Contribution Analysis Case Study:
Pilotlight Pathway Three

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CA CASE STUDY: PILOTLIGHT PATHWAY THREE

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INTRODUCTION

Pilotlight uses a co-design and person-centered approach to create, and improve, the use of self-directed support (SDS) in practice. This report provides evidence on the process, outcomes and intermediate impacts of one of the four Pilotlight Pathways: Self-directed Support and Small Business. This Pathway was developed with collaboration from Moray Council, a group of local service providers based in the Moray area and people accessing support who wish to use SDS to start their own small business. Pilotlight originated as part of Changing Support, Changing Lives a programme funded by the Scottish Government aiming to support providers to make the transformation to self-directed support in Scotland. During the three-year lifecycle of this project, Scotland passed the Social Care (Self-directed Support) (Scotland) Act in 2013, which offers people four different ways of using SDS with the aspiration the people will have more choice and control over their services and support.

In order to provide evidence for IRISS' impact, this report uses a theory of change framework to Pathway from inputs to outcomes. This theory of change uses six stages: inputs, activities, the quality of its engagement, changes in awareness, changes in knowledge or skills and changes in behaviour and practice. The evidence is presented as a linear narrative, showing the development of the project over time and the changes it enabled. Evidence for this report was generated through: (1) interviews with selected members of the co-design team and others involved in the delivery of SDS in Moray Council, (2) facilitated discussion with the co-design team and (3) a questionnaire completed by the co-design team.

RISKS AND ENABLERS FOR SUCCESSFUL CO-DESIGN

Based on the evidence in this report, I suggest that there are four enablers for this kind of co-design work:

1. Diverse perspectives are represented in the co-design group
2. Equitable engagement is facilitated and sustained across the group
3. The co-design process is creative and responsive
4. Organisational/community buy-in and leadership to sustain and scale-up the solutions that are proposed

These enablers can become risks when they are absent. For example, the absence of diverse perspectives can produce ill-designed prototypes that reflect the issue and its' solution from a limited vantage point. Prototypes of this kind are unlikely to encourage uptake and use by the range of stakeholders who have a role to play in changing a system of practice.

Similarly, equitable engagement practices support the inclusion and participation of these diverse perspectives. Including a variety of people from different parts of a system is not enough to guarantee that the prototypes reflect their needs and perspective. Without a practice of equitable engagement in which participants feel, consistently, able to attend events and participate - the diversity of perspectives can be lost.

Co-design, and co-production processes in general, are dynamic explorations of an issue. These explorations can be challenging and the diversity of perspectives can lead to tensions and conflicts. The potential for this cannot be underestimated and the co-design process needs to be able to respond to these issues and bring a set of tools that support the exploration of different ideas, experience and needs in a safe and enabling way.

The careful work of co-design can produce exciting solutions, but the context of service delivery is an important factor in the successful implementation of these ideas. Leadership and buy-in within service providers and the statutory sector is a necessary part of the co-design process. Failure to adopt some aspect of the prototypes proposed can undermine the process itself, reducing the trust that has been generated between diverse groups of practitioners, providers and service-users. In undertaking a co-design process, brokering organisational and community buy-in are necessary parts of this overall set of activities.

