Masters Design Innovation

Getgoglasgow: On reflection

Building a sustainable Social Enterprise in Glasgow's Wyndford for the Sustain our Nation competition run by Audi

Sarah Drummond

Foreword

The Audi project has been a rewarding process for me and developed throughout the last term questions that I have taken forward about this form of design practice into my writing for the course and has encouraged me to investigate further over the course of the year.
The project has been largely successful with two proposals making it through to the regional finals, with much commentary given by the Sustain our Nation judging panel about our strong community approach which is something I am very passionate about.

I have constructed a document that details our work throughout the process which I feel was important to write to pinpoint what role I took, where we succeeded as a team and where there were issues during the process. I think it is important to record this work as it questions the difficult nature of the changing role of the designer and what is needed to support this 'new' discipline of participatory approach in social design which is being demanded of students in the current design education field.

I have felt at times throughout the project frustrated by the timing of the Audi submission dates in relation the GSA calendar as I believe it has tainted our decisions somewhat during the design process and held us back in moving the project forward.
From the offset I wanted to 'end' the project when the GSA calendar said we had to, not because I don't want to be involved in the community after the work has 'ended' but because I feel professionally we should have timetabled better to achieve a finish point of handover to the community and as currently stands, our ideas are still largely conceptual and we have just about approached the finishing point. I've enjoyed this project as we have co-created solutions with the community, but I really would have liked to seen us producing more with them and being at a point of handover

There are reasons why we didn't achieve this. Lack of experience in this field held us back, and although the project has taught us a huge amount about this type of work and personally about organising time an communicating clearly ideas, I feel like we should have had some training in the beginning to collectively have a clear understanding of what this type of 'sustainable design' might entail.

To date the document is unfinished and will be amended once the project has been handed over to the community and reached a suitable for conclusion for us to leave.

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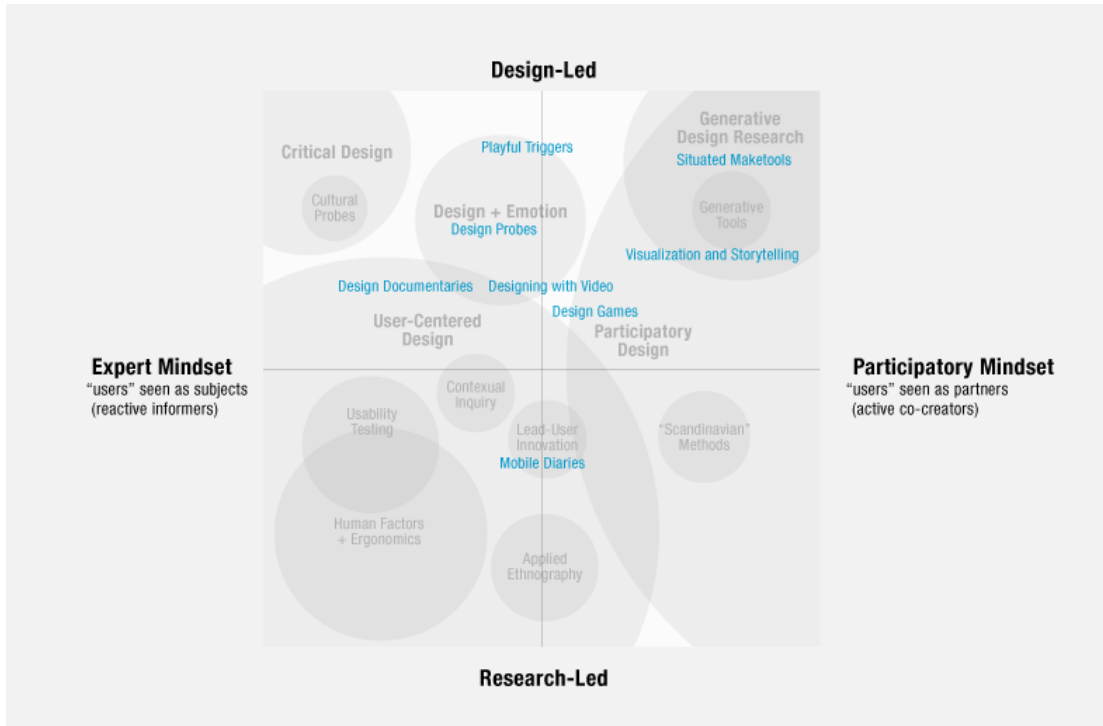
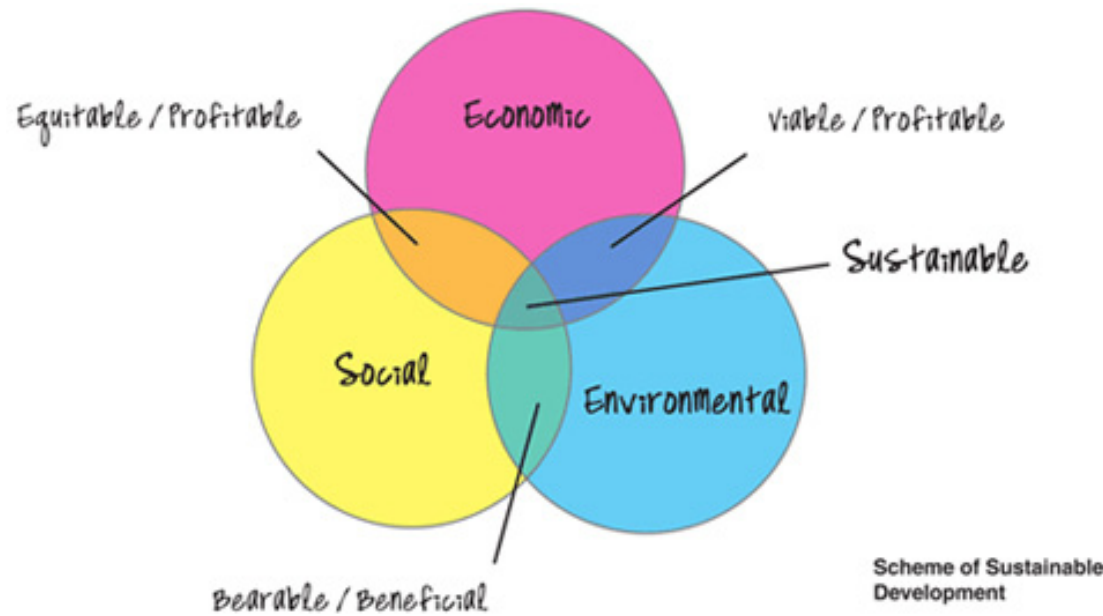Figure one: Evolving map of practices by Liz Sanders

Figure two: Adams, W.M (2006), DARC (2009)

Introduction

25/09/09
The project began hopefully, students from the Masters of Design Innovation and the Masters of European Design were joined together to undertake a design brief set by Audi's Sustain our Nation creating a team of twelve in total.
The brief was 'simple' in its explanation;

"a competition open to designers who wish to set up viable enterprises that will benefit their local community"

Audi's sustain our nation competition were asking students from schools around the country to produce a social enterprise which would tackle one of five issues; crime, health, finance, ageing population and energy and climate change. The project was looking at 'sustainable design' but echoes discussions existing in the current design community about the changing role of the designer and the merging boundaries of design disciplines (see figure 1). I would consider this project to be under the participatory umbrella as largely what we had to 'design' would be co-created directly with the community we were working in. The difficult nature of the project was this changing role of the designer as some members of the team hadn't undertaken work of this kind before, but this was a positive notion as we are all here to learn from one another and I felt like the team had a good range of dynamic skills across the board that covered Morelli's three fields (see figure 2) of social, economic and and environmental. In the last twenty years the role of the designer has changed from solo author to co-creator. In a move away from the modernist conception of designer as individual expert, design thinkers have adopted a participatory approach, involving users directly in the development of new products/services/ systems throughout the design process.
This can largely be seen in the emergence of the Service Design discipline throughout the last decade, which has been highlighted and catapulted into the hands of students, business

and governments worldwide by the internet's coverage and sharing of methodologies .
I felt that having worked in the public sector with Skills Development Scotland and with Think Public that I had a good understanding from the offset about how this project might 'feel', having worked directly with users and communities in the development of new services.
Service design leans heavily on the principles and methods of participatory design, a practice with roots in the Scandinavian workplace and trade unions. The discipline is predominately co-creative, user-centric and adopts a holistic approach to design, including insights from, and direct engagement throughout the design process with a range of stakeholders and user groups in the development of new service offerings.

