

Co-designing with community: Explore

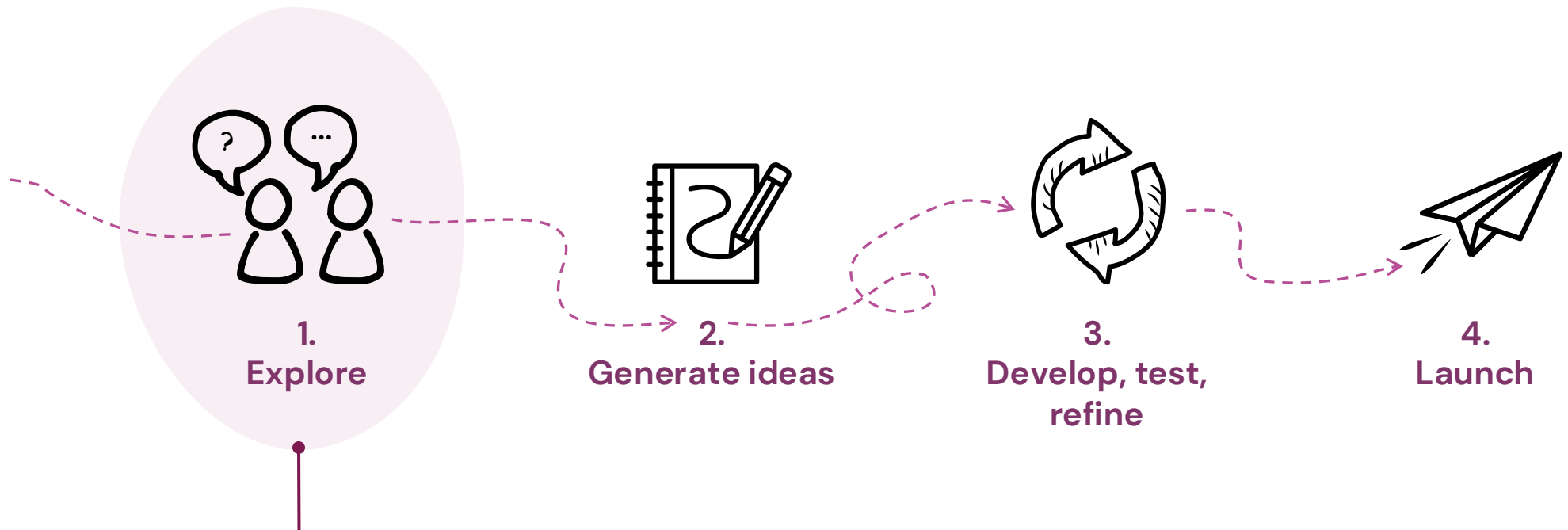
South Asian Violence Prevention
Trials in Auckland



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Where we are in the process



We begin by researching to **surface insights**.

A key component of co-design is researching with **real people who are affected by the challenge and change**.

It's the time to go wide and find relevant information and ideas that will feed into the design process.



1. Explore

Focus areas:



Beginner's mindset

Adopt a beginner's mindset. Treat every interaction as though this is the first time you have ever heard this issue, even if you think you have heard it before.



1. Involving your community

This is creating your own evidence to inform your initiative ideas and design.

Today, we will help you think about **who to involve** in this process and **how** to do this over the next few weeks.



2. Defining the opportunity for change

We will teach you how to define opportunity areas in response to what you have learned.

At the end of the explore phase, you will **select one opportunity to take through to the next phase**.



3. Looking at current knowledge

This is leveraging academic and other published evidence to draw on to inform your design.

We will walk through some of the community mobilisation toolkit today which has some of this evidence.



