Glasgow Promise Partnership

Glasgow Council for the Voluntary Sector

Glasgow Promise Project

Co-Design Overview and Reflections

June 2023

Co-Design Overview

The Glasgow Promise Partnership is a collaboration of third sector organisations, supported by GCVS, in partnership with Glasgow City Health and Social Care Partnership.

27
participants attended the Welcome Events

We began the Co-Design process with two Welcome Events had taken part in the consultation were invited to hear about the initial findings, what the Co-Design process would include, and how they could be supported to take part.

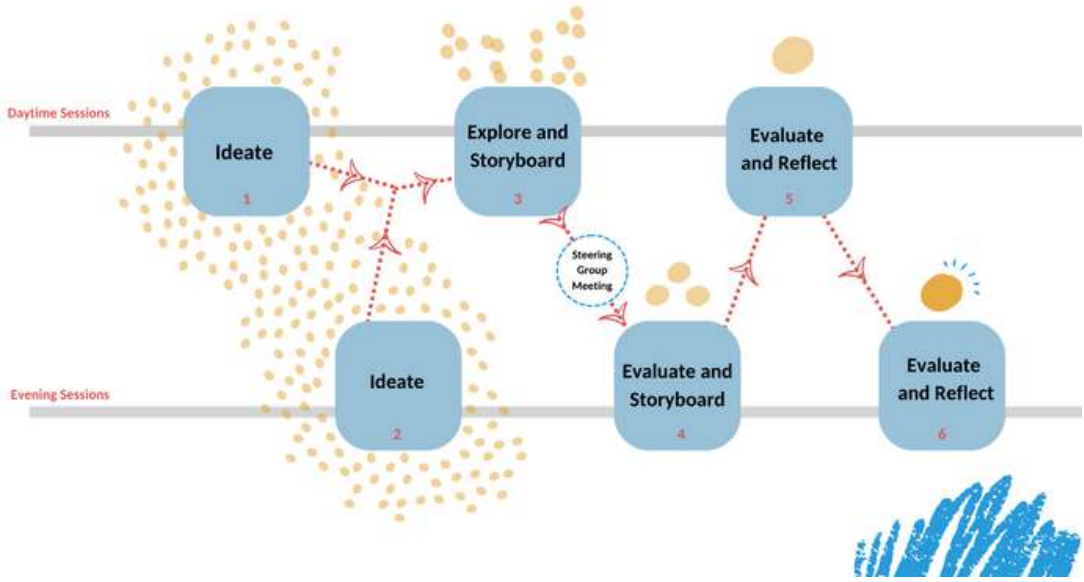
Fully informed, participants were invited to join one of two groups, the daytime session or the evening session. This was to accommodate as many people as possible, based on the feedback we received at the Welcome Event.

25
participants attended the Co-Design sessions

The two groups would work together as one team, passing the work back and forth, not in two parallel processes. The sessions were attended by participants, their support workers if required, HSCP colleagues and a small number of members of the steering group. In the sessions, everyone was encouraged to participate and share their views so that we had input from service users and service providers. The participants were always the majority for reasons of comfort, safety and trauma informed practice.

Co-Design Session Overview

The Co-Design Plan went through a number of iterations, and was adapted as the sessions progressed to arrive at this final ideation.



Co-Design Session Plans

Sessions 1 & 2

Ideate - Final Outcome - 20 ideas

Activity	Outcome	Details
Arrivals - Get people in and settled	Everyone has a name label, drink, snack and has filled in their expenses forms	• 15 mins before the session starts • with background music on • people ready to greet as participants arrive
Welcomes - Make everyone feel welcome in the space	Everyone feels safe, welcome and ready to start the session on time	Thanks for coming, health and safety, housekeeping, breaks, session run through, questions
Icebreaker - Container building – start the relationship building and get people talking as soon as possible	Everyone was has spoken and relaxed a bit – maybe even laughed	Keep it comfortable and accessible
Co-Design Session Plan - Introduce the context and outcomes of the session	Everyone understands how the process will work and have had any questions answered	Show the graphic of the project outline
Creative Warm Up – activity unrelated to the main activity	Everyone has had a chance to be creative in a silly, low risk way	Give a chance for people to feedback on how it felt