"...there are professions more harmful than industrial design – but only a few"

"The time has come to review Papanek... from a new perspective, which reduces the distance between market-based and socially oriented initiatives".

Victor Papanek in 1971, suggested that designers take stock of what they're doing, suggesting that designers who engaged with the market should spend one tenth of their time or money towards socially responsible projects. Nicola Morelli argued in 2007 that Papanek provides a 'triple bottom line' for considering new design proposals, merging towards a basic definition of sustainability and a new model for the design process that considers environmental, social and economic impact. (figure 2)
In this 'new' role of the designer there are obvious challenges which will unravel in this document.
One of the main issues from the offset was that the students collaboratively did not hail from Glasgow or in the case of the students from the Masters of European design course, had not been in Glasgow for over three years. This was the first challenge, as a group we must find a 'community' to work with and felt in the timescale under immense pressure to address this.

As a start, and to familiarise ourselves with one another, and to set a 'tone' for the project, I introduced a mind map that I had used with the branding company O-street that easily transcends disciplines and works to set not only a graphic identity but a vision and voice for projects. Working through this allowed us to bond as a class, introduce brainstorming methods and a democratic way of communicating thoughts by using postits which in observation some people struggled with.

What naturally developed during this exercise was a key set of 'ethical principles' which underlined the difficult nature of this work. Key words that appeared throughout the session were sustainability, community, conversation and people.

"Designers will not longer only design for people, they will learn to design with people. Co-designing will require new forms of communication to support the collective creativity that arises between designers and every¬day people."

"At this level, co-creation creates a dialogue and conversation that may uncover what others did not perceive as a need or opportunity, did not understand as a problem, or did not understand how to address."

What was also made clear was an approach about how to tackle this project, consult first, then decide on a theme. Personally I found it difficult to accept that it would even be suggested we choose a theme first as that would be presumptuous of a community need. This became a major obstacle in the first couple of weeks of the project to accept the change in mindset needed to be adopted to accept a very 'fuzzy' front end approach to defining a problem and developing a solution for the brief.

What also arose from the mind map exercise was the various 'clients' we would be interacting with and realised in this project we will be sitting in the middle of a hierarchical scale between grassroots community and top down management (MP to council to housing organisations etc) and therefore needed to develop a united brand that could speak to both corporate and 'public' so we would appear professional at all times.

We also looked at existing social enterprises, or companies/initiatives with a social imperative and posted these on a sliding scale of positive to negative, allowing us to share best practice and get on a common ground about how we would like the project to shape up.
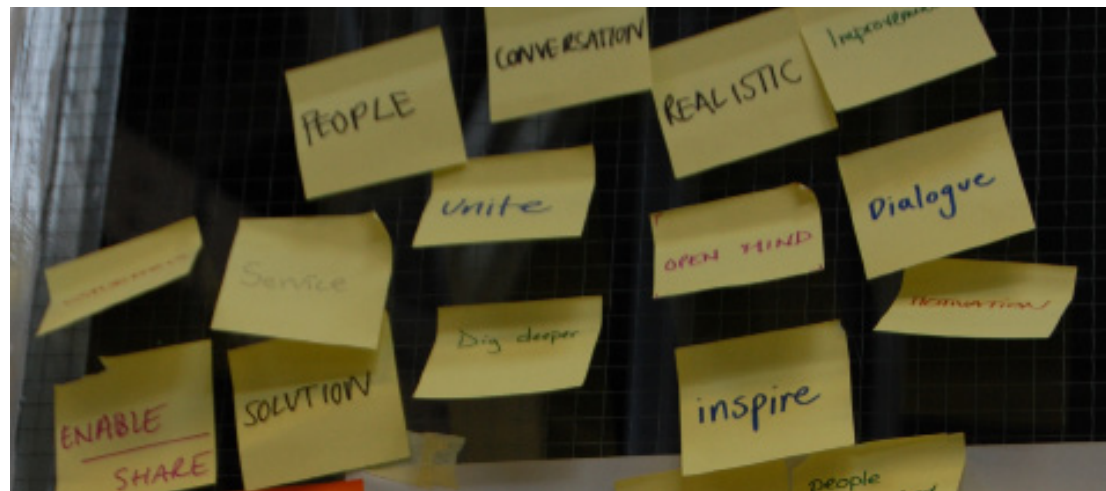
25/09/09

I am an avid social media fan and documenter of work and I understood from the offset that it is really important for us to document our work and also build a network of professional contacts working in this field to advise us in our work. In response to this I set up a ning based platform for the class at http://sustainournation.ning.org which is a live social network that all the class members joined. It allowed us to share our work and blog about the project collectively all in one place. I also set up a twitter account which attracted attention from companies like Live|work, Engine, RSA fellowship, NESTA, Think Public and to date has 195 followers and features in 19 lists. I took on the role of regularly tweeting on behalf of the project to inform our followers of new blog posts and ask questions to our mentor network.

29/09/09

We had a desperate struggle to find a community to start working with. I had a contact in Glasgow Culture and Sport who referred me onto 'one of his best' community centre leaders. We thought the best way for us to integrate ourselves into a community was to search out the local hub first and work outwards. I organised a meeting with Jim Stewart who runs six community centres in total, one of them being Maryhill.

In the same day we settled on a brand and logo, 'getgo' which we felt met the brand voice and tone we had stipulated in the first session. We extended this further to 'getgoglasgow' and felt the name 'getgo' could work in other cities. As a class we conducted a brainstorm entitled engagement tools, which again some of the group found difficult. As a designer, and in our changing role, I believe that alot of the time our value is now in the conversation pieces we create to visually articulate insights and build a deeper understanding of user research.   We worked through basic ideas that would act as 'conversation' starters with the public and planned for a trip out of the studio to Maryhill, which ideally split the class up into tasks as all 12 of us would have not been suitable to attend a meeting with Jim. We looked at simple generative tools that would focus the public's thoughts during vox popping sessions like 'what would you change' boards and lollipops containing a mobile phone number where the public could text us their issues.

02/10/09

We largely spent the next day working together to get the engagement tools finished and also prepping ourselves for a day out in Maryhill. We split ourselves into partners and equipped ourselves with digital and video cameras to ensure everyone could capture the work. The idea behind the partnership was that one person would engage and ask questions while the other documented. We produced consent forms which is an often overlooked factor with students in design schools.

05/10/09

For the outdoor session, 'engaging the public' I worked with Rose. We travelled to Maryhill with an aim of gauging public opinion about the area. What became clear straight away was that it was quite difficult to get people to open up and talk to us, often people were suspicious of the camera and our investigation which meant a different approach was needed (camera in bag). Myself and Rose headed down the main road of Maryhill, talking to people on the streets to fill out a 'what would you change' board. We had alot of success using this as it required people to really think about their answer before writing it down and allowed us time to start a conversation with them which we documented in notebooks. The problem we were having, as the two other partnerships mentioned in Maryhill was that it was a very 'large' area, both geographically and in its community diversity. Due to the short time frame of completing phase one (five weeks to submit initial proposal), we needed to find somewhere more focused. I didn't really believe this but in a stroke of luck myself and Rose got speaking to some elderly residents about 'the Wyndford'. They had mentioned they felt scared at night because of youth crime and that the area was in disrepair. They directed us there and this is when we found Wyndford. It used to be an old barracks and so has a large wall surrounding it, meaning if we worked in this area, there was a clear definition of where we were working. I think for the group this was a good thing but I do believe we stepped away too easily from a challenge of perhaps bringing a diverse community together, again, I feel it was the time restriction that tainted our decision.

Whilst in Wyndford, armed with basic questions, a clear theme started to emerge. In essence, 'youths' had nothing to do, therefore committed crimes like vandalism and drug taking, having an effect on the visible surroundings and the rest of the community. This in no means was an in depth evaluation, but at this point in the project, was a good theme to pursue. We both took notes of all the stakeholders visible in the area and main locations to map when we returned to the studio.

On the other side in Ruchill, the other half of the team had experienced less success. One of the quotes that resonated with the team was,

"I'm all social enterprised out"

The team were highly negative on return about the area as they hadn't received a welcome response from the community centre there or the people. I think this was a very negative attitude and I viewed this as a challenge and opportunity, but I had already been working in Maryhill and Wyndford so was pretty set on focusing here. Some of the Ruchill team discussed that the tools for engagement hadn't worked but I think this came down to a misunderstanding of what we were there to do, and lack of experience in interview techniques which we should have been trained in before going out to communities.