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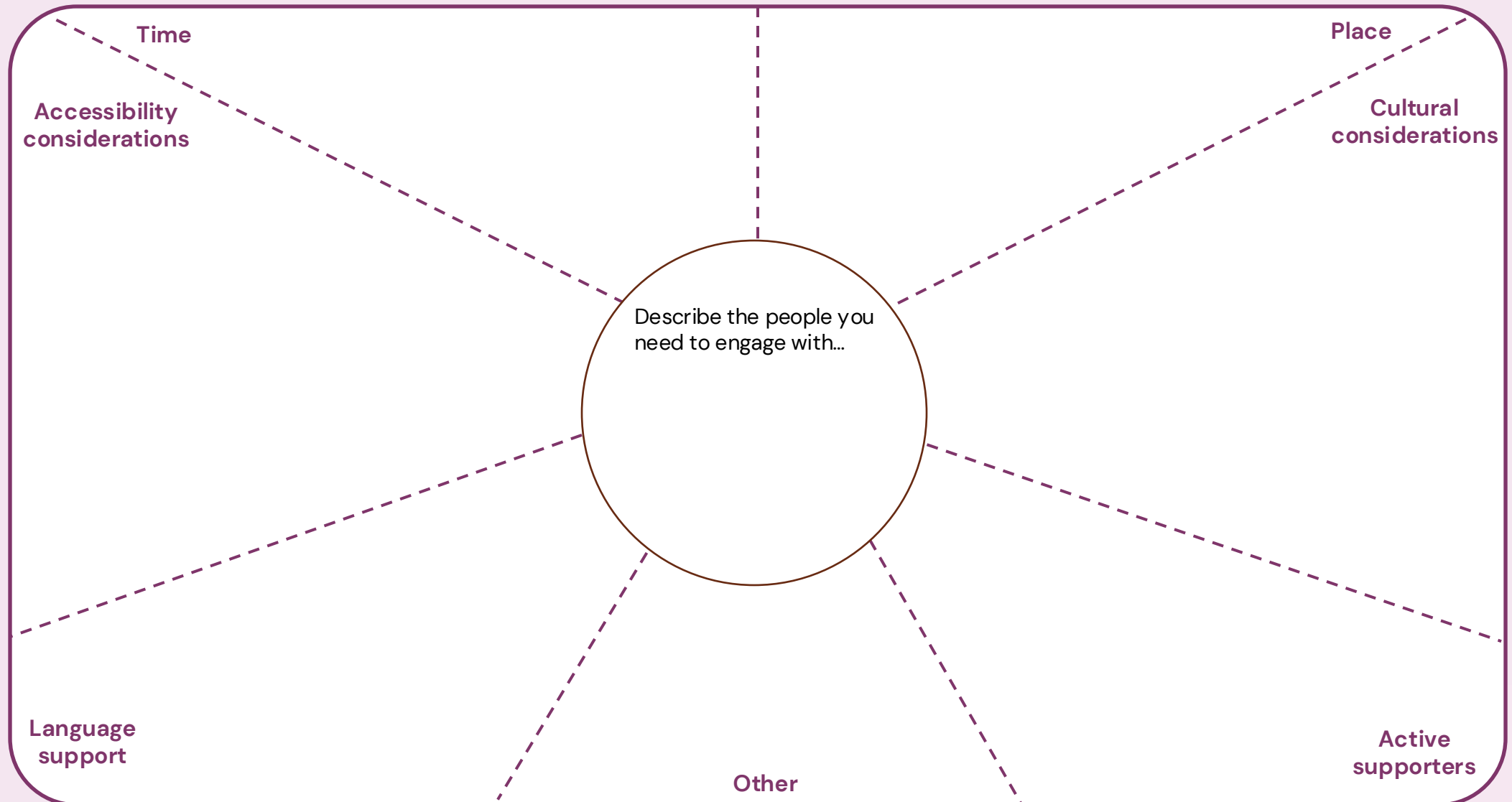
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What community members might you involve on this journey and how will you do this?



Activity: Engagement considerations

In each section fill in what you should be thinking about when you engage with your community. Look back at the ecosystem map you made on day 1 to help you.

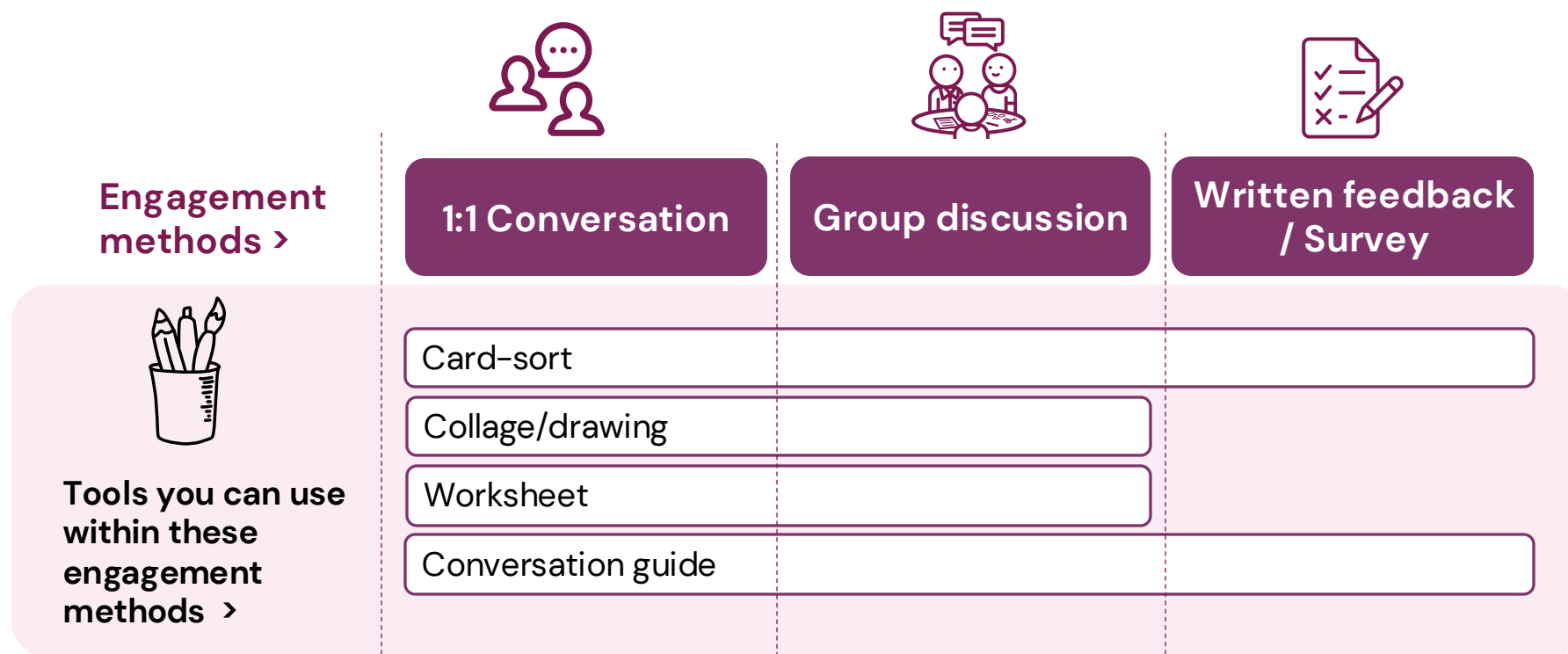


Engagement methods

Engagement means having a conversation with people or community to understand their experience and learn about their needs. Engagement can be formal or informal and it can be centred around community activities such as cultural practices or leveraging other community forums.

