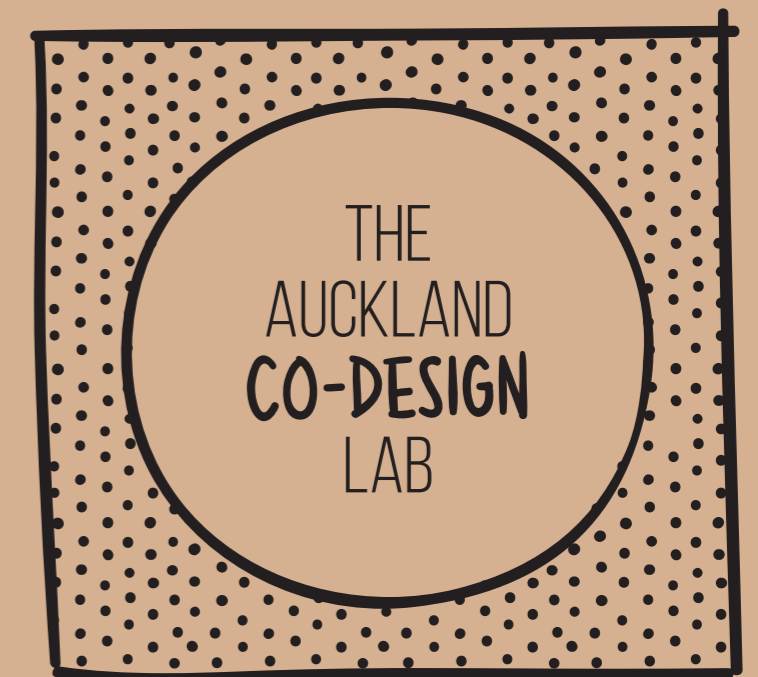


An introduction to Co-Design principles and practice

March 2018

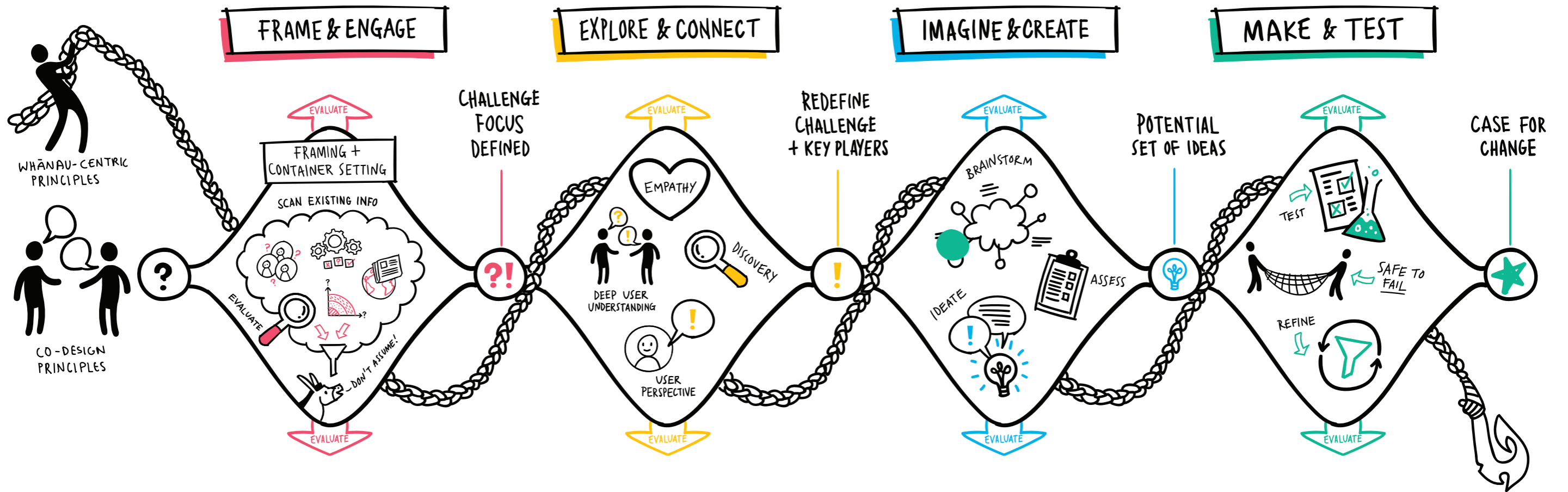
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Co-Design process: a snapshot



Co-Design process: cheat sheet

What kinds of questions are we looking to answer at each stage?