06/10/09

The next day the team met back at the studio to disseminate the results. For me, I view the walls of a studio as a conversation piece. We needed to both see visually and hear from the partnerships how the day had gone, the main insights found and a general understanding of what had been discovered. It was a real struggle to push printing off visuals and annotating them with findings, as it's not natural behaviour of some of the team. I think generally, on feeding back to one another, we all realised at this point there had been a lack of communication in the intent of going out into the communities, the idea and concept behind 'co-defining the problem with a community' rather than deciding in our studio what 'problem' we might want to tackle. In the realisation that we were perhaps not documenting all the work, I made sure after every activity we did to capture it and collect media from the team.

07/10/09

With the research visually disseminated, we met as a group to discuss the problems we had encountered both in our approach and in terms of what the communities considered to be key issues in their area. Both areas had similar 'problems' along the lines of crime but were very vague at this moment. The team felt as a collective we should visit both communities in Ruchill and Wyndford to make a decision on what to do next. Either we could work as team in one area or split into two, the latter which I felt was the best idea.

08/10/09

We visited Wyndford in the morning, this time armed with posters which included our web address and mobile number of the phone we kept in the studio so we could reach out to the community to get in touch. I found it difficult being with the team all together as only very few of us actually spoke to people whilst in the area and took the initiative to go into various stakeholder buildings. As a service designer I'm very used to collecting lots of material to build up an understanding of an organisation,

service or area, and I don't think as a collective we had the training to understand exactly what was required of us. On our part it was a lack of communication by the team about what we should be doing when out 'in the field' but in the changing role of the designers it's about learning through experience and it's difficult to explain the mindset required for this type of work through conversation alone, and in such a short period of time. In Ruchill, and not familiar yet with the area, I was looking for the other half of the team to lead me and the Maryhill team through their findings but it was largely a 'wasted' trip as we just walked around with no real impetus in talking to people or collecting material.

On return to the studio, we agreed as a class to take forward a project in Wyndford as a team. I was nervous about this decision as I thought once we had mined deeper into the problems, we could potentially uncover alot of issues which could be troublesome as a large team because multiple projects might arise and in the future of the project could cause issues of too much going on in one community. Wyndford did make sense to focus on because this project required us to build a concrete relationship of trust with the community and in the time restraint, would have been more challenging in a larger, less defined area like Ruchill.

To decide on what to do, we democratically voted on key issues we had identified which were to do with youth crime, lack of activities and communication in the area and so we had found a 'focus'.

09/10/09

We brainstormed again more engagement methods and generative tools we could use to open up the issues surrounding crime in Wyndford. I think after the first outing, the team had a much better grip on what kind of tools might work to engage members of the public in conversation and visually capture insights in designed artefacts which sociologists/designers like Jo Harrington, an associate from Engine talks about in his work with Barnet Council.

At this point, we also spent time mapping up the area and investigating the roles of the various stakeholders involved/operating in Wyndford. We looked at the local housing agency, the council, local enterprises to understand how we might be able to work with existing activities or initiatives going on and work with them. Essentially we were bridging the gap between grassroots level and top of the hierarchical triangle as so to remain impartial to any political debates.

I thought it was also important that we look into the history of Wyndford to make sure we had the relevant knowledge when talking to public and stakeholders and not appear ignorant.

During the first session in Wyndford, someone had mentioned the school closing and the community spirit being lost so I investigated

this further. I uncovered a collection of articles and youtube videos documenting very recent protests (May/June 2009) against the closure of the local primary school. This allowed us to view many of the local champions who are important to find in projects like this. We also tapped into the people who are passionate about the future of their community and felt if we could channel that energy under a positive umbrella we would be moving in the right direction.

12/10/09

"Communicating a clear ambition encourages collaborators to trust you and gives them a sense of purpose in their work. This facilitates a high level of engagement. Why? Because when people fully understand the business they're involved in, they can see the value in sharing their ideas, thoughts and opinions both immediately and in the long term... Put simply, when it comes to the business objectives for a co-creation project, transparency is key."

In our communication to stakeholder and the public it was important to have a really clear definition of what we were setting out to do. As our theme was extremely loose, we opened it up by brainstorming questions around crime so in our next session of field work we could develop key insights to what the problem is and why it is happenening.

Furthermore, it was important to holistically look at the issue of crime, as it is everyone's problem, not just the police. This was thinking less than just about the treatment of crime, but the prevention and really getting to grips with who was committing crimes and why and the larger effect this had on the community. As a project, we also needed to appear more transparent in our approach and our intentions and decided to be honest about the fact we were working on a competition.

13/10/09

A few of the group spent some time visiting various organisations affiliated with Wyndford and the surrounding area to build relationships with them, exploring the issues of crime in the community, building through this a deeper understanding of who the key decision makers were in Wyndford.

"Wyndford is a crime spot"

We wanted to understand why this was. The BBC reported that in Scotland, Wyndford is the 18th most deprived area. Through gathered knowledge, we discovered that 'youth', in the eyes of various organisations meant 18-25 year olds, and common opinion was that if you work with the younger generation, and provide activities for them then they are less likely to go

down the 'wrong path'.

"The youth are bored, the problem is boredom"

Discussing activities was interesting because there were some comments that parents wouldn't let their children go down to the Recreation centre as it's the wrong side of the estate. It was obvious the activities were enjoyed, and that diversionary activities for 'youth' worked to an extent, the problem is there was not enough activities and online, most of the stakeholder websites were out of date. On top of it, most activities only happened in the evening and the recreation centre was largely closed during the day.

There was also emphasis put on the school closures, and how the 'community spirit' had been lost. The playground, which had been a communication network between parents had gone and that had dented the community. Furthermore, and echoed by residents was a poor relationship between organisations and the public. The community complained of not being listened to and criticised organisations for poor consultation and wasting money on what they thought would benefit the them.

Through twitter, I made contact with the Scottish Socialist Party who had been documenting some of the school protests and updating them online. They still talked about Wyndford and became interested in the getgo project. Their online presence was useful as they made contact with us and provided us with dates of upcoming Wyndford events and names of people to contact regularly.

The ning also brought us attention in the form of the RSA's Tessy Britton, the head of the fellowship who set questions about the project, offering friendly advice for next steps forward.

14/10/09
We spent quite a bit of time developing more engagement tools to use at an event we were planning at the weekend. We created visual artefacts that would prompt members of the public to place markers on areas of Wyndford that they felt safe, afraid, proud of and bit's they don't like. The idea again was for this to act as a conversation piece for probing the public on where they placed markers. The maps that were created raised an issue that's been bothering me about ethics of designers.

It is the effect on participants that designers need to be careful of in their engagement work. Perhaps the latin phrase, 'primum non noerce', first, do no harm, a principal of medical ethics would suit designers work. If sociologists, criminologists, biochemists all have codes of conduct, why don't designers have one, similar to that of the Statement of Ethical Practice for the British Sociological Association.

Referring to Jo Harrington again, he highlighted this issue and the even greater effect designers can have due to the often physical and visual formats their research takes. He presented a project that detailed ethnographic research he had undertaken in Barnet with members of the community. During interview sessions, participants were asked to map out their existing social networks in the areas where they lived. Jo commented,

"...we as designers need to watch is around the ethics, is our effect upon the users, upon the people we are researching, because actually, ethnography is a kind of mind field of ethics, and sometimes as designers we can sort of rush in and ignore those ethics, but actually the effect that these kind of tools can have are quite sort of shocking...when they started to draw their communities, and started to see this, they saw that their social circles were incredibly small, and that they didn't really go anywhere and they found that quite alarming. There's a sort of exercise in managing that and moving away from that."

This engagement clearly had effect on the users. In this instance, perhaps the effect could be considered positive as participants were able to acknowledge the problem, and the designer brought value by empowering people to visualise and evidence their life. Fergus Bisset whose work focuses on motivational design commented,

"That project basically mapped a big list of the extrinsic events that had caused or resulted from those people's life circumstances, they were then able to see that they were extrinsic, not instrinsic and were liberated from their effects, we should be having this impact with all our work!"

