

Good practice for Co-design

Emily Whyte and Fiona Robertson

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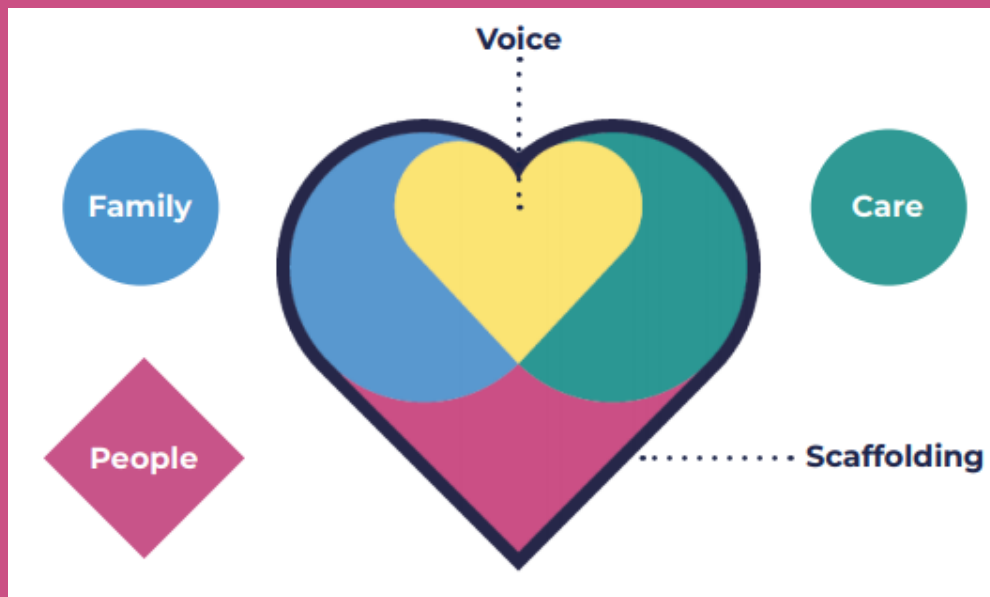
Workshop Aims

The workshop will be an opportunity to hear more about the approaches taken by The Promise Design School to support co-design across Scotland. Hopefully by the end of the workshops you will understand how ‘design thinking’ methods enables good co-design and you can reflect on how you and your organisation can take similar approaches to co-design services and supports that make sense and matter most to the people and communities you work with and for.



