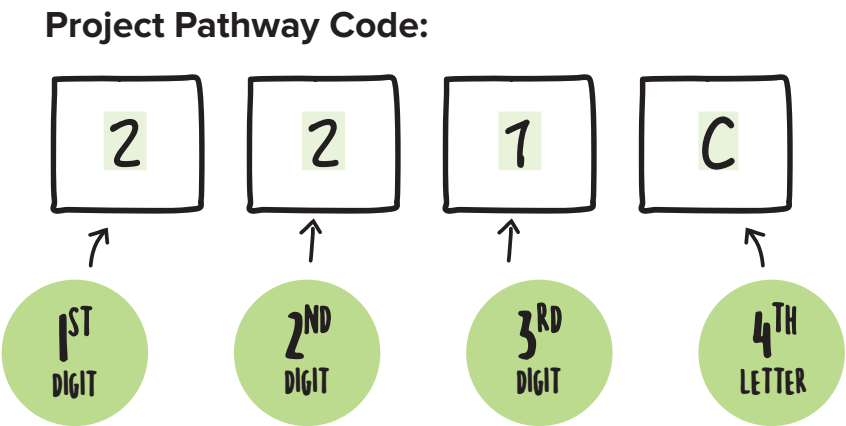


Defining the **problem space** and understanding the context in an HCD process does not come from previous personal experiences or proximity to the community. Instead, your ability to define the problem and understand the context is related to how many recent personal experiences you have had with the problem and/or the close relationships you have with people facing the problem currently. If you don't have many recent experiences, that's okay! **Human-Centred Design** will help you engage with the community.



NEXT STEPS: FINDING YOUR PROJECT PATHWAY

Instructions: Now that your team has answered all the questions in the **Innovation Potential Diagnostic Tool**, enter each letter and number into the four digit code. The first box represents the first grid and so on. You will use the **Project Pathway Code** to identify your recommended project pathway in the tables on the following pages.



You will use your code to identify your pathway. Each **Project Pathway** has a grid of the corresponding codes. Codes are grouped by the first digit and are in alpha-numeric order. On the next page, start with **Invest to Innovate at Scale** and check all of the codes that share your first digit, moving from left to right. If your code does not appear, skip to the next **Project Pathway**. Repeat the process until you find your corresponding code.



PROJECT PATHWAY CODES

Use the four character code that you generated from your reflection on the **Assessing the Innovation Potential of a Project** frameworks to find your recommended project pathway. Find the corresponding **Project Pathway** on the following pages in order to learn more.

ROBUST PROCESS

The pathways below are designed to tackle complex problems with a high innovation potential. These pathways guide teams to dig deep into a problem using a robust set of tools in order to uncover breakthrough solutions.

Question Assumptions in Order to Succeed									Page 72
1	1, 2, 1, A	1, 2, 2, A	1, 4, 1, A	1, 4, 2, A					
2	2, 1, 4, A	2, 2, 1, A	2, 2, 3, A	2, 2, 4, A	2, 4, 1, A	2, 4, 2, A			
4	4, 2, 2, A	4, 2, 3, A							

Invest to Innovate at Scale									Page 73
1	1, 1, 3, A	1, 3, 1, A	1, 3, 2, A						
2	2, 1, 1, C	2, 1, 3, A	2, 1, 3, C	2, 2, 2, A	2, 3, 1, A	2, 3, 1, C	2, 3, 2, A	2, 3, 2, C	
	2, 3, 3, A	2, 3, 3, C							
3	3, 2, 1, C	3, 2, 2, A	3, 2, 2, C	3, 2, 4, C					
4	4, 1, 2, C	4, 2, 4, A	4, 2, 4, C	4, 3, 2, A	4, 3, 2, C	4, 4, 2, A	4, 4, 2, C		

Dig In to Explore the Problem									Page 74
1	1, 2, 1, C	1, 2, 2, C	1, 4, 1, C	1, 4, 2, C					
2	2, 1, 4, C	2, 2, 1, C	2, 2, 2, C	2, 2, 3, C	2, 2, 4, C	2, 4, 1, C	2, 4, 2, C		
4	4, 2, 2, C	4, 2, 3, C	4, 4, 1, C						

Step Back to Uncover Needs									Page 75
1	1, 1, 2, D	1, 2, 1, B	1, 2, 1, D	1, 2, 2, B	1, 2, 2, D	1, 4, 1, B	1, 4, 1, D	1, 4, 2, B	
	1, 4, 2, D								
2	2, 1, 2, D	2, 1, 4, B	2, 1, 4, D	2, 2, 1, B	2, 2, 1, D	2, 2, 2, B	2, 2, 2, D	2, 2, 3, B	
	2, 2, 3, D	2, 2, 4, B	2, 2, 4, D	2, 4, 1, B	2, 4, 1, D	2, 4, 2, B	2, 4, 2, D		
4	4, 2, 1, D	4, 2, 2, B	4, 2, 2, D	4, 2, 3, B	4, 2, 3, D				

DIG IN TO EXPLORE THE PROBLEM

106 - 136 Hours (per person)

PROJECT PATHWAY

WHEN TO USE THIS PATHWAY

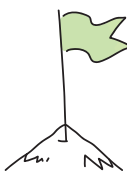
The team has determined that the problem space has the right conditions for innovative solutions to emerge and succeed at creating better outcomes for stakeholders at scale. The team lacks understanding of the context, the problem space, and potential solutions.

Because of the opportunity that the problem space presents, the team should invest time and resources in a robust human-centred design process, beginning with the **Understand and Empathise Phases**. This will help the team to learn about the context and the community in order to help them develop a point of view about the root causes of the problem and potential solutions.

NEXT STEPS

Your next step in the **Design Your Design Work** process, is to use the **Launching a Design Project Flow Charts** to determine what resources are needed to effectively complete your design project.

If you are interested in reading more about the **Dig in to Explore the Problem** project pathway before you complete the flow chart, turn to page 110.



Goal of Process

Contextualise your idea



Recommended Resourcing

More intensive investment of time in order to complete a Robust Process



Where to Start

Begin with Understand/Empathise



FINALIZING YOUR DESIGN PROJECT PATHWAY

ROBUST PROCESS

Robust Process options are pathways designed to tackle complex problems with a high innovation potential. These pathways guide teams to dig deep into a problem using a robust set of tools in order to uncover breakthrough solutions.

If your recommended design project pathway is one of the following, use this flow chart.

- Question Assumptions in Order to Succeed
- Invest to Innovate at Scale
- Dig In to Explore the Problem
- Step Back to Uncover Needs

If, while completing the flow chart, your design team realises that you do not have enough resources to complete a **Robust Process**, the **Focused Exploration** pathway of **Explore to Learn More** will be recommended to your design team.

Use the **Focused Exploration** flow chart to confirm that you have the resources you need to complete a project using the **Explore to Learn More** pathway.

If, while completing the second flow chart, your design team realises that you do not have enough resources to complete a **Focused Exploration** pathway, then an **Alternative Process** or **Rapid Design Sprint** pathway will be recommended to your design team.



QUESTION 1.

START HERE

DO YOU HAVE 2 TO 4 STAFF MEMBERS WHO CAN DEDICATE THEMSELVES TO A 3 TO 4 MONTH DESIGN PROJECT?

NO

YES

YES

Can you **advocate for using the funds** available to **assign more staff to the project?**

or

Can you hire **new design team members** who have more time to dedicate to this project?

PROCEED TO QUESTION 2

YES

Can you **wait to launch** this project until you have more time to **gather the resources** for a robust design process?

NO

NO

Consider doing a less resource intensive process:
Focused Process: Explore to Learn More pathway

FOCUSED PROCESS
EXPLORE TO LEARN MORE

Now, as a team, review the **Overview of the Design Project Pathway for Explore to Learn More**. After that, proceed to the **Guidance on Your Design Project Pathway** to get a more detailed set of instructions for how to proceed with your project.

QUESTION 2.

START HERE

DOES THE DESIGN TEAM HAVE AT LEAST 50 % OF THEIR TIME DEDICATED TO THE DESIGN PROJECT?

NO

YES

YES

Can you **advocate for design team members** to **delegate their responsibilities** to others?

or

Can you hire **new design team members** who have more time to dedicate to this project?

PROCEED TO QUESTION 3

YES

Can you **wait to launch this project** until you have more time to **gather the resources** for a robust design process?

NO

NO

Consider doing a less resource intensive process:
Focused Process: Explore to Learn More pathway

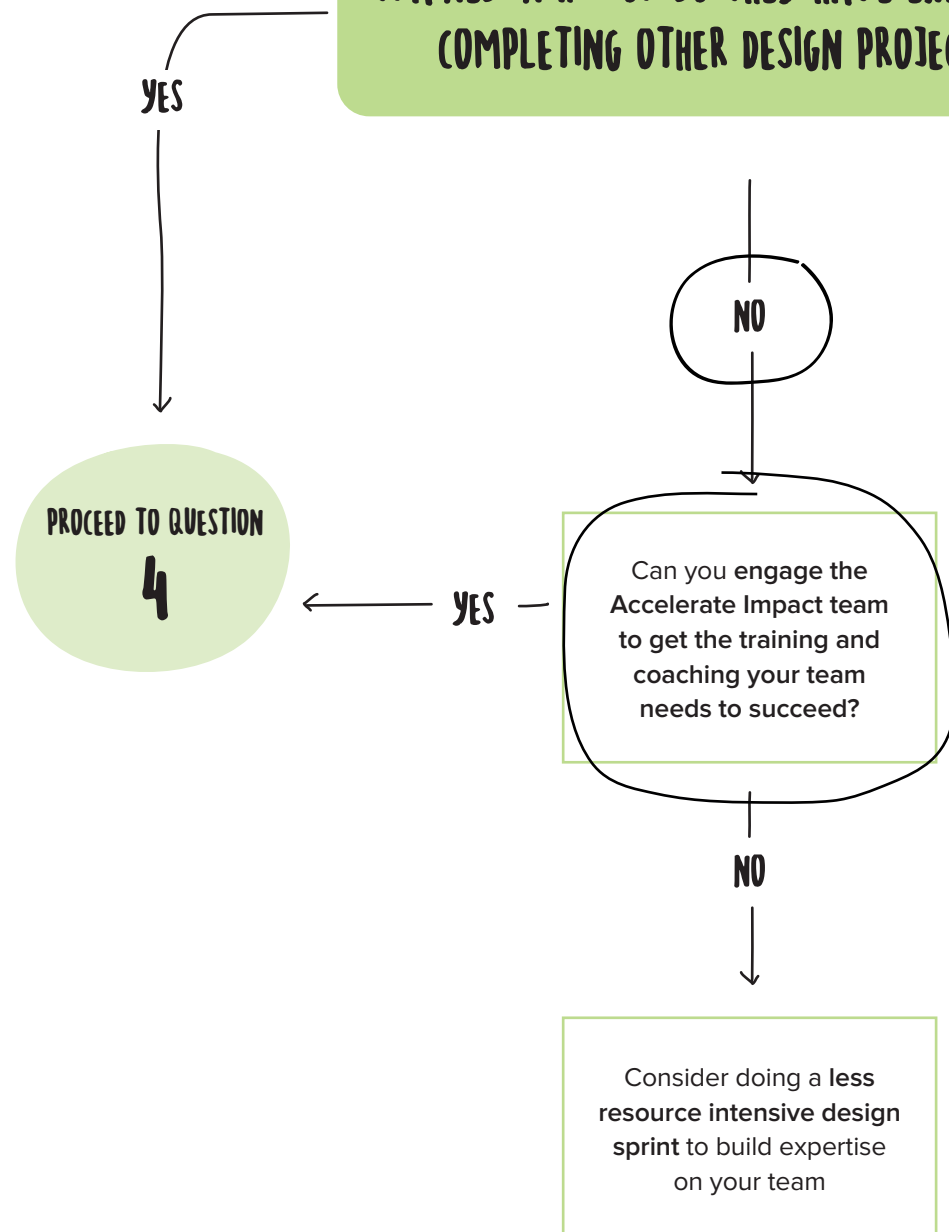
FOCUSED PROCESS
EXPLORE TO LEARN MORE

Now, as a team, review the **Overview of the Design Project Pathway for Explore to Learn More**. After that, proceed to the **Guidance on Your Design Project Pathway** to get a more detailed set of instructions for how to proceed with your project.

QUESTION 3.

START HERE

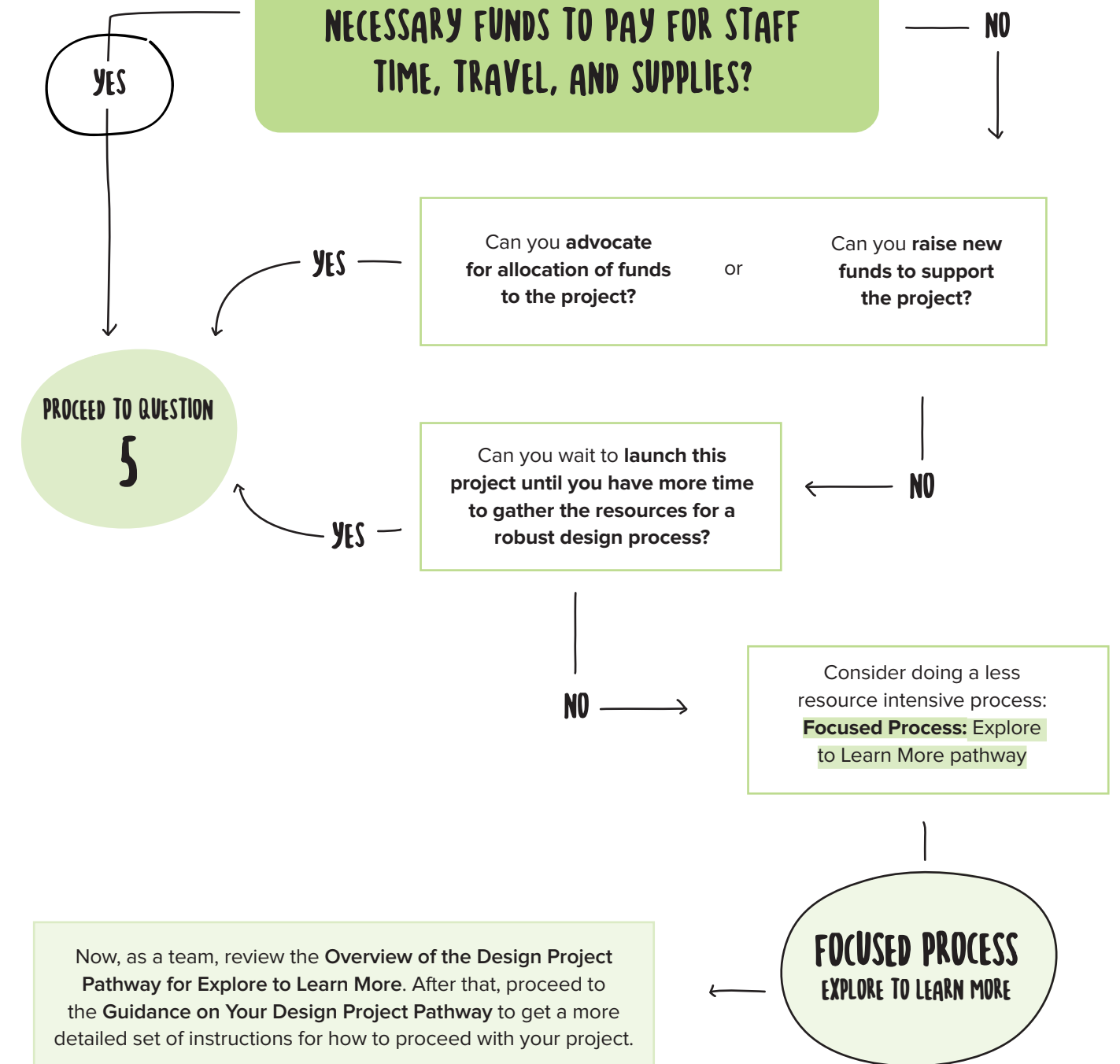
HAVE MEMBERS OF THE DESIGN TEAM BEEN TRAINED IN HCD OR DO THEY HAVE EXPERIENCE COMPLETING OTHER DESIGN PROJECTS?



QUESTION 4.

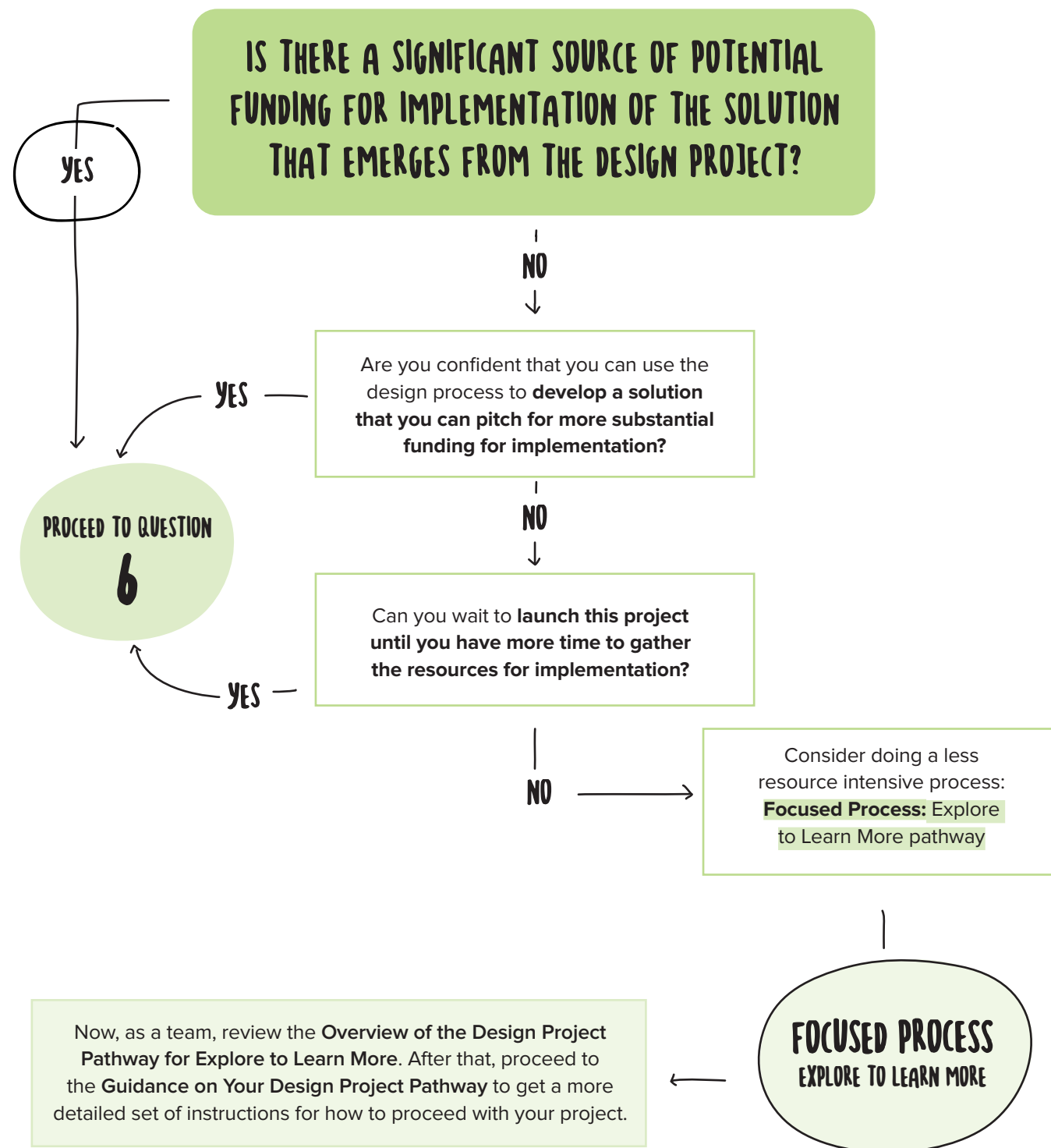
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DOES THE DESIGN TEAM HAVE ACCESS TO NECESSARY FUNDS TO PAY FOR STAFF TIME, TRAVEL, AND SUPPLIES?



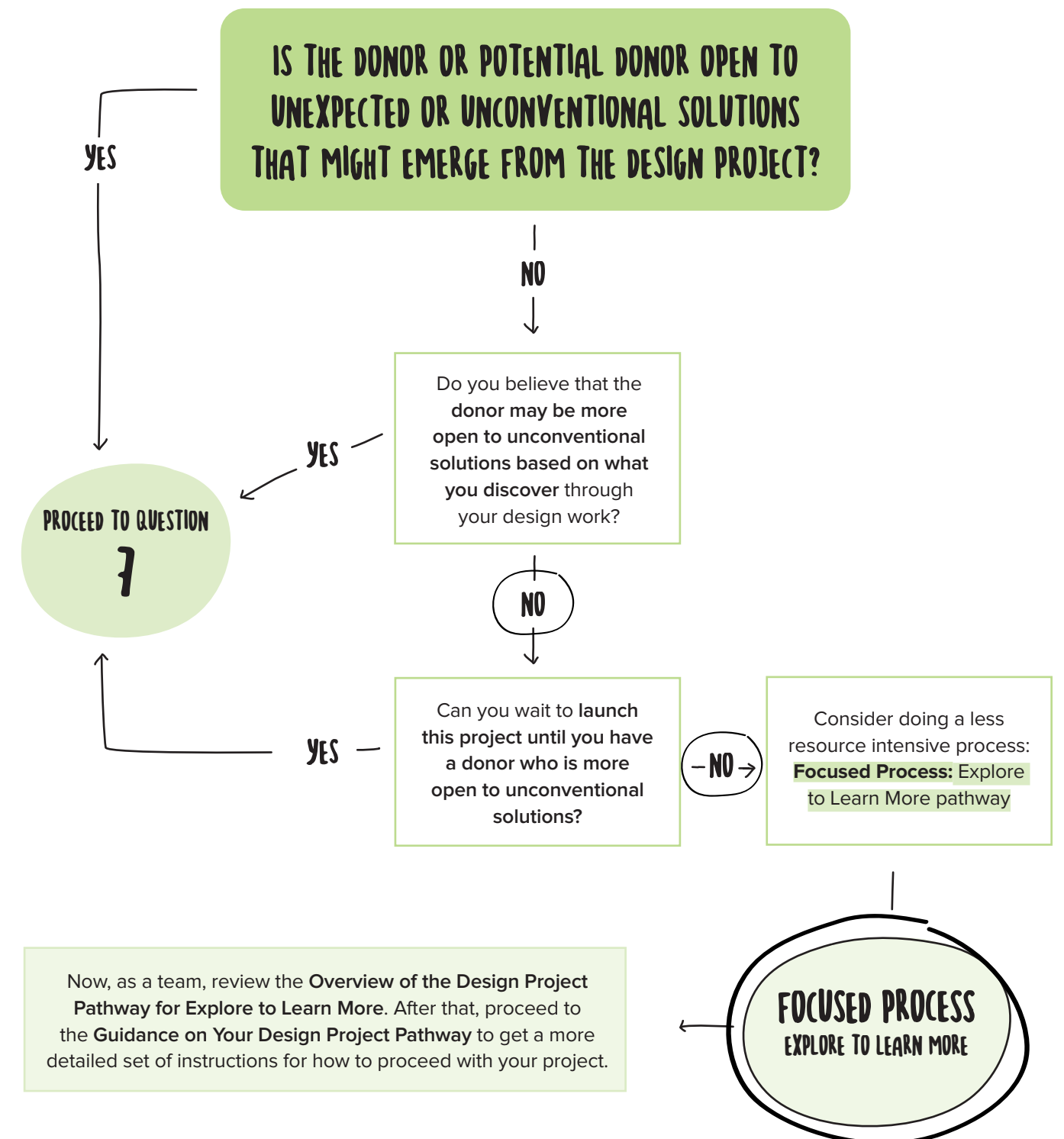
QUESTION 5.

START HERE



QUESTION 6.

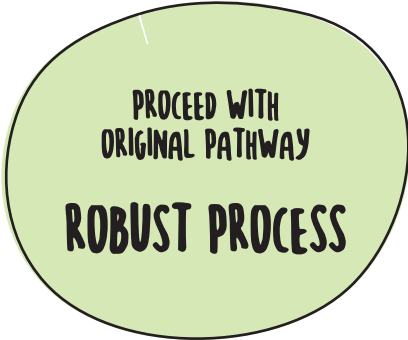
START HERE



FLOW CHART RESULTS:

YOU HAVE WHAT YOU NEED TO LAUNCH YOUR DESIGN PROJECT!

Now, as a team, review the Overview of the Design Project Pathway that was determined for you in the previous section. After that, proceed to the Guidance on Your Design Project Pathway to get a more detailed set of instructions for how to proceed with your project.

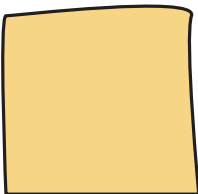


OVERVIEW OF DESIGN PROJECT PATHWAYS

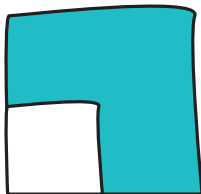
		Launch	Understand	Empathise	Synthesise	Ideate	Prototype	Test	Plan	Storytell
ROBUST PROCESSES	Question assumptions in Order to Succeed Page 106 118 - 152 Hours (per person)									
	Invest to Innovate at Scale Page 108 106 - 136 Hours (per person)									
	Dig in to Explore the Problem Page 110 106 - 136 Hours (per person)									
	Step Back to Uncover Needs Page 112 118 - 152 Hours (per person)									
	Explore to Learn More Page 114 72 - 94 Hours (per person)									
FOCUSED PROCESS	Work Quickly to Get New Perspectives Page 116 90 - 114 Hours (per person)									
	Test Ideas & iterate Page 118 58 - 74 Hours (per person)									
	Prototype to Create Buy-In Page 120 58 - 74 Hours (per person)									
	Rapidly Explore Root Causes Page 122 72 - 90 Hours (per person)									
	Generate Ideas Rapidly Page 124 26 - 38 Hours (per person)									
ALTERNATIVE PROCESSES	Consider Other Approaches Page 126									
RAPID SPRINTS	Half Day Sprint - Design Research Page 128 10-14 hours of prework & 5-6 hours of sprint (per person)									
	Half Day Sprint - Ideation Page 130 10-14 hours of prework & 3-4 hours of sprint (per person)									
	Half Day Sprint - Prototyping & Testing Page 132 11-15 hours of prework & 3-4 hours of sprint (per person)									
	Full Day Sprint Page 134 10-12 hours of prework & 8 hours of sprint (per person)									

OVERVIEW OF DESIGN PROJECT PATHWAYS

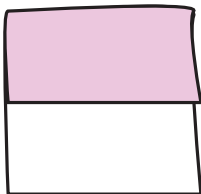
KEY



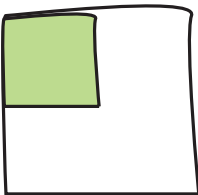
All the tools of the phase



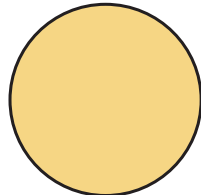
75% of the tools of the phase



50% of the tools of the phase



25% of the tools of the phase



All the tools of prework for a design sprint



50% of the tools of prework for a design sprint

PROJECT PATHWAYS

ROBUST PROCESSES

These are pathways designed to tackle complex problems with a high innovation potential. These pathways guide teams to dig deep into a problem using a robust set of tools in order to uncover breakthrough solutions.

ALTERNATIVE PROCESSES

These are pathways to support teams who are working on a problem where **Human-Centred Design** is not the best approach. These pathways support teams to design a pathway appropriate to the problem they are trying to solve.

FOCUSED PROCESS

These are pathways designed to help teams narrow in on learning goals specific to the scope and scale of the problem they are working on. These pathways are less rigorous and require less time investment.

RAPID SPRINT

These are pathways to support teams to leverage **Human-Centred Design** tools in quick bursts to help them learn more about a problem while using less resources. These pathways offer a place to start, especially when a team has limited time and resources.

GUIDANCE ON YOUR DESIGN PROJECT PATHWAY



On the following pages you'll find a detailed outline of your **Design Project Pathway**, including each phase of the design process and each design tool that your team will use. Use these pages as a guide and checklist. **Each phase of the design process has a guidebook and each design tool in that guidebook has a unique page number.** You will find the name and page number of each design tool as a reference.

Your team will reference these pages as you plan and complete the design work for your project.

ROBUST PROCESS

These are pathways designed to tackle complex problems with a high innovation potential. These pathways guide teams to dig deep into a problem using a robust set of tools in order to uncover breakthrough solutions.

Question Assumptions in Order to Succeed	Page 106
Invest to Innovate at Scale	Page 108
Dig In to Explore the Problem	Page 110
Step Back to Uncover Needs	Page 112

FOCUSED PROCESS

These are pathways designed to help teams narrow in on learning goals specific to the scope and scale of the problem they are working on. These pathways are less rigorous and require less time investment.

Explore to Learn More	Page 114
Work Quickly to Get New Perspectives	Page 116
Test Ideas & Iterate	Page 118
Prototype to Create Buy-In	Page 120
Rapidly Explore Root Causes	Page 122

ALTERNATIVE PROCESS

These are pathways to support teams who are working on a problem where **Human-Centred Design** is not the best approach. These pathways support teams to design a pathway appropriate to the problem they are trying to solve.

Generate Ideas Rapidly	Page 124
Consider Other Approaches	Page 126

RAPID SPRINT

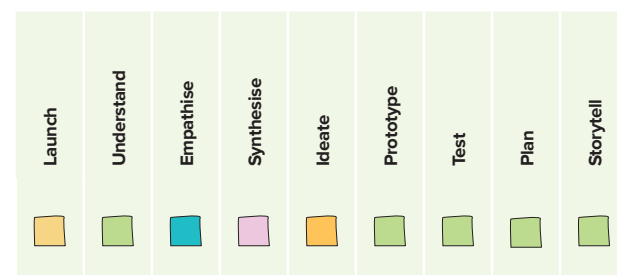
These are pathways to support teams to leverage **Human-Centred Design** tools in quick bursts to help them learn more about a problem while using less resources. These pathways offer a place to start, especially when a team has limited time and resources.

Half Day Sprint - Design Research	Page 128
Half Day Sprint - Ideation	Page 130
Half Day Sprint - Prototyping & Testing	Page 132
Full Day Sprint	Page 134

DESIGN PROJECT PATHWAY

EXPLORE TO LEARN MORE

72-94 hours (per person)



INSTRUCTIONS

On these pages you'll find a detailed outline of your **Design Project Pathway** with each phase of the design process and each design tool that your team will use.

Use these pages as a guide and checklist. You will find the name and page number of each design tool as a reference. **Each phase of the design process has a guidebook and each design tool in that guidebook has a unique page number.**

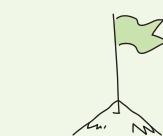
You might want to bookmark this page so you can easily reference your **Design Pathway** and plan for the work your team will need to complete.

OBJECTIVES & OUTCOMES

For the **Explore to Learn More Pathway** your team will complete a curated set of tools across the design phases that support the needs and context of your team and project. **This pathway will support your team to gain a deeper understanding of the problem to determine the best idea before investing more resources into the solution.**

At the end of this process, **your team will have worked quickly to gain new insights into the needs and motivations of the stakeholders, reframe the problem, generate a volume of ideas and then test them to get stakeholder feedback.**

By working quickly and investing less time and resources, your team is able to learn about the problem and innovation potential of a potential solution rapidly. **From there, your team can use what you learned to gather resources or raise funds to support a more robust design process.**



Goal of Process
Contextualise your idea



Recommended Resourcing
A moderate investment of time in order to complete a Focused Process



Where to Start
Begin with Understand/Empathise



Fluency with HCD
For this project, the team can have emerging HCD skills



Budget for Design Work
This design project will require some financial resources



Future Potential funding
The investment of time in this project is only warranted by promising prospects of future funding



Risk Tolerance of Funders
The potential funders must be willing to consider funding a new solution

DESIGN PHASES AND TOOLS FOR THIS PATHWAY

#1 LAUNCH

- Scoping the project, pg. 24, 5-10 hours
- Creating Design Teams, pg. 22, 4-6 hours
- Design Your Design Work, pg. 27, 120-180 minutes
- Selecting a Human-Centred Design Strategy, pg. 33, 120-180 minutes
- Project Charter, pg. 70, 60-120 minutes
- Launching Your Team, pg. 69, 3-5 hours

#2 UNDERSTAND

- Mindmapping, pg. 18, 60 minutes
- Smooth Sailing, pg. 19, 60 minutes
- Stakeholder Mapping, pg. 20, 60 minutes
- Problem Definition, pg. 22, 60 minutes
- Causes, Effects & Aspirations, pg. 24, 60 minutes
- Measuring Aspirations through Behaviour Change, pg. 26, 60-120 minutes
- Problem Space Reflection, pg. 28, 120-180 minutes
- Visual Challenge Brief, pg. 30, 6-8 hours
- Do you have an idea?, pg. 39, 30-60 minutes
- Project Launch Reflection, pg. 40, 60-90 minutes
- Reference List, pg. 42, 30-60 minutes

#3 EMPATHISE

- Design Research Modes, pg. 20, 30 minutes
- Plan Your Design Research Process, pg. 22, 30 minutes
- Engage Mode Overview, pg. 24, 60 minutes; 60 minutes per interview
- Additional Interview Strategies, pg. 28, 30 minutes
- Brainstorm Interview Questions, pg. 30, 60 minutes
- Interview Notes, pg. 34, 60-120 minutes
- Reflecting & Iterating After An Interview, pg. 35, 60 minutes
- Immerse Mode Overview, pg. 36, 60 minutes; all day to shadow
- A Day in the Life: Notes, pg. 38, 60 minutes

- A Day in the Life: Journey Map, pg. 39, 60 minutes
- Observe Mode Overview, page 40, 60 minutes to review; 120-180 minutes to observe
- Observation Notes, pg. 41, 60 minutes
- Persona for Real, pg. 42, 60 minutes
- What Did You Learn?, pg. 44, 60 minutes

#4 SYNTHESISE

- Finding Themes in Your Design Research, pg. 16, 60 minutes
- Making Meaning of the Themes, pg. 17, 60 minutes
- Connecting Insights to Stakeholders #1 & #2, pg. 18, 60-120 minutes
- Point of View Statements #1 & #2, pg. 20, 60-120 minutes
- How Might We Questions, pg. 26, 60-120 minutes

#5 IDEATE

- Preparing to Brainstorm, pg. 18, 30 minutes
- Brainstorm Example, pg. 24, 30 minutes
- Solo Brainstorm, pg. 28, 30 minutes
- Brainstorm!, pg. 30, 60-90 minutes
- Sorting for Impact & Effort, pg. 31, 30-60 minutes
- Sorting for Cost & Commitment, pg. 32, 30-60 minutes
- Sorting for Desirability & Originality, pg. 33, 30-60 minutes
- Identifying High Potential Ideas, pg. 34, 60 minutes
- Idea Selection, pg. 35, 60 minutes
- Selecting Innovative Ideas, pg. 36, 60 minutes
- Selecting One Idea to Advance, pg. 37, 60 minutes
- Zoom out to Get the Big Picture, pg. 38, 60 minutes

#6 PROTOTYPE

- What is a Prototype?, pg. 16, 30 minutes
- Zoom in on the Details, pg. 20, 60 minutes
- Zoom in on the Experience, pg. 22, 60 minutes
- Prioritising Assumptions, pg. 26, 60 minutes

- Sketching Prototyping Strategies, pg. 27, 60 minutes
- Selecting the Best Prototyping Strategy, pg. 28, 60 minutes
- Using Your Prototype to Create an Experience, pg. 29, 60 minutes
- Plan a Prototype, pg. 30, 60 minutes

#7 TEST

- Tips for Designing & Testing Prototypes, pg. 18, 30 minutes to review; all day to test in the field
- Reflection Grid, pg. 22, 60 minutes
- Reflect on the Details, pg. 24, 60 minutes
- Learning About Your Assumptions, pg. 25, 60 minutes
- Scaling Up Your Ideas, pg. 26, 60 minutes
- What's Next?, pg. 28, 60 minutes
- Design Principles, pg. 32, 60 minutes
- Why is Your Solution Innovative?, pg. 36, 60 minutes
- Increase Your Solution's Innovation Potential, pg. 40, 60 minutes
- Refine Your Concept, pg. 50, 60 minutes

#8 PLAN

- Plan Your Intervention, pg. 14, 60 minutes
- Project Planning: Strategy, pg. 18, 60 minutes
- Project Planning: Timeline, pg. 20, 60 minutes

#9 STORYTELL

- Demonstrating Desirability through Storytelling, pg. 16, 60 minutes
- Demonstrating Feasibility through Strategy, pg. 18, 60 minutes
- Demonstrating Viability through a Theory of Change, pg. 20, 60 minutes
- Demonstrating Sustainability through a Theory of Change, pg. 22, 60 minutes
- Preparing a Project Playbook, pg. 24, 6-8 hours
- What Does It Mean to Pitch Your Idea?, pg. 48, 60 minutes
- Preparing to Create Your Pitch, pg. 50, 60-120 minutes
- Preparing Your Pitch Deck & Presentation, pg. 54, 4-6 hours



30-90 minutes

PROJECT CHARTER

Instructions: Now that you have completed the **Scoping the Project** section, the **Creating Design Teams** section, the **Design Your Design Work** section, and the **Selecting a Community-Based Design Strategy** section, you are ready to complete your Project Charter. Your **Project Charter** is a kind of informal contract between your design team members and those overseeing your project. When your design team has finished answering all the questions below, schedule a meeting with key stakeholders to review, modify and agree to all of the components the **Project Charter**.

1. What is your design team's finalised **Human-Centred Design Project Statement**?

From the Scoping the Project section of this guidebook

WE ARE WORKING WITH... NEET youth who have not migrated to Russia, especially women WHO LIVE IN... Three districts within southern Kyrgyz Republic WHO ARE STRUGGLING WITH... obtaining relevant jobs despite their training and/or college degrees BUT, WOULD LIKE TO... obtain jobs for which they are qualified BECAUSE... NEET youth will have economic stability, civic pride and self-satisfaction.

2. What is your design team's finalised **Design Project Pathway**?

From the Design Your Design Work section of this guidebook

DIG IN TO EXPLORE THE PROBLEM.

Project Pathway Description: The team has determined that the problem space has the right conditions for innovative solutions to emerge and succeed at creating better outcomes for stakeholders at scale. The team lacks understanding of the context, the problem space, and potential solutions. Because of the opportunity that the problem space presents, the team should invest time and resources in a robust human-centred design process, beginning with the Understand and Empathise Phases. This will help the team to learn about the context and the community in order to help them develop a point of view about the root causes of the problem and potential solutions.

3. What **Community Engagement Strategy for HCD** resonated with your design team?

From the Selecting a Human-Centred Design Strategy section of this guidebook

Design with...

4. Based on the Community Engagement Strategy for HCD your design team selected, determine which **community members** you want to recruit to **participate on the design team** or **in the design project**.

Which phases of the design process will they participate in? Begin recruiting participants.

From the Selecting a Human-Centred Design Strategy section of this guidebook

Gulzat

Dinara



In order to expedite this process, send those supervising this project all of the materials you have created thus far in advance.



Engage stakeholders in an open and authentic process of feedback around the design project. Ensure everyone is aligned on all aspects of the project. Delay the start of this project until this document is signed by all relevant parties.

5. Will your design team be working with a **Design Coach**? If so, who is that person? If not, how might your design team get technical support?

From the Creating Design Teams section of this guidebook

Munir

6. Who will be your **Design Lead**?

From the Creating Design Teams section of this guidebook

Sarayu

7. Who will be full members of your **Design Team**?

From the Creating Design Teams section of this guidebook

Tilet

Maksat

8. Who will be full members of your **Extended Design Team**?

From the Creating Design Teams section of this guidebook

Mike - Technical Lead

Nafisa - Technical Lead

9. How often will the design team engage the **Extended Design Team**?

What role with the Extended Design Team play in this design project?

Work with those overseeing the project to determine the role and frequency of engaging with the Extended Design Team

Three times throughout the project. After the Define Phase is complete, after the Ideate Phase is complete and after the Testing Phase is complete. The design team will also meet with the Extended Design Team to present their final pitch and get feedback to improve.

The Extended Design Team will also be available throughout the project to answer technical questions and offer advice and guidance.





30-90 minutes

Continued



PROJECT CHARTER

10. Who will be the **final decision-maker(s)** on which solutions are implemented?

Work with those overseeing the project to determine who are decision-makers

- Senior Management of AKF Kyrgyz Republic Office
- USAID

11. When would the **management team** of the organisation like to be **engaged**?

How often? In what ways?

Work with those overseeing the project to determine what the management team prefers

Three times throughout the project. After the Project Launch Phase is complete, after the Define Phase is complete and after the Testing Phase is complete. The design team will also meet with the AKF senior management team to present their final pitch and get feedback to improve.

Both the AKF senior management team and USAID officials will also be available throughout the project to answer technical questions and offer advice and guidance.

12. How should the design team **communicate** with those overseeing the project? How should the design team communicate with the donors supporting the design project? How frequent should the communication be? In what format?

Work with those overseeing the project to determine the communication plan for the design project

- After the Define Phase
- After the Test Phase
- The Project Pitch at the end of the project
- Email slide decks
- 90 minute presentation and feedback sessions

13. What are the key **project benchmarks and deadlines** for the project?

Does the project have a firm end date?

From the Scoping the Project section of this guidebook

- September 2022 -- end of the Define Phase
- December 2022 -- end of the Test Phase
- February 2023 -- Project Pitch and iteration
- April 2023 -- deadline to transition the project into a pilot

14. What is the **budget** for this design project?

From the Scoping the Project section of this guidebook

\$5,000



In order to expedite this process, send those supervising this project all of the materials you have created thus far in advance.



Engage stakeholders in an open and authentic process of feedback around the design project. Ensure everyone is aligned on all aspects of the project. Delay the start of this project until this document is signed by all relevant parties.

15. What is the **projected budget** for solutions implemented from this design project?

From the Scoping the Project section of this guidebook

\$100,000

16. What are the **final deliverables** for this project?

Work with those overseeing the project to determine the final deliverables

- Project Playbook, including insights into the needs and motivations of the community
- Pitch Deck & Pitch Presentation, including the voices of those closest to the problem
- Iterated prototypes and community feedback
- Strategy to scale to the pilot stage

SIGNATURES OF AGREEMENT

Have all relevant parties sign this document including the organisation's management team, line managers of members of the design team, those overseeing the design project and all members of the design team, including the **Extended Design Team**.

Dilya, CEO of AKF Kyrgyz Republic

Signature, Name & Role

Munir, Design Coach

Signature, Name & Role

Sarayn, Design Lead

Signature, Name & Role

Nafisa, Extended Design Team

Signature, Name & Role

Mike, Extended Design Team

Signature, Name & Role

Tilek, Design Team

Signature, Name & Role

Maksat, Design Team

Signature, Name & Role

Signature, Name & Role

Signature, Name & Role

Signature, Name & Role



60-120 minutes

TEAM AGREEMENTS

Instructions: Now that you have confirmed all the details of your design project, welcomed all the members of your design team and spent some time getting to know each other, it is time to come to some **Team Agreements** about how you will work together. Review the information in the previous sections, especially the **Creating a Design Team** and **Project Charter** sections, with all of your design team members. As a group, reflect on the questions below and develop your **Team Agreements**. These agreements will guide your work together and can be referenced if there is ever conflict in the team.

1. Who will be full members of your **Design Team**? How much time is each member able to spend on this design project?

From the Creating Design Teams section of this guidebook

- Sarayu, Design Lead, 100% time.
- Tilek, Design Team, 100% time.
- Maksat, Design Team, 100% time.

2. When will your design team **meet to work together**? How often? Where?

Discuss as a group.

- We will meet everyday at 9 AM
- In the AKF office in Osh

3. What commitments are you willing to make to each other about honoring **team collaboration** time?

Discuss as a group.

We agree to prioritise our meeting times and fieldwork and communicate if we have conflicts.



If it seems difficult to openly discuss these aspects of working together as a team, have individuals write down their thoughts before sharing with the group.



While the **Design Lead** may facilitate this conversation, the decisions you make as a group should reflect a consensus among all team members.



60-120 minutes

Continued

TEAM AGREEMENTS

4. How does the group want to **communicate** with each other? Email? WhatsApp?

Discuss as a group.

Email & WhatsApp. We will make a team WhatsApp thread.

5. What are the expectations of the group in terms of communication when things are **not going as planned** (a meeting needs to be cancelled, you are going to be late on an assignment, you are sick, etc.)?

Discuss as a group.

Notification of changes 24 hours in advance.

6. What **motivated** each of you to join the design team?

Discuss as a group.

- My brother was a NEET youth.
- I care about ending poverty.
- I am interested in economic development in southern Kyrgyz Republic.

7. What are each of your **hopes** for this design project?

Discuss as a group.

- I hope to make a real difference for NEET youth
- I hope to improve the economic conditions of my community
- I hope to learn more about the hopes and dreams of the NEET youth





If it seems difficult to openly discuss these aspects of working together as a team, have individuals write down their thoughts before sharing with the group.



While the **Design Lead** may facilitate this conversation, the decisions you make as a group should reflect a consensus among all team members.

8. Conflict sometimes arises in design projects, especially when members of the design team are investing in improving outcomes for the community. How does your group want to **approach conflict**?

Discuss as a group.

- We commit to bringing issues and tensions to each other in the spirit of teamwork.
- We commit to problem-solving issues between the team.

9. What **roles** do each of you usually prefer when working in a group? (organiser, record keeper, discussion leader, etc.)

Discuss as a group.

- I like to listen to people and ask questions.
- I like to manage all the information and files to make sure everything is organised.
- I like to manage the project to make sure we are on track.

10. How do each of you like to **receive feedback**? (one-on-one, in writing, in person, etc.)

Discuss as a group.

- I am interested in using Human-Centred Design in development projects.
- I am interested in the innovation potential around economic development for NEET youth.
- I believe it is important to understand the needs of the community in order to solve the problems they face.

11. What might **annoy each of you at work**? How might the group avoid annoying each other? If you feel annoyed, what can you do?

Discuss as a group.

- I am interested in creating jobs for Kyrgyz youth.
- My brother emigrated to Russia for a job and I wish he still lived here.
- I want to help create a community where Kyrgyz youth are valued.



60-120 minutes

Continued

TEAM AGREEMENTS

12. What are each of your **non-negotiables** when working as a team?

Discuss as a group.

- The team has to be kind to each other.
- The team has to engage the community with respect.
- The team has to try their best to make a difference and meet the needs of the community.

13. What are each of you hoping to **gain from this experience**? What are your hopes for this design team during this project?

Discuss as a group.

- I want to get better at prototyping and testing ideas.
- I want to learn more about youth in the community.
- I hope to get to know my team members better.

SIGNATURES OF AGREEMENT:

Have all the members of the design team sign this document.

Sarayu, Design Lead

Signature, Name & Role

Signature, Name & Role

Maksat, Design Team

Signature, Name & Role

Signature, Name & Role

Tilek, Design Team

Signature, Name & Role

Signature, Name & Role

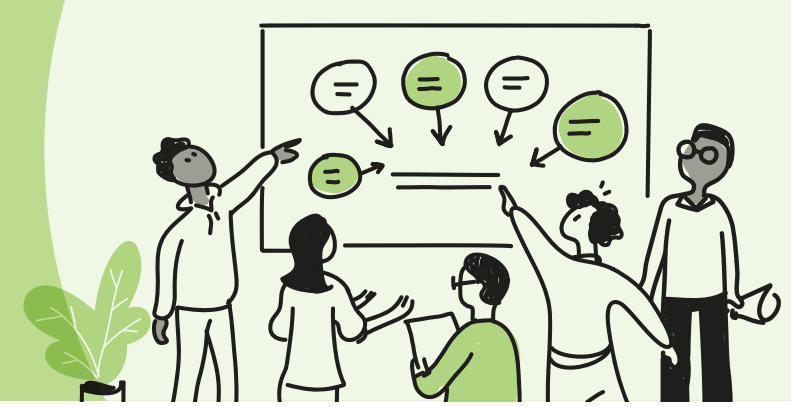
Signature, Name & Role

Signature, Name & Role

Signature, Name & Role

Signature, Name & Role

02 UNDERSTAND

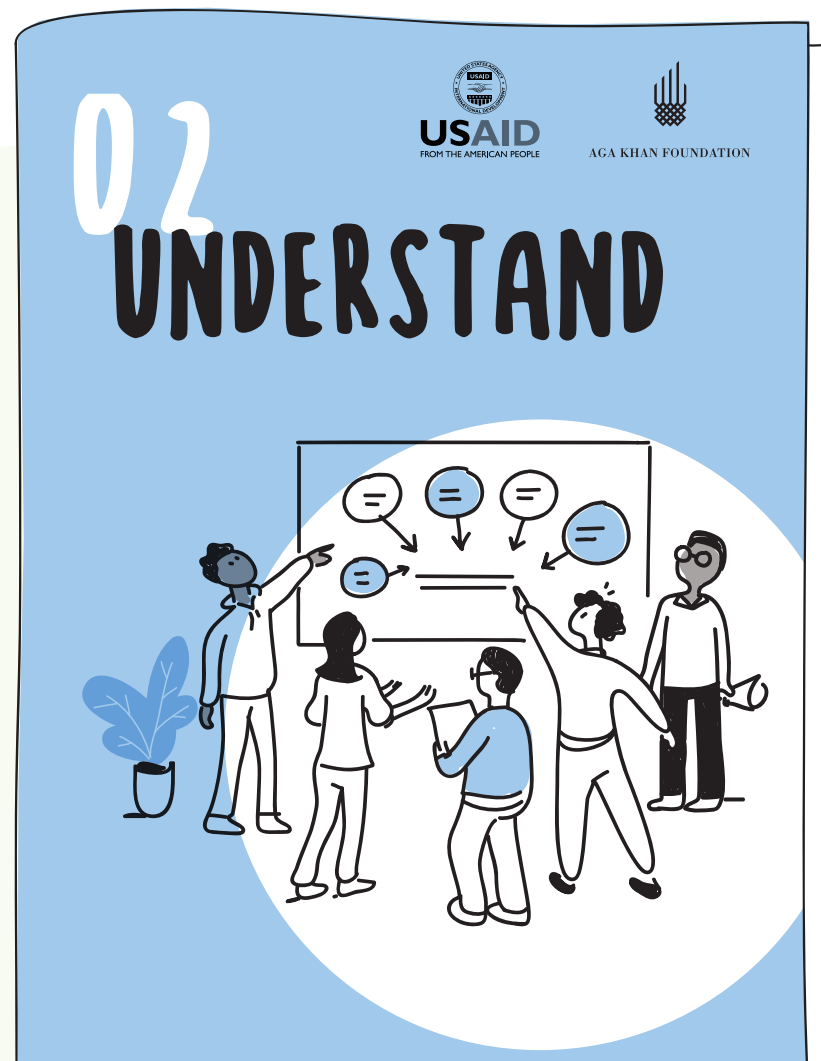


INTRODUCTION

We begin by understanding the problem we are trying to solve. This means conducting research to understand the context, the stakeholders that are currently involved, the current circumstances of the problem and how the challenges are already being addressed.

We must UNDERSTAND an underlying problem before we can solve it.

What steps can we take to ensure we understand the context and complexities of a design project?



FACILITATION RESOURCES

COACHING FOR SUCCESS

The **Understand Phase** has many tools that allow individual members of the team to read, reflect, and consider the obstacles and constraints that affect the larger context of the issues facing the community. This is an important part of any design project because it establishes a critical understanding of the problem you are trying to solve and the impact you are trying to create. The work completed during this phase is intended to build upon the work completed in the **Project Launch Phase** and dig deeper into the context and the research surrounding the problem and the community. A successful completion of this phase will mean the design team has alignment about the problem and how it relates to improving community outcomes. The design team will expand their understanding of the problem in a future phase. Allow this initial phase of the design problem to be about embracing the process and pushing past any discomfort that might come from working in a new way.

COACHING TO AVOID COMMON MISTAKES

A common mistake that teams make in **Understand Phase** is feeling that they need to know the solution to the problem in order to move on. The team doesn't need to have an answer to select a problem. Help design teams avoid picking problems that are not human-centred in the focus. You can ask, "Who does that problem most affect?" or "Can we focus on one specific stakeholder for that problem?" Help the design teams avoid problems that are not connected to a challenge that might improve outcomes in the community. Invite members of the community to join the design team in order to get the perspectives of those closest to the problem.

COACHING FOR MINDSETS

During the **Understand Phase**, reinforce the mindset of working together throughout this phase. This will help to build a successful foundation of collaboration on the design team.

Remember that design teams do not have to have all the answers right now. The team is just collecting information to guide the work. Help teams stay optimistic that the process will reveal the challenge and guide their work. Help teams embrace the design process, and avoid trying to solve the problem right away, even if they think they have a great idea!

COACHING FOR ALIGNMENT

To successfully wrap up this phase of the design process, the team must answer the alignment questions in the Design Work Journal with specific and clear ideas. In the **Understand Phase**, the team will develop an understanding about the problems, challenges, opportunities, and issues related to the problem. Disagreements will occur. Your role as a facilitator will be to allow each person to share without being interrupted. Alignment should not be an argument. There are no winners in alignment. It is about collaboration, compromise, and building an understanding of the whole group. Avoid letting the decision about the problem become about one person's idea, and keep the conversation focused on the group's observations and the perspectives of the community.

COACHING FOR QUALITY

Good secondary research for the **Understand Phase** will be demonstrated through compelling and relevant information that can be shared in concise but powerful ways. Ideally, the team will be strongly aligned around the context of the problem and why it is a compelling problem to solve. New perspectives from this phase should help them to see the problem in a new light. Ask for specific rationales about why the team choose certain data points, anecdotes and images.

UNDERSTAND

Use the tools and resources in this guidebook to accomplish the goals below. Once your design team has achieved these objectives, you will be in a strong position to advance to the next phase in your design process. Use the reflection tools in the **Design Work Journal** to evaluate whether your design team is ready to move to the next phase.



Get smart about the context, the stakeholders and the problem



Gather and review research that is relevant to the project



Align as a team around potential problems to solve



Discuss and share previous experiences and expertise on the team



Identify the other organisations and interventions already in the space



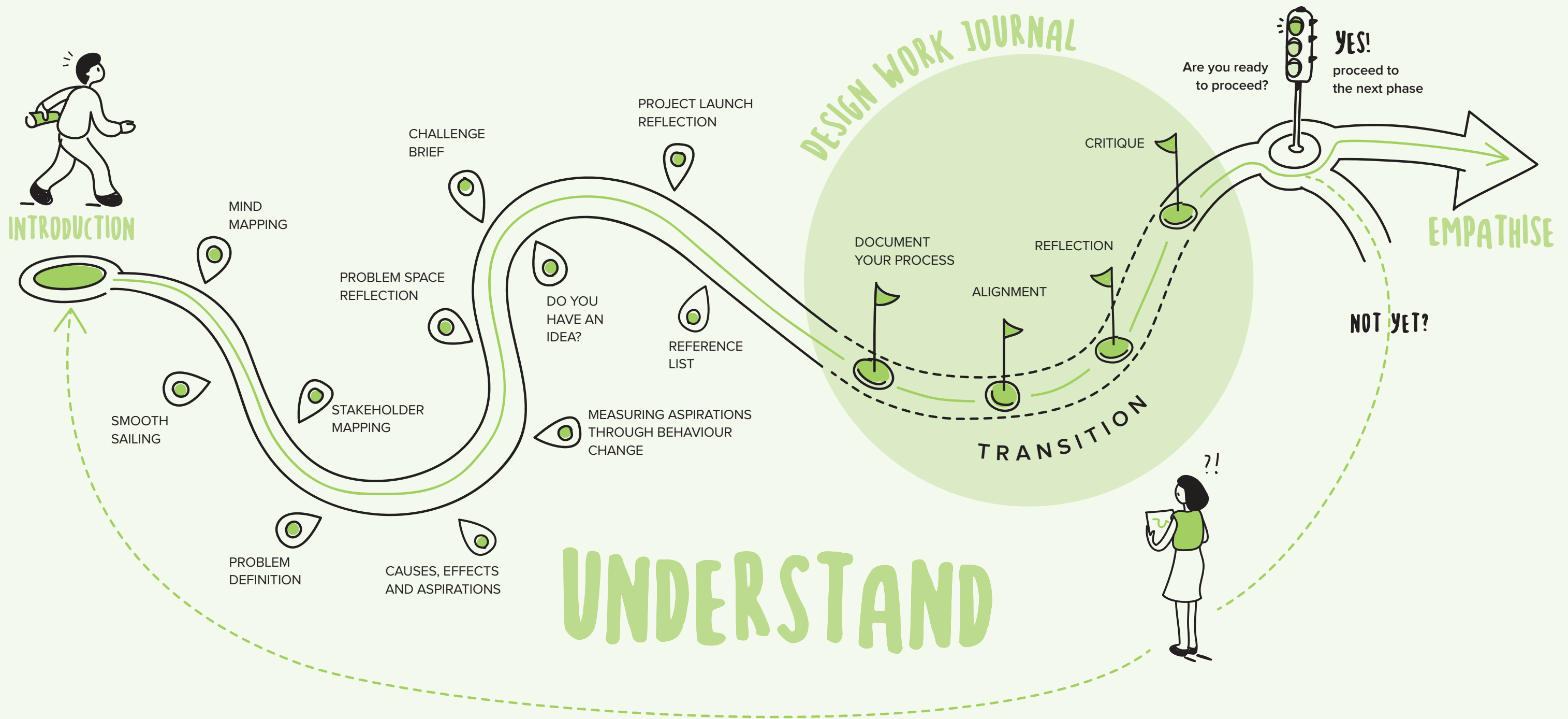
Articulate why this problem is worth solving



Surface solutions that team members have already imagined



Document your findings and share with others in the organisation in order to get their feedback



OVERVIEW OF UNDERSTAND PHASE

The tools in the **Understand Phase** are designed to help your team create a shared understanding of the context around the challenge.

During this phase, your design team will - prepare for the design work you will conduct during this project by exploring the context of the challenge.

This phase of the design process will include: exploring what your team knows about the issue through a mind mapping exercise as well as gathering, analyzing and presenting contextual information and secondary research.

OBJECTIVES OF UNDERSTAND PHASE

The goal of this phase is to get your design team aligned around the context of the problem as well as the framing of a problem. This ensures that the design work you conduct in the next phases is well-defined and connected to the larger challenges facing your community. The tools will support you to use many different types of resources to help you frame the problem you are working to solve.

At the end of this phase, all team members should be clear and aligned on a common problem you are working to solve and should have a shared understanding of the context of the problem.

MINDSETS OF UNDERSTAND PHASE

- Work together to understand the context
- Look carefully to understand potential problems and opportunities
- Stay optimistic that you can solve the problem
- Hold back on solving the problem until your team has learned from stakeholders

UNDERSTAND: ARTICLES



ARTICLES

Interested in learning more about this phase of the human-centred design process?
Click the links to read additional articles that give additional context as well as examples.



UNDERSTAND: PROJECT EXAMPLE

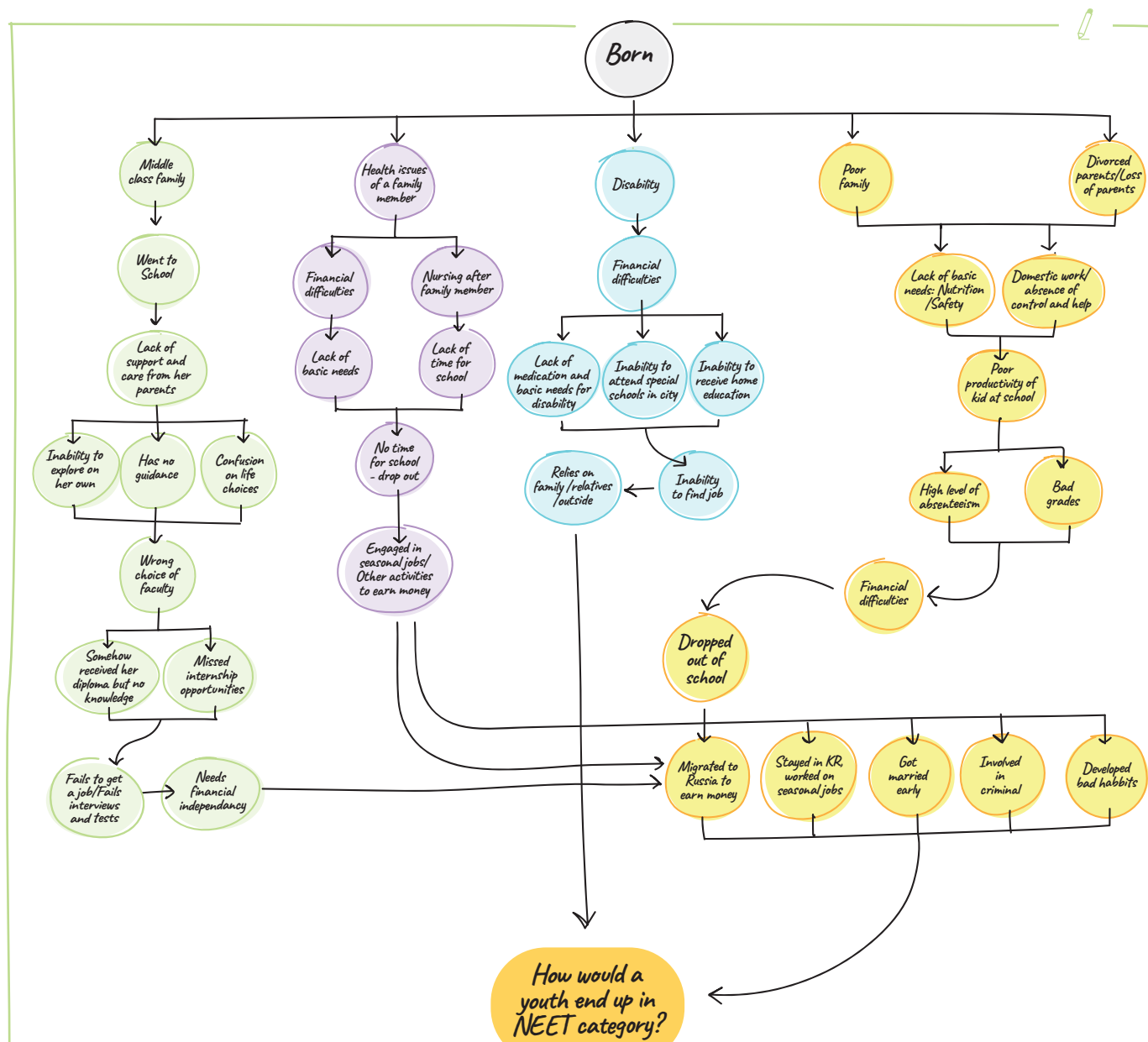




60 minutes

MIND MAPPING

Instructions: During the **Understand Phase** work as a team to review the contextual information you gathered during the **Project Launch**. After reviewing that information, use the blank space below to create a mind map focused on the problem you are working to solve. Write down the central topic in the centre of the sheet. As a team, generate related topics and write them on your mind map. Use these related topics as nodes and 3 lines and arrows to indicate connections between the central topic and the nodes. Continue to expand from the centre and create new nodes that are connected to the first layer of nodes. While this is an analytical exercise, try not to be too critical or evaluative. Let your thoughts flow freely. You can draw, use pictures and color - be creative! Your team will have completed the exercise when you notice that new ideas and contributions become scarce. Feel free to use more than one sheet of paper as necessary.



Be sure to include organisations, policies and solutions that already exist.



Challenge your team to think beyond the obvious connections. Try to think of surprising ideas.

SMOOTH SAILING

Instructions: Imagine your community is a sailboat. Use that analogy to think of strengths, advantages, challenges and threats specifically related to improving the lives of those in the community. Be sure to come up with at least three ideas per box.

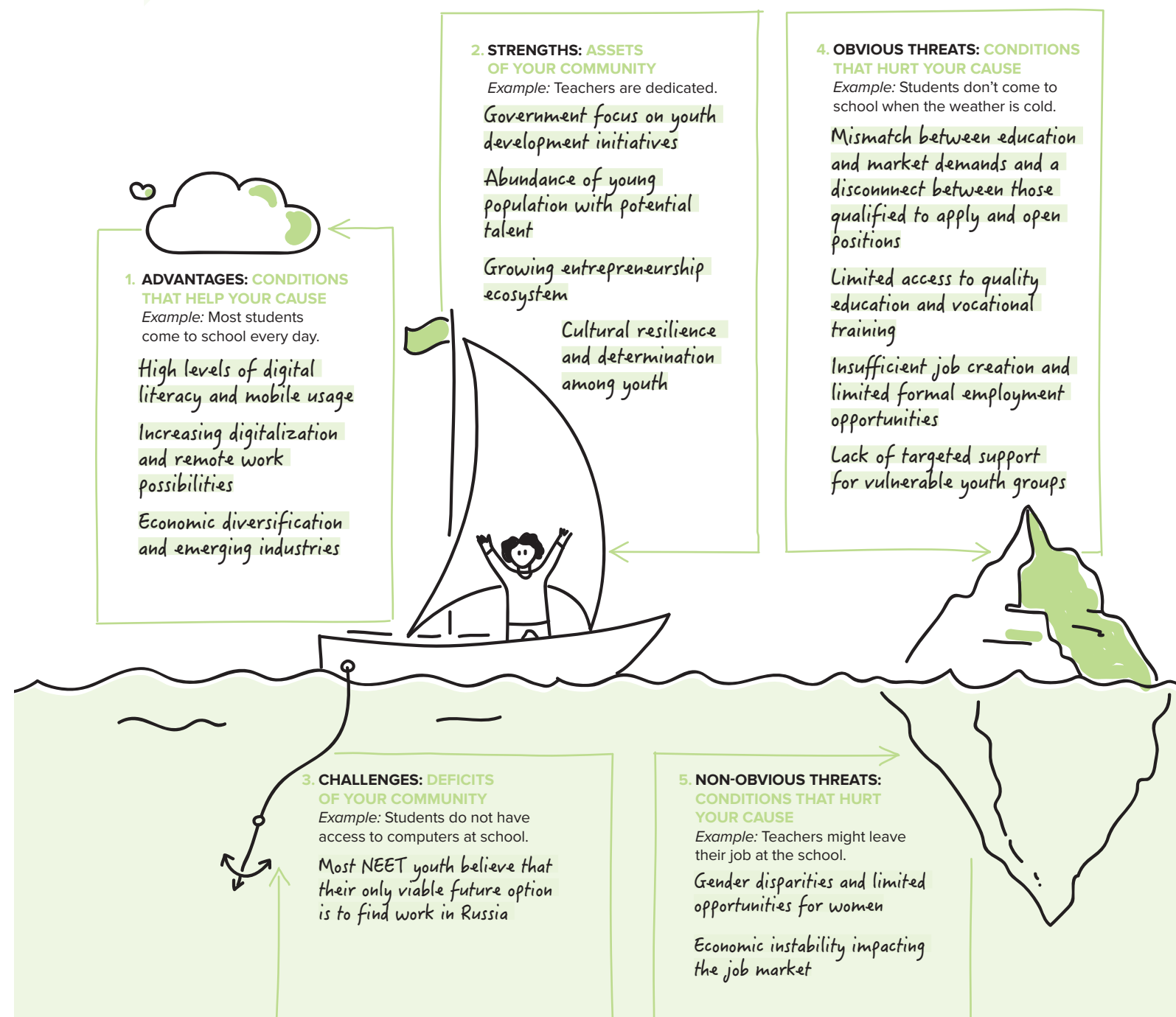


If you are struggling to generate ideas, set aside the tool and begin with just a conversation about the best things and most challenging things in the community.

It may be easier for your team to generate advantages and strengths than disadvantages and challenges. Remember that the goal is to identify and understand the challenges and disadvantages so those challenges can be addressed through the design challenge.



Be sure to include organisations, policies and solutions that already exist.

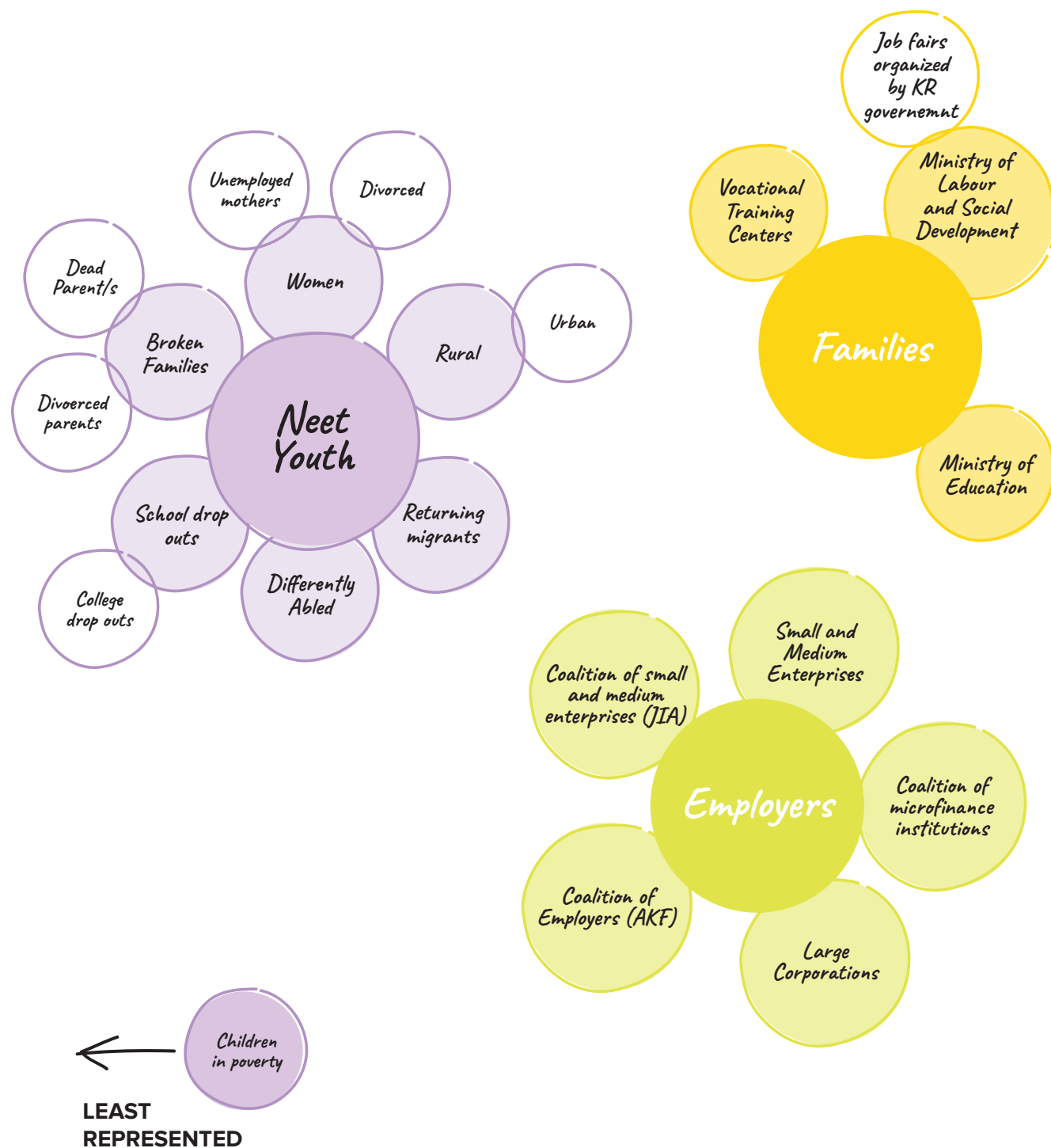


STAKEHOLDER MAPPING

Instructions: Stakeholders are the people who have experience with and knowledge of the problem you are working to solve. Take some time to chart all of the people who might be influenced by and/or involved with the problem that you have identified. Think of different roles within the different stakeholder groups, including (but not limited to) technical experts and those with lived experience; those names go in the blue circles.

Then, think of relevant demographic characteristics; those groups go in the next ring of circles. Next, think of specific people who match each of those groups; those names go in the outer circles. Next, use arrows, lines and other symbols to indicate relationships between the stakeholder groups.

Once you have completed the map, think about the stakeholders whose views are most represented and least represented when it comes to the problem you are working on. Place them on the spectrum below. This will help you to prioritise the voices of people who are not usually heard.

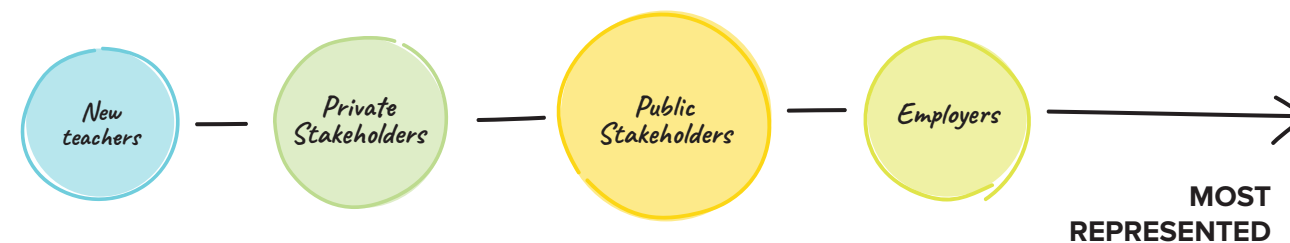
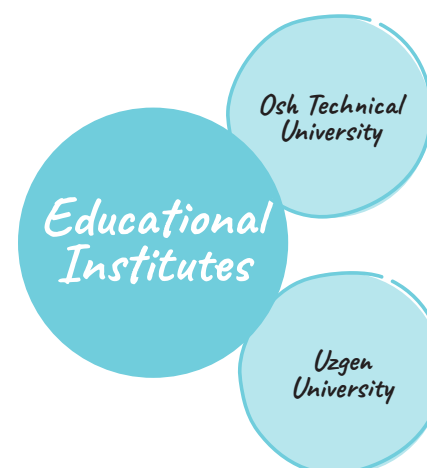
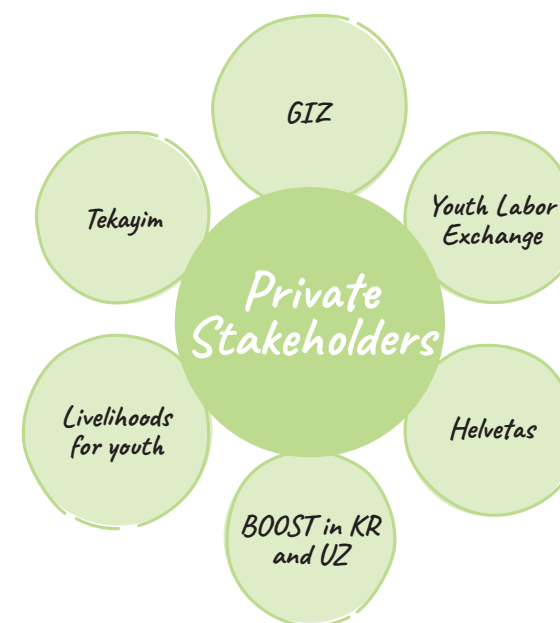


Try thinking about the different types of stakeholders (for example: students, families, teachers.). Make sure you identify specific people from each of those groups.

If design teams are struggling to identify the least represented, ask the group to think about those with whom they frequently interact and those with whom they do not.



Work together to understand the context by engaging everyone on your team to contribute to the stakeholder list.



LIVELIHOODS FOR YOUTH

L4Y project directly aimed at youth employment , which consists of several components (short-term vocational courses, entrepreneurship training, business support to create additional jobs, organising job fairs, strengthening and creating value chains. Reaching 4,000 young people.

HELVETAS

Project Rich Alai - Creation of jobs to fight poverty through the development of medium-sized businesses and income-generating activities. The 4 sectors are livestock, beekeeping, tourism and handicrafts.

BOOST IN KR AND UZ

The project has two specific goals; creating favorable conditions for creating a business and raising the professional level of entrepreneurs and job seekers. In this way, the project encourages the development of the private sector with a particular focus on the textile and agricultural industries.

YOUTH LABOR EXCHANGE

Training and employment of youth - At the moment, only vacancies are published on the site. Not working, no vacancies.

TEKAYIM

An organisation that, through the UPSHIFT (Design Thinking) methodology, develops start-up ideas. The project is aimed at developing skills rather than launching a startup idea.

GIZ

"Promotion of employment and vocational training" - work on the effective management of labor market policies, improve the potential of employees of the employment center, disseminate vocational guidance in schools, private sector partnerships and vocational education



60 minutes



PROBLEM DEFINITION

Instructions: During the **Understand Phase** work as a team to review the contextual information you gathered during the **Project Launch**. After reviewing that information, identify the quantitative data points you find most interesting or troubling in regards to the problem you are working to solve. You may need to seek additional data if you don't have enough data from the **Project Launch Phase**. Using an equity lens look out for those who do not get everything they need to survive and thrive. **Think about how you can use the quantitative data to identify populations who are suffering most from the negative impacts of this problem.**



If your design team is struggling to find data, consider using your intuition and local knowledge about the topic.



If teams are struggling to define the problem, ask them to think about all the factors causing the data point they identified. From there, work to identify what is causing these factors and how they might be addressed.

1. INTERESTING QUANTITATIVE DATA POINTS

Analyze data to find the most interesting or troubling quantitative data points related to the problem space you are working on.

- **Data:**
 - There are 1.6 million youth aged 14-28 (2018) in Kyrgyz Republic
 - 320,000 youth are not in Education, Employment or Training (NEET)
 - 900,000 Kyrgyz citizens have migrated to Russia in search of job opportunities
- **Source:** Parental Engagement in Children's Learning, UNICEF Office of Research <https://data.unicef.org/topic/education/covid-19/>
- **Data:**
 - Total number of young people with secondary education: Males - 18%, Females - 13%
 - Total number of young people with higher education: Males - 9%, Females - 5%
 - Unemployment rate among young people without education is more than 60%
- **Source:** Parental Engagement in Children's Learning, UNICEF Office of Research <https://data.unicef.org/topic/education/covid-19/>



2. ANALYZING WITH AN EQUITY LENS

Now, look at the most interesting and troubling data points you found and analyze again, looking for populations who are suffering most from the negative impacts of the problem. Describe those populations below as well as inequities you see. See the glossary for a definition of equity.

Incidence of NEET was observed to be higher among 4 subgroups in Kyrgyzstan:

- In the professional sphere, it is more difficult for girls without an education to find a job than for boys
- Those without university education
- Youth from the southern regions
- Children from low-income families, or girls married at an early age

3. DEFINE THE PROBLEM

Based on the data you selected, define the specific problem that your team believes is most important to work on solving.

- What is the **problem**?

Youth living in southern districts of Kyrgyz Republic, especially those from remote mountainous villages, are more at risk for becoming a NEET youth (not in employment, education, or training) because of lack of work and learning opportunities in this region. There is also a lack of supportive guidance from parents and teachers to help youth decide what they want to do in life and what professional skills they want to develop.

- What are the **negative impacts** of the problem for **stakeholders**?

The quality of education and training in these regions remains poor and generally does not meet the requirements of the labour market. This means young people have very limited opportunities to gain economic independence.

As the experience of many other countries has shown, youth can quickly turn from an asset to a liability if left without proper education and jobs.

Young people who are neither in employment nor in education or training are at risk of becoming socially excluded

When young people struggle to find permanent employment, it puts them at a higher risk of poverty, lower levels of well-being, poorer health and they are more likely to engage in criminal activity. This segment of the population also tends to have lower levels of trust in socio-political institutions and the government.

- What do you need to **learn more** about to **better understand the problem**?

We need to know what kind of personnel employers need, in which industries there is a large shortage of personnel, what professional skills are in demand in the labor market.

We know that there are vocational guidance programs, but they are aimed at graduates. Are there vocational programs for young NEET?

We need to learn about the educational landscape of southern Kyrgyz Republic. How do youth choose courses? What are internship and job opportunities like? Who gets the opportunities that are available? How do they land those positions?

We need to learn about the journeys of NEET youth, especially the needs, aspirations, challenges, and motivations they express as well as their willingness to learn and participate in programs, etc.



Look closely at the data to understand potential problems and opportunities that you might not have considered before.

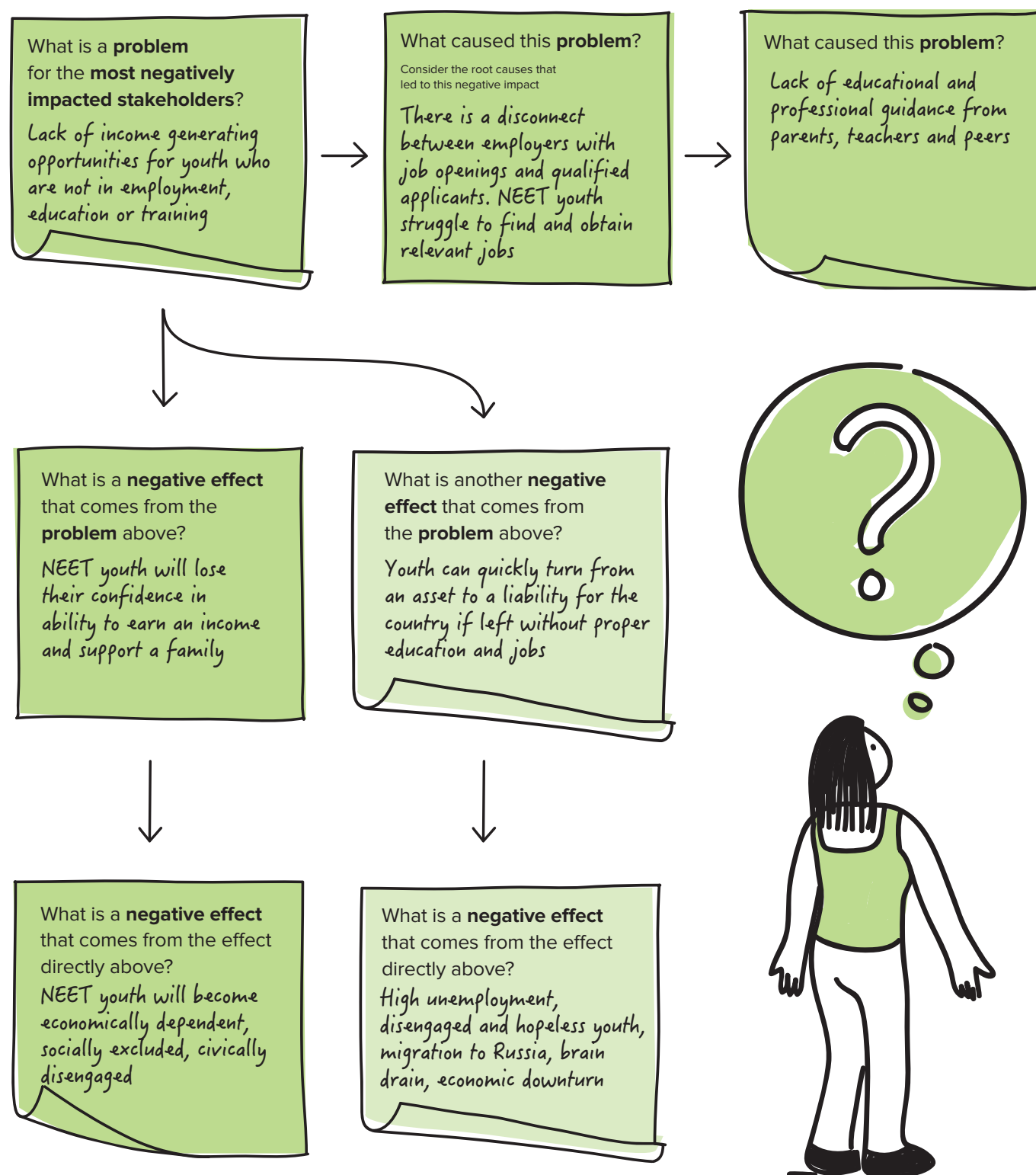


Review literature to find statistics and information about the problem space.

CAUSES, EFFECTS AND ASPIRATIONS



Instructions: Use the framework below to identify the causes and effects of the negative outcomes in the community. Next, imagine what positive impacts you aspire to create.



2. ASPIRATIONS FOR SOLVING THE PROBLEM

- What **positive changes** do you want to see in the community?
We want to see meaningful learning and work opportunities for all youth, irrespective of their location, gender, or educational background. We want youth to reveal their best qualities for a successful choice of a profession or a possible area for starting a business.

- How might the lives of those most **negatively impacted** be improved if you **solved this problem**?
We believe that if youth are able to meet their educational and training goals and successfully find a job, they will have stable economic returns and satisfaction in life. They can lead healthy, fulfilled lives, become civically and socially engaged, and possibly exit a cycle of intergenerational poverty.

- What potential **unintended harm** to people or the planet could this project cause without a **careful, thoughtful, participatory approach**? How might your design team work to **avoid these potential harms**?



Work as a team to look closely to understand potential problems and opportunities in the system.



Consider both the upstream causes of the problem and the downstream effects of the problem.



120-180 minutes



MEASURING ASPIRATIONS THROUGH BEHAVIOUR CHANGE

Instructions: Use this framework to help identify what a better imagined future might look like. **First state your big, audacious goal.** Next, state your near-term goal that is connected to the mission of your organisation. From there, imagine how the **lives of the different stakeholder groups would be different** and how you might measure that change.

Audacious Goal: Your vision for a new future state - a goal you might be working on for a lifetime

A thriving economy in southern Kyrgyz Republic in
 Name a specific community or system

WHICH all young people are able to pursue and obtain fulfilling and economically stable jobs that are relevant to their training and field of study
 Conditions you are seeking to create

Near-Term Goal: what change are you working to make toward that audacious goal?

INCREASE / DECREASE the number of NEET youth who are able to obtain satisfying jobs
 Metric of improvement

FOR / (WITHIN) their own communities in southern Kyrgyz Republic
 Define a group or system you are seeking impact

INDICATORS:

What are the measures you might use to demonstrate that your aspiration is having a positive impact?

- NEET youth are able to find and obtain satisfying jobs.
- Employers have qualified candidates and are able to fill open positions.
- NEET youth are engaged in productive civic activities and express pride in their communities.
- NEET youth are starting new entrepreneurial ventures.
- Fewer NEET youth will migrate to Russia looking for work.



While you may not know exactly what the positive change you are seeking might look like, work together to imagine ideas for what it could be.



Work as a team to imagine what positive changes you want to see in the community might look like and how different stakeholder groups might act differently in the new conditions. Use these ideas to develop potential indicators for measurement.

BEHAVIORS:

What new behaviors might you see in the community if your design teams meets your goals?

In general, we will see communities that are harmonious where businesses are high functioning and NEET youth are engaged, proud and satisfied.

Stakeholder Group #1: NEET youth

- NEET youth are finding and obtaining relevant and satisfying jobs.
- NEET youth are starting their own businesses.
- NEET youth are involved in community organisations.

Stakeholder Group #2: Employers

- Employers are able to fill open positions with qualified applicants.
- Employers have less turnover in their employees.
- Employers have a stable workforce which creates new opportunities to grow their businesses.

Stakeholder Group #3: Families

- Families are able to stay connected and engaged with each other.
- Families have their adult children near home to help them when needed.

Stakeholder Group #4: Universities

- Universities see alumni job placement rates increase.
- University alumni create internships and job opportunities for current students.



120-180 minutes

PROBLEM SPACE REFLECTION

Instructions: During the **Understand Phase** work as a team to review the contextual information you gathered during the **Project Launch**. After reviewing that information, **use the prompts below to dig deeper into your analysis and refine this information as a team**. Feel free to seek information from resources and perspectives beyond your team. Work together to develop a final draft that everyone agrees on.

1. WHAT IS THE PROBLEM YOU ARE TRYING TO SOLVE?

Take a few minutes as a team to review your mind map and discuss what the problem is that you are trying to solve. Think of the problem in terms of negative experiences or unmet needs that those you are serving have because of this problem. Then frame the problem into an opportunity using the question prompt of "How Might We" (HMW).

HMW create income generating opportunities for NEET (not in education, employment, or training) youth (18-29)?

2. WHY IS THIS PROBLEM WORTH SOLVING?

Discuss as a team why you believe this problem is important enough that it warrants the use of resources to try and solve it. **Why would solving this problem make a difference?** Why does solving this problem matter to the community you are serving? Take notes below.

According to unofficial estimates, 30% of youth in KR are currently in the NEET category. This is a massive challenge for the individuals as well as the country. The economic and social implications for this challenge affect the long term stability, income, happiness and health of the youth in the country.

