

Co-design Research Analysis Frameworks

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“I was swimming in data”

DATA
M+E PROCESSES
LOIR

Align w/ COG
+ political
advantage.
11 PW 24

It once the
RFP + ~~...~~
22.DR.27

HOW IS ACTIVITY
PROGRESS COMMUNICATED
FROM IP SITE TO IPS,
THE MISSION, WASHINGTON
+ LOCAL STAKEHOLDERS?

HOW DO ACTIVITIES
CHANGE COURSE IN
RESPONSE TO
FORMAL M+E DATA?
WHEN DO THEY
DISREGARD FORMAL
M+E DATA?

HOW DO ACTIVITY
ACTORS SEEK TO
UNDERSTAND THEIR
ACTIVITY + BROADEN
TO INFLUENCE ON
THE ACHIEVEMENTS
OF OTHER ACTIVITIES
CONTAINED OTHER TIME
SAME PLACE (LOCAL GOV
COMMUNITY?)

WHO DO USAID
STAFF + IPS FEEL
MOST ACCOUNTABLE
TO IN ACHIEVING
ACTIVITY + BROADEN
PROGRAMMATIC
OBJECTIVES?
WHY?

HOW DO ACTIVITY
MANAGERS + IPS
(JOINTLY + SEPARATELY)
DEFINE EXPECTATIONS
FOR ACTIVITY SUCCESS
+ HOW IT WILL BE
MEASURED? HOW DOES
THE RELATIONSHIP B/T
THE AICOR + IP INFLUENCE
TARGETS CHOICE OR ZEPHIR

Wanted end
goal is beyond
basic capacity +
relationship
building -> want
to advance sci +
tech. more broadly
12 ED 25

21. AJ. 27
Adam doesn't
~~trust~~ trust
targets.

It's not that they
can't measure /
report on capacity
built, it's that it
wasn't mandated
in the project.
39. ELS. 5

Adam thinks
DRG + ENVI.
are especially
self-critical +
determined
(Professional)
21 AJ 27

Julie wants to
go on a
site visit -
any site visit
14. DO. 26

Andy says
he "learns
best from
field visits"
14. DO. 26

Mid-term
eval of ongoing
program was
useful - provided
insight into
duplication
of plans at
regional govt level
02. BH. 23

3 types of data:
- thematic (sub-
project level)
- project location
info. takes a
couple months. Not
always consistent.
- integrated
06. AS. 23

Adam
expects
some staff
feel lost about
how to do
monitoring
21. AJ. 27

Adam feels
brunt of IC
demands for
data: "We get
hammered on
data quality all
the time."
21. AJ. 27

OB.TL. 24
Unclear governance
results on
IOWASH
wells.

mhrs are not
as bad in those
districts but
volumes are of
deaths are
"highest in country"
#s are contentious
between COP + AOR
26. MP. 2

What success
looks like:
people (NGOs, residents)
come to the IP
offices to ask
for similar activities
39. ELS. 5

results framework
doesn't fit for
this project and
requires fancy
indicator work
18 AK 24

Blair's can
you fully
portfolio for
RCT-appropriate
projects, or do
whatever you
can
19. DG. 26

25 PWZ
Access to
activity data
is ~~restricted~~ constrained
by IP sharing
W/AID ->
might to collect
data from all IP
not under new

Uses quarterly
reports for
data on progress
(but those aren't
very timely enough
to make responsive
change, are they?
- 10. E. 31

Finds RCTs to be
most objective
measurement
tool
24. BK. 2

Eval stacked
to show
biased precision
think #s
will be crap.
18. BK. 26

Parking your
to doesn't matter -
you need to
spend it. If not,
you'll get killed.
(Thinks Blair isn't
tracking well close
enough) 19. DG. 26

Wanted to
do a PMP
revision, but
USAID
refused.
40. ES. 5

M+E results
are a practical
requirement
that activity staff
give in to, but
they stay rooted in
the objective of mal
impact -> ~~...~~
policy doesn't seem
to be holding members ac
but documentation doesn't

Thinks that
disaggregating
indicators by
geography will
help tell better
stories - unclear
06. AJ. 23

MANAGERS WANT
TO HAVE DATA
THAT WILL HELP
THEM DETERMINE
A PROJECT WILL
STILL BE SUSTAINABLE
10 YEARS LATER.
02. JL. 23

Every 12 mos,
USAID gets
interested in
activity GIS
data, but they
never hear
back
17. CO. 26

Were't tracking
social capacity built
in # metrics, mostly
qualitative observations
lessons learned, stories
from working
shoulder to shoulder.
37. CC. 5

Only type of
learning + pivots
are evaluations.
Weird.
23. JC. 2

Mission values
context and continuity
in knowledge
across activity lifecycle,
but are still looking
for the sweet spot in
being able move (learnings
best (or relationships)
across projects.
02. JH. 23

Felt
contractor's
self-eval. was
solid
18. BK. 26

IPs are swayed
by knowing
USAID is looking
for success stories
41. JT. 5

With a lot of
interest (ie David
Andy + Maikanda)
you can mal matters
16. PV. 26

not everyone
knows what
makes a good
indicator +
they don't have
time to address
this
21. AJ. 27

Questions about
sustainable
brought up
in year 4
- 6. S.
13. AH. 6

Blair acknowledges
that RCTs
wouldn't be
appropriate
for SSTC.
24. BK. 2

Hasn't until
they went on a
site
visit w/ Andy +
talked to students
that they realized
to do didn't make sense
12 ED 25

Eval of wash ->
global climate
change team ->
is coca cola
will project really
making impact?
Tri has concerns
about tech model
for eval? 08. TL. 24

understanding
systemic impact
is interesting to
staff; justifying
achievement of a
higher level IR
is not
24. BK. 2

Teams need to
have high-level
cover to make
room for them
to build an
understanding of
impact that
isn't directly
measurable
18. BK. 26

Everyone (even USAID)
seemed to agree
that RCT
at the district
level - but
still went thru
w/ it
03. ELS. 5

knew they
needed quantitative
metrics to
show success,
not clear how
#s were determined
though
20 ME 27

making an OCA
tool of 901
FNCT
09. MJ. 24

RIG audit:
were welcoming
+ involved: good
learning opportunity
24. BK. 2

ES guy tried
to set aspirational
targets by
referring to
analysis - ground
in technical reality
45. IWD. 6