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

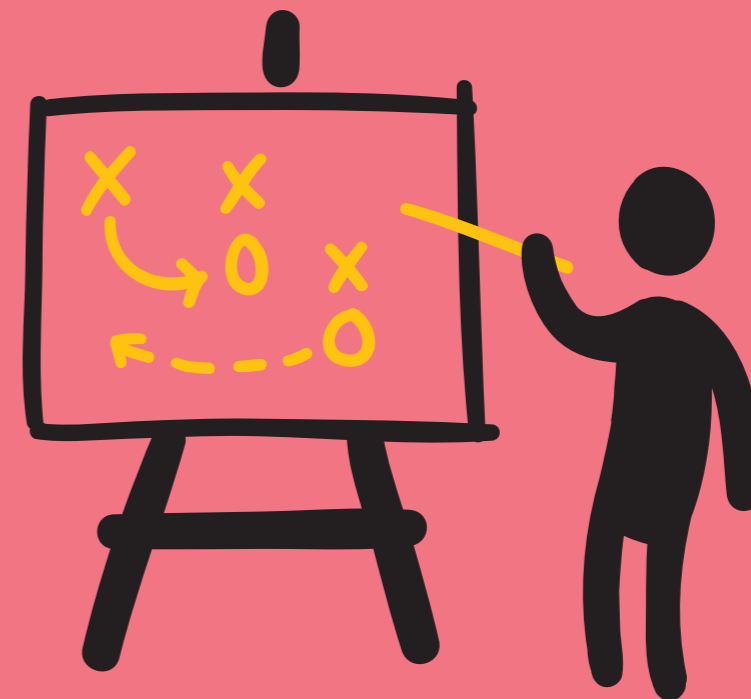
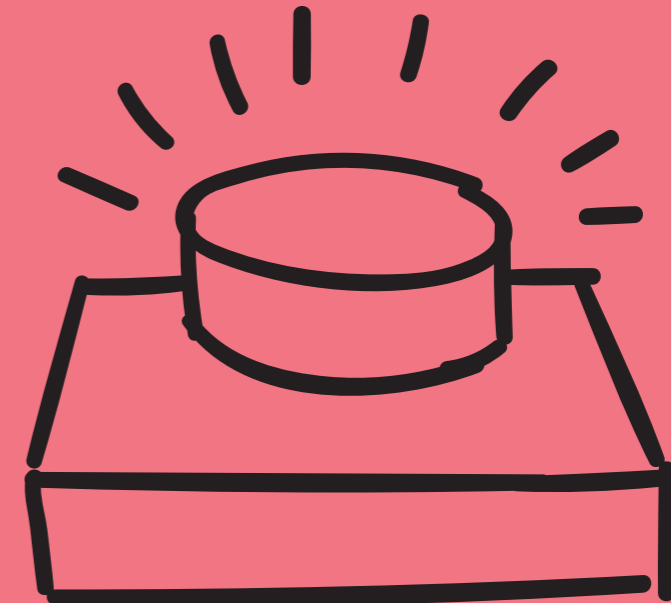
What changes have come already from our engagements / What capacities are being built / What barriers have we encountered
What does this tell us about opportunities/enablers/direction and what is needed to achieve the outcome / What are we learning about the system
What levers or approaches are likely 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

A Co-Design capability & conditions framework to help you activate change

This framework will help you to identify different capability (skills and knowledge) and conditions that contribute to supporting people and whānau-focused design and innovation practice.

The framework supports teams to unpack in more detail the different kinds of capability needed and define for yourselves what good practice goals are in your context across four areas.

Not all teams will need to build capability in all areas. Use this tool 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.



Capability & conditions for Co-Design

For co-design to be most effective, teams need to work on capabilities and conditions across four areas:



Stream 1.

How we work with people, whānau & stakeholders

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

Are we:

Working together with people, whānau and families in culturally grounded ways to develop new capacities and practices

Removing barriers to participation and creating safe and brave spaces

Involving whānau as participants or leaders in defining, designing, testing and delivery of initiatives that meet shared outcomes

Supporting mutual learning across the system and facilitating new kinds of connections and outcomes

Sharing power and influence and positioning whānau as experts and assets

Balancing and managing the ethics of participation



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 deliver them?

