

CO-DESIGN FOR COMMUNITY INCLUSION

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THANK YOU

Huddle's purpose is to do meaningful work and positively affect humanity. This project absolutely aligns with our purpose and made it a real pleasure

for us to work on. Making it even better, was the amazing group of people involved who consistently showed open minds and a determination to embrace co-design

to make the lives of those with disabilities better. We really believe in the work that all of you are doing and we're glad to be a part of it.

THANK YOU: JAMES, SUSAN, ALICE, CHERIE, CHRISTINA, EMMA, HOLLY, JENNIFER, JENNY, PAUL, PAULINE, MADALINE, MEGAN, TERESA, AND WAYNE.

The image shows a group of people in a meeting room, overlaid with a solid orange color. In the foreground, a woman with glasses and a patterned jacket is gesturing with her hands while speaking to a woman with a ponytail. They are seated at a table with papers, pens, and glasses. In the background, other people are standing and talking. The text is centered in white over the orange background.

“People with disabilities... don’t need us to tell them what they want, they need us to provide the conditions so they can grow for themselves.”

CONTENTS

| | |
|---------------------------|----|
| EXECUTIVE SUMMARY | 05 |
| PROJECT CONTEXT AND SCOPE | 06 |
| OUR APPROACH | 08 |

| | |
|-------------------|----|
| RESEARCH INSIGHTS | 10 |
|-------------------|----|

What we learnt about the current understanding of co-design at the start of the project.

| | |
|--|----|
| • SERVICE PROVIDER INSIGHTS | 11 |
| • INDUSTRY CHALLENGES FACED BY SERVICE PROVIDERS | 12 |
| • SERVICE PROVIDER UNDERSTANDING OF CO-DESIGN | 14 |
| • SERVICE PROVIDER USE OF CO-DESIGN | 15 |
| • SERVICE PROVIDER CONCERNS ABOUT CO-DESIGN | 16 |

| | |
|----------------------------------|----|
| CO-DESIGN WORKSHOP AND FOLLOW UP | 17 |
|----------------------------------|----|

What our co-design for community inclusion workshop and follow up sessions covered.

| | |
|----------------------|----|
| • WORKSHOP STRUCTURE | 18 |
| • WORKSHOP CONTENT | 19 |
| • FOLLOW UP SESSIONS | 21 |

| | |
|-------------------------|----|
| LESSONS AND REFLECTIONS | 22 |
|-------------------------|----|

What we learnt about our co-design can be taken forward by NDS and NDIA.

| | |
|----------|----|
| APPENDIX | 29 |
|----------|----|

EXECUTIVE SUMMARY

In early 2015, National Disability Services (NDS) engaged Huddle to work with disability service providers as part of their Community Inclusion Initiative (CII). This initiative involved 11 day service providers from across Australia chosen to run projects focusing on increasing community inclusion for people with disabilities. NDS identified co-design as a critical component, which is where Huddle was asked to help.

One representative from each service provider took part in our research to understand their context, a two-day onsite co-design workshop in Melbourne and two follow up sessions to reflect on their progress in taking co-design back to their organisations and the people they support.

At the start of this project, we found a mixed level of understanding and use of co-design across the group but a high level of interest and desire for new learning and ways of doing things.

There was also a real need for and excitement about sharing thoughts and ideas with each other. This was enabled throughout this project by coming together in person and virtually multiple times during the year via videoconference and Basecamp (an online sharing and communication tool).

We found many of the skills useful to a co-design practitioner and the principles that designers follow were naturally evident amongst the group, including empathy, being collaborative and a strong focus on 'end users', in this case people with disability and their families. The group's understanding, ability and confidence with co-design grew greatly across the course of this project but it took time, practice and commitment from those involved.

Our exploration of co-design with these 11 providers aligns with the focus on co-design by the National Disability Insurance Agency (NDIA) in shaping the National Disability Insurance Scheme (NDIS). The recent 2015 NDIA Co-Design Framework paper sets out definitions, and principles to underpin its approach for working with people with disability, families and the disability sector.

We agree with the view expressed in the paper that the disability sector recognise the constraints of co-design (time, resources and capability) and does not place unrealistic expectations on providers to readily understand or execute co-design in every situation.

Even at the end of the project, some service providers still found it challenging to define and communicate to others what co-design is and how to influence others within their organisation to use it. To embed co-design more widely it is also important that those involved in co-design training and projects have the right level of authority and influence to share what they have learned.

We observed that having prior knowledge of co-design was important to maximise its usefulness to service providers. The CII providers all noted it as something they would have liked to have known during planning and preparation at the start of their projects. Co-design was found to be challenging even when working with colleagues, and using co-design with people with disabilities even harder. The NDIA and NDS must communicate and continue to build awareness for what co-design means to them and how it can be used appropriately for different projects and business goals.

The NDIA and NDS should continue to encourage a more consistent and coordinated approach to co-design starting with awareness and understanding amongst and between service providers. The release of the NDIA Framework is a useful step in this process. We hope this report will also further understanding of how co-design is perceived and implemented in the disability sector.

PROJECT CONTEXT AND SCOPE

In 2015 NDS started the Australia-wide Community Inclusion Initiative (CII), funded through the Australian Government's NDIS Sector Development Fund. The purpose of this Initiative was to increase community inclusion for people with disabilities and their families. NDS selected 11 day service providers across Australia to participate in the Initiative. As part of the Initiative, each service provider created and ran their own community inclusion project using co-design with up to five people with disabilities and their families.

Huddle was engaged by NDS to work with the service providers to firstly: understand their context, secondly: create a co-design learning program focused on that context and thirdly: support them in practicing co-design in their organisations.

This report is a summary of Huddle's engagement as part of the CII and a reflection on lessons from the project.

ABOUT HUDDLE

Huddle is a strategic design firm. We solve complex problems by taking a human-centred approach and consider this to mean always putting people at the centre of what we do. We design businesses, services, experiences and learning programs to enable our clients to become more human-centred. We work with a diverse range of clients including corporate organisations, government, not-for-profits and the health and education sectors.

CO-DESIGN AT HUDDLE

At Huddle, we are experts in human-centred design (HCD), we're all about building empathy for the people we're designing for so we can understand their needs better and create something that truly meets those needs. At the start of this project, we decided to use the terminology 'co-design' rather than HCD as we felt the 'human services' sector is so intrinsically and obviously focused on helping humans that service providers may have been challenged by the concept of becoming more 'human centred'. Co-design is inherently human-centred and is true to the same principles of empathy and problem solving as HCD so throughout this project we use this term.

We like to think about co-design as an approach for decision making in complex contexts. This is because it's a way of working requiring a certain mindset to approach different situations. It requires true engagement and participation from the people involved in it, not just the key stakeholders or key service users. It's an inclusive process, drawing on many perspectives and is outcome driven. We see evidence with all our clients that successful, meaningful change for people can be driven by embracing co-design and applying a positive, generative mindset to decision making.

CO-DESIGN IN THE DISABILITY SECTOR

Co-design practice has existed amongst design communities, particularly industrial or software design, for some time. It has gradually developed to become a more rigorous and widely used approach across a range of contexts. Within the disability sector it is a relatively new discipline that is yet to be widely adopted.

The release of the 2015 NDIA Co-Design Framework is a useful step in clarifying how co-design can be used to shape practice in the disability sector. The Australian Centre for Social Innovation (TACSI) has also had some success within the disability sector using a co-design approach. However what co-design is—and how to use it—is not widely known or intentionally practiced by many service providers.

This was evident through our initial research via the project's cultural probe. Even though CII applicants had been asked to demonstrate some existing co-design experience and capabilities, understanding, knowledge and use of co-design varied greatly amongst our service providers. However, we found that many of the skills useful to a co-design practitioner and the principles that designers follow were naturally evident amongst the group. These include natural empathy, being collaborative and a focus on end-users. There was openness and easy take-up of some co-design tools from service providers indicating it is an appropriate approach for the disability sector to intentionally take up.

The current use of co-design is fragmented. It is little practiced amongst organisations, and even less with service users and families. There is an opportunity for service providers and the sector as a whole, to build knowledge and practise of co-design in a more consistent and coordinated way.

