

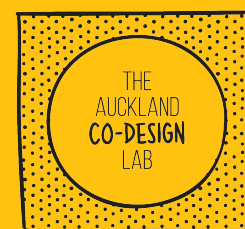
Ngā mihi nui Welcome

Co-design and evaluation for social innovation

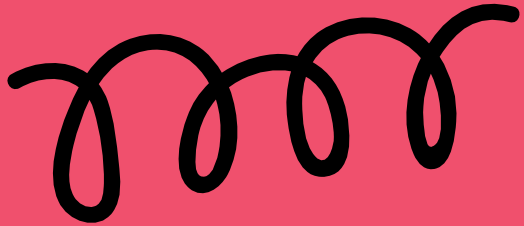
AES Workshops Monday 17th September 2018

Facilitated by Penny Hagen

Workshop developed in collaboration with Geoff Stone



Co-design and evaluation for social innovation

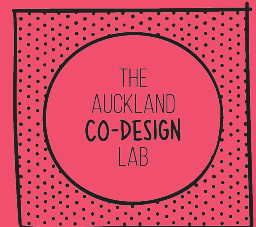


Dr Penny Hagen (smallfire.co.nz) penny.hagen@aucklandcouncil.govt.nz
Co-design Lead, Auckland Co-design Lab,

@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

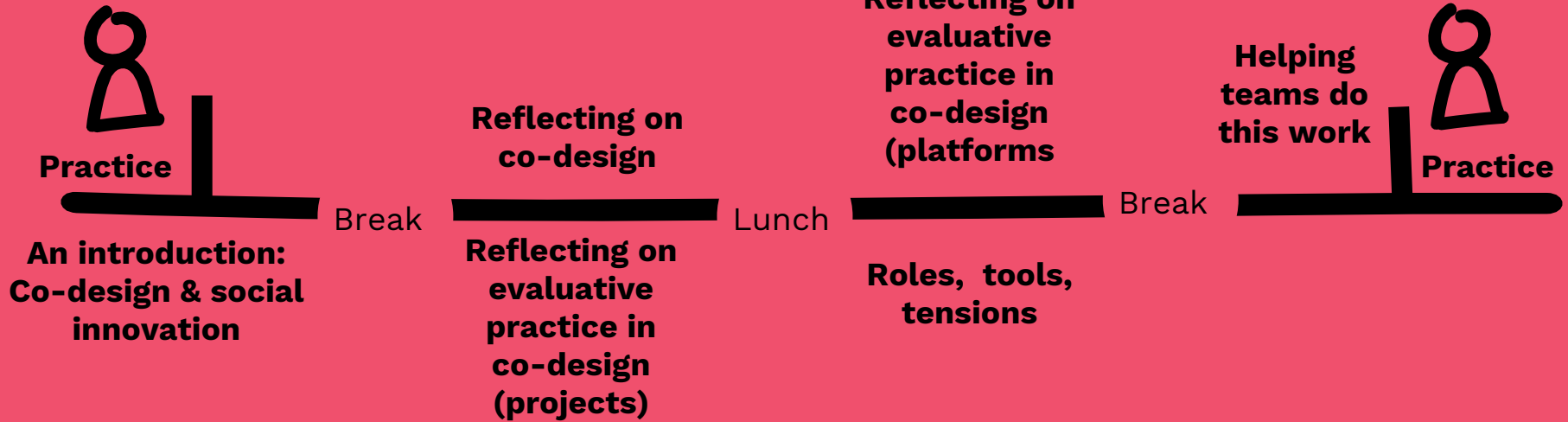
Co-design and evaluation for social innovation

*Opportunities for
convergence*

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



The Day



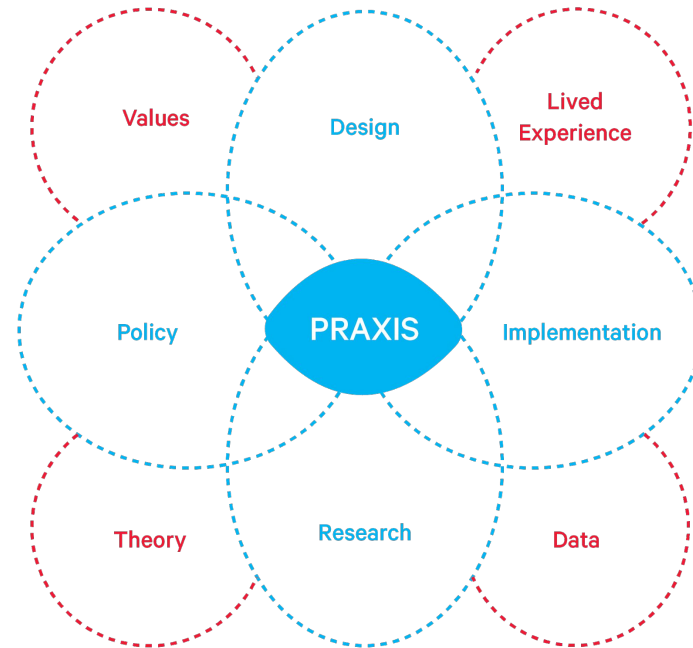
Personal practice

Who are we? Where are we now?

What edges do we traverse?



A 'praxis' framework



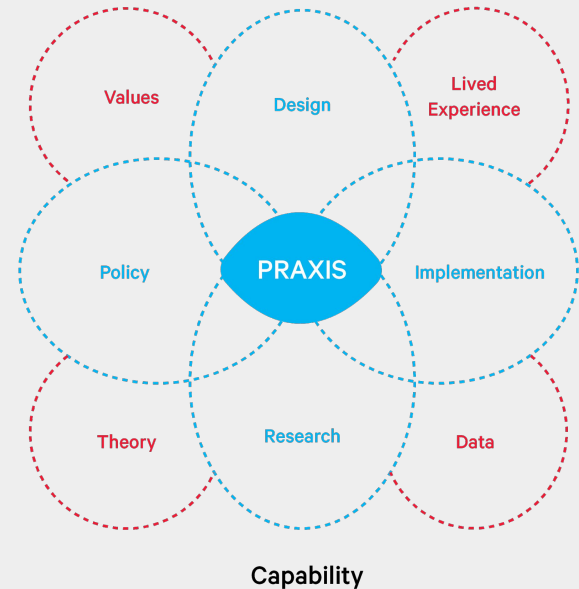
Your practice journey

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?

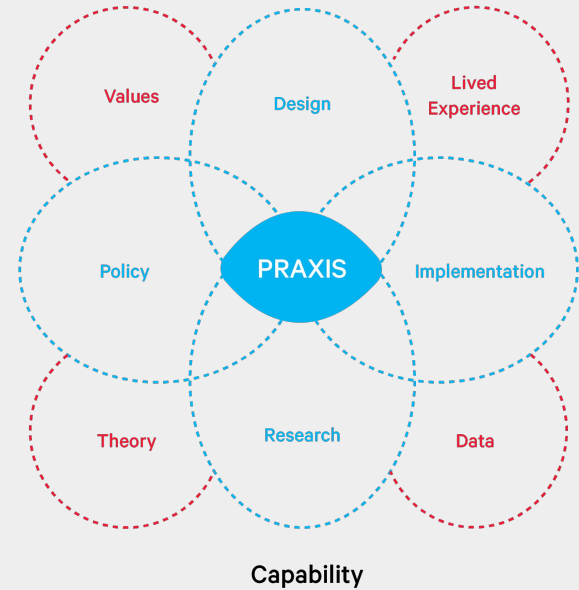
Introductions

I am...

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

Motivation

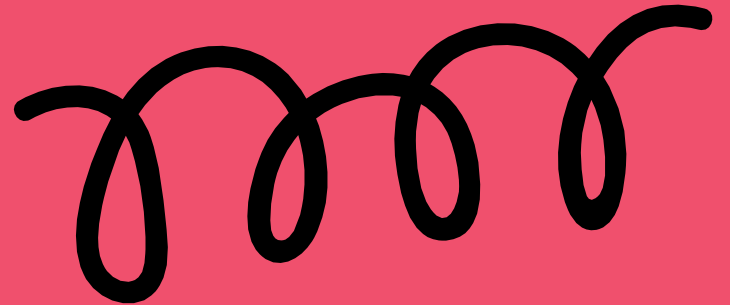
Opportunity



9.45-10.30

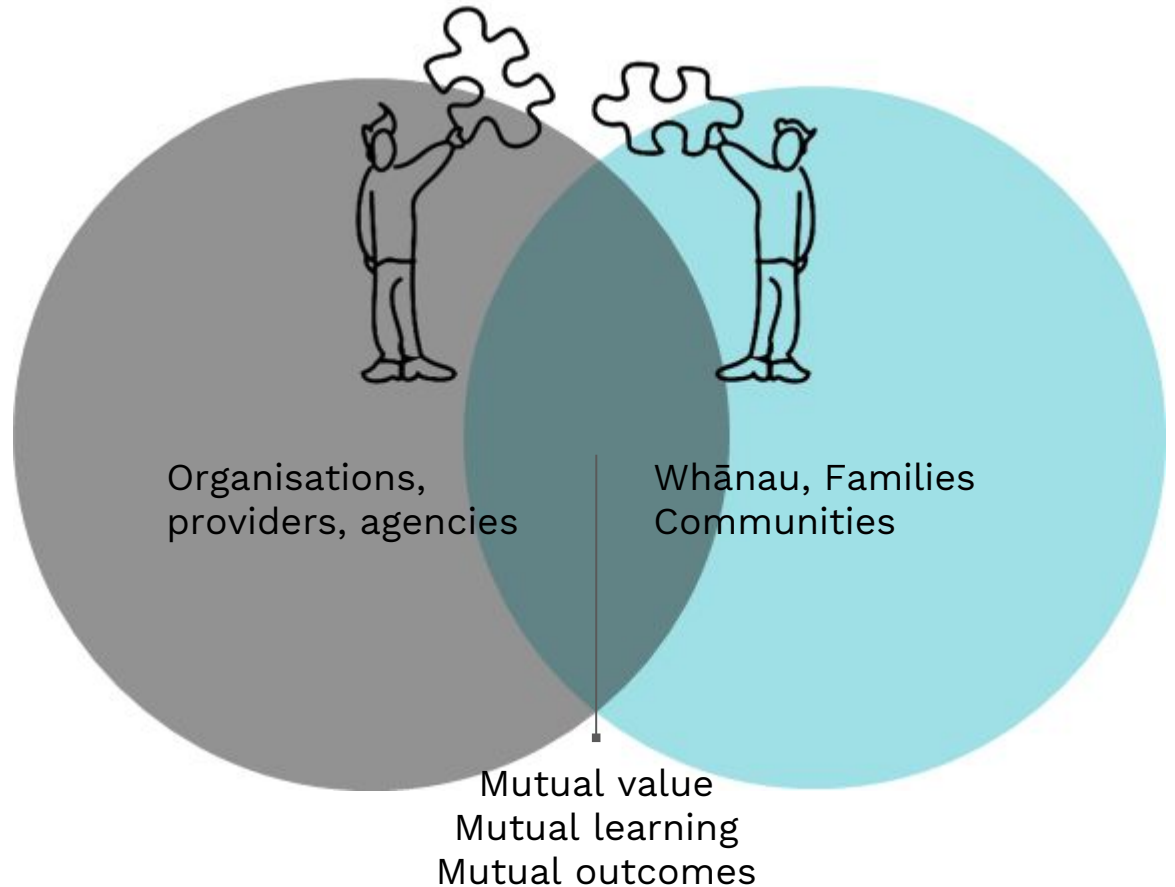
**What do we mean by
co-design?**

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.

