

Human-Centered Design in Action

A field guide for READ Nepal

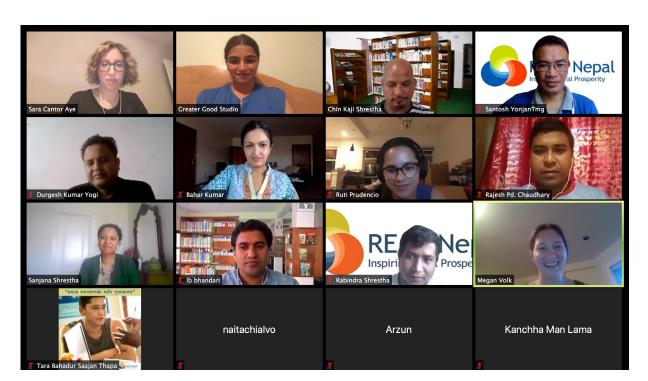
Acknowledgments

This Human-Centered Design training program was designed for the READ Nepal team, which operates out of Kathmandu, with the administrative support of the READ Global team and funding by Humanity United. The program was initiated by Humanity United, along with its grantee partners, to ensure that solutions being implemented were meeting the needs of the most marginalized community members in Nepal and were based on their lived experiences.

The program was initially launched in 2019 and intended to be in-person with some remote engagement. However, due to COVID-19 restrictions, travel was limited and a majority of the training was conducted virtually with some in-person engagement by local partners.

This training program and its outcomes are a result of the immense flexibility, commitment, and resilience exhibited by a number of individuals: Vijay Simhan and Noah Ponton, our partners at Humanity United, Sanjana Shrestha and Megan Volk of READ Global, the local READ Nepal team, in particular the core team of Santosh Tamang, Yojana Malakar, and Lal bahadur Bhandari, and their on-the-ground extended team members. We also extend our gratitude to Bahar Kumar, a human-centered design consultant, based in Nepal, who worked closely with the READ Nepal team to translate theory into practice.

It was an honor to work alongside you, Greater Good Studio



Video call during HCD Training Program, 2020

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How is this document organized?

This document provides an overview of the Human-Centered Design process utilized by READ Nepal in the communities of Jahada and Siraha. Aside from the Introduction, there are seven sections in this document, one for each phase of work in the HCD process. Within each section you will find:

Overview

This will provide an explanation of what that phase of work is, its purpose and how it fits into the overall process.

Resources Required

This is an estimate of how much time each workshop will take, the number of facilitators needed for the workshop and a list of materials that will be most helpful in completing that phase of work.

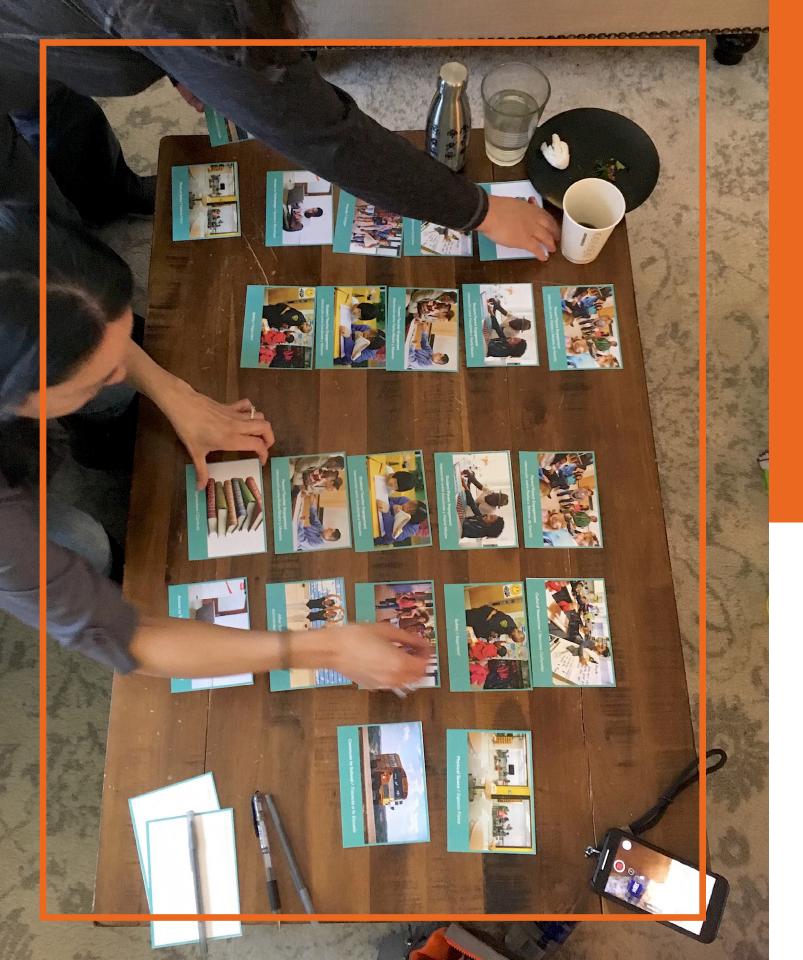
Activities

Each section has a list of activities that will help in completing that phase of work. Each step of that activity is listed along with the tools that will be helpful in completing that step.

Jahada Case Study

After each activity, you will find how this activity was conducted in the community of Jahada by READ Nepal and what the outcomes of that activity were.

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Introduction

What is humancentered design?

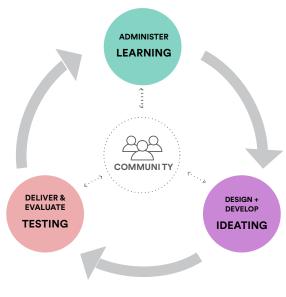
OVERVIEW

Human-centered design (HCD) is a problem-solving process grounded in empathy and iteration. There are many reasons to use this approach: it is a structured, yet flexible, approach to problems that don't have a clear answer; through deep research and engagement, it allows us to see the experiences of others using an empathetic lens; and because of the multiple feedback loops embedded in the process, it lowers the risk associated with trying new ideas.

Typical Problem-Solving Approach

ADMINISTER A need is identified based on assumptions DESIGN & DEVELOP A solution is designed to address the need DELIVER The solution is delivered to people EVALUATE The outcomes of the solution are evaluated

Human-Centered Design Approach



OVERVIEW

Aside from any formal process or phases of work, HCD is a mindset that places people's needs at the center of the work.



This process values community members as experts of their own experience



This process values deep listening and relationship building



This process values being action-oriented



This process values iterating and making ideas tangible



PHASES OF HUMAN-CENTERED DESIGN

The terminology and phases of work in HCD process may be different depending on the context, implementers, and the audience. For the purposes of this work with READ Nepal, our HCD process will include the following phases of work:

LEARNING



Phase 1 Framing

Identifying questions to answer through this process and who we might want to engage and learn from



Phase 2 Research

Learning directly from people about their lived experiences



Phase 3 Synthesis

Finding patterns and making meaning of the data we collected

IDEATING



Phase 4 Ideation

Brainstorming on the opportunity areas we identified through synthesis



Phase 5 Concept Development

Identifying the highest priority outcomes indicated by community ideation

TESTING



Phase 6
Prototyping

Making quick, simple mockups to get feedback



Phase 7
Piloting

Testing ideas at a larger scale in the real world

What is human-centered design?



Phase 1



OVERVIEW

During Framing, you identify questions you want to try and answer through the project. This helps in identifying the people you need to engage and want to learn from.

During this phase, working on behalf of communities can often feel uncomfortable, especially when you make assumptions about their challenges, needs, and desires.

However, when used appropriately, temporary assumptions can serve a helpful purpose and be a valuable tool that help you focus. You can use these temporary assumptions as a springboard to understand the lived realities of the people you are trying to serve.