THEORY OF CHANGE

The following section of the report describes the impact narrative for Pilotlight Pathway Three: Self-directed Support and Small Business. The narrative begins with the rationale for the project, then it moves on to describe the resources that were used, the activities undertaken and the changes that resulted. These sections are followed by some conclusions on the value of person-centered planning and the role co-design can play in that process as well as a short overview of the methodology used to generate this evidence.
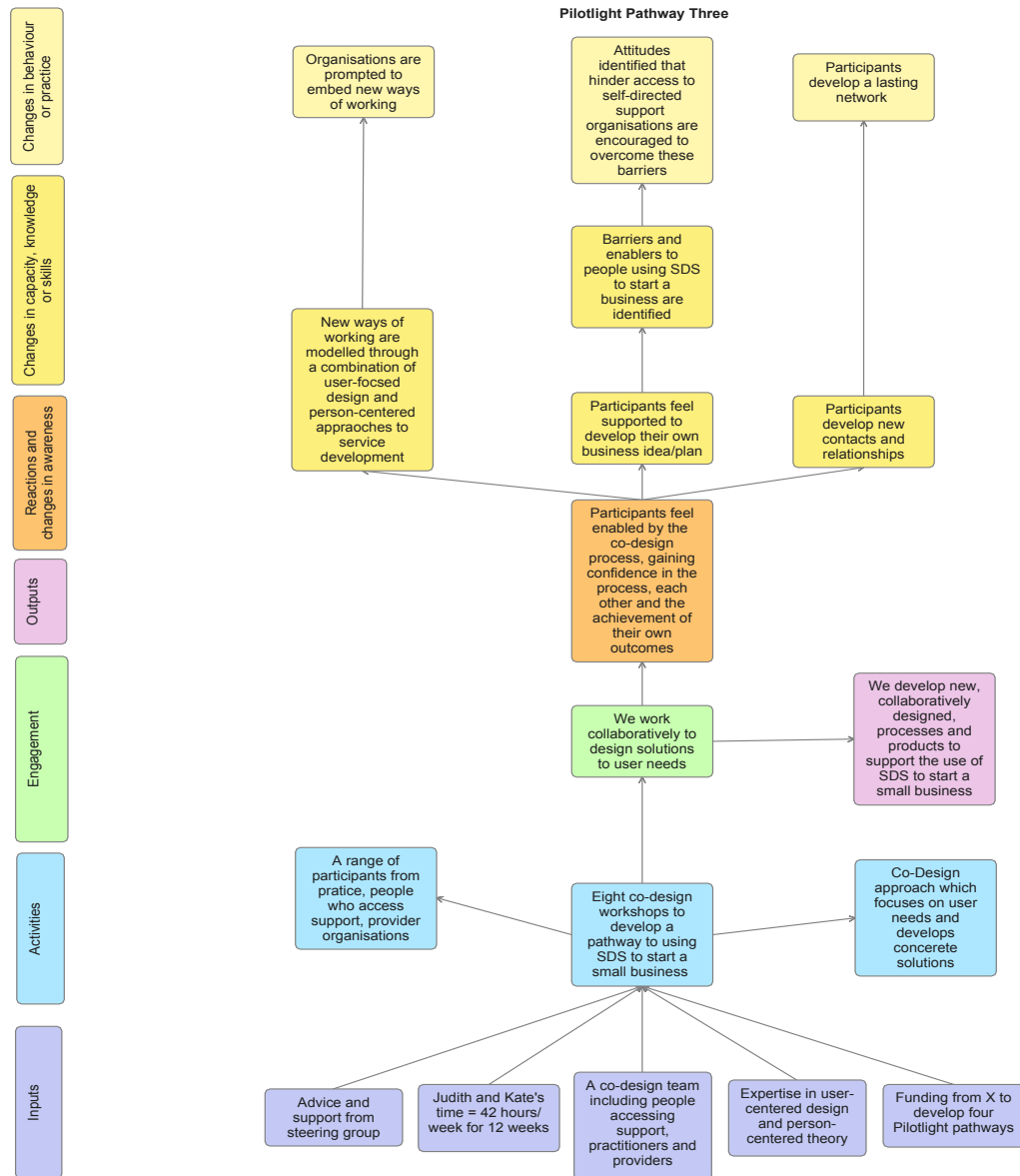

RATIONALE

The four Pilotlight Pathways aim to:
- Provide more personalised and appropriate services
- Demonstrate how to design support for seldom heard groups
- Increase the marketplace of support providers

In meeting these aims, the Pilotlight project aspires to contribute to four outcomes:
1. Identify attitudes that hinder access to self-directed support and ways for organisations to overcome these barriers
2. Lead thinking on designing better services
3. Collaboratively design and produce services and support
4. Increase capacity of support providers to deliver a greater variety of self-directed support and service

LOGIC MODEL FOR PILOTLIGHT PATHWAY THREE

Pilotlight Pathway Three

Column labels (top to bottom):
- Changes in behaviour or practice
- Changes in capacity, knowledge or skills
- Reactions and changes in awareness
- Outputs
- Engagement
- Activities
- Inputs

Changes in behaviour or practice:
- Organisations are prompted to embed new ways of working
- Attitudes identified that hinder access to self-directed support organisations are encouraged to overcome these barriers
- Participants develop a lasting network

Changes in capacity, knowledge or skills:
- New ways of working are modelled through a combination of user-focsed design and person-centered appraoches to service development
- Barriers and enablers to people using SDS to start a business are identified