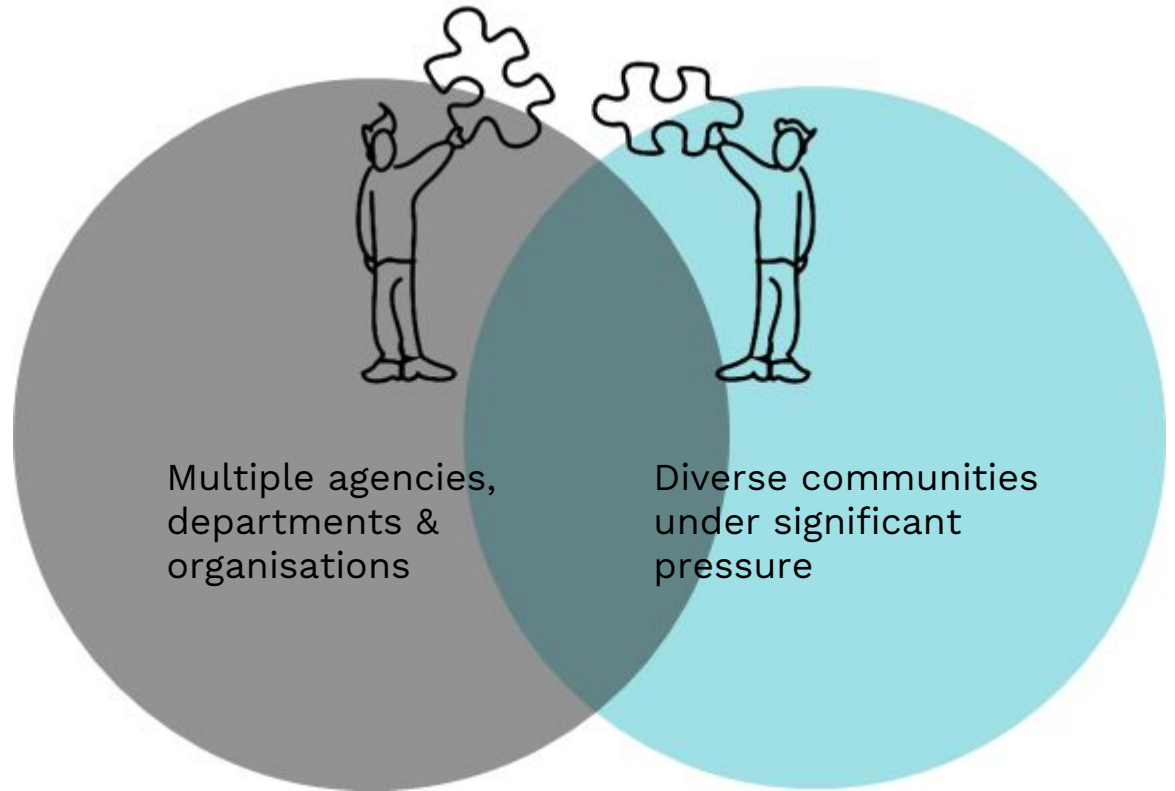


Co-design

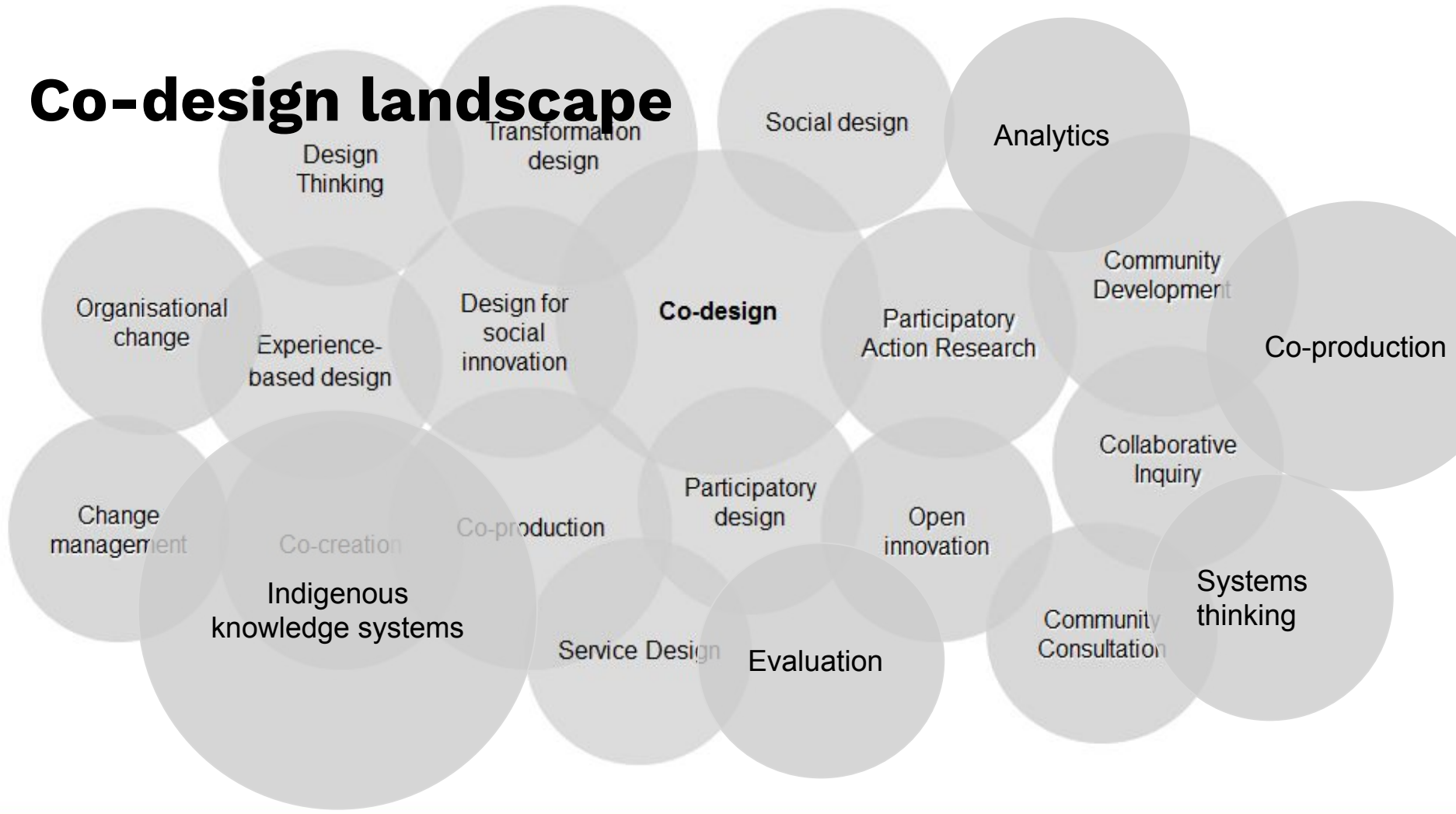
Active participation and partnerships.

Reciprocity

Necessarily a *sharing of power and influence*



Co-design landscape



Co + Design

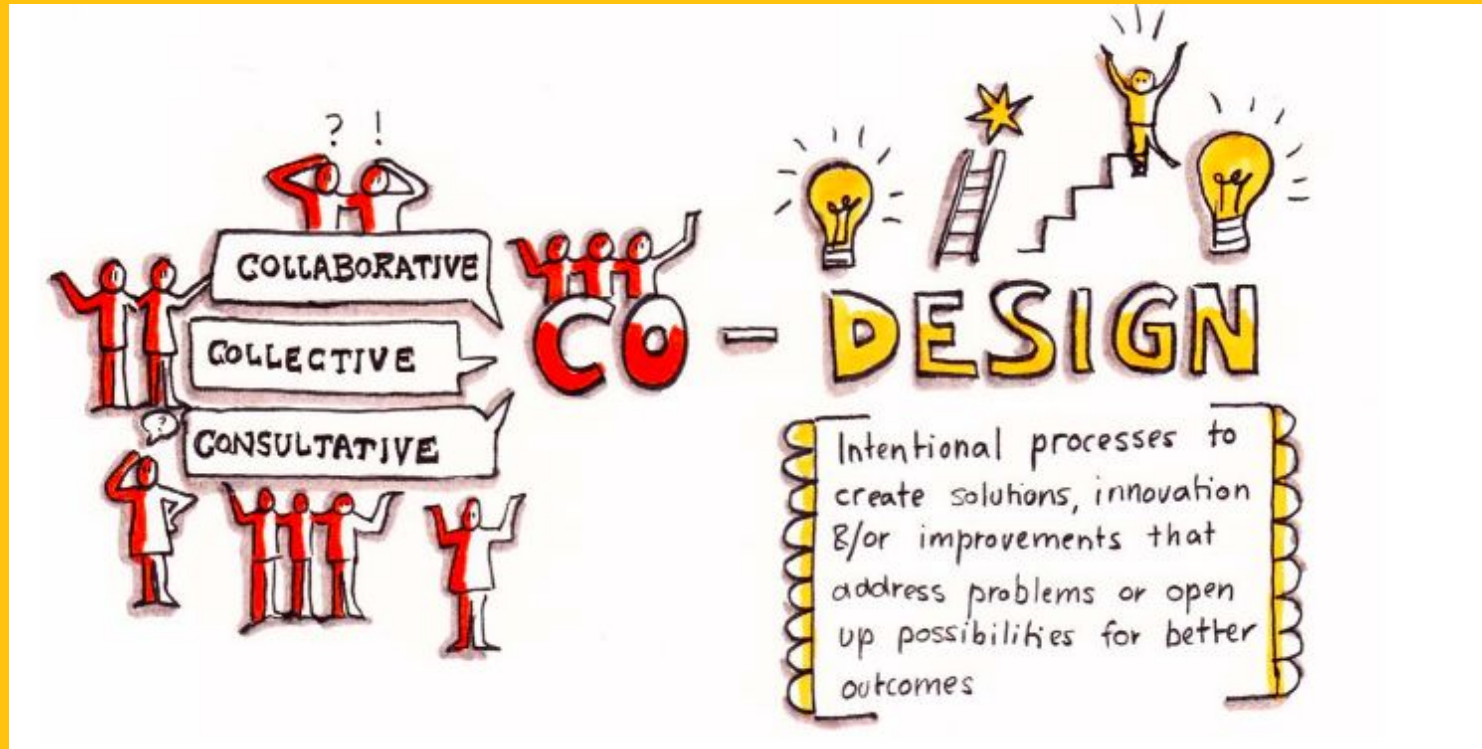
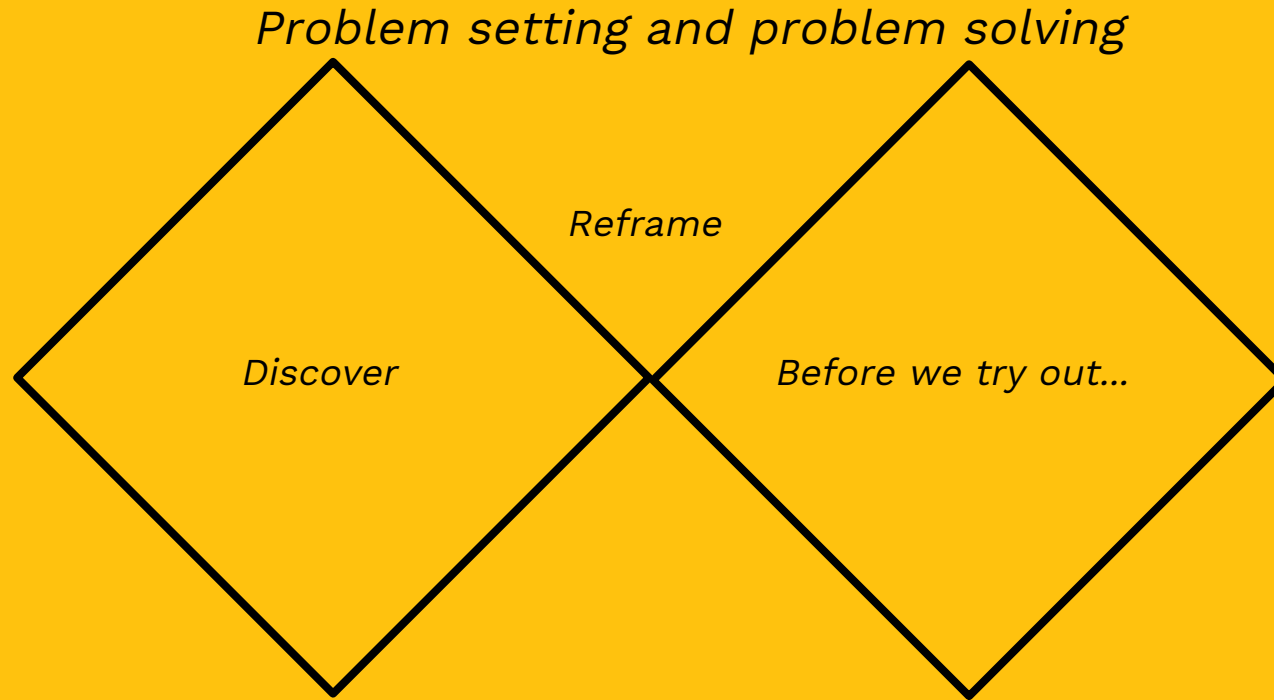


