



**WHAT** *design*  
**THINKING**  
can do for the integration of migrants and refugees



This publication was developed as part of the project titled: What design thinking can do for the integration of migrants and refugees, funded by the European Commission.  
Project no.: 2018-2-PL01-KA205-051544



The material is shared under the Creative Commons Attribution Non-Commercial 4.0 licence.



Attribution. The licensed work may be copied, distributed, displayed, performed and adapted on the condition that the licensed material's creator is identified.



Non-Commercial. The licensed material may be copied, distributed, displayed, performed and adapted only for non-commercial purposes.



Erasmus+

Publication funded by the European Commission under the Erasmus+ programme

This publication has been developed with the financial support of the European Commission. This publication reflects the views only of the authors and the Commission or the National Agency for the Erasmus+ Programme cannot be held responsible for any use which may be made of the information contained therein.

FREE COPY

ISBN-978-83-954974-1-4

Edition of 300 copies

Katowice, 2019

# WHAT *design* THINKING

can do for the integration of migrants and refugees

**Authors:**

Graceland:

Dominika Janik-Hornik, Renata Lipczak

VšĮ Eduplus:

Roman Šarpanov

Uniuersytet Vigo, Design Thinking Innovation and Research  
Team (DESIRE):

Manuel José Fernández Iglesias, Iñigo Cuiñas, Manuel  
Caeiro Rodríguez, Enrique Costa Montenegro, Perfecto  
Mariño Espiñeira, Francisco Javier Díaz Otero, María del  
Pino Díaz Pereira, Itz'iar Goicoechea Castaño

**Translation:**

Renata Lipczak (Graceland)

**Cover design, typesetting and prepress:**

Karolina Brzuszek

Contents

**01**

p. 7

**INTRODUCTION**

**02**

p. 9

**MIGRATION: DATA**

**03**

p. 17

**DESIGN THINKING IN A NUTSHELL**

**04**

p. 23

**CASE STUDIES**

**05**

p. 43

**CONCLUSION**

**06**

p. 45

**SOURCES OF INSPIRATION AND USEFUL LINKS**



## INTRODUCTION

This publication was developed as part of the project under the same title: "What design thinking can do for the integration of migrants and refugees". The project idea originated from the need to find new educational tools and methods of working with youth, and from the need to reinforce the potential and effectiveness of the activities of two non-governmental organizations from Poland and Lithuania: the Graceland Foundation and VšĮ Eduplius.

As a method of creating solutions based on the analysis of users' needs, design thinking struck us as particularly interesting in the context of the statutory activities and mission statements of our organizations, considering that our work is aimed at supporting immigrants in improving the quality of their lives, including through integration with their local communities. We invited the University of Vigo to perform the role of an expert in our project on account of their numerous activities and publications in the area of design thinking.

The project was targeted direct towards the members of the partner organizations, however the activities engaged also other target groups: youth, migrants, academics, other organizations dealing with migrant issues, local government units, educational institutions and local communities.

The project activities included:

- in Spain: an intensive design thinking training course conducted by the University of Vigo experts,
- in Poland and Lithuania: workshops for young

people with the objective to propose solutions to some local problems connected with the integration of migrants and refugees in the local communities, with the use of the design thinking method; the solutions developed during the workshop were tested with the target groups of immigrants and refugees;

- in all countries: 4 dissemination events with over 100 national and international participants.

The project also allowed us to equip the mini-labs of the Graceland Foundation and Eduplius with materials and tools necessary to conduct workshops using the design thinking method.



What design thinking can do for migrants and refugees, the publication produced in the framework of the project, may be used by teachers and trainers as an example of an effective use of

the design thinking method in practice, and also by individuals and institutions who are engaged in work with immigrants and search for new work methods.

The project contributed greatly to intensifying the cooperation between non-governmental organizations, local governments and educational institutions. Additionally, for the University of Vigo it has been a significant element of the implementation of its „third mission” through the cooperation with the third sector.

Besides providing the partner institutions with an opportunity to increase their potential, visibility and international recognition, the project also facilitated the development of a support network among organizations which work for the integration of migrants and refugees.

The project was started in December 2018 and ended in November 2019. In spite of its small scale, we believe it has had a considerable influence on achieving the objectives defined in European policies of social inclusion. We want this publication not only to promote design thinking as an innovative teaching method but also to support the immigrant integration processes in local communities.



## MIGRATION: DATA

### MIGRANTS IN THE EUROPEAN UNION

In recent years, migration has been one of the key factors in changing the population structure of the European Union countries: the movement of people between EU countries as well as migration to and from third countries. According to Eurostat<sup>1</sup>, a total of 4.6 million people immigrated into one of the European Union member states in 2017. The data includes both EU internal flows, from one member state to another (2.1 million people), and the inflow of immigrants from third countries (2.5 million people). It is worth noting that about 1/5 of all movements (0.9 million people) are made by people who migrate to the EU country of which they have been citizens, for example by returning citizens or citizens born abroad.

The majority of population flows among European Union countries are connected with performing work. The free movement of employees is one of the basic rules of the Treaty on the Functioning of the European Union. Citizens of the European Union member states have the right to take up employment without applying for a work permit and are subject to the same rules as the citizens of the given country. The same refers to the access to health care and all social and fiscal privileges.

It is estimated that 3.8% of EU citizens of working age (20-64 years) live and work in a country different than the one of which they hold citizenship. Romanians are the most mobile employees;

one-fifth (19.7%) of Romanians of working age work abroad (in another EU country). Further, the nationalities who take up employment abroad are Lithuanians (15%), Croatians (14%), the Portuguese (13.9%), Latvians (12.9%), and Bulgarians (12.9%). The proportion is 7.8% for Poland and 1.6% for Spain.

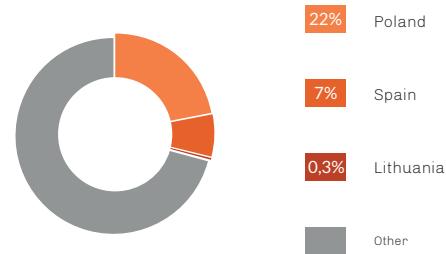


Figure: Number of first residence permits in EU countries in 2017  
Source: Prepared by the authors on the basis of Eurostat data

3.1 million first residence permits were issued in European Union countries in 2017, more than one-fifth of them in Poland (683,000, i. e. 22%). Poland's is also one of the highest rates in comparison to the population (18 permits for 1000 residents), higher rates occur only in small countries: Malta (23 permits for 1000 residents) and Cyprus (22 permits for 1000 residents). Large numbers of permits were also granted by: Germany (535,000; 17%), the UK (517,000; 16%), France (250,000; 8%), Spain (231,000; 7%), Italy (187,000; 7%) and Sweden (130,000; 4%); however, in case of these countries the number of

<sup>1</sup> [https://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=migr\\_imm1ctz&lang=en](https://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=migr_imm1ctz&lang=en)

residence permits issued is decidedly smaller in comparison with the population. Lithuania issued 10,207 (0.3%) permits in 2017, i. e. 3.6 for 1000 residents.

The residence permits were issued mainly in connection with employment (32% of all permits issued), family reunification (26%) or education (17%). Other reasons, including international protection, constitute 24% of all permits.

The largest number of residence permits for employment purposes were issued in Poland: 597,000, which constitutes 87% of all permits issued in this country and 59% of residence permits for employment purposes issued across all European Union countries. Large proportions of permits for employment purposes in comparison to permits issued for other reasons were also observed in Lithuania (74%), Croatia (72%) and Slovenia (62%). Spain, on the other hand, like Italy and Belgium, issues residence permits mostly for family reasons (Spain 54%, Italy 60%, Belgium 51% of all permits issued). The countries which attract the most students are Ireland and the United Kingdom (58% and 35% respectively of permits issued for education purposes). Austria, Germany, Bulgaria and the Netherlands issued the most permits “for other reasons,” while it should be emphasized that Germany is the country which grants the largest proportion of refugee status, subsidiary protection or permissions to stay for humanitarian reasons (250,000 of the permits issued, i. e. 36% of all residence permits issued in the EU).

Half of all residence permits issued in the European Union in 2017 were granted to the citizens

of 7 countries: Ukraine (including 88% in Poland), Syria (including one-third in Germany), China, India and the United States (including 49%, 44% and 51% respectively in the United Kingdom), Morocco (41% in Spain) and Afghanistan (61% in Germany).