evaluations
result in a report,
maybe people
read it but
17. CO. 26

it took
1-2 years
to realize
implementation
issue.
24. BK. 2

Those thinking
of the future
doubt the info
systems will
do their
17. CO. 26

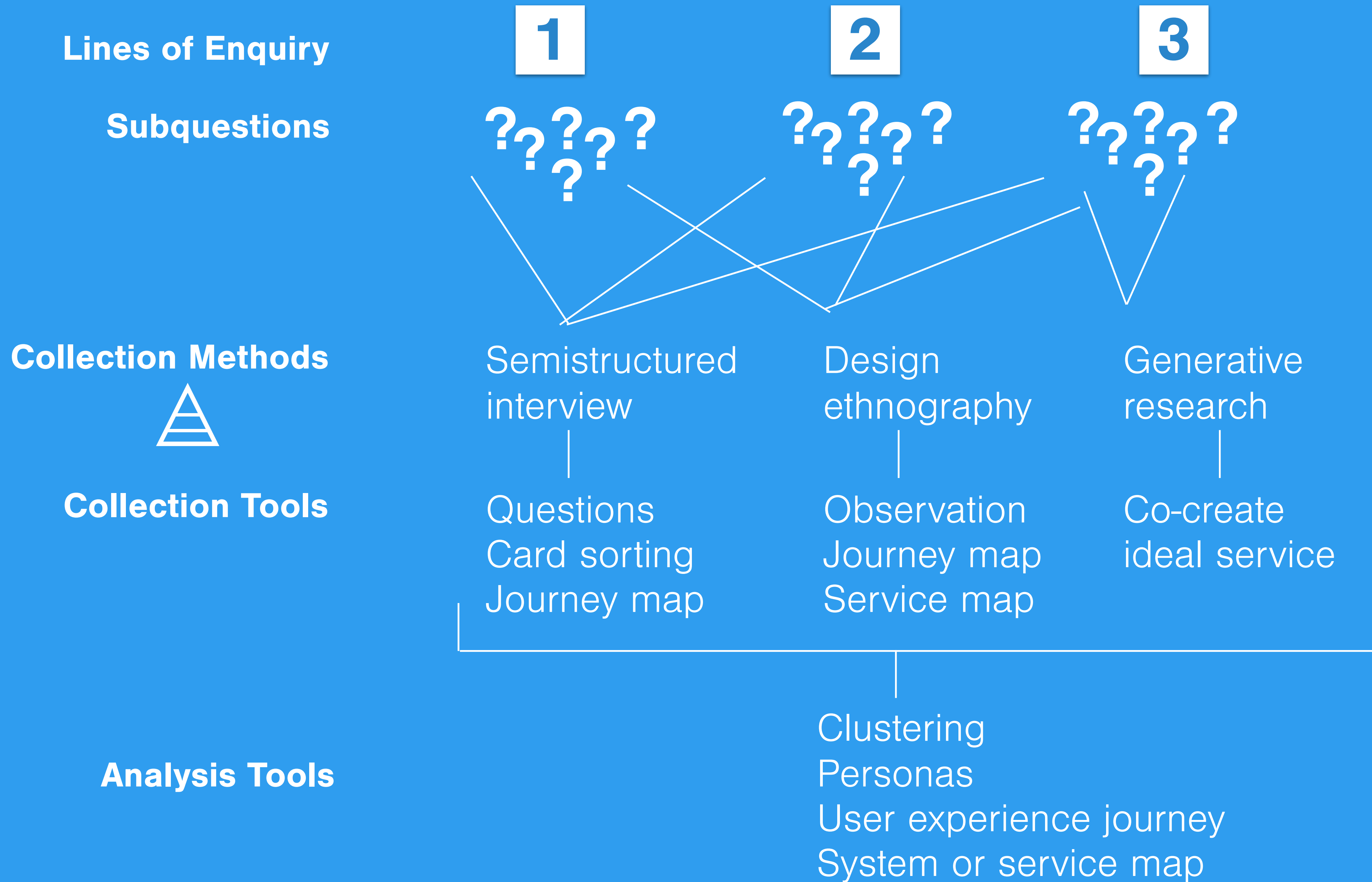
Audit didn't
find anything
very useful.
(But COP is making
sure the team
implements the
communication)
17. CO. 26

Constant flow
re: how to
transition
17. CO. 26



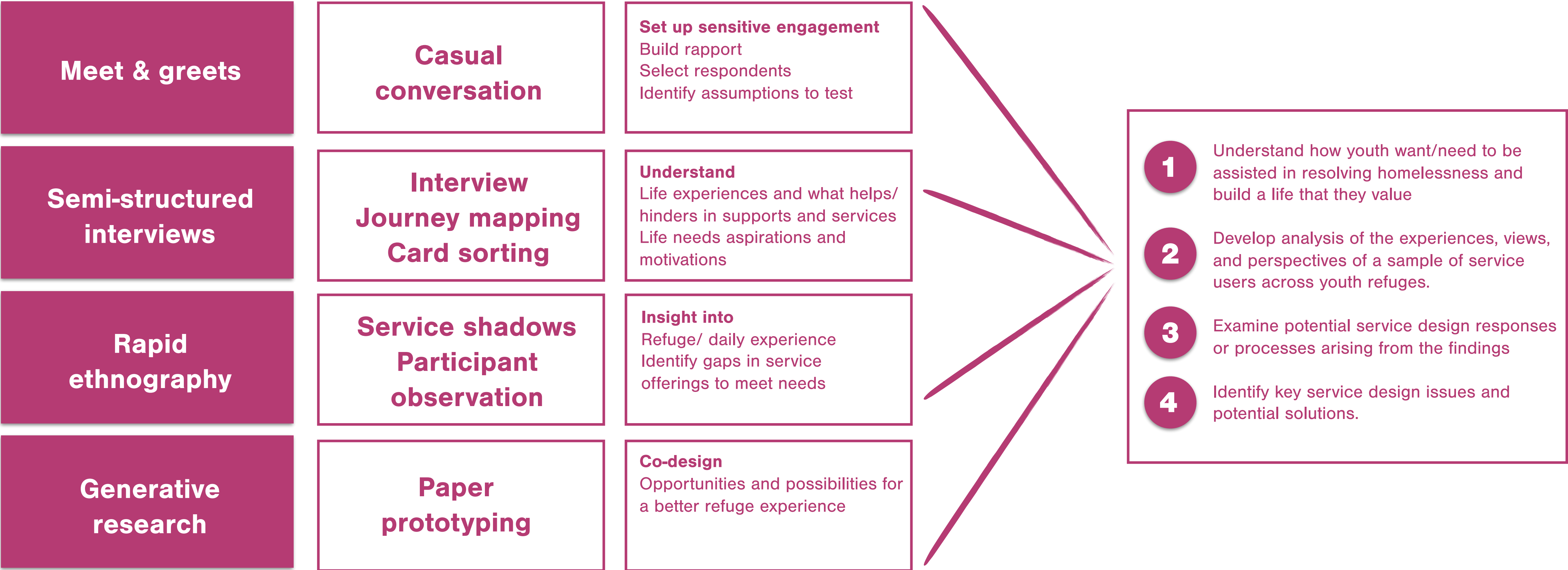
Analysis tools

Co-design Method Planning



TACSI Methods & Tools

Youth Refuge Reform example



Research Method

Tool

Output

In order to

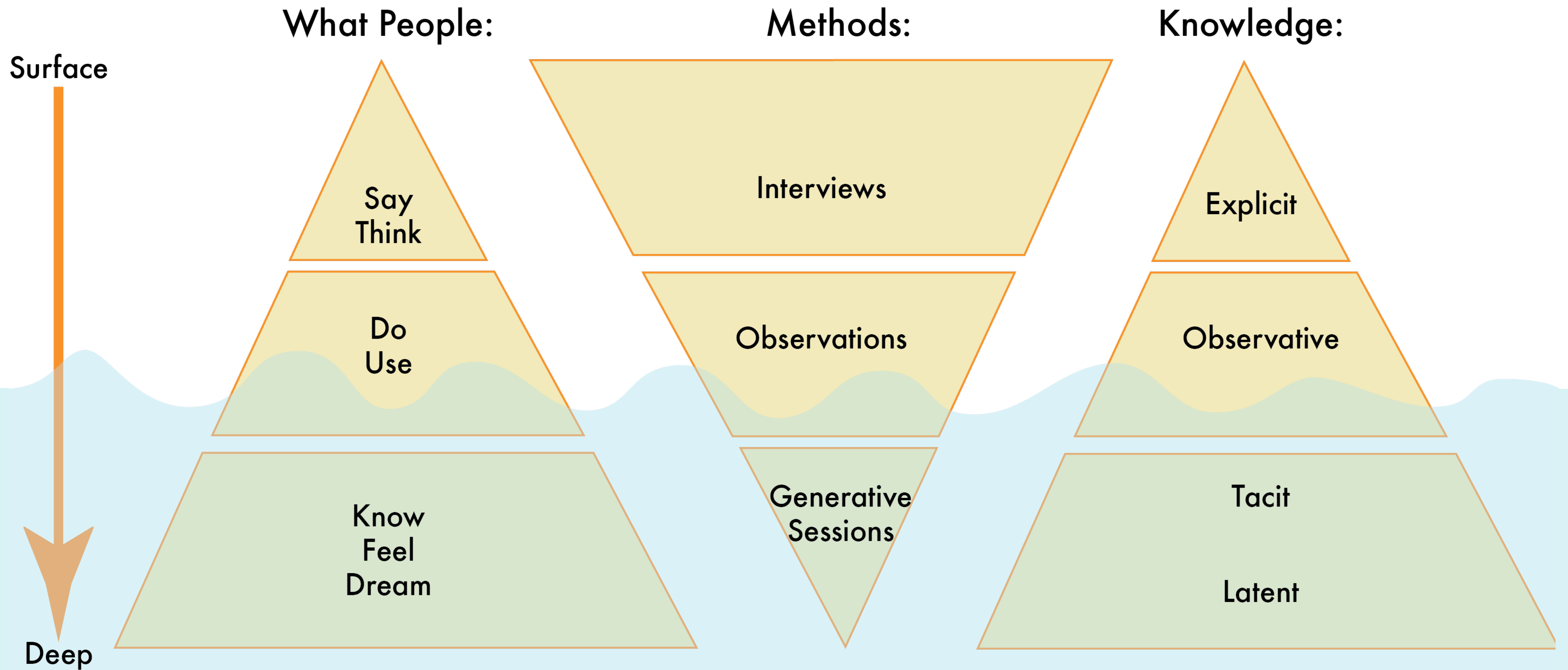


Image Source: 'Convivial Toolbox: Generative Research for the Front End of Design' by Liz Sanders and Pieter Jan Stappers