We have selected a few methods that we use that you might like to try out and see if there's anything you'd like to take into your engagement plan.

It is important to make sure that you show your community that you value their contributions. This can be done through different ways such as providing or gifting food and drink and/or giving koha.





Conversations and group discussions

- Discovery or empathy conversations (or interviews) are done with the people you are seeking to understand at a deeper level. **You want to know what people are doing, experiencing, thinking, feeling and the reasons why.**
- You can run these in a 1:1 format, buddy (2 people) or invite a larger group discussion.
- Usually 45 minutes to 1 hour is a good length of time depending on the topic.



Positives

- You can get an in-depth understanding of the person's experience.
- Allows the participant time to share what is important to them.
- Ability to build rapport with participant so they are more open to sharing openly and honestly.
- Great format to have an interpreter present if needed.



Challenges

- The time to run the conversation and analysis time adds up and can be time-consuming.
- Larger group conversations can result in 'group think' or people not feeling as comfortable to share in front of others.



Tips

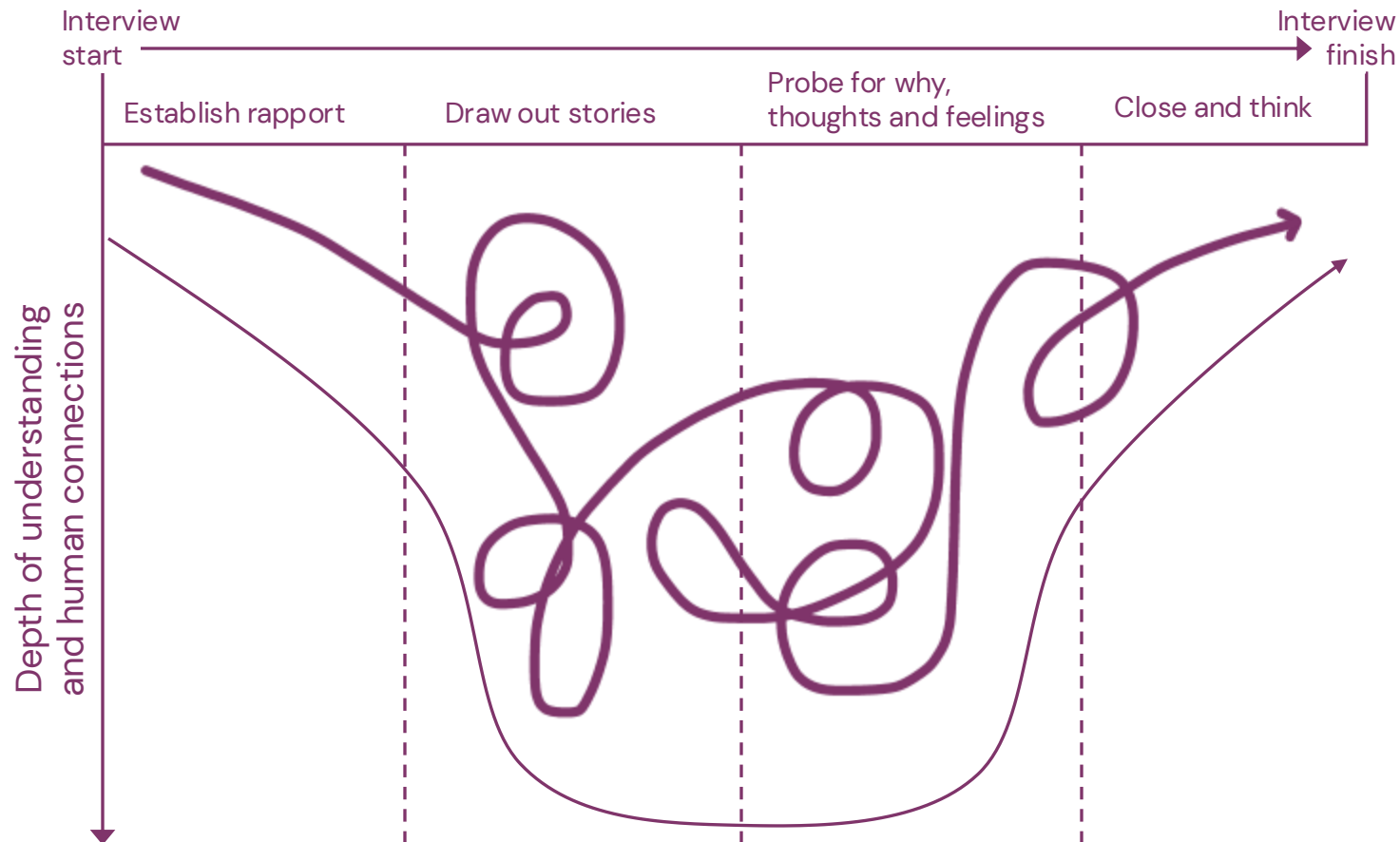
- Focus on ways to make the person(s) feel comfortable to support them to share openly and honestly.
- In group conversations, be aware of the group dynamic and encourage contributions from quieter voices.
- Give people options for how they like to meet. Some people find it easier meeting online while others don't.