3. WHAT IS THE IMPACT YOU ARE HOPING TO CREATE?

Discuss as a team what the impact is that you are hoping to achieve by solving this problem. **How will the experiences of those you are serving be improved if you solve this problem?** What are some criteria that could be used to measure successful outcomes? Take notes below.

We hope to design an effective solution to support successful employment, training, and education of NEET youth. We believe this will build youth's confidence in their ability to earn and support a family. We also believe this will empower youth to make significant contributions to their communities.

4. WHAT ARE SOME POTENTIAL UNINTENDED HARMS TO PEOPLE OR PLANET?

What potential unintended harm to people or the planet could this project cause without a careful, thoughtful, participatory approach? How might your design team work to avoid these potential harms?

The design team recognises that career training alone without the presence of effective employment opportunities can become futile or even contribute to brain drain and hence may not yield meaningful results. It is important that any training activities are paired with support for NEET youth to obtain jobs.

5. FOR WHOM ARE YOU WORKING TO SOLVE THIS PROBLEM?

Take a few minutes to discuss as a team who you think the primary user or beneficiary of your solution might be. **Are there other stakeholders interacting with or influencing the problem?** Who do you need to talk to in order to learn more about the problem? Take notes below.

The primary beneficiary are youth in the age group of 18-29 who are currently in the NEET category. It is especially important to consider youth who may be poor, living in remote communities, women. Other key stakeholders include training centers, educational institutes, relevant government ministries, employers, employer associations.

6. WHAT ARE THE CONSTRAINTS OF THE PROJECT?

Discuss as a team if there are requirements that a successful solution needs to meet. **What is within and outside the scope of this project?** Are there any particular constraints? Do you need to define a particular geography, timeline or budget?

- We may be unable to cover all different types of youth in the NEET category.*
- Each employer needs specific personnel, which requires a wide range of specialists in the preparation of these personnel, this requires large financial and time resources.*
- Unstable political situation in the country.*

7. WHAT IS THE CONTEXT OF THIS WORK?

Discuss as a team what the historical context of this issue is and how it relates to today. Discuss the current landscape. Are there statistics or quantitative data that would be helpful to understand the current context? **What cultural norms or values does your team need to be aware of?** Take notes below.

Problems arose after the collapse of the Soviet Union when the planned economy was replaced by a market-driven economy. Youth unemployment remains a big issue since the nation gained its independence. Not much has changed even though there are a plethora of state and NGO programmes in place. Most NEET youth see their only option is to migrate to Russia to find work.

8. WHO ARE THE PLAYERS IN THE SPACE?

Discuss as a team what other efforts are being made to tackle the same issue? **What organisations are involved?** Have they succeeded? Why or why not? Are there overlaps or opportunities for partnerships? Take notes below.

There are currently several developmental organisations working in this area, as listed in the stakeholder map. We have strong relationships with those NGOs and will be sure to stay connected with them.



Use the tool to reflect on what you know so far about the problem space. Do research as needed to answer the questions.



Work together as a team to understand the context. Use your collective knowledge to reflect on the problem space. It's okay if you don't have the answers to every question. Do research, ask colleagues or engage community members to answer the questions you don't know. If there are questions left unanswered at the end of this process, use the design process to explore the answers.





4-6 minutes



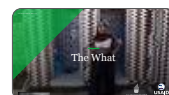
CHALLENGE BRIEF

Instructions: During the **Understand Phase work** as a team to review the contextual information you gathered during the **Project Launch**. After reviewing that information, use the prompts below to organise the information you already have, identify gaps in your knowledge and conduct research to fill those gaps. Feel free to seek information from resources and perspectives beyond your team. Once you have completed this process, dig deeper into your analysis, refine this information and present it in a compelling way as a team using the slide deck template provided. Work together to develop a final draft that everyone agrees on. A **Challenge Brief** allows your team to communicate the scope and intentions of the project effectively and inspire others to support or join your team. At the end of this Guidebook, you can find a QR code that links to a digital slide deck template.



FORMAT FOR YOUR CHALLENGE BRIEF

- A slide deck presentation should be used to present the challenge.
- While we provide a template and some examples, feel free to customise it to your team's design challenge. Feel free to add more pictures and/or more information as your team sees fit!
- The goal of the presentation is to ensure that the design team is able to communicate with other stakeholders and communities in a way that they can understand the challenge, the context and the ultimate goal.
- Make sure to make your presentation as visual and engaging as possible by including pictures, statistics, maps, diagrams or anything you feel is relevant.



PREPARING TO CREATE YOUR TEAM'S SLIDE DECK

THE WHAT

- What are the requirements that a **successful solution** needs to meet?
- What is **within and outside the scope** of this project? Are there any particular constraints?
- What is the **problem facing the community**? What are the pain points?
- What **solutions have already been tried** to address this problem?
- Have they **succeeded**? Why or why not?
- What **positive outcomes** do you hope to achieve?

Reflect on the questions to the left before you design your slides.

There are 1.6 million youth aged 14-28 (2018) in Kyrgyz Republic

320,000 youth are not in Education, Employment or Training (NEET)

900,000 Kyrgyz citizens have migrated to Russia in search of job opportunities



Scan this QR Code to access a digital slide deck template.



Be sure to select statistics and quotations that will be compelling to your audience.



Work together as a team to communicate what you understand about the the context to relevant audiences.

CREATING YOUR TEAM'S SLIDE DECK



THE WHAT

THE SLIDE SHOULD ANSWER THE FOLLOWING QUESTIONS:

What is the **problem facing the community**?
What are the pain points?

Youth living in southern districts of Kyrgyz Republic, especially those from remote mountainous villages, are more at risk for becoming NEET youth (not in employment, education, or training) because of lack of work and learning opportunities in this region. There is also a lack of supportive guidance from parents and teachers to help youth decide what they want to do in life and what professional skills they want to develop.

THE SLIDE SHOULD USE IMAGES, STATISTICS AND/OR QUOTATIONS TO SUPPORT THE CONTENT OF THE SLIDE:

What **images** might you use to make this section of your slide deck?

What **key information** (quotations, references, statistics, etc.) might you use to support your ideas?

HMW create income generating opportunities for NEET (neither in education, employment, or in training) youth 18-29?

CONTEXT OF THE WORK

National Statistical Committee

The population was 6,691,400 people.
The economically active population was 2,595,400
The number of employed population is 2,445.2
The number of unemployed is 150.2 thousand people
Total unemployment rate is 5.8
Official unemployment level 3.1%
The number of unemployed registered at the employment service is 104.8 thousand people

As of September 1, 2021 there were 12763 vacant jobs.
For one vacancy there are 26 persons, that is 331,838 persons looking for job.
During the reporting period 8 551 people were employed,
10173 people were sent for vocational training,
10173 people were sent for public work
106 540 people applied to the employment service to look for a job





4-6 hours

CHALLENGE BRIEF CONTINUED

PREPARING TO CREATE YOUR TEAM'S SLIDE DECK



THE WHOM

- What group or groups of people are most negatively effected by this problem?
- Can this be further specified by demographic traits, situational characteristics, etc.?
- Who are the other stakeholders involved?

Reflect on the questions to the left before you design your slides.

The primary beneficiaries are youth in the age group of 18-29 who are currently in the NEET category. It is especially important to consider youth who may be poor, living in remote communities and who are women. Other key stakeholders include training centers, educational institutions, relevant government ministries, employers and employer associations.

CREATING YOUR TEAM'S SLIDE DECK



THE WHO

THE SLIDE SHOULD ANSWER THE FOLLOWING QUESTIONS:

What group or groups of people are most negatively effected by this problem?

Incidence of NEET was observed to be higher among four subgroups in Kyrgyz Republic:

- In the professional sphere, it is more difficult for girls without an education to find a job than for boys
- Those without university education
- Youth from the southern regions
- Children from low-income families, or girls married at an early age

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Be sure to select statistics and quotations that will be compelling to your audience.



Work together as a team to communicate what you understand about the the context to relevant audiences.



4-6 hours



CHALLENGE BRIEF CONTINUED

PREPARING TO CREATE YOUR TEAM'S SLIDE DECK



THE WHERE

- Where do the **people** who are experiencing this problem **live**?
- Is there a **physical location** involved in this challenge?
- What are some of the **environmental conditions**?
- Are there **geographical challenges** we should consider?
- What are the relevant **cultural norms**?
- What is the relevant **historical context**?

Reflect on the questions to the left before you design your slides.

- **Location:** Southern districts of Kyrgyz Republic.
- **The environmental conditions of these regions are mountainous with harsh winters which can significantly affect connectivity and access to resources.**
- **The region is remote and rural which can isolate youth and make accessing learning and job opportunities difficult.**
- **Culturally, the youth prefer migrating to Russia for jobs that offer easy money for no technical skills or education qualifications.**
- **Historically, since the region was a part of USSR, the mentality of communities is to depend on the government for support and there is low degree of self-reliance.**

CREATING YOUR TEAM'S SLIDE DECK



THE WHERE

THE SLIDE SHOULD ANSWER THE FOLLOWING QUESTIONS:

Where do those who are most **negatively impacted** by the problem you are working to solve **live**? In what conditions?

We plan to focus on the southern region of Kyrgyz Republic:

Osh region: 19,977 - official unemployment rate

Jalal-Abad: 22,479 - official unemployment rate

Batken: 9,950 - official unemployment rate

THE SLIDE SHOULD USE IMAGES, STATISTICS AND/OR QUOTATIONS TO SUPPORT THE CONTENT OF THE SLIDE:

What **images** might you use to make this section of your slide deck?

What **key information** (quotations, references, statistics, etc.) might you use to support your ideas?

HMW create income generating opportunities for NEET (neither in education, employment, or in training) youth 18-29?

TARGET GEOGRAPHY



Be sure to select statistics and quotations that will be compelling to your audience.



Work together as a team to communicate what you understand about the the context to relevant audiences.



4-6 hours

CHALLENGE BRIEF CONTINUED

PREPARING TO CREATE YOUR TEAM'S SLIDE DECK



THE WHY

- Why is this a problem worth solving?
- Why should we invest time and resources into solving it?
- Why would solving this problem make a difference for the community?
- What value will solving this problem bring to the targeted stakeholders?
- How will their lives improve?
- What are some criteria that could be used to measure successful outcomes?

Reflect on the questions to the left before you design your slides.

According to unofficial estimates, 30% of youth in Kyrgyz Republic are currently in the NEET category. This is a massive challenge for both the individuals as well as the country. The economic and social implications for this challenge affect long-term stability, income, happiness and health of the youth in the country.

CREATING YOUR TEAM'S SLIDE DECK



THE WHY

THE SLIDE SHOULD ANSWER THE FOLLOWING QUESTIONS:

Why is this problem worth solving? Why will this idea improve the circumstances of the community?

The quality of the education and training opportunities in these regions remain poor and generally do not meet the requirements of the labour market. This means young people have very limited opportunities to gain economic independence.

THE SLIDE SHOULD USE IMAGES, STATISTICS AND/OR QUOTATIONS TO SUPPORT THE CONTENT OF THE SLIDE:

What images might you use to make this section of your slide deck?

What key information (quotations, references, statistics, etc.) might you use to support your ideas?

HMW create income generating opportunities for NEET (neither in education, employment, or in training) youth 16-29?

WHY IS THIS PROBLEM WORTH SOLVING?



National Statistical Committee
www.stat.kg

1.6 ml youth aged 14-28 (2018)

Male – 51% | Female – 49%

Urban – 30% | Rural – 70%

Unemployed – 76 652 (156 300 in total) 2020

Unemployment among youth without education – 60%

Osh region – 19 977 | JalalAbad – 22 479
Batken 9 950 | Naryn - 2853



Reports/Researches/Interviews
Multiple sources

Large number of youth (and in general) migrating in search of jobs* - in search of income opportunities (900 000 working KR citizens in RF in total - 2019)

Young people do not know how to define "in demand" professions and choose a direction in education

Low motivation to receive an education

High unemployment rate

= Acute shortage of qualified personnel in many sectors



Be sure to select statistics and quotations that will be compelling to your audience.



Work together as a team to communicate what you understand about the the context to relevant audiences.



4-6 hours

CHALLENGE BRIEF CONTINUED

PREPARING TO CREATE YOUR TEAM'S SLIDE DECK



THE CLOSING SLIDE - OUR CHALLENGE

What is the problem you are trying to solve or situation you are trying to improve?
Write a problem statement by adding the words How Might We in front of a sentence that describes the opportunity to meet a need or solve a problem. What images might you use?

HMW create income generating opportunities for NEET (neither in education, employment, or in training) youth 18-29?

IMPACT WE ARE HOPING TO CREATE FOR NEET YOUTH:



Possibility to reveal their best qualities for a successful choice of a profession and a possible area for starting a business



Ability to identify professions in demand on the market in the present and in the future to prepare for these positions



Opportunity to facilitate employment process



If your problem statement (HMW) is too narrow, ask yourselves, "Why would we want to do this?" If it is too broad, ask yourselves, "What's stopping us?"



Work as a team to hold back on solving the problem during this phase. Rather, focus on defining the opportunity.



30-60 minutes

DO YOU HAVE AN IDEA?

Instructions: Take a moment to check in as a team before you move on. Does your team have an idea for a solution to this problem already in mind? If so, use the tool below to reflect and describe the ideas you already have. This is an important exercise because you want your team to articulate any ideas you have before you begin the design process so that you can both reference those ideas later and so that you can avoid getting stuck on a preconceived idea.

1. REWRITE THE PROBLEM, AS YOUR TEAM UNDERSTANDS IT RIGHT NOW, IN ONLY ONE OR TWO SENTENCES.

HMW create income generating opportunities for NEET (not in education, employment, or in training) youth 18-29?

2. WRITE DOWN ANY IDEAS YOU HAVE ABOUT HOW TO SOLVE THAT PROBLEM.

These may be ideas you have had for a long time or they may be new ideas that you have thought of during the first phase of design work.

Strengthen vocational training programs:

Enhance and expand vocational training initiatives to bridge the gap between the skills demanded by the job market and the skills possessed by young individuals, ensuring better alignment and employability.

Promote entrepreneurship and self-employment:

Encourage and support young people in starting their own businesses through entrepreneurship education, mentorship programs, access to microfinance, and simplified regulatory procedures for business startups.

Enhance access to finance:

Establish youth-focused financing schemes and microcredit programs that provide financial support and facilitate access to capital for young entrepreneurs and small business startups.

Foster public-private partnerships:

Collaborate with private sector employers to create internship programs, apprenticeships, and on-the-job training opportunities. This can provide practical experience, skill development, and increase the chances of employment for youth.

Develop public works programs:

Implement public works programs that provide temporary employment opportunities for young individuals in areas such as infrastructure development, environmental conservation, and community projects. This can provide income, skill development, and work experience.

Improve career guidance and counseling services:

Strengthen career guidance and counseling services in schools and universities to help young individuals make informed choices about their education and career paths. This can assist in identifying suitable career options and acquiring the necessary skills for those professions.

Encourage digital skills development:

Promote digital literacy and provide training in digital skills to equip young individuals with the competencies needed for the digital economy. This can open up remote work opportunities and enhance their employability in various sectors.

Promote inclusive policies and equal opportunities:

Address gender disparities and ensure equal opportunities for all young individuals, regardless of their gender, ethnicity, or background. This can be achieved through affirmative action policies, mentorship programs, and awareness campaigns.

Establish job placement and career support centers:

Set up dedicated centers to provide job placement services, career counseling, resume building assistance, and interview preparation for young job seekers. These centers can also facilitate networking opportunities with employers.

Strengthen collaboration between educational institutions and employers:

Foster closer ties between educational institutions and employers to ensure that the curriculum is aligned with industry needs and includes practical training components. This can enhance the employability of graduates.



60-90 minutes

PROJECT LAUNCH REFLECTION

Instructions: During the **Understand Phase** you should work as a team to review the contextual information you gathered during the **Project Launch**. After reviewing that information and completing the previous tools in the Understand Phase, your team should reflect on what you need to begin this project. Use the prompts below to gather this information, share ideas and concerns and get aligned. Work together to develop a final draft that everyone agrees on.

1. WHAT ARE THE MAJOR RISKS & BARRIERS TO YOUR SUCCESS?

Take a few minutes to discuss as a team what the factors are that could prevent you from being successful. What are the largest obstacles in your way? What resources do you need to address these challenges? Take notes below.

Program or solution may be ineffective and unattractive to young people NEET

Young people do not want to study without guarantees of work, they are looking for a quick income, they do not consider a long-term perspective

Information may not reach the right group of young people

Political and economic circumstances in Kyrgyz Republic

For the training of in-demand personnel for employers, specialists are needed, there is a risk that there are few specialists, or they will not be able to train at the proper level

2. WHAT DO YOU KNOW & WHAT DO YOU NEED TO LEARN MORE ABOUT?

Discuss as a team the aspects of the challenge that you already know a lot about. Are there any key insights that you have uncovered from speaking with stakeholders or working in this space in the past? What are the aspects of the design challenge where you need to learn more? What are assumptions you are making about the situation that you would like to explore further? Take notes below.

We know that there are vocational guidance programs, but they are aimed at graduates, there are no programs for NEET youth

We do not know what kind of personnel employers need, in which industries there is a large shortage of personnel, what professional skills are in demand in the labour market

Job vacancies analysis

NEET youth statistics in targeted geographic locations

NEET youth's willingness to learn and participate in programs -- what are their needs, aspirations and challenges?

3. WHAT POTENTIAL UNINTENDED HARM TO PEOPLE OR THE PLANET COULD THIS PROJECT CAUSE WITHOUT A CAREFUL, THOUGHTFUL, PARTICIPATORY APPROACH?

How might your design team work to avoid these potential harms?

The design team recognises that career training alone without the presence of effective employment opportunities can become futile or even contribute to brain drain and hence may not yield to meaningful results. It is important that any training activities are paired with support for NEET youth to obtain jobs

3. WHAT DOES YOUR TEAM NEED IN ORDER TO BEGIN THIS PROJECT?

Discuss as a team what sort of resources, budget, timeline, and staff that you need to have in place. This doesn't have to be detailed but it helps you scope your resources effectively. Who should be part of the design team? Who else should be included in key moments of the process? How might you elevate the voices of those you are serving throughout this process? Take notes below.

Identify NEET youth categories

Engage community members, including NEET youth to participate on the design team

Explore and engage all existing career guidance programs

Establish network with employers in Kyrgyz Republic

Study the needs of the labor market



It is important for all members of the team to feel safe sharing what they think. This will help contribute to a more creative and authentic discussion.

4. WHAT ARE THE LOGISTICS OF THE PROJECT?

Take a few minutes to discuss as a team what the needed roles are on the team and who will fill those roles. Who is the Design Lead? How long is this project scoped for (between now and the pilot, implementation, and launch of the solution)? How much funding do you have to spend on the design process? Take notes below.

- Sarayu, Regional Design Lead of Local Impact Project, will be the design lead
- Tilek Abdiraimov, Design Coordinator of Local Impact Project in KR, will be the local design lead
- Maksatbek Pataev, Local Impact Manager in KR will support with overall project management and coordination
- We will recruit local experts as consultants to support the project
- The project will be done using Design Sprint methodology, over 3 months, and the pilot will be 6 months long
- We will use the pilot funds of \$100,000 for piloting the solution



30-60 minutes

REFERENCE LIST

Instructions: As a design team, use this tool to make a list of all of the research sources that informed your work during the **Project Launch** and **Understand Phases** of the project.

WHAT ARE YOUR SOURCES OF INFORMATION?

Be sure to capture all the secondary sources of information that you used during this process. Make a list below.

- Kyrgyz Republic web portal
- Reports and conversations with NGOs and international development partners
- Available interviews conducted by other organisations
- News reports
- Global trends and reports
- <https://documents1.worldbank.org/curated/en/295521583133599977/pdf/Digital-Jobs-for-Youth-in-Fragile-Conflict-and-Violence-FCV-Settings-Lessons-from-the-Click-On-Kaduna-Pilot.pdf>
- <https://www.s4ye.org/sites/default/files/201811/54YE%20Digital%20Jobs%20Report%20-%20FINAL%20%28For%20Printing%29.edf>
- <https://mastercardfdn.org/wp-content/uploads/2021/05/MCF17000-YTT-Small-Scale-Business-Report-vFA-compressed-1.edf>
- <https://blogs.worldbank.org/jobs/how-design-youth-employment-programs>

03 EMPATHISE

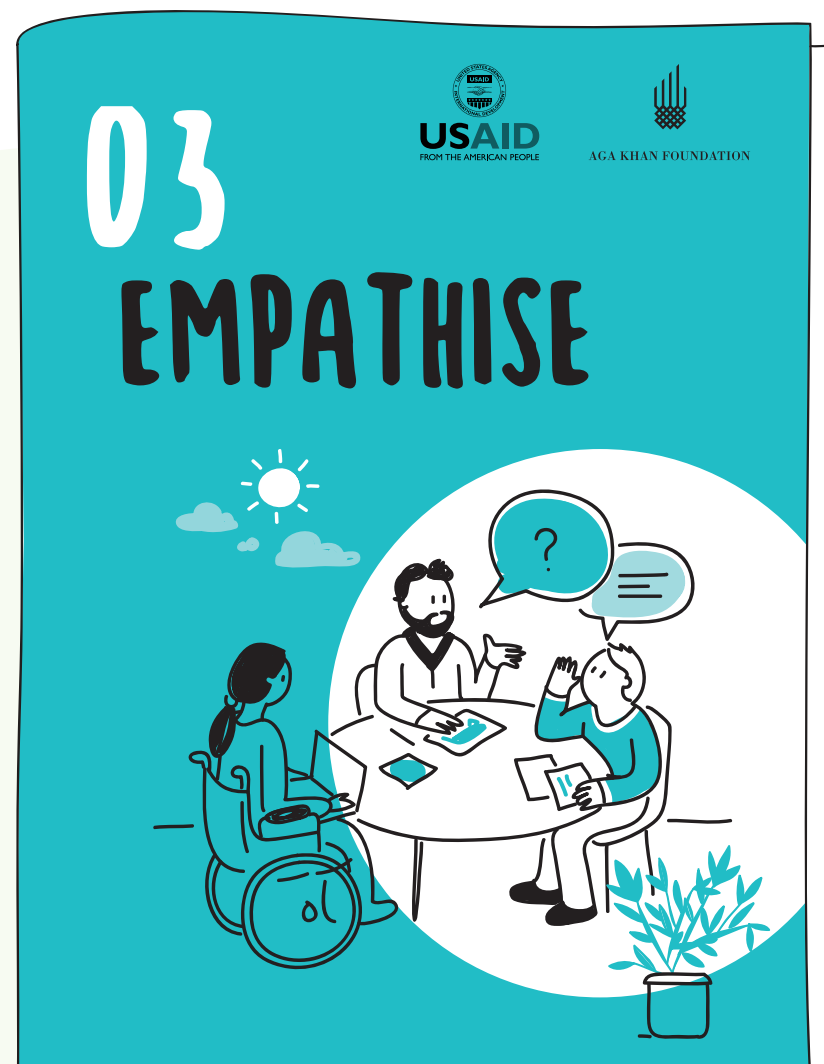


INTRODUCTION

It is critical to the human-centred design process that we gain empathy for the stakeholders we are serving through our design decisions. This means conducting design research in the field in order to more deeply understand the context, the stakeholders that are currently involved, the current circumstances of the problem and how the challenges are being addressed today. In the Empathise Phase you are learning this information through the eyes of the beneficiary.

We must Empathise with those we are serving in order to identify and solve the problems that matter the most to them.

What steps can we take to ensure we deeply understand the context and complexities of a design project from the perspective of the community we are serving?



FACILITATION RESOURCES

COACHING FOR SUCCESS

The **Empathise Phase** is designed to help the team see the problem from the viewpoint of the stakeholders most impacted. Support the team members to go into their fieldwork with open minds and as active listeners. You will want to reinforce that the team has high-quality documentation of their interviews. They should write down notes, direct quotes, and observations. You might help them to imagine they are a journalist or a documentary filmmaker that is trying to accurately capture someone's story. The team should set aside any notion that they know what the problem is really about, even if they have direct experience with it. The **Empathise Phase** is about discovering new information that might illuminate a deeper understanding of the problem.

COACHING TO AVOID COMMON MISTAKES

A common mistake in **EMPATHISE Phase** is that the design team thinks they are looking for "right" answers. This phase is not about right or wrong, it's about exploring the problem and discovering new information. A helpful analogy for this approach is as an explorer who is searching to discover something new. You are looking, listening, and investigating new information to guide the work. Help design teams avoid reaching out to people they already know or multiple people who represent the same groups. Engaging a variety of stakeholders is the goal.

COACHING FOR MINDSETS

An important part of collecting high-quality information during fieldwork is to practice active listening. Coach design teams to avoid sharing their own ideas, thoughts, or stories in the interview. Encourage them to stay focused on the responses from the stakeholders and keep accurate notes. Remind design teams that it is important to acknowledge their own biases so that they can set them aside in order to collect new information about the problem.

Continue to support the team to avoid solving the problem and to be optimistic that working through the phases of the design process will lead to great ideas that will improve the outcomes in the community. Remind the team that in future phases there will be plenty of time to think of ideas and make solutions. But that time is not now.

COACHING FOR ALIGNMENT

To successfully wrap up this phase of the design process, the team must answer the alignment questions in the Design Work Journal with specific and clear ideas. During the alignment for the Empathise Phase your team should make sure they have collected the views and work of everyone on the team. Picking the twelve most important things the team has learned might require some longer conversations, but it's also acceptable to have more than twelve. Let this process of alignment be a conversation and debrief as a team. Encourage design teams to focus on stories, not just specific data points. Allow time for the team to share the things they learned to help the rest of the team have a wider understanding of the problem.

COACHING FOR QUALITY

Good fieldwork for the **Empathise Phase** will be demonstrated with a large volume of high-quality notes from the interviews and additional design research techniques. Ideally, the team will have already started to notice some interesting or unexpected aspects of the problem that were revealed by actively listening to stakeholders. These new perspectives should help them to see the problem differently. Ask for specific stories that demonstrate a focus on emotions and motivations, going beyond the obvious surface level information.

EMPATHISE

Use the tools and resources in this guidebook to accomplish the goals below. Once your design team has achieved these objectives, you will be in a strong position to advance to the next phase in your design process. Use the reflection tools in the **Design Work Journal** to evaluate whether your design team is ready to move to the next phase.



Develop a research strategy based on the needs of your project



Determine responsibilities amongst members of the team and coordinate the logistics for your fieldwork



Put aside your understanding of the problem in order to empathise with the experiences and needs of the stakeholders closest to the problem



Engage stakeholders in the field, listen carefully to their stories and document your findings



Reflect on what you learned from your fieldwork in order to better understand the needs and motivations of the stakeholders closest to the problem



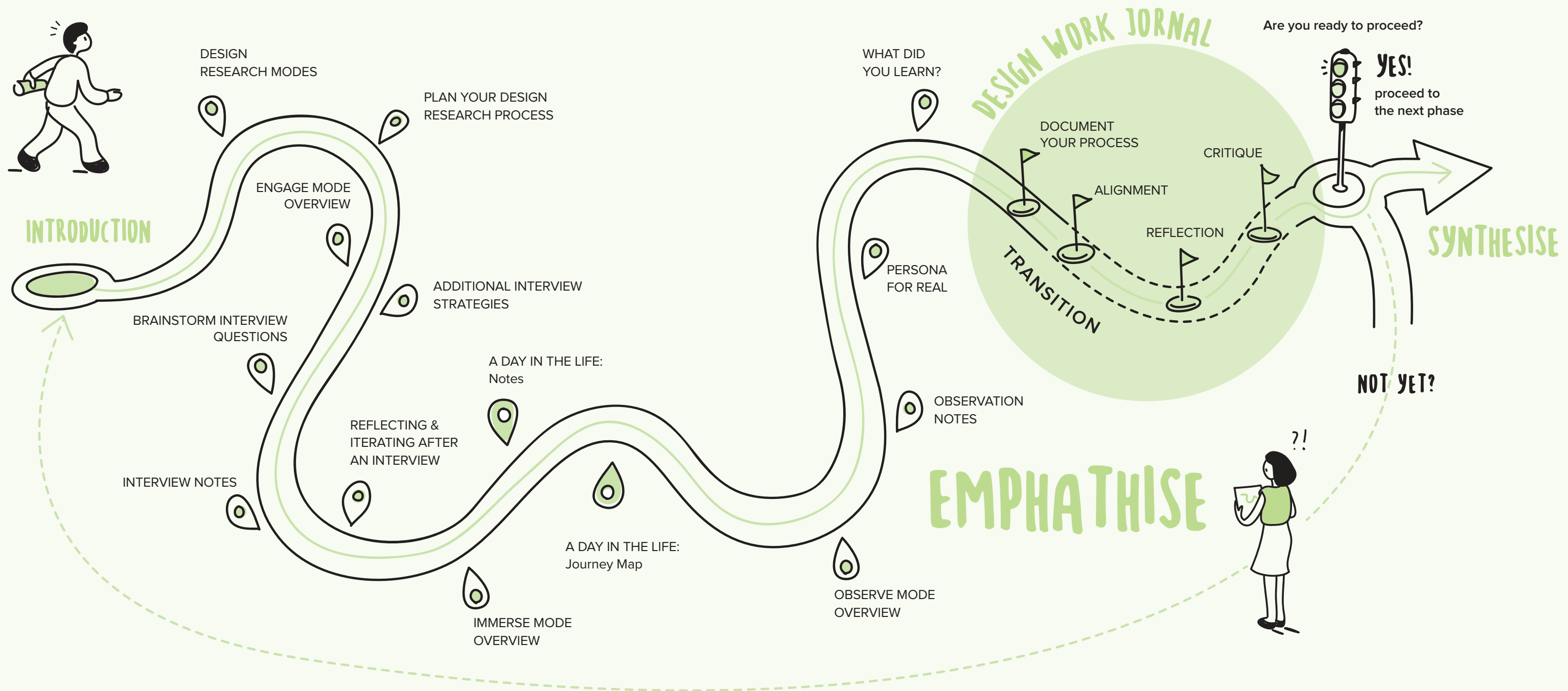
Iterate your design research strategy to adapt to emerging needs



Identify the stakeholders who provided the most insight into the problem



Begin to narrow in on the most relevant and surprising observations you gathered as a team



OVERVIEW OF EMPATHISE PHASE

Tools in the **Empathise Phase** are designed to help your team understand the experiences, emotions and motivations of others. Designers use specific design research methods to learn more about the needs of the stakeholders for whom they are designing. Preparation for this part of the process should be done as a team. This phase of the design challenge will include: preparing to interview, interview questions and additional techniques, interview reflection tools, and observation and journey mapping tools. Also included is an activity of shadowing a stakeholder. Preparation and reflection tools are provided for the shadow experience.

OBJECTIVES OF EMPATHISE PHASE

The goal of this phase is to engage with the most relevant (and most underrepresented) stakeholders related to the problem you are working to solve. This phase is focused on having dynamic conversations and gaining new perspectives through one-on-one conversations as well as immersion and observation experiences.

At the end of this phase, all team members should have engaged in at least three interviews and captured notes from those interviews. Ideally team members would also participate in some immersion and/or observation activities.

MINDSETS OF EMPATHISE PHASE

- Elevate the lived experiences of stakeholders to be as important as technical expertise
- Look carefully to understand potential problems and opportunities
- Stay optimistic that you can solve the problem
- Hold back on solving the problem until your team has learned from stakeholders
- Get inspired by people -- active listening is a source of creative inspiration
- Put aside biases and assumptions about what you think the problem is -- listen to the stakeholder
- Seek new perspectives on old problems

EMPATHISE: ARTICLES



ARTICLES

Interested in learning more about this phase of the human-centred design process?
Click the links to read additional articles that give additional context as well as examples.



A WARM EMBRACE
THAT SAVES LIVES



THE UNTOLD STORY
OF THE VEGETABLE
PEELER THAT
CHANGED THE WORLD



DESIGNING
BEYOND EMPATHY



A DESIGN STRATEGIST'S
"SIX RULES OF THUMB
FOR DESIGN RESEARCH"



EMPATHISE:

PROJECT EXAMPLE



PLAN YOUR DESIGN RESEARCH PROCESS

Before you head out into the field, take some time as a team to **plan your design research process**. Answer the questions below to help your team make decisions about the design research activities your team will complete.



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Conducting 8-10 interviews with a variety of stakeholders is recommend. Every member of the design team should participate in interviews. Be sure to use at least one additional interview technique (page 26).



Remember to engage stakeholders from multiple different perspectives, including those who are least represented.

If design teams are struggling to identify the least represented, ask the group to think about those with whom they frequently interact and those with whom they do not.



Remember that your focus when engaging with stakeholders is to learn about their perspectives and experiences, even if what you learn is different from what you expected or different from your own experience.

Who will your team interview?

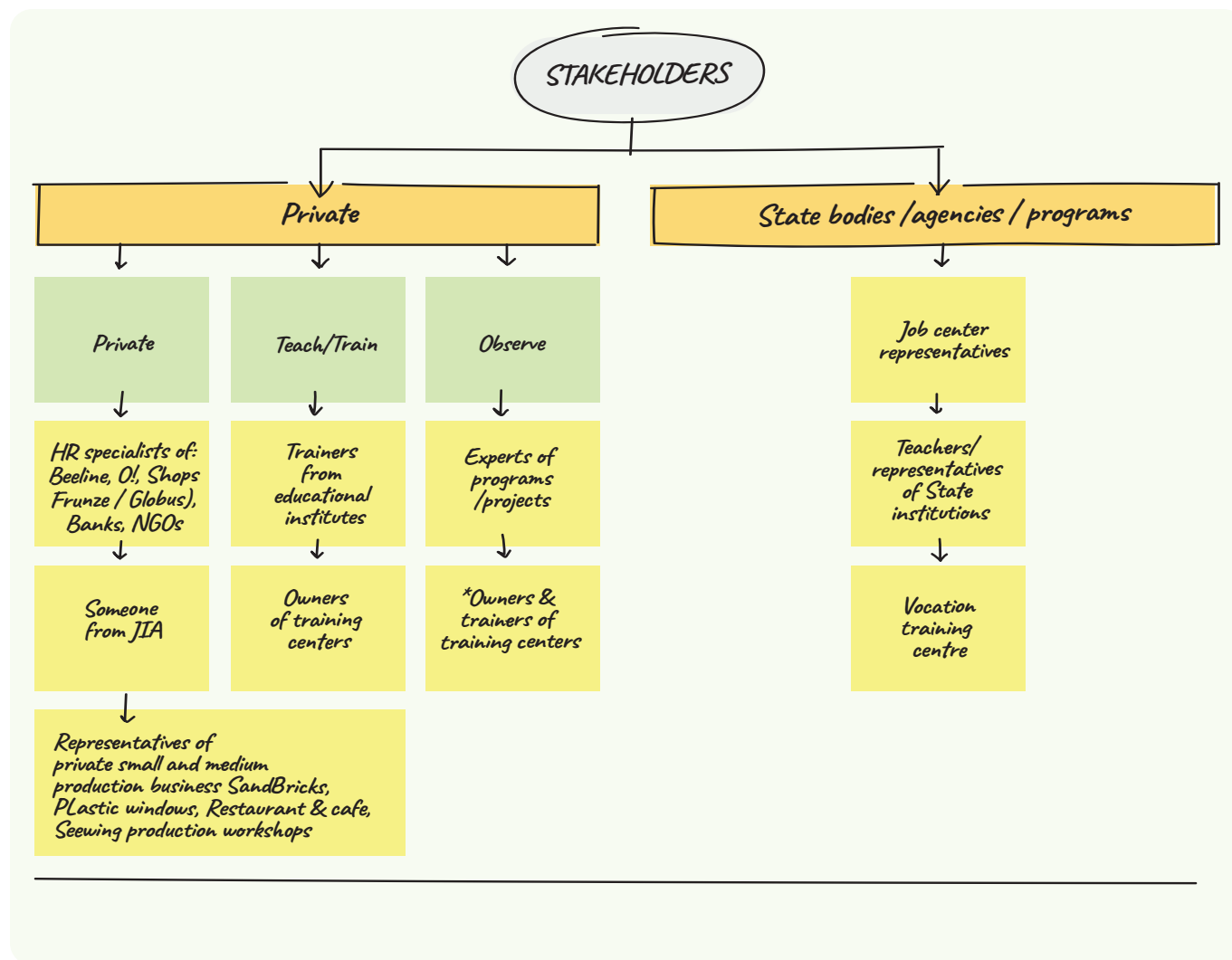
Refer to your stakeholder map from the Understand Phase for ideas. Be sure you are prioritising those people whose voices are least represented - those should be the majority of your interviews. If you interview technical experts, those should be a minority of the interviews.

NEET and Stakeholders



Age:	18	18	22	22	25	25
Gender:	F	M	F	M	F	M
Education:	Some Education	No Education	No Education	Some Education	Some Education	No Education
?	Migrated once or more	Not migrated	Not migrated	Migrated once or more	Not migrated	Migrated once or more
Occupation:	Domestic work	Seasonal jobs	Looking after family member/ babysitter	No legal papers	Housewife	Migrant: returned, current
Current residence:	Rural	Rural	Urban	Urban	Rural	Rural
Ethnicity:	A	B	A	B	A	B

25	25	27	27	29	29
F	M	F	M	F	M
Some Education	No Education	No Education	Some Education	Some Education	No Education
Migrated once or more	Not migrated		Migrated once or more	Not migrated	Migrated once or more
Domestic work	Seasonal jobs	Looking after family member/ babysitter	No legal papers	Housewife	Migrant: returned, current
Rural	Rural	Urban	Urban	Rural	Urban
A	B	A	B	A	B



Who will conduct the interviews?

Conduct interviews in pairs. Work as a team to identify how the group will pair up. When assigning stakeholder groups to interview, take into consideration power dynamics. Ensure that everyone is who is interviewing is able to build rapport and create a safe space for honest conversations. For example, do not assign the boss to interview her employees.

Team 1	Team 2	Team 3
Sarayu and Maksat	Tilek and Gulzat	Asel and Iskender



Remember to engage stakeholders from multiple different perspectives, including those who are least represented.

If design teams are struggling to identify the least represented, ask the group to think about those with whom they frequently interact and those with whom they do not.



Remember that your focus when engaging with stakeholders is to learn about their perspectives and experiences, even if what you learn is different from what you expected or different from your own experience.



IMMERSE

It is recommended that several of the design team members complete at least one immersion experience.

WHERE WILL YOU IMMERSE? WHAT ACTIVITIES DO YOU WANT TO EXPERIENCE FIRST HAND?

Think about the activities and environments that are central to the problem you are trying to solve. Who do you need to ask to get permission to immerse?

Southern Kyrgyz Republic

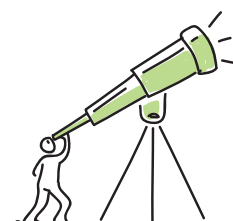
- Osh -- KaraSuu, Kara-Kulja, Alay, Chow-Alay
- Batken -- Balken
- Jalal-Abad - Suzak village

As an immersion activity we plan to participate in some sessions of youth support programs (skill building) and attend a local job fair.

WHO WILL CONDUCT THE IMMERSION EXPERIENCE?

Conduct the immersion experience in pairs. Not everyone on your team is required to conduct an immersion, although the more immersion experiences your team conducts, the better.

Team 1	Team 2
Sarayu and Maksat	Tilek and Gulzat



OBSERVE

It is recommended that several of the design team members complete at least one observation experience.

WHERE WILL YOU DO YOUR OBSERVATIONS?

Consider places where your stakeholders are interacting and engaging in experiences related to your design project. If different stakeholder observations are in different locations then be sure you are prioritising those people whose voices are least represented.

Alai & Aravan (Osh oblast) Suzak village (Jalal-Abad) Balken (Batken)

As an observation activity, we plan to spend a day or a few days shadowing a young person who is currently facing unemployment or underemployment. We will observe their daily routines, challenges, and interactions with potential employers or training institutions.

WHO WILL CONDUCT THE OBSERVATION?

Conduct observations in pairs. Work as a team to identify how the group will pair up. When determining who will do the observations consider dynamics of the place and any social consideration that might make the work less successful.

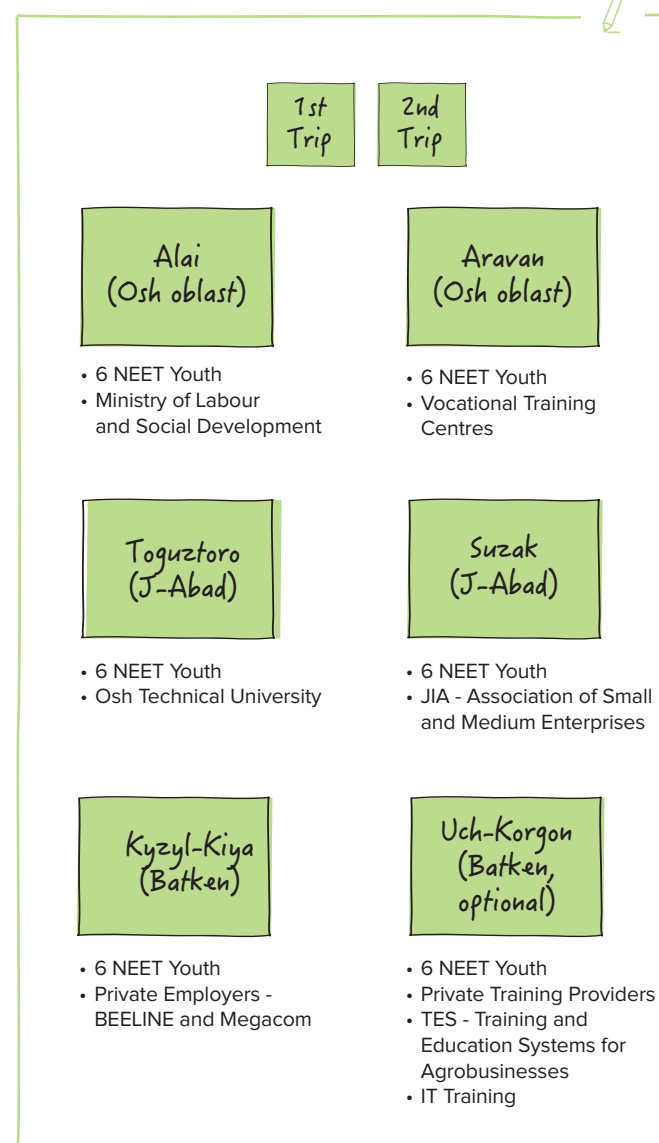
Team 1	Team 2
Tilek and Gulzat	Asel and Iskender



2. SELECTING STAKEHOLDERS TO INTERVIEW

Write the names of the specific people you want to interview below:

- Return to the **Stakeholder Mapping** tool in the **Understand Phase** to review the stakeholders you identified. Use this tool to select at least three stakeholders to interview who are most relevant to the problem you are exploring.
- Discuss as a team in order to select specific people who represent a variety of stakeholders. Pick at least two people to interview who are often underrepresented. Also think about people who represent positive changes already happening.
- Remember that the people you interview may be nervous about opening up to you. Do your best to be an active listener (focused on their thoughts, nodding, asking follow-up questions, refraining from offering your own thoughts). **Assure the people you are interviewing that you will maintain their privacy. Be careful to not ask sensitive questions that could put the person you are interviewing in a difficult or dangerous position during or after the interview is complete.**
- Do everything you can to **reduce the power differential**. Be warm and casual and try not to be intimidating. Encourage them by demonstrating that you are genuinely interested in learning from them.
- Think about people to interview who are **open and comfortable sharing their thoughts and feelings**. Select users who have specific roles - these users (community leader, someone facing a crisis, etc.) often have behaviours and feelings that are more defined. This means they can better articulate their point of view.
- Designers have found that even though these people have a unique perspective, if we design for their needs, we often create solutions that are broadly appealing.



60 minutes

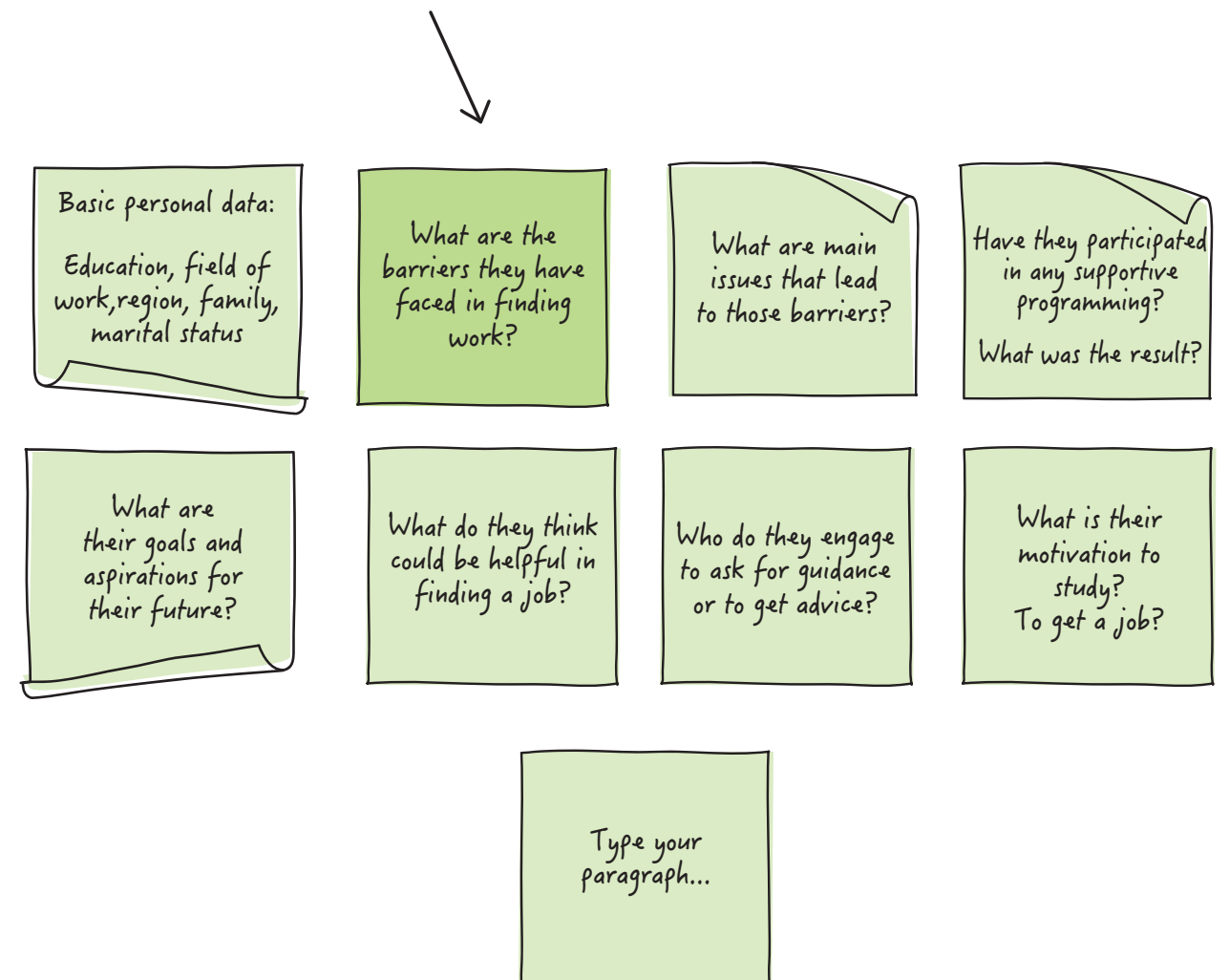
ENGAGE

BRAINSTORM INTERVIEW QUESTIONS

Instructions: Before you interview a stakeholder, brainstorm interview questions that you might want to ask based on what you need to learn for your design project. You will not use all of these questions, but it is helpful to generate more than you might ask in order to ensure that you have thought of all the most important questions. When it comes time to interview, use the interview questions provided to get the conversation started with different stakeholder groups. Feel free to modify questions to be culturally appropriate and relevant to your context.

STAKEHOLDER GROUP: NEET youth

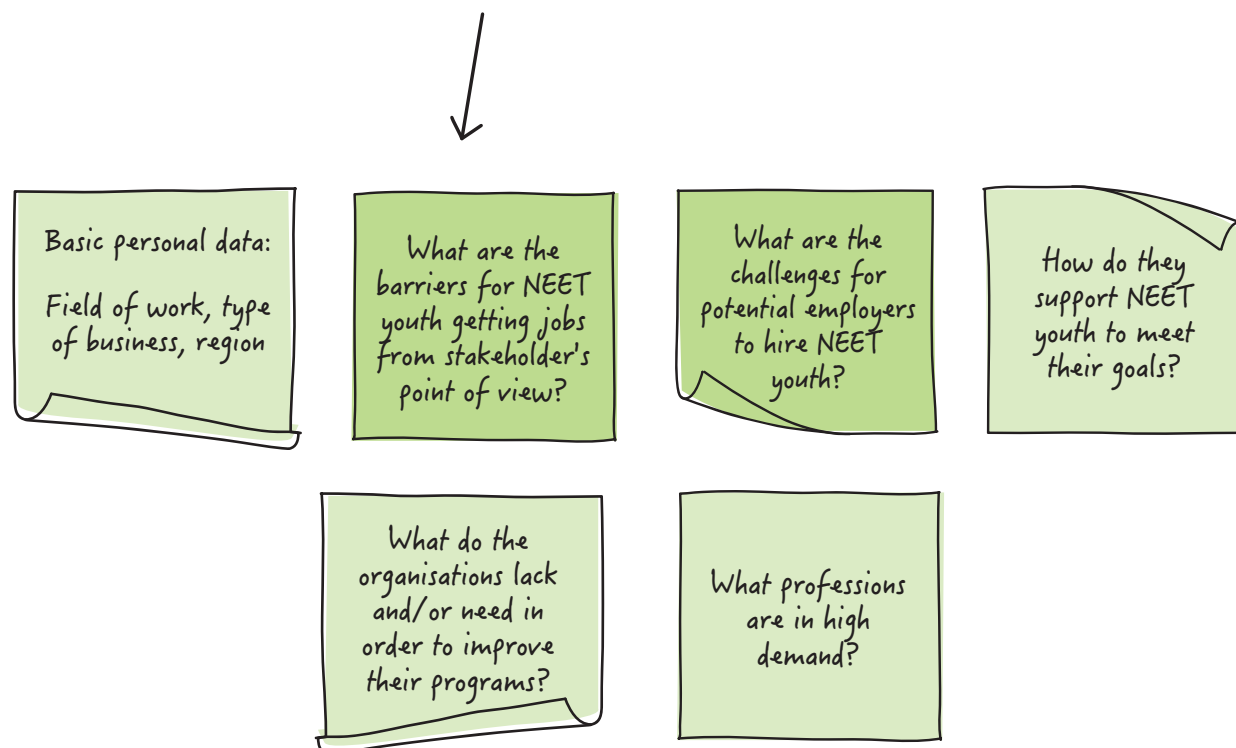
GOAL OF INTERVIEW OF NEET:





STAKEHOLDER GROUP: Community Groups

GOAL OF INTERVIEW OF COMMUNITY GROUPS:



Preparing interview questions in advance can help you ask questions that are open-ended.



Brainstorming more interview questions than you need will help you generate more relevant and interesting questions.



60 minutes, per interview

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INTERVIEW QUESTIONS & STRATEGIES

Instructions: Use this tool to prepare to conduct your interviews and to take notes during your interviews. Use the interview questions provided to get the conversation started with different stakeholder groups. **Follow up on interesting things you hear. You can ask, "Tell me more about..."** Be sure to keep notes about the specific stories and quotations you hear from your interviews. Use post-its to capture the most interesting things you hear and observe. **Listen and look for emotions and motivations. Also, listen for ideas that are surprising to you, as well as contradictory information.** The more notes you take, the better your ideas will be later in the design challenge. Please feel free to print more of these pages as needed.

INTERVIEW QUESTIONS

Choose the questions that you generated earlier that are most relevant to the problem you are exploring. Rewrite them here. Feel free to modify questions to be culturally appropriate.

1. QUESTIONS TO NEED YOUTH:

Personal Data

- Your name _____
- Your age
- Where do you live ?
- What is your ethnicity?
- What is your marital status?
- Do you have children? How many children do you have? What are their ages?

Education

- Can you tell me about your educational background and any previous training or work experiences you have had?
- Have you participated in any other education/training programs (short courses, online courses, trainings)? If yes, where? When? Which program? In what area? If no, why?
- How did you like the education you received in the past?

Employment

- Have you ever worked (seasonal/part-time/migrant)? If yes, how did you find out about the job? If not, why not?
- What do you do for a living now?
- How many months a year do you work?
- How much income do you get per month?
- Are you looking for a job now?
- What kind of job are you looking for? Where and how are you looking? And what problems do you face when looking for a job?
- Do you believe you have the necessary skills for the job you are looking for? Need training to improve your skills?
- What are your main expenses per month? if you are short on funds, who do you turn to for help?
- What are the main challenges you have faced in seeking employment or engaging in education or training programs?
- How do you perceive the impact of your NEET status on your daily life and future prospects?
- Can you describe any barriers or obstacles you have encountered when trying to access education, employment, or training opportunities?
- What kind of support or resources do you feel would be most beneficial to you in transitioning from NEET status to employment or education?

Plans for the Future

- What do you see yourself doing in 5 years? Why?
- What do you need to do for this?
- What's stopping you from starting work on this tomorrow?
- What kind of help do you need? How does this help you?

Autonomy and Decision Making

- Who makes the main decisions in your family?
- Whose opinion is important to you when making important decisions? Tell us about a time that you had to make a hard decision. Who did you ask for guidance?
- If you have the opportunity to get an education/find a job/study in another city, who will you consult to make that decision?

Additional comments

Is there anything else you want to add?

2. QUESTIONS TO NEET STAKEHOLDERS:

Personal Data

- Your name
- Where do you work (region, organisation name)?
- What is your role?
- How is your work related to NEET? (Employer, Trainer, Other)

Work with NEET Youth

- How is your work related to NEET youth? (Employer, Trainer, Other)
- How does your work relate to providing young people with opportunities to improve their lives in general? (Education professional development, employment, learning opportunities)
- What characteristics and skills are you looking for from NEET youth in order to participate in your program? Why?
- What characteristics of youth do you try to avoid? Why?
- How important are documents confirming skills, education, etc.
- What professions/specialties are most in demand at the present time?
- How do employers solve the problem of the lack of qualified specialists?
- What do you think people in your position can do to help young people?
- What problems/barriers/imitations/challenges do young people face when they turn to you for help?
- Are you available to participate in ideation and prototyping workshops for this project?

Additional Comments

- Is there anything else you want to add?



ADDITIONAL INTERVIEW STRATEGIES

If you are using additional interview techniques, write them here (page 26).

We are going to use the emojis to help facilitate a conversation about how the NEET youth are feeling.

ASK PEOPLE TO CHOOSE FACES THAT REPRESENT THEIR FEELINGS



- Give the person a sheet with different faces on it - see below as an example.
- Ask them, "Point to the face that represents how you feel about a certain experience. Tell me more about why you choose that face."
- You can also ask, "Tell me about your best day. Pick the face that represents that day. Tell me about why you choose that face."
- You can also ask, "Tell me about your worst day. Pick the face that represents that day. Tell me about why you choose that face."
- Let the person interpret what each face means to them and explain to you what they are thinking.
- Be sure to take notes.



Select the most relevant questions to ask - you can always reference the additional questions later in the interview.



By selecting and rewriting your interview questions, it will help you iterate and refine your priority questions.



60 minutes, per interview



ENGAGE

INTERVIEW NOTES

Instructions: Use this tool to take notes during your interviews. Be sure to keep notes about the specific stories and quotations you hear from your interviews. Listen and look for emotions and motivations. Also, listen for ideas that are surprising to you, as well as contradictory information. The more notes you take the better your ideas will be later in the design project. Follow up on interesting things you hear. You can ask, "Tell me more about..."

INTERVIEW

Who did you interview?

Bekhzat from Alay. I am 27 years old, have a wife and raising 2 kids. I have completed school but to be honest I didn't really learn much in school.

WHAT DID YOU HEAR?

Write down specific quotations. Listen for stories, emotions, motivations and behaviours. Listen for surprising or contradictory information. Look for emotions (sadness, excitement, joy) in the person's body language and facial expressions.

"I feel like it doesn't really matter if you have received a good education or not, you still must know people to find a job here. The best option is to go to Russia and work there. If you are lucky and consistent, you can save up enough money to build a house or open a business here in Kyrgyzstan."

"I am currently awaiting to depart to Russia, probably after New Year I will be there. I worked there for 2 years and came back because of covid-19 pandemic."



Be sure to capture photos and quotations from your interviews.



Record exactly what you learned from your stakeholder without interpreting what you heard.

ENGAGE



REFLECTING & ITERATING AFTER AN INTERVIEW

Instructions: After each interview (but especially after your first interview) take some time to reflect on what questions yielded interesting answers and engagement from the stakeholder and what questions did not. Make changes to your questions in order to improve them. Try new questions in the next interview.

It is important to practice iterative design research. As you interview different stakeholders, you will learn which questions are successful and which are not. You may also discover new questions you want to add to the list. You can always revisit interview questions after initial interviews to make additions and improvements.

Rewrite some of the questions you generated using the tool above. Write new questions as well.

1. Tell us about your journey from adolescence until now. Mark key moments on the journey such as when you completed secondary school, entered university, got first job, etc.
2. What were the challenges you faced at each of those moments, who was the key influencer in your decision-making, what tools and resources helped?
3. Draw a map of your village or city and point out the spaces you frequently visit. Why do you like to go to those places? What are the spaces you don't visit frequently? Why do you not like to go to those places?
4. Make a circle on a sheet of paper and write the numbers to make a clock. Ask the NEET youth to map how they usually spend their time during a 24 hour period. and explain what tasks they do from the hour they wake up.
5. What specific skills or qualifications do you believe are necessary to improve your employability?
6. Have you participated in any government or community programs aimed at supporting NEET youth? If yes, what was your experience like? If no, why not?
7. How do you envision your ideal career path or desired job? What steps do you think are necessary to reach that goal?
8. Are there any specific industries or sectors that interest you? If yes, why are you drawn to those areas? How did you find out about those careers?



Be sure to identify the most successful interview questions and preserve those!



Interviewing should be an iterative process - be sure to reflect and make changes as you go.



60 minutes



A DAY IN THE LIFE: NOTES

Instructions: Review the notes you captured from your shadow experience. Use this tool to begin the process of synthesising what you heard and observed.

1. DESCRIBE WHO YOU SHADOWED

Who did you shadow? Age, gender, role, likes, dislikes, strengths, weaknesses.

Gulina lives in Suzak with her two kids, ages six and four. She is 25 years old. She got divorced two years ago and since then she lives in her parents' house.

2. WHAT DID YOU SEE?

Gulina is a busy mom who is juggling a lot of child care and household responsibilities. She has no time to take courses or training or look for jobs because she is looking after kids. Not only is she taking care of her kids, she is also helping take care of her parents. She does not have a lot of support for her own goals.

3. WHAT DID YOU HEAR?

Gulina talked about being unable to pursue higher education due to financial constraints. Gulina shared that she doesn't have anyone to provide her with counseling and career guidance. Gulina has a limited social network. She talked about how difficult it was to find information and professional help in finding jobs.



Be sure to set aside some time to reflect after your shadow experience.



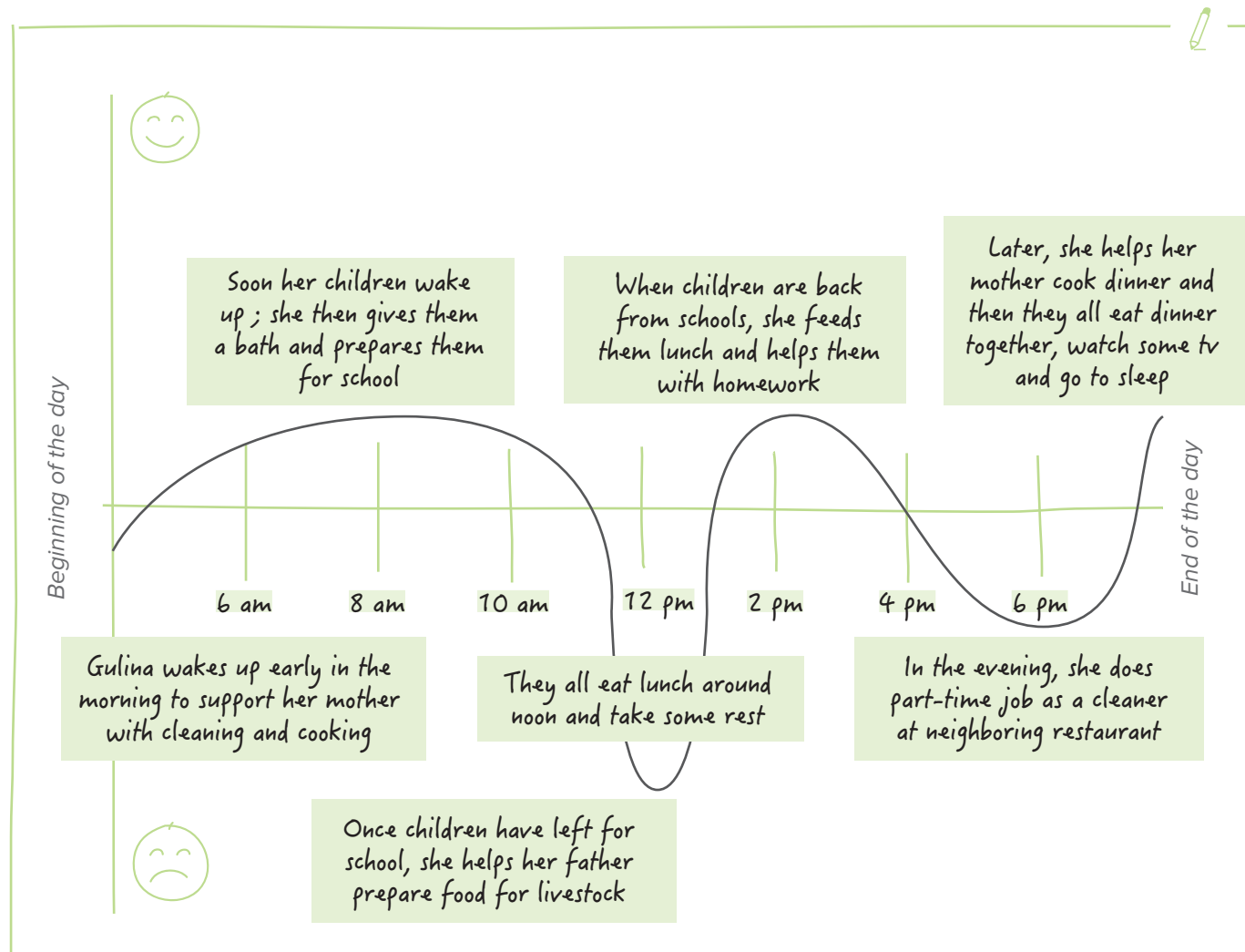
Remember not to judge or interpret - just record what you experienced.



A DAY IN THE LIFE: JOURNEY MAP

Instructions: Journey maps are a method of design that can help you gain more insight into a stakeholder's experience. Use the framework to map how you felt during your shadow experience. Start the beginning of the day and finish the journey map at the end of the day.

NOTE: This tool can also be used as an interview prompt or a tool to help a stakeholder capture their own experiences throughout their day.



Take note of anything that you notice as you shadow. This might include potential areas of opportunity or questions about which you might want to learn more.

Women with children need flexible learning and training opportunities that allow for childcare and housework while also doing work.



A journey map is a helpful tool for capturing feelings across the timeline of an experience.



Reflect on how you felt during different parts of the day and use the journey map to record those feelings.



OBSERVATION NOTES

Instructions: Review the notes you captured during your observation.

Use this tool to reflect on what you heard and observed.

1. WHERE DID YOU OBSERVE?

What time was it? What did you notice about the environment?

We observed NEET youth attending training at the vocational training center

2. WHAT DID YOU SEE STAKEHOLDERS DOING?

The youth were taking notes in their notebooks during the classes. The curriculum was mostly theoretical and there was limited infrastructure for practical trainings.

3. HOW ARE PEOPLE INTERACTING WITH EACH OTHER?

The instructor was addressing the class of NEET youth in a lecture style with limited opportunities for interaction. The students had limited interaction among themselves during the classes.

4. WHAT DID YOU HEAR STAKEHOLDERS SAYING?

Hyusnida is 18 years old. She is of Uzbek ethnicity and lives with her parents and two little brothers, in Uch Korgon village.

"My parents sell vegetables at the local market. Currently I go to sewing courses at local vocational training center. We are learning different types and methods of sewing."

"I completed classes at the local school until 9th grade. Then my parents needed me to help within the house and look after my brother while they were out at work."

"I haven't really thought about my future and don't really have plans."

5. WHAT OBJECTS ARE PEOPLE INTERACTING WITH?

For example, buildings, furniture, cell phones, vehicles, etc.

Cell phones

Notebooks



Be sure to set aside some time to reflect after your observation experience.



Remember not to judge or interpret - just record what you experienced.

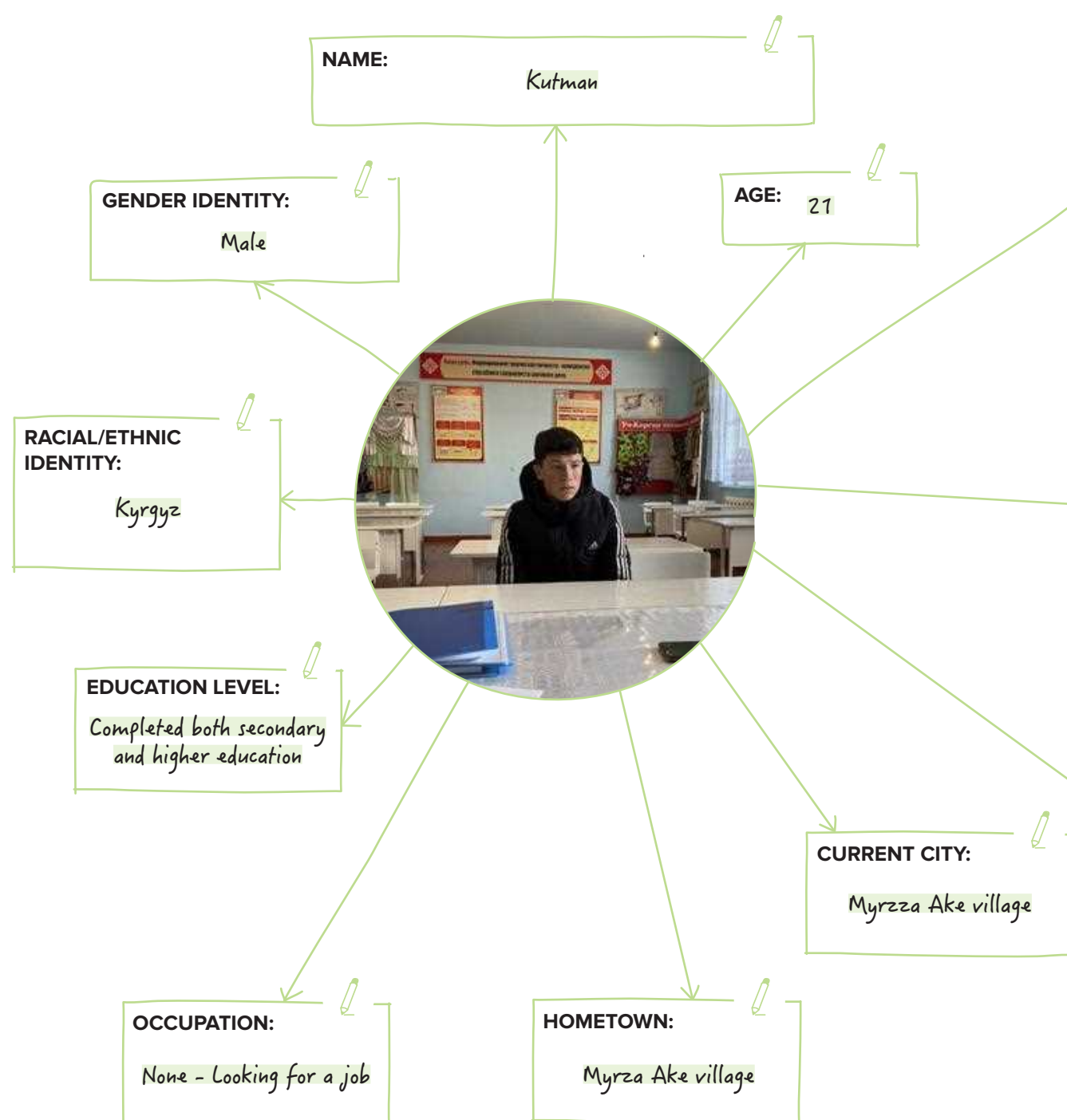


60-120 minutes



PERSONA FOR REAL

Instructions: Review the notes you captured during your interviews, shadow experience and observation. Use this tool to gather information and stories about one person you met and the details of their life. Develop a persona based on the data you collected. A persona is an opportunity to tell the story of one person in a more detailed way. This persona will inspire your design team further into your design project.



Describe how this person is connected to your problem space.

Kutman is a NEET youth who is struggling to find a job that will utilise his skills and training.

Supporting Quotations:

"I studied for Customs, but it is difficult to get a job in customs. I need to save up some money before I can land myself a job in this field, and I need someone who can help me."

Describe this person's goals and aspirations related to your problem space.

Kutman wishes to find a job close to home so he can stay take care of his grandparents. Unfortunately, due to corruption in his field of work and his lack of connections, he is considering migrating to Russia.

Supporting Quotations:

"My plan is to go to Russia, because you have more opportunities, and the pay is much better there too."

Describe the barriers and challenges this person is facing in trying to meet their goals and aspirations.

- Lack of career counselling to choose the right field to study at university
- Lack of internship opportunities to gain practical experience and professional skills
- Gap in skills acquired or demanded at job
- Lack of soft skills to look for a job (Inability to write CV, cover letter)
- High salary expectation due to salary levels in Russia

Supporting Quotations:

- "I don't know how to make resume."
- "I didn't attend classes at the university because they were not interesting."
- "There are no internship opportunities at the university."



Use the tool to describe who you met and some of the most important and relevant details of their lives.



Use quotes from your interviews or notes from your immersion experience to support your reflections.



60-120 minutes



WHAT DID YOU LEARN?

Instructions: Review the notes you captured during your interviews, shadow experience and observation.

Identify the most important things you learned during these process steps using the different criteria below.

Be sure to keep the post-it notes color-coded by stakeholder. If you run out of room on this page, be sure to keep your color-coded post-its along with these notes.

1. WHAT ARE THE FIVE MOST IMPORTANT THINGS YOU LEARNED FROM EACH CATEGORY BELOW THAT ARE RELEVANT TO THE PROBLEM YOU ARE EXPLORING?

LEGEND

Employers & Employment Services

Kutman

Kutman is 21 years old. He completed both secondary and higher education. I studied for Customs at the university but it is difficult to get a job in customs, he plans to go to Russia, because he can have more opportunities, and the pay is much better than here too.

Husnida

Husnida is 18 years old. She is of Uzbek ethnicity. She completed 9 classes at local school; her parents needed her to help with the house and look after her brothers while they were out at work, so she dropped out of school. Currently she goes to learn sewing at local vocational training center.

Bekhzat

Bekhzat is 27 years old. He completed school but didn't pursue higher education as he didn't find it worth it. He worked in Russia for many years and came back because of covid-19 pandemic. He lives with his wife and raising 2 kids.

Gulina

Gulina is 25 years old. She doesn't have higher education, only studied till 11th grade. She got married at the age she simply never had time. She lives with two kids, 6 and 4 years old and got divorced 2 years ago. She does seasonal jobs during summertime.

MOST IMPORTANT TO STAKEHOLDERS

"I am currently awaiting to depart to Russia, probably after the new year I will be there. I worked there for two years and came back because of covid-19 pandemic."

"Due to lack of information, students choose wrong professions"

"My plan is to go to Russia, because you have more opportunities, and the pay is much better there too."

The employers share atleast 10 vacancies per month in Osh (100 across KR) but we are able to fill only 3-4 so members have stopped sharing job vacancies

Job seekers typically go to local markets for job announcements, online job platforms, or drop cvs personally to organisations

MOST RELEVANT TO THE DESIGN CHALLENGE

"I haven't really thought about my future and don't really have plans."

"Generally speaking, there are not so many opportunities here and people usually go to Russia to work."

"I feel like it doesn't really matter if you have received a good education or not, you still must know people to find a job here. The best option is to go to Russia and work there. If you are lucky and consistent, you can save up enough money to build a house or open a business here in Kyrgyzstan."

"I studied for Customs, but it is difficult to get a job in customs. I need to save up some money before I can land myself a job in this field, and I need someone who can help me."

The employers are unable to fill job vacancies due to lack of professional skills, high salary expectations, lack of soft skills (trust, motivation), lack of cv writing skills

MOST POSITIVE EXPERIENCES FOR THE STAKEHOLDER

"Currently I go to sewing courses at local vocational training center. We are learning different types and methods of sewing."

Working in Russia enabled me to send money back home to renovate the family house

I want to return to Kyrgyzstan when I have good savings and start my own business in livestock

Most demanded professions - construction, geologist, and engineer

MOST CHALLENGING EXPERIENCES FOR THE STAKEHOLDER

"I completed classes at the local school until 9th grade. Then my parents needed me to help within the house and look after my brother while they were out at work."

"The biggest issue is that I don't have higher education. I only studied until the 11th grade. Then I got married at the age of 18, and I never really went outside a lot as I simply never had time to, especially after having kids."

Vocational training centers have outdated curriculum, do not produce graduates fit for the market, provide certificate but not skills

Migration to neighboring countries for job opportunities is the biggest competition to domestic market

MOST UNEXPECTED

Most training programs are held in Russian making it inaccessible for non-Russian speakers

Employers observe very high attrition rates - girls leave for marriage and boys leave for higher salary

Students who come to VTC are poor performers in school, lack motivation to study, and those who don't get into university

Higher representation from families with conservative values who don't allow children to go outside to study

04 SYNTHESISE



INTRODUCTION

Once we have completed our design research and empathised with the stakeholders we are serving, we must take the qualitative data we have gathered and synthesise it. In the process of synthesis, we make sense of the data and create new insights that will drive our innovation process.

This process of SYNTHESISE through abductive reasoning helps us to infer meaning and redefine problems to generate new solutions.

What steps can we take to ensure that we are redefining problems and creating new insights into the problems of the design project?

FACILITATION RESOURCES

COACHING FOR SUCCESS

In the **Synthesise Phase** of the design project, the team will use tools to develop a more specific problem to solve. Continually reinforce that they should reference their fieldwork and focus on the stakeholders' needs. Good problems are specific and inspiring. This comes from good analysis and thinking deeply about the problem, moving beyond the obvious ideas. Guide the team to be specific about the stakeholder, the need, the goal, and the desired outcomes. There is not one perfect point of view or question. Help the team understand that a great How Might We Question will come from creating many different questions, and picking the one that is best.

COACHING FOR ALIGNMENT

To successfully wrap up this phase of the design process, the team must answer the alignment questions in the Design Work Journal with specific and clear ideas. Ideally, a few of the Point of View Statements and How Might We Questions will stand out among the many versions that the design team will create. If design teams have conflict during the alignment for the Point of View Statements or the How Might We Questions, have the team work together to write new versions that are more agreed upon by the group. As the facilitator, guide them to respond to the fieldwork and not stray into what they "think" the problem is.

COACHING TO AVOID COMMON MISTAKES

A common mistake during the **Synthesise Phase** is that the design team tries to define the problem based on old assumptions, and doesn't utilise the fieldwork to inform the definition of the problem.

You can guide the team by regularly asking if they can share specific notes, observations, or stories from the Empathise Phase that support their guesses, POV statements, and HMW Questions. Avoid How Might We Questions that are too vague or lack a specific stakeholder.

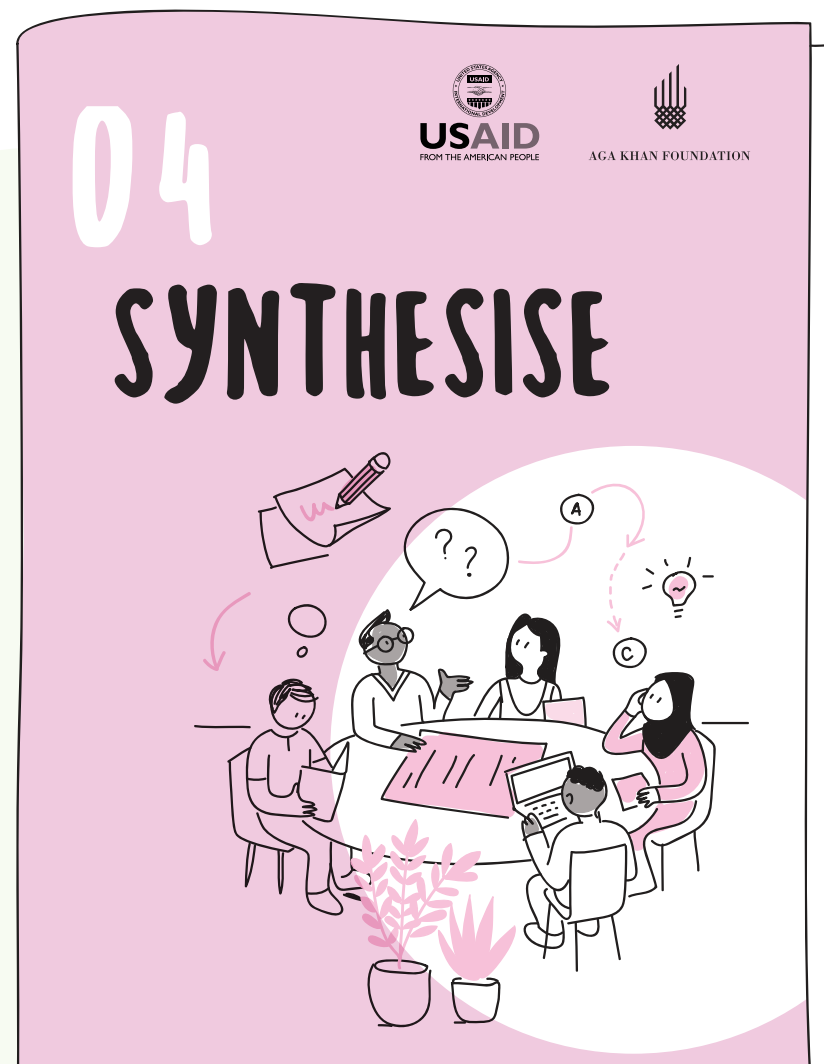
Focus on human-centred questions that seem actionable and inspiring for the team. Avoid putting a solution into the How Might We Question. The question should focus on an opportunity that could be solved in many different ways.

COACHING FOR MINDSETS

Remind the team to focus on seeing the problem from the perspective of the stakeholders, setting aside their own ideas and opinions. With all the new information from the interviews, the problem can seem overwhelmingly complex, but help them to reframe the constraints as an opportunity to be more specific about the problem they are hoping to solve. Continue to support the team to wait to solve the problem and to be optimistic that working through the phases of the design process will lead to great ideas that will improve outcomes for the community.

COACHING FOR QUALITY

A high-quality How Might We Question has a specific stakeholder, a strong verb that implies the change you hope to achieve, and an opportunity you hope to achieve. A high-quality How Might We Question should also feel actionable and inspiring. When you read the question out loud to the team, there will be a flow of ideas in response. If the question does not inspire a few ideas quickly then it might need some more iteration to refocus on the stakeholder, the opportunity, and the verb to achieve the change you want. Return to the worksheets to guide the work. Avoid How Might We Questions that are too narrow or have only a few ways to solve it. If you can respond to the question with "Let's just make/build/fund that idea!" then it is not a high-quality question because it already has a solution. For example, a weak question would be, "How might we build a new science building to increase the critical thinking skills of students?" You could respond, "Let's build that building!" A better example would be "How might we reimagine our classroom spaces to match the values of the school mission?" There are many possible solutions to this question.



SYNTHESISE

Use the tools and resources in this guidebook to accomplish the goals below. Once your design team has achieved these objectives, you will be in a strong position to advance to the next phase in your design process. Use the reflection tools in the **Design Work Journal** to evaluate whether your design team is ready to move to the next phase.



Get aligned around your qualitative data as a team by reviewing what you learned from your design research



Discuss the most relevant and surprising observations you gathered as a team



Identify patterns and themes that emerge across the qualitative data



Build new insights that help you see new opportunities to solve problems and meet stakeholders' needs



Connect your themes and insights to specific people you met during your design research



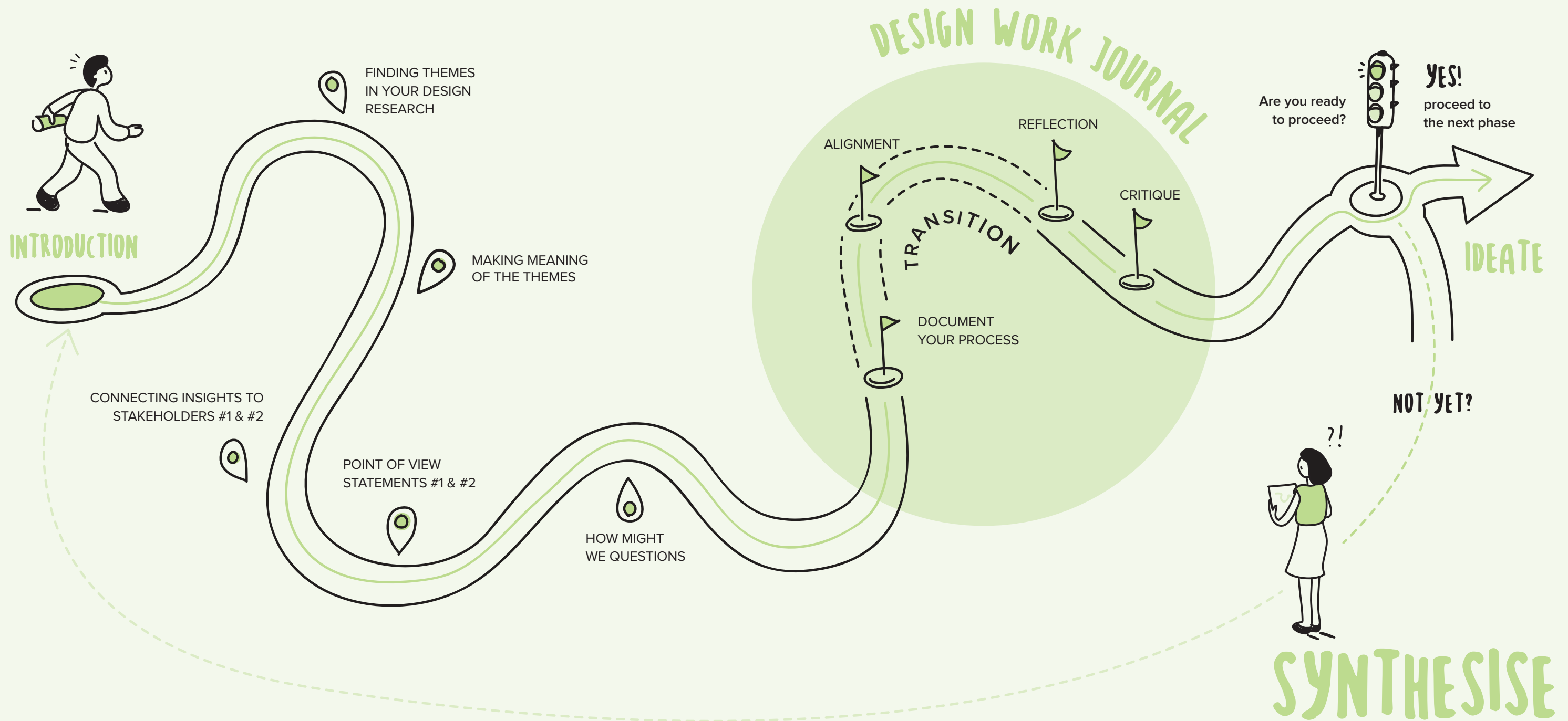
Get inspired by the details of specific peoples' lives by reviewing the stories of the individuals who are most connected to the themes emerging from your synthesis



Articulate the needs, challenges, motivations and goals of the specific people as they relates to your project



Reframe challenges and needs into opportunities to generate solutions for the stakeholders



OVERVIEW OF SYNTHESISE PHASE

The tools in the **Synthesise Phase** of the challenge are focused on developing a point of view about the needs of your stakeholders.

During this stage of the challenge, designers narrow from lots of information to a statement that is inspiring and specific.

This phase of the design challenge will include: analysing your design research activities (interviews and shadow), inferring an interesting insights to build a Point of View statements and personas, and then writing How Might We questions.

OBJECTIVES OF SYNTHESISE PHASE

The goal of this phase is to identify the needs of your stakeholders based on what you heard and saw about their experiences, motivations and emotions.

At the end of this phase, all team members should be clear on several new Point of View statements that they will use to inform their design work. The team will also generate How Might We questions that they will use to generate solutions.

MINDSETS OF SYNTHESISE PHASE

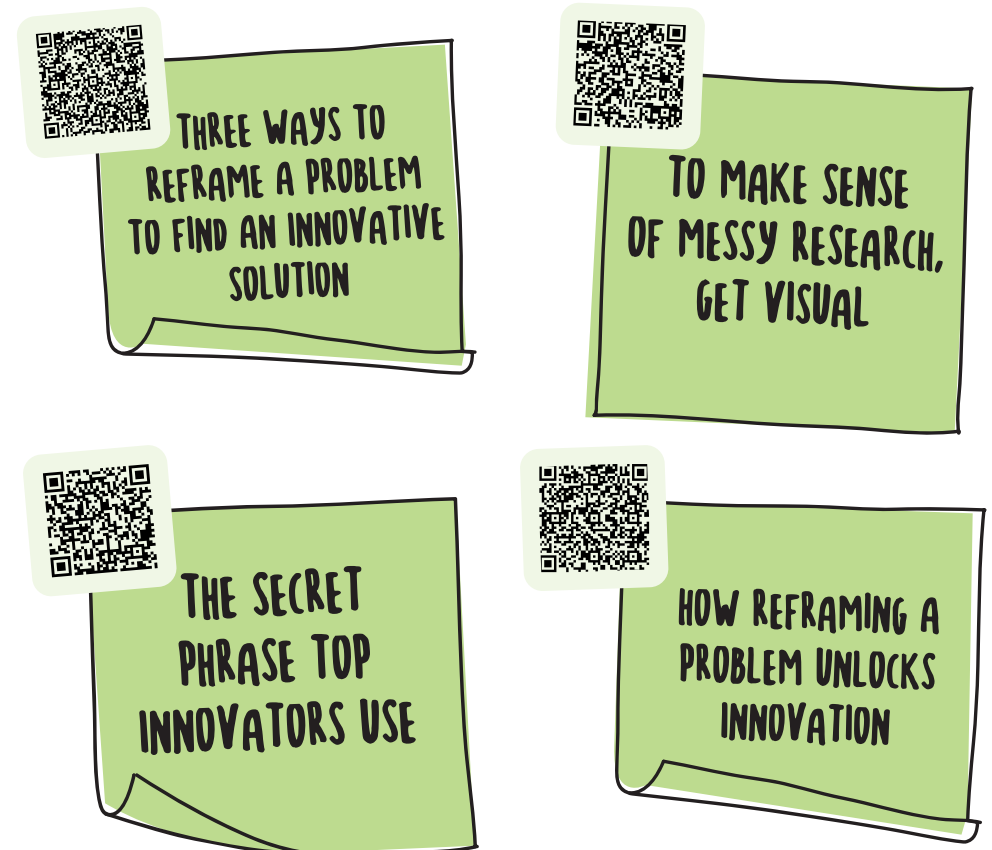
- Elevate the lived experiences of stakeholders to be as important as technical expertise
- Share power and decision-making with community members
- Look carefully to understand potential problems and opportunities
- Stay optimistic that you can solve the problem
- Hold back on solving the problem until your team has learned from stakeholders
- Put aside biases and assumptions about what you think the problem is - listen to the stakeholder
- Seek new perspectives on old problems
- See opportunities in constraints
- Get comfortable with navigating contradictory information

SYNTHESISE: ARTICLES



ARTICLES

Interested in learning more about this phase of the human-centred design process?
Click the links to read additional articles that give additional context as well as examples.