Collection methods

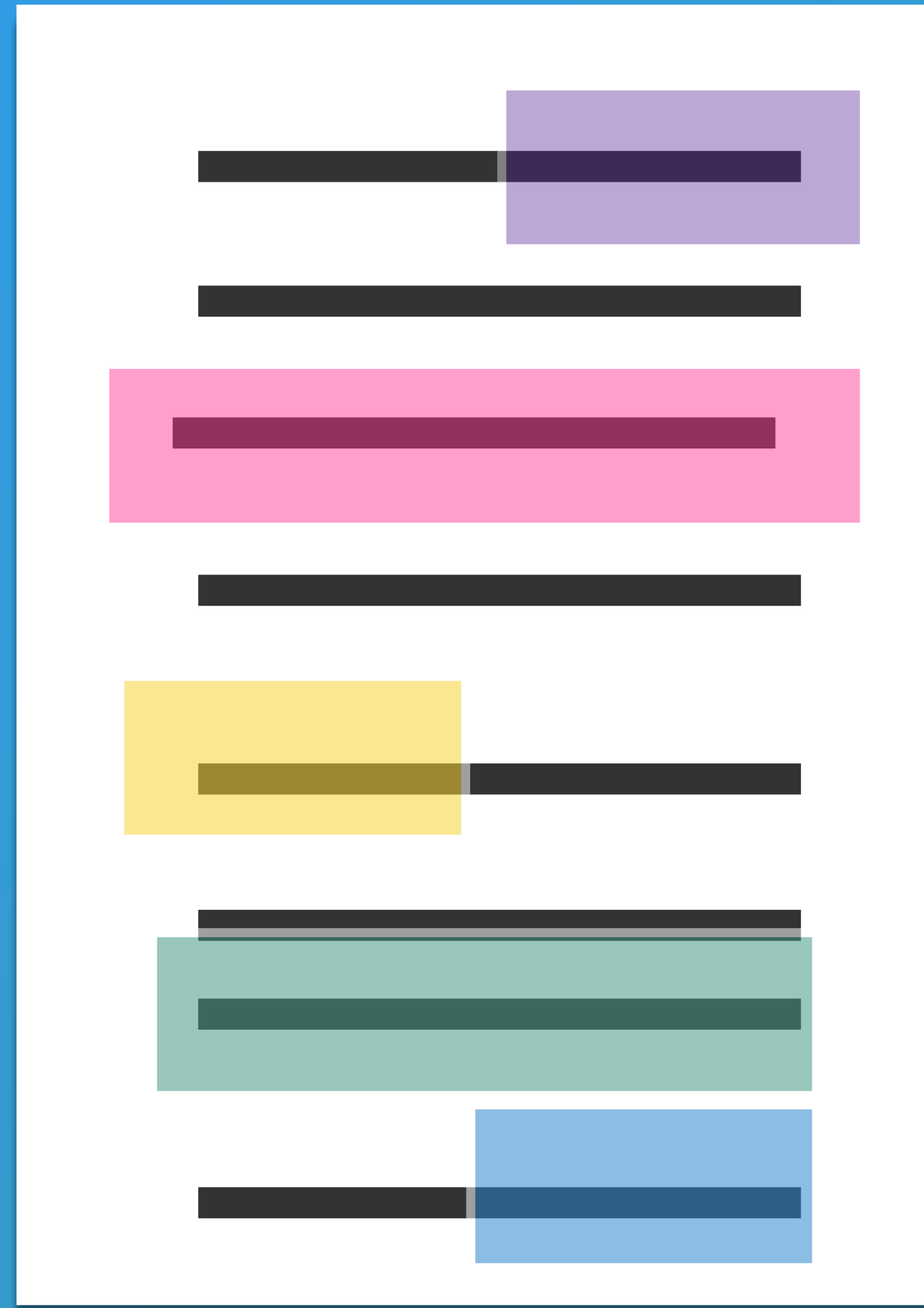
- Talking (i.e. **semi structured interviews**) *What do people say?*
- Observing (i.e. **rapid ethnography**) *What do people do?*
- Making (i.e. **generative co-design activity**) *What do people dream?*

Analysis tools

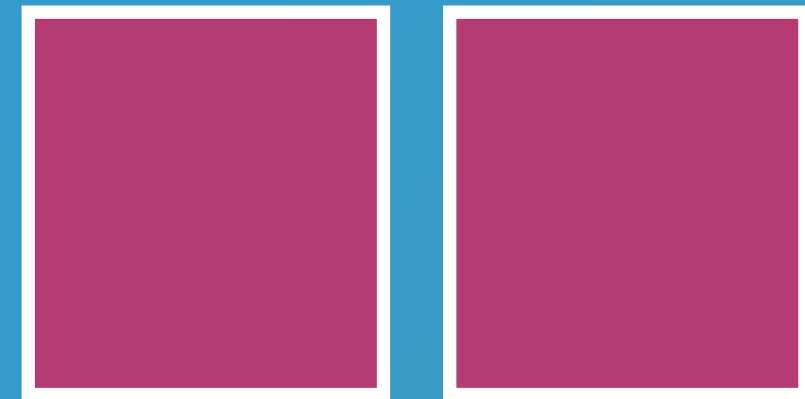
- **Patterns (clustering)** *What themes are emerging?*
- **Cohorts (personas)** *What are new and unexpected ways to group cohorts?*
- **Experiences (journey maps)** *What are the highs + lows? Barriers + benefits?*
- **Ecosystems (systems maps)** *How does what we've learned fit into a larger context?*