Image thanks to Dr Ingrid Burkett TACSI <https://www.tacsi.org.au/>

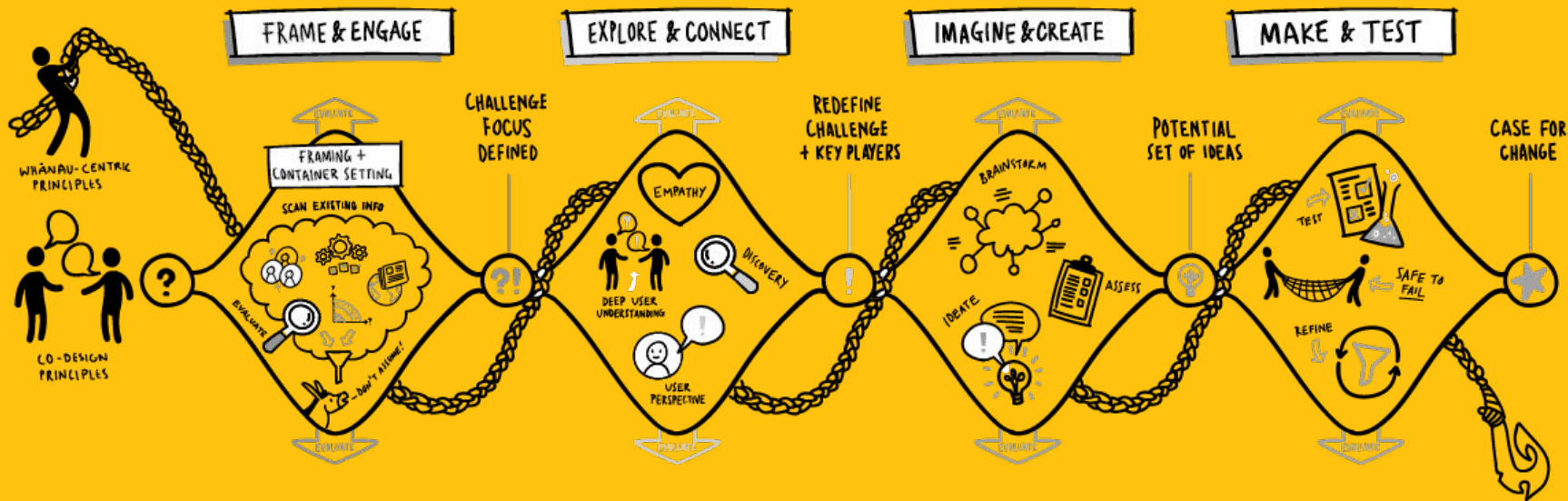
Design ‘process’: getting to a new state/bringing something new into the world



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?

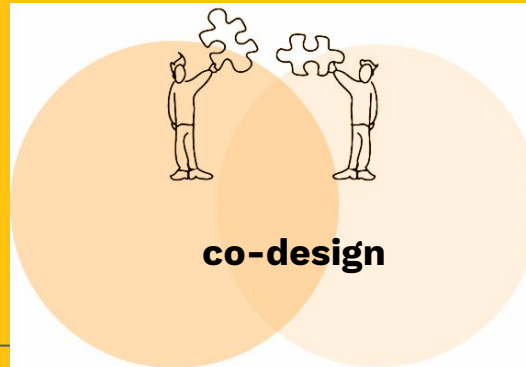
What is needed ongoing?

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**

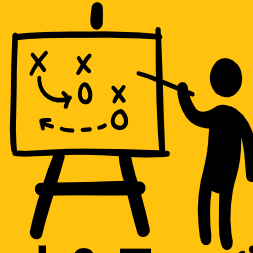
**Whānau-led
Whānau-leading
Co-production**

→

(co)Design qualities



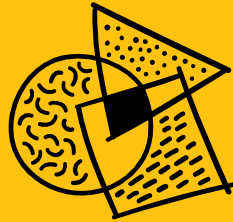
**Human lens,
Systems view**



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



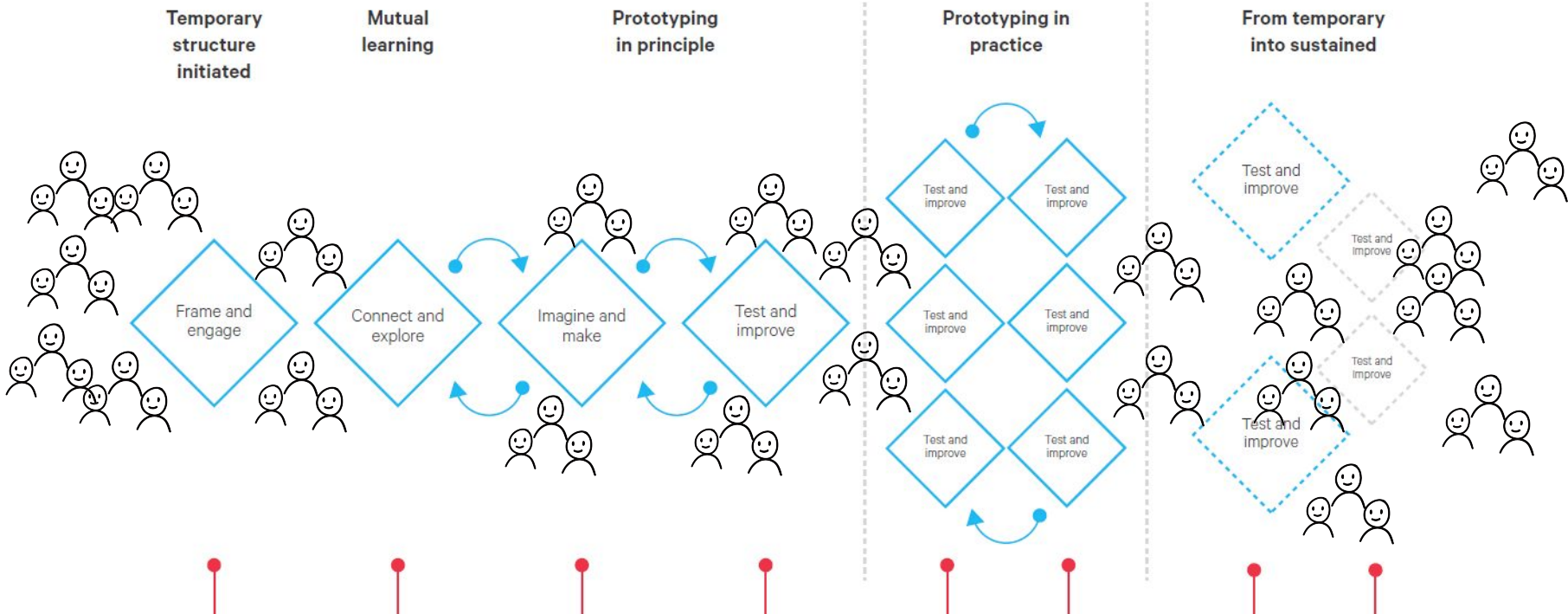
outcomes-seeker

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



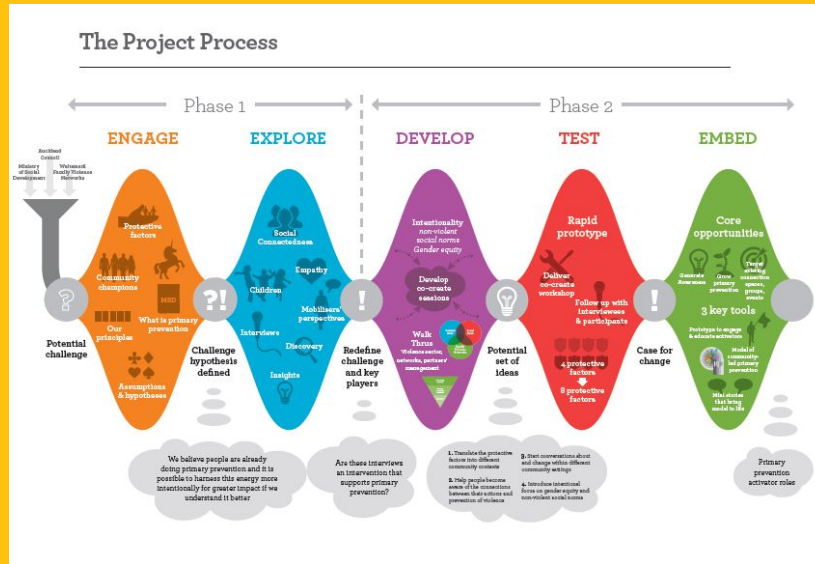
Get the set from here: <https://www.aucklandco-lab.nz/resources/>
‘Capabilities and mindset cards’

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?

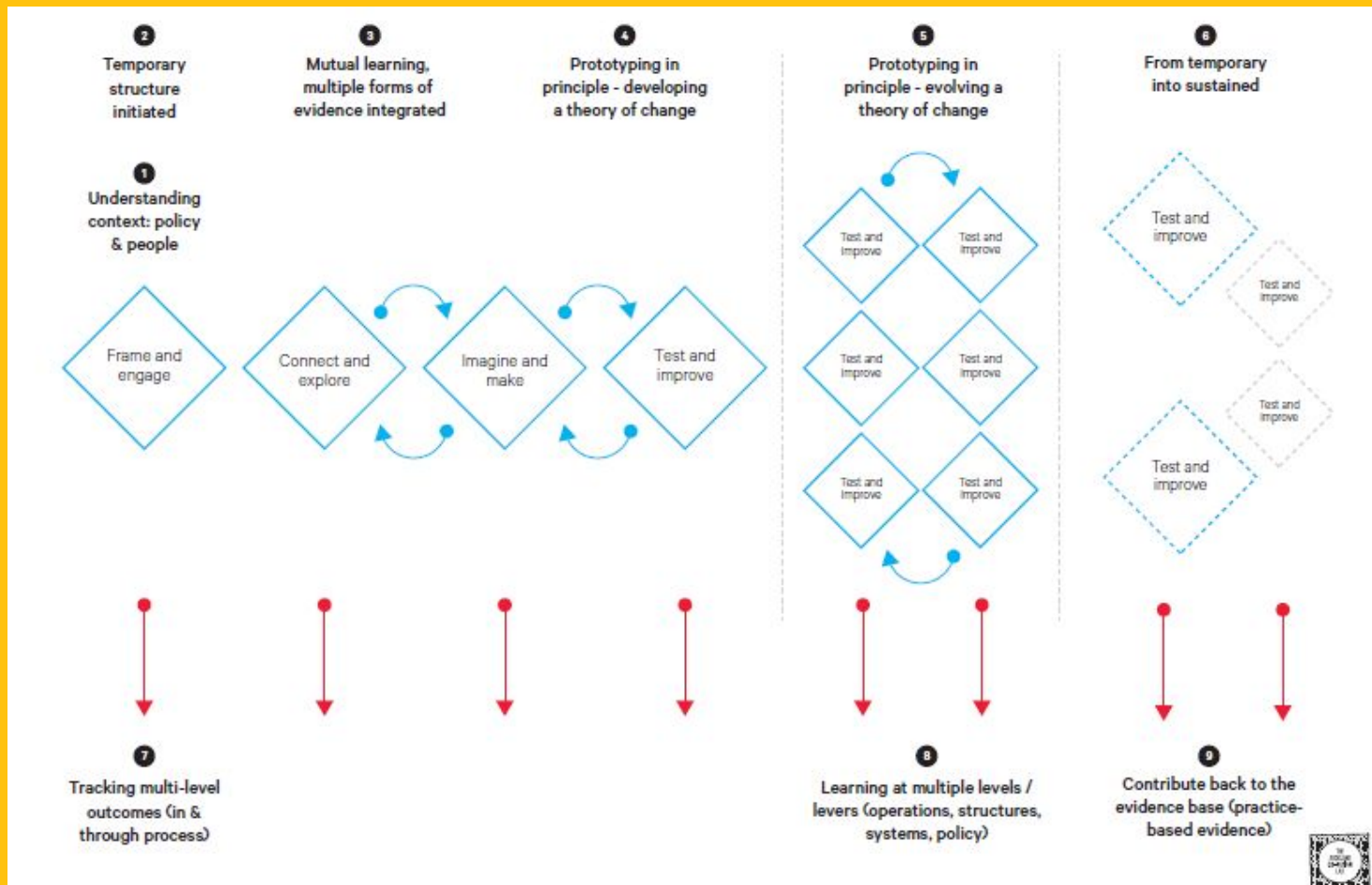
Reflection



What questions
does this raise for
people?