Are we:

Applying different human-centred design approaches to understand and reframe issues

Working with lived experience alongside other forms of data and evidence

Working with both human and systems lenses

Developing creative responses that are locally appropriate and testing how they will work in practice

Using evaluative tools to capture learning, shape initiatives as they evolve and drive practice change

Testing and enabling different implementation approaches including whānau and community-led responses



Stream 3.

Our organisational integration & responsiveness

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

Are we:

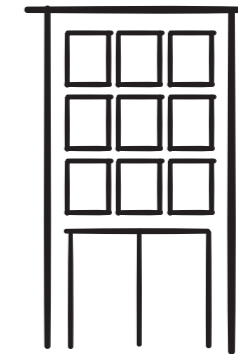
Coordinating and sharing our learning and our resources within and across organisations

Building a culture of prototyping and inviting feedback

Monitoring and being responsive to the changing needs and experiences of whānau

Coordinating across groups and sectors to make best use of collective resources and strengths

Building partnerships and contributing to shared outcomes



Stream 4.

Our structural conditions

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

Are we:

Providing leadership that fosters and puts value on collaboration and coordinated ways of working

Contracting and commissioning in ways that support emergent outcomes

Creating opportunities for teams to learn on the ground before committing to specific directions





Creating roles, policies and resources to support collaborative working and shared outcomes

Providing resourcing and funding for initiatives led by or important to whānau

Sharing power and decision-making with whānau



Able to connect and leverage knowledge developed on the ground into policy and decision-making

Mapping our Co-Design capability and conditions: worksheet


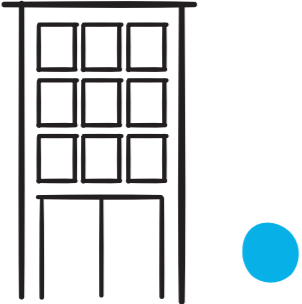
	Undeveloped	Understanding	Developing	Mature	Leading	Action Plan
<p>1. Working with people and whānau</p> <p>How are whānau and other stakeholders involved in design and delivery of outcomes?</p> 						
<p>2. Design and innovation</p> <p>How do we apply design and evaluative approaches to identify, iterate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

Mapping our Co-Design capability and conditions: guide

Each team should explore what these look like in their own context on their 'capability map'

	Undeveloped	Understanding	Developing	Mature	Leading
<p>1. Working with people and whānau</p> <p>How are whānau and other stakeholders involved in design and delivery of outcomes?</p> 	<p>Relationships are largely transactional. Initiatives and services defined internally. Whānau unlikely to be asked about their concerns or experiences.</p>	<p>A recognition that involving whānau and other stakeholders will likely lead to a better outcome. Plans to involve whānau more. Whānau may be informed about a proposal or asked for feedback.</p> <p>Need for safe, inclusive and culturally responsive practices is recognised.</p>	<p>Whānau involvement is becoming actively supported throughout different stages. There is investment in growing and maintaining relationships.</p> <p>Barriers to participation are being removed and capability to support inclusive and safe places is growing.</p> <p>Engagement and initiatives are understood as opportunities for capacity building as well as solution building.</p>	<p>Safe and reciprocal engagements with whānau are consistently present. Whānau are involved in many aspects of decision-making and process and help lead aspects.</p> <p>Engagement with whānau and other stakeholders are strengths-based and opportunities for mutual capacity building.</p> <p>Processes are shaped around what's needed for building capacity people, place and context rather than project process.</p>	<p>Longer term relationships and partners are fostered.</p> <p>Efforts are initiated by those we serve and supported by us.</p> <p>Capability is built in others, whānau lead in aspects of co-design, decision-making and delivery.</p> <p>Process are capacity building for whānau.</p>
<p>2. Design and innovation</p> <p>How do we apply design and evaluative approaches to identify, iterate and embed responses and the capacities needed to deliver them?</p> 	<p>Problems and solutions are pre-defined without input from those impacted.</p> <p>Ideas are decided on and then implemented without opportunity to test implementation in practice or involve whānau in development or evaluation.</p> <p>Evaluation is largely summative and external.</p>	<p>Interest in using creative facilitation and prototyping methods to support collaborative problem framing and exploration of issues from different view points.</p> <p>Some involvement with whānau/ stakeholders and incorporation of lived experience as evidence.</p> <p>Awareness of the broader drivers behind behavior and the role of systems change in delivering outcomes is recognised.</p> <p>Teams are employing some elements of reflective practice.</p>	<p>Opportunities given to apply and build capability in design and evaluative approaches. Whānau and stakeholders are playing a role in scoping, developing, testing and evaluating initiatives.</p> <p>Prototyping is beginning to be used to action and test in context other forms of data and work out what in practice will best achieve outcomes and build capacity to deliver them.</p> <p>Aspects of project outcomes and success are mutually defined with whānau/those impacted.</p> <p>Projects are being better structured to support participation and iteration, learning by doing.</p>	<p>Teams are comfortable leading design processes, selecting appropriate tools as needed.</p> <p>Project structures support collaboration, mutual learning, iteration toward best outcomes. A bias to practical action, testing and learning by doing is embedded.</p> <p>Mutually defined outcomes are tracked throughout the process and evaluative practices used to support and direct success in design and implementation.</p> <p>Initiatives and scope have room and intent to provide learning about and contribute to addressing broader systems barriers.</p>	<p>Projects produce practice-based evidence and responses, services and policy are regularly revised, improved or initiated based on ground up learning about practice and outcomes with whānau and stakeholders.</p> <p>New knowledge and new forms of collaboration and cooperation are being enabled through the process.</p> <p>Responses include formal services as well as building capacity for community and whānau-led leadership and responses.</p>