The data below shows the numbers of residence permits issued for the citizens of third countries wishing to reside in the countries of the project partners:

- European Union: 3,136,141 permits issued, including 661,874 (21,1%) for the citizens of Ukraine, 223,170 (7,1%) for the citizens of Syria, 193,002 (5,2%) for the citizens of China.
- Poland: 683,228 permits issued, including 585,439 (85,7%) for the citizens of Ukraine, 42,756 (6,3%) for the citizens of Belarus, 7,803 (1,1%) for the citizens of Moldova.
- Spain: 231,153 permits issued, including 44,644 (19,3%) for the citizens of Morocco, 14,658 (6,3%) for the citizens of Colombia, 14,185 (6,1%) for the citizens of China.
- Lithuania: 10,207 permits issued, including 4,725 (46,3%) for the citizens of Ukraine, 2,874 (28,2%) for the citizens of Belarus, 720 (7,1%) for the citizens of Russia.

The data above refers only to new (first) residence permits issued in 2017. However, equally interesting are the statistics regarding all foreigners in the European Union, including in Poland, Lithuania and Spain. While analyzing them, one should bear in mind that a lot of immigrants, especially from third countries, apply for citizenship of the country of their residence as soon as they have the right to do so. For example, the Polish regulations on obtaining citizen-

ship are quite liberal, leading to 4-4.5 thousand of non-nationals obtaining Polish citizenship each year. Throughout the entire European Union, 825,000 of immigrants were granted citizenship of an EU country in 2017.

Currently, the number of foreigners staying in the European Union without having the citizenship of any of the EU countries amounts to 22.3 million (as of 1 January 2018), constituting 4.4% of the whole population of the European Union. In addition, 17.6 million of EU citizens stay in countries different from the countries of their citizenship. The largest number (75%) of foreigners stay in five European Union member states: Germany (9.7 million), the United Kingdom (6.3 million), Italy (5.1 million), France (4.7 million) and Spain (4.6 million). Only 245,081 non-nationals (including 30,098 citizens of another EU country and 208,574 citizens of third countries) stayed in Poland in 2018, amounting to 0.6% of the entire population. It is the smallest percentage of foreigners in comparison to the country's population among the European Union countries, similar to Bulgaria. Lithuania is the only other country where the proportion of non-nationals in relation to the entire population is lower than 1% (0.9%). In Spain the proportion is 9.9%.

### NON-NATIONALS IN LITHUANIA

Like in other European countries, the number of foreigners in Lithuania is constantly rising. According to the statistics of Migration Department of the Republic of Lithuania, in the beginning of 2019 the number of foreigners living in Lithuania with a residence permit was around 58,000. What is more, this number is a record since the Re-Establishment of the State of Lithuania. The

chart below shows that in 5 years the number of foreigners in Lithuania increased by 31%. The majority of immigrants are non-EU citizens: 29% Ukrainians, 21% Russians, 21% Belarusians. EU citizens and their family members make up around 11% of foreigners in Lithuania (the majority come from Latvia, Romania, Poland, Germany, Italy). According to the statistics, a lot of immigrants are returning Lithuanians. In 2017, almost a half (48%) of the returning migrants came back from the United Kingdom. A considerable number (about 24%) of Lithuanians also came back from Norway, Ireland and Germany.

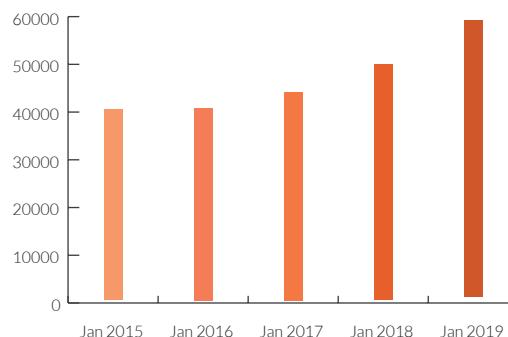


Figure: Foreigners living in Lithuania in 2005-2019

Source: Prepared by the authors on the basis of the Migration Department of the Republic of Lithuania data.

Migration is not a new phenomenon in Lithuania and did not begin with the social development of the 21st century. On 15 June 1940 the Soviet Union invaded Lithuania and on 14 June 1941 started mass deportations of the Lithuanian population to remote areas of the Soviet Union. The independent State of Lithuania was re-established on 11 March 1990. After Lithuania's indepen-

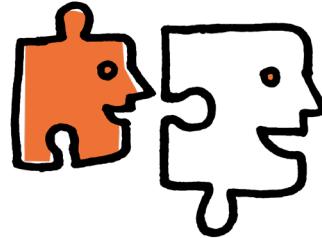
dence was restored, interrepublic immigration from Russia, Belarus, Ukraine and other post-Soviet countries to Lithuania became international. The number of immigrants during the period from the year 1990 to 2000 slightly increased.

The reasons why people might want to move to Lithuania may include the available services, good medical care, higher employment rate, political stability as well as a lower risk of natural hazards. These reasons may be economic, social, political or environmental. Most people migrate to Lithuania for economic reasons; Lithuania has attracted many new economic immigrants from poorer and war-torn countries who seek jobs and hope to improve their standard of living.

Most foreign-born workers set off for Lithuania with plans to ensure a better and more secure future. According to the Lithuanian Migration Department, the number of Ukrainians living in Lithuania has rocketed by almost 42% in 2018, making them the largest foreign community in the country. The political and economic crisis in Ukraine is the best explanation of the fast growth of Ukrainian communities in Lithuania. According to experts, the arrival of Ukrainians may have been spurred by the possibility of visa-free travel to the Schengen Area. Also, the EU directive on posted employees allows companies in third countries meeting certain requirements to post their staff to work in the EU. As a result, immigrants from Ukraine come to Lithuania with the aim to earn some money and establish themselves in a better way back in homeland.

The Lithuanians' response to the immigration situation has not always been positive. To give an

example, Lithuanians fear that immigrants will take the jobs of native workers. What is more, it has been claimed that immigration leads to higher levels of crime and contributes to the emergence of drug subcultures, violent crime and corruption. Locals also fear that immigrants may introduce lifestyles that may challenge, undermine or overwhelm the existing ways of life or have a negative impact on the country's historical heritage and on its citizens' trust and faith in each other.



Immigrants meet numerous challenges upon their arrival in Lithuania. Firstly, they experience a wide range of emotional, psychological and physical stress. Immersing oneself in a new culture is almost always paired with the absence of everything that was familiar, and all aspects of everyday life, from food choices to methods of transportation, must be relearned. Consequently, new habits must be formed. The differences between cultural norms and values can cause deeper problems such as conflicted attitudes towards gender, religious diversity, ethnicity and sexuality. As a result, foreign-born people can feel lost, alienated and

disorientated when moving to Lithuania.

Moreover, immigrants are more likely to work in risky jobs with poor working conditions. Reasons may include the lack of legal status, different perceptions or knowledge of work hazards, lower levels of education.

On the other hand, foreign people come to Lithuania from various parts of the world and bring new perspectives, innovations, ideas and experiences to local communities. What is more, immigrants are most likely to move to Lithuania to pursue a job opportunity. That means that non-national workers contribute to building a stronger economy in Lithuania.

Lithuanian government faces the challenge of developing new and innovative strategies to support immigrants and help them settle into a different life. Health care services, migrant integration in the labor market, education and housing must be organized. The state and its administration also should offer personal finance guidance in areas such as budgeting, setting up a bank account, using debit and credit cards. What is important, the government should guarantee that immigrating families would stay together and offer them support in finding permanent housing.

### **NON-NATIONALS IN POLAND**

In Poland, the migrant situation is dominated by the inflow of the citizens of Ukraine. A vast majority of Ukrainian nationals arriving in Poland apply for a residence permit that allows them to take up employment. However, the statistics presented in the previous section refer only to the people who have a temporary residence permit

(up to 3 years), permanent residence permit or a long-term resident's EU residence permit and do not take into account the people who stay in Poland temporarily on the basis of a visa or under the visa-free travel regime.

These are mostly seasonal workers, whose number is estimated at about 1 million. Most of the immigrants in Poland have temporary residence cards, which does not necessarily mean that they intend to remain in Poland. The survey conducted in April and May 2019 by EWL S. A. and the Centre for East European Studies of the University of Warsaw<sup>2</sup> has shown that as much as 45% of the respondents (migrant workers from Ukraine) intend to leave for another European Union country in the nearest future. Most of them indicate that their destination country is Germany, which plans to open its labour market to non-EU workers as of 2020. Popular destinations include also other EU countries: the Czech Republic, Sweden, the Netherlands, and also Norway. Although Poland is a very attractive destination for migrant Ukrainians, especially due to the similarity of the culture and language, a lot of them list the dishonesty of employers, hard working conditions, lack of employment stability and national origin discrimination as the reasons for their intended further migration to another country. This information was confirmed in the interviews we conducted (also with citizens of other countries) for the purposes of the project workshops. Simultaneously, the survey carried out by the European Commission for the Eurobarometer<sup>3</sup> indicates that almost twice

2 „Pracownik z Ukrainy - między Polską a Niemcami” (“Workers from Ukraine: between Poland and Germany” report) <https://www.ewlhr.eu/wp-content/uploads/2019/06/EWL-RAPORT-2019-FINAL-WWW-LIGHT.pdf>

3 Source: Eurobarometer 469 Integration of immigrants in the Eu-

as many Polish people believe immigration to be more of a problem (37% responses) than an opportunity (19%) for Poland.

