

Designing for Inclusion- understanding participatory evaluation processes (using an organisational and social change perspective)

Designscapes capacity building programme
Module 1: Reflecting on DEI

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Structure of this session

1. Aims and Purpose of the session?
2. What's the problem? Why Design for Inclusion?
3. Defining the process – 3 phases
4. Some thoughts and underpinnings to Designing for Inclusion
5. Case Example – Share My City
6. Practicing participation
7. Pitfalls
8. Q&A

Aims and Purpose

To explore what we mean when we talk about **stakeholder involvement** when using a 'Theory of Change' evaluation approach and **why** we should do it.

To look into **theories and case practice** that provide useful evidence for taking this type of approach.

To develop a better understanding of the organisational dimension (or systems psychodynamics) and societal dimension (systems change) of participatory approaches.

- What happens when we try to involve others? To us; to our stakeholders? Why don't, won't people engage with us?



Why a participatory approach?

Because the 'CO-CREATION 'Call' – and DesignsCAPES key objectives - emphasise the need to actively support greater inclusion

- *“Europe is facing the need to identify the obstacles to and to find untapped sources of growth and employment....., especially through greater citizens' involvement.”*
- *“Aspects of inclusiveness and social objectives of addressing inequalities in citizens' access to innovations should be taken into account”.*

Because 'design-led thinking' is all about giving a voice to the 'powerless', and about finding solutions to 'wicked' problems through collaborative co-design and 'thinking out of the box'



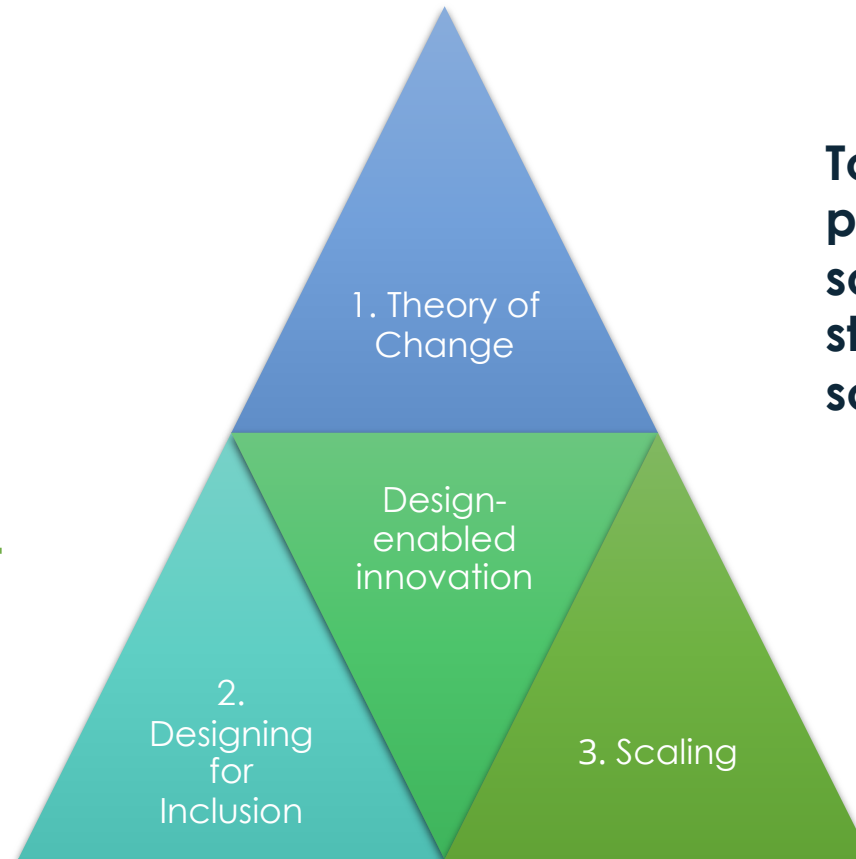
Evidence in the Phase 1 & 2 applications

- Social benefits were often assumed as an impact of addressing problems but were not often articulated with any granularity i.e. exactly how marginalised communities would benefit from a particular DEI in the urban environment.
- Lack of stakeholders consultation or inclusion at the feasibility stage.
- Behaviour, culture, wider social or systemic change is often envisaged as a result of the DEI.
- However aspects of organisational or systemic thinking were not integrated into applications or the skills of the teams.