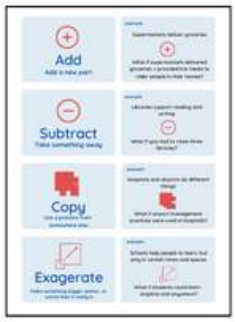
Group Agreement - Set the tone of how the group works together by co-creating an agreement	Everyone understands that they are part of a wider team and what's expected from them while working in the group, and feels supported in their needs. There is a written agreement to refer back to. Create messages/ greetings/ intros for the other session participants	Stress that we are all the GPP Co-Design Team and discuss ways to 'pass the baton'
Problem Statement Sense Check - Explain the purpose of a problem statement and check for agreement and consensus on the problem statement as it is	Everyone understands the importance of the problem statement, it's part in the process and has had a chance to reflect and feedback on it	
Break (for daytime session)		
Energiser - Bring a bit of energy and motivation back after the break	Have people ready to start the main task	Have a choice of energisers and be ready to use them if the mood/motivation dips
Ideation - Generate a large volume of ideas	Have 50+ filled in idea cards	Use Fast Idea Tool cards
Idea Reduction – Use a simple method to reduce number of ideas	Reduce the ideas to 20	
Reflect and Feedback - Gain any feedback to inform the next session, introduce padlet (online bulletin board)	We understand what was good and what needs to be changed for next time. Everyone understands how to share feedback between sessions	
Close the session	Everyone feels appreciated and knows the details of the next session	

Materials

Idea Card

Example

Instructions



Fast Idea Tool Cards

Plus printed emojis for feedback

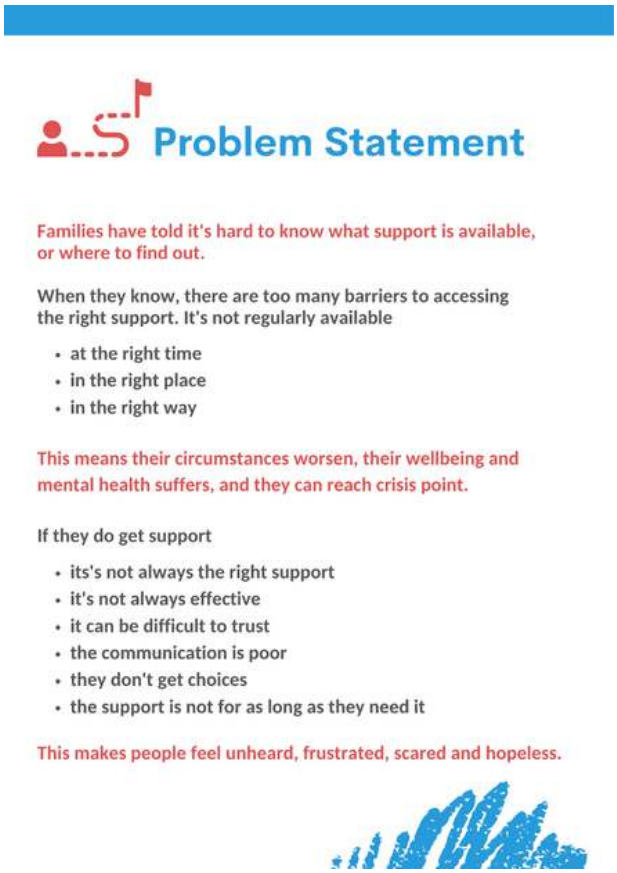
After Session 1

- Follow up by email for feedback
- Edit problem statement based on the feedback for the next group

After Session 2

- Follow up by email for feedback
- Edit problem statement based on the feedback
- Split edited problem statement into distinct parts and illustrate
- Meet as a steering sub-group to feedback and discuss next sessions

Final Co-Designed Problem Statement



Problem Statement

Families have told it's hard to know what support is available, or where to find out.

