

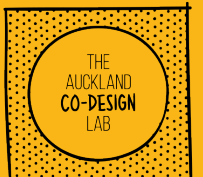
**Welcome**

**Ngā mihi**

**Design For Equity and  
Intergenerational Wellbeing:  
Foundations Online Learning Program  
Prep for Module B**



The Learning program is being hosted by The Auckland Co-design Lab in collaboration with The Southern & Western Initiative, Ngā Aho Māori Design Professionals, Tuakana Teina Evaluation Collective and Tokona te Raki.



## Pre-activity for Module B

# Exploring our relationship to data and evidence



# Working with different forms of data and evidence



An important part of design and innovation for equity and intergenerational wellbeing is considering how we think about evidence, and the kinds of evidence needed to support learning, experimentation and decision-making in complex settings.

We may need to challenge, or at least explore and question assumptions and norms about evidence, how it is constituted, who validates knowledge, what knowledge systems are privileged and who gets to decide.

A place to start the conversation is in exploring some of the relationships we have to data and evidence.

This tool is intended to help teams to identify and think about the different forms of evidence and data, and how it is currently used and valued in our daily work.

## **The link between evidence and accountability**

The norms, habits, perspectives and assumptions we have about data and evidence greatly influence our approach to what we track, measure and value and our dominant systems of accountability.

In Modules B and C we will build on this conversation about evidence. Specifically we will look at how our understanding of evidence influences our approach to reporting, tracking and defining measures of success.

More information on practice-based evidence in the context of social innovation is available in this blog post "Evidence for Innovation"  
<https://blogs.rch.org.au/ccch/2019/05/06/theme-4-evidence-for-innovation/>

## Pre-activity for Module B

### Exploring our relationship to evidence and data

The following 10 circles describe some of the different types of data or systems of collecting data and evidence that are drawn upon or developed are part of research, design and government consultation and decision making.

These different definitions are just to help prompt us in considering with a critical eye what is most commonly used in our work now, how it is used and why.

Take a look at these different types of data and evidence and then consider the questions over the page.

### Indigenous Knowledge

Indigenous knowledge, cultural knowledge - systems of knowledge developed over centuries by communities from a particular culture or place.



### Western Science

A system of knowledge, research and descriptions of phenomena developed and described predominantly through a Western or Euro-centric scientific model or worldview.



### Practice-based Evidence

Drawing up the existing evidence -base and creating new knowledge through working together with communities, on the ground testing and prototyping to find what is needed and what works in local context.



### Evidence-based Practice

Development and application of (usually) interventions that have been shown to be effective elsewhere through specific and consistent forms of trials and testing such as randomised control trials (RCT).



## Pre-activity for Module B

### Exploring our relationship to evidence and data

#### Qualitative Research

Research data that provides understanding and descriptions of meanings, behaviours, social context, motivations and underlying reasons developed through structured methods.



#### Quantitative Research

Research that provides a view or identifies patterns of what is going on from a numerical or statistical point of view e.g., how much, how many, when, where, what kind through structured analysis.



#### Expertise & Experience

Experiential knowledge and lived experience, know-how, values, perspectives and culture of those involved and impacted, including families, young people, children, community members, practitioners, front line staff.



## Pre-activity for Module B

### Exploring our relationship to evidence and data

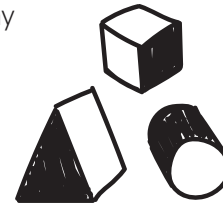
#### Feedback

Knowledge of opinions and perceptions among the public, stakeholders and media. May be gathered ad hoc or through open consultation and submission methods.



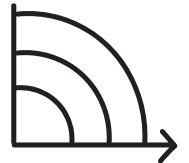
#### Evaluation & Monitoring

Knowledge of what has changed and why generated through a structured process of looking back and across, through a critical perspective.



#### Projections, forecasts, models

Using evidence from past activities—e.g. costs incurred, results achieved—to produce forecasts or predictions of what could happen in future. Not 'evidence' in themselves, but often used to inform advice in similar ways



## Pre-activity for Module B

### Looking at different types of evidence and data

Looking at the different forms of data and evidence, consider and discuss with your team:

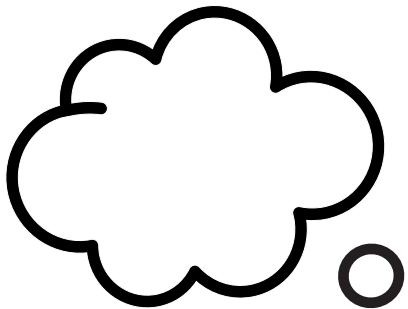
Which of these are you comfortable with? What do you draw upon more regularly in your work, personally or as a team/agency?

What do you use for decision-making and/or reporting?

How are these different forms of data or evidence valued or perceived in your world? Which of these are prioritised and why?

What are some of the unwritten rules that exist about data that guide what and how it is used in our workplaces?