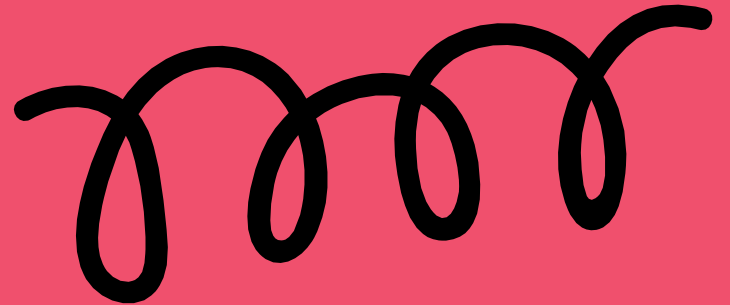
10 things that to consider in the evolving practice of co-design for social innovation

(including places where design & evaluative practice can intersect)



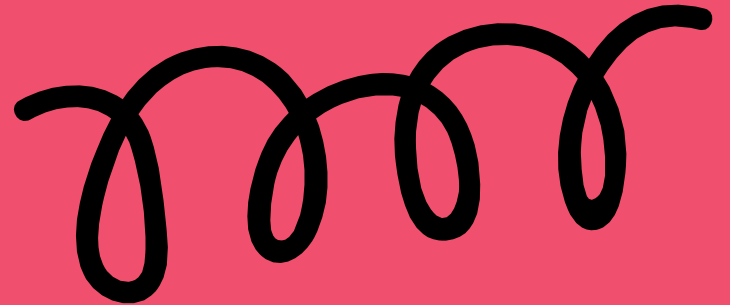
Break

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'S HOUSE (PERSONAL DETAILS): TRISH (MOTHER), 2 CHILDREN (SUNNY, 4-YEAR OLD), PRIVATE RENTAL HOUSE, 1 BEDROOM, 5885 (RENT PER WEEK), ON WAITING LIST FOR SOCIAL HOUSING.

AWHI'S PRIMARY FOCUS (Circled in red):

- ROOF DAMAGE
- NO INSULATION
- POOR VENTILATION
- NO EXTRACTOR FAN
- NO CURTAINS
- NO HEATING
- NO CARPET
- TRISH PAYS FOR CARPET
- CEILING CRACKS
- WATER STAINS

OTHER HEALTH & SAFETY THREATS (Circled in blue):

- WATER DAMAGE TO WIRING
- FUSE BOX IS HARD WIRED
- BROKEN OVEN, EXPOSED WIRES
- MOULD & MILDEW
- ROTTING KITCHEN CLIPBOARDS

TRISH'S EFFORTS TO IMPROVE HER LIVING CONDITIONS (Circled in green):

- ROOF DAMAGE HELD TO MANY OF THE OTHER ISSUES IN THE HOUSE.
- WINDOWS ARE PASTED SHUT AND CANNOT BE OPENED.
- TRISH CANNOT AFFORD TO RUN HEATERS.
- TRISH HAS PAID FOR CARPET BUT THE LANDLORD HAS NOT PAID HER BACK. TRISH ALSO HUNGERS DOWN THE EXPOSED-CARPET TRACKS.
- TRISH HAS PAID FOR CARPET BUT THE LANDLORD HAS NOT PAID HER BACK. TRISH ALSO HUNGERS DOWN THE EXPOSED-CARPET TRACKS.

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?

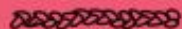
What opportunities and challenges are showing up?

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
.....
.....

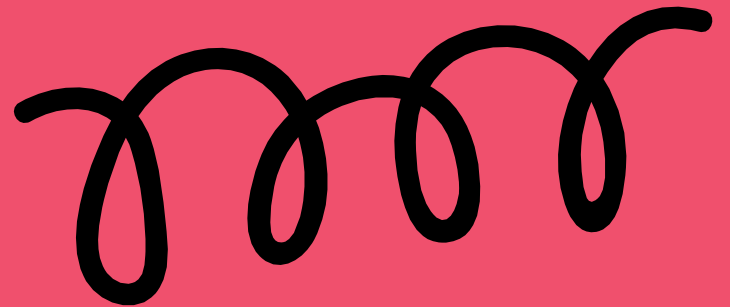
this is important because
.....
.....
.....

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

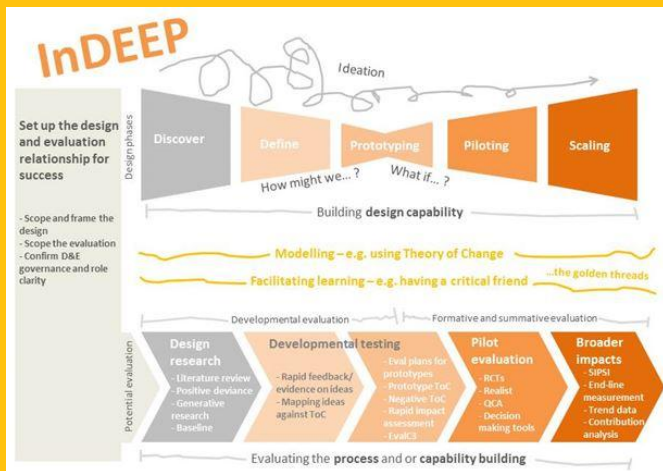
Kate McKegg

<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>

Design for Social Innovation Impact Evaluation Study

Preliminary Research Observations

Culture & Design for Social Innovation:
A Case for Culturally Grounded Evaluation

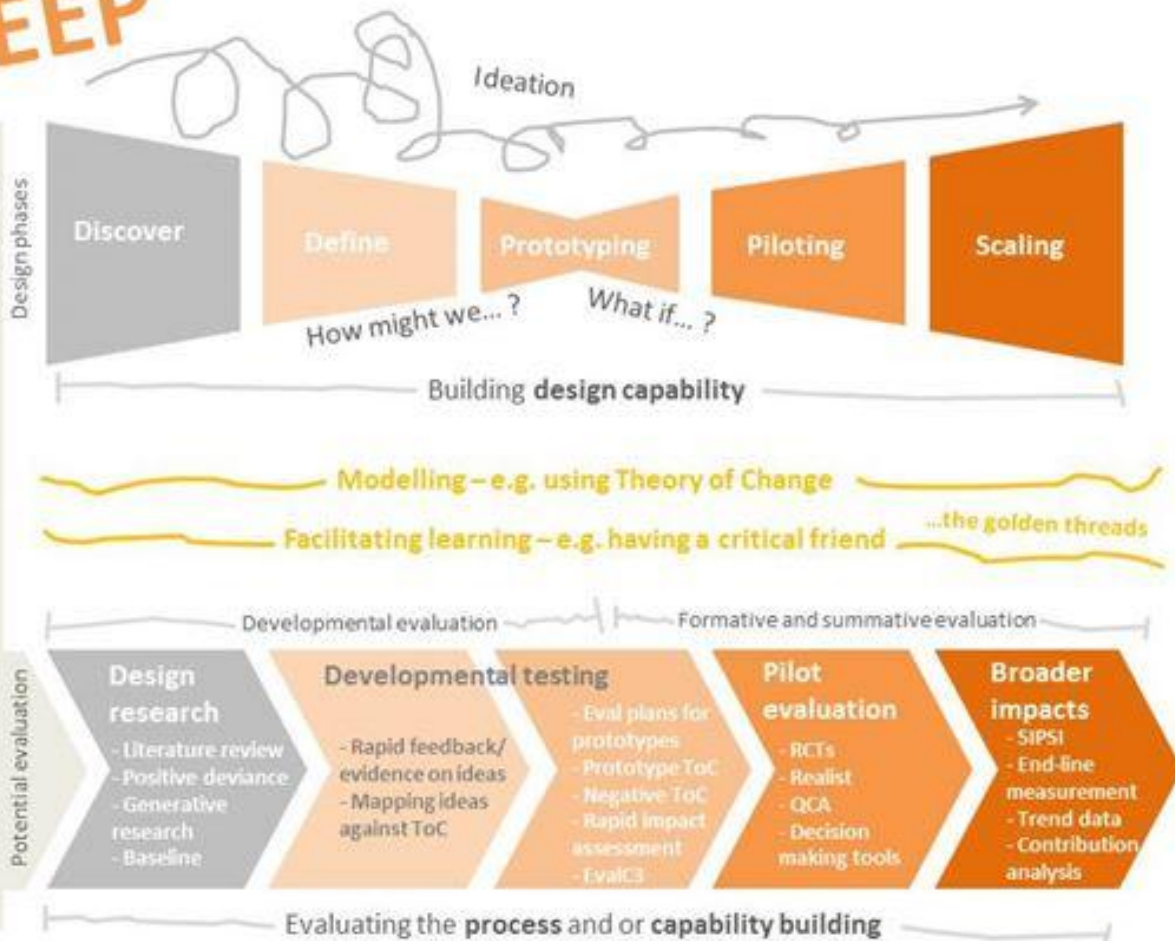
RMIT & collaborators

<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

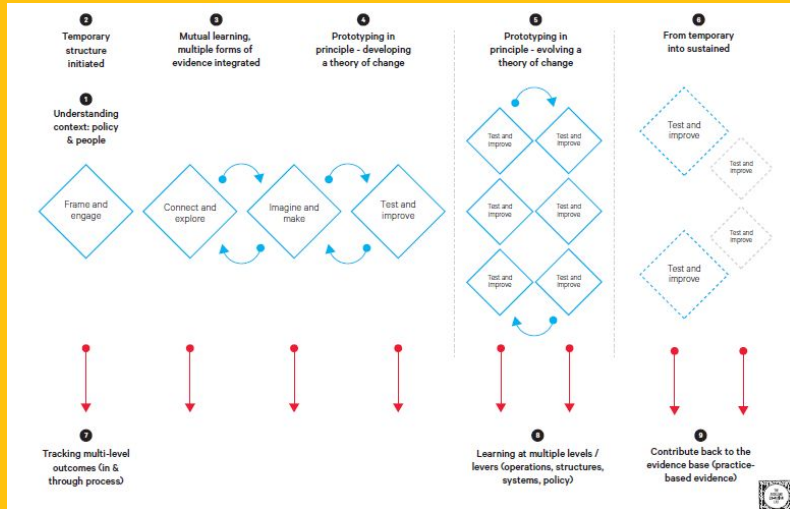


Exploring convergence points in the process

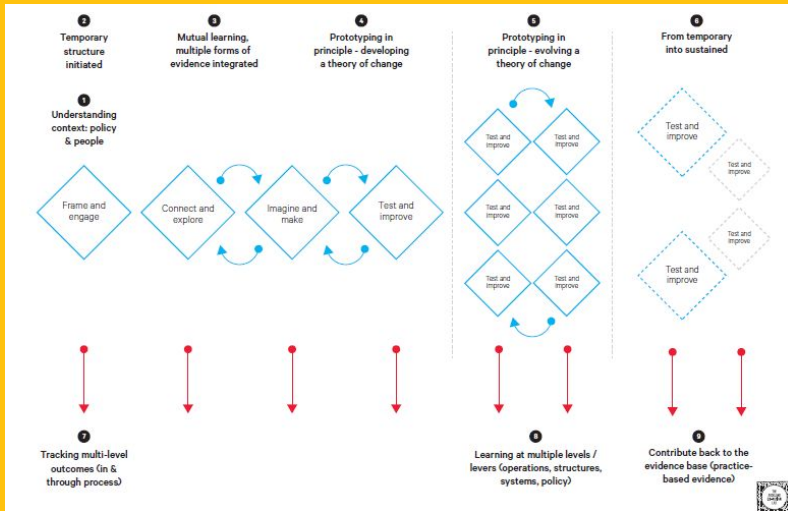
Practice prompt cards

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



Innovators as
evaluators

Evaluator guides at
key points

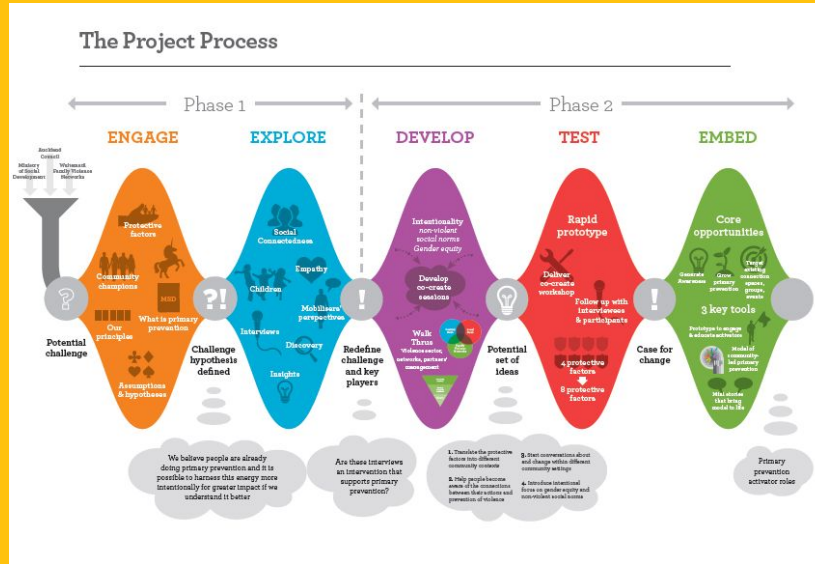


Evaluator as critical
friend

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 Kāiāga 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 factor 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

