

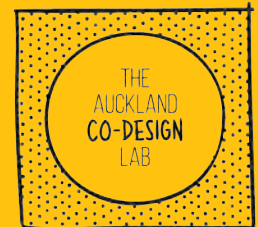
# Ngā mihi nui Welcome

**Co-design and evaluation for social innovation**

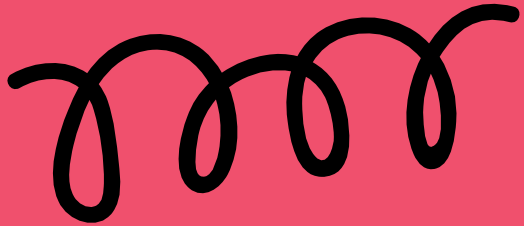
AES Workshops Monday 17th September 2018

Facilitated by Penny Hagen

Workshop developed in collaboration with Geoff Stone



# Co-design and evaluation for social innovation

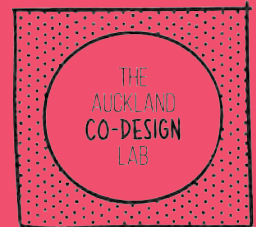


Dr Penny Hagen (smallfire.co.nz) penny.hagen@aucklandcouncil.govt.nz  
Co-design Lead, Auckland Co-design Lab,

**@pennyhagen @CodesignLab\_AKL**

In collaboration with Geoff Stone, @geoff\_stone002

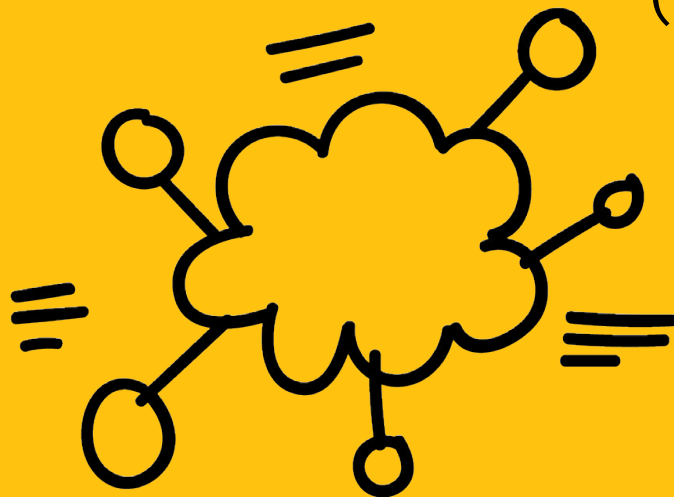
Ripple Collective <http://ripple.gen.nz/>



# How we will work

Building our  
collective  
knowledge

Love the  
**xylophone**



Try some tools  
(lightly)

Contestable,  
explorative

Celebrate &  
challenge

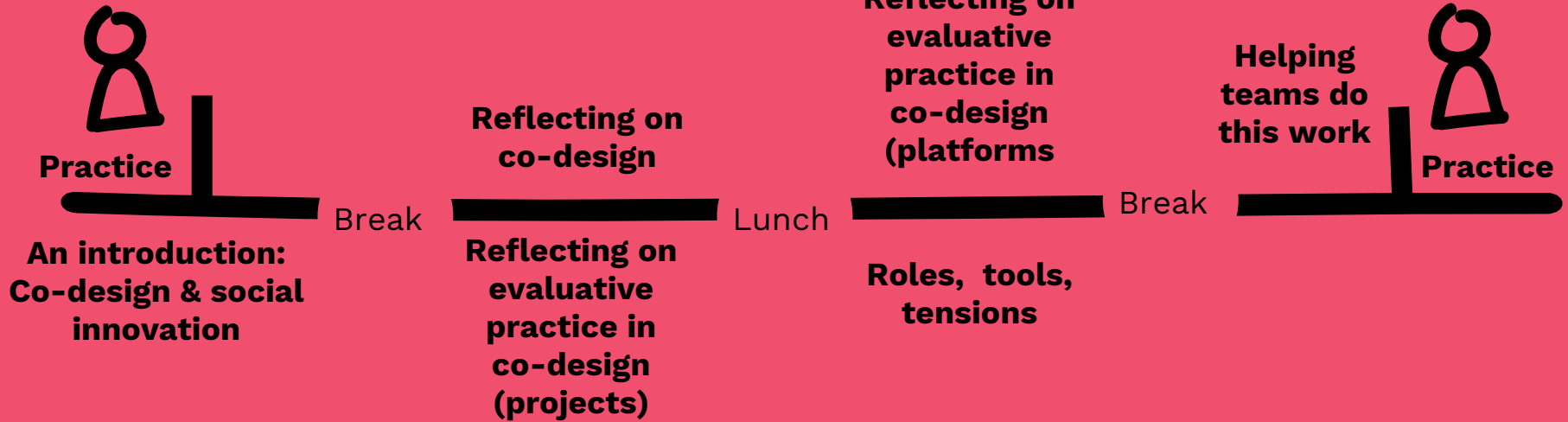
# **Co-design and evaluation for social innovation**

*Opportunities for  
convergence*

**Exploring our collective experience, questions,  
challenges & responses**



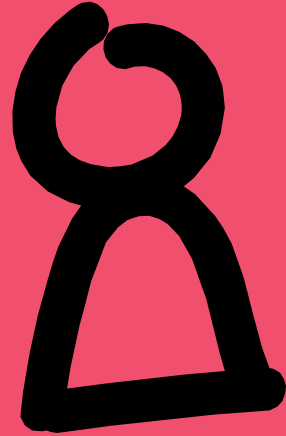
# The Day



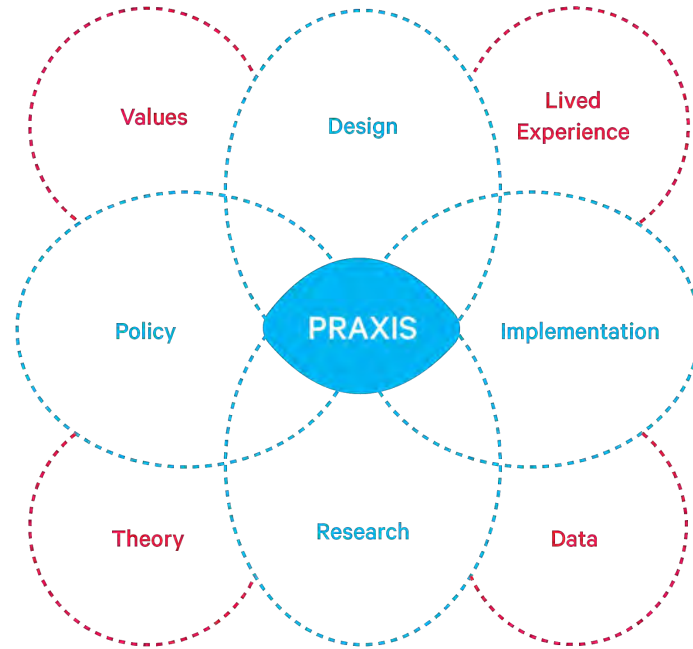
# **Personal practice**

**Who are we? Where are we now?**

**What edges do we traverse?**



# A 'praxis' framework



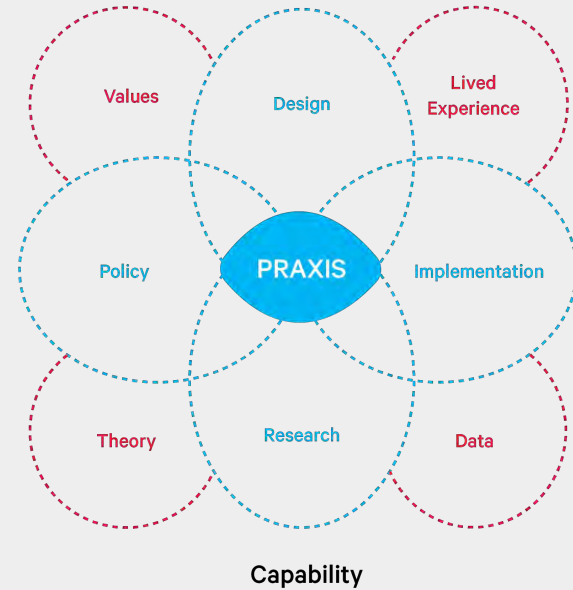
# Your practice journey

Where are you positioned now?

Show your journey across these domains

Motivation

Opportunity





**From today**



**Please capture**

A question that you bring  
today

or

Something you would  
like to explore today?

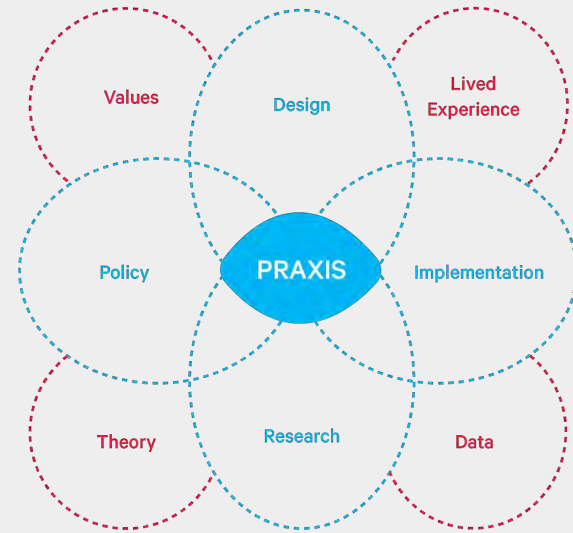
# Introductions

I am...

My question or thing to take away from today is...

Motivation

Opportunity

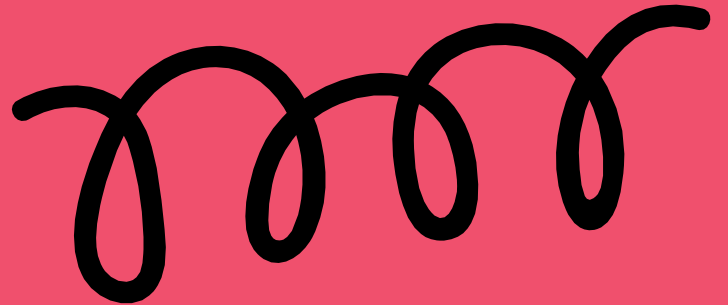


Capability

**9.45-10.30**

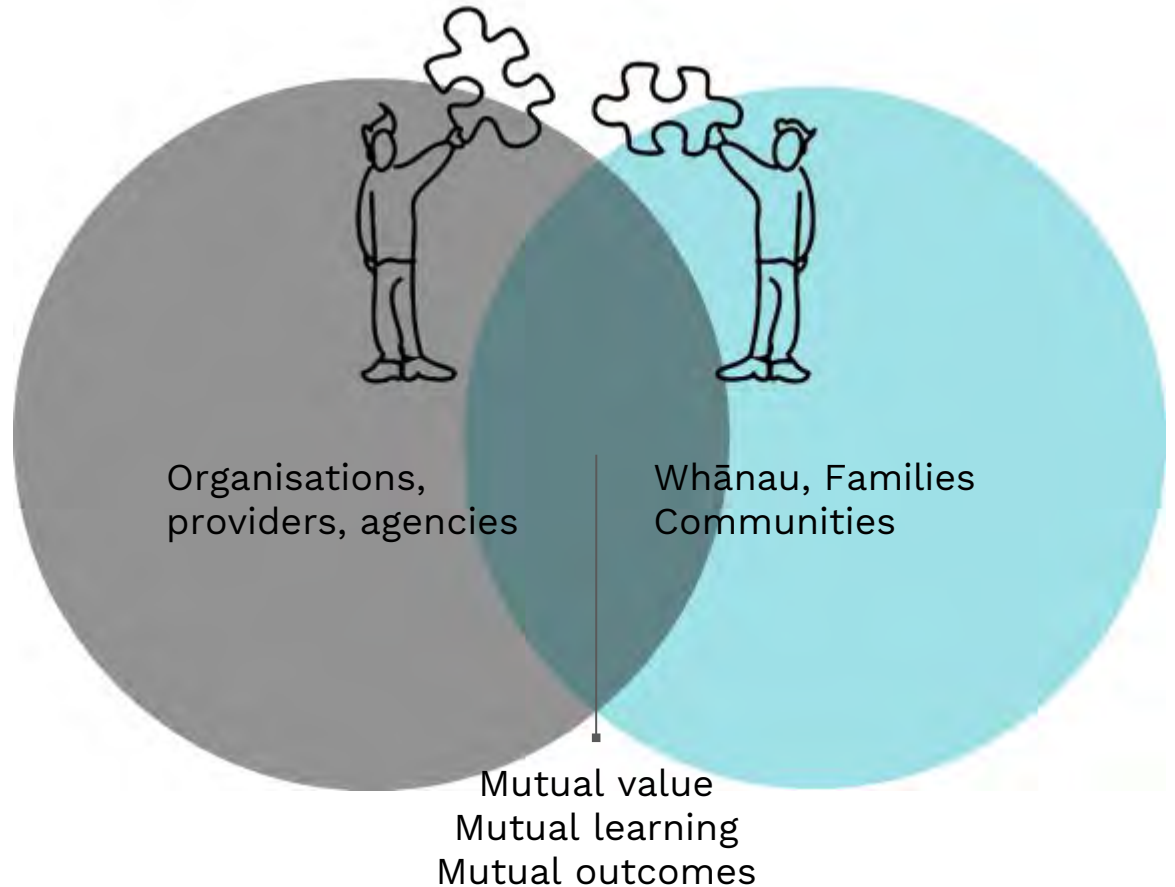
**What do we mean by  
co-design?**

**A brief introduction**



# 'A' definition

Increasing impact by working *with* people, families, whānau and stakeholders to collectively design and implement new ways of working and doing.