clustering

From analysis to clustering



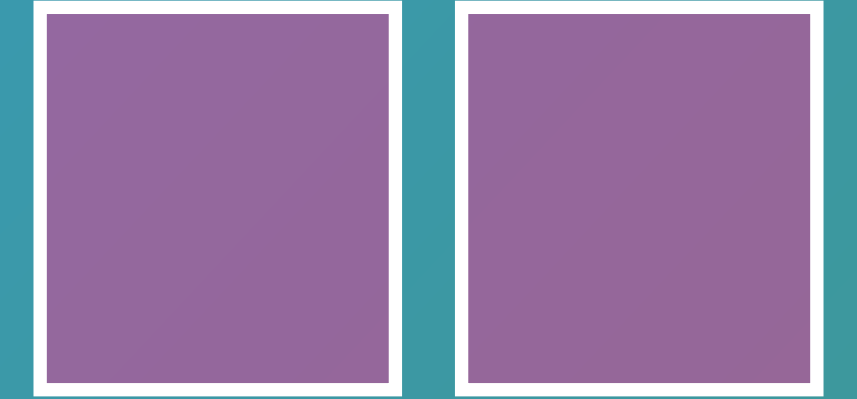
Observations



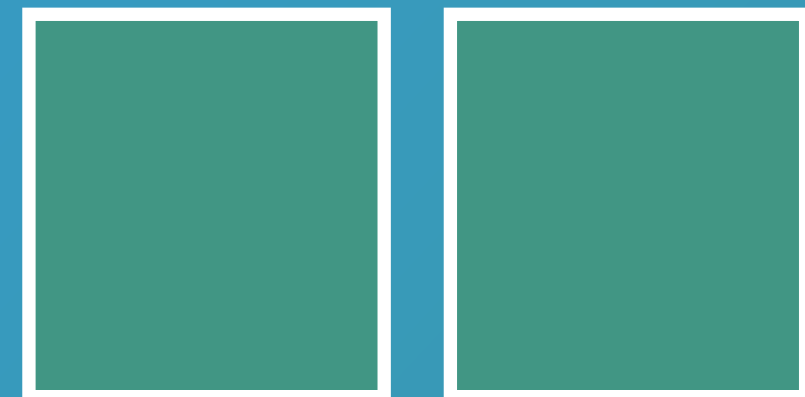
Key Quotes



Assumptions



Insights

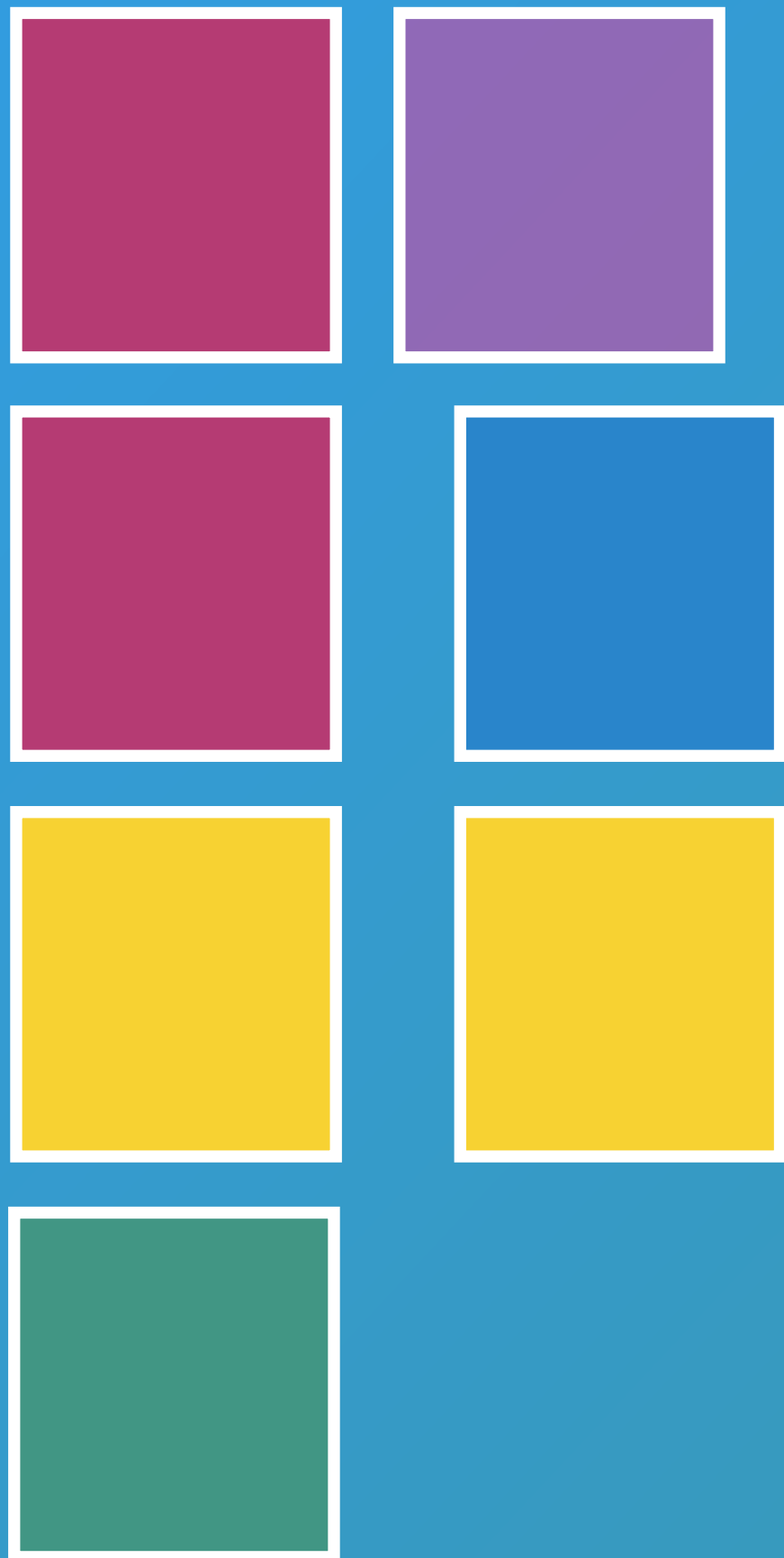


Opportunities



Clustering

Theme 1



Theme 2



Theme 3



Theme 4



personas



PATIENT ZAINAB

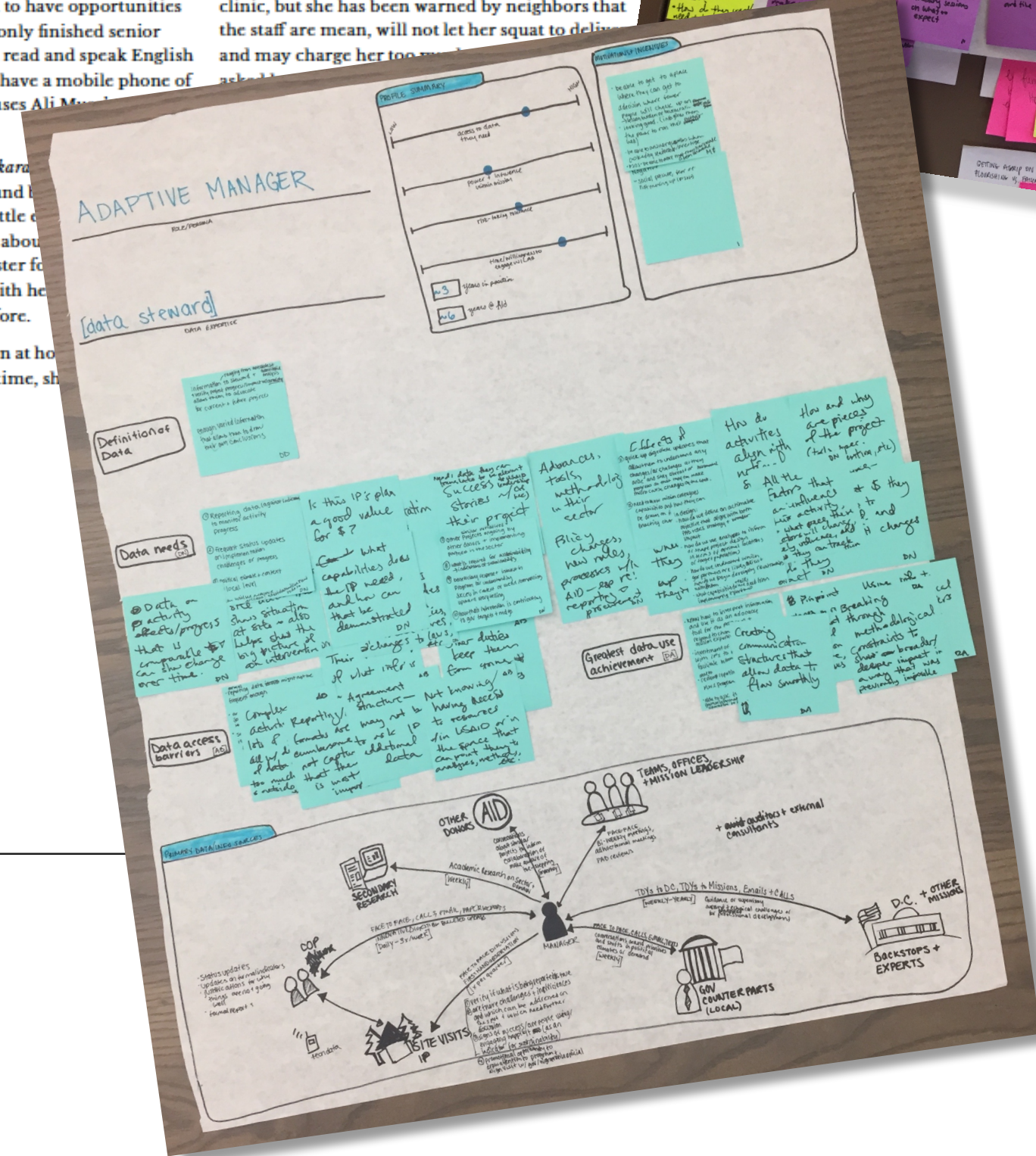
Zainab lives in Wayo Matti in Wamba LGA. She has two children—the younger is two years old and the elder is seven—and she is currently pregnant with a third.

She has been married for nine years. Her husband, Ali Musa, is a teacher and a farmer. Zainab occupies her days with household chores and making sure her children and husband are well-fed; she helps with farming, too. It's a lot of work but she wants her children to have opportunities that she did not have. She only finished senior secondary school, and can read and speak English just a little bit. She doesn't have a mobile phone of her own but occasionally uses Ali Musa's to make or receive calls.

Every morning, she sells *akara*, a fast snack made from ground beans, with her sister to make a little extra. She cherishes that time to talk about her day and gossip; she also asks her sister for advice if something is happening with her that she hasn't experienced before.