The population of foreigners who hold valid documents entitling them to stay in Poland is structured in the following way: Ukrainian citizens make up almost a half (48%), while a little over one-fourth is represented by nationals of 9 European and Asian countries: Germany (6%), Belarus (5%), Vietnam and Russia (3% each), and China, India, Italy, France and Britain (2% each). The remaining one-fourth is composed of nationals of other countries.

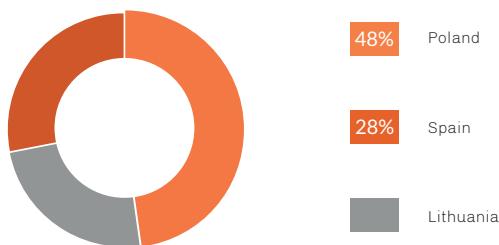


Chart: Foreigners in Poland in 2019

Source: Prepared by the authors on the basis of the Polish Office for Foreigners data

## REFUGEES

Although the migrant and refugee topics are prevalent in the media, a lot of people confuse these two terms and use them interchangeably. According to the definition specified in the Geneva Convention of 1951, a refugee is a per-

son who, fearing for his or her life, is compelled or willing to leave his or her country of origin. The circumstances most frequently involve persecution on account of race, religion or political opinion. A lot of refugees leave their countries to flee civil wars or other military conflicts.

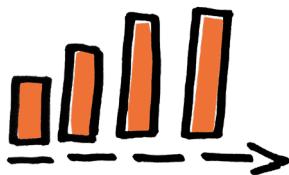
The refugee topic started to be discussed in Poland and in Lithuania in 2015, when the so-called “migration crisis” occurred and the European Commission issued a decision proposing a scheme to relocate 120,000 refugees from Greece and Italy to the remaining European Union member states. Poland was one of the countries, alongside the Czech Republic and Hungary, which refused to implement the scheme, citing safety reasons. The European Commission sued the three countries at the European Court of Justice in Luxembourg, however it should be noted that other European Union member states also did not fully implement their refugee quotas, and the Council decision ceased to be effective in 2017. Poland and the other Visegrad Group countries were supported by Austria and Italy, which eventually led to changing the European Union’s policy on forced relocation of refugees. According to the decision mentioned above, Poland was supposed to receive 5082 refugees, Lithuania – 419, and Spain – 8113.

As of 1 January 2019, there are 1357 people with refugee status in Poland, 1993 persons who were granted subsidiary protection, 282 persons with permits for tolerated stay, 1978 with permission to stay for humanitarian reasons, and 1 person who was granted asylum.<sup>4</sup> However, the majority of applications for international protec-

ropean Union, 2017

4 2016-2018 BIULETYN Office for Foreigners statistics

tion are refused or dismissed. Less than 10% of all applications were granted in 2018. In Lithuania, the proportion of successful applications exceeds 50%. Nevertheless, it should be noted that neither Poland nor Lithuania are countries where refugees would like to settle permanently. In 2017 Lithuania received 486 refugees, 83% of whom emigrated immediately after being granted refugee status.<sup>5</sup>



## SUMMARY

This chapter includes only some selected information on migrants and refugees in the European Union, with a special focus on the project partner countries, i.e. Poland and Lithuania and – for comparison – Spain. We did not intend to present precise data on migration as these are available on the Eurostat website and in national statistics. Our intention was to draw attention to the most significant trends and challenges related to the increased movement of people in the countries which have little experience in this area.

The fact that Poland issued the largest number of residence permits (22%) of all EU countries in 2017 while having a very small proportion of

non-nationals in its population structure (0.6%) raises the question whether the regulations in place, the administrative structures and the society at large are sufficiently prepared to receive immigrants. The same issue, scaled to size, regards Lithuania (0.9% of population).

All the information, reports and statistics presented above as well as the experiences of the Graceland Foundation and Eduplius demonstrate that Poland and Lithuania are still at the beginning of the road when it comes to services for foreigners and integration activities. Therefore, we look to more experienced institutions and nations for examples of good practice. Spain was chosen not only because the University of Vigo has expert Design Thinking academics but also because Spain is a country whose residents, of all European Union countries, have the most positive attitude to migrants and refugees.<sup>6</sup>

<sup>5</sup> source: infomigrants.net

<sup>6</sup> źródło Eurobarometer 469 Integration of immigrants in the European Union



## DESIGN THINKING IN A NUTSHELL

The world is full of problems that need to be addressed and solved. Innovation plays a fundamental role in present day's society, but it seems that it is not enough to build a better world. Innovative solutions to our problems should also be sustainable and accepted by the actual people to whom they are addressed, as well as technologically and economically feasible.

Design thinking is considered to be one of the best methodologies to devise innovative solutions for any type of problem, at the same time meeting the additional requirements of modern societies. It was devised to encourage people to reflect on problems, explore alternatives and create solutions that did not exist before. In addition, it focuses on the needs of actual people, facilitating the understanding of their environment and their culture. The problems of the world are simpler and more easily approachable with Design thinking.

Design thinking is not just a methodological instrument used in education or in a particular field. It is a methodology applied by leading companies such as Apple, Virgin or Toyota that demonstrated its suitability to promote innovation in organizations in an efficient and successful way. It is a methodology aimed at encouraging and developing innovation focused on people, offering a series of instruments to identify real challenges and problems. Eventually, after a process where empathy, problem definition, ideation techniques, rapid prototyping and testing

in real environments are applied, solutions will be devised for those challenges and problems through innovative proposals. In a few words, Design thinking is an approach that relies on the sensitivity of design professionals and their problem-solving methods to meet the needs of actual people in a way that is sustainable, technologically feasible and commercially viable.

Design thinking provides tools to apply, in a systematic way, a process of observing and understanding the user (empathy) that helps to define the problem. From there, the generation of ideas, as many as possible, is fostered with the aim of building prototypes based on the most appropriate ideas generated. Finally, prototypes are tested with actual users to observe how they interact, whether they use the solution as the designer intended or there are other unforeseen uses. This stage is instrumental to generating a solution that can be effectively offered to final users. The professionals of the nearest future must be able to go beyond their technical knowledge to get to understand the people who will use their solutions, so that these solutions are adapted to users and not the other way around.

This methodological approach was originally applied to design, and from there it was adapted to the fields of engineering and management. However, Design thinking is playing an increasingly important role at all levels in the field of social sciences, as it can dramatically improve

people's abilities to solve problems and encourage collaboration and teamwork. It has its origin in design and, in turn, it may also be applied to the design of interaction spaces and social environments. With Design thinking these spaces can be adapted to the requirements of a society in constant evolution, where innovation and people-centred attention play a fundamental role.

In addition to the benefits mentioned above, Design thinking can also favour youth workers and other social professionals as it offers innovative ways to plan their activities and helps to integrate technological advances in their work in a simpler way.

Design thinking is typically organized into five phases. The first two phases (empathize and define) seek to fully understand, from all points of

view, the problem we intend to solve and the people who have this problem. The next two phases (ideate and prototype) aim to generate the most adequate solution to solve the problem from a wide range of possible solutions. Finally, the last phase (test) guides the construction of the final solution.

It is important to bear in mind that testing a candidate solution is not the end of the process of creating a new solution; that should be the commercialization and final application of this solution. This last activity, although crucial, it is not directly involved in the Design thinking methodology.

Design thinking is not a one-way road. As it is depicted in the figure, we may need to revisit previous phases to reconsider what has been done previously. In our way through definition,

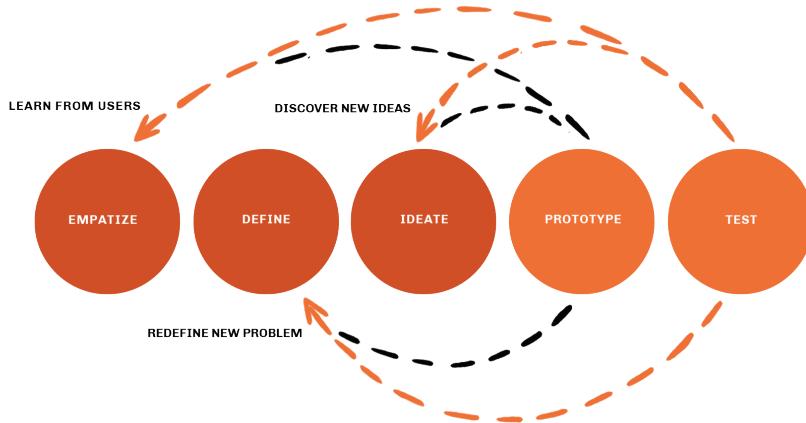


Figure: Design Thinking stages  
Source: Prepared by the authors

ideation, prototyping and testing we may discover new information, gain awareness of the problem, or identify new ideas for the development of alternative solutions. This cannot be seen as a drawback but as something positive that encourages us to remain always open to new experiences and information that may contribute to achieving a better solution.