Module 1: Reflecting on your DEI process

Co-production involves different stakeholders – particularly marginalised people – in turning the ToC into actions



ToC sets out the presenting problem, the proposed solution (impact) and the steps needed to get to the solution

The ToC provides a tool to gather evidence on the effectiveness of the project – and how it works – which is used to develop a plan to scale it up and out



Some thoughts and underpinnings to Designing for Inclusion



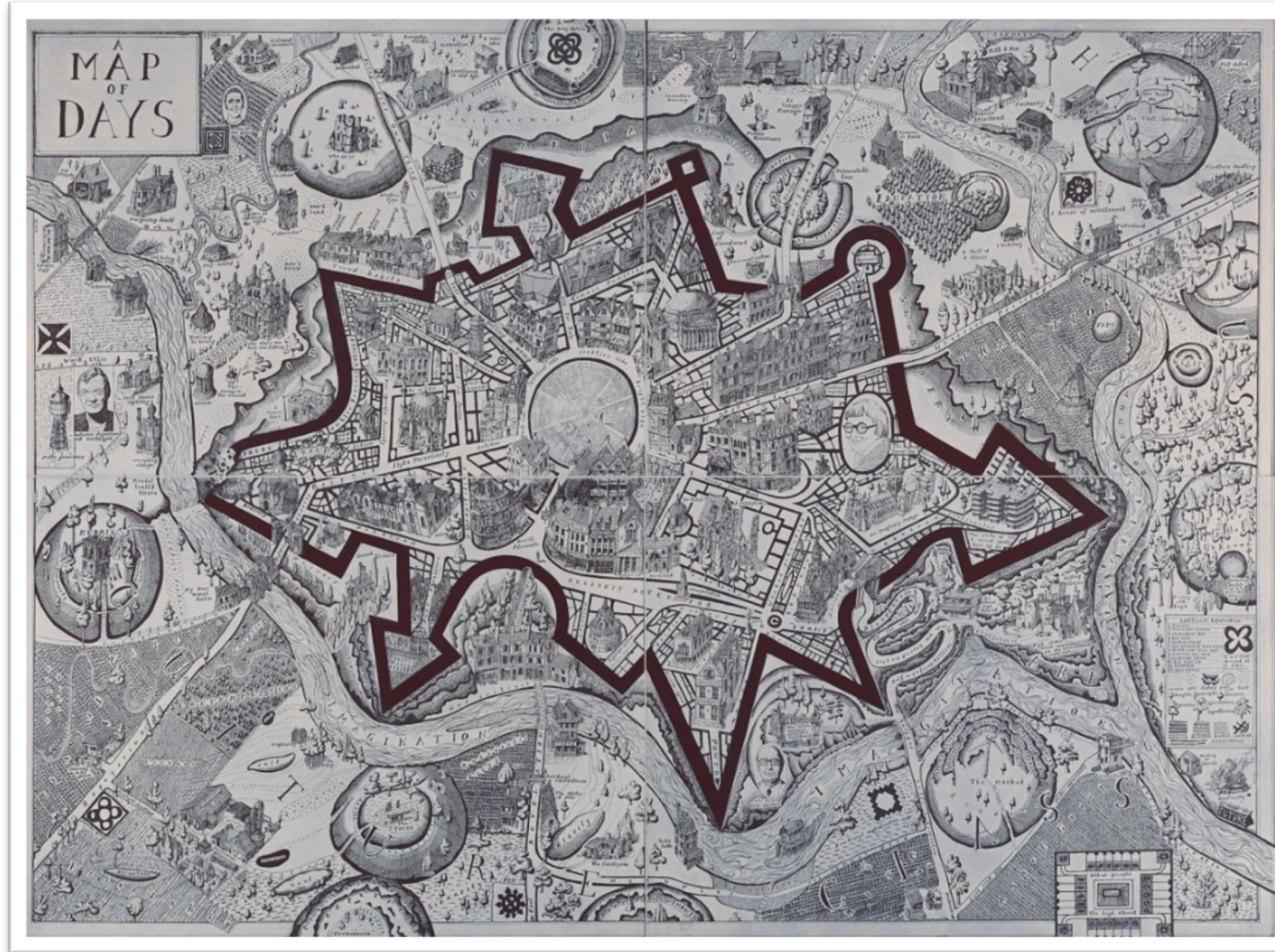
Conceptual Underpinnings - Why Participation?