Her two children were born at home, but labor was easy and, at the time, she

had a home birth. Since then, village health workers have come to encourage her to go to the clinic for antenatal care. Ali Musa was convinced and decided that Zainab should start doing so. Zainab knows the delivery is supposed to be safer at the clinic, but she has been warned by neighbors that the staff are mean, will not let her squat to defecate, and may charge her too much.



CONTEXT
DESIGN
OUTCOMES



Beth Foster Carer for the child

"I keep a little money aside so that when I get another baby at least I can race out and buy what I need to be prepared"

- Foster Carer

About her
Beth has a two bedroom home and fosters up to two children at a time. She's in her sixties and prefers the easier to manage younger toddlers and babies.

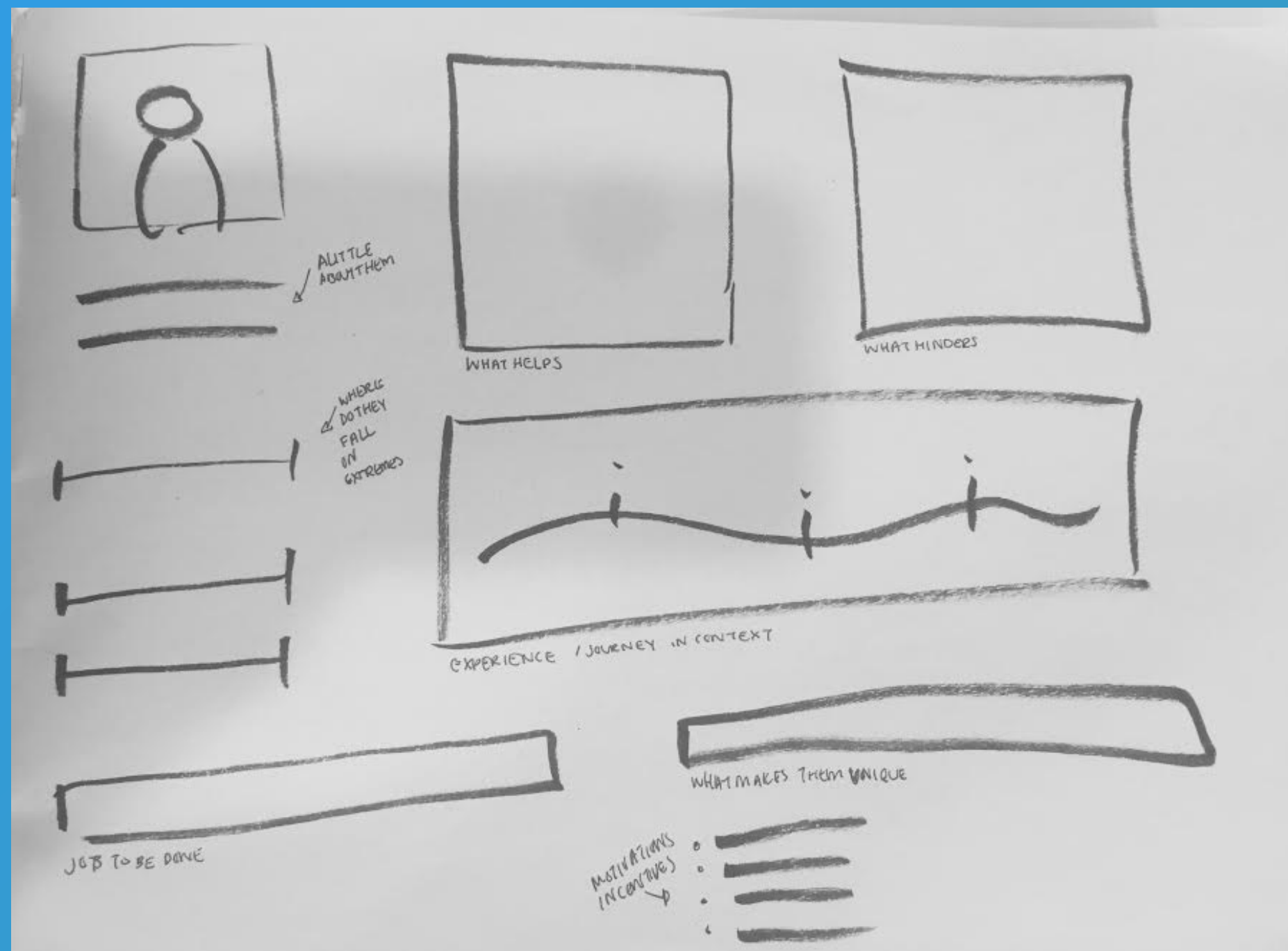
Their perspective of their responsibilities
It's up to her to provide the child with a loving environment where they can feel safe and reach their potential- things that their parents aren't currently able to provide. Beth keeps the birth parents separate from her relationship with the child, but always speaks well of them in front of the child.

Effect this has on restoration
Children thrive with Beth although their time with her is explicitly temporary. She only does crisis care as she likes being able to support the child going back to their parents as she believes that that is best place for the child where possible.

Decreases restoration likelihood

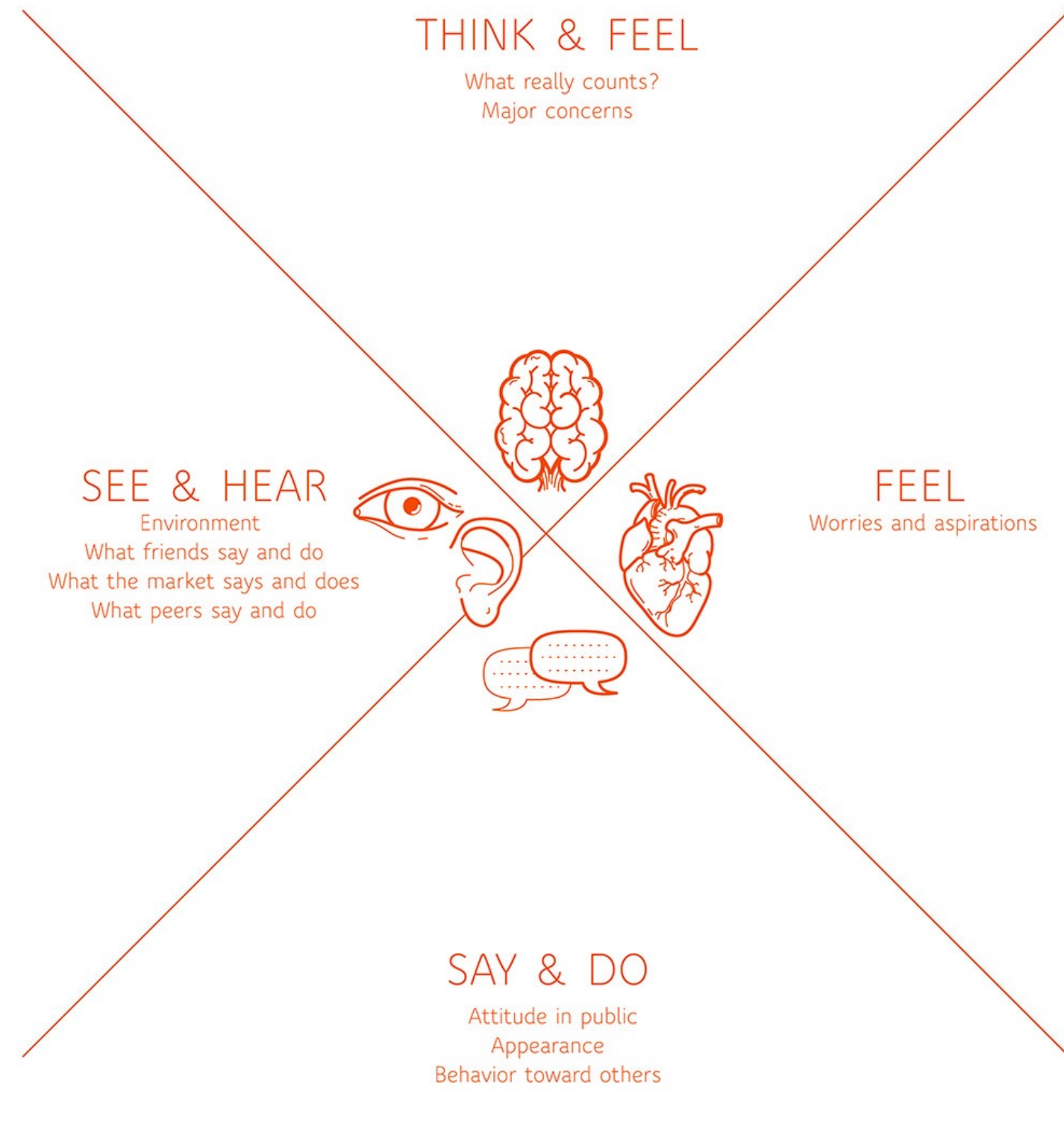
Increases restoration likelihood

Anatomy of a persona



1. **Segments** – What are the extremes or groups of cohorts we want to represent?
2. **Characteristics** – Who is this person and what do we need to know about them?
3. **Barriers and benefits** – What are the key things that help and hinder this person? Why?
4. **Needs and wants** – What's the job to be done?
5. **Motivations and incentives** – What drives this person's behaviours?
6. **Supports and Influencers** – Who else is in their network (positive or negative)?

