



CO-DESIGN WITH SERVICE USERS

Ingrid Burkett
with participants from the
Outer East Youth Partnerships'
Co-design Workshops.

FOREWORD & OVERVIEW

FOREWORD

The Outer East Children and Youth Area Partnership (OECYAP) is a place-based, cross-sector initiative to improve outcomes for vulnerable children, young people and their families. The OECYAP operates across the City of Knox, City of Maroondah and Shire of Yarra Ranges, and has prioritised the primary prevention of family violence and improving outcomes for children and young people in out-of-home-care.

The work of the OECYAP is underpinned by co-design, and in 2015, the OECYAP partnered with the Victorian Council of Social Service (VCOSS) to host a two-part, professional development series to build the skills and knowledge of workers across a variety of organisations in the Outer East to create new solutions with service users, not for them. The workshops were practical and interactive, and attended by over 60 professionals from across the Outer East.

This booklet provides an overview of the theoretical and practical content presented at the workshops by facilitator and co-design expert, Ingrid Burkett (Knode Consulting, Centre for Social Impact). It includes reflections from workshop participants, and some of the content generated from the interactive activities they engaged in.

The OECYAP would like to thank Danielle Madsen (The Australian Centre for Social Innovation), Ian Gough and Cassandra Bawden (Council for Homeless Persons), Tanya Hendry (Eastern Health) and Adam Cooper (City of Maroondah) for sharing their insights on co-design with workshop participants. Most importantly, the OECYAP thanks Joan Rose (Health Consumer, Eastern Health) and Andrew Day (Sharing Family, The Australian Centre for Social Innovation), who provided reflections on

co-design from their perspective as service users; and workshop participants, whose reflections and experiences have shaped the development of this resource.

We hope you find the following materials useful as you seek to learn about and embed co-design in the practices of your organisation.

Jane Hadjion

Independent Chair, OECYAP

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INTRODUCTION TO CO-DESIGN



What is Co-Design?

Co-design quite literally means ‘collaborative design’. It is a methodology for actively engaging a broad range of people directly involved in an issue, place or process in its design and sometimes also in its implementation. It is about engaging people into the design of improvements, innovations and impacts - drawing together their collective experiences to build services and outcomes that are as good as they can possibly be. Co-design is not focussed only on including the voices of end users - but on building mutual understanding across the service system. In order to change complex and entrenched social issues we need to incorporate the skills, knowledge and experiences of ALL people involved.

**Co-Designing: collaborating, including and designing
WITH
people that will use, deliver or engage with a service or product.**

Why is it of interest in the current environment?

There is both a push and a pull to collaboration in the current environment. Apart from a broader interest in collaboration across disciplines and sectors to address complex social issues, there is also an interest in engaging with service consumers / users - partly because it is increasingly clear that ‘top-down’ strategies are just not working effectively, but also because citizens are increasingly demanding and able (through technology) to voice their input and engage in shaping the services that in turn shape parts of their lives.

Co-design offers a way to engage consumers and a range of other stakeholders not only in the exploration of issues, but across the process of designing and implementing programs.

It is not just about consulting people at the early stages, but engaging people in a learning process about what works and how we can innovate to ensure that services designed to support people are able to assist everyone to reach their fullest potential.

For service providers this means that co-design builds greater effectiveness, but, over time, there may be opportunities for greater efficiencies as we explore and test out options before expensive pilots or longer programs full of untested assumptions.



“Co-design = working side by side. Not Top Down. Not Bottom Up”

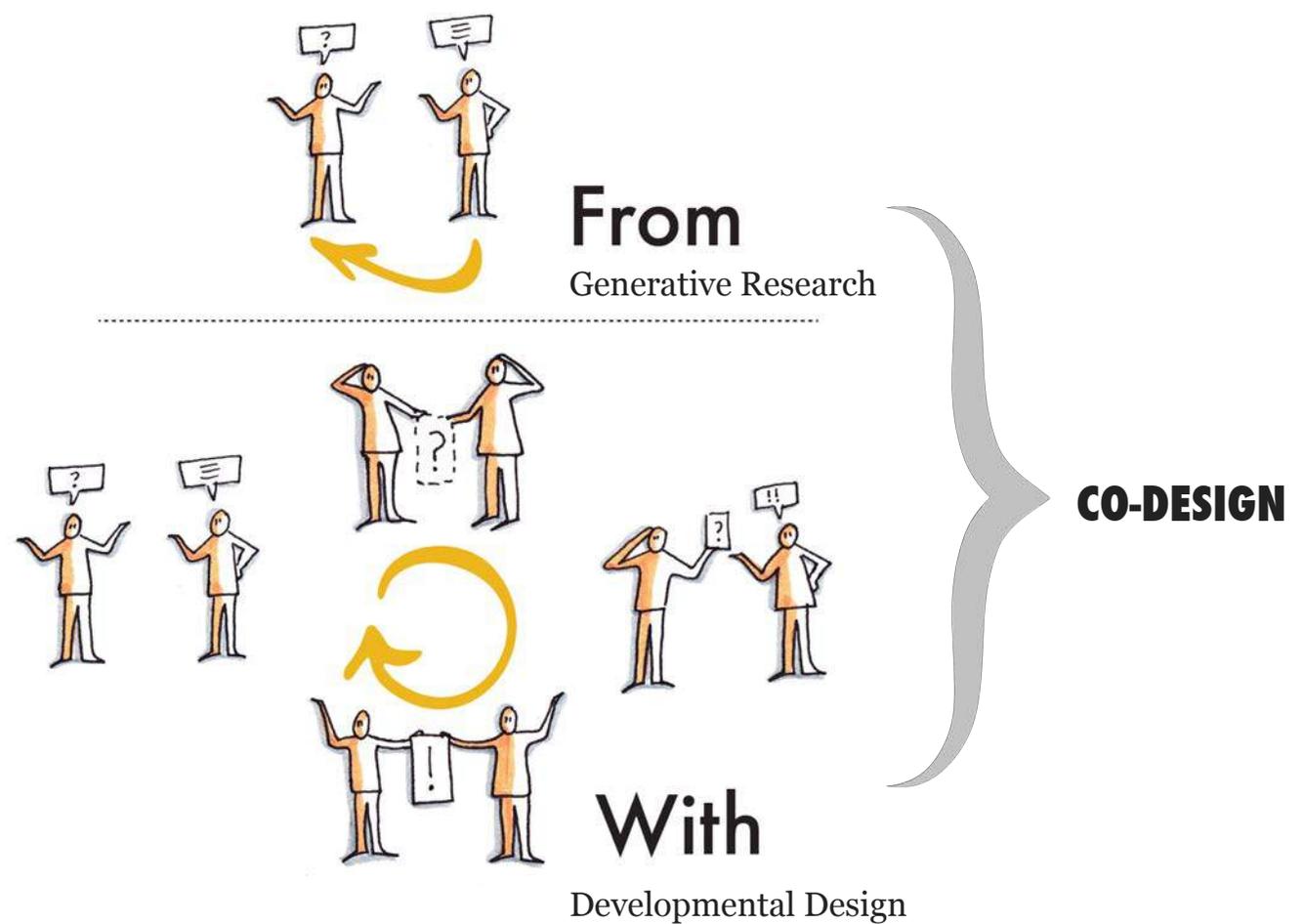
What are the differences and similarities with other methods for engaging people?

Co-design is not rocket science, and it's not all new. Many people working in human services already have some core skills to undertake co-design - especially around the 'co' side of the concept. But there are also some differences. It is not just about 'add another skill and stir'. Recent research suggests that if we don't take note of the skills and mindsets involved in doing co-design well, or if we do it badly, we can actually "exacerbate social exclusion and destroy trust systems" (Evans, 2015; 1). If it is "done well", however, it can "help stabilise turbulent lives, improve life chances and foster trust systems" (Evans, 2015;p1). So, the question is, what does it take to "do co-design well"? To start with we need to understand both sides of the concept - "co" for collaborate and "design" - that is, "intentionally creating solutions, innovations and improvements that address problems and/or open up possibilities for a better life" (Burkett, 2013).

In this illustration I have tried to show what we often encounter when we talk about co-design. That is, an assumption that the "co" is something we already do, but in other guises, and the "design" part, which is considered either just the latest 'cool thing' or it is an unknown, and thus becomes a black hole of anything and everything.

Together, though, they mean that we are working side by side, with service users, to create, test and refine services and products that both professionals and service users alike believe will improve outcomes. The design process is a container for framing, iterating, refining and actively testing our solutions - and for learning and improving based on the results.



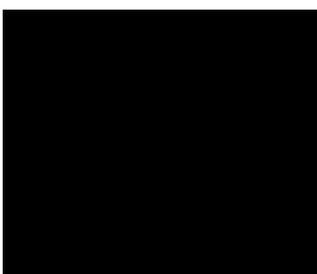


Co-design involves learning FROM service users, for sure, but it also involves learning, testing and creating WITH service users. This changes and challenges our assumptions about the relationship between professionals and service users. When we engage with service users to learn from them and gather insights from them then this is what we refer to as ‘generative research’. When we engage users in further development, testing and refining of services or products, then this is referred to as ‘developmental design’. Both are part of co-design (though generative research is not co-design in and of itself).

Why spend so much time talking about what co-design is?

Only because it is proving to be overused and under developed in its application. From research and practice it is clear that co-design has a great deal of potential to generate better outcomes in a variety of fields. However if we just throw it around to describe everything and nothing, it will be diluted down so that it eventually becomes meaningless. Already we are finding that people are using co-design predominantly to describe only the generative research part of the process. This means that the majority of what is termed ‘codesign’ only represents a part of the bigger process. Actual co-design is still, unfortunately, relatively rare.

This is despite, as outlined in the table below, there being considerable potential benefits for both organisations and service users in the co-design process.