Mapping our Co-Design capability and conditions: guide

	Undeveloped	Understanding	Developing	Mature	Leading
<p>3. Organisational integration and responsiveness</p> <p>How do we manage responsively and work together to build our learning?</p> 	<p>Services, organisations and groups largely work in isolation.</p> <p>There is little iteration or sharing of knowledge.</p> <p>Services and practitioners may not know about developments in services or supports elsewhere.</p>	<p>There is some information exchange. There is interest in how efforts can be aligned across teams internally and externally.</p> <p>There is room to test out new ideas and approaches and build learning from those.</p> <p>Opportunities to share learning safely across initiatives are being created.</p>	<p>Prototyping and learning loops that help test and gather feedback on practice are being embedded. Capacity to make changes in response to the changing needs of stakeholders or as learning about outcomes emerges is being built.</p> <p>Beginning to develop opportunities for partnership and sharing of resources. There are shifts in practice and investment to support this.</p>	<p>There is support for innovation, collaboration and sharing of learning. Learning loops and prototyping at different scales is embedded across practice levels.</p> <p>There is coordination across teams, initiatives and resources to serve multiple purposes to increase impact. Insights are actively developed and shared through practice-based evidence and evidence-based practice.</p>	<p>Different groups are well coordinated and resources are shared, configured and reconfigured as needed.</p> <p>Learning is shared and ongoing. Systems and services are responsive and draw on resources across the community.</p> <p>Latent resources from across the community are being activated via coordination and collaboration.</p>
<p>4. Our structural conditions</p> <p>How do our structures, policies, funding, resourcing and measures enable participatory and whānau-led approaches?</p> 	<p>Outcomes and responses to issues are pre-defined or prescribed through internal processes.</p> <p>Structures don't support change or participation, there is little option to revisit directions once things are in play.</p> <p>Issues and responses are silo'd. Funding follows programmes and organisations.</p>	<p>There is commitment to more participatory and developmental practices.</p> <p>There is willingness to review approaches, structures and policy that create barriers to participation and change.</p> <p>Leadership invests in building the capacity needed to support innovation and participatory approaches.</p>	<p>Participation and innovation outcomes are given value and resource.</p> <p>New approaches that disrupt traditional power structures and decision-making are being tried out.</p> <p>Iterative and developmental approaches are tested in contracts and funding.</p> <p>Success measures start to include those with whānau input and can evolve.</p>	<p>Initiatives are routinely initiated from different sources and have a range of stakeholders involved. Contracts are set up for developmental and trans-disciplinary practice and teams invest in shared outcomes.</p> <p>Continued learning is supported and encouraged. Evaluation measures include learning and capacity building.</p>	<p>Drivers have shifted to long term success and collaboration.</p> <p>There is engagement and support for systems change and working together for outcomes.</p> <p>There is increased trust between agencies whānau, and communities about working for the best outcome.</p>