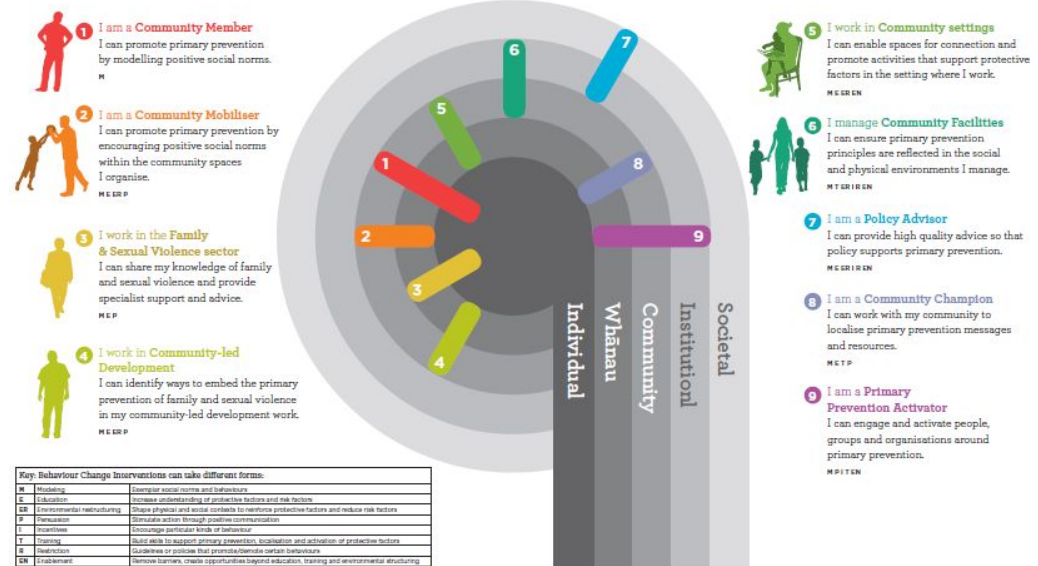
The focus of our work activates many of the protective factors and this extends the work we can do.

Maia

Role	Manager of Community Facility
Personal History	Born in NZ, married with 4 children
Sees?	Hundreds of community groups using dozens of facilities, staff who are dedicated to their local community
Feels?	Responsibility to provide safe place for staff and community to learn and grow
Motivated by?	Getting the best out of people, empowering others to achieve
Opportunities for action	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 promoted in 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?



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 methodology¹ 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?

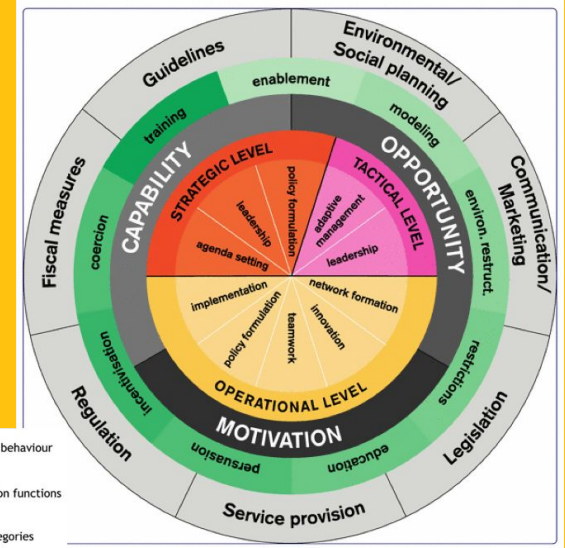
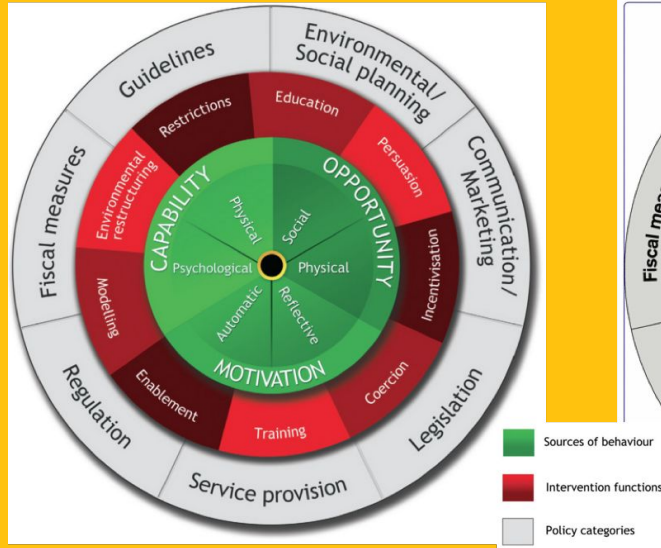
COM-B

Capability

Opportunity

Motivation

= Behaviour

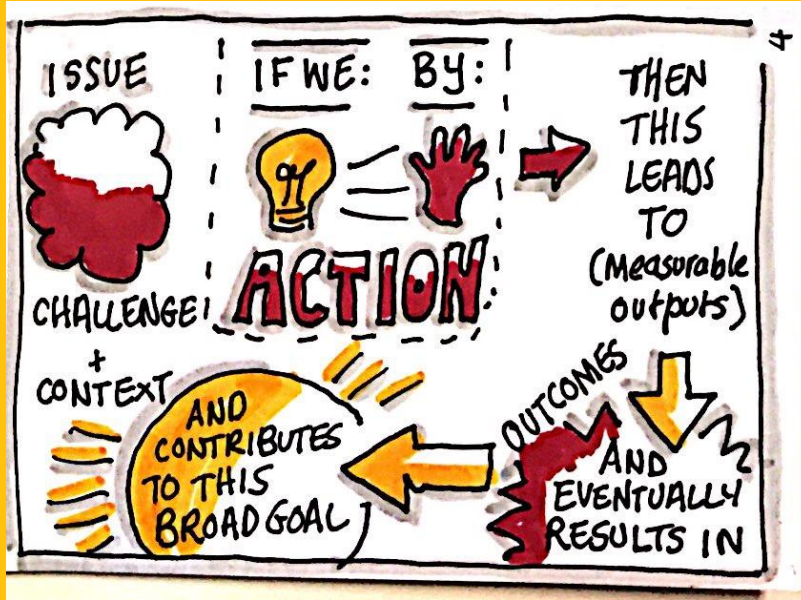


The Com-B Model is at the heart of the behaviour Change Wheel (Michie et al. 2011)
<http://www.behaviourchangewheel.com/about-wheel> a synthesis of a number of behaviour change models which has also been evolved into the Behaviour Change Ball (Hendriks 2013)

(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.



Auckland Co-design Lab

What are we prototyping?

What is the objective of the prototype? What aspect or concept will be tested?

.....

.....

.....

What do we want to learn about through this prototype?

What questions do we want answered?

.....

.....

.....

What is our Theory of Change?

We believe that

.....

.....

.....

What assumptions are embedded that need testing?

.....

.....

.....

Who needs to be involved?

.....

.....

.....

How are we going to test it?

Where? What methods? Over what time?

.....

.....

.....

What issues or constraints might we expect?

.....

.....

.....

Testing & evaluation

How will iterations and feedback be managed?

.....

.....

.....

What are the ethical constraints or risks involved with testing this prototype?

.....

.....

.....

How will we know whether it has worked or not?

.....

.....

.....

What design principles or user goals are we testing against?

.....

.....

.....

Consider

What is the reason for the prototype?

- To explore and make ideas tangible?
- To test and evaluate how well something works?
- To communicate, share and make the idea accessible to others?

What do we want to learn about?

- Value (do others see value?)
- Feasibility (what would it take to make this?)
- Integration (how does this work as a whole?)
- Experience (what will this 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?

CO-DESIGN WORKSHEET



Auckland Co-design Lab

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



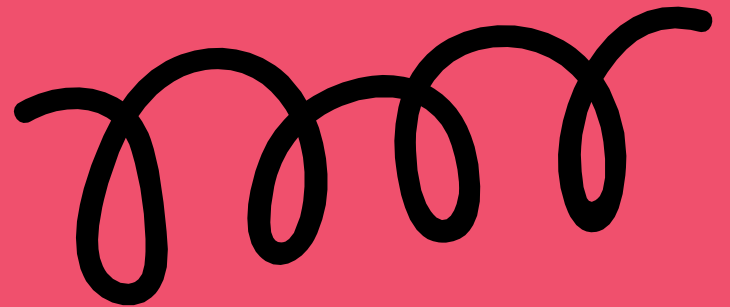
How are others working now?

What are the opportunities for convergence in your practice?

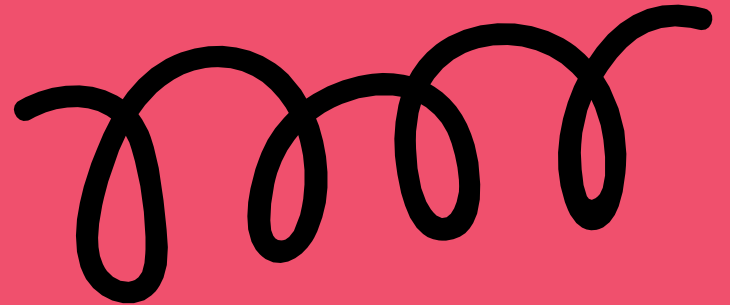
What tools and activities help act as boundary objects?