For co-design to be embedded more broadly across service providers, capability needs to continually be built and shared between them. As mastery develops, the practitioners will be able to lead by example, to help them and their colleagues' decision making in complex contexts.

OUR APPROACH

Our approach aimed to understand the context and specific needs of service providers to build a customised co-design learning program for them. As part of the Community Inclusion Initiative, this was intended to inform service provider approaches to working with service users. This involved four key phases: Research, Program Delivery, follow up and Reflection & Reporting running from February 2015 to February 2016.



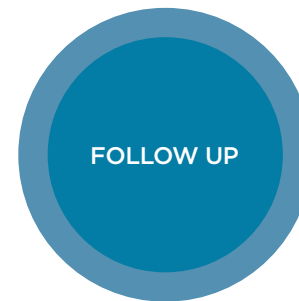
RESEARCH

We conducted observational research and ran an online cultural probe with all 11 service providers participating in the Community Inclusion Initiative. We set key activities for service providers using an online platform to help us understand their context, needs, mindset and skill set and the challenges they face in the disability sector. We then analysed and synthesised the research as a basis upon which to create our co-design workshop.



PROGRAM DELIVERY

Based on the insights and needs uncovered in the research, we designed and ran the customised program: 'Co-design for community inclusion'. Over the two days, we took one representative from each organisation participating in CII through a full co-design process at the Huddle office in Melbourne. We introduced both the theory of co-design and practical tools for them to use in their roles. We focused all the activities around a relevant co-design challenge.



FOLLOW UP

We ran two follow up videoconferences (six and twelve weeks after the program) with the service providers. We discussed the current challenges they were facing and the questions they had about embracing a co-design approach and mindset in their practice. We also talked about what tools and methods they had tried and shared reflections about how that went. Lastly, Huddle set up an online portal via Basecamp for service providers to continue their community of practice and share their experiences.



REFLECTION AND REPORTING

At each stage of the process we captured, what happened, what worked well, what worked less well and why, to create this report you're reading. We have reflected on the overall program success and what that means for our service providers and the NDIA and NDS.

APPROACH OUTCOMES

RESEARCH

- Huddle built an understanding of the knowledge, mindsets and skill sets of our service providers.
- Huddle learnt about our service providers' current context and challenges they face in their role.
- Huddle understood more about the organisational and systemic challenges faced by service providers.
- Service provider curiosity and excitement about co-design was built.

PROGRAM DELIVERY

- Service providers understood what co-design is and the principles of co-design.
- Service providers learnt how co-design can be used for decision making in complex contexts.
- Service providers experienced a co-design approach and how this can be used in practice.
- Service providers became aware of the role of mindset and empathy in co-design and how this impacts practice.
- Service providers ability to approach problems holistically and from multiple perspectives was enhanced.

FOLLOW UP

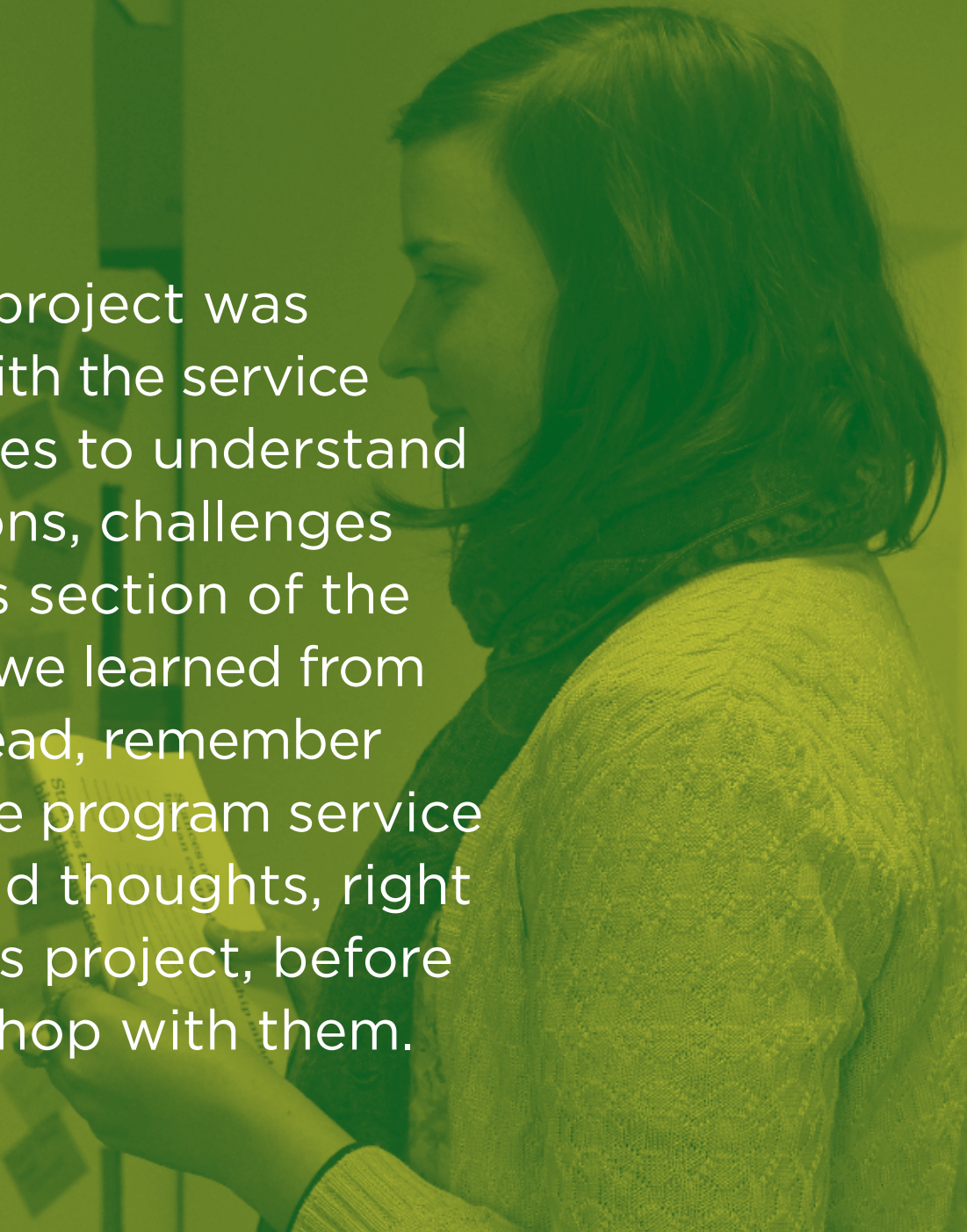
- Service providers created a successful community of practice through Basecamp (an online portal set up by Huddle). This gave service providers an opportunity to consolidate their learning through sharing and peer to peer conversation. Their community of practice is still being used actively.
- Service providers gained experience in meaningful reflection.
- Service providers gained further learning and developed their understanding and practice of co-design.

REFLECTION AND REPORTING

- Huddle created a final deliverable to ensure the successes and learnings from this work are analysed and documented and can help inform NDS and the NDIA in future co-design work.

RESEARCH INSIGHTS

The first stage of the project was to conduct research with the service provider representatives to understand their values, motivations, challenges and their context. This section of the report contains what we learned from our research. As you read, remember this is a snapshot of the program service providers' opinions and thoughts, right at the very start of this project, before we had run our workshop with them.



SERVICE PROVIDER INSIGHTS

Throughout our research we gained a lot of knowledge about the disability sector and our service providers' behaviours and attitudes. Here's a little about them as people:

DIVERSITY IN BACKGROUNDS

People who work in the disability sector come from a range of backgrounds, life contexts and education levels. Service providers said there is no standard entry into working in the disability sector and some people stumbled into working in the sector. Comments included: 'I don't think anyone sits in a class room and dreams about working in the disability field... I was no different'; 'I wanted to do something different and help people. I had friends who had disabilities and so started working in the industry from there'. While entry into the sector varied, all had become passionate about the industry and about helping people.