So in the case of 'getgoglasgow' and the mapping engagement tool, I was uncertain about asking participants what they are proud of as during the initial research phase it had been made quite clear that alot of people hated the surrounding environment. Yes there were things they were proud of, but by mapping it in relation to a map and focusing on area, it limited the choices of answer to this question and during the event they were used, caused participants adverse effects, and a feelings of unhappiness.

15/10/09

Due to discussions held earlier in the project about splitting team strengths, myself and Laura headed out to Wyndford to conduct contextual interviews with residents and some additional vox popping to ask some more clearly defined questions. The team had felt it better to have members out of the studio who were confident in interviewing members of the community.

This is mentioned in the handbook, Skills in Neighbourhood Work that a team needs to contain a diverse range of talents and the should be split into conducting tasks which are suited to their talents. In the case of the project, it was difficult to know how we should split up as we were not used to working with one another yet.

The interview with Mary was fantastic. Mary is an elderly resident who had spent over 40 years in Wyndford and was able to give us a detailed picture on how the area had gone downhill and why. She talked alot about the closure of the school as a big problem and that the community had suffered greatly because that was one of the last interaction points for residents.
During our vox popping sessions, we met a resident called Jake who took us on a tour of the area, pointing out problematic areas and explaining why he thought so;

"The worst thing is that there is nothing for the kids to do, and because drink is so cheap, they fill their time with that which obviously causes them to commit acts of vandalism. The centre is closed all the time so they've nowhere to go, most adults around here are scared of them."

We also met a group of parents who had collected their kids from the new substitute school. They reiterated the loss of community and the fact the kids had nothing to do or no time to play together now after school because they had to travel by bus.

16/10/09

In a follow up, a few other members of the team spent more time in the community talking to local residents. We knew it was important to find our local champions who would help us create new ideas and take the reigns of new initiatives. On this day, we found one who had featured prominently in the youtube videos about the school closure. This was when we found Franny, a well known figure in the local community and very pro active in tackling issues with the council and Cube housing association.

We found out here that members of the community would be digging up the football pitch together a week on Saturday and we knew this would be our chance to tap into all the local 'activists'.

The 'shaky' centre was also discovered that day and they went along to meet the owner, Stuart Mcbell who ran events daily. Stuart was funded by a council grant and Lloyds TSB but said year to year his job was in question as he couldn't rely on these as sustainable income. The centre sees about 600 people come through the doors weekly, but he had to stop hosting evening events because he was getting too involved in the community and not maintaining a separate life from work.

I found this an interesting point as it is something I am wary of when it comes to community work. You do need to build relationships with the community but you have to be careful of getting over involved.

Stuart was a useful find and gave us a run down of events happening at the centre allowing us to build an even richer picture of Wyndford, its infrastructure and activities which we added to our map at the studio.

18/10/09

One of the events we decided on was to hold a tea stop at the main entrance to Wyndford to talk more to local residents because at this point we still hadn't really interacted with enough residents and we wanted to get the getgoglasgow name out there. It was a great observational activity as it took place at the weekend and allowed us to see what was going on. You could see the police around alot, patrolling the area and we witnessed youths being searched around the main shopping area. It was obvious that the youth had nothing else to do, even the surrounding area wasn't conducive to playing with some parts of the ground purposely rigid to deter people from hanging around or playing.

I found this day very frustrating as nobody really tried interacting with the residents as they passed which defeated the purpose of being there, again this comes back to the point of needing more training in interview skills or choosing members of the team carefully who were comfortable to be there. As a whole group we looked unapproachable and this effected the number of people we spoke to.

I spoke to several residents about crime issues and the community. I found the visual mapping boards cumbersome to use and off putting from having a conversation with residents who obviously didn't want to stop for long. I used the board properly with two young kids, aged twelve as they hung around for longer and allowed us to have a much more in depth conversation but it had the effect I had previously mentioned when the boys couldn't name anything they were proud of and then proceeded to tell me it was rubbish to live in Wyndford. What was interesting during this conversation was discovering a completely natural network of all the young people in Wyndford. Everyone knows each other and they communicate effortlessly knowing where everyone lives and finding it easy to pass a message on either via word of mouth or text.

I found again the lack of documentation difficult as I noticed boards being used a couple of times

but no record of this was ever produced and defeats the purpose of working as a team if we were supposed to share findings.
Speaking to other residents there was a clear theme coming through about finding the community again and their voice. Speaking to an elderly resident,

"A community spirit is present but it is invisible, there's not enough to do, and for adults too"

"We need to come together and discover a bigger voice"

It became apparent that even though we were tackling 'youth' crime, a broader approach would be needed and that perhaps the way to achieve this would be to encourage more intergenerational activity and accountability between generations in the way they behave.

20/10/09

By this point we had alot of information to disseminate and make sense of so as a group we posted it to the walls and discussed the findings, pulling out key insights and themes and grouping them together to create a key set of principles to take forward into the project. (see image for results)

"Designers will no longer only design for people, they will learn to design with people. Co-designing will require new forms of communication to support the collective creativity that arises between designers and every¬day people."

We had decided early on in the project to hold a co-design workshop of some format to bring residents together to produce ideas for the community based on the findings. There was a struggle for some here as they had ideas about what we could make for Wyndford after the research. I believe that work like this needs to be completely co-created with the community and felt if we had 'designed' something from the studio, we would have been imposing our ideas onto the community.

22/10/09

We still weren't feeling sure about our key insights to present back to the community. In discussions about the co-design workshop, we felt we needed more focused 'problems' to take forward that used an exact example to resonate with residents. We produced the following 5 points to work from;

1. Residents are being kept in the dark about the work of organisations and feel that they are under represented in plans for the community

2. The closure of the school means that there is no specific meeting point for parents and the school community has been divided up

3. There is nothing to inspire families to do things together

4. There is not much for young people to do and they get negatively stereotyped in the community

5. There are no attractive meeting opportunities in the community that cater for everyone

I took on the role of creating a film of the research that portrayed these 5 key points that would bring to life the 'problems' of Wyndford using visuals, vox popping recordings and key quotes that backed this up. I had to be careful in creating a film that would not dishearten residents in the workshop but would take on a motivational role to get the residents on side to change things.

"Designers will learn to use their own creativity to amplify the creativity of other people. In the future, designers will be the creators of scaffolds upon which everyday people express their creativity."

We started to develop a game that involved rolling a dice after an issue had been chosen by a table that would encourage residents to think outside the box and not be constrained by thinking 'how much would this cost?' or not believing it was possible. We then made sure to create documents to work with including a running timetable and materials list to ensure the workshop ran without any problems.
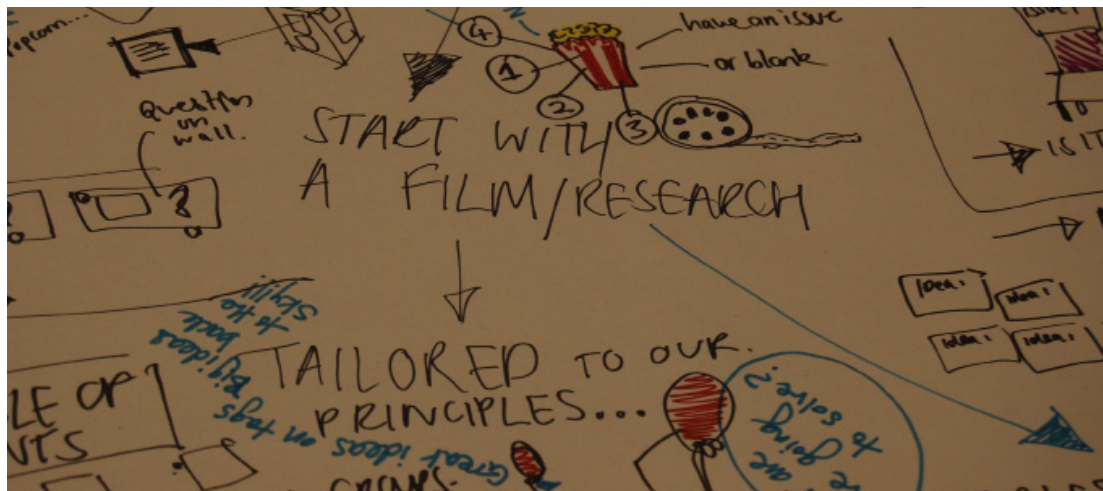
23/10/09

Even though we had created 5 points that had more context to them we felt that they needed something else to encourage residents to think about them in relation to Wyndford and think about the issue from all perspectives.
In response to this, we created 5 stories to accompany the key points which revolved around fictional characters to make participants think in the shoes of others and about all sides of the equation including the perspective of stakeholders.

