Social mantra one-liner

A comprehensive lifeskill platform providing personalised education and developing active learning with real-life simulation games.

Contribution to UN Goals

Vision

KIO empowers vulnerable Gen Z to become well-informed and independent individuals with the essential life skills for sustainable development, assisting them in becoming one of the pioneers for inclusive societies.

Mission

Through gamification, we create immersive learning opportunities that challenge learners to apply their knowledge and skills in realistic scenarios. We also understand that people learn in different ways and at different paces. Therefore, we provide a 1:1 mentorship program which will be a mutually beneficial partnership for both mentor and mentee.

UN Goals

We have identified 3 SDGs that resonate deeply with our purpose and strategy.

[SDG 3 Ensure healthy lives and promote well-being for all at all ages.]

For KIO, SDG 3 means using technology and gamification to widely educate and prevent young people from drug abuse and harmful use of alcoholic substances. [3.5 Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol]

[SDG 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.]

SDG 4 is core to our project as it applies to everything from content delivered, service application and opportunities to innovate and facilitate social and regional development.

[SDG 8 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.]

SDG 8 represents how we empower youth to take control of their lives and become active contributors to society. [8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training]

<div align="right">**Target social issues**</div>

The social issues

The young generation is lack of essential lifeskill due to the advancement of technology. Technology advancement is a double-edged sword. In one way, it blurs the geographical boundaries and enable Gen Z to communicate with their peers without any limitations, which has made them feel connected and engaged. On the other hand, that same technology has isolated them, cutting off the human contact that's necessary for them to feel empathy, belonging, love and social.

This isolation has led Gen Z to feel lonely and experience mental health issues more than older generations ever did at their age. A study by Cigna of 20,000 people found that Gen Z scored highest for loneliness even over senior citizens (48% vs 39%).

The lack of social skills among Gen Z is quite apparent in the school system and into the workplace. Neither high school or college teaches them, or supports the development of their soft skills. According to a Gen Z global survey with Kronos, about 40% credit their high school or college with preparing them for the working world. In the study, they admitted that the school system made little to no effort in teaching them how to negotiate, public speak, network and resolve conflicts. Through a self-taught trend survey carried out by YPulse (2022), we found that mental health, self-defence and survival skills/ basic first aid are among the top 3 skills that Gen Z wish they could learn at school.

In Vietnam, the lack of social skills among young generation is quite common. A popular issue that caught the attention of society recently is bachelor's unemployment. According to the survey results from the Graduate Employment Assessment Report 2020 of the Center for Training Support and Human Resource Supply (Ministry of Education and Training), the percentage of university graduates who have not yet had a job and are looking for a job accounted for nearly 20%. Moreover, suicide is also the second leading cause of death among young people in Vietnam, only after traffic accidents.

At the beginning of 2022, there has happened various heartbreaking suicide of students due to academic pressure from parents, conflicts between parents and children. These

usually find that they have failed a set expectation from parents or society which have led to the intention of ending their lives.

Root cause

In order to understand the issues even more, we carried out an in-depth interview with our target customers and experts.

From the interviews with 24 people from 15 to 24 years old of our target group that are currently studying and working in the central area, in general, they actively engage themselves in different projects, attending workshops and webinars, participating in competition and volunteer work to gain essential life skills. However, they are still vague about the definition and scope of life skills. Their motive of learning life skills is due to the fact that they don't want to fall behind their peers. Therefore, they are proactive about learning new skills to advance themselves but still struggle to redefine what skill they are missing.

In the interview with our expert, the root cause of young people lacking life skills is due to the difference between knowledge and application of those skills in real-life situations. Young people may understand the theory of those skills; unfortunately, they fail to apply them in specific life contexts. Thus, they might find that they are struggling to acquire life skills while in actuality they just need to practise those skills a few more times. As for people who are aware of the importance of life skill, the best way for them to own that skill is to practise. There are some critical stages in acquiring life skills. Learners might need to understand the theory, practice and put them into real-life circumstances before gaining hands-on experience.

The current solution landscape

Schools are currently the most influential actors in enhancing the life skills of young people. The life skills programmes are integrated into the education system and extracurricular activities. This can be in various forms such as workshops, webinars, seminars, competition and field trips. Participating in these activities, students would become more confident and more actively participate in society.
There are also some popular life skill centres, mostly for youth aged from 5 - 17 years old. These centres provide specialised life skill training courses such as communication, listening, public speaking and so on. Students develop life skills through understanding the basic theory and in-class practice with guidance from experts.

Other means of learning life skills are through books, materials from free online courses and volunteering in social and project works. In this case, students actively engage in accumulating life skill knowledge while practising by themselves.