	Benefits for service users	Benefits for organisations
Improved Idea Generation	<ul style="list-style-type: none"> - contribution of better ideas from service users as experts in the use of the service - participation in generating ideas about their world 	<ul style="list-style-type: none"> - improved creativity - improved focus on users & outcomes - better cooperation across the organisation and disciplines
Improved Service	<ul style="list-style-type: none"> - better fit with users needs - better service experience - higher quality of service - more differentiated service 	<ul style="list-style-type: none"> - improved customer relations - better outcomes - contribution to brand & reputation
Improved Outcomes	<ul style="list-style-type: none"> - higher satisfaction levels - capacity building of user - improvement across a range of other outcomes - eg. health, mental health 	<ul style="list-style-type: none"> - better relationships between providers & users - more successful innovations - improved innovation practices, processes & capabilities - higher staff satisfaction levels

Based on Steen, M., Manschot, M. and DeKoning, N. (2011) Benefits of Co-Design in Service Design Projects, International Journal of Design, vol. 5, no. 2, pp53-60

The remainder of this section outlines some of the core principles of co-design. A draft 'Theory of Change' for co-design is also presented as a way to open up conversations about what the potential benefits and impacts of co-design might be, particularly in relation to complex social issues and harder to reach groups of people.

Workshop participants were asked to summarise their own definitions of what co-design is in a single sentence. Below are some of the definitions that were presented.

Co-Design is....

Finding solutions together.

Doing 'with' not 'to'.

Collaborative process that engages with the service recipient in an equal partnership that seeks meaningful, realistic and workable solutions to real issues faced.

A process of designing services / community initiatives / interventions based on fully hearing the community/consumer voices and enabling equal and shared ownership of the design of responses.

Workshop Participants

CO-DESIGN

SOME FUNDAMENTAL PRINCIPLES

1. Everything is 'designed' but not everything is 'intentionally designed' to ensure outcomes. Intentionally and collaboratively designing responses to social issues can result in improved outcomes, more effective services, higher levels of commitment and responsiveness.
2. Co-design begins with questions, not solutions; curiosity not certainty. Insights from co-design can inform, enrich and humanise 'hard data' and evidence.
3. Learning with and from people who have 'lived experience' of an issue in their context leads to improved understandings, insights into complexity and greater capacity for responsiveness. Co-design involves leaving the office, and often involves leaving comfort zones.
4. Co-design does not mean focussing only on the 'end user' or consumer. It means 'collaboratively designing' - so ideally all parts of a service system need to be engaged. At the very least CRITICAL parts of a service system, that will make or break changes to services need to be engaged (eg. consumers, frontline staff, accounts people).
5. Co-design happens over time and across structures - it requires a different kind of relationship between people which incorporates trust, open and active communication and mutual learning. Co-design is a process not an event - a one-off co-design workshop might be 'fun' but it is unlikely to improve outcomes over time.
6. We need to have frank discussions about how and where co-design happens in organisations, including whether it is practical and right for service providers to also co-design with consumers.
7. Co-design is alive. It requires commitment to change - and feedback loops. It involves testing, making and implementing change over the lifetime of a program. It will probably involve conflict, tough decisions, risks and failures....so we need to go into it with eyes wide open.

CO-DESIGN THEORY OF CHANGE

If we:

Create spaces (mental, organisational and physical) for innovation and collective problem solving approaches inside and across organisations;

Recognise and harness the expertise of citizens and professionals alike;

Acknowledge and actively engage the unique perspectives of service consumers in understanding both issues and responses

Utilise prototyping and experimentation to test, refine, get rapid feedback from multiple stakeholders at all levels of the organisation / system

By:

Resourcing design research and the engagement of consumers for continuous improvement and innovation in services;

Building trusting relationships amongst people (citizens and professionals) focussed on achieving mutually agreed outcomes;

Establishing robust learning environments and cultures in projects and organisations that focus on building on both failures and successes;

Shifting resources towards experimentation and rapid prototyping with consumers and professionals;

This will result in:

Development of stronger and more effective program and policy frameworks directly informed by people's actual needs, experiences and stories (rather than assumptions about what these might be);

Creation of pathways for and with people affected by the issues we are focussed on that actually lead to real and lasting outcomes;

More effective engagement of and work alongside harder to reach groups of people;

Building of trust, commitment and engagement amongst consumer groups and staff alike;

More innovative, responsive and effective service systems and citizens focussed on learning from 'what works' and building of evidence bases around this over time.

And eventually this will lead to:

Building of more effective service systems that cater for and actively involve diverse groups of consumers

Improvement of outcomes amongst people experiencing disadvantage and vulnerability

Reduction of social and economic costs of social exclusion, disadvantage and inequality.

LEARNING FROM PRACTICE

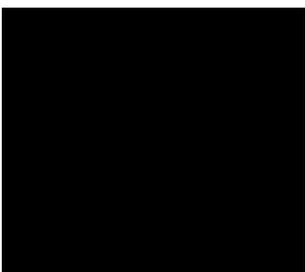


Co-design Panel: Tanya Hendry, Joan Rose, Adam Cooper, Danielle Madsen and Andrew Day
Photo: Mary Sayers, VCOSS

At the first workshop we heard three stories from people who are putting ‘co-design’ into practice in various ways. The presenters (from left to right) were:

1. **EASTERN HEALTH:** Tanya Hendry and Joan Rose presented about the work they have been doing to understand and improve patient experience at Eastern Health;
2. **MAROONDAH CITY COUNCIL:** Adam Cooper presented the work they have undertaken to engage young people around co-designing services through the Council
3. **THE AUSTRALIAN CENTRE FOR SOCIAL INNOVATION:** Danielle Madsen and Andrew Day presented the Family-by-Family initiative which has been co-designed to enable families to thrive and ensure that fewer families come into contact with crisis services.

During these presentations workshop participants undertook a ‘story harvest’ and documented the gains/outcomes of co-design; what made it work in each of the contexts; and what the challenges of co-design were for the story-tellers (and how they dealt with these challenges). The results of this story harvest are shared on the following pages. The co-design cards included at the end of this booklet were also very much informed by this harvest, in conjunction with further testing and refinement in the second workshop.



GAINS & OUTCOMES from CO-DESIGN

The following gains and outcomes were 'harvested' from the stories that were told throughout the workshop. They were outcomes that were discussed in and across the case studies that were shared.

GAIN / OUTCOME	EXAMPLES FROM THE CASE STUDIES
Better Consumer outcomes	<ul style="list-style-type: none"> •More engaged consumers and flow on effects - eg. they take increased responsibility for their own health •Setting own goals = better outcomes •Empowering process - will spill over benefits - ripple effects. •Optimising health and well-being for consumers •Young people were empowered, listened to / heard; involved in decision making; participating; responsive service / program provision •Improved health outcomes •Enabling better outcomes for consumers •Family by family - outcomes for Sharing families not only the Seeking families
Capacity & Skills	<ul style="list-style-type: none"> • Skilling up young people through process of engagement and representation - builds skills across the community •Growth of skill base - building block for stronger community •Improved consumer knowledge •Translating info from technical to practice - improving health literacy •Links to other community members •Builds skills and capacities to contribute to decision making
Improved Services	<ul style="list-style-type: none"> •Service improvements that benefited both managers and consumers •More responsive service •Simple changes can be obtained (ie. shifting chairs to meet needs of orthopaedic patients) •Quick fixes to significant issues - raised by consumers / community, increasing confidence in process, motivating further involvement. •Lots of ideas about how to improve service design to ensure it's not based on our assumptions and is tested. •Direct feedback from consumers were then translated into strategies and actions for improvement - eg. chair height. •Consumers feel like they are not just listened to but things are done from the input they give •Feedback loop - demonstrating that input has outcomes... •Cards can be used for a variety of purposes - including or as part of a set of ways to translate / gather information from clients that is not scripted by workers good intentions. It allows the client to direct the conversation and identify needs and priorities putting the power in the clients hands and enabling codesigning responses rather than those being based on assumptions or feedback from client which they believe we want to hear. •Useful information from staff perspective and outcomes from consumer perspective •Use results to prioritise actions / options
Trust & Authentic Engagement	<ul style="list-style-type: none"> •Built trust between community and service •Reciprocal dialogue •Building mutual respect •Real consultation without tokenism and outreach that works in engaging families •Closing the loop of engagement •Engaged 'real' people which has led to other real people connections •Consumers voices heard •Authentic engagement with young people •Improved communication
Innovation	<ul style="list-style-type: none"> •New Strategies developed and trialled •This is then fed back to the patients - basic, practical changes •A rapid response team for quick responses for some problems. •Opportunities to ask and question system and processes in the health sector •Potential for influencing system and funders •Rich qualitative data - how to use it to change services?

WHAT MADE CO-DESIGN WORK?

In the case studies that were shared, certain factors were identified as ensuring that co-design projects actually worked and delivered outcomes. The following lessons were harvested from the stories told.