24/10/09

I was unable to attend the football pitch event which was organised by key local champions in the area. Judging by the some of the team's feedback it looked like a resounding success allowing them to build better relationships with members of the community and importantly gain trust.
They were also filmed by a local reporter who often documents events in Wyndford and posts them on the internet. The event meant that we had tapped into a network of activists and they took the opportunity to invite them all to the workshop taking place the following week.

26/10/09

There was a lot of preparation needed for the workshop, including the making of generative tools so the day was largely spent doing this. Participants were also reminded to come via phone or email, including local stakeholders who had been invited as we wanted to develop ideas with the people who deliver services in the area and create an equal and democratic platform for doing so.

The co-design workshop we held was a successful event in that it produced four really good ideas, brought members of the community together and the feedback received from participants was great. We made the atmosphere as comfortable as possible by providing drinks and snacks and kept the introduction informal and importantly as transparent as possible, explaining why we were here and why we wanted to work with the community.

"How come a bunch of students got this to happen and get all this done in 3 weeks and the council still don't get it?"

Split into four tables the groups were led by two facilitators and led through the activities. The film was well received and a copy was sent onto Frank who is a member of the community council. I got a feeling it had motivated people to want to work with us.

The workshop consisted of an introduction, a quick task to familiarise tables with one another asking 'why are you here' on boards and openly answering our motivations for being there. We watched the film, discussed the issues raised in it, used dots to fairly choose an issue to take forward and played a game using a dice with rules deciding ways to tackle a problem, i.e roll number one and solve the problem like you're a caveman. We then took one of the ideas generated forward and used a storyboard to expand it and make some sense of it. I facilitated the Wyndford Olympics table which generated an idea around holding large scale outdoor events and a running a scoreboard for teams of Wyndford. Facilitating can be quite a difficult role to take on and I feel this is something that is under taught in design education at the moment.

"...facilitation is not taught in universities and not every designer is a good facilitator"

A designer must keep a democratic hat on and allow all users to participate. Perhaps the problem of sharing methods of co-creation over the internet is that inexperienced designers or non professionals will begin to tokenise

techniques and not use them correctly. Texts like Co-design are comprehensive in their descriptions of how to facilitate correctly in the context of workshops, and are incredibly detailed about the way a facilitator draws people's ideas, how to deal with overpowering participants and how to correctly note take, to name but a few considerations. These details are important and without proper training in this domain, results of a workshop can be tainted.

"The public needs a language that can give its creativity a focus and help individuals turn their intuition and knowledge into a workable idea. That language must also be able to bridge the gap between the vision of the common resident and the technical thinking and jargon of the architects"

This role of facilitation is about relinquishing control, and the tools of designer, namely their ability to give ideas form through drawing or model making must be carefully considered. Designers can be incredibly influential in what they choose to make tangible, by making something real, it can sway the whole group's opinion one way without considering other possibilities. Therefore the designer must act impartial, and drive the group through the creative process rather than own it.

In the case of getgoglasgow, a proper evaluation was not carried out by an external moderator from their first co-design workshop but members of the team did feel at times that they were overemphasising preconceived ideas that they had come up with prior to the workshop. The workshop had been a success but it is difficult to self analyse your performance as a facilitator and realise if you over emphasised your personal ideas or led the group down a path by drawing a suggestion and not another.

The ideas we did end up with however were fantastic and genuinely co-created with residents. They were at this stage however very sketchy and perhaps slightly unrealistic but this was what we had aimed for. It was our job now to bring them to life and suggest how they might work and remain sustainable.

28/10/09

We spent the next day capturing all the ideas that had been generated and disseminating the final 4 ideas residents had generated into stories. We settled on 3 projects;

Listen Up

Green Gorillaz

Getgoing!

It was at this point we split into groups. I joined Getgoing! as I had been on the Wyndford Olympics team and this had morphed into an activities initiative to keep youth's active and out of trouble.

29/10/09-04/11/09

We went back through the Wyndford Olympics work and looked at what the core elements of it were. Based on our knowledge and notes taken during the workshop we could begin to piece together the makings of a social enterprise by creating a workable storyboard of how it would run from organisation to fundraising to main purpose.

We looked at what tangible outputs were needed to make this run including booklets of different games, text rings of contacts, mentor networks for financial aid etc which helped us to pad out our proposal. Most emphasis was put on making this sustainable and ensure through organisation, funding was being achieved and feedback was gained after events to gauge what residents wanted.

We created quick prototype mock-ups of some of the tools involved to try and bring our proposal to life and spot any potential problems in how it works by acting out scenarios of getgoing!

prizes donated by local stakeholders are needed to motivate people to come to fundraising events

competitions and prizes are needed to motivate people to come to funded activities

people's opinions need to be listened to to keep them interested, incentives are needed for the organisers and evaluators

fundraising activities

funded activities

evaluate

Overview:

GetGoing! is a social enterprise that is being developed in the Wyndford estate, Glasgow. It aims to inspire the Wyndford community, and provide them with the tools to create, develop and run their own activities and events. Consequently, Wyndford's community spirit will be re-invigorated, prompting more respect and communication between generations. Crucially, GetGoing! will provide positive outlets for young people's energy, aiming to reduce anti-social behaviour, underage drinking, drug use, gang culture and boredom.

GetGoing! works in a three-stage circular process; fundraising events, funded activities and evaluation & planning. Fundraising events such as bingo will be held, where bingo cards and refreshments can be sold, raising money for stage two; funded activities. These will be mainly aimed at teenagers, and could involve anything from free-running lessons to badminton. Stage three is evaluation and planning, which is vital to the enterprise's sustainability. Community members must be able to give their opinion on what went well, what needs improving, and what activities they'd like in the future. The GetGoing! toolkits use design thinking to help the organisation board analyse feedback and create new and exciting events that will encourage more community involvement.

Research and analysis at www.getgoglasgow.org.

Project Overview:

Getgoing! is a direct result of our co-design workshop in which community members developed solutions they would like in Wyndford. The Wyndford estate is a crime hot-spot with statistics showing it to be one of the most deprived areas of Scotland. Scottish National Statistics datazones show Wyndford as ranked in the first depravation decile for income, employment, health, education and skills, housing and the second decile for crime.

Residents said there are few activities for teenagers, families (the popular mother and daughter club was recently shut down) and the community as a whole. There is little or no communication or interaction between community groups and no intergenerational integration. With nothing else to do, teenagers often hang around the estate feeling uninspired and unwelcome. GetGoing! aims to help them to see potential in their physical environment and themselves. Consequently, the Wyndford estate will become less intimidating for the elderly, who will also have fun and feel like they are adding to their community. Larger events, such as community picnics or 'capture the flag' would aim to bring families together.

Interest in working with GetGoing! has been shown by the local housing association, a youth group and a sports charity.

Preparatory Work & Research:

At the start of this project we decided against making our own selection of theme but instead found a community we could get involved with and together choose the most relevant issue to address. We discovered the Wyndford estate and found it inspiring and full of potential. Using a variety of tools, including a 'talk-to-us-table' with tea and biscuits, a 'dream board' and 'text-us-your-ideas' lollies; we canvassed opinion and made contact with local residents. This led us to identify a range of issues, from the physical environment to the lack of communication between residents and the housing association, from which we formulated key insights and opportunities. We have also met with many of the local stakeholders, including the housing association, a local employment agency and the SNP Councillor. We analysed the relationships between them, and the gaps in the services they provide. This information, and our insights from the residents were later used as the basis for a co-design workshop with community members and stakeholders. The workshop gave residents the opportunity to take ownership of the project outcomes and allowed us to work together to identify the most relevant opportunities.

Key Criteria:

This enterprise aims to meet triple bottom line criteria. GetGoing! will be socially sustainable because it provides the people in Wyndford with the opportunity to take back ownership of their community. Through the activities being planned, evaluated and funded by the participating residents, this enterprise will help develop communication and interaction between Wyndford individuals in all age groups. It will also provide more visible and tangible evidence of community spirit.

The flexibility of the enterprise's structure allows it to meet the economic bottom line. Fundraising events will be used to raise money to pay for our funded activities, including providing instructors or buying equipment for games. Through a circle of fundraising events, funded events and evaluation the economic bottom line should be sustained.