Persona Templates



Creating a persona/storyworld

Use this to describe someone in their world

The backstory

My family, study and work background...

Current situation

My name is... My age is... I live in... with...
How and where I spend my time... My work and income...

Beliefs about change

How I think about the future...

Key insights

Capacities and resources

I can easily... I can't easily... My skills are... because...

Goals and values

The future I want is... because

Issues and challenges

Workarounds

Strong ties with...

People, places and organizations

"I think/feel/know..."

Devices and technologies

Things I have with or around me (eg car, TV, mobile phone)... because...

Relationships with organizations

Formal/informal... occasional/frequent

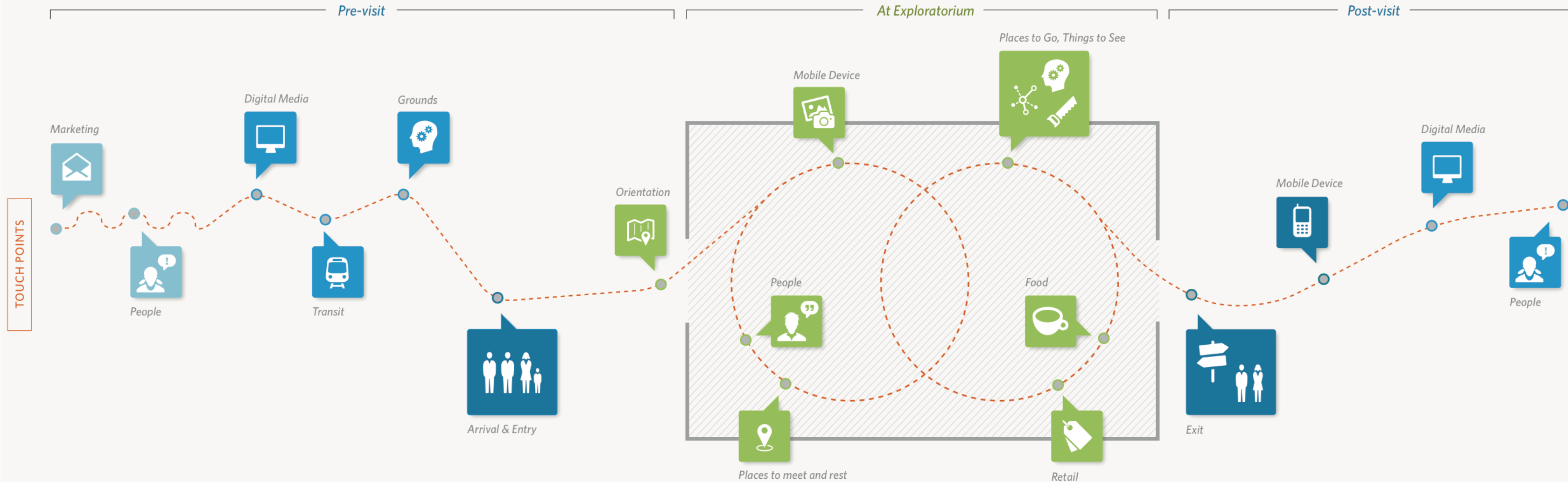
Weak ties with...

People, places and organizations

user journeys

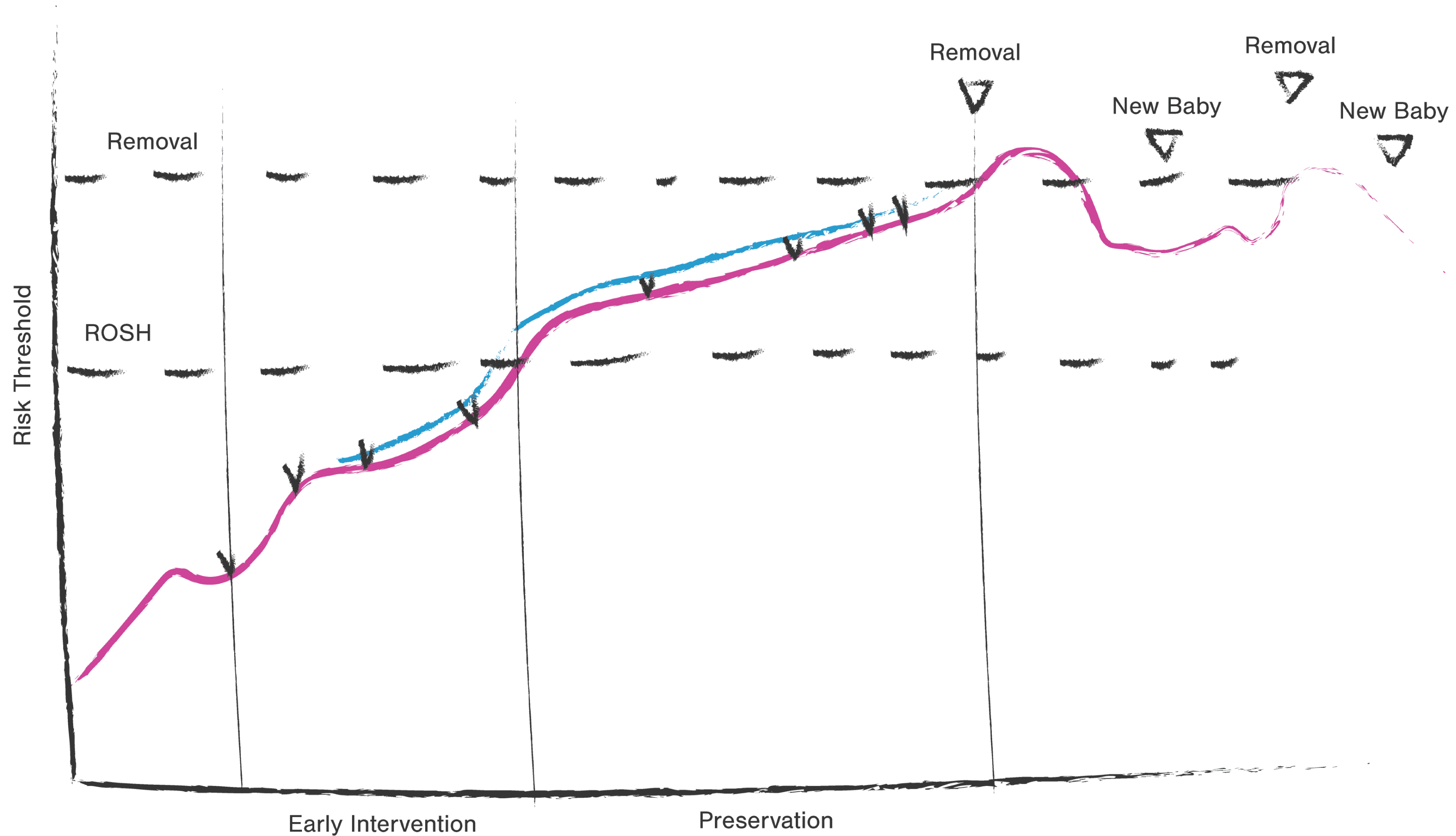
Exploratorium Visitor Experience Map

Where do you support the paths of different visitors?