WHAT MADE IT WORK	EXAMPLES FROM THE CASE STUDIES
<p>Feedback Loop/s: to people and from people up into systems</p>	<ul style="list-style-type: none"> •Young people having a say and seeing that change is made •Using multi-media so voices are actually heard - pro-active in listening to consumers. •Facilitating ways for those in positions of power to hear directly from young people •Closing the loop on engagement - letting people know how / that their voice was being heard. •Being clear and honest about what will happen with their feedback •Be real about your scope for change
<p>Outreach - meeting people in their contexts</p>	<ul style="list-style-type: none"> •Engage on young people's turf at a time that suits them, and to their task - and engaging in various settings •Courage to go where the families are to interact with them in their space. •Looking to reach out and diversify
<p>Engaging people in the research & design of services</p>	<ul style="list-style-type: none"> •Involving consumers in getting feedback from other consumers •If you involve young people in their pathway - we get a better result •Designing consultations and interventions with consumers. •Value of peer to peer coaching / mentoring •Informal approach to information gathering to get patient feedback face to face rather than through surveys or anonymously •Discovering problems for service-user and allowing them to explore how they are solvable •Consumer opportunity to ask and learn •Record real words of young people, rather than others interpreting or translating •Consumers sitting on committees - position description. •Provide feedback to community
<p>Side-by-side: Recognising the value of all knowledges</p>	<ul style="list-style-type: none"> •Recognising professional AND client expertise and having both come together •Holistic view of challenges / issues from both consumers and service providers •Peer engagement program - not rocket science but surprising how often we don't do it that way. •Bringing together different perspectives and skills of people involved. •Recognition of the need to involve both organisation and community •Investing in relationships •Mix of service and service users perspectives •Willing / interested consumers
<p>Being open and prepared to change - and make it work!</p>	<ul style="list-style-type: none"> •Considering how LGA was prepared to change to 'make it work' •To be flexible - respond quickly to stakeholder ideas / concerns etc. •Organisation made strategic and planning changes - allocating resources •Balancing - volume of consumers and their feedback; using their words, not predetermined feedback and •reproduce in a way that is incorporated into planning and service design. •Looking at issues from different perspectives •Building trust •Being outside your comfort zone •Rapid improvement event - bringing together data / opinions, developing a plan and strategies



WHAT MADE CO-DESIGN WORK? (cont'd)

WHAT MADE IT WORK	EXAMPLES FROM THE CASE STUDIES
<p>Openness to hard feedback and engagement</p>	<ul style="list-style-type: none"> • Giving permission for consumer groups to engage in lively discussion • Diversity of voices / opinions - lively discussion • Continuous dialogue / engagement • Necessary ingredient: Trust (non-judgemental)
<p>People are the experts in their lives: we can learn with people</p>	<ul style="list-style-type: none"> • Profile matching consumers with case manager / service - consumer has the say. • Adaptation for consumers - infrastructure • Consumer 'I know what I wanted' • Treating people with respect rather than as a 'problem' • Consumers setting / discussing own goals - making own decisions... • Recognition and the fact that community knows itself • Families helping families (rather than services)
<p>Testing our assumptions</p>	<ul style="list-style-type: none"> • Testing assumptions at critical points • Learning as you go - iterative • Recognise differences, adapt and iterate • Permission / resources to go a little slow • Being open about what's possible • Getting comfortable with being uncomfortable
<p>Prototyping and Experimenting change</p>	<ul style="list-style-type: none"> • Prototyping • Chopping and changing, throwing ideas out and trying new ones. • Prototyping • Being open to making mistakes • Prototyping, testing and keep changing things - families giving lots of input and feedback - designing together • Trialling new approaches



Danielle Madsen and Andrew Day from TACSI share their stories about Family-by-Family.
Photo: Mary Sayers, VCOSS



WHAT are the CHALLENGES of CO-DESIGN?

In the case studies that were shared, there were a number of challenges identified in both implementing co-design, and in developing a co-design approach within traditionally hierarchical service organisations. The following lessons were harvested from the stories told.

CHALLENGES	EXAMPLES FROM THE CASE STUDIES
<p>Co-designing with a diversity of service users</p>	<ul style="list-style-type: none"> •More difficult to engage ‘vulnerable service users in the design of universal services •Reaching the marginalised •Diversity - incorporating in consumer group •Functional capacity of some vulnerable people •Truly capturing a diverse range of voices •Getting diverse members to contribute •Involvement of diverse consumers, recruiting most vulnerable cohort.
<p>Growing and diversifying service users we engage with</p>	<ul style="list-style-type: none"> •Engaging diversity into consumer groups. Using existing networks, however recognising that more needs to occur. •Volunteers becoming ‘professionalised’ - losing touch as representatives of consumers •Getting diversity of voices / participants - strategies - having a dedicated role in the organisation; word of mouth, focus on diversity; advertising; reimbursement •‘Professionalism’ of volunteers over time - work to engage new consumers, being open with consumers, clear expectations; •Finding different ways of engaging consumers (eg. consumer information committee) in review of written information and redesign of services •Moulding consumers into becoming the ‘perfect’ type of consultant. Consumers fitting the mould rather than allowing to present as they are.
<p>Convincing organisations of the benefits of co-design</p>	<ul style="list-style-type: none"> •Size of organisation •Being part of an organisation and managing the restraints / constraints of the organisation
<p>Building cultures of co-design and trust in organisations and with service users</p>	<ul style="list-style-type: none"> •Consumers trust in systems is failing - overcome by providing opportunity to engage in co-design which builds trust. •Gaining access to and meeting families - getting out and spending time ‘hanging out’. •Consumers having limited understanding of technical info / context knowledge - further training required



WHAT are the CHALLENGES of CO-DESIGN? (cont'd)

CHALLENGES	EXAMPLES FROM THE CASE STUDIES
<p>Putting it into practice, not just 'policy'</p>	<ul style="list-style-type: none"> • More difficult to engage 'vulnerable' service users in the design of universal services • Reaching the marginalised • Diversity - incorporating in consumer group • Functional capacity of some vulnerable people • Truly capturing a diverse range of voices • Getting diverse members to contribute • Involvement of diverse consumers, recruiting most vulnerable cohort.
<p>Being honest and realistic about change</p>	<ul style="list-style-type: none"> • Preparing for change process on the basis of consumer input. • Too much focus on getting data and no planning further • Change is difficult... • Linking feedback with all the facets of the work - eg. road planners and engineers • Defining the scope of influence • Preparing to change things / do things differently takes time = think beyond planning and consultation • Challenge to not be perceived as tokenistic when engaging and implementing interventions • Time and resources • Implementing feedback into practice and existing structures and delivery. • Adapt to resultshow do we prepare for this - 'change is hard'... • Being open to the challenge of change if this is identified • Balancing services - ratepayers, and needs



Workshop Participants completing their story harvest from the co-design panel.
Photo: Mary Sayers, VCOSS



Definitions people arrived with at the first workshop were very 'consumer-centric':

At the first workshop participants were asked to describe the essential elements and purpose of co-design using a newspaper headline or slogan - these were some of the answers:

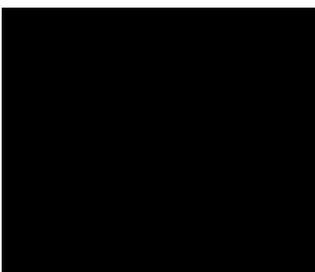
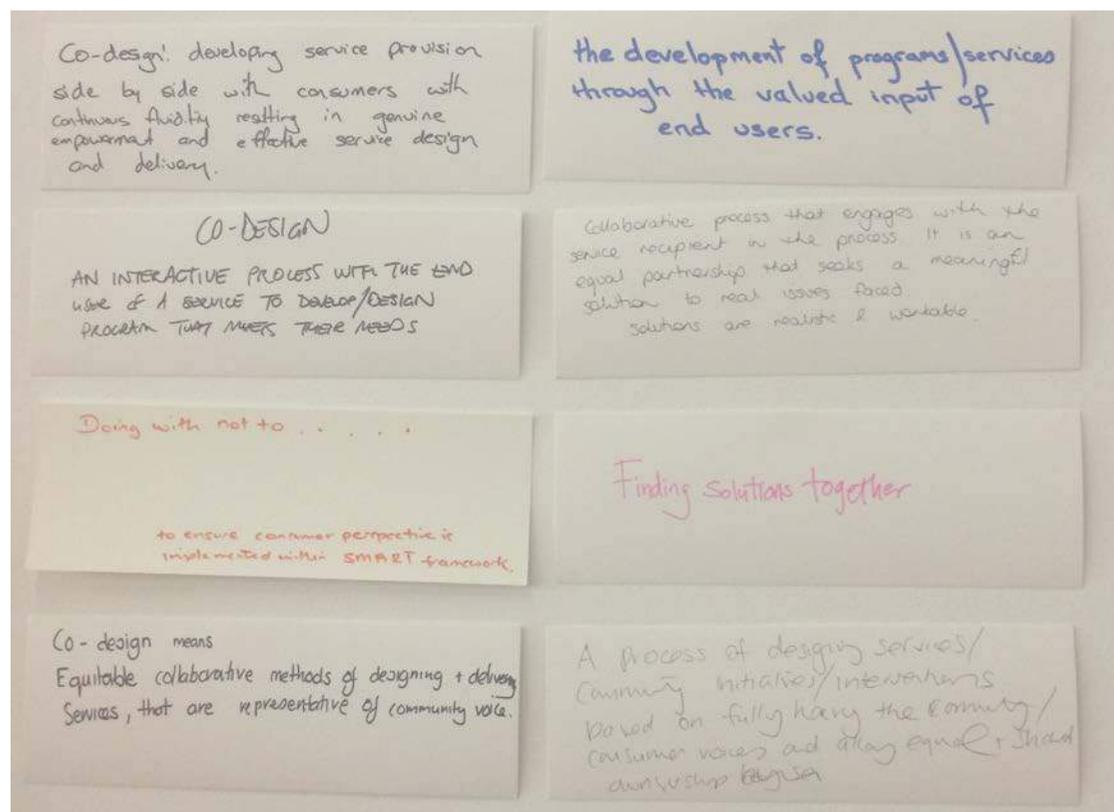
- Co-design is consumers & communities leading
- Wake-up for consumer power
- Working together for change
- Shaping your world: it starts with you
- The power is in your hands: or reclaim your power
- Every voice counts
- Service System turned on its head: consumers take over
- Power to the people

Definitions people left with were much more about collaboration between consumers and service providers:

- Co-design: developing service provision side-by-side with consumers with continuous fluidity resulting in genuine empowerment and effective service design and delivery
- An interactive process with the end user of a service to develop / design programs that meets their needs.
- Doing with not to....to ensure consumer perspective is implemented within SMART framework.
- Equitable collaborative methods of designing and delivering services that are representative of community voice.
- The development of programs / services through the valued input of end-users.
- Collaborative process that engages with the service recipient in the process. It is an equal partnership that seeks a meaningful solution to real issues faced. Solutions are realistic and workable.
- Finding solutions together.
- A process of designing services / community initiatives / interventions based on fully having the community / consumer voices and equal and shared ownership of the process.