<div align="right">**Social solution**</div>

Social solution design

By applying the design thinking model to social problems, we deeply understand the needs and context of the people affected. Therefore, co-creating solutions that are desirable, feasible and impactful. Currently, there is a clear separation of programs related to survival skills and soft skills, although the approach to it is quite fragmented. We aim to design a simulation games app where players must make decisions to solve real-life problems replicated in the games to score points. Tips and tricks of soft skills will be implemented into the story games and players could also practise basic survival skills through AR application. The game takes less than an hour to play and it fosters players understanding of major decision-making points in real-life problems. In designing a comprehensive solution, we aspire to develop a 1:1 mentoring program for people to learn and grow in their personal and professional development. They are beneficial for both mentors and mentees, as well as for the organisations that implement them. As mentees can learn from the experience and advice of their mentors, who can guide them through their career challenges and opportunities, they can improve their skills, knowledge, and confidence, as well as their productivity and performance. And for mentors, they can share their expertise and insights with their mentees, who can also teach them new things and perspectives. It is also a way that they can strengthen their reputation and influence within the organisation and the industry. To avoid creating negative impacts, we try to consult our mentors about how to maintain the mentor's network and relationship as well as the quality of the games' content production team. Therefore, customers could trust and use our platform to learn and grow.

Newness of the solution

KICK-IT-OFF is a pioneer platform in developing comprehensive life skill education for young people in Vietnam, including both soft and survival skills. Generally, current solution providers are very limited in the coverage of life skill topics. If learners want to learn various skills at the same time, they have to find different centres which will be very expensive. The quality management of life skills teachers and trainers among centres and organisations is another big concern for learners. With respect to our solution, it brings a well-rounded life skill learning experience for learners through

simulation games and high coverage of life skill content based on the 4-H model. The 4-H Thriving Model is based on research conducted at Oregon State University's College of Public Health and Human Services. This model predicts that youth who participate in 4-H programs that provide a high-quality developmental context will thrive, and thriving youth achieve key developmental outcomes.

Stakeholder support

Stakeholder engagement strategy

Understanding that a start-up goes through 4 main stages including idea, launch, growth and maturity, we could identify key stakeholders that will accompany us throughout the game

In the first phase, it is crucial for us to cooperate with life skill trainers/ specialists to develop feasible learning programs. Along with professionals, we also work with the IT team to build our game app and website. Since the expense of this stage is rather small, the budget could come from the team members and small crowdfunding campaign.

At the launch stage, life skill experts and students greatly affect the operation of the project. Students who joined our learning program could later become our ambassadors or part of the mentoring program. At this stage, financial support from organisations is crucial.

As we reach the growth stage, investors play a key role in helping us scale our business. Stakeholders from the previous stage will continue to work with us.

At the maturity stage, we will mainly work with trainers, experts, IT teams and investors to continuously engage in the innovation of our social business model.

To illustrate the influence of stakeholders, we use the influence and interests grid.

It can be seen that it is crucial for us to actively engage in the high interest and high influence group. They are mentors, life skills trainers and experts and investors. We will regularly update performance for them via weekly meetings, coffee talks, emails, proposals to keep them engaged.

For the low interest and high influence group like the IT teams for website and app builders; high schools and universities, we try to maintain clarity in communication to keep informed about what we are doing as well as the expected outcomes.

With respect to the high interest and low influence group like collaborators, students, we will engage them via our media platforms like Facebook, Tiktok and Instagram with frequent campaign initiatives.

For the low influence and low interest group, periodical emails will be sent to keep them informed.

Social support campaign performance

There are fifteen stakeholders approved to contribute to the project in two statutes that are assigned in the endorsement letter. In detail, 13 individuals signed through online form, while the other two were offline. Overall, more than half of them are lecturers teaching soft skills besides specialised subjects at high schools and universities, the rest have acquired different positions such as confidence coach, software engineering, business man, trainers. It demonstrated that most participants significantly committed media support for the project's products or events and their role as ambassadors who will connect young people to KICK-IT-OFF learning courses and applications.

Crowdfunding

We conducted a public crowdfunding campaign on Facebook between April 23rd and April 30th, 2023. They will be qualified as a sponsor when the amount is raised from 100,000 VND. The aim of the campaign is not only to raise funds for our proposed business idea but also to identify and expand the network of partners. To summarise, the crowdfunding social post got 1,164 people reached, and has attracted 1,267 impressions. In which, total interaction reached 380 people, an increase of 5 times compared to before launching the campaign.

Agility

Improvement strategy

It's crazy how our understanding of the issues has changed over the course of the competition. At first, our team thought that Vietnamese youth lacked life skills and could only improve through self-learning. However, after taking the SBC course, we have broadened our perspectives, leading to new ideas and continuous self-improvement. This experience equipped the project with tools to better support Gen Z in developing and applying life skills.

Our first key learning is there is a discrepancy between the level of understanding of life skills and the ability to apply them in real-life situations or contexts among Vietnamese youth. Furthermore, the project learned that many schools are integrating life skills into their curriculum, but there is a lack of teachers with expertise in teaching these skills. This recognition brought a new way of thinking about our solution.

Second, To best support Vietnamese youth in developing their life skills, it is crucial to provide them with perspectives, environments, and opportunities to practise these skills. However, it's not enough to simply introduce these skills in theoretical stages but needs to move towards practical applications and real-life situations. A clear level system must be established to ensure that the youth can progress through each stage of learning and development.