RESOURCES REQUIRED

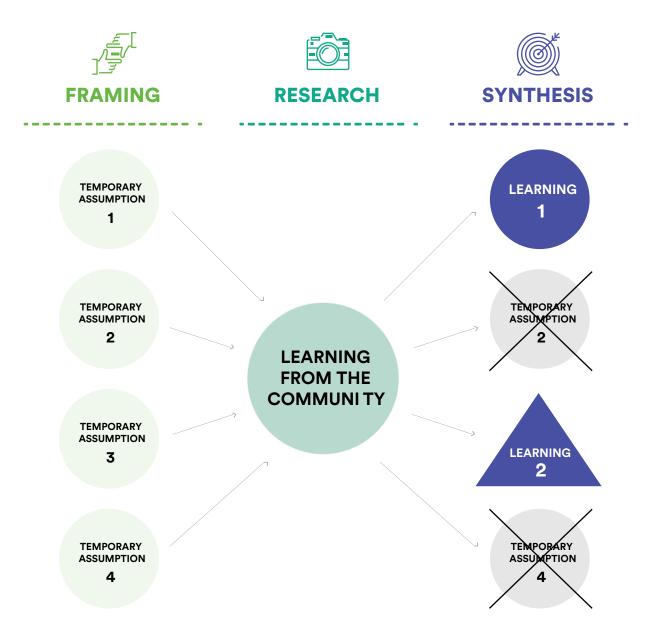
- Workshop time: ~3 hours
- Facilitators: 2-3 (1 lead; 1 notetaker; 1 supporting logistics)

MATERIALS

- Framing Presentation
- Assets board
- Challenges board
- Positive goals worksheets

TAPPING INTO OUR WISDOM

To overcome the uneasiness of making assumptions, you can tap into your wisdom from previous experiences. You can give yourselves permission to make some temporary assumptions and then revise them based on what you learn during Research.



Let's imagine a scenario of how this might play out if you are only making assumptions:

- You assume that a village doesn't have good hygiene and sanitation.
- You design a great education program to train students, families and community members on how to practice good hygiene and sanitation.
- However, this does not solve the problem and you still see low hygiene and sanitation behavior change.

Let's imagine a scenario of using temporary assumptions and the HCD process:

- Let's still assume that a village does not have good hygiene and sanitation.
- You go to the community to better understand the challenges around hygiene and sanitation. You observe their behaviors. How are they currently addressing these challenges? What do they need and want to be able to practice good hygiene and sanitation?
- You find out that they have the knowledge and skills to practice good hygiene and sanitation the actual problem is they don't have access to water.
- Because of this learning, you design an infrastructure project to bring better access to water to the village, which enables residents to practice good hygiene and sanitation.

In the second process, your assumption served as a place of curiosity for you to launch into deeper research around a specific challenge with the communities. It helps you frame the research and bring it some focus.

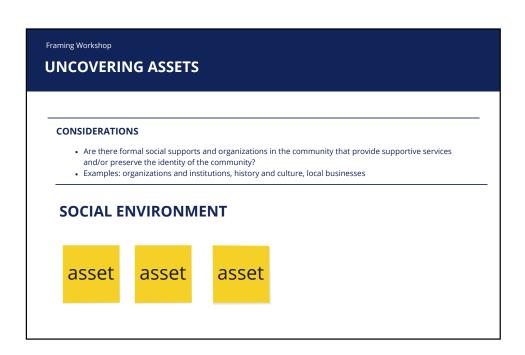
You don't need to worry about being correct right now, because the process of research and discovery will uncover the truths around these challenges.



UNCOVERING ASSETS

Taking a human-centered approach means adopting an assets-based mindset and starting with the positive aspects of the community.

- 1. Think of the assets that exist in the community you're working in and write them down on sticky notes. Assets are positive qualities or strengths in the community.
- 2. Place them in their appropriate category (People, Physical Environment, Social Environment). There are no right or wrong answers. What you consider an asset may be different than how others see it.
- 3. As a team, review all the assets and make any changes necessary.



UNCOVERING ASSETS

CONSIDERATIONS

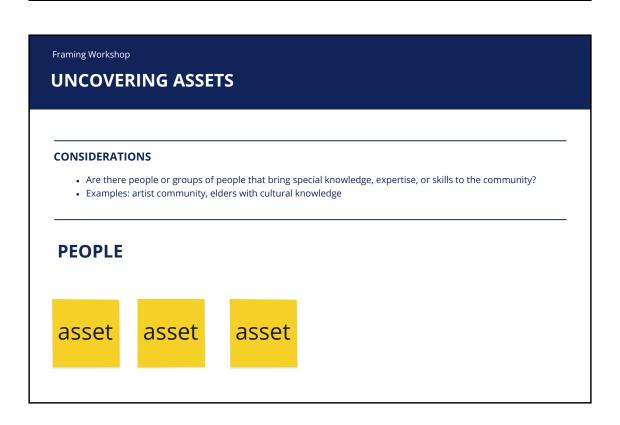
Are there physical places in the community that bring people together, strengthen the local identity, and/or are historically and culturally significant?
Examples: Public spaces, transportation, natural resources, places of worship

PHYSICAL ENVIRONMENT

asset

asset

asset

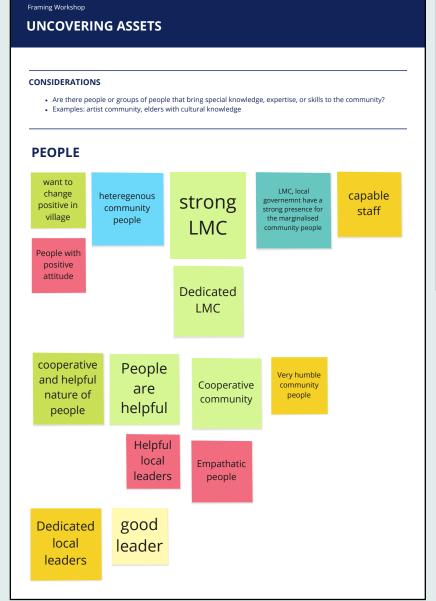




JAHADA CASE STUDY

Uncovering Key Assets

The READ Nepal team identified the key assets in Jahada, as well as the assets present within their organization.







People

- Want to bring positive change to the village
- Heterogeneous community people
- Strong Library Management Committee (LMC)
- Local government has a strong presence within marginalized people
- Capable and dedicated staff
- People have a positive attitude
- Cooperative and helpful nature of people
- Helpful local leaders
- Humble, helpful, empathetic community members

Social Environment

- Supportive government and stakeholders
- LMC and local government have good linkages with the brick kiln community
- Backstopping support from the hub and satellite library
- Support from neighboring centers
- Social harmony
- Availability of educational institutions
- Diverse ethnic communities
- Bank and finance services
- Strong social capital
- Loan ko lagi sahakari xa

Physical Environment

- Rural environment
- Brick kiln source community nearby
- Local market available
- Plain land
- Road access to all areas of the village
- Internet access
- Electricity

- Productive land for agriculture
- Library structure
- Banks and Coops
- Fertile land
- Opportunities for livestock
- Yatahat ko subidha xa

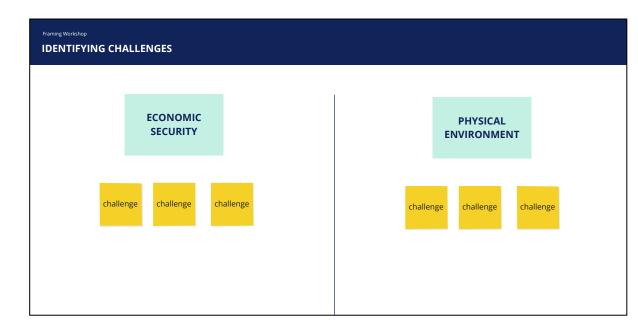


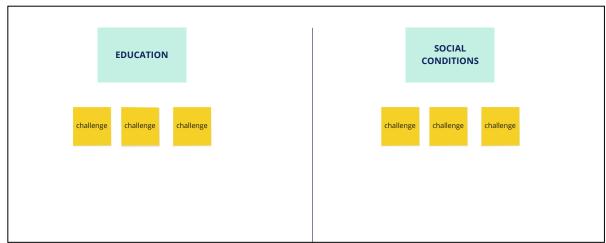
IDENTIFYING CHALLENGES

Consider all the challenges that could potentially be addressed using this process. Challenges can cover a range of topics across a range of categories.