“Everyone is an artist” Joseph Beuys

- Everyone can be a participant rather than a member of the audience; a producer rather than a consumer. These as the highest ideals of democracy and the history of action and activism in the urban environment (flaneur, protest, citizens of the streets) (Solnit, 2001) Theatre of the Oppressed (Boal, 1974)
- Upgrading society’s operating system, stepping back and looking at the bigger system to address the very wicked problems of our time by co-sensing and co-shaping the future. *Theory U*, Otto Scharmer.

The City as Complex System

'Map of Days'
Grayson Perry,
2013



However 'the map is not the territory' (Korzybski, 1934)

We say the map is different from the territory. But what is the territory? Operationally, somebody went out with a retina or a measuring stick and made representations which were then put on paper. What is on the paper map is a representation of what was in the retinal representation of the man who made the map; and as you push the question back, what you find is an infinite regress, an infinite series of maps. The territory never gets in at all. ... Always, the process of representation will filter it out so that the mental world is only maps of maps, [*ad infinitum*](#). (Bateson, 1972)

Understanding the System - Ecology and Complexity of Social Change

- The interdependence of the individual and the group as co-shaping the social. The organisation as a complex responsive process (Stacey, 2003)
- Organisational change as continuous through gestures and responses; conversations (Shaw, 2002) making of symbolic interactions and drawing different meanings from them (Mead, 1934).
- Meaning is socially constructed and different depending on who we are and the context we are in. So we need to focus on how social construction takes place.

These perspectives change the way we interact and intervene in change and design processes.

- Participation; learning to work with what emerges; developmental evaluation.

Philosophical and Theoretical Influences



Michel Foucault

Disciplinary
Techniques
Governmentality
Normalisation
Responsibilisation



Elinor Ostrom

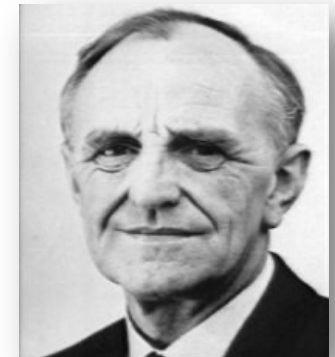
Common Pool
Resources
Trust &
collaboration
Trade-offs
Socio-Ecological
Systems



Paulo Freire

Conscientisation
Co-construction of
knowledge
Learning Circles
Problem-posing
education

Holding
Environment
Transitional Objects
Transitional Subjects



Donald Winnicott

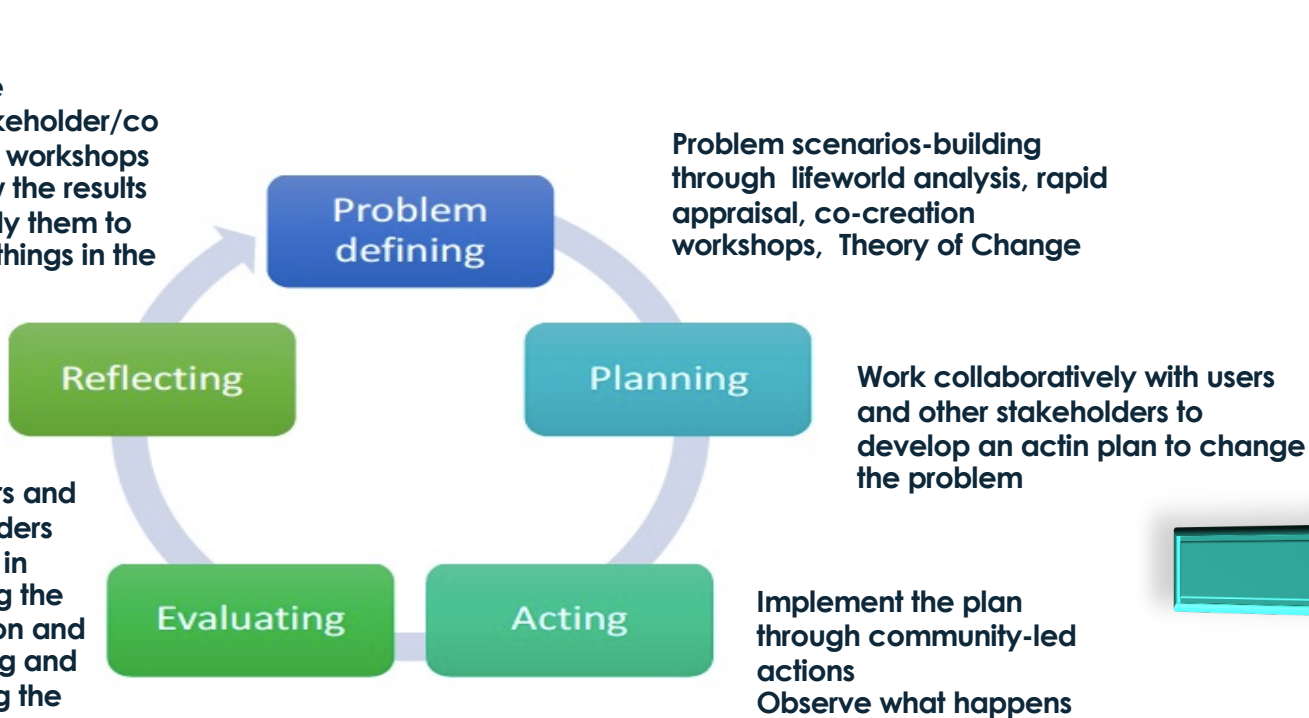
What does a participatory approach to evaluation mean?