SYNTHESISE: PROJECT EXAMPLE





60 minutes

FINDING THEMES IN YOUR DESIGN RESEARCH

Instructions: Pick the top five most interesting things you heard or saw from your interviews and move the post-its to the left side of this worksheet. Next, make a guess for why you think each thing you noticed is important. Write each guess on a post-it note and stick it on the right side of the sheet.

WHAT DID YOU LEARN?

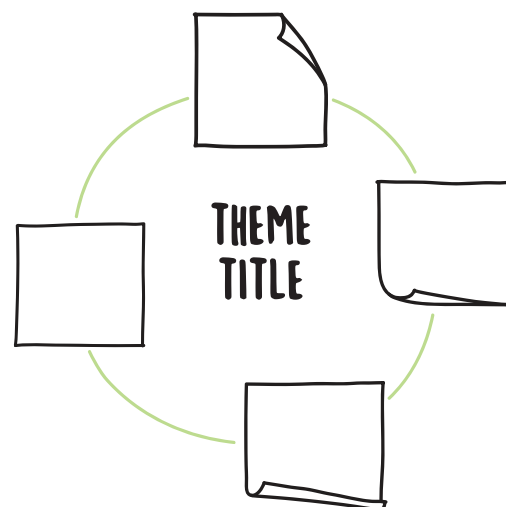
Instructions: Review the notes you captured during your interviews, shadow experience and observation. Identify the most important things you learned during these process steps using the different colors below. Be sure to keep the post-it notes color-coded by stakeholder. If you run out of room on this page, be sure to keep your color-coded post-its along with these notes.

1. WHAT ARE THE FIVE MOST IMPORTANT THINGS YOU LEARNED THAT ARE RELEVANT TO THE PROBLEM YOU ARE EXPLORING?

POST IMPORTANT TO STAKEHOLDERS					
POST RELEVANT TO THE DESIGN PROBLEM					
POST POSITIVE EXPERIENCES FOR THE STAKEHOLDER					
POST CHALLENGING EXPERIENCES FOR THE STAKEHOLDER					
POST UNEXPECTED					

As you prepare to transition to the next phase, use the colors to identify the most important things you learned during this phase.

Use this opportunity to begin to prioritize what you learned from stakeholders.



Bekhzat is 27 years old. He completed school but didn't pursue higher education as he didn't find it worth it. He worked in Russia for many years and came back because of covid-19 pandemic. He lives with his wife and is raising 2 kids.

Kutman is 21 years old. He completed both secondary and higher education. He studied for Customs at the university but it is difficult to get a job in customs. He plans to go to Russia, because he can have more opportunities, and the pay is much better than here too.

The duration of unemployment for young people was not very long, on average. Most unemployed youth (70.5 per cent) found work in less than three months, and 28.3 per cent were able to find work in less than a month.

THEME:

NEET is a diverse group with varied pathways based on transition events: leaving education system, labour market entry, marriage, or parenthood

THEME:

NEET is a temporary status for most young men and women who are often in transition between education or training or employment

Hyusnida is 18 years old. She is of Uzbek ethnicity. She completed 9 classes at local school; her parents needed her to help with the house and look after her brothers while they were out at work, so she dropped out of school. Currently she goes to learn sewing at local vocational training center.

Gulina is 25 years old. She doesn't have higher education, only studied till 11th grade. She got married, lives with two kids, 6 and 4 years old, and got divorced 2 years ago. She does seasonal jobs during summertime.

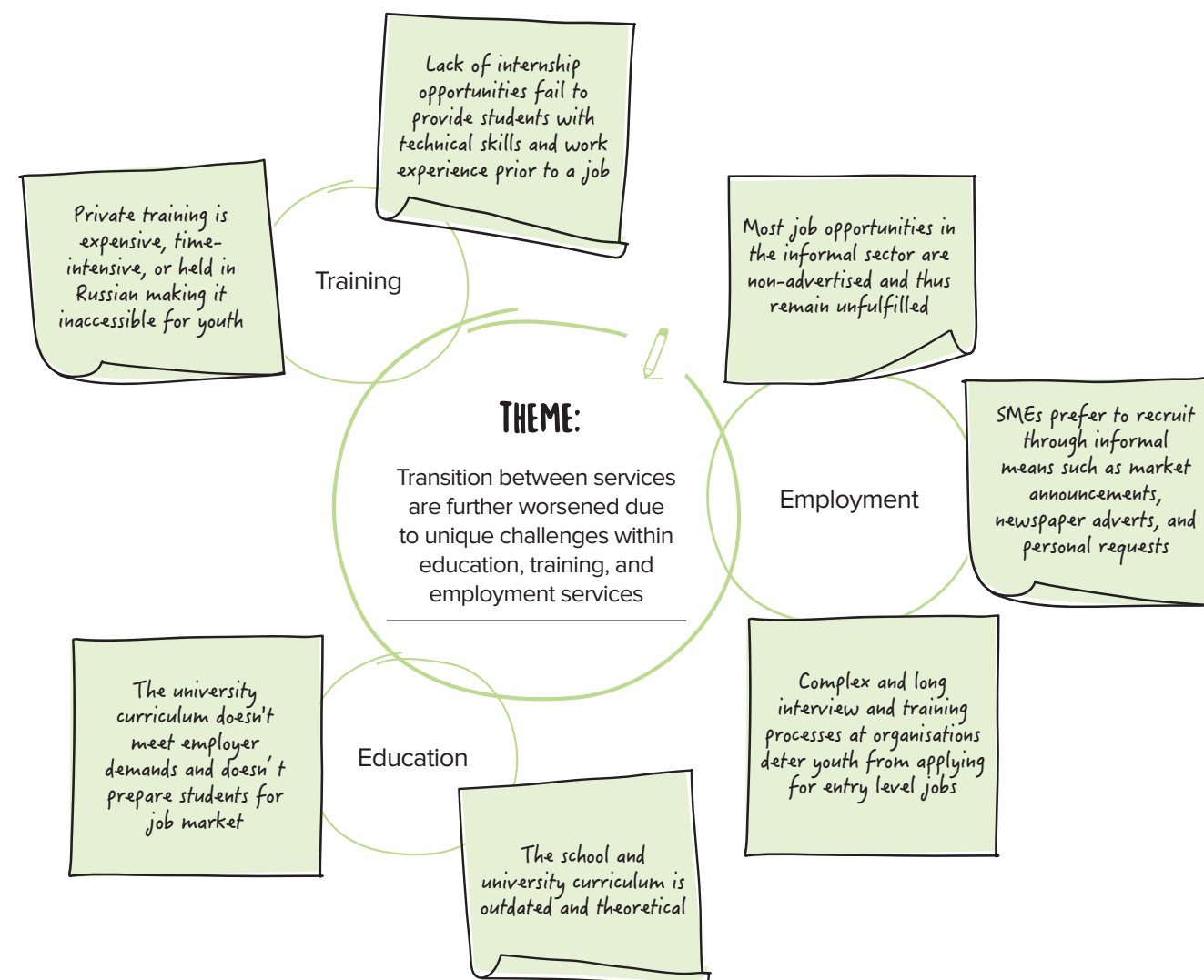
Nearly all engaged youth had attended school, a training programme, or a job at some point in their lives



Be sure to take a step back to look for themes across your design research activities.



Challenge your team to think beyond the obvious connections and get to deeper root causes.





60 minutes



MAKING MEANING OF THE THEMES

Instructions: For this activity, select the **two most important themes** that you identified in the last activity. Write each theme in the blank space below. Then complete the sentence with an insight that your team creates by making meaning from the data you have collected in your research. Repeat this process for both themes. Once you have created three insights for each of the themes, take a step back and **circle the two most important or relevant insights** (across all the themes) about the problem you are working to solve.



THEME

Kyrgyz employers are unable to fill open positions while at the same time potential employees believe there are limited employment opportunities in Kyrgyz Republic
NEET want to work and live in Kyrgyzstan but can't find opportunities to start their careers or build professional experience.

Theme

is/are important to this project because...

- 1 There is a critical disconnect between potential employers and potential employees. Both groups are making assumptions about what is possible without data to support their beliefs. Decisions are made, especially by NEET youth, by word of mouth.
Insight
- 2 The different services that youth need in the process of defining a career are not connected and the transition between education, training, and employment stakeholders and services is fragmented leaving youth lost and unguided in their journey. When the NEET youth feel lost, they assume their only option is to migrate to Russia
Insight
- 3 Employers are using traditional means of hiring (paper job posts, word of mouth) that are not reaching NEET youth. There is an opportunity to leverage new technology to recruit NEET youth by using their preferred modes of getting information.
Insight



THEME

Some female NEET are not encouraged or supported to explore education or professional opportunities. Female NEET youth are often called upon to fill gaps at home when needed.

Theme

is/are important to this project because...

- 1 Female NEET youth face very specific barriers to employment. Female NEET youth need women-specific external support and guidance for pursuing education, training and employment opportunities.
Insight
- 2 Female NEET youth need flexibility and the opportunity to cycle in and out of training and employment opportunities, so that they can also be available to help at home.
Insight
- 3 Transitions in and out of education, training and employment can be hard to navigate and disruptive to career advancement.
Insight



60-120 minutes

CONNECTING INSIGHTS TO STAKEHOLDERS #1

Instructions: For this activity, take the first insight your team chose and write it in the box marked A. Next, as a team, review the relevant observations and quotations from the related theme and select the stakeholder who your team feels is the most affected by the problem you are working to solve. Then, gather the relevant observations and quotations from your interactions with this person that are related to this insight and rewrite them below. Once you have completed that, circle the three most interesting and relevant data points.

Refine and rewrite your first insight.

Which stakeholder is this insight most important to?
Which stakeholder do you want to design for?

A Female NEET youth need flexibility and the opportunity to cycle in and out of training and employment opportunities, so that they can also be available to help at home.

B Gulina lives in Suzak with her two kids, ages six and four. She is 25 years old. She got divorced two years ago and since then she lives in her parents' house.

C

"The biggest issue is that I don't have higher education, I only studied till 11th grade".

"Generally speaking, there are not so many opportunities in here and people usually go to Russia to work."

"I used to work in seasonal jobs during the summertime, but other than that it is hard to find a job."

"I have currently enrolled in three months of training course in cooking and baking."

"Then I got married at the age of 18, and I never really went outside a lot as I simply never had time to, especially after having kids."



Work together to review the relevant data points and bring it forward into this phase of the design process.



This exercise is a moment to narrow your design project and focus on a particular problem and stakeholder. Work as a team to get to consensus on who you are going to focus on.



60-120 minutes

Required



POINT OF VIEW STATEMENT #1

Instructions: POVs help a design team rally around one specific stakeholder and the problem they face. Refer to the previous worksheet and match the information labeled with the letters to the corresponding boxes. For Box C, rewrite observations and quotations that you circled. This will form the core of your Point of View statement. This helps move a problem toward actionable steps. Next, think of needs statements for that stakeholder. Don't come up with solutions yet, instead focus on problems they need to overcome.

1 **WE MET:** Describe the relevant stakeholder.

Gulina is 25 years old. She doesn't have higher education. She only studied until the 11th grade. She got married at 18. She lives with two kids, ages six and four years old. She got divorced two years ago.

4 **WE THINK OUR STAKEHOLDER**

NEEDS A WAY TO: Describe what your stakeholder needs to accomplish and why.

Gulina needs a way to access relevant and meaningful job opportunities that will allow her flexible work so that she can also take care of her kids. This is important because Gulina is sole caretaker of her kids but also needs a way to earn income to support her family..

2 **WE NOTICED:** Top three observations or quotations from the previous exercise.

Gulina couldn't pursue higher education due to early marriage and children.

Gulina has some experience in part-time seasonal work and is now looking for a full-time job.

Gulina is currently enrolled in a Vocational Training Center to acquire skills in cooking.

3 **WE THINK THIS IS IMPORTANT BECAUSE:**

Rewrite one of the insight statements you selected in the previous exercise.

Gulina needs flexibility and the opportunity to cycle in and out of training and employment opportunities, so that she can also be available to help at home.

If the needs statement feels too big and overwhelming, ask yourselves: What's stopping us from meeting this need?

Then, rewrite the need around what you identified as a barrier.

If the needs statement feels too much like a solution, ask yourselves: Why would we want to do this?

Then rewrite the need around the motivation.



Good problems are specific and inspiring. This comes from good analysis and thinking deeply about the problem, moving beyond the obvious ideas.



If your design team has conflict during the process of developing Point of View statements, have the team work together to write a new one that is more agreed upon by the group.

Remember to respond directly to the fieldwork and not stray into what you "think" the problem is.



60-120 minutes

CONNECTING INSIGHTS TO STAKEHOLDERS #2

Instructions: For this activity, take the second insight your team chose and write it in the box marked A. Next, as a team, review the relevant observations and quotations from the related theme and select the stakeholder who your team feels is the most affected by the problem you are working to solve. Then, gather the relevant observations and quotations from your interactions with this person that are related to this insight and rewrite them below.


Refine and rewrite Insight 2

Which stakeholder is this insight most important to?
Which stakeholder do you want to design for?

A

NEET is a temporary status for most young men and women who are often in transition between education or training or employment

→



Kutman

B

Which stakeholder is this insight most important to?
Which stakeholder do you want to design for?

Gather observations and quotations that are relevant to this insight from your interaction with this stakeholder.

C

I live with my grandparents from my mother's side. My parents are not together, and my mother is in Russia.

I have recently completed my higher education in customs from Uzen university.

I am currently looking for a job and it is difficult to get a job in customs.

I help my grandparents with household chores, and mainly look after livestock.

There are no internship or training opportunities in my field at the university

I need to save up some money before I can land myself a job in this field, and I need someone who can help me.

My plan is to go to Russia, because and the pay is much better than here too.

I am also looking for part-time jobs and training in the meantime to earn some income and support my family



Work together to review the relevant data points and bring it forward into this phase of the design process.



This exercise is a moment to narrow your design project and focus on a particular problem and stakeholder. Work as a team to get to consensus on who you are going to focus on.

POINT OF VIEW STATEMENT #2

Instructions: POVs help a design team rally around one specific stakeholder and the problem they face. Refer to the previous worksheet and match the information labeled with the letters to the corresponding boxes. For Box C, rewrite the most important observations and/or quotations that you circled. This will form the core of your Point of View statement. This helps move a problem toward actionable steps. Next, think of needs statements for that stakeholder. Don't come up with solutions yet, instead focus on problems they need to overcome. Write only a sentence or two in each box.

1 WE MET: Describe the relevant stakeholder.

Kutman is 21 years old. He completed both secondary and higher education. I studied for a job in customs at the university but it is difficult to get a job in customs without connections. He plans to go to Russia, because there are more opportunities and the pay is much better. Kutman would rather stay close to home to help care for his grandparents.

2 WE NOTICED: Top three observations or quotations from the previous exercise.

Kutman is currently looking for a job but it is difficult to get a job in customs.
There are no internship or training opportunities in my field at the university.
Kutman needs to save up some money before I can land myself a job in this field, and he needs someone who can help me.
His plan is to go to Russia, because and the pay is much better there.

4 WE THINK OUR STAKEHOLDER NEEDS A WAY TO: Describe what your stakeholder needs to accomplish and why.

3 WE THINK THIS IS IMPORTANT BECAUSE:

Rewrite one of the insight statements you selected in the previous exercise.

Kutman needs a way to get guidance and support to achieve his career goals and stay close to home.

If the needs statement feels too big and overwhelming, ask yourselves: What's stopping us from meeting this need?
Then, rewrite the need around what you identified as a barrier.

If the needs statement feels too much like a solution, ask yourselves: Why would we want to do this?
Then rewrite the need around the motivation.



Good problems are specific and inspiring. This comes from good analysis and thinking deeply about the problem, moving beyond the obvious ideas.



If your design team has conflict during the process of developing Point of View statements, have the team work together to write a new one that is more agreed upon by the group.
Remember to respond directly to the fieldwork and not stray into what you "think" the problem is.





60-120 minutes

HOW MIGHT WE QUESTIONS

Instructions: First, generate a **How Might We Question** based on the **Point of View** statement you wrote on the previous tool. **Focus on the needs of the stakeholder you identified.** Then, answer the prompts below and use your answers to create new HMW questions that address the same problem from different perspectives.

POSSIBLE VERBS TO USE...

HELP	CREATE	REMIN	RESTORE	CUSTOMISE
ENCOURAGE	PROVIDE	CHANGE	SHIFT	DEVELOP
MOTIVATE	INSPIRE	INCREASE	IGNITE	BUILD
EMPOWER	INCENTIVISE	DECREASE	SPARK	AMPLIFY
EDUCATE	PROMPT	CHALLENGE	SUPPORT	ACCELERATE

HOW MIGHT WE... (VERB THAT IMPLIES CHANGE) + (STAKEHOLDER) + (OPPORTUNITY)?

1

4

Support youth in accessing available employment opportunities by enabling a smooth transition between education, training, employment services and different life events?



A high-quality How Might We Question should also feel actionable and inspiring. When you read the question out loud to the team, if there are not a few ideas that you generate quickly then it might need some more iteration to refocus the stakeholder, the opportunity, and the verb to achieve the change you want. Return to the worksheets to guide the work.



Avoid How Might We questions that are too vague or lack a specific stakeholder. Focus on human-centred questions that seem actionable and inspiring for the team.



Is there something good about the current conditions that you might make better?

Use your answer to write a new How Might We Question.

HMW... adopt a mobile first approach to enable youth to find learning, training and job opportunities?

Is there something negative about the current conditions that you might improve?

Use your answer to write a new How Might We Question.

HMW... encourage employers to be supportive of NEET youth when offering jobs?

Is there a specific aspect of this challenge that you want to focus on?

Use your answer to write a new How Might We Question.

HMW... support women and girls to develop home-based microenterprises?

What might you focus on in order to improve outcomes for stakeholders?

Use your answer to write a new How Might We Question.

HMW... reduce the amount of time youth are in between education, training and employment?

What might you focus on in order to decrease stress?

Use your answer to write a new How Might We Question.

HMW... help make the times between jobs feel productive in terms of professional development?

What is a relevant analogy you might draw inspiration from?

Use your answer to write a new How Might We Question.

HMW... design a career compass that helps NEET youth navigate through the uncharted waters of the job market and find their true north?

What might you focus on in order to increase joy?

Use your answer to write a new How Might We Question.

HMW... support youth in choosing the right course and career?

What might you focus on in order to eliminate a pain point for stakeholders?

Use your answer to write a new How Might We Question.

HMW... train the youth in critical skills needed for the job?

Is there an assumption you are making that you might question with your HMW question?

Use your answer to write a new How Might We Question.

HMW... incentivise youth to find work in Kyrgyz Republic despite lower salaries?

If the HMW question feels too big and overwhelming, ask yourselves: "What's stopping us from meeting this need?"

Then, rewrite the HMW around what you identified as a barrier.

If the HMW question feels too much like a solution, ask yourselves: "Why would we want to do this?"

Then rewrite the HMW around what is motivating your design team.

05 IDEATE

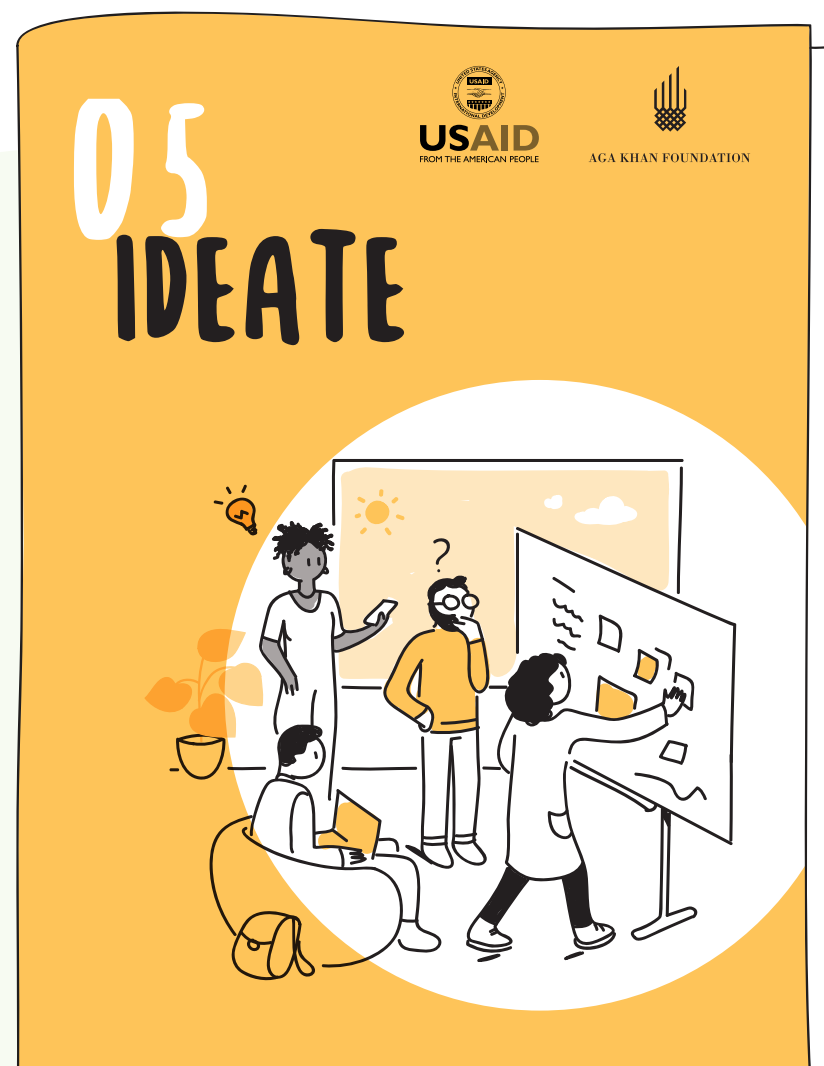


INTRODUCTION

Once we have completed our design research, gained empathy for our stakeholders, redefined the problem and discovered opportunities for meeting our stakeholders' needs in new and novel ways, it is time to generate solutions to help us accomplish those goals.

When at all possible, we must generate those solutions with those we are serving in order to meet their needs and solve the problems that matter MOST to them.

What steps can we take to ensure that the solutions we are generating meet the needs of the stakeholders we serve? How can we create out-of-the-box ideas that have real impact?



FACILITATION RESOURCES

COACHING FOR SUCCESS

In the **Ideate Phase** of the design process the team will begin imagining possible solutions to the specific problem they defined during the **Synthesise Phase**.

Now is the time to share ideas about what to do and what to make. As this happens, it is important to focus on creating a large volume of ideas and avoid being overly critical of the quality. Let the team have ideas that are free from the normal constraints of money, time, resources, schedule, rules. By allowing this freedom of creative ideas the team just might think of something that will have an incredibly positive impact on the outcomes of your stakeholders. You will know if the brainstorm is successful if ideas are flowing easily, people are laughing, and the team is collaboratively building upon each other's ideas. At the end of the phase, your team will evaluate the ideas and select the most promising ideas to advance.

COACHING TO AVOID COMMON MISTAKES

It is a common mistake that during the **Ideate Phase** for teams to begin to judge ideas too quickly, which leads to fewer ideas and frustration. Avoid letting one team member have too much control over the development of the ideas. Everyone should have a chance to contribute without judgment. To avoid judgment, don't allow team members to comment on ideas or add more information like "We did that once" or "That would never work." Instead ask people to comment with "Yes, and..." Be sure to use the idea evaluation and selection tools when the team gets to the point in the process where they need to start to narrow down on ideas to advance.

COACHING FOR MINDSETS

This phase of the design process is about having many ideas. That means that the team should stay open to everything, no matter how outrageous or uncommon the ideas might be. This is also a collaborative moment for the team to listen and support each other.

It's not about having perfect ideas, or finding the right solution. This phase is about embracing a creative imagining of new solutions that might solve the problem.

COACHING FOR ALIGNMENT

To successfully wrap up this phase of the design process, the team must answer the alignment questions in the Design Work Journal with specific and clear ideas. The team will want to pick one idea to move forward into the next phase of the design process. If the design team is struggling to find alignment, then first consider the criteria at the end of the design process to evaluate the ideas more objectively. For example, what idea is going to be the easiest to create and test? What will clearly have an impact on the outcomes of your stakeholders? You can also ask an external stakeholder to join you and give input on the ideas.

COACHING FOR QUALITY

A high-quality idea should excite the team with optimism and hope for lasting impact. If the idea isn't inspiring the team to take action, then ask what is missing or what might be adjusted to make the idea more exciting. It's also important to consider an idea that the team is interested in working on for many weeks. In the next phase, the team will build prototypes to test the ideas, so they should feel good about engaging with this idea for a long time. Another sign of a high-quality idea is that the team is excited about the positive impact on stakeholders if the idea is successful.

IDEATE

Use the tools and resources in this guidebook to accomplish the goals below. Once your design team has achieved these objectives, you will be in a strong position to advance to the next phase in your design process. Use the reflection tools in the **Design Work Journal** to evaluate whether your design team is ready to move to the next phase.



Get inspired by reviewing your teams' stakeholder needs and the big ideas identified thus far



Prepare the materials your team will need to brainstorm, either in person or virtually



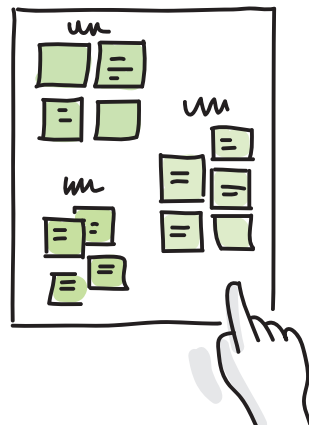
Review the Rules of Brainstorming to help ensure your team generates the most creative solutions possible



Review and select the HMW questions that your team is most excited to brainstorm



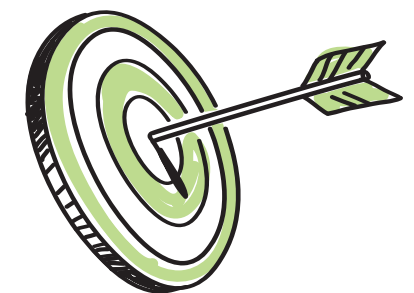
Begin the ideation process by brainstorming individually and then transition to brainstorming as a group in order to build momentum and generate lots of out of the box ideas



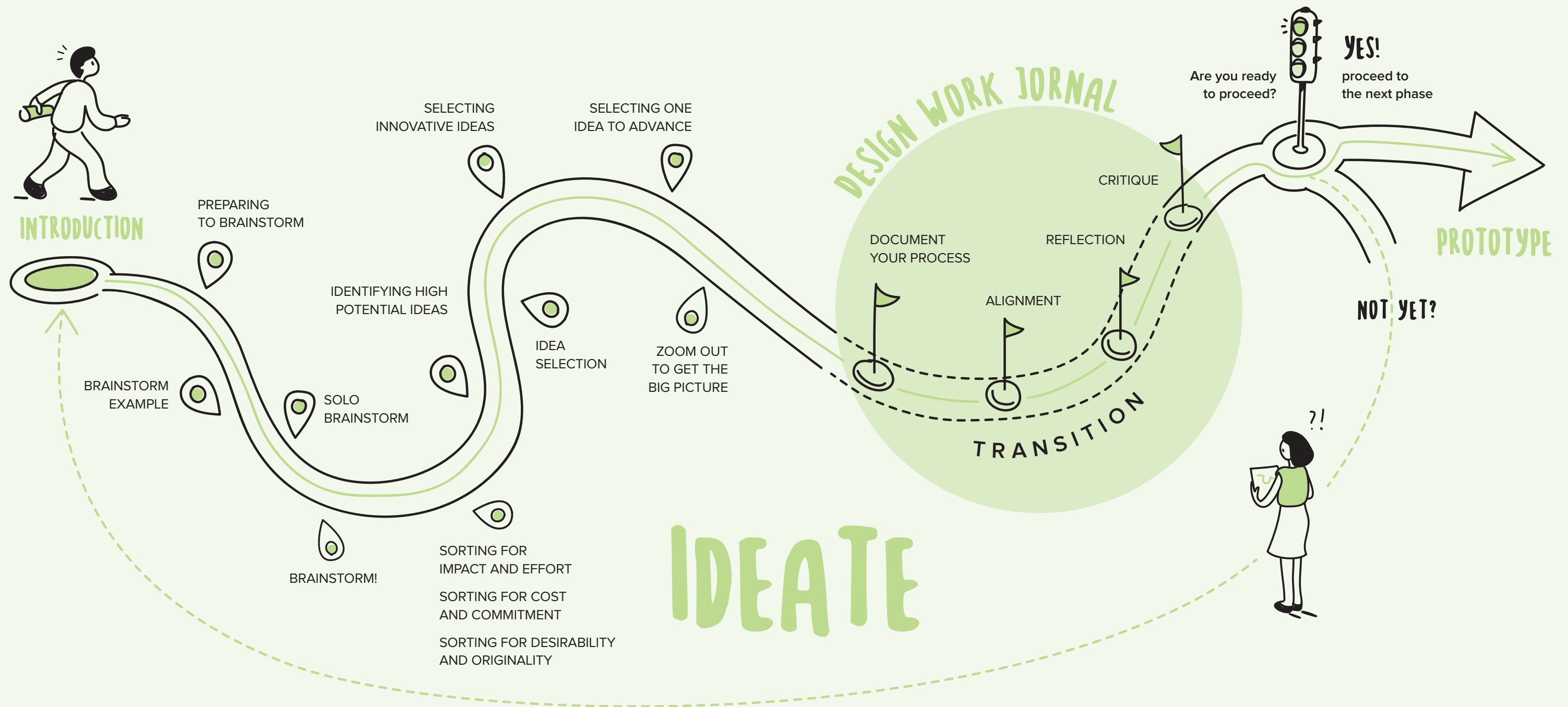
Cluster the ideas you generated into themes and then evaluate the clusters using the different criteria included in the tools



Narrow down to three of the most innovative ideas using the criteria included in the tools



Select the most promising idea based on your stakeholders' needs and begin to sketch out some of the details of the idea



OVERVIEW OF IDEATE PHASE

The tools in the **Ideate Phase** of the process are focused on generating as many solutions to a problem as possible. Once many solutions have been generated, members of your team will select one to four ideas to move forward to prototyping.

This is a collaborative process and should be completed as a team in order to maximise your team's creative energy and momentum.

OBJECTIVES OF IDEATE PHASE

The goal of this phase is to use the POV statements and HMW Questions from the last phase to generate as many relevant solutions as possible. By generating lots of solutions, your team is more likely to think outside of the box and arrive at truly innovative solutions.

From there, the team will use criteria to select ideas that have clustered into themes. At the end of this phase, all team members should be clear on one to four ideas that you are interested in prototyping.

MINDSETS OF IDEATE PHASE

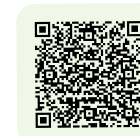
- Many ideas lead to good ideas
- Defer judgment and criticism of ideas
- Idea generation is not the time for evaluating ideas
- Brainstorming is a collaborative team activity
- Allow yourself to think of wild ideas
- See opportunities in constraints
- This phase is the time to solve the problem

IDEATE: ARTICLES



ARTICLES

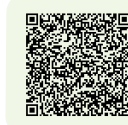
Interested in learning more about this phase of the human-centred design process?
Click the links to read additional articles that give additional context as well as examples.



**IDEO
BRAINSTORMING**



**DESIGN THINKING
BRAIN STORMING THROUGH
THE IDEATION PHASE**



**IDEATE: BEYOND
BASIC BRAINSTORMS**



IDEATE: PROJECT EXAMPLE





30 minutes

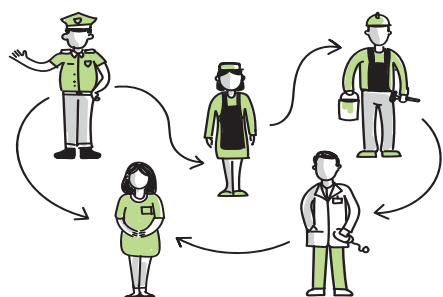
SOLO BRAINSTORM

Instructions: Before you begin brainstorming as a team, try to generate a few ideas on your own using the HMW questions you wrote. Don't forget the rules of brainstorming -- hold yourself accountable to those rules as you come up with ideas. Once you have an idea, sketch in the box below. Sketching does not need to be a masterpiece, just a quick representation of your idea. Then, give your idea a title and describe it in detail. When you start your brainstorm as a team, have each person share their first three ideas in order to spark new thinking for the group.

1. HMW...

How might we support youth in choosing the right course and career?

Sketch your idea.



Describe your idea in 1-2 sentences.

Who, what, where, when, why.

Organise One-Day experiential visits of different professions

2. HMW...

How might we support women and girls to develop home based microenterprises?

Sketch your idea.



Describe your idea in 1-2 sentences.

Who, what, where, when, why.

Supporting youth in building micro-enterprise and selling products in the local market with parents/relatives



Beginning a collaborative brainstorm with a solo brainstorm can help jump start the group brainstorm with several ideas to build upon.

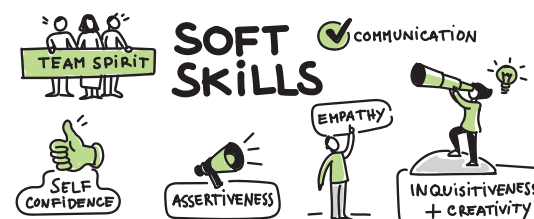


A solo brainstorm creates space for those with less status or who are more introverted to create ideas to contribute.

3. HMW...

How might we train the youth in critical skills needed for the job?

Sketch your idea.



Describe your idea in 1-2 sentences.

Who, what, where, when, why.

Capacity building of youth in professional courses focused on employment



RULES OF BRAINSTORMING...

- Generate as many ideas as possible -- go for quantity over quality at this point in the process
- Encourage out of the box, wild ideas that have never been tried before
- Build on the ideas of others -- say, "Yes, and!"
- Don't be negative about other people's ideas -- or your own!
- Let go of your expertise -- even if you have already tried something, maybe it would be worth trying again
- Stay focused and work as a team
- Show and say your idea so that your teammates can remember it and use it as inspiration



30 minutes

Required



BRAINSTORMING EXAMPLE: GENERATING IDEAS WITH HMW QUESTIONS

1. HOW MIGHT WE SUPPORT YOUTH IN CHOOSING THE RIGHT COURSE AND CAREER?

Consulting parents to prevent students from dropping out of school after class 9

One-Day experiential visits of different professions such as banking, teaching, trading, etc. to help youth choose career opportunities

Invite professionals from neighboring village to share work experience of being a firefighter, government official, doctor etc.

Share success stories from villages to build career aspirations

Online and offline mentorship program

Exchange visits between urban and rural youth

2. HOW MIGHT WE SUPPORT WOMEN AND GIRLS TO DEVELOP HOME BASE MICROENTERPRISE?

Supporting youth in building micro-enterprise and selling products in the local market with parents/relatives

Use social media marketing to sell products in domestic market

Teach business development skills to support youth in opening small business in eco-tourism, hostels, livestock

Supporting girls and women to form a collective and open small business based at homes and selling products using social media marketing

Develop one village one product approach

3. HOW MIGHT WE TRAIN THE YOUTH IN CRITICAL SKILLS NEEDED FOR THE JOB?

Capacity building of youth in soft skills such as decision-making, negotiation, critical thinking, and networking

Short term professional courses focused on employment

Summer internships with private sector organisations such as Frunze, tourism organisation to get work experience

Incentivise business to work with young/vulnerable youth and provide employment in exchange of tax exemptions

On-demand online training via zoom, google

4. HOW MIGHT WE SUPPORT YOUTH IN ACCESSING RELEVANT AND LOCAL JOBS?

How might we support youth in accessing available employment opportunities by enabling a smooth transition between education, training, employment services and different life events?

Job search platform for southern KR

Job search tags such as flexible work, home-based work, childcare



30 minutes

Required



BRAINSTORMING EXAMPLE : CLUSTERING SIMILAR IDEAS

Career Counselling

One-Day experiential visits of different professions such as banking, teaching, trading, etc. to help youth choose career opportunities

Invite professionals from neighboring village to share work experience of being a firefighter, government official, doctor etc.

Parental Counselling

Consulting parents to prevent students from dropping out of school after class 9

Mentorship / Coaching

Share success stories from villages to build career aspirations

Online and offline mentorship program

Incentivise business to work with young/vulnerable youth and provide employment in exchange of tax exemptions

Homebase microenterprise

Supporting youth in building micro-enterprise and selling products in the local market with parents/relatives

Use social media marketing to sell products in domestic market

Business development

Supporting girls and women to form a collective and open small business based at homes and selling products using social media marketing

Develop one village one product approach

Trainings

Capacity building of youth in soft skills such as decision-making, negotiation, critical thinking, and networking

Short term professional courses focused on employment

On-demand online training via zoom, google

Teach business development skills to support youth in opening small business in eco-tourism, hostels, livestock

Internships/ Exchanges

Exchange visits between urban and rural youth

Summer internships with private sector organisations such as Frunze, tourism organisation to get work experience

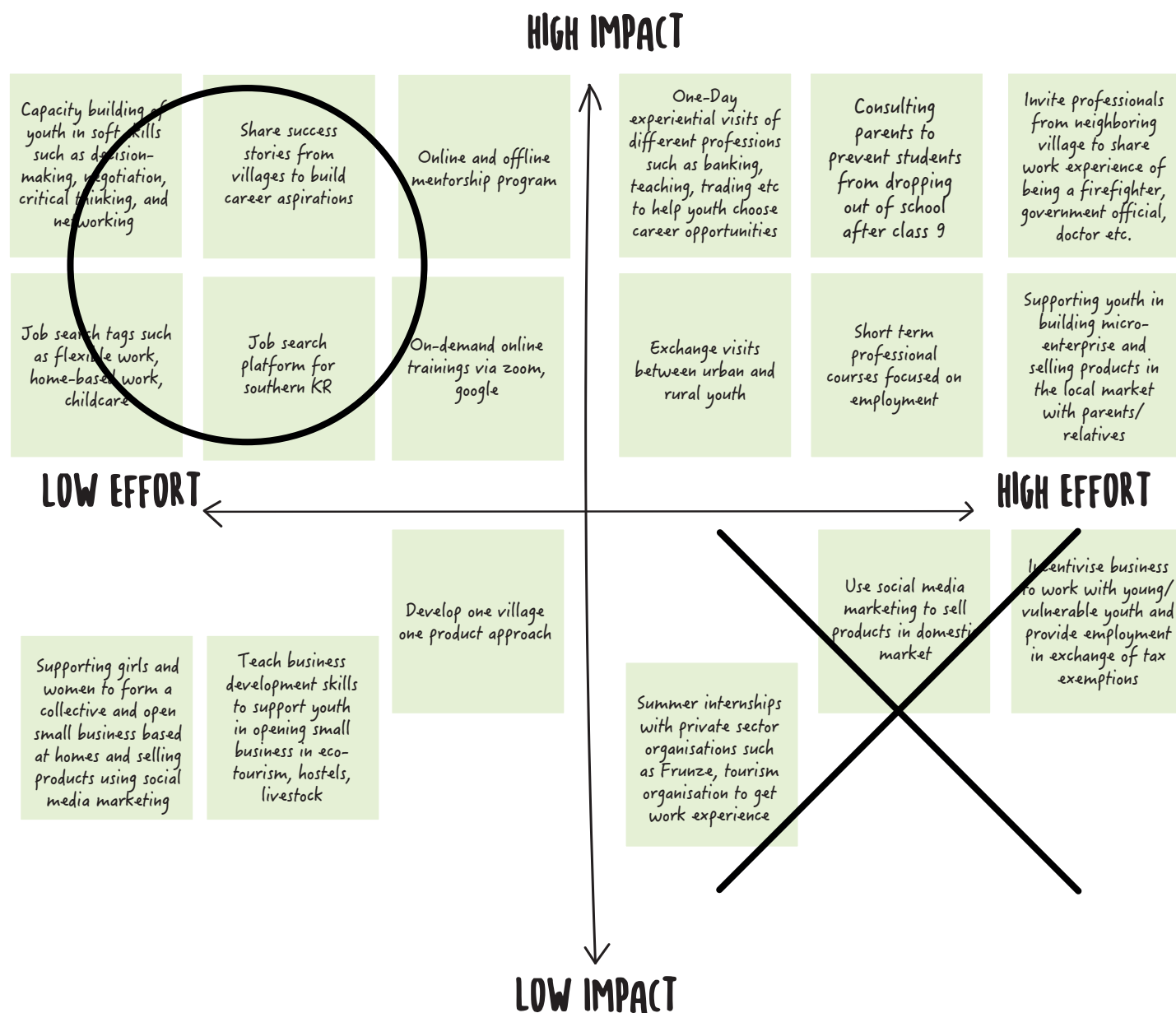
Job Search

Job search platform for southern KR

Job search tags such as flexible work, home-based work, childcare

SORTING FOR IMPACT AND EFFORT

Instructions: Use the graph below to assess the different clusters of solutions that your team generated. **Impact** refers to how likely the solutions are to make a positive difference in the stakeholders' lives. **Effort** refers to how much time and resources will be required to implement and maintain these solutions.



The most effective solutions are ones that will have high **impact** with low **effort**. High impact, high effort solutions might also be advanced, if the effort is worth the potential impact. Low impact, low effort solutions might be advanced if the potential impact is still worth the low investment that is required. High effort, low impact solutions should be avoided because they are not worth the investment.



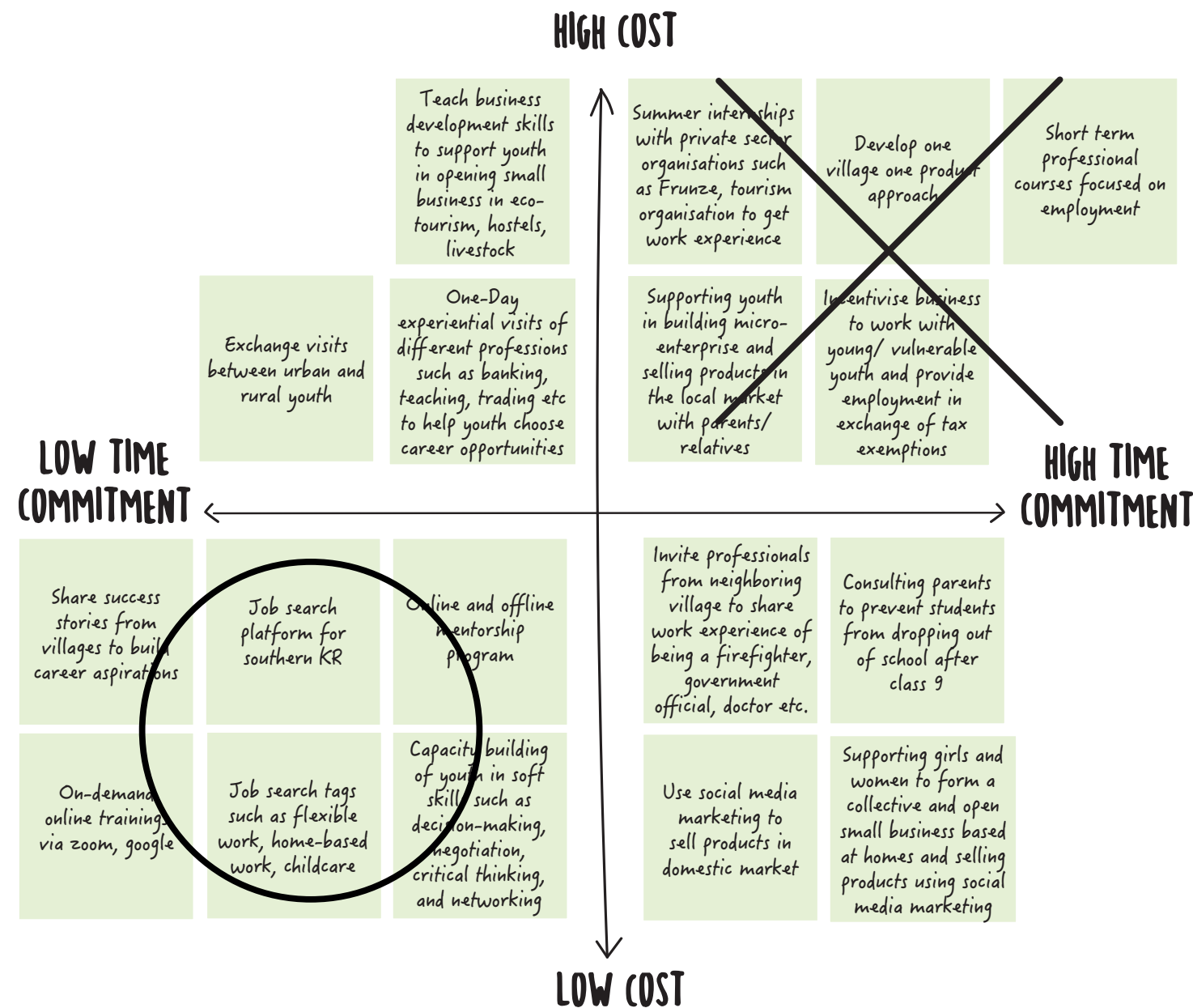
Use the tool to reflect on what you believe about the potential success of a solution cluster based on effort and impact.



There is no right answer for this exercise - use your best judgment to prompt a productive discussion.

SORTING FOR COST AND COMMITMENT

Instructions: Use the graph below to assess again the same clusters of solutions that your team generated. **Cost** is referring to how much money is required to implement the solution. **Time** is referring to how much time it will take your staff to implement the solution.



The most effective solutions are ones that do not require lots of **money** or **time** to implement and deliver high impact, though solutions that meet this criteria are rare. Low cost, high time commitment solutions might also be advanced, if the effort is worth the potential impact. Depending on the resources you have to put towards this project, solutions that require lots of time and/or lots of money to implement may still be viable if the potential impact is great enough. In most cases, high cost, high time commitment solutions should be avoided, if possible.



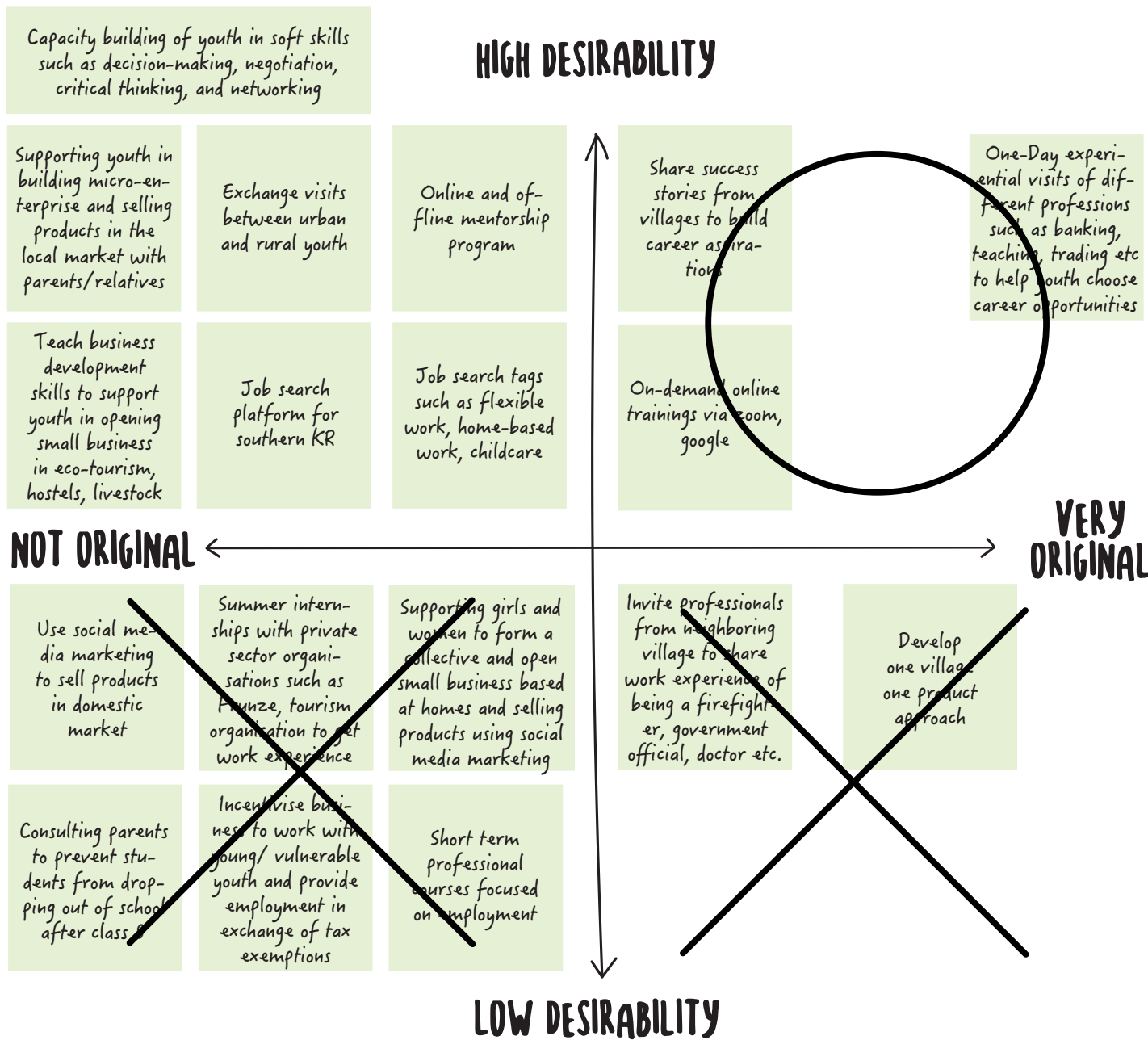
Use the tool to reflect on what you believe about the potential success of a solution cluster.



There is no right answer for this exercise - use your best judgment to prompt a productive discussion.

SORTING FOR DESIRABILITY AND ORIGINALITY

Instructions: Use the graph below to assess the same clusters of solutions that your team generated again. **Desirability** is referring to how likely the solutions are to fulfill the needs and desires of the stakeholders. **Originality** is referring to how unique the solutions are - has this solution been tried before? Is it new and novel?



The most innovative solutions are ones that are highly **desirable** and very **original**. Highly desirable solutions that are not original might also be advanced because the idea, while not new, might meet the needs of the stakeholders in your specific context. Ideas that have low desirability, should be avoided.



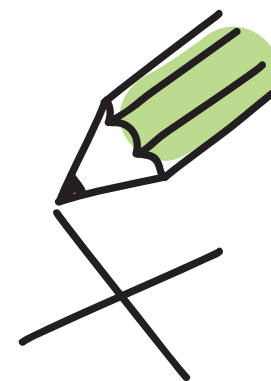
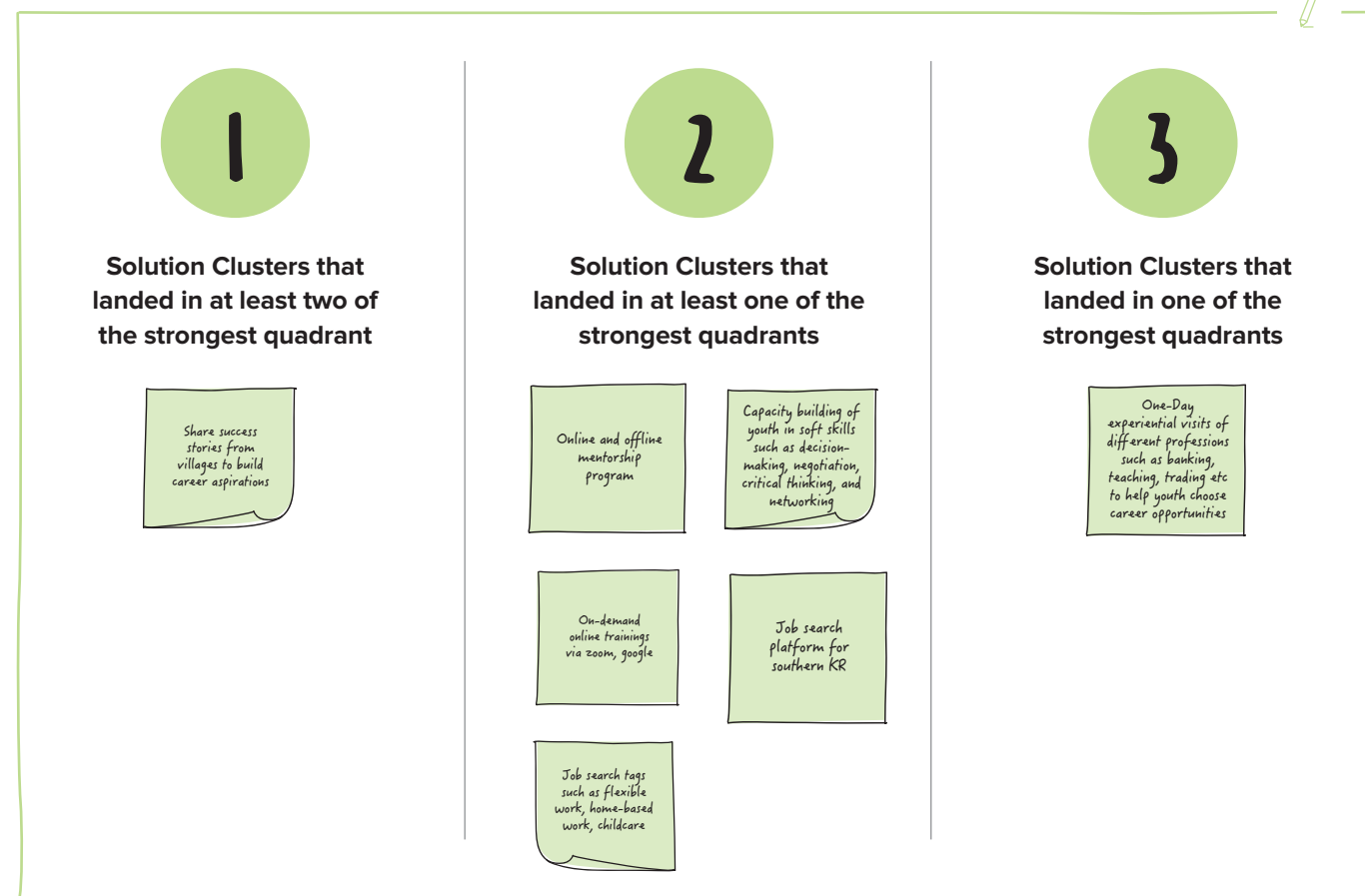
Use the tool to reflect on what you believe about the potential success of a solution cluster.



There is no right answer for this exercise - use your best judgment to prompt a productive discussion.

IDENTIFYING HIGH POTENTIAL IDEAS

Instructions: Review the last three tools that you just completed. Identify the solution clusters that fell into the strongest quadrants (look for the circles). The more times a solution cluster lands in the strongest quadrant, the higher potential it has for success. First, look for the solution clusters that landed in strong quadrants on all three tools. Put them in the far left column. Repeat the process for solution clusters that landed in two of the strongest quadrants and one of the strongest quadrants.



Now, review the POV for your stakeholders and use them to reflect on the highest potential solutions clusters. Based on that review, are there some solution clusters that should be eliminated (even if they are high potential) because they are not relevant to the POVs your team created? Draw an X through them.



Use the decisions you made in the previous exercises to illuminate the solution clusters with the most promise.



Be sure to take the time to reconnect with your POV and the stakeholder you met in order to ensure that the solution clusters you select are relevant to the problem or need you identified.

IDEA SELECTION

Instructions: Once you have identified the most relevant high potential solutions clusters that your team generated during the brainstorm, each individual person gets a chance to choose three specific ideas (from within the solution clusters) to advance using the criteria below. Take a few minutes to identify the three ideas you individually want to select and describe them here. Reflect on the questions below to help explain why you want to advance these ideas.

MOST LIKELY TO DELIGHT THE STAKEHOLDER	MOST LIKELY TO IMPROVE OUTCOMES FOR THE STAKEHOLDER	MOST LIKELY TO REDUCE INEQUITIES
<p>Share success stories from villages to build career aspirations</p> <p>Online and offline mentorship program</p>	<p>Job search platform for Southern Kyrgyz Republic</p> <p>Job search tags such as flexible work, home-based work, childcare</p>	<p>On-demand online training via zoom, google</p> <p>Capacity building of youth in soft skills such as decision-making, negotiation, critical thinking, and networking</p>

<p>Describe your idea in 1-2 sentences. Who, what, where, when, why.</p> <p>The youth in southern Kyrgyz Republic, especially those from remote and rural areas, have no career aspirations due to isolation and a lack of youth community. This idea should enable youth to learn from successful youth in their community, discover possible careers, and make an informed choice about what they wish to do in future.</p> <p>Why do you think this idea will meet the needs or desires of the stakeholder?</p> <p>This solution would support rural youth in building a career aspiration and provide the necessary educational guidance and counselling to choose a meaningful career</p>	<p>Describe your idea in 1-2 sentences. Who, what, where, when, why.</p> <p>The existing job search platforms are mostly focused on white-collar jobs in Bishkek. A new job search platform specifically focused on informal sector jobs in southern KR would democratise job availability and improve employability of youth</p> <p>Why do you think this idea will meet the needs or desires of the stakeholder?</p> <p>This solution would enable youth to find a job close to home, especially for women who have less mobility due to childcare responsibilities and prefer flexible work arrangements</p>	<p>Describe your idea in 1-2 sentences. Who, what, where, when, why.</p> <p>Many youth in southern KR, especially women, are unable to participate in training due to geographic isolation, language or financial constraints. Contextually relevant and affordable training delivered online will enable all youth to acquire practical skills demanded in the job market.</p> <p>Why do you think this idea will meet the needs or desires of the stakeholder?</p> <p>Youth in KR are unable to acquire practical skills demanded in jobs due to theoretical nature of academic curriculum. This is a huge barrier when applying for jobs. This solution will create infrastructure for youth to access job-relevant skills that is contextually relevant, affordable, and accessible online.</p>
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Now is the time to begin to move from clusters of solutions to specific ideas your team wants to advance.

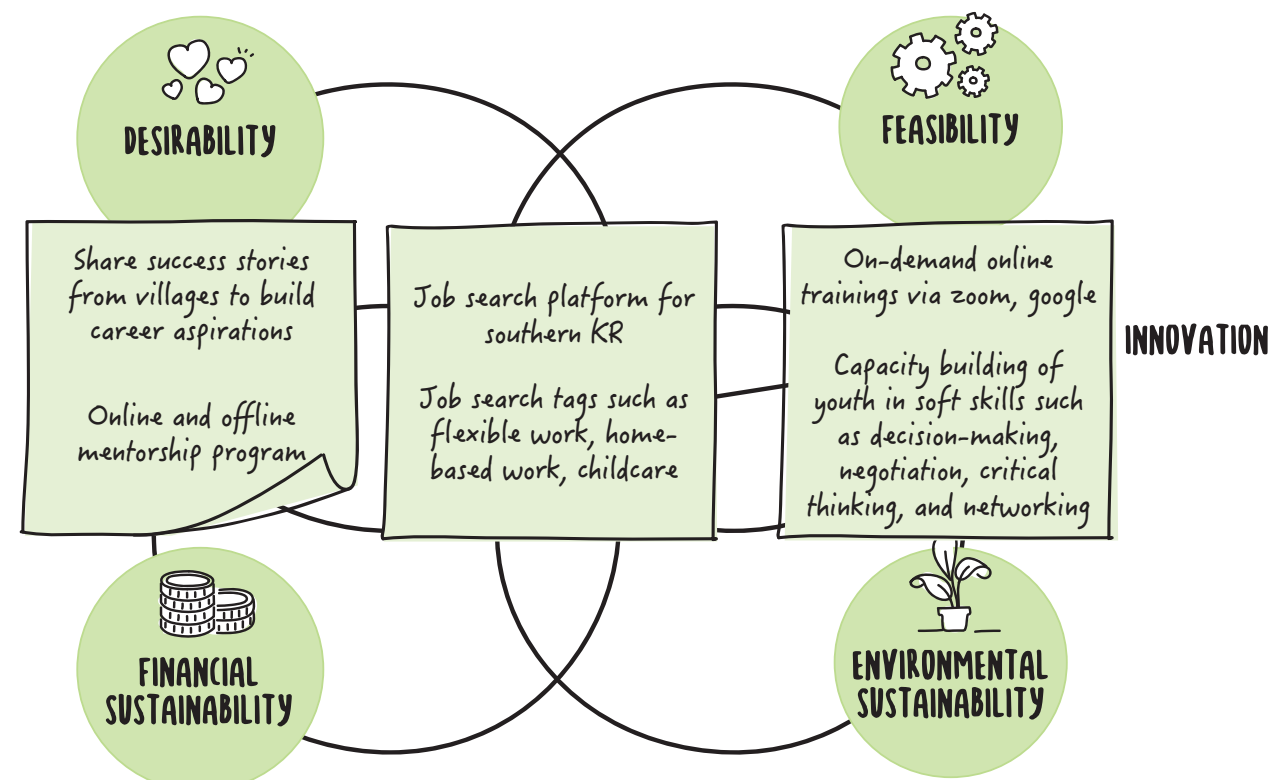


Use the criteria on this tool to help your team continue to narrow to the idea you want to advance.

SELECTING INNOVATIVE IDEAS

Instructions: Review all of the ideas that your teammates selected on the **Idea Selection** tool. There should be three per person. It is okay if different people selected the same idea or selected different ideas from the same solution cluster. Now, as a team, discuss where each of these ideas fits into the diagram below. The more overlapping circles in the diagram, the more innovative the idea is. You will look for the ideas that fall in the overlapping circles to determine which idea to advance to the next phase of the design process. At this stage in the design process, focus on the ideas that are most desirable (1) to your stakeholders first, followed by those that are technically feasible (2). As you prototype and test your idea, you will have the opportunity to think through financially sustainable (3) and environmentally sustainable (4) models and move your ideas closer to the centre of the diagram.

- 1 Why is your solution desirable?**
Will it meet the needs of your stakeholders?
Will it delight them? Do people want or need it?
- 2 Why is your solution feasible?**
Will you be able to make it work in context and at scale? Will it work technically?
Is there new technology required?



- 3 Why is your solution financially sustainable?**
Do you have the resources required to implement the solution over the near-term? Over the long-term? Will the solution generate income?
- 4 Why is your solution environmentally sustainable?**
Will the solution contribute positively to the environmental health of the community and the planet?



Use this tool to identify the most innovative ideas. You may not end up with an idea in the centre, so look for the idea that falls in an area with the most overlapping circles.



If your team is struggling to identify the most innovative ideas, review the definitions of each of the circles in the venn diagram and use the tool to help your team select an idea to advance.



60 minutes

Required



SELECTING ONE IDEA TO ADVANCE

Instructions: Your design team needs to select one idea to move forward in this **stage of your design work**. You may end up pursuing the other two ideas but for now you should focus your efforts on advancing the one idea with the most promise. Using only the most innovative ideas from the **Selecting Innovative Ideas** tool, have a conversation as a group about which idea has the most potential to make a difference for your stakeholders. Use the questions and considerations below to guide your conversation.

SELECTION CONSIDERATIONS

- Discuss as a team if there are requirements that a successful solution needs to meet. What is within and outside the scope of this project?
- Are there any particular constraints for this project?
- What are the negative experiences or unmet needs of the people you are trying to serve? Consider your POV statement again with this question.
- How will the experiences of those you are serving be improved if you solve this problem?
- Are there statistics or quantitative data that would be helpful to understand the current context when selecting an idea?
- What potential unintended harm to people or the planet could this project cause without a careful, thoughtful, participatory approach? How might your design team work to avoid these potential harms?
- What cultural norms or values does your team need to be aware of in selecting an idea?

A holistic employment and training app for Kyrgyz youth

Describe your idea in 1-2 sentences.
Who, what, where, when, why.

A digital platform for Kyrgyz youth:

- To share career stories, seek mentorship and counseling.
- Learn new skills.
- Build a resume, cover letter, professional profile.
- Find training, internship, and job opportunities.

Why did your team select this idea?

This solution will holistically support youth in enabling a smooth transition from education to employment by meeting varied needs that are currently not being addressed by different service providers (education, training, employment). This will support youth in realizing a career aspiration, acquiring a meaningful job, and prevent being a NEET youth.

How do you think this idea will solve the need you identified in your POV?

Our POV stated that Kutman needs a way to access relevant and meaningful job opportunity in Kyrgyz Republic. Getting a job will him enable Kutman to become confident and motivated and lead a successful life. This digital platform will support Kutman in finding a mentor to support him, accessing relevant training opportunities, building a resume, and getting a job.

Are there similar solutions that have already been implemented in your community or elsewhere? How is your idea different or how does it solve the problem for the stakeholders in a new way? What inspiration can you draw from the other solution?

Some digital platforms with some of these features already in exist in northern Kyrgyz Republic but there is no platform that comprehensively supports all the features we are imagining.



Now is the moment to select one single idea to advance. Use the questions on this tool to help your team reflect on why you selected this idea.



It may feel difficult to narrow to only one idea. Remember that you can always return to the ideas you generated later in the design process.



60 minutes

Required



ZOOM OUT TO GET THE BIG PICTURE

Instructions: Use this tool to reflect on the single idea your team wants to advance into the prototyping stage right now. You may end up pursuing the other two ideas but for now you should focus your efforts on advancing the one idea with the most promise. Think about how your idea relates to your POV statement and why you believe this idea will solve the problem your stakeholder experiences. Use this tool to zoom out to make sure your team is clear on the big picture of the idea you want to advance. Your team will design the details during the next phase of the design process.

GIVE YOUR IDEA A NAME: A holistic employment and training app for Kyrgyz youth

SKETCH YOUR IDEA:



WHAT?

What is your idea, solution or intervention?

Our solution is a digital platform for youth in KR:

- to share career stories, seek mentorship and counselling.
- learn new skills through innovative courses.
- Build cv, cover letter, professional profile.
- find training, internship, and job opportunities.

WHO?

Who is the presumed beneficiary of this solution?

The main beneficiary of this solution are youth (aged 18-29) from southern Kyrgyz Republic.

The secondary beneficiary of this solution are small and medium enterprises who provide training and employment opportunities to youth.

HOW?

How do you imagine this idea might be implemented? Who will implement it?

We plan to collaborate with an emerging entrepreneur or a startup to build the digital platform. We would support them with funding and technical expertise during the pilot implementation phase and expect them to take over during the scale up to ensure long term sustainability of the initiative.

WHY?

Why do you think this solution is going to improve outcomes for your stakeholders?

This solution will holistically support youth in enabling a smooth transition from education to employment by meeting varied needs that are not currently being addressed by different service providers (education, training, employment). This will support youth in realizing career aspirations and acquiring a meaningful job.



Take this opportunity to take a step back from the idea your team selected and describe the idea with a little more detail.



Think of this exercise as a generative activity - this is not about getting the answers right but rather about imagining what is possible.

06 PROTOTYPE

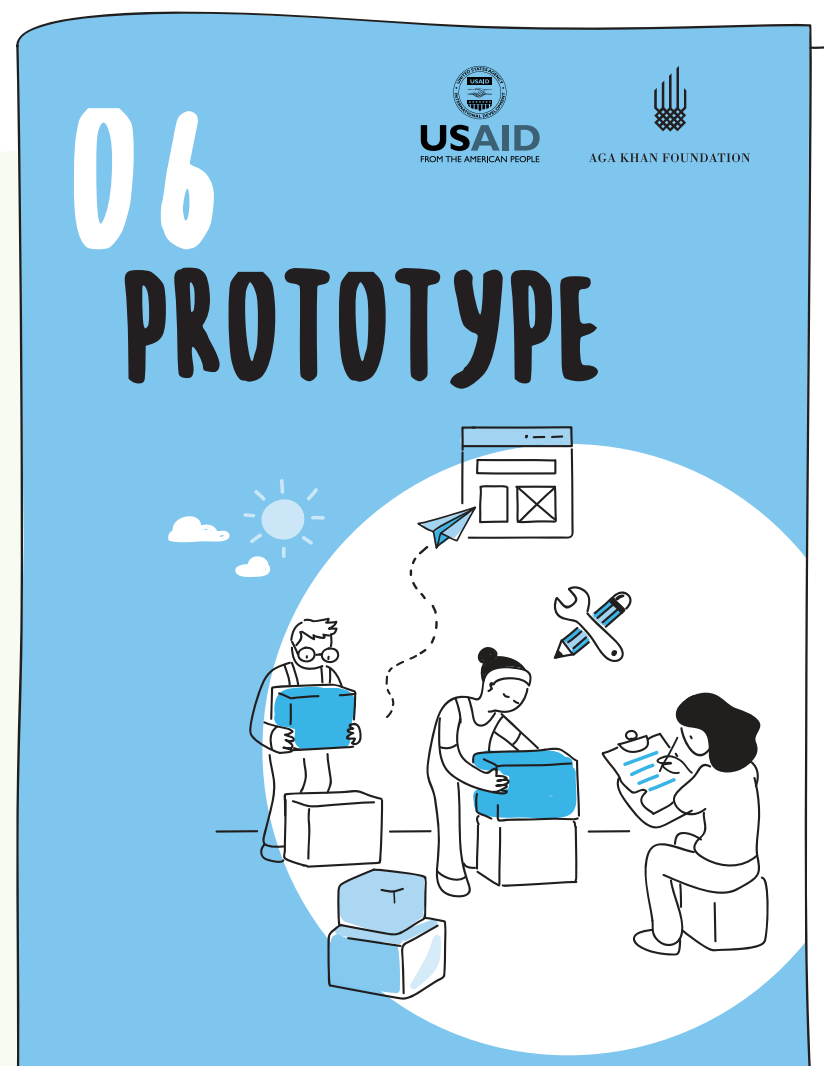


INTRODUCTION

Now that you have generated solutions based on your design research and synthesis, it is time to surface the assumptions you might be making about why your solution might solve your stakeholders' problem. You will then create low investment, quick experiments - we call them prototypes - to test those assumptions and advance your ideas.

This prototyping of ideas early helps ensure that the solutions WE are creating for those we are serving will meet their needs and actually solve the problems that matter the most to THEM.

What steps can we take to ensure we engage with those stakeholders and co-create solutions to the problems they face and the needs they have during our design process?



FACILITATION RESOURCES

COACHING FOR SUCCESS

During the **Prototype Phase** of the design process the design team will work collaboratively to create a prototype that represents an idea that will respond to the needs of the stakeholders. A great prototype will help the team gain a deeper understanding of the stakeholders and the problem. The team is making something to learn more and to improve the idea.

COACHING TO AVOID COMMON MISTAKES

A common mistake in the **Prototype Phase** is that teams attempt to make something that is more sophisticated, expensive, or time-consuming than what is really needed. Remember a prototype does not need to be extravagant in order to test an assumption about the idea. Avoid ideas that are too time consuming to produce. If the design team keeps delaying the prototype because they are not ready, then consider a smaller-scale or lower resolution option that might allow the team to begin to learn about their idea.

COACHING FOR MINDSETS

Hopefully, the team is feeling optimistic and energised by this phase of the design process. Allow the team to embrace their creative skills to imagine the prototypes. Teams often get attached to their ideas and want them to succeed at all cost. Help the team to remember prototyping is about learning, and you don't have to do something big or expensive to learn about how to improve the idea. Embrace the attitude of making and showing people tangible representations of the ideas, and not just talking about them. Taking action is better than waiting until it's perfect. Help the team feel comfortable with making something quickly and sharing it with stakeholders.

COACHING FOR ALIGNMENT

To successfully wrap up this phase of the design process, the team must answer the alignment questions in the Design Work Journal with specific and clear ideas. There may be many things that the team will want to learn about the idea and there will be many assumptions that are possible to test. It can be helpful to determine the foundational elements that will give the design team the most information about if their solution will meet their stakeholders' needs. Encourage design teams to narrow their focus to maximise what they are able to learn.

COACHING FOR QUALITY

A high-quality prototype is created to test assumptions about the idea, and elicit useful feedback about ways to improve. Help the team pick two assumptions that can be clearly tested by creating experiences for stakeholders to try and then following up with questions. It's important to know how you are going to understand and assess the feedback you get from testing the prototype. Remind the team that the assumptions they are testing in their prototypes should help them get a better understanding about how they will improve the outcomes for the community. Determining if stakeholders "like" something might not be enough to prove this is a valuable idea.

PROTOTYPE

Use the tools and resources in this guidebook to accomplish the goals below. Once your design team has achieved these objectives, you will be in a strong position to advance to the next phase in your design process. Use the reflection tools in the **Design Work Journal** to evaluate whether your design team is ready to move to the next phase.



As a team, get familiar with what a prototype is and why we create them



Further develop your teams' idea by discussing the details in more depth



Identify assumptions your team is making about why this solution will meet the needs of the stakeholder



Sketch out several different prototyping strategies your team might use



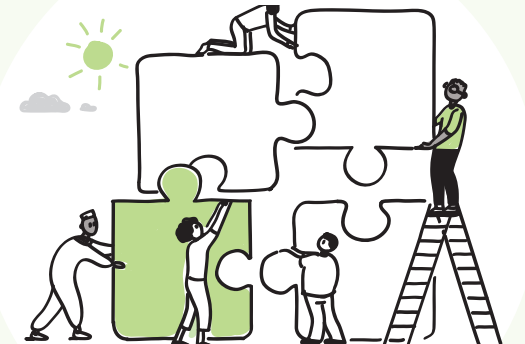
Determine the best prototyping strategy for the assumptions your team needs to test



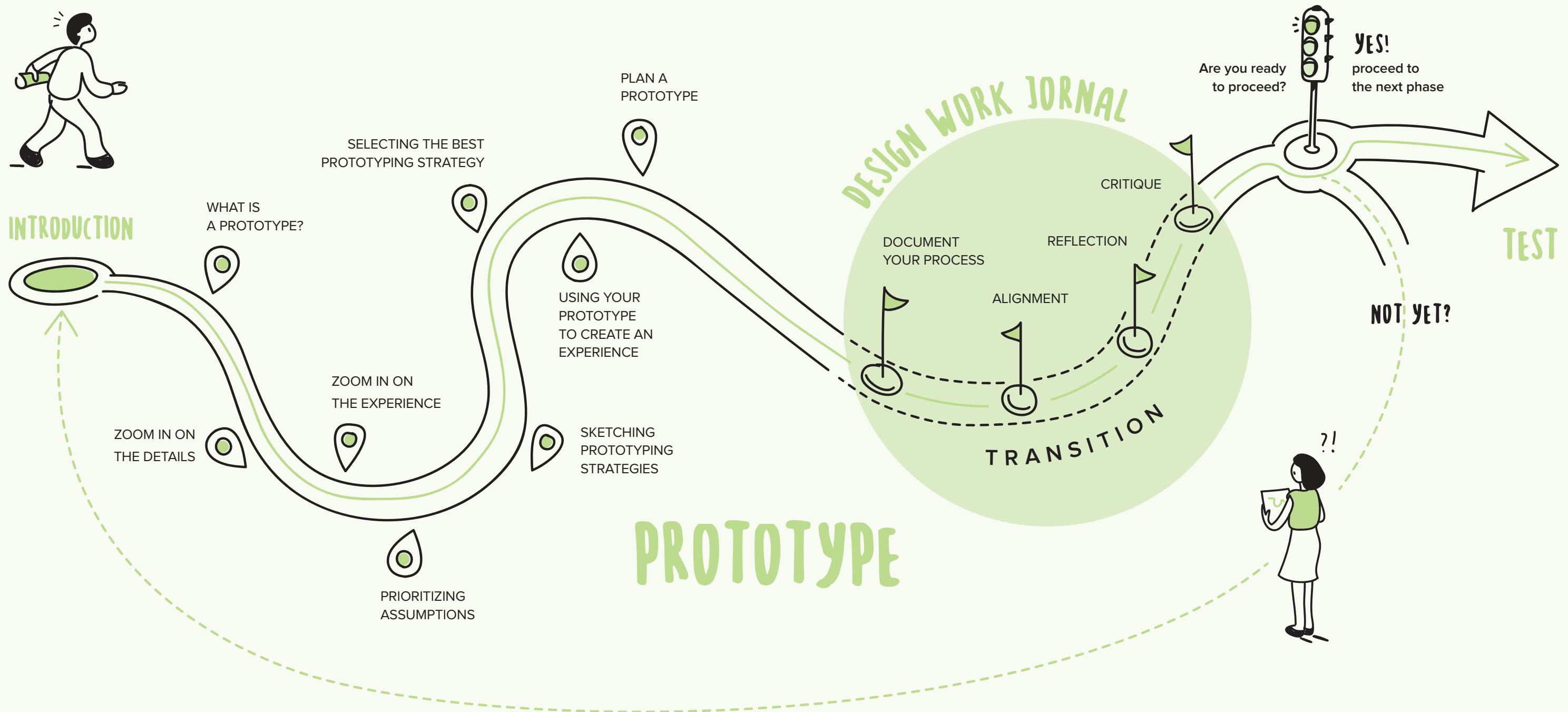
Think about how your team is going to create an experience for the person testing your prototype in order to get the most honest feedback possible



Make a plan and delegate tasks and responsibilities for testing your prototype



Build the artifacts you need in order to create an experience for the stakeholder, test your prototype and get honest feedback



OVERVIEW OF PROTOTYPE PHASE

The tools in the **Prototype Phase** are designed to help your team construct representations, models or small experiments to test the assumptions your team is making about why your solutions will create positive outcomes for your stakeholders.

These representations are intended to elicit feedback, answer specific questions about a concept and test assumptions embedded in the ideas.

OBJECTIVES OF PROTOTYPE PHASE

The goal of this phase is to get your design team aligned around what assumptions you are making about your solution so that you can design low-resolution prototypes (low time investment, low cost, small scale).

At the end of this phase, all team members should be clear on how they are going to conduct a prototype to test an assumption embedded in the team's solution.

MINDSETS OF PROTOTYPE PHASE

- Stay optimistic that you can solve the problem
- Prototype early and often in order to learn about your idea
- Start small to make big change
- Show don't tell
- Many cycles of prototyping are necessary to develop an idea

PROTOTYPE: ARTICLES



ARTICLES

Interested in learning more about this phase of the human-centred design process?
Click the links to read additional articles that give additional context as well as examples.



DESIGN THINKING 2:
RAPID PROTOTYPING



DESIGN THINKING 3:
COMPOSTING
PROTOTYPES



THE ART OF
THINKING THROUGH
MAKING



6 INVALUABLE LESSONS
FOR STARTUPS FROM
STANFORD'S FAMED
DESIGN SCHOOL



PROTOTYPE:

PROJECT EXAMPLE





60 minutes

ZOOM IN ON THE DETAILS

Instructions: Now that you've got a big idea from your brainstorm, let's expand upon it. Below are ten categories to help you think about the variety of elements that will make up your solution. Be specific and add detail. **Please note: you DO NOT have to use every box. If there are some that are irrelevant please disregard.** After you've expanded the idea, reflect on the assumptions you made in your planning about why this solution is going to solve the problem.

EVENTS When are there times when a group of people might need to convene for a specific purpose?

We will hold app launch events at certain locations to promote the mobile application, explain how it works, demonstrate the onboarding experience and lead to real time downloads.

We will advertise community meetups for youth to gather and share successful career stories from within the app.

RITUALS What are specific behaviours or actions that happen routinely to mark a specific moment might need to be created?

Those youth who have been successful at finding a desirable learning or earning opportunity through the mobile application will be encouraged to leave a review, refer a friend and upload a video talking about their experience in order to recruit more NEET youth and to give back to the community.

SPACE How might new spaces need to be used or created for this idea?

There is no need for a physical space for this solution. Some of the community meet-ups can be hosted at vocational training centers, educational institutes, or community resource centers to invite youth to share their success stories and inspire others from the community.

A holistic employment and training app for Kyrgyz youth

POLICY What policies would need to shift or be created?

We need to create safeguarding policies regarding storing and sharing youth data on the platform and with relevant employers. We also need to create policies for organisations to share their opportunities on the platform.

COMMUNICATION What new forms of communication will need to take place?

Social media marketing will be extensively used for paid and unpaid marketing and promotion of the product.

The mobile application itself will support a messaging feature for youth to reach out to mentors or employers for any direct questions/inquiries.



This tool breaks down many of the building blocks of an idea. Use this framework to help your team generate more details about your idea.



The decisions you are making during this exercise are your best guess at this time. You will test the assumptions you are making in the next phase of the process.

TRAININGS What trainings might need to take place to build capacity for different stakeholders?

We need to organise onboarding sessions and training for youth and organisations to download and use the app. The team may organise offline trainings for career development, skill development, etc. in order to promote the app.

ROLES What new roles might need to be created for this idea to be successful?

- We need to recruit a project coordinator to supervise the overall coordination and management of several implementation activities, development of mobile application, and promotion and marketing.
- We need to recruit a product development team to lead the software development.
- We need to recruit experts to oversee brand design and promotion of the mobile application.
- We need to recruit a community manager to ensure youth engagement activities and youth-led content generation

Our solution is a digital platform for youth in Kyrgyz Republic

- To share career stories, seek mentorship and counseling
- Learn new skills
- Build a resume, cover letter, professional profile
- Find training, internship, and job opportunities

OBJECTS/PRODUCTS/TOOLS What new artifacts or objects might need to be created for this idea?hh

We will need to create a mobile application and supporting data management systems for the idea.

OTHER? What are other considerations?

We will need the right team, the right amount of time, and funding to deliver this resource effectively. It will require iterations to get it right including testing with users and content generators who intimately understand this domain.

SERVICES What new services, programs or interventions might need to be created to make this idea successful?

We need to work with SMEs, employers, educational and training organisations to develop guidelines for sharing opportunities on the platform.

ASSUMPTIONS What beliefs do you have about why this idea will meet your stakeholders' needs? How will this intervention dismantle societal inequities (gender, racial, socioeconomic, etc.)? Will the intervention improve outcomes? How?

This solution will holistically support youth in enabling a smooth transition from education to employment by meeting varied needs that are currently not being addressed by different service providers (education, training, employment). This will support youth in realizing career aspirations, acquiring a meaningful job, and prevent being a NEET.

The youth in southern KR, especially those from remote and rural areas, have no career aspirations due to isolation and a lack of youth community. This idea should enable youth to learn from successful youth in their community and discover possible choices about what they wish to do in future.

Many youth in southern KR, especially women, are unable to participate in training due to geographic isolation, language or financial constraints. Contextually relevant and affordable trainings delivered online will enable all youth to acquire practical skills demanded in the job market.

The existing job search platforms are mostly focused on white-collar jobs in Bishkek. A new job search platform specifically focused on informal sector jobs in southern KR would democratise job availability and improve employability of youth.



Not all of the building blocks will be relevant to your team's idea. If they are not, just leave those blocks blank.



Be sure to work together to uncover all the assumptions you are making about why this idea is sustainable, desirable and feasible.



60 minutes



ZOOM IN ON THE EXPERIENCE PART I

Instructions: First, identify the persona of the stakeholder for whom you are designing. Next, draw a storyboard that maps out the experience you are hoping to create for that stakeholder. Step into your stakeholder's shoes and imagine what they will experience at every step of the engagement. Think about the experiences you are hoping to create, whether your idea is program, a service or a product. **Please note: you DO NOT have to use every box. If there are some that are irrelevant please disregard.** After you complete your storyboard, you are going to use this story to generate assumptions you are making about the solution on the next page.

0 PRE – EXPERIENCE

How might your stakeholders learn about and engage with your solution? What would have to be true in order for this idea to succeed?

AWARENESS SKETCH



DESCRIPTION:

Youth need to be aware of the mobile application, should know how and where to access it, and have some experience in using digital applications.

1 WELCOME EXPERIENCE

How might you engage with your stakeholder (or how might the stakeholder engage with you) at the beginning of the experience?

DISCOVERY SKETCH



DESCRIPTION:

Youth discover the mobile application through social media and get prompted to download the application. They install the application and learn about the features through onboarding screens.

2 DURING EXPERIENCE, PHASE 1

What is the first notable moment in the overall experience and how might you engage with your stakeholder at this moment?

ENGAGEMENT SKETCH



DESCRIPTION:

The mobile application automatically detects location to show filtered content. Videos of youth from neighboring communities talking about their career stories can be the first pull to the mobile app.

FOR WHOM ARE YOU DESIGNING?

Describe the stakeholder who you are imagining in this storyboard. Refer to the Persona you created in the **Synthesise Phase**. Prototyping is about answering questions about the idea itself and how it will impact the stakeholder.

3 DURING EXPERIENCE, PHASE 2

What is a second possible moment in the overall experience and how might you engage with your stakeholder at this moment?

ENGAGED SKETCH



DESCRIPTION:

The youth find interesting and locally relevant lists of training, internships, scholarships and job opportunities through the mobile application.

4 DURING EXPERIENCE, PHASE 3

What is a third possible moment in the overall experience and how might you engage with your stakeholder at this moment?

UTILIZING SKETCH



DESCRIPTION:

The youth find an opportunity to build their resume by answering a series of simple questions and choosing a template. They also have an option to listen to their peers talk about what makes a good resume, cover letter, and how to prepare for interviews.

5 POST – EXPERIENCE

What will your stakeholders experience at the end of the experience?

SUCCESS SKETCH



DESCRIPTION:

Those youth who are able to successfully find a learning or earning opportunity using the mobile application become champions of the solution and refer others to the platform. They also record and upload videos of their journey to inspire others and give back to the community.



60 minutes

ZOOM IN ON THE EXPERIENCE PART 2



Instructions: Now, review your storyboard and take the assumptions you generated in the **Zoom In On the Details** exercise and match them to the phase of the experience that is most relevant. If there are new assumptions that emerge from the storyboarding exercise, include them as well. Next, reflect on those assumptions related to the questions you need to answer through testing your solution with stakeholders.

0 PRE – EXPERIENCE

How might your stakeholders learn about and engage with your solution? What would have to be true in order for this idea to succeed?

What assumptions are you making about your stakeholders during this phase of the experience? What would have to be true in order for this idea to succeed?

- Youth need a resource to look for learning and job opportunities.
- Youth are willing to engage with a mobile application and use it regularly to search for jobs
- Youth have access to digital devices and experience in using digital tools and mobile applications.
- Are social media ads the best way to promote mobile app?

Do you feel confident that this assumption is correct? Why or why not?

Yes, we feel that these assumptions are correct but we still would benefit from testing them to get feedback from the youth.

What do you need to learn in order to question this assumption?

We need to engage NEET youth with a variety of resources on a variety of platforms in order to understand their preferences.

1 WELCOME EXPERIENCE

How might you engage with your stakeholder (or how might the stakeholder engage with you) at the beginning of the experience?

What assumptions are you making about your stakeholders during this phase of the experience? What would have to be true in order for this idea to succeed?

- Will youth download the application when prompted?
- The onboarding screen are easy to navigate and understand.
- Youth are motivated to continue using the application after completing the onboarding process.
- Youth find the onboarding process intuitive and user-friendly.

Do you feel confident that this assumption is correct? Why or why not?

We are unsure if NEET youth will be interested in using an app to aid in their job training and search.

What do you need to learn in order to question this assumption?

We need to engage NEET youth about their current job search to understand what they prefer, what they use currently and what is missing

2 DURING EXPERIENCE, PHASE 1

What is the first notable moment in the overall experience and how might you engage with your stakeholder at this moment?

What assumptions are you making about your stakeholders during this phase of the experience? What would have to be true in order for this idea to succeed?

- Youth will allow access to location services for the use of app.
- There is content available for most major pilot districts. The filtered content based on location is relevant and valuable to the youth.
- Videos of youth from neighboring communities sharing their career stories attract and engage users.
- Youth find the career story videos relatable and inspiring.
- The presence of career story videos as the initial content encourages youth to explore further features of the mobile app. The automatic location detection and filtered content enhance the user experience.

Do you feel confident that this assumption is correct? Why or why not?

We are unsure if the social aspect of our solution will appeal to youth, especially from different communities.

What do you need to learn in order to question this assumption?

We need to engage NEET youth and share stories from peers to see if they resonate and inspire the NEET youth in their job search.

FOR WHOM ARE YOU DESIGNING?

Describe the stakeholder who you are imagining in this storyboard. Refer to the Persona you created in the **Synthesise Phase**. Prototyping is about answering questions about the idea itself and how it will impact the stakeholder.

3 DURING EXPERIENCE, PHASE 2

What is a second possible moment in the overall experience and how might you engage with your stakeholder at this moment?

What assumptions are you making about your stakeholders during this phase of the experience? What would have to be true in order for this idea to succeed?

- The implementation team will form enough partnerships with willing employers and training providers to curate a list of opportunities on the platform.
- The youth consider the list of trainings, internships, scholarships, and job opportunities presented in the mobile application as interesting.