Some categories you might use to identify challenges could include:

- Economic Security
- Physical Environment
- Health & Healthcare
- Education
- Social and Emotional Wellbeing
- 1. Take some time and individually brainstorm challenges that you have noticed and/or know exist in the community.
- 2. Place the challenges under their appropriate category.
- 3. At this stage, there is no need to refine them or confirm whether they actually are challenges. We are working off of assumptions right now and will validate or invalidate the assumptions at a later stage.







NARROWING CHALLENGES

Once you have identified some challenges, cluster similar challenges together and write the name of the theme of the challenge on a sticky note and place it on top of the cluster.

- 1. Individually vote for up to (3) clusters you would want to work on. Each person gets up to (3) votes.
- 2. The cluster with the most votes will be further explored.



TIPS!

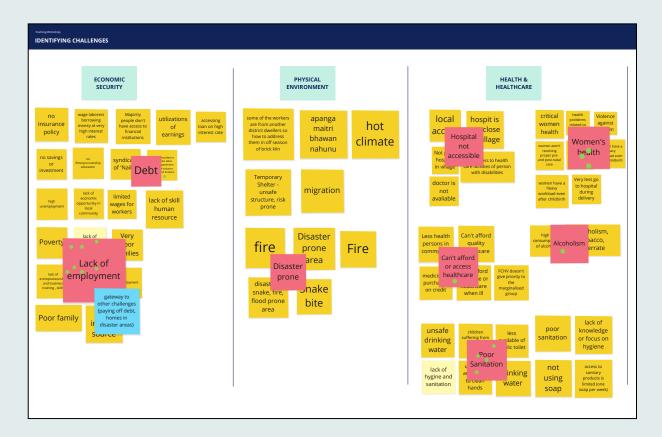
- Remember, this challenge is only a starting point you won't make a bad choice!
- Try to recall the voices you heard from the community based on your own knowledge and experience, and what seemed like the most compelling challenge for them.
- Also consider, addressing which challenge might create the most impact? "If we solved this challenge, it would also help address other challenges."



JAHADA CASE STUDY

Identifying and Narrowing Key Challenges

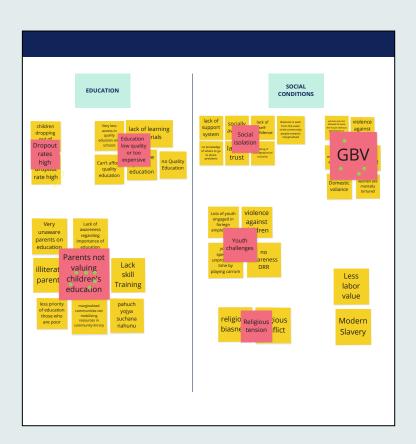
The READ Nepal team identified the key challenges in Jahada that could potentially be used as a starting point for research.



Key Challenges identified for Jahada:

- Debt
- Lack of employment
- Disaster prone areas
- Inaccessible hospitals
- Poor sanitation
- Alcoholism

- High school dropout rates
- Lack of value for education
- Low quality or expensive education
- Social isolation
- Gender-based violence
- Religious tensions
- Youth challenges



Selected challenge for Jahada:

"Lack of Employment"



WRITING POSITIVE GOALS

A positive goal is an ambitious outcome that you can direct your energy towards. It is NOT a problem you are trying to solve.

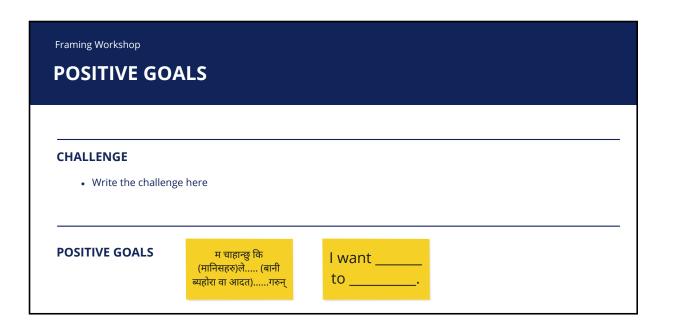
We believe that people move in the direction of what they talk about. Positive goals allow you to express what the ideal future should be. Once articulated, you can move towards that goal.

1. Using the prompt: "I want (people) to (new behavior)."

म चाहान्छु कि (मानसिहरू)ले..... (बानी ब्यहोरा वा आदत).....गरुन्

Write different versions of positive goals for your challenge.

2. As a team, select the positive goal that you want to use as a starting point for Research.



JAHADA CASE STUDY

Writing Positive Goals

Using the selected challenge, the team generated positive goals that could be used as a starting point for this work.



Selected Positive Goal:

"I want marginalized people to gain skills for employment."

Phase 2



OVERVIEW

In this phase of work, you conduct research in the community to learn directly from people about their lived experiences. You will use a type of research called Design Research during this process.

Design research is qualitative research that inspires new ideas. It is different from market research, scientific research, or even academic research. The emphasis is on going deeper which means at times you will prioritize quality over quantity.

RESOURCES REQUIRED

- Workshop time: ~6 hours (broken into two workshops)
- Facilitators: 2-3 (1 lead; 1 notetaker; 1 supporting logistics)

MATERIALS

- Research Presentation
- Research Groups Board
- Research Methods Board
- Research Questions Guide Template
- Research Logistics Template
- Research Debrief Template
- Data Point Template
- Research Example Video







DEEP LISTENING

There are generally three kinds of listening.

Our brains have learned to be efficient. So people **download** - they listen for what they already know.

Debate is how people often listen when working with someone new, or when they're in an unfamiliar context. They are listening with a sense of skepticism and looking for something that surprises them, ready to argue or question.

The type of deep listening you want to be aiming for is **dialogue**. In a dialogue, you are working with people as peers, and listening not just for what you don't already know, but with a sense of empathy, trying to really understand what it's like to be someone else.

DEEP LISTENING

To practice deep listening, try this exercise:

- 1. The facilitator can pose the question: "How do you know if someone is deeply listening to you?" Some answers to this question might be:
 - They give you their attention by shaking their head
 - They show physical gestures (using their hands)
 - They make eye contact
 - The listener asks follow up questions
 - The listener matches the emotions/energy/facial expressions of the person speaking
 - The listener does not interrupt the speaker
- 2. Go through a deep listening exercise. Break up into pairs for ten minutes. Each person will have five minutes to share. Example Prompt: "What has been the most dramatic change in your life due to the pandemic?"
- 3. While one person is talking, the other person will be deeply listening for five minutes, using the tips above. After five minutes you will swap and the other person will share their experience for five minutes.
- 4. After ten minutes, come back to the larger group and each person can take one minute to share with the group. Introduce your partner and share something your partner shared with you that you would want to learn more about. *Then share, how that deep listening exercise was for you? What, if anything, was hard about it?*
- 5. Have a discussion about how deep listening is different than what we might typically do in our everyday lives.

RESEARCH TECHNIQUES FOR FOCUSING ON THE PARTICIPANT

During research, you want to place your focus on the participant. There are several techniques you can use to do that:



Don't ask leading questions.

Questions with one-word answers will only give you the information that you are listening for.





Instead, ask openended questions.

If you want to come in with a lot of openness, you have to ask broader questions that the research participant can elaborate on.



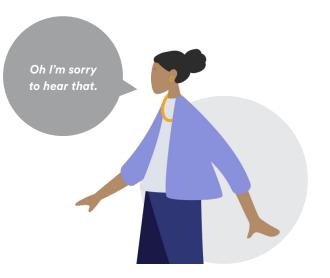


People tend to talk more generally about their life and leave out details that might be important to your research.