When they know, there are too many barriers to accessing the right support. It's not regularly available

- at the right time
- in the right place
- in the right way

This means their circumstances worsen, their wellbeing and mental health suffers, and they can reach crisis point.

If they do get support

- its's not always the right support
- it's not always effective
- it can be difficult to trust
- the communication is poor
- they don't get choices
- the support is not for as long as they need it

This makes people feel unheard, frustrated, scared and hopeless.

Session 3

Explore and Storyboard - Final Outcome – 8 explored ideas to pass on to the evening group to evaluate

Activity	Outcome	Details
Arrivals - Get people in and settled	Everyone has a name label, drink, snack and has filled in their expenses forms	• 15 mins before the session starts • with background music on • people ready to greet as participants arrive
Welcomes - Make everyone feel welcome in the space	Everyone feels safe, welcome and ready to start the session on time	Thanks for coming, health and safety, housekeeping, breaks, session run through, questions
Icebreaker - Container building – start the relationship building and get people talking as soon as possible	Everyone was has spoken and relaxed a bit – maybe even laughed	Keep it comfortable and accessible
Handover and Task Set Up – set up the session	Any messages/media from the previous session has been shared and people understand the task for the session	
Sorting - reducing the number of collective ideas by clustering or merging together	Sort the 50 down fast by clustering/merging similar ideas -based on the 8 parts of the problem statement	Previous problem statement has been split into 8 distinct parts

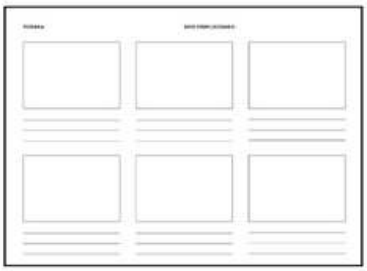
Exploring - expand on the ideas pile using the “5 hows” sheets	Everyone has participated collectively on exploring key ideas further and has 8 completed idea ‘piles’	
Storyboarding Intro – short videos on key storyboard features	Everyone understands why and how to storyboard	
Storyboard prep – setting up the storyboard task and assign each pair with one part of the problem statement	People understand the issue and character their storyboard will be aimed at	
Break		
Energiser - Bring a bit of energy and motivation back after the break	Have people ready to start the main task	Have a choice of energisers and be ready to use them if the mood/motivation dips
Storyboarding – support participants to start creating user journeys	Have 8 storyboarded ideas to pass on to the evening group	
Feedback to the group – share storyboarded ideas with the full group	People have talked through their ideas out loud to the group and reflected on any missing parts	
Communicate to the Evening Group – add any specific messages to the evening group	We have recorded messages to explain the storyboards and the key messages	

Reflect and Feedback - Gain any feedback to inform the next session, padlet reminder	We understand what was good and what needs to be changed for next time. Everyone one understands how to share feedback between sessions on padlet	
Close the session	Everyone feels appreciated and knows the details of the next session	