	GET THE IDEA	PLAN THE DAY	GET INSIDE	DO THE MUSEUM	WHAT'S NEXT	RETURN TO LIFE
Local Adult		<ul style="list-style-type: none"> Rents a Zipcar 	<ul style="list-style-type: none"> Needs to meet friends there 	<ul style="list-style-type: none"> Seeks alcohol Buzzed and wants munchies 	<ul style="list-style-type: none"> Wants to continue social activities for the night 	<ul style="list-style-type: none"> Plans another date
Tourist	<ul style="list-style-type: none"> Discovers Exploratorium on travel site Discusses with hotel concierge 	<ul style="list-style-type: none"> Plans day around visiting multiple tourist destinations 		<ul style="list-style-type: none"> Feels pleased at the depth of the content 	<ul style="list-style-type: none"> Seeks spot to rest and recharge 	<ul style="list-style-type: none"> Reviews on Trip Advisor Crashes in hotel
Hispanic Family	<ul style="list-style-type: none"> Heard about Exploratorium on Univision Unsure if it's the right place for them 	<ul style="list-style-type: none"> Talks with family about going Learns about Spanish options Considers cost deeply 	<ul style="list-style-type: none"> Asks about Spanish support 	<ul style="list-style-type: none"> Needs to keep family together, old and young Pleasantly surprised that translation is free 	<ul style="list-style-type: none"> Gathers the troops 	<ul style="list-style-type: none"> Shares photos with family
Member Family	<ul style="list-style-type: none"> Is triggered by fond memories Receives Exploratorium communications 	<ul style="list-style-type: none"> Looks up member benefits 	<ul style="list-style-type: none"> Seeks special member check-in or benefits Wants to skip line Feels extra frustration with crowds 	<ul style="list-style-type: none"> Feels pride and belonging Looks for favorite exhibit Feels frustration if it isn't there 	<ul style="list-style-type: none"> Feels proud of San Francisco 	<ul style="list-style-type: none"> Wants to get more involved

VISITOR KEY MOMENTS



- Family Experience
- Services
- ▼ Notifications

Anatomy of a user journey

1. **Scenes** — What happens when and why? What is the intended outcome of each situation?
2. **Actors** — Who is doing what? What is the role?
3. **Props** — What are the tools and touch points that are used? How do these create behavioural cues?
4. **Sensory experience** — What does this moment feel like? Look like? Sound like? Smell like?
5. **Emotional experience** — What are the highs and lows?

The image shows three identical, empty scene cards arranged horizontally. Each card is a rounded rectangle with a thin black border. At the top left of each card, the text 'Scene title' is written in a small font, followed by a horizontal line. Below this line, the text 'Actors & props' is written, followed by a large, empty rectangular space. At the bottom left of each card, the text 'What happens' is written, followed by a horizontal line and three more horizontal lines below it, providing space for notes.

User Journey Template

Before

During

After

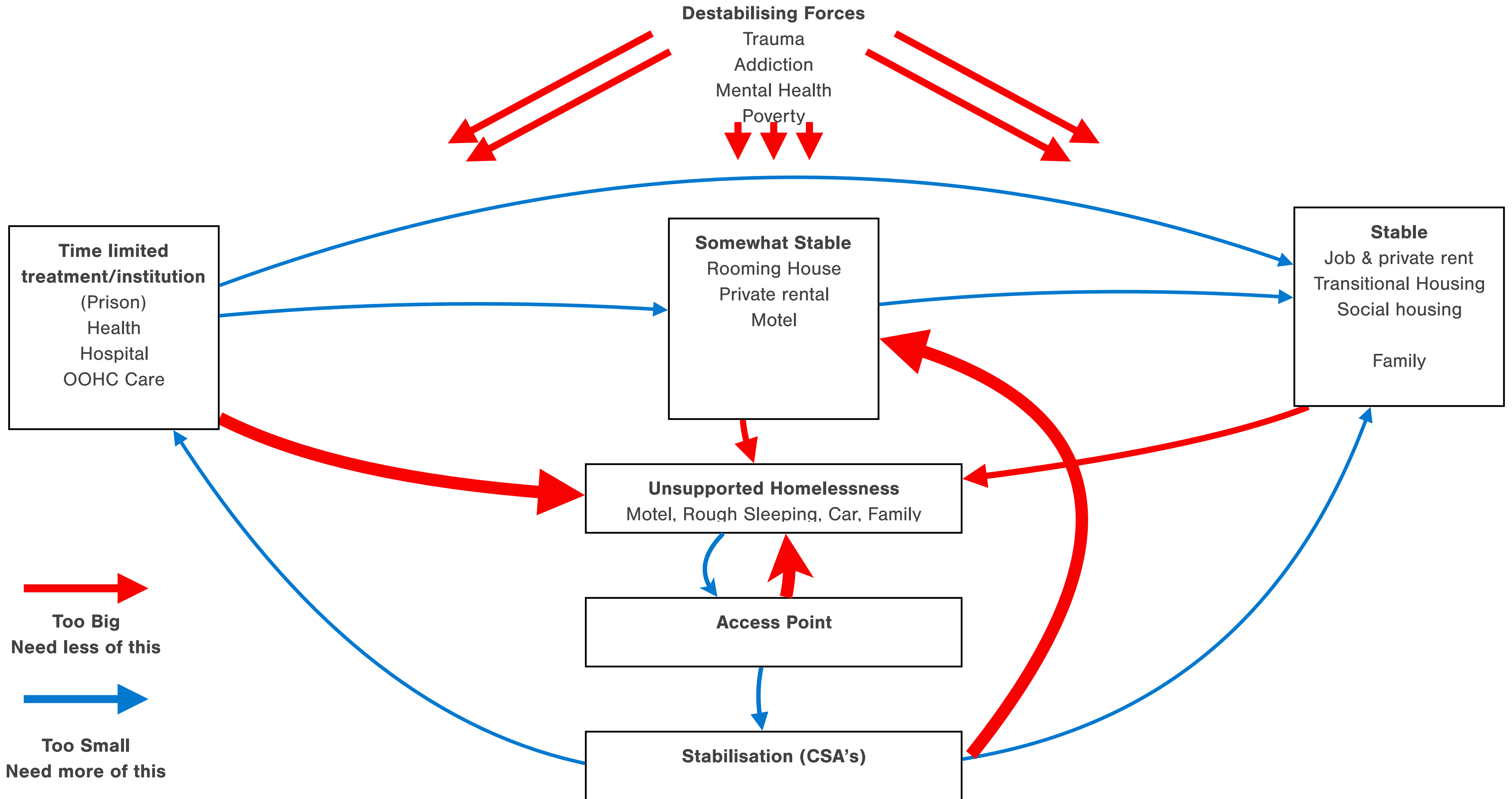
Highs

Lows

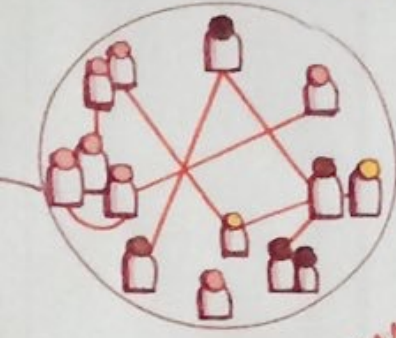
What were they doing? Thinking? Seeing?
Feeling? Hearing? Giving? Getting? Who else do
they interact with?

**systems or
service mapping**

The Wider System: Current Flows



Community



WHO I'M WITH

STORIES
... THAT OTHERS TELL ME ...
... THAT I TELL MYSELF ...

MEANING
REASON
PURPOSE

THERE I AM

HEALTH
PHYSICAL
MENTAL
EMOTIONAL

WHERE I AM ...