Don't settle for generalizations.

If the research participant makes a general statement, don't simply validate the generalization.





Instead, ask for specific stories.

You can get at the nuances and details by asking people to share stories about specific instances of when they experienced something.





When people are sharing experiences with us, they may reference tools, places, or people.



If we want to change conditions or behaviors, it is important to understand why conditions or behaviors exist in the first place.



Don't stay in one place.

When someone references tools, places, or people, it could be an opportunity for more richness in learning so don't simply ask for more details verbally.





Instead, seek to learn from the environment.

It is helpful to see those things ourselves. When people make those references, ask if it would be possible for you to see what they are referring to.





Don't simply learn what they think and do.

It is critical to keep asking why so you can understand the reasons and motivations for why people are making the decisions they are making or behaving the way they do.





Ask deeper questions to understand the "why" behind the behaviors.

When you understand experiences at a deeper level, you can get to the root causes of issues and address those, rather than only addressing symptoms.



MANAGING OURSELVES DURING RESEARCH

During your research sessions, you also need to be mindful of your own selves and manage your own reactions and behaviors. Here are a few considerations:

- Sometimes people need some time and space to think through their responses and give a thorough response. Give a moment of silence after each question and response, and do not interrupt the participant while they are responding.
- Sometimes the experiences people are sharing may not be factually correct or align with your truth. Do not defend, clarify or correct—remember that people's experiences are their truth and regardless of what is true or not, it is the person's perception we are most interested in.
- Remember that people won't always go into deeper explanations on their own.

 Unless explicitly asked, they may not explain the reasons why they think what they think or do what they do. Even if you think you know, ask "why" one more time.

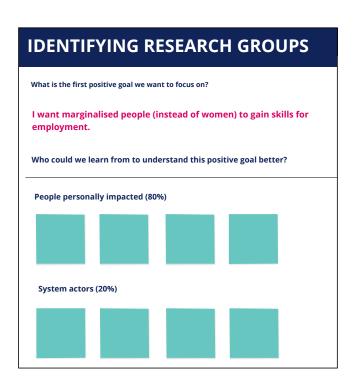






IDENTIFYING RESEARCH GROUPS

- 1. Identify the groups you want to learn from. The primary group you want to learn from will be the people you identified in your positive goal. Then there will be other groups you will also learn from that will provide you with other perspectives, as well.
- 2. Make sure you are engaging people who are personally impacted by whatever you design, as well as "system actors". System actors are those that are not directly impacted by the design, but can have a big impact on the success and effectiveness of whatever is designed.
- 3. You might consider limiting the number of groups to 3-4 in each category. Eventually you will identify specific individuals within each group to conduct research with. If you have too many groups you will increase the number of people you are engaging and it can become overwhelming.



JAHADA CASE STUDY

Identifying Research Groups

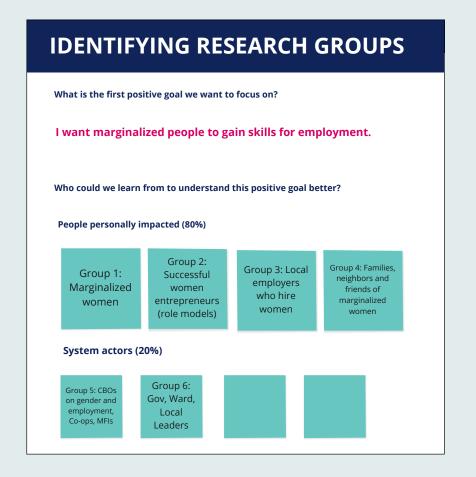
Using the positive goal, the team identified the groups of people that could best help them answer the big research questions about their challenge and goal.

People personally impacted:

- Marginalized women
- Successful women entrepreneurs (role models)
- Local employers who hire women
- Families, neighbors, and friends of marginalized women

System Actors:

- CBOs working on gender and employment issues
- Cooperatives and MFIs
- Government, Ward, and local leaders



RESEARCH METHODS

Design Research can be categorized into **Broad Research** and **In-Depth Research**. It is natural to gravitate towards broad research methods because they allow you to engage a larger quantity of people. However, remember that you are also looking for depth and richness in data, which broad research methods may not always provide.

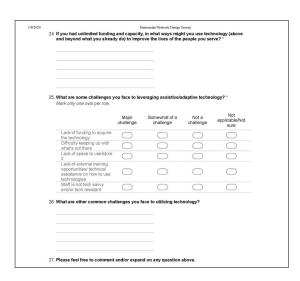
In-depth research methods might only engage a limited number of people, but allow you to form deeper relationships and conversations. Consider when the right moment is for each type of method. If it's necessary to engage a lot of people and get very specific feedback, broad research methods may be more appropriate; however, if you are just exploring and have more open-ended questions, in-depth research may be more appropriate.

Broad Research methods may include:

Population-Based Surveys, Large-Format Meetings, or Focus Groups

Population-Based Surveys

Surveys are effective in engaging a large quantity of people. With surveys, however, it is hard to go in-depth with questions so the information collected remains more superficial. If digital surveys are not feasible, the surveys might need to be administered in person which requires significant time and resources.





Large-Format Meetings

Large-format meetings are more effective if there is a one-way presentation of information. If input is needed, large format may need to be broken down into smaller groups. These meetings can be an opportunity for community gathering and relationship building within the community.

Smaller-Format Focus Groups

Focus groups are helpful if there are specific groups that need to be engaged based on demographics and / or other factors. It may also provide comfort to participants to have other participants are around. However, having others around may also limit how open people are in giving their input.



In-Depth Research methods may include:

Key Informant Interviews; Observations; Immersions, or Guided Activities. Due to the in-depth nature of these sessions, each session can take anywhere from 30 minutes to several hours.

Key-Informant Interviews

These are semi-structured conversations that take place in a participant's environment. The objects and interactions in the space provoke stories and community members can help guide the direction of the conversation. The private nature of the conversation may help the participant open up more.





Observations

Observations focus on an activity, event, or place. Information is gathered through all five senses. Actual behaviors are documented (rather than what people say they do). Researchers are simply observing and blending into the background. After the observation there can be a follow-up interview.



Immersions

Immersions focus on an activity or behavior. You experience something "as a user" by doing it yourself. Getting as close as we can to a community member's experience to build empathy. Many times immersions and observations can be combined and might even be unplanned.

Guided Activities

Guided Activities can take many forms. They provide a specific prompt for your community member to respond to. They can also offer options for less-verbal participation.





MAPPING RESEARCH METHODS

In this activity, you will identify the research methods you want to use for each research group you've identified.

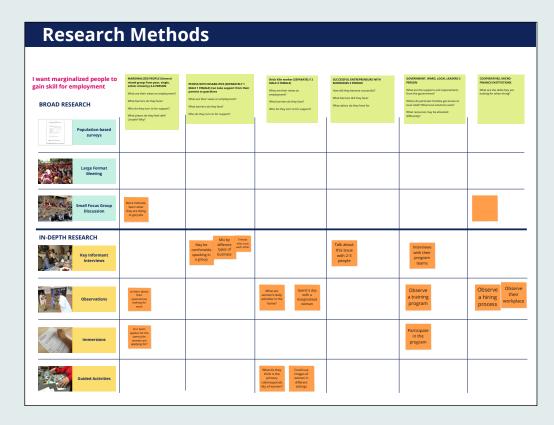
- 1. Start by identifying the big questions for each research group.
- 2. Select research methods based on the big questions ask yourself "which methods will help us answer those questions?".
- 3. Aim for 1-2 sessions for each group, for a total of 8-10 sessions. You can always add more later. Because many sessions will be with individuals or with a few people, the sessions can take significant time and resources. At this point in the process, prioritize the quality and depth of sessions over the quantity.