The Design thinking phases are briefly described in the next paragraphs.

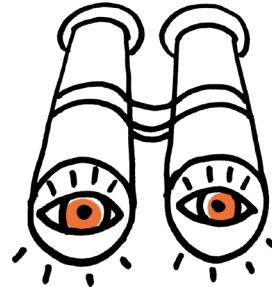
### **EMPATHIZE**

Empathizing is the phase in which we observe the behaviour of people and their interactions in the environment in which they are placed. Design thinkers observe and talk with users; they ask questions about anything that has some relation with the topic addressed (why?, when?). Collecting this knowledge helps to empathize with the user and wear their shoes. In addition, experts are consulted and research is carried out using any means at our disposal (observation, bibliographic references, information on the Internet, surveys, etc.).

Empathy in Design thinking implies understanding users as individuals (real or imaginary) and not as general models or statistical categories. Users become a tangible essence of their weaknesses, problems, expectations and experiences. Users are not models anymore, but Andrew, Marge, Ada or Leo, that is, real persons.

Our final goal in this phase is to obtain a large amount of information about the problem we are going to solve, and about the real people for whom we are going to provide innovative solutions.

The basic tool in this phase is the interview. A good strategy to empathize is to practice active listening. Being a mirror is not difficult, you have to try to paraphrase what the person you are interviewing says to demonstrate your involvement, and that you are really trying to internalize their thoughts. The aim is to completely understand why someone behaves in a certain way.



Immersion into the problem in this user-centred context means using empathy and observation abilities to capture and record all different aspects of the problem at hand, to discover all the different points of view. In other words, through immersion we will gain as much knowledge about the problem as possible, from anybody and anything involved or related to that problem. This approach is radically different from inventing a solution or googling the answer.

### **DEFINE**

The definition phase is very important as the team members try to find and define the actual needs of the end user from the knowledge acquired across the empathy phase. This phase consists of structuring and organizing the discoveries

from the empathy phase, that is, what is important, significant, irrelevant, and so on. Additional questioning at this phase will help to provide some order to our collection of notes, records, evidence, and others. Besides, synthesis inspires and sheds light on the project challenge.

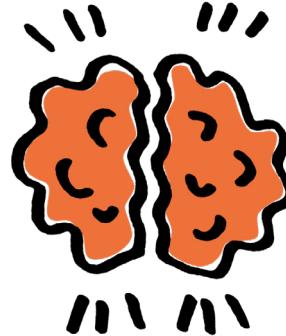
The strategy is to focus on the point of view (PoV) from which that innovative idea that will solve our problem will eventually emerge. Through the PoV, we try to answer questions such as What would happen if? or How could we? This phase is completed once we have a clear definition of the problem that we will be solving. However, it is important that the definition of the PoV is open enough to enable the consideration of different solutions.

### **IDEATE**

Once we found out what the actual problem to be solved is, and once the needs and motivations of our end-users have been identified and structured, design thinkers try to generate a lot of ideas and concepts to serve the identified needs and solve the problem, using tools such as brainstorming.

The more ideas we obtain to address possible solutions, the better we can perform the following phases so this process should be a real brainstorming session where ideas are produced, combined, expanded and refined at a rapid pace (e.g. 100/min). Ideas have to be diverse and imaginative, and we must always keep in mind that at this moment we should not judge them yet. The process must be inspiring enough to generate a large number of solutions from which to select the best idea or a combination of several proposals. To complete this phase,

the team must put their feet on the ground again and choose the best one or two solutions.



### **PROTOTYPE**

Building a prototype is a dynamic and very fast stage in the Design thinking process. A prototype in this context is mostly a learning instrument. Prototypes are intended to be imperfect, facilitating the assessment of ideas and allowing immediate and drastic changes if needed. A prototype can be a sketch, for example, or a cardboard box that we decorate to represent a device. It can even be a video or a storyboard. The goal of prototyping is to quickly visualize the solution and create a model with which users can interact and provide feedback. This will improve communication, detect and correct basic errors early, and provide more inspiration.

**TEST**

Testing a prototype consists of presenting the prototype to the end users to listen to their opinions and reactions about it. Note that nothing should be explained about the prototype, since what really matters here are the observations and comments from the people for whom we have proposed a specific solution. Testing aims to find out whether the prototype meets the expectations of real people, and what are the aspects that should be improved. Tests allow us to understand what end users' perceptions about the solution proposed actually are.

**SUMMARY**

Design thinking is an approach to identify and solve problems that combines empathy for the context of a problem, creativity in the generation of insights and solutions, and rationality to analyze and fit solutions to that context.

Design thinking has become popular in contemporary design and engineering practice, as well as business and management. It is also starting to play a relevant role in humanistic and social environments. One important reason for this is that by knowing the process and the methods that designers use to ideate, and by understanding how designers approach problems to try to solve them, professionals and practitioners of any field will be able to enhance their problem addressing skills and take human-centred innovation to a higher level.

Design thinking fosters divergent thinking, that is, thinking in an unusual and non-stereotyped way, thinking that moves away in diverging directions so as to involve a variety of aspects and which

sometimes leads to novel ideas and solutions. Divergent thinking enables the exploration of non-logical and uncommon ways and solutions, so it also promotes the generation of out-of-the-box ideas, i.e. candidate solutions to problems that are not constrained by self-imposed limits or conventional barriers.

On the other side, Design thinking promotes and embraces user-centred design, a design philosophy where the end-user's needs, desires and limitations are considered at all stages within the design process and development lifecycle. User-centred solutions are optimized for end-users and emphasis is placed on how end-users need or want to use a product or service, instead of forcing them to change their behaviour to use that product or service.



## CASE STUDIES

While we were planning the design thinking process, our first concern was to bear in mind that it is centred on the human being. The main challenge chosen for the purposes of the process is closely related to the statutory activities of the Graceland and Eduplus NGOs and has been formulated as seeking methods of supporting the processes of integrating immigrants and refugees with local communities.

At the same time, we had to remember that the principal goal of our Erasmus+ project was to equip youth workers with appropriate tools and skills to use the design thinking method at work. Therefore, we tried to implement different tools and creative methods, not just to add variety to the process but also to make maximum practical use of the knowledge gained during the training session at the University of Vigo.

Three workshops were organized in each country, involving three or four teams, which came up with over 20 prototypes. We have chosen the most interesting ones for this publication.

### TEAMS

Poland: The workshop participants included students aged 13-16 (15 people) and representatives of local communities aged 28-67, including non-nationals (5 people).

Lithuania: Two workshops were organized for groups of high school students aged 17-19 (10 people); the third workshop team included youth workers from 8 countries, aged 19-49 (24 people).

### WORK CONDITIONS

#### PLACE:

The workshops took place at the Graceland Foundation in the newly-founded design thinking lab, at the Business Incubator in Siauliai (seat of Eduplus) and in a cultural centre of the Seduva commune.

#### MATERIALS:

The teams in Poland used post-it blocks, pens, markers, crayons, pencils, scissors, glue, adhesive tape, string, clips, paper clips, carton, Styrofoam, tissue-paper, boxes, colour magazines, old leaflets and advertising brochures, flip chart blocks, A4 paper sheets. Moreover, wooden blocks, LEGO blocks and IDEO cards turned out to be useful.

The teams in Lithuania built their prototypes mostly out of LEGO blocks. In addition, they used standard office supplies and paper accessories, and also all kinds of promotional materials (freebies) that normally sit useless in offices (lanyards, armbands, notebooks, balloons, anti-stress toys, packaging etc.).

#### SPACE:

The tables were arranged in a workshop layout: 3-4 workstations for group work.

#### TIME:

In Poland each workshop session took 6 hours. In Lithuania the workshops took from 1 to 5 days.

## PERSONAS:

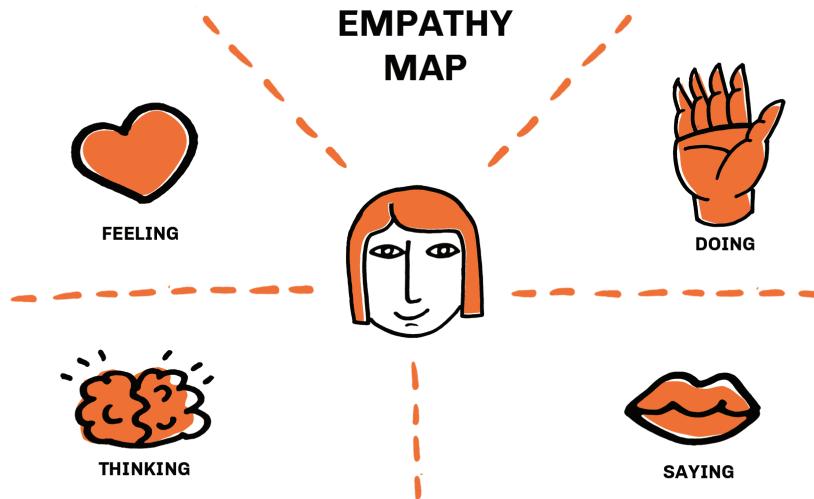
For the purposes of the workshops we chose people from different countries, of different ages, with different backgrounds and motivations. Our interviewees were:

In Poland: Oksana from Ukraine, housekeeper (65); Rebecca from Italy, teacher/trainer (30); Jaejoong from South Korea, manager in a corporation (38); Hõng (Hanka) from Vietnam, student at lower secondary school (16); Vitor from Brazil, dancing teacher (24).