What opportunities might exist to expand and incorporate other forms of evidence in your work, or how has this already been supported?



# Mapping Capability and Conditions

Helping teams identify the capabilities and conditions needed to do this work, and identify areas for development.





# Overview

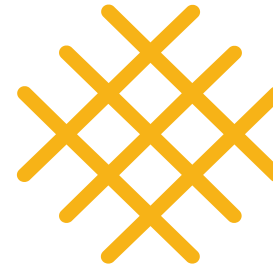
Each of the Foundation modules focuses on an aspect of design-led practice for equity and intergenerational wellbeing.

The Mapping Capabilities and Conditions tool is designed to help teams explore the capabilities and conditions that are important to this work. We have provided a series of questions or prompt cards for each module that teams can use to pause, unpack and reflect on current practice and enabling conditions in their work context.

It can be as simple as picking a couple of cards to discuss. For a more intentional action planning process use the prompt cards alongside the framework provided in this document to map team and organisational capability and conditions, identify existing 'leading light' practice and agree on priority areas for development.

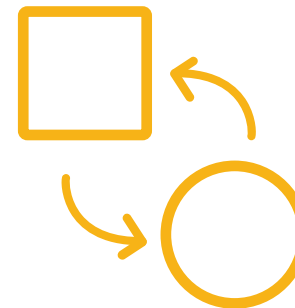
There may be other questions that you think are important to explore and map with your team as well. Feel free to suggest and add other questions.

This mapping tool has been adapted from our more in-depth capabilities and conditions framework. (Which you can access here: <https://www.aucklandco-lab.nz/resources>)



## MODULE A: CONNECTING

Why and how we  
work together



## MODULE B: MAKING

From transaction to  
transformation




## MODULE C: LEARNING

Building learning  
capacity

# Mapping capabilities and conditions prompt cards and framework

The framework is intended to support teams to unpack in more detail the different kinds of capabilities and conditions needed and define for yourselves what good practice looks like in your context. It is aimed at the capability of teams, rather than individuals. It asks you to consider the current skills and strengths of the team (capabilities) as well as the boarder conditions and capacity of the organisation and agency to support these practices.

Not all teams will need to build capability in all areas. Use this tool and the associated prompt cards to work together to explore and map where you are now, identify existing strengths and 'leading lights' in practice. Then use this as the basis for mapping where you would like to get to, and what actions and strategies might help you to get there.

PRINT ME 

### Mapping Capabilities and Conditions Framework

	Undeveloped	Understanding	Developing	Mature	Leading	Action Plan
Individual / Teams	●	●	●	●	●	●
Organisation	●					
System wide	●					

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# How to use

1. Print out the framework at A3 or larger
2. Using the Module prompt cards, pick a question or questions to consider with your team. For example “How do we acknowledge that people are the experts in their own lives, how do we show this through our interactions?”
3. As a team discuss your response to the question. Where would you consider your practice to be on the continuum of underdeveloped to leading and why?
4. Identify specific examples, note these on a post it and map them on the framework. It may be that some projects provide leading examples of practice, others less developed—so you may be on the continuum in more than one place as a response to one question
5. Consider also whether the capability is embedded organisationally, or only at a team level, or strong throughout
6. Also discuss, what would more developed, mature or leading practice look like, are there examples of that within your team or organisation already that you could amplify or grow?
7. Once you have mapped some of the current capabilities and examples, use this to consider what you would like to grow or develop as a team. Create an action plan that specifies what you are trying to achieve, and what you will test or try to do this.

**Important note:**

The tool is not intended as a process of judgement. It's about helping teams to critically and honestly make an assessment of where practice is currently, where we would like to get to and why, and what some specific and achievable next steps for action would be to help us get there.

The axis are just to help with discussion and you may like to rename them.

The horizontal axis helps teams consider if the level of development is consistent from individual team to organisation or system level.

It might be that at an individual or team level the skills, capability or commitment is strong, but the conditions are not in place systemically.