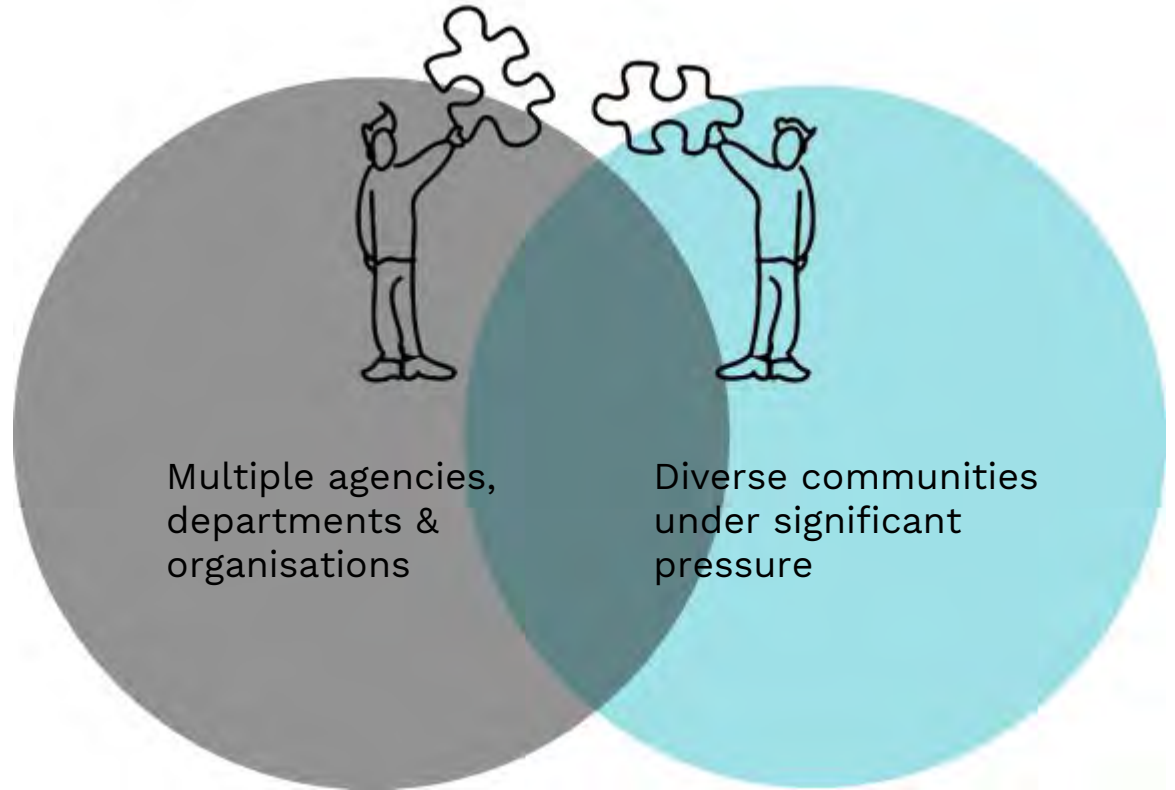


# Co-design

Active participation and partnerships.

Reciprocity

Necessarily a *sharing of power and influence*



# Co-design landscape

The diagram illustrates a 'Co-design landscape' where various design approaches are represented as overlapping circles. The central circle is 'Co-design'. Other prominent circles include 'Transformation design', 'Social design', 'Analytics', 'Co-production', 'Indigenous knowledge systems', 'Evaluation', and 'Systems thinking'. Smaller circles include 'Design Thinking', 'Design for social innovation', 'Participatory Action Research', 'Community Development', 'Experience-based design', 'Participatory design', 'Open innovation', 'Collaborative Inquiry', 'Organisational change', 'Change management', 'Co-creation', 'Co-production', 'Service Design', 'Community Consultation', 'Participatory design', and 'Community Development'.

Design Thinking

Transformation design

Social design

Analytics

Organisational change

Experience-based design

Design for social innovation

**Co-design**

Participatory Action Research

Community Development

Co-production

Change management

Co-creation

Co-production

Participatory design

Open innovation

Collaborative Inquiry

Indigenous knowledge systems

Service Design

Evaluation

Community Consultation

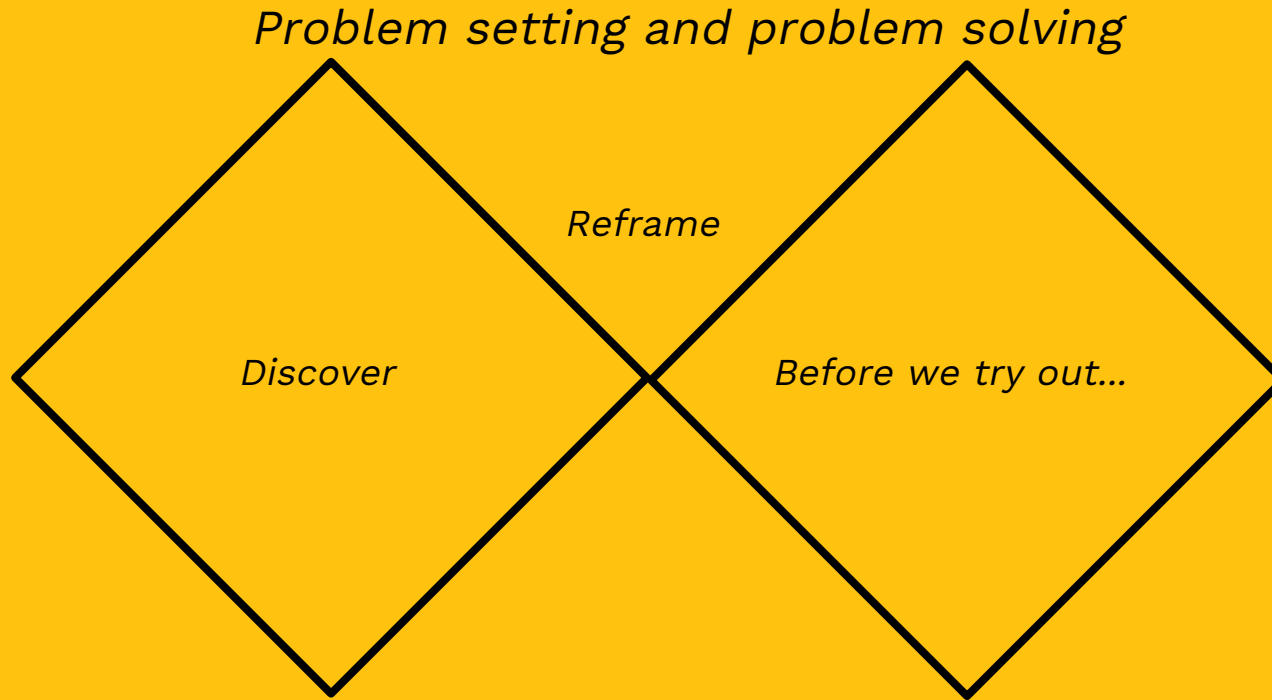
Systems thinking

# Co + Design



Image thanks to Dr Ingrid Burkett TACSI <https://www.tacsi.org.au/>

**Design ‘process’**: getting to a new state/bringing something new into the world

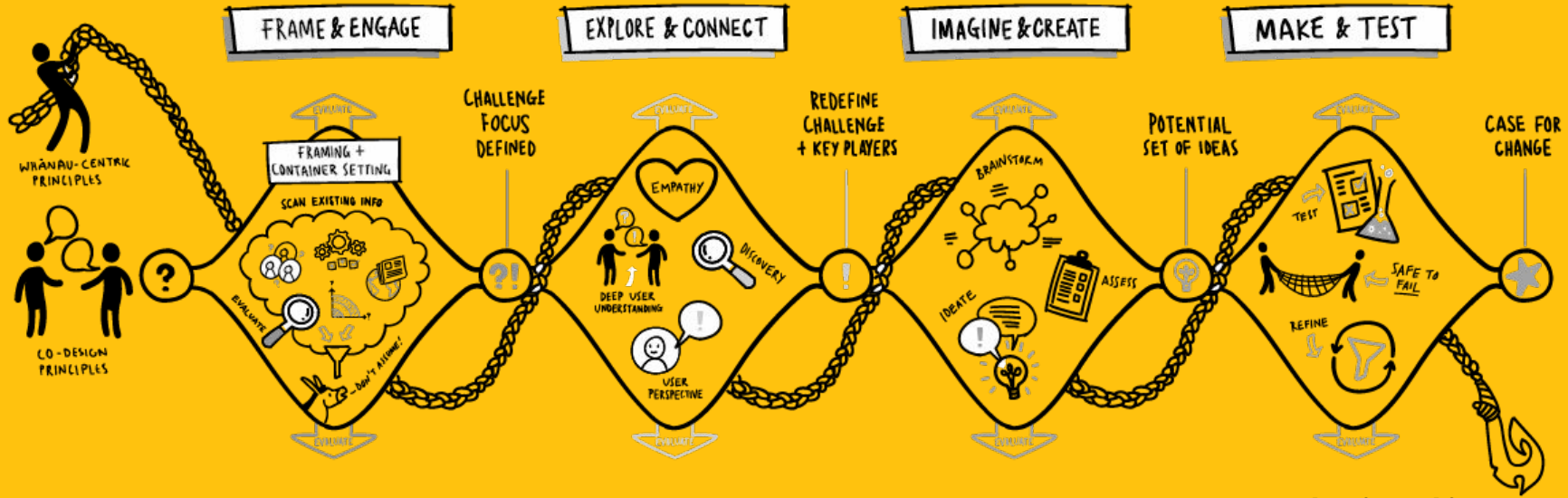


A typical western interpretation of design

Derived from UK Design Council **Double Diamonds**

Definition of design as problem setting & solving & “reflection-in-action and reflection-on-action” from Donald Schön The Reflective Practitioner 1983





**What do we already know about the issue?**

**Who needs to be involved?**

**What is people's current experience?**

**What are the barriers and opportunities for change?**

**How might things be different?**

**What can we try?**

**What is and isn't working? What needs changing?**

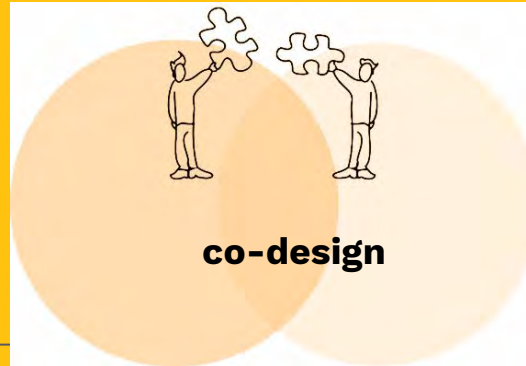
**What is needed ongoing?**

# Typical questions across the design process

Version of the design process from Auckland Co-design Lab



# A continuum of practice



←

**Engagement  
User Centred  
Design  
Human Centred  
design**

**Mutual learning  
Mutual outcomes  
Capability & Capacity  
Building**

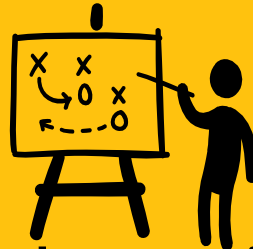
**Whānau-led  
Whānau-leading  
Co-production**

→

# **(co)Design qualities**



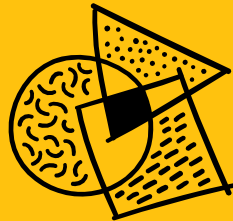
**Human lens,  
Systems view**



**Visual & Tangible**



**Iterative, Emergent  
& Developmental**



**Collaborative &  
Participatory**



**Strengths-based,  
Capacity building**

# Design inherent in indigenous knowledge systems

## Kaupapa Māori Co-design



*Image from Presentation by:  
Crystal Pekepo (Ngāti Vara, Ngāti Kahungunu) -  
Toi Tangata Co-Design*

*'Co-design and Community Development:  
Kōrero and Insights from Māori Co-designers'  
Community Research Webinar'*

*Link*

<http://www.communityresearch.org.nz/webinar-co-design-community-development-korero-in-sights-maori-co-designers/>

Examples of tikanga Māori articulations of co-design, see also for example: <http://www.ngaaho.maori.nz/page.php?m=187>

# Principles



Some teams are applying Whānau-centric co-design principles based in tikanga Māori combined with western co-design principles

# Skill sets & mind sets

## transdisciplinary

Creating new knowledge through shared learning and multiple perspectives



## manaakitanga

Hosting in a way that empowers  
Removing barriers to participation  
Avoiding trauma triggers  
Providing respite from toxic stress



## curiosity, optimism, creativity

Being radically open minded  
Looking at problems from different angles  
Working with polarities and tensions



## making it happen

Finding ways through when under pressure  
Providing support  
Behaviour change  
Coordinating action  
Implementation



## storytelling

Using visuals and stories to convey meaning and compel action  
Bringing others along on the journey



## developing insights with people

Contextual research  
Interviews  
Observations  
Relationships



## connecting to community & place

Drawing on local knowledge and strengths  
Building credibility and connections  
Establishing local needs



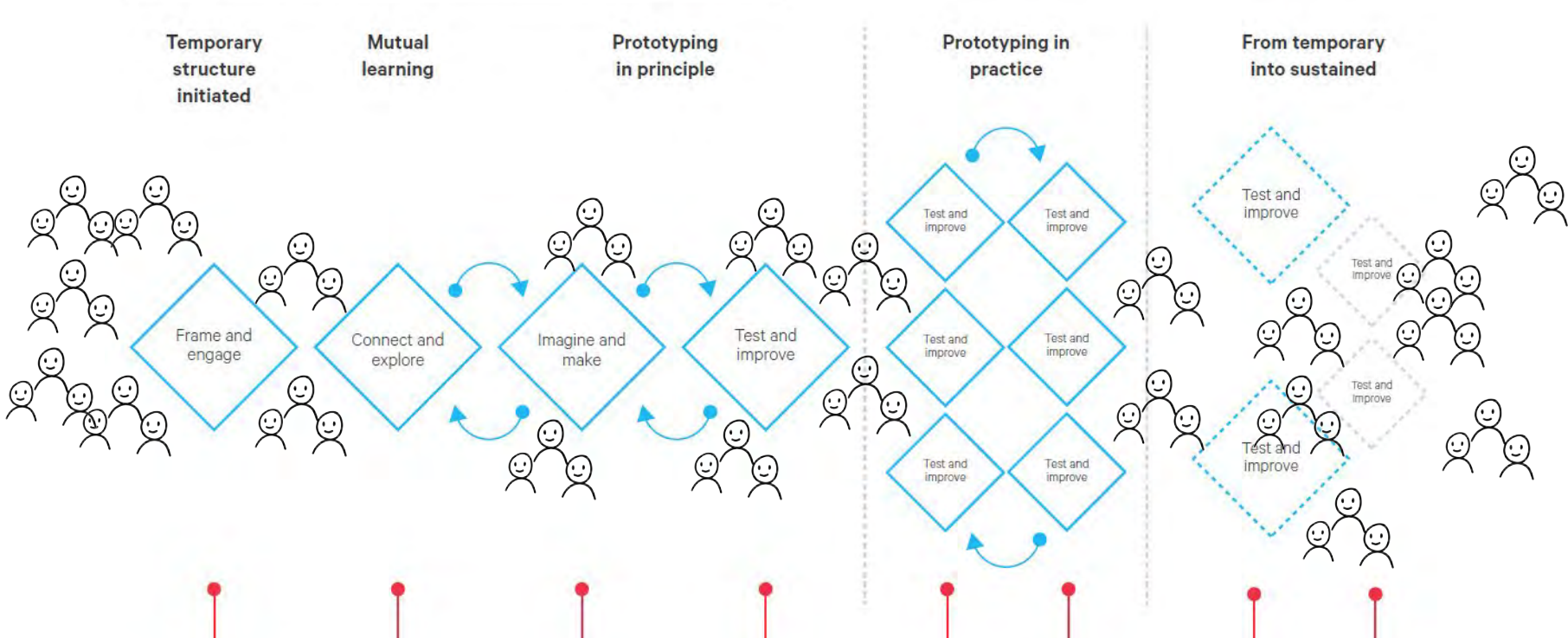
## outcomes-seeker

Looking for the biggest opportunity  
Pragmatic and strategic  
Identifying energy and opportunity for change  
Responsive to changing landscape  
(not precious)