Do you feel confident that this assumption is correct? Why or why not?

We need to understand better if organisations and potential employers might be willing to work with us on the app.

What do you need to learn in order to question this assumption?

We need to engage organisations and potential employers to see if they are interested in collaborating with us.

4 DURING EXPERIENCE, PHASE 3

What is a third possible moment in the overall experience and how might you engage with your stakeholder at this moment?

What assumptions are you making about your stakeholders during this phase of the experience? What would have to be true in order for this idea to succeed?

Youth would be interested in building a resume using the mobile application and use it for further job search process.

- The youth find the process of applying for the listed opportunities straightforward and accessible.
- Youth perceive the opportunity to build their resume through answering simple questions and choosing a template as valuable.
- The series of simple questions effectively guide youth in constructing a comprehensive resume.
- The availability of multiple resume templates caters to the preferences and needs of the youth.
- Youth find the resume-building process engaging and user-friendly.
- Listening to peers talk about resume writing, cover letters, and interview preparation is beneficial and informative for the youth.

Do you feel confident that this assumption is correct? Why or why not?

Yes, we feel that support with resume building will be helpful to NEET youth, but we need to understand more about their preferences about how they want to interact with the app.

What do you need to learn in order to question this assumption?

We need to engage NEET youth in resume building activities to understand what appeals to them.

5 POST – EXPERIENCE

What will your stakeholders experience at the end of the experience?

What assumptions are you making about your stakeholders during this phase of the experience? What would have to be true in order for this idea to succeed?

- Youth who successfully find learning or earning opportunities using the mobile application become champions of the solution and refers it to others.
- Youth who find opportunities through the mobile application record and upload videos of their journey to inspire others.
- Youth who become champions of the solution actively engage in community-building activities within the mobile application.
- The presence of champions and user-generated videos positively impacts user engagement and platform usage.

Do you feel confident that this assumption is correct? Why or why not?

We are unsure if NEET youth will be willing to refer their friends and community to the app.

What do you need to learn in order to question this assumption?

We need to engage NEET youth to understand if they might be willing to share the app with those in their community.



60 minutes



PRIORITIZING ASSUMPTIONS

Instructions: First, reflect on the assumptions your team generated during the two previous activities. Using the tool below, categorize your assumptions. Finally, prioritize the assumptions your team needs to test in the first round of prototypes on the spectrum at the bottom of the page.

ASSUMPTIONS ABOUT IMPACT

What assumptions are you making about why this idea will improve outcomes for your stakeholders?

- Some youth will be able to successfully reach their learning or earning goals through the mobile application.
- Some youth will be inspired by the career stories to pursue a different choice than their original path
- There exist enough willing employers and training providers to curate a list of opportunities on the platform.

ASSUMPTIONS ABOUT FUNCTION

What assumptions are you making about how this idea will work (who will be responsible, what partnerships are necessary, how will it reach the stakeholders)?

- Youth need a resource to look for learning and job opportunities.
- A mobile app is the best format to reach youth. They will trust the information they get from the app
- Youth will allow access to location services for the use of app.
- The app will have content available for most districts we seek to serve.
- Youth would be interested in building a resume and will use the resume for further job search processes.
- The marketing and outreach of the app has reached the right audience.

ASSUMPTIONS ABOUT FORM

What assumptions are you making about what this idea will look like (where will it take place, when will it take place, what will need to be made)?

- Youth have access to digital devices and experience in using digital tools and mobile applications.
- Are social media ads are the best way to promote mobile app?
- Will youth download the application when prompted?
- Is the onboarding screen easy to navigate and understand?

Now, circle the assumptions that are the most critical to the success of the solution and place on the spectrum below. Your team should build prototypes to test these assumptions first.

LEAST CRITICAL

Some youth will be inspired by the career stories to pursue a different choice than earlier.

There exist enough willing employers and training providers to curate a list of opportunities on the platform.

Youth would be interested in building a resume using the mobile application and use it for further job search processes.

The onboarding screens are easy to navigate and understand.

Youth have access to digital devices and experience in using digital tools and mobile applications.

MOST CRITICAL



Use this tool to help your team think about what aspects of your solution you are making assumptions about.



By prioritizing the assumptions, your team will be in a good position to decide what and how to test your prototypes.

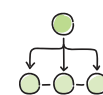


60 minutes



SKETCHING PROTOTYPING STRATEGIES

Instructions: First, review the different types of prototypes in the resource section at the beginning of the guidebook. Next, as a team, sketch out six options for testing your idea using each of these prototyping strategies. Your team won't necessarily use all of these strategies, but by brainstorming and sketching multiple ideas, you will generate different options to select from during the testing phase.



DIAGRAMS

We can share the information architecture of the app with organisations and employers to get feedback.



MODEL

We can create a workshop experience that models the information shared on the app to give NEET youth the chance to physically immerse in the experience.



MEETING

We can organise a meeting of NEET youth with a mentor to see if they are interested in listening to their story, asking questions, etc.



ADVERTISEMENT

We can create a mock social media advertisement of the app to prompt download.



WIRE FRAME

We can create a clickable prototype of the basic features of app to test usability with youth and employers.



TOOLS-RESOURCES

We can create a set of guidelines and tips for youth and employers to see if the content is of interest to them.



This tool is meant to help your team brainstorm many different strategies. You will not use all of them.



Remember, this exercise is meant to help you think generatively. There is no correct answer.



60 minutes



SELECTING THE BEST PROTOTYPING STRATEGY

Instructions: Now that your design team has sketched out a variety of possible prototyping strategies, discuss which strategy will be most effective for testing your priority assumptions. Use the tool below to reflect on what you are going to test and why it will help you learn about your idea.

We believe that...
(solution)

The mobile application Adis.

Will create better outcomes for stakeholders because...
(assumption)

It will support NEET youth to get the guidance they need to succeed in their job search. The app will enable youth to find career inspirations, will support them in finding the right learning and training opportunities, will help them in developing their resume, cover letter for job application, and provide meaningful job opportunities.

In order to test that assumption, we are going to try...
(prototype strategy)

Create an interactive mobile application prototype with some of the features.

After we test our prototype, we need to ask the stakeholder about...



You may want to select one or more prototyping strategies.



Work together as a team to come to a consensus about the best strategy or strategies and why. If your team is struggling to come to a consensus, try completing the activity individually first and then share with the group.



60 minutes



USING YOUR PROTOTYPE TO CREATE AN EXPERIENCE

Instructions: Making a prototype is not enough! Now, it is time to take your prototype into the field and help bring it to life for your stakeholders. The best way to do this is by creating an experience around the prototype. Review the different strategies for creating an experience and select the best strategy for your prototype and the assumptions you need to test. Next, reflect on the questions below to prepare to create your prototype experience.



ACT IT OUT

Sometimes a prototype represents a service or an experience. In order to test a prototype of a service or experience, your team must create a simulation of that experience, which stakeholders can act out in order to understand it and provide feedback.

How will your stakeholders act out your prototype?

We will host a resume building workshop to engage NEET youth in potential content for the app.

Why is this a good strategy for your prototype?

This will help us to understand what content might be helpful for the NEET youth.

What does your team need to build for this prototype?

We need to design the workshop and any curriculum. We need to recruit NEET youth to participate in the workshop.



TRY IT OUT

Sometimes a prototype represents a product or tool. In order to test a prototype of a product or a tool, your team must create a low-resolution version of the product or tool. This allows your stakeholders to interact with the product or tool in order to understand it and give feedback. Sometimes your team might also test your idea by trying it out yourselves.

How will your stakeholders try out your prototype?

We will create an interactive prototype of mobile application for youth and stakeholders to engage with and provide feedback.

Why is this a good strategy for your prototype?

This will give the users a real sense of the product and a chance to comment on its usability and desirability.

What does your team need to build for this prototype?

We need access to a mockup of the phone app and plan list of features and their interactions.



LEAVE IT OUT

Sometimes a prototype is a representation of an intervention designed to change behaviour. In order to test a prototype of an intervention designed to change behaviour, your team must create an artifact that stakeholders encounter on their own in the community. This intervention is used to create a response from the stakeholders in order for your team to understand and gather feedback about your idea.

How will your stakeholders encounter your prototype?

We will create a flyer for the app with a QR code. We will track how many NEET youth sign up for more information.

Why is this a good strategy for your prototype?

This will allow us to have a conversation about the potential content and format of the playbook.

What does your team need to build for this prototype?

We need to create the flyer, the QR code and the online sign up. We need to identify places to leave the flyers. We need to track sign ups and follow up with those who did.



Having participants experience your prototype yields more detailed, more specific and more productive feedback. Remember, a good prototype involves a small number of stakeholders and requires little time to prepare and implement. You DO NOT need to use every box if some of them are not relevant to your project.



It is important that you create an experience for your stakeholders to participate in when they are testing your prototype.



60 minutes

PLAN YOUR PROTOTYPE

Instructions: Now that you've decided what prototype you want to use to test your assumptions, use this tool to help you plan the testing of your prototype. Remember, a good prototype involves a small number of stakeholders and requires little time to prepare and implement. **Please note: you DO NOT have to use every box. If there are some that are irrelevant please disregard.** Be sure to reference the resources in the beginning of this guidebook for guidance.

Name of Your Prototype: **ADIS**

An integrated digital ecosystem that increases the quality of youth employment programming. A mobile-based solution that facilitates implementation at scale by providing supportive career guidance, immersive learning experiences, relevant market information, and accessible job linkages.

1. WHAT ASSUMPTIONS WILL YOU BE TESTING WITH YOUR PROTOTYPE?

- The youth do not have an opportunity to learn about different career options
- The youth do not have any mentorship opportunity
- Having a career discovery platform will enable youth in realizing aspirations, seeking a personal mentor, and identifying the right training opportunity
- The only platform for youth to look for job opportunities is through their own network — family, friends, relatives.
- Youth do not currently have knowledge to build their resume, cover letter

2. WHO WOULD YOU LIKE TO PARTICIPATE IN YOUR PROTOTYPE AS TESTERS?

- Youth aged 18-22; older youth aged 23 - 29; youth from rural areas in southern Kyrgyz Republic. Include women in all of these categories.
- Youth from urban areas in southern Kyrgyz Republic; small and medium enterprises; association of small and medium enterprises; digital entrepreneurs.

3. WHO MIGHT HELP YOU FACILITATE THE TEST OF THE PROTOTYPE?

- Members of design team
- Members of Coalition of employers
- Members of NGOs that support NEET youth

4. WHERE WILL YOU TEST THE PROTOTYPE?

We will schedule in-person testing sessions at universities, training centers, job search centers, offices of SMEs.

As a team, reflect on potential unintended harm to people or the planet that your idea and your prototype could cause without a careful, thoughtful, participatory approach? How might your design team work to avoid these potential harms?

5. HOW WILL YOU SET UP THE SPACE?

We will set up a laptop and mobile phone with the demo of the digital platform.

6. WHAT MATERIALS WILL YOU NEED?

We will need to develop a low fidelity prototype of the digital solution to test with the users.

7. ANYTHING ELSE YOU NEED TO PREPARE?

We need to give someone responsibility to take extensive notes and pictures during the testing.

8. WHAT ARE THE STEPS THAT YOU NEED TO COMPLETE IN ORDER TO TEST YOUR PROTOTYPE?

1. We need to develop information architecture of the digital platform.
2. We need to develop basic user experience of the mobile application with all the features.
3. We need to develop clickable/interactive prototype of the mobile application that can allow a user to navigate all the features.
4. We need to identify and invite users from selected groups for testing session.
5. We need to schedule and hold the testing sessions.
6. We need to explain the project and set expectations.
7. We need to run the testing session, ask feedback, seek consent to take photos, and thank them for their time.



This activity will help you connect your process of designing a prototype to thinking about how to test that prototype.



Be sure to get specific with logistical details. This will help your team be successful at testing your prototype.

07 TEST



INTRODUCTION

Now that you have developed your prototype, it is time to engage with stakeholders to test your ideas and receive authentic feedback, both positive and critical.

Testing ideas early helps ensure that the solutions we are creating for those we are serving will meet their needs and actually solve the problems that matter the most to them.

What steps can we take to ensure that we test our ideas early before we have become overly invested in the solution? How can we learn from critical feedback in order to iterate our ideas to have the greatest potential impact?

FACILITATION RESOURCES

COACHING FOR SUCCESS

Feedback is a gift. Design teams might want to hear only praise for their prototypes but that will not help them improve the idea. Encourage design teams to seek critical and thoughtful responses that will help the team make their idea even stronger. The team will want to test the prototype with a variety of stakeholders. Consider typically underrepresented stakeholders that might not usually have a voice in how ideas get developed and implemented. This range of feedback will be very helpful to the team. It can be awkward for stakeholders to give honest feedback. Do whatever you can to assure them that the most helpful responses are honest, authentic and critical.

COACHING FOR ALIGNMENT

To successfully wrap up this phase of the design process, your team must answer the alignment questions in the Design Work Journal with specific and clear ideas. The design team will want to identify three things that they learned from prototyping. If the design team is struggling to find alignment then first consider some criteria that you could use to evaluate the ideas more objectively. For example, what was most important about what they learned in terms of testing their assumptions? They can also ask an external stakeholder or community member to join the team and give input on the ideas.

COACHING FOR QUALITY

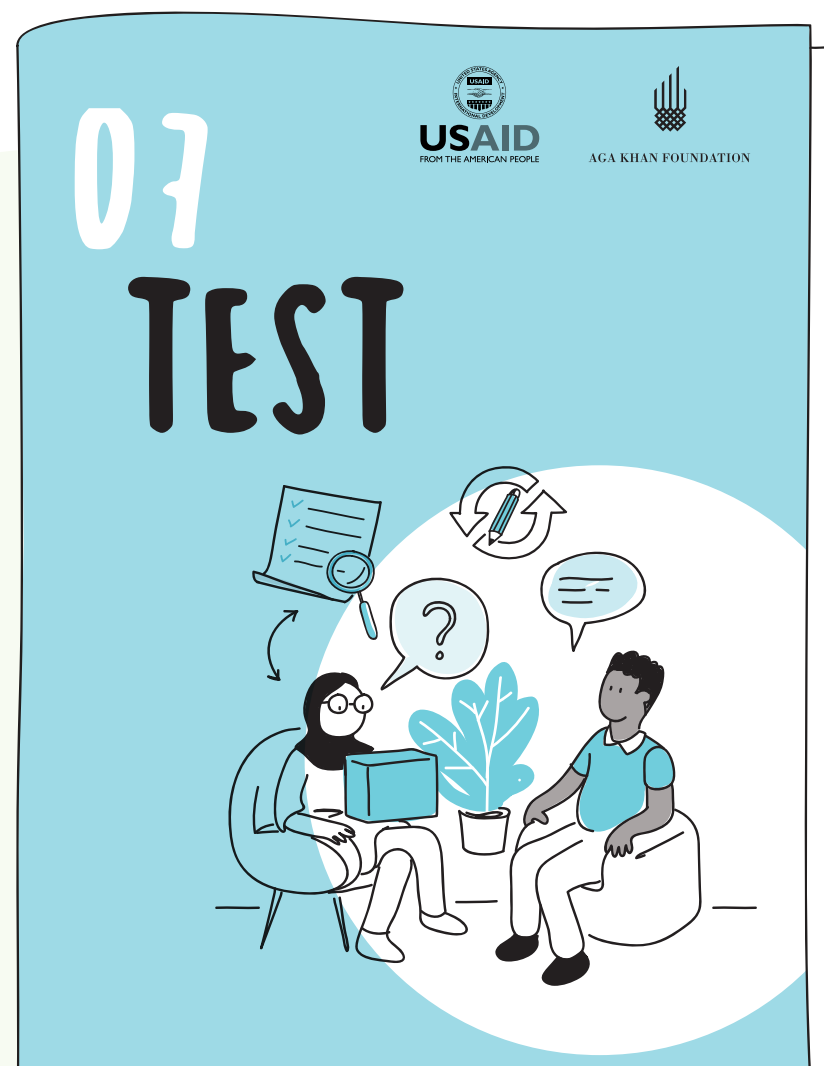
A high-quality test of a prototype should help design teams answer very specific questions about their idea and the assumptions they are making about why that idea will improve outcomes for the community. Another sign of a high-quality test is that the design team is excited about iterating to increase the potential impact of their concept.

COACHING TO AVOID COMMON MISTAKES

A common mistake in the **Test Phase** is that the team wants to validate the idea rather than seek deeper understanding about how to solve the problem for the stakeholders. If all of the feedback is, "love it!" or "This is a great idea!" then the team is not learning about how to improve their idea to meet the needs of the stakeholders. This often means that people are being too nice or polite. Encourage teams to avoid asking leading questions about their prototype. Remind design teams of the lessons from the **Empathise Phase** that helped them ask good open-ended questions.

COACHING FOR MINDSETS

Critical feedback can be difficult to hear sometimes, so encourage the design team to stay optimistic that feedback is a valuable tool for improving their work. Remind the design team to test their prototypes often, and incorporate feedback as quickly as they can so they aren't getting the same feedback repeatedly. The design process is an iterative process so the team will have a chance to test again. Encourage design teams to not put all their ideas into this first round of testing but to start with what they need to learn about first.



TEST

Use the tools and resources in this guidebook to accomplish the goals below. Once your design team has achieved these objectives, you will be in a strong position to advance to the next phase in your design process. Use the reflection tools in the **Design Work Journal** to evaluate whether your design team is ready to move to the next phase.



As a team, review the best practices for testing prototypes



Create an experience to test your prototype with stakeholders



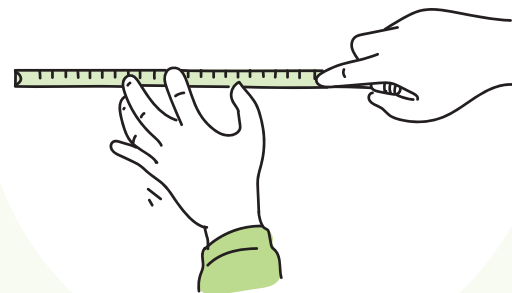
Get ready to engage your stakeholders in the test



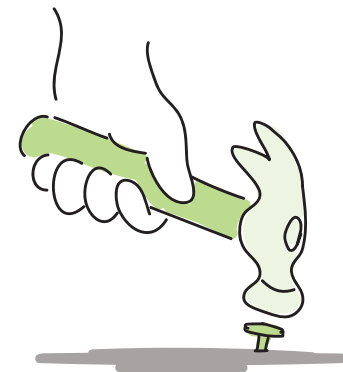
Gather feedback from your tester to gain a deeper understanding about ways to improve the idea



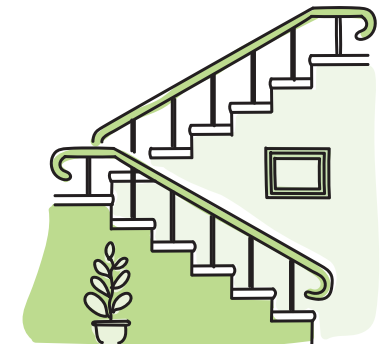
As a team, discuss what you learned from testing your prototype



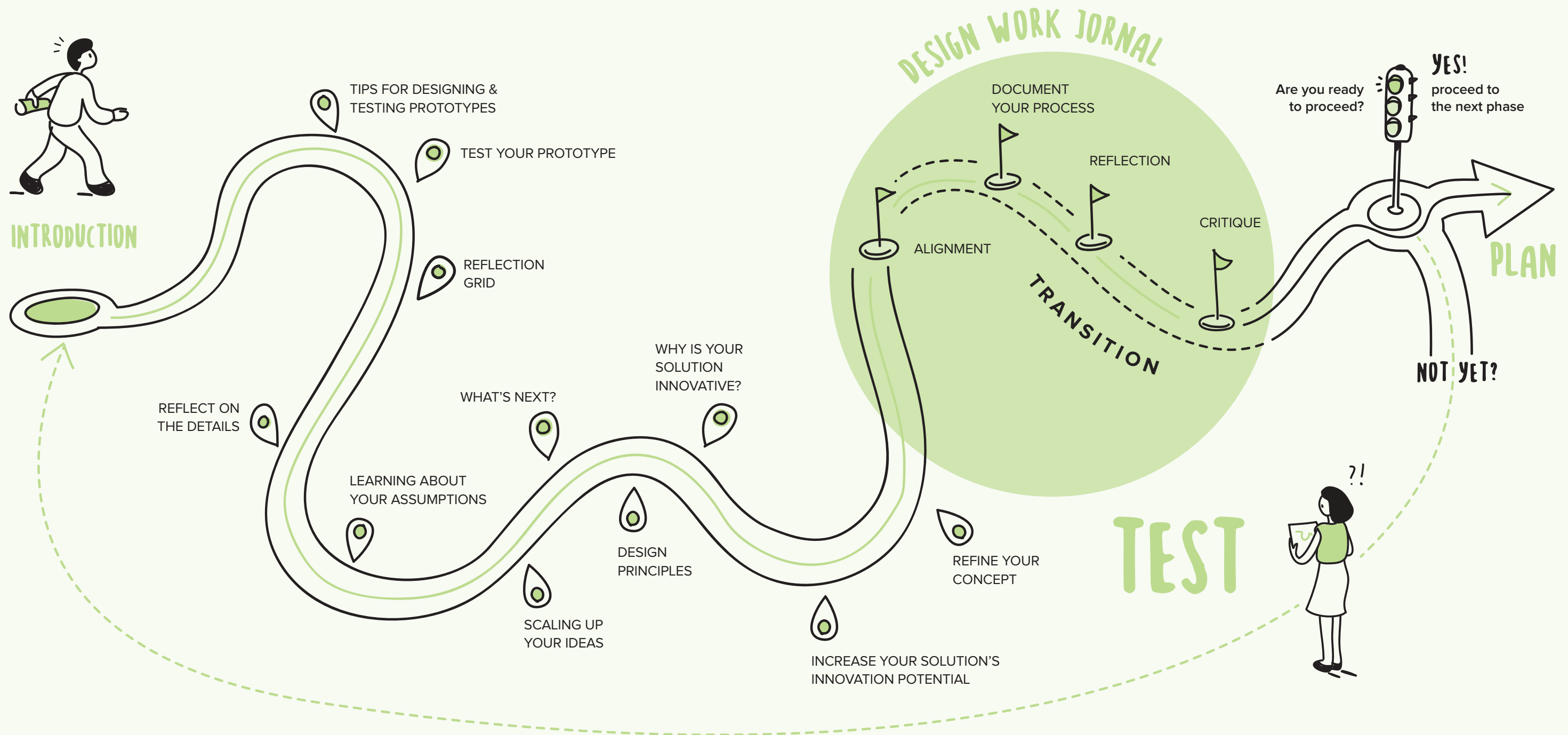
Determine whether this idea is ready to implement or needs further testing



Improve or change your idea based on the feedback you received and your teams' reflections



As a team, determine your best next steps in the design process based on what you learned about your idea



OVERVIEW OF TEST PHASE

The tools in the **Test Phase** are designed to help you use your tangible prototypes to create experiences for stakeholders in order to test your solutions.

These tests are intended to elicit feedback, answer specific questions about a concept and test assumptions embedded in the ideas.

OBJECTIVES OF TEST PHASE

The goal of this phase is to test your low-resolution prototype with stakeholders to get authentic feedback.

At the end of this phase, you should be clear about whether the solution you brainstormed has the potential to meet the needs you identified in your POV statement. You should also have a clear sense of how you want to iterate your next prototype.

MINDSETS OF TEST PHASE

- Stay optimistic that you can solve the problem
- Prototype early and often in order to learn about your idea
- Start small to make big change
- Show don't tell
- Many cycles of prototyping & testing are necessary to develop an idea
- Feedback is a gift to improve your ideas

TEST: ARTICLES



ARTICLES

Interested in learning more about this phase of the human-centred design process?
Click the links to read additional articles that give additional context as well as examples.



8 WAYS TO FAIL YOUR
WAY TO SUCCESS



FAILURE TO LEARN



FEEDBACK IS
NOT A FAD



DESIGN ITERATION
BRINGS POWERFUL
RESULTS. SO, DO IT
AGAIN DESIGNER!



TEST:

PROJECT EXAMPLE





TEST YOUR PROTOTYPE

TESTING DEBRIEF QUESTIONS & NOTES

Instructions: Once you have generated an idea, it is time to test the assumptions behind the idea about why the solution is going to meet the needs of the stakeholder. Your design team will test these assumptions through prototypes - rapid, simple experiments that do not require a lot of resources -- that stakeholders interact with. By now, your team should have identified the assumptions you need to test and built a prototype to test them. Now is the time to go test your prototype with stakeholders. Remember to take detailed notes both during the test of the prototype and during the debrief. If the stakeholders consent, take photographs of the testing session.

Use this tool to prepare to test by generating debrief questions. Then use the tool to take notes during and after the testing session. Be sure to keep notes about the specific observations and quotations you hear from the debrief. Listen and look for emotions and motivations. Also, listen for ideas that are surprising to you, as well as contradictory information. The more notes you take, the better able your team will be to respond to the feedback in your next iteration. Please feel free to print more of these pages as needed.

DEBRIEF QUESTIONS

Generate debrief questions that most relevant to the assumptions you are testing and the feedback you need. Write them here.

1. Do you frequently use apps on your phone? Which apps are your favorite? Why?
2. Would you use this app to look for a job? Would you use this app to get career counseling? Would you use this app to create your resume? What else would you like this app to do?
3. How have you found a job in the past? What help did you get? From where?
4. How do you decide what kinds of jobs to look for? What influences your decision?
5. Do you trust information you find online? Do you trust job posts you find online? Why or why not? How could this app earn your trust?
- 6.
- 7.
- 8.
- 9.
- 10.

At the end of testing the prototype and debrief, always ask this final question: Is there anything more you would like to share with me?

TESTING AND DEBRIEF SESSION NOTES

Write down specific quotations during the testing session and from the debrief. Listen for stories, emotions, motivations and behaviours. Listen for surprising or contradictory information. Look for emotions (sadness, excitement, joy) in the person's body language and facial expressions. Ask for specific feedback, both positive and negative.

All participants had good knowledge of mobile apps and their services.

Participants liked the career counseling feature. It would give them a picture of what the procedures are for becoming a computer programmer.

Participant also likes the resume template feature, which is essential for them to get a job.

Participant has no idea what to do next, and how to find a job and the app helped her understand next steps.

"The main issue with youth is that they do not know who they want to become."

"I am very interested in the mobile application and in the career counseling."

What kinds of supports are going to be helpful to create engagement?

Participant is very skeptical about vacancies posted online as she believes they are scams.

Participants did not like the recommendation feature, as they thought it would give less advantage for those who have no recommendation to provide.

"I have never heard of vacancy web sites nor about mobile apps."

"I would recommend adding a 'News/Announcements' section."

Participant was not very knowledgeable about mobile applications, in her mind it is only for messaging, social networking and games.

Participant actively uses messaging apps to promote his business (Telegram channels) and the web/mobile service Calato.

"I have looked for a job through my personal network, on the radio, and at the bazaar."

"I do not want to see long detailed information on the success story page. I prefer short bullet points."



Select the most relevant questions to ask based on the information you need about your idea and whether it meets the needs of the stakeholders.



Negative feedback is a positive in this process. If the stakeholders are not giving you constructive or negative feedback, ask them explicitly, "What would you change about this idea?"



60 minutes



REFLECTION GRID

Instructions: Look at the notes you collected from testing your prototype. Use this tool to **organize your thoughts, reactions and questions**. Then work to make sense of what you experienced and **capture areas of potential opportunity that you would like to address** as you create your next prototype.

LIKES

What did you see that is **working well**?

All participants had good knowledge of mobile apps and services.

Participants liked the career counseling feature. It would give them a picture of what the procedures are for becoming a computer programmer.

Participants also like the resume template feature, which is essential for them to get a job.

Participant has no idea what to do next, and how to find a job and the app helped her understand next steps.

"The main issue with youth is that they do not know who they want to become."

"I am very interested in the mobile application and in the career counseling."



DISLIKES

What did you see that is **not working well**?

Participants did not like the recommendation feature, as they thought it would give less advantage for those who have no recommendation to provide.

"I have never heard of vacancy websites nor about mobile apps."

Participant was not very knowledgeable about mobile applications, in her mind it is only for messaging, social networking and games.

"I do not want to see long detailed information on the success story page. I prefer short bullet points."



QUESTIONS

What did you see that raised **questions** for you?

What kinds of supports are going to be helpful to create engagement?

Participant is very skeptical about vacancies posted online as she believes they are scams.

"I would recommend adding a 'News/Announcements' section."

Participant actively uses messaging apps to promote his business (Telegram channels) and the web/mobile service Calato.

"I have looked for a job through my personal network, on the radio, and at the bazaar."

IDEAS

What **ideas** came to you as you observed?



Be sure to capture feedback notes when you are in the field testing your prototypes. Share those notes here.



It is critical to the success of your concept that you get constructive and/or negative feedback from stakeholders.



Feedback is a gift. Design teams might be wanting to hear only praise for their prototypes but that will not help them improve the idea. Encourage design teams to seek critical and thoughtful responses that will help the team make the idea even stronger.



60 minutes



REFLECT ON THE DETAILS

Instructions: Use the questions below to help your team reflect and synthesise the feedback you received to help your team identify what changes you need to make to your concept.

HOW DID IT FUNCTION: How well did this idea serve its intended purpose? What were some of the unintended consequences? Did it create the outcomes you were seeking for your stakeholders? Why or why not?

The idea was a success with the youth as well as employers and organisations.

The youth especially liked the career discovery and counselling feature as they realised the need of it.

They were also very excited about the feature of building a resume using the app. They did show some skepticism regarding job posts as they thought they might be scams.

The employers were enthusiastic about finding a database of potential youth candidates at one place.

HOW DID THE FORM SUPPORT THE IDEA? Did the artifacts and experiences you created support achieving the outcomes you were seeking for your stakeholders? What about those artifacts didn't work well?

The participants were unaware of use of mobile applications for job search but when introduced were very excited by it. They could navigate the application easily and understood the features and their usability intuitively.

WHAT CHANGE DID YOU CREATE? What new insight emerged about the problem? How well did this idea meet your goals? Did it improve the experience for your stakeholders? What unexpected outcomes did it create?

It was interesting to note that youth were untrusting of job postings on the application because they thought they might be unreal or scams. This led the team to think hard on how we may create trust in the content of the mobile application.

Some employers also shared that they need to hire candidates for sensitive financial transactions so we need to validate their identities before we list them on the platform.



Use this tool to determine which components of your concept need to be changed or improved.



Sometimes only one element of a concept needs to be changed. Use this tool to identify what specifically needs to be changed.



60 minutes



LEARNING ABOUT YOUR ASSUMPTIONS

Instructions: Reflect on what assumptions you tested, what you learned and how you will iterate on your idea.

1. ASSUMPTION

What was the assumption that this prototype was designed to test?

Do youth find the different features of the mobile application interesting? Helpful? Career discovery and counseling, trainings, job searches, etc.?

WHAT DID YOU LEARN?

What did you learn from your stakeholders about the assumption you were testing?

We found that youth (based on their age, sex, location) found different features helpful and were willing to pay to get access to the mobile application.

WHAT WILL YOU DO?

How will you iterate on your idea based on stakeholder feedback?

The youth expressed concern regarding job posts to be scams or untrustworthy. We will work with a strong marketing team to communicate that all content is verified and design branding prompts in the app to reinforce the same.

2. ASSUMPTION

What was the assumption that this prototype was designed to test?

Is the mobile application the most accessible format for career discovery and job search?

WHAT DID YOU LEARN?

What did you learn from your stakeholders about the assumption you were testing?

Most youth had access to mobile phones and were very accustomed to using mobile applications for social media. The use of a mobile application for job search and education/career related activities was new but youth adapted swiftly to the new medium.

WHAT WILL YOU DO?

How will you iterate on your idea based on stakeholder feedback?

Since developing a new mobile application takes significant time and financial commitment and would need the users to download an external app, we will first create a social media bot to test all the features on an intermediary platform. If the users are engaged, we will invest in building the app after the pilot.



A high-quality test of a prototype should help design teams answer very specific questions about their idea and the assumptions they are making about their solution.



Use this tool to synthesise feedback and make sense of what you learned, especially about the assumptions you identified that you needed to test.



60 minutes

SCALING UP YOUR IDEA

Instructions: Use the tool to reflect on how well your **prototype met the needs of the stakeholder** in relation to the scale of the intervention. Next, use the questions to reflect on how well your **solution will improve outcomes for the stakeholders** you are serving. Lastly, return to the chart and place a new post-it on the chart representing the next iteration of your idea. See how the new idea compares with your first idea.

1.

The potential to reach a large number of stakeholders

Did Meet the Stakeholder's Needs

Did Not Meet the Stakeholder's Needs

The likelihood of reaching only a small number of stakeholders

Mobile application - Adis - an integrated resource for youth and employers to access career development services, skills building opportunities and job opportunities



2. After reflecting on the test of your prototype, how do you think your idea aligns with your POV statement? Why?

The prototype is directly aligned to the POV by providing a space for youth to seek career inspiration, discover training and learning opportunities, and find job opportunities locally.

3. What potential unintended harm to people or the planet could this project cause without a careful, thoughtful, participatory approach? How might your design team work to avoid these potential harms?

The design team recognises that career training alone without the presence of effective employment opportunities can become futile or even contribute to brain drain and hence may not yield to meaningful results.

4. After reflecting on the test of your prototype, how might you scale your idea to increase the number of stakeholders your solution will impact?

The rationale for building a digital solution - mobile application - is scalability. The other way we plan to increase access to the solution is to partner with organisations who have direct engagement with targeted youth and SME employers.

5. How might you preserve the desirability of your idea while scaling up your idea to increase the number of stakeholders your solution will impact?

The key to preserving desirability in this solution while scaling up is to ensure quality, relevant, and diverse content for youth from all regions where the solution is being implemented.



Use the tool to reflect on how likely your solution is to make a difference for the community.



It is important to stay connected to the needs of stakeholders and your early design work as you advance your idea.



60 minutes



WHATS NEXT?

Instructions: Use this worksheet to reflect on where you are in the design challenge - what's working, what's not and how you feel about your project generally. Next, think through next steps you might take to advance your project.

1. HOW ARE YOU FEELING?

"I'm ready to implement!"



"I'm still exploring."

"I'm stuck..."

2. WHY ARE YOU FEELING THAT WAY?

- ☐ **We need to understand the context better**
I don't feel that we understand the context we are designing in.
- ☐ **We need more data**
I don't feel like we understand enough about our stakeholders.
- ☐ **We need better insights**
I don't feel like we have synthesised our design research to get to new insights.
- ☐ **We need better ideas**
I don't feel like we brainstormed enough new and innovative ideas.
- ☐ **We need to test more prototypes**
I don't feel that we understand if our idea will meet the needs of the stakeholder yet.
- ☐ **We need to test prototypes at a larger scale**
I don't feel that we understand how our idea will work at scale yet.
- ☒ **We are ready**
I feel confident in our insights and ideas and I am ready to move forward.
- ☐ **We feel differently**
Why? What do you feel your team needs to do to move forward?

We are ready to move into a pilot phase where we develop a more sophisticated wireframe to share with NEET youth.



At the end of the Testing Phase, your team needs to determine if you are going to advance your idea, keep testing or if you need to pivot. For teams who need to pivot, you may return to the other stages of the design process.

3. WHAT SHOULD WE DO NEXT?

- ☐ Secondary research and/or getting feedback from experts (Understand Phase)
- ☐ Interview more people (Empathise Phase)
- ☐ Synthesise our data (Synthesise Phase)
- ☐ Generate new ideas (Ideate Phase)
- ☐ Design & test more prototypes (Prototype & Test Phases)
- ☐ Design & test large scale prototypes (Prototype & Test Phases)
- ☐ Project planning at scale (Plan Phase)
- ☒ Other

4. WHY?

Why do you feel that the step above is the best next steps?

The prototype got overwhelmingly positive response from both the NEET youth and potential employers. While we need to address some of the feedback, we feel confident that this solution will be beneficial to everyone.

5. RECOMMENDATIONS

Make a recommendation for next steps for your team.

We need to develop a more sophisticated wireframe that addresses the concerns with privacy and accuracy.

We also need to develop an implementation model that allows the solution to be owned by an entity outside AKF so that the solution becomes sustainable financially in the long-term.



Plan for at least two to three rounds of iteration on your idea before your team moves to the Plan phase. This will help you refine your idea and respond to stakeholder feedback.



Critical feedback can be difficult to hear sometimes, so encourage the design team to stay optimistic that feedback is a valuable tool for improving their work.



60 minutes



DESIGN PRINCIPLES

Instructions: Design Principles are parameters and constraints for any decisions you make on a design project. Design Principles emerge from patterns found in design research and prototyping. **Design Principles** are guidelines for solving a problem independent of a particular solution. To create your team's design principles, follow the steps below. First, review your design work thus far and look for themes that emerged.

01

WHAT HAVE YOU LEARNED?

First, reflect on the questions below and respond based on everything you have learned so far in your design project.

USABILITY: These are the aspects of your solution that make it easy to use for stakeholders and helps them achieve their needs and goals.

A. What has your design team learned about the level of time commitment that stakeholders can give to your solution?

We believe the app will be successful because NEET youth can use it whenever they want. They can save their drafts and revisit things when they have the time. This is especially important for those who are taking care of kids and have irregular schedules.

B. What has your design team learned about the types of culturally relevant communication and content that need to be included in your solution?

We learned that having stories from inside the community will help NEET youth to relate to the content and feel inspired to take action.

C. What has your design team learned about what formats and platforms will be most successful for your solution? For example: reliable access to computers/smartphones and internet, other sources of media, literacy.

We like how the app is accessible but we learned that we need to address concerns about privacy and we need to build trust that the information on the app is accurate and not a scam.

ACCESSIBILITY: These are the aspects of your solution that make it possible for targeted stakeholders to access and engage with it.

A. What has your design team learned about the cultural context, expectations and constraints placed on the targeted stakeholder group? What might prevent certain people from accessing your solution?

We learned that we need to offer a variety of stories and a lot of flexible options to meet the needs of different NEET youth who have different responsibilities at home (like raising kids).

B. What has your design team learned about inequities in the community you are hoping will use your solution? Are there certain groups who will have less access than other groups?

The issue of pursuing career paths is definitely impacted by gender roles and the cultural expectations that women stay at home and raise kids.

RELEVANCE: These are the aspects of your solution that make it relevant and valuable to your targeted stakeholders.

A. What has your design team learned about what is most important and relevant to your stakeholders?

We found the information we shared on the app was extremely relevant to many NEET youth.

B. What has your design team learned about why stakeholders might be interested in engaging with your solution? What purpose does your solution need to serve or gap does it need to fill for stakeholders?

NEET youth are seeking new opportunities and know they need support to have success with their job search.

02

WHAT NEEDS TO BE TRUE?

Second, consider what elements of your solution need to be true for your work to be successful and achieve the outcomes you intend for your stakeholders. Your team's answers below should not be so specific that they are inflexible or allow for multiple versions of implementation. Instead, they should be guidelines that allow for different options and iterations of your solution while also remaining relevant to the stakeholders and grounded in your design research.

USABILITY: These are the aspects of your solution that make it easy to use for stakeholders and helps them achieve their needs and goals.

A. What needs to be true about stakeholder commitment and participation for your solution so it is successful?

We need to meet NEET youth where they are so that they can use the app when it fits into their lives.

B. What needs to be true about the communication and content for your solution so it is successful?

We need to make sure that the content represents the community so that the youth can relate to stories.

C. What needs to be true about the format of your solution so it is successful? (other sources of media, literacy.)

The app works well but we need to build trust with the users so that they know the information is trustworthy,

ACCESSIBILITY: These are the aspects of your solution that make it possible for targeted stakeholders to access and engage with it.

A. What needs to be true about the cultural context of your solution so it is successful?

We need to make sure we address the needs of women who face unique pressures.

B. What needs to be true about the equitable access to your solution so it is successful?

We need to provide a wide variety of stories and resources that meet the needs of all the different experiences of NEET youth.

RELEVANCE: These are the aspects of your solution that make it relevant and valuable to your targeted stakeholders.

A. What needs to be true about the relevance of your solution so it is successful?

We need to keep the information on the app updated based on the current trends in job searching and employment.

B. What needs to be true about the purpose of your solution so it is successful?

We need to stay engaged with NEET youth in order to adapt the app and help the content stay relevant.



DESIGN PRINCIPLES

03

DESIGN PRINCIPLES

Now, you'll take what needs to be true about your solution and create Design Principles that will continue to guide your team in the development and implementation of your solution. The Design Principles will help to remind your team about what is most important about your solution and will also serve as a way to check any iterations of your solution to make sure it stays aligned with what needs to be true in order for your solution to be successful.

A

SENTENCE STARTER

This sentence starter will be universal to all the design principles and will help your team communicate something that is unique to your work. A generic sentence starter would be, "Our project will..." but we want something more unique to your project. Below is a sentence template to help you focus what type of intervention you are seeking to improve, and what stakeholder group you are working with. An example of a specific and unique sentence starter would be, "The healthy nutrition workshops designed for busy mothers will..."

NAME OF YOUR SOLUTION...

What is the name of your solution? If you don't have one yet, pick something that is descriptive and easy to understand for people that are not familiar with your design project.

ADIS: A holistic employment and training app

DESIGNED FOR....

Who is the stakeholder group you are designing for?

NEET youth and potential employers

WILL NEEDS TO / SHOULD /
(select one)...

EXAMPLE:

SENTENCE STARTER

The healthy nutrition workshops designed for busy mothers will...

DESIGN PRINCIPLES

have content that is relevant and designed to address the specific needs and interests of the community

be provided at a time that is convenient and/or in a setting that provides childcare

B

WRITING YOUR DESIGN PRINCIPLES

The final step for writing design principles is to combine the sentence starter with the elements of your solution that need to be true to be successful. Start by rewriting your sentence starter and then below write one principle at a time, using your answers from Step 2 to guide what you write. You might have to edit or rewrite the sentence from Step 2 to better fit the Design Principles structure. Remember that what Design Principles are meant to guide your work and should allow for flexible and iterative development of your solution without restricting you to only one option.

Sentence Starter:

Rewrite your sentence starter here.

ADIS: A holistic employment and training app designed for NEET youth and potential employers needs to...

Design Principle

Build trust that information and job opportunities shared on the app are reliable and trustworthy.

Design Principle

Represent the community so that the youth can relate to stories.

Design Principle

Support NEET youth to develop career goals and training opportunities that are relevant to their needs and aspirations.

Design Principle

Be regularly updated so that the information stays current and relevant.

Design Principle

Allow NEET youth to engage when it fits into their schedule.

Design Principle

Address current trends and information related to job searching and employment in the community.

Design Principle

Provide a variety of stories and resources that speak to a diverse number of experiences, especially those of women who are raising kids.

Design Principle

Continue to engage NEET youth in order to stay relevant to their evolving needs.

WHY IS YOUR SOLUTION INNOVATIVE?

Instructions: Use the tool to honestly reflect on why your team believes that your solution is innovative or not innovative according to the categories below. It's okay if your team does not assess your idea as innovative according to the diagram. As long as your idea meets the needs of those who are closest to the problem, you can work to increase the innovation potential in other areas. In the **first section**, begin by reflecting on the desirability of your solution. Why is your solution desirable? Will it meet the needs of your stakeholders? Next, reflect on why your team thinks your solution is feasible. Will you be able to make it work in context and at scale? Then, reflect on

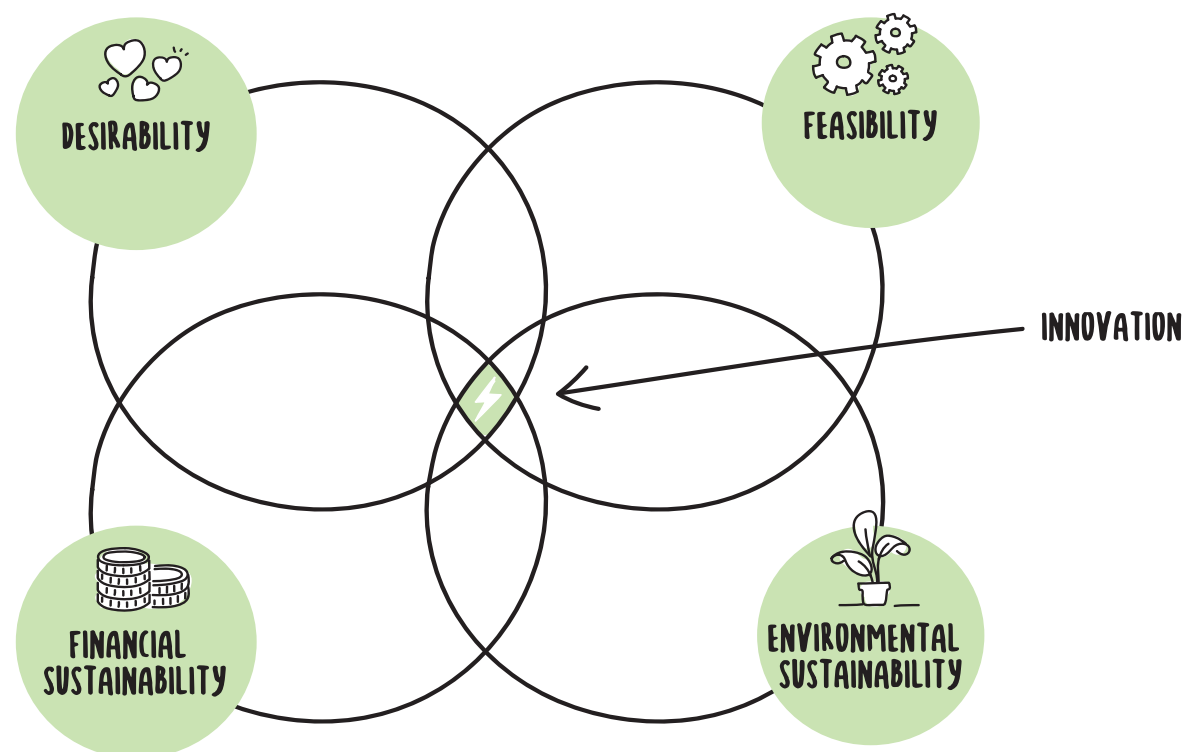
1 IS YOUR SOLUTION INNOVATIVE?

WHY IS YOUR SOLUTION DESIRABLE?

Do you have the resources required to implement the solution over the near-term? Over the long-term? Will the solution generate income?

WHY IS YOUR SOLUTION FEASIBLE?

Will it meet the needs of your stakeholders? Will it delight them? Do people want or need it?



WHY IS YOUR SOLUTION ENVIRONMENTALLY SUSTAINABLE?

Will the solution contribute positively to the environmental health of the community and the planet?

WHY IS YOUR SOLUTION FINANCIALLY SUSTAINABLE?

Will you be able to make it work in context and at scale? Will it work technically? Is there new technology required?



It is important to transition from thinking only about what is desirable to what is also feasible and sustainable.



At this stage in the process, your team might be losing stamina. Make sure you are pushing yourselves to meaningfully reflect during this activity.

2 VALUE PROPOSITION

why your team thinks your solution is environmentally sustainable. Will your solution be able to positively support the environment? Lastly, reflect on whether your solution is economically sustainable. Do you have the resources required to implement the solution over the long-term? Discuss as a team and capture your answers below. In the **second section**, consider the value your solution might bring to the targeted stakeholder group. In the **third section**, discuss the specific elements your design team needs to include in the implementation

of your idea. These **Design Criteria** are more specific than the **design principles** you may have generated in an earlier tool. Once you have completed these tools, be sure to review your **Project Launch Guidebook** to ensure that you are meeting all the criteria for the project. When you have completed this tool, you will use the next tool, **Increase Your Solution's Innovation Potential**, to explore how to get your idea closer to being "innovative" -- the center of the diagram.

The Value Proposition should describe how your solution will improve the lives and experiences of your targeted stakeholder group.

STAKEHOLDERS:

Who is your solution designed for? Name the specific stakeholder group.
NEET youth and potential employers

VALUE PROPOSITION:

Complete the following sentence:

"Our solution helps NEET youth
Stakeholder group
to solve their struggles with finding relevant, meaningful jobs.
Specific problem
in order to achieve a better, more financially stable and personally satisfying life.
Specific goal/outcome

BENEFITS:

What needs are you meeting? What problems are you solving? How do you think your solution will improve the lives of these stakeholders.

Our solution is a digital platform for youth in Kyrgyz Republic

- To share career stories, seek mentorship and counseling
- Learn new skills
- Build a resume, cover letter, professional profile
- Find training, internship, and job opportunities

This matters to the stakeholder group because....

They need to find work that is relevant to their skills and is fulfilling.

If your solution is successfully implemented and then stopped or discontinued, how would the stakeholders feel? How would their experiences change?

NEET youth would suddenly not have access to the same kind of resources and network that connects them with relevant jobs. This would make it harder for NEET youth to get what they need in order to find and obtain jobs.



WHY IS YOUR SOLUTION INNOVATIVE?

3 DESIGN CRITERIA

Lastly, think through the specific elements of your solution that you want to ensure are either included or excluded.

MUST HAVES...

What must your solution include to make it valuable to the stakeholders?

- The mobile app must be relevant and accessible to the different experiences of NEET youth in Kyrgyz Republic.
- The mobile app must stay up-to-date with market trends and new job search information.
- The mobile app must provide trustworthy and reliable information so that users know that the information shared on the app is not a scam.
- The mobile app must be user-friendly and easy to use at any time.

NICE TO HAVES...

What might you include in your solution that would increase the value, but if you are not able to include it would not decrease the value?

- The ability to privately message potential employers.
- The ability to schedule informational meetings with potential mentors.



It is important to transition from thinking only about what is desirable to what is also feasible and sustainable.



At this stage in the process, your team might be losing stamina. Make sure you are pushing yourselves to meaningfully reflect during this activity.

DO NOT INCLUDE...

What do you need to avoid including in your solution? What would decrease value for the stakeholders if it was present?

- Difficult to access accounts.
- Inability to save searches and drafts of work.
- Inaccurate information or scams.
- Only one type of story or resource that does not account for multiple experiences.

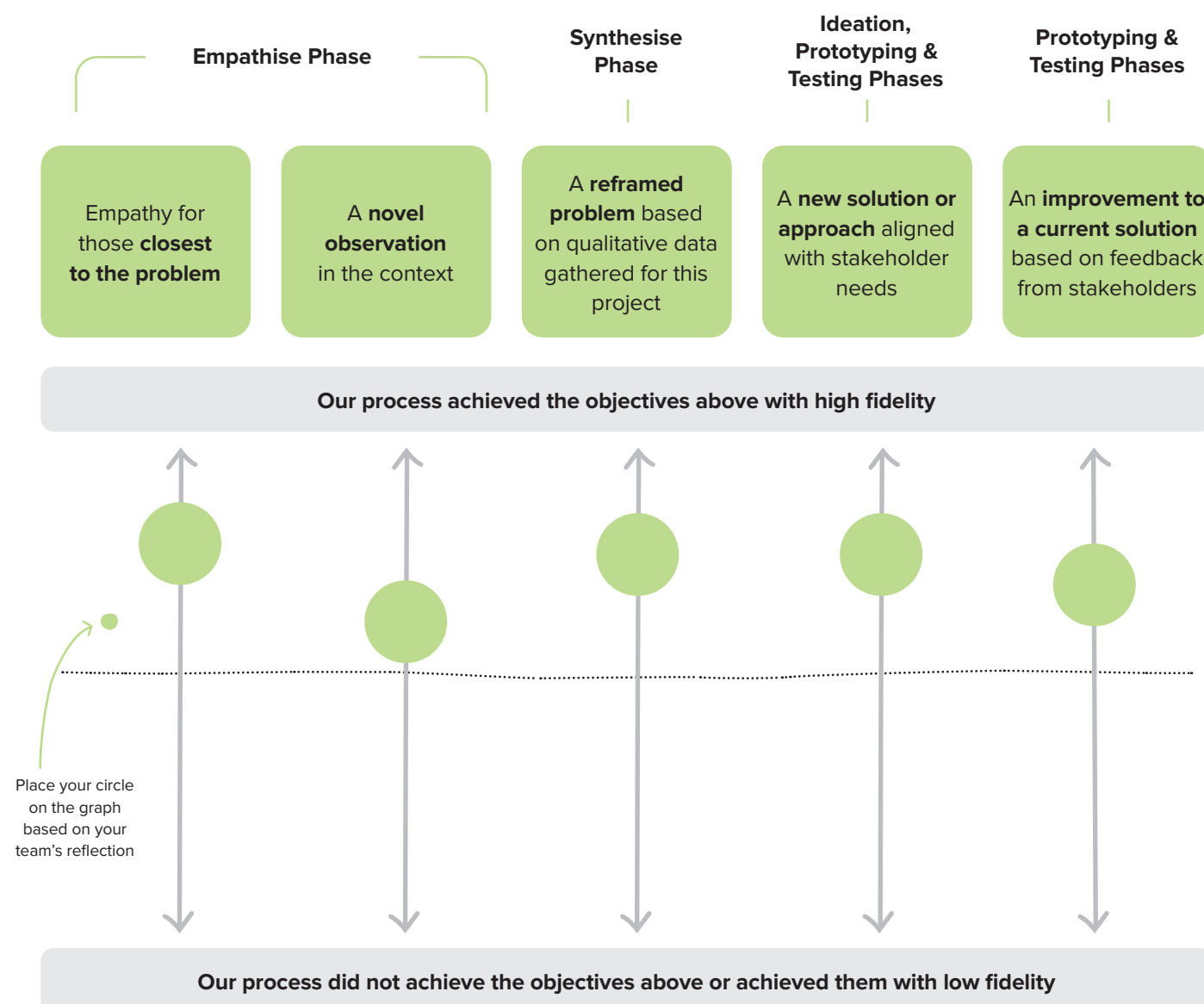
INCREASE YOUR SOLUTION'S INNOVATION POTENTIAL

Instructions: After completing the **Why is Your Solution Innovative?** tool, reflect on if your team's solution could be more innovative and where in the innovation diagram your solution has the most potential for improvement. This is particularly important if your team did not assess your solution as being "innovative" - at the center of the diagram. Now, use the tool below to explore different

opportunities to increase the innovation potential of your solution. Innovation potential often comes from insights gathered from stakeholders. But sometimes innovation potential might be created in the way a particular solution is implemented. Regardless of the innovative ways you might implement your solution, be sure to always prioritise the desirability of your solution.

1 DESIRABILITY RATINGS

In order for this solution to be considered desirable to those **closest to the problem**, this solution must meet the stated needs of stakeholders. Stakeholders must have expressed interest in the solution in its current form. Use the aspects of a desirable, human-centred solution listed on the graph below to evaluate the desirability ratings of your solution and make the needed adjustments to preserve the desirability of the solution. Leveraging these strategies can help increase the innovation potential of your team's idea.



Push your team to think creatively about new ways of implementing your idea. Think outside the box, even if some of those options are not in your team's comfort zone.



When thinking about how to increase the innovation potential of your idea, be careful not to change the idea so much that it will no longer be desirable to stakeholders.

2 DESIRABILITY REFLECTION

Were any of your design team's ratings on the **Desirability Graphs** surprisingly low? If any of them are low, your design team should consider if a low rating in that area means that your solution will not be desirable for the stakeholders. If you determine that your solution might not be desirable, revisit your design work and your proposed solution in order to better align it with the needs, desires and motivations of those closest to the problem.

Given your reflections, what are your team's next steps related to the strategies your team identified?

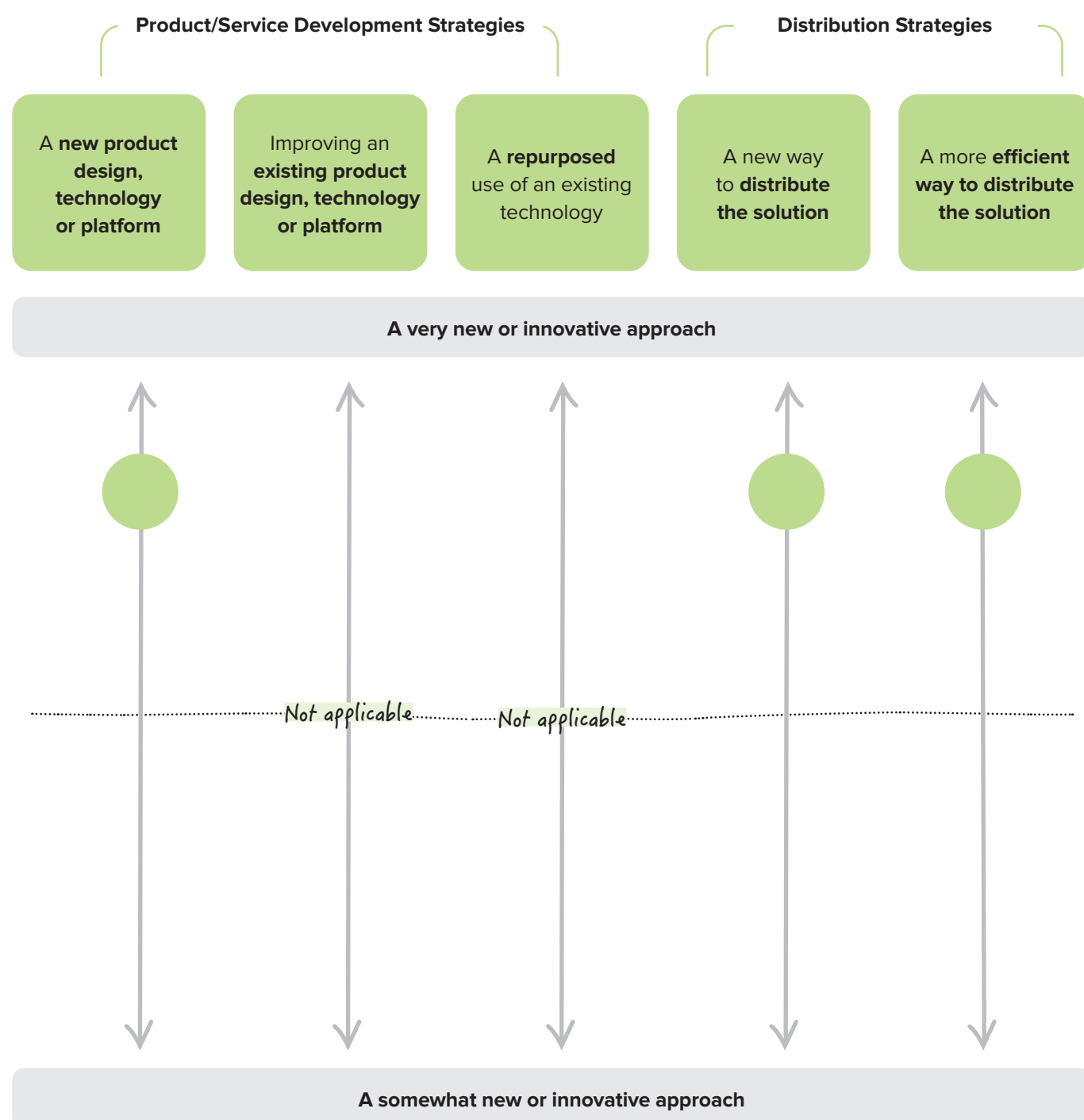
While we feel that the insight for this solution is straightforward, we believe that the solution itself will bring a lot of value to NEET youth and will provide a new solution to the challenges they face finding and obtaining jobs.



INCREASE YOUR SOLUTION'S INNOVATION POTENTIAL

3 FEASIBILITY RATINGS

In order for this solution to be considered feasible, it must be possible to effectively implement this solution at scale. The technology required to successfully implement this solution has either been already developed or is currently in development. Use the aspects of a feasible solution listed on the graph below to evaluate the feasibility ratings of your solution and make the needed adjustments to increase the innovation potential of the solution. Leveraging these strategies can help increase the innovation potential of your team's idea.



4 FEASIBILITY REFLECTION

Were any of your design team's ratings on the **Feasibility Graphs** low? If any of the ratings are low, your design team should consider how you might leverage these strategies to increase the overall feasibility of your design project.

Does your design team see any potential opportunities to leverage one or more of these strategies to increase the feasibility of the project? If so, which one?

We believe that this solution offers a new intervention that will distribute new information in an efficient way.

How might your design team leverage those strategies in implementing your solution?

Not applicable.

Given your reflections, what are your team's next steps related to the strategies your team identified?

We will continue to develop the new platform.



Push your team to think creatively about new ways of implementing your idea. Think outside the box, even if some of those options are not in your team's comfort zone.



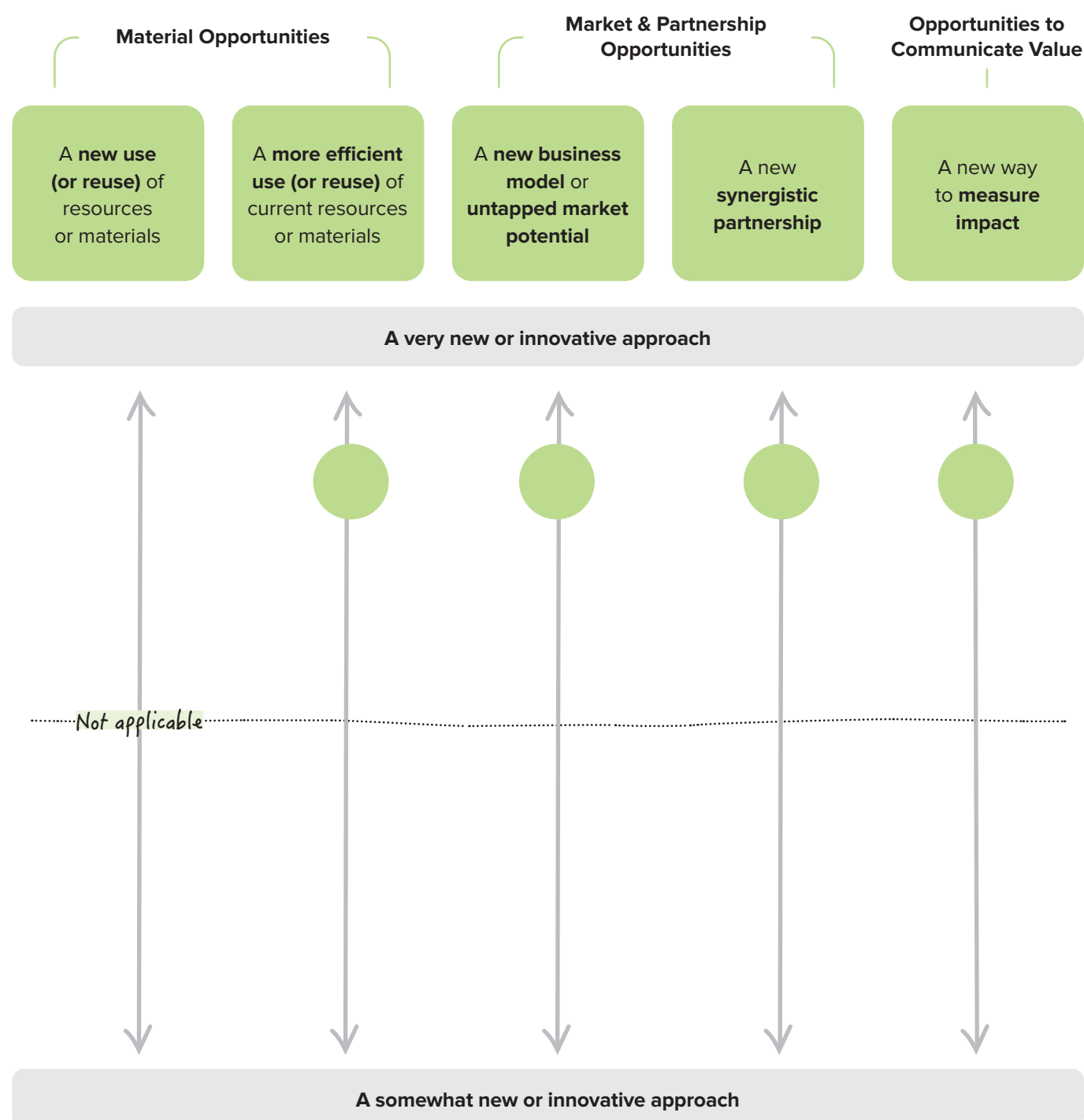
When thinking about how to increase the innovation potential of your idea, be careful not to change the idea so much that it will no longer be desirable to stakeholders.



INCREASE YOUR SOLUTION'S INNOVATION POTENTIAL

5 FINANCIAL SUSTAINABILITY RATINGS

In order to be considered financially sustainable, this solution must have the resources required to be successfully implemented and maintained. This solution must have a sound business plan and opportunities to generate self-sustaining revenue. Use the aspects of a financial sustainability solution listed on the graph below to evaluate the financial sustainability ratings of your solution and make the needed adjustments to increase the innovation potential of the solution. Leveraging these strategies can help increase the innovation potential of your team's idea.



6 FINANCIAL SUSTAINABILITY REFLECTION

Were any of your design team's ratings on the **Financial Sustainability Graphs** low? If any of the ratings are low, your design team should consider how you might leverage these strategies to increase the overall sustainability of your design project.

Does your design team see any potential opportunities to leverage one or more of these strategies to increase the feasibility of the project?

We believe that this solution offers a new opportunity to partner with other organisations to share information with NEET youth.

By leveraging a mobile app, we will be able to distribute the information in a new way and measure the impact through the analytics.

How might your design team leverage those strategies in implementing your solution?

Not applicable.

Given your reflections, what are your team's next steps related to the strategies your team identified?

We will continue to develop the new platform.



Push your team to think creatively about new ways of implementing your idea. Think outside the box, even if some of those options are not in your team's comfort zone.



When thinking about how to increase the innovation potential of your idea, be careful not to change the idea so much that it will no longer be desirable to stakeholders.



60 minutes

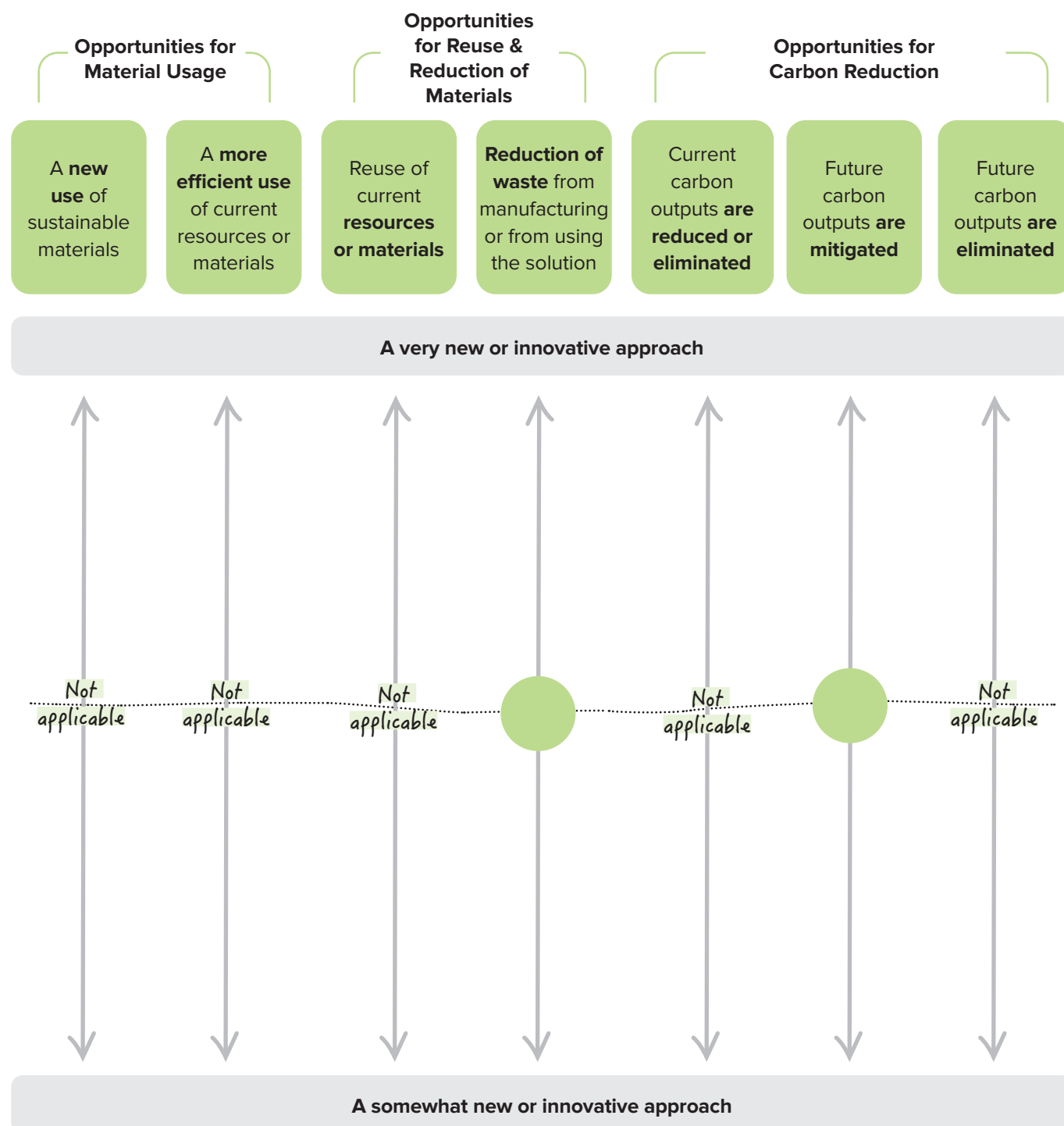
Continued



INCREASE YOUR SOLUTION'S INNOVATION POTENTIAL

7 ENVIRONMENTAL SUSTAINABILITY RATINGS

In order to be considered environmentally sustainable, this solution must take into consideration the environmental impacts of implementation of the idea. This solution must leverage sustainable materials, reduce waste as well as reduce, mitigate or eliminate additional carbon released into the atmosphere. Use the aspects of a sustainable solution listed on the graph below to evaluate the sustainability ratings of your solution and make the needed adjustments to increase the innovation potential of the solution. Leveraging these strategies can help increase the innovation potential of your team's idea.



Push your team to think creatively about new ways of implementing your idea. Think outside the box, even if some of those options are not in your team's comfort zone.



When thinking about how to increase the innovation potential of your idea, be careful not to change the idea so much that it will no longer be desirable to stakeholders.

8 ENVIRONMENTAL SUSTAINABILITY REFLECTION

Were any of your design team's ratings on the **Environmental Sustainability Graphs** low? If any of the ratings are low, your design team should consider how you might leverage these strategies to increase the overall sustainability of your design project.

Does your design team see any potential opportunities to leverage one or more of these strategies to increase the sustainability of the project? If so, which one?

We believe that this solution, because it is distributed through a mobile app, will minimise waste. The app will offer an efficient way to distribute information. We are also hoping to feature green jobs on the app.

How might your design team leverage those strategies in implementing your solution?

Not applicable.

Given your reflections, what are your team's next steps related to the strategies your team identified?

We will continue to develop the new platform.



60 minutes

REFINE YOUR CONCEPT

Instructions: Now that you've prototyped and tested your idea at increasingly larger scales and made improvements and iterations, **take some time to refine it into a concept.** Summarise the idea in a sentence or two. Describe the concept in more detail by responding to the prompts in the **Stakeholders, Interventions and Channels** sections. Next, state the **Objectives** of the concept - what are the goals you hope to achieve? Then, develop the concept further. **Review and synthesise what you generated when you were developing on your initial idea.** Finally, brainstorm **Indicators** that will demonstrate if the idea is working.

1. CONCEPT TITLE

Adis

Career Guidance and Job Search Platform

2. CONCEPT HEADLINE

Describe your idea in a sentence or two.

A digital intervention that provides supportive career guidance, immersive learning experiences, relevant market information, and accessible job linkages.

3. CONCEPT DESCRIPTION

Is your concept a product or a service?
Is your concept a series of small interventions, a larger programmatic idea or a broader cultural shift?

Adis is a mobile-based platform that facilitates implementation at scale. It is more of a larger programmatic idea with several components such as app development, awareness generation, training and resource development, job market linkages, etc.

4. STAKEHOLDERS

Who is going to be served by the concept?

- Is there a **specific stakeholder group** who will be the primary user of the concept? Is so, who are they?
NEET youth.

- Why do you think this stakeholder group will be **motivated to engage** with this concept?
Because they are looking for support in finding new job opportunities, we believe they will be very motivated to engage with the app.

- Is there a **secondary stakeholder** group that will be a user of the concept? Is so, who are they?
Potential employers.

- Why do you think this stakeholder group will be **motivated to engage** with this concept?
Employers are looking for qualified candidates to fill their open positions.

5. INTERVENTIONS

How is your concept going to change the experience of the stakeholders?

- What new interventions or experiences are being created?

Our solution is a digital platform for youth in Kyrgyz Republic
- To share career stories, seek mentorship and counseling
- Learn new skills
- Build a resume, cover letter, professional profile
- Find training, internship, and job opportunities

- What about the stakeholders' **current experience** is going changed?

The solution will enable youth to discover career opportunities that they didn't know of before and seek counseling to pursue the same. The solution will enable youth to identify training and learning opportunities to advance their interest in a field and gain a practical skillset.

- What must be avoided to ensure that potential unintended harm to people or the planet is avoided when implementing this solution? How might your design team work to ensure these **unintended consequences** do not become a part of the intervention?

The design team recognises that career training alone without the presence of effective employment opportunities can become futile or even contribute to brain drain and hence may not yield to meaningful results. It is important that any training activities are paired with support for NEET youth to obtain jobs.



Now is the time to begin imagining what you would need to do in order to make this idea a real solution that is implemented at scale.



Push your team to get specific about the details of your concept.

6. CHANNELS

How are you going to engage stakeholders about the concept?

- How will you **recruit stakeholders to engage** with the concept?

We will hold app launch events at certain locations to promote the mobile application, explain how it works, demonstrate onboarding experience and lead to real time downloads. We will advertise community meetups for youth to gather and share successful career stories from within the app.

How do you plan to **communicate with stakeholders**? In the beginning?
Throughout the engagement?

Through flyers, social media and through partnerships with NGOs and universities.

- How will these **stakeholders engage** with the concept or the team implementing the concept?

There won't be much direct engagement because the interactions will mostly be driven through the mobile app.

- What might be **barriers to engagement** that the stakeholders need to overcome?
- Accessibility to the mobile app.
- Mistrust of the information shared on the app.

7. OBJECTIVES

What changes (behaviours, systems, etc.) do you hope your concept will achieve?

- How might the conditions of **stakeholders' lives improve**?

NEET youth need support to find work that is relevant to their skills and is fulfilling.

- How might **stakeholders' behaviours** look different if the goals are achieved?

Youth will choose meaningful and diverse careers that align with their interests.

Youth will gain practical skills that are demanded by employers.

Youth will find job opportunities in their districts rather than migrating to Russia.

- How might **stakeholders' emotions** look different if the goals are achieved?

Youth will be inspired and pursue aspirations for future. Youth will have a better quality of life and spend time close to home with family. They will feel connected and involved in their community.

8. INDICATORS

How will you know if your concept is working?

- What are **possible indicators** that will demonstrate that **positive change is happening** because of this new interventions?

NEET youth will sign up and use the platform. Youth will sign up for mentorship and counseling sessions. Youth will apply for training, internships and job opportunities. Employers will share job openings on the platform.

- What **qualitative and quantitative data** do you want to track, gather and monitor?

Number of logins and active users on the platform.

Number of NEET youth who develop a resume using the platform.

Number of youth who engage in counseling sessions with a mentor.

Number of job opportunities posted by employers.

Number of NEET youth who get a job using the app.

08 PLAN



INTRODUCTION

Now that you have tested your prototype and received feedback from stakeholders, it is time to begin to think about what implementing your solution might look like. The planning process laid out in this guidebook is meant to help you to think in a strategic way about what resources you might need to implement your solution.

This process will help your team prepare to pitch potential funders and partners in order to get them excited about getting involved in the project.

What steps can we take to plan out the potential implementation of the project? How might you keep the stakeholders you are serving and their needs in mind as you move into a strategic decision-making process?

FACILITATION RESOURCES

COACHING FOR SUCCESS

The tools in the **Plan Phase** of the design process ask design teams to begin imagining what they would need to do in order to make this idea a real solution that is implemented at scale. Now is the time to start to thinking strategically about how to put this idea in place. As this happens, it is important to transition from thinking only about what is desirable to begin to think about what is also sustainable, feasible and viable. Push design teams to begin to get specific about what they would need, including funding.

COACHING FOR ALIGNMENT

To successfully wrap up this phase of the design process, your team must answer the alignment questions in the Design Work Journal with specific and clear ideas. The design team will want to be as concrete as they can about what would need to happen in order to implement. These may just be guesses at this point, and that's okay! If there is disagreement amongst the team, work to build consensus. Bring in additional colleagues who may have relevant experience or advice about these areas of disagreement.

COACHING TO AVOID COMMON MISTAKES

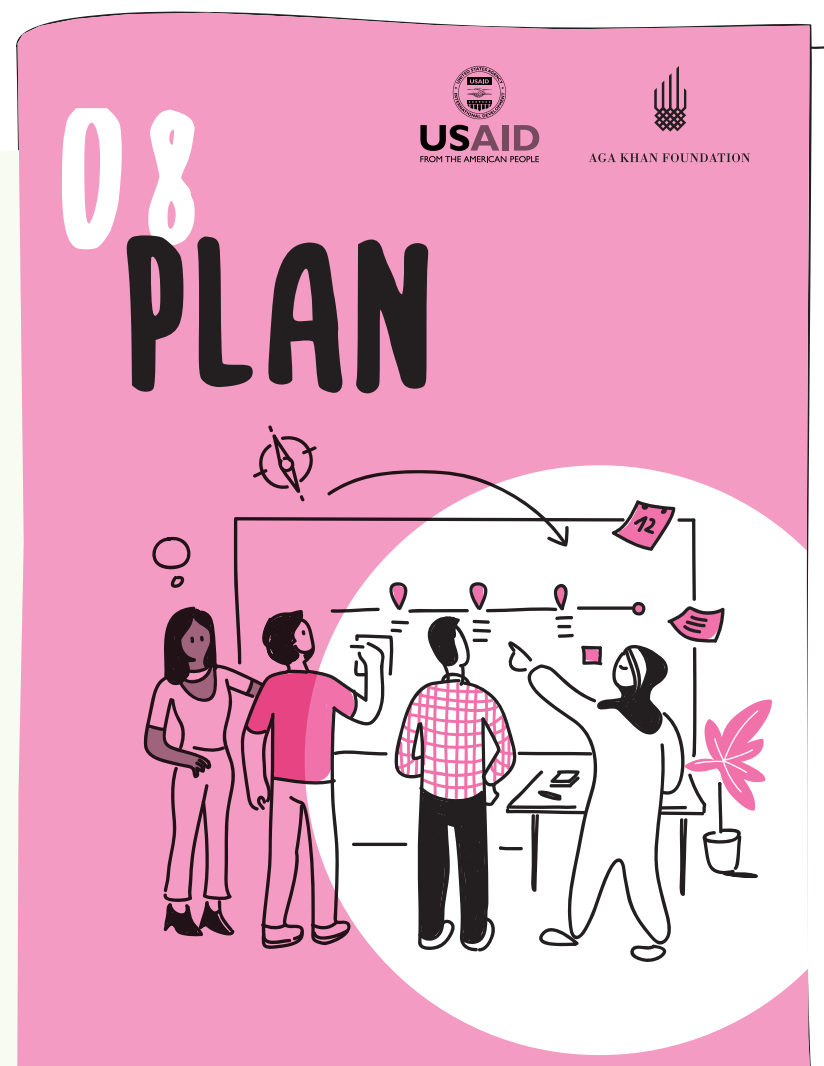
It is a common mistake that during the Plan Phase teams are hesitant to think strategically about their idea. Push them to think concretely about the solution as if it really were going to happen. Avoid letting one team member have too much control over the development of the strategy for implementation. Everyone should have a chance to contribute without judgment.

COACHING FOR QUALITY

A high-quality concept should excite your team with optimism and hope for lasting impact. If the idea isn't inspiring for your team to take action, then ask what is missing or what might be adjusted to make the idea more exciting. It's also important to consider a concept that the design team is interested in committing to implementing. In the next phase, the team will create pitches to get funding, so it is important that the team feels confident about their idea.

COACHING FOR MINDSETS

The Plan Phase of the design process is about thinking strategically. That means that the team needs to work together to identify what needs to happen. This is also a collaborative moment for the team to listen and support each other to stay optimistic and develop strong strategies for how to implement your solution.



PLAN

Use the tools and resources in this guidebook to accomplish the goals below. Once your design team has achieved these objectives, you will be in a strong position to advance to the next phase in your design process. Use the reflection tools in the **Design Work Journal** to evaluate whether your design team is ready to move to the next phase.



Now that you are moving forward with your idea, use the criteria in this phase to reflect on how innovative your solution is



Discuss whether your solution is desirable to your stakeholders and if it is not, how you can improve it



Imagine how to implement your solution sustainably - Are there funds to support the idea? Will the solution create sustained impact?



Reflect on whether your solution is feasible. Will key decision makers (government, donors, management) support the solution? Does the necessary technology exist?



Refine your solution based on the feedback you received from stakeholders and your reflections as a team



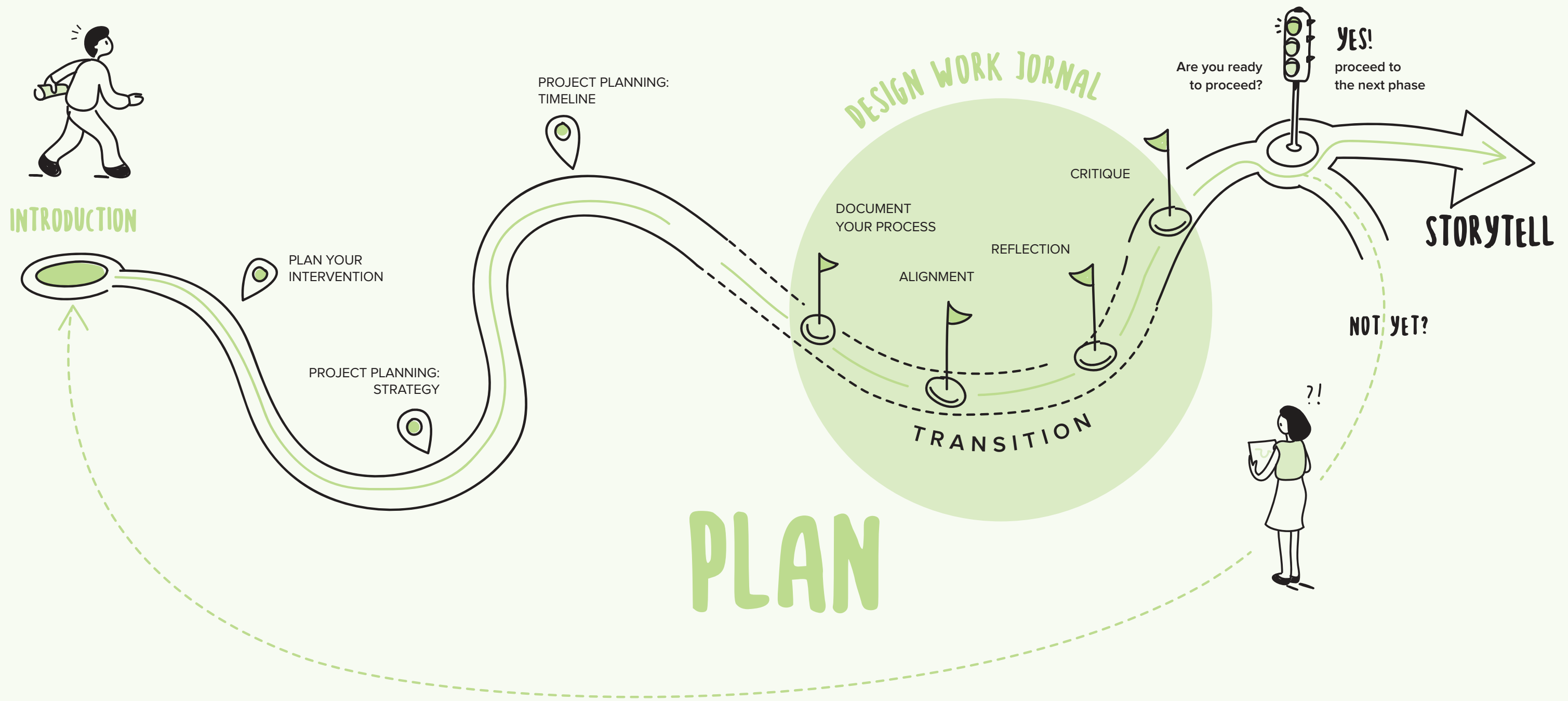
Map out the assets of the organisation that can be leveraged to support implementation of the solution



Determine the resources your organisation needs to secure in order to implement the solution



Plan the implementation strategy and timeline



OVERVIEW OF PLAN PHASE

The tools in the **Plan Phase** are designed to help your team to think about how you might implement your solution if you were to receive funding.

At this phase of the design project, you are moving from an idea you are developing to a concept you are working to implement. A concept is a robust idea that has been developed through multiple rounds of prototyping.

OBJECTIVES OF PLAN PHASE

The goal of this phase is to get your design team aligned around what the next steps are to implement your concept. Also, consider your long-term goals for improving the outcomes for your stakeholders.

At the end of this phase, all team members should be clear on what needs to happen next.

MINDSETS OF PLAN PHASE

- Work together to understand the context
- Look carefully to understand potential problems and opportunities

PLAN: ARTICLES



ARTICLES

Interested in learning more about this phase of the human-centred design process?
Click the links to read additional articles that give additional context as well as examples.



PLAN:

PROJECT EXAMPLE





PLAN YOUR INTERVENTION

Instructions: Use this tool to determine the details of your project and begin to draft a plan for implementing your solution.

1. TEAM & CAPABILITIES

Take a look at your existing team.

- How are you going to start the project?
- What skills do you need on the team to implement your solution?
- Who would be most essential members of the implementation team? Who will be responsible for leading this project?
- How should the team be organised?
- Are there any specific skills that you are missing in your team?
- Is there a need for consultancies or outsourcing to fill the skills gap?
- Be sure to consider the gender balance of the team.
 - We will set up a pilot implementation team to lead activities.
 - We will need to recruit a project coordinator for overall management and coordination.
 - We will need to recruit a frontend software developer, a backend software developer, a UI/UX specialist, Quality Analysis engineer, and content writer for mobile application development.
 - We will need to recruit an agency for branding, marketing, and graphic design for all project materials.
 - We will work with the implementation partner for community mobilisation and engagement.
 - We will work with a partner on stakeholder engagement and employer onboarding.
 - We will hire all resources locally in the country and try and maintain a gender inclusive team.

2. BUDGET

Review your budget options.

- How much will implementing your solution cost?
- What do you need the money for? Consider elements like travel, staff, equipment, developing materials and other items.
- Are you able to generate revenue from the project?
- Where will the rest of the money come from?
 - We plan to cover all pilot activities within the stipulated budget of \$100,000.
 - The money will be distributed across staffing personnel, travel and accommodation of staff to different locations, towards purchase of equipment, goods, and supplies, vendors contracting for content development, branding and marketing, etc.
 - The users will not be paying for any of the services on the application during the pilot duration.
 - The amount will come from pilot budget within the framework of the project.



Push your team to get specific about the details of your concept.



Now is the time to begin imagining what they would need to do in order to make this idea a real solution that is implemented at scale.

3. STAKEHOLDERS & PARTNERS

Gather the key stakeholders for your project and discuss potential partners and key stakeholders.

- Which stakeholders need to participate in the implementation of the solution?
- Are there organisations your team needs or wants to partner with?
- Are they development agencies, civil society organisations or private companies?
- What added value will they bring?
- How will you manage those partnerships?
- What roles and responsibilities will each party have?
 - We will partner with the following agencies.
 - The startup who have an MVP of the solution and an existing userbase of youth.
 - An existing AKF initiative called Coalition of employers to provide database of SMEs.
 - Associations of small and medium employers and microfinance institutions to share internship and job opportunities.
 - UNDP KR who also have developed a similar product in the market will be invited to join as a learning partner.

4. TIMELINE

Gather the key stakeholders for your project and create a communication plan.

- For this project to be successfully implemented, what do you need to communicate? And to whom?
- Do you need to get approvals from those supervising the project? From external partners?
- Given the key stakeholders you identified, what is your plan for communicating to each group?
- What needs to be communicated in the next month? In three months? In a year? Discuss key dates with your team.
 - We need to ensure the senior management of AKF Kyrgyz Republic and USAID are supportive of moving forward.
 - First, we need to recruit technical partners as well as employers and community partners.
 - Once we have a minimum viable product of the app, we will need to recruit NEET youth to engage with the app..