Some of the definitions posted by participants in the second workshop.

Photo: Mary Sayers, VCOSS



Co-Design

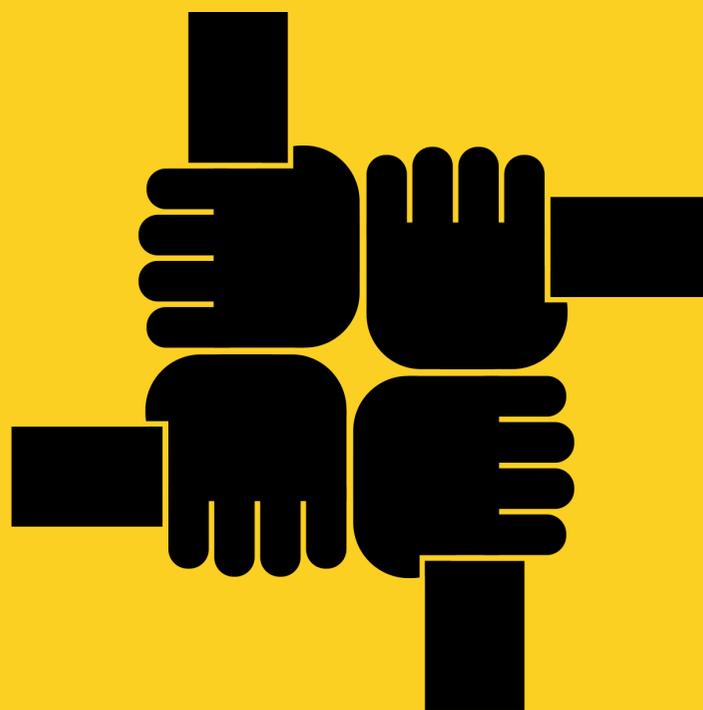
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Service Users

+

Service Providers

*designing effective outcomes and
better service experiences*



SOME CO-DESIGN METHODS

02



Methods are more than tools...

CO-DESIGN IS MORE THAN A SET OF TOOLS...TOOLS ARE FINE, BUT WITHOUT APPROPRIATE SKILLS AND MINDSETS, TOOLS ALONE WILL NOT CRAFT GOOD SOLUTIONS OR INNOVATIONS.

All co-design - in fact, all design, starts with a question - a challenge or an opportunity that we want to intentionally respond to. Co-design can happen at any point during the overall design cycle -from initial discovery and framing the design challenge, right through to evaluating.

The nature of the co-design and the intensity of collaboration can and does vary across the cycle. However, the principles and many of the practices remain fairly similar across the design cycle.

In these workshops we explored co-design methods associated mostly with the early part of a design cycle - the discovery phase (see page 20).

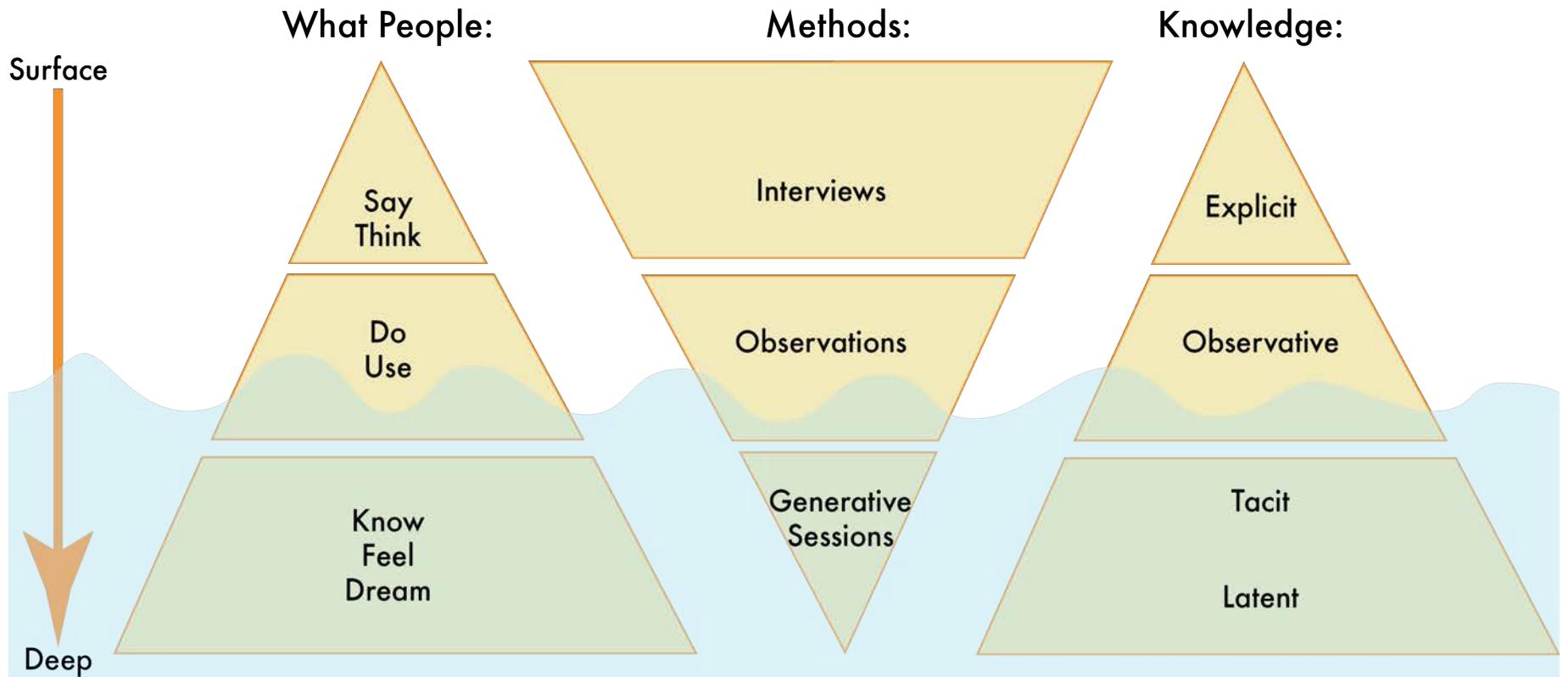
Why do you draw pictures and use post-it notes in co-design / design processes?

The way we engage people in collaboration is usually focussed on verbal communication - we ask people what they think, interview them, have them respond to surveys and so on. While this can help us to understand people to a certain extent, it only taps into that which people want to share with us. How often have we heard people say one thing and then do something completely different? How often have we done that ourselves?

If we want to design services that achieve certain outcomes however, we need to go beyond what people say they do and think they do, to what people actually do, and what people experience, feel, dream and believe. Just interviewing and surveying people won't get us there! For this we need methods that help us understand what is said and done - and because we are focussed on creating change, we also need to 'make' and test changes to understand how things might, could and would work. So, in co-design we need methods that, as Liz Sanders from the US design firm 'Make Tools' suggests, help us 'say, do and make'. This in turn helps us to deepen our engagement with people and strengthens the insights we are able to generate from people - as the diagram on the following page suggests.

By using methods that help us 'say, do and make', we can ensure that the co-design process leads to processes, services and products that have the best possible chance of success!





Source: Liz Sanders and Pieter Jan Stappers, *Convivial Toolbox: Generative Research at the Front End of Design*, BIS Publishers, 2012

“Show me, don’t tell me”

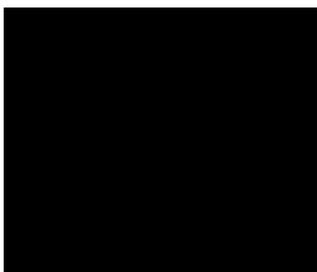
Using visual processes also relates to the ‘design’ part of co-design. In design processes, we often use the adage “show me don’t tell me”. Understanding how people use a service, or do a task requires us to not just hear about what people think they do. We also need to ‘see’ or better still, ‘experience’ how people interact with services or products.