In Lithuania: Oksana from Estonia, entrepreneur (45); Ekaterina from Lithuania, lawyer (35); Olga from Latvia, home-maker (46); Daria from Ukraine, housekeeper (44), Maksim from Ukraine, construction worker (32), Natalia from Ukraine, cashier (24); and students of primary and second-

ary schools: Simona from Norway (13), Andrey from Ukraine (14), Agne from Britain (12).

The initial list of questions which would be used to describe the personas was specified jointly by the project partners, however each team was free to develop it if necessary. Apart from recording the most important information, we tried to identify the characteristics that describe our interviewees (insights). They were essential at the stage of defining the challenges. The personas' names were changed in order to ensure their anonymity. For the purposes of the short one-day workshops in Poland the interviews were conducted in advance by pairs of researchers. In Lithuania, the empathize stage was implemented partly during the workshops, and the tools used for defining the users' needs were empathy maps, mood boards and the Value Proposition Canvas.



Empathy Map. Source: Prepared by the authors.

The next paragraphs will lay out the details of six selected processes: three in Poland and three in Lithuania. Nevertheless, while presenting the most important information about the implementation of the process, we would like again to underline its flexibility.



Design thinking theory recommends that the composition of project teams should ensure the participation of people with different knowledge, experience, styles of thinking, personalities etc. Such diversity fosters creativity and facilitates the development of out-of-the-box solutions, however it does not mean that it is indispensable for the implementation of the process and its effectiveness. Some of our teams consisted of people of similar experience (e. g. classmates), which did not prevent them from designing valuable solutions. Rather than focus on the composition and experience of the teams, we decided to encourage the utmost engagement, availability and enthusiasm from each team member.

We took a similar approach to the space where the process was being implemented. Having our own fully-equipped design thinking lab would be perfect and would greatly facilitate the process, however it can also be carried out in other conditions with the use of „random“ materials: old leaflets, colour magazines, spare boxes.

At the same it seems that a successful process specifically requires appropriate preparation by the moderators: defining the objective, elaborating the agenda, specifying the form and rules of work with the team, and time discipline.



## SESSION NO. 1 POLAND

Overview: The market of domestic work in Poland, especially cleaning, childcare and senior care, is dominated by female workers from Ukraine. We have not reached reliable statistical data on the legality of their employment, however judging from the information and opinions available on the Internet and from our interviews it seems that in most cases their employment is not registered. Oksana, whom we interviewed for the purposes of our workshops, appears to be a typical example of a Ukrainian woman employed in housekeeping, perhaps with the exception of her accommodation situation. Oksana cares for elderly people and she lives with her employers while a lot of her compatriots rent flats with flatmates and work in several houses. The objective of the workshop was to develop solutions which would make it easier for workers from Ukraine to integrate with the local communities.

Team: Students aged 15-16 (11 people) and representatives of local communities aged 32-61 (4 people). The participants were divided into 3 groups of 5 people.

Place: Graceland Foundation, design thinking lab, workshop duration: 6 hours, including a 30-min introduction, 2-hour empathize and define stages, 1-hour ideate, 1.5-hour prototype and test, 15-min summary, 45-min in total breaks and energizers

### EMPATHIZE

In the Polish cases the interviews necessary for creating the personas were conducted in advance. We present the responses here because they are a first-hand account of the situation of migrants in Poland, expressed in a more personal way and often different from the picture described by official statistics or presented in the media.

#### OKSANA



Comes from Ukraine, 65 years old. Works as a domestic help. Stays in Poland legally but does not have an official job contract. Lives with her employers, has no family in Poland.

**What do you like in Poland?** - Poland is a beautiful country, the life is comfortable, a lot of things have been funded by the European Union. The country is safe.

**Work?** - There is a lot of work in Poland but when you are 65 it is not easy to get a legal job contract. All my friends work illegally: they clean, care for children or seniors. The wages are higher but if you get sick, this is a problem: you have to go back to Ukraine. The Polish people say they cannot afford to employ domestic help legally because the costs are too high.

**Life?** - Poland is expensive, more and more expensive. I have lived here for 6 years and I have noticed how much the prices of bread, butter, fruit have gone up. The people are friendly and helpful but not all of them. They can get impatient and

complain about the Ukrainians. They do not see that without us there would be no people to do the work here. The Polish border police are the worst. Sometimes we wait 20 hours to cross the border. They search everything and they are rude. Apart from the family I work for I hardly ever meet other people. I miss my family and neighbours.

**Language.** - I do not speak Polish. I understand a lot but I speak only Ukrainian. My employers understand almost everything. They probably remember something from school because learning Russian used to be obligatory in Poland. How do you spend your free time? - I watch TV series. My favourite is „Barwy szczęścia.” The Polish television is planning to show our Ukrainian series „Krepostnaya,” I will be watching it for sure. I also like dance shows.

**Dreams?** - I want life in Ukraine to be better one day, like in Poland. And I want my children to have good jobs.

After analyzing the interview the team drew up an empathy map with 4 sections: „she says” section with the sentences from the interviews, „she does” section describing a typical day of our persona, „she thinks” section where they made attempts to decipher the thoughts hidden behind the sentences spoken by Oksana, and „she feels” section which included also the emotions of the process participants

## DEFINE

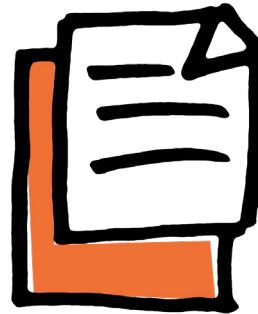
The following specific challenge was formulated on the basis of the interview and the empathy maps:

**How can we help Oksana meet more neighbours so that she is not limited to spending all her free time watching TV series?**

## IDEATE

The stage of ideation took the most popular form of a brainstorm, with the use of post-it notes. The participants were introduced to the most important rules:

1. we aim for the quantity of ideas, not their quality,
2. ideas are not judged either by their author or by the rest of the team,
3. we note down all ideas, including crazy and impossible ones,
4. we develop our ideas through associations ,
5. while doing all this, we take care to have just one conversation at a time.



128 ideas in total were generated in this process: 28 came from Team 1, 58 from Team 2, and 42 from Team 3. Next, the teams started the selection of 3 most valuable ideas. Each participant had 3 votes that could be assigned to one proposal or distributed among two or three proposals.

## PROTOTYPE

Each team had to select one idea for prototyping and this stage involved reflection on how time-consuming, expensive or realistic the ideas would be to implement. Eventually, the teams chose three proposals:

1. launching a bank of knowledge and skills,
2. learning language in a tandem system,
3. organizing cooking or knitting & sewing workshops,

which they subsequently presented in the form of prototypes: a mood board, a scene and an installation. Each team introduced their prototype to the remaining teams.

## TEST

For testing, we used idea potential evaluation cards with two scales from 0 to 10, where each workshop participant evaluated the idea in question from „useless” to „useful” and from „boring” to „wow!”

What the Graceland Foundation as the workshop organizer found the most surprising was the fact that all forms of migrant integration put forward by the workshop participants already constitute elements of our educational activities, which frequently involve both migrants and local communities. Now we need to find a way to encourage Oksana and other people in similar situations to take advantage of our offer.



## SESSION NO. 2 POLAND

Overview: Polish law does not include any regulations which would address the approach to migrant children in the school system. It regards both learning the Polish language and actions aimed at integrating the children with their Polish classmates but also remedial classes, assessment criteria, exam conditions etc. The situation of migrant children is made even more difficult by the fact that in most cases they have no influence on choosing the place to live. Arriving in a foreign country requires them to adapt to the new environment, frequently against their will. This is a situation that Hông (Hanka) has found herself in; we have interviewed her for the purposes of our workshops. The project team was given the task of finding solutions that would improve the integration of migrant children who attend schools in the region of Silesia.

Team: students aged 13-15 (15 people). The participants were divided into 3 groups of 5 people.