Conversations and group discussions

Flow of a conversation



Source: d.school



Conversations and group discussions

Making an conversation guide

? We want to ask questions about...

- **Their experience**

What are they **doing, thinking, feeling, seeing, hearing, and why?**
Take time to understand their beliefs, attitudes and behaviours.

**Care needs to be taken with conversations on sensitive topics such as violence. We are not asking people to recount traumatic events but rather are focussed on exploring possible opportunities for prevention. It is important to have a plan for how to support someone if they were to get upset or triggered through the conversation.*

- **Their needs**

Both spoken and unspoken – read between the lines.

- **Pain points**

What is **challenging** or inconvenient for them?
How do they work through these challenges currently?

- **Strengths / Positives**

What's **working well** for them?

✗ Things to avoid

- **Leading questions**

These prompt participant to answer in a certain way e.g.
"Do you think that dogs in this suburb are aggressive?"

- **Double-barreled questions**

These confuse people and lead to muddled responses:
"How do you feel about the size and appearance of the Rottweiler?"

- **Not giving time for responses**

You may be uncomfortable with a long, silent pause but your participant usually is not (they are thinking).

- **Over or under assuming**

You need to know your participant's level of understanding and match your language and written material accordingly.

- **Crossing into therapy**

E.g. too much, *"And how did that make you feel...?"* type questions



Conversations and group discussions

Listening and observing

When interviewing, we want to be **listening with empathy**.

This means we are:

- listening to understand
- accessing our curiosity about people
- being non-judgemental
- deferring our opinions

To achieve empathetic listening we must:

- slow down
- be patient
- talk less
- listen more
- repeat back what was said to ensure we do not overlook anything and to ensure the person feels heard

Pay attention to...

- Body language
- Reactions to your questions
- Non-verbal signals
- Workarounds to make problems easier
- Pauses
- Information use

When holding a group discussion be aware of the group dynamic and make space for everyone to contribute (if they wish).



Activity: Practising conversations

In pairs, you will be practising interviewing another pair.

We will provide the interview topic.

1. **Begin by creating your interview guide and decide on your roles.**
 - What do you want to learn about?
 - What questions do you want to ask?
 - Remember the flow of an interview.
 - **Roles:** In your pairs decide who will ask questions and who will take notes.
2. **Find another pair** and take turns interviewing each other.
(We'll let you know when it's time to swap over)
3. **Hold onto the notes you take during the interview.**
We will be using these later to develop insights!



Activity: Conversation guide

Planning

Areas we are curious about:

Potential questions:

Support plan:

What is your plan to support this person if they get visibly upset or triggered through this conversation?

Final Question guide:

a) Rapport building:

c) Digging deeper:

b) Seeking stories:

d) Wrapping up:





Activity: Conversation capture

Who did we meet?
(describe them)

What are they saying?
(capture key quotes and ideas they share)

What do you see/notice?
(e.g. body language)