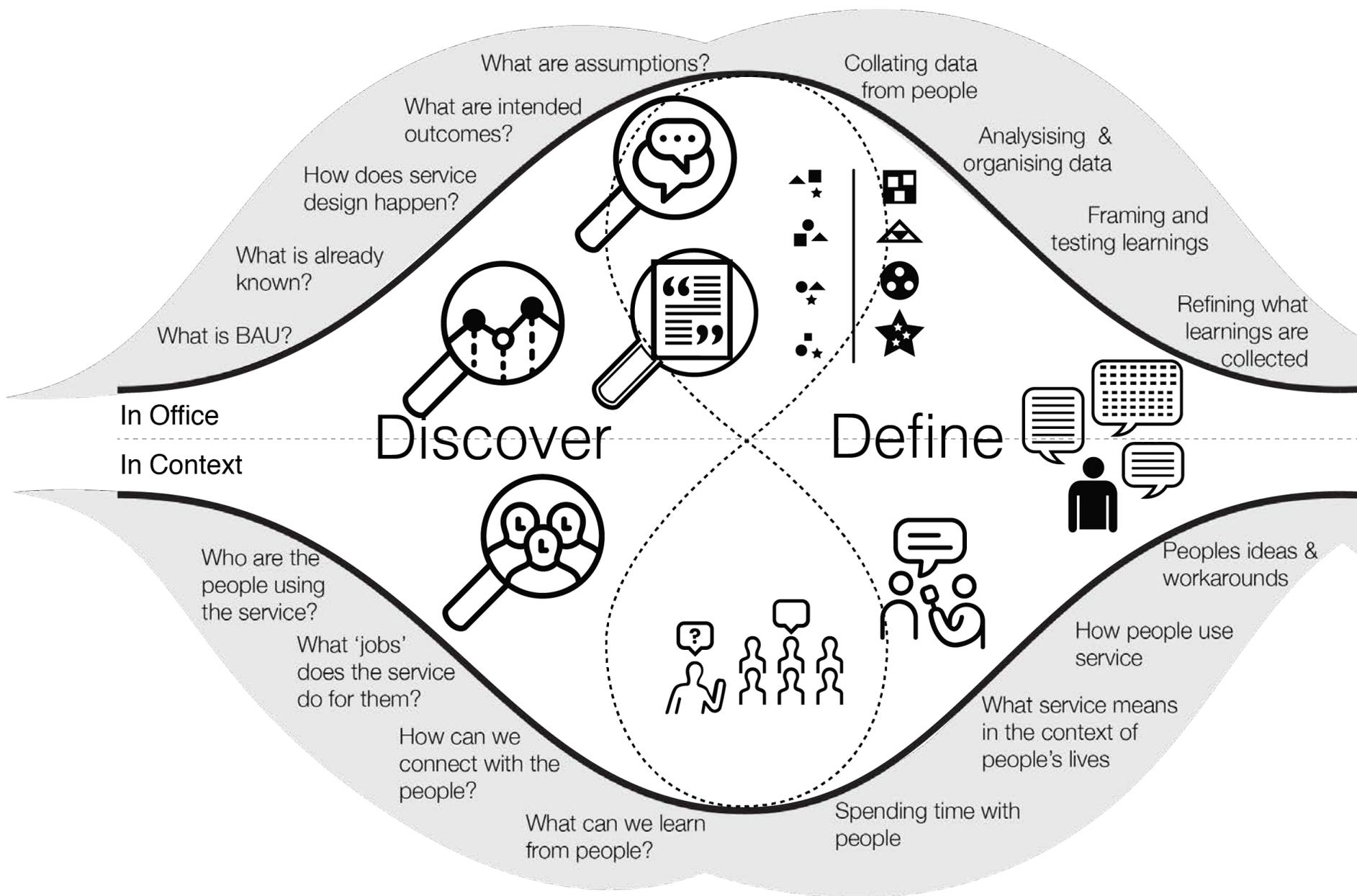
All the methods we demonstrated in the workshops and outline here use ‘artefacts’, that is, things that are created in the process of discussing an issue with a person. It may be a picture, or a photograph taken by a person to illustrate his/her interaction with a service or a place; or it could be a map, a set of cards or even a lifesize model. The process of making or generating the artefacts leads to a deeper and more practical understanding about the service user's experience.

Choosing methods

There are many different ways in which we can involve people in collaborative design. The methods we use will depend on the stage of the design process, and the context of the service users with whom we are working.

On the following page we provide an overview of four stages in the design process, and the sorts of activities that relate to each if we embed co-design into the process. As you will see, the first half relates to the ‘generative research’ part of the design process, and then the second half, to ‘developmental design’.



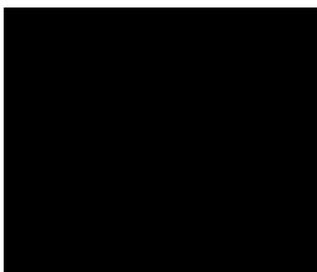


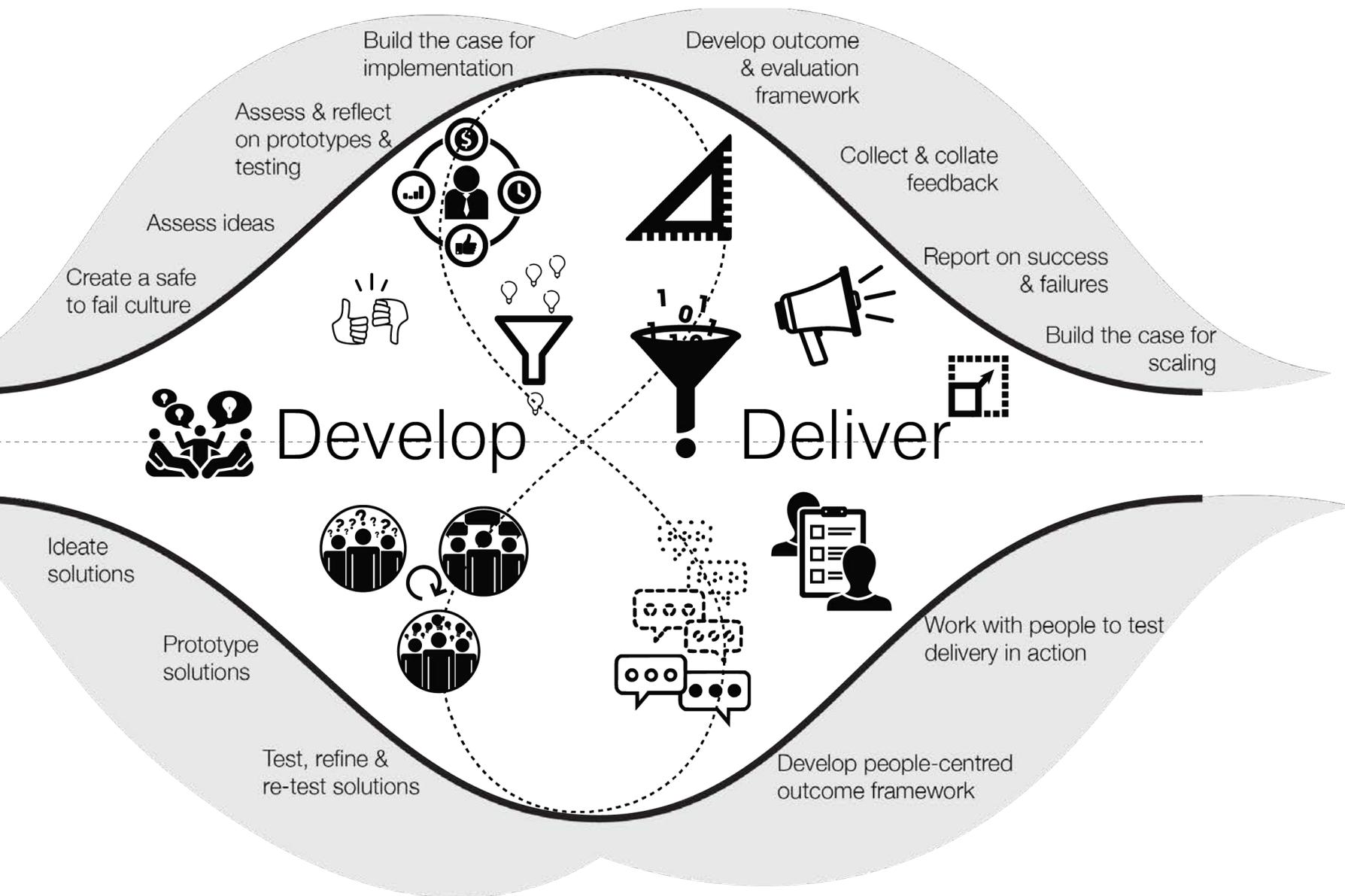
Generative Research Phase

The methods outlined here relate particularly to the generative research end of the process, but can equally be adapted to developmental design, which is much more focussed on actually designing innovations, prototyping and testing them, and then implementing them. It is relatively rare, in Australia, that co-design moves beyond generative research stages of the design process - however this should represent a challenge for changing the way we design and deliver services, not a line in the sand!

The diagram above was developed for a project undertaken by TACSI, and was influenced both by the original 'Double Diamond' design model from the Design Council in the UK, and by the Auckland Co-Design Lab's adaptation of this model.

In this model we have included TACSI's 'in the office, out of the office' diagram to illustrate that not all the activities occur in the field - there's a great deal of setting up and organising work that





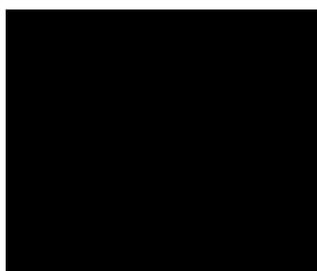
Developmental Design Phase

happens behind the scenes of co-design, and it's good to include this in our thinking and preparation work as it often is not discussed in materials relating to co-design.

Understanding where we are in the design process helps us to think about what kinds of methods would best be used to co-design a service or product. It can also help us to think about who might best be involved and what level of involvement is optimal.

On the following pages we outline five methods that are often used in co-design processes, particularly during the 'generative research phase'. These methods can help us to unpack experiences, challenge assumptions, incorporate people's ideas and test out early thoughts about innovations. They can help us to make real the experiences people have both of the issues they face, but also their experiences of services that have been provided.

This then creates a great foundation for designing and prototyping innovative responses that align with both positive experiences, and better outcomes.



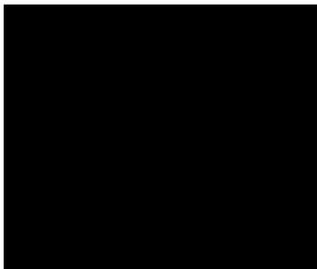
5 Methods

1. CARD SORTING

Card sorting is a participatory method that can help structure a conversation without the interviewer framing specific questions or specifying the direction of the exploration. It can help provide insights into the attitudes, values, desires, behaviours of participants. It can incorporate greater or lesser participation depending on whether people choose from existing cards or make sets themselves. The method can provide insights that are deeper than interviews alone, tapping into people's mental models, and it can help people to actively engage in making sense of issues that are sometimes difficult to talk about.

You can make your own set of cards, or you can codesign them with some of the people with whom you work - to make them much more real and relevant to the issues you are focussed on.

In the workshop two sets of cards were tested - one about stressors in people's lives, and one set about activities people undertook to increase physical exercise. The participants divided into pairs and each pair was given one of the sets of cards. One person was designated the interviewer, and the other the interviewee. Interviewees were asked to sort out which of the cards they could relate to, and sort them into two piles - one of stressors or activities they experienced and one they did not relate to or experience. Each pile was then used to explore the types of stressors / activities more deeply, eliciting insights about people's experiences of particular forms of stress or activity.



Where do you go to meet people? Where do good things happen?



Where do bad things happen? Where are the places you avoid?

