

ARC Linkage: Improving food relief services in Australia

Co-design planner

Overview¹:

- **Focus:** Centred on stakeholders' insights to establish new priorities/ideas for improvements in food relief provision
- **Stakeholders:** Food relief provider staff, volunteers, program/service coordinators, implementers
- **Stakeholders' role:** Active; equal and reciprocal relationship in the process of design for activity/product/ service/ strategy
- **Stakeholders' participation:** Co-lead design of new ideas for activities/products/services
- **Resulting outputs:** Ideas designed with a clear outcome in mind (Charter principles), but utilising existing experience, staff and volunteer engagement to set boundaries and approaches
- **Possible outcomes:** Improved design outcomes for food relief service, staff/volunteer inclusion

Co-design steps²:

1. Resourcing (Linkage team, partners' contributions, formative interviews, evidence review)
2. Planning (This document, partner meetings/discussions, findings of formative research)
3. Recruitment (of participants – to be done in collaboration with food relief partners)
4. Sensitizing (Guide of predetermined tasks to co-construct understandings, stimulate imagination)
5. Facilitation (Guide of tasks to facilitate co-design)
6. Reflection/Evaluation

Proposed structure of the co-design sessions:

Step and activity	Outcome
Welcome/ familiarisation	
<ul style="list-style-type: none"> • Welcoming environment, food and drinks • Icebreaker activity (e.g. introductions) • Describe our principles for the session (the start of a process, not a one-off event) • Describe how the session will run • Informed consent forms 	<ul style="list-style-type: none"> • Participants feel comfortable, safe, valued • Participants are informed of the session's purpose • Participants are oriented towards desired outcomes (design for improving food relief service) • Participants provide informed consent
Sensitizing	
<ul style="list-style-type: none"> • Word association game (individual) • Sentence completion task (individual) • Individual reactions to past examples (Like/Neutral/Dislike emoji), used in food relief provision 	<ul style="list-style-type: none"> • Understand participants' perspectives, in their own words • Identify possible practices, beliefs and knowledge • Identify individual-level barriers and motivators • Understand opinions of past activities, tools, resources etc • Provide examples of activities, tools and resources
Facilitation	
<ul style="list-style-type: none"> • Discuss what they liked/disliked from past examples, how they were used in the past • Ideas generation in small groups 	<ul style="list-style-type: none"> • Initiate small group dynamic-collaborative thinking, writing • Understand participants' opinions on past examples – what they liked/dislikes and why • Facilitate ideas of how past examples could be improved • Generate innovative user-generated ideas for future use
Reflection/evaluation	
<ul style="list-style-type: none"> • Thank participants and inform of next steps • Reflection activity 	<ul style="list-style-type: none"> • Participants feel valued and know how their ideas/designs will be used • Participants have an opportunity to reflect on and report on the value of the workshop

¹ Adapted from Vargas et al.2022 *Public Health Res Pract*. DOI:[10.17061/phrp3222211](https://doi.org/10.17061/phrp3222211)

² Adapted from Durl et al 2017 *Young Consumers* DOI:[10.1108/YC-08-2017-00725](https://doi.org/10.1108/YC-08-2017-00725); Trischler 2019 *Public Management Review*, DOI:[10.1080/14719037.2019.1619810](https://doi.org/10.1080/14719037.2019.1619810); Bogomolova et al 2021 *European Journal of Marketing* DOI:[10.1108/EJM-02-2020-0143](https://doi.org/10.1108/EJM-02-2020-0143)