12.30-1.30

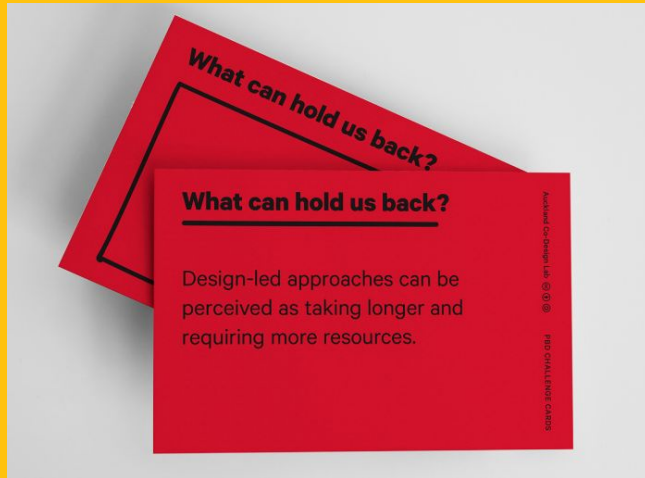
Lunch



**Challenges and
tensions?**



Tensions/ challenges



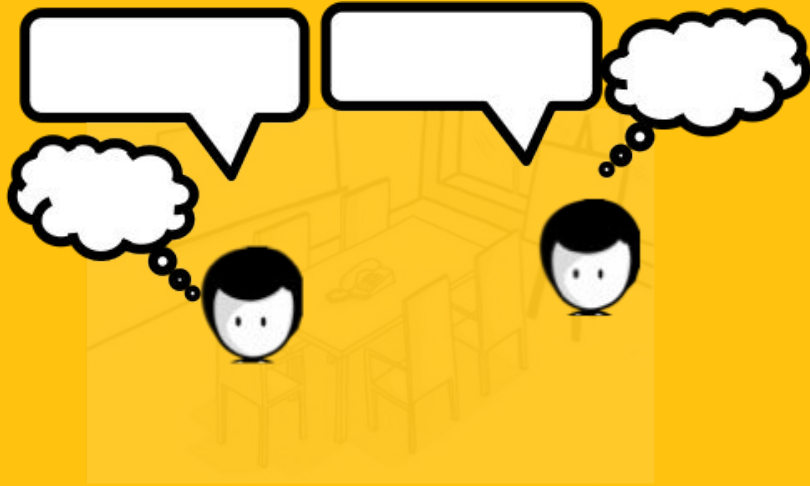
5 mins

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

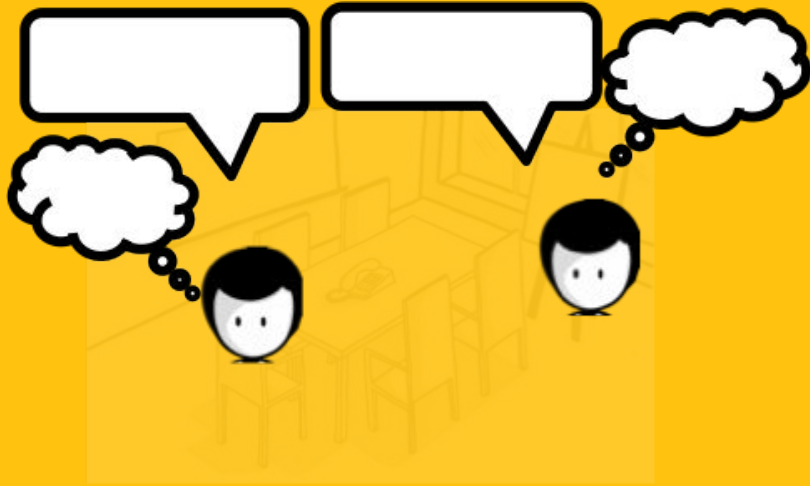
Using the scenes
pack

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

Scenes



Tensions/ challenges

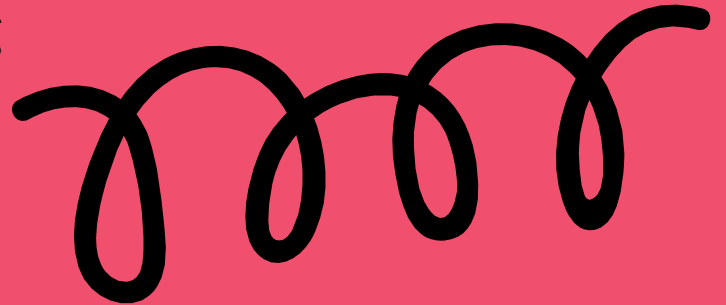


What tensions and challenges emerged?

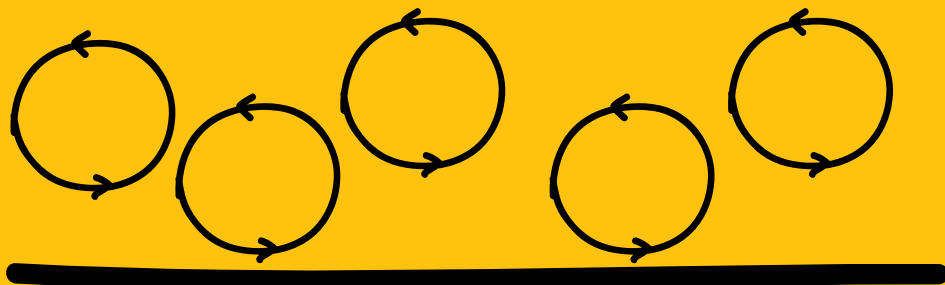
Share some scenes?

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)

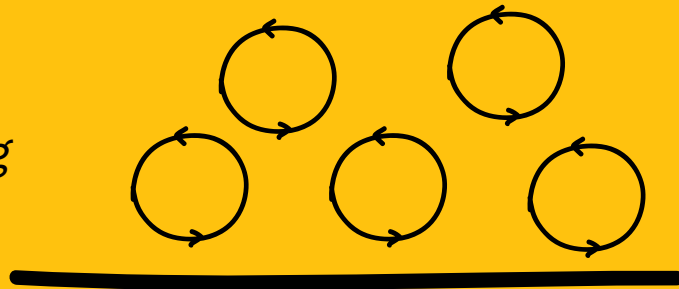
Skip (MSD)



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

Design

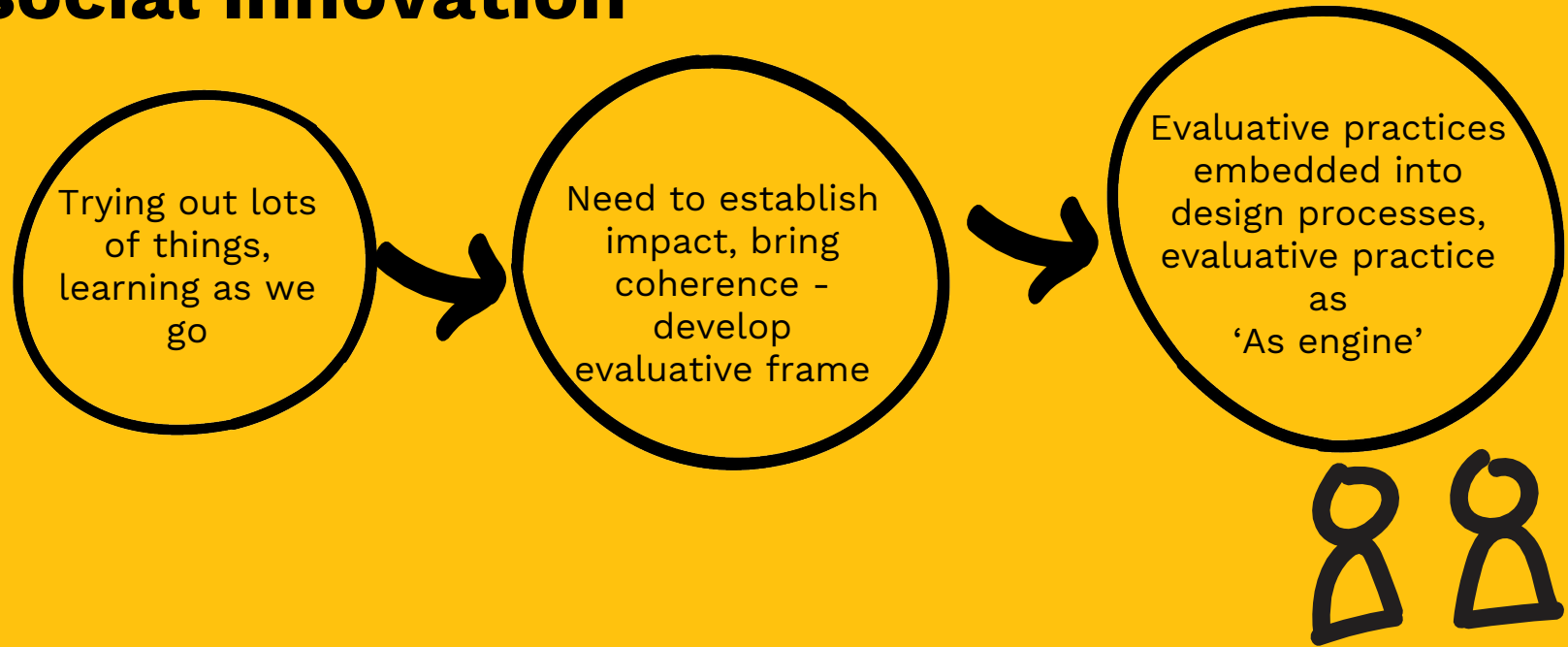
creates a space for enabling localised, local-led responses, involving different stakeholders actively in strengths-based ways



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



Lifehack

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

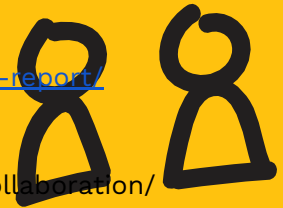
<https://lifehackhq.co/lifehack-resources/2013-2017-final-impact-report/>

Flourishing Fellowship

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

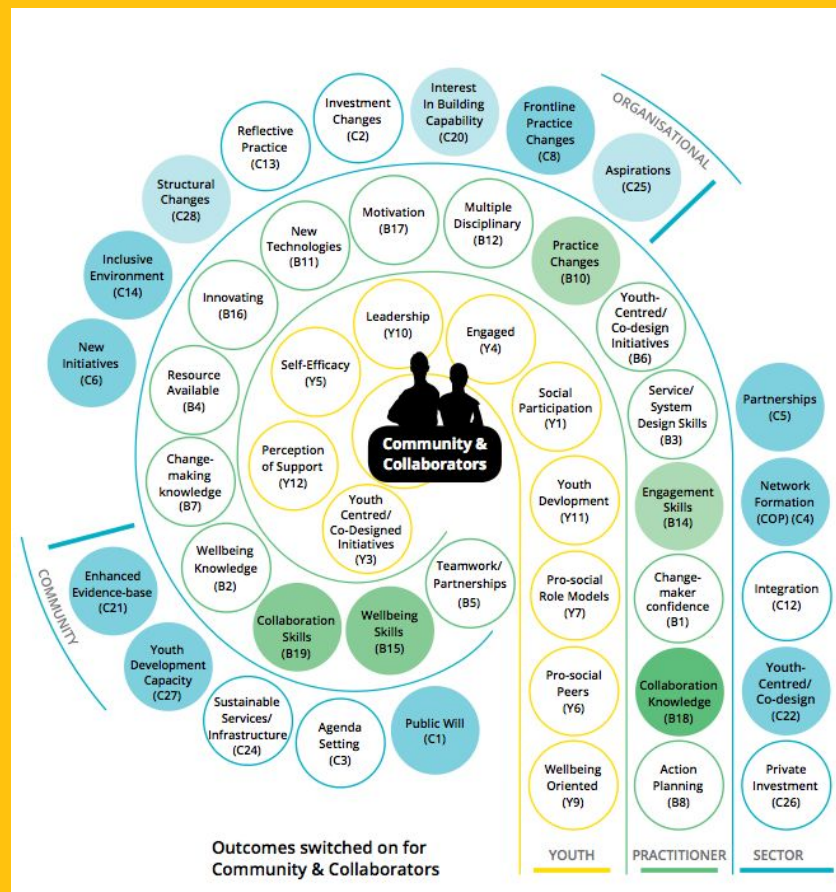
Community Collaboration with Ormiston Junior

<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:

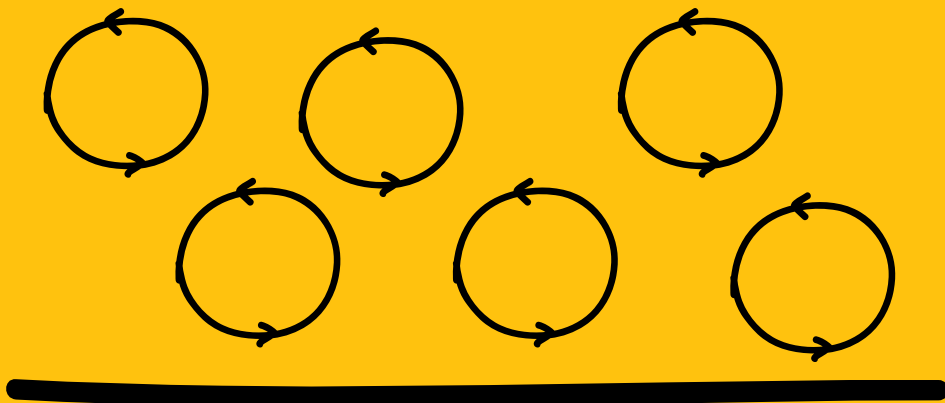


Is this familiar or unfamiliar?