Research	Meth	ods				
Positive Goal:	GROUP 1: Questions:	GROUP 2: Questions:	GROUP 3: Questions:	GROUP 4: Questions:	GROUP 5: Questions:	GROUP 6: Questions:
BROAD RESEARCH						
Population-based surveys						
Large Format Meeting						
Small Focus Group Discussion						
IN-DEPTH RESEARCH Key Informant Interviews						
Observations						

JAHADA CASE STUDY

Mapping Research Methods

After identifying the research groups, the READ Nepal team identified the research methods that would be most appropriate to use with each group and would help them get to the kinds of information they are looking for.



Research Methods identified for Jahada:

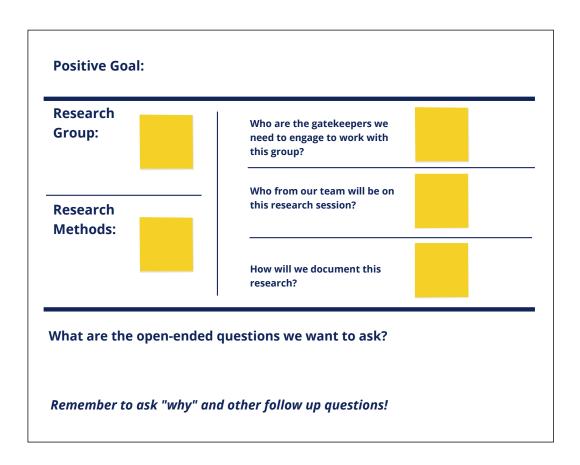
- Small focus groups with males and females
- Observations of marginalized people trying to find work
- Interviews and observations of women who are seeking jobs
- Interviews and observations with men and women who own businesses

- Interviews with local government officials
- Interviews with CBOs, Cooperatives, and MFIs
- Interviews and observations of brick kiln workers



WRITING RESEARCH GUIDES

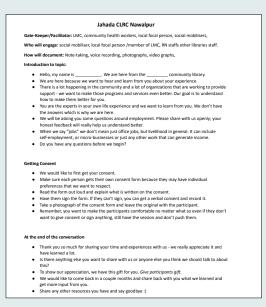
- 1. A Research Guide is a set of questions that you'll bring with you to research sessions. It is NOT a script to memorize or read word-for-word.
- 2. In order to write your Guides, you can brainstorm open-ended research questions and put them in order.
- 3. Fill out a Research Question Guide for each research session you want to conduct with your different research groups.

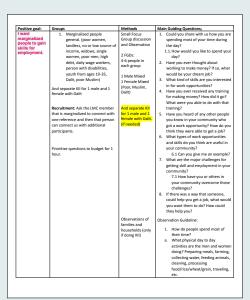


JAHADA CASE STUDY

Research Guides

Based on the research groups and methods identified, the team then developed some guiding questions they could use during their research sessions.





Main Guiding Questions used in Jahada:

- Could you share with us how you are spending most of your time? How would you like to spend your day?
- Have you ever received any training for making money? How did it go? What were you able to do with that training?
- Have you heard of any other people you know in your community who got a work opportunity? How do you think they were able to get a job?
- What types of work opportunities and skills do you think are useful in your community? Can you give me an example?

- What are the major challenges for getting skill and employment in your community?
 How have you or others in your community overcome those challenges?
- If there was a way that someone,
 could help you get a job, what would you
 want them to do? How could they help you?
- Have you ever thought about working to make money? If so, what would be your dream job?
- What kind of skills are you interested in for work opportunities?



CONFIRMING RESEARCH LOGISTICS

There are several other components that need to be considered when planning your research sessions. On the Research Logistics template, note down who will be responsible for each of these components.

Getting consent:

It is important to get consent from the people we want to learn from. Create some consent forms, asking them for permission on audio/video recordings, taking notes, and using their name.

- Remember to bring copies of the consent form with you!
- Read the consent form to the participant.
- Participants may choose to use their full name, first name, or be anonymous.
- Participants may choose to allow images of their face, or not do not push people to allow photographs or audio/video if they are not comfortable.
- If the participant is a minor, they need their parent's or legal guardian's consent.
- If there are multiple participants, they each need a consent form.
- Once participants sign the form, you sign the form and then you can take a picture for your records and allow them to keep the original form.



Our purpose

READ Nepal is a non-profit organization that builds community libraries and resource centers (READ Centers) that serve as platforms for education, community development, and women's empowerment.

Why we record and share

Individual stories are the most effective way to make positive change. We share quotes, photos and video clips to open people's minds to new possibilities. Sharing stories honors people's voices and experiences, and helps everyone to better understand real life.

How we record

Besides taking notes, there are three ways we record our work: video, photos, and audio. You may choose to allow any, all or none of these methods today. Your consent allows us to record you using the methods you selected and to use the recordings for any purpose in connection with this project, or for any other purpose.

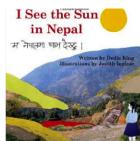
Yes No						
I consent to the use of video						
I consent to the use of photos						
I consent to the use of audio						
Yes No I consent to the use of my name in connection with what I st	nare.					
I have read this form, or have had it explained to me.						
Print Your Name	Age					
Signature	Date					
We want to keep building this relationship, so that we can share other what gets designed. Can we include you in our project updates? Shar						
Preferred contact info (email, phone, social media)						

Offering a token of gratitude

- You can show your appreciation for participants' time, effort, and expertise with a gift (e.g. a gift card or food).
- These tokens of gratitude can be different for different groups of people.
- If someone does not feel comfortable accepting a gift or is not allowed to, a thank you card is also a nice gesture!







Phone cards

Books

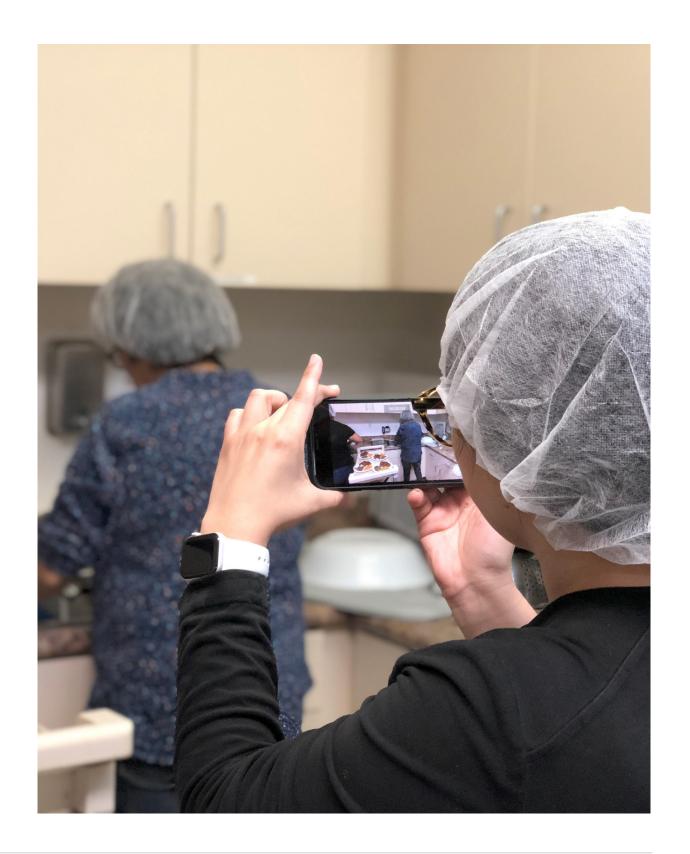


COVID Safety Kit

Food

Taking photos

- Because memories can be unreliable, photos can help support your memories.
- You can also use photos to communicate with other team members who weren't at the research session.
- Take photos that: show scenes, show people, show actions, and show activities or observations you are a part of.





JAHADA CASE STUDY

Conducting Research in the Field

The READ Nepal team along with their extended team conducted research in Jahada over several days. These are some of the images collected during the research sessions.