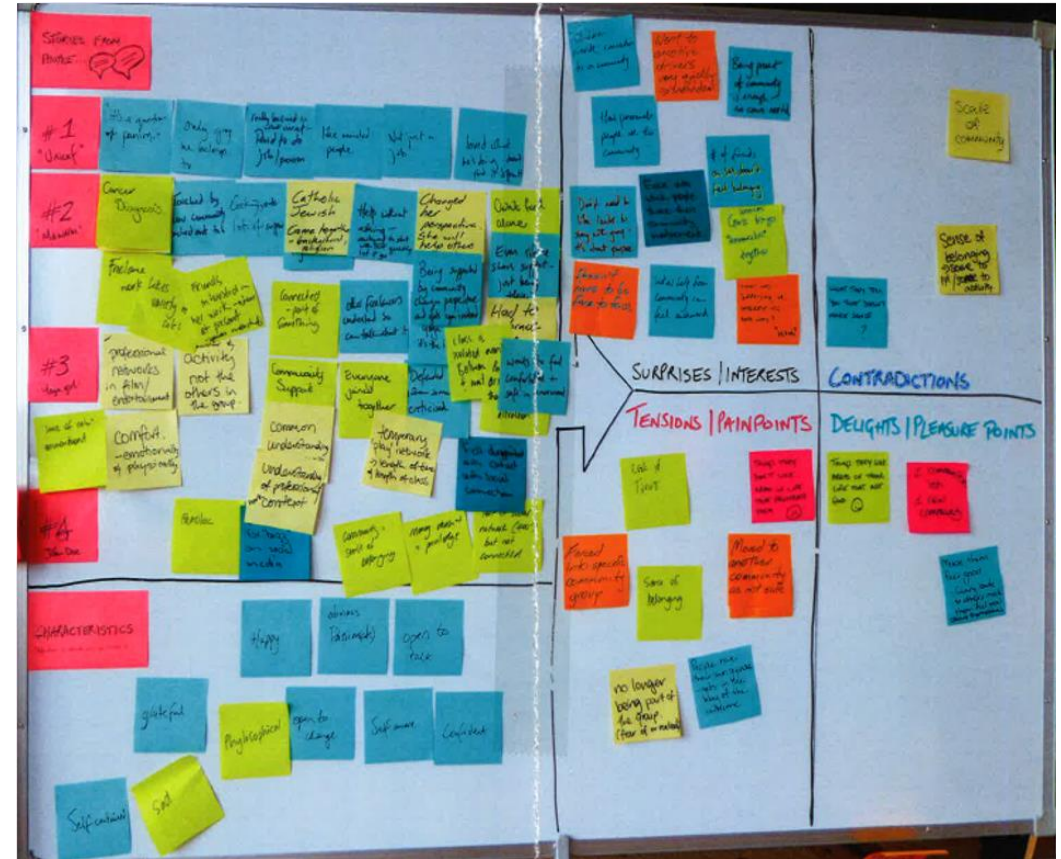
Making sense of what we have heard

From our engagement with community and looking at the research and evidence, we should start to have some information we can use to create some **insights**. This is a process of **synthesis**.

Insights reveal something that was unknown prior. An insight is something you have learned. They point to opportunities.

As part of this process we:

- Share stories about the research process and our own impressions
- Look for any 'aha' moments
- Explore themes and patterns
- Make sense of the whole
- Link insights to opportunities for our users





Activity: Creating insights

Turn your conversation notes into insights!

Things we heard that...

Were surprising

Highlighted a challenge or tension

Stood out / were memorable...

Which gave us these insights:



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Written feedback / Surveys

- Can be formal or informal
- Is useful to get data from people on a larger scale and/or create a way for people to remain anonymous.
- Traditionally, surveys are used to get quantitative/statistical data, but can also be used to get qualitative data.
- They can be a good method to use alongside another method, such as interviews.



Positives

- Surveys are great for people who are **short on time**.
- Allows people to be **anonymous** (not identified) if they prefer.
- You can capture a **wider number of responses** more easily than interviews or workshops.
- You can make a **simple survey** over an email, or use a platform like Survey Monkey.
- **Analysis can be easier** if responses are directly linked to a question.



Challenges

- Surveys **don't allow for face-to-face interaction**, which can be helpful when looking to build trust and relationship with community.
- The insights you draw from surveys tend to be **more surface-level, and not as in-depth** as you can get with interviews.
- Surveys **don't allow for observing other cues or signals** that you would get if you were meeting them face-to-face e.g. body language.
- It can take a **long time to analyse** survey data depending on the complexity of the questions and number of responses.
- **Generally unable to follow-up** to get additional information.



Tips

- **More information isn't always better** – it takes more time to analyse!
- We generally use surveys for when we need a **large number of responses** and quantitative (more technical) information e.g. numbers.
- OR when we want to provide an avenue for completely **anonymous feedback** for someone who might not feel comfortable doing an interview/workshop.
- **Keep the questions simple!** Follow the same approach as preparing an interview guide. Think through what it would be like to analyse the information at the end.





Explore: Engagement tools 1



Activity: Interview guide

1. Areas we are curious about:

3. Question guide:

a) Rapport building:

c) Digging deeper:

Conversation guide

What is it

A guide for the interviewer to use to help them during the conversation. It includes key questions they want to ask.

Why use it

It helps the interviewer cover off everything they are looking to understand.

When to use it

During conversations (1:1 or group). Early on in your research to understand your community more deeply.

How to use it

- Allow for organic conversation, but do have some prompt questions and areas of focus to help steer the conversation towards the information you are seeking.
- **Look back on slide 21 to review the interview guide we practiced.**
- **You will need to tailor the focus of your conversation to the person(s) in front of you, some may be okay to speak openly about violence prevention, while others may respond better if you ask about what healthy relationships look like to them. Remember to focus your conversation away from traumatic experiences that come up for people and ensure they are supported.**



Worksheets

What is it

A worksheet is a structured way to have participants share information.

Why use it

It helps focus attention and ensures all areas that needs to be covered are worked through.

When to use it

During workshops, interviews or group discussions when you need to collect information in a structured way and/or get people thinking.

How to use it

- Worksheets come in many different shapes and sizes.
- They can be fancy or they can be a piece of paper with a hand-written heading or two on it!
- Look at the worksheets in your slide packs to see what they can look like.
- When creating a worksheet, be clear about the information you are seeking and come up with a few questions to help you get that.
- You can get creative with the structure/presentation of your worksheet.
- Make sure you take photos of the worksheets to reflect on!



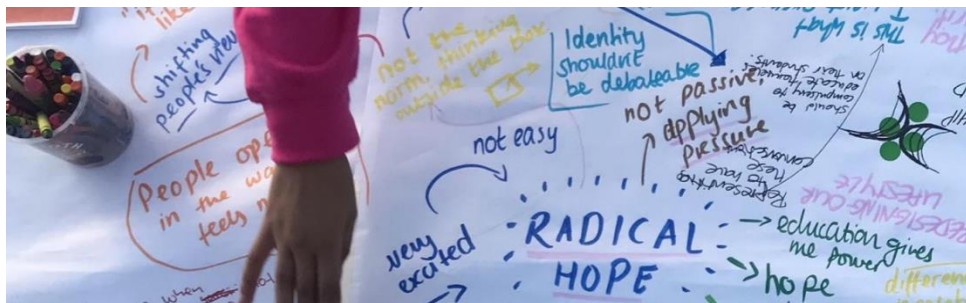
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Explore: Engagement tools 2



Collage / Drawing / Poster

What is it

A visual picture to help people describe their feelings/aspirations/visions for the future.