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

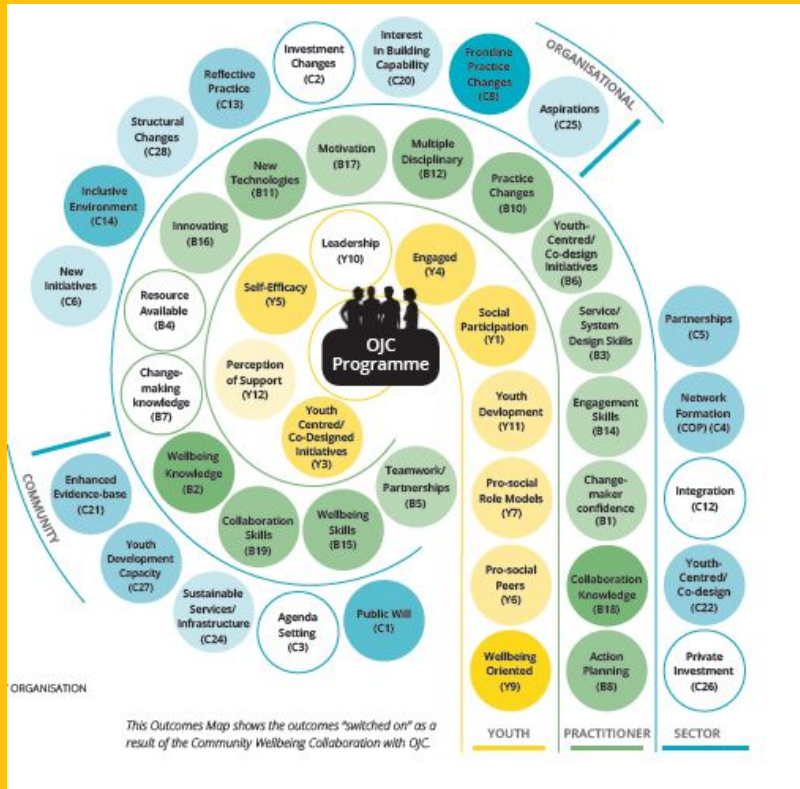
What were we deliberate to try and incorporate ?

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

Programme principles



Outcome 'Menu'



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?)

The screenshot displays a 'Recent forms' dashboard with a grid of 12 form cards. Each card shows a preview of the form's header and a title. The forms include:

- Mid point evaluation ques... (Opened 10:02 PM)
- Event Feedback (Opened Mar 27, 2018)
- Flourishing Fellowship - I... (Opened Mar 13, 2018)
- Oro Evaluation - Ongoing (Opened Mar 9, 2018)
- Survey Rua - After we met
- Lifhack Fellowship Evaluation Form
- Quick Evaluation of the Co-design for Youth Wellbeing Symposium
- 6 Months on Progress Assessment
- Survey Rua - After we fir... (Opened Mar 9, 2018)
- Lifhack Fellowship Progr... (Opened Mar 9, 2018)
- Quick Evaluation of the C... (Opened Mar 9, 2018)
- 6 Months-on Progress As... (Opened Oct 30, 2017)
- Wellbeing in Watermark Project - Progress Assessment
- 6 Months on Progress Assessment
- Feedback & Improvement Tracker
- Working together to achieve whānau wellbeing in Watermark



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

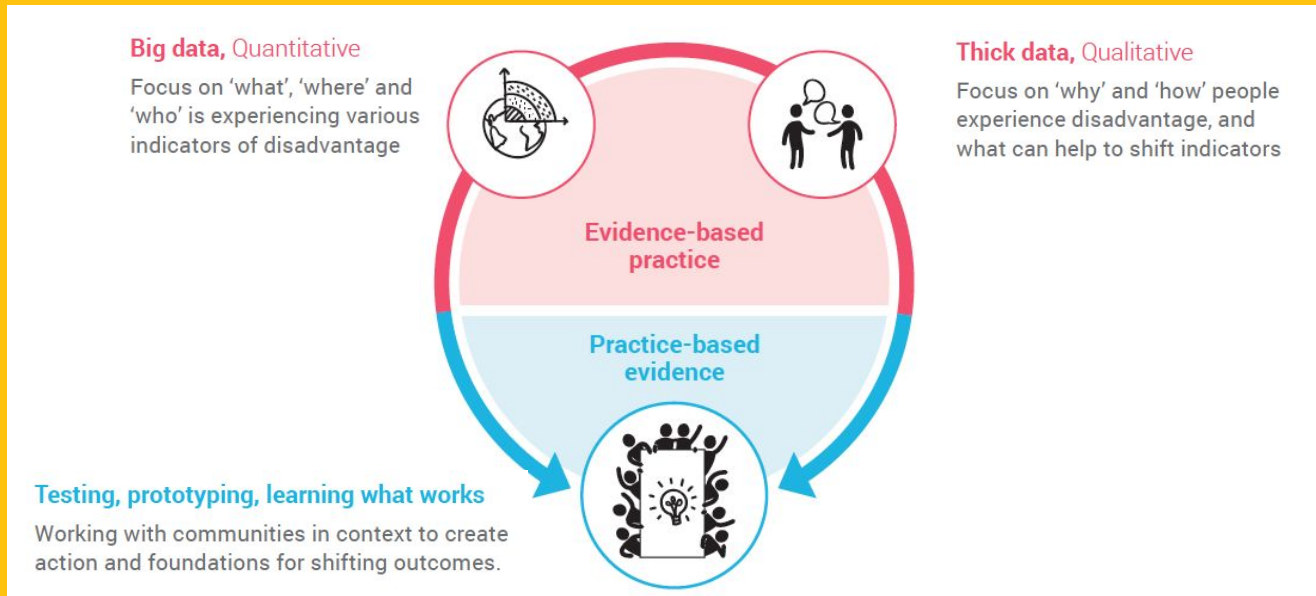
There is nothing off the shelf that is ready-fit-for-purpose for social innovation work, we need to experiment - a pluralistic approach

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



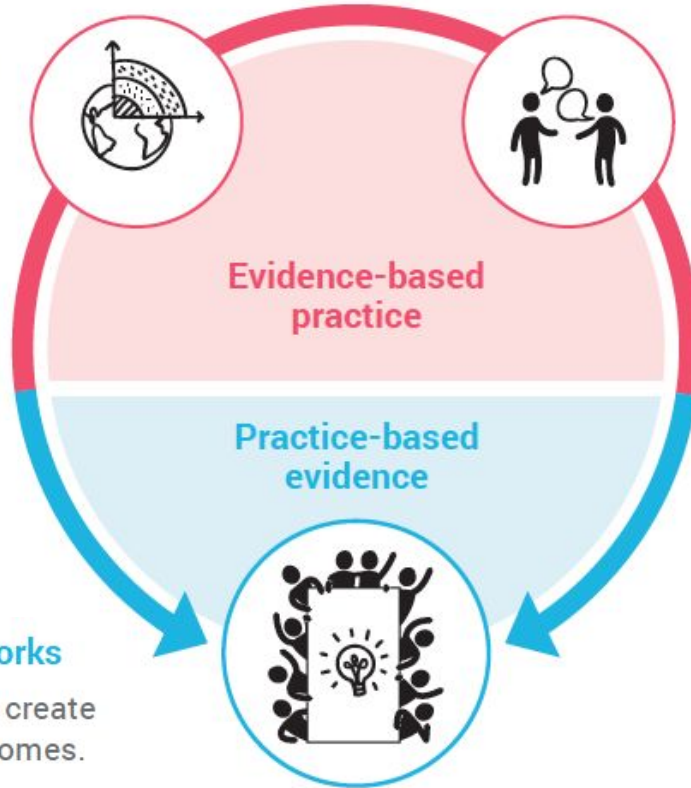
A focus on practice-based evidence

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

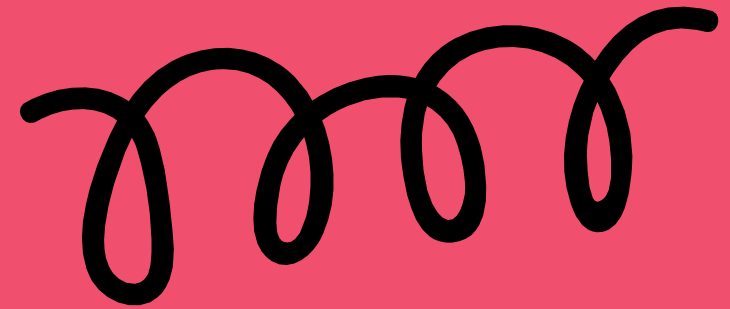
Focus on 'why' and 'how' people experience disadvantage, and what can help to shift indicators

Testing, prototyping, learning what works

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

3.00-3.30

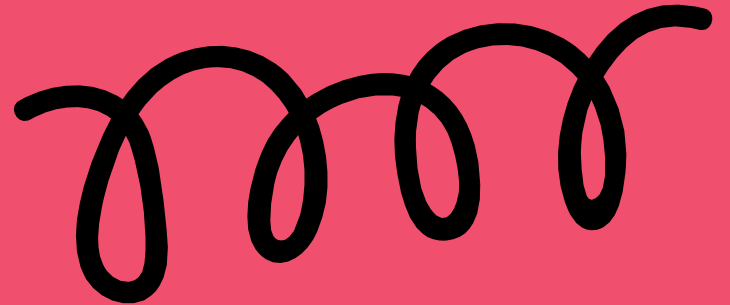
Afternoon tea



3.30-4.30

**Helping teams do this
work**

Building capabilities &
conditions

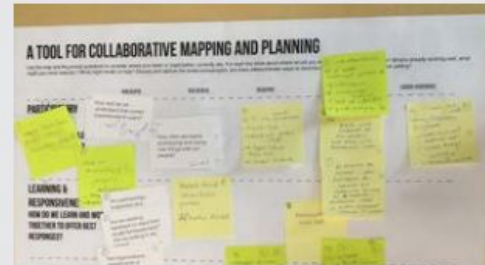


Mapping and mobilising

FELLOWSHIP WORKSHOP 28 DIFFERENT PRACTITIONERS FROM ACROSS DIFFERENT SECTORS



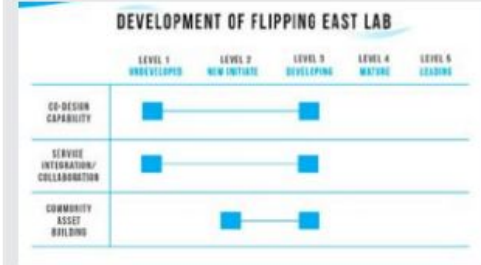
WORKSHOP WITH A LARGE ORGANISATION - TEAM MEMBERS FROM ACROSS THE ORGANISATION



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

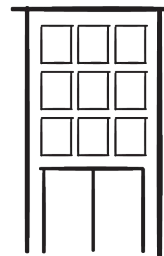
How do we apply design and evaluative approaches to identify, iterate and embed responses and the capacities needed to



Stream 3.

Our organisational integration & responsiveness

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




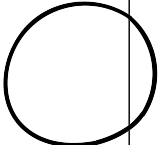
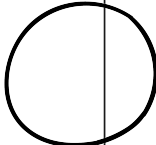

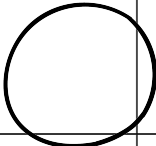

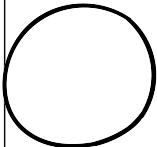

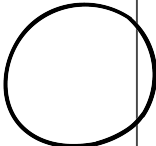
Stream 4.

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
1. Working with people and whānau How are whānau and other stakeholders involved in design and delivery of outcomes? 						
2. Design and innovation How do we apply design and evaluative approaches to identify, iterate and embed responses and the capacities needed to deliver them? 						
3. Organisational integration and responsiveness How do we manage responsively and work together to build our learning? 						
4. Our structural conditions 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

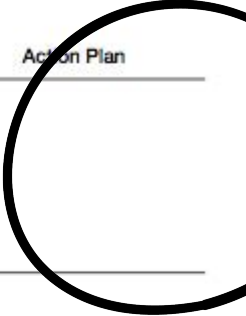
Aim to provide specific evidence of examples of practice

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?