DIVERSITY IN ROLES

The service provider representatives in the cultural probe and workshops were from a variety of demographics, geographical locations, roles, and levels of seniority. This manifested in how they talked about their roles and responsibilities. There was no standard 'day in the life' for our service providers. There are a set of common activities many undertake such as meetings, emails, project planning, paperwork, rostering and staff management. Community, partnerships and circles of support play a role in all jobs. More senior people have to focus on change management, running education, motivation, managing budgets and so on. However, those working more closely with service users have to focus more on daily logistics, planning and relationships.

REGARDLESS OF DIVERSITY, THE DRIVE IS THE SAME

Service provider representatives told us how they are motivated by a desire to help people and create change and social justice. All were naturally caring and wanted to help others. All were passionate and felt strongly about what they do. They are dedicated to community inclusion and increasing quality of life for vulnerable people. For example: 'I believe in giving individuals a voice and increasing their opportunities to choose, despite societal constraints' and 'ensuring human rights of a marginalised cohort are better upheld'.

STANCE OF POSSIBILITY

All the representatives also take a stance of possibility, meaning they approach problems with a can-do attitude and solution focus. People told us they feel they work in a culture of compromise where they cannot always achieve everything they want as they face many constraints e.g. time and money. They see there is an opportunity to do more to help people with disabilities and have a positive mindset to try and do so.

Although our service providers were diverse in their backgrounds and roles, their passion and commitment is the same. This unites them in their desire to do their best for service users and meant they were open and willing to learn about co-design. Their stance of possibility also meant they had a co-design mindset naturally, which is not always the case with other organisations and industries.

INDUSTRY CHALLENGES FACED BY SERVICE PROVIDERS

Through our research, service providers told us how the disability sector operates within an incredibly complex operating environment. They said there are a vast number of challenges facing people in their roles, service users themselves, organisations and the industry as a whole. Some of these are directly related to community inclusion and some are broader challenges. This context was important for us to understand before designing the workshop and highlights the opportunities and constraints for our service providers in using co-design.

INFRASTRUCTURE AND PROCESSES ARE A BARRIER

Service providers told us infrastructure and bureaucracy can often get in the way of delivering great services for service users. Service providers voiced frustrations about systemic failures caused by government policy and compliance. In the context of limited resources, providers felt frustrated at the amount of funds required to support paperwork and bureaucracy rather than the service users.

UNCERTAINTY AND CONCERN ABOUT NDIS

Currently the NDIS represents an 'unknown' for people across organisations. The lack of clarity and certainty as to what the NDIS will do and how it will work means people feel a sense of excitement as well as a sense of apprehension. Specifically there is hopefulness and uncertainty as to how the NDIS will resolve some key industry challenges.

PUBLIC EDUCATION AND COMMUNITY INVOLVEMENT

Service providers told us one of the key challenges facing the industry (both service users and providers), particularly in the Community Inclusion Initiative, is the public perception of those with a disability. They felt that educating the public and communities about disability and changing the stigma associated with service users is highly difficult and takes time.

SERVICE USER (AND FAMILY) BELIEFS AND MOTIVATION

Service providers told us that service users and their families can be limited in their goals and aspirations for the future. Many service users are disempowered and rely on structure, routine and people around them, often fearing change. As a result, they can find it challenging to create a vision of a 'good life' or imagining new or better possibilities for themselves. This can present difficulties for service providers who try to broaden the mindset of service users and their families and enable people with disabilities to reach their potential, such as in the Community Inclusion Initiative.

DELIVERING QUALITY SERVICES WITHIN CONSTRAINTS

Service providers felt that providing a consistent level of support is highly challenging for staff. Resolving problems like not enough funding, staff sickness, equipment failure, poor facilities and the changing needs of service users can affect service delivery.

In addition, creating individualised services and approaches is challenging with limited resources. Further, even thinking creatively to meet the varying needs of service users within policy and financial constraints is a challenge.

INNOVATING AND OPERATING IN CONSTANT CHANGE

Changing practice and approaches is challenging in innovating and preparing new models of service and individual purchasing expectations of service users from a model of 'set menus'. This requires a shift in mindset, operational style, staff management and organisational agility. This was felt amongst service providers at the organisational and industry level, where creating real transformation in the industry was felt to be a significant challenge. The result was a sense of overall confusion and fear of the future.

REGIONAL/RURAL COVERAGE

Service providers said that staff in more remote areas are faced with some challenges specific to their location. Technology and IT, working alone, lack of facilities for service users and the great distance between service users all add an extra layer of complexity.

COMMUNICATING WITH SERVICE USERS CAN BE A CHALLENGE

Service providers and families often have to translate service user wants or needs due to their communication ability and the accuracy of this can be difficult to gauge. Due to the complexities and challenges in communication, people don't often take the time to directly communicate or understand the service user and instead defer to family or others who know the service user or can interpret.

NATURE OF DAY SERVICES

Day services are currently often block funded with programs created by service providers, from which service users can choose. This obviously limits the choices for services users to whatever service providers have to offer. In the future, what we hope to enable through this project, is that service users will instead co-design how they spend their time, their goals and how they want to achieve them with staff, organisations and in communities.

FUNDING UNCERTAINTIES

While the NDIS brings its own funding uncertainties, funding is generally uncertain and has always been an issue within the industry. It is felt there is a lack of financial resource to do the important things and ongoing competing demands for money. In addition, service user numbers fluctuate which impacts on resourcing.

ACCESS TO SERVICES

Although many service providers are changing from a model of options to one of complete choice for service users, limitations still exist. Access to services that are suitable, particularly in regional/rural areas often leaves little real choice for service users. Transport and actually getting around to engage in activities adds to this challenge for service users and providers.

These challenges are no doubt familiar to those working in the disability sector and may have been heard before. However, it was important for Huddle to take these challenges into account to design the most appropriate learning program and is important for NDS and NDIS to empathise with so expectations of co-design implementation are realistic in terms of the time and resource it takes.

SERVICE PROVIDER UNDERSTANDING OF CO-DESIGN

At the beginning of the project, there was a broad range of understanding of what co-design is across service providers. Some were further advanced in their understanding of the full potential for co-design than others. For most, co-design meant some form of collaboration, although some said they really weren't sure what it is.

SERVICE PROVIDERS TOLD US CO-DESIGN WAS...

A WAY OF WORKING

There was an understanding from some that co-design is a process or practice that draws on the knowledge of various people. It's about co-production, co-creation, and recognising that everyone has a valuable contribution.

A PARTNERSHIP OF SHARING

It was viewed that co-design requires equal involvement of stakeholders and service users in decision making which results in change for the service user and/or the organisation.

PERSON-CENTRED PLANNING

Co-design was seen to be something that was 'done' as part of the planning process with service users. It was seen to be the time when service users were consulted about their wants and needs.

BASED ON COMMUNICATION AND TRUST

Co-design was viewed as a mutually collaborative relationship between service users, their family, friends and professionals. It is based on communication, active listening and trust.

EVERYONE WORKING TOGETHER FOR THE SERVICE USER

The co-design approach was seen to involve a range of people who know the service user well and are prepared to support them in their goals. It centres around the service user's goals and all decisions are in line with the direction they want to take.

For most of our service providers, this initial understanding of co-design grew and developed at each stage of the project. This original perception did not become incorrect in their minds, but instead co-design became seen as something broader and more all-encompassing. We'll come back to this towards the end of this report.

SERVICE PROVIDER USE OF CO-DESIGN

Before we ran the workshop, service providers told us they were already using co-design in a number of areas in their roles and organisations. They align closely with people's current understanding of co-design, particularly those who saw it as purely collaboration. Each CII project had been required to demonstrate an understanding/ experience of co-design in their applications to take part. However, those who were part of the co-design group were not always those who a) applied for the project, b) had led the co-design work in their organisation or c) in a position of authority.

CO-DESIGN FOR PERSON-CENTRED PLANNING

Overall service providers felt co-design is used to plan more collaboratively with the service user in person-centred planning. By involving the service user, family, friends and support workers, person-centred planning was seen to be the key time when co-design was used most.

CO-DESIGN FOR EMPOWERING AND ENABLING SERVICE USERS

Service providers expressed that co-design was generally about empowering and enabling the service user to set goals and make decisions that are right for them. In addition, ensuring the service user is supported in making valuable, authentic decisions that are right for them. Some service providers discussed that this means the focus is always on working with the service user, and not just their support workers or family members.