Why use it

To get people in the creative spirit and dreaming BIG, making a poster, collage or drawing can help people think in new ways. It's a great collaborative activity people can do together too.

When to use it

In a group or workshop, usually when focusing on exploring what the future could look like. It's a good warm-up activity or can be used as a main activity to build connection and generate discussion.

How to use it

- Give people a prompt of what to make their collage about e.g. what does a safe thriving community look like to you?
- Utilise old magazines or books or print some key images/words to provide for people to use to create their collage.
- Most importantly – ask people explain their collage to you to understand their thinking.
- Make sure you take photos of the collage/drawings!



Card sort

What is it

Card sorts are a tool you can use during an interview, group discussion or workshop and on some survey platforms. The cards have words or images on them related to a topic of interest to your research.

Why use it

The cards act as a prompt for people to respond to which some people can find easier than articulating their thoughts. They are a great way to create conversation and test out what is most important to someone.

When to use it

During interviews or group discussions. Sometimes online survey platforms might allow you to do a word or image sort too.

How to use it

- Decide on what you want people to do in response to the cards you've made. Do you want them to put them in order based on importance, or select their top 3?
- Make sure you ask them **why** they did it that way. This is essential to learning people's opinions/beliefs/values.
- Make sure you take photos of the card sort to reflect on later.
- For more information, scan the QR code on the right.





Activity: Brainstorming ways you could engage with community

Given what you've just heard, what you know about cultural practises, and what you've done in the past, **how might you engage with your community?**



Activity: Deciding how to engage

1. Looking at the **community engagement worksheet** and thinking about **the different engagement methods and tools**, create an engagement plan:

Place Online or in-person. If in person, where?	When	How many people?	Koha? How to show appreciation for participants time and giving info
How What method? What tools?		Risks and how to mitigate them?	

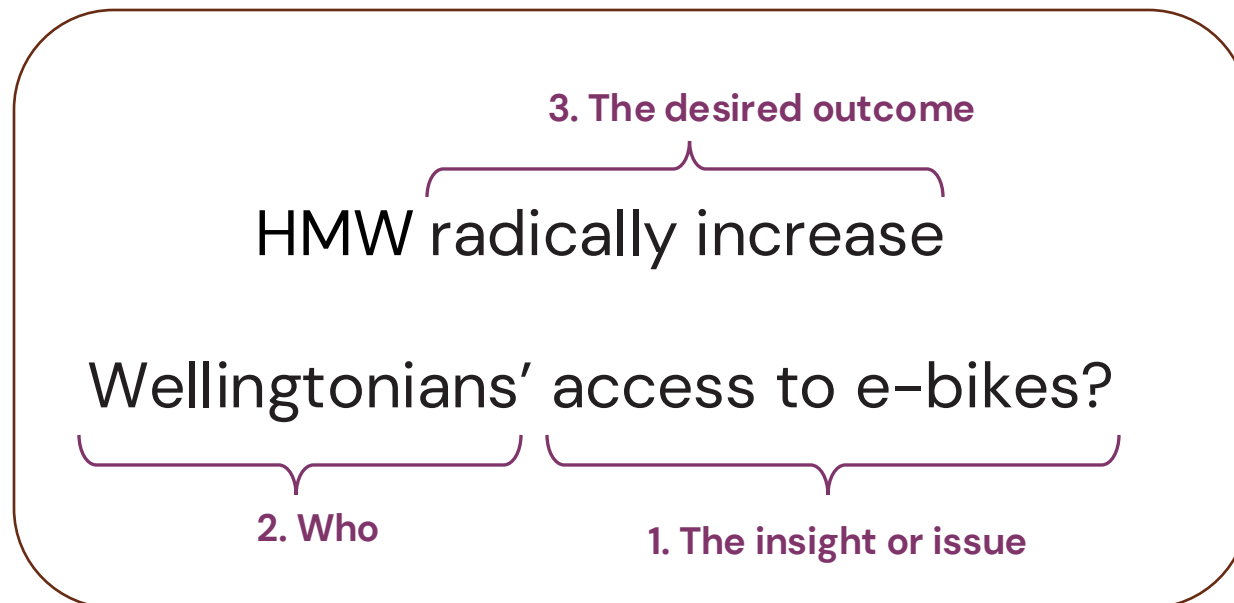
How might you define the opportunity for
change with your community?

Developing opportunities areas for change

'How Might We' (HWM) questions allow you to **explore creative solutions** for identified challenges or issues.

A HMW question includes:

1. An **insight or issue** framed as an opportunity
2. **Who** is impacted
3. The **desired outcome** (not solution!)





Activity: Creating How Might We statements

Take your learnings and insights from your interview and create HMW statements

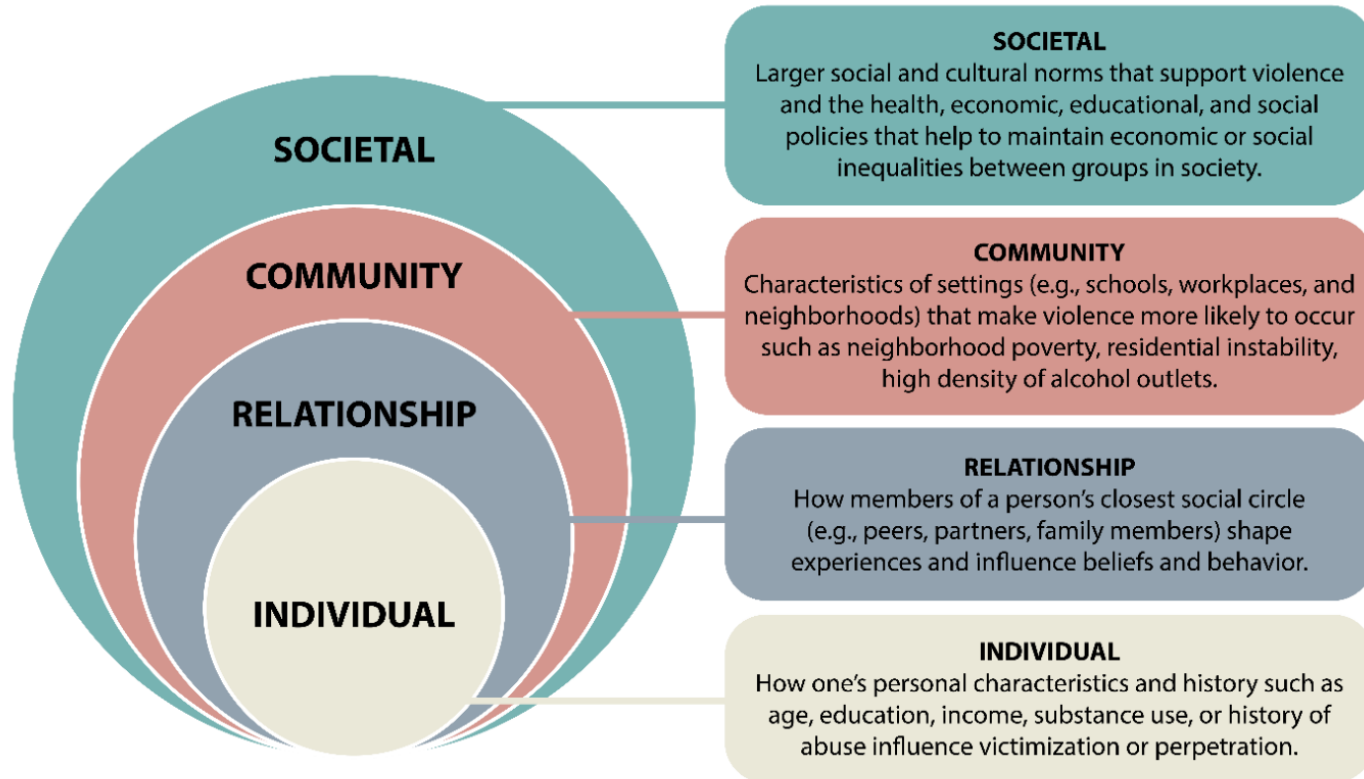
How Might We....

**What academic
evidence base already exists?**

Violence prevention models

Socio-ecological model

The socio-ecological model recognises that **interactions between risk and protective** factors at the individual, relationship, community, organisational and societal levels influence why some individuals or groups face higher rates of violence while others are more protected.



Refer to community mobilisation toolkit for more information



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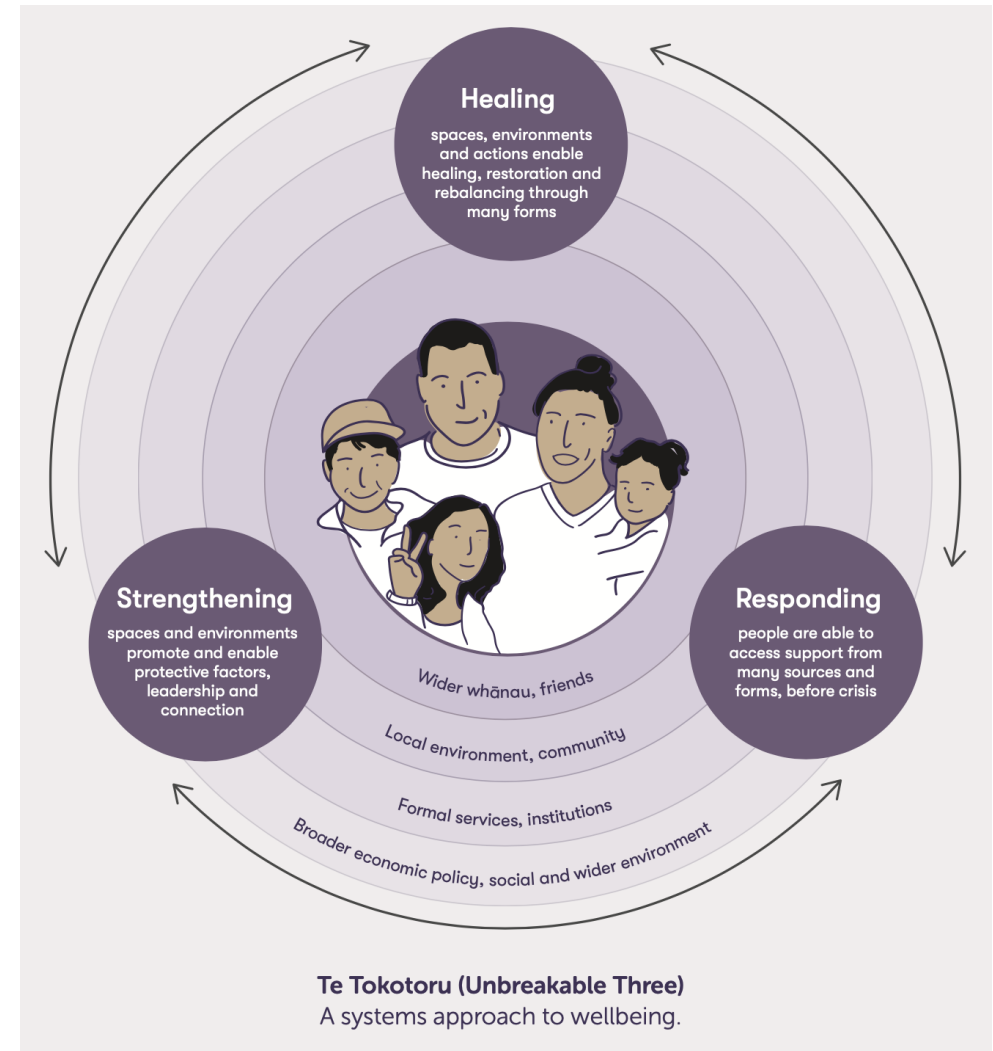
Violence prevention models