Place: Graceland foundation, design thinking lab, workshop duration: 6 hours, including a 30-min introduction, 2-hour empathize and define stages, 1-hour ideate, 1.5-hour prototype and test, 15-min summary, 45-min in total breaks and energizers.

### EMPATHIZE



#### HÔNG (HANKA)

Comes from Vietnam, 16 years old, student of 3rd grade at lower secondary school. Living in Poland for 5 years with her parents and younger siblings.

**Why Poland?** - It was not my decision. At first my father came here, then my mother. I lived in Vietnam with my grandparents and younger brother for 4 years. Finally my parents brought us here. My youngest sister was born in Poland.

**How is your life in Poland?** - I have already been here for 5 years but my heart remains in Vietnam. I miss my friends very much. Of course I am happy to be here together with my mum, dad, brother and sister but I feel very lonely and I do not feel comfortable at school. In primary school my classmates teased me a little because I look different than everyone but finally they got used to me. Now I have two friends, one is from Ukraine and one from Georgia. We understand each other but if they are absent I usually spend my breaks sitting alone. It was very hard for me at the beginning, the Polish language is really difficult and I could not understand what my classmates and teachers were saying to me. My younger brother and sister speak Polish much better than I do. My brother hardly remembers Vietnam at all and my sister has never been there. I use the name Hanka in Poland; a lot of Vietnamese people who live in Poland use European names. It is much easier because our names are very hard to pronounce.

**Your favourite dish?** - We cook Vietnamese food at home: mostly soups, dumplings, pork and dishes with rice or noodles. We can buy all the ingredients in Poland. But I also like Polish cuisine, especially potato pancakes.

**What do you like in Poland?** - There are more job opportunities here than in Vietnam. And it is possible to travel a lot, it is close to Western Europe.

**What do you find strange in Poland?** - What causes me the greatest sadness is when Polish people address my parents with aggression. In Vietnam older people enjoy enormous respect but it is not so in Poland. My parents do not have Polish friends. They meet other Vietnamese people most of the time; there are quite a lot of them here. I think we have more holidays, traditions and customs in Vietnam, and we celebrate them with greater care and attention. I was also surprised by the Polish weather. November is the worst when it rains all the time, the wind blows and it is very dark. We have a rainy season in Vietnam but the rains are different and it is not so cold.

**How do you spend your free time?** - I like reading, I am interested in history. I play some games on my phone; sometimes it takes me more time than I would like [laughs]. Sometimes I help my parents in the restaurant. I would like to start writing a blog about Vietnamese traditions, about life in Poland and in general [laughs].

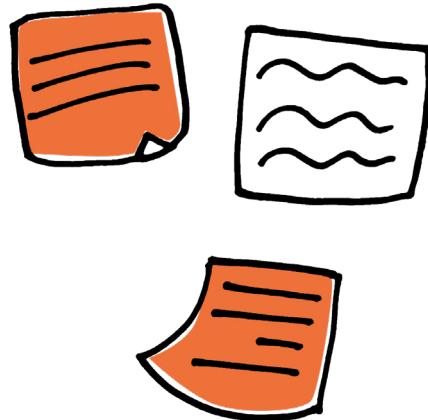
**Who would you like to be in the future?** - I would like to go to university and become a doctor or a psychologist. I like helping people. My parents say that we will all go back to Vietnam one day but I am not sure I want to.

## DEFINE

On the basis of the interview the team started formulating the design challenge. It was important at

this stage for the participants to focus on specifying the actual needs of the user (and not their own ideas of the user's needs) and on identifying the objective of the action (what for?). Eventually the following design challenge was formulated:

**How could we help Hanka integrate with her classmates so that she does not feel lonely during breaks?**



## IDEATE

At the ideation stage we encouraged the participants to apply different forms of brainstorming: traditional (spoken), written and drawn. This combination allowed them to generate 63 ideas in total, starting from "typical" integration events (parties, going out together, playing games) through proposals to offer the Polish students some training sessions and information meetings, to ideas reaching beyond the school, e. g. whole families

spending time together (weekends, holidays). Finally, all teams decided to develop the idea of employing intercultural assistants at school.

### **PROTOTYPE**

The ideation stage brought up more questions about the required qualities of the intercultural assistant: his/her competences, qualifications, experience, scope of tasks and the forms of cooperating with teachers and other students. The role of the moderator was to remind the teams about the challenge that had been defined before as the workshop participants tended to propose ideas that substantially exceeded the needs which had been specified for Hanka. Scenes (role playing) turned out to be the most popular form of preparing and presenting prototypes developed by the teams.

### **TEST**

Since all teams worked on the same challenge, we invited teachers from the participants' school to take part in the testing stage. The idea received top score in the criteria of "useful" and "wow".

The idea of employing intercultural assistants put forward by the students is modelled on the solutions implemented in other European countries. It is used by some Polish schools, especially in big cities and those with a lot of students with migrant backgrounds. The experiences of these schools prove that it is an extremely effective way of supporting both students and their families, as well as the whole school community. In our opinion, the idea has an enormous potential to be implemented as a systemic solution.



## SESSION NO. 3 POLAND

Overview: The growing number of migrants is accompanied by an increasing number of organizations which offer them support in the area of legalization of stay, finding employment or arranging all sorts of other things which are necessary to help them function in a new place. This is caused partly by the fact that the system of public services is not sufficiently adapted to the needs of foreigners. A lot of migrants admit that using the services of public offices, banks, health care centres etc. proves to be a difficult experience not only due to the lack of appropriate information and service in English but also because the regulations are frequently complicated or inconsistent. Rebecca, an Italian woman who has been living in Poland for 10 years, has shared her observations with us.

Team: students aged 15-16 (10 people) and representatives of local communities aged 28-67 (5 people). The participants were divided into 3 groups of 5 people.

Place: Graceland foundation, design thinking lab, workshop duration: 6 hours, including a 30-min introduction, 2-hour empathize and define stages, 1-hour ideate, 1.5-hour prototype and test, 15-min summary, 45-min in total breaks and energizers.

### EMPATHIZE



#### REBECCA

Italian, 30 years old. Married to a Polish man, has two children aged 4 and 6. She teaches Italian at a private language school.

**How is your life in Poland?** - Polish people are really nice, they like Italians. But they do not like Arabs as much. The darker someone's skin, the harder life in Poland is for them. Also, they do not say "Hello." I find it strange when you enter a shop or an elevator and nobody says a word. The young people are different, more open. They speak languages, especially English. They like to have fun. What bothers me a little is the air pollution, it is difficult to breathe in the winter and my children are often sick. I do not like the snow and freezing temperatures either. Summer is great, though. And a lot of interesting things are happening.

**What do you find strange in Poland?** - The post offices. You go there to collect your parcel but you might come back with a cookbook, a calendar and some grave candles. The grave candles in cemeteries are also a bit strange, they burn all year round. Perhaps I notice this only because we live close to a cemetery. What else? I cannot stand watching films on Polish television, I do not understand why all roles are read by one person. This is really annoying. Another thing I do not understand is how you can drink cappuccino after lunch. Cappuccino is drunk with breakfast.

After lunch the only option is strong espresso, which helps with your digestion.

**Language** – The Polish language is very difficult, it was really hard for me at the beginning and my husband and I spoke only in English. We use different languages now, depending on the topic of the conversation. But I speak only Italian with my children, while Piotr speaks only Polish with them. It is difficult to arrange things in public offices or at the health care centre. We see a dentist privately because it takes a lot of waiting for a National Health Fund appointment.

**Plans for the future?** - I do not know whether I am going to stay in Poland. But I do not want to go back to Italy. We will see how it works, we have settled down for the time being. Piotr's mother helps us, it is very important with two small children. It is not easy to buy or rent a flat here. The bank will not grant us a loan, saying we have low creditworthiness. This is because we have children; the bank divided our income into four and says we do not earn enough to take a loan for 25 years. Maybe another reason is that Piotr does not have a permanent job, only free-lancing contracts. Madness. I do not know what the Polish people do to buy flats. Everything is expensive here but people's salaries are terribly low. I would like to open my own language school one day. Or a cooking school. Or an art gallery.

**Characteristics/lifestyle** – At work I like to be prepared for each lesson. I like to teach; Polish people are fast learners. The girls come to class because they have fallen in love with an Italian and they want to learn the language. I have no idea what they see in them [laughs]. They are greatly motivated at first, a bit less as time passes. Or perhaps they fall out of love and stop coming to classes.

**What do you always carry with you?** - My phone and my lipstick.

**Hobbies?** - Cooking. I do not do any sports. A lot of people run, go to the gym; I do not like it. I prefer to meet my friends for a pizza and a chat [laughs]. Of course we make the pizza ourselves. I also love listening to music and going to the cinema (there at least they do not show films with a voice-over). I also watch Netflix but it is not the same.