Reactions and changes in awareness:
- Participants feel supported to develop their own business idea/plan
- Participants develop new contacts and relationships
- Participants feel enabled by the co-design process, gaining confidence in the process, each other and the achievement of their own outcomes

Engagement:
- We work collaboratively to design solutions to user needs

Outputs:
- We develop new, collaboratively designed, processes and products to support the use of SDS to start a small business

Activities:
- A range of participants from pratice, people who access support, provider organisations
- Eight co-design workshops to develop a pathway to using SDS to start a small business
- Co-Design approach which focuses on user needs and develops concerete solutions

Inputs:
- Advice and support from steering group
- Judith and Kate's time = 42 hours/ week for 12 weeks
- A co-design team including people accessing support, practitioners and providers
- Expertise in user-centered design and person-centered theory
- Funding from X to develop four Pilotlight pathways

doview.com model

INPUTS

Pilotlight uses a co-design methodology. This approach draws on user-led approaches to design and person-centered working that put people and their everyday lives at the centre of the design process. Kate Dowling was trained a service designer and has a particular interest in participatory approaches. Judith is a social services practitioner with a background in person-centered planning and service redesign. Early aspirations from Kate and Judith give a sense of this participatory approach: "We plan to work in a collaborative way with a co-design team. We hope that the team will be made up of people who access support, carers, support providers, social services, advocacy and health. We believe that equal representation from each of these groups will achieve best results throughout the Pathways" (Pilotlight Blog, January 2013).

In practice, this equal representation can be challenging - a point emphasised by one member of the co-design team in Pathway One: "When there are a lot of issues to cover, the many different subjects that have to be discussed, it felt like the mountain was too big to climb. However, this just showed how much we wanted to all be there and for us as a group, how much we wanted to be heard. I suppose a lot of people in the same space fighting for the same thing just takes time to mellow a bit - which it greatly has" (Pilotlight Blog, May 2013).

The co-design team voiced their impressions of the participatory approach in a questionnaire we circulated to the group. Their comments suggest that the co-design group felt able to participate - that their perspectives were valued and are reflected in the outputs they produced. For example, one participant said: "I love being part of the co-design team and really wish this strategy was used more. Getting both points of view - service users and service providers - means the best outcome is met. Working together, towards a shared goal, in the best way to achieve outstanding results - which we have!" (Co-Design Team Member/ 1).

The value of different perspectives is echoed by another participant who suggested "the most positive part of this is being with people who bring different experiences to the team. Pointless if done otherwise" (Co-Design Team Member / 2). The value of these multiple perspectives and experience was voiced as a learning opportunity for some of the group. For example, one member of the group suggested "I feel I have learned so much about how it really feels to cope with illness of various sorts. Some projects you enjoy and some, like this one you will always remember" (Co-Design Team Member / 3).

ACTIVITIES

When undertaking a co-design process, the Pilotlight Pathways use the Design Council's Double Diamond Framework to divide their activities into four phases: discover, define, develop and deliver.

Pilotlight's approach to 'discover' involves evidence gathering. The co-design team was facilitated to engage in action research. They used interviews to support their understanding of the 'issue' in the sector and potential responses used by people in their community. The team found that these interviews produced useful insight into running a small business as well as some practical solutions that they could adopt. For example, one team member wrote "the interviews gave

good insight from those who have walked through starting up a business, which I found quite helpful" (Co-Design Team Member / 4). Another co-design team member said that they found "all" the creative tools useful "especially hearing from small business owners as it shows us what can be achieved" (Co-Design Team Member / 5). Another team member wrote that "to actually see and talk with small business owners was so inspirational for me because it made me realise that I can really have a small business of my own - to make my dream come true is fantastic. I made my mind up straight away after talking to them that I would definitely be going forward to start my own business using SDS" (Co-Design Team Member / 6).