CO-DESIGN FOR DECISION MAKING

Service providers felt that co-design was a way to support workers to engage individuals in daily decision making. An example was given where residents in a group home meet regularly to make decisions regarding their living environment and staff act upon the decisions. This gives people a voice and a sense of ownership in their home.

LIMITED USE OF CO-DESIGN

Outside of personalised support and planning many were unsure of if or how they used co-design. Some clearly stated they were not using co-design as much as they could or should. In addition, some service providers indicated they were unclear if their organisation was using co-design at all. It was a new term for some and thus its meaning was not clear to them.

As with the initial understanding of co-design, throughout the project, service providers became aware of more and more uses for co-design. Many realised its use could extend beyond person-centred planning and was appropriate for many facets of their roles both with service users and their colleagues. Again, we'll come back to this towards the end of this report.

SERVICE PROVIDER CONCERNS ABOUT CO-DESIGN

In our research, we also wanted to understand our service providers' concerns about co-design so we could help overcome them. Most service providers were more curious than concerned but some did feel worried about potential constraints of co-design.

CONCERNS ABOUT CO-DESIGN AS AN APPROACH

There was sentiment that as co-design includes the opinions of all the people in a situation, the service user would not be heard or put at the centre as much as they should. It was felt that families may overwhelm the service users and render their contributions invalid. Along with this there was a feeling that co-design might focus too much on the service user not allowing the other people to be as involved as they should be. Maintaining fairness and inclusivity was seen as potentially difficult.

CONCERNS ABOUT CO-DESIGN FOR THE INDUSTRY

There were concerns more broadly regarding the industry's ability to adopt co-design. Firstly, there was a concern that co-design is a buzz word that would create little real difference in the industry. There was concern that the industry is well equipped to change its language but not to change its practice. Secondly, it was felt that the industry may lack creative ability and confidence to incorporate co-design. Many processes have been put in place to protect service users. However, part of co-design is about creatively solving problems, which could mean going against these processes. Some voiced concern that service providers may struggle to do this.

Additionally geographic location, especially being in regional and rural areas makes co-design a challenge. Some service providers are located in regional and rural areas where they and service users have little opportunity to interact with others. Being truly inclusive was seen to be difficult for these service providers as it would require significant time, travel and facilities that are not currently available.

These concerns were all interesting to hear and important for us to understand to design a meaningful co-design learning program. We addressed these concerns and made sure our two-day workshop made a clear point about co-design always being holistic, in terms of who is involved and the potential challenges and solutions. We also made sure it was practical so service providers had the chance to build confidence and show their creativity.

CO-DESIGN WORKSHOPS AND FOLLOW UP

The second stage of the project was to take what we had learnt from our research and design and run our *Co-design learning for community inclusion program*. This took the form of a two day workshop run in Melbourne, attended by one representative from each CII service providers. This section of the report focuses on the structure and content of the workshops and follow up sessions.



WORKSHOP STRUCTURE

Co-design for community inclusion was informed by our initial research. The result was a two day workshop, where one service provider from each service provider (where possible the person working on the co-design project) as well as an NDS representative and the Support Consultant from the overall Initiative participated. In total there were 13 attendees, facilitated by three Huddlers.

The workshop was an action packed two days. Providers were introduced to the overall practice of co-design, its origins and principles of practising co-design. We formed three groups to work on the challenge of designing a sustainable community of practice for community inclusion. The groups were all led through a series of co-design activities and tools that work together to demonstrate a co-design approach to problem-solving.

The groups designed three concepts for the challenge that clearly demonstrated one of the key facets of co-design: any challenge can have multiple, varied, opportunities and solutions.

The workshop finished with a focus on co-design mindsets and how they impact practice, emphasising that co-design is not just something you 'do' but is 'a way of being'. Service providers finally created an action plan for starting to integrate co-design into their daily ways of working.

Our service providers definitely found the two days challenging—we covered an immense amount of ground, however they remained engaged and excited and demonstrated great enthusiasm. We had a lot of fun while also working very hard!

The diversity of service provider background, knowledge and skills in co-design, provided great ground for the group to learn with and from each other.

WORKSHOP CONTENT

In the two-day program we focused on ensuring co-design was understood not merely as a project methodology, but as an approach for decision making in complex contexts. We referred to the co-design approach as The Triple Diamond (as seen on the following page) to illustrate that co-design is a series of intentionally divergent and convergent stages that can be used as a decision making framework. Each of the tools we introduced fitted into part of this framework and could be used on its own or could join together to create an overarching co-design approach. The tools, and how they fit into the framework is outlined below.

IN THE EXPLORE PHASE WE FOCUSED ON:

Problem Mapping:

The four different problem types and how they can be mapped (simple, complicated, complex, and chaos).

Mapping complex situations:

Understanding the contributing factors to complex situations; people, process and place aspects and their interrelationships.

Assumption Busting:

Questioning what we know and what we think we know, highlighting areas we need to interrogate further.

The Five Whys:

Asking a sequence of five why questions to get below the surface of the challenge and understand the real problem at hand.

Empathy, Listening channels and Empathy maps:

Better understanding people and contexts by learning the four qualities of empathy and listening from an empathic stance.

Contextual Curiosity:

Having conversations in context and asking open questions.

Affinity Mapping: Making sense of data and creating patterns in data to uncover deep insights.

Reframing Problems:

Turning problems or challenges into opportunities through the "How might we" framework.

IN THE EXPERIMENT PHASE WE FOCUSED ON:

Collaborative Ideation:

Valuing diversity of thought and individual voices through rapidly ideating.

Rapid Prototyping:

Developing prototypes to learn through action and to create a conversation around the ideas.

IN THE ENTERPRISE PHASE WE FOCUSED ON:

Communications framework:

Understanding our audience and their needs and creating meaningful communications for them.

Pitch framework:

Crafting pitches with purpose for people to gain alignment, endorsement and inspire action.

Co-design mindsets:

Learning about how mindset can drive connection and understanding or create a barrier.

Personal Strategy Framework:

Creating a path forward through reflection.

Mindful reflection:

To allow continuous learning and improve decisions, actions and practices.

CO-DESIGN FOR COMMUNITY INCLUSION DECISION MAKING FRAMEWORK

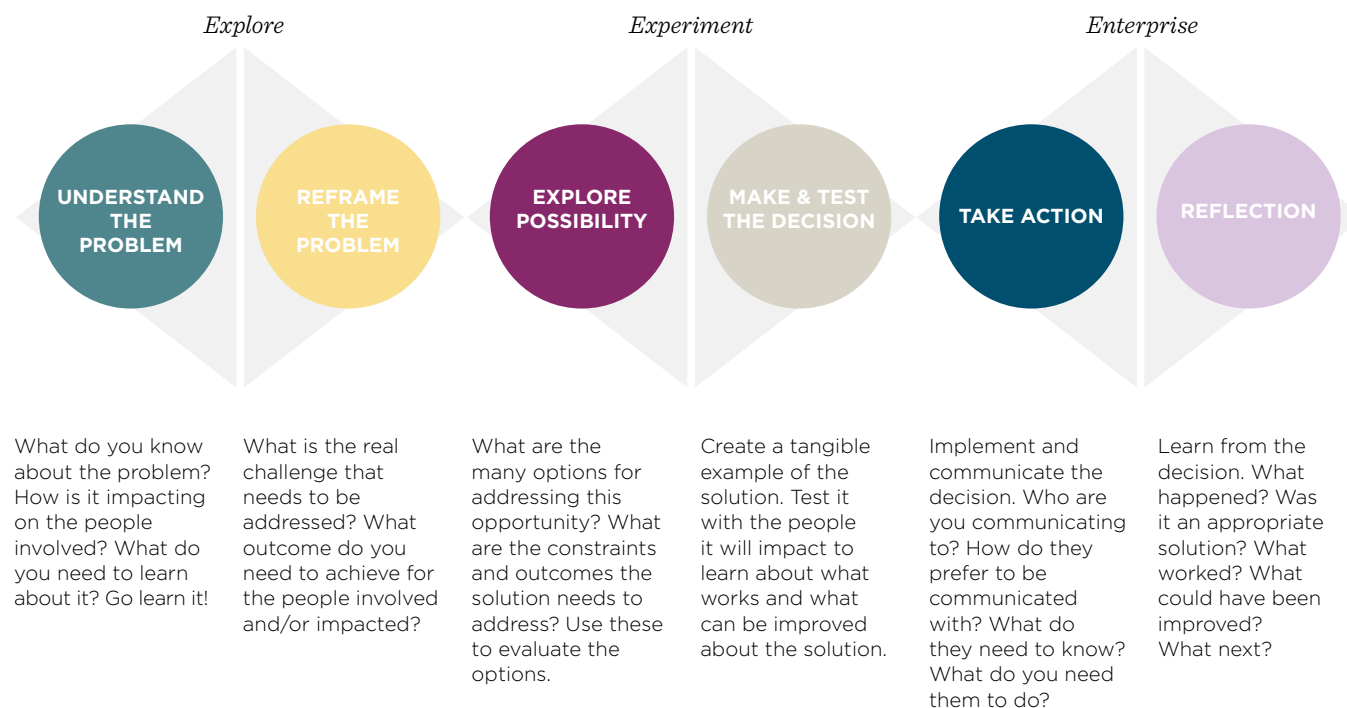
The Huddle Triple Diamond is somewhat similar to NDIA's Co-design framework, which is illustrated as a double diamond. (See appendix, page 45.) However, Huddle's is more detailed and differs on significant areas such as understanding and reframing the problem and reflection.