### DEFINE

In this workshop we used the Value Proposition Canvas to define the problem. The participants divided the information collected in the interview into three categories: needs, problems and benefits. These formed the basis for defining the specific design challenge, i. e.:

**How could we help Rebecca arrange her business at the bank, public offices and at the doctor's so that these errands are as pleasant as making pizza with her friends?**



## **IDEATE**

The ideation stage was dominated by a discussion on the inadequate English skills, or complete lack thereof, of the employees of the public sector. The greatest number of proposals aimed at the improvement of the language competences, however some solutions called for a complete reform of the system and changes in the immigration policies.

## **PROTOTYPE**

Three solutions were selected for prototyping:

1. obligatory language training and intercultural training for public office employees,
2. "migrant friendly" certification,
3. "migrant's virtual assistant" app.

The prototypes were presented in the form of scenes, mock-ups or mood boards.

## **TEST**

The process participants agreed that all three solutions could function simultaneously, which would have a positive impact both on the availability and quality of the services and on the effectiveness of the processes. The idea that was ranked highest was the introduction of a certification system for public service offices (with a possibility to extend it to other service facilities such as shops or restaurants), under the working name of "Migrant Friendly." The institutions or establishments which are migrant friendly and meet certain criteria could apply for a kind of "quality badge," which they could then display on their front doors or websites.



## SESSION NO. 4 LITHUANIA

**Overview:** The number of migrants and refugees from former Soviet countries (e.g. Belarus, Ukraine) is increasing steadily; they come to Lithuania and settle in small cities and towns. It is expected that more and more families with children of different ages will come to live here. The newcomers will have to adapt to the new situation and try to integrate with the local community, often without speaking the language and without any knowledge of the local culture. In this DT session we raised the initial question: How might local youth help young people coming from Ukraine and other countries (children of migrant workers returning from Norway, Spain, United Kingdom, etc.) and facilitate their integration into community?

**Team:** Seduva community youth, high school students, aged 17-19. Teenagers living in a small town.

**Space:** The activity was held at the Seduva community centre. **Duration:** 4 hours. **Number of participants:** 10.

Before starting to work on the question the young people were introduced to the Design Thinking theory and completed a warm-up activity called "Morning routine," where they were asked to explore the day-to-day morning routines of their peers and suggest some improvements. In a short amount of time the participants had the chance to understand the philosophy underlying the Design Thinking approach.

### EMPATHIZE:

Three primary school students coming from abroad were invited to take part in this stage of the workshop:



**Simona** from Norway, 13 years old, her parents emigrated to Norway and she was born there. They all came back to Lithuania. Her Lithuanian is poor. She has a younger brother.



**Andrey** from Ukraine, 14 years old. Poor level of Lithuanian. Attends national minority school in Siauliai. Likes football and reading books.



**Agne** from Britain, 12 years old. Her parents emigrated to England, she lived abroad for 6 years. Goes to 6th grade, has difficulties learning Lithuanian.

The project team defined some additional questions to identify the needs of the young migrants:

- What was your first impression of the town?
- What did you like to do when you lived in another country? Why this specifically?
- What do you like to do in your spare time?
- What, in your opinion, would be the best activities for children and teenagers?

The replies formed the basis for developing mood boards, which were used in the subsequent stages of the process.

**DEFINE**

At this stage the team discussed the reasons for migrants choosing Lithuania as the country to settle down, and their reasons for choosing to live in smaller towns. They also discussed the replies to the questions regarding the migrants' perception of the local community and how they see the place of themselves and their children. As a result, the following specific challenge was formulated:

**How might we assist young people who come here with their parents to better integrate into the local community and to feel themselves part of the new environment?**

**IDEATE**

The participants spent 20 minutes brainstorming the ideas by using the What if principle. They came up with 31 ideas and selected one to implement as a prototype. The chosen idea was to adapt already existing services to the needs of the newcomers.

**PROTOTYPE**

For prototyping we used LEGO bricks and the LEGO Serious Play methodology. After the team were introduced to the process of LEGO Serious Play, they built their individual models and afterwards jointly developed a shared model representing their community and its functions.

Starting from individual models helped them realize how each participant understood the needs of migrants and refugees and what possibilities they saw of adapting the solutions to the local reality.

The following models were developed:

- organizing board games on Saturdays where the migrant children could come to play together,
- acquiring the support of the local government to organize intercultural events for all families to meet and spend time together.

**TEST**

The idea was presented to the members of the local community to check if the proposed solution was acceptable or whether it required more adjustments. All in all, the idea was approved and the only comments regarded the need to take into account cultural diversity during the organization of the event, in order to make sure that all participants would feel comfortable and to avoid any misunderstandings related to cultural differences.

The young people decided spontaneously to organize an integration meeting over board games. The space would be provided by the Seduva community centre. It was agreed that there should be at least one person with a migrant background for every 2 Lithuanian participants.



## SESSION NO. 5 LITHUANIA

**Overview:** The crisis in East Ukraine forced a lot of families to leave their homes and search for a new place to live. More and more middle-aged men looking for work come to Lithuania, without their families at first. It is only a matter of time when they start bringing their wives and children to join them. We have gathered a group of Lithuanian teenagers to consider the situation and think what can be done for the young people who are going to arrive here and how to help them integrate.

**Team:** Young people. High school students aged 17-18.

**Miejсце:** The Design Thinking Session was held in Siauliai at the Business Incubator. **Duration:** 5 days. **Materials used:** post-it notes, markers, Lego Serious Play sets. **Number of participants:** 8.

### EMPATHIZE

For the purposes of this workshop we interviewed three migrants from Ukraine who came to Lithuania to work, leaving their families behind. We asked them why they decided to come to Lithuania, what were their interests and hobbies, thoughts and impressions, lifestyles, expectations, goals, challenges and dreams. We used the information to create empathy maps, which in turn let us define the challenges. Our personas were:



**Daria**, house help, 44 years old. Comes from Ternopil, where she left her husband and two daughters. Does not speak Lithuanian, communicates with her employers in Russian. Likes to go for walks in her free time.



**Maksim**, construction worker, 32 years old. Does not speak Lithuanian. Married, one child. Likes to play video games.



**Natalia**, cashier, 24 years old. Likes to read books and spend time with her friends but has no Lithuanian acquaintances, only two Ukrainian friends. Lives alone, has no partner or children. Her mother and two sisters live in Ukraine. She started a Lithuanian language course two months ago.

### DEFINE

In addition to interviewing the migrants, we also conducted a simulation with the project teams for the purposes of the workshop. The participants were asked to think about favourite activities of young people in general, and afterwards they were asked to imagine themselves to be migrants in another country – what would they like to do? Where would they like to go? Who would they like to meet? After a short discussion the team defined the most popular activities.

Next, the participants were requested to think what activity opportunities their town offers to young people who come from abroad, and to provide some specific examples. The replies included: doing sports, meeting friends, going to social events etc., however these examples reflected their own perception of the issue.

The participants were then tasked with finding out from their non-Lithuanian friends and classmates what they did after arriving in the new place. The teams discovered that regardless of their reasons for coming to Lithuania, age or life circumstances, the most significant barriers for the migrants were language issues and the lack of social activities.

In this context, the team formulated the following HMW question:

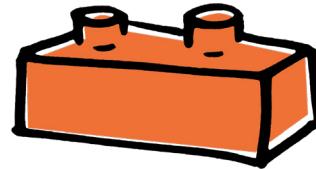
**How might we improve the integration of migrant workers by including them into the local youth communities where they can learn the language faster and spend good quality time?**

### **IDEATE**

Two groups were given the task to come up with fifty possible ideas in only 30 minutes. It was challenging for them but at the same time inspired them to think out of their boxes. As a result, they came up with some crazy ideas, some of which might actually work. The ideas were of a broad range, from classic ones like organising evening events or an intercultural dinner to living in a tent for a month in order to get to know each other and each other's cultures.

The participants used the N/3 (multi voting) method to select the idea they would like to test. The method itself allowed them to narrow down the number of ideas from the initial number "N" (in our case, 50) by applying different criteria such as: the speed of implementation, time-effectiveness, cost-effectiveness etc.

The idea chosen for testing was to create a social website where young migrants could find information about events happening locally that they could attend. The website, however, would not be limited to just providing information but it would also offer functions allowing the users to arrange meeting someone to go out together, offer help getting to the venue, buying tickets, help with translation. The website language would be English with other language versions, e.g. Russian and Ukrainian.



### **PROTOTYPE**

To prototype the idea the team used the LEGO Serious Play methodology. First, they were introduced to the method itself by completing three

warm-up activities where they learned how to build LEGO brick structures, how to give meaning to them and how to use them to tell stories.

Next, the participants were asked to build the models of their ideas. At first, they were supposed to build their own ideas to show how they personally imagined the implemented solutions should work. They were given 12 minutes to build their own model and the time to share it with the rest.

The team then created their joint model, building a combination of the individual models. The point was not to simply put them all together but to analyze each model and choose its most important and valuable elements.

