

planning & preparing for co-design: who



Who needs to be involved and what is their relationship to the issue?

List out the people or groups of people that need to be involved and prioritise them. This might include those who can help you to understand lived experience of the issue and define new responses, as well those involved in implementation of changes or services that arise as a result.

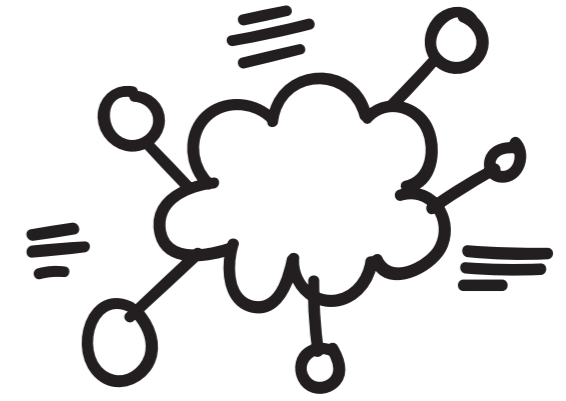
Consider. Is their role as active participants, governance or “staying informed”

What might be needed to be enable participation?

Using the considerations primer, identify the issues that may need to be considered to support meaningful participation for this issue. e.g. Participant Capacity, Age, Culture, Access, Interest, Sensitivity, Time Commitment

List the possible support and resources participants and teams might find useful

planning & preparing for co-design: what



What are we trying to achieve? What are we trying to learn, discover or do with people?

List out the key areas and sub areas we want to learn about and unpack with people?

N.B These are just like learning objectives and “topic” areas for now. Craft the actual research questions and methods later.

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What do we already know? What are we “not” trying to learn about – and that we might need to be transparent about with people.

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What are the constraints we are working within?

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What assumptions might we have?

Assumptions might be about the problem itself, the cause of the problem, as well as what we think we know about people’s experiences, needs or wants.

Brainstorm: what assumptions or hypothesis do we hold that need testing or further investigation?

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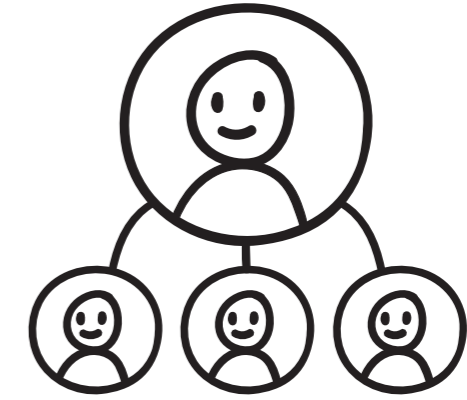
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planning & preparing for co-design: how



How might we learn and explore with people?

Different methods and approaches will enable different kinds of participation. They will also enable different kinds of experiences, information and ideas to be surfaced, expressed and shared. Often we may use a combination of methods to help us explore different angles.

Use the method card prompts to identify methods that might be appropriate. Draw on your own experiences and resources to identify other approaches too.

How might we recruit or invite people?

Are we using our networks or do we need to identify people through formal recruiting?

Is it just about engaging one time or are we looking to build relationships over time?

considerations for framing & enabling participation

The prompt questions below help us think about how the co-design process and topic might be framed so it is meaningful, relevant and accessible to different people and what might be needed to support participation.

Is the topic potentially sensitive or private?

This can impact how activities are framed as well as how sensitive material is shared and used. Support may be needed if there is potential to trigger distress or negative experiences.

Might people disclose illegal behaviour?

We may need to consider participatory activities that keep participants and team members safe whilst still enabling people to share experiences. People need to understand their legal or reporting obligations, and set expectations well about these. In a workshop for example the group may form and agree on a group kawa or agreement about how they want to keep themselves safe.

What is people's relationship to the issue and what capacity are people participating in (e.g. personal or professional)?

People's relationship to an issue impacts their availability, motivation, autonomy and incentives. Are people engaging in a personal or professional capacity, is their interest and awareness of the issue high or low? This may impact on how we need to engage people and how the issue/opportunity is framed. Our relationship to the issue and those we are designing with matters too. In place-based settings relationships and networks are personal and familial, personal obligations are on the line and traditional boundaries can be blurred.

Do people have the capacity and ability to participate?

Are there constraints on, for example, people's time, mobility, vision or hearing, or geography to be considered and accommodated? Is any particular support needed to

participate (e.g. special access, a carer, translator, travel costs or transport, child care)? Often asking people is the best way to establish what their needs are.

Are there cultural factors or social practices that influence or impact who, how or where people might participate?

For example power relationships or cultural protocols. Are there existing power imbalances that need to be considered or disrupted? Does the team have the right cultural competency, support or relationships to work across different cultural contexts?

Are young people and people under 18 participating?

If so how will consent be managed? The team needs a safety protocol that makes transparent its approach to duty of care and ensuring the safety of young people. Teams need to understand their obligations under the Vulnerable Children Act 2014 (e.g. safety checks and child and youth policies)

How are people going to be involved over time? Is the focus on getting information or building relationships and conditions in the longer term?

Each engagement is an opportunity to build capacity for change, trust and support mutual learning. However it's not always possible, appropriate or reasonable for people to participate in sustained ways.

What forms does reciprocity take?

Reciprocity may take the form of participants building new knowledge, connections to people and resources as well as capacities. It also usually includes payment or

koha. Impact of remuneration or koha of any form needs to be taken into consideration for those receiving a benefit.

Ethics

All engagement with people will need to consider ethics and ethics protocols. Some initiatives may qualify for formal ethics review.

The basics of ethics includes:

- Consent
- Consideration of harm and risk and risk mitigation
- Duty of care
- Confidentiality/anonymity

Ethics also includes:

- Who participates (and who doesn't)
- How people participate
- How their data is used and represented
- What happens as a result of their participation
- How much influence they have over decisions
- And who decides all of the above