- Guba And Lincoln (1989) *Fourth Generation Evaluation* - constructivist' approach - how the project is constructed from the perspectives of different stakeholders and ensures that their different voices are heard
- Value-based commitment to local community development (Rolfen & Torvatin 2005)
- Closely aligned with 'action research' – 'the pursuit of practical solutions to issues of pressing concern to peoplethe flourishing of individual persons and their communities' - ' (Reason & Bradbury, 2001)
- 'a commitment to social, economic and political development responsive to the needs and opinions of ordinary people' - Kemmis and McTaggart (2008)

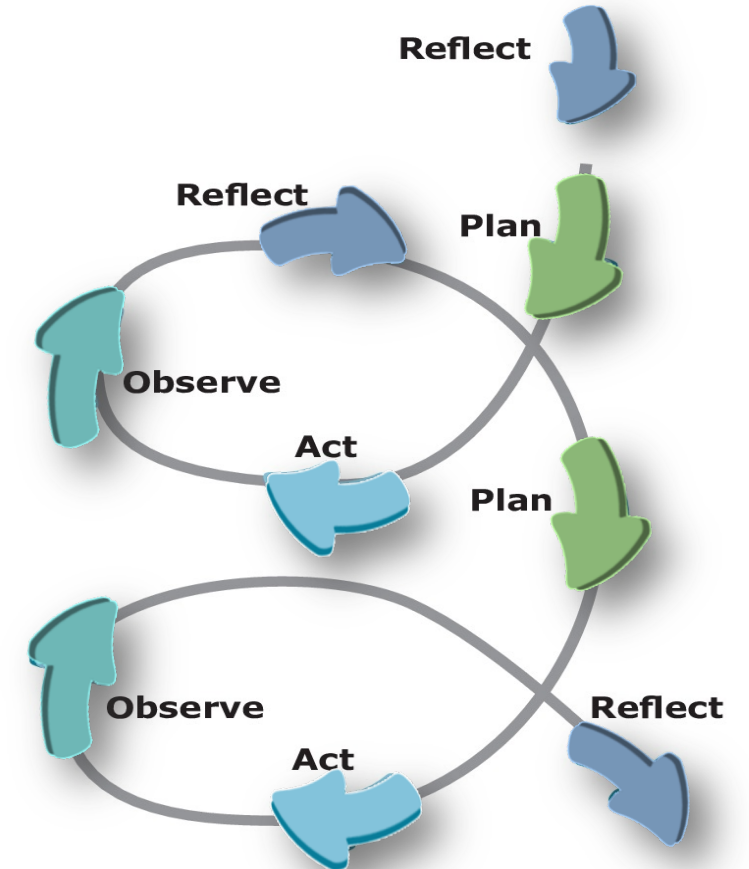
Action Research

Organise user/stakeholder/community workshops to review the results and apply them to change things in the future

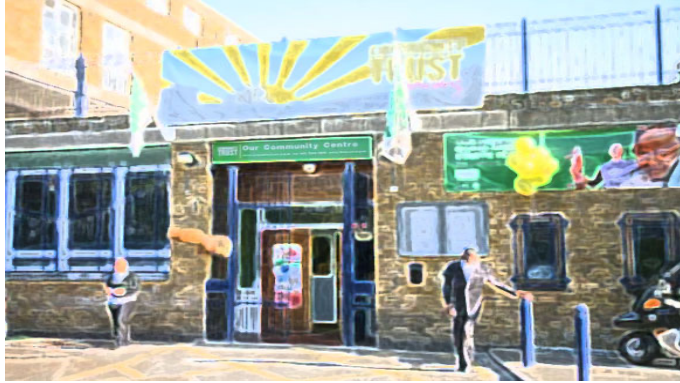
Get users and stakeholders involved in designing the evaluation and collecting and analysing the data