PLAN YOUR INTERVENTION

8. RISK MITIGATION

Gather the key stakeholders for your project and discuss the potentials risks of the project.

What could **limit the success** of your concept?

- For each risk you identified, **what strategies could you use to investigate those risks?**
- How will you ensure your initiative does not **reinforce sting inequalities between men and women (boys and girls), and/or create new ones?**
- What must be avoided to ensure that potential **unintended harm to people or the planet** is avoided when implementing this solution? How might your design team work to ensure these unintended consequences do not become a part of the intervention?

The solution has the following risks:

- The youth do not find the platform content engaging or relevant.
- Youth are unable to convert opportunities into placement offers.
- Those youth employed have a high rate of attrition to migrate abroad.
- The employers fail to share job opportunities via the platform.
- The employers are not satisfied with the employees or are unable to retain them.
- We will work with gender focal point to ensure that we are maintaining gender parity for all pilot activities.

9. MONITORING & EVALUATION

Gather the key stakeholders and M&E experts collectively map out a strategy for measuring the impact of the solution.

- How will you **know if your concept is working?**
- How do you plan to **measure and evaluate your results?**
- **Who will help** you in this effort?
- What **qualitative and quantitative indicators** do you want to track and monitor?
- What **decisions can be made** with those indicators?
- The goal of the pilot will be **"Improved access to income generating opportunities for NEET youth"**.
- The key outcome indicators will be **"Improved access of target NEET youth to jobs and income generating activities"** **"Improved placement of desirable candidates by employers using the platform"** **"Improved placement of desirable candidates by employers using the platform"**.
- The activities will be measured via a baseline and endline evaluation as well as data analysis of several artifacts generated during the project.
- The project will assign a MERL colleague to perform all activities.
- Upon successful completion of all pilot activities and evaluation of MERL indicators, we will determine whether to scale the solution or not.



Use these tools to brainstorm everything that needs to be accomplished in order to successfully launch the project. Then, use the tools on the next pages for making specific project plans.

10. PROJECT MILESTONES

Gather the key stakeholders for your project and collectively map out a timeline for implementation. Think about the major milestones in your project timeline:

- When will you **launch the project implementation?**
- What **approvals do you need to secure before the launch** of project implementation?
- By when will you need to complete the **development of any resources?**
- When will you **kick off a communications plan?**
- We will begin the planning phase as soon as we get the sign off from the senior management at AKF Kyrgyz Republic and from USAID.
- Once we have a minimum viable product, we will begin outreach to NEET youth to engage with the app.
- Then we will test the app and continue outreach for three months.
- At the end of that period of testing and iteration, we will begin discussions with partners to launch the initiative.

11. TIMELINE

Gather the key stakeholders in your project and collectively map out a timeline for implementation. Brainstorm key dates with your team.

- What needs to happen in the **next month?**
- In **three months?**
- In **six months?**
- In **a year?**

The total duration of the pilot will be around **6-8 months.**

- The first month will be used for developing the Terms of Requirement, team recruitment and overall work planning.
- The next three months will be used for product development, bug fixing, content generation, and testing.
- The next month will be used for awareness generation and user onboarding.
- The last three months will be used for full scale testing of the product and continued monitoring and evaluation.
- We expect the pilot period to be over by April 2023.



60 minutes

PROJECT PLANNING: STRATEGY

Instructions: Map out the next steps needed to move from concept to implementation. Possible next steps include: project planning, raising funds, hiring a team, piloting the project, etc. Once you have identified the steps, place them on the timeline below. Some of the tasks may be overlapping.

Step 1: APPROVAL FOR TRANSITION
INTO PILOT PHASE

Who? Design Team, Extended Design Team
and AKF Kyrgyz Republic senior
management and USAID officials

Deadline: 1st month

Step 2: DEVELOPMENT OF TERMS OF
REQUIREMENT AND PROJECT
SCOPE

Who? Design Team

Deadline: 1st month

Step 3: TEAM RECRUITMENT AND
CONTRACTUAL AGREEMENTS

Who? Maksatbek and Tilek

Deadline: 2nd month

Step 4: TECHNICAL PRODUCT
DEVELOPMENT

Who? Project Coordinator + Startup

Deadline: 3rd month

Step 5: RECRUITMENT OF NGOs,
COMMUNITY GROUPS AND
POTENTIAL EMPLOYERS

Who? Project Coordinator and external
partners

Deadline: 3rd month

Step 6: MARKETING AND BRANDING

Who? Project Coordinator + Technical
Development Team

Deadline: 4th month



It is a common mistake during the **Plan Phase** that teams are hesitant to think strategically about their idea. Push yourselves to think concretely about the solution as if it really were going to happen.



A high-quality concept should excite your team and hope for lasting impact. It is important to consider a concept that the design team is interested in committing to implementing.

Step 7: RECRUITMENT OF NEET
YOUTH AND POTENTIAL
EMPLOYERS TO TEST
MINIMUM VIABLE PRODUCT

Who? Project Coordinator, startup, potential
employers and NEET youth

Deadline: 4th month

Step 10: SOFT PRODUCT LAUNCH
AND USER ONBOARDING

Who? Project Coordinator, startup, potential
employers and NEET youth

Deadline: 5th month

Step 8: PRODUCT TESTING AND
ITERATION

Who? NEET youth, Project Coordinator,
Design Team, startup

Deadline: 5th month

Step 11: OFFICIAL PRODUCT LAUNCH
AND STAKEHOLDER
ONBOARDING

Who? Design Team

Deadline: 6th month

Step 9: EVALUATE CONTINUITY AND
OPERATIONS

Who? Measurement and Evaluation Team
and Design Team

Deadline: 8th month

Step 12: SCALE PLATFORM AND
RESOURCES

Who? Design Team & Community
& Partners

Deadline: 9th month



60 minutes

Required



TIMELINE



START

END

Detailed Activities		April		October		November		
Step 1	APPROVAL FOR TRANSITION INTO PILOT PHASE							
↓	Present project pitch to senior management of AKF and USAID							
	Get approval to transition into the pilot phase from relevant parties							
	Access budget for the pilot phase							
	Recruit a Project Coordinator							
Step 2	DEVELOPMENT OF TERMS OF REQUIREMENT AND PROJECT SCOPE							
↓	Develop MoU for partnership with key private player (Vacancy.Osh) with support from Accelerate Prosperity							
	The project coordinator to develop detailed implementation plan and software development blueprint to guide software developers from platform development							
Step 3	TEAM RECRUITMENT AND CONTRACTUAL AGREEMENTS							
↓	Develop ToR and Recruit software development team (frontend engineers, backend engineers, UI/UX designers, content writers, webpage developers)							
	Develop brand guidelines (logo, font, colors, templates) for the platform and work with visual designer to implement them across social media pages, telegram bot, and other marketingand offline events							
	Sign contractual agreements with clear scope of work							
Step 4	TECHNICAL PRODUCT DEVELOPMENT							
↓	Development of Telegram Bot including bug fixes and testing							
	Development of Supplier Relationship Management (SRM) software to maintain database of users profiles, and usage statistics							
	Organise offline training events at VTC, YAC, and Youth Centers to train youth to develop CV using the platform and drive usability							
Step 5	RECRUITMENT OF NGOs, COMMUNITY GROUPS AND POTENTIAL EMPLOYERS							
	Linking the Telegram Bot with Vacancy.Osh Social Media pages for seamless integration of services and redirection of users							
	Identify and onboard organisations that provide training to youth							
	Support selected organisations in developing SOP for recruiting interns							
	Identify and onboard employers via direct outreach through CoE, JIA, Association of Microfinance Institutions and target ads through social media							
	Support selected organisations in developing SOP for recruiting employees							

09 STORYTELL

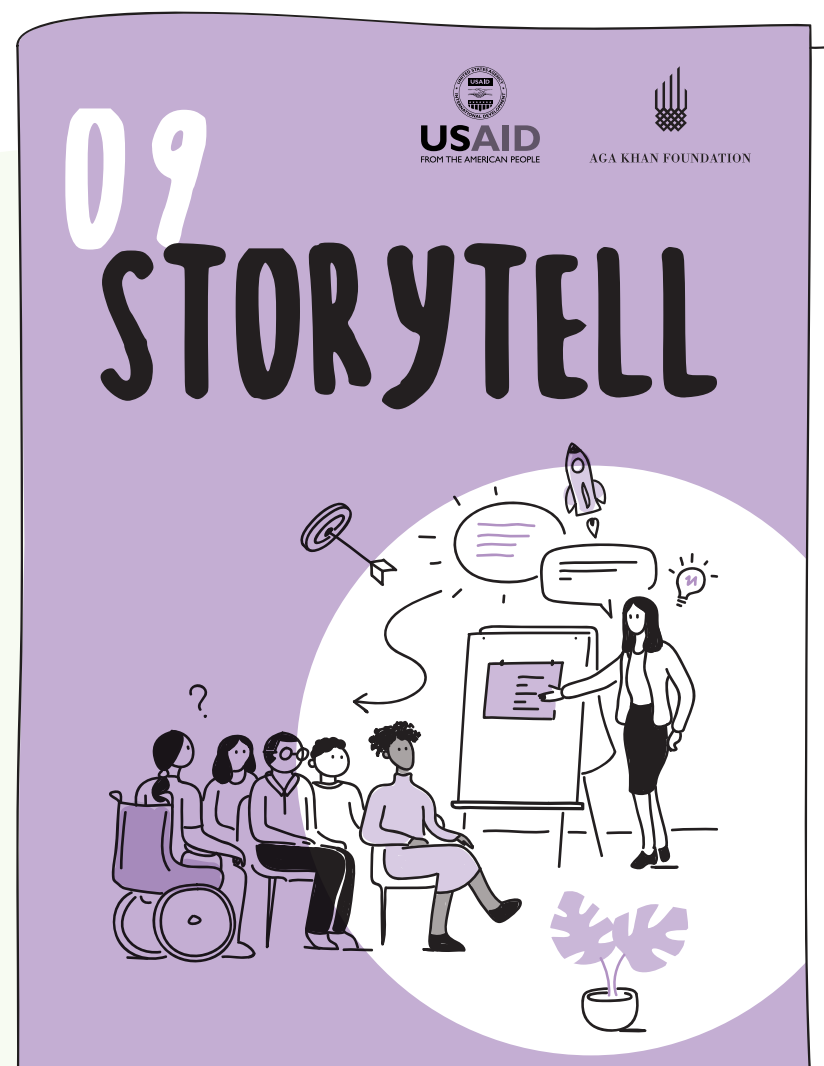


INTRODUCTION

Now that your design team has developed a prototype, tested it with stakeholders and imagined an implementation plan, it is time to share your idea with those who can help your team make it a reality.

Whether your audience is funders, decision makers or colleagues, by leveraging what you have learned throughout your design work, you will be able to inspire, engage and enlist partners in implementing your solution.

What steps can we take to ensure we are both sharing the strategic aspects of the project while also maintaining a focus on the stakeholders we met, the problems we discovered, the solutions we tested and the feedback we received?



FACILITATION RESOURCES

COACHING FOR SUCCESS

The tools in the **Storytell phase** of the design process ask design teams to prepare to pitch their concept to the broader community in order to get funding and support for implementing the concept. Coach design teams to develop and practice telling the stories of their design work. They should pitch the potential impact of their concepts through sharing what they learned from the stakeholders they connected with throughout the process. Encourage design teams to use the narrative arc of a story to help their audiences build empathy with the stakeholders who will be impacted by the concept. There is a slide deck template provided to help the team fully map out their concept and there is a slide deck template to help them develop their pitch.

COACHING TO AVOID COMMON MISTAKES

It is a common mistake that during the **Storytell Phase** teams get overly focused on their ideas and do not communicate the potential impact of their concept. Design teams also make the mistake of over-communicating and sharing too much detail. A good story and a good pitch should be short and powerful. If your audience doesn't understand why they should support your idea in the first ten minutes, you are likely to lose their attention.

COACHING FOR MINDSETS

The **Storytell Phase** of the design process is about sharing what inspired you about the stakeholders you met. This is also a collaborative moment for the team to listen to and support each other to improve the pitch to be the strongest it can be. Encourage teams to work together to draft, edit and deliver their stories and pitches in an iterative, collaborative way.

COACHING FOR ALIGNMENT

To successfully wrap up this phase of the design process, your team must answer the alignment questions in the Design Work Journal with specific and clear ideas. At the end of this design phase, design teams will need to have a story of their design work and a pitch of their concept ready to present to the community. If design teams are struggling to find alignment then first consider some criteria that they could use to evaluate the ideas more objectively. There are rubrics provided in the Storytell Guidebook. For example, how might they clearly communicate why they believe their concept will have an impact on outcomes for stakeholders? They can also ask an external stakeholder to give input on the ideas and their pitch.

COACHING FOR QUALITY

A high-quality pitch should excite your community and potential funders with optimism and hope for lasting impact. If the idea isn't inspiring for the design teams to take action or give an inspiring pitch, then ask what is missing or what might be adjusted to make the idea and the pitch more robust. Another sign of a high-quality idea is that the team has received ample feedback from stakeholders and is excited about the positive impact they expect to have in the community.

STORYTELL

Use the tools and resources in this guidebook to accomplish the goals below. Once your design team has achieved these objectives, you will be in a strong position to advance to the next phase in your design process. Use the reflection tools in the **Design Work Journal** to evaluate whether your design team is ready to move to the next phase.



Refresh yourselves on your design work thus far in order to consider what you have learned throughout the project



Reflect on the feedback you received from stakeholders throughout the process in order to articulate why your solution is desirable to your stakeholders



Communicate to colleagues and others about the sustainability of the solution



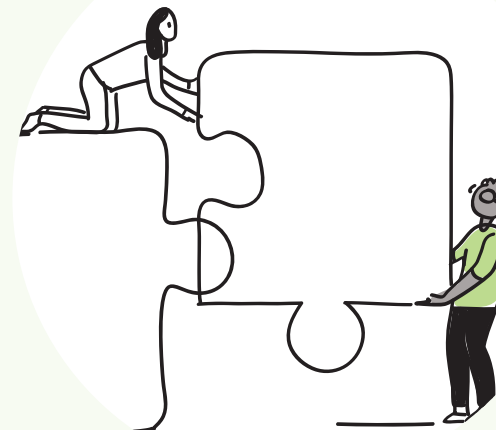
Share the information you gathered related to the feasibility of the solution with colleagues and others



Use the evidence you have gathered throughout your project to create your Project Playbook - a guide to help colleagues understand the details of your solution and how to implement it



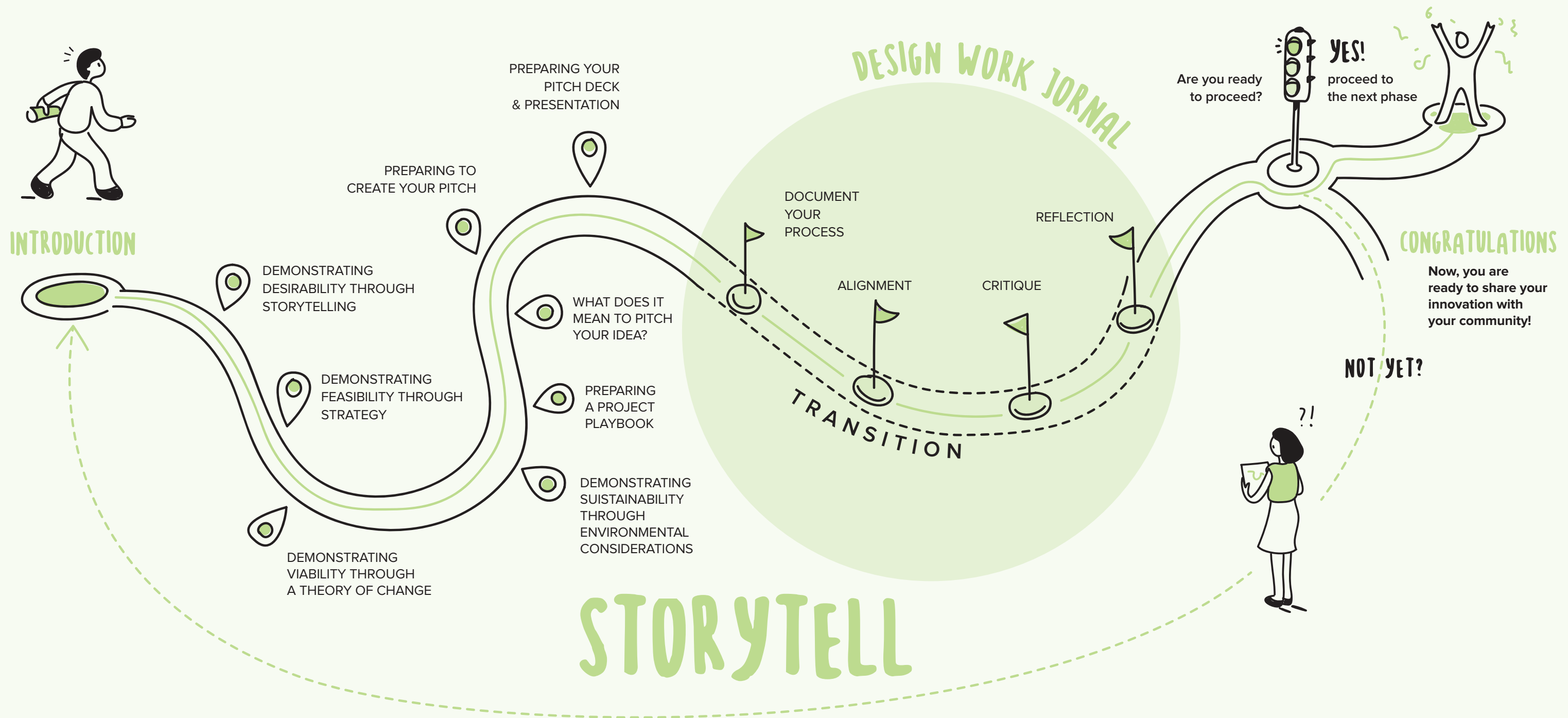
Share your Project Playbook with colleagues in order to get feedback and improve it



Use the Pitch Deck template to create a pitch deck and presentation to share your solution with colleagues, funders and potential partners



Pitch your idea in order to rally the support and resources needed to implement your solution



OVERVIEW OF STORYTELL PHASE

The tools in the **Storytell Phase** are designed to help you synthesise what you learned from your design work and prepare to share your insights and ideas in a human-centred way.

During this phase of the design process, your team will reflect on the work you have created throughout the project and synthesise your learning into clear and concise communications, designed to reach a variety of audiences in a variety of formats. One of the tools is a Project Playbook Slide Deck Template.

The Project Playbook is designed to create the documentation needed to hand off the project to those who are responsible for implementing it while communicating the valuable elements of the solution that were generated during the design process.

The other communication tool is a Pitch Slide Deck Template. The Pitch template is designed to help your design team create and deliver a dynamic project pitch to community members as well as potential partners and funders.

OBJECTIVES OF STORYTELL PHASE

The goal of this phase is to help you develop two approaches to communicating what you learned about your solution and why it has the potential to meet the stakeholder's needs and improve outcomes. The documentation of the Project Playbook is designed to communicate the specific details of the solution and how to implement the solution successfully.

The storytelling approach to pitching is focused on sharing a stakeholder-specific way of communicating about your idea. Your pitch will communicate your idea in a way that is focused on why your idea will have the greatest impact on the outcomes for stakeholders. At the end of this phase, you should be clear on how you plan to communicate about your solution and its potential to different stakeholder groups.

MINDSETS OF STORYTELL PHASE

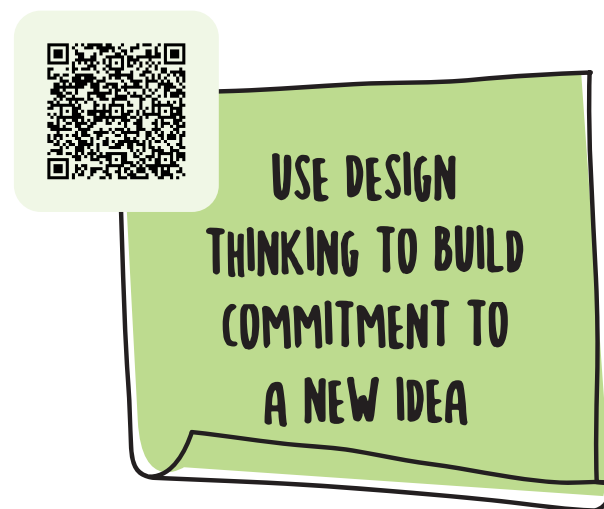
- Get inspired by people
- Feedback is a gift to improve your ideas
- Many cycles of testing are necessary to develop an idea

STORYTELL: ARTICLES



ARTICLES

Interested in learning more about this phase of the human-centred design process?
Click the links to read additional articles that give additional context as well as examples.



STORYTELL: PROJECT EXAMPLE





DEMONSTRATING DESIRABILITY THROUGH STORYTELLING

Instructions: Use this tool to help synthesise what you learned in the design project and communicate your idea in terms of the needs and emotions of your stakeholder. You will use this information to inform your project pitch.



Use the narrative arc of a story to help your audience build empathy with the stakeholders who will be impacted by the concept.



While telling a human-centred story as a part of a presentation might feel unfamiliar, using stakeholder stories help engage your audience.

1. WE MET...

Tell us more about your primary stakeholder.

Kutman recently turned 21 and lives with his grandparents from his mother's side. He was born and raised in Myrza Ake village and has completed both secondary and higher education. His parents are not together, and his mother is in Russia. He helps his grandparents with household chores, mainly looking after livestock. He is currently struggling to find a job.

- "I studied for Customs, but it is difficult to get a job in customs."
- "I need to save up some money before I can land myself a job in this field, and I need someone who can help me."
- "My plan is to go to Russia, because you have more opportunities, and the pay is much better than here too."
- "I worry about my grandparents if I have to go abroad but I don't have a choice."

2. WE NOTICED...

What was the surprising observation you made?
What did you discover?

Kutman needs a way to access relevant and meaningful job opportunities in Kyrgyzstan.

This is important because Kutman is a determined youth who diligently completed his education against all odds yet is struggling to find a job.

Getting a job will enable Kutman to become confident and motivated and lead a successful life.

3. SO WE CREATED...

What concept did you create? What assumptions were you testing in your prototypes?

A digital platform for youth in Kyrgyz Republic:

- To share career stories, seek mentorship and counseling.
- Learn new skills through innovative courses.
- Build a resume, cover letter, and professional profile.
- Find training, internship and job opportunities.

4. THEN WE LEARNED...

How have your prototypes evolved based on stakeholder feedback? What have you learned about your concept?

- The mobile app must be relevant and accessible to the different experiences of NEET youth in Kyrgyz Republic.
- The mobile app must stay up-to-date with market trends and new job search information.
- The mobile app must provide trustworthy and reliable information so that users know that the information shared on the app is not a scam.
- The mobile app must be user-friendly and easy to use at any time.

5. SO NOW WE HOPE TO IMPLEMENT...

What concept are you going to implement? What outcomes are you hoping for in terms of improving the outcomes for the stakeholders you are working to serve?

Adis Career Guidance and Job Search Platform.

- The solution will enable youth to discover career opportunities that they couldn't access before and seek guidance and support for obtaining a job.
- The solution will enable youth to identify training and learning opportunities to advance their interest in a field and gain practical skills needed to obtain a job.
- The solution will support youth to build the relevant components for a job application (resume, cover letter, etc.).
- The solution will help youth search job opportunities that are aligned with their capabilities in their districts



60 minutes

DEMONSTRATING FEASIBILITY THROUGH STRATEGY

Instructions: Use this tool to help synthesise what you learned in the design project and communicate your idea in terms of a strategy for implementing your concept. You will use this information to inform your project pitch.

1. WHAT DO YOU NEED TO DO IN ORDER TO IMPLEMENT?

What interventions are you planning to create? How will stakeholders interact with this concept?

We will create a digital platform - Adis - an integrated resource for youth and employers to access career development services, skills building opportunities and job opportunities.

Since developing a new mobile application takes significant time and financial commitment and would need the users to download an external app, we will first create a social media bot to test all the features on an intermediary platform.

The stakeholders can access the digital platform using the exclusive weblink or via the social media page.

2. WHO MIGHT YOU PARTNER WITH TO MAKE THIS HAPPEN?

Which organisations might you partner with to implement this concept?

We will partner with the following agencies:

- The startup who have an MVP of the solution and an existing userbase of youth.
- An existing AKF initiative called Coalition of employers to provide database of SME.
- Associations of small and medium employers and microfinance institutions to share internship and job opportunities.
- UNDP KR who also have developed a similar product in the market will be invited to join as a learning partner.

3. WHAT RESOURCES DO YOU NEED? WHAT PERSONNEL MIGHT YOU NEED?

What space might you need?
What materials might you need?

- We will setup a pilot implementation team to lead activities.
- We will need to recruit a project coordinator for overall management and coordination.
- We will need to recruit a frontend software developer, a backend software developer, a UI/UX specialist, Quality Analysis engineer, and content writer for mobile application development.
- We will need to recruit an agency for branding, marketing, and graphic design for all project materials.
- We will work with the implementation partner for community mobilisation and engagement.
- We will work with a partner on stakeholder engagement and employer onboarding.
- We will hire all resources locally in the country and try to maintain a gender inclusive team.



Use this activity to begin to think through what you would need to implement your project.



You may not have all the details together. That's okay! Use this as a starting place.

4. BASED ON WHAT YOU STATED PREVIOUSLY, HOW MUCH FINANCIAL SUPPORT DO YOU NEED?

What might the budget be for this initiative?

The total budget for the pilot is \$100,000. A detailed breakdown of this budget can be seen in the financial plan.

5. WHAT IS THE NEAR-TERM TIMELINE?

Can you implement a pilot of this idea in the next two quarters? If so, how? If not, why?

The timeframe for the pilot is 6-7 months.

1st month

- Recruit project coordinator
- Develop detailed implementation plan and software development blueprint.

2nd Month

- Recruit software development team
- Development of Telegram Bot including bug fixes and testing.

3rd Month

- Develop brand guidelines and implement them across social media pages, telegram bot, and other marketing materials.

4th Month

- Soft launch of the platform and promotion of platform via social media marketing and offline events.

5th Month

- Identify and onboard organisations that provide trainings, internships, and job to youth.

6th Month

- Develop onboarding videos and share on social media to increase usability of features.

6. WHAT IS THE LONG-TERM TIMELINE?

When do you plan to have the initiative implemented at scale?

If the pilot is successful, we will work with the local partner on a cost-sharing basis to develop the mobile application and scale it over all districts in Kyrgyz Republic.



60 minutes



DEMONSTRATING FINANCIAL SUSTAINABILITY THROUGH A THEORY OF CHANGE

Instructions: Use this tool to help synthesise what you learned in the design project and communicate your idea in terms of your theory of change. A theory of change describes what resources you plan to use, what interventions you plan to create and what impacts you expect to see as a result. You will use this information to inform your project pitch.

1. WHAT IS THE PROBLEM?

Why is it a problem worth solving? What are the consequences if this goes unsolved?

Youth living in southern districts of Kyrgyzstan, especially those from remote mountainous villages, are most at risk for becoming a NEET youth (not in employment, education, or training) because of lack of supportive guidance to choose a career, lack of training opportunities to acquire a practical skillset, and difficult to find work opportunities in this region.

2. WHAT IS YOUR SOLUTION?

How are you going to address this problem in a new and novel way? What's involved in your design team's solution?

Adis Career Guidance and Job Search Platform
A digital and scalable intervention that provides supportive career guidance, immersive learning experiences, relevant market information, and accessible job linkages.



Consider what interventions you are planning to make as a part of your concept and what impact those interventions might have on your stakeholders.



You might not have the data to support these ideas -- that's okay! Consider this an imaginative exercise.

3. WHAT IS THE POTENTIAL NEAR-TERM IMPACT?

How is your solution going to create positive outcomes for at least 20-50 stakeholder in the near future?

- Youth will receive mentorship, counselling from other successful youth from the region.
- Youth will discover and apply for training, internship and job opportunities.
- Youth will build the relevant components and prepare to apply for jobs.
- Employers will share job openings on the platform.

4. WHAT IS THE POTENTIAL LONG-TERM IMPACT?

How might your solution be replicable in other communities? For more stakeholders?

- The mentorship and counselling sessions will enable youth to choose diverse and meaningful career choices.
- The training and learning opportunities will support youth in gaining a practical skillset that is desired by employers.
- The youth are able to land job placements that are aligned with their capabilities in their districts.



60 minutes



DEMONSTRATING ENVIRONMENTAL SUSTAINABILITY THROUGH GREEN CONSIDERATIONS

Instructions: Use this tool to help synthesise your decisions about your design work that are **focused on the environment and the impact on the natural world**. What decisions and ideas have you included in your work that will help lead to a healthy and thriving environment for the local community and the larger world.

1. WHAT SUSTAINABLE MATERIALS, PROCESSES, OR PRACTICES ARE INCLUDED IN YOUR SOLUTION?

How has your team chosen sustainable actions that will support the environment?

The environmental impact of this solution is minimised by the fact that all the information will be distributed via a mobile app.

We will feature green jobs on the app to help increase environmentally-friendly businesses.

2. HOW IS YOUR SOLUTION INCORPORATING OPPORTUNITIES FOR CARBON REDUCTION?

What practices or features have you included in your solution to reduce the carbon footprint of your solution?

We will partner with green employers to help offset the environmental impact of mobile phones.



Consider what interventions you are planning to make as a part of your concept and what impact those interventions might have on your stakeholders.



You might not have the data to support these ideas -- that's okay! Consider this an imaginative exercise.

3. HOW HAS YOUR TEAM DESIGNED FOR THE FULL LIFECYCLE OF YOUR SOLUTION?

What are the environmental considerations your team has taken when designing for every element of the solution from beginning to end?

Because this is not a physical product, we do not need to consider the lifecycle of the product. We will be able to push updates to the app without any physical resources.

4. WHAT ARE YOU DOING TO REDUCE OR MITIGATE NEGATIVE ENVIRONMENTAL IMPACTS?

How is your team reducing your carbon footprint, reusing materials, or avoiding adding to detrimental environmental issues?

We will partner with green employers to help offset the environmental impact of mobile phones.



6-8 hours

PREPARING A PROJECT PLAYBOOK

Instructions: The **Preparing a Project Playbook** tools offers you tips for putting together a document that tells the story of your design work, the hopes you have for the outcomes your solution will create for stakeholders and the resources needed to implement this project. Use this framework to help synthesise what you learned in the design project and communicate your idea

1. PREPARING TO CREATE YOUR PROJECT PLAYBOOK

- Review the examples of **Project Playbooks** provided in your digital resources. Discuss as a team the strengths of each example as well as the components you want to change, improve or discard.
- Review your team's design work beginning from the first phase of the process through the end. One quick way to get started is to review the summary pages you completed for each of the phases in your **Design Work Journal**. The information you gathered and the ideas you generated result in outputs that will be useful to share as you explain your project to others. The **Project Playbooks** will utilise the outputs of each design phase in each section of the **Project Playbooks**.
Make a list of these assets here:
 - We will use the materials we have gathered in our Design Work Journal.
 - We will use personas and other research frameworks.
 - We will use the prototype and some mockups of app developed during prototype phase.
- Review the **Project Playbook** template provided in the link at the end of the book. Note: there are different names for the components of the playbook, but they all align with the phases of the guidebooks.

- The **Project Launch Phase** of the design process maps to the **Introduction** section of the Project Playbook
- The **Understand Phase** of the design process maps to the **Project Context** section of the Project Playbook
- The **Empathise Phase** of the design process maps to the **Design Research** section of the Project Playbook
- The **Synthesise Phase** of the design process maps to the **Insights** section of the Project Playbook
- The **Ideate Phase** of the design process maps to the **Potential Solutions** section of the Project Playbook
- The **Prototype Phase** of the design process maps to the **Assumptions to Test** section of the Project Playbook
- The **Test Phase** of the design process maps to the **Field Testing** section of the Project Playbook
- The **Storytell Phase** of the design process maps to the **Concepts to Advance** section of the Project Playbook

- The **Iterate Your Concept** section of the **Test Phase** of the design process maps to the **Concept Refinement** section of the Project Playbook
- The **Plan Phase** of the design process maps to the **Next Steps** section of the Project Playbook

Gather photos from your design research, fieldwork and team collaboration. Take photos/screenshots of project work and list them here:

- We will use pictures we have captured during empathise phase, co-creation phase and testing phase field work.
- We will use pictures taken during stakeholder workshops.

At the end of this Guidebook, you can find a QR code that links to a digital slide deck template.

in terms of a strategy for implementing your concept. You will use this information to inform your project pitch is up to date with new decks provided here. By preparing a **Project Playbook**, you are creating documentation that communicates to others the thinking behind your solution and a plan for how to implement

your solution in a way that can achieve the outcomes you seek to create for your stakeholders. By gathering this information and reflecting on your process, you will be in a great position to develop your pitch to potential funders and supporters.

At the end of this Guidebook, you can find a QR code that links to a digital slide deck template.

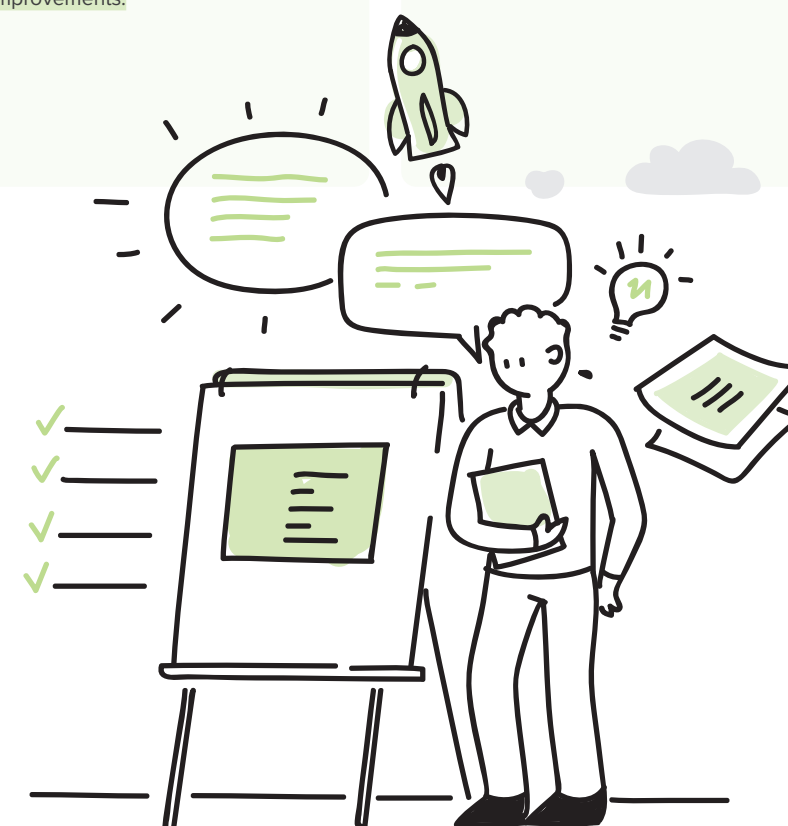
2. CREATING YOUR PROJECT PLAYBOOK

- As a team, refine the assets you created during each of the phases of the design process. Review and make edits. Work to clarify your ideas. Share your content with critical friends outside of your team in order to get feedback.
- As a team, select the photos/screenshots you want to use for each section of the **Project Playbook**. Map out the book.
- As a team, delegate the process of making the **Project Playbook**.

Once you have a complete draft, again seek feedback from a critical friend. Make improvements.

3. SHARING YOUR PROJECT PLAYBOOK

- Leverage your Project Playbook when you prepare your pitch presentation to potential funders and partners. Review materials and delegate sections.
- If appropriate, prepare your **Project Playbook** to share via social media and/or website. Include an explanation that describes the purpose and intention of the playbook.
- Whether you and your team are advancing this project or you are handing it off, review the Project Playbook as the project transitions into a pilot phase.



It is important to transition from thinking only about what is desirable to think about what is also feasible.



At this stage in the process, your team might be losing stamina. Make sure you are pushing yourselves to meaningfully reflect during this activity.



PREPARING YOUR PROJECT PLAYBOOK

Instructions: Now that you have completed your design work, it is time to gather all of the insights and ideas you have developed into a **Project Playbook** that communicates the most critical elements of your solution as well as what anyone would need to know and do in order to implement your solution. Use these tools to draft your slides. Then use the **digital template** to make your slide deck. **At the end of this Guidebook, you can find a QR code that links to a digital slide deck template.**

I. INTRODUCTION

STEP 1: INTRODUCTION



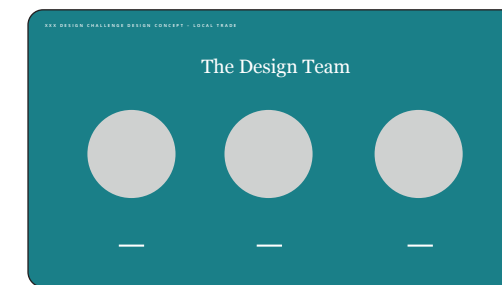
STEP 2: THE ORGANISATION

Which **organisations** are involved in the project?



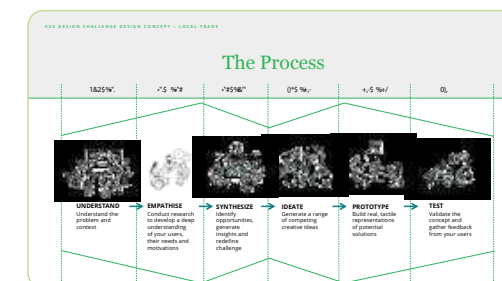
STEP 3: THE DESIGN TEAM

Who was on the **Design Team**? Include names, roles and photos.



STEP 4: THE PROCESS

Give some **context** about the **process** you used (**Human-Centred Design**)



Be sure to give the audience for the Project Playbook context about your design project.



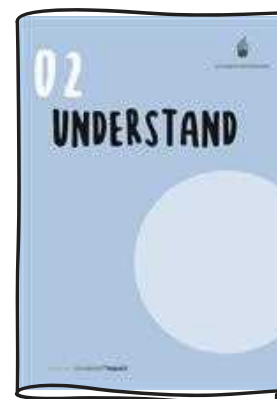
Don't forget to include any co-designers on the team.



PREPARING YOUR PROJECT PLAYBOOK

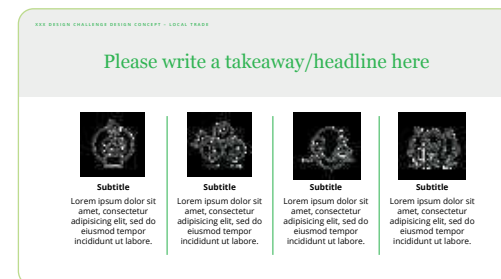
2. PROJECT CONTEXT

STEP 1: PROJECT CONTEXT



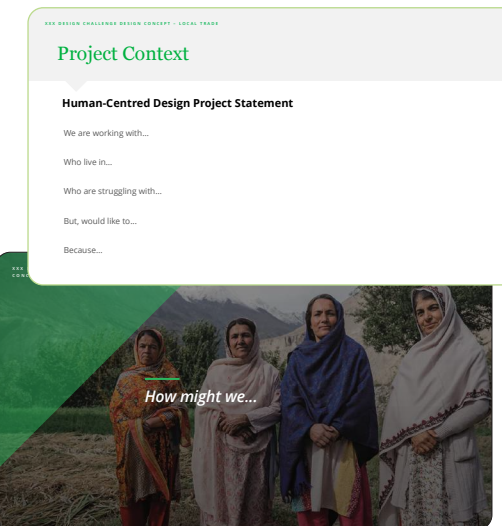
STEP 2: EVIDENCE & STATISTICS

Pick 3-5 key statistics that demonstrate the **problem your solution will solve**. Keep the **statistics** relevant to the problem. Use **logos or graphs** to bring your statistics to life.



STEP 3: THE PROBLEM

What was the **specific problem** your team was working to solve? What was your **design problem statement**?



- The What
- The Whom
- The Where
- The Why



Help your audience understand the context in which you are working.



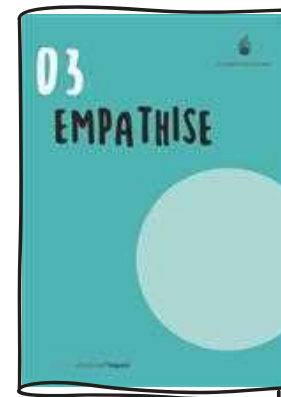
Be sure to select the data that is most relevant to the problem and solution you are working on.



PREPARING YOUR PROJECT PLAYBOOK

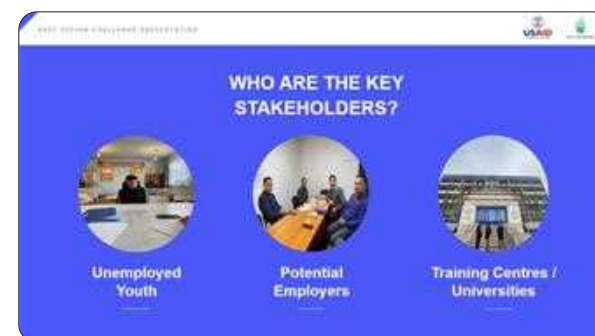
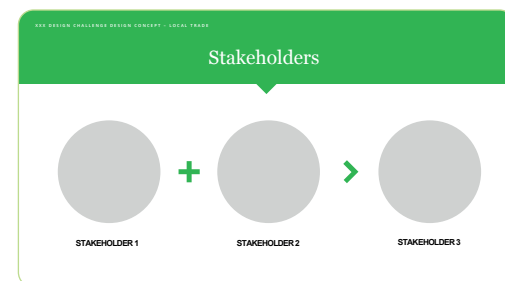
3. DESIGN RESEARCH

STEP 1: EMPATHISE



STEP 2: THE STAKEHOLDERS

Who are the **stakeholders** most negatively impacted by the problem?



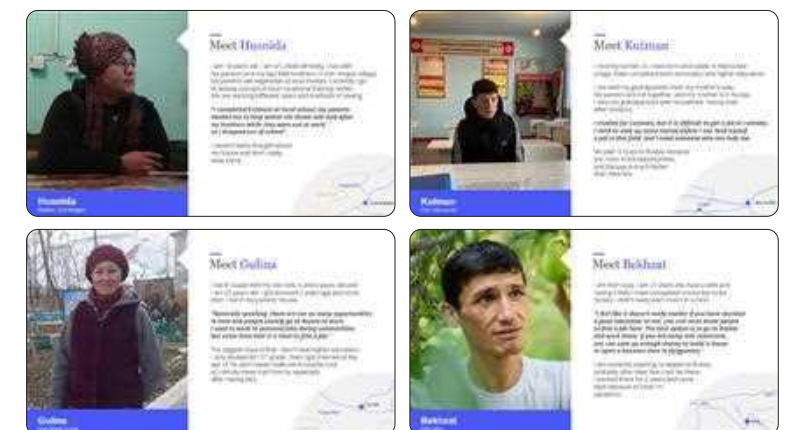
STEP 3: METHODS

What **design research methods** (engage, immerse, observe) did your team use?



STEP 4: PEOPLE YOU MET

Describe the **stakeholders** you met during this project.



Sharing project insights will help your audience understand the work that informed the concept you developed.



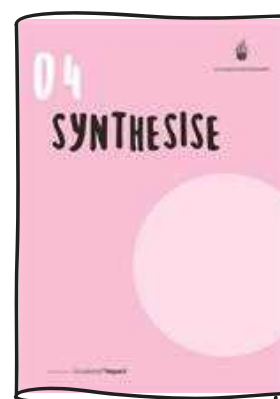
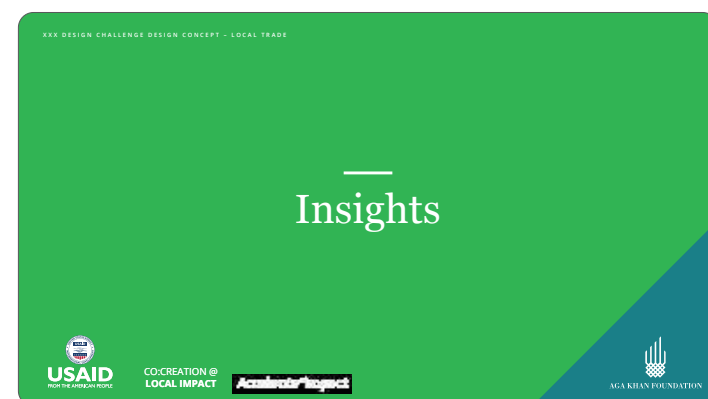
By sharing what you learned from the stakeholders you met, you will create a more compelling presentation.



PREPARING YOUR PROJECT PLAYBOOK

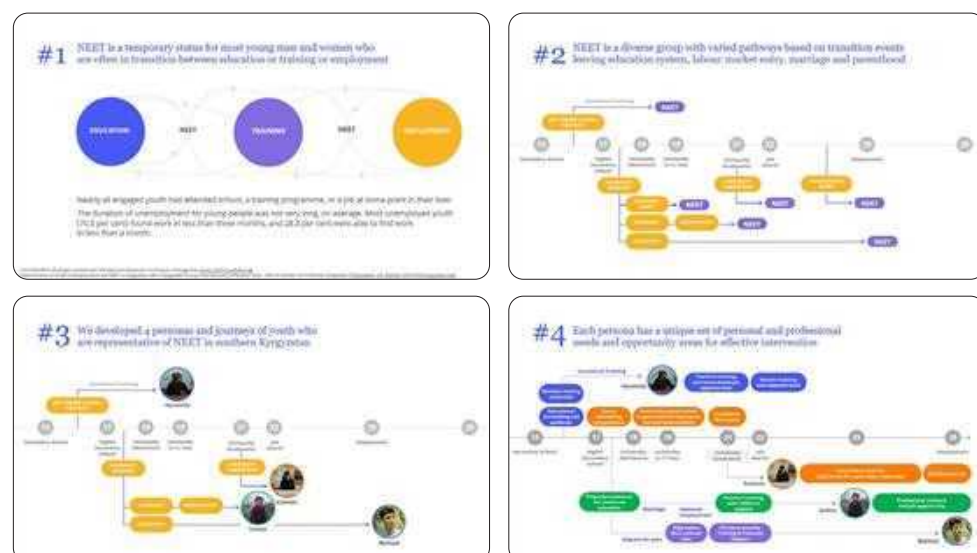
4. INSIGHTS

STEP 1: SYNTHESISE



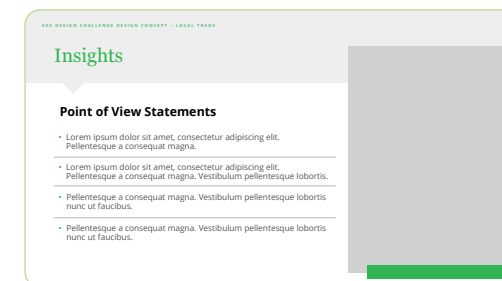
STEP 2: KEY INSIGHTS FROM STAKEHOLDERS

Share the 3-5 most important facts that you learned about a **stakeholder** while developing a persona.



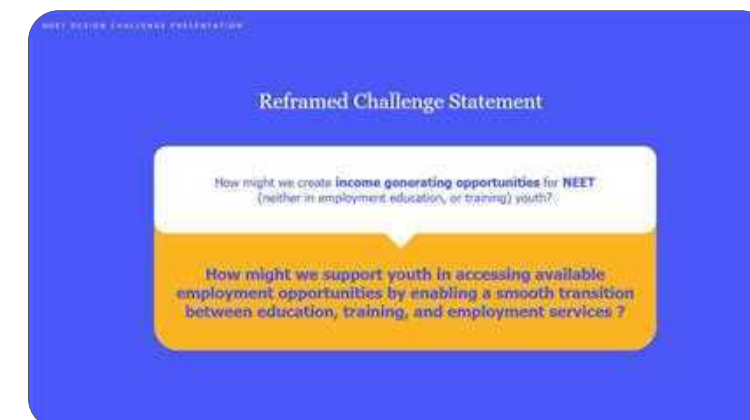
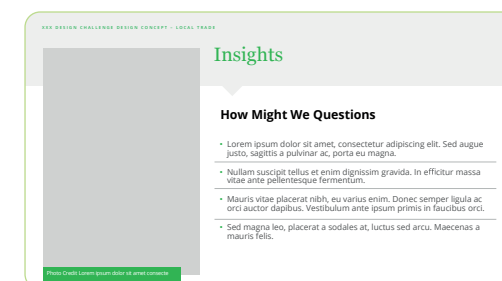
STEP 3: POINT OF VIEW STATEMENTS

Select the most relevant **Point of View statement** to share here.



STEP 4: HOW MIGHT WE QUESTION

Share 4-6 of your most relevant **HMW questions**.



Sharing project insights will help your audience understand the work that informed the concept you developed.



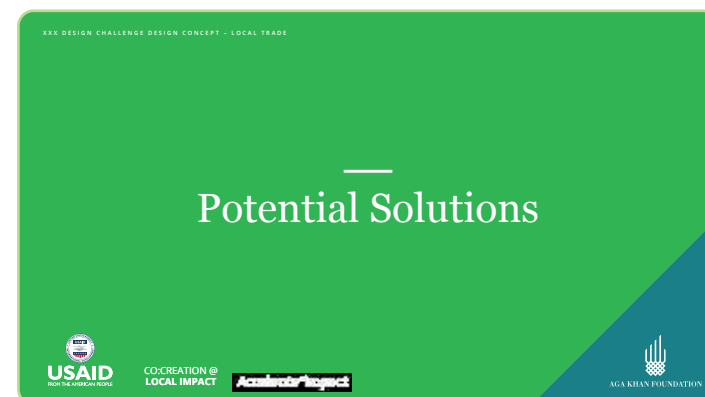
Be sure to edit down the insights and only share those that are relevant to the problem and concept you are working on.



PREPARING YOUR PROJECT PLAYBOOK

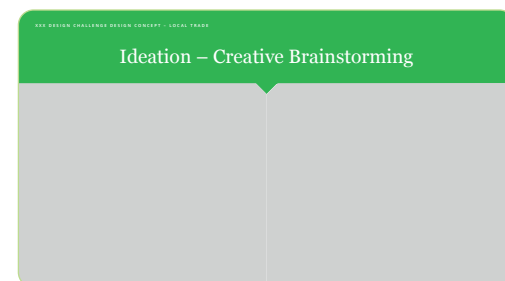
5. POTENTIAL SOLUTIONS

STEP 1: IDEATE



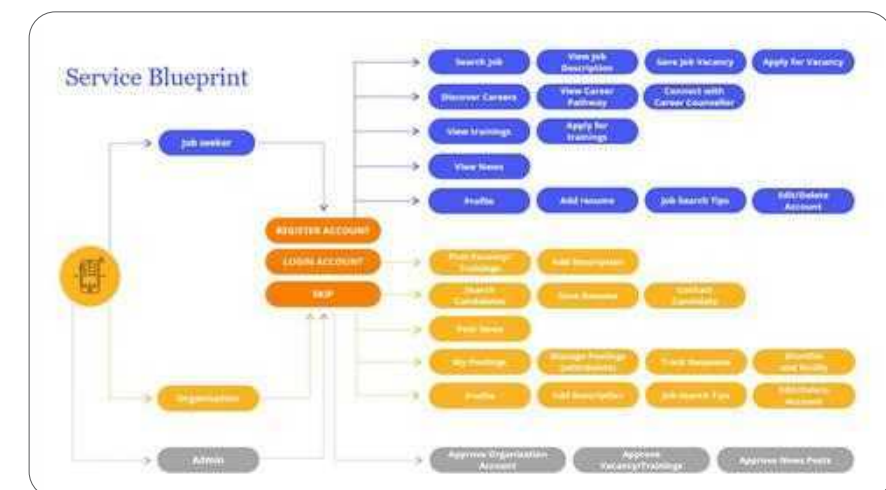
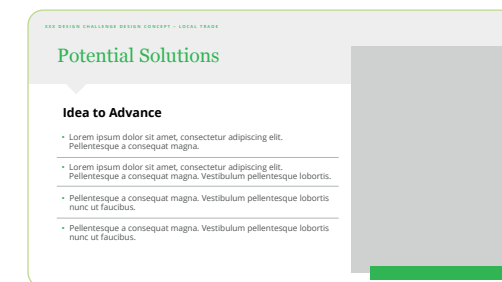
STEP 2: IDEAS GENERATED

Share an **image of your brainstorm**. Share some of the **ideas your team generated**.



STEP 3: IDEA TO ADVANCE

Share the **idea your team selected** to advance to the **Prototype Phase**.



Sharing some of the ideas you generated but did not advance is exciting for the audience to see.



Don't spend too much time presenting all the ideas you generated - just give the audience a brief taste.



PREPARING YOUR PROJECT PLAYBOOK

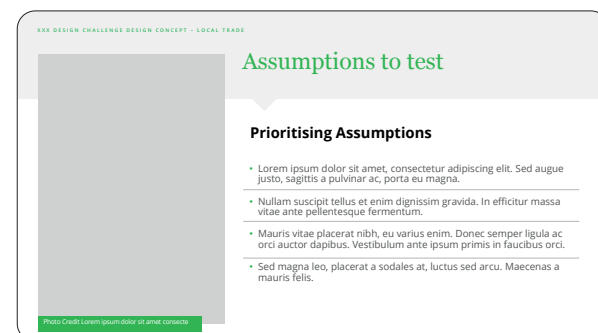
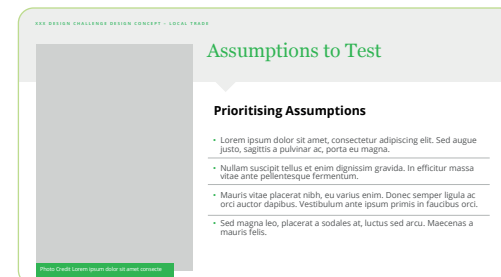
6. ASSUMPTIONS TO TEST

STEP 1: PROTOTYPE



STEP 2: PRIORITISING ASSUMPTIONS

Share 2-3 assumptions your team decided to test.

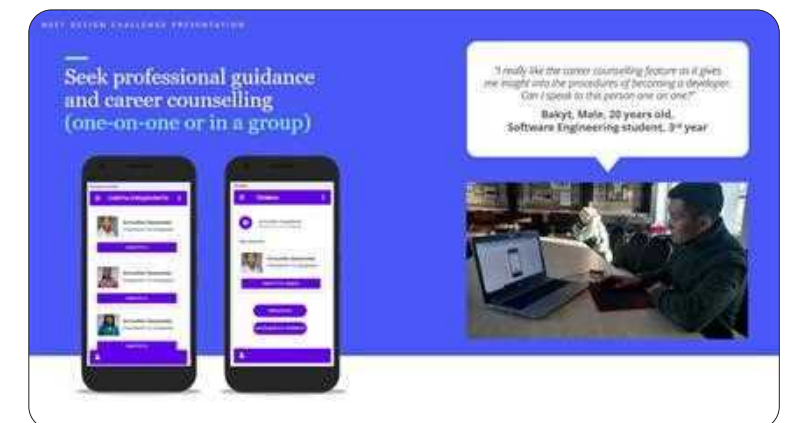
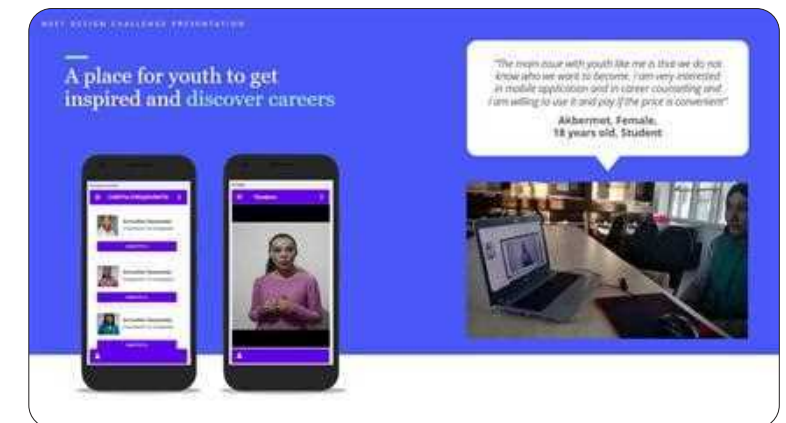
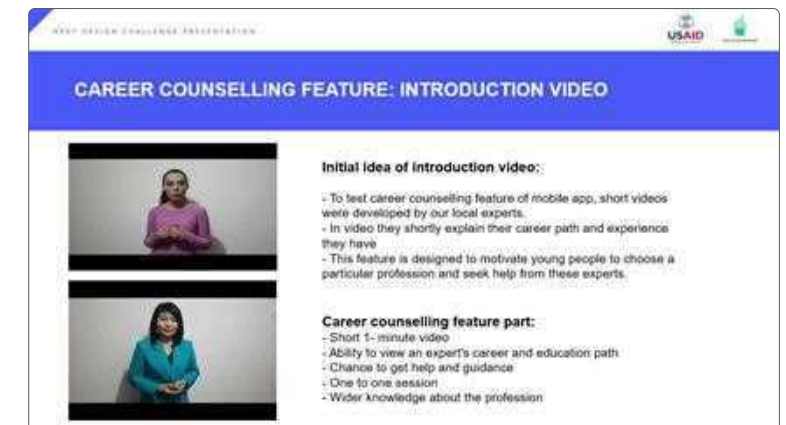
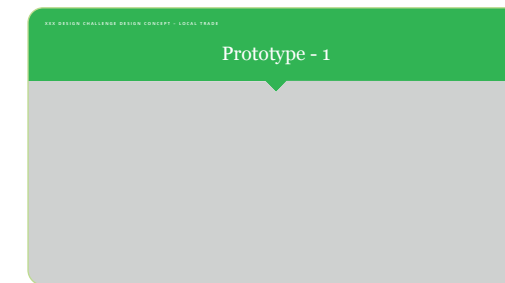


ASSUMPTIONS

- The youth do not have an opportunity to learn about different career options
- They do not have an mentorship opportunity
- Having a career discovery platform will enable youth in realizing an aspirations, seeking a personal mentor, and identifying the right training opportunity
- The only platform for youth to look for job opportunities is through their own network - family, friends, relatives.

STEP 3: POTENTIAL PROTOTYPES

Share an image of the sketches of your team's prototyping ideas.



Sharing the assumptions you tested can help the audience understand the work that went into developing your prototype.



Give your audience a glimpse into the design work you did during the prototyping phase.



PREPARING YOUR PROJECT PLAYBOOK

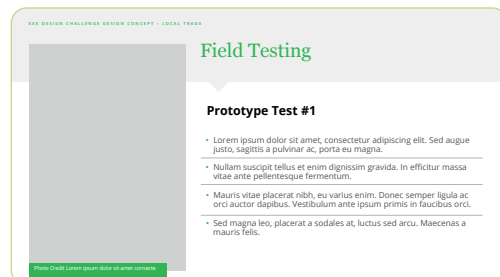
1. FIELD TESTING

STEP 1: TEST



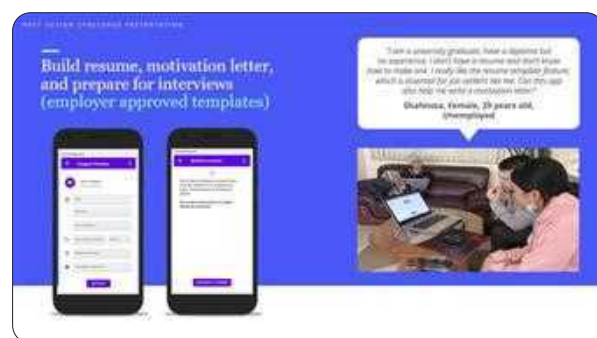
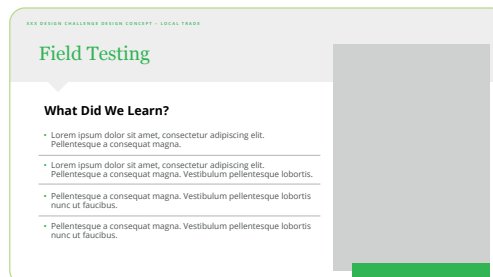
STEP 2: PROTOTYPE TEST #1

Describe the **test** of your **first prototype**.



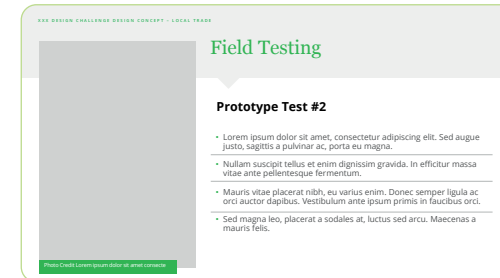
STEP 3: WHAT DID WE LEARN?

Describe what you **learned** from your **test** of your **first prototype**.



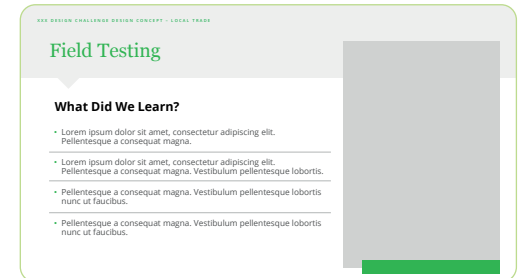
STEP 4: PROTOTYPE TEST #2

Describe what you learned from your **test** of your **second prototype**.



STEP 5: WHAT DID WE LEARN?

Describe what you **learned** from your **test** of your **second prototype**.



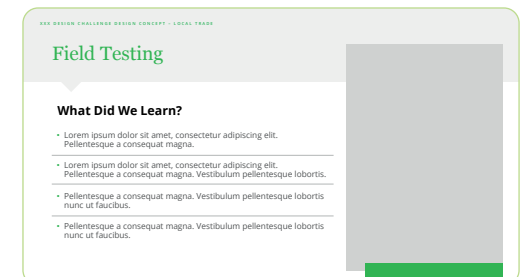
STEP 6: PROTOTYPE TEST #3

Describe what you learned from your **test** of your **third prototype**.



STEP 7: WHAT DID WE LEARN?

Describe what you **learned** from your **test** of your **third prototype**.



Sharing what you tried and what you learned through prototyping can help your audience understand the work that went into developing your concept.



Work to distill your most important learnings from testing prototypes.



PREPARING YOUR PROJECT PLAYBOOK

8. CONCEPTS TO ADVANCE

STEP 1: STORYTELL



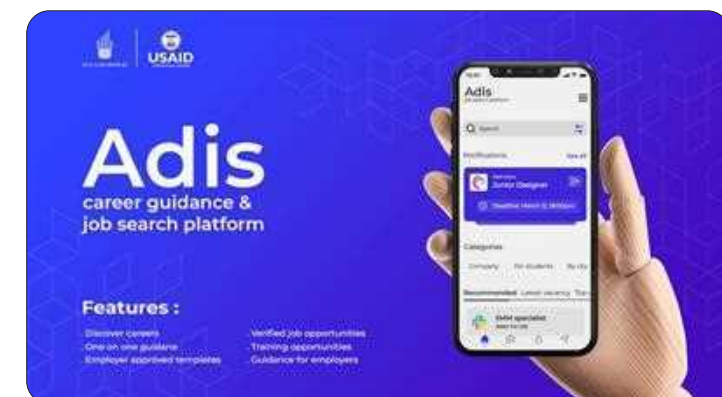
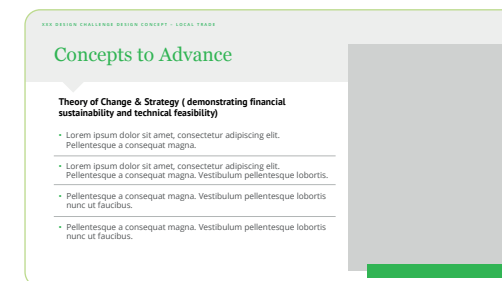
STEP 2: STAKEHOLDER STORY

Share the story that demonstrated that this concept is desirable.



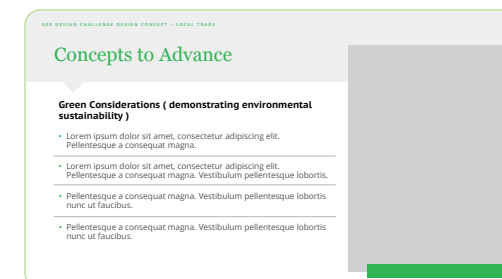
STEP 3: THEORY OF CHANGE & STRATEGY

Share the theory of change that demonstrates this idea is financially sustainable. Share the strategy that demonstrates this idea is technically feasible.



STEP 4: GREEN CONSIDERATIONS

Share the green considerations your team made in order to ensure this idea is environmentally sustainable.



Use the reflection tools from the **Storytell Phase** to share your ideas for how to make your concept a reality. Sharing your pitch here will help your team bring together all the information you created into a specific pitch to a specific audience.



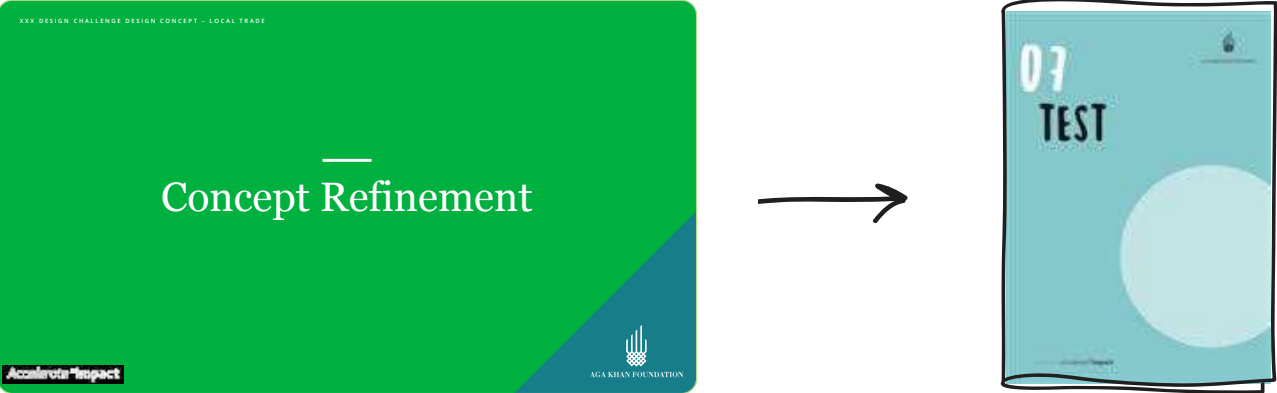
Work as a team to focus on the most important information to share for each of these sections.



PREPARING YOUR PROJECT PLAYBOOK

9. CONCEPT REFINEMENT

STEP 1: INSIGHTS FROM TESTING



STEP 2: VALUE PROPOSITION

Describe how your concept provides value to the stakeholder.

Concept Refinement

Value Proposition

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- Lorem ipsum dolor sit amet, consectetur adipiscing elit. Pellentesque a consequat magna. Vestibulum pellentesque lobortis nunc ut faucibus.
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- Pellentesque a consequat magna. Vestibulum pellentesque lobortis nunc ut faucibus.

Kutman
Osh, Myrza-Ali

Value Proposition

Our solution helps NEET youth to solve their struggles with finding relevant, meaningful jobs in order to achieve a better, more financially stable and personally satisfying life.

This matters to the stakeholder group because NEET youth need to find a work that is relevant to their skills and is fulfilling

STEP 3: DESIGN PRINCIPLES

Share the design principles your team created at the end of the Test Phase. These principles should guide your implementation of the concept, even if your original concept has to change.

Concept Refinement

Design Principles

- Lorem ipsum dolor sit amet, consectetur adipiscing elit. Pellentesque a consequat magna.
- Lorem ipsum dolor sit amet, consectetur adipiscing elit. Pellentesque a consequat magna. Vestibulum pellentesque lobortis nunc ut faucibus.
- Pellentesque a consequat magna. Vestibulum pellentesque lobortis nunc ut faucibus.
- Pellentesque a consequat magna. Vestibulum pellentesque lobortis nunc ut faucibus.

STEP 4: DESIGN CRITERIA

Share the design criteria your team created at the end of the Test Phase. This design criteria should guide your implementation of the original concept, if the concept is being implemented as you planned. These criteria could become irrelevant if the concept changes significantly.

Concept Refinement

Design Criteria

- Lorem ipsum dolor sit amet, consectetur adipiscing elit. Pellentesque a consequat magna.
- Lorem ipsum dolor sit amet, consectetur adipiscing elit. Pellentesque a consequat magna. Vestibulum pellentesque lobortis nunc ut faucibus.
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- Pellentesque a consequat magna. Vestibulum pellentesque lobortis nunc ut faucibus.



Use the reflection tools from the **Storytell Phase** to share your ideas for how to make your concept a reality. Sharing your pitch here will help your team bring together all the information you created into a specific pitch to a specific audience.



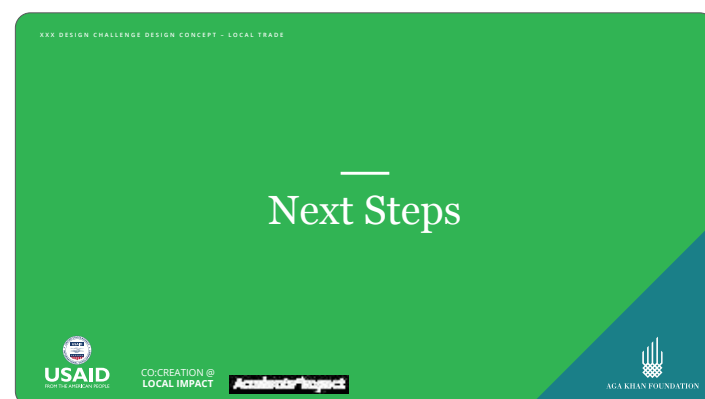
Work as a team to focus on the most important information to share for each of these sections.



PREPARING YOUR PROJECT PLAYBOOK

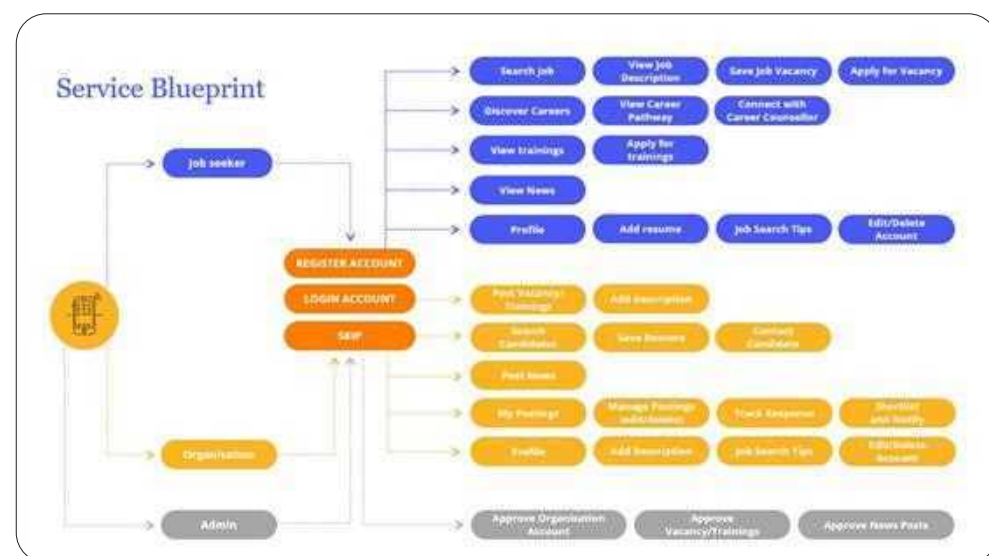
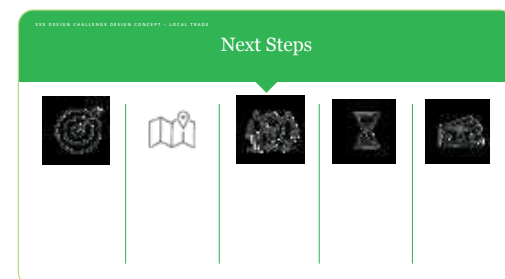
10. NEXT STEPS

STEP 1: PLAN



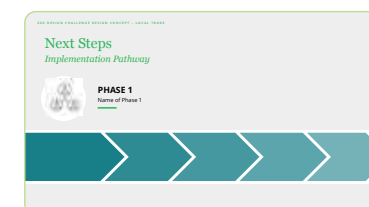
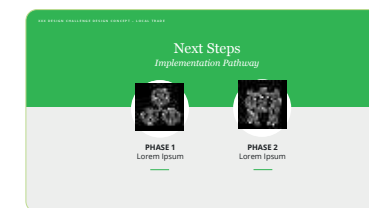
STEP 2: CONCEPT

Share the details of your concept.



STEP 3: STRATEGY

Share the strategy for implementation your team developed.

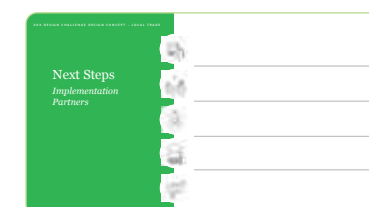


STEP 4: TIMELINE

Share the timeline for implementation that your team is planning



Task	Start	End	Owner	Status
Task 1	2023-01-01	2023-01-15	John	Completed
Task 2	2023-01-15	2023-01-30	Jane	In Progress
Task 3	2023-01-30	2023-02-15	John	Not Started
Task 4	2023-02-15	2023-02-28	Jane	Not Started
Task 5	2023-02-28	2023-03-15	John	Not Started
Task 6	2023-03-15	2023-03-31	Jane	Not Started



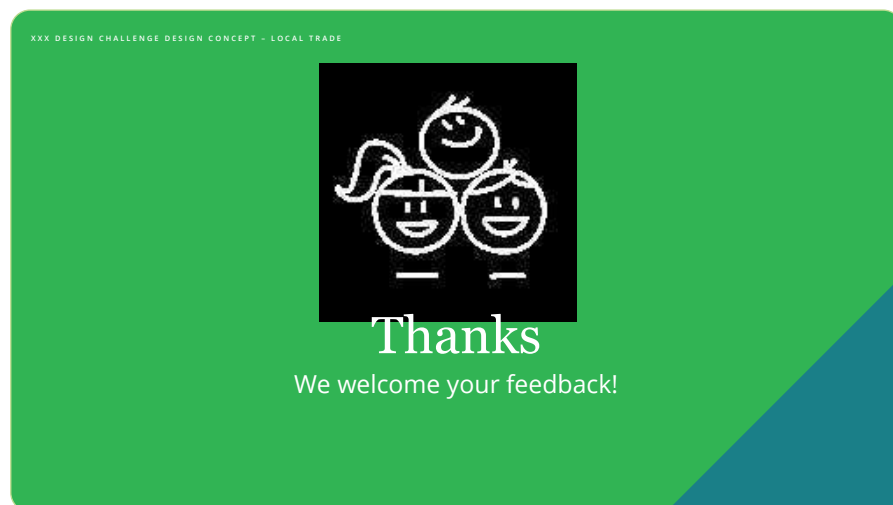
Use this opportunity to go into more detail about how your team plans to implement your concept.



PREPARING YOUR PROJECT PLAYBOOK

II. WRAP UP AND CONCLUSION

STEP 1: WRAP UP



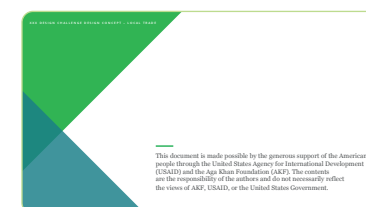
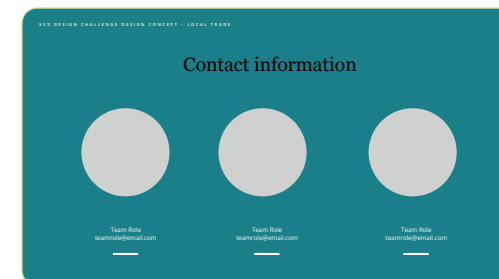
STEP 2: ACKNOWLEDGMENTS

Be sure to **thank those individuals and organisations** that supported your work along the way.



STEP 3: CONTACT INFORMATION

Share the **contact information of your team members** in case someone in the audience wants to connect with you.



Gratitude and recognition are an important part of any collaboration. Be sure to thank those who helped you along the way, especially stakeholders!

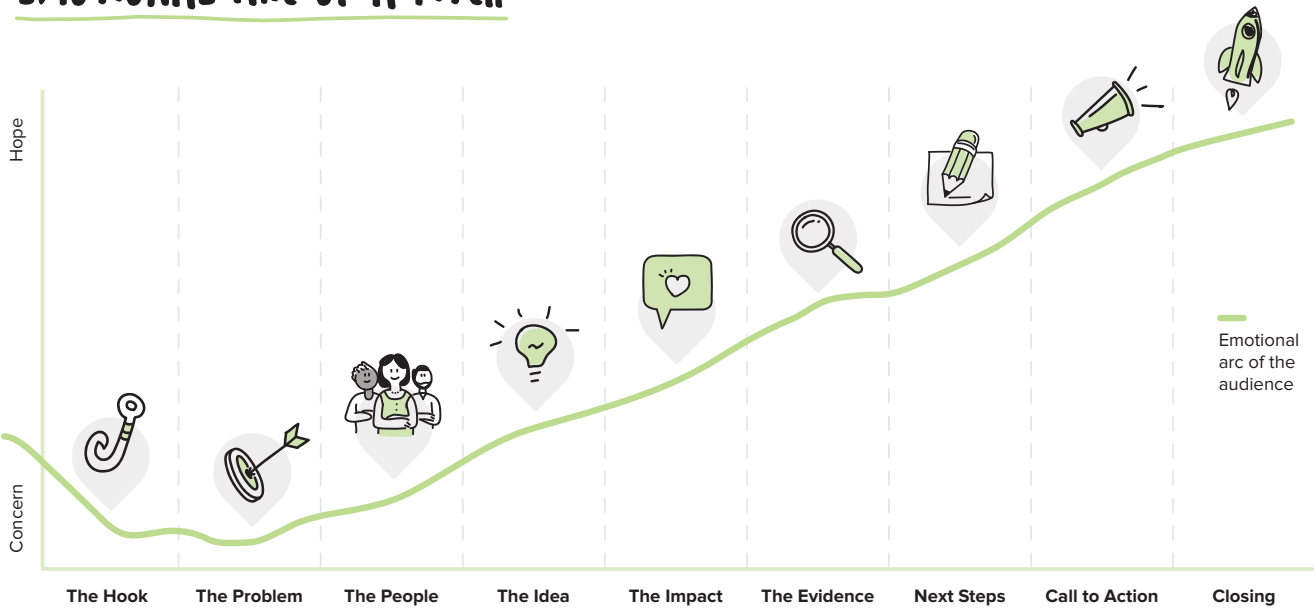
WHAT DOES IT MEAN TO PITCH YOUR IDEA?




Instructions: Unlike the Project Playbook, your pitch should be powerful, clear, concise and not take longer than 15 minutes to present. Crafting a compelling story that inspires action and support, requires planning, feedback and iteration. Presenting that story in a powerful and confident way takes practice and coaching. The rest of this guidebook provides resources designed to support you to give the most powerful presentation of your story. Confident you will be when you finally give your presentation.




Below is the ideal emotional arc of the audience for your presentation. If you are setting the context of the problem and then presenting the solution effectively, your presentation should first build concern in your audience, not just for the big picture but also specific people. When you present your idea, the mood ideally will change to one of hope. As you make your case for why your idea will work, your audience's feeling of hope should continue to grow.




Once you have built that hope, capitalise on the feelings you have generated by giving a call to action. Leave the audience on an aspirational high note. Below is a chart of the different topics included in an effective presentation as well as suggestions for sources of evidence and visuals. Suggested timing for each slide is also included. At the end of this Guidebook, you can find a QR code that links to a digital slide deck template. Good luck with your pitch!

EMOTIONAL ARC OF A PITCH



What are you sharing?	 THE HOOK	 THE PROBLEM	 THE PEOPLE
Why are you sharing it?	<ul style="list-style-type: none">What is the problem that you want to solve?How might you capture the emotion of the audience at the very beginning?	<ul style="list-style-type: none">Why is the problem worth solving?Why do we need to solve it urgently?What is the magnitude of the problem?	<ul style="list-style-type: none">How is it relevant to communities we work with?Tell a story of a specific stakeholder you met in order to humanise the problem.
How are you sharing it?	<ul style="list-style-type: none">Choose the most compelling...<ul style="list-style-type: none">Story about a real personQuotationStatisticsNews Story	<ul style="list-style-type: none">Share any context specific information that helps the audience understand the issue.<ul style="list-style-type: none">Quantitative DataPhotos of ContextResearch	<ul style="list-style-type: none">We met: Share a story about a specific stakeholder you met, so that the audience can get a better visualization of the context and the stakeholder's life.We noticed / saw / heard: What was your key observation? Was there something surprising / contradictory you discovered while meeting the stakeholder?Our insight: Based on your understanding of the context, stakeholder and your observations, what is the key insight that you had? What matters most to the stakeholder?<ul style="list-style-type: none">StoryPhotos of People
For how long are you sharing it?	Suggested time: 1 minute	Suggested time: 1 minute	Suggested time: 1-2 minutes

What are you sharing?	 THE IDEA	 THE IMPACT	 THE EVIDENCE
Why are you sharing it?	<ul style="list-style-type: none">Write a headline for your idea.Who is the key target stakeholder?Share your idea in a few lines - not all details.How will it benefit the stakeholder?	<ul style="list-style-type: none">Why will this idea improve the circumstances of the community?Imagine the solution in the context of the stakeholder's life whose story you told.Now tell the new version of the story with the idea in place.How might this solution scale beyond this stakeholder?	<ul style="list-style-type: none">Why are you confident this idea will make a positive impact?What assumptions are you making?How do you know?What did you do to test your assumptions and try out your idea?What did you learn? How has your idea evolved?
How are you sharing it?	<ul style="list-style-type: none">DiagramsSketchesPictures of Prototypes	<ul style="list-style-type: none">StoryQuantitative DataPhotos of PeopleResearch	<ul style="list-style-type: none">StoryPictures of Prototypes
For how long are you sharing it?	Suggested time: 1-2 minutes	Suggested time: 1-2 minutes	Suggested time: 1-2 minutes

What are you sharing?	 NEXT STEPS	 CALL TO ACTION	 CLOSING
Why are you sharing it?	<ul style="list-style-type: none">What are the key activities of the solution you plan to implement?What resources do you need? Financial, physical and human?What is the timeline for your project? Show key steps in a diagram / as a Gantt chart.	<ul style="list-style-type: none">How can the audience support this idea?What is your ask?	<ul style="list-style-type: none">If your idea is successful, what will the future look like?How will you know if your solution is successful?Close your pitch by connecting back to the people most impacted by the problem.
How are you sharing it?	<ul style="list-style-type: none">Share any specific information that helps the audience understand your plan for implementing your solution.DiagramsSketchesPictures of Prototypes	<ul style="list-style-type: none">Share any specific information that helps the audience understand how they might be able to support the implementation of your solution.StoryPictures of People	<ul style="list-style-type: none">Share any specific information that helps the audience understand the impact you are trying to create.StoryPictures of Prototypes
For how long are you sharing it?	Suggested time: 1 minute	Suggested time: 1 minute	Suggested time: 1 minute



60-120 minutes

PREPARING TO CREATE YOUR PITCH

Instructions: Use this tool to further synthesise what you learned during your design project and sharpen your articulation of your strategy. You will use this information to create your pitch deck and presentation. **At the end of this Guidebook, you can find a QR code that links to a digital slide deck template.**



Preparing to pitch is as important as the pitch itself. Be sure you are considering you audience as you develop your pitch.



Empathising with your audience will help you connect with them and make your case.

1. WHAT IS YOUR GOAL FOR YOUR PITCH?

Are you hoping to secure funding? Motivate colleagues to support your project? Find partner organisations?

Our goal is to convince the senior stakeholders within Aga Khan Foundation and USAID to support our project, disburse funding, and give final approval towards implementation activities.

2. WHO IS THE AUDIENCE FOR YOUR PITCH?

What does your audience care most about? How do they typically make decisions (with data, from expertise, etc.)? Are they connected personally to the challenge?

- AKF Kyrgyz Republic senior management
- Extended Design Team
- Local Impact Global Team
- Global Programme Team
- USAID mission office in Kyrgyzstan and Global team

Our audience cares most about identifying a valid community need, developing sound reasoning for the solution, demonstrating proof of concept via testing, and the potential for impact and scale.

Their decisions are usually based on compelling user stories, comprehensive qualitative and quantitative data analysis, prototyping and testing results, as well as considerations around financial sustainability, innovation potential, and potential positive impact.

3. WHY DOES SOLVING THIS PROBLEM MATTER?

Why should the audience be invested in creating this change based on their values? What do you want them to feel? To know?

According to unofficial estimates, 30% of youth in Kyrgyz Republic are currently in the NEET category. This is a massive challenge for the individuals as well as the country. The economic and social implications for this challenge affect long-term stability, income, happiness and health of the youth in the country.

4. WHY IS YOUR SOLUTION GOING TO SOLVE THE PROBLEM?

What makes your solution unique? Why is your team well-suited to implement this solution?

This solution will holistically support youth in enabling a smooth transition from education to employment, meeting varied needs that are currently not being addressed by different service providers (education, training, employment).

A new job search platform specifically focused on informal sector jobs in southern Kyrgyz Republic would democratise job availability and improve employability of youth.

5. WHAT'S THE ASK?

What is the call to action for your audience? What do you want them to do?

We are seeking final approval to enter the pilot phase and funding to support the development of the solution.



60 - 120 minutes

PREPARING TO CREATE YOUR PITCH

Instructions: Use this tool to develop your pitch. This will be the human-centred story that you tell your audience. Use this tool to reflect on your design work and what you might share during your pitch.

At the end of this Guidebook, you can find a QR code that links to a digital slide deck template.

WHAT IS THE SETTING?

Describe the context that is specific to the stakeholder you chose.

Kutman is isolated, preoccupied with domestic work, and doesn't have anyone to advise him on his career.

1. What is the problem in the context you selected? Describe the context.

What's your message?

Youth living in southern districts of Kyrgyz Republic, especially those from remote mountainous villages, are most at risk for becoming a NEET youth (not in employment, education, or training) because of lack of supportive guidance to choose a career, lack of training opportunities to acquire practical skills, and the difficulty of finding work opportunities in the region.

2. Share 1-3 data points that demonstrate this problem.

What's your message?

According to unofficial estimates, 30% of youth in Kyrgyz Republic are currently in the NEET category. This is a massive challenge for both the individuals and the country.

WHO IS THE MAIN CHARACTER?

Pick one stakeholder you met during your design work to feature throughout your pitch.

Kutman recently turned 21. He was born and raised in Myrza Ake village and has completed both secondary and higher education. He lives with his grandparents from his mother's side as his parents are not together, and his mother is in Russia.

He helps his grandparents with the household, mainly to look after livestock. He is currently struggling to find a job.

3. Introduce the main character. How does this problem impact them?

What's your message?

"I am currently looking for a job but it is difficult to get a job in customs."

"I need to save up some money before I can land myself a job in this field, and I need someone who can help me."

"My plan is to go to Russia, because and the pay is much better than here too."

4. What are the character's needs? Use your POV statement.

What's your message?

Kutman needs a way to access relevant and meaningful job opportunities in Kyrgyz Republic. This is important because Kutman is determined youth who diligently completed his education against all odds yet is struggling to find a job. Getting a job will enable Kutman to become confident, motivated and lead a successful life.



Don't forget to create a pitch deck with visuals to support your comments! Creating a pitch brings all of the components of your design work together in a logical presentation.



By focusing on one stakeholder, your team will create a strong narrative and a more logical pitch that is more compelling.

5. Introduce the solution. Why will it solve the character's problem?

What's your message?

Adis is a Career Guidance and Job Search Platform.

Kutman is currently in the NEET category and is actively looking for employment opportunities, so Adis will help him get the support he needs to find the right job opportunity.

7. What will be the impact on the larger community where the character lives? What are the stakes if you don't act?

What's your message?

- The mentorship and counseling sessions will enable youth to choose diverse and meaningful career choices.
- The training and learning opportunities will support youth in gaining a practical skillset that is desired by employers.
- The youth are able to land job placements that are aligned with their capabilities in their districts.