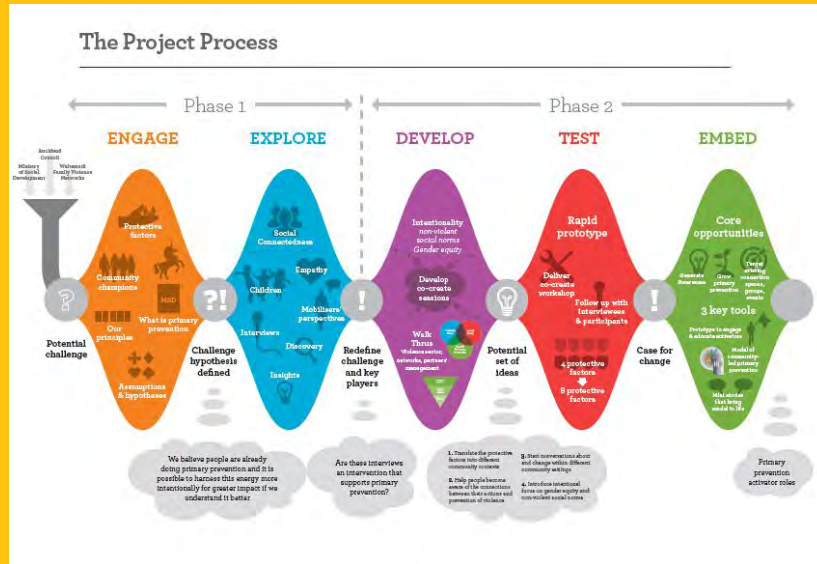
Get the set from here: <https://www.aucklandco-lab.nz/resources/>  
‘Capabilities and mindset cards’

# Co-design for social innovation



# Wellbeing in Waitematā project

A physical walk through



Project information and tools

<https://library.nzfvc.org.nz/cgi-bin/koha/opac-detail.pl?biblionumber=5246>



# Reflection



How does this process sit for people as an experience of co-design?

Are people in this process now?

Are these points familiar/unfamiliar?

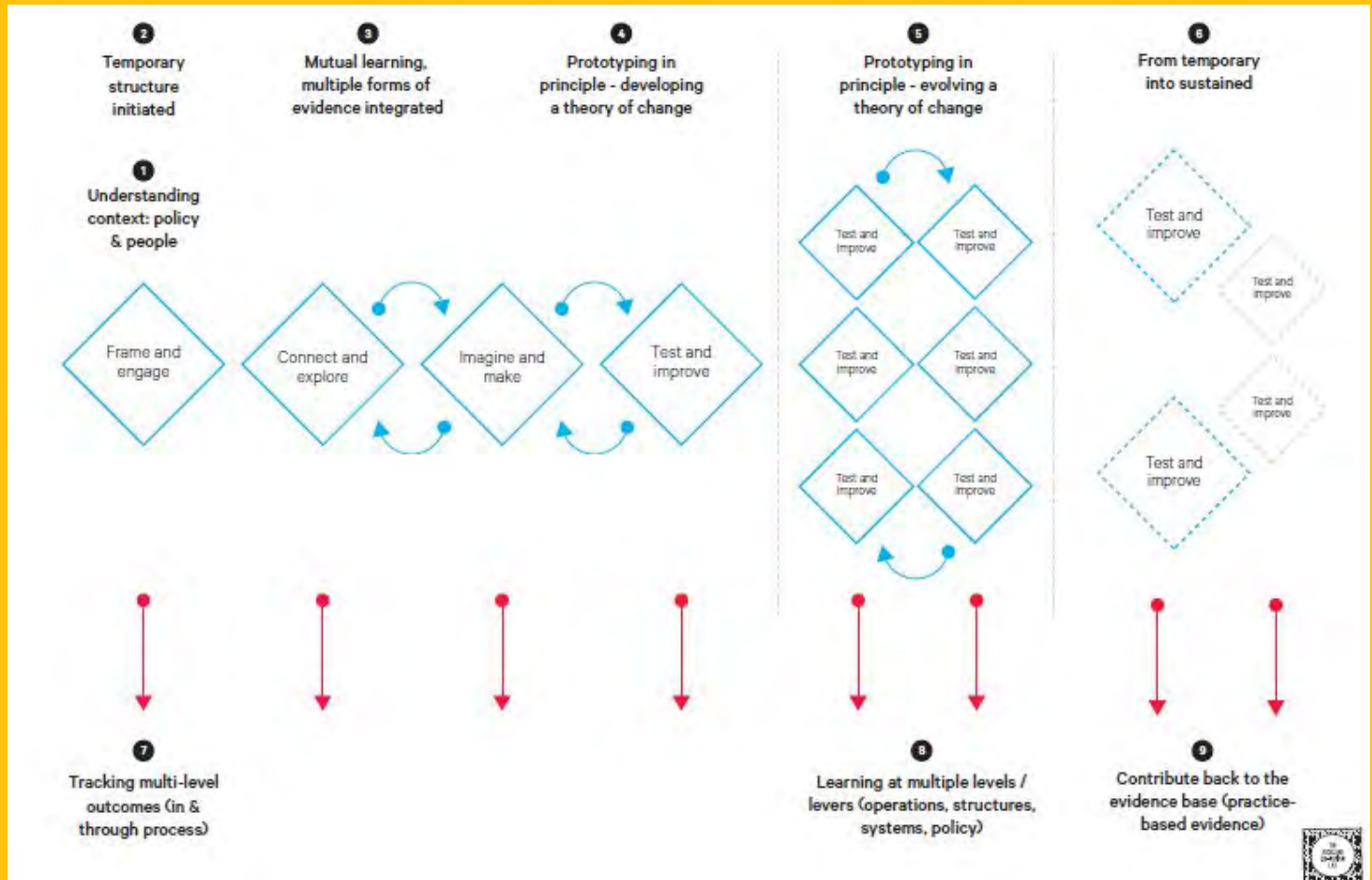
# Reflection



What questions  
does this raise for  
people?

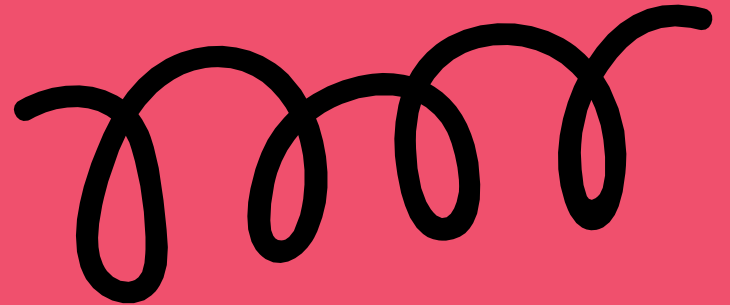
# 10 things that to consider in the evolving practice of co-design for social innovation

(including places where design & evaluative practice can intersect)



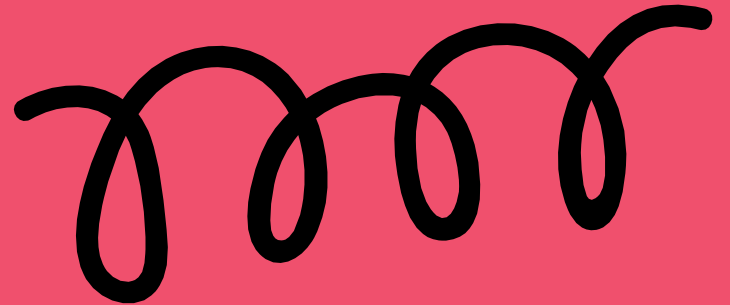
**Break**

**10.30-11.00**



**11.00-11.30**

Some co-design cases and reflection




# Healthy Homes

*“Interventions for whānau experiencing poor housing conditions”*


*TSI, MOH, BEACON, ADHB, Whānau*

### TRISH'S HOUSE


TRISH IS A SINGLE MOTHER OF 2 SMALL CHILDREN. TRISH IS A BENEFICIARY AND HAS RECENTLY MOVED TO AUCKLAND DUE TO A VIOLENT HISTORY WITH HER EX-PARTNER AND HAS NO FAMILY HERE. TRISH VALUES HER INDEPENDENCE AND IS HAPPY TO BE IN HER OWN HOUSE. HOWEVER THERE ARE SOME SERIOUS PROBLEMS WITH THE HOUSE ITSELF SHE HAS APPLIED FOR SOCIAL HOUSING AND IS ON A WAITING LIST. TRISH AND HER CHILDREN LIVE IN THE ONE BEDROOM THAT FACES THE SUN AS THE HOUSE IS COLD AND DAMP.




TRISH JOHNSON - 41 YEARS OLD - 1 CHILDREN




1 BEDROOM SOCIAL HOUSING



1000 BEDROOM



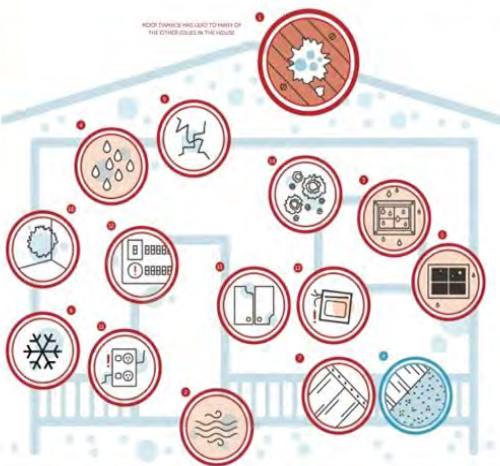
4000 PER WEEK



ON WAITING LIST FOR SOCIAL HOUSING

- ROOF DAMAGE**  
ROOF IS HOT WATERPROOF LEADING TO ENGORGING LEAKS. LEAKS ARE NOTICEABLE ON CEILING AND WALLS.
- NO INSULATION**  
ROOF AND BEING DAMP THROUGH FLOORS EVEN WITH CARPET INSTALLED.
- POOR VENTILATION**  
WINDOWS ARE FRAMED SHUT AND CANNOT BE OPENED.
- NO EXTRACTOR FAN**  
IN THE BATHROOM SO MOISTURE CANNOT ESCAPE.
- NO CURTAINS**  
SOLE OF HEAT THROUGH EXPOSED WINDOWS.
- NO HEATING**  
TRISH CANNOT AFFORD TO RUN HEATERS.
- NO CARPET**  
SOME UNAPPROVED FLOORING. SOME CARPET TRACKS EXPOSED THROUGHOUT THE HOUSE.
- TRISH PAYS FOR CARPET**  
BUT THE LANDLORD HAS NOT PAID HER SHARE. TRISH ALSO WASHES DOWN THE EXPOSED CARPET TRACKS.
- CEILING CRACKS**  
CRACKING DUE TO WATER DAMAGE. BRICKS/PLASTER MISSING.
- WATER STAINS**  
WATER THE WALLS FROM EXCESSIVE LEAKAGE.

ROOF DAMAGE WILL LEAD TO MANY OF THE OTHER ISSUES IN THE HOUSE



**AWHI'S PRIMARY FOCUS**

- OTHER HEALTH & SAFETY THREATS
- TRISH'S EFFORTS TO IMPROVE HER LIVING CONDITIONS

- WATER DAMAGE TO WIRING**  
CONTRIBUTES TO ELECTRICAL PROBLEMS. POWER SOCKETS STOP WORKING REGULARLY.
- FUSE BOX IS HARD WIRED**  
THE FUSE BOX IS TOO CLOSE TO BATH. KEEP WIRING ORGANIZED BECAUSE OF THE WATER DAMAGE.
- BROKEN OVEN, EXPOSED WIRES**  
DOOR HINGES OFF. NOT STIFFED. PROTECTIVE PANELS ARE EXPOSED.
- MOULD & MILDEW**  
ON THE LIVING ROOM BATHROOM & KITCHEN.
- ROTTING KITCHEN CLIPBOARDS**

THE SOUTHERN INITIATIVE
AWHI

Project Reports

<https://www.health.govt.nz/publication/healthy-homes-initiative-auckland-codesign-stage1>

<https://www.health.govt.nz/publication/healthy-homes-initiative-auckland-codesign-stage2>

# Healthy Homes

*Live Prototyping*



# Healthy Homes



*Prototyping peer to peer*



# Early Years

**Lived experience** of families & their strengths & know-how

**Longitudinal data**  
1200 SA families  
Growing Up in NZ Study

**Neuroscience**  
development, self regulation, toxic stress

**Indigenous Knowledge systems**  
Kaupapa Māori principles

**Prototyping**  
Families & stakeholders testing ideas out in the world

*Whats going on for families?*

*What makes it harder for families?*

*What helps? What works here?*

*How might we build the capability of the system to do this together?*

# Early Years

Prototyping  
terms of  
engagement



For more information on the Early Years project <https://www.aucklandco-lab.nz/early-years/>

## Whānau centric principles



### Manaakitanga

Hosting whānau in a way that empowers them, and removes any barriers to participation.

### Whanaungatanga

Establishing meaningful relationships in culturally appropriate ways. Engaging whānau in a way which builds trust.

### Tino Rangatiratanga

Whānau have the autonomy to decide how and when they will participate. Co-decide as well as co-design.

### Mana

Whānau are the experts in their lives. Ensuring a balance of power.

### Ako

Mutually reinforcing learning.