Environmental bottom line criteria are met by various factors. The enterprise provides a service with organisation, time and effort being the main inputs therefore little need for the purchase of new products. Putting outside space and existing buildings into use for social objectives is environmentally viable.

Marketing & Sales:

The target market for GetGoing! is the community of Wyndford. There will be events for different age groups as well as family oriented and community-wide activities. The sales opportunities are events like Film Night with profit from entry and refreshments. Such activities would be targeted towards older generations with profits reinvested into youth activities.

Competitors in the area are small, nonprofit organisations that run community events. GetGoing! intends to work with these organisations to offer a holistic activities programme to the Wyndford community.

Currently, local activities suffer from low participation due to their fixed locations, poor advertising and irregular events. Location is vital as organisations based outside the estate walls are not seen as relevant to the community.

GetGoing! will create advertising boards which will be located throughout the estate to keep residents informed about activities and events. Flyers will be distributed through the newly created community council. The plan is also to use what we call 'large object advertising.' The Wyndford environment is a perfect host for large installations, such as giant board games, which would increase GetGoing!'s presence and make better use of the space as a community asset.

Management Team and Personnel:

When looking at our management team we reviewed two areas; our design team and the community champions we are working with. As designers, our role in this enterprise is to facilitate design thinking in order to achieve more holistic results. Our biggest disadvantage is not being known and trusted in the community. We are already improving on this by working closely with community champions and helping with current community projects like football pitch restoration.

In order for our circular process to work we need an organisational team to evaluate and run activities. It will include a community champion, Franny, a local youth worker, Wendy, and local activist, Allison. They are all well respected in the community and passionate about change in Wyndford. Members of the new community council are also interested in taking a lead in sustaining GetGoing! into the future. This group is full of enthusiasm but needs the community input, inspiration and creativity to plan and evaluate the events. GetGoing! will provide toolkits, workshops and assist in planning the initial events in order to facilitate a sustained and successful activities programme.

Operations

It is essential that all GetGoing! events take place in Wyndford, in order to gain the most participation possible. The estate is perfect for outdoor activities with its large open spaces, including two football pitches as well as both grassy and paved areas.

For indoor events, the current best option is the Wyndford Recreation Centre. However, this is seen as 'the wrong side of the estate' which means parents are not happy to let their children go there after dark. Evening activities could be provided with a 'walking bus' to help residents feel more at ease. The old school building is an excellent alternative for the future as there are plans in place to develop it into a family centre with community facilities.

The running of this enterprise will require a website from where tools can be downloaded and evaluations stored, as well as toolkit booklets for those without internet access. Administrative operations will require a computer with internet access, a printer, and some equipment storage. Initially this could be based with Wendy in the office of the Ruchill Youth Project and later move to the new family centre in Wyndford.

Financials:

If this proposal is successful, the Audi Foundation would provide seed funding for this enterprise. As a community run organisation the future running costs will be low with possibilities of income through GetGoing! fundraising events and other funding schemes. This project fulfills requirements for grants from such schemes as Cashback for Communities, the Scottish Community Foundation and the Social Entrepreneurs Fund, with the possibility of gaining match funding. GetGoing! also tackles seven of the 24 issues from Glasgow's Single Outcome agreement which are the basis for Council funding applications. Funding gained would go towards marketing, hall hire, administration and further fundraising opportunities.

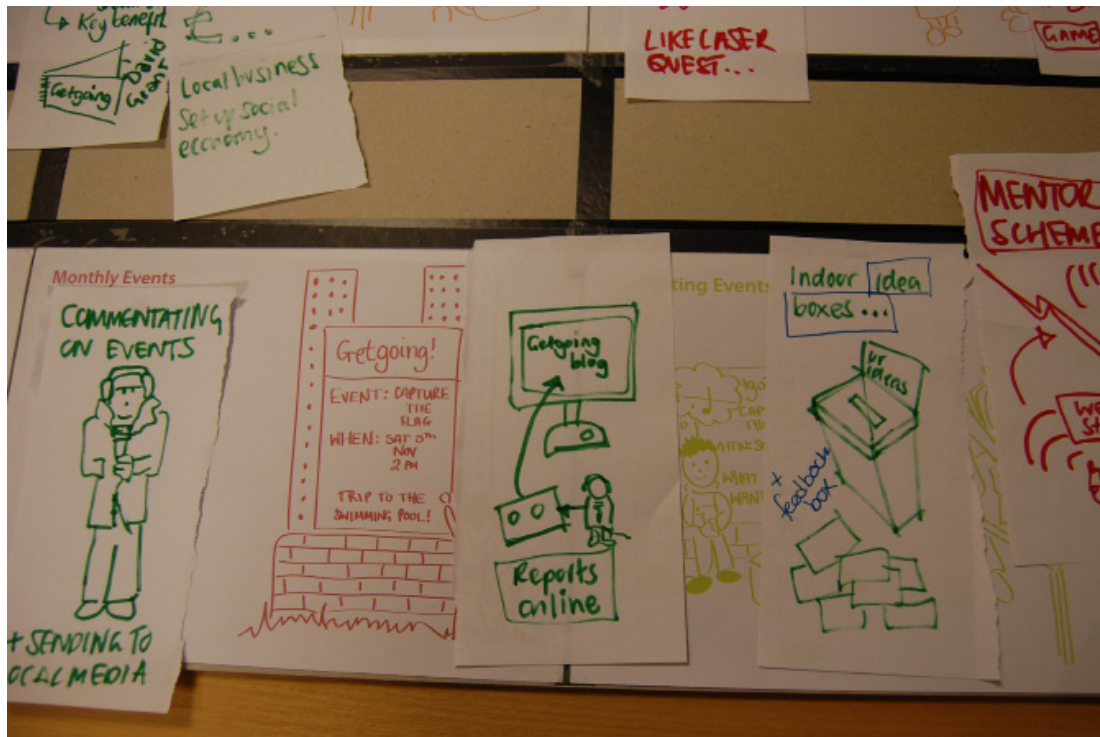Income will come though putting on fundraising events like bingo, film night and cake sales. Bingo

is popular in the community but there are currently no venues in the heart of the area. This would mainly be aimed at the adult generation with the incentive of a social activity as well as the proceeds being reinvested into other events. Many residents we interviewed wanted to provide something for the younger generation but felt there is little opportunity to do so. Prizes and incentives for events will be donated by the housing association, their contractors and other local businesses.

Evaluation:

Evaluation will be the key to the success of this enterprise. Stage three of the circular process is to evaluate not only after 12 months but continually and regularly throughout the project. After each of our monthly events a simple evaluation process will take place with the community's suggestions and comments feeding back into the plans for the next event. This circular system is crucial to the enterprise's sustainability through continual community engagement. Evaluation will take place with community members, stakeholders, and the local police through community feedback boxes, online forums, and personal communication. This is to ensure that the community is getting what they want and that the programme fulfills its aims.

An annual analysis would be community based in the form of an intergenerational community event; the GetGoing GetTogether! Specifics to consider would include whether there has been an increase in visible community spirit, lower crime rates in the community and whether the enterprise is scaleable or transferable to other areas. The management team should also be reviewed to check that responsibilities are being fulfilled and the enterprise is running smoothly and the constitution is being followed appropriately.

the events are chosen and planned

plan

organise

create contact lists the GetGoing! team can use to organise the event

feedback & evaluate

after the event, gather feedback from the community and analyse

Audi submission

After the submission there was a lot of confusion between the team of what to do next. If the community were co-creating this with us surely we would work with them again to vote on the best ideas and co-produce the solution with them to make it real. Unfortunately this was a competition and Audi would be making the decision on who made it through to the next round putting us in a difficult position of what to do next. Do we present our developed solutions back to the community before finding out who, if any go forward or do we wait until Audi make the final cut? This became a major setback in our progress as all agreed the team lost morale at this point. The work had been so intensive up to this point that I felt it was hard to motivate anyone to progress.

17/11/09

I would like to thank David Hicks for raising our morale on the project. He had come in to the studio to give our class a lecture on innovation and our discussion progressed in his presence towards the project. He set us an exercise to come up with answers to what the current situation is? Then a vision for what we would like to happen (a heaven situation) and then what we can do to achieve this. As a class we generated hundreds of ideas based mostly around feeding

back to the community what the situation was and being honest about the 'wait'. We made a decision to keep the community in the loop and planned a second workshop to develop all three ideas, stating to the community that none of them may go through but that we could win £10,000 for the community. This actually worked in our favour as the residents involved in our work became more motivated than ever before to produce good ideas and win the competition with us. This ensured that in the 'waiting' period we maintained our community links and trust.