The 'define' and 'develop' phases drew from a wide range of creative tools. These tools were used to support people without design experience to engage in the process of design, creating and developing new ideas and processes to resolve issues they face as a group. As one team member notes, the creative tools are fundamental to enabling exploration within the team:

> This creative process was extremely beneficial, not only in producing a simple business plan through methodically working on the six themes, but it also offered a platform to discover ideas and possible barriers that had never been taken into account. Through the input from all team members, this creative tool allowed the host to identify pros and cons from different vantage points, which is critical when trying to set up a sustainable business. As this is an interactive and creative process, there are no right or wrong answers, just constructive questions which the host could reflect upon in a very positive and safe environment. (Pilotlight Blog, April 2014)

One of the creative tools used in this Pathway were the 'Pilotlight characters' — personas that were used in role-play scenarios about social services and support. The role-play drew from actual experiences of the co-design team, but allowed participants to have some distance from the activity. One member of the co-design team gave a thorough insight into the process of creating and using personas:

> "Everybody's homework is to develop the Pilotlight character, so you would draw on [your own experience] but the thing is you're probably going to change the name and the age and so on, so when it's actually put on the table nobody really knows who's done it. It might have snippets of your own personality and your own background in there and certainly with the service user characters some people said to me 'well this is just really obviously me with a different name and age' but outwardly nobody else in the group would have known that - so everybody could be objective without worrying that they were offending anybody". (Co-Design Team Member / 7)

These role-play activities were designed to be fun as well as productive — a point echoed by one co-design team member who wrote, "the role play was amazing and, though it was also fun, real problems were unearthed from it" (Co-Design Team Member / 1). Another of the team said the role "made me laugh — and made me more confident doing it" (Co-Design Team Member / 8).

The co-design team talked at length in the focus group about the fun they had with this particular activity. In addition to providing insight into the process of developing a small business with support from an SDS budget — these personas supported the co-design team to build relationships with one another. For example, one participant wrote "I truly enjoyed the creative process involved in the Pilotlight characters. We all seemed to have added bits of ourselves, which for me made them very real and easy to relate to — and easier to connect with all the various challenges, support and possibilities".

Another tool used by the co-design team was 'Thinking Hats'. In describing this tool, one participant wrote in detail about the value of this tool: "I found it a great tool for getting creative — it allows you to break down each part of your business idea and really thrash out ideas that work. It also makes it easier to cope with a task that can seem overwhelming. By doing it in sections, you're able to focus on each individual goal rather than feeling overwhelmed. Six hat thinking also allows for real honesty around the emotional input of a small business and helps it seem much less terrifying" (Co-Design Team Member / 9). This lengthy quote gives some insight into both the value of this tool and the depth of the participant's understanding of the rationale for using this design process.

QUALITY OF ENGAGEMENT

Pilotlight operates a model of co-production that is rooted in local communities and service delivery contexts. For example, all four Pilotlight Pathways worked within a particular service context (SDS), service user groups (e.g. people accessing mental health services and support), and local community (e.g. Moray). In delivering four Pathways, Pilotlight worked with between 12 to 18 people in each co-design team. These are small groups. The aim of a co-design approach is to build upon close-working relationships and scale-up successful design solutions based on the robust input of a core group of stakeholders.

The engagement is intended to be participatory. As Kate and Judith suggest: "key to the success of co-design in Pilotlight is working from the basis that experiences of service users are of equal value to the knowledge and experience of professionals who deliver services" (Pilotlight Blog - April 2013). In ensuring that everyone's experience was valued, Pilotlight pays unwaged participants for their time. They also ensure that the spaces they use are accessible environments. They deliberately choose community spaces that are familiar to all participants, rather than Council buildings or other spaces that might be associated with statutory services and challenging prior engagements with the Council.

Part of Pilotlight's approach to engagement is evidenced in their organisation of co-design workshops. Pilotlight workshops are structured to provide a balance between group working and catered breaks where the team can develop informal relationships. The organisation of workshops including timing for breaks and information on the activities for the day, as well as any information on guest speakers, etc., are all provided in advance. These are small details, but they are highly valued by participants and help to ensure the co-design workshops are accessible.

For example, one of the co-design team talked about these value of "simple things and personal interaction" (Co-Design Team Member / 5), such as the location — "somewhere where people can come together" and the agenda — "the purpose is clearly defined and it's good that they give it out in advance so there are no shocks to anybody" (Co-Design Team Member 10). For this co-design team member, "that repetition of the format" is important. The breaks and breakfast scones all bring a sense of familiarity to the workshops. They also create space for personal relationships to develop: The breaks matter — "that's when we can talk. It's where the personal comes in — that's how we break down our barriers".