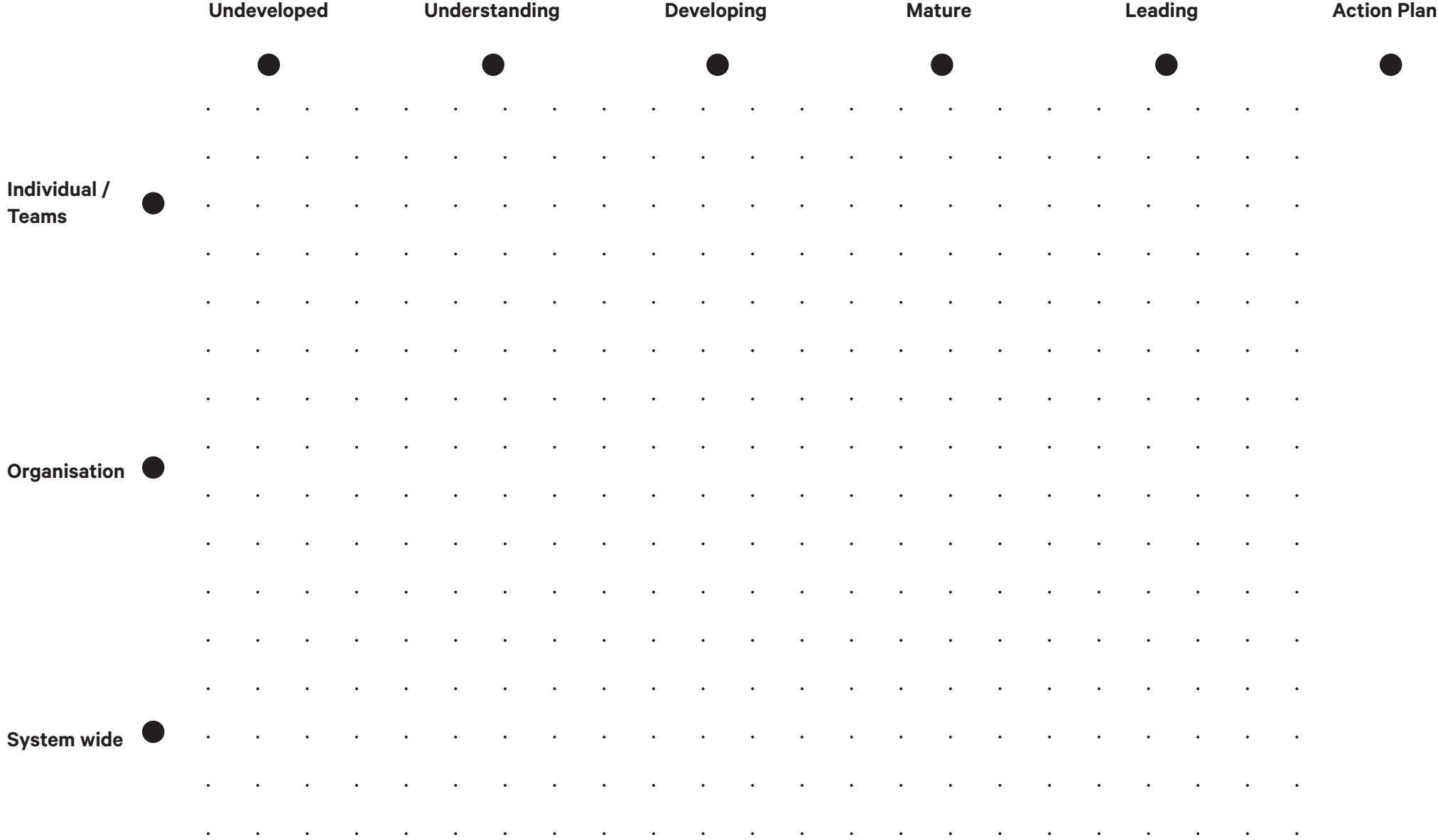
Alternatively, it could be that there is mandate, but the on the ground skills and practice still needs to be developed.

## Mapping Capabilities and Conditions Framework

	Undeveloped	Understanding	Developing	Mature	Leading	Action Plan
Individual / Teams						WE MUST BE ABLE TO SHARE NEW CAPABILITIES WITH ALL BROADSIDE PERS.
Organisation			How well do we build and hold safe spaces where children and stakeholders can work together in new and creative ways?			
System wide		Are there family, resource structures in place to support safe, ethical, inclusive engagement?	How confident are we in using inclusive and participatory practices that are responsive to place and culture?			

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# Mapping Capabilities and Conditions Framework



# What we need to do this work

## A Tip for Action Planning

1. Identify what the team wants to focus on (what do you want to shift) and why this is important
2. Use this card to identify the different ways you could get that shift

We often go to training is a default way to achieve practice shifts in our organisations. But we should also consider other levels for change, such as resourcing or policy or mindsets.

For example some teams have identified needing to be more confident to say they don't know the answer (a mindset shift), other teams have identified needing to make the time and to value building stronger relationships outside project timelines as critical to shifting practice (a focus on connections).

## Things we need to do this work

I/We need	Area/s of change
.....	<input type="radio"/> Skill
.....	<input type="radio"/> Knowledge
.....	<input type="radio"/> Roles
.....	<input type="radio"/> Mindsets
.....	<input type="radio"/> Resources
.....	<input type="radio"/> Infrastructure
<b>This is important because</b>	<input type="radio"/> Mandate
.....	<input type="radio"/> Rules/Policy
.....	<input type="radio"/> Connections
.....	

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PBD CAPABILITIES & CONDITIONS

You can download and print this card from The Lab website:  
<https://static1.squarespace.com/static/55ac5ee5e4b08d4c25220f4b/t/5b7502176d2a73417a171e54/1534394903985/PBD+Capabilities+and+Conditions+Cards+A6.pdf>