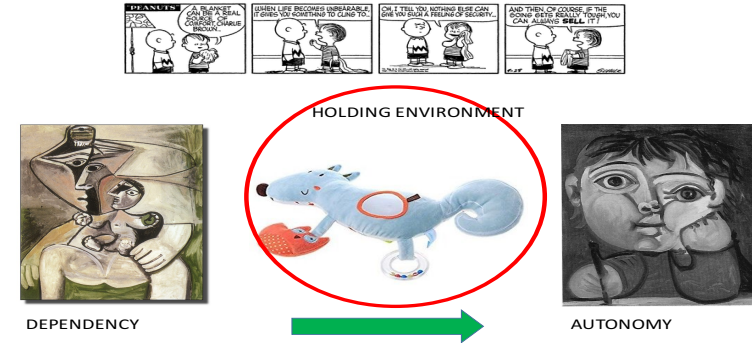
Cycle of action research (Kemmis and McTaggart, 1988)



LIFEWORLD ANALYSIS



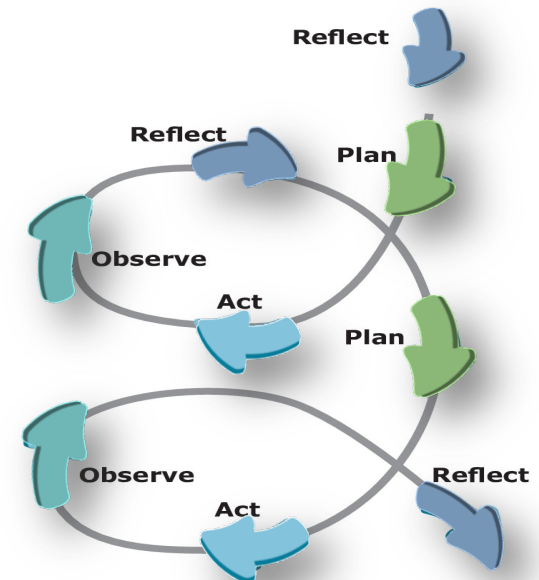
HOLDING ENVIRONMENT



DESIGN-LED INNOVATION



PARTICIPATORY ACTION RESEARCH





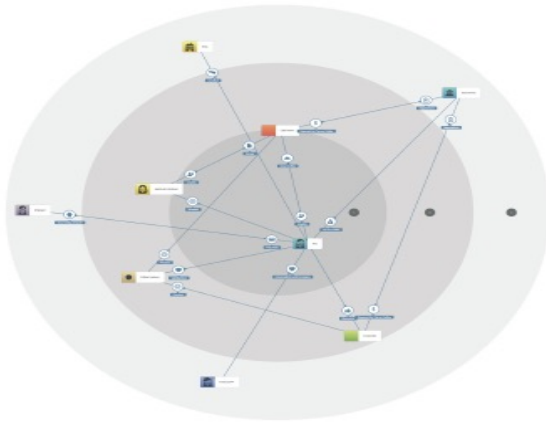
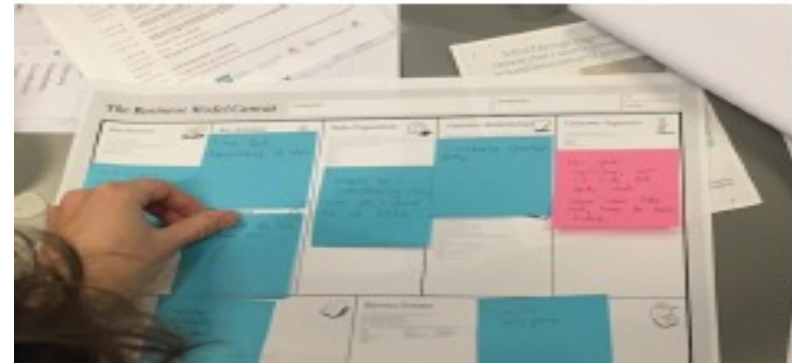
Case Example – Share My City