Understanding and reframing any problem is an important skill that helps to ensure you are solving the right problem and increases creativity in your approach as it opens up to many solutions and perspectives. Reflection helps you learn from any approach you have taken - be that failure or success. More so, it helps you generate even more ideas for how to go about things in the future.

Huddle also views the co-design process as an iterative approach, meaning that some phases will be repeated depending on learnings, insights or the needs } that are present.

Co-design for community inclusion: *Decision making in complex contexts.*

Co-design is a divergent and convergent process. It requires exploration into the problem, experimentation into possible solutions and enterprise to action the decision and reflect on it.



FOLLOW UP SESSIONS

The third stage of the project involved two group follow up sessions (at six and twelve weeks post workshop) via videoconference. The purpose of these follow up sessions was to see how service providers were using co-design in their organisations and to offer further support and guidance—from Huddle and from the service providers themselves.

In the follow up sessions we heard how service providers were trying co-design tools and techniques in their organisations. Some ran workshops with colleagues to ideate solutions to recurring problems, others tried new, more collaborative approaches to planning sessions and some worked with service user circles of support in new ways.

COMMUNITY OF PRACTICE

After the workshop, a Basecamp site was set up to create a community of practise between service providers. Basecamp is an online space where service providers can share files, advice, experiences and learning. They can also ask and respond to questions. This was highly successful amongst our group of service providers who are continuing to use Basecamp regularly as an authorising environment.

Here are a few examples of what's been going on on Basecamp:

- Discussions around co-design vs planning.
- Discussion around if traditional planning is person-centred and is that then co-design.
- How to define co-design in a way the different organisations would understand and want to be a part of.
- Peer to peer help with designing co-design workshops to run in the different organisations.
- Uploading of success stories from service users and their involvement in co-design.

LESSONS AND REFLECTIONS

From our research, workshops, and follow up sessions we learnt a lot about our service providers and co-design practice in their industry context. This section of the report focus on our lessons from across this project and how NDS and the NDIA can continue to take co-design forward.



LESSONS AND REFLECTIONS

DEFINING AND COMMUNICATING CO-DESIGN

Service providers found the task of defining and communicating what co-design is a bit challenging. As the NDIA states in its co-design framework, 'co-design as a term has different meanings for different people' and this was true of our service providers. One of the final questions we posed to our service providers via Basecamp was to define co-design in their context. Here's some of the responses we received:

"Co-design in disability support for me is a way of actively engaging with someone to empower them to actively lead their life and give the support they need to achieve the life they want. And just as life changes, co-design is also a forever moving beast."

"Co-design is about creating an understanding about people and the complexities of their lives. It is about sharing information and having empathy. Then from this sharing, creating opportunity for them."

"It can be something as simple as just focusing on what the real problem is. Or really making sure you're getting all the people involved in a meeting, thinking through who needs to be there."

"Co-design means solving the right problem."

"It can be subtle and intangible. It's sometimes difficult to see when you're 'doing' co-design. I think you just start acting differently and people respond to that."

The NDIA state that co-design refers to involving the end-user of the service experience in the design phase of a project or piece of work that aims to improve outcomes, such as service quality or solving a problem.

Huddle's definition is similar to this but encourages a broader engagement: co-design deliberately engages users of a system, deliverers of services and other experts to actively understand, explore and ultimately change a system together.

Many service providers assumed when we started the project that co-design focused on person-centred planning. However, they found the approaches and ways of working they learned could be used much more broadly across many parts of their roles and even their lives. The co-design approach became seen as more of a mindset or philosophy instead of a specific tool or method.

In comparison to our service providers' initial understanding and explanation of co-design, these definitions show their understanding of co-design has become more detailed and multi-faceted since we first engaged them. The language used is more clear, creative and human-centred. The discussions the group are having have also become more holistic, showing a deeper understanding of co-design practice.

However, these definitions (like co-design itself) are not simple and precise so communicating what co-design is and how it can be used, to others unfamiliar with the term is difficult for service providers. This is unsurprising and is an issue faced by others Huddle works with. It is important that the NDIA and NDS communicate and builds awareness for what co-design means to the them and how it can be used appropriately to different projects and business goals.

"I was nervous about trying to explain all this to my colleagues. But when you actually run an activity with people, they start to get it. It's much harder to just describe it to them."

A DESIRE FOR LEARNING

The service providers demonstrated a high level of interest and desire for new learning both during the workshop and afterwards in the follow up sessions. The questions they asked and the reflections/discussions we had showed real engagement and enjoyment of learning. The service providers felt they rarely have opportunities to learn so when they do, they dedicate themselves fully and are eager to continue the learning. Since the workshop many service providers have been working actively with tools and frameworks indicating the value they see in applying co-design in their daily practice.

A NEED FOR CONNECTION

The service providers didn't know each other beforehand and stated they did not generally get much opportunity to meet and collaborate with other service providers. Throughout the two-day workshop, service providers were able to build relationships with each other through activities and reflection rounds. By the end of day two the group collectively shared how they had enjoyed spending time with each other, connecting and building valuable and meaningful relationships. It also became apparent that there is a real need to share thoughts and ideas with peers about the challenges they face on a daily basis.

A NEED FOR SUPPORT

Being a solitary co-design practitioner in an organisation is difficult for some of the service providers and support from others internally and/or externally was required. This sometimes took the form of encouragement and reassurance but at other times was more practical advice and sharing of experiences. It was important that they could reach out to someone to overcome these challenges, in this case Huddle and each other via Basecamp. Although the context of each service provider was different, the challenges they faced were often the same so Basecamp facilitated the opportunity for shared learnings.

Part of the success of this mode of interaction is the flexibility service providers have as to where, when and how they use Basecamp. They can use it on their own terms, it can fit into their working lives non-intrusively and overcomes barriers of time and place. It's not something that's mandatory or incorporated in a system, but it's flexible for them to use when it suits them and when they want to reflect. It's a platform that stands out from their normal process structured routines and they can choose to spend the amount of time on it they want to.

Without these modes of support, service providers would have found it harder to feel confident in practising co-design. The NDIA and NDS should continue to encourage a consistent and coordinated approach to co-design starting with awareness and understanding amongst and between workers in the sector.

DIFFERING LEVELS OF CO-DESIGN DEVELOPMENT

Some service providers found practising co-design in their organisations an overwhelming prospect. For some, it was challenging to embrace co-design in their everyday roles, particularly with the number of challenges they already tend to face, like lack of time and resources or challenges regarding communicating with service users. Thus, the development of skills and their confidence was mixed.

Although we see this with other organisations we work with, the resource and contextual challenges they faced tend to be less severe, particularly in corporate organisations. Ideation and ‘brainstorming’ are also more familiar to those working in corporates, particularly marketing or creative roles. These parts of the workshop are readily accepted and easier to take back into organisations as a way of working with colleagues or consumers.