Another member of the co-design team described the careful engagement that Pilotlight fostered in this way: "It was very difficult for me at first as it's challenging to be in large groups. With being new to 'services, I was overwhelmed and did not understand all the different services/departments, etc. However, as we progressed, I found it a bit easier and the variety of exercises made me feel better able to contribute. I also greatly appreciate the respect and mindfulness shown for and by every member of our team" (Co-Design Team Member / 11).

For other members of the team, the process has felt "solution focused" and that "we are actively taking part in affecting change" (focus group discussion). There was a sense "that no idea is a bad idea" and that "you engage more when you're having fun". Fun, solution-focused activities carried out in an accessible way that promotes inclusivity are part of the rationale for Pilotlight's approach to co-design. These comments from the focus group seem to validate the effectiveness of that approach.

REACTIONS AND CHANGES IN AWARENESS

Co-design team members talked about their reactions to the co-design process and the changes in awareness that this process supported. For example, Pathway Three included a range of people and perspectives, including people accessing support, service providers and local authority commissioners. The co-design process aims to value those different perspectives and encourage participants to see the assets that they bring to the process. One participant said "it was refreshing to have Moray Council here — and to see the challenges and struggles they have" (Group discussion). Another co-design team member said that "the passion from Council staff has been an insight" — and one of the participants from the Council validated this perspective in saying that "I did not feel labeled as 'Moray Council Staff'". These comments reflect the shifts in perspective that occurred for participants involved in Pilotlight. One co-design team member summed up this shift in her statement that Pathway Three "challenged my expectations of people — I saw skills/assets rather than labels and job roles" (Group discussion).

Changing perspectives is the first step to changing practice. These changes were thought to be enabled by Pilotlight's approach to group working and co-design. For example, one of the co-design team talked about the value of "facilitation", which "helped ensure that everyone was able to contribute" (Group discussion). Ensuring that relationships were developed across the traditional boundaries of practice, provider and service user was important to Kate and Judith. This approach was recognised and valued by the co-design team who said "mixing it up every workshop so that people were placed at different table every week was valuable" (Group

discussion). This was echoed by another participant who said that the workshops "always felt fresh — there's a lot to be learned from this co-design team, particularly compared with some training or partnerships/joint working" (group discussion).

As one of the co-design team suggested "Pilotlight is about changing perceptions and changing relationships" (Co-Design Team Member / 1). This particular team member has been tasked with taking forward the outputs from the Pilotlight project within Moray Council. For her, "Pilotlight has been a real eye opener". She particularly valued that "people turned up as whom they are". As she says, "we all have preconceived ideas and it's down to that personal interaction to change perceptions".

CHANGES IN KNOWLEDGE, SKILLS OR CAPACITY

Pilotlight Pathway Three aimed to create new capacity within Moray council and its community to use SDS to start a small business. The outputs from Pathway Three are one of ways the co-design team contributes to this capacity. When asked about their achievements as a co-design team, the group talked about the value of these outputs, saying "the tools we have created have been amazing. They will really help people to use their SDS budget to do something of importance to them whilst meeting their outcomes" (Co-Design Team Member / 6). Another member of the co-design team echoed this sentiment: "our achievements — putting ideas on the table and coming up with the results to suit everyone — we came up with suitable, easy to use strategies and tools to help you every step of the way" (Co-Design Team Member / 2).

Other co-design team members talked about the changes in their personal capacity. One co-design team member said "my confidence in my business idea has grown immensely. I'm still terrified of doing my accounts and tax return, but I also know how to source help when I need it. I feel able to move forward with my business and to have belief in my products and what I can achieve for the future" (Co-Design Team Member / 1). Similarly, another team member wrote "I have gained in confidence, knowledge and understanding on how to start and maintain a business using SDS" (Co-Design Team Member / 8).

For people commissioning and providing services, a similar personal capacity appears to have been gained. For example, one co-design team member wrote "I feel I have more awareness of the challenges of people who would like to set up small businesses and now have more resources to support them and provide the information needed" (Co-Design Team Member / 12). This development of personal relationships and shifts in perspective is echoed by another member of the co-design team who wrote "I feel I have learned so much about how it really feels to cope with illness of various sorts. Some projects you enjoy and some, like this one, you will always remember" (Co-Design Team Member / 3).