2. MAPPING

This method again is about structuring an interview or conversation around an artefact that the person engages with. This leads to more depth in the conversation and to generating insights that are particularly helpful for place-based challenges. The map can be low-fidelity or high-fidelity, and it can be 2 dimensional or 3 dimensional and interactive. The questions can be written around the map or they can be on cards - depending on the topic being explored, it may be questions such as 'where do you play', or 'where do you feel safe / unsafe', or 'where do you meet people?'. Participants draw / engage with the maps so that they become representations of 'their place' rather than just a map, and the conversation is shaped to elicit not just 'facts' but also experiences, events, feelings and opinions.

In the workshop we made some very 'low fidelity' maps by just photocopying and enlarging a google map of the community where interviews are taking place, and then using this to focus conversations about where certain things happen in a community, where people gather, where good things happen, where bad things happen, where people go regularly and where they would avoid. Mapping can help us to talk about communities and places with people at depths that just abstract questioning doesn't reach. It helps to generate a picture of what it's like to live in a certain place.

It's easy to make and adapt makes that specifically relate to the issues you're exploring. Also, you can run workshops where people make largescale, 3D maps with found objects - these can then create all sorts of opportunities to work with people to imagine possibilities or changes in places and spaces.

3. DESKTOP WALKTHROUGH

Walkthroughs are interactive, tangible models of a service environment. They can be 'life-size' (ie. walking through a room layed out as the stages of a service, or they can be 'desktop', that is, using figures to represent people on a desk sized page that outlines the stages of the service. Walkthroughs can take many forms - from very low fidelity desktop versions, to experiential lifesize versions. They help us to model a future service scenario in an interactive way. Walkthroughs enable role playing, stimulate lively discussions, enable the testing of different opportunities and scenarios. They are developed out of insights from the discovery phase of the design process.

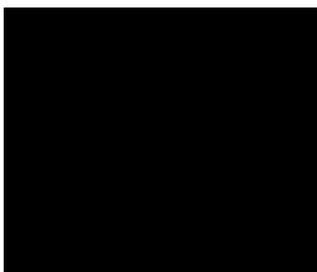
They can be used to analyse and prototype at different points in the design process - and they can be used by, with or for service users.

Walkthroughs can be co-designed with service users, and / or service users can engage with them and provide feedback. The best use of walkthroughs is when we enable them to lead to iterative service developments - responding to feedback in a live environment and remodelling, then re-testing the resultant scenario.

Walkthroughs are essentially service prototypes - enabling a service or a service element to be brought to life and tested. They can also be used to model 'business as usual' service models to explore and open discussion about potential points of innovation, or to develop a common language about the service, various touchpoints, or pain points.

People may react to walkthroughs in different ways - they involve role playing, so people can think they are not serious enough for some of the issues we deal with - however the point of walkthroughs is to test in ways where it is safe to fail - and to experiment with different service options in an open and critical way before they become set. This makes them very useful.

Examples of desktop walkthroughs examined at the workshop.



4. MOBILE DIARIES

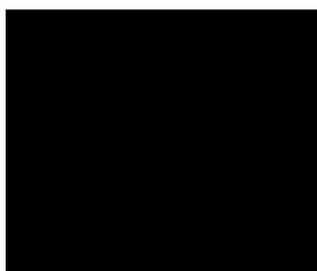
This is an excerpt from a piece by **Grant Young** - the full piece is available at: <http://ncie-idx.tumblr.com/post/102229648480/one-thing-we-learnt-mobile-diaries>

What are mobile diaries?

Using social and mobile technologies—e.g. smartphones and low-cost video cameras—to enable self-reporting of behaviours, context and other factors with rich media.

The basic gist: provide participants with a smartphone and/or video camera (or have them use their own if appropriate) and a series of activities to capture elements of their world.

Typically we provide a “pack” that goes out to participants with the core equipment provided, instructions for use, and a series of cards that outline the activities to be undertaken. Mobile diaries don’t exist in isolation: we typically pair the diary process with “exit” interviews with participants after initial analysis of the data they’ve self-collected. This provides an opportunity for the researcher to dig into areas of interest—unusual or unexpected things they did, specific comments, to understand the “why” or to have participants reflect on patterns that may not have been immediately obvious to the participant during the process.



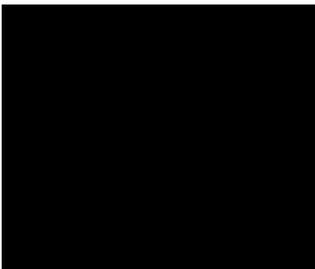
Why mobile diaries?

One of the key tenets of design (in all its guises—design thinking, service design, etc.) is a desire to better understand the world of the people we aim to serve as a key input into the design process. There are numerous reasons and benefits for this: building empathy, ‘zooming out’ to understand context of use, understanding motivations frustrations, gaining insights into barriers that might impact the behaviours/attitudes etc. we aim to influence or ‘change’.

There are many ways that we can seek this greater understanding. Surveys, interviews, analytics, and more can be employed. Each has its place in the design researcher’s toolkit. The key is to tailor the method to the nature of the questions we are seeking to answer.

For example, while interviews (in isolation) can yield great results, they do present some challenges: asking someone directly about their needs/wants experience/etc. can result in people saying what they think we want to hear. Also, the nature of an interview provides insight into what they say, not what they (actually) do (and you may be familiar with the oft-recognised gap between these two things for many people). Some methods are good at uncovering explicit knowledge—the things that people are aware of and think are worthwhile or important to point out. But not (necessarily) tacit knowledge—the stuff that’s highly personal, difficult to formalise, heuristics etc.—that is often the proverbial ‘gold’ of design research. “Getting out of the building” and observing people’s behaviour is one way we can seek to address this. Design thinking toolkits (like those outlined in IDEO’s Method Cards) can lean towards observational research methods for this reason. Lean Startup suggests that “learning doesn’t happening in the office”—highlighting the value of getting out “into the field” to learn. Shadowing, contextual inquiry, trace analysis, and user testing sessions are all examples of observationally-based research methods. In my experience, a key aim of research is to frame questions in such a way as to minimise bias. Different observational techniques offer differing degrees of “intrusion”, which may influence a participant’s behaviour and/or what they say/do. If our aim is to get natural and “least biased” responses, this may be key consideration when evaluating different research methods.

For the remainder of this article on mobile diaries see Grant Young’s full blog about mobile diaries.



5. SERVICE SAFARI

“A service safari is an experiential field trip for teams to understand how services feel from the outside – as a customer. Visits are planned to experience services with specific tasks (diary keeping, challenges etc) designed to help participants pay attention to the qualities of the service and learn what makes a difference for customers.

Service safaris are valuable ways to develop a first hand understanding of service qualities – often in parallel sectors. Safaris are often used in co-design projects with front line staff to help them step outside their every day tasks and see through customers’ eyes. Service safaris are also invaluable to design teams to document best practice in a specific industry.”

<http://liveworkstudio.com/tools/service-safari/#>

Service Safaris are often used in service design - the question is, how to use them in a co-design environment - can we do ‘reverse or exchange safaris? How can we engage the people we are with and for in the safari experience?



What is the service?

What information is provided?

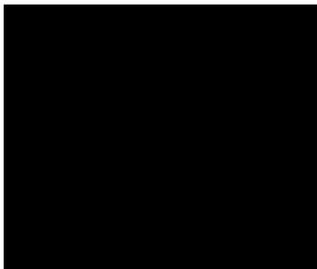
What are the service users doing?

How easy / difficult is it to navigate the service?

Who is involved?

What works well in this service?

What does not work well? What could be done to improve the service?



A Co-Design Story from the Workshop

A SHORT OVERVIEW OF PROJECT HOPE - A PROJECT OF KNOX SOCIAL & COMMUNITY HEALTH FOR INDIVIDUALS, FAMILIES AND HEALTH PROFESSIONALS.

Project HOPE - Hearing Other People's Experiences seeks to change the culture of our local community. We aim to reduce stigma for people living with substance use and mental health concerns through addressing language, labels and other subtle ways we maintain stigma. Service participants and family members are seen as the experts of their own experience and we hope to learn together through safe and supportive inquiry. We provide avenues for our service participants to have their voices heard through forums, conference presentations, celebrating recovery events, newsletters and lived experience led orientation bus tours. Substance use issues are still one of the most stigmatised health issues in our community. The people attending our services for substance use concerns need an integrated, whole of health service that is welcoming, empathic, recovery oriented and hopeful. Secondly we want to be in partnership with people who attend our service, we need to know what is working, what is not working and how we can improve what we do.