9. What's the ask for this specific audience? Funding? Partnership? Support?

What's your message?

Our goal is to convince the senior management team within Aga Khan Foundation and USAID to support our project, disburse funding, and give final approval towards implementation activities.

6. How will you know if the solution has improved the character's life? What is the impact of the solution? What makes your solution unique/different from what they are currently using?

What's your message?

Adis will enable Kutman to discover career opportunities that he didn't know before and seek counseling to pursue the same.

Adis will will enable Kutman to identify training and learning opportunities to advance his interest in a field and gain practical skillsets.

Adis will will enable Kutman to build relevant documents for a job application and search job opportunities that are aligned with their capabilities in their districts.

8. What resources do you need to implement this solution? What is the timeline?

What's your message?

APPROVAL FOR TRANSITION INTO PILOT PHASE
1st month
DEVELOPMENT OF TERMS OF REQUIREMENT AND PROJECT SCOPE
1st month
TEAM RECRUITMENT AND CONTRACTUAL AGREEMENTS
2nd month
TECHNICAL PRODUCT DEVELOPMENT
3rd month
RECRUITMENT OF NGOs, COMMUNITY GROUPS AND POTENTIAL EMPLOYERS
3rd month

10. Close your presentation with the importance of taking action and what can be accomplished if you meet your goals.

What's your message?

This solution will holistically support youth in enabling a smooth transition from education to employment by meeting varied needs that are currently not being addressed by different service providers (education, training, employment). A new job search platform specifically focused on informal sector jobs in southern Kyrgyz Republic will democratise job availability and improve employability of all youth, especially those without connections and women. Ultimately, this will help Kyrgyz youth find fulfilling and financial stable jobs that utilise their skills and training. This will lead to youth who are financially secure, personally satisfied and productive members of society.



4-6 hours

PREPARING YOUR PITCH DECK & PRESENTATION

Instructions: Use this tool to develop your pitch deck and presentation. This will be the story that you tell to your audience about why they should support the implementation of your idea. Use the slide deck template to map out the visuals for your slide deck and the message that accompanies your pitch. Refer to the work you have completed creating the Project Playbook. At the end of this Guidebook, you can find a QR code that links to a digital slide deck template. There are multiple different slide designs, through the template and at the end of the deck. You can use any of the slide formats that is most relevant to the content on each slide.



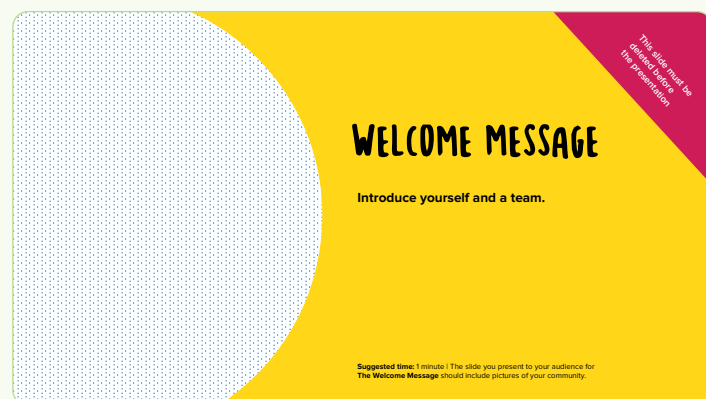
1. WELCOME



Suggested Presentation Time:
1 minute

MESSAGE TEMPLATE:

Reflect on how you want to introduce your design team.



Scan this QR Code to access a digital slide deck template.

VISUAL TEMPLATE:

The **WELCOME MESSAGE** slide should include pictures of your community.



2. THE HOOK



Suggested Presentation Time:
1 minute

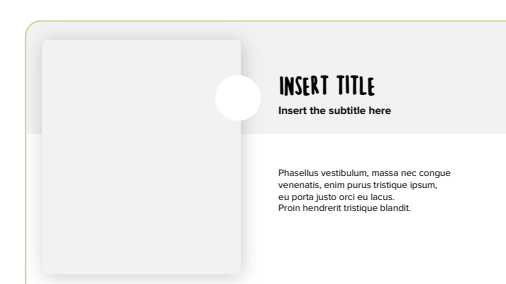
MESSAGE TEMPLATE:

Reflect on how you will get the audience's attention at the beginning of your presentation.



VISUAL TEMPLATE:

The **HOOK** slide should include pictures of your community.





4-6 hours

Continued



PREPARING YOUR PITCH DECK & PRESENTATION

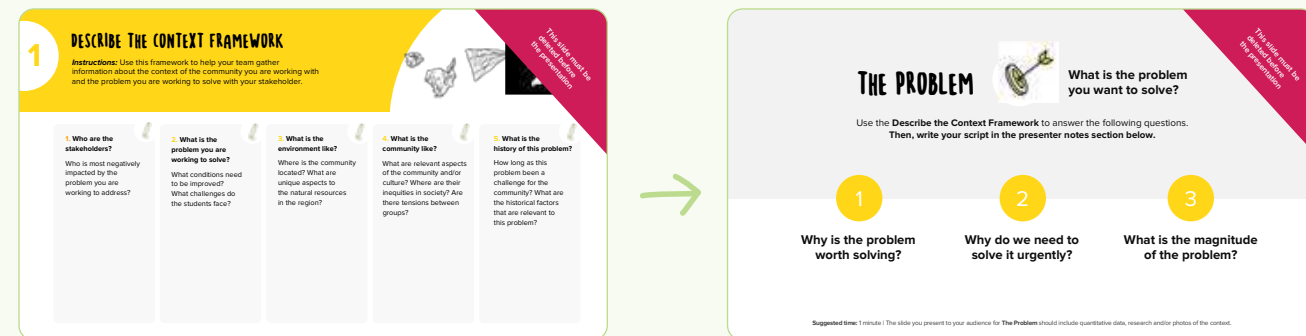
3. THE PROBLEM



Suggested Presentation Time: 1 minute

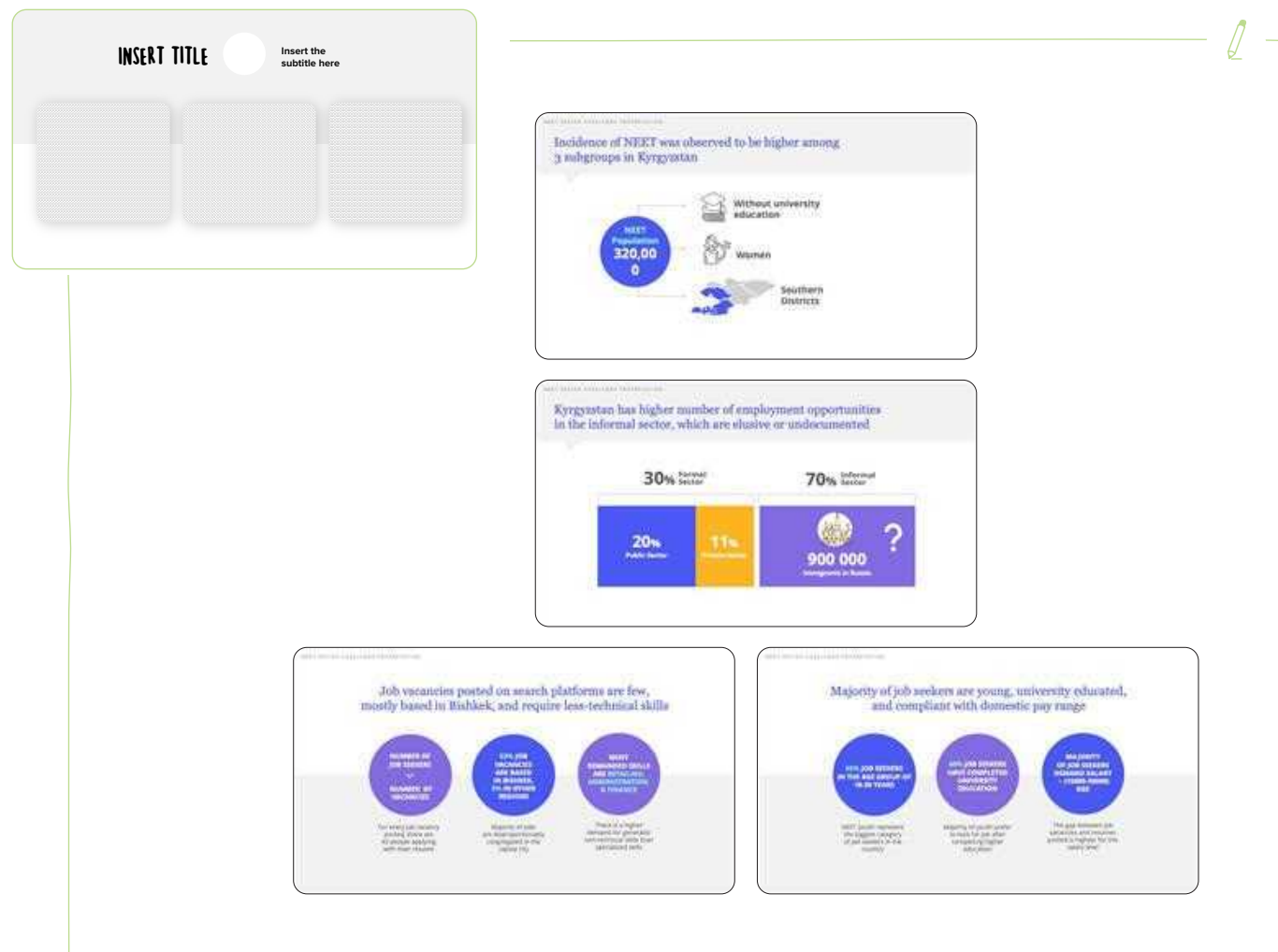
MESSAGE TEMPLATE:

Reflect on how you want to introduce the **problem you are working to solve.**



VISUAL TEMPLATE:

The **PROBLEM** slide should include quantitative data, research and/or photos of the context.



4. THE PEOPLE



Suggested Presentation Time: 1-2 minutes

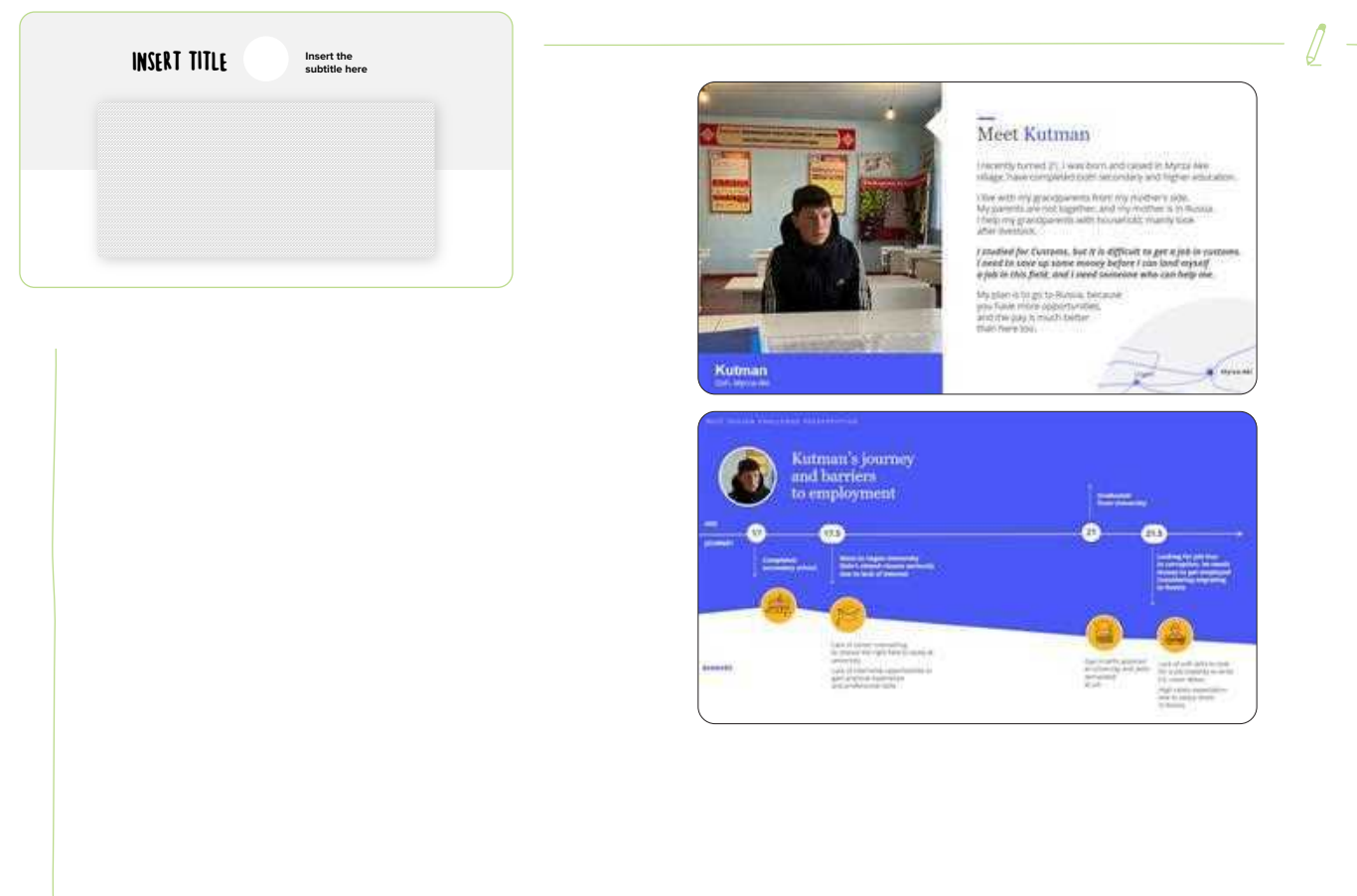
MESSAGE TEMPLATE:

Reflect on how you will introduce the audience to the **people closest to the problem** you are working to solve.



VISUAL TEMPLATE:

The **PEOPLE** slide should include pictures of the specific stakeholder you are focusing on.



Be sure to consider how to capture the emotion of the audience through the anecdotes that you share.



Be sure to select the most powerful insights about the problem and the community closest to the problem in order to capture your audience's attention.



4-6 hours

Continued



PREPARING YOUR PITCH DECK & PRESENTATION

5. THE IDEA

Suggested Presentation
Time: 1-2 minutes

MESSAGE TEMPLATE:

Reflect on how you want to explain to the audience how your team **plans to solve the problem**.

2 WHY IS YOUR IDEA WORTH SUPPORTING?

Do people want or need it? **SUSTAINABILITY** **FEASIBILITY** **Will it work technically?**

6 DEMONSTRATE SUSTAINABILITY THROUGH ENVIRONMENTAL CONSIDERATIONS

1 What sustainable materials, processes, or practices are included in your solution?
How has your team chosen sustainable actions that will support the environment?

2 How is your solution incorporating opportunities for carbon reduction?
What products or features have you included in your solution to reduce the carbon footprint of our work?

3 How has your team designed for the full lifecycle of your solution?
What are the steps your team has taken to design for every element of the solution from beginning to end?

4 What are you doing to reduce or mitigate negative environmental impacts?
How is your team reducing your carbon footprint, reducing materials, or recycling/wasting to detrimental environmental issues?

THE IDEA

Use the Why is Your Idea Worth Supporting? Framework to answer the following questions. Then, write your script in the presenter notes section below.

1 What is the idea? Write a headline for your idea.

2 How will it solve the problem you are facing?

3 How will it benefit those closest to the problem?

Suggested time: 1-2 minutes | The slide you present to your audience for The Idea should include diagrams, sketches and/or pictures of prototypes.

VISUAL TEMPLATE:

The **IDEA** slide should include include diagrams, sketches and/or pictures of prototypes.

INSERT TITLE **Insert the subtitle here**

Adis
career guidance & job search platform

Features :

- Discover careers
- One-on-one guidance
- Employer sponsored templates
- Verified job opportunities
- Training opportunities
- Guidance for employers

6. THE IMPACT

Suggested Presentation
Time: 1-2 minutes

MESSAGE TEMPLATE:

Reflect on how you will explain to the audience the **impact of your solution**.

4 DEMONSTRATING VIABILITY THROUGH A THEORY OF CHANGE FRAMEWORK

1 What is the problem? Why is it a problem worth solving? What are the consequences if this goes unsolved?

2 What is your solution? How are you going to address this problem in a new and novel way? What is involved in your solution?

3 What will the stakeholder experience? What interventions will be put into place because of your solution?

4 What is the potential near-term impact? How is your solution going to create positive outcomes for at least 20 students in the near future?

5 What is the potential long-term impact? How might your solution be replicable in other communities? For more students?

THE IMPACT

Use the Why is Your Idea Worth Supporting? Framework to answer the following questions. Then, write your script in the presenter notes section below.

1 Why will this idea improve the circumstances of the community?

2 How will you know if your solution is successful?

3 How will you measure its impact in the short-term?

4 How will you learn and iterate?

Suggested time: 1-2 minutes | The slide you present to your audience for The Impact should include photos of the community and/or quotations from stakeholders.

VISUAL TEMPLATE:

The **IMPACT** slide should include photos of the community and/or quotations from stakeholders.

INSERT TITLE **Insert the subtitle here**

Value Proposition

Our solution helps NEET youth to solve their struggles with finding relevant, meaningful jobs in order to achieve a better, more financially stable and personally satisfying life.

This matters to the stakeholder group because NEET youth need to find a work that is relevant to their skills and is fulfilling.

Kutman
Cult, Myanmar



Be sure to consider how to capture the emotion of the audience through the anecdotes that you share.



Be sure to select the most powerful insights about the solution and the potential impact in order to capture your audience's attention.



4-6 hours

Continued



PREPARING YOUR PITCH DECK & PRESENTATION

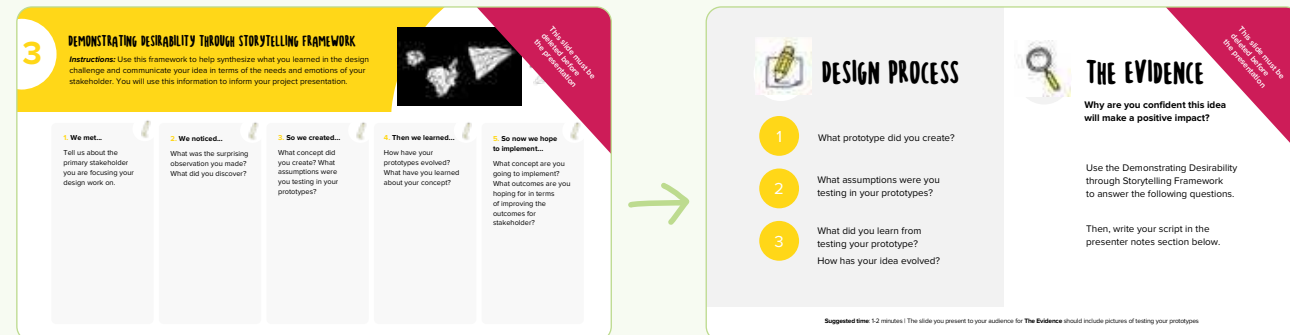
1. THE EVIDENCE



Suggested Presentation Time: 1-2 minutes

MESSAGE TEMPLATE:

Reflect on why you are confident this **idea will make a positive impact.**



VISUAL TEMPLATE:

The **EVIDENCE** slide should include pictures of testing your prototypes.

INSERT TITLE

Insert the subtitle here

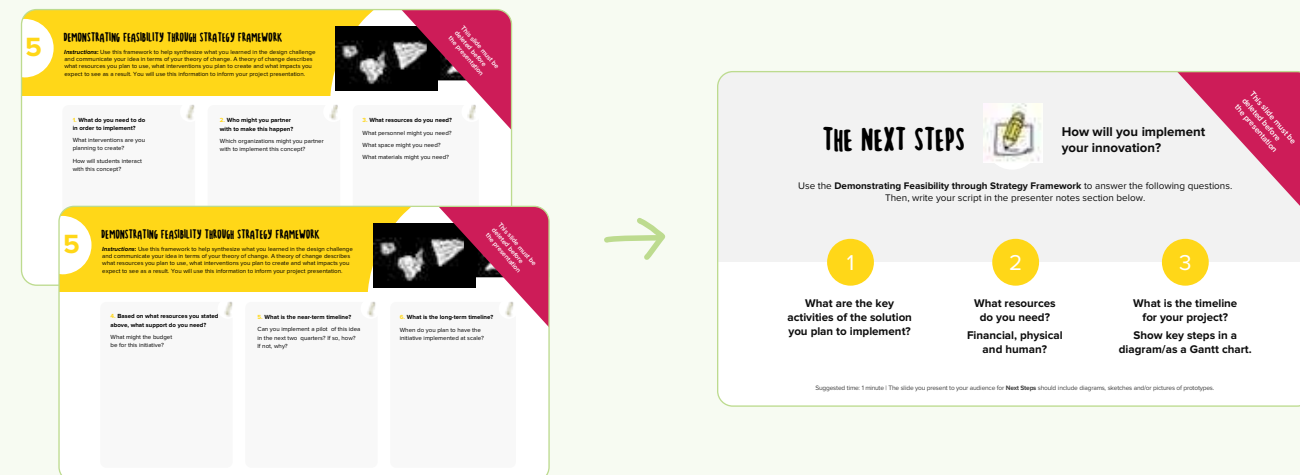
8. THE NEXT STEPS



Suggested Presentation Time: 1 minute

MESSAGE TEMPLATE:

Reflect on how you will explain to the audience **the impact of your solution.**



VISUAL TEMPLATE:

The **NEXT STEPS** slide should include diagrams, sketches and/or pictures of prototypes.

INSERT TITLE

Insert the subtitle here

- Example
- Example
- Example

Be sure to consider how to capture the emotion of the audience through the anecdotes that you share.

Be sure to clearly communicate Next Steps that are actionable and that will capture your audience's attention.



4-6 hours

Continued



PREPARING YOUR PITCH DECK & PRESENTATION

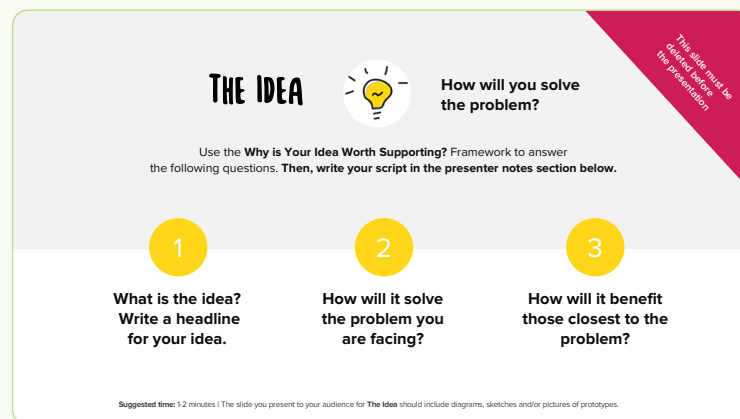
9. CALL TO ACTION



Suggested Presentation
Time: 1 minute

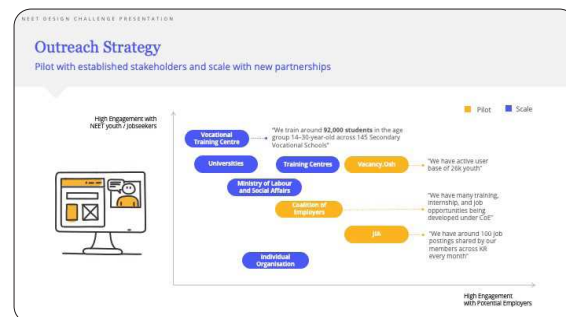
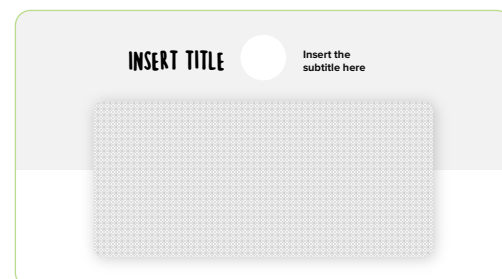
MESSAGE TEMPLATE:

Reflect on what kinds of support you want to ask for from your audience.



VISUAL TEMPLATE:

The **CALL TO ACTION** slide should include pictures of the stakeholders closest to the problem.



10. THE CLOSING



Suggested Presentation
Time: 1-2 minutes

MESSAGE TEMPLATE:

Reflect on how you will share your **visionary statement** about the possibilities you see for the stakeholders if your **innovation is successful**.



THE CLOSING

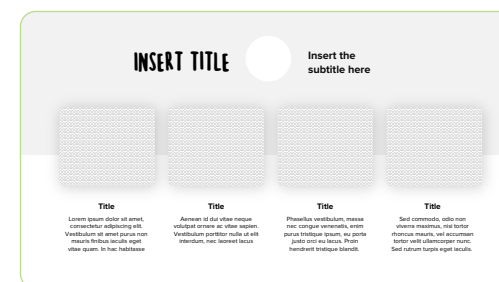
Share your visionary statement about the possibilities you see for those closest to the problem if your innovation is successful.

- If your idea successful, what will the future look like?
- How will you know if your solution is successful?
- Connect it back to the people most impacted.

Suggested time: 1 minute | The slide you present to your audience for **The Closing** should include pictures of your community.

VISUAL TEMPLATE:

The **CLOSING** slide should include pictures of your community.

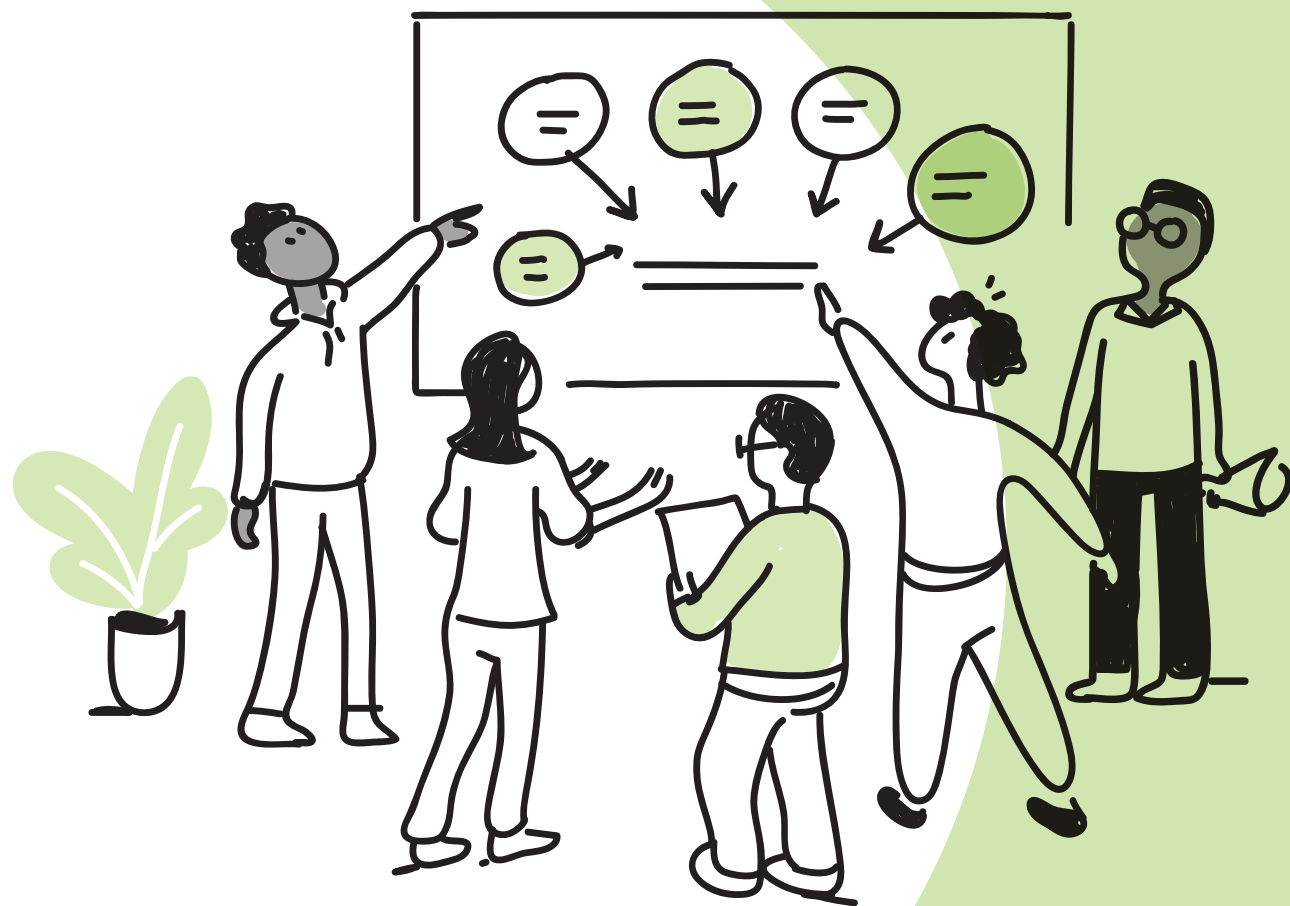


Be sure to consider how to capture the emotion of the audience through the anecdotes that you share, especially as you close your presentation.



Be sure to select the most powerful insights about the problem, the community closest to the problem and the opportunity to make a difference in order to rally your audience to support your idea.

DESIGN PROJECT PATHWAYS - CASE STUDIES



DESIGN PROJECT PATHWAYS - CASE STUDIES

In the **Design Your Design Work** section of the **Project Launch Guidebook**, teams evaluate the problem they are working to solve in order to identify the most appropriate **Design Pathway**. Each problem and each project has their own unique characteristics to consider when determining which Design Pathway will be the most effective.

Review the case studies in the following pages to explore how the context of different projects effective which Design Pathway the team utilised to complete their project.

CASE STUDY #1

GIVING INCARCERATED YOUTH A SECOND CHANCE THROUGH JOB TRAINING

DESIGN PATHWAY:
QUESTION ASSUMPTIONS
IN ORDER TO SUCCEED

Cafe Momentum is a NGO based in Dallas, Texas that operates a restaurant in order to train young people leaving the juvenile detention system on marketable job skills like cooking and serving. While Cafe Momentum itself is small, there are many incarcerated youth throughout the United States who need support. If Cafe Momentum was able to help them, they could scale their model. Still, the founders of Cafe Momentum needed to learn more about the challenges facing these youth in order to best help them succeed.

Because of the scale of the potential impact and the opportunity to reframe the solution, the design team invested in a more robust design process using the **Question Assumptions in Order to Succeed** pathway.

Take a look below at the (fictional) reflections of the team.

To read more about this case study, read [this article](#).

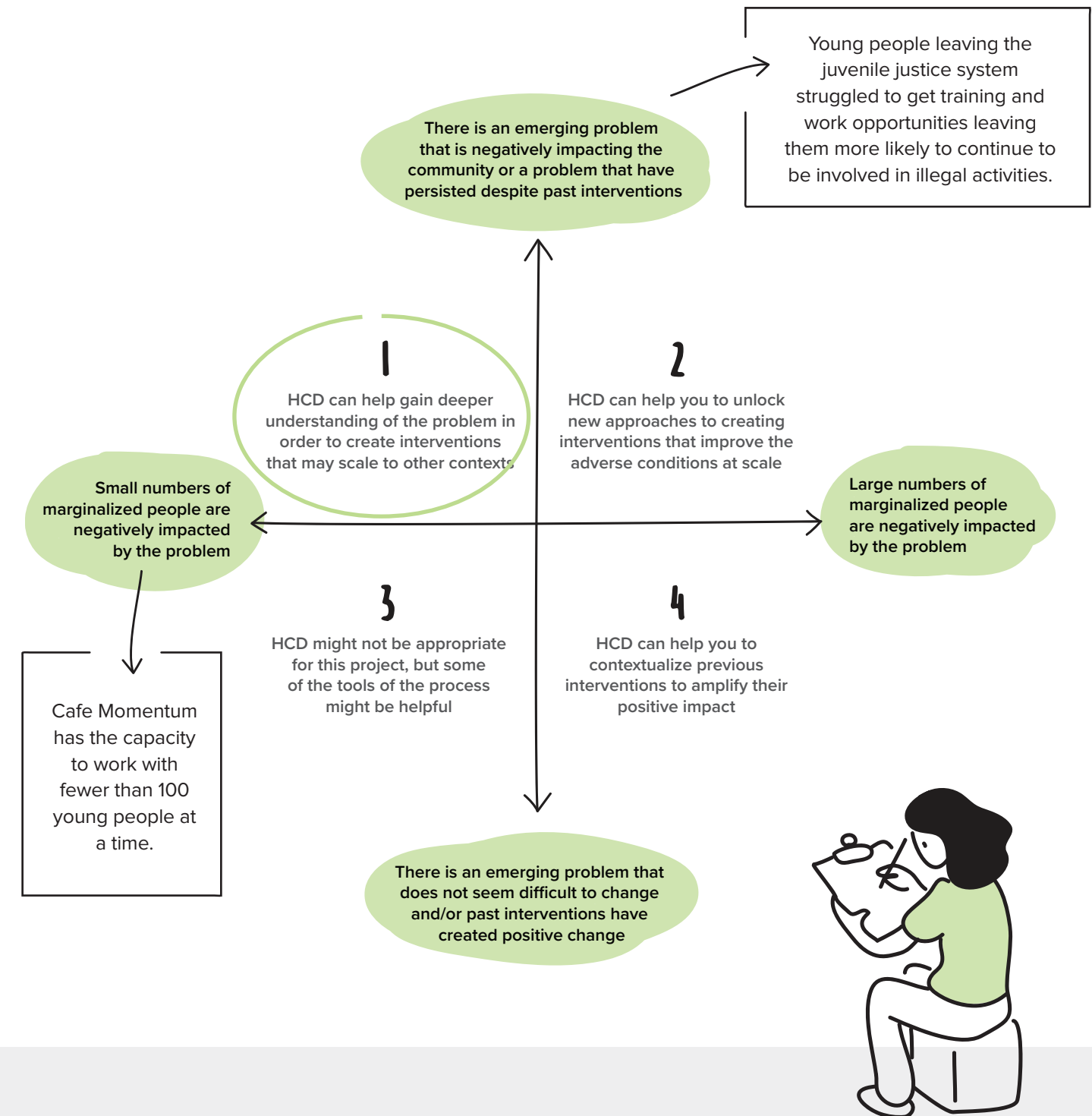
ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

1

ASSESSING THE DIFFICULTY OF MAKING POSITIVE CHANGE

Use this tool to determine how difficult it might be to help improve the conditions of the community most relevant to your **Human-Centred Design Project Statement** (see the **Scoping a Project** section of the **Project Launch Guidebook**).

This tool will help you determine if **Human-Centred Design** will be useful in developing new approaches to solving the problem.

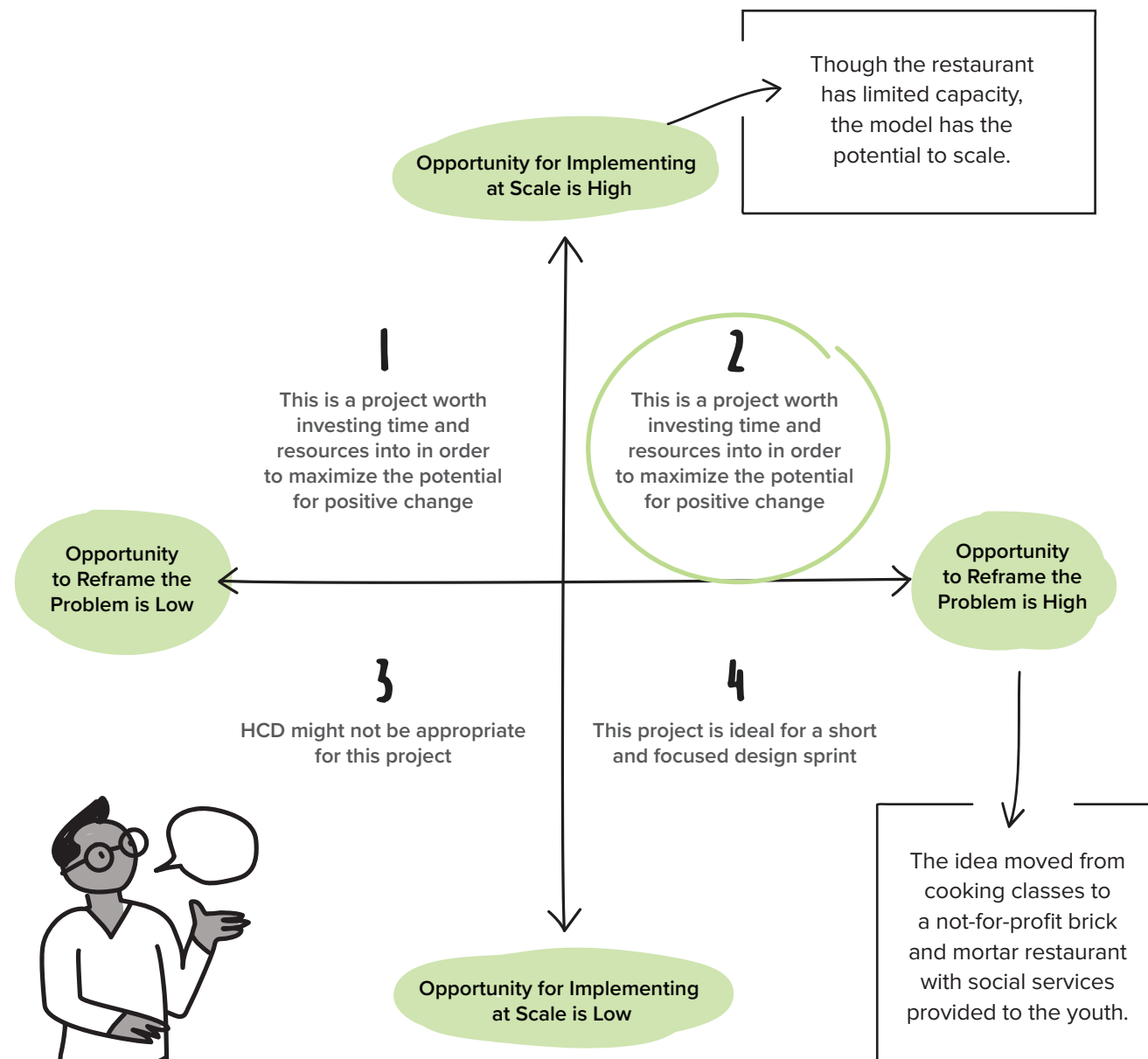


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

2

ASSESSING THE POTENTIAL TRANSFORMATIONAL IMPACT OF A PROJECT

Use this tool to assess the transformational potential of a project in order to allocate the appropriate resources to that project.

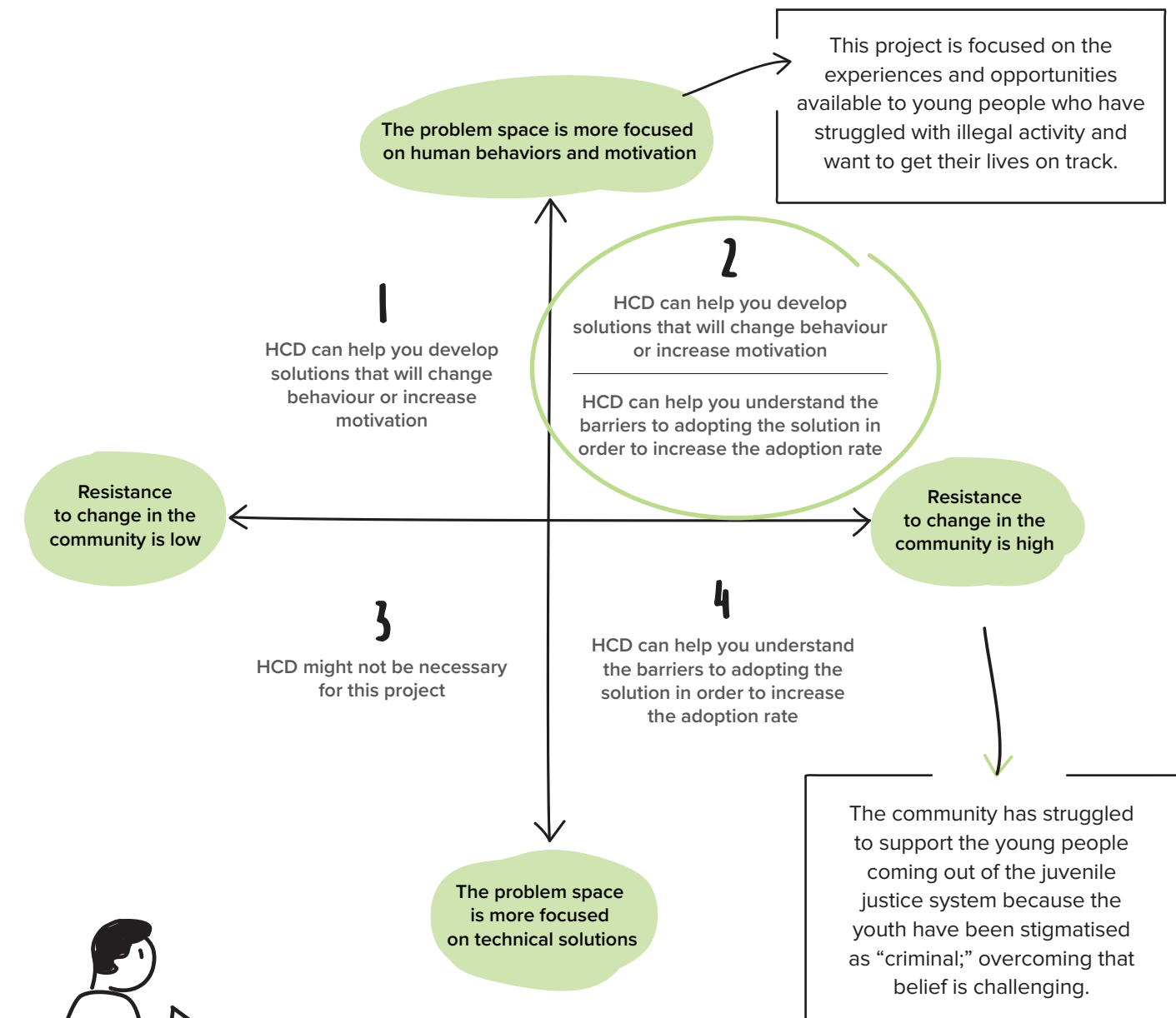


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

3

ASSESSING THE POTENTIAL OF AN HCD APPROACH

Use this tool to determine whether **Human-Centred Design** is the best approach for a particular project. Assessing the communities' openness/resistance to change is an important consideration when approaching how to work with communities and respect their ways of life.



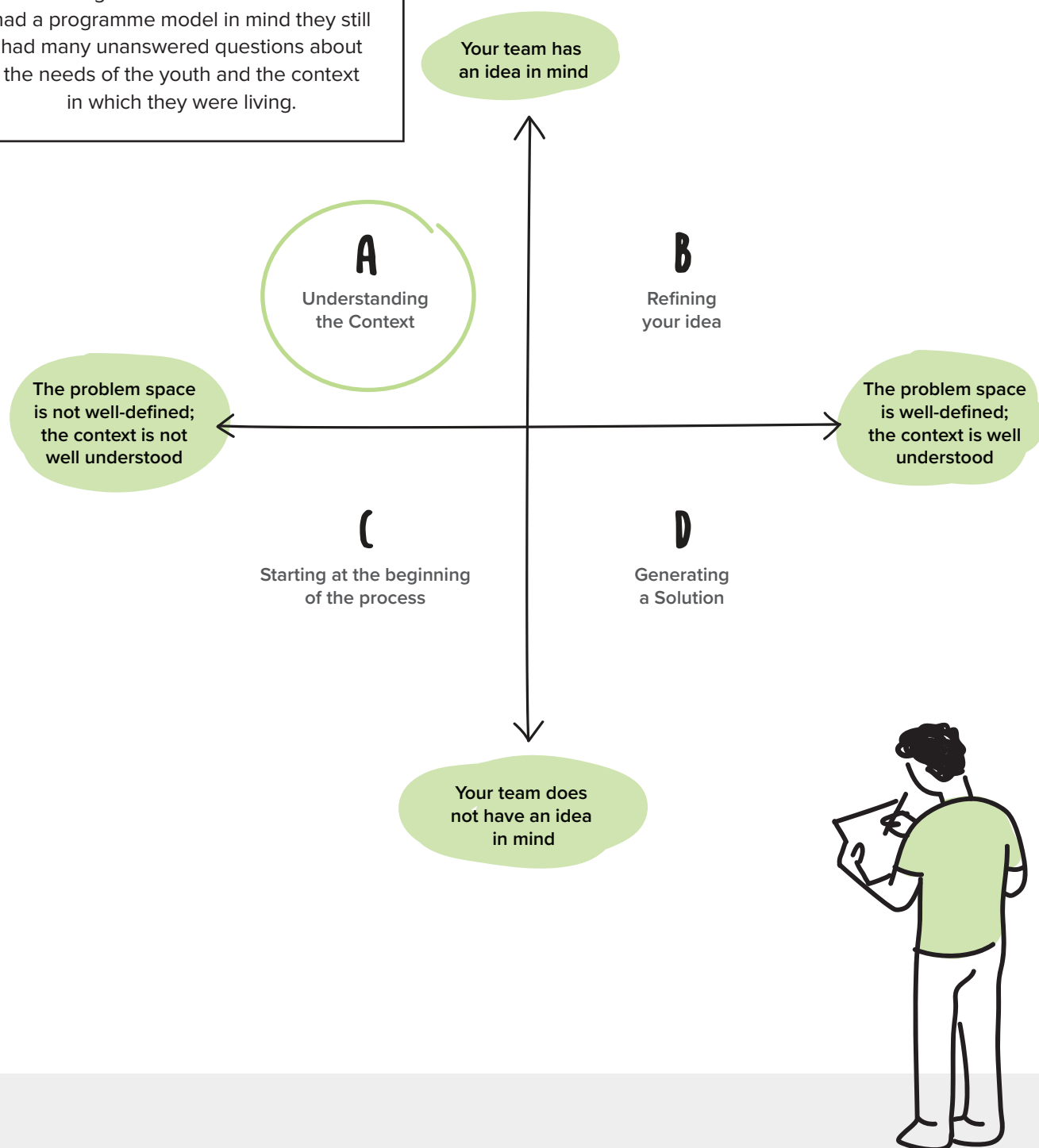
ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

4

ASSESSING YOUR TEAMS UNDERSTANDING OF THE PROBLEM

Use this tool to determine which **design path** - the combination of design phases and tools - is the best for this problem and project

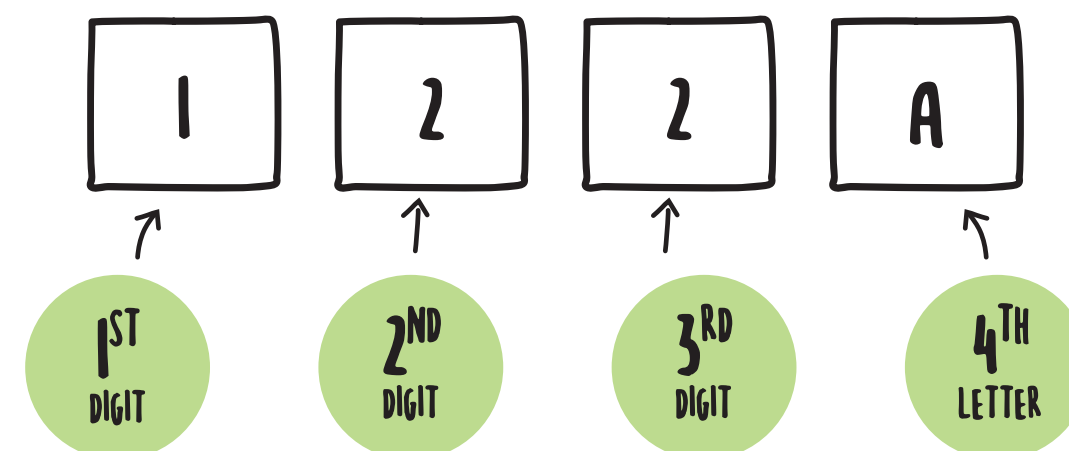
Even though the Cafe Momentum team had a programme model in mind they still had many unanswered questions about the needs of the youth and the context in which they were living.



NEXT STEPS: FINDING YOUR PROJECT PATHWAY

Now that your team has answered all the questions in the **Innovation Potential Diagnostic Tool**, enter each letter and number into the four digit code. The first box represents the first grid and so on. You will use the **Project Pathway Code** to identify your recommended project pathway in the tables on the following pages.

Project Pathway Code:



QUESTION ASSUMPTIONS IN ORDER TO SUCCEED

118 - 152 Hours (per person)

PROJECT PATHWAY

WHEN TO USE THIS PATHWAY

The team has determined that the problem space has the right conditions for innovative solutions to emerge and succeed at creating better outcomes for stakeholders at scale. The team has a solution in mind.

Because of the opportunity that the problem space presents, the team should now question the assumptions they are making about the potential solution and work to gain a deeper understanding of the stakeholders and their context.

The team should invest time and resources in a robust **Human-Centred Design** process, beginning with the **Understand and Empathise Phases**. This will help the team to question their assumptions, challenge their previous knowledge and elevate the needs of the stakeholder in their decision-making process.

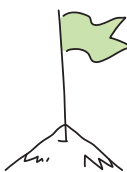
However, if there is not the potential opportunity to reframe the problem or scale the solution, the **Explore to Learn More** is the appropriate pathway. Also, if the team has determined that there is not the potential opportunity to uncover the root causes of a problem, the **Explore to Learn More** is the appropriate pathway. The team should do more to determine the specifics of this particular challenge before designing their project.

One possibility is to consult with a HCD expert to get guidance.

NEXT STEPS

Your next step in the **Design Your Design Work** process, is to use the **Launching a Design Project Flow Charts** to determine what resources are needed to effectively complete your design project.

If you are interested in reading more about the **Question Assumptions in Order to Succeed** project pathway before you complete the flow chart, turn to page 106.



Goal of Process

Contextualise your idea



Recommended Resourcing

More intensive investment of time in order to complete a Robust Process



Where to Start

Begin with Understand/Empathise



CASE STUDY #2

REDESIGNING THE DISCIPLINE POLICY IN A LARGE SCHOOL DISTRICT IN THE UNITED STATES



DESIGN PATHWAY: INVEST TO INNOVATE AT SCALE

During this design project, a large school district in Dallas, Texas that serves more than 150,000 students wanted to make a swift and sweeping change to their discipline policy. Before, students who were acting out or making anti-social choices would be banned from school. The school district found that the policy of expulsion was inequitable, often targeting students based on their race. Because of this, they wanted to end the policy, but teachers, school leaders and families were worried about the consequences of the policy decision.

Because of this, the design team invested in a robust design process, the **Invest to Innovate** project pathway, to learn how all the stakeholders in the district felt about the potential changes. They tested ideas to get feedback before implementing the new policy. Take a look below at the (fictional) reflections of the team.

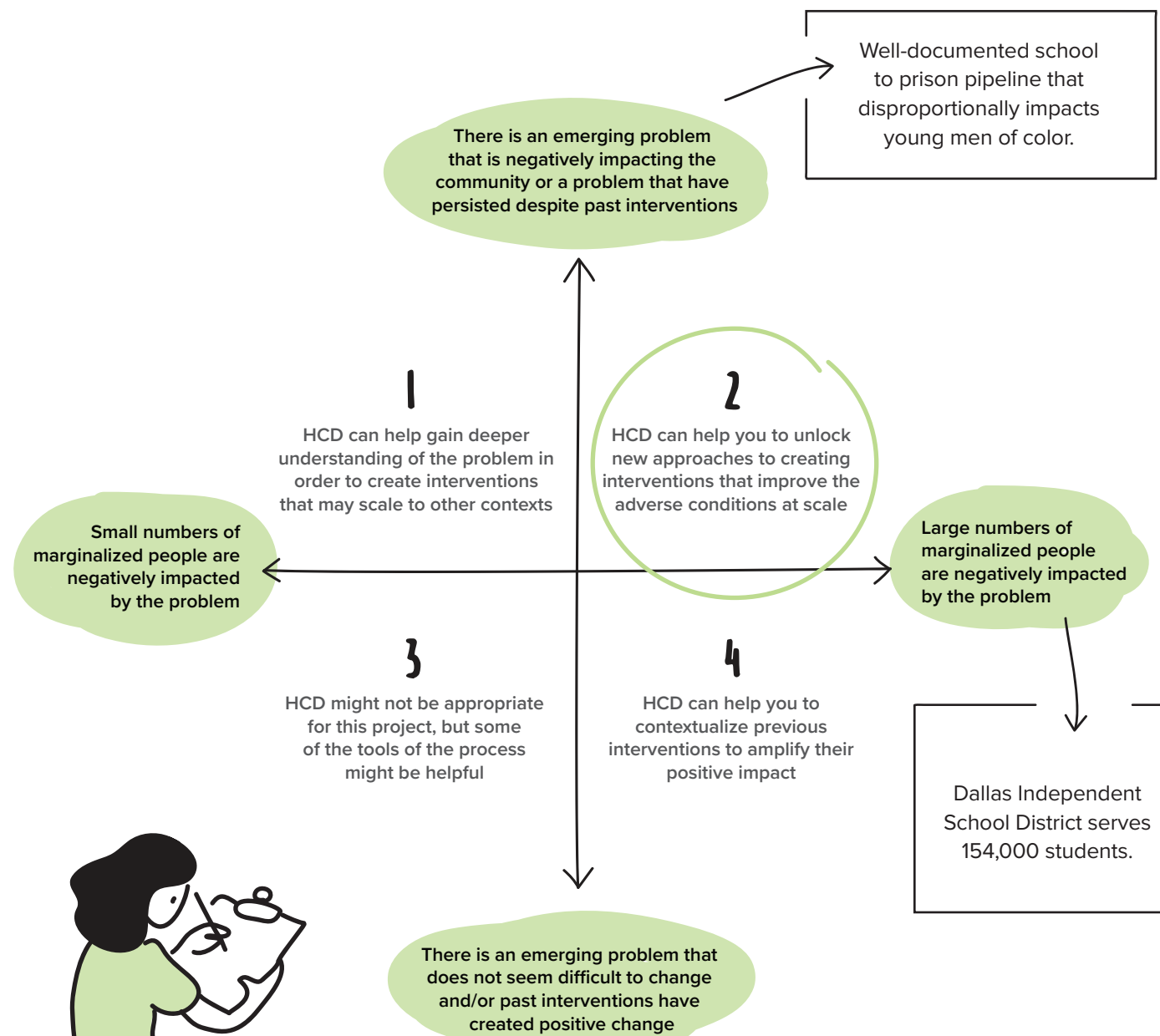
To read more about this case study, read [this article](#).

ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

1

ASSESSING THE DIFFICULTY OF MAKING POSITIVE CHANGE

Use this tool to determine how difficult it might be to help improve the conditions of the community most relevant to your **Human-Centred Design Project Statement** (see the **Scoping a Project** section of the **Project Launch Guidebook**). This tool will help you determine if Human-Centred Design will be useful in developing new approaches to solving the problem.

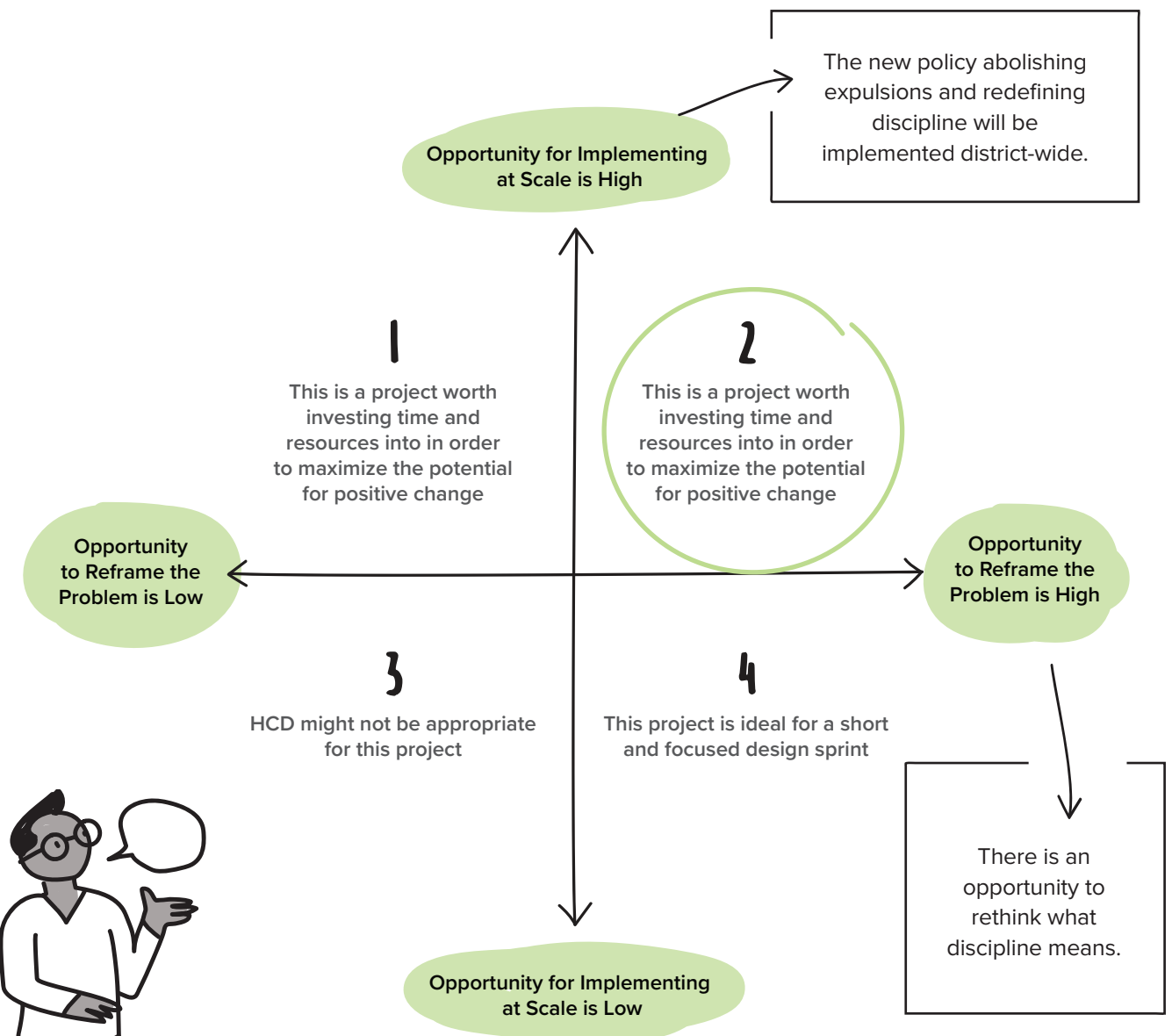


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

2

ASSESSING THE POTENTIAL TRANSFORMATIONAL IMPACT OF A PROJECT

Use this tool to assess the transformational potential of a project in order to allocate the appropriate resources to that project.

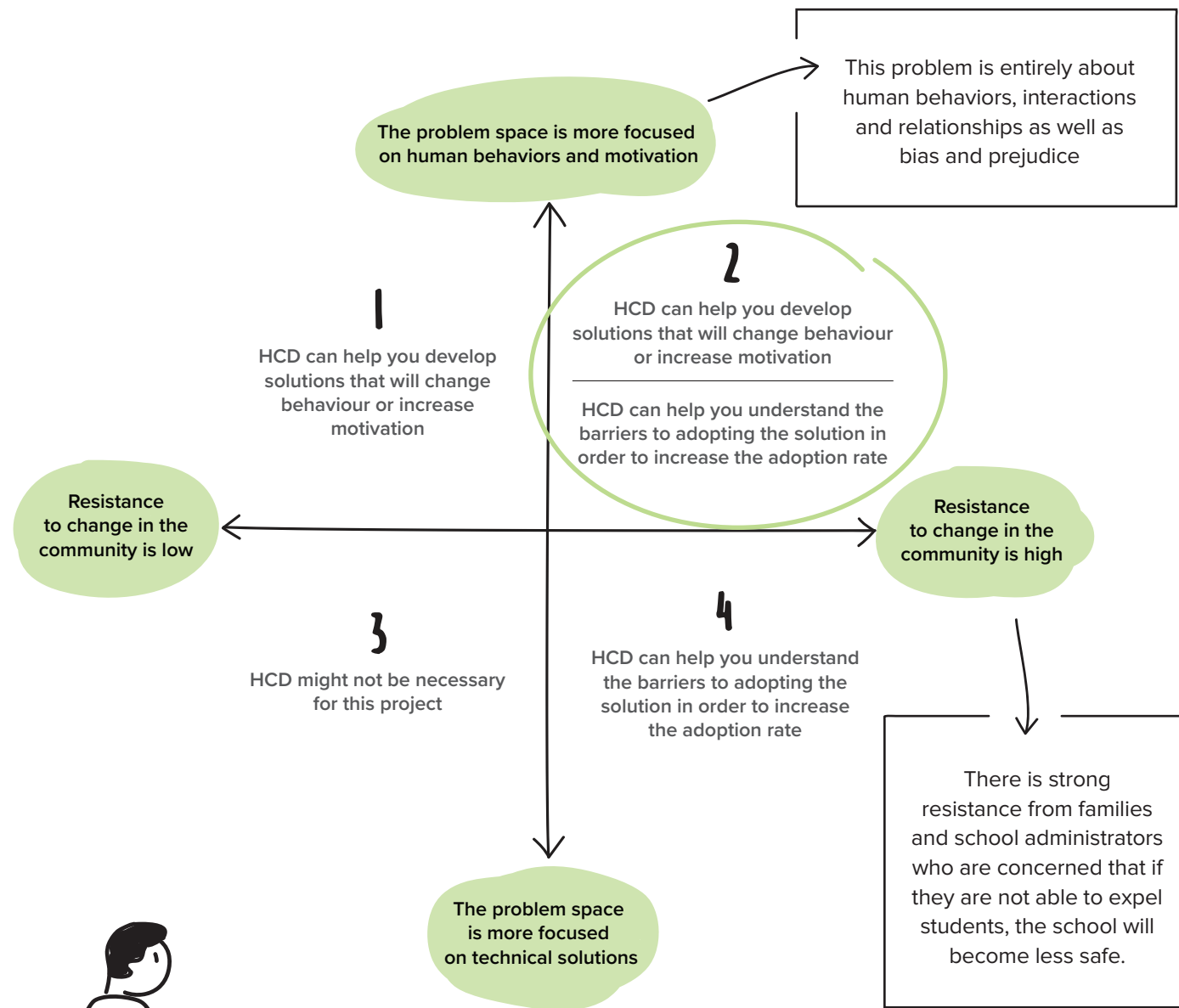


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

3

ASSESSING THE POTENTIAL OF AN HCD APPROACH

Use this tool to determine whether HCD is the best approach for a particular project. Assessing the communities' openness/resistance to change is an important consideration when approaching how to work with communities and respect their ways of life.

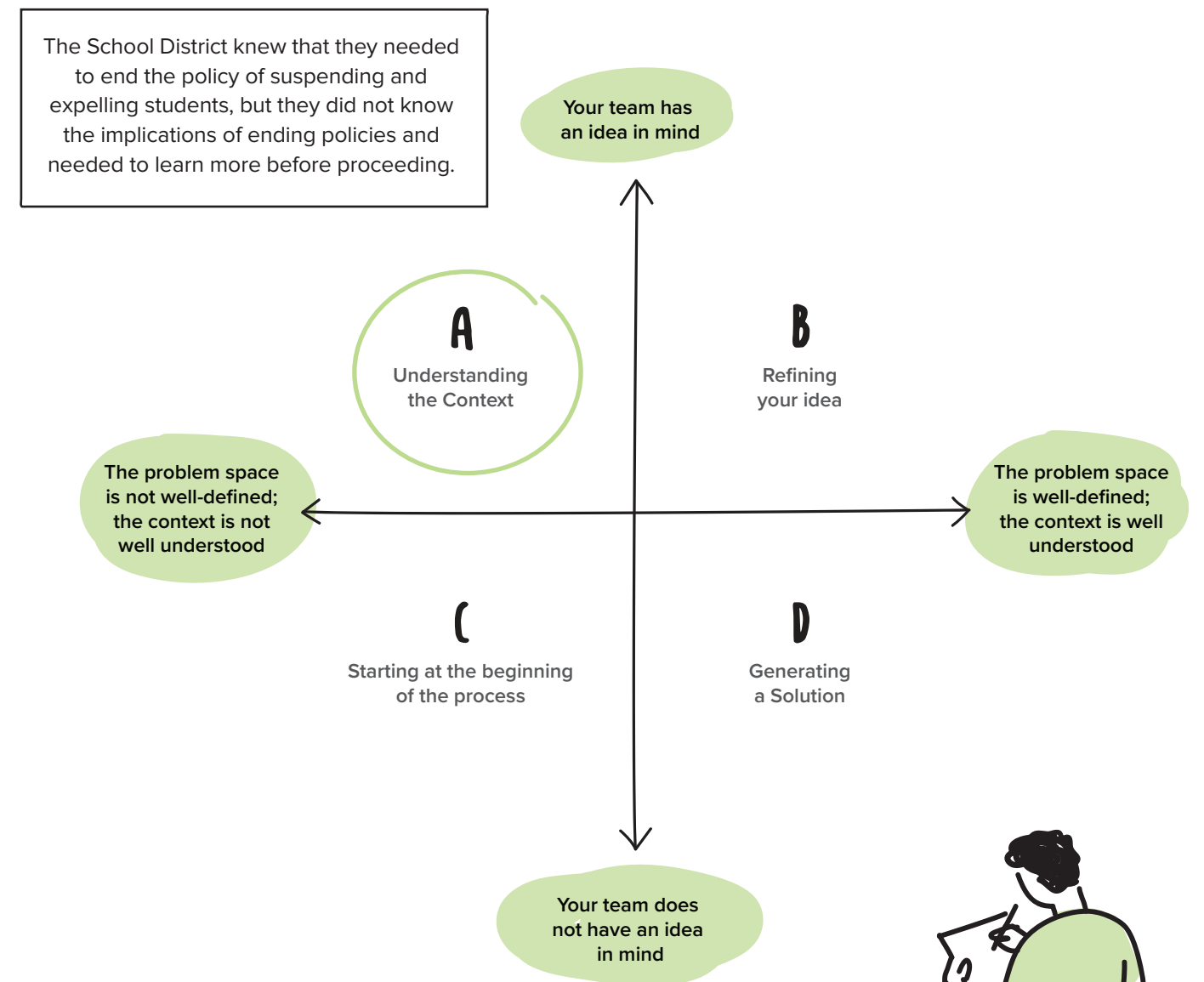


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

4

ASSESSING YOUR TEAMS UNDERSTANDING OF THE PROBLEM

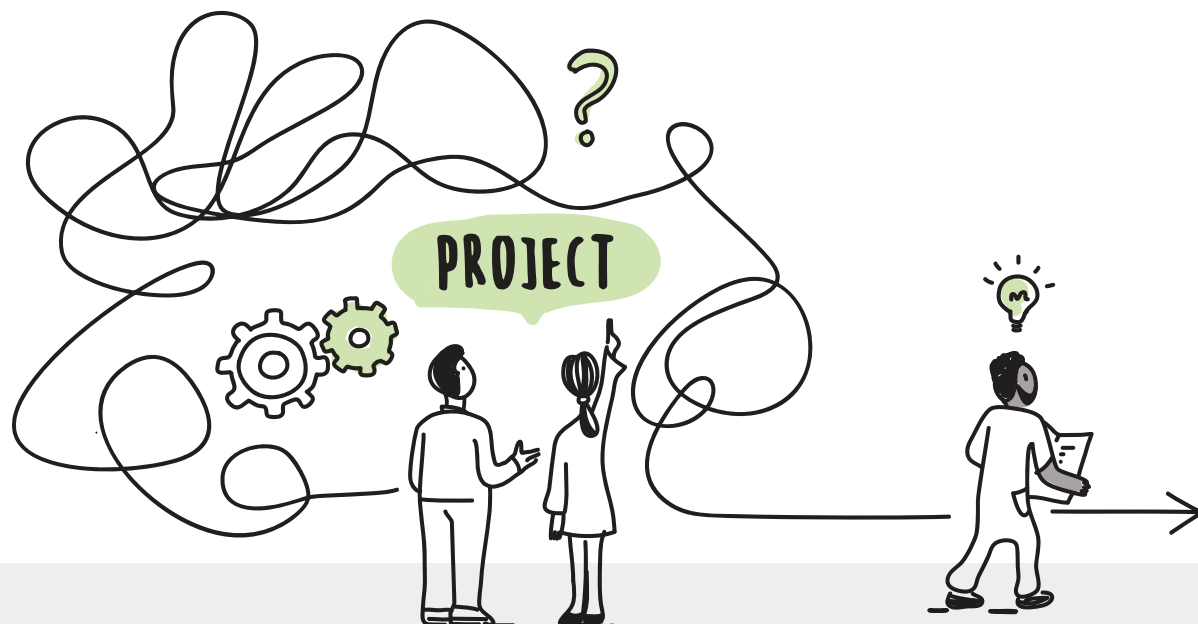
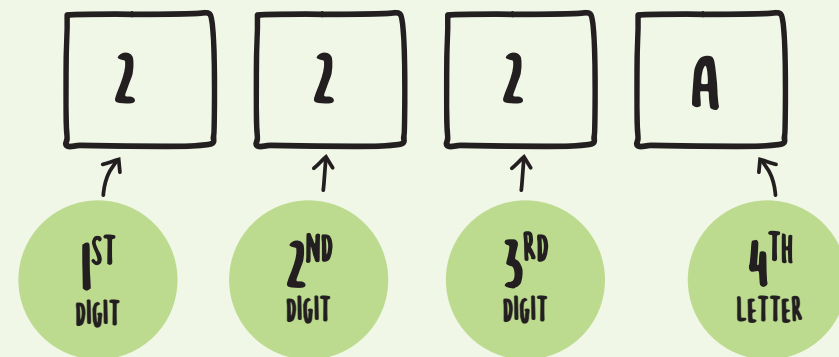
Use this tool to determine which design path - the combination of design phases and tools - is the best for this problem and project



NEXT STEPS: FINDING YOUR PROJECT PATHWAY

Now that your team has answered all the questions in the **Innovation Potential Diagnostic Tool**, enter each letter and number into the four digit code. The first box represents the first grid and so on. You will use the **Project Pathway Code** to identify your recommended project pathway in the tables on the following pages.

Project Pathway Code:



INVEST TO INNOVATE AT SCALE

106 - 136 Hours (per person)

If you are interested in reading more about the **Invest to Innovate at Scale** project pathway before you complete the flow chart, turn to page 108.

PROJECT PATHWAY

WHEN TO USE THIS PATHWAY

The team has determined that the problem they are trying to solve is persistent. The problem space may also have the right conditions for innovative solutions to emerge and succeed at creating better outcomes for stakeholders at scale.

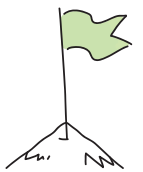
If there is potential opportunity to reframe the problem or scale the solution, the team may want to invest more time and resources in the project. If not, **Explore to Learn More** is the appropriate pathway.

If the team has determined that there is potential opportunity to uncover the root causes of a problem, the team may want to invest more time in the process. If not, **Explore to Learn More** is the appropriate pathway.

The team should do more to determine the specifics of this particular challenge before designing their project. One possibility is to consult with a HCD expert to get guidance.

NEXT STEPS

Your next step in the **Design Your Design Work** process, is to use the **Launching a Design Project Flow Charts** to determine what resources are needed to effectively complete your design project.



Goal of Process
Contextualise your idea



Recommended Resourcing
More intensive investment of time in order to complete a Robust Process



Where to Start
Begin with Understand/Empathise



CASE STUDY #3

IMPROVING LEARNING OUTCOMES FOR IMPOVERISHED STUDENTS THROUGH DEEPLY UNDERSTANDING THEIR NEEDS

DESIGN PATHWAY:
DIG IN TO EXPLORE THE PROBLEM

Impoverished students in a school district in California had a chronic attendance problem which lead to learning loss. Teachers and school administrators were frustrated and believed that families did not care about their children's education. When they asked students during their design project, they realised that students wanted to be at school but were ashamed if they did not have clean clothes. Based on this insight, the school began helping students wash their clothes and they saw attendance increase dramatically. Though this was a small school district, this problem affects all impoverished public school students in the United States and across the globe.

The solution was scaled to many schools.

Because of the scale of the potential impact and the opportunity to reframe the solution, the design team invested in a more robust design process using the **Dig In to Explore the Problem** pathway.

Take a look below at the (fictional) reflections of the team.

To read more about this case study, read [this article](#).

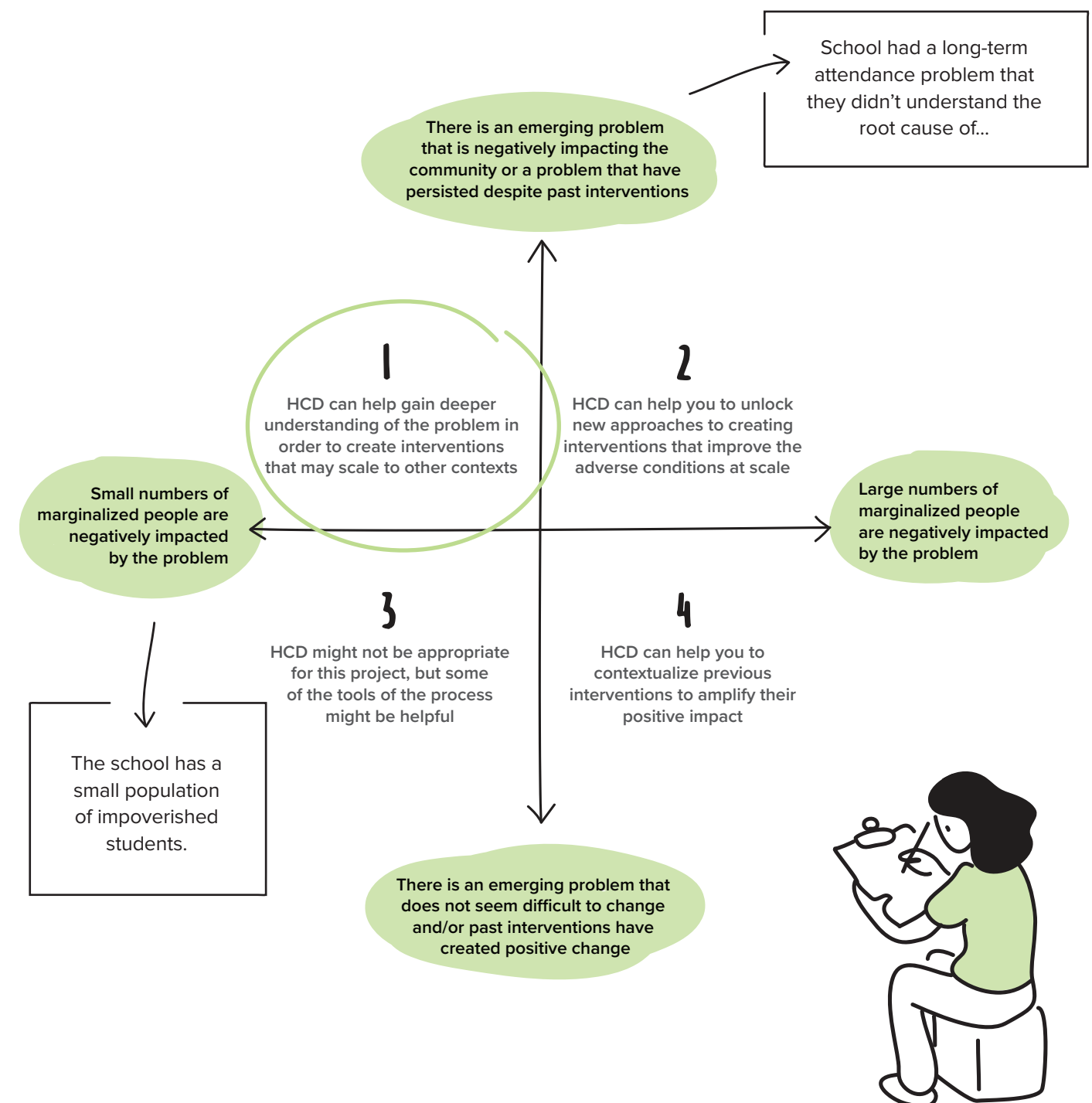
ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

I

ASSESSING THE DIFFICULTY OF MAKING POSITIVE CHANGE

Use this tool to determine how difficult it might be to help improve the conditions of the community most relevant to your **Human-Centred Design Project Statement** (see the **Scoping a Project** section of the **Project Launch Guidebook**).

This tool will help you determine if Human-Centred Design will be useful in developing new approaches to solving the problem.

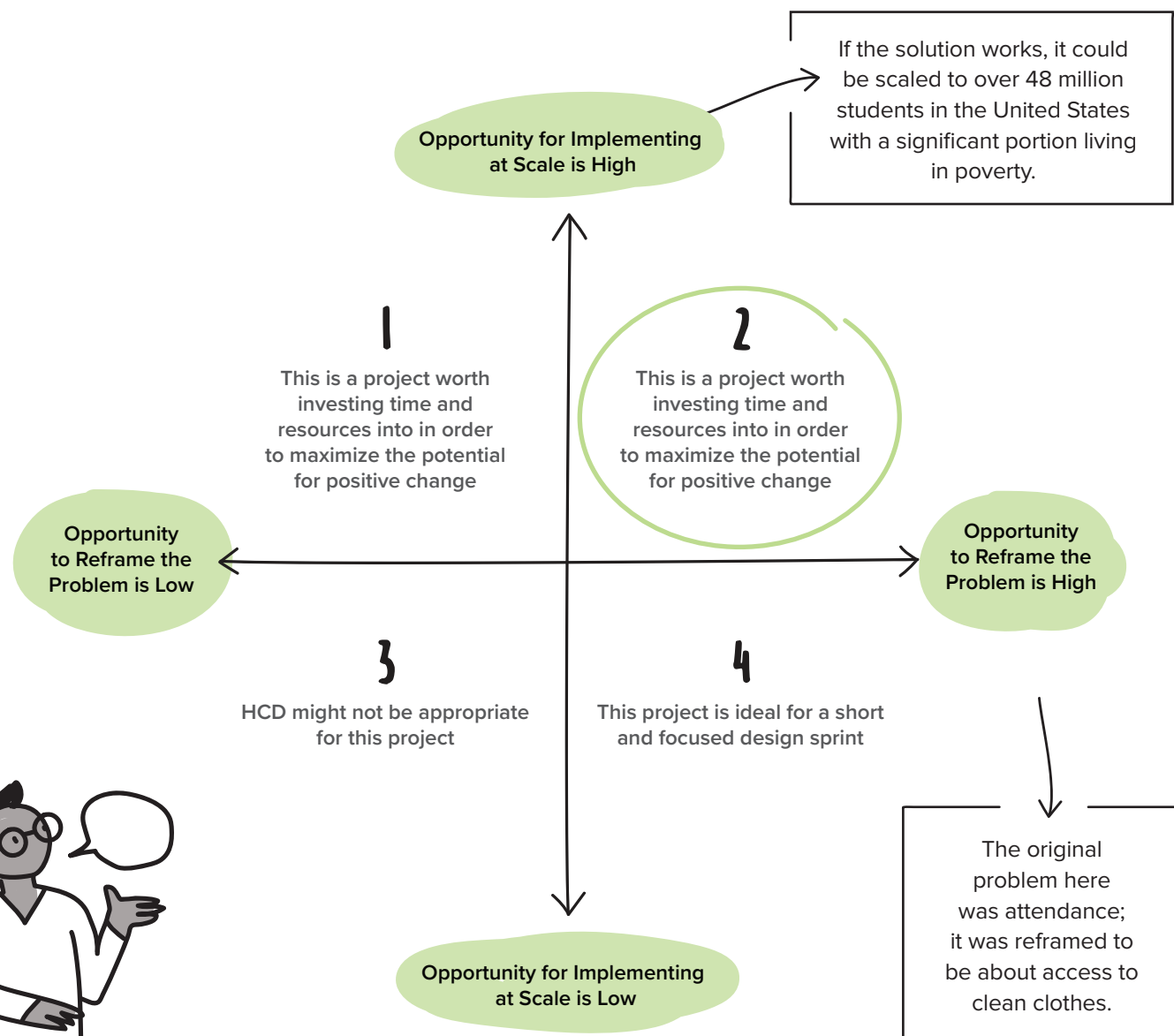


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

2

ASSESSING THE POTENTIAL TRANSFORMATIONAL IMPACT OF A PROJECT

Use this tool to assess the transformational potential of a project in order to allocate the appropriate resources to that project.

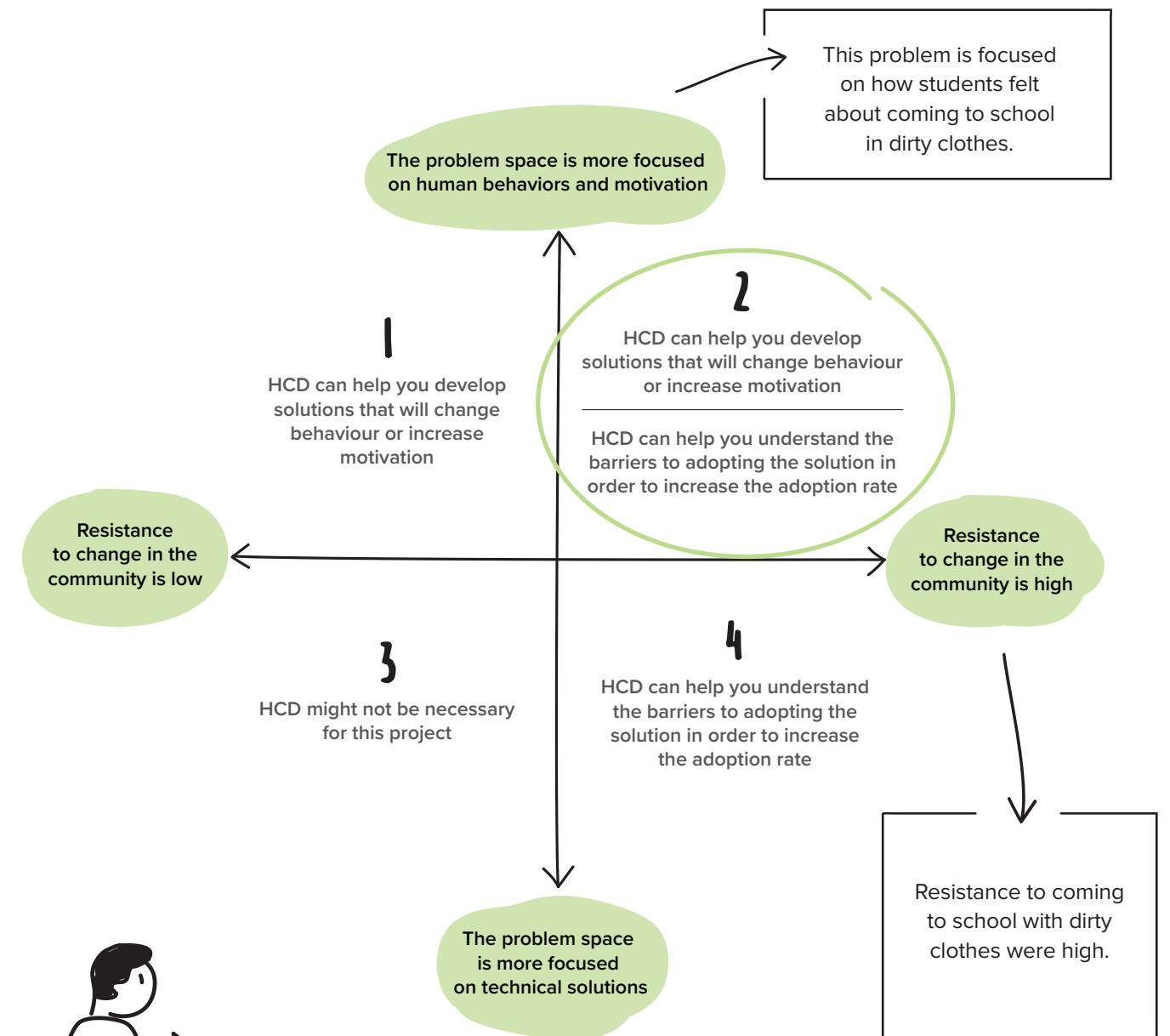


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

3

ASSESSING THE POTENTIAL OF AN HCD APPROACH

Use this tool to determine whether HCD is the best approach for a particular project. Assessing the communities' openness/resistance to change is an important consideration when approaching how to work with communities and respect their ways of life.

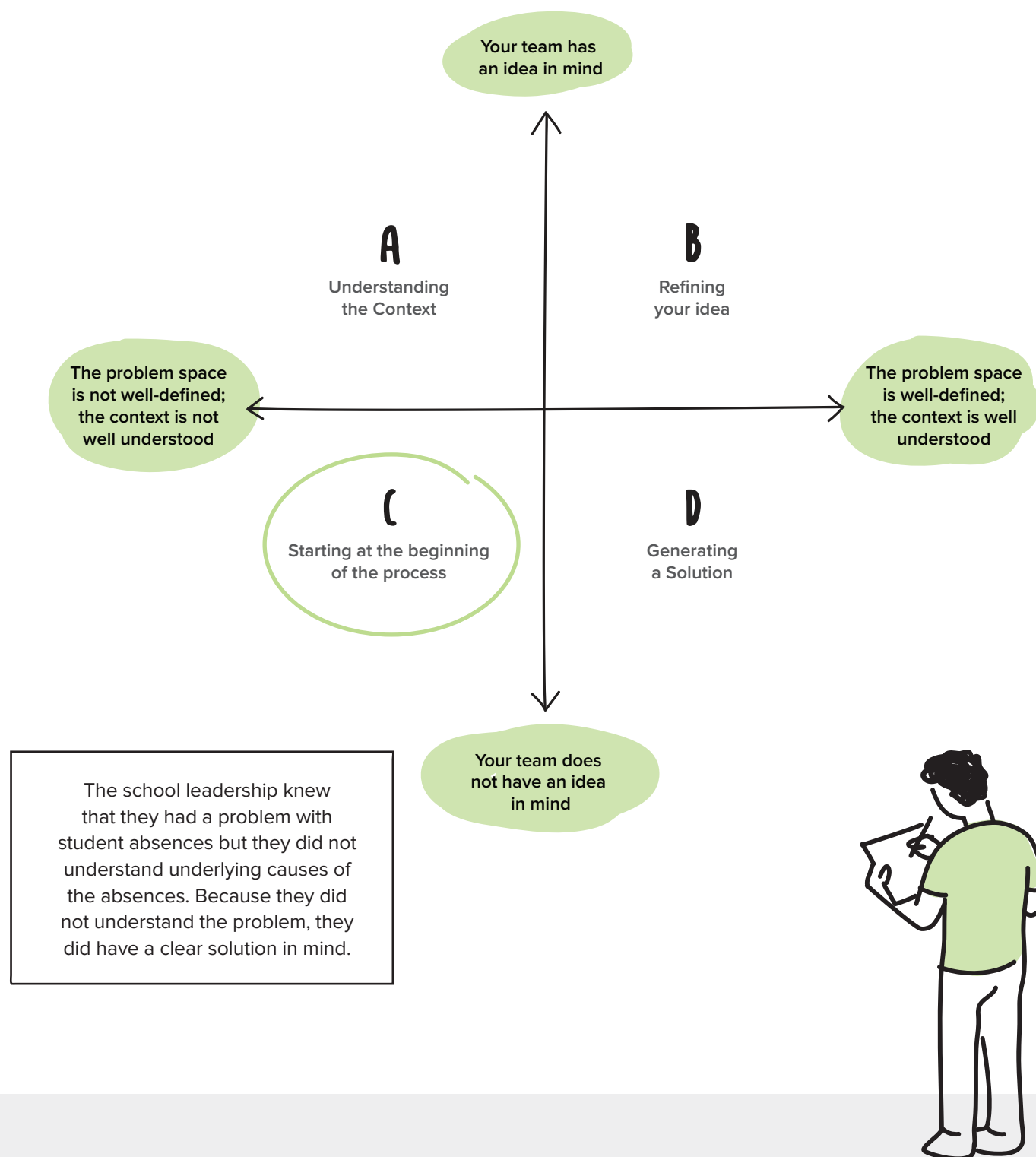


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

4

ASSESSING YOUR TEAMS UNDERSTANDING OF THE PROBLEM

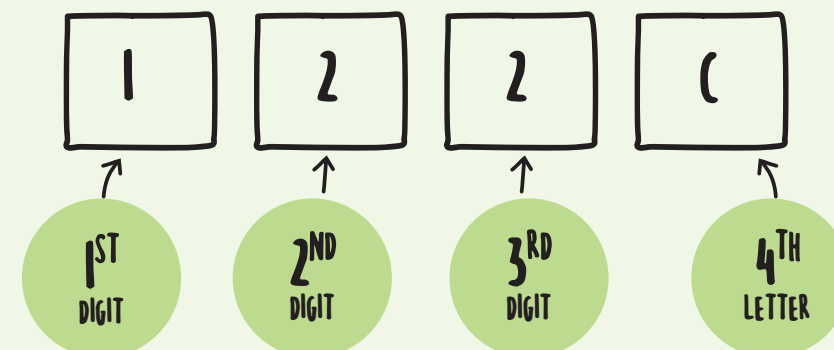
Use this tool to determine which design path - the combination of design phases and tools - is the best for this problem and project.