CHANGES IN BEHAVIOUR OR PRACTICE

Members of the team have made several robust plans for how they will continue this work. For example one team member described their next steps as follows "develop an on-line support tool where people can share their experiences, hopes, challenges and share how people can overcome those challenges — develop a directory of services available to help people set up

small businesses — keep in touch to ensure we have been able to achieve our aims and aspirations" (Co-Design Team Member / 6).

There have been some immediate, practical, impacts on small businesses for some member of the co-design team: "My business is up and running and growing slowly but steadily. I finally took the plunge and created a simple, informative, website. I also contacted another business, as I was inspired by their packaging, and they kindly gave me their supplier details. I now have fabulous, secure and neat packaging that allows me to send my products UK-wide" (Co-Design Team Member / 1). Increases in personal confidence and development have supported the team to progress some of the practical realities of their small business operation. Sorting out websites and packaging are necessary elements of small-business operation and seem to have been supported through the co-design work in this project.

At the time of this evaluation, the project outputs were recently developed and are only now beginning to be used in practice. For example, the co-design team produced a video about using SDS to start a small business. They also developed a Small Business Network in Moray to support people to create, and sustain, their small business using SDS.

Additional anecdotal follow-up with the team suggests that the prototypes have progressed and are being used in practice. Further research will provide additional detail.

IMPACT OF PILOTLIGHT PATHWAY THREE

As part of this evaluation, a set of indicators were developed to mark the successful implementation of co-design pathways. These are based on the rationale for the project and the theory of change that we generated to map the journey from rationale to outcomes.

In order to consider this Pathway successful, we need to evidence that:

1. Participants recognise, value and work with the core principles of the Pilotlight project
2. Participants value the creative tools, viewing them as useful both for the process of co-production and the development of outputs (prototypes)
3. Participants value the prototypes, viewing them to be appropriate responses to the issues that were identified and the contexts in which they need to be used
4. Organisations/communities value the prototypes and use them to change service provision, practice and outcomes for people accessing support

In achieving these indicators of success — or outputs for the Pathway — we assume that people themselves are the change agents in communities and organisations. In other words, it is the people in the co-design team who change as a result of their involvement in the process and who can champion changes in their work, community, and individual engagement with services.

CONCLUSIONS: CO-DESIGN AND PERSON-CENTERED PLANNING

The Pilotlight project draws inspiration from both design approaches and person-centered planning. In concluding this report, I reflect on the way the Pilotlight project extends the insights from these two fields by productively combining these approaches.

First, person-centered planning has proved difficult to adopt. As Sandra Dowling and colleagues (2006) note "even though the policy focus is on person-centered planning and it is broadly accepted as the way forward for service provision, it has proved easier to talk about it than to do it" (vii). Co-design brings a focus on "making", often adopting a framework of "make, enact and tell" to emphasise the need to reduce knowledge to action gaps (Sanders & Stappers 2014, pp.6–7). In this way, one approach complements and strengthens the other.

Second, advocates of person-centered planning suggest that a "realignment of power relations between service users and services providers is needed to facilitate person-centered planning" (Dowling et al. 2006, p.viii). Likewise, Sanders and Stappers suggest that co-design approaches aspire to "serve" people, opting to "design with" rather than "for" (2014, p.13). In this way, co-design and person-centered planning share a value base which is focused on people and their contexts over the needs of planners and policy makers.

One risk, however, in both approaches is the degree to which designers or planners 'facilitate' other people's co-production, but fail to act as a full-participant in the process themselves. Recent criticisms of co-production (see Nuture Development blog) suggest that professionals tend to 'lead' these processes. By placing themselves in the driver's seat, designers and planners could fail to unsettle some of the assumptions about service delivery and people accessing support.

RECOMMENDATIONS

1. The Pilotlight project worked with Moray Council on two of the four Pathways. This particular pathway benefitted from (1) previous successes in the partnership resulting in a strong commitment from Moray Council and (2) familiarity and trust within members of the co-design team who were accessing support. There are clear benefits to working in one area over time — it creates trust and enables embedding of tools and processes. Perhaps this model of two pathways, each focusing on a different service area, could be adopted in future — particularly if organisational culture change is viewed as one of the enablers for more wide-spread shifts in the design, delivery and experience of social services.

2. IRISS, and the Pilotlight project, could experiment with new forms of co-production which forgo 'facilitated' design processes and opt for more shared ownership of the process amongst the co-design team. This could be a particularly fruitful experiment in an area like Moray Council where IRISS and Pilotlight have strong relationships. Perhaps previous members of the co-design team could be enabled to co-facilitate the process? Pilotlight's co-design tools are already available online, but perhaps more could be done to support others to make use of these tools.