Te Tokotoru Model

Te Tokotoru is a model developed in Aotearoa New Zealand with whānau and rangatahi, Māori researchers and services.

Te Tokotoru encourages us to think beyond the limits of formal health and social services and programmes and describes an ecology of supports focused on intergenerational wellbeing.

Te Tokotoru recognises the **important connections between strengthening, healing and responding for a holistic approach** to family and sexual violence



Refer to community mobilisation toolkit for more information



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Risk and protective factors

Risk factors make it more likely for people and community to use and/or experience violence.

Protective factors are structural, cultural, spiritual, social, economic and health and well-being-related elements that reduce the likelihood of individuals and communities experiencing violence.



*Refer to community mobilisation
toolkit for more information*



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Activity: Risk factors

1. Fill in the table with more examples of risk factors

Societal level	<ul style="list-style-type: none">• Colonisation	<ul style="list-style-type: none">• Social norms that support violence
Community level	<ul style="list-style-type: none">• Poverty	<ul style="list-style-type: none">• High density of alcohol outlets
Relationship level	<ul style="list-style-type: none">• Compromised parenting practices and lack of child supervision	<ul style="list-style-type: none">• Overcrowding
Individual level	<ul style="list-style-type: none">• Childhood abuse, neglect or adversity	<ul style="list-style-type: none">• Traumatic experiences



Refer to community mobilisation toolkit for more information



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Discussion

Migration experiences and post-migration factors include:

For men: Perceived loss of authority, status and self-esteem		For women: Isolation, loss of social capital and networks, language barriers, and increased dependence on their spouses/husbands	
Immigration status	Social structures that enforce gender inequality		Poverty
Socio-economic status	Culture		Patriarchy
Intergenerational trauma		Systemic inequalities – colonialism, racism and capitalism	



Refer to community mobilisation toolkit for more information



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Activity: Protective factors

1. Fill in the table with more examples of protective factors

Societal level	<ul style="list-style-type: none">• Gender equity	<ul style="list-style-type: none">• Child wellbeing is supported
Community level	<ul style="list-style-type: none">• Strong social connections in communities	<ul style="list-style-type: none">• Access to mental health and addiction services
Relationship level	<ul style="list-style-type: none">• Secure attachment of infant to parents/ caregivers	<ul style="list-style-type: none">• Time with parent
Individual level	<ul style="list-style-type: none">• Self-regulation	<ul style="list-style-type: none">• Connection and commitment to school



Refer to community mobilisation toolkit for more information



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Activity: Risk and protective factors in context



Turn to page 21 of your Community Mobilisation Toolkit

1. In your groups, discuss the key risk and protective factors impacting community/communities you work with.
2. Fill in the table in the activity book.
3. According to the key risk and protective factors you have identified, using a critical lens, discuss how you could use the prevention models within the community/communities you work with.
4. Nominate a person in your group to present your findings.

Reflection



Discussion

Another long day, with a lot of learning! Take some time to reflect on what you have learnt

What have you learnt?

What excites you?

What do you think might be challenging?

Next steps



Activity: Creating How Might We statements

After analysing the existing research and completing the community engagement activity and synthesis, create at least 12 HMW statements in response to your insights and **choose one** to take into the next phase. **This HMW will provide direction for the initiative ideas you will develop with your community next.**

How Might We....

Explore | Appendix: Tips and tricks

You will never have complete data

Design is an activity that uses assumptions and hypothesis to drive things forward through prototyping and testing. Taking an evidence-based approach is very important, but don't let not having all the information you could possibly have stop you from moving forward.

Pitching the HMW at the right level

Developing a How Might We (HMW) statement to the right level can take a few attempts. A HMW should sit somewhere between being general or high level – if it is too specific, it constrains creativity. If its too general, it doesn't create enough focus when coming up with ideas for solutions. A good HMW expresses the opportunity well while still allowing for room to get creative when developing potential solutions in response to it.

Invite people strategically

It's okay to be strategic with who you invite to co-design sessions. Some people are more suited to this sort of process than others. Seek out and invite those people who naturally have a more constructive way of communicating and working for the early sessions. If there are many people who want to have their say on the issue, but perhaps aren't interested in or suitable to join a co-design session, set up other ways for their perspectives to be included e.g. via written/or 1:1 feedback.