Some tools from the Designscapes Toolbox

CULTURAL PROBE



CO-CREATION WORKSHOP

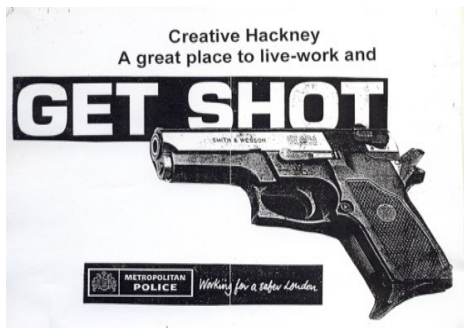


STAKEHOLDER MAP



THEORY OF CHANGE

EXAMPLE: SME - City



London



Valladolid

Perugia

ISEC – Prevention of and Fight Against Crime Programme

Presenting Problem: Drugs and alcohol creating high levels of anti-social behaviour in 'night time economies'

Theory of change: Increasing shared use of public space and social interaction will reduce levels of ASB

What we did in SME-City

PHASE 1: RAPID APPRAISAL

- Lifeworld analysis
 - Desk Research on Crime and ASB
- Street Observation
- Street & Stakeholder Interviews

PHASE 2: Co-creation workshops

- Action Learning Sets
- Three Key Stakeholder Groups
- Develop and review proposals for Community Actions

PHASE 3: EXPERIMENTS AND EVALUATION

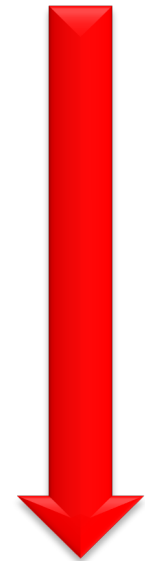
- Implementation of selected proposals in action research experiments
- Evaluation of action research
- Collation of results

PHASE 4: LEARNING PROGRAMME

- Integrate action research results with other evaluation results
- Provide learning programme for stakeholder groups
- Plan sustainability

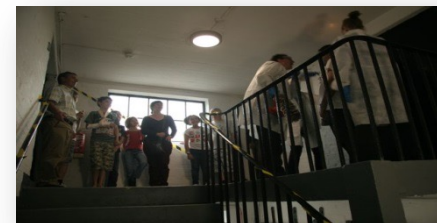
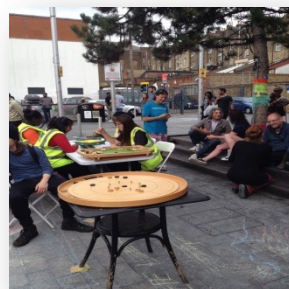
AWARENESS-RAISING AND DISSEMINATION

Website
Social Media Dissemination



In **LONDON** and **PERUGIA** Community Animators worked with young people and their communities to explore ways of reducing crime and anti-social behaviour

Organising things like 'Strani Eventi' to bring different groups together





Practising Participation



Applying this to your Designscapes Projects

- Designscapes projects could see themselves as a fractal of the urban problem that they trying to solve.
- This implies a need to replicate the urban system in the project team by including a wider group of stakeholders at all levels of the system from local government to project beneficiaries.
- Learning about the wider system derives from experimenting with these fractal interactions. For example noticing psycho dynamics within the project team.



Practical Tools To enable stakeholder participation

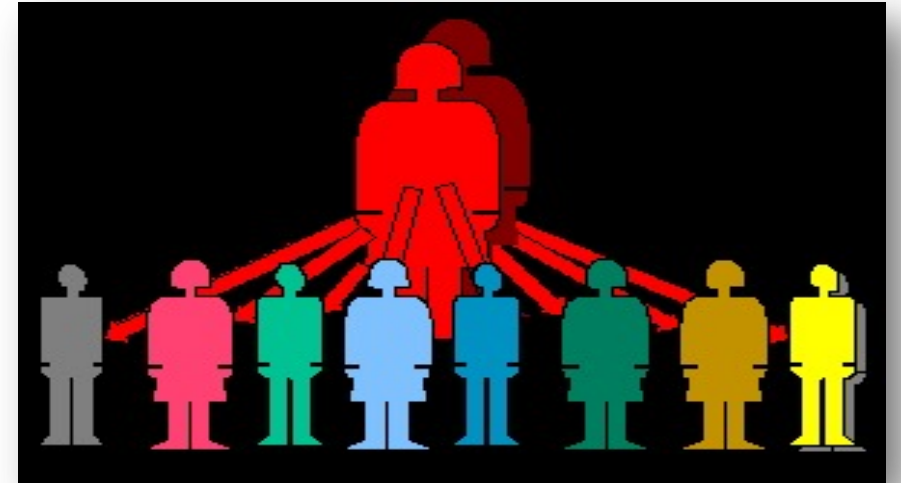
- Open Space and World Café - a facilitated process of democratic enquiry.
- Search/Futures Conferences - A Future Search Conference is a meeting that spans more than one day with the objective that participants identify a shared vision of the future towards which to aim. This option is particularly useful for providing an opportunity to come up with an agreed plan of action between those with power over and issue (i.e. politician or project designers) and those who will be affected by or who have concerns regarding the issue.
- Theory U – from sensing to co-shaping. A global community. Annual programme of work at MIT and free to all.
- Action Learning Sets – involving stakeholders; participatory action research
- Making/enabling spaces for conversation – working out loud; public engagement; blogs; forum theatre.