To embed co-design further into the disability sector, bespoke co-design programs should be created. Given what we learned through this process, a bespoke disability program should focus more on experimentation and ideation, tying these skills in with the natural empathy displayed by service providers. A bespoke disability sector co-design program could be created and delivered in partnership with NDS to maximise its reach and impact and make use of sector expertise.

Some service providers found they focused first on using co-design with their colleagues rather than service users. Service providers found it easier to take co-design tools and use them with their colleagues rather than embody co-design approaches in their interactions with those with disabilities.

Some service providers develop over time. Once service providers had faced a barrier or challenge in their role and used a co-design approach or tool to overcome that challenge, their confidence grew greatly. It is important that service providers continue to practice co-design in this way as both their skills and their confidence will develop and co-design will become more embedded in their ways of working.

“My whole attitude to life has changed.”

CO-DESIGN TAKES TIME AND FOCUS

Some said co-design was something they needed to keep coming back to and practising. As it is a way of working not just a set of tools, service providers felt they wanted to embody co-design which felt like a big task when also managing everyday working life. In reality once they tried and tested the tools and became more confident they managed to integrate it into their roles, however this took time and practise. It is important the NDIA and NDS recognise the constraints of co-design requiring time, resources and capability and does not place unrealistic expectations on providers in executing co-design.

“I’ve actually seen the start of a change of mindset of some of the people I work with. It’s subtle but there’s been a language shift.”

“I felt like I had empowered clients to take their own lead not rely on my support. It’s a slow shift but I can see increasing independence.”

EMBEDDING CO-DESIGN REQUIRES AUTHORITY

Many felt they lacked the confidence to share what they had learned about co-design with fellow colleagues or immediately begin practising co-design with service users. This was partly because they didn't feel they had the expert knowledge but because of their role within organisations. Some felt they did not have seniority or influence to ask colleagues to behave differently or participate in co-design activities.

DIFFERENT TOOLS WORK FOR DIFFERENT PEOPLE

The tools most frequently mentioned as working successfully were those that used the service provider's sense of empathy. When we run workshops at Huddle we often experience different levels of empathy amongst our participants. Some people are more naturally empathic and some are less every workshop has a mixed group—even if they are all from the same organisation or industry. This has a lot to do with their intuition, compassion, sensitivity, and ability to see things from multiple perspectives. From the beginning, all the service providers showed a high level of empathy and taking the perspective of another person felt quite natural for them. This goes hand in hand with the profession they've chosen as this most certainly requires an empathic mindset and empathises the link between the disability sector and empathy. Empathy builds human relationships—the group built quite a strong relationships with each other in a short time which is also a key part of a co-design mindset.

However, the Experiment phase (Ideation and prototyping) seemed to be harder to grasp and practise. This may be because process-orientated systems and industries encourage quick problem solving, with tried and tested solutions. Being able to see and do things from new perspectives (and feel safe in experimentation), will often take a longer time for those who have worked in process-orientated systems. To be able to open up and be creative, the group needs to allow themselves to be curious and inquisitive about the world and use a 'beginners mind' to see everything as if for the first time. For those with a lot of industry experience, this is obviously more difficult.

The NDIA and NDS should ensure that as co-design is implemented as a practice more widely across service providers, many tools and techniques are introduced because different facets appeal to different users and contexts.

Most Used Tools:

- *Five Whys* (see appendix, page 41), *Assumption Busting* (see appendix, page 42) and *Empathy Maps* (see appendix, page 43) are helpful tools when you're trying to understand more about a problem. We believe the tools that resonated well with service providers were those that connected with their sense of empathy and curiosity. When service providers returned to their organisations after the workshop, they also recognised that they and their colleagues can be quick to jump from problem to solution without interrogating the problem first. This made these tools resonate particularly well as they could be quickly adopted to change outcomes. The group thought this is partly a systemic issue as speed and efficiency of problem solving are valuable skills to possess. A key part of a co-design approach is to interrogate the problem first to ensure the cause is being resolved not the symptoms. Service providers really took this on board.

"I realised we were sometimes seeing a problem and fixing it, not interrogating why that thing happened in the first place so we were solving the wrong issues. When I got back to work, I saw this clearly and took steps to interrogate the problem we were trying to solve. And it had real results!"


"I'm trying to stay outcome focused and always think "is this solution actually getting us towards that outcome", rather than just fixing a problem."

- *How Might We* questions (see appendix, page 45) are helpful when you're trying to reframe problems. Being able to reframe problems is important as it opens new possibilities and opportunities. We believe that the service providers found this tool successful as it provided them with a framework for what to do after having identified and understood a problem, particularly as they face many constraints and their contexts are often so complex.

- *Collaborative Ideation* is a framework that helps groups generate a large amount of diverse ideas and gives everyone a voice in problem resolution. We believe that the group enjoyed this activity as it allowed them to actively participate, engage with each other and share ideas with peers. It fit with their need to connect and build relationships with each other as we mentioned earlier. Again, when service providers returned to their organisations, this proved a popular tool as service providers found how powerful it could be for giving those they worked with a voice, without judgement of that voice.

"I tried some of the tools with colleagues and it actually worked! The staff really wanted input and loved that they were all listened to equally."

- Finally, *Mindful Reflection* is a tool that focuses on personal learning by reflecting on a certain situation. It focuses on the challenges involved in a situation, the successes, and identifies opportunities for development. The service providers found this tool helpful because it allowed them to structure their thoughts from a perspective of opportunity, and it was a way of working some had been taught in their training. We often find organisations don't take time to reflect and we sensed from the service providers that reflection was something they found difficult to create time for. However, mindful reflection is particularly important to do when working in a field such as the disability sector as it mentally requires a lot from service providers.

A photograph of a workshop session. In the foreground, a wooden table is cluttered with papers, pens, and coffee cups. A person is seated at the table, their back to the camera. In the background, another person is standing and looking at a document. The wall is covered with numerous sticky notes and diagrams, suggesting a collaborative brainstorming or design process. The overall atmosphere is one of active participation and creative problem-solving.

“I really enjoyed the workshop. I found it challenging at times to let my preconceived ideas go and be open to look at things from a beginner’s mind. However, I think I achieved this and found I got a lot out of being able to shift perception.”

APPENDIX



CO-DESIGN FOR COMMUNITY INCLUSION LIBRARY OF RESOURCES (SENT TO SERVICE PROVIDERS PRE-WORKSHOP)

INTERESTING READING

'An introduction to co-design'

—by Ingrid Burkett

(<http://design4socialinnovation.Com.Au/wp-content/uploads/2014/09/anintroduction-to-co-design-by-ingrid-burkett.Pdf>)

'Co-designing for social good'

—by Ingrid Burkett

(<http://www.Probonoaustralia.Com.Au/news/2014/09/co-designing-socialgood-ingrid-burkett#>)

'Recipes for systemic change'

—by Helsinki Design Lab.

([Http://www.HelsinkiDesignLab.Org/peoplepods/themes/hdl/](Http://www.HelsinkiDesignLab.Org/peoplepods/themes/hdl/Downloads/in_studio-recipes_for_systemic_change.Pdf)

Downloads/in_studio-recipes_for_systemic_change.Pdf)

'Prototypes framework. A guide to prototyping new ideas'

—by Nesta and Thinkpublic

(http://www.Nesta.Org.Uk/sites/Default/files/prototyping_framework.Pdf)

'Empathy - design tool and outcome'

—by Dave McColgin

(https://www.Artefactgroup.Com/wp-content/uploads/2012/08/Reports_11_empathy.Pdf)

'Enabling codesigning'

—by Penny Hagen & Natalie Rowland

(<http://johnnyholland.Org/2011/11/enabling-codesigning/>)

'Co-creation and the new landscapes of design'

—by Elisabeth B.-N. Saunders

(http://www.Maketools.Com/articles-papers/Cocreation_sanders_stappers_08_preprint.Pdf)

PRESENTATION

'Co-design - more than just its and goodwill'

—Act Youth Affairs Conference

(https://members.Youthcoalition.Net/sites/Default/files/articles-internal/dma%20presentation_13-06-11-1.Pdf)

REPORTS

'Person-centred approaches to private housing for people with disability: impediments, difficulties and opportunities'.