## Co-design principles



### Human-centred space



Create a neutral, creative, empowering space



Be user/whānau-centred rather than system-centred



Embrace ambiguity: we don't know the question let alone the answer

### Humble, curious, empathic mind set



Beginner's mindset: humility not expertise, suspend judgment



Empathy: immerse, observe engage, ask why



Seek to understand drivers and emotions beneath the surface

### Radical collaboration



Seek and harness a diverse range of skills and experiences



Partnership: Design 'with' not 'for'



Start with lived experience



Redefine the question to reflect diverse perspectives, then work together to generate multiple ideas

### Iterative learning



Build capability in partners as well as learning from them



Bias towards action; learn by doing



Use the power of duos and groups



Build to think - harness kinaesthetic skills



Iterate and test in multiple rounds of empathy using tangible prototypes

## In practice



### Creating the space

- Create safe spaces - physical, emotional, spiritual, cultural
- Provide respite from toxic stress *i.e. a calm space away from worries with all immediate needs catered for*
- Reduce whānau-defined barriers to participation *e.g. enabling tamariki to attend, within school hours*
- Avoid trauma triggers *e.g. institutional settings and symbols*



### Relationship and nurture

- Invite people in a way that shows that they are valued
- Never judge
- Practice deep empathy *i.e. listening, accepting*
- Show respect
- Establish genuine, consistent and caring connections *e.g. same people each time, real relationships*



### Flipping assumptions and sharing power

- Demonstrate that whānau are:**
- An asset not a problem
  - Partners not subjects or recipients
  - Co-deciders and co-producers not just co-designers
  - The experts in their own lives not the beneficiaries of experts' knowledge/advice
  - As professionals cede power and act as conduits, partners, container builders, coaches, learners.



### Intentional skill building

- Deploy skillful coaching and deliberate confidence and skill building
- Provide 'biodegradable' support that fosters independence not dependence
- Allow people to be reflective and to build self-awareness
- Provide the conditions and container for peer-to-peer learning
- Create opportunities for learning through doing

# Reflection



Check in...

Questions this raises so far?

## **Reflection**

Thinking about the qualities & practices of co-design so far...

How might/does this apply for your world?

## **Celebrate**

What is already part of practice?

## **Challenge**

What could there be more of?

What opportunities and challenges are showing up?

# The practice of whānau-centric co-design

The practice is constantly evolving in response to the team's learning and changing environmental factors. The whānau-centred work and the co-design process interact constantly and have their own underlying principles and rhythms.

An interesting insight is that co-design corresponds naturally with culturally-rooted practices that create mutual trust and learning and shared power and momentum.

## Whānau-centric principles



### Manaakitanga

Hosting whānau in a way that empowers them, and removes any barriers to participation.

Approach is shaped with and around whānau; reciprocity is at the centre.

### Whanaungatanga

Establishing meaningful relationships in culturally appropriate ways.

Engaging whānau in a way which builds trust.

### Tino Rangatiratanga

Whānau have the autonomy to decide how and when they will participate. Co-decide as well as co-design.

### Mana

Whānau are the experts in their lives. Ensuring a balance of power.

Whānau are involved in setting the agenda, shaping the opportunity and defining success.

### Ako

Mutually reinforcing learning.

Capability, capacity and connection is built through the process.

## Opportunities to work differently



## Possible challenges



# Reflection



What stood out?

# Something we could try

Is there on thing to capture?

something we could try is  
.....  
.....  
.....

we believe this would result in  
.....  
.....

this is important because  
.....  
.....  
.....

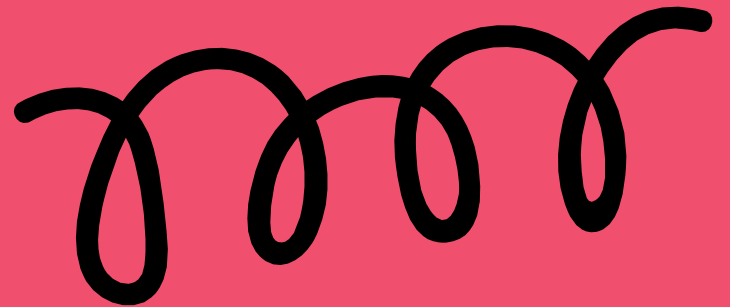
**DRAW IT!**

Auckland Co-Design Lab (C) (U) (G)  
CONCEPT CARDS



**11.30-12.30**

**Exploring points of  
convergence between  
co-design and  
evaluation**



# Evaluative practice for the purposes of social innovation *(in service of impact)*



Developmental evaluation (DE) is an evaluation approach that brings together **evaluative thinking and evidence** to those developing and implementing **innovative initiatives in complex situations**. It is an approach that sits along side and supports emergent, innovative and transformative development and on-going adaptation.

(Patton, 2012)

Slide thanks

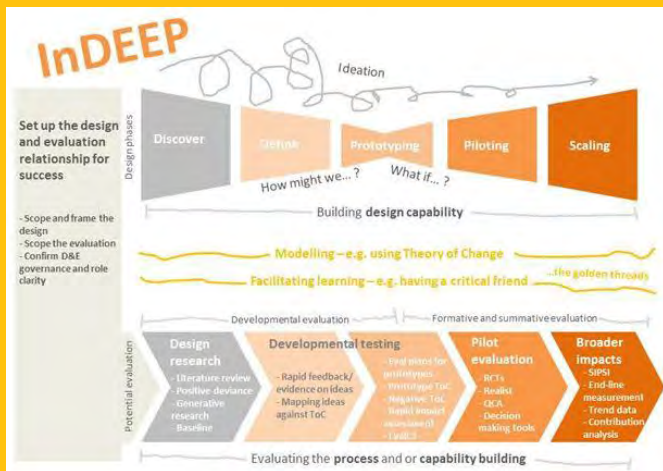
**Kate McKegg**

<https://knowledgeinstitute.co.nz/about/>

**Jamie Gamble**

<http://www.jamiegambleconsulting.com>

# Looking at convergence points between design and evaluation - examples/references



**Jess Dart & Tacs.org.au**

<https://www.clearhorizon.com.au/all-blog-posts/design-evaluation-we-re-better-together.aspx>



**RMIT & collaborators**

<https://www.aucklandco-lab.nz/s/DSI-Impact-Evaluation-Study-RMIT.pdf>

# InDEEP

Set up the design and evaluation relationship for success

- Scope and frame the design
- Scope the evaluation
- Confirm D&E governance and role clarity

Design phases



Modelling – e.g. using Theory of Change

Facilitating learning – e.g. having a critical friend

...the golden threads

Developmental evaluation

Formative and summative evaluation

Potential evaluation



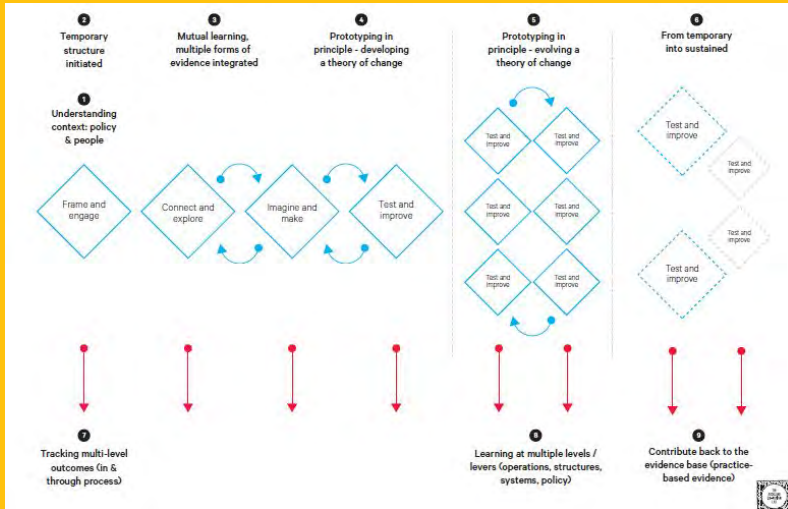
Evaluating the process and or capability building

# Exploring convergence points in the process

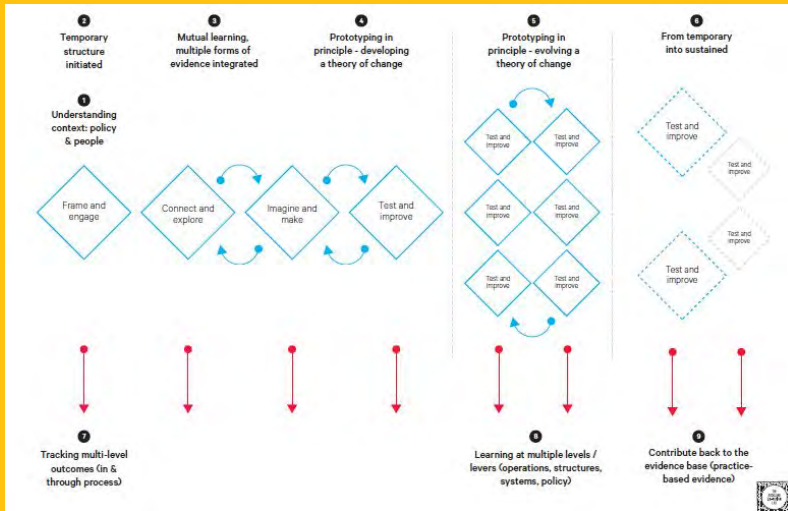
## Practice prompt cards

**Building empathy**  
for lived experience of those impacted and the broader conditions that influence

**Identifying “best bets”**  
what does the evidence tell us about what should be considered / done



# Co-design & evaluation in social innovation



## Three questions:

1. What is the role of evaluative practice along this process?
2. What role do you play or might you play in this process?
3. Which of the cards are evaluative activities and which of these are design activities?\*

\*Feel free to edit/create cards

# Reflection



## What did you notice?

What questions arose in your group?

What does it provoke you to think about in your own practice?

# Co-design questions

integrating evaluative questions into the co-design process

## FRAME & ENGAGE

### Clarifying the intent: who needs to be involved & how?

- What is important to those impacted?
- Who needs to be involved and how (and who decides this?)
- What is the readiness of those involved for the process and for the change?
- What do we already know about the issue?
- What are the cultural contexts we are working in?
- What assumptions might we hold?
- What principles will we be held by?
- How might we track success?
- What is currently happening in this space?
- What are some of the root causes?

## EXPLORE & CONNECT

### Working with whānau and stakeholders to develop new insights & understanding

- How might we learn together with whānau about people's current experiences?
- What is working well now and what is not, why?
- How can we work with our stakeholders and whānau to prioritise and reframe the opportunity?
- What are the implications and relevance of the local context?
- What are our shared success measures?
- What are the potential levers for change and who needs to be involved?

## IMAGINE & CREATE

### Working with whānau and stakeholders to explore possible responses

- How might we work together with stakeholders and whānau to generate and explore possible responses?
- What might we try?
- What does existing evidence tell us about what has been tried and might work best?
- What are the practice changes that might be required to achieve these ideas?
- What will we prioritise?

## MAKE & TEST

### Testing new ideas and prototypes in principle and in practice

- How can we engage stakeholders and whānau in testing and evaluating concepts and solutions?
- What do we want to learn and how will we learn that?
- Who needs to be involved?
- What is and isn't working in the prototype? What needs changing?
- What are the outputs from the prototyping?
- What are we learning about the capacities and capabilities needed to embed change and how might we help build these?
- What biodegradable supports are needed to support change and implementation?
- What needs to come next? What might transition to BAU involve?
- How are we building whānau and organisational capacity through our engagements?



## EVALUATIVE MINDSET

What changes have come already from our engagements / What capacities are being built / What barriers have we encountered  
What does this tell us about opportunities/enablers/direction and what is needed to achieve the outcome / What are we learning about the system  
What levers or approaches are likely to have the greatest impact now and in the future / What risks need to be managed  
What are the collective changes and outcomes we need to be aiming for / How might we measure those



# Evaluative thinking is not just the province of evaluators

*“However, evaluators have a bit more practice than some people at identifying good enough evidence, have accumulated insights into common reasons for programme failure, discerning useful theories about behaviour and systems change, expecting iteration – seeking data, providing analysis in support of decision-making (i.e. where adaptive management is valued)”*

Geoff Stone - Ripple Collective

# Different models of working

Role of “evaluator” in co-design/social innovation initiatives

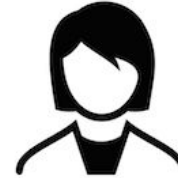


Evaluator as  
embedded



Evaluator as  
coach

Evaluator guides at  
key points



Innovators as  
evaluators

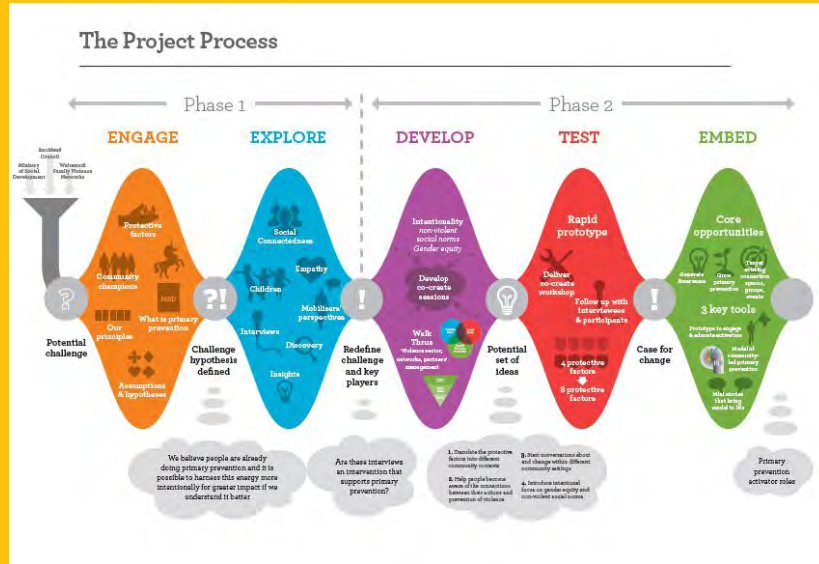


Evaluator as critical  
friend

# Wellbeing in Waitematā

Convergence in projects/process

*Example of design drawing in evaluative thinking*



# Wellbeing in Waitematā

Highlighting points of convergence

Localising an existing evidence base and drawing in diverse expertise “what do we know that works”

Making contribution back to the evidence-base related to community-led primary prevention



## Protective factor cards



**These factors are underpinned by the following values:**

### E Tu Whānau

- Te mana kaha o te whānau
- Aroha
- Whānaungatanga
- Whakapapa
- Mana / Manaaki
- Kōrero Awahi
- Tikanga

### Nga Vaka O Kāiā Tapu: Pacific Conceptual Framework

- Family harmony, peace, well-being and abundance
- Strengths-based
- Reciprocity
- Belonging
- Respect
- Genealogy
- Tapu relationships
- Language

### Te Rito Strategy

- Safety
- Freedom from violence
- Protection of children and young people
- Accountability

# Wellbeing in Waitematā

## Highlighting points of convergence

Surveying for feedback all the way through - in and from the process

Capturing multi-level outcomes

### Key outcomes

- We've increased our knowledge, readiness and capability for community-led primary prevention
- We've contributed to the evidence base for what is known about community-led primary prevention
- Community-led primary prevention has been activated in Waitematā

Section 1 Introduction and key results

Working together to achieve whānau wellbeing in Waitematā

### 3. Activating community-led primary prevention of family and sexual violence in Waitematā

As a result of being involved in this project, community members, and others who participated in the project, have already begun to consider and implement changes and develop practices that promote the protective factors for family and sexual violence.