## **TEST**

The first feedback the team received was from a project manager from the Business Incubator, which implements various community programmes, including programmes addressed at migrants. The experience of working with this specific target group was instrumental in pointing out which elements of the shared model had a chance to work after implementation. Creating the website would also require cooperating with the town hall, cultural institutions, schools and other organizations which offer cultural activities. It would also be a challenge to promote the portal and to build a active user base but this is more of a topic for a separate workshop.



## SESSION NO. 6 LITHUANIA

**Overview:** In the Lithuanian system of education all children are subject to the school obligation, regardless of any dysfunctions or disabilities they may have. This means that every public kindergarten or school is obliged to accept a child with dysfunctions or disabilities or at risk of social exclusion and to provide him or her with psychological and pedagogical support.

Students with moderate, severe or profound disabilities attend specially-adapted schools but children with mild disabilities learn in “ordinary” classes in generally-accessible schools; sometimes the schools just organize integrated classes for them. It should also be emphasized that generally-accessible schools do not organize special class groups for children and teenagers with social maladjustment or at risk of social exclusion. The situation of a student with a dysfunction or a disability is even more difficult if he or she has a migrant background.

In this design thinking session we took up the challenge related to establishing a private school for children with dysfunctions that would also be friendly for foreigners, including the Russian-speaking minority. The school's curriculum is supposed to supplement the education offered by public education institutions.

**Team:** youth workers from 8 countries, aged 19-49; **number of participants:** 24; **number of working teams:** 4;

**Space:** Business Incubator in Siauliai, DT lab at Eduplus; **duration:** 5 days x 1.5 hours; the stages of empathizing and defining took place on two days, two subsequent days were devoted to ideation and prototyping, the final day was dedicated to testing the solution and summarizing the results.

### EMPATHIZE

We interviewed the mothers of children with disabilities who plan to open a school that will be friendly to Russian-speaking students: **Oksana** from Estonia, an entrepreneur (45), **Ekaterina** from Lithuania, a lawyer (35), **Olga** from Latvia, home-maker (46). Some of the data, such as names and types of disabilities, were altered or partly concealed in order to ensure the subjects' anonymity.

The interviews were structured according to the basic list of questions:

- What is the situation of special schools in Lithuania? What is the situation like in your town?
- What does the process of integrating special-needs children look like in generally-accessible schools?
- What are the specific needs of migrants and national minorities in this respect?
- What are the special characteristics and needs of the Russian-speaking minority?
- What are the special characteristics and needs of the Russian-speaking minority?
- Who is the target group?

At this stage the team also had the opportunity to familiarize themselves with the ideas related to founding the school: its objectives, philosophy, development strategy. The most important procedures were presented: the legal requirements, safety regulations, qualifications of the teachers etc.

### DEFINE

This stage consisted of a detailed analysis of the information collected during the interviews, with the use of post-it notes. The information was divided into several thematic areas: learning environment, teaching methods, legal regulations, financing, expectations of parents, qualifications of teachers and the requirements for the administrative and auxiliary personnel.

Thanks to grouping the information, the participants had the opportunity to get a better insight into the Lithuanian education system, including the organization of special schools, and to understand the situation of people with migrant backgrounds.

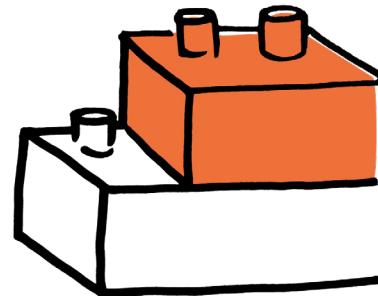
The discussion led to formulating the HMW question (How might we...)

**How might we support families outside the Lithuanian community with children with special needs, in order to make sure their children receive the best-quality education supplementing the obligatory curriculum?**

### IDEATE

The teams were tasked with generating at least 50 ideas in 30 minutes. Next, each team selected 5 ideas which were the most suitable in their opinion, taking into account the criteria of inno-

vativeness, time consumption and cost. All ideas had to be related to the topic of social exclusion, both in terms of the needs resulting from disabilities and those connected to the migrant backgrounds of the students. Eventually, four different ideas were selected for prototyping. They referred not only to the education process but also to the marketing strategy and the relations and communication between the Russian-speaking and Lithuanian-speaking communities.



### PROTOTYPE

The ideas were visualized with the use of the LEGO Serious Play method. Like in the previous session, the participants were introduced to the method by completing three initiatory exercises during which they learnt how to build LEGO structures, give meaning to them and use them to create narratives. In the next stage the participants developed four 3-D models to illustrate the chosen ideas. The prototyping process consisted of two stages: at the beginning, the participants

created their individual models in order to present their own understanding of the issue. Next, each team built a joint model by merging their individual visions. This activity allowed them to analyze their ideas again and to emphasize the most important and most interesting elements of each solution. The ideas covered both the necessary infrastructure (sensory rooms, music rooms, creative classrooms), the surrounding (a mini-ZOO), the kind of classes (STEM workshops) as well as a model of communication and promotion (with a focus on social media).

## **TEST**

Members of the local community were invited to join the testing stage. They expressed great interest and approval for the very idea of establishing a school for children with special needs. The notion of emphasizing the needs of migrants, including the Russian-speaking minorities, were met with understanding. The testers offered some additional ideas that can be useful for the promotion and communication strategy. Moreover, the report describing the process was submitted to the town hall.



## CONCLUSION

This book does not intend to teach the design thinking method. The process is described in detail in the many handbooks, manuals and tutorials available in the market (the most interesting publications and useful links are listed on the last page). Neither does it offer ready solutions to address the problems of integrating immigrants in Poland or Lithuania, although we hope that the solutions we propose may prove inspiring for other organizations and communities which look after migrants.



The main goal of our publication is to show that using design thinking does not require specialist knowledge or complicated techniques. Some basic tools and the willingness to experiment are enough to apply design thinking in practice. The core principle of the method is to refrain from seeking new ideas and solutions at the very begin-

ning of the process; it is just as important to define the challenge properly, with the use of empathy: observation, listening and feeling. The stage of ideation, in turn, focuses on the quantity of ideas regardless of their quality, which fosters creativity and team work. The power of design thinking also springs from the flexibility of the process and the possibility to revisit one of the previous stages at any given moment.

The simplicity of the method makes it an effective instrument to use not only in large projects. The design thinking process or its elements can also be used to solve problems on a local scale. Our experiences have demonstrated that the method proves to be equally productive in small teams and organizations, classrooms and in informal groups.



## **SOURCES OF INSPIRATION AND USEFUL LINKS**

### **WEBSITES PROVIDING THE DESCRIPTION OF THE DESIGN THINKING PROCESS AND USEFUL TOOLS:**

<https://www.designkit.org>

<https://servicedesigntools.org>

<https://dschool.stanford.edu>

<https://www.ideo.com>

### **PUBLICATIONS:**

Change by design: how design thinking transforms organizations and inspires innovation, Tim Brown

Switch: How to Change Things When Change Is Hard, Dan Heath, Chip Heath

Design Driven Innovation: Changing the Rules of Competition by Radically Innovating What Things Mean, Roberto Verganti

### **MIGRATION STATISTICS:**

<https://ec.europa.eu/eurostat>

<https://www.infomigrants.net/en/>

Special Eurobarometer 469 Report Integration of immigrants in the European Union, 2017

<https://udsc.gov.pl> 2016-2018 BIULETYN statystyki UDSC

[www.migracija.lt](http://www.migracija.lt)



This publication was developed as part of the project under the same title: What design thinking can do for the integration of migrants and refugees, funded under the Erasmus+ programme. The project idea originated from the need to find new educational tools and methods of working with youth, and from the need to reinforce the potential and effectiveness of the activities of two non-governmental organizations from Poland and Lithuania: the Graceland Foundation and VŠĮ Eduplius.

As a method of creating solutions based on the analysis of users' needs, design thinking struck us as particularly interesting in the context of the statutory activities and mission statements of our organizations, considering that our work is aimed at supporting immigrants in improving the quality of their lives, including through integration with their local communities. We invited the University of Vigo to perform the role of expert in our project on account of their numerous activities and publications in the area of design thinking.

This book, however, does not teach the design thinking method. The process is described in detail in the many handbooks, manuals and tutorials available in the market. Neither does it offer ready solutions to address the problems of integrating immigrants in Poland or Lithuania, although we hope that the solutions we propose may prove inspiring for other organizations and communities which look after migrants.

The main goal of our publication is to show that using design thinking does not require specialist knowledge or complicated techniques. Some basic tools and the willingness to experiment are enough to apply design thinking in practice. The simplicity of the method makes it an effective instrument to use not only in large projects but also to solve problems on a local scale. Our experiences have demonstrated that the method proves to be equally productive in small teams and organizations and in informal groups.



Erasmus +