NEXT STEPS: FINDING YOUR PROJECT PATHWAY

Now that your team has answered all the questions in the **Innovation Potential Diagnostic Tool**, enter each letter and number into the four digit code. The first box represents the first grid and so on. You will use the **Project Pathway Code** to identify your recommended project pathway in the tables on the following pages.

Project Pathway Code:



DIG IN TO EXPLORE THE PROBLEM

106 - 136 Hours (per person)

PROJECT PATHWAY

WHEN TO USE THIS PATHWAY

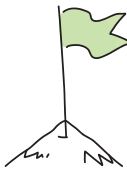
The team has determined that the problem space has the right conditions for innovative solutions to emerge and succeed at creating better outcomes for stakeholders at scale. The team lacks understanding of the context, the problem space, and potential solutions.

Because of the opportunity that the problem space presents, the team should invest time and resources in a robust human-centred design process, beginning with the **Understand and Empathise Phases**. This will help the team to learn about the context and the community in order to help them develop a point of view about the root causes of the problem and potential solutions.

NEXT STEPS

Your next step in the **Design Your Design Work** process, is to use the **Launching a Design Project Flow Charts** to determine what resources are needed to effectively complete your design project.

If you are interested in reading more about the **Dig in to Explore the Problem** project pathway before you complete the flow chart, turn to page 110.



Goal of Process

Contextualise your idea



Recommended Resourcing

More intensive investment of time in order to complete a Robust Process



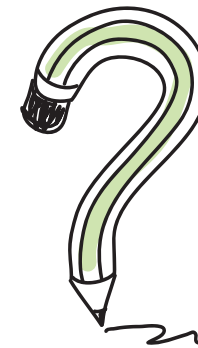
Where to Start

Begin with Understand/Empathise



CASE STUDY #4

IMPROVING LEARNING OUTCOMES BY IMPROVING THE SOLUTION FOR WHEN A TEACHER IS ABSENT



DESIGN PATHWAY: STEP BACK TO UNCOVER NEEDS

Substantial is an organisation that emerged from the insight that students in the American public education system had significant learning loss when their teachers were absent. The most common solution in the United States is to have a substitute teacher, but often they are unprepared and unsupported. This problem affects all public school students in the United States.

Because of the scale of the potential impact and the opportunity to reframe the solution, the design team invested in a more robust design process using the **Step Back to Uncover Needs** pathway.

Take a look below at the (fictional) reflections of the team.

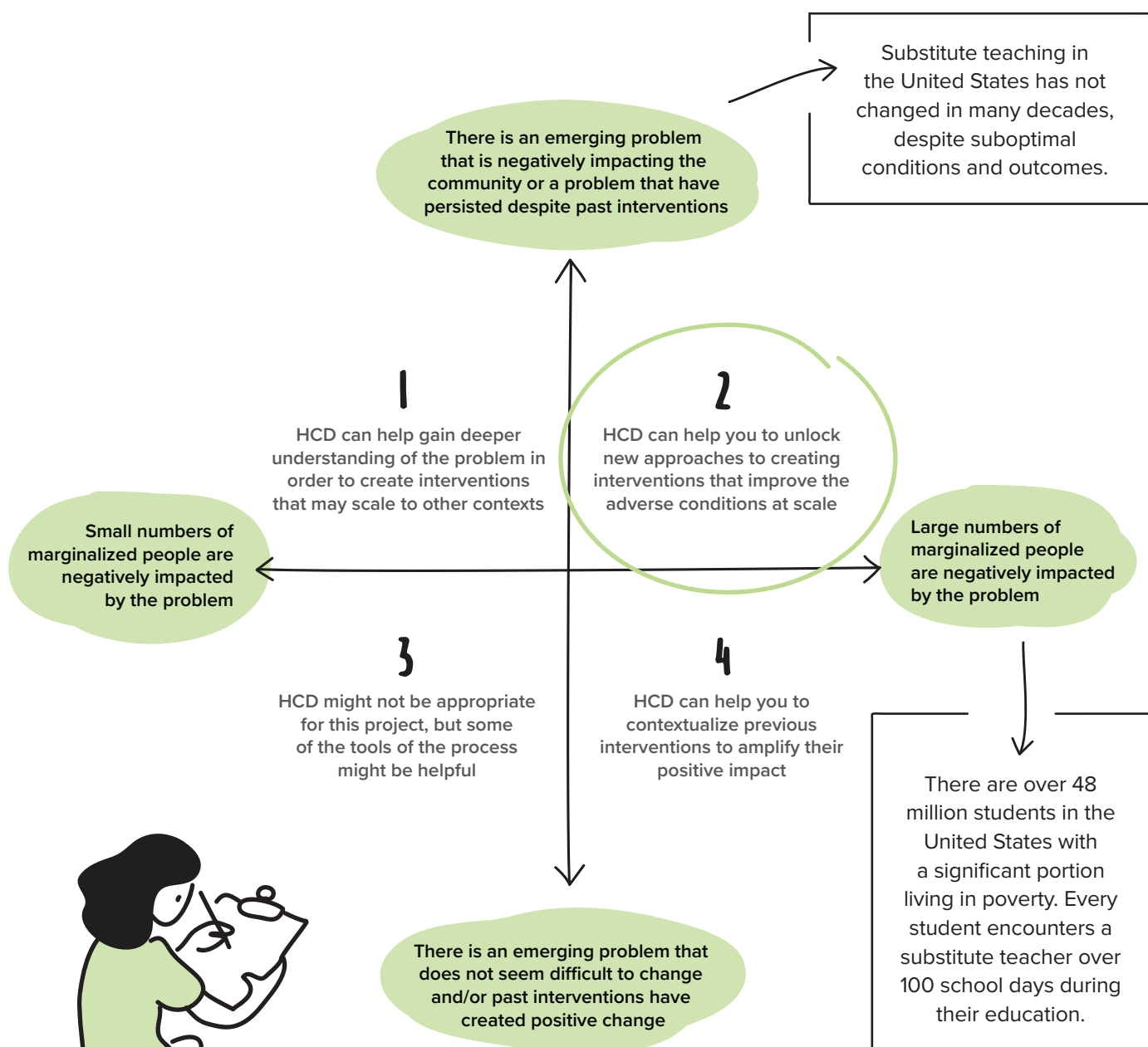
To read more about this case study, read [this article](#).

ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

1

ASSESSING THE DIFFICULTY OF MAKING POSITIVE CHANGE

Use this tool to determine how difficult it might be to help improve the conditions of the community most relevant to your **Human-Centred Design Project Statement** (see the **Scoping a Project** section of the **Project Launch Guidebook**). This tool will help you determine if Human-Centred Design will be useful in developing new approaches to solving the problem.

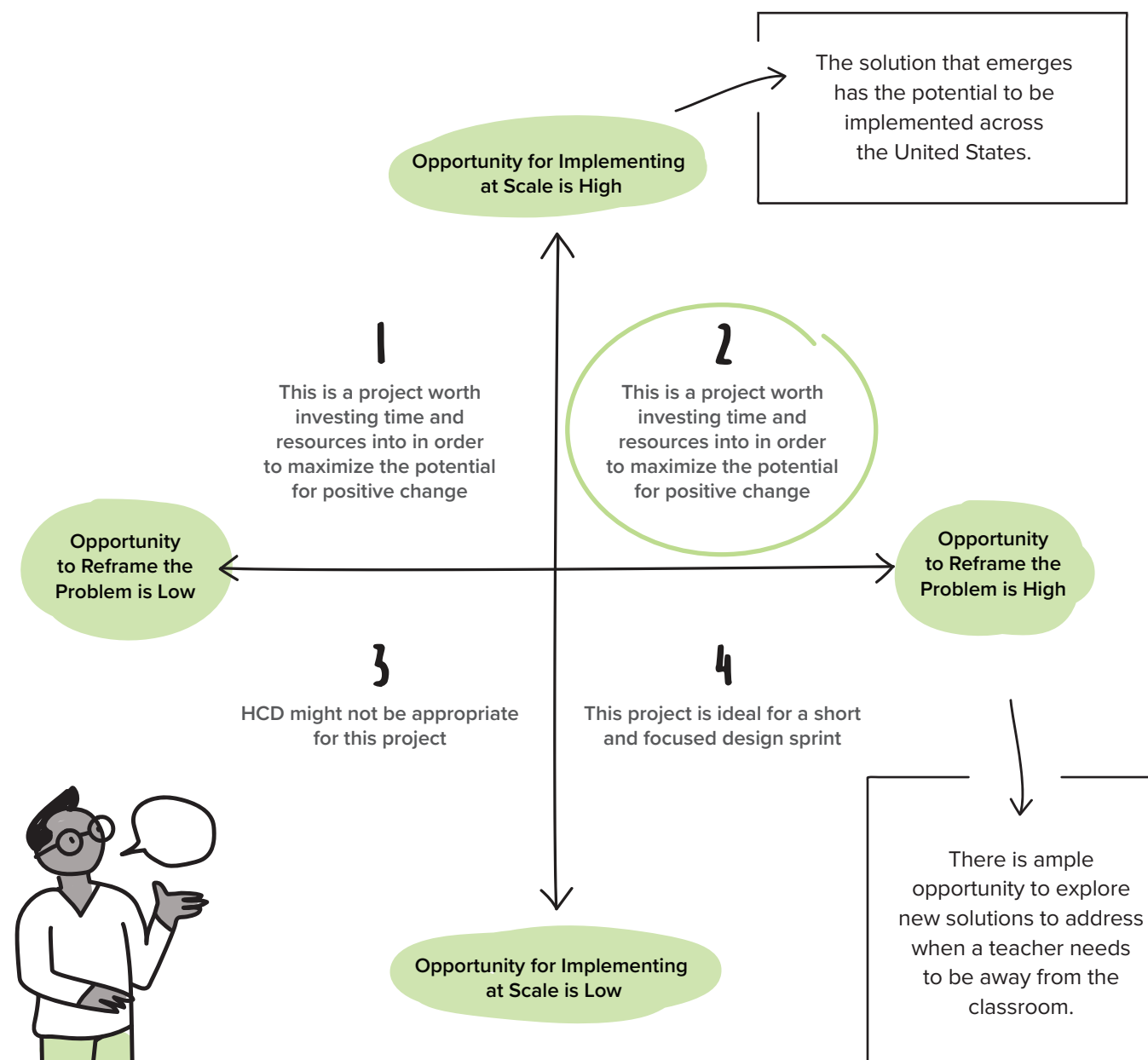


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

2

ASSESSING THE POTENTIAL TRANSFORMATIONAL IMPACT OF A PROJECT

Use this tool to assess the transformational potential of a project in order to allocate the appropriate resources to that project.

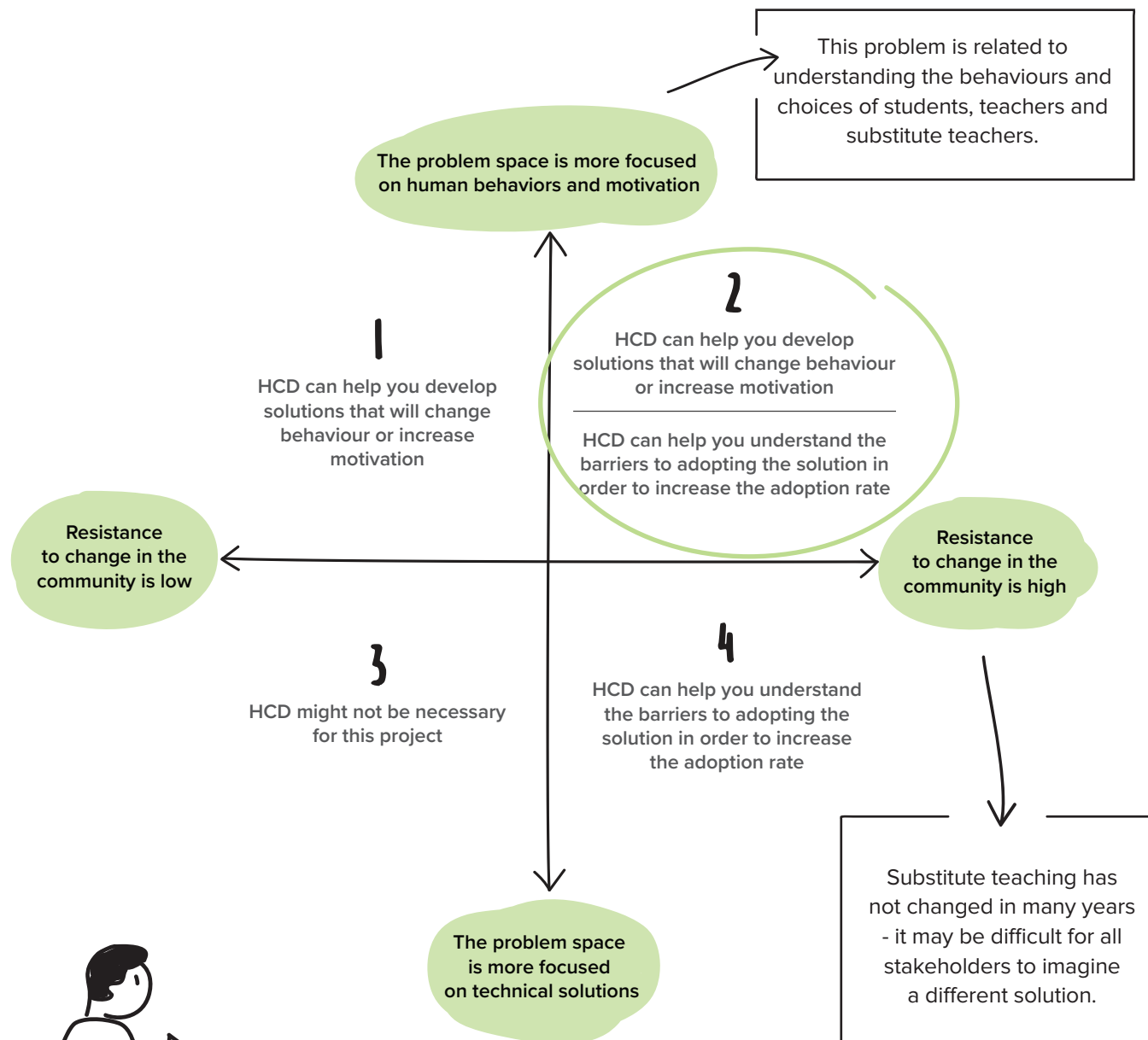


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

3

ASSESSING THE POTENTIAL OF AN HCD APPROACH

Use this tool to determine whether HCD is the best approach for a particular project. Assessing the communities' openness/resistance to change is an important consideration when approaching how to work with communities and respect their ways of life.

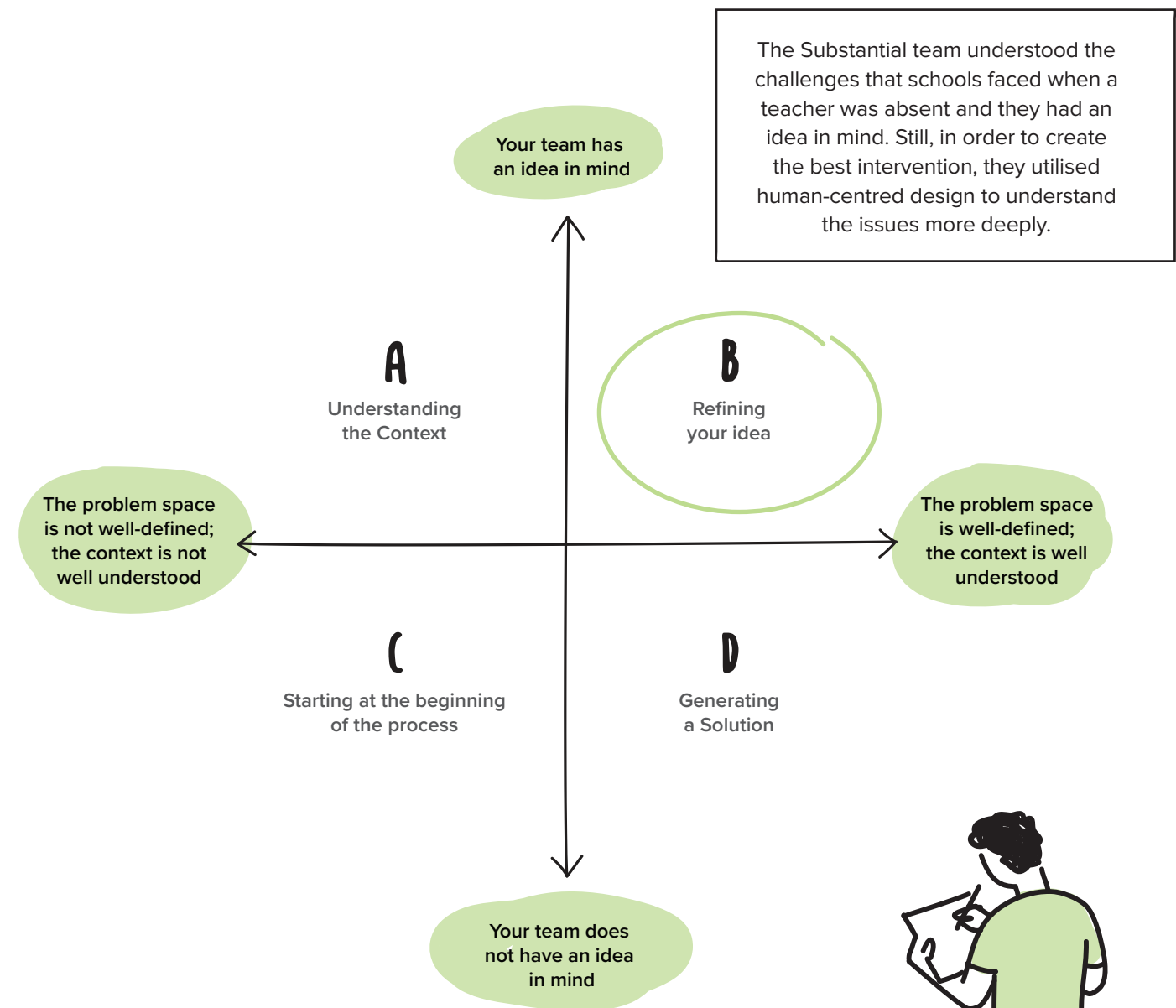


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

4

ASSESSING YOUR TEAMS UNDERSTANDING OF THE PROBLEM

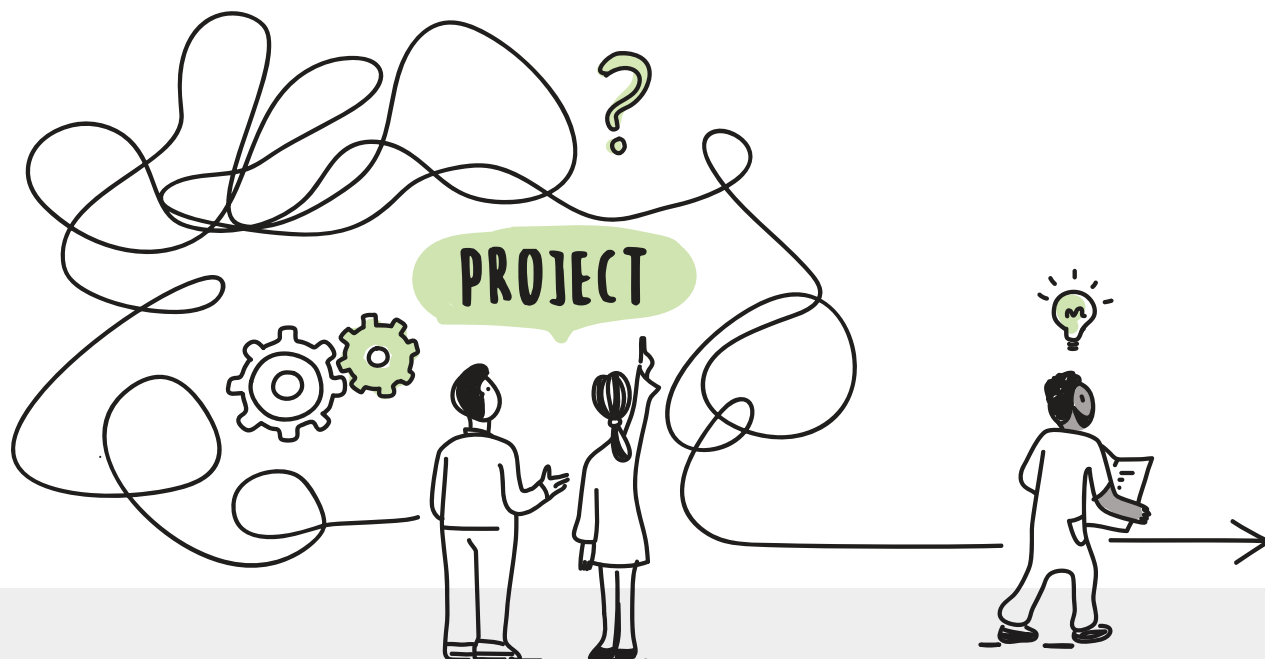
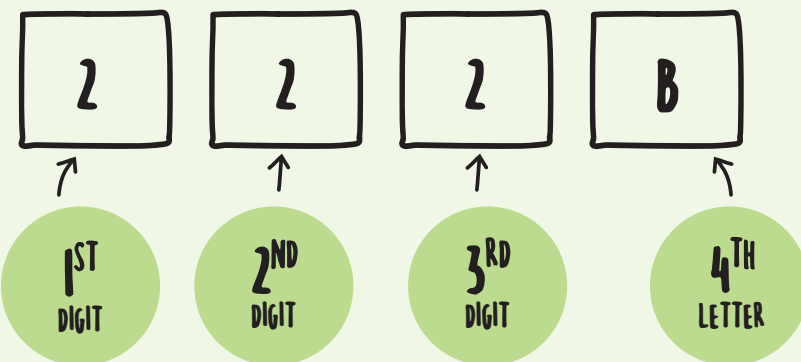
Use this tool to determine which design path - the combination of design phases and tools - is the best for this problem and project



NEXT STEPS: FINDING YOUR PROJECT PATHWAY

Now that your team has answered all the questions in the **Innovation Potential Diagnostic Tool**, enter each letter and number into the four digit code. The first box represents the first grid and so on. You will use the **Project Pathway Code** to identify your recommended project pathway in the tables on the following pages.

Project Pathway Code:



STEP BACK TO UNCOVER NEEDS

106 - 136 Hours (per person)

If you are interested in reading more about the **Step Back to Uncover Needs** project pathway before you complete the flow chart, turn to page 112.

PROJECT PATHWAY

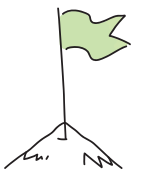
WHEN TO USE THIS PATHWAY

The team has determined that the problem space has the right conditions for innovative solutions to emerge and succeed at creating better outcomes for stakeholders at scale. The team feels that they understand the problem and context well and might even have a solution in mind.

Even though the team is confident in their understanding, because of the opportunity that the problem space presents, the team should question their expertise about the context and the assumptions they are making about the stakeholders, the problem and the potential solution. It is recommended that the team invest time and resources in a robust **Human-Centred Design** process, beginning with the **Understand and Empathise Phases**. This will help the team to question their assumptions, challenge their previous knowledge and elevate the needs of the stakeholder in their decision-making process.

NEXT STEPS

Your next step in the **Design Your Design Work** process, is to use the **Launching a Design Project Flow Charts** to determine what resources are needed to effectively complete your design project.



Goal of Process
Contextualise your idea



Recommended Resourcing
More intensive investment of time in order to complete a Robust Process



Where to Start
Begin with Understand/Empathise



CASE STUDY #5

IMPROVING POST-SURGERY OUTCOMES FOR IMPOVERISHED PATIENTS IN RURAL INDIA



DESIGN PATHWAY: EXPLORE TO LEARN MORE

Noora Health is an organisation that formed from the insight that families wanted to support their relatives after medical procedures but did not have the knowledge to do so. This insight emerged from a large scale problem that hospitals in India were understaffed and patient outcomes were not good.

Because there was limited opportunity to reframe the problem (patients still needed health care despite hospitals being short staffed), the team decided to explore the problem space with a less intensive design project.

They moved from the **Question Your Assumptions in Order to Succeed** pathway (a more intensive design pathway) to **Explore More to Learn** pathway.

Take a look below at the (fictional) reflections of the team.

To read more about this case study, [read this article](#).

ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

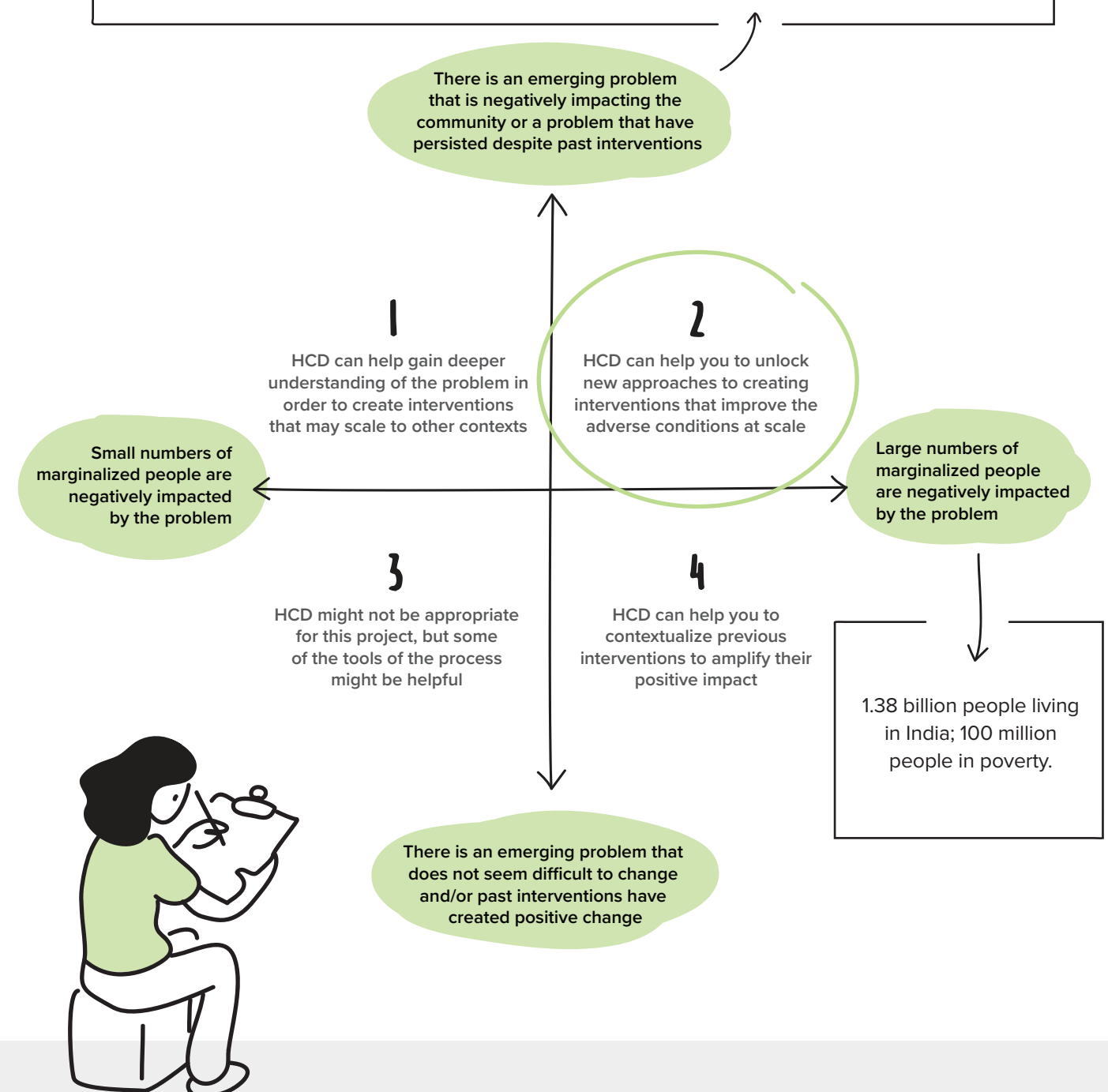
1

ASSESSING THE DIFFICULTY OF THE PROBLEM

Use this tool to determine the need for new approaches to solving the problem.

The shortage of trained medical professionals in India means that most patients recovering from medical interventions rely mainly on care provided by family members. With very limited

information or training, families are often ill-equipped to provide support during the recovery process; resulting in high rates of patient relapse and complications.

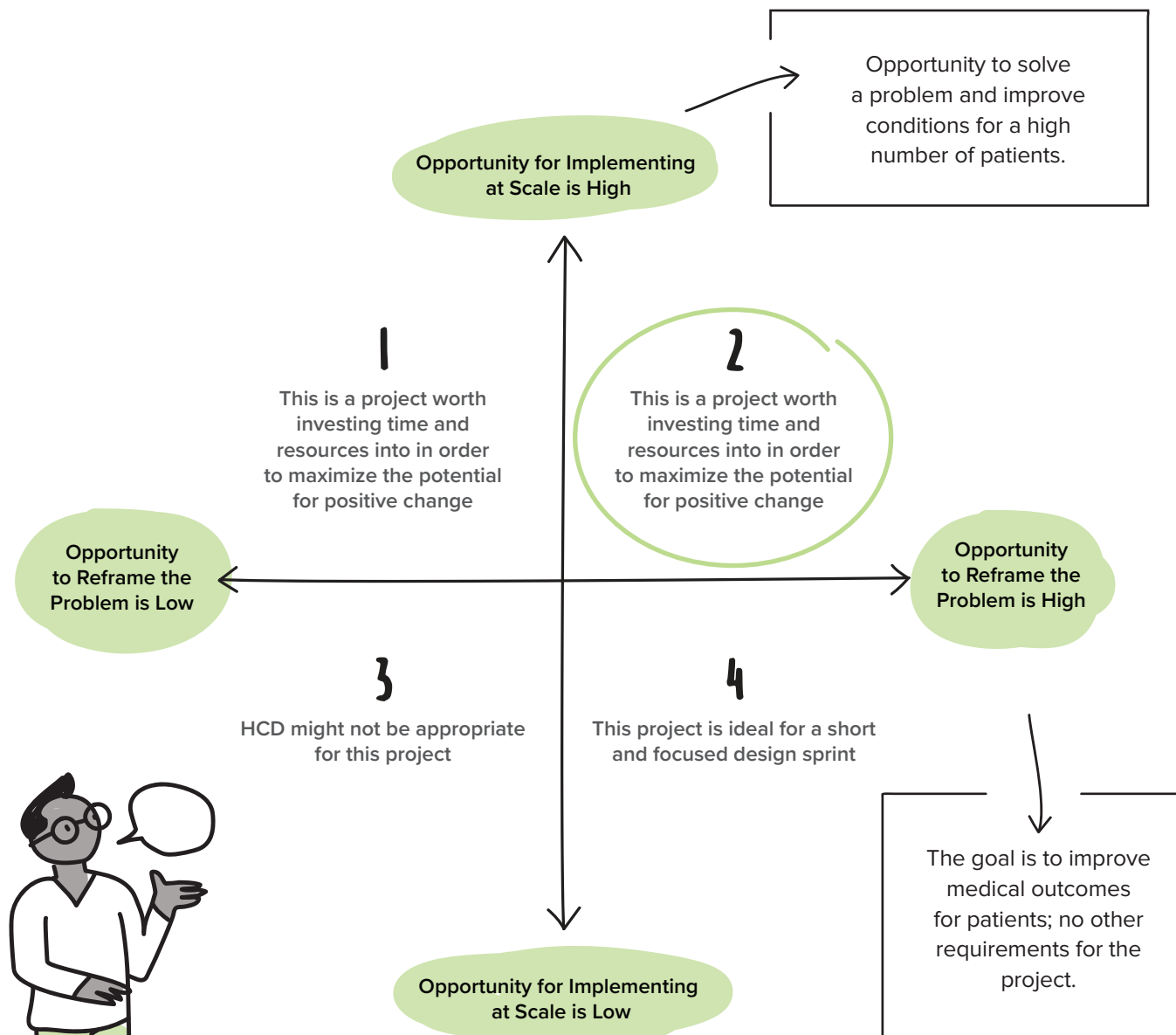


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

2

ASSESSING THE POTENTIAL TRANSFORMATIONAL IMPACT OF A PROJECT

Use this tool to assess the transformational potential of a project in order to allocate the appropriate amount of resources to that project.

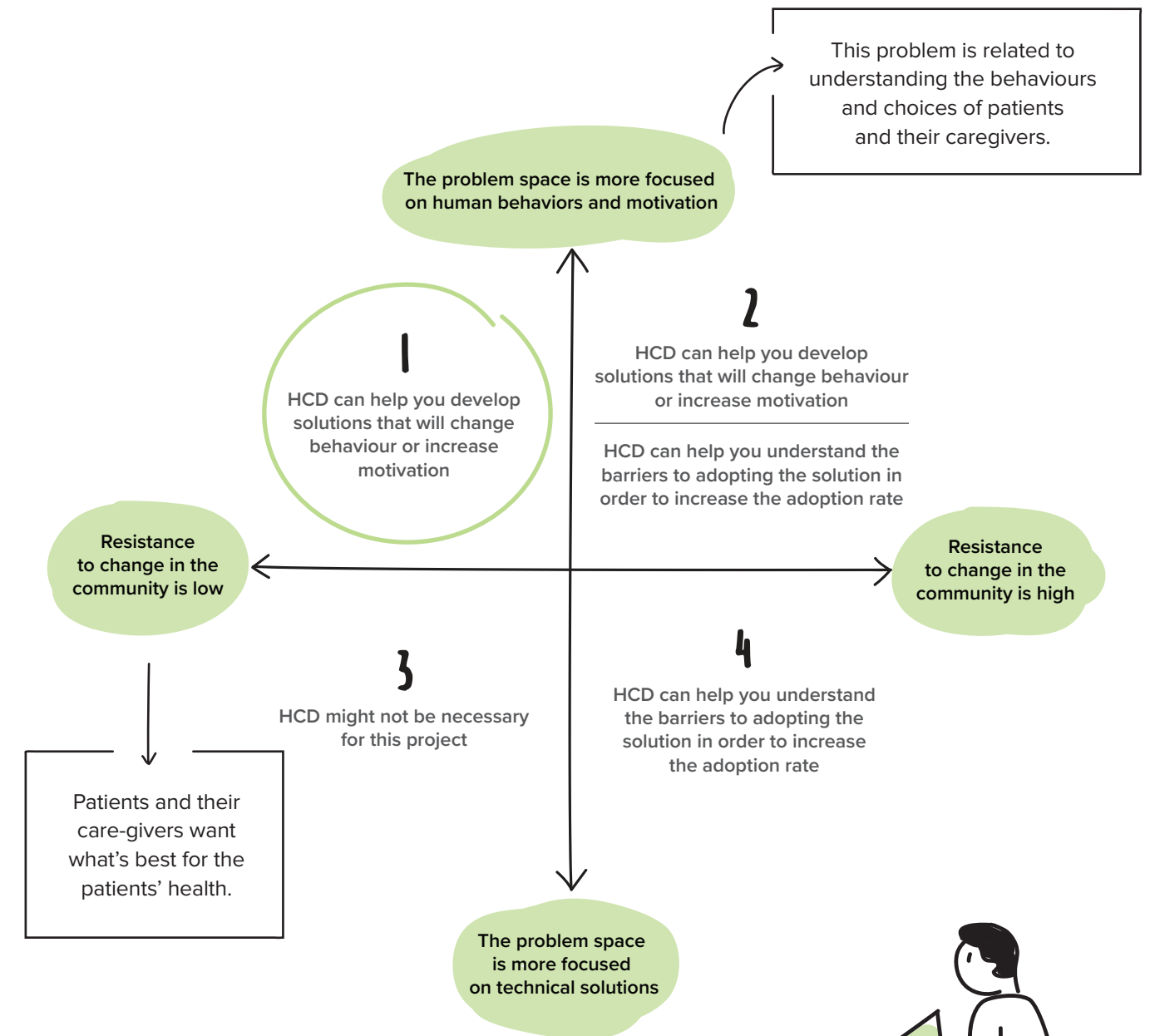


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

3

ASSESSING THE POTENTIAL OF AN HCD APPROACH

Use this tool to determine whether HCD is the best approach for a particular project. Assessing the communities' openness/resistance to change is an important consideration when approaching how to work with communities and respect their ways of life.

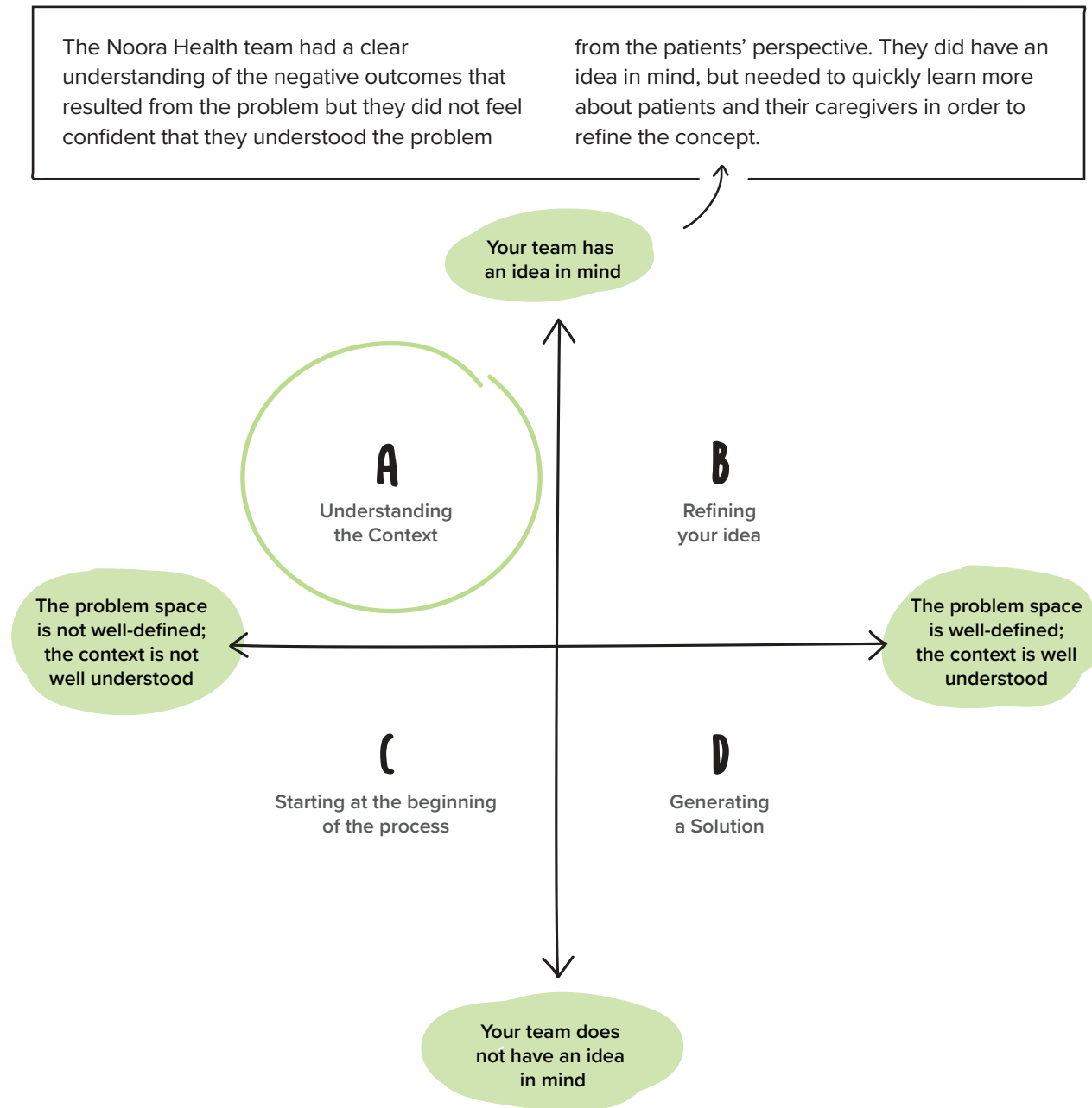


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

4

ASSESSING YOUR TEAMS UNDERSTANDING OF THE PROBLEM

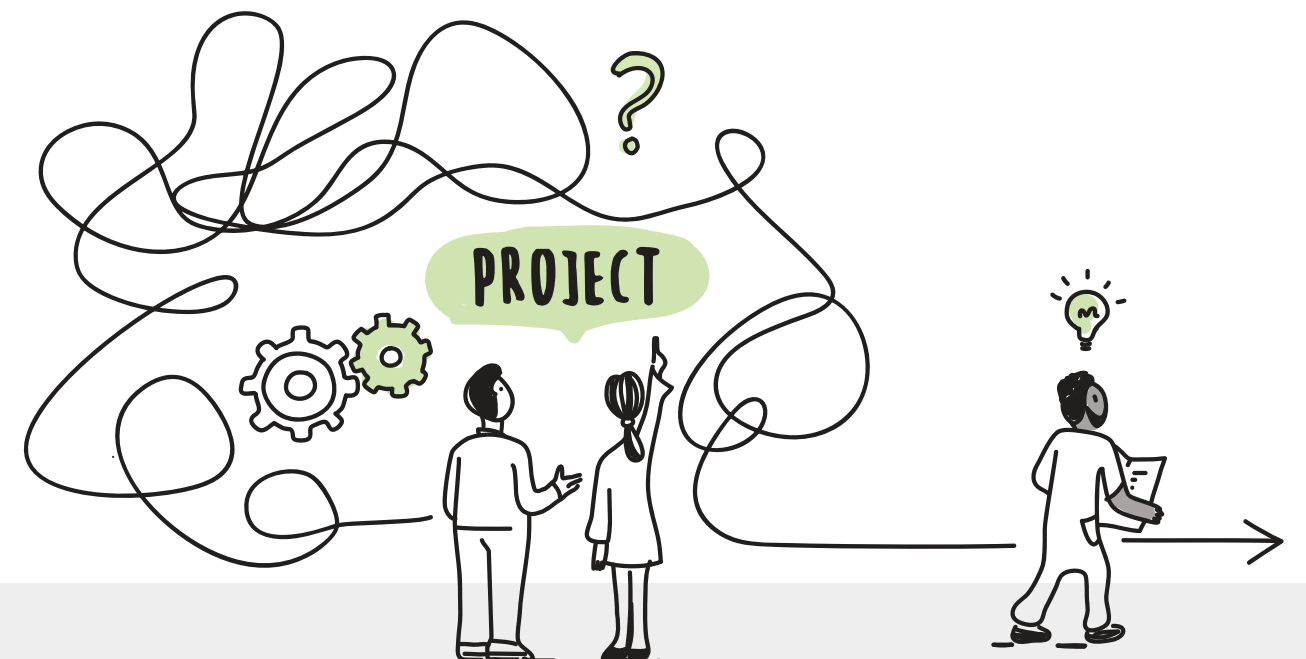
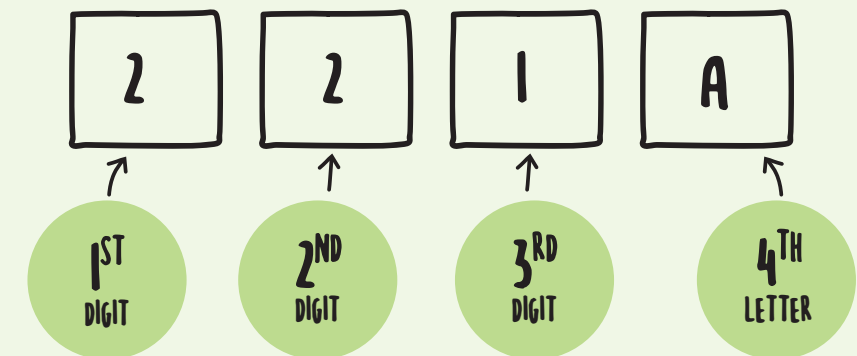
Use this tool to determine which design path - the combination of design phases and tools - is the best for this problem and project.



NEXT STEPS: FINDING YOUR PROJECT PATHWAY

Now that your team has answered all the questions in the Innovation Potential Diagnostic Tool, use the Project Pathway Code to identify your recommended project pathway in the tables on the following pages.

Project Pathway Code:



EXPLORE TO LEARN MORE

72 - 94 Hours (per person)

PROJECT PATHWAY

WHEN TO USE THIS PATHWAY

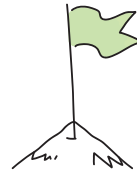
The team has identified a **problem with high innovation potential that is persistent and impacts many people**. The problem space may also have the right conditions for innovative solutions to emerge and succeed at creating better outcomes for stakeholders at scale. Given the complexity of the problem, your design work should begin with the **Understand and Empathise Phases**. This will help the team to **question their assumptions, challenge their previous knowledge and elevate the needs of the stakeholder in their decision-making process**.

Most of the time for projects like this, the Invest to **Innovate at Scale** pathway is the best option because it is more intensive. However, depending on the nuances of the project, your team may decide they want to use the **Explore to Learn More** pathway **to explore more about the problem quickly before investing significant resources in a longer design sprint**.

NEXT STEPS

Your next step in the **Design Your Design Work** process, is to use the **Launching a Design Project Flow Charts** to determine what resources are needed to effectively complete your design project.

If you are interested in reading more about the **Explore to Learn More** project pathway before you complete the flow chart, turn to page 114.



Goal of Process

Contextualise your idea



Recommended Resourcing

A moderate investment of time in order to complete a Focused Process



Where to Start

Begin with Understand/Empathise



CASE STUDY #6

MISGUIDED ATTEMPT TO USE PLAYGROUND EQUIPMENT TO PUMP WATER



DESIGN PATHWAY: WORK QUICKLY TO GET NEW PERSPECTIVES

Playpumps is a failed development project. **The founders of the initiative had the idea to create play equipment for kids that would also pump clean water from wells. Unfortunately, they did not test the idea before scaling it and eventually they found that local kids were not interested in playing on the pumps for long enough for them to pump enough water.**

While both the need for clean water and safe places to play seem obvious, it is clear the creators of Playpumps made assumptions about what the stakeholders needed and wanted. If the creators of Playpumps had used a design process to learn more about the context and their stakeholders, they might have been able to put their resources to a better solution.

Because of the unknowns in the project, we would recommend using the Work Quickly to Get New Perspectives pathway to help the team learn about the context without using a lot of time or resources.

Take a look below at the (fictional) reflections of the team.

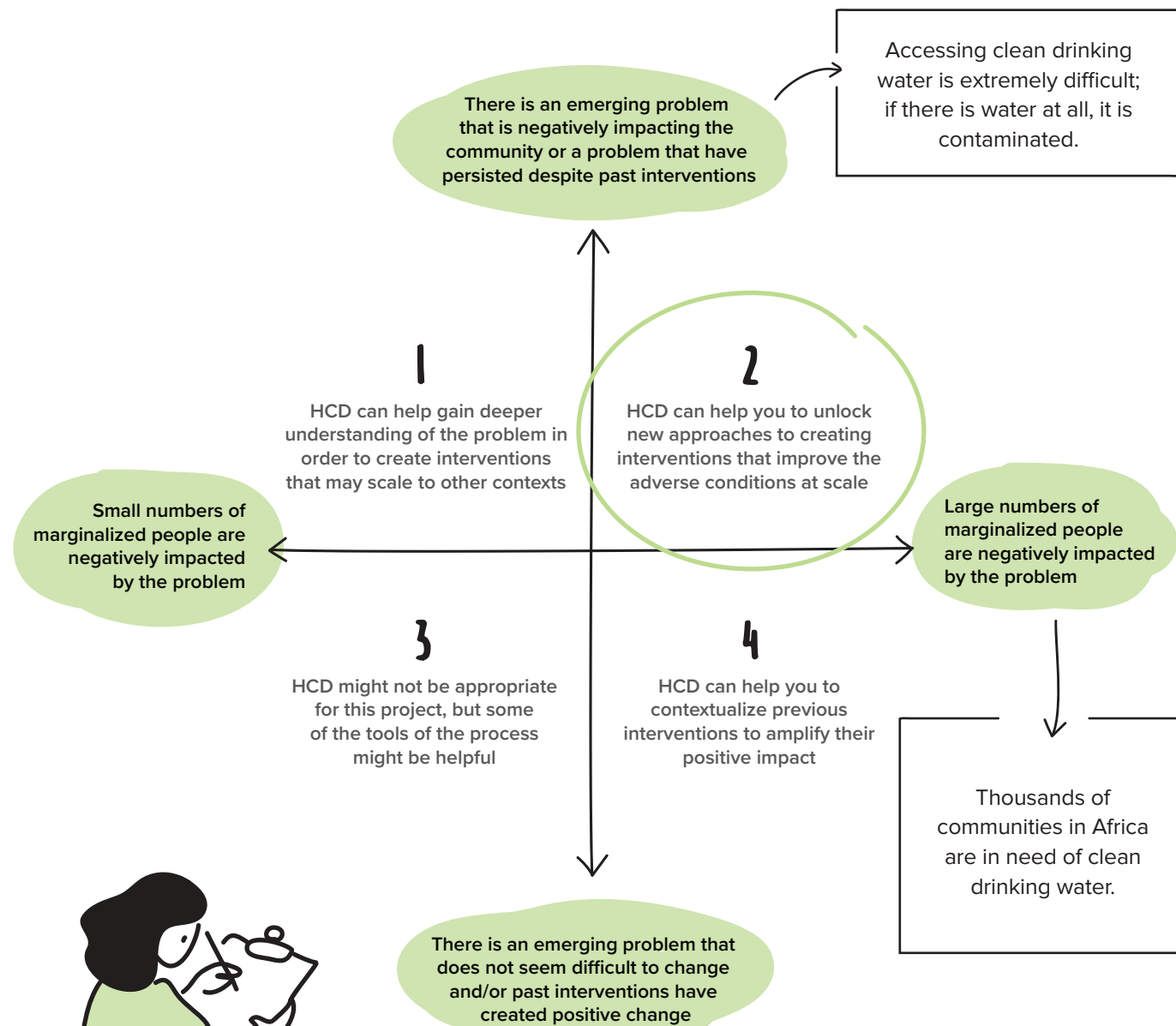
To read more about this case study, **read [this article](#)**.

ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

1

ASSESSING THE DIFFICULTY OF THE PROBLEM

Use this tool to determine the need for new approaches to solving the problem.

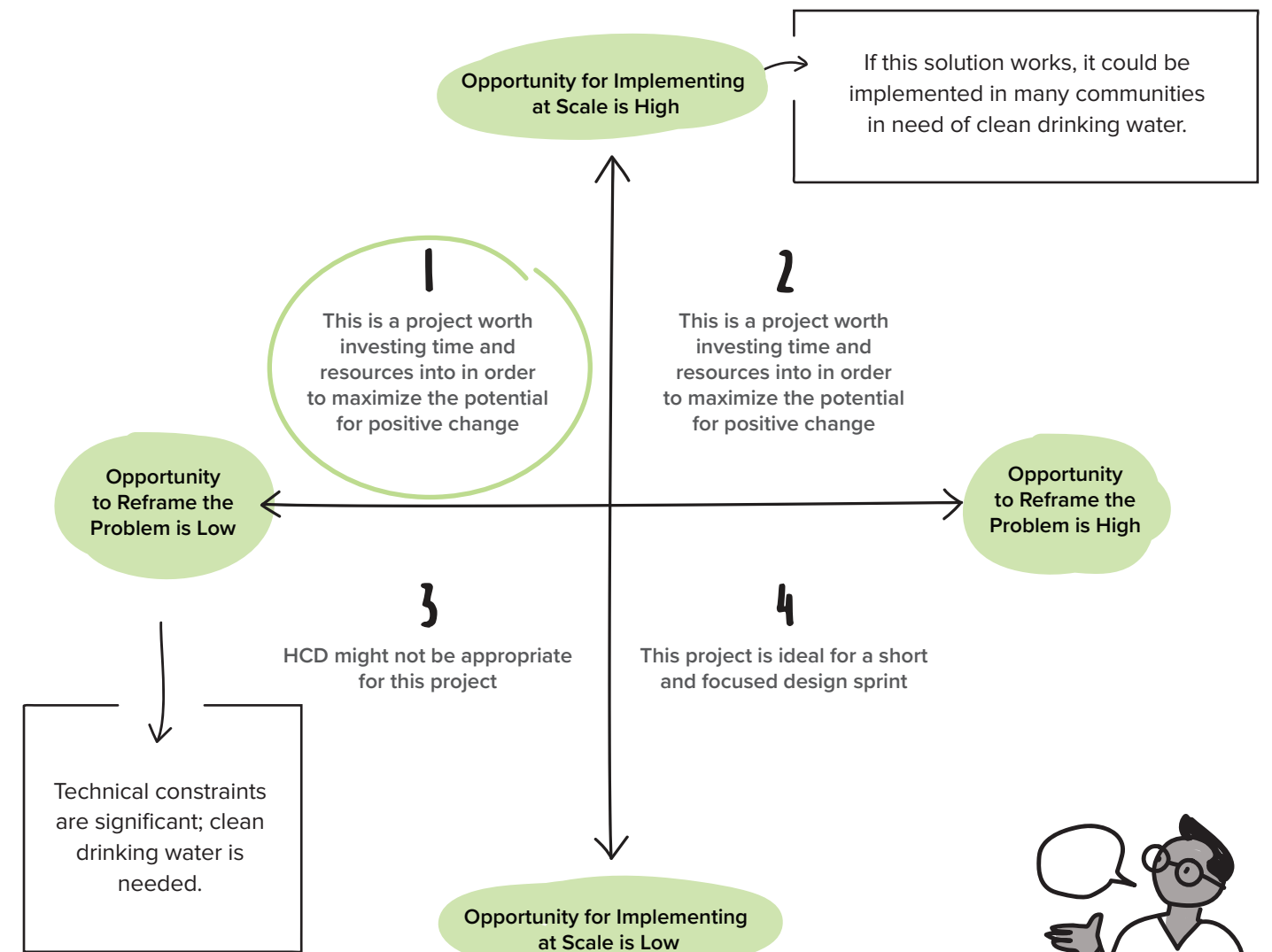


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

2

ASSESSING THE POTENTIAL TRANSFORMATIONAL IMPACT OF A PROJECT

Use this tool to assess the transformational potential of a project in order to allocate the appropriate amount of resources to that project.

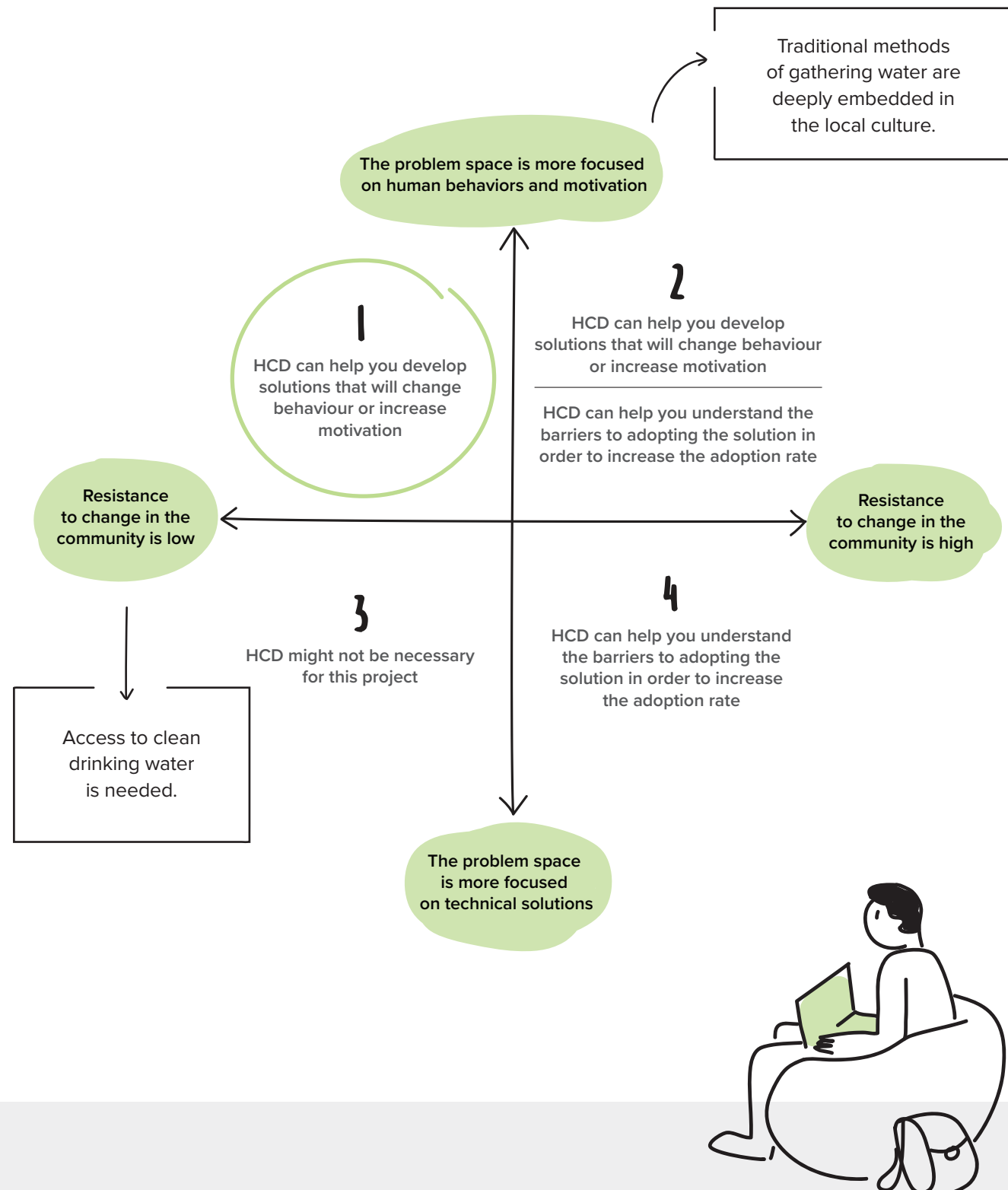


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

3

ASSESSING THE POTENTIAL OF AN HCD APPROACH

Use this tool to determine whether HCD is the best approach for a particular project. Assessing the communities' openness/resistance to change is an important consideration when approaching how to work with communities and respect their ways of life.

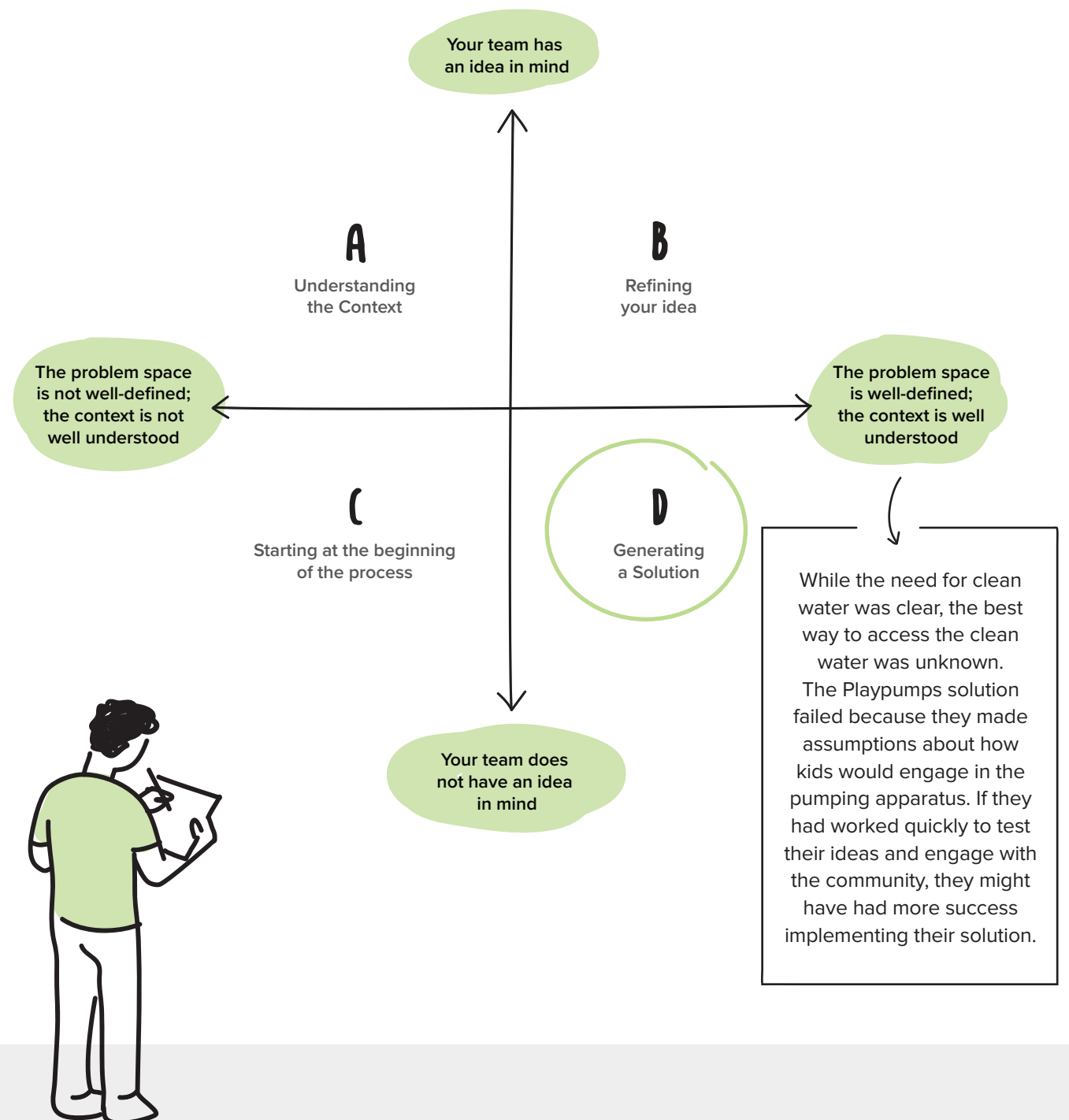


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

4

ASSESSING YOUR TEAMS UNDERSTANDING OF THE PROBLEM

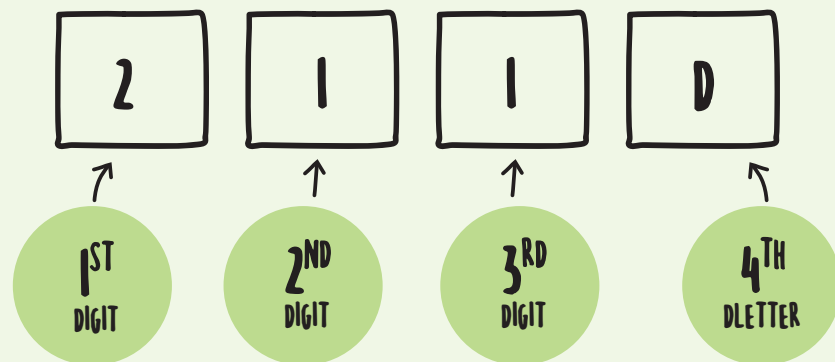
Use this tool to determine which design path - the combination of design phases and tools - is the best for this problem and project.



NEXT STEPS: FINDING YOUR PROJECT PATHWAY

Now that your team has answered all the questions in the Innovation Potential Diagnostic Tool, use the Project Pathway Code to identify your recommended project pathway in the tables on the following pages.

Project Pathway Code:



WORK QUICKLY TO GET NEW PERSPECTIVES

90 - 114 Hours (per person)

If you are interested in reading more about the **Work Quickly to Get New Perspectives** project pathway before you complete the flow chart, turn to page 116.

PROJECT PATHWAY

WHEN TO USE THIS PATHWAY

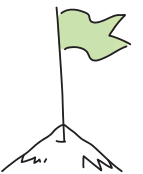
The team has determined that the problem they are trying to solve is persistent while also having the right conditions for innovative solutions to emerge and succeed at creating better outcomes for stakeholders at scale. The team feels confident that they understand the problem, the context and the stakeholders involved. The team should do more to determine the specifics of this particular challenge before designing their project.

If there is potential opportunity to reframe the problem or scale the solution, the team may want to invest more time and resources in the project. If there is not a strong opportunity to understand the root causes, reframe the problem or scale the solution, the team should invest fewer resources in the design project.

Even though the team is confident in their understanding, because of the persistence of this problem, the team should question their expertise about the context and the assumptions they are making about the stakeholders, the problem and the potential solution. Because the project has limited innovation opportunity, the team should complete a rapid sprint that invests less time and resources. Given the complexity of the problem, this sprint should begin with the **Understand and Empathise Phases**. This will help the team to question their assumptions, challenge their previous knowledge and elevate the needs of the stakeholder in their decision-making process.

NEXT STEPS

Your next step in the **Design Your Design Work** process, is to use the **Launching a Design Project Flow Charts** to determine what resources are needed to effectively complete your design project.



Goal of Process
Contextualise your idea



Recommended Resourcing
A moderate investment of time in order to complete a Focused Process



Where to Start
Begin with Understand/Empathise



CASE STUDY #7

REDESIGNING THE LUNCH EXPERIENCE FOR PUBLIC SCHOOL STUDENTS



DESIGN PATHWAY: TEST IDEAS & ITERATE

San Francisco Unified School District in California serves more than 50,000 students, many of whom are low-income. The government provides these students free breakfast and lunch at school, but many of the students were not participating. Those in charge of the food program knew that their program could be improved and even had some ideas. But, still, they felt confused about why students were not participating in receiving free meals.

Because of this, the design team invested in a less intensive design process **Test Ideas & Iterate**, in order to test their ideas and learn about what their stakeholders' needs and motivations were around the free food program. Take a look below at the (fictional) reflections of the team.

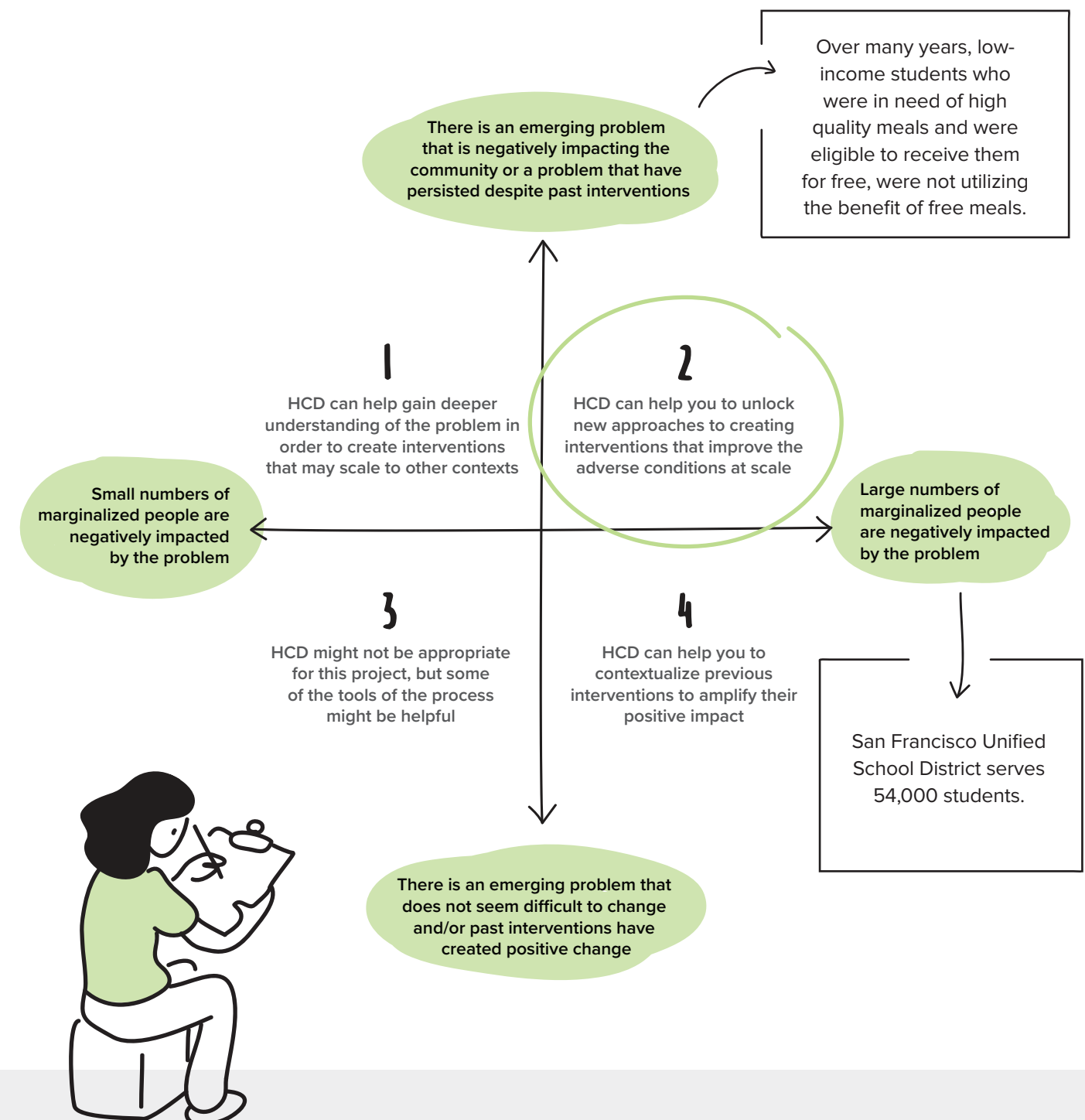
To read more about this case study, read [this article](#).

ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

1

ASSESSING THE DIFFICULTY OF THE PROBLEM

Use this tool to determine the need for new approaches to solving the problem.

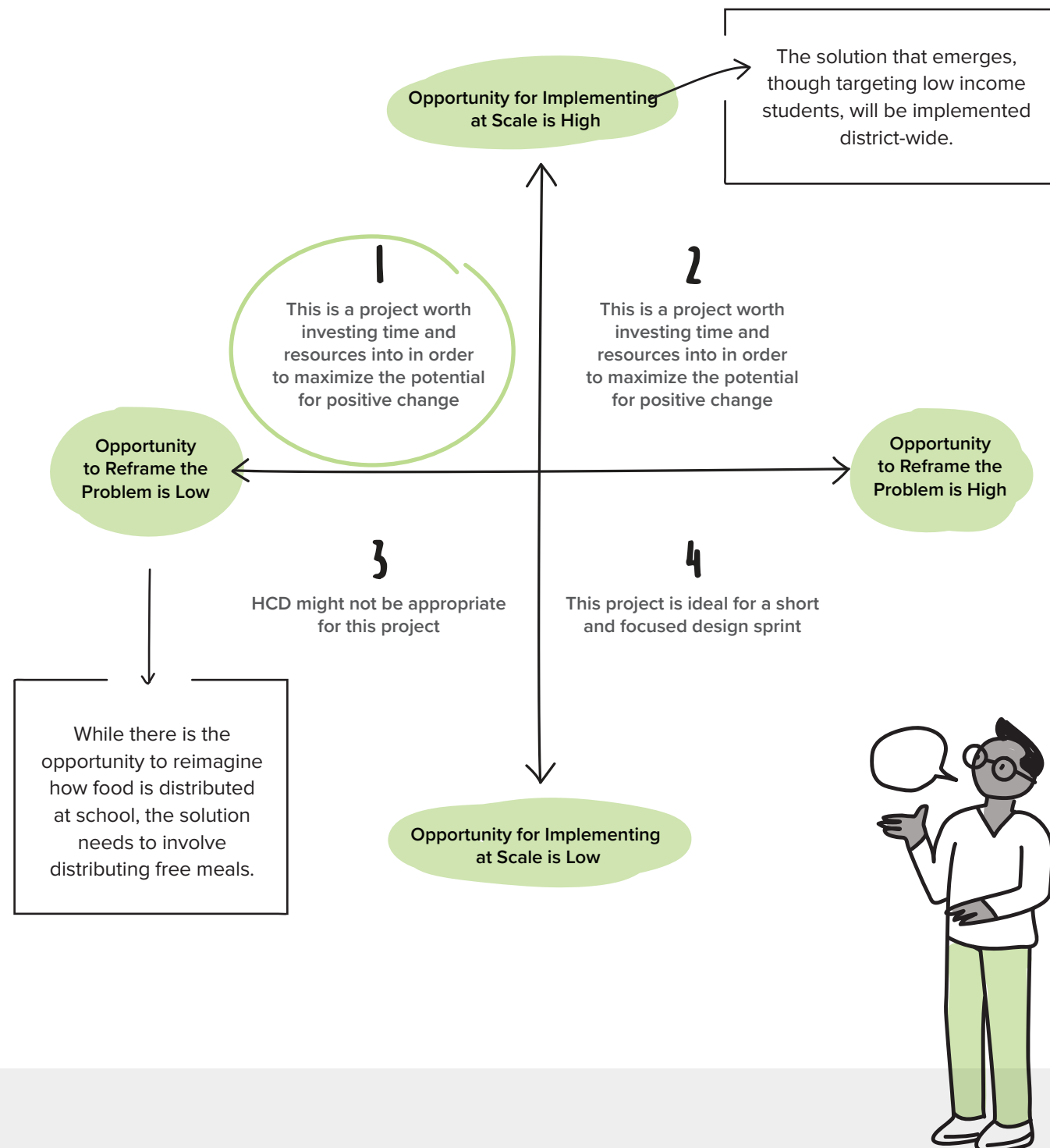


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

2

ASSESSING THE POTENTIAL TRANSFORMATIONAL IMPACT OF A PROJECT

Use this tool to assess the transformational potential of a project in order to allocate the appropriate amount of resources to that project.

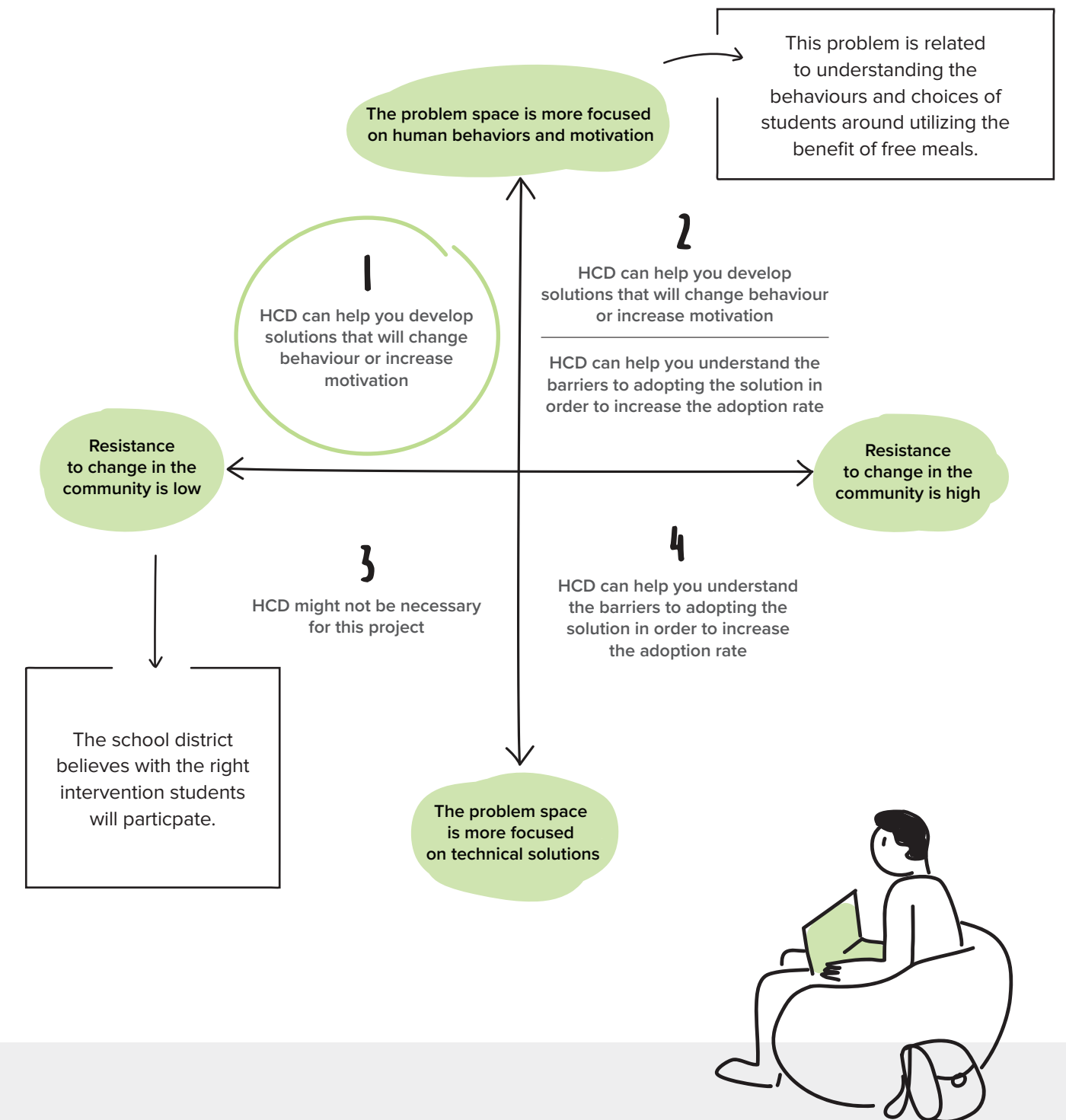


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

3

ASSESSING THE POTENTIAL OF AN HCD APPROACH

Use this tool to determine whether HCD is the best approach for a particular project.

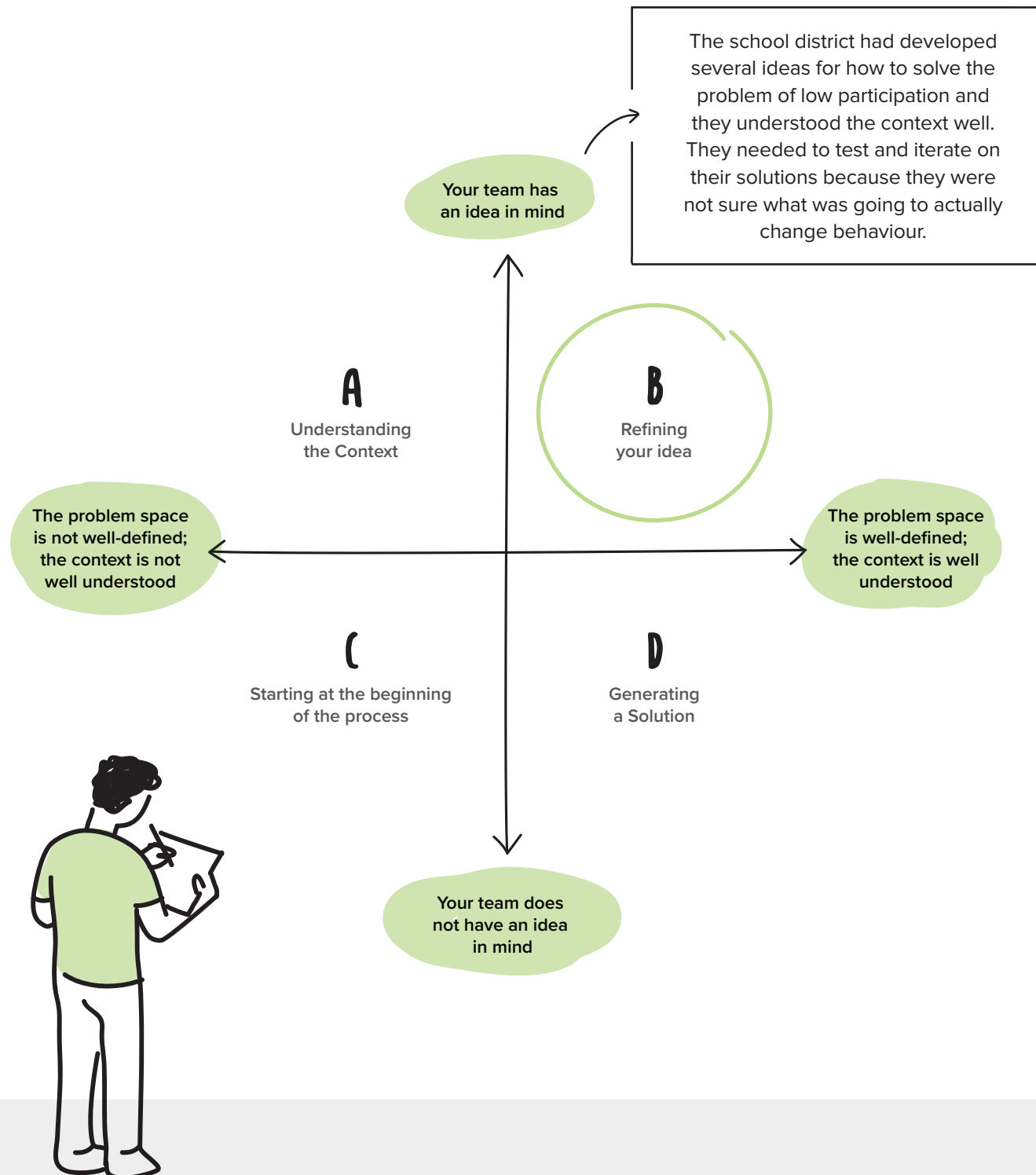


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

4

ASSESSING YOUR TEAMS UNDERSTANDING OF THE PROBLEM

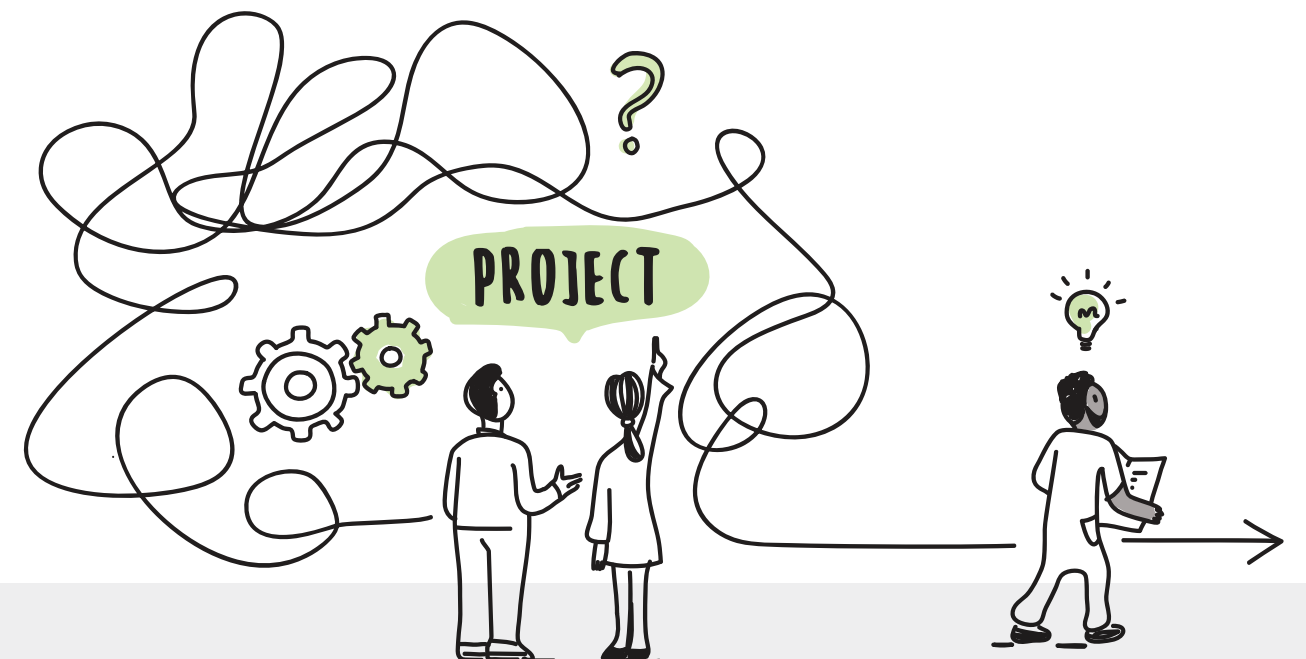
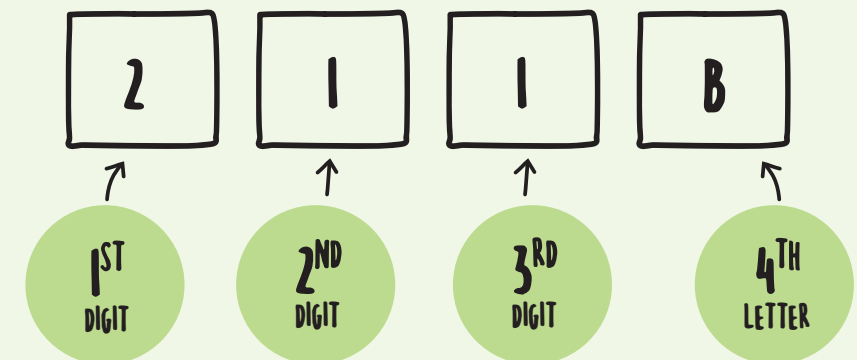
Use this tool to determine which design path - the combination of design phases and tools - is the best for this problem and project.



NEXT STEPS: FINDING YOUR PROJECT PATHWAY

Now that your team has answered all the questions in the Innovation Potential Diagnostic Tool, use the Project Pathway Code to identify your recommended project pathway in the tables on the following pages.

Project Pathway Code:



TEST IDEAS & ITERATE

58 - 74 Hours (per person)

If you are interested in reading more about the **Test Ideas & Iterate** project pathway before you complete the flow chart, turn to page 118.

PROJECT PATHWAY

WHEN TO USE THIS PATHWAY

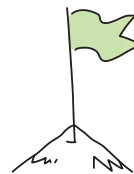
The team is excited about a potential solution. The team should do more to determine the specifics of this particular challenge before designing their project.

Regardless of whether the team feels that they understand the problem and context well or not, they can begin testing their idea to learn more. This process will help the team to learn more about the problem, the context and the stakeholders while also testing the assumptions the team is making about the solution and why it might create better outcomes.

Because of the limited potential for new and novel ideas to emerge and because the team has an idea in mind, the team should design a prototyping-based sprint that requires less time and resources. It is recommended that there are multiple iterative cycles of prototyping and testing their idea, so that as the team builds a deeper understanding of the problem, the context, the stakeholders and the potential solution. Iterative testing also allows your design team to be responsive to the feedback you are receiving.

NEXT STEPS

Your next step in the **Design Your Design Work** process, is to use the **Launching a Design Project Flow Charts** to determine what resources are needed to effectively complete your design project.



Goal of Process

Research your idea to understand how it has been implemented in other contexts & prototype to learn about this context. Focus on iterative cycles of prototyping and testing



Recommended Resourcing

A moderate investment of time in order to complete a Focused Process



Where to Start

Begin with Understand/Empathise



CASE STUDY #8

SUPPORTING CAREGIVERS TO EDUCATE THEIR YOUNG CHILDREN BY ADOPTING A SMART PHONE APP



DESIGN PATHWAY: PROTOTYPE TO CREATE BUY-IN

Vroom is a smart phone app that provides caregivers with ideas and ways to interact with their small children in order to support their brain development. There is a great need for high quality materials to support caregivers to teach their children globally. The challenge of this design project was how to convince caregivers to regularly use the app.

Because of the scale of the potential impact and because there was already a version of the app, the design team used a less intensive design process, **Prototype to Create Buy-In** pathway, which was focused on prototyping and testing the app with stakeholders to learn how to encourage them to adopt the solution.

Take a look below at the (fictional) reflections of the team.