Final report for the disability and research working group.

(Http://eprints.Qut.Edu.Au/78005/1/Franz_adkins_person-centred_approaches_revised_final_report_complete.Pdf)

'Evidence-based online youth mental promotion, intervention and treatment'

—Young & Well Crc.

(Http://www.Uws.Edu.Au/__Data/assets/pdf_file/0005/476330/young_and_well_crc_im_pd_guidePdf)

'A toolkit for promoting empathy in schools'

—by Ashoka

(https://startempathy.Org/wp-content/uploads/2015/10/Startempathy_toolkit.Pdf)

CASE STUDIES

'Co-designing the dementia adviser service'

—by Thinkpublic

(<http://thinkpublic.Com/ideas/case-study-alzheimer100>)

VIDEO

Tool/toolkits 'the story of co-design film' by Thinkpublic

(<http://thinkpublic.Com/stories/the-story-of-co-design>)

CO-DESIGN PRINCIPLES



Be person centred.

Being in service of.

You are in service of the people you work with and for. They might be an internal person within your organisation or an external person of a service your organisation creates.

Have empathy for people. Empathy drives connection and understanding in your relationships with people. Engage with and seek to understand all aspects of them in the context of their environment, experience and lives. Put aside your own bias and judgement to understand their needs.

Empathy is built upon seeking understanding through asking the right questions and active listening in order to respond to, and not compromise, what people need.

6

PRINCIPLES • BE PERSON CENTRED

CO-DESIGN PRINCIPLES



Be creative.

Always learning.

Creativity is the ability to shift perception. It is a belief that everything is up for question, that anything can be changed in creative ways. Curiosity and learning underpins creativity. Use a beginners mind to see everything as if for the first time. See things anew and live in the present not the past. Allow yourself to be curious and inquisitive about the world. Ask questions for the purpose of learning, building knowledge and action. Investigate, enquire, challenge, ask why. Be non-judgemental and accepting.

Prototype to think and learn. Make and build, experiment and test. Observe how things you make work in the world. If it doesn't work, learn from it and try again. Understand failure as an opportunity for learning and growth. Be playful in your curiosity and follow your instincts.

CO-DESIGN PRINCIPLES



Be collaborative.

Valuing diversity.

Collaboration is enabled through considered conversation and reflection. Multiple perspectives allows a holistic understanding of a situation. As a result a group of people collaborating opens up more opportunity and possibility than an individual working solo.

Bring together people with varied backgrounds and viewpoints. Be inclusive and value people's diverse perspectives and experiences. Enable breakthrough insights and solutions to emerge from diversity. Build upon ideas and create together.

When collaborating and reflecting be open to inviting new perspectives and beliefs. Be liquid to change perspectives and positions on things. This will require objectivity, humility, honesty and respect.

8

PRINCIPLES • BE COLLABORATIVE

CO-DESIGN PRINCIPLES



Be courageous.

Believing in possibility.

Courage is a belief that anything is possible. It is underpinned by optimism and sets up a powerful stance for solving challenging problems, and an attitude of can do. Being courageous seeks to know truth which means giving yourself the permission to challenge and question. It requires you to let go of your experience and expertise so that past experience doesn't limit progress.

Courage seeks understanding of all elements of the context. It is disciplined in its awareness of self and others in situations. It requires a holistic view which sees the whole system, creates connections and interprets this for others.

Courage understands that any challenge can be overcome with creativity and collaboration. It exudes confidence and clarity, while being authentic, honest and respectful.

DIFFERENTIATING CO-DESIGN

Differentiating co-design.

*Co-design is differentiated as it requires true engagement and participation.
The term is often misused to represent other forms of participation.*

| | |
|-------------|--|
| COMMUNICATE | Informing people what is going to happen. |
| CONSULT | Engaging with people to indirectly influence outcomes. |
| CO-ORDINATE | Bringing together different and multiple elements for consolidation toward a shared outcome. |
| COLLABORATE | Multiple people working together in a mutually beneficial and well-defined relationship to achieve a common goal. |
| CO-DESIGN | Deliberately engaging users of the system, deliverers of services and other experts to actively understand, explore and ultimately change a system together. |

DIFFERENTIATING CO-DESIGN

Co-design truths and myths.

Co-design can be understood in a number of different ways. To be clear on what co-design is, being clear on some truths and myths is key.

| Truths | Myths |
|--|---|
| Is person centred. | Customers are always right. |
| Is inclusive and draws on many perspectives. | We should give people what they want. |
| Focuses on desired outcome. | If we've engaged users, that's co-design. |
| Develops practical, real world solutions. | If I'm part of a co-design approach I get to determine the results. |
| Makes ideas, experiences and possibilities visible and tangible. | Co-design can be applied to anything. |

CO-DESIGN FOUNDATIONS • CO-DESIGN TRUTHS AND MYTHS

CO-DESIGN MINDSET

Attributes of a *co-design mindset.*

Beginner's mind: the mindset of forever learning, seeing things a new, living in the present not in the past.

Liquid mind: ability to change perspectives and positions on things.

Open mind: inviting to new perspectives and beliefs.

Creative mind: belief in the ability that everything is up for question, anything can be changed in creative ways.

Disciplined mind: practices of mindfulness that nurture our mindset.

Aware mind: situational awareness

Whole mind: seeing the whole, connected system.

CO-DESIGN MINDSET

Habits that *block this mindset.*

Experience: when we rely too much on experience, we prevent seeing things a new.

Expertise: knowing what type of expertise we have, and what type we need.

Singular perspective: believing that your perspective is the only one and is right.

Lack of awareness: not being mindful and aware of the whole situation.

Object focus: Focus on the thing, rather than the system.

Lack of courage: yep.

Externalisation: believing that the solution or problem is external to you.

CHANNELS OF LISTENING

Channels of listening.

Understanding from what channel we are listening from or where are others are listening from allows us to best respond to the situation at hand.

| CHANNELS WE LISTEN FROM | | | | | |
|---|--|--|--|--|--|
| Channel 0 | Channel 1 | Channel 2 | Channel 3 | Channel 4 | Channel 5 |
| TUNED OUT | EGO | AFFIRMING | CRITICAL | EMPATHIC | GENERATIVE |
| Self displacement - not present | Judgmental - listening to self | Familiar - listening for similarity | Factual - listening for evidence | Dialogue - with other about other | Insight - with self for other |
| Am I actually listening? Would I be able to answer a question about what's been said if someone asked me this right now? | Am I just waiting for them to stop talking so I can say my important bit? Am I practicing what it is I'm going to say next instead of listening intently to what is being said now? | Am I listening for what is similar to what I know, or whether they agree with what I've just said? | Am I listening for proof that what they are saying is right? Am I looking for evidence to back up their argument? | Am I listening from a place that has no other motive but to connect with their perspective and understand what they are feeling within that perspective? | Am I using my empathy and insight into their context and motivation to help achieve the best path to the outcome we seek? Have I taken a position of possibility, to ensure that together we are able to generate an alternative? |
| WE SPEND MOST OF OUR TIME HERE | | | CO-DESIGN REQUIRES THIS OF US | | |

THE FIVE WHYS

TOOL
TEMPLATE

The five whys.

WHAT IS THE PROBLEM?

WHY IS THAT IMPORTANT?

WHY IS THAT IMPORTANT?

WHY IS THAT IMPORTANT?

WHY IS THAT IMPORTANT?

WHY IS THAT IMPORTANT?

UNDERSTANDING PROBLEMS • THE FIVE WHYS

33

ASSUMPTION BUSTING

TOOL
TEMPLATE

Assumption busting.