DOCUMENTING RESEARCH

Taking notes

- If you have a teammate in your research session, one person can lead the conversation and the other can take notes and photos.
- You can use a pre-made worksheet that helps you with note taking.
- It is possible to take too many notes. Rather than trying to document every single word someone is saying, capture the main points. If there is a specific quote they say that is really powerful, you might consider writing that down word for word.
- It is also possible to take too few notes. You don't want to lose rich details of
 the conversation that you may not recall later and will be important to the
 process. Try to capture key points the participant makes and any richness they
 provide in how they are describing their experiences.

Research – Notetaking Template

Research Group:

Research Method:

Date of Research:

Location of Research:

Researcher's Names:

Name and Short Description of the Research Participant(s):

- # of participants
- Basic age range, etc.

What did you see?

- Look around the environment and note any details that you think could be relevant.
- Observe the behaviors and interactions of research participants and note down what is relevant.

What did you hear?

• Listen deeply and note down the information and quotes they are sharing that you think could be relevant.



Debriefing after the research session

- Debrief immediately after your session and discuss the big pieces of information that came up.
- You can also use the prompts in the Research Debrief template to help you with documenting Data Points.

Creating data points

Place a photo here

Observation, quote, or story here:

Start typing here...

Your interpretation/possible meaning here:

Start typing here...

- You will use data points to collaboratively synthesize all the data you will collect during Research.
- Choose a photo for every data point, even if the same photo needs to be used for more than one data point.
- Write down first what you heard or saw. Then, if you also have your own interpretation of the situation, you can note that separately.
- Only write one data point per slide.
- You will likely have at least 10-15 data points for each research session.

ESEARCH - DEBRIEF TEMPLATE
esearch Group:
esearch Method:
ate of Research:
ocation of Research:
esearcher's Names:
nme and Short Description of the Research Participant(s):
hat are your top 3-5 learnings from this session?
ere there any powerful stories, experiences, or quotes from the participan
/hat are their needs, hopes, and dreams related to this project?
/hat are their most significant challenges, related to this project?

JAHADA CASE STUDY

Documenting Research

After learning from research participants in the field, the READ Nepal team, along with their extended team, documented their learnings and created data points for each session. These data points were then used during the synthesis phase.

Examples of data points from research in Jahada



Observation, quote, or story here:

She has never been involved in any trainings or community programs. She mentioned that she didnot have any information regarding the initiation of trainings. She said that the workshop conducted under PCS was the first she ever attended.

Your interpretation/possible meaning here:

LAck of access to information



Observation, quote, or story here:

He is also a landless person. He became landless because his own land was taken by elite person from locality.

Your interpretation/possible meaning here:

Because he has no land, he has no confidence in applying for a loan. (no collateral)

Examples of data points from research in Jahada



Observation, quote, or story here:

More than 20 children ranging from infant and above were there residing with their families.

Your interpretation/possible meaning here:

Possibility of child labour



Observation, quote, or story here:

He used to go to the local market to sell his product as well as seeds but now the vendors come pick his products up from his house.

Your interpretation/possible meaning here:

There is good market for mushrooms in the locality



Observation, quote, or story here:

She has lives with her son, daughter-in-law and grandson. Although it looks like a happy family, she says its far from it. Her family doesnot look after her and she is sad most of the time.

Your interpretation/possible meaning here:

No family support



Observation, quote, or story here:

Mina is a resident of badkibhatauli with physical disability. Half of her body has been paralyzed due to reaction from a medicine prescribed by a local doctor. She has been living with this condition since 10 years.

Your interpretation/possible meaning here:



Phase 3



OVERVIEW

Synthesis is a process of making sense of a wide range of data. It is NOT a way to confirm your existing theories, but rather a way to form new theories that explain the current situation

During synthesis you will look across the data points collected and identify patterns of behavior. You will note what is most surprising or remarkable about what you learned. Then you will use these insights to identify the opportunities for change and develop brainstorming prompts that you can use in Ideation.

RESOURCES REQUIRED

- Workshop time: ~3 hours (does not include additional synthesis time)
- Facilitators: 2-3 (1 lead; 1 notetaker; 1 supporting logistics)

MATERIALS

- Synthesis Presentation
- Completed Data Points

WRITING THEMES

Themes are categories of common activities or behaviors. They are not nouns or adjectives. They are verbs that end in "-ing." (for example, seeking help, losing money, looking for a job, etc.)

Why do we write themes?

- Themes emerge from groups of similar data points.
- Themes will help you organize the data and make it manageable.
- They allow you to view the research through the lens of behavior.
- You can begin to see which patterns are emerging.



OBSERVATION

A nurse showed us the stack of pamphlets they give out at the



OBSERVATION

"With all of this, there is so much information coming at you, even over nine months of pregnancy, and I can't remember all this."



Tiffany showed us a big packet of papers that she had just gotten at WIC. She said "Do you know what I am going to do with these? Throw them away." She said all the

Data points from a project about new parents

Writing themes may also take a bit of practice and a couple revisions. Themes can be too broad, but they can also be too specific. The sweet spot is a phrase of a few words that describes several of your data points.

Too Broad	Too Specific	Just Right
"driving"	"driving to the cafe with my friends"	"traveling with friends"
"looking"	"looking for a job in the newspaper"	"searching for a job"
"buying"	"buying groceries from the supermarket near my house"	"buying groceries"

To start, take a stack of data points, and read each data point one at a time.



As you read each data point, ask yourself "What is the behavior that is happening here?



As you read the next data point, think: "Is this related to a theme I already have, or is it about a new activity or behavior?"





Write a verb ending in "-ing" that describes the activity or behavior on a sticky note. That is your initial theme.

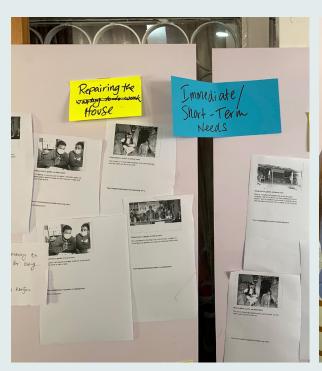


If it's related to an existing theme, add it to that group. If it's new, write a new theme.

JAHADA CASE STUDY

Writing Themes

Using the data points generated through the research process, the READ Nepal team, along with the extended field team, categorized the data points into several themes. The themes were further categorized into "Long-Term Themes" and "Short-Term Themes".





Short-Term Themes:

- Repairing the house
- Paying for medicines

Long-Term Themes:

- Getting an education
- Getting training
- Owning land
- Obtaining citizenship
- Farming animals
- Working in agriculture
- Working in a brick kiln
- Creating employment