19/11/09

The aim of the second workshop was to work with the community on making the ideas more realistic and specific to Wyndford. We produced a second film that brought to life our ideas and we decided to make tools for the workshop that would focus on getting participants to realise what already exists in Wyndford, what they would need to realise the 'conceptual' ideas and how we could achieve this. We were aiming for the workshop to develop ideas which were much more thought through and could potentially be realised with our help and the community able to take the reigns.
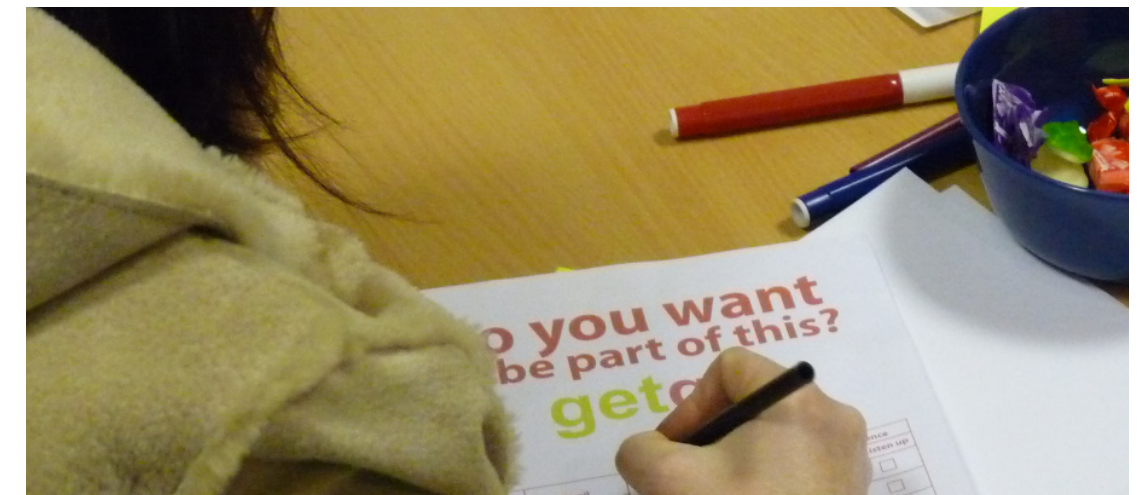
23/11/09

We ran a test run of the workshop in the studio to check that it flowed well and our tools were generating content in the right direction. Through doing this we actually found that our facilitators needed more questions about the projects to aid them when driving the creative process. Prompts were developed with questions like;

Who will use this?

How will we run it?

What is needed to make it happen?

How can we make this sustainable?

01/12/09

The second co-creation workshop was another success with the same participants showing up from last time. They understood our developed concepts and really worked to find out how we could make them successful. I worked on the getgoing! project and felt that we really came up with realistic tangible outputs that could be developed to make it work. I was frustrated that we never had time to produce a film to send to Audi as it made the proposal clearer than it had been. We picked three problems with the getgoing! project and worked through what we needed to address that, what we already had in the community and worked on solutions to then place back into the storyboard and present back to the other groups. Our resulting problems and solutions were;

Problem

Difficult to get everyone in the same place, People don't always have alot of time to commit

Need

Incentive to get everyone into the same place
Something to save time
A new way of meeting

Have

People from getgo events and the residents association

Each other's numbers

Solution

Communication channel (virtual platform that is closed and discursive)
Defining the contacts of members and making it physical

Problem

How do we get business to sponsor/how do we get start up money

Need

Money!
To network with other organisations
Basic equipment to getgoing!

Have

Space provided by the community (resident association, NGU, the 'Shakey'
Potential money from Audi

Solution

Set up as a not for profit
Make a business case outlining the social potential of the project

Problem

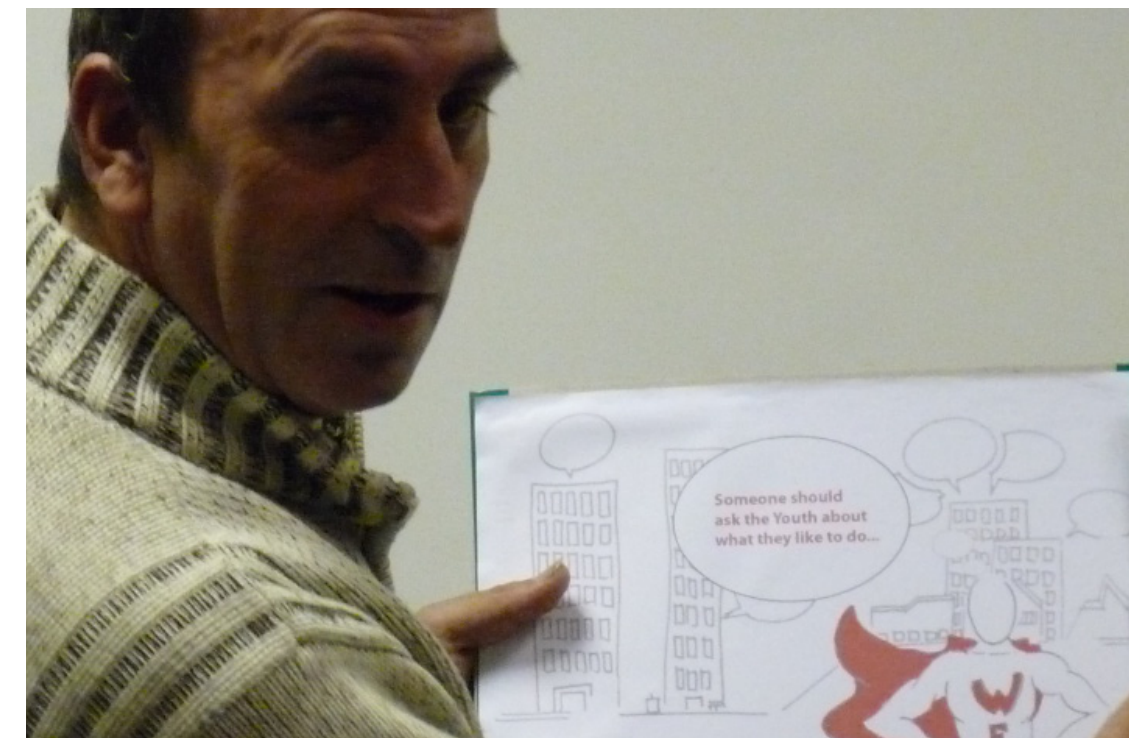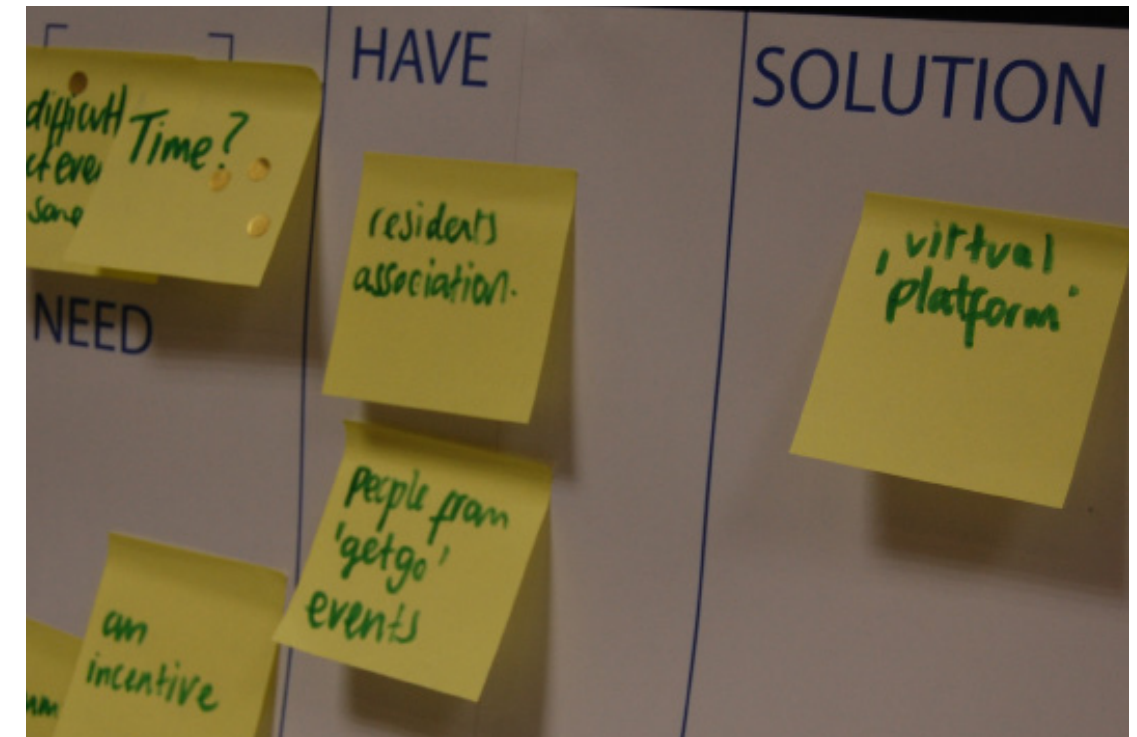How do we advertise all the events
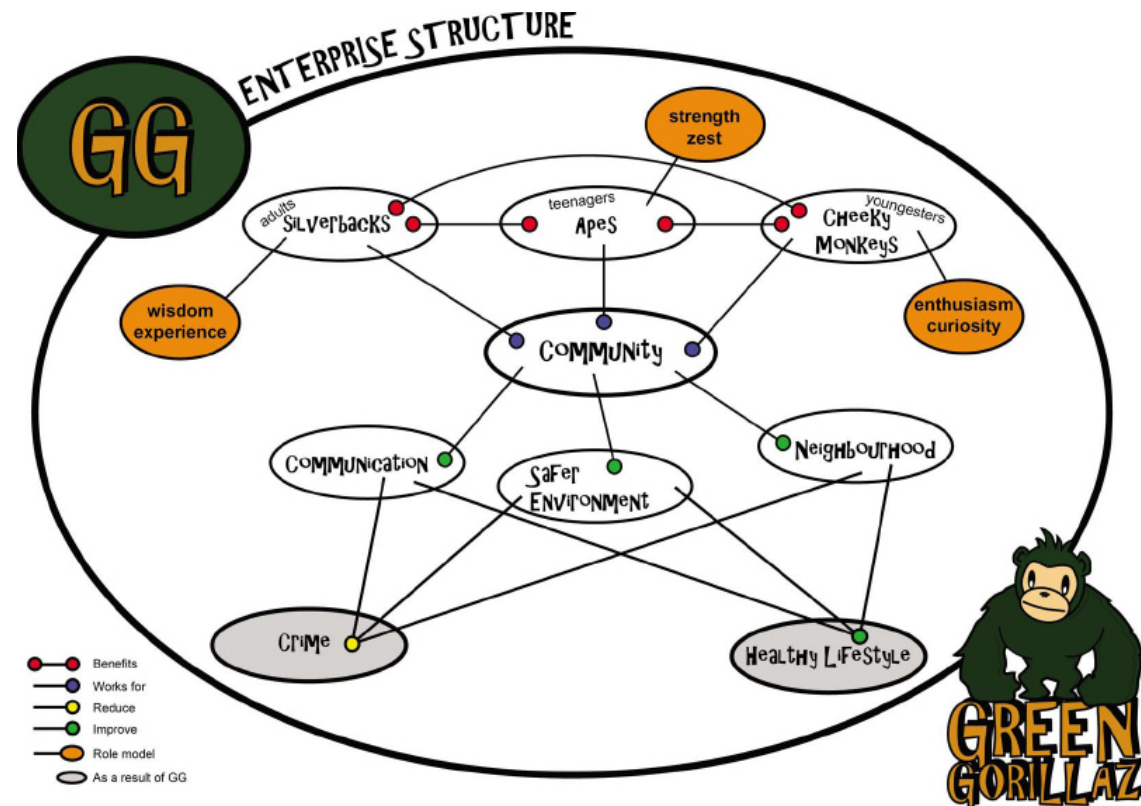
Need