Strategies for working with participation

Understanding Groups

Developing emotional and organisational intelligence – reading group and wider system dynamics.

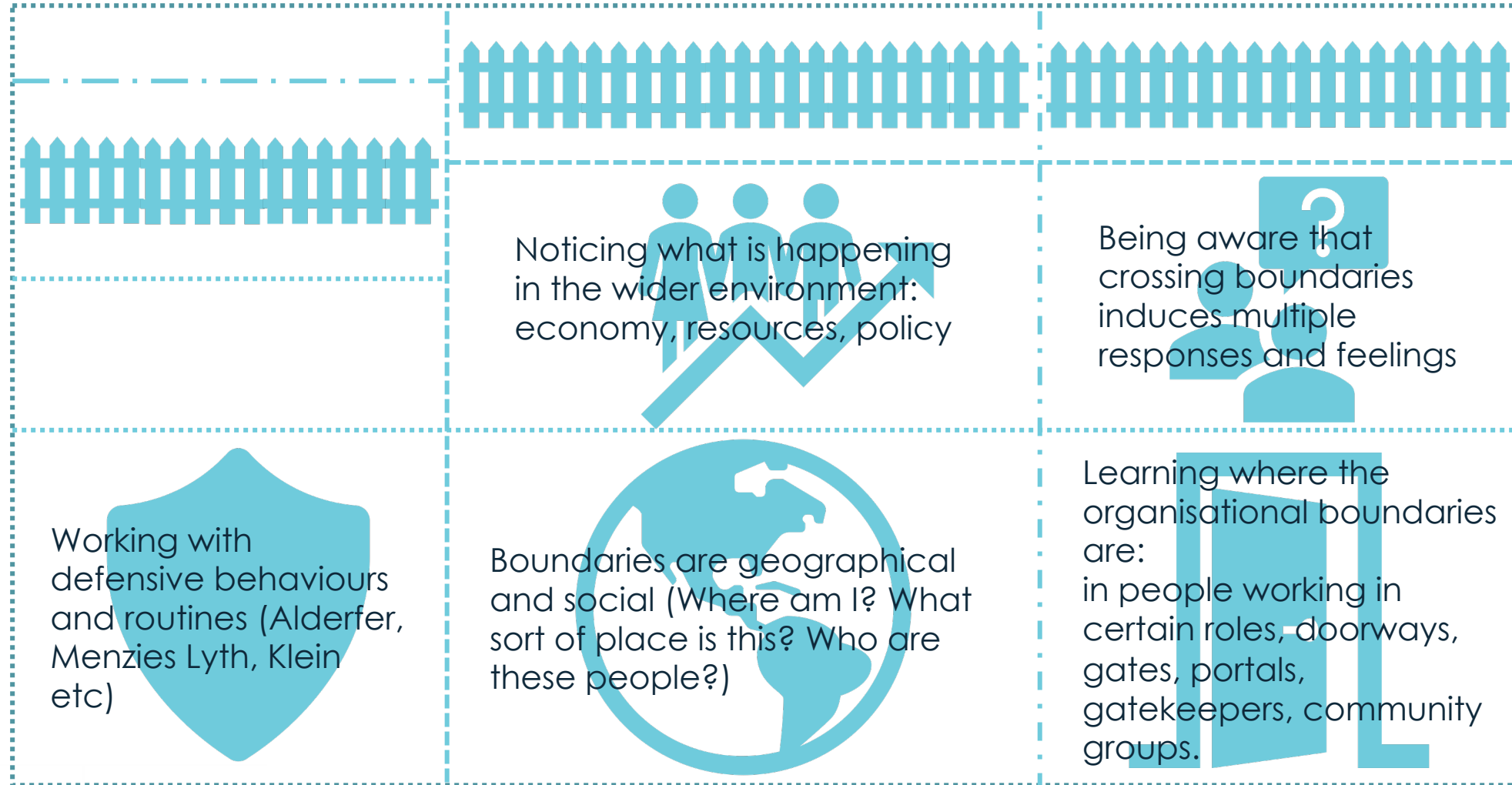
- **Emotions** driving the task at the expense of thinking
- **Thinking** at the expense of the emotions
- Losing sight of the **task**
- Trying to **control** change rather than **manage** it
- Loss of other critical **boundaries**