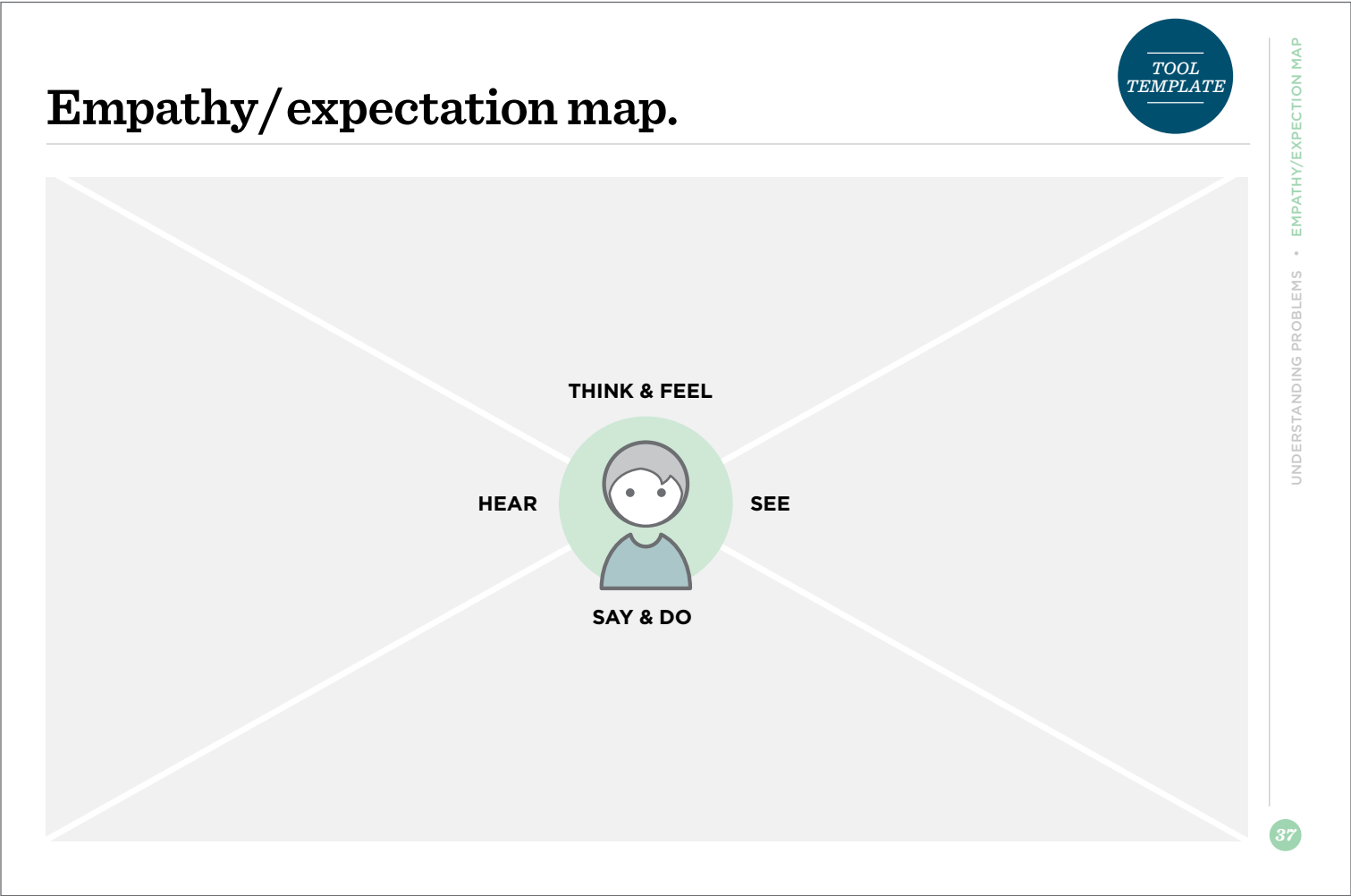
PROBLEM:

| ASSUMPTIONS | REFRAME IT |
|---|--|
| <div><div>We believe and /or assume that...</div></div> | <div><div>In a world where this doesn't exist this means...</div><div>If this weren't true then...</div></div> |
| | |
| | |
| | |
| | |
| | |

UNDERSTANDING PROBLEMS • ASSUMPTION BUSTING

31

EMPATHY/EXPECTATION MAP



HOW MIGHT WE?

TOOL
TEMPLATE

How might we?

PROBLEM OR OPPORTUNITY
What problem or opportunity are you focusing on today?
.....
.....
.....

ACTIONS
What are the challenges within this?
What action do you need to take? Why?
.....
.....
.....

OUTCOMES
What are you trying to achieve?
What outcome do you need? Why? How will it be measured?
.....
.....
.....

**MIX AND MATCH ACTIONS AND OUTCOMES TO CREATE
A FOCUSING QUESTION FOR YOUR SITUATION**

HOW MIGHT WE
.....
SO THAT
.....?

HOW MIGHT WE
.....
SO THAT
.....?

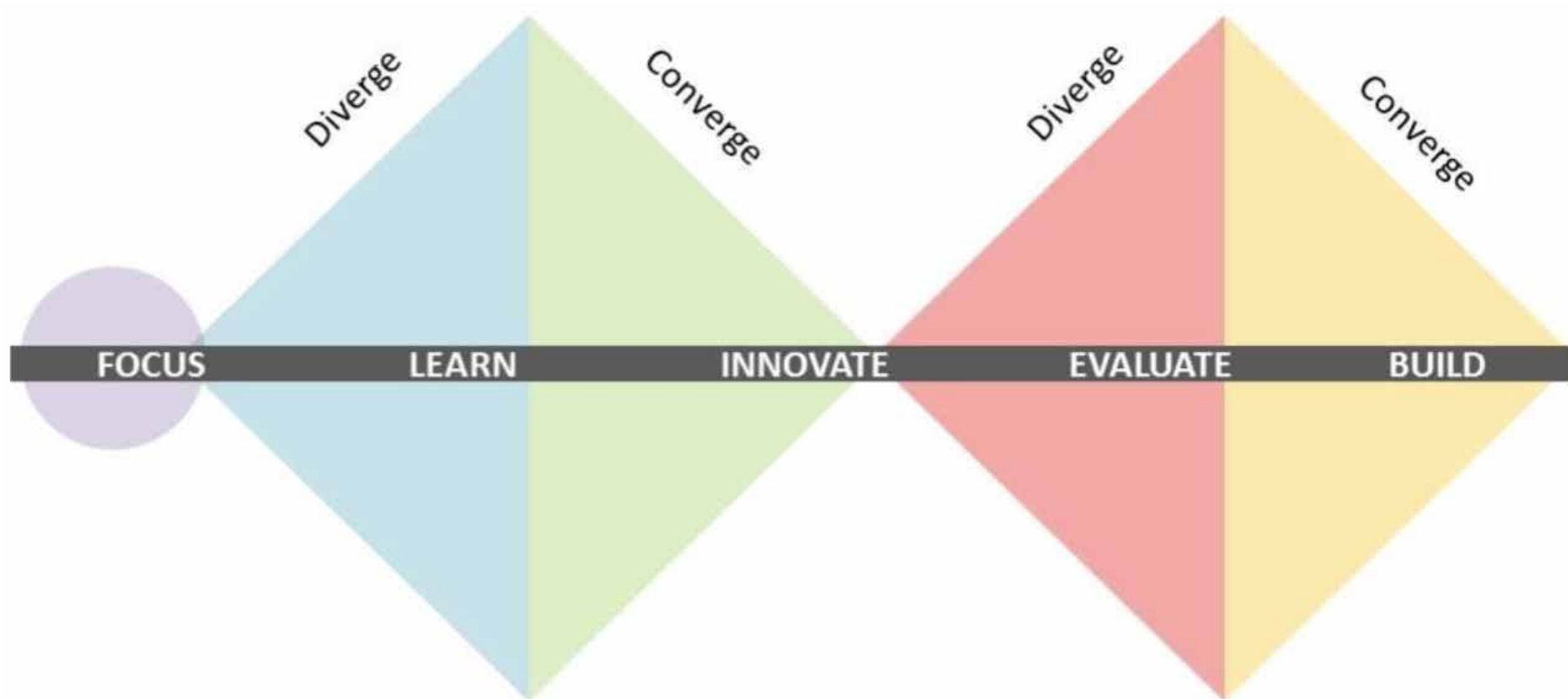
HOW MIGHT WE
.....
SO THAT
.....?

REFRAMING PROBLEMS • HOW MIGHT WE?

43

FINAL VERSION 2 | 19/02/2016 43

NDIA CO-DESIGN FRAMEWORK



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