"This has lead to us thinking about ways we can make playgroup more accessible to people who don't know about us or aren't confident in coming along to a new community group. We have also been discussing ways we can involve other... locals in our playgroup whānau."



"I have taken time to go to my neighbour and introduce myself. I have subsequently been the happy recipient of home baked goodies"



"I have spoken to my work colleagues about the workshop and discussed how these factors are relevant and we are embedding these in our practice already - fostering resilience and building communities."



"Do people who provide community events need to know that their work prevents violence crime etc? How can we let them know?"



# Wellbeing in Waitematā

## Highlighting points of convergence

Existing theory:  
Using Behaviour Change Wheel (Michie 2011) as a way to guide prototyping as well as the output

**6 I manage community facilities**  
*eg. manager of library or sports centre*

**M T E R I E N**

**What can I do?**

- Provide training for staff on primary prevention
- Review facilities' programmes against primary prevention and measure
- Include primary prevention principles in terms and conditions of use of facilities
- Create environmental and social structures, policies, incentives and an organisational culture that supports primary prevention

*The focus of my work involves many of the protective factors and this extends the work we can do.*

**Maia**

Role	Manager of Community Facility
<b>Personal History</b>	Born in NZ, married with 3 children
<b>Seen?</b>	Hundreds of community groups using dozens of facilities, staff who are dedicated to their local community
<b>Faith?</b>	Responsibility to provide safe place for staff and community to learn and grow
<b>Motivated by?</b>	Getting the best out of people, empowering others to achieve
<b>Opportunities for action</b>	Primary Prevention training for staff so understanding of primary prevention is threaded through practice Create opportunities for communities to learn about primary prevention and apply to their own life Include specific primary prevention principles in terms and conditions of use agreements Ensure the norms presented to the physical and social spaces of facilities reflect the protective factors Review facilities' programmes, target populations against primary prevention principles.

### The Model: Nine roles for activating community-led primary prevention of family and sexual violence.

What is my primary area of influence and how can I promote the primary prevention of family and sexual violence?

- I am a Community Member**  
I can promote primary prevention by modelling positive social norms.  
**M**
- I am a Community Mobiliser**  
I can promote primary prevention by encouraging positive social norms within the community spaces I organise.  
**M E R P**
- I work in the Family & Sexual Violence sector**  
I can share my knowledge of family and sexual violence and provide specialist support and advice.  
**M E P**
- I work in Community-led Development**  
I can identify ways to embed the primary prevention of family and sexual violence in my community-led development work.  
**M E R P**
- I work in Community settings**  
I can enable spaces for connection and promote activities that support protective factors in the setting where I work.  
**M E R E N**
- I manage Community Facilities**  
I can ensure primary prevention principles are reflected in the social and physical environments I manage.  
**M T E R I E N**
- I am a Policy Advisor**  
I can provide high quality advice so that policy supports primary prevention.  
**M E R I E N**
- I am a Community Champion**  
I can work with my community to localise primary prevention messages and resources.  
**M E T P**
- I am a Primary Prevention Activator**  
I can engage and activate people, groups and organisations around primary prevention.  
**M P I E N**

<b>M</b> Modelling	Change social norms and behaviours
<b>E</b> Education	Improve understanding of protective factors and risk factors
<b>R</b> Environmental restructuring	Shape physical and social contexts to remove protective factors and reduce risk factors
<b>P</b> Persuasion	Stimulate action through positive communication
<b>T</b> Training	Develop confidence, skills or behaviour
<b>I</b> Incentives	Build skills to support primary prevention, escalation and activation of protective factors
<b>R</b> Restriction	Guidelines or policies that promote/forbid certain behaviours
<b>N</b> Norms	Remove barriers, create opportunities beyond education, training and environmental restructuring

# Wellbeing in Waitematā

## Highlighting points of convergence

Continuing to track outcomes/impact

Outcomes Harvesting  
Extending the com-b model

### Background to this progress assessment

At the completion of the working together to achieve whānau wellbeing in Waitematā project in November 2016, the formal collaboration between project partners came to an end. Project partners intended to focus back into their own organisations with the view to embed learnings, share and socialise the report and tools within their own networks, grow connections with new stakeholders and continue prototyping.

The project partners committed to coming back together within the first six months of 2017 to review progress. In June of 2017, Auckland Council commissioned, with the support of the Ministry of Social Development, this progress assessment. This assessment captures the progress to date in applying the learnings and tools including early impacts, opportunities and barriers.

#### Intent of this progress assessment

- ① To track the impact and influence of the project across project partners, key stakeholders and beyond, since project completion.
- ② To capture key learnings from ongoing prototyping including enablers and challenges.
- ③ To share real life examples of community-led primary prevention of family and sexual violence in action.
- ④ To make recommendations for the future - what we should keep doing, where are the opportunities and the resources required.

#### Approach:

An Outcomes Harvesting methodology<sup>1</sup> was used and included the following data gathering activities:

- Survey of project partners to elicit reflections about experiences and activity since project completion. This included what they have and haven't been able to take up and apply, barriers and challenges and any unexpected outcomes.
- Survey of the leadership group, interviewees and walkthrough attendees to elicit reflections about experiences and activity since project completion.
- Interviewing of key people/stakeholders that have been active in the follow up work or are critical to the momentum continuing.

# Reflecting on key points of convergence between design and evaluative practice

What were we  
deliberate to  
try and  
incorporate ?

What were  
the boundary  
objects/tools  
that  
supported  
integrated  
work?

What were  
the roles?



# Reflecting on key points of convergence

What were we deliberate to try and incorporate ?

Explicit and documented learning loops that tracked multiple layers of change/outcomes

Practiced-based evidence that could contribute to the knowledge base

Focus on readiness and capacity for change/influence

# Reflecting on key points of convergence

What were we deliberate to try and incorporate ?

What were the boundary objects/tools that supported integrated work?

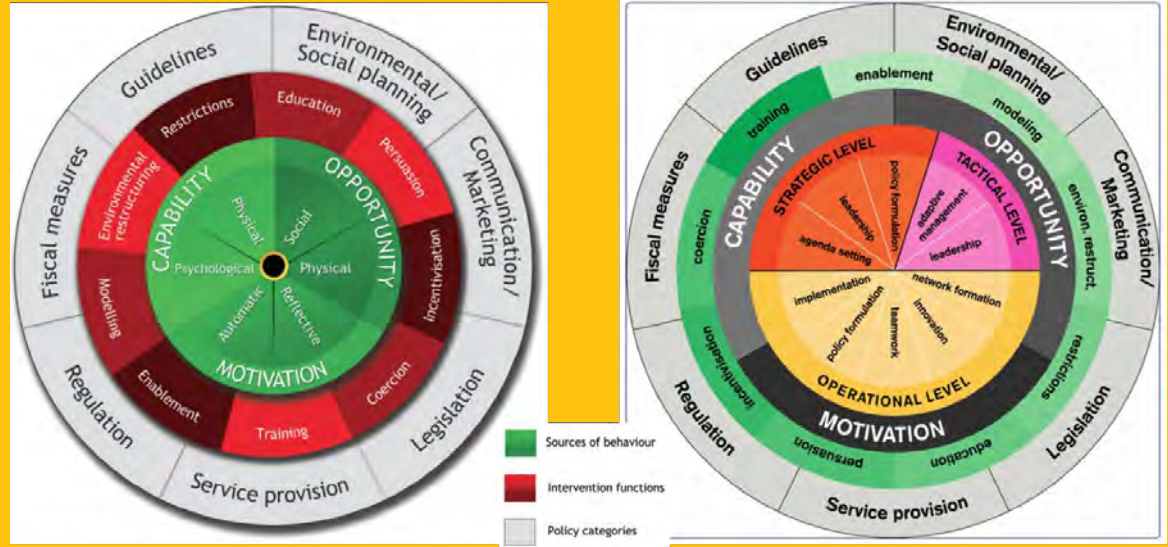
# COM-B

## Capability

## Opportunity

## Motivation

## = Behaviour

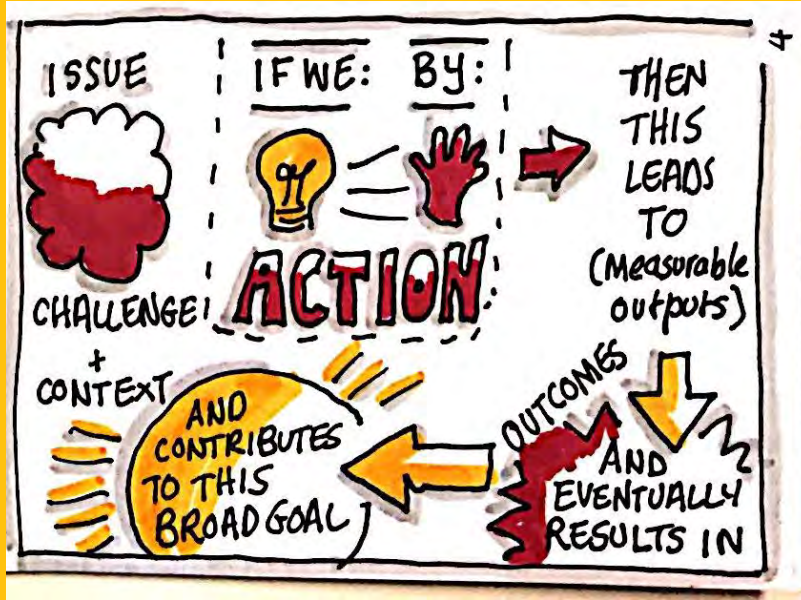


The Com-B Model is at the heart of the behaviour Change Wheel (Michie et al. 2011 )  
<http://www.behaviourchangewheel.com/about-wheel> a synthesis of a number of behaviour change models which has also been evolved into the Behaviour Change Ball (Hendriks 2013)

(See additional references at end)

# Theory of Change


*Especially for prototyping*



From Dr Ingrid Burkett  
Tasci.org.au

### Prototyping work plan

Prototypes may be small or run over time.  
The questions below can help tease out the intent of prototyping.



What are we prototyping?  
What is the objective of the prototype? What aspect of concept will be tested?

What issues or constraints might we expect?

What do we want to learn about through this prototype?  
What questions do we want answered?

Testing & evaluation  
How will iterations and feedback be managed?

What is our Theory of Change?  
We believe that:

will lead to:

How will we know whether it has worked or not?

What assumptions are embedded that need testing?

What design principles or user goals are we testing against?

Who needs to be involved?

Consider

What is the reason for the prototype?


- To experiment and make ideas tangible
- To test and sustain ideas well something works?
- To communicate, inform and make the idea accessible to others?

What do we want to learn about?

- Value (do others see value?)
- Feasibility (technical, if time to make, cost)
- Inspiration (how does this work in a market?)
- Experience (what will the look and feel like for people?)

How might we build capacity for change through the prototyping process?

How might whānau-centric and co-design principles be applied in the planning and evaluation?



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# Reflecting on key points of convergence

What were we deliberate to try and incorporate ?

What were the boundary objects/tools that supported integrated work?

What were the roles?

# Reflection



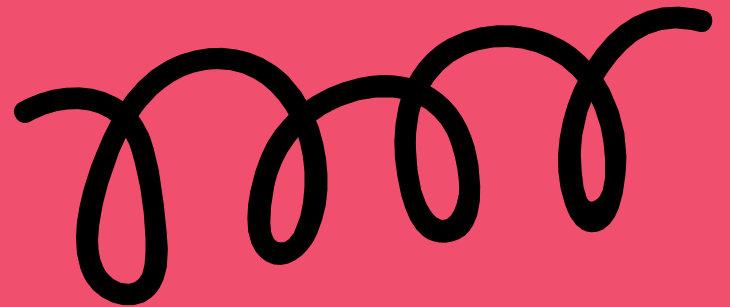
How are others working now?

What are the opportunities for convergence in your practice?

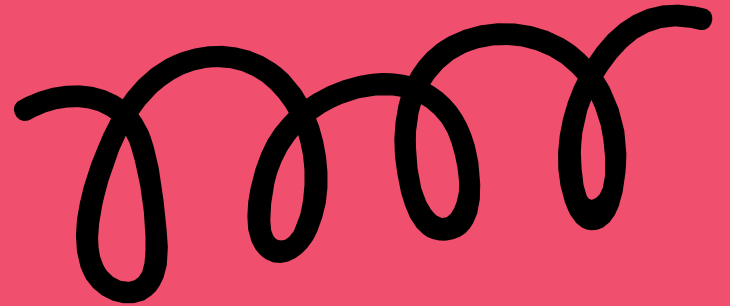
What tools and activities help act as boundary objects?

**12.30-1.30**

**Lunch**

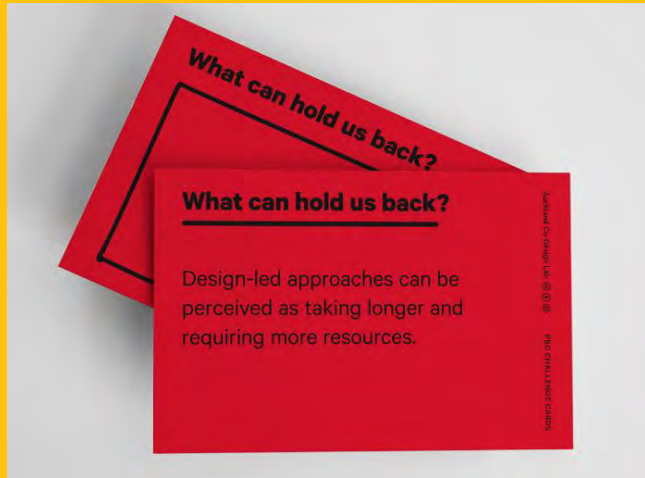


**Challenges and  
tensions?**





# Tensions/ challenges



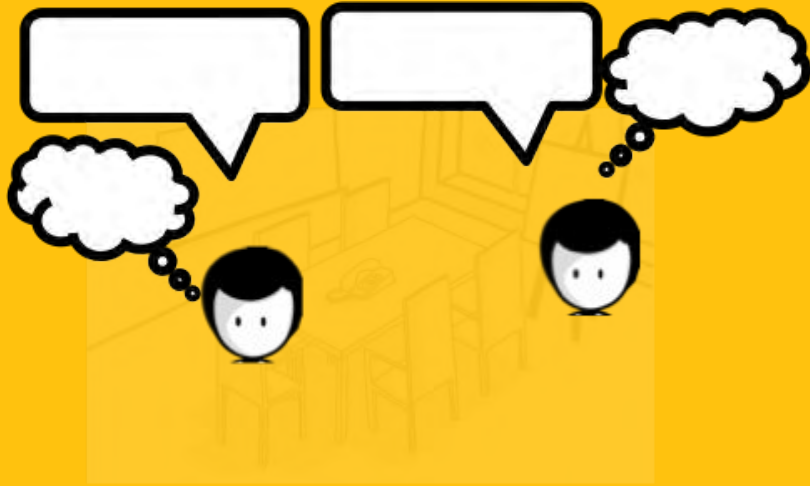
**5 mins**

What are some of the tensions or challenges of this way of working?