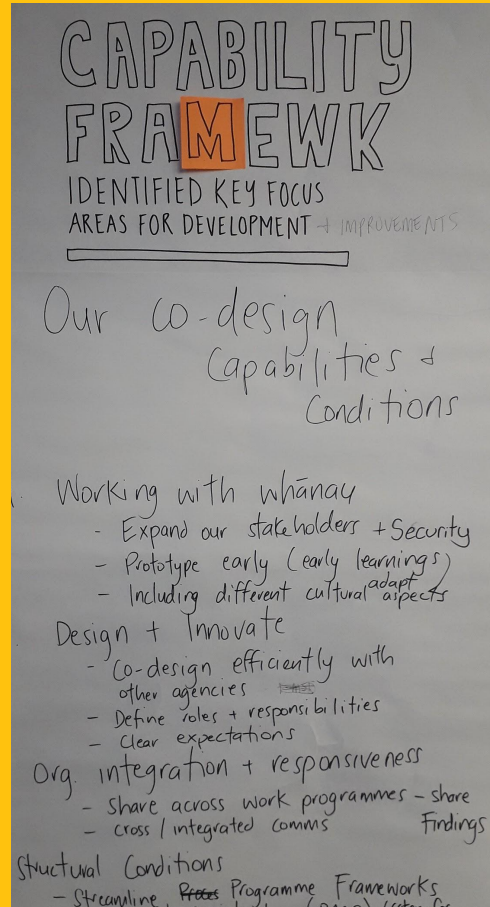
What we've found using it

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

Helps teams to identify leading lights

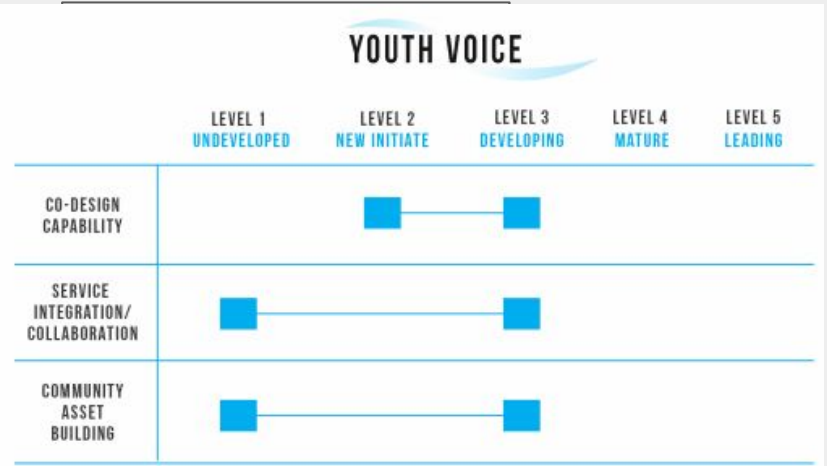
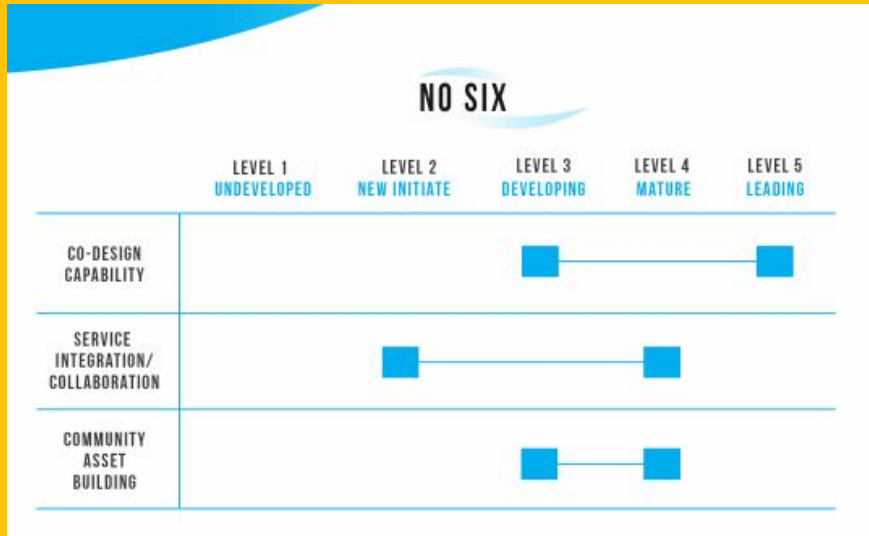
Allows safe discussion and planning about structural challenges

Useful across different contexts and readily customised to different settings



Take up

Adoption

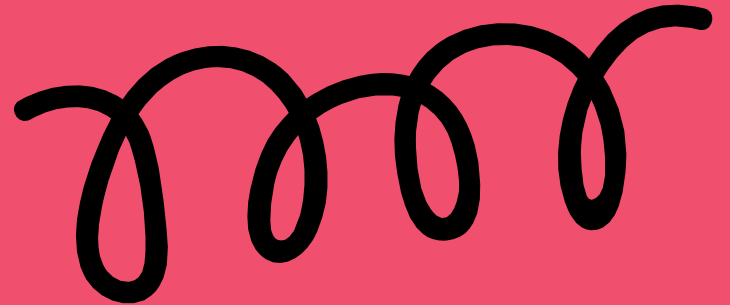


Young people have been involved in the design of the youth voice prototype since the foundation hui two months ago. Young people at the hui jumped off from the starting theme

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

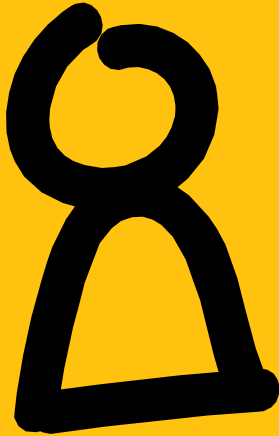
4.15

**Supporting integrative
practice**



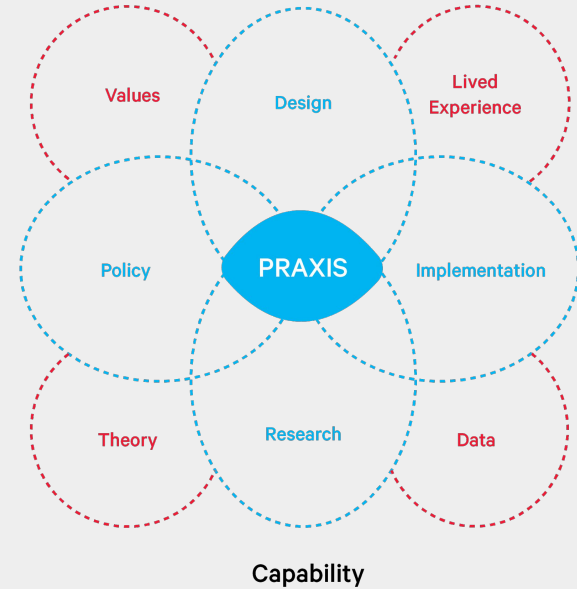
Reflection

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

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



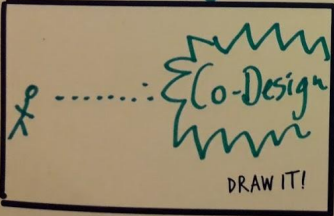
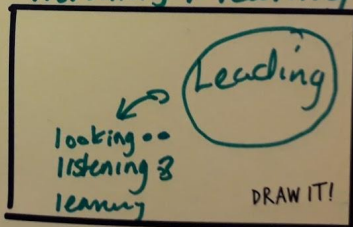
Download some of the design tools we used in the workshop here:

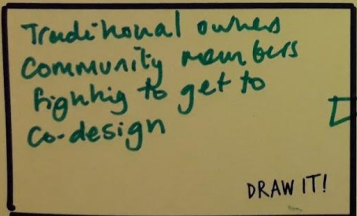
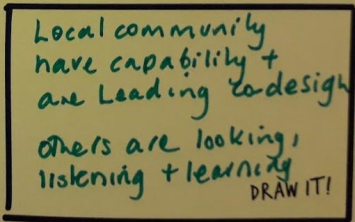
<https://www.aucklandco-lab.nz/resources/>

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

<p>as is now we often...</p> <p>Traditional owners, community members fighting even to get to Co-design</p>  <p>DRAW IT!</p> <p>tool derived from moveworkshop.com</p>	<p>to be in the future we will...</p> <p>Local community, Aboriginal people have capability + are leading Co-design. Others are looking, listening + learning</p>  <p>DRAW IT!</p> <p>Auckland Co-Design Lab © ① ② ③ AS IS TO BE CARDS</p>
--	--

<p>as is now we often...</p> <p>Traditional owners Community members fighting to get to Co-design</p>  <p>DRAW IT!</p> <p>tool derived from moveworkshop.com</p>	<p>to be in the future we will...</p> <p>Local community have capability + are Leading Co-design Others are looking, listening + learning</p>  <p>DRAW IT!</p> <p>Auckland Co-Design Lab © ① ② ③ AS IS TO BE CARDS</p>
--	--

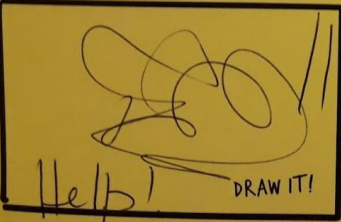
Our As Is To Be scenarios

as is
now we often...

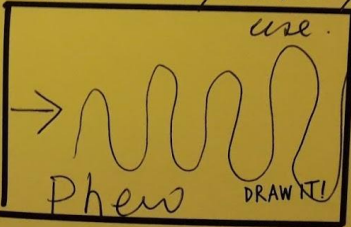
confused
unclear about
co-design

to be
in the future we will...
exemplars of best practice
clear about what it is
what it could be - impacts of use.

co-design
Auckland Co-Design Lab



Help! DRAW IT!



Phew DRAW IT!

AS-IS TO-BE CARDS


tool derived from moveworkshop.com

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 relationships
w/ govt.


Auckland Co-Design Lab



DRAW IT!



People + Govt



DRAW IT!

AS IS TO BE CARDS

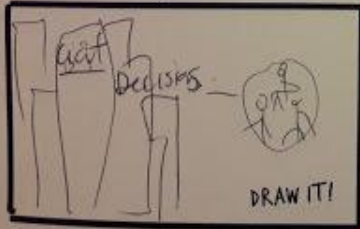
tool derived from moveworkshop.com

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



tool derived from maveworkshop.com

to be

in the future we will...

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



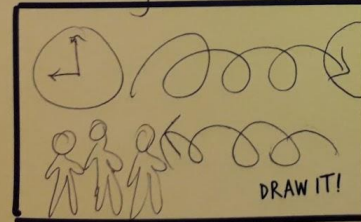
AS IS TO BE CARDS

Auckland Co-Design Lab

As is

Now we often...

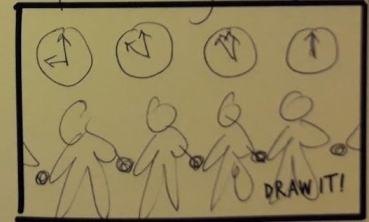
- don't build trust,
- show respect,
- explain why ->
- in support of being investing in the process



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



AS IS TO BE CARDS

Our As Is To Be scenarios

As is

Now we often...

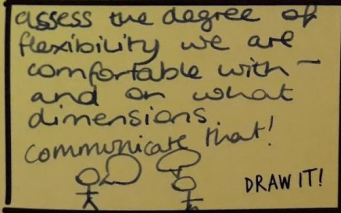
label things 'co-design'
and falsely raise
expectations we can't
deliver on.



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.



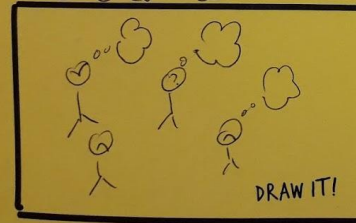
Auckland Co-Design Lab ② ③ ④

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



Auckland Co-Design Lab ② ③ ④

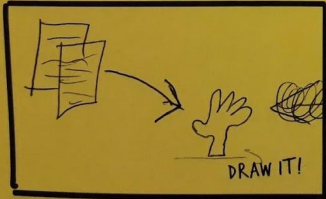
AS IS TO BE CARDS

Our As Is To Be scenarios

As is

Now we often...

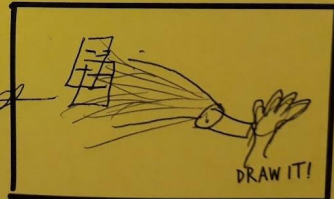
Translate
Evolve for
Use in expe



To be

In the future we will...

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



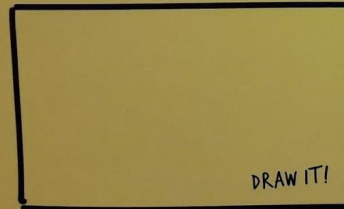
Auckland Co-Design Lab © 2018

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