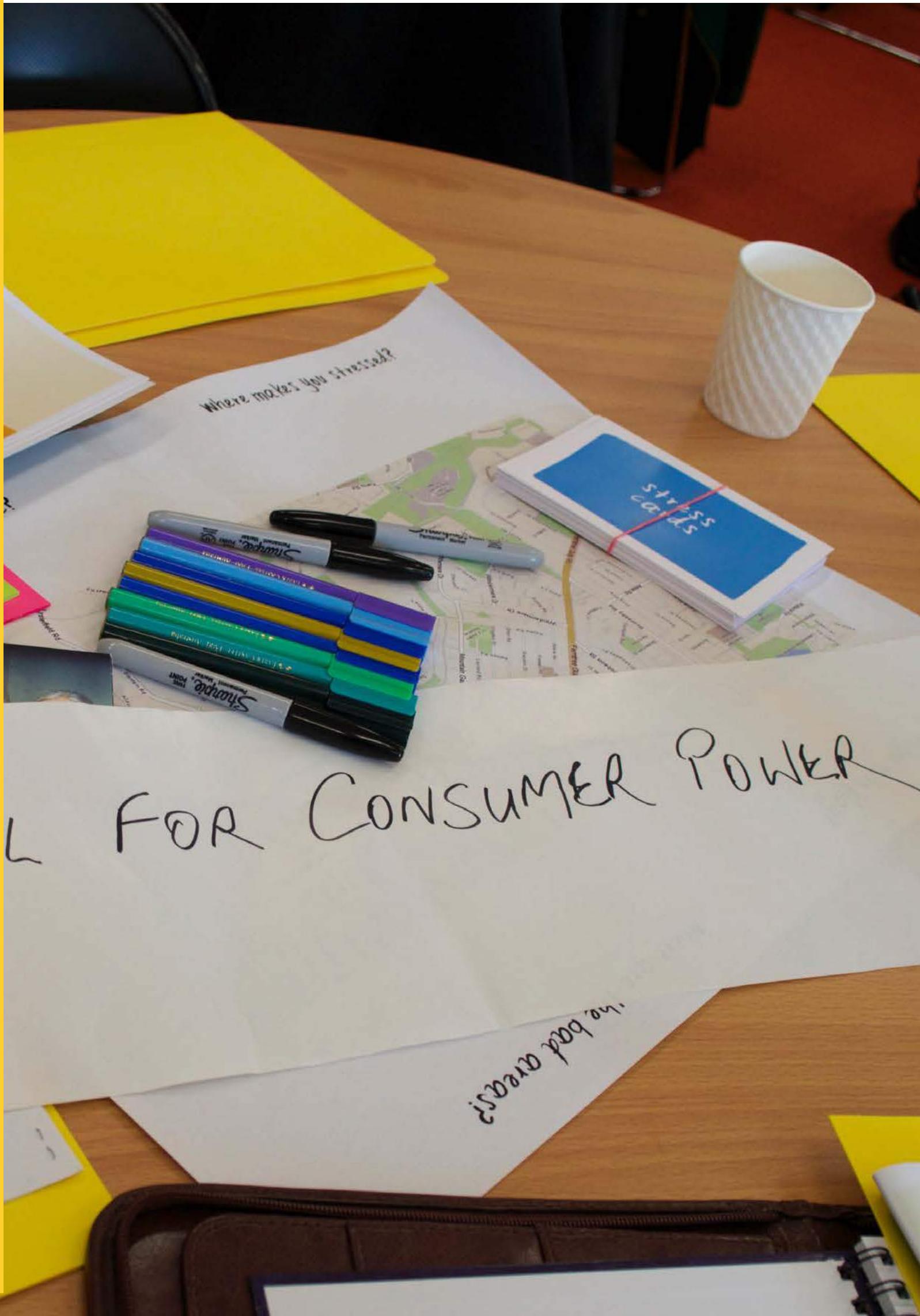
The project is about hearing the voice of people with lived experience of people attending the alcohol Tobacco and other drugs counselling service at Knox social and community health a service of EACH. It's about hopeful, welcoming, trauma informed, family inclusive practice around, co-occurring mental health and substance use concerns – so all of that. We are really looking at different ways of having the people who come to the services involved in how the services are operated and how we can bring about improvements. The Project Hope bus tour was an event to allow the people who provide mental health and drug and alcohol services across the eastern Metropolitan region to hear what it's like for people that they refer to these services to actually go there and what their experiences were like at these services. The participants on the tour were workers in mental health and AOD services and the tour guides were people with lived experience of attending those services, and the services opened their doors for us to actually go and have tours as well. The same group of people that are involved with the bus tour as tour guides have also been involved with other events as well such as celebrating recovery where we have a day where people get up and tell their recovery stories, a documentary that we've been making called Walk a Mile in my Shoes, a book of poetry and their artwork that's coming out and being launched soon so there's lots of different ways that we are trying to hear the voices of people we serve inside our service.

Part of the benefit of this training is just having some extra tools and a more structured way of implementing co-design into the process - it has helped us add a bit more structure and a few more techniques and think through the practical aspect of expanding co-design. Particularly important for us was the idea that co-design helps us to challenge assumptions - and the knowledge that all services are designed based on assumptions about the people we service. We also took away an interest in using and testing more visual and generative ways of engaging people.

Co-design has benefits for the organisation, but also I guess we have underestimated the outcome for participants in terms of the process of transformation just as a result of sharing their stories. So, for the bus tour guides that opportunity had a huge impact on their sense of self on how they were able to maintain eye contact, their confidence the self-esteem, how they view their value and work in community and the fact that we considered experts sent to have an impact on how they saw themselves.

For more information see: www.facebook.com/projecthopeoz and <http://www.kchs.org.au>

CO-DESIGN WITH VULNERABLE GROUPS



03

| During the second workshop we explored how to engage more vulnerable groups in the process of co-design.

Co-Designing with Vulnerable Groups

At the second workshop the focus was particularly on how to engage more vulnerable groups in co-design. To this end we heard from Cassandra Bawden and Ian Gough from CHP (Council for Homeless Persons) who have used co-design in their Peer Education and Support Program for almost 10 years. The learnings they shared from this work are included in the sketchnotes over the next few pages. For further information, please see their website: www.chp.org.au/services/peps/

In summary, the session highlighted the need to:

- Recognise the potential of co-design to deliver real outcomes for people not just services;
- Be clear that people are not 'representing' a vulnerable group, they are adding their experience into the mix of with a range of others to improve outcomes and service experiences;
- Incentives and reimbursements should be considered as people spend a great deal of time sharing their experiences (but care should also be taken to ensure that these incentives are not patronising)
- Need for ensuring safety, trust, consideration of people's triggers is critical in co-design;
- Need to be prepared to call out disrespect and the rights plus responsibilities of the group;
- Feedback loops are even more important when co-design involves people who are experiencing vulnerability.





Sketchnotes from the CHP session by Ingrid Burkett

Co-Design methods provide us with a structure for collaborating to build better outcomes and more effective services. In effect, it creates an 'architecture for listening' to people with lived experience.



Sketchnotes from the CHP session by Ingrid Burkett

Creating an environment of safety and trust, where there is a deep respect for the consumer and their perspective is critical, as is ensuring that there are effective feedback loops so people can 'see' their contribution.



Sketchnotes from the CHP session by Ingrid Burkett

There are outcomes for services and for service users from co-design. As there are many service systems undergoing reform, we should see co-design not as something we have to do, but as a powerful mindset for ensuring that the reforms lead to real changes and sustainable outcomes.

CO-DESIGN DISCUSSION CARDS



04

These cards were made in response to what workshop participants, guests and research suggests makes co-design work, what challenges are involved, and what benefits can be derived for people and organisations. They can be printed and cut up, and then used for conversations inside organisations to stimulate interest in and the practice of co-design.

Co-Design Discussion Cards

A WAY TO STIMULATE DISCUSSION ABOUT CO-DESIGN IN YOUR ORGANISATION OR CONTEXT

One of the major learnings and challenges that was identified in the workshops was the need to ensure that organisations and structures understood the potential power and the work involved in doing 'good' co-design. It is not just a matter of 'adding service users and stirring'. It is about deliberate and intentional methods to engage service users in service design for better outcomes and experiences.

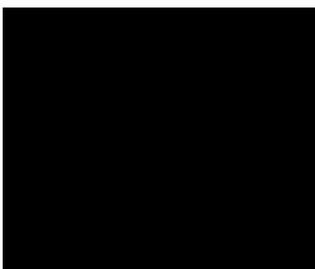
From the workshops, the various case studies and stories that were told, we developed a set of cards that could be used inside organisations to explore the potential outcomes of co-design, what makes it work well, and what challenges are involved in engaging in co-design. These cards are included here. You may like to copy them or print them onto heavier paper or thin card and cut them out. They can be used as a card sorting exercise for teams - or you may like to choose some cards for each team meeting, or build some team exercises around the sets of cards as you begin to explore how to use co-design inside your organisation and context.

They are by no means a comprehensive articulation of the outcomes and challenges of co-design - but they certainly reflect the theory and the practice that we were exposed to over the course of these workshops. Feel free to grow the card set to better reflect how you will use co-design in your particular work and context.

Three card techniques:

1. Pick out one or two cards to stimulate / frame conversations at meetings or planning sessions. For example, you might pick out two cards from the gains and outcomes set, and then map out how you could maximise these gains through your co-design planning.
2. Use the cards as a way to stimulate discussion about what staff know and /or value in relation to co-design. You could ask people to sort out the cards according to what they know, or to what extent they agree with the the statements on the cards, and then see what kinds of intersections there are across a team.
3. Use the cards to evaluate or check a co-design plan and to see if the plan has taken into account the potential challenges, considered what makes co-design work, and has maximised the potential gains and outcomes.

You could also ask a group to develop their own set of cards - or to add an extra card from their own experience to the set.



Gains & Outcomes of co-design

Gains & Outcomes



Co-design can lead to better service user outcomes - it's an empowering process, optimising health & wellbeing

Gains & Outcomes



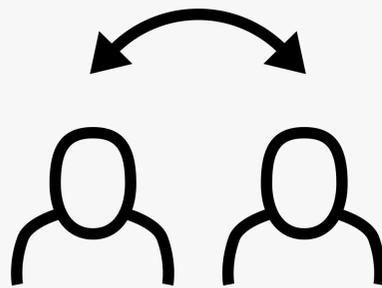
Co-design can lead to increased capacity & skills - across organisations & communities

Gains & Outcomes



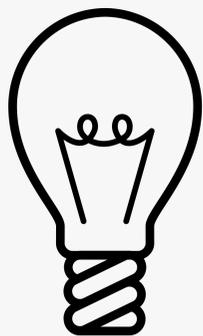
Co-design can lead to improved services - that are more responsive, more effective for service users & staff

Gains & Outcomes

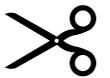


Co-design can lead to increased trust, authentic engagement & reciprocal dialogue with services users

Gains & Outcomes



Co-design can open opportunities for testable innovation



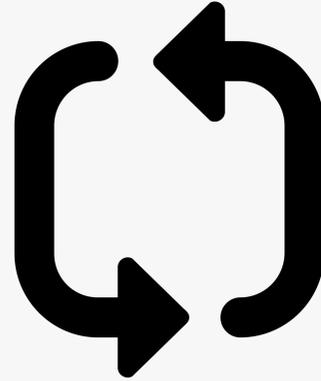
What makes co-design work?