To get the word out
Money

Have

What we have is North Glasgow community portal
Local publications
Possible sponsors
Community boards

Solutions

Commentating and reporting on events to create exposure and excitement around the getgoing experience

After disseminating the workshops, the team were still quite lost about what to do over the rest of the week. This changed after we found out that two projects, listenup! and Green Gorrilaz had made it through to the regional finals. We formed new groups and started to brainstorm how we could realise the ideas and respond to Audi's feedback. Unfortunately though, the end of term beckoned and put a stop to work continuing which really set us back.

07/01/10

On our return to the project we went through the critique of the Green Gorillaz. I had really liked this idea from the first workshop, it tied together really well key insights gathered in the research phase. What I had thought though, was what Audi had critiqued, that the tangible outputs to the community were unclear and I was rather excited about working on this part of the project to bring it to life, as it was quite an open idea to develop. The summary of Green Gorillaz submitted to Audi was;
"Green Gorillaz" (GG) aims to inject the community with a sense of pride and ownership. By spanning the generations and enabling collaboration through a series of projects, GG will promote communication and healthy environments. GG was conceived by GetGo (www.getgoglasgow.org) - a research unit formed by Glasgow School of Art to apply creative design solutions to overcome real-life issues.

GG is made up of three groups: The Silverbacks (Adults); The Apes (Teenagers) and The Cheeky Monkeys (Youngsters). Each group will bring their own unique perspectives. The Silverbacks will provide wisdom and experience. The Apes will provide strength and a zest for life. The Cheeky Monkeys will bring enthusiasm and curiosity.

Each group will inspire and motivate the other groups, while at the same time acting as effective role models. The three groups will hold each other accountable for their actions; an effective way of self-policing. It is hoped that this will extend beyond the group boundaries and act as a preventative crime measurement. Ownership of community property and "knowing thy neighbor" will hopefully develop and strengthen community spirit. GG will develop relationships through group activities involving all ages. For example building a market garden would allow the strengths of each group shine and while improving the environment.
The critique from Audi;

"The panel of experts felt that the applicant(s) have very good intentions and liked the idea of generational interaction and knowledge transfer. They commented that there had obviously been an incredible amount of community consultation.

The panel felt that going forward the 'need' identified within the community would have to be more clearly defined; the project's deliverables and outputs to the community are very vague and would need to be clearly communicated going forward.

They also felt that it wasn't clear from the financial projections what the seed funding would actually be paying for and would welcome a demonstration by the applicant as to how financial sustainability would be achieved and how profit would be invested back into the company or the community."

We began to think about mechanisms that could aid this knowledge transfer and the idea of creating conversations between members of the community in different generations. During the second workshop it had been mentioned that the separating the enterprise by age categories would be difficult and the lines were blurry especially between young people. Building on this feedback we developed the idea of knowledge groups, so age was not the common theme but interests were.
Running with the developments from getgoing! in the second workshop and feedback that had been echoed by the Green Gorillas group was building message boards, both online and offline. What we had to work on was how to link these up as not everyone has access or is IT literate in Wyndford.

11/01/10 – 13/01/10

We mapped a system out to look at how the Green Gorillaz organisation could facilitate this connection between online and offline networks and keep an ongoing conversation in Wyndford with interest groups forming and undertaking activities.

At time of writing we are still developing the concept but have set to work on identifying key roles, tangible outputs and how to create financial stability for the enterprise.
I was tasked with developing the online side and chose to use a ning platform which is a free to set up social network (live at http://wyndfordgg.ning.com). I wanted to try and capture the local news feeds and event information so I set about learning yahoo pipes which Will Perrin from Talk about Local (an organisation that helps communities to get online and start up networks) had introduced me to, and had given me great advice on how to get people online.

He works closely with community members in workshops to teach them how to use blogs and networks and works with them to achieve this. We saw an opportunity in using the regeneration centre which has free access to online facilities during the day to facilitate a workshop for us which we hope to hold in the near future. I also linked up a twitter feed so anyone using the hashtag followed by the word Wyndford would appear on the page, which meant that some of the local 'tweeters' who have been in touch with the getgoglasgow twitter account could start using it (and have) to categorise announcements about the local area or upcoming events.

[this document will be finished when the project is fully completed, but to date, this is where the project stands]

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New ways to an old idea

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