(Experienced or anticipated?)

Capture these on the red cards.

# Tensions/ challenges



**10 mins**

Using the scenes  
pack

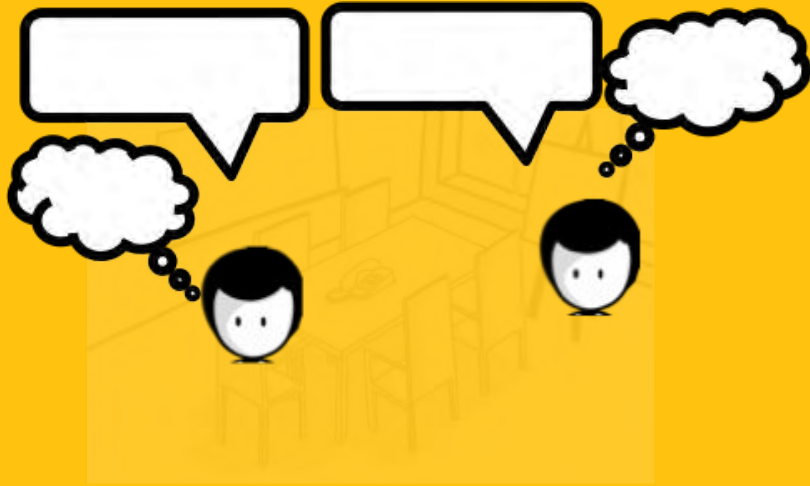
Bring one of the  
challenges to life,  
has does this  
tension manifest in  
practice?

# Scenes



Work created with Scenes™ by SAP AppHaus  
(<https://experience.sap.com/designservices/scenes>)  
Open source tool by SAP

# Tensions/ challenges

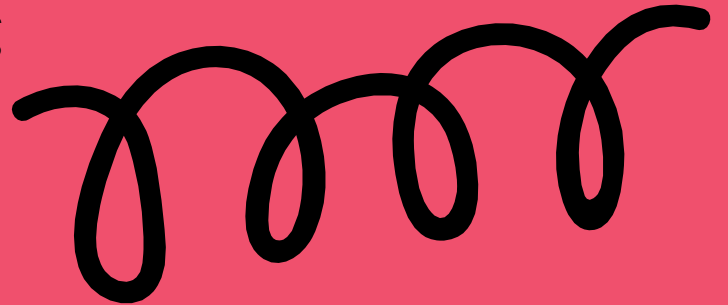


What tensions and challenges emerged?

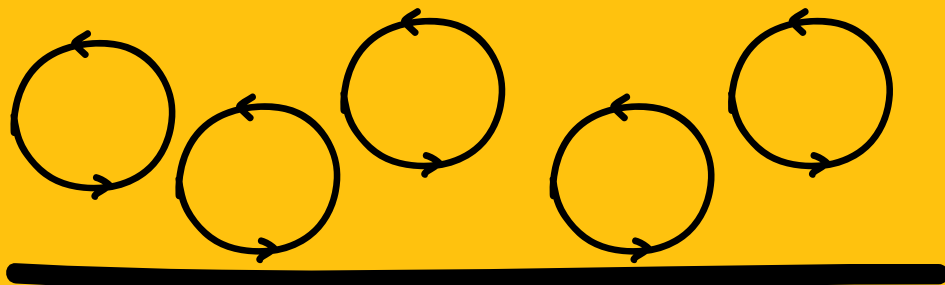
Share some scenes?

# From programmes to platforms

What's needed for this way of working



# Characteristics of a social innovation platform



*Examples:*

*Tāmaki Health and Wellbeing (ADHB)*

*The Southern Initiative*

*Healthy Families (MOH)*

*Lifhack (MSD)*

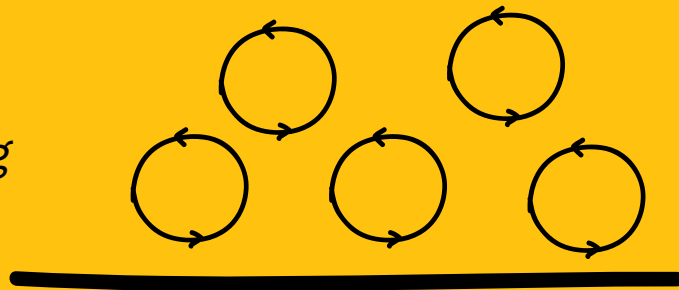
*Skip (MSD)*



# One way to think about design and evaluation in social innovation platforms

## ***Design***

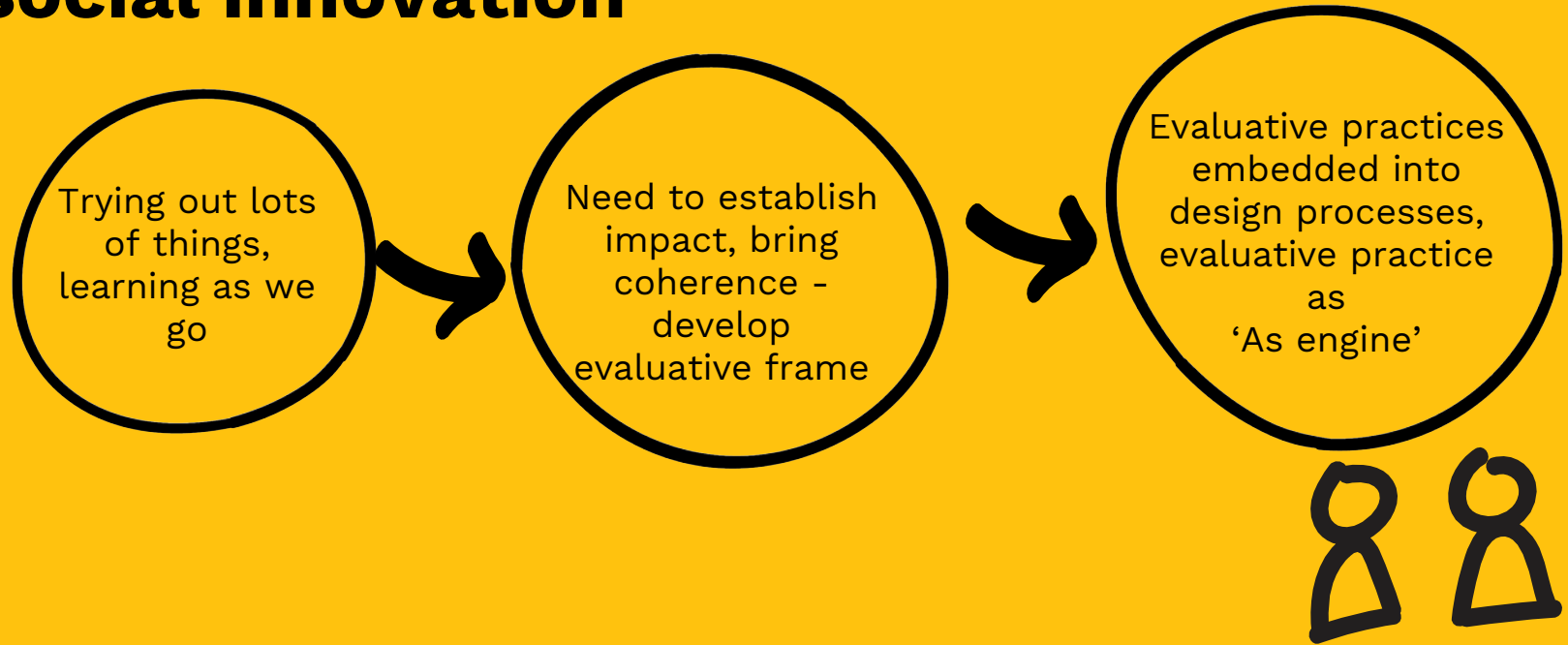
*creates a space for enabling localised, local-led responses, involving different stakeholders actively in strengths-based ways*



## ***Evaluation***

*helps with strategic learning, with accountability and redesign “is all the energy taking us somewhere?” What is happening for each effort, what about across all efforts collectively?*

# A pattern of development for social innovation





# Lifhack

*The journey from start up to impact*



<https://lifehackhq.co/>

# Lifehack

*A physical walk through*



Key reference links:

**Impact Model/Menu development**

<https://lifehackhq.co/lifehack-resources/impact-model/>

**Theory of Change developed, Menu/Model applied**

Final Impact report

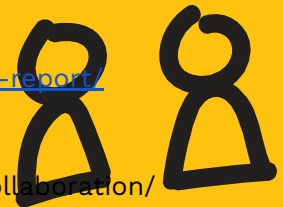
<https://lifehackhq.co/lifehack-resources/2013-2017-final-impact-report/>

**Flourishing Fellowship**

<https://lifehackhq.co/lifehack-resources/flourishing-fellowship-report/>

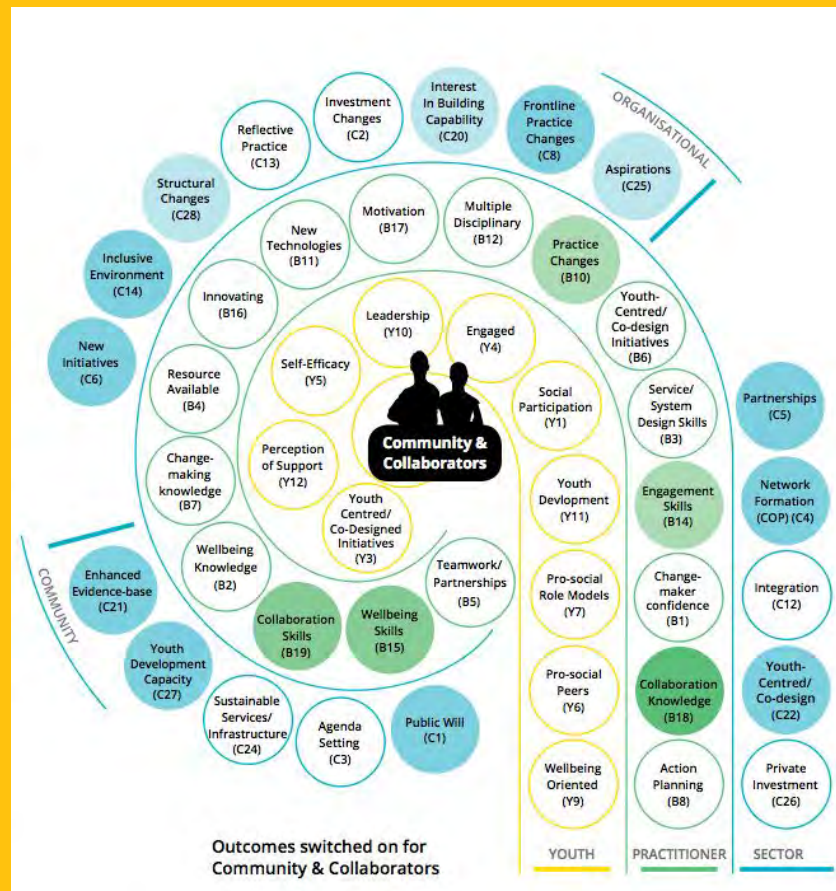
**Community Collaboration with Ormiston Junior**

<https://lifehackhq.co/lifehack-resources/2017-ojc-wellbeing-collaboration/>



<https://lifehackhq.co/>

# Developing a multi-level impact model/menu to support evaluation and design



**Pause:**

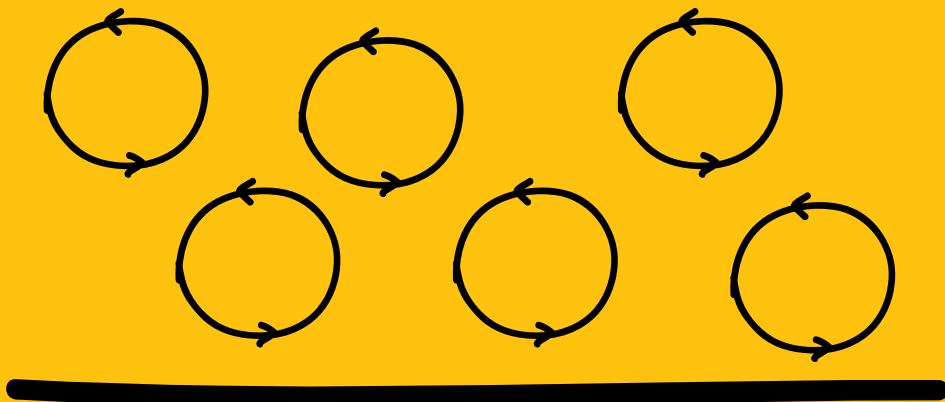


Is this familiar or unfamiliar?

# Reflecting on key points of convergence

What were we  
deliberate to  
try and  
incorporate ?

# Characteristics of a social innovation platform



*A shared platform with a focus on building capability, supporting prototyping, supporting social outcomes in and with communities (through supporting co-design)*

*Multiple different activities engaging different groups of people and partners (can look different because they are co-designed and therefore lead/localised)*

*Examples:*

*Tāmaki Health and Wellbeing (ADHB)*

*The Southern Initiative Healthy Families (MOH)*

*Lifhack (MSD)*

*Skip (MSD)*

*Generator (MSD)*



# Reflecting on key points of convergence

What were we deliberate to try and incorporate ?

What were the boundary objects/tools that supported integrated work?