The ability to experience and become aware of the irrational aspects of organisational life, both in self and in others.

The ability to think about the meaning of those experiences to create an “understanding” and support groups in their primary task.

Systems awareness - working at the boundary



Pitfalls and how to survive them

- Participatory Evaluation data is subjective and 'not scientific' – use 'triangulation' - collect, analyse and compare different kinds of evidence from different sources
- Users and stakeholders are difficult to engage (especially those who are 'on the margins') – use 'social mediators'; keep the community informed, e.g. through social media; organise co-creation workshops; give people a voice; get people to 'own' the project
- Ethnographic and similar qualitative data are difficult to collect and analyse and it takes a lot of time and resources – this is true, but it's worth it; engage users and stakeholders in data collection activities
- Stakeholder conflict – try to promote 'alignment' – e.g. through using Action Learning Sets that 'role play' different positions of different groups
- Focus on inclusion leads to exclusion – dealing with this paradox
- Getting lost in the task – closed system
- Control rather than management



Questions for group work

- Who and how are you including stakeholders from the wider system in your project?
- What barriers to inclusion are you noticing – in your teams; in the wider urban system?
- How can you work with and learn from this data?





Next steps

What Next?

- Attend the Replication Webinar
 - Date: TBC
 - Reminder of the recording ToC webinar
- Prepare for participation
 - Produce a map of your stakeholders
 - Remember 'the map is not the territory'
 - Run an action learning set with your stakeholders.
 - Notice what is happening? Who has the strongest voice?
 - Think about this as data; triangulation to your evaluation.
- Participation to replication
 - Not just targeting and reinforcing needs for a particular group.
 - Can and how do you replicate in a context that represents marginalisation, what the Designscares project serves to achieve





Resources

Help and support

- DesignsCAPES Facebook group
 - Peer learning and support opportunity
 - Share your theory of change maps and approaches for social inclusion
- Partner mentors
 - Contact for help and advice
- Periodic phone / online surgeries by evaluation team
 - Come with specific problems or challenges
 - Trouble shoot
- Resources at the end of the slides
 - Reading and learning resources
 - Practical guides



Publications

- Guba And Lincoln (1989) *Fourth Generation Evaluation*, Sage Publications: London
- Carr, W. and Kemmis, S. 1986, *Becoming Critical*. London: Falmer.
- Fals Borda, O. (eds). 1998. *People's Participation: Challenges Ahead*. New Your: Apex Press
- Freire, P. 1970. *Pedagogy of the Oppressed*. New York: Herder & Herder
- Kemmis, S. and McTaggart, R. 2008. 'Participatory Action Research: Communicative Action and the Public Sphere', in Denzin, N.K; Lincoln, Y,S. (eds). 2008. *Strategies of Qualitative Enquiry*. London: Sage
- Reason, P. and Bradbury, H. 2001. *Handbook of Action Research*. Sage.
- <https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/participatory-evaluation/main>

Websites

Nesta Catalogue of Co-Production

<https://www.nesta.org.uk/report/co-production-catalogue/>

The IGUANA Organisational and Emotional Intelligence Learning Programme

<http://www.iguana-project.eu/>

Participatory Design Toolkit

<https://www.enterprisecommunity.org/download?fid=7332&nid=4092>

Theory U Labs

<https://www.ottoscharmer.com/programs/ulab>

Mozilla Open Innovation Toolkit

<https://toolkit.mozilla.org/>

The Art of Hosting

<http://www.artofhosting.be/resources/>



Resources (continued)

Videos

Webinar: Overcoming Resistance to Participatory Evaluation Identifying and Addressing Stakeholder Concerns

https://www.youtube.com/watch?reload=9&v=vluXxCj_AJk

Participatory Evaluation 101

<https://www.youtube.com/watch?v=0EEzh5TvZcc>