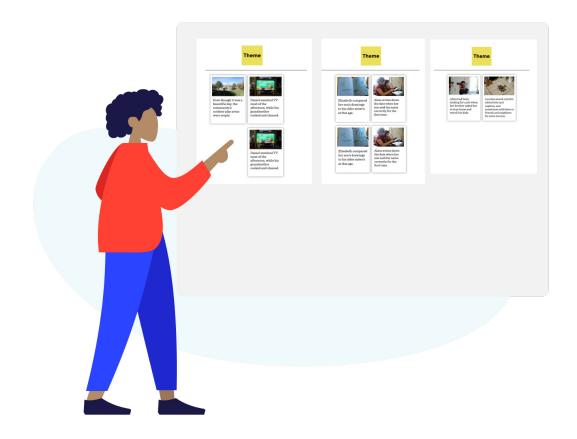


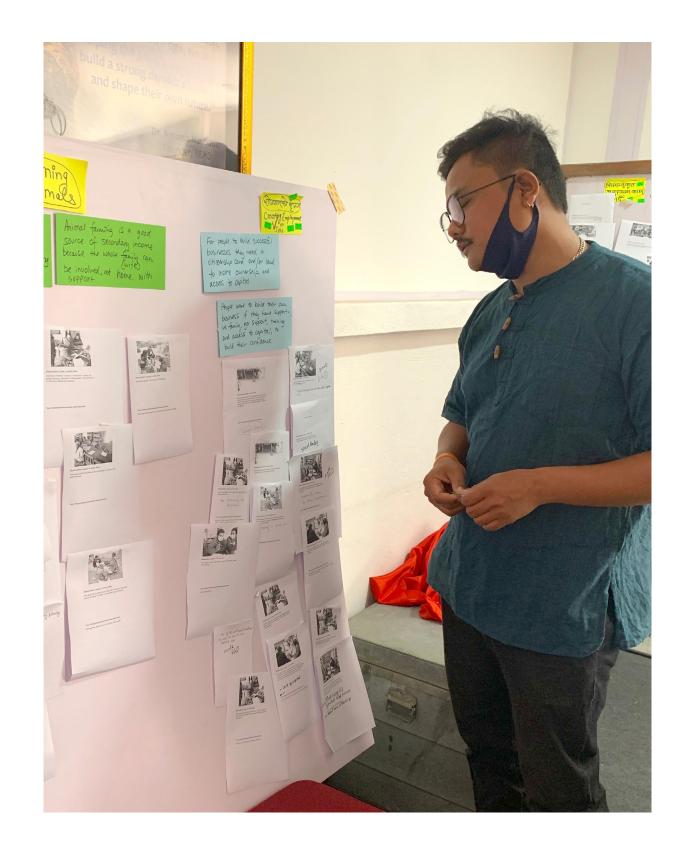


NARROWING THEMES

Once your data points are grouped into themes, look across the themes.

- Select the themes that feel the most significant and/or the themes that have the most data points.
- You will use these themes and data points to write insights.







CRAFTING INSIGHTS

Insights are descriptions of remarkable and surprising things we hear during research.

Why do we write insights?

- They help identify areas of focus—which problems to solve, which assets to leverage.
- They help answer the questions "what is this group of data telling us?" and "why is this important?".
- The insight will help articulate the pattern in the data points.
- Insights are inspired by a group of data points in a theme.



Writing great insights

Great insights describe the reason behind the problem.

Rather than saying:

Women in the community have a tough time finding jobs.

Say:

Women in the community have a tough time finding jobs because many male employers aren't willing to hire them.

Great insights describe why people make the choices they make.

Rather than saying:

Most brick kiln workers take a loan from their brick factory owners.

Say:

Most brick kiln workers have to take an advance on their pay from factory owners in order to survive the off-season.

Great insights make you feel the emotion.

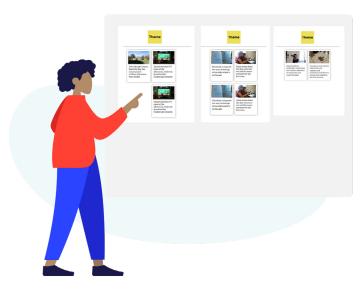
Rather than saying:

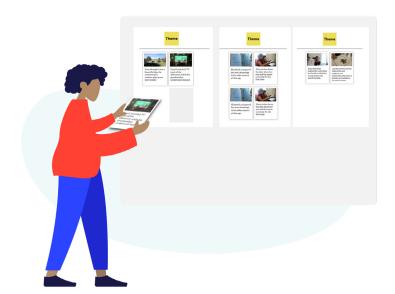
Disabled people find it hard to work unless they can manage their disability or disease.

Say:

Even with the greatest motivation to work and earn money, actually working is too difficult if disabled people aren't first able to manage their condition.

Start by choosing a theme that you're interested in or one that has several data points under it.

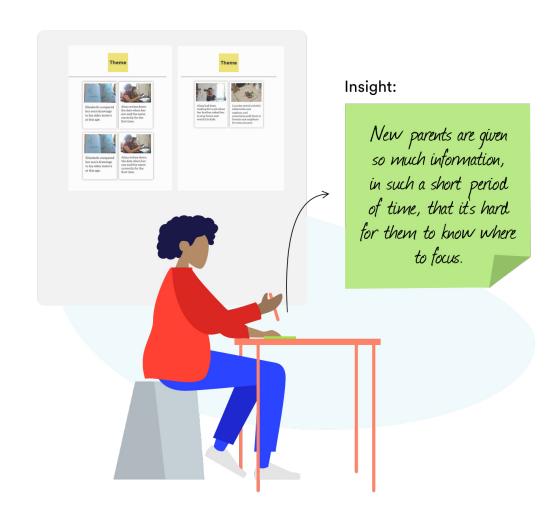




Read the whole group of data points under that theme.

Write down or talk about what is surprising or unexpected to you, from within that whole group of data points.

That is your initial insight.



If you have more than five insights in total, narrow down to five most important insights. Vote to select the insights that feel most interesting, surprising, and/or significant.



TIPS!

- Not every theme needs an insight! If there are some themes that have very limited data points under them or don't seem as significant, you don't have to write insights for them.
- Always ask, "what is the data telling us?". Make sure the insight you are writing is not your own interpretation but based on the data that you collected.
- An insight should help explain what's really going on. You can ask yourself: "Does it describe the reason behind the problem? Does it explain a choice? Does it make you feel something?" If not, try rewriting it until it tells a compelling story.
- Write drafts! It doesn't have to be perfect. If someone else is talking, try writing what you are hearing them say.

JAHADA CASE STUDY

Crafting Insights

After theming the data points, the team generated insights that explained the significance of what they learned in the field. The insights were then used as the basis for developing brainstorming prompts.

Insights generated for Jahada:

- Women/people are interested in animal farming because it does not require a long time, more land or high skill-level.
- More women and families prefer animal farming over agriculture because it does not require a lot of land, it can be done part time and they said it is easy.
- For people to build successful businesses they need a citizenship card and/or land to ensure ownership and access to capital.
- Vocational trainings are very useful if they are also provided with initial inputs (seeds, materials, etc.) for the start up phase.
- People do not participate in training because they have to read and write and they feel it is not for them.
- People want to save money but they do not have any ideas and knowledge about how to save money.
- People want to build their own business if they have a supportive family, government support, training and access to capital, to build their confidence.
- If women receive loans from cooperatives/ microfinance groups they can build a successful business (skills+money). Need group/membership for taking a loan without collateral (Social collateral).
- People are not able to participate or benefit from training because they don't know about the training, when they are happening, how to enroll, and what are the benefits.

^{*}Bolded insights denote the narrowed set of insights deemed most significant



DEVELOPING "HOW MIGHT WE" PROMPTS

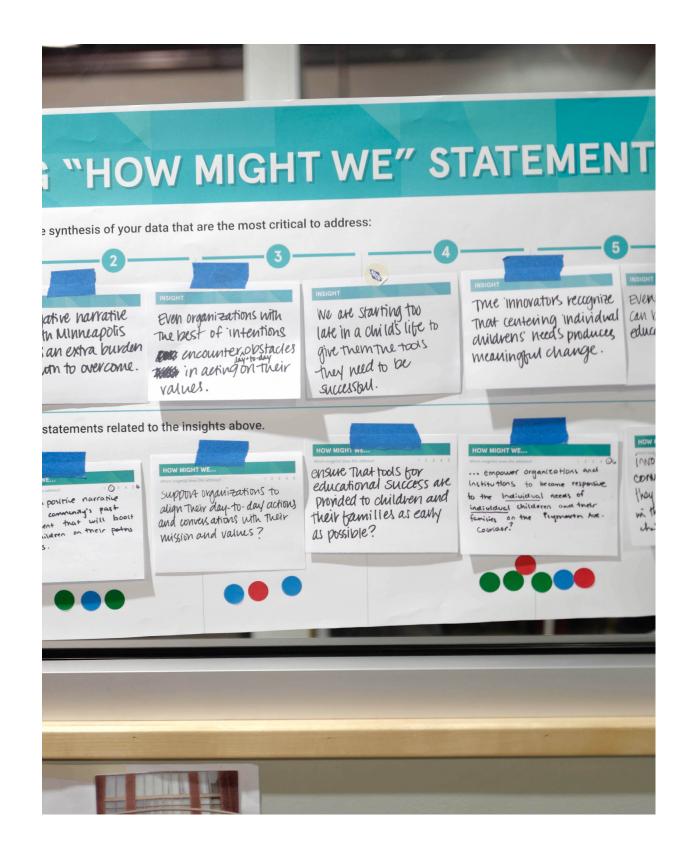
"How Might We" (HMW) prompts are questions that can help you generate ideas. They are not descriptions of the solutions you want to see.