Materials

Explore Card

Explore Example



Storyboard Template

Plus printed emojis for feedback

After Session 3

Follow up by email for feedback

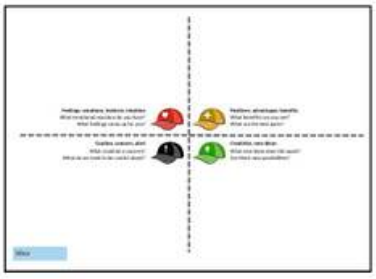
Session 4

Evaluation & Storyboarding Final Outcome –1-3 fully explored ideas

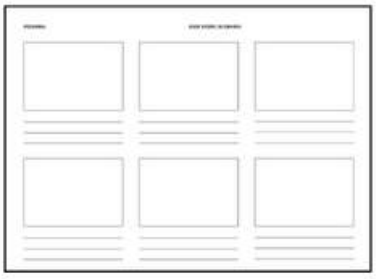
Activity	Outcome	Details
Arrivals - Get people in and settled	Everyone has a name label, drink, snack and has filled in their expenses forms	• 15 mins before the session starts • with background music on • people ready to greet as participants arrive
Welcomes - Make everyone feel welcome in the space	Everyone feels safe, welcome and ready to start the session on time	Thanks for coming, health and safety, housekeeping, breaks, session run through, questions
Icebreaker - Container building – start the relationship building and get people talking as soon as possible	Everyone was has spoken and relaxed a bit – maybe even laughed	Keep it comfortable and accessible
Handover and Task Set Up – set up the session	Any messages/media from the previous session has been shared and people understand the task for the session	
Evaluate - Use 4 hats thinking to analyse and record feedback from different perspectives and reduce options	Have a wealth of feedback recorded, and 1-3 clear ideas to take forward and storyboard fully	

Storyboard - Create 1-3 new story boards by combining the best ideas from the evaluation	Have 1-3 updated storyboards to pass on to the daytime group	
Reflect and Feedback - Gain any feedback to inform the next session, padlet reminder	We understand what was good and what needs to be changed for next time. Everyone one understands how to share feedback between sessions on padlet	
Close the session	Everyone feels appreciated and knows the details of the next session	

Materials



4 Hats Grid



Storyboard Template

Plus printed emojis for feedback

After Session 4

- Follow up by email for feedback
- Meet as a sub-group to feedback and discuss next sessions

Sessions 5 & 6

Evaluation and Reflection - Final Outcome – fully evaluated merged storyboard

Activity	Outcome	Details
Arrivals - Get people in and settled	Everyone has a name label, drink, snack and has filled in their expenses forms	• 15 mins before the session starts • with background music on • people ready to greet as participants arrive
Welcomes - Make everyone feel welcome in the space	Everyone feels safe, welcome and ready to start the session on time	Thanks for coming, health and safety, housekeeping, breaks, session run through, questions
Icebreaker - Container building – start the relationship building and get people talking as soon as possible	Everyone was has spoken and relaxed a bit – maybe even laughed	Keep it comfortable and accessible
Handover and Task Set Up – set up the session	Any messages/media from the previous session has been shared and people understand the task for the session	
Present Final Storyboard - Walk through the updated, merged storyboard	Everyone understand the full user journey and can see where their input is	

Evaluate - Use 4 hats thinking to analyse and record feedback from different perspectives	Have a wealth of feedback recorded	
Present Working Org - Problem Statement - Show the working organisational problem statement to show the similarities	Participants understand the context of their own issues from an organisational point of view and feel confident on their assessment of the wider situation	
Heat Map - Give 5 stickers for people to place on the most important parts of that storyboard to show the 'non-negotiables'	We understand the most important aspects of the storyboard for people	
Break (daytime session)		
Summary - Summarise the whole process & Emoji Feedback	People have reflected on the positive elements of their participation	Ask people to reflect on a personal skill and a practical skill they have gained (to go on their letter of participation)
Next Steps – Let people know what will happen next	• Evaluation • Updates • Padlet • Letters	It's the end if the sessions, but not the end of the project
Game	Everyone has had a bit of fun and a wee prize	Higher or lower card game
Close the session	Everyone feels appreciated and knows they can stay in touch	

Materials

4 Hats Grid

Further Details

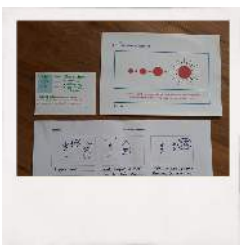
- Each session had fidget toys and doodle sheets on the tables
- Video pans of the room and written messages were passed between groups to build relationships between groups
- A meal was served at each session, including hot and cold drinks, fruit and snacks
- Participants received their grant for taking part, and any expenses on the day
- The daytime sessions were three hours, the evening sessions were 2 hours
- The evening sessions were split into groups of young people, and parents and guardians from the second session to make it easier for young people to make their voices heard

Initial Feedback

We will be carrying out an evaluation of the sessions, but participants have emailed to give unprompted feedback from the sessions.