What makes it work?



Starting Somewhere!

What makes it work?



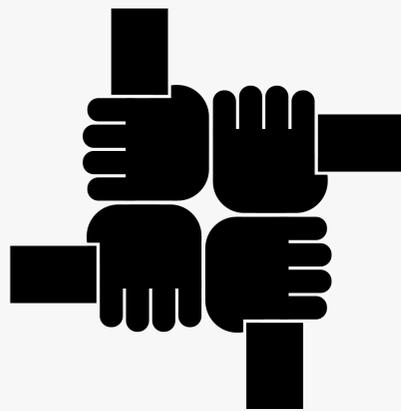
Feedback loop/s: to people & from people up into systems

What makes it work?



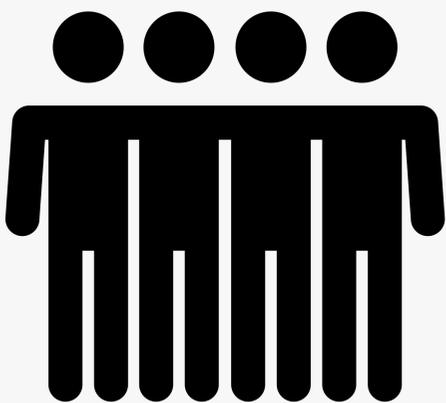
Meeting people in THEIR contexts

What makes it work?



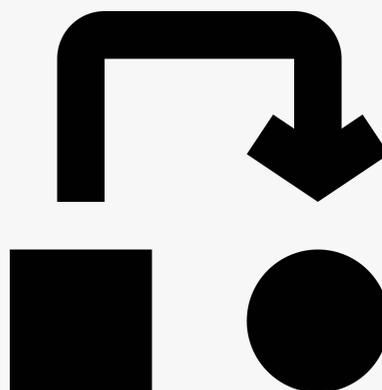
Engaging people in the research AND design of services

What makes it work?



Side-by-side: Recognising the value of all knowledges

What makes it work?

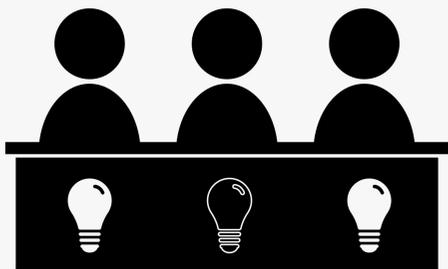


Being open & prepared to change - and make it work!



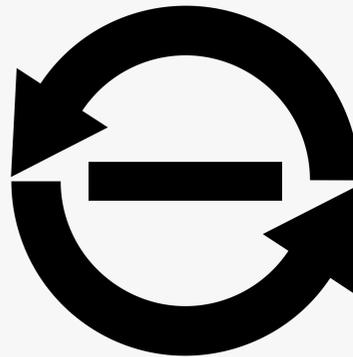
What makes co-design work?

What makes it work?



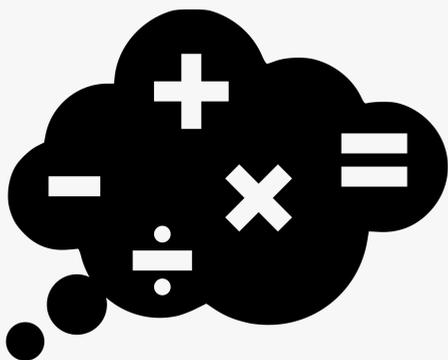
Recognising that people are the experts in their lives: we can learn with people

What makes it work?



Openness to hard feedback and engagement - both ways

What makes it work?



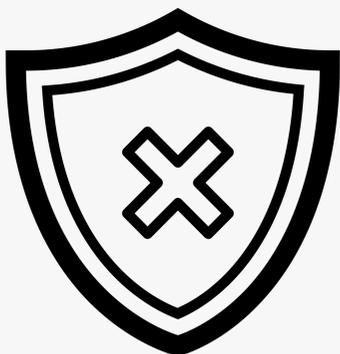
Testing our assumptions at critical points, adapting and iterating

What makes it work?

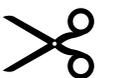


Prototyping and experimenting change - and being open to making mistakes

What makes it work?



Developing a safe to fail and learn framework inside organisations - and living it



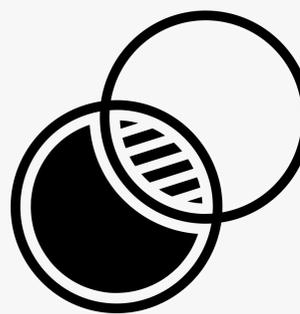
The challenges of co-design

Challenges



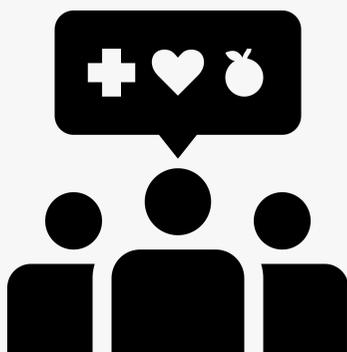
Ensuring we are co-designing & engaging with a diversity of service users, not just the easy to reach

Challenges



Ensuring that we grow & diversify service users we engage with to make sure its not just the same voices

Challenges



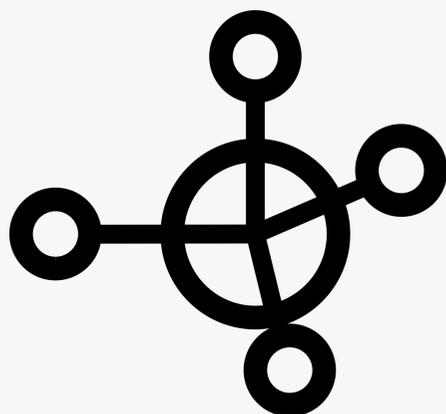
Convincing organisations of the benefits of co-design

Challenges



Being honest and realistic about change and the likelihood / capacity for change in organisations

Challenges



Building cultures of co-design & trust in organisation & with service users

Challenges



Putting it into practice, not just 'policy'



Below is the original invitation participants received to attend the workshop.

Co-designing with Service Users – Workshop Series

Outer East Children and Youth Area Partnership



The Outer East Children and Youth Area Partnership invites you to attend a two-part, professional development series for professionals and organisations working throughout the Outer East to build the skills, knowledge and principles to effectively co-design services with service users. Workshops will be practical and interactive, and will engage participants from the outset to ensure that content is aligned with their real world contexts, learning needs and desired outcomes.

Workshops will be informed by the survey into current co-design practice undertaken by the Outer East Children and Youth Area Partnership (OECYAP) and the Victorian Council of Social Service (VCOSS) earlier in 2015.

Workshop One

The what and why of co-design, and the tools to make it happen

This workshop will explore the whats, whys and some basic hows of co-design, and ask some of the tough questions about how it can be used to improve outcomes.

You will have the opportunity to engage with people who are already using co-design and explore with them the benefits and risks associated with it.

You will come to understand some of the foundation principles and basic skills of co-design, including empathy mapping, rapid ethnography and guided interviews, and will leave the workshop with a practical co-design task to put to practice within your organisation.

Date: Tuesday 4 August

Time: 10am-4pm (please arrive at 9.30am for registration)

Venue: Eastern Ranges School, Professional Learning Centre
56 Dorset Road, Ferntree Gully (enter via Gate 1 only)

Workshop Two

Deepening understanding, and co-designing with vulnerable service users

This workshop will dive deeper into what is needed to practice and embed co-design inside organisations and services, using the data and insights you have collected from undertaking co-design in your everyday work since Workshop One as a starting point.

You will explore more advanced co-design methods such as effectively using personas, building future state experience models, and linking co-design to systems change, and will explore how to use co-design in contexts where people are at risk or experiencing extreme vulnerability.

You will also examine ways to move beyond co-design as an 'event', to looking at opportunities to embed co-design in organisational practices and to see co-design as an ongoing process for change and innovation. Finally, you will explore ways to evaluate co-design and co-design the evaluation of services.

Date: Wednesday 28 October

Time: 10am-4pm (please arrive at 9.30am for registration)

Venue: Eastern Ranges School, Professional Learning Centre
56 Dorset Road, Ferntree Gully (enter via Gate 1 only)

Cost / Registration / Queries

The combined cost of attending this workshop series is \$100. No single session registrations are available. Please register [here](#) by Tuesday 28 July 2015. If you have queries, please contact Meg Beilken, Principal Advisor, Outer East Children and Youth Area Partnership at beilken.meg.b@edumail.vic.gov.au or 0437 963 182.

Facilitator:



Ingrid Burkett, Managing Director, Knode

Ingrid is Managing Director of Knode, a social business focused on research and design for social innovation. She is a social designer, designing and co-designing processes, products and knowledge that deepen social impact and facilitate social innovation. She has contributed to the design of services, policy and processes in a diversity of fields, including frontline social, health and disability services, community development, local economic development, social investment, social enterprise and social procurement.

Ingrid Burkett is also Social Design Fellow at the Centre for Social Impact, at the University of NSW in Sydney and the University of Western Australia in Perth. In addition she holds a Senior Associate position with The Australian Centre for Social Innovation (TACSI).

Ingrid is Immediate Past President and Honorary Ambassador of the International Association for Community Development and is committed to fostering an international dialogue about designing innovative methodologies for sustainable development.

Ingrid has worked in the community sector, government and with the private sector and believes that each of these sectors has a valuable role to play in social innovation. Prior to establishing Knode in 2011 she was the Social Innovations Manager for Foresters Community Finance, designing and implementing innovations through training, education, research and publications (2006-2010); and prior to this Ingrid was the Training Development Coordinator for Oxfam Australia, designing and delivering internal and external training (2004-2006). Ingrid is also a practising artist and graphic designer. She weaves this passion into all her work and is well known for her use of visuals in publications, speeches and workshops.