# Programme principles





# Outcome 'Menus'



**We can ask:**

*Which of these has been "switched on" as a result of this intervention?"*

*What else has emerged?*

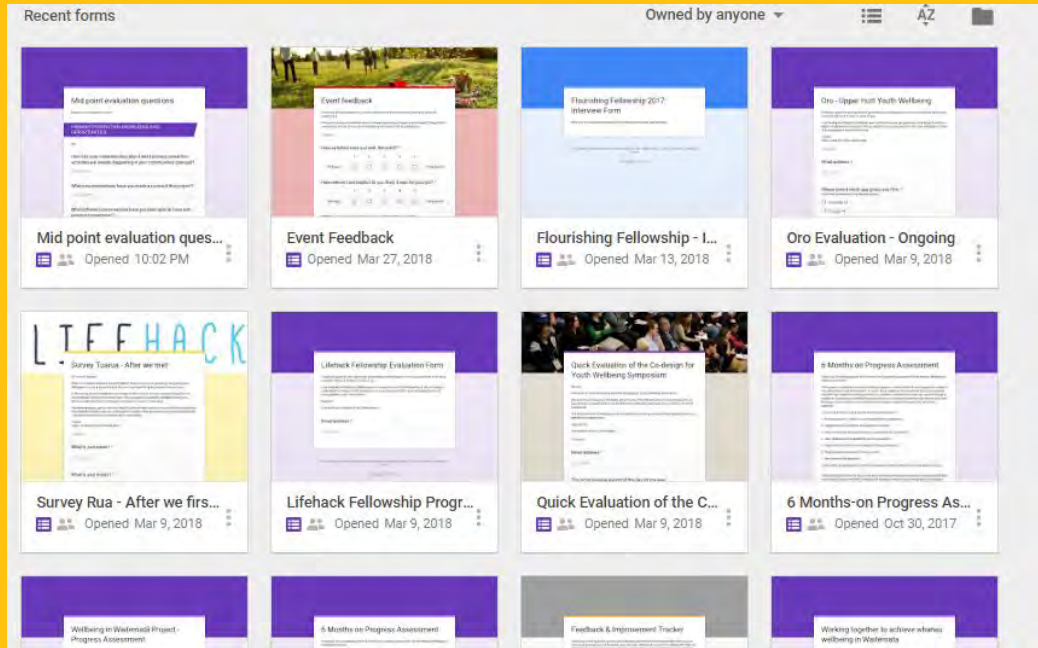
*What didn't get switched on that we would have expected to see and why might that be?*



# Continuous 'surveying'

*Each engagement is an intervention...*

*What happened as a result (of the event, interview, workshop, walkthrough?)*



# Impact Stories

*Outcome and impact tied to intervention*

## Palmy North

*An experiment on the impact of short training and modelling of co-design practices to improve how youth health and wellbeing is enabled in a specific region.*

"It was motivating to see the passion and dedication that others had about helping youth in Palmerston North. Which motivated me to want to do more through the Youth Council and possibly through collaborations in the future."

### WHAT

Two day experiential training workshop to build co-design capability, motivation and opportunity for cross-sector partnerships in Palmerston North.

### WHO

12 participants from the Palmy Youth Network including representatives from DHB, Corrections, YOSS, student associations and local young people.

"My motivation and commitment has increased in going out looking for extra wrap-around support and courses and programmes for our youths [...]. Going to meetings with others that work with youth."

### Example of changes we saw as a result:

- Greater understanding of the barriers facing young people in accessing current services and the negative outcomes that result from poor experiences
- Opportunities identified and motivation increased to improve youth participation and service integration in the local area especially for young people currently not well-served in Palmerston North
- Increased connectivity across different sectors and the network



# Reflection



Is this familiar?

What have others done to support this kind of work?

What were the roles/tools/boundary objects in other projects?

What are some lessons we can take?

# Reflection



What are you already doing to support others in this work?

What might we try?

(On the journey?)

# Capture

**Things we need to do this work**

I/We need

.....

.....

.....

.....

This is important because

.....

.....

.....

Area/s of change

- Skill
- Knowledge
- Roles
- Mindsets
- Resources
- Infrastructure
- Mandate
- Rules/Policy
- Connections

Auckland Co-Design Lab © 2020

PBD Capabilities  
& Conditions

# Reflections on supporting teams to do this work

**Purpose of evaluative practice is to:**

EXPLAIN    JUSTIFY    LEARN    FOCUS



# Reflections: integrating evaluative practice for impact

Many people to engage in evaluative practice - approach needs to be right for the team

We need right balance of tight and loose so as not too loose the innovation and enthusiasm

There are already multiple existing measures and outcomes to be accounted for

There is nothing off the shelf that is ready-fit-for-purpose for social innovation work, we need to experiment - a pluralistic approach

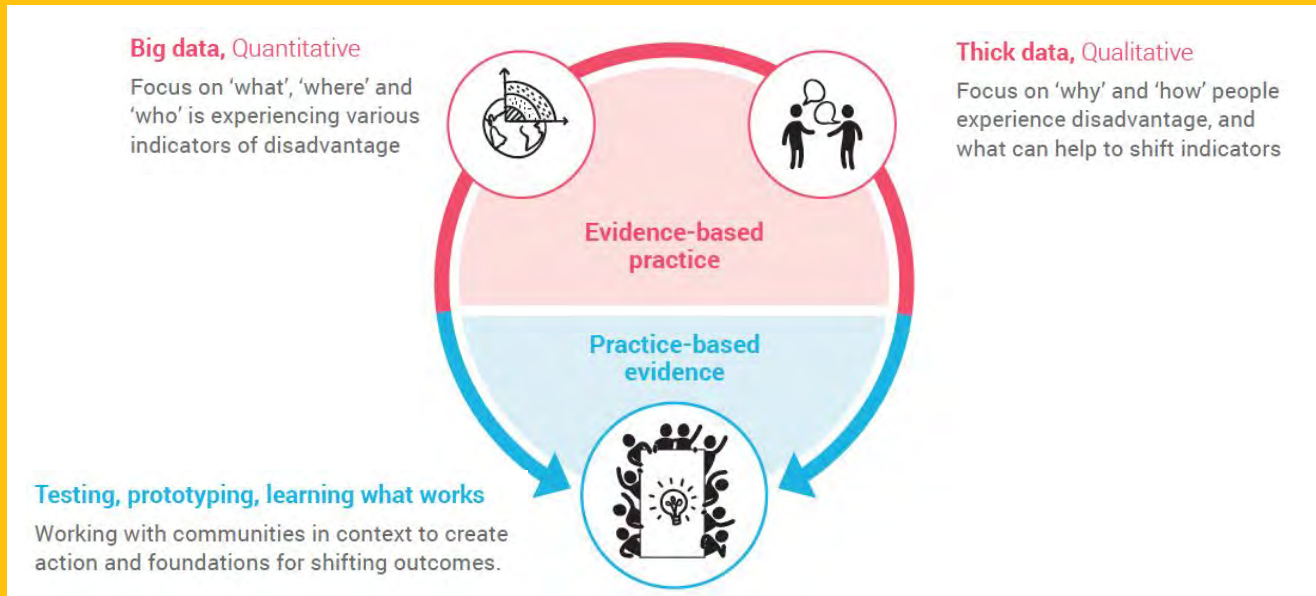
Tikanga and place can help guide us in what is suitable and needed for the context





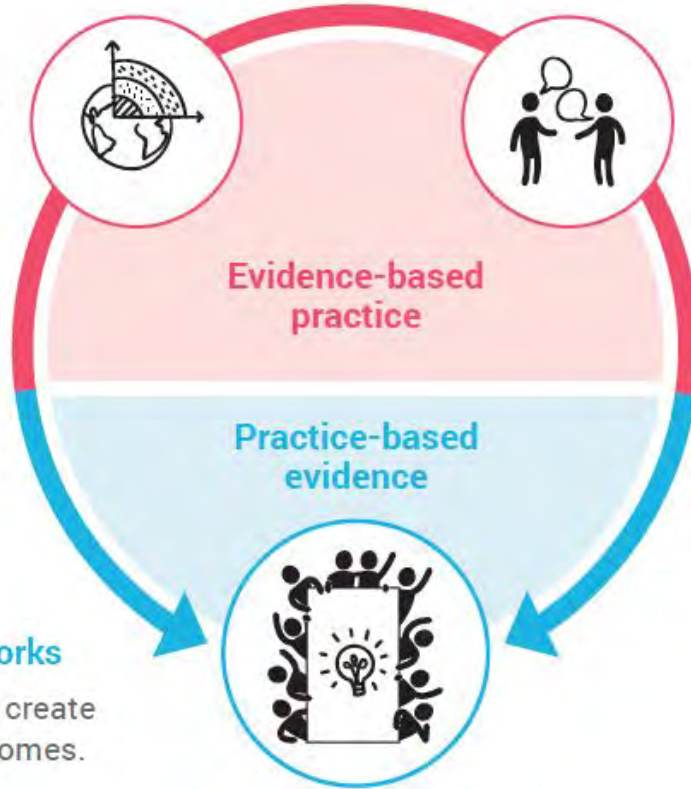
# A focus on practice-based evidence

*Co-design helps to localise and test in context an existing evidence-base, and build practice-based evidence*



### Big data, Quantitative

Focus on 'what', 'where' and 'who' is experiencing various indicators of disadvantage



### Thick data, Qualitative

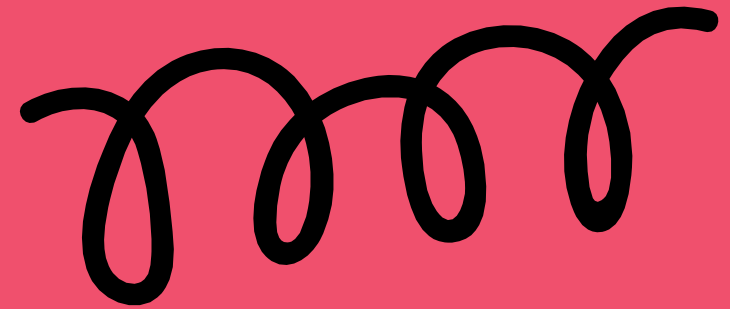
Focus on 'why' and 'how' people experience disadvantage, and what can help to shift indicators

### Testing, prototyping, learning what works

Working with communities in context to create action and foundations for shifting outcomes.

**3.00-3.30**

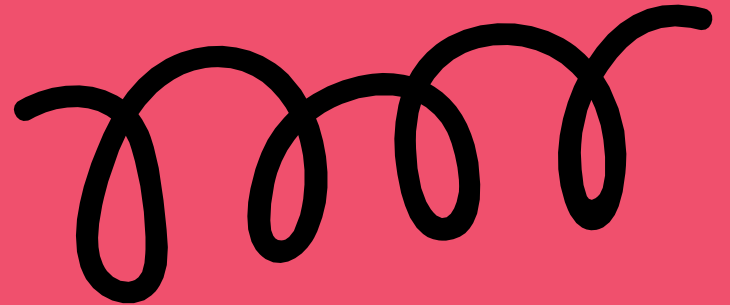
**Afternoon tea**



**3.30-4.30**

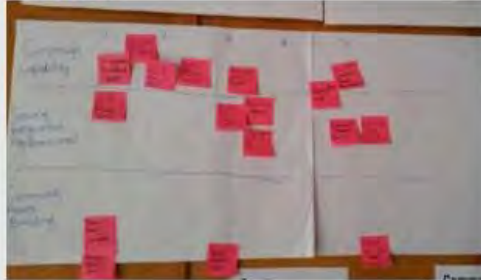
**Helping teams do this  
work**

Building capabilities &  
conditions

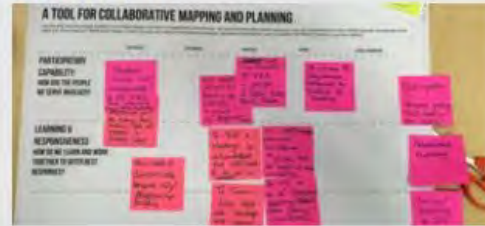


# Mapping and mobilising

FELLOWSHIP WORKSHOP 28 DIFFERENT PRACTITIONERS FROM ACROSS DIFFERENT SECTORS



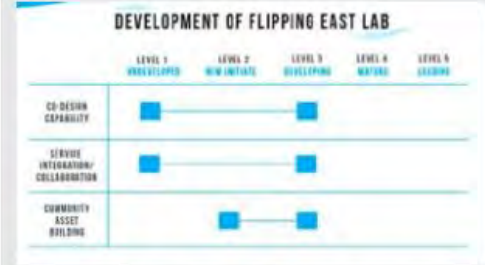
WORKSHOP WITH A LARGE ORGANISATION - TEAM MEMBERS FROM ACROSS THE ORGANISATION



Teams from across a large educational institute used the tool to map out current practice and identify areas of focus for the future and specific actions.

Teams wrote specific examples of projects and

FLIPPING EAST MID POINT EVALUATION



Flipping East, a Youth Wellbeing Lab in Tāmaki used the tool to support the team to map and evaluate the progress of the social lab as an intervention, the nature of its contribution and how it had changed over time. They used the rubric to map the whole social lab process, as well as the change created by each Lab initiative.

<https://www.flippingeast.com>

# Co-design capability and conditions



Stream 1.

## How we work with people, whānau & stakeholders

How are whānau and other stakeholders involved in design and delivery of outcomes?



Stream 2.

## How we design & innovate

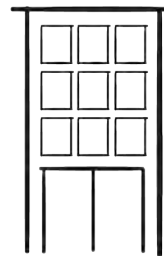
How do we apply design and evaluative approaches to identify, iterate and embed responses and the capacities needed to



Stream 3.

## Our organisational integration & responsiveness

How do we manage responsively and work together to build our learning?




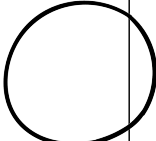
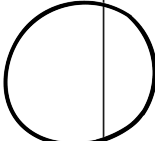

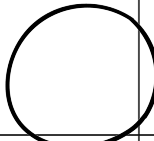

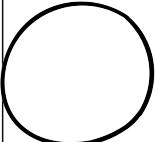

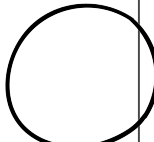
Stream 4.

## Our structural conditions

How do our structures, policies, funding, resourcing and measures enable participatory and whānau-led approaches?