3. IRISS' place-based projects tend to produce robust short-term outcomes for the people involved in the process, but embedding long-term and scaling up to other areas can prove difficult. It could be useful to build in more time for embedding and scaling in projects of this kind. It could also be useful to support some members of the co-design team (through funding or support 'in-kind') to act as champions and knowledge brokers — sharing the story of the co-design process and working to embed and scale-up any relevant and useful ideas.

4. As the Pilotlight resources grow, it will become increasingly important to follow their uptake and usage, investigating and accounting for their usefulness to practice, the ways they are adopted and any translations that occur to make them more suited to particular contexts. In order for the Pilotlight project to create wide-spread culture shifts, translation and wide-spread informing work will be required.

METHODOLOGY

This evaluation uses Contribution Analysis (Mayne 2012) as a framework. Contribution Analysis (CA) is part of a family of evaluation approaches called theory-based evaluations. CA uses a theory of change to show how a programme is intended to work and the projected impacts of its production. This process of "logical argumentation" (Wimbush et al. 2012) determines whether the outcomes observed are the result of the programme's activities.

Developing a robust theory of change is central to a successful CA evaluation. The theory of change is modelled through a set of tools called logic-models and I include a logic-model for Pilotilight Pathway Three at the end of this report. The outputs from the evaluation tend to be narrative in nature and often read like a "journey" (Patton 2012) from resources through activities to outcomes and outputs. Done well, these narratives should showcase the rich detail and complexity of the programme's context.

This evaluation was participatory and user-focused, opting to evaluate 'with' rather than 'on'. The data, analysis and conclusion included in this report were generated while working alongside IRISS and participating in the everyday activities of the organisation. This work is ethnographic in nature and reflects both the formal strategies for gathering evidence as well as the day-to-day insight working 'with' an organisation provides. As a result, the author has had the opportunity to gain a deeper insight into the work that went into the Pilotlight project.

For more information on the methodology used to generate this report, please see the full evaluation of IRISS' Impact available at: www.iriss.org.uk.

REFLECTIONS FROM THE AUTHOR ON WRITING THIS REPORT

This evaluation has provided important insights into the risks and enablers for successful co-design as well as the short-term impacts of one of the Pilotlight Pathways. I attribute the depth of these insights and the ease with which they were gathered to Pilotlight approach.

1. As a co-designed project, there are on-going and in-depth relationships between IRISS and the participants in this work. It was easy to find and speak to people involved in Pathway Three.

2. Co-design uses a methodology that is easy for participants to understand and evaluate. Co-design makes the design process explicit and uses tools and activities that facilitate participation. 'Six hat thinking' or the 'Pilotlight characters' are just 'tools' in the co-design process — asking questions about the usefulness of these tools is familiar.

3. There is a process of reflection built into the Pilotlight approach. Kate and Judith actively reflect on the process of Pilotlight on the project's blog as do a number of the co-design team.

This enabled productive conversations and feedbacks about the specific dynamics of co-design, creating a robust evidence base for the evaluation.

REFLECTIONS FROM THE PILOTLIGHT PROJECT LEADS

Three key things we have learned from facilitating the Pilotlight pathways are:

1. Innovation happens at the edges. In combining our complimentary skillsets and experience as facilitators with those of the people using and delivering services we have worked with, we have achieved a level of innovation that would not have been possible had we been a less diverse group. It can be uncomfortable and there are barriers to overcome, but working through those barriers has been part of the journey for all of us.

2. Embedding design thinking in Moray has involved:
   - Not parachuting in – criticism is of the speed at which design is often brought in and conducted
   - Relationship building
   - Iterating design solutions
   - Committing to prototyping and the time it takes
   - Building capacity by giving by giving people tools to continue to use
   - Being prepared to share skills and not disappear when the funding runs out!

3. Given the context in which Pilotlight is operating, it is important to be realistic about what can be achieved and to manage the tension between creativity and practical application. Local authorities are under huge pressure to be more efficient, whilst at the same time social services are taking the brunt of the austerity measures. Enabling co-design team members to participate equally in the Pilotlight process has involved awareness raising and capacity building around SDS and the context in which it is being introduced.

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