- “It was fun and a great session working with you and everyone. Thanks you for giving me the opportunity to participate in the co design project.”
- “I’d say that it’s given me confidence to put my ideas forward and to work alongside other people in a group environment that is new to me, despite me feeling anxious at first.”
- “I hope you are well. It was great experience and hope it will bring positive changes in the future. Looking forward for the [final] event.”
- “I would just like to thank you and the team for having [me] be part of the co-design project. I really enjoyed being part of it. Wishing you all the best of luck going forward”

At the final sessions, there was a lot of reflection from participants about overcoming anxiety to participate, building confidence in presenting ideas to a group, developing skills to work together and hope that their work would make a difference for themselves, their families and their communities.



Co-Design Reflections

Successes, Challenges and Lessons Learned

The following is informed by

- reflections from the Co-Design Sub Group who designed and delivered the sessions
- feedback from participants
- feedback from staff who supported participants at the sessions

The aim – use the Scottish Approach to Service Design and the National Standards for Community Engagement to run a series of inclusive Co-Design sessions to create a solution to the problem statement from the consultation analysis.

The set up - In total, there were 8 sessions. There was a Welcome Event, with a choice of two dates, to share about the initial findings from the consultation, what the Co-Design process would include, and how they could be supported to take part. The Co-Design sessions were split across two groups, three daytime sessions for one group and three evening session for a second group. This was to accommodate as many people as possible, based on the feedback we received at the Welcome Event. The two groups worked together as one team, passing the work back and forth, not in two parallel processes.

Successes

Providing Access, Recognition and Reward – Our Recognition and Reward policy took a lot of time to co-produce based on barriers that people shared in the consultation and at the Welcome Events. Paying people for their time, reimbursing travel and childcare costs on the day, having a creche and providing good food and drinks at the sessions meant it was easier for people to attend, and they felt their contribution was valued. We adapted our original plan to incorporate two groups, one daytime, one in the evening, to accommodate more people in the process.

Getting Staff Buy in with Briefing Sessions – At the start of the project, before the consultation phase was launched, we held a number of briefing sessions for staff working directly with people using their services, this meant we could directly communicate the asks, context and aims of the project directly which meant staff could buy-in and effectively support participants to engage. It meant we didn't have to rely on passing messages along.

Setting Up the First Session – We recognised the importance of getting the first session right, by setting and managing expectations, creating a safer space and focusing on our shared goal.

Prioritizing the Voice of Lived Experience – In order to be trauma-informed and uplift the voices of participants, we limited the number of 'professionals' in the space to ensure that the participants remained the majority. This helped create a safer space to share.

Doing True Co-Design – Our approach went beyond buzz words and involved sharing power, prioritizing relationships, using participatory means and building capability.

Creating a Final Outcome - We were able to explore the issues and co-create a detailed user journey in the timeframe, that was evaluated and signed off by the participants. It tells a powerful narrative and show which parts of the journey that participants felt most strongly about. It was a story that people recognized, liked and had hope for.

Designing a Viable Solution – The final outcome is very grounded. It's broadly feasible, viable and achievable provided the right resources are secured.

Providing Development Opportunities - We were able to observe participants, and particularly the young people, developing their leadership skills and relationships with each other.

Overcoming Barriers – Participants shared with us the wide range of barriers and challenges that they overcame to participate including personal and housing crises, anxiety, illness and disability, social anxiety, having English as a second or other language, work and appointments. Many of these challenges were helped by being able to bring their support worker along for one, or more, sessions.

Maintaining a Core Group – We had 27 people in attendance at the Welcome Events, and 26 people at the Co-Design Sessions. From that 26, only one person dropped out for personal reasons and the majority of participants were present for every session.

Creating a Supportive Atmosphere - We facilitated a supportive space which created good conditions for peer support and relationship building for participants. There was lots of supportive conversation around being a parent of an autistic child, in particular.

Validating Experiences - The participants told us they felt heard and validated in the process.