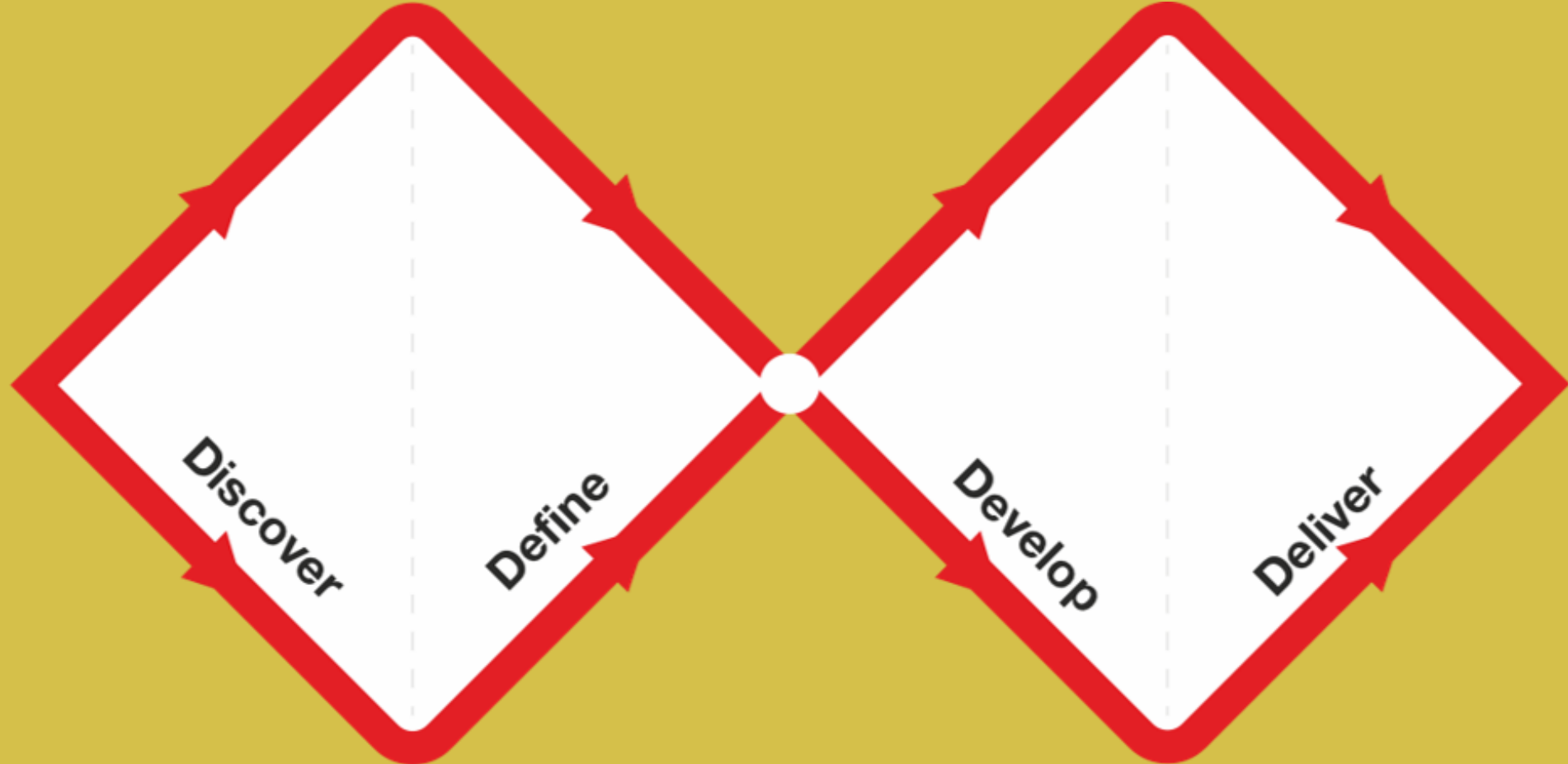
The Promise

“We grow up loved, safe and respected so that we realise our full potential”



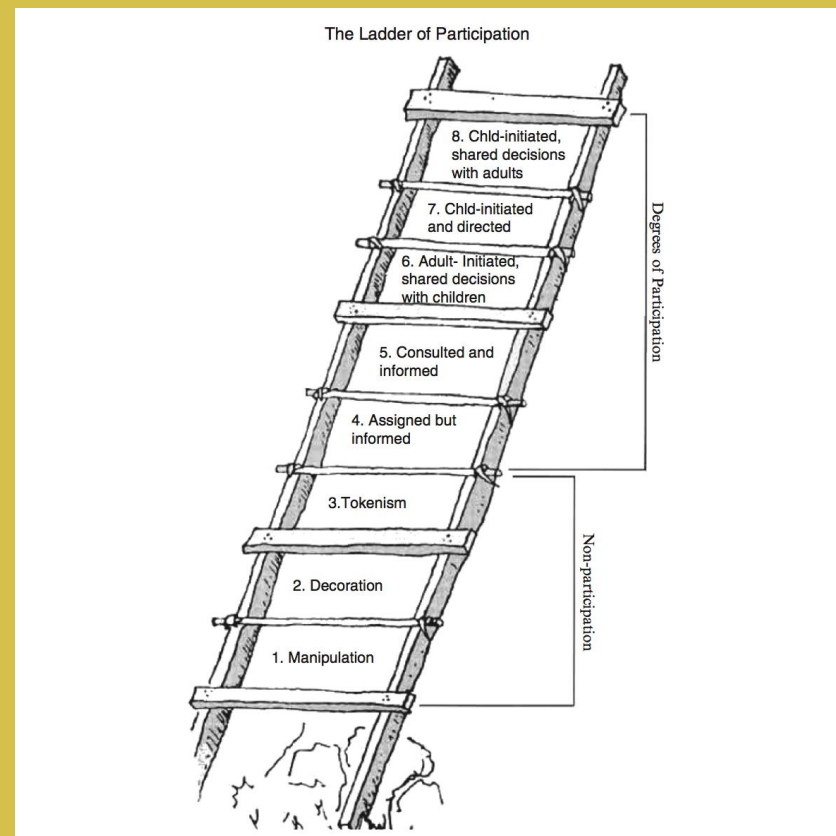
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The Promise Design School



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Levels of participation





Design School Project

PROBLEM DEFINITION – CARE-EXPERIENCED YOUNG PEOPLE ARE EXPERIENCING HOMELESSNESS AS THEY DON'T HAVE THE SUPPORT TO SUSTAIN THEIR TENANCIES AFTER LEAVING CARE.

We work directly with care-experienced young people in residential care, and we are trying to improve transitions so that care-experienced young people feel ready to move to independent living. We are looking into acquiring flats whilst also providing a safety net so that the young people can come back to their homes should they not feel ready. In the 6-9 months before the young people are ready to move, we would like to co-design a project with the young people. We hope that the young people can identify their needs, explore choices and barriers, agree on a plan, review, and reflect, whilst also develop new skills and create a network of peer support.

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▶▶▶ Design School Project

As person *facilitating* the project, how would you approach the following:

- **Ethics** – informed consent, group agreements, safeguarding, power balance.
- **Accessibility** – how to overcome barriers to participation (age, transport, location, payment, literacy/language skills)
- **Differences in participation styles** – how can you cater to CYP who don't like to read and write, individual idiosyncrasies/ways of expression, visual/audio/kinaesthetic learners, attention spans, neurodiversity/stage of development?



Participation Check-list

- Be clear about your rationale, commitment and understanding of the benefits.
- Create sensitive and supportive beginning and endings for participants.
- Informed consent.
- Assure the participants that identifying information will not be made available.
- Follow your own safeguarding procedures.

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Participation Check-list

- Carefully plan what multi-methods you might use but remain flexible.
- Consider that some participants may have short attention spans and less developed language skills.
- Consider how to overcome formal approaches and power imbalances.
- Choose a suitable environment (e.g. location, day and time).
- Plan from the very outset the allocation of additional costs and time required.
- Carefully consider recruitment, training and payment processes for co-design work.

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