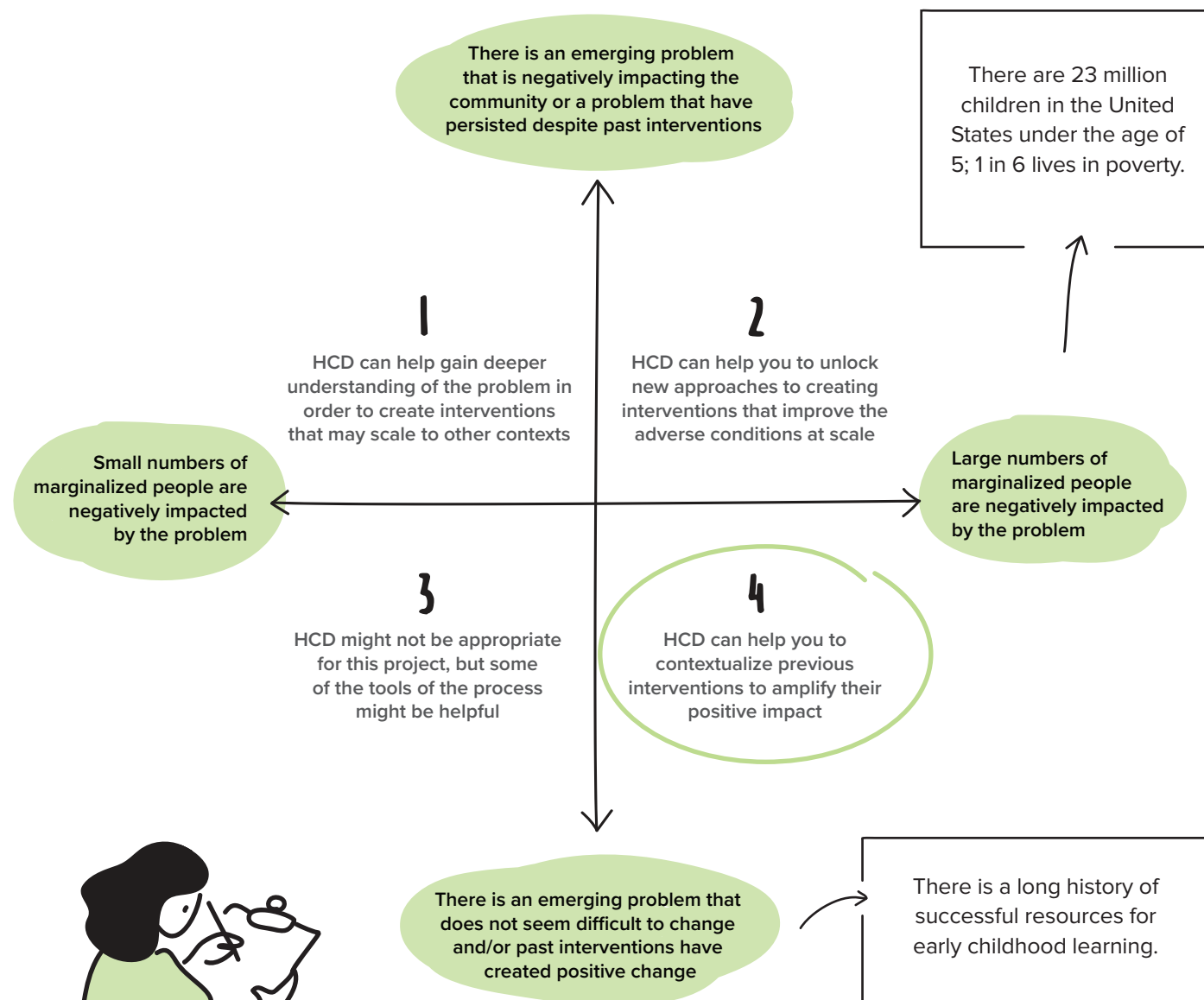
To read more about this case study, read [this article](#).

ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

1

ASSESSING THE DIFFICULTY OF THE PROBLEM

Use this tool to determine the need for new approaches to solving the problem.

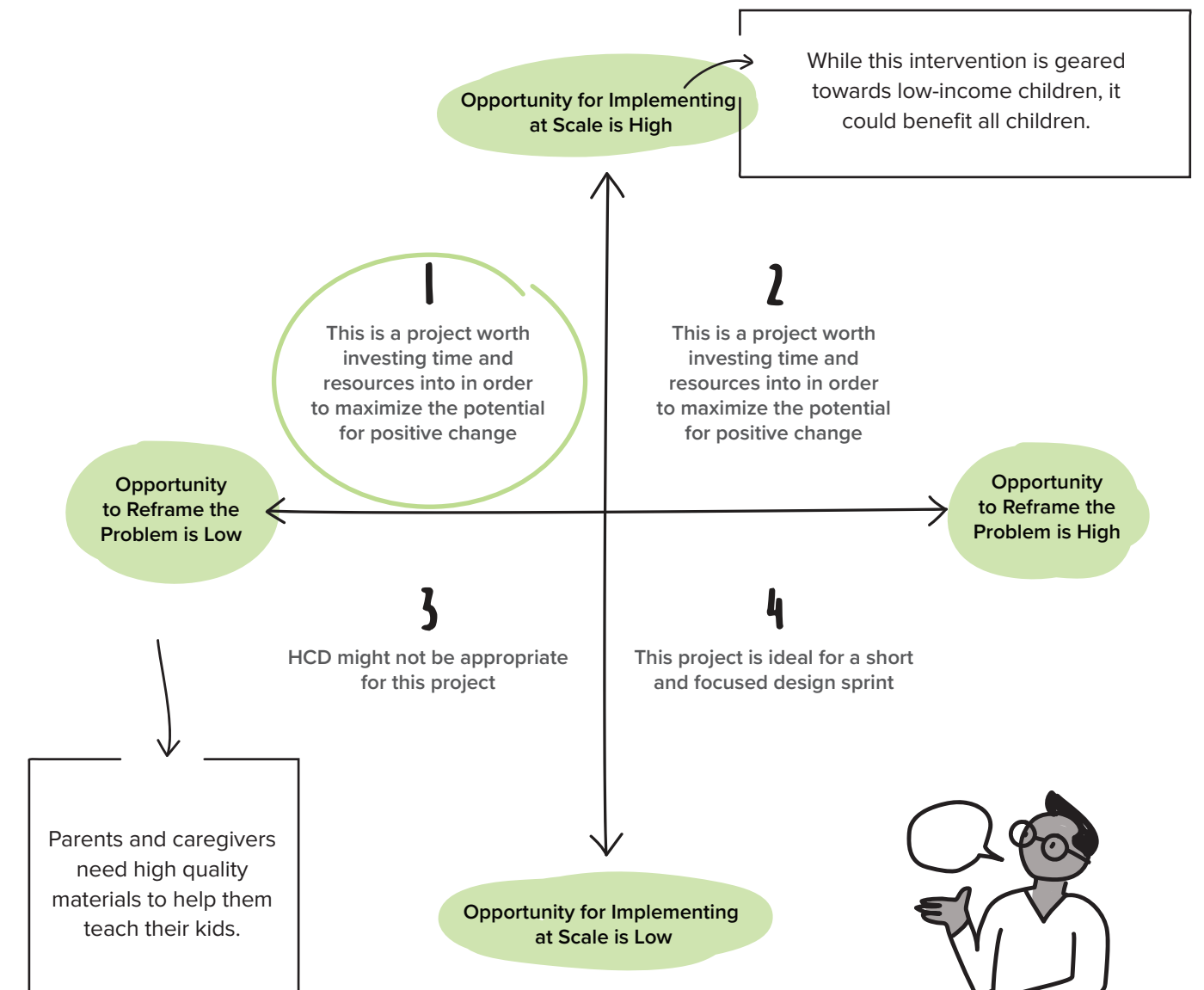


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

2

ASSESSING THE POTENTIAL TRANSFORMATIONAL IMPACT OF A PROJECT

Use this tool to assess the transformational potential of a project in order to allocate the appropriate amount of resources to that project.

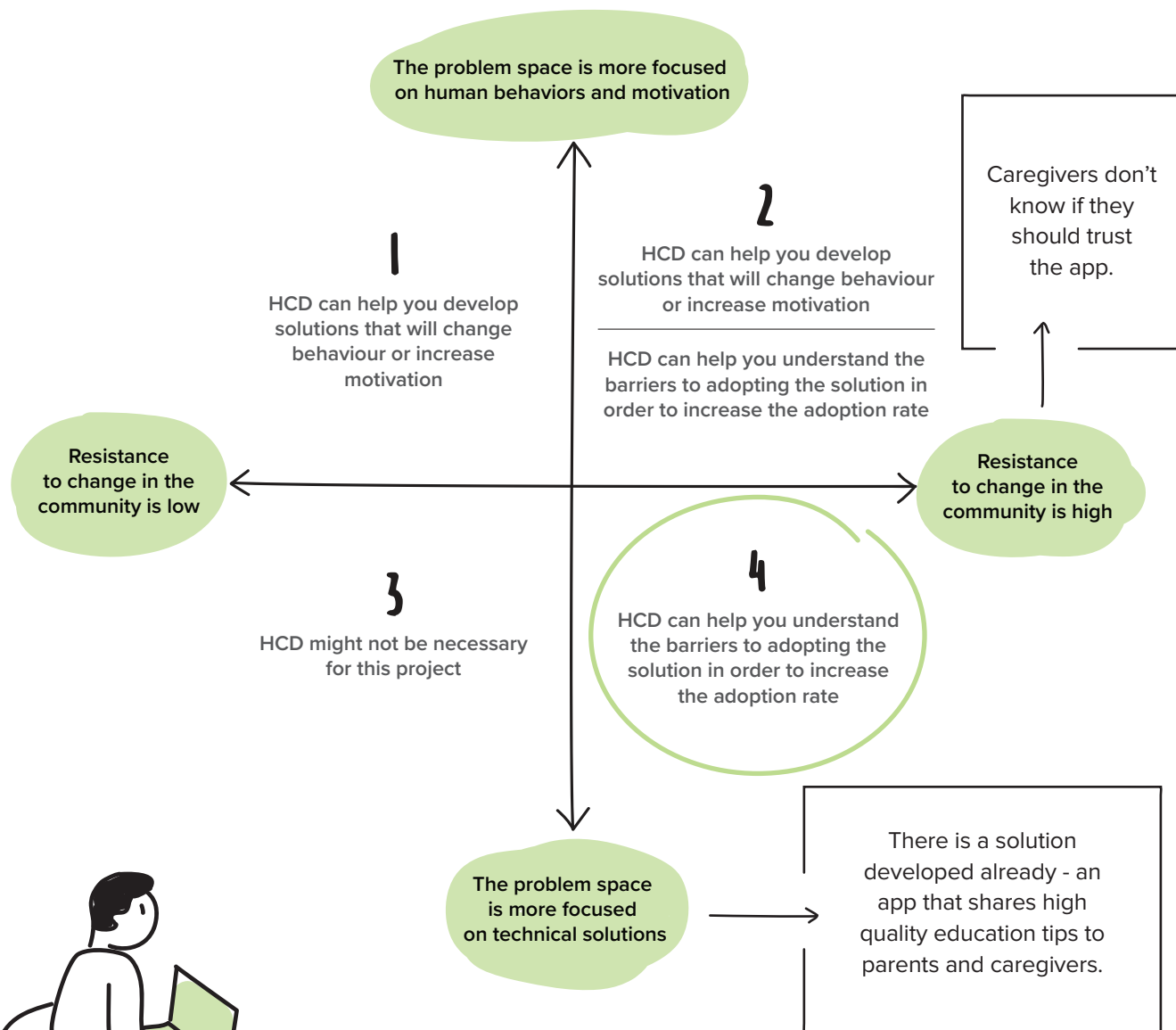


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

3

ASSESSING THE POTENTIAL OF AN HCD APPROACH

Use this tool to determine whether HCD is the best approach for a particular project. Assessing the communities' openness/resistance to change is an important consideration when approaching how to work with communities and respect their ways of life.

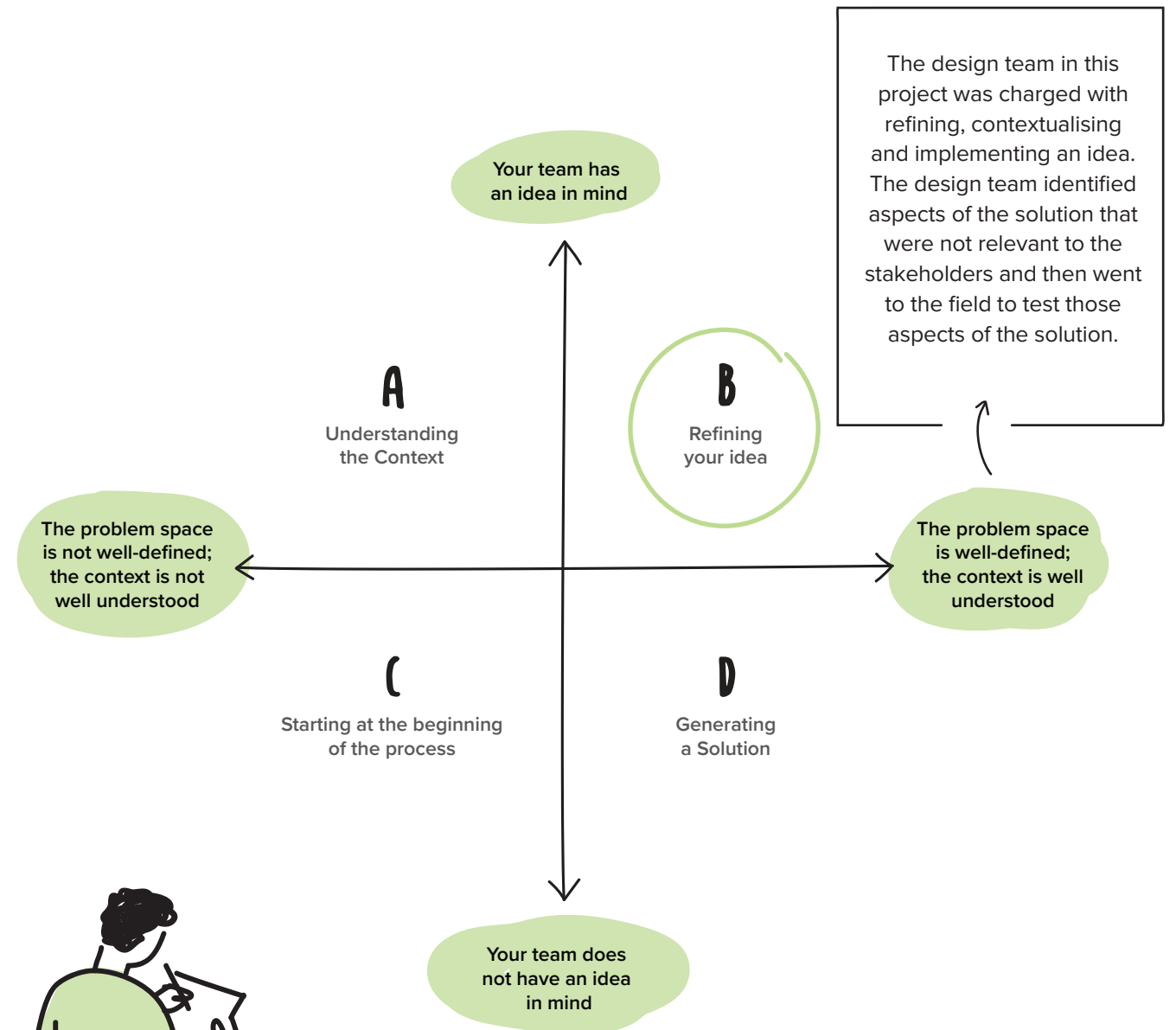


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

4

ASSESSING YOUR TEAMS UNDERSTANDING OF THE PROBLEM

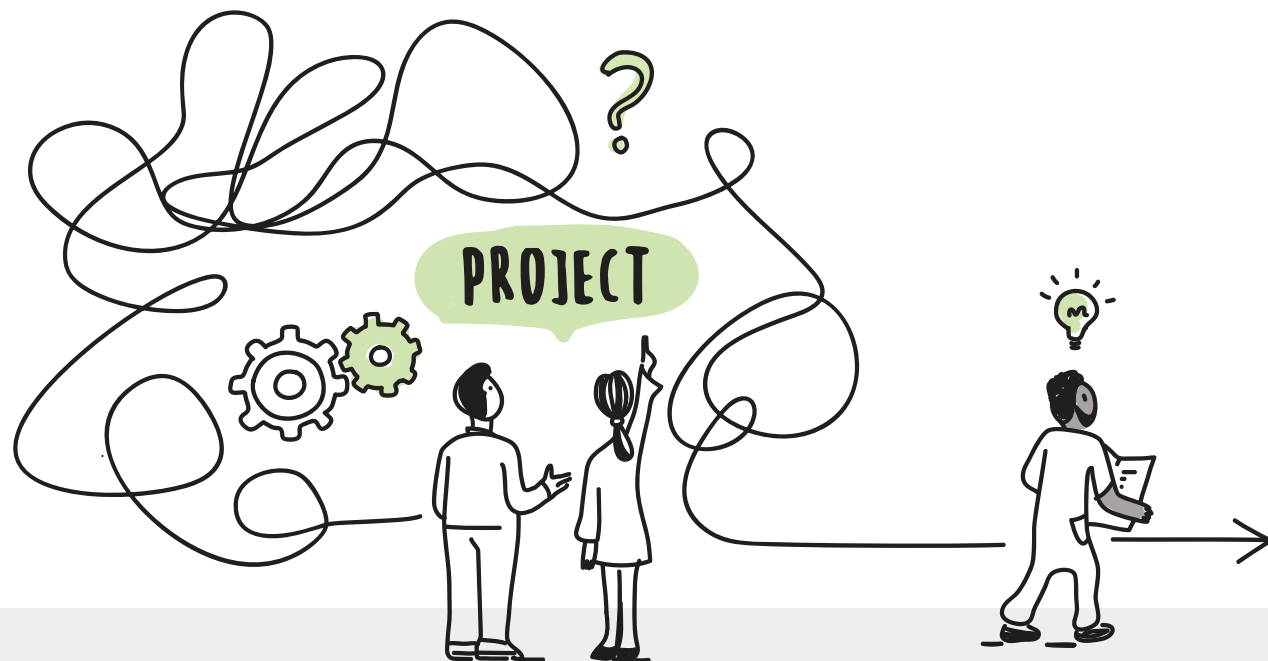
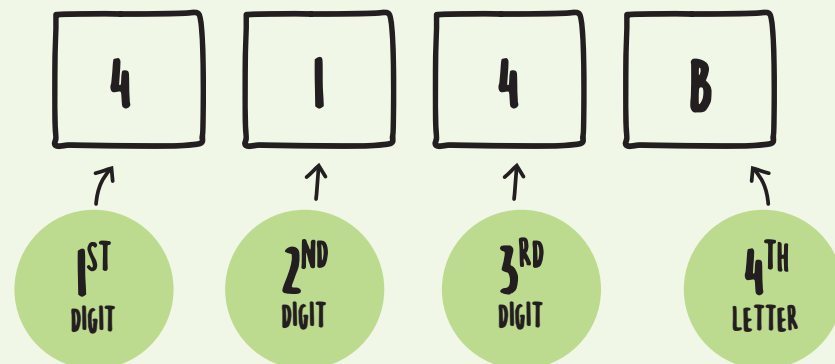
Use this tool to determine which design path - the combination of design phases and tools - is the best for this problem and project.



NEXT STEPS: FINDING YOUR PROJECT PATHWAY

Now that your team has answered all the questions in the Innovation Potential Diagnostic Tool, use the Project Pathway Code to identify your recommended project pathway in the tables on the following pages.

Project Pathway Code:



PROTOTYPE TO CREATE BUY IN

58 - 74 Hours (per person)

If you are interested in reading more about the **Prototype to Create Buy-In** project pathway before you complete the flow chart, turn to page 120.

PROJECT PATHWAY

WHEN TO USE THIS PATHWAY

The team is working on a problem that is likely to require a technical solution. The implementation of a new solution may or may not face resistance from the community. The team is not confident that they understand the problem, the context and the stakeholders and they do not have an idea in mind.

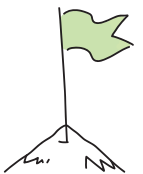
In order to begin to understand how a technical solution might be implemented given the potential resistance of the community, the team should identify potential ideas to test and then prototype with stakeholders. This process will help the team to learn more about the problem, the context, the stakeholders' potential resistance to change, while also helping to determine how and why a potential solution might create better outcomes.

Because of the limited potential for new and novel ideas to emerge and/or because promising solutions have been deployed elsewhere, the team should design a prototyping-based sprint that requires less time and resources. There should be multiple iterative cycles of prototyping and testing their ideas, so that as the team builds a deeper understanding of the problem, the context, the stakeholders and the potential solution. Iterative testing also allows your design team to be responsive to the feedback you are receiving.

It is helpful for the team to test more than one idea at once to help gain a deeper understanding of the community's needs and desires. This also accelerates the team's learning about strong potential solutions.

NEXT STEPS

Your next step in the **Design Your Design Work** process, is to use the **Launching a Design Project Flow Charts** to determine what resources are needed to effectively complete your design project.



Goal of Process

Explore technical solutions & test multiple options by engaging with stakeholders to understand what they want and need. Focus on iterative cycles of prototyping and testing



Recommended Resourcing

A moderate investment of time in order to complete a Focused Process



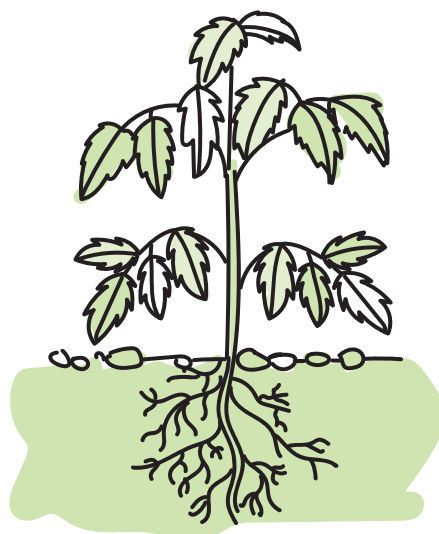
Where to Start

Begin with Understand/Prototype



CASE STUDY #9

DECREASING INFANT MORTALITY IN RURAL NEPAL BY SUPPORTING PREMATURE INFANTS BEFORE THEY GET TO THE HOSPITAL



DESIGN PATHWAY: RAPIDLY EXPLORE ROOT CAUSES

The NGO Embrace works to increase the survival rate of premature infants born in rural areas of South Asia. They provide a warming sack for premature babies to keep them warm while they are being transported to the hospital. This solution emerged from the realization that premature babies were not surviving the journey from where they were born to the hospital because they could not regulate their temperatures.

Because this was a technical problem but the context was unfamiliar, the design team conducted a less intensive design project to explore the problem and understand the underlying issues by following the **Rapidly Explore Root Causes** pathway.

Take a look below at the (fictional) reflections of the team.

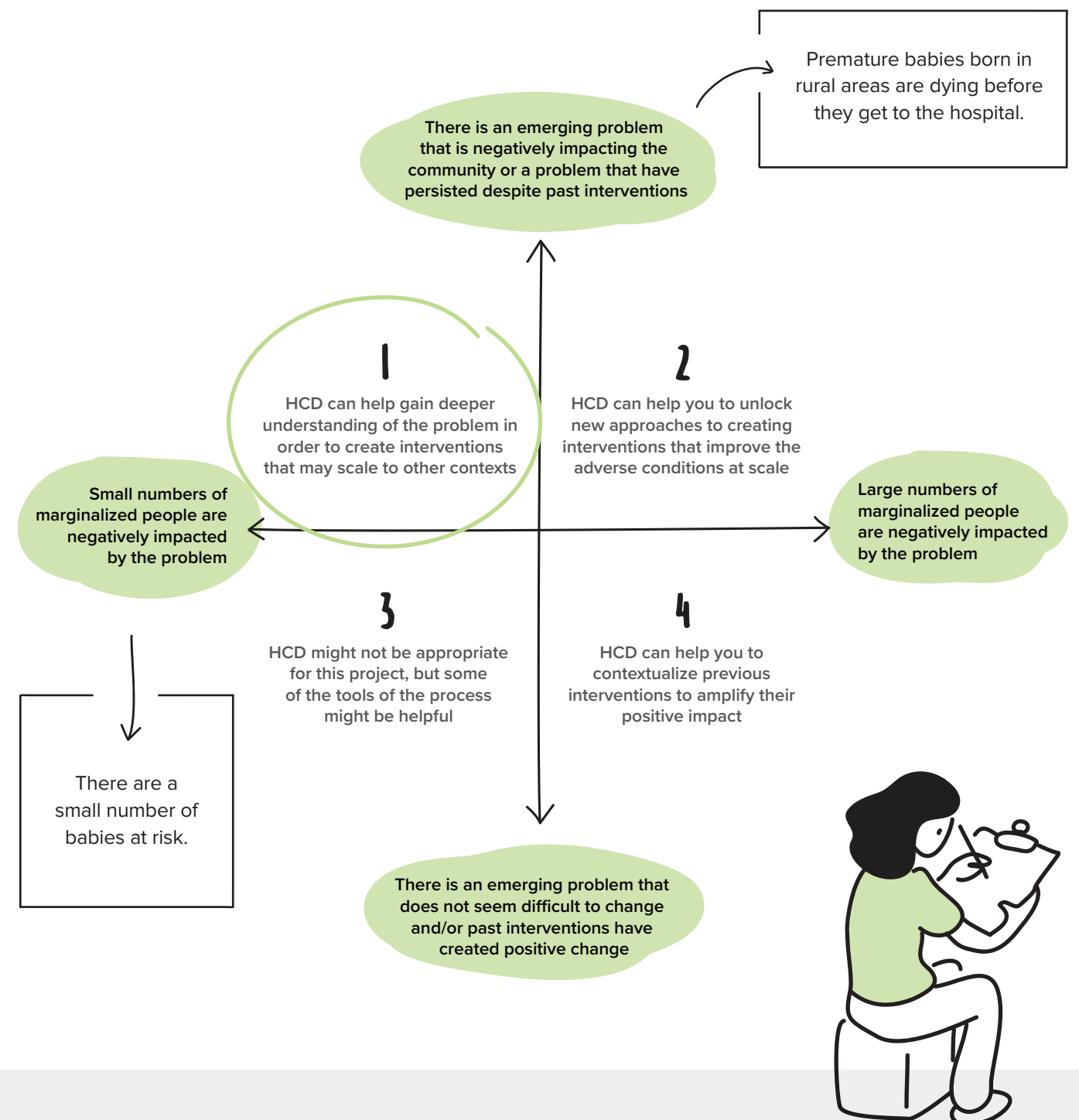
To read more about this case study, read [this article](#).

ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

1

ASSESSING THE DIFFICULTY OF THE PROBLEM

Use this tool to determine the need for new approaches to solving the problem.

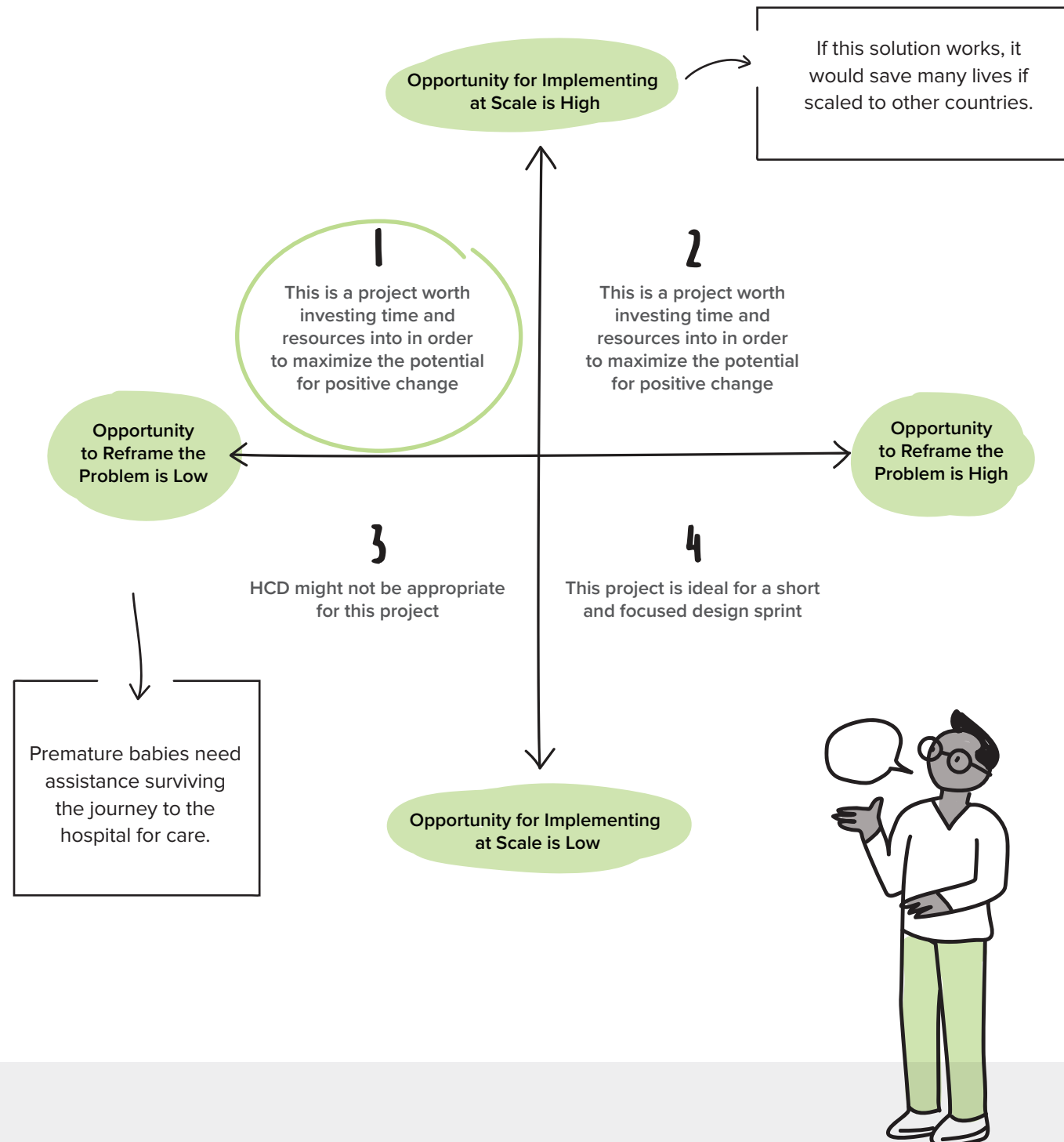


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

2

ASSESSING THE POTENTIAL TRANSFORMATIONAL IMPACT OF A PROJECT

Use this tool to assess the transformational potential of a project in order to allocate the appropriate amount of resources to that project.

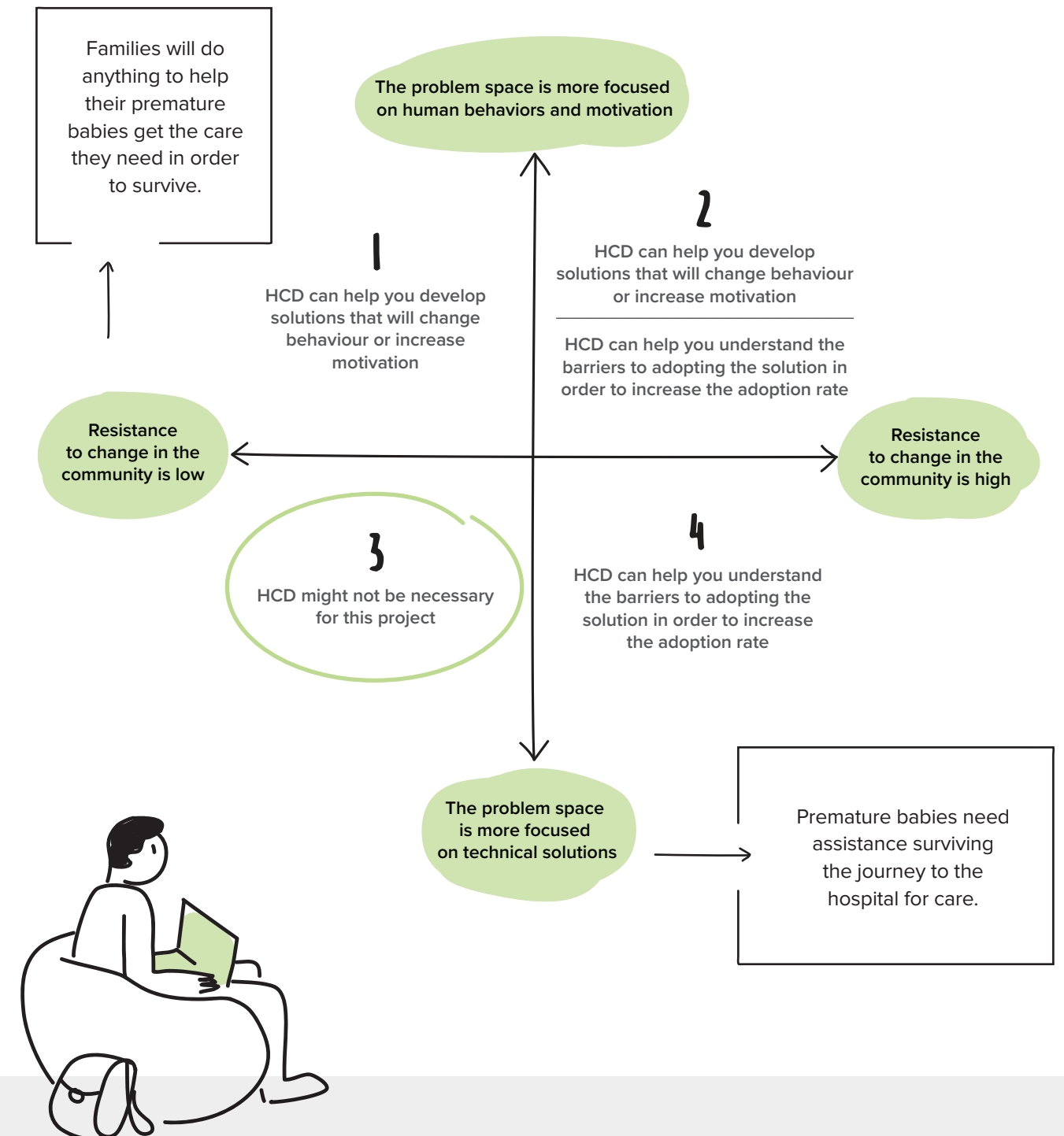


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

3

ASSESSING THE POTENTIAL OF AN HCD APPROACH

Use this tool to determine whether HCD is the best approach for a particular project. Assessing the communities' openness/resistance to change is an important consideration when approaching how to work with communities and respect their ways of life.

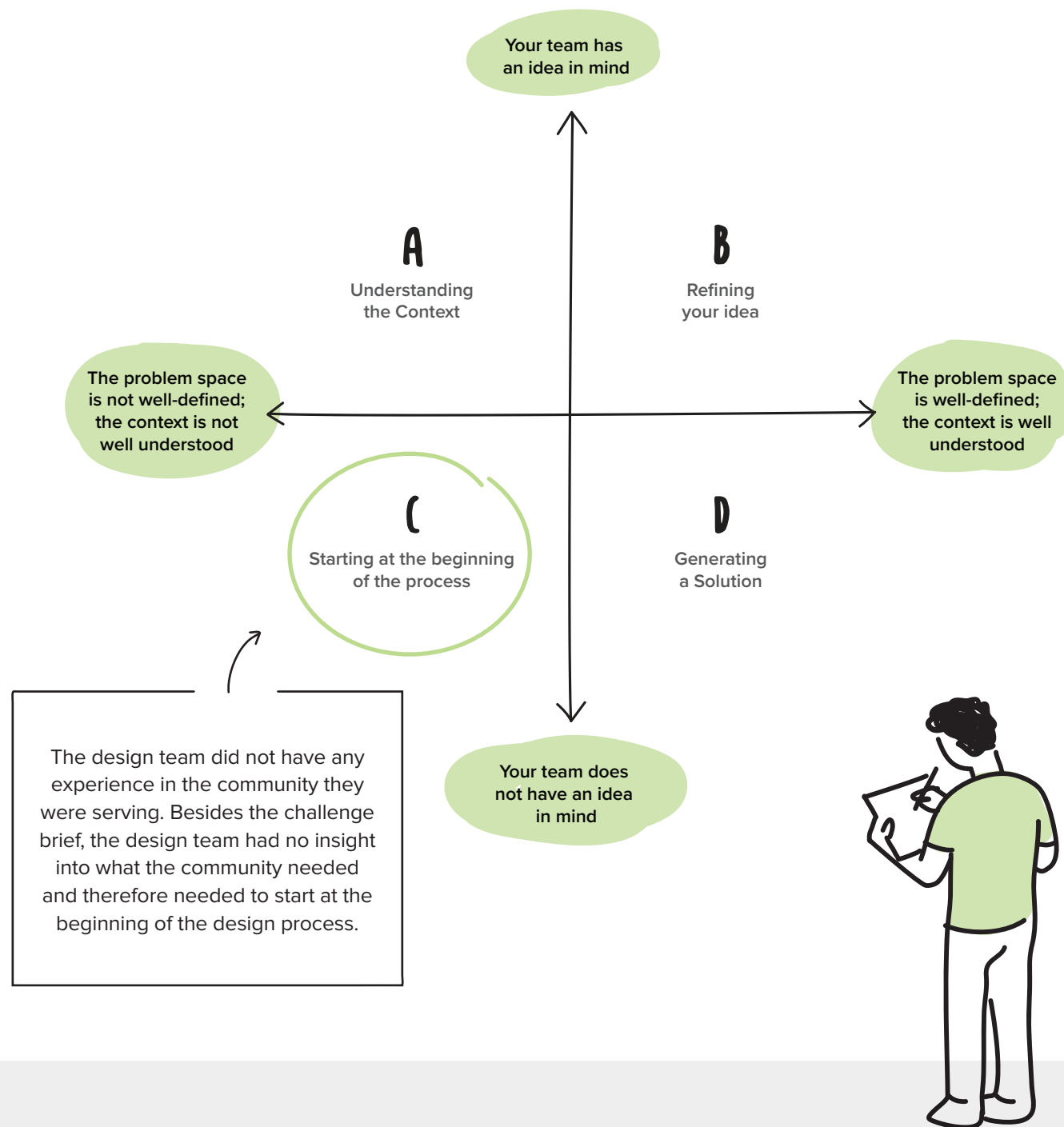


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

4

ASSESSING YOUR TEAMS UNDERSTANDING OF THE PROBLEM

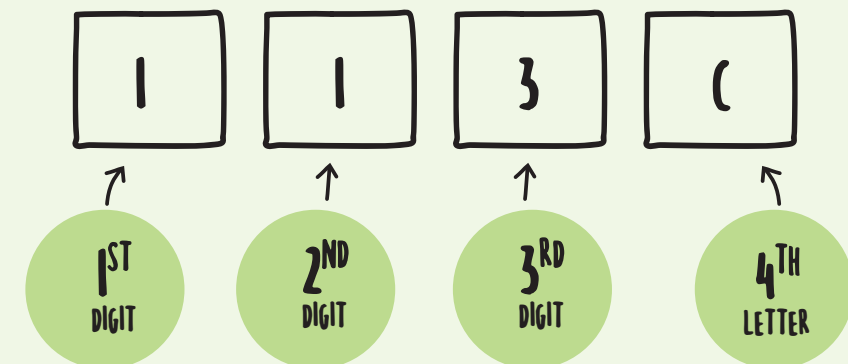
Use this tool to determine which design path - the combination of design phases and tools - is the best for this problem and project.



NEXT STEPS: FINDING YOUR PROJECT PATHWAY

Now that your team has answered all the questions in the Innovation Potential Diagnostic Tool, use the Project Pathway Code to identify your recommended project pathway in the tables on the following pages.

Project Pathway Code:



RAPIDLY EXPLORE ROOT CAUSES

72 - 90 Hours (per person)

If you are interested in reading more about the **Rapidly Explore Root Causes** project pathway before you complete the flow chart, turn to page 122.

PROJECT PATHWAY

WHEN TO USE THIS PATHWAY

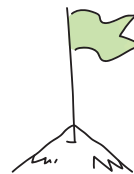
The team has determined that the problem they are trying to solve is persistent while also having the right conditions for innovative solutions to emerge and succeed at creating better outcomes for stakeholders at scale. They have a solution in mind. The team should do more to determine the specifics of this particular challenge before designing their project.

If there is potential opportunity to reframe the problem or scale the solution, the team may want to invest more time and resources in the project. If there is not a strong opportunity to understand the root causes, reframe the problem or scale the solution, the team should invest fewer resources in the design project.

Even though the opportunity to scale the solution might be limited, because of the persistence of this problem, the team should gain a deeper understanding of the stakeholders and their context. Because the project has limited innovation opportunity, the team should complete a rapid sprint that invests less time and resources. Given the complexity of the problem, this sprint should begin with the **Understand and Empathise Phases**. This will help the team to question their assumptions, challenge their previous knowledge and elevate the needs of the stakeholder in their decision-making process.

NEXT STEPS

Your next step in the **Design Your Design Work** process, is to use the **Launching a Design Project Flow Charts** to determine what resources are needed to effectively complete your design project.



Goal of Process

Question your assumptions by engaging with stakeholders



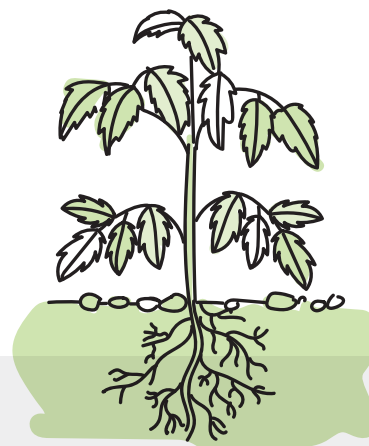
Recommended Resourcing

A moderate investment of time in order to complete a Focused Process



Where to Start

Begin with Understand/Empathise



CASE STUDY #10 LEVERAGING THE COMMUNITY TO FEED THOSE IN NEED

DESIGN PATHWAY: GENERATE IDEAS RAPIDLY

More than 38 million people, in the United States, do not have access to the food they need. A common solution to this problem is to ask the community to give limited quantities of food that are then redistributed to those in need. This problem and solution are clear - there is no need for a design process.

The opportunity for this project is to leverage brainstorming techniques to think creatively about how to implement the food drive and increase participation. For this project, a team could use the **Generate Ideas Rapidly** pathway to come up with creative new approaches to implementing this solution.

Take a look below at the (fictional) reflections of the team.

To read more about this case study, read [this article](#).

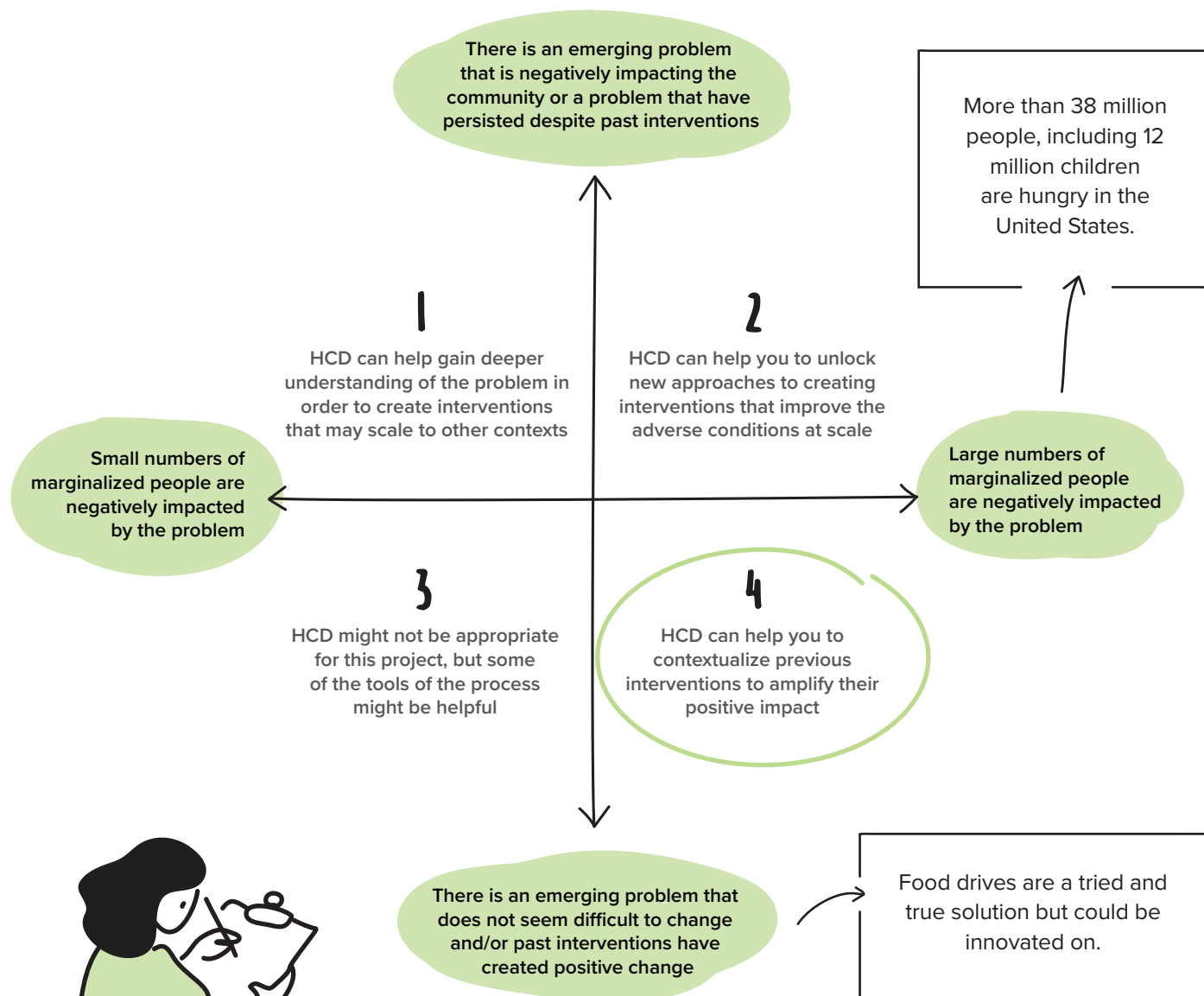


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

1

ASSESSING THE DIFFICULTY OF THE PROBLEM

Use this tool to determine the need for new approaches to solving the problem.

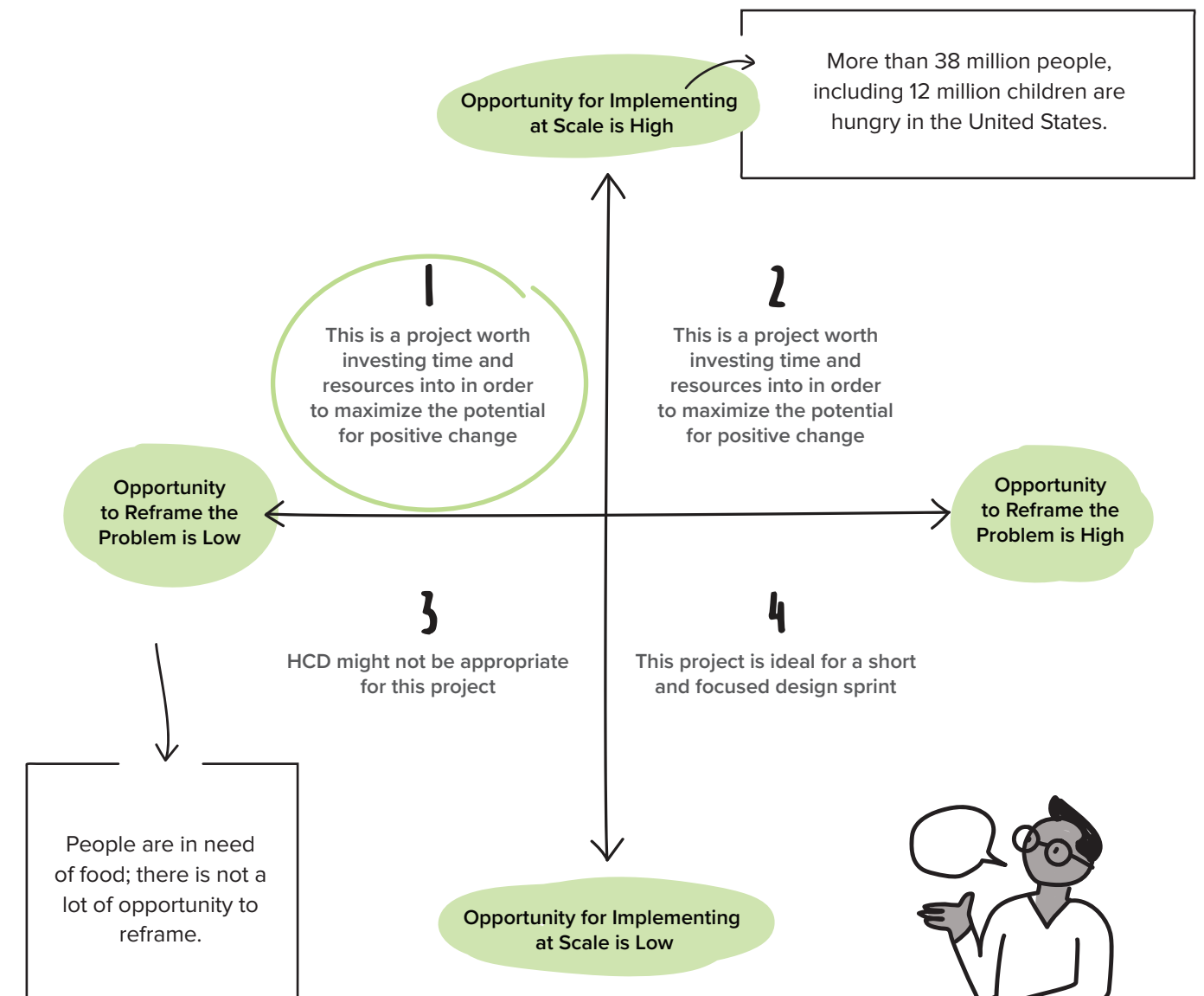


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

2

ASSESSING THE POTENTIAL TRANSFORMATIONAL IMPACT OF A PROJECT

Use this tool to assess the transformational potential of a project in order to allocate the appropriate amount of resources to that project.

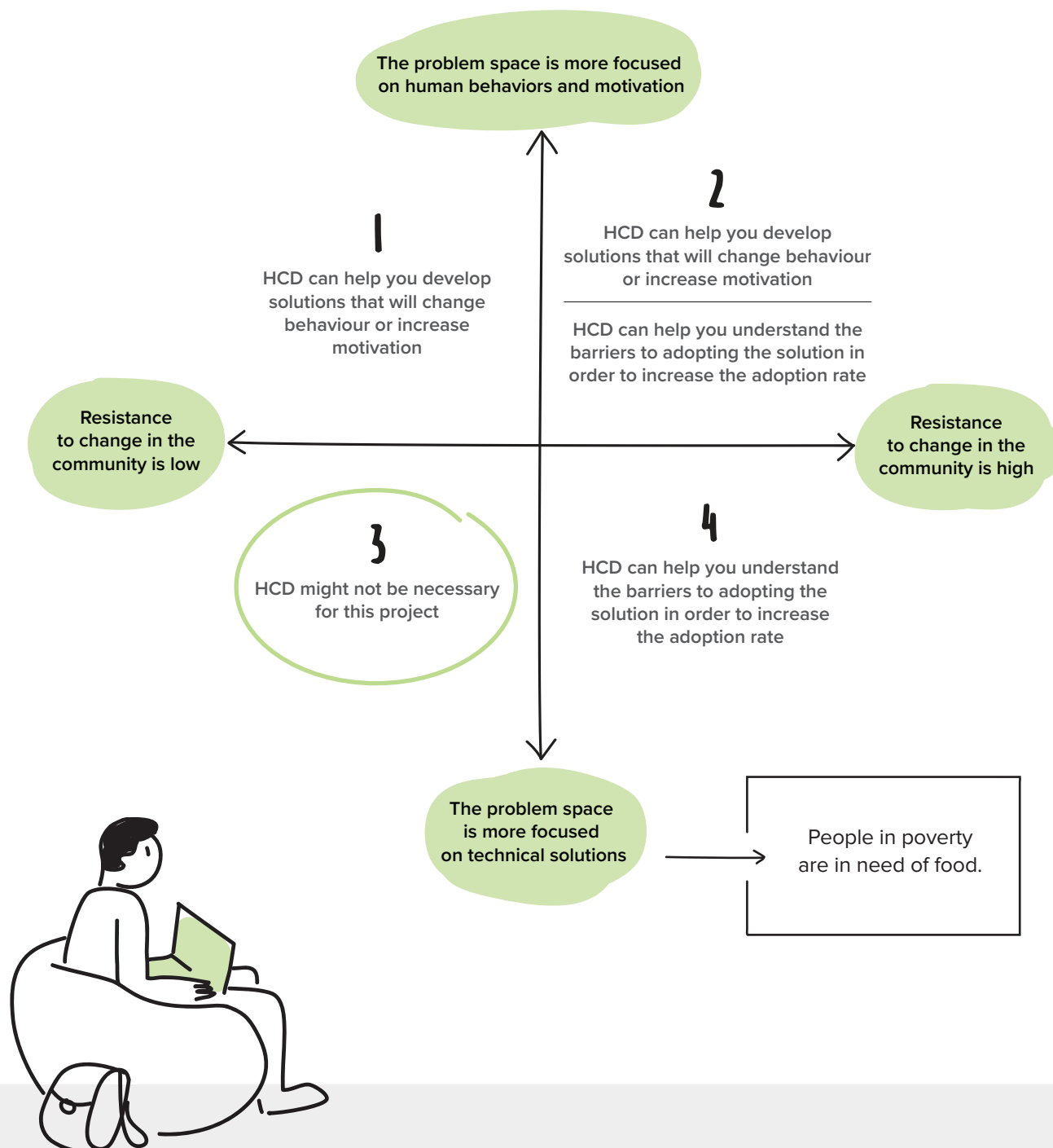


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

3

ASSESSING THE POTENTIAL OF AN HCD APPROACH

Use this tool to determine whether HCD is the best approach for a particular project. Assessing the communities' openness/resistance to change is an important consideration when approaching how to work with communities and respect their ways of life.

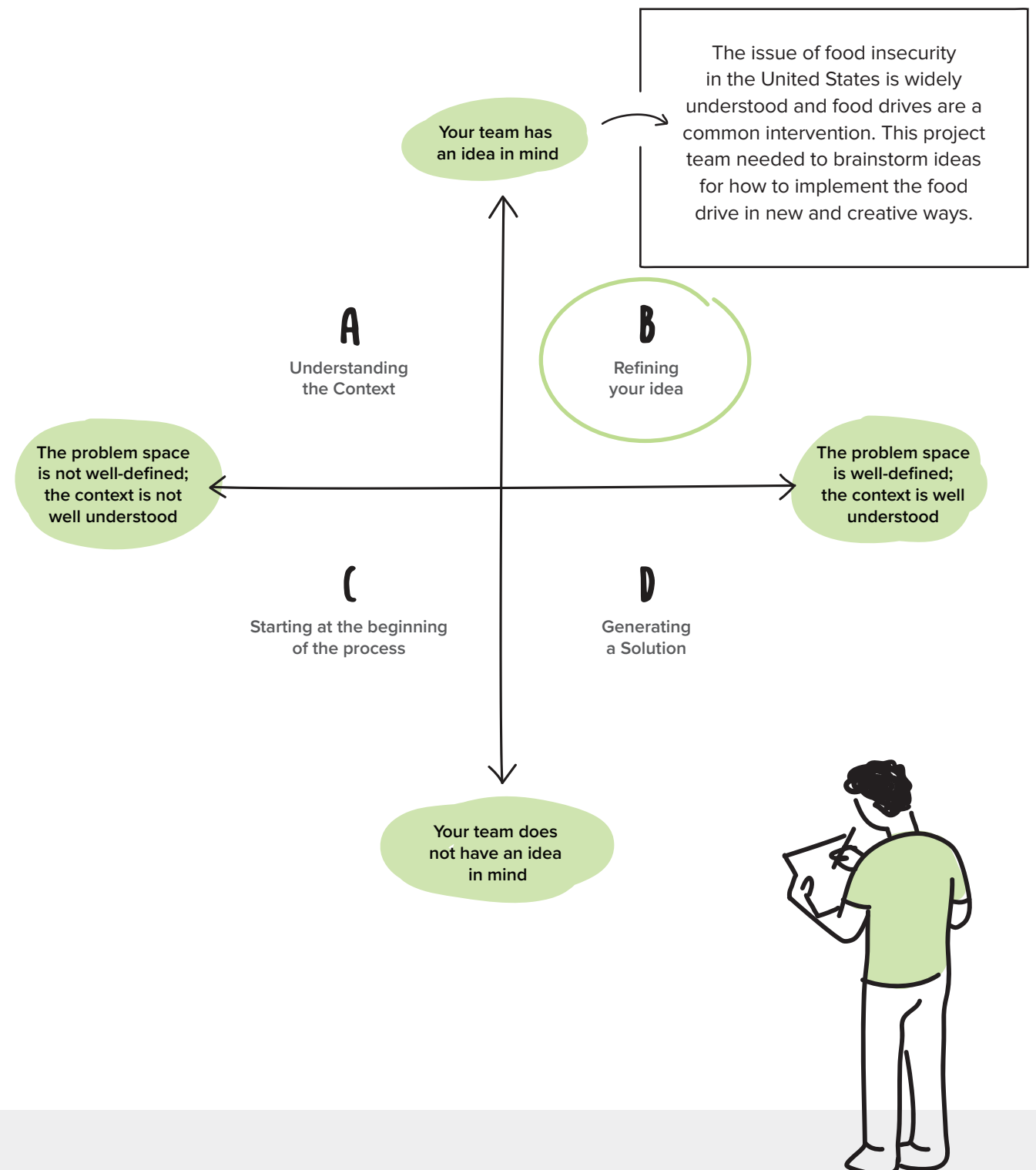


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

4

ASSESSING YOUR TEAMS UNDERSTANDING OF THE PROBLEM

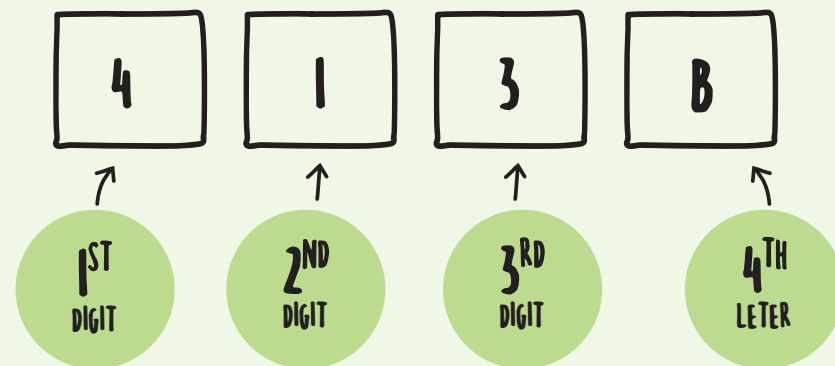
Use this tool to determine which design path - the combination of design phases and tools - is the best for this problem and project.



NEXT STEPS: FINDING YOUR PROJECT PATHWAY

Now that your team has answered all the questions in the Innovation Potential Diagnostic Tool, use the Project Pathway Code to identify your recommended project pathway in the tables on the following pages.

Project Pathway Code:



GENERATE IDEAS RAPIDLY

26 - 38 Hours (per person)

If you are interested in reading more about the **Generate Ideas Rapidly**, turn to page 124.

If you still are interested in using **Human-Centred Design** for this project, take a look at the **Rapid Design Sprint** project pathways beginning on page 128.

PROJECT PATHWAY

WHEN TO USE THIS PATHWAY

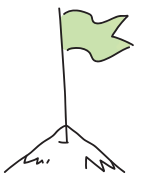
The team has determined that the **problem space is likely to not have the right conditions** (low opportunity to scale, low opportunity to reframe, less complex problem) for innovative solutions to emerge and succeed at creating better outcomes for stakeholders at scale. The team feels confident that they understand the problem and the context, but do not have ideas in mind.

In this case, depending on the nature of the project, the team should utilise the design tools and techniques for generating ideas. Once the team has generated ideas, they should do more to contextualise the solutions they generate in order to design their next steps in the implementation process.

If the team generates an idea that is new and novel to the context or has not been tried elsewhere, the team may want to invest in several iterative cycles of prototyping and testing to learn more **before they implement at scale**.

NEXT STEPS

The next step in the **Design Your Design Work** process is that your team will want to turn to the **Overview of Design Project Pathways** section of this workbook to learn more about the tools and methods you might want to use.



Goal of Process

Focus on generation ideas



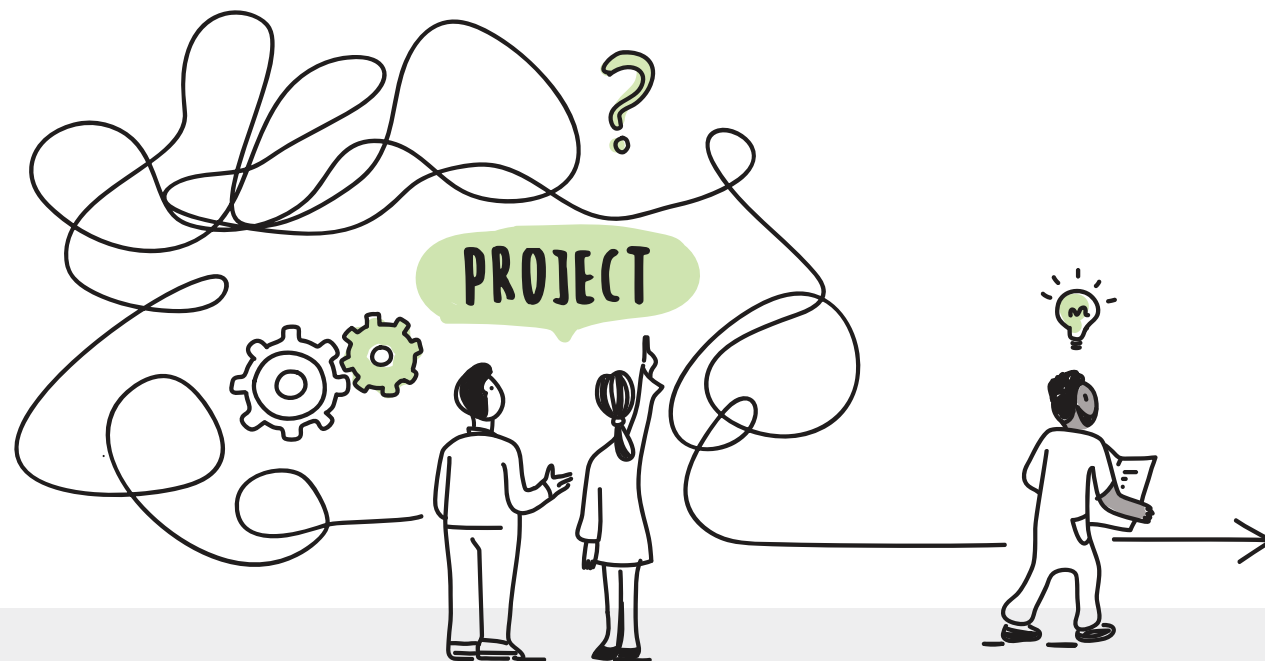
Recommended Resourcing

Less intensive investment of time in order to complete a Rapid Sprint



Where to Start

Generating a solution



CASE STUDY #II

WHEN A TECHNICAL PROBLEM
REQUIRES A TECHNICAL SOLUTIONDESIGN PATHWAY:
CONSIDER OTHER APPROACHES

The three astronauts on the Apollo 13 mission were in extreme danger. Because of an explosion on board their spacecraft, they suddenly found themselves in the smaller lunar module, which was only designed for two astronauts, not three. The extra astronaut was overloading the carbon dioxide scrubbers in the lunar module and soon they would all die of lack of oxygen.

This problem, while significant, is not well-suited to a **Human-Centred Design** approach. There is no behaviour change to uncover or problem to reframe. The need is clear -- oxygen for all three astronauts. The only solution possible is a technical solution to increase the capacity of the carbon dioxide scrubbers.

Because of the nature of this problem, a design process is not recommended. Instead, the engineers should have used their technical training and **Considered Other Approaches**.

Take a look below at the (fictional) reflections of the team.

To read more about this case study, read [this article](#).

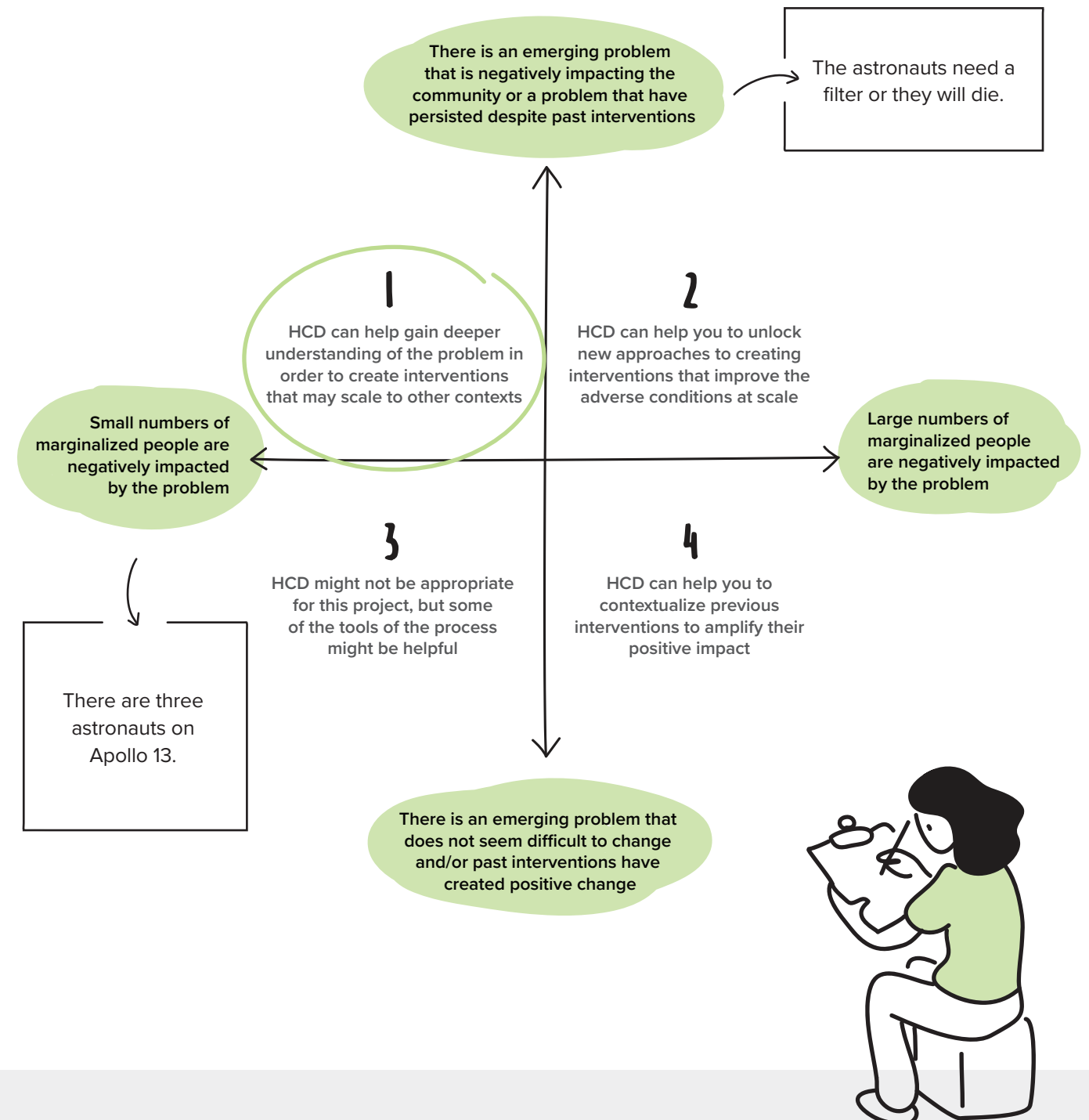
CASE STUDY #II

ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

I

ASSESSING THE DIFFICULTY OF THE PROBLEM

Use this tool to determine the need for new approaches to solving the problem.

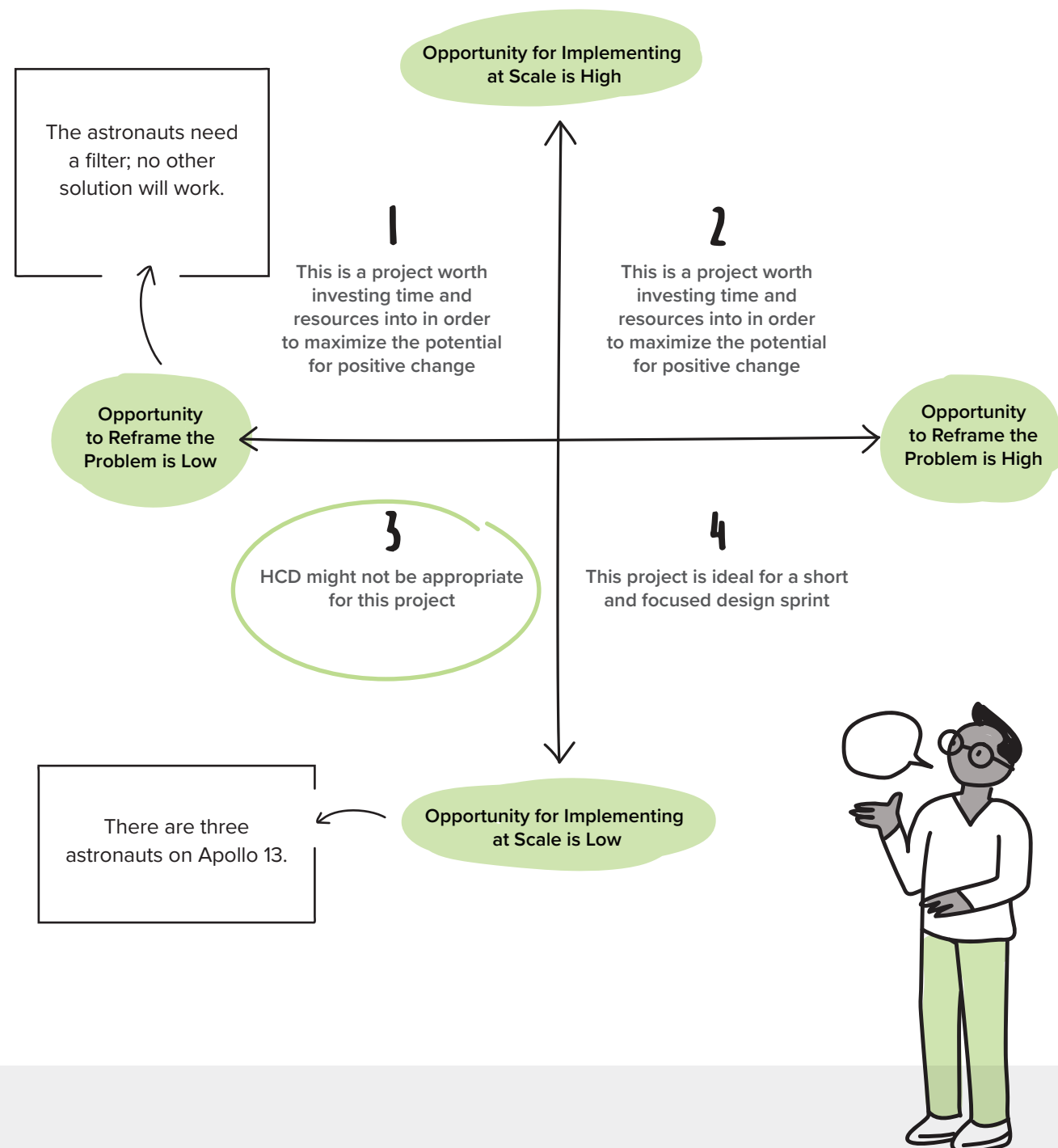


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

2

ASSESSING THE POTENTIAL TRANSFORMATIONAL IMPACT OF A PROJECT

Use this tool to assess the transformational potential of a project in order to allocate the appropriate amount of resources to that project.

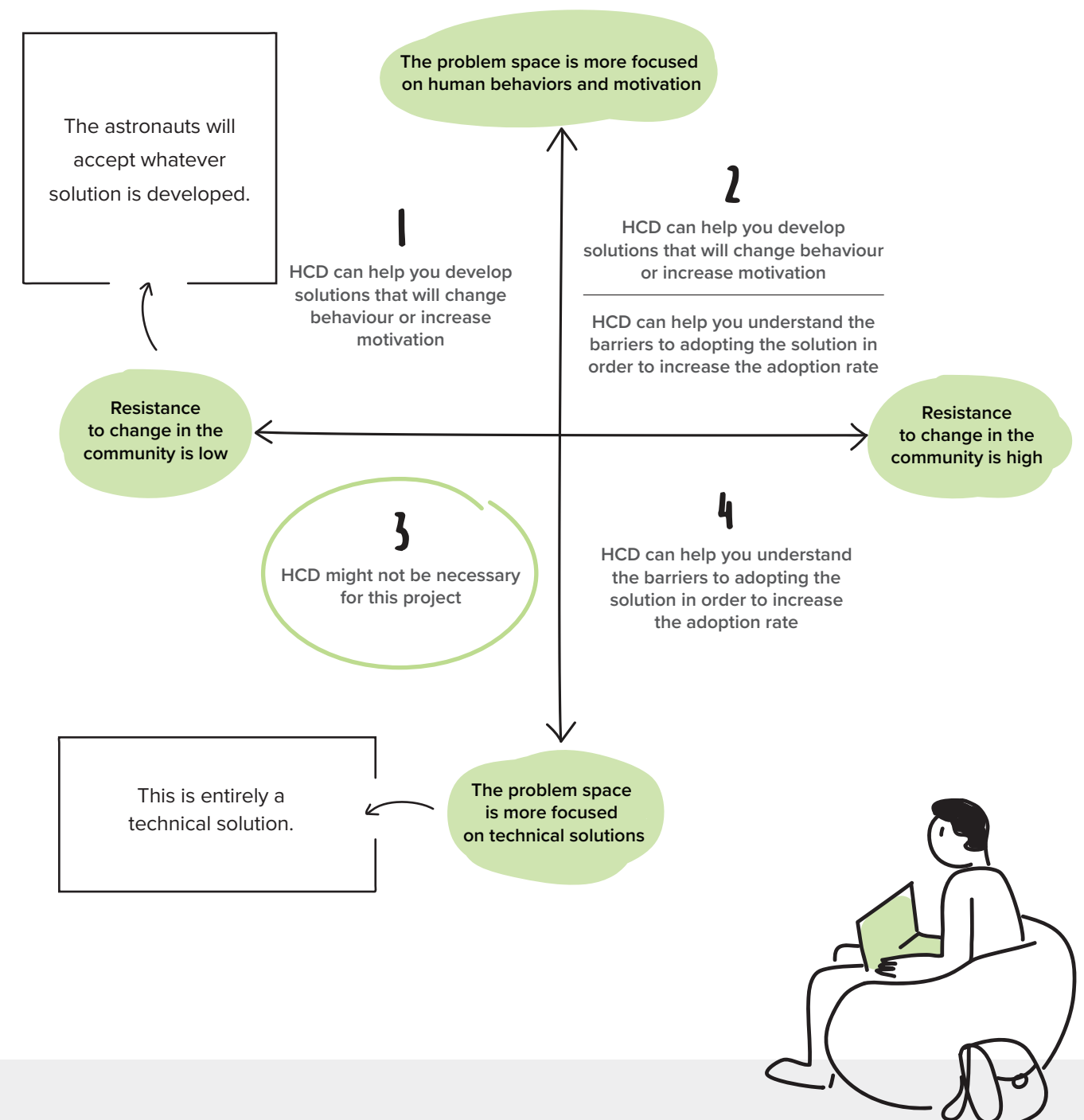


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

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ASSESSING THE POTENTIAL OF AN HCD APPROACH

Use this tool to determine whether HCD is the best approach for a particular project. Assessing the communities' openness/resistance to change is an important consideration when approaching how to work with communities and respect their ways of life.

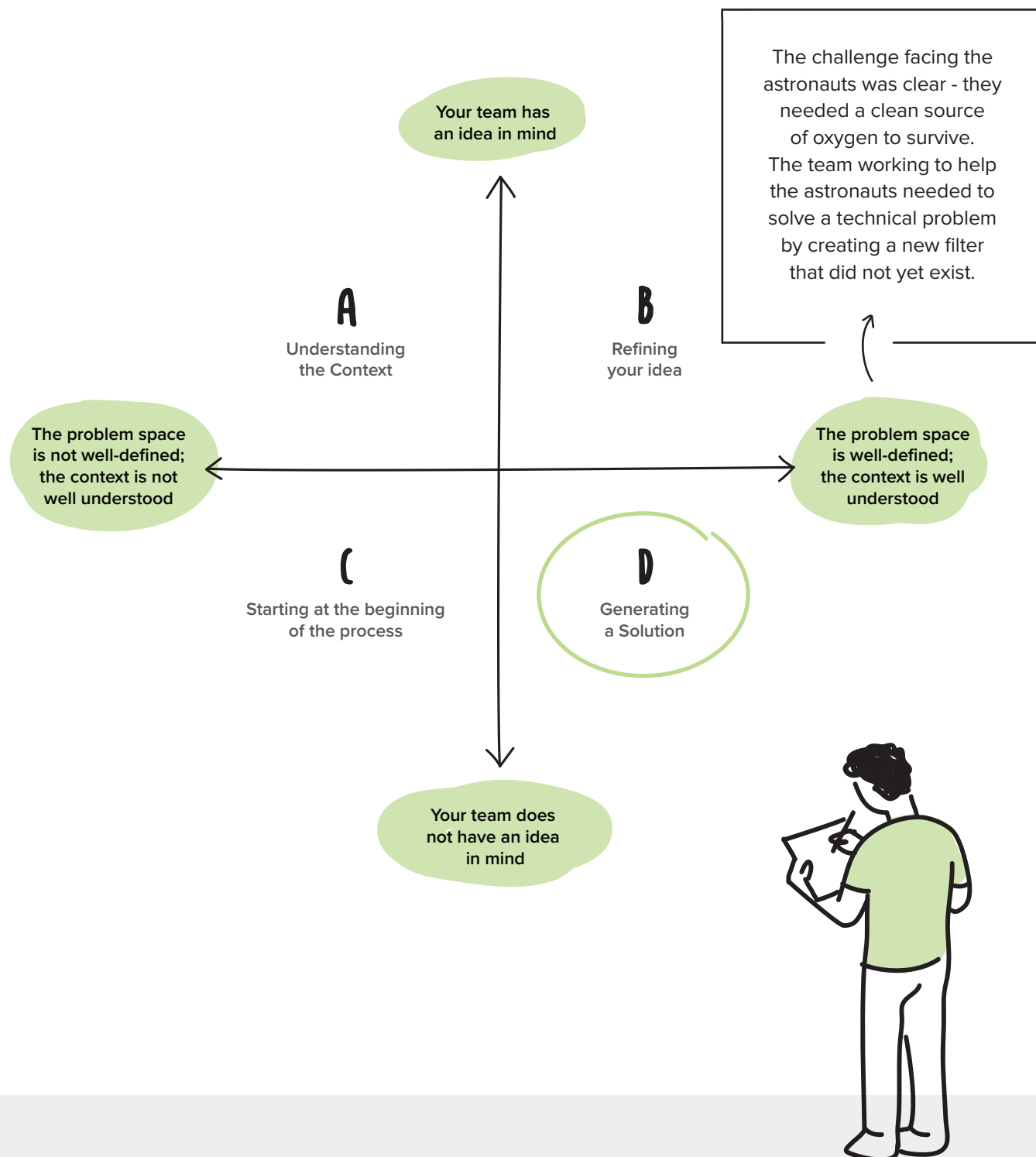


ASSESSING THE INNOVATION POTENTIAL OF A PROJECT

4

ASSESSING YOUR TEAMS UNDERSTANDING OF THE PROBLEM

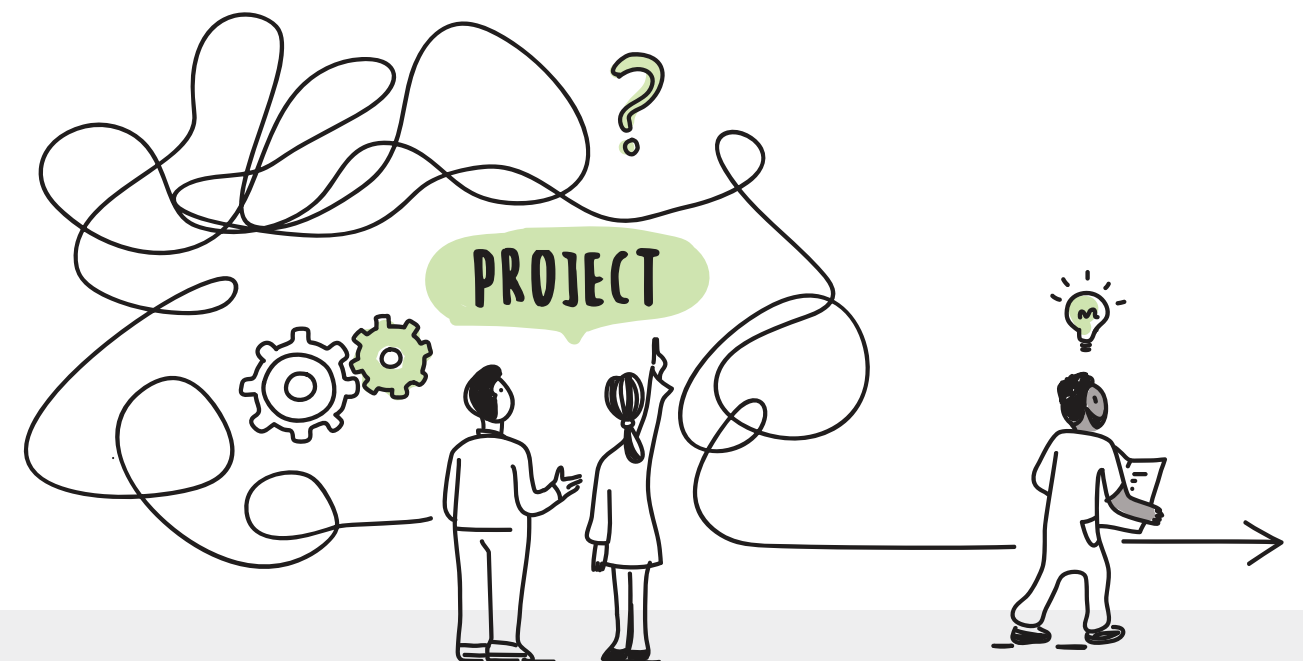
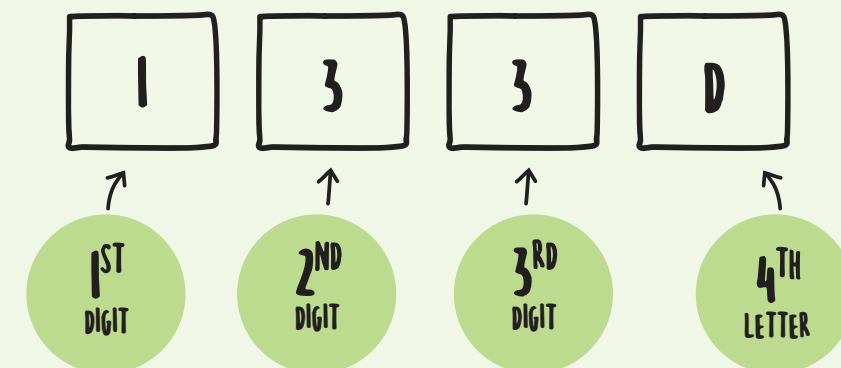
Use this tool to determine which design path - the combination of design phases and tools - is the best for this problem and project.



NEXT STEPS: FINDING YOUR PROJECT PATHWAY

Now that your team has answered all the questions in the Innovation Potential Diagnostic Tool, use the Project Pathway Code to identify your recommended project pathway in the tables on the following pages.

Project Pathway Code:



CONSIDER OTHER APPROACHES

PROJECT PATHWAY

WHEN TO USE THIS PATHWAY

The team has determined that the problem space does not have the right conditions (low opportunity to scale, low opportunity to reframe, less complex problem) for innovative solutions to emerge and succeed at creating better outcomes for stakeholders at scale.

At this point in the development on the project, the team might want to reconsider the framing of the problem and why the team is interested in investing resources in solving it. There may be opportunities to reframe the problem in order to create more potential for innovative ideas to emerge.

In this case, depending on the nature of the project, the team might still want to utilise the design tools and techniques for generating ideas.

Once the team has generated ideas, they should do more to contextualise the solutions they generate in order to design their next steps in the implementation process.

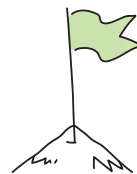
If the team generates an idea that is new and novel to the context or has not been tried elsewhere, the team may want to invest in several iterative cycles of prototyping and testing to learn more before they implement at scale.

NEXT STEPS

The next step in the **Design Your Design Work** process is that your team will want to turn to the **Overview of Design Project Pathways** section of this workbook to learn more about the tools and methods your might want to use.

If you are interested in reading more about the **Consider other Approaches**, turn to page 126.

If you still are interested in using **Human-Centred Design** for this project, take a look at the **Rapid Sprint** project pathways beginning on page 128.



Goal of Process

This is not a design sprint/process.

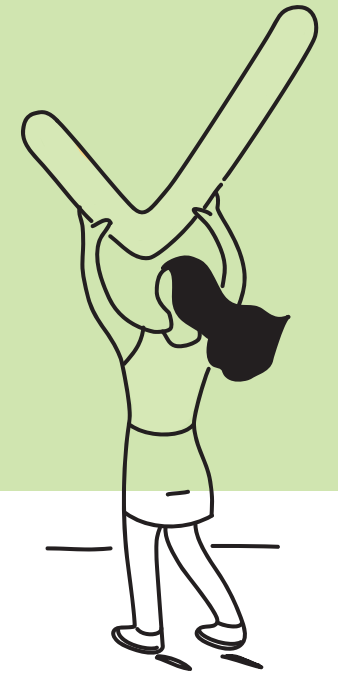


Where to Start

Use brainstorming techniques from HCD to develop solutions for the problem you have identified.



CONCLUSION



DESIGN PATHWAY: CONSIDER OTHER APPROACHES

Starting a Human-Centred Design project with these assessments and guided reflections will give your team the direction needed to be successful in your work ahead.

Like any great endeavor, it's so important to thoughtfully prepare before you launch, and your team has determined a **Design Pathway** that will give you direction each step along the way. Stay focused and stay optimistic as you move through your design work, and remember that your effort and commitment to the design process is about creating more human-centred, innovation, and impact solutions that will benefit the stakeholders in your community.

The next step is to review the Introduction to **Human-Centred Design Guidebook** (if you haven't already) and finish completing the **Project Launch Guidebook**. Don't forget complete the **Project Launch Checklist** before you begin your design work.

Good luck on your Design Pathway!

ACKNOWLEDGMENTS AND GRATITUDE

Congratulations on completing your design project! We hope that you and your team found these tools and resources helpful. We also hope that your project and intervention are successfully implemented. Please let the Accelerate Impact team know how your project is going!

We are grateful to the Aga Khan Foundation programme staff who have engaged in this process, provided feedback and work hard every day to make a difference in the communities they serve.

These resources were developed by Gray Garmon and Katie Krummeck in collaboration with the Accelerate Impact team. Munir Ahmad guided this project with his vision for community-led social innovation work. Sarayu Agarwal shared her insights as a practitioner and feedback from the field.

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Thanks to USAID for funding support and our friends and colleagues at IDEO, Design for America, Stanford's d.school Design for Social Systems and MIT's D-Lab for inspiration.



CONGRATULATIONS ON COMPLETING YOUR DESIGN PROJECT!



AGA KHAN FOUNDATION

B RESOURCES

Developed by:

Accelerate **Impact**