Admitting Where We Got Things Wrong – This is an innovative project, and some of the things we tried didn't work as well as we hoped – particularly when working with young people. Admitting this openly and modelling this helped build trust and respect with participants. It also helped us to co-create solutions.

Learning and Adapting Along the Way – A dedicated Co-Design Sub Group communicated and met regularly throughout the process to learn from ongoing feedback and adapt the session plans as we went along.

Supporting the Development of True Design Skills – The tools and techniques we used for idea generation, problem solving, storyboarding and presentation are all legitimate design skills, and participants have learned to trust the design process.

Using Fun Activities and Participative Tools – We dedicated a lot of time in the sessions for ice breakers, energizers, creative warm ups and light moments to help people feel comfortable and engaged. This was time well spent, and meant people felt ready to tackle the heavier sections.

Challenges and Lessons Learned

Processes for Administering Expenses and Grants – It was very important to provide the grant for participating and expenses on the day. However, there are no existing financial processes to make this easy, and we had to rely on one staff member withdrawing their own cash and claiming it back. To make this work, there needs to be better financial processes.

Guidance on Payments or Grants – The guidance for compensating people for their time is incredibly unclear. The Scottish Government have pledged to create some guidance to make sure that it's clear with HMRC and DWP. We had to offer one-to-one sessions with a local Citizens Advice Bureau because we were unable to confidently advise people on what affects this may have on their benefits. There needs to be clearer guidance on this from Scot Gov, DWP and HMRC.

Engaging Young People – The most important lesson we learned was in engaging young people in the process. Our first evening session had young people, parents and guardians together and we were able to clearly observe the young people disengaging. For the second sessions, the facilitators let the young people know that that had been a mistake, and a separate young person's session was held in a separate area of the venue. The young people responded well to that honesty and modelling of taking responsibility for getting things wrong. It was challenging to deliver the required outcomes of the sessions (to pass on to the next group) with the young people, as they required a much more flexible approach. Therefore, we think the best results would come from having more sessions to give space for young people to get comfortable, and take time out from the tasks when needed.

Working with Timescales – We delivered the sessions in a 6-week period, one session a week, therefore one every two weeks for each group. This worked well in keeping people engaged and returning, but required those designing and delivering to be very responsive in between sessions for iterating session plans based on progress and feedback and developing materials. Our daytime group had a 3-hour session including a break which allowed for a more relaxed pace, whereas the evenings session was just 2 hours and felt rushed at times.

Building on Trauma-Informed Practices – Many of the participants were accompanied to some, or all, of the sessions by their support worker. This meant we had insight into the

specific challenges and issues people were facing, and could respond individually, but feel there is room for improvement on the trauma informed practice across the sessions.

Developing Tools – Many of the tools we used were adapted from more corporate service design practices. The first idea generation exercise could have done with being adapted, simplified further, or having more examples before moving onto the task.

Resourcing Staff Time – In order to secure a working group who can be responsive and meet regularly during the timeframe, and have the capacity to design, set up and deliver the sessions, there must be a resourcing for staff time. Many of the support workers involved are paid on a time and task model, and senior staff members have high demands on their time. Allocating a budget for this would support this and mean that more front-line and strategic expertise could be utilized in the process.

Communicating the Outcome – The outcome of the co-design was a fully explored user journey in the form of a storyboard of a typical family who needs support. We recognised that we had to present it to decision makers as a holistic, complete experience rather than individual elements that could be cherry-picked.

Building Group Dynamics – The sessions were structured to build relationships and build on the outcomes of the previous session. This meant that the addition of people at subsequent sessions has the potential to disrupt the group dynamics, therefore we had to encourage people to sign up for the whole process and couldn't have a rota of different staff members attending.

Utilising Digital Tools – To capture thoughts and feedback between sessions, we set up a padlet (a collaborative web platform where users can upload, organize, and share content to virtual bulletin boards called "padlets") but this was underused. To get more engagement, we would have needed to do some training or trials to get people comfortable. However, we were able to capture feedback at sessions effectively so this wasn't a real issue.