POWER
MATTER
CHOICE
INFLUENCE

THERE I GO



REFLECTS
PROCESS
-OF-
SIGNIFICANT
CHANGE

EMPHASIS
-ON-
LEARNING TO
PARTICIPATE
FULLY IN
SOCIETY

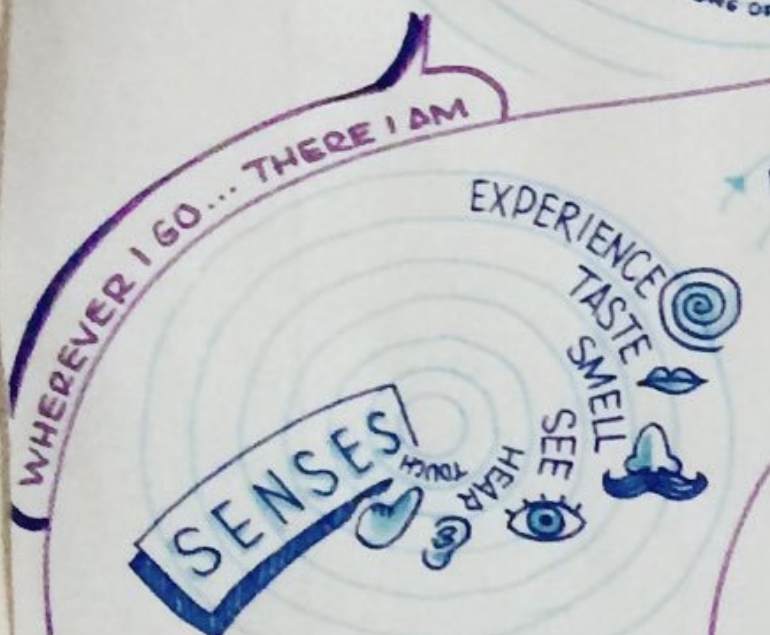
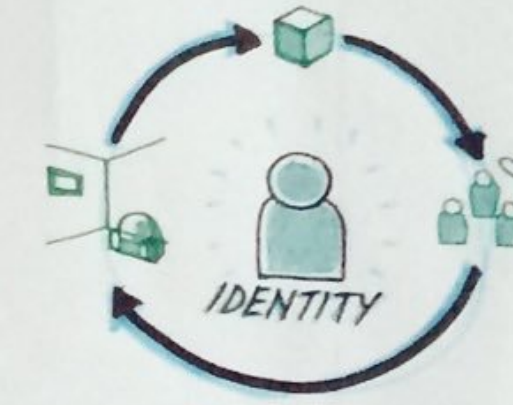
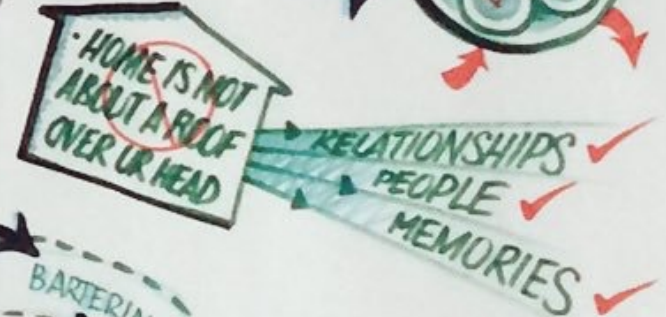


TRANSITION
UNEXPECTED
EXPECTED
SHUFFLING OFF THIS MORTAL COIL ...

"HOW DO WE RECREATE ASPECTS OF BELONGING?"



LONG LIVE
MAX-NEEF



EXPERIMENT
ACKNOWLEDGE
LET GO

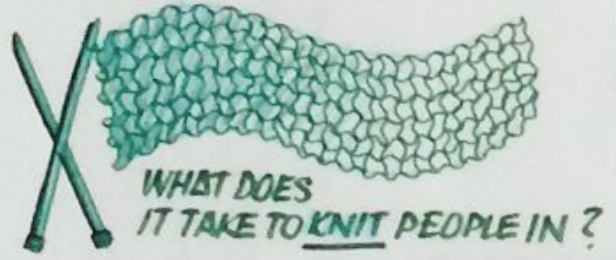
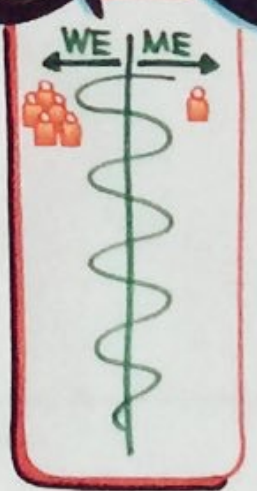
HERE I AM

SPACE
-TO-
REFLECT

-AND-
RENEW

CREATE AND
IMAGINE

SPACE
-TO-
BE



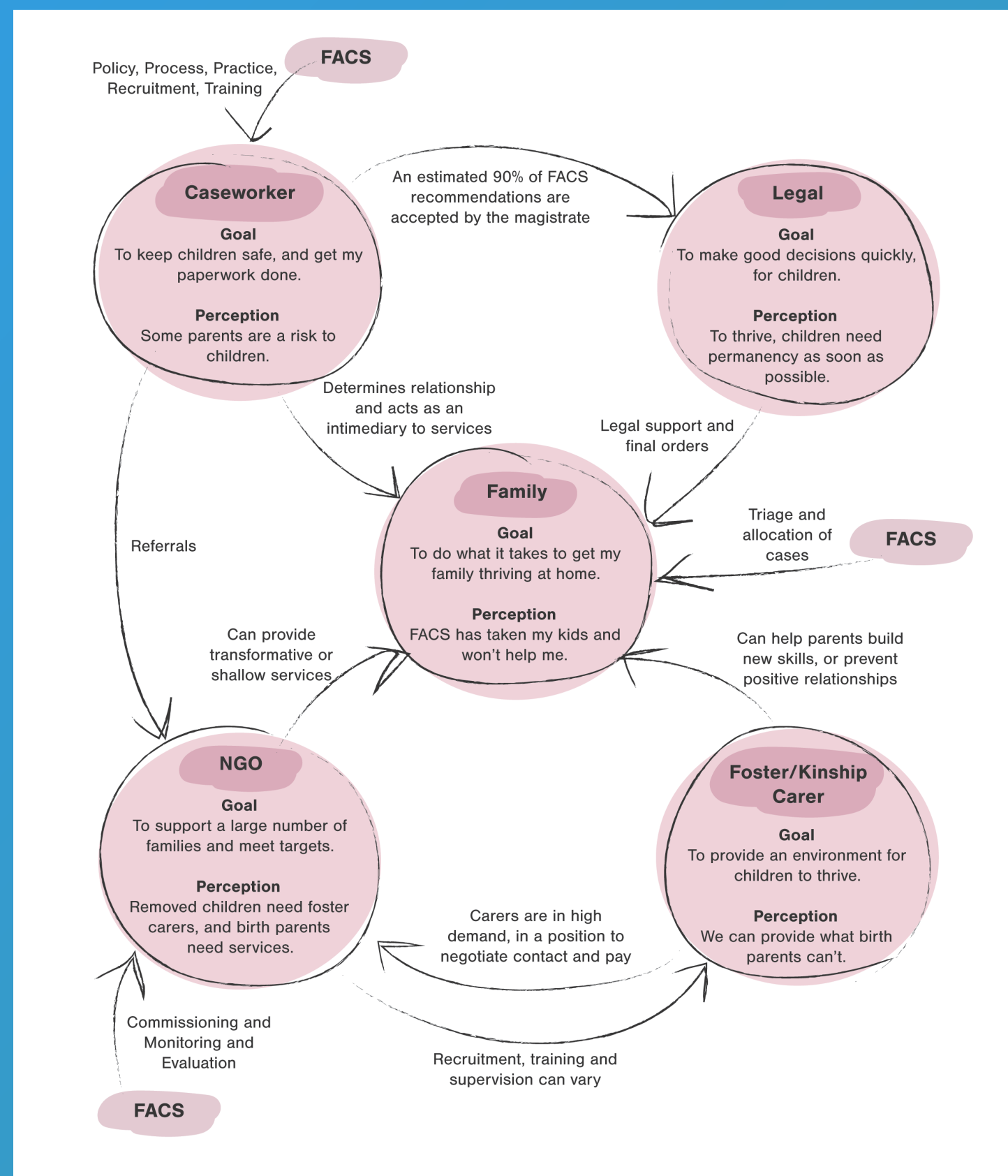
INFORMAL
ECONOMY



HOUSING FOR
DIGITAL NOMADS?

The INTANGIBLE Home
SHOOTS
GROW
LAND
PLACE
INTIMACY
CONNECTION
RELATIONSHIPS
QUALITY
COMMUNITY

Anatomy of a service or systems map



1. **Entities** — Who are the actors and organisations? What are their goals and objectives?
2. **Flows** — What information or resources flows from one place to another?
3. **Movement** — Where do people transition to or from?
4. **Blockages** — What creates barriers or unwanted outcomes?
5. **Influencers** — What drives or incentivises decisions or power dynamics?

Your Opportunities are Only as Strong as your Insights

Frame a slew of how might we questions based on your insights

- reducing key challenges /pain points
- amplifying what works

Generate opportunities that respond to the how might we's

- Rank using matrices that the reflect key principles, types of outcomes you want to see, or horizons of innovation



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Thank you!