Why do we write HMW statements?

- How Might We statements can point you towards the outcomes you believe in.
- To make sure that your brainstorming is both focused and creates lots of ideas.
- They can help you draw a clear line between our research and the ideas that will be generated.

The best HMW statements lead to lots of different ideas.

- As a test, you should be able to come up with at least three ideas for each HMW statement. If you can not come up with at least three ideas, revise the prompt.
- Make sure there isn't a specific solution hiding in your HMW statement! If you find a solution in there, revise the prompt. For example, "How might we create a child care center in the brick kiln factory?" is a solution hiding in the prompt.
- For each insight, write at least one HMW statement. An insight may spark more than one HMW statement so feel free to generate more than one for each of your five insights. We will narrow after we generate HMW statements.
- Then if necessary, narrow to five HMW statements. Vote on the top five HMW statements you want to take into Ideation.



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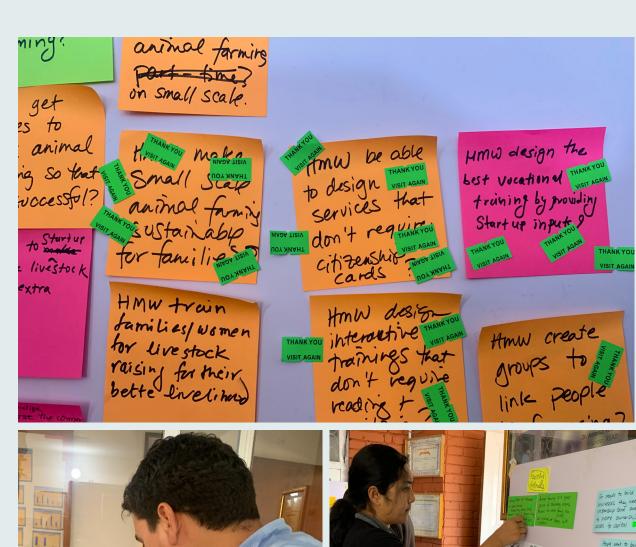


Developing "How Might We" Prompts

Using the insights generated, the READ Nepal team developed a set of brainstorming prompts to take into the field for Ideation.

"How Might We" prompts based on selected insights for Jahada

- HMW make small scale animal farming sustainable for families?
- HMW legitimize peoples' identities so they can receive social services?
- HMW design trainings to be more interactive, so that people feel they are for them?
- HMW link people to financing? *
 - People do want to build their own businesses, but a key barrier is access to financing
 - Being a part of a group (a co-op or microfinance group) is a key way to accessing financing - the financiers will trust and therefore lend to a group more than an individual
 - It is a little unclear why people are not able to form groups







^{*} The team determined that this HMW statement needed further research and refinement, therefore would not be used as a brainstorming prompt in the field.



Phase 4



OVERVIEW

You can use the Ideation process to generate lots of ideas. Rather than waiting for a moment of inspiration, you can actively brainstorm to generate lots of ideas on demand.

During brainstorming sessions, you will use How Might We statements to come up with solutions. You can sketch and write your ideas down, label them with a name and share them with the group. A brainstorm is also a great way to engage others in the process so they can share their own ideas.

RESOURCES REQUIRED

- Workshop time: ~3 hours (does not include additional brainstorming time)
- Facilitators: 2-3 (1 lead; 1 notetaker; 1 supporting logistics)
- Community Workshop time: ~2 hours
- Community Workshop facilitators: 3-4

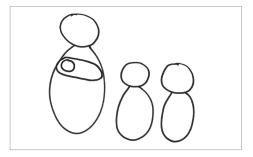
MATERIALS

- Ideation Presentation
- Brainstorming video
- HMW posters
- Half sheets
- Markers
- Colored dot stickers

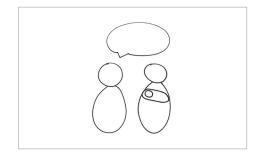
BRAINSTORMING TRAINING

Most people are intimidated by the idea of sketching, but a sketch can be just a simple graphic representation of an idea. It does not need to be a detailed, accurate, artistic drawing.

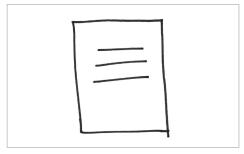
Let's practice sketching some common elements that might show up in your ideas:



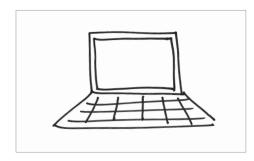
Different kinds of people (adults, kids, etc.)



A conversation



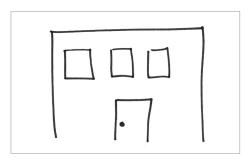
Paper documents



Computer



Phone



A building



MAKING IDEAS STRONGER



Don't just describe your ideas with words.

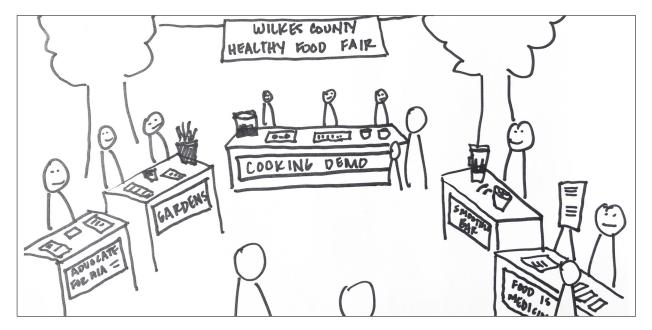
Words, though helpful, can sometimes be misinterpreted. How one person visualizes what the words are communicating might be different than how another person is visualizing the same words.

A COMMUNITY HEAVIH
FAIR W/FOOD AND
OPGANIZATIONS



Also draw a sketch and explain it.

By adding a sketch to the words, you are adding another layer of communication that can help to more accurately describe what you are trying to explain.

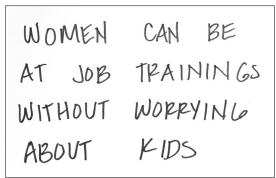


Example of an idea from a project focused on access to healthy food



Don't just describe an outcome.

When trying to come up with an idea, it is common to immediately think about what the end goal is and label that as the idea. However, when you disguise outcomes as ideas, you are only talking about the end state and haven't explained how to reach the end state.





Show how the outcome can be achieved.

One helpful way to make sure that what you have is an idea, and not just an outcome, is to make sure there is a noun in the idea. You can ask yourselves how you will get to the outcome and identify the person, place, or thing that will help you achieve that end goal.



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Rather than just keeping ideas to yourself, hold them up and share them with the group!

All of your ideas may not feel like good ideas, however, you can set the expectation upfront that all the ideas are quick ideas that have not been thought through. You are sharing them in the spirit of collaboration and with the hope that one person's idea might help spark an idea in another person or even that someone else may be able to build on the idea and make it even better!



Rather than shutting down an idea, say, "yes and..."



Your inner critic tends to come out when you hear an idea, even when it's your own voice. Rather than shutting down any ideas at this stage, consider them as an option and imagine a world where they might be possible and might work well. If you do want to add anything to the idea or revise it you can always say "yes, and..."

Ideas can come in lots of different forms, but they should always include a noun.

- Services and programs
- Buildings and other spaces
- Rules and policies
- Digital tools like apps and software
- Jobs and roles
- Messages and campaigns
- Physical products
- Systems and relationships