Download the framework and the cards under Co-design Capability Building  
<https://www.aucklandco-lab.nz/practice/>

# Mapping our Co-Design capability & conditions: worksheet

	Undeveloped	Understanding	Developing	Mature	Leading	Action Plan
<b>1. Working with people and whānau</b> How are whānau and other stakeholders involved in design and delivery of outcomes? 						
<b>2. Design and innovation</b> How do we apply design and evaluative approaches to identify, iterate and embed responses and the capacities needed to deliver them? 						
<b>3. Organisational integration and responsiveness</b> How do we manage responsively and work together to build our learning? 						
<b>4. Our structural conditions</b> How do our structures, policies, funding, resourcing and measures enable participatory and whānau-led approaches? 						

# The framework

## In groups

### **Take a look at the streams:**

How might they apply to your context?

What might practice look like across the continuum in the context of your work?



# In teams: Where are we now?

Identify which stream you'd like to dive into in your group

In teams discuss & map:

Where are we now? Where are we already strong?

## **FIRSTLY**

Identify a prompt card each you'd like to talk to

## **THEN**

Use the cards to help think through and map where your teams practice currently sits


Aim to provide specific evidence of examples of practice

A capture “leading lights”

# Where to next?

**worksheet**

Leading	Action Plan



## Have a go

Identifying a potential focus area for a shift in practice relevant to your work

**What did you  
discover?**

Reflections and thoughts  
about tools like this?

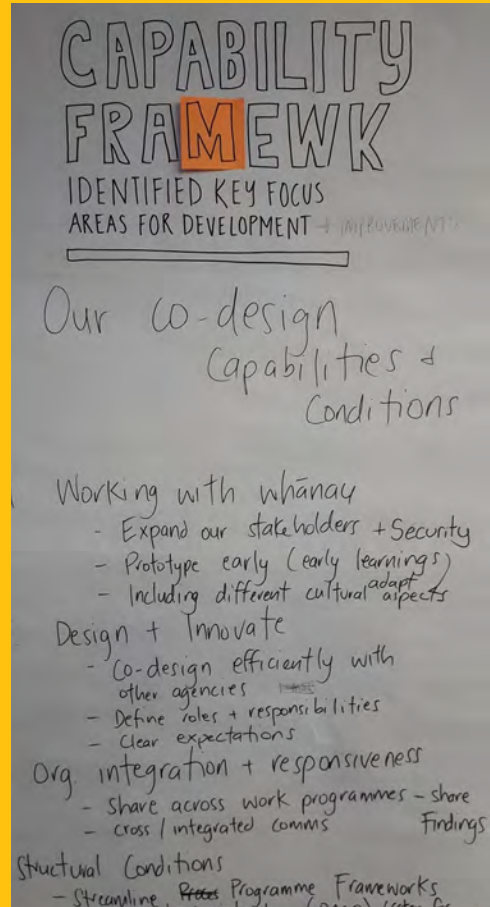
# What we've found using it

A generative tool that allows teams to have open and constructive discussions

Helps teams to identify leading lights

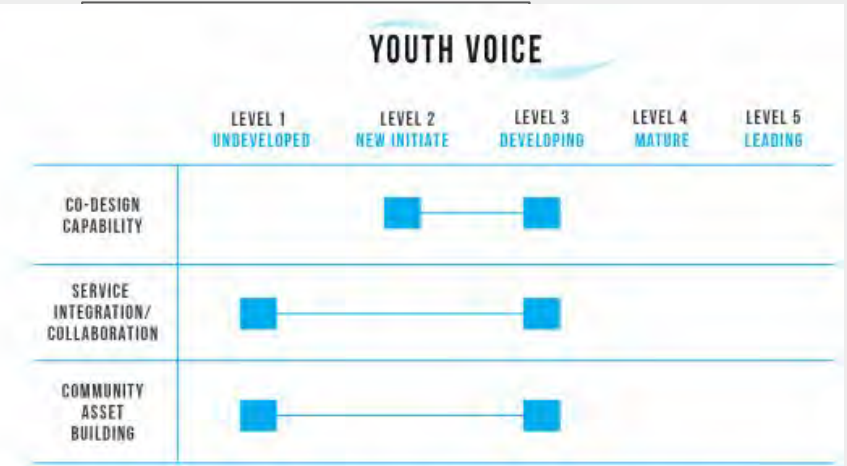
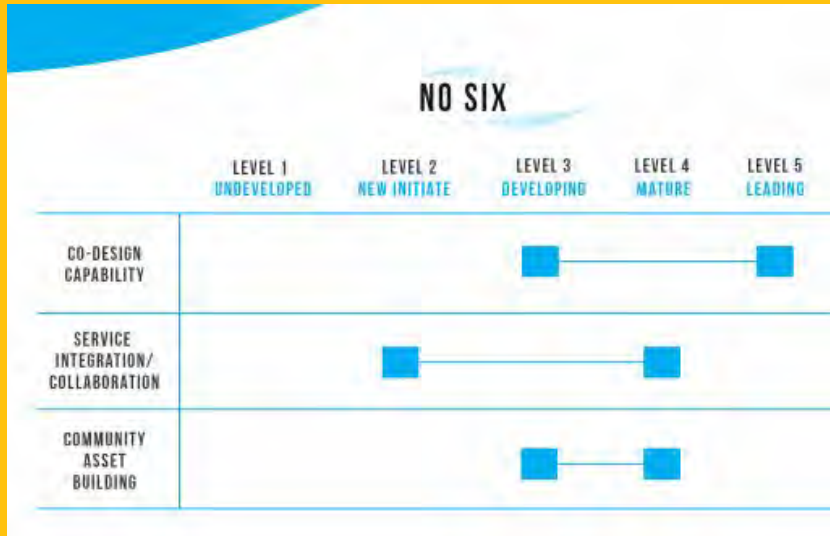
Allows safe discussion and planning about structural challenges

Useful across different contexts and readily customised to different settings



# Take up

# Adoption

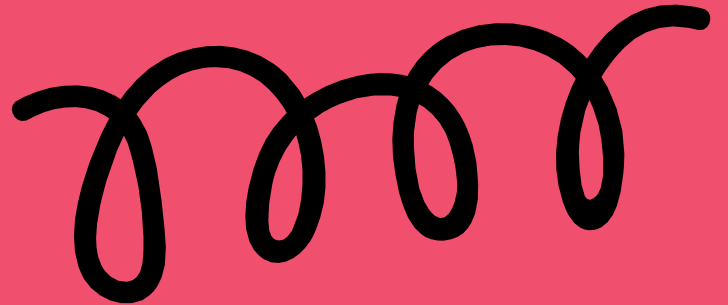


Young people have been involved in the design of the youth voice prototype since the foundation hui two months ago. Young people at the hui jumped off from the starting theme

Source <https://www.flippingeast.com/> project report

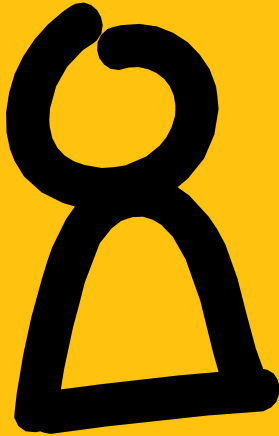
**4.15**

**Supporting integrative  
practice**



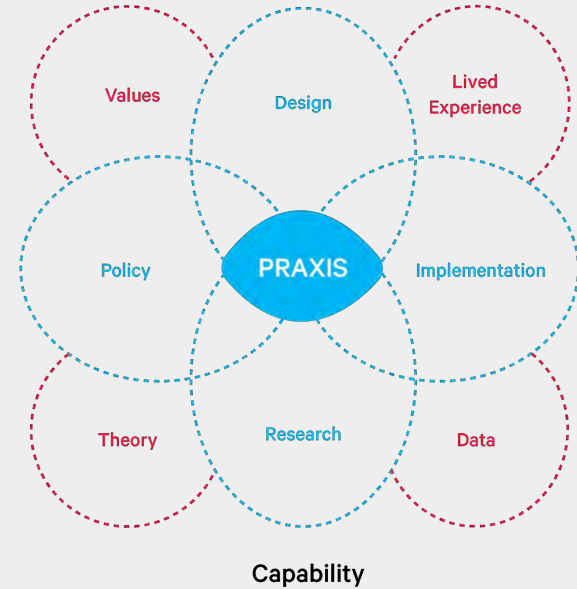
# Reflection

What do I want to bring to  
for myself around increased  
skills, capability and roles?



Motivation

Opportunity





# **Check out**

One thing I take away  
or want to share





**Thank you**

**& thanks to all our fellow collaborators who share  
their learning, energy and experiences with us**

**[penny.hagen@aucklandcouncil.govt.nz](mailto:penny.hagen@aucklandcouncil.govt.nz)**

# References



Michie, S., van Stralen, M. M., & West, R. (2011). **The behaviour change wheel: A new method for characterising and designing behaviour change interventions.** Implementation Science, 6(1). <http://doi.org/10.1186/1748-5908-6-42>

Susan Michie. (2015, January). **Behaviour Change beyond Nudge.** Sheffield. <http://instead.group.shef.ac.uk/wp-content/uploads/2015/02/Susan-Michie-Behaviour-Change-beyond-Nudge.pdf>

Anna-Marie Hendriks, Maria WJ Jansen, Jessica S Gubbels, Nanne K De Vries, Theo Paulussen, & Stef PJ Kremers. (2013). **Proposing a conceptual framework for integrated local public health policy, applied to childhood obesity - the behavior change ball.** Implementation Science, 8(46).<http://www.implementationscience.com/content/pdf/1748-5908-8-46.pdf>

# Tools & Resources



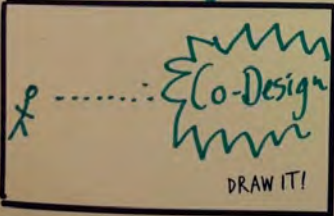
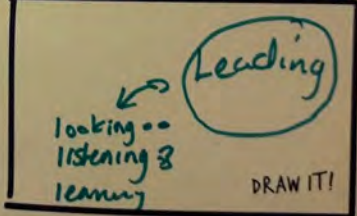
Download some of the design tools we used in the workshop here:

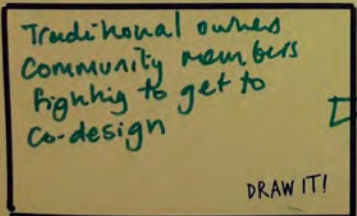
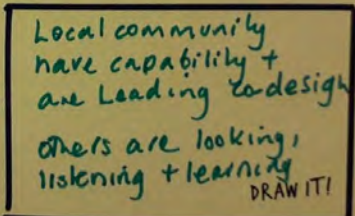
<https://www.aucklandco-lab.nz/resources/>

The rest will be available from the end of October 2018 from here:

<https://www.aucklandco-lab.nz/practice/>

# Our As Is To Be scenarios

<b>as is</b> now we often...	<b>to be</b> in the future we will...
Traditional owners, community members fighting even to get to Co-design	Local community, Aboriginal people have capability + are leading Co-design. others are looking, listening + learning
	
DRAW IT!	DRAW IT!
tool derived from moveworkshop.com	Auckland Co-Design Lab © 2019 AS IS TO BE CARDS

<b>as is</b> now we often...	<b>to be</b> in the future we will...
..... ..... .....	..... ..... .....
	
DRAW IT!	DRAW IT!
tool derived from moveworkshop.com	Auckland Co-Design Lab © 2019 AS IS TO BE CARDS

# Our As Is To Be scenarios

**as is**  
now we often...

confused  
unclear about  
co-design

**to be**  
in the future we will...

examples of best  
clear about practice  
what it is  
what it could  
be - impacts of  
use.

co-design  
Auckland Co-Design Lab

Help! DRAW IT!

Phew DRAW IT!

tool derived from moveworkshop.com

AS IS TO BE CARDS

**as is**  
now we often...

Feel left out of  
govt. planning - it's  
done 1to' us

**to be**  
in the future we will...

we will be part of the  
solution by partnering  
+ building good relations  
w/ govt.

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People + Govt DRAW IT!

tool derived from moveworkshop.com

AS IS TO BE CARDS

# Our As Is To Be scenarios

## as is

now we often...

- involve users at the margins of decision-making
- over-work user input out of recognition to fit other agendas

**DRAW IT!**

## to be

in the future we will...

- put users at the centre of decision-making
- make clear decisions on how user perspectives

**DRAW IT!**

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AS IS TO BE CARDS

tool derived from muveworkshop.com

## As is

Now we often...

don't build trust,  
show respect,  
explain why →  
in support of being  
investing in the process

**DRAW IT!**

## To be

In the future we will...

respect the complexity  
of what's being asked,  
acknowledge the  
vulnerability of the work,  
explain why this is critical

**DRAW IT!**

AS IS TO BE CARDS

# Our As Is To Be scenarios

## As is

Now we often...

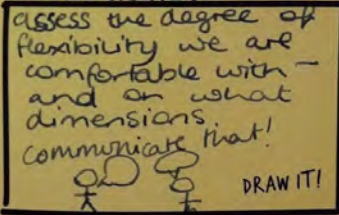
label things 'co-design'  
and falsely raise  
expectations we can't  
deliver on.



## To be

In the future we will...

be honest about our  
parameters with our  
stakeholders.  
determine ahead of  
time if  
this is co-design or  
consultation.



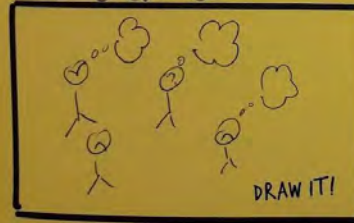
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AS IS TO BE CARDS

## as is

now we often...

use jargon & the  
language of  
evaluation  
- power, impress others  
be credible



tool derived from moveworkshop.com

## to be

in the future we will...

- adjust the language  
to the context  
- build capacity - a  
common language  
- check & re-check



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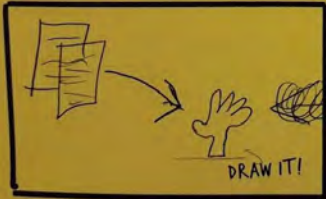
AS IS TO BE CARDS

# Our As Is To Be scenarios

## As is

Now we often...

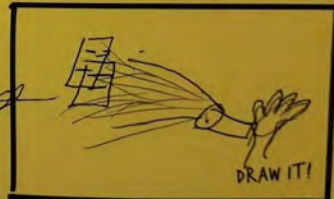
Conclude  
Evaluate for  
Use in expe



## To be

In the future we will...

Start with experience  
+ "Drawn" method  
engage to need  
More than KT  
even than KE?



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AS IS TO BE CARDS

## As is

Now we often...

- Don't evaluate our co-design process (as opposed to outcomes)
- Don't we foster an environment where the community feels safe providing f/w feedback?



## To be

In the future we will...

- Ask for valuable community feedback.
- Invest more time in relationship building, model behaviours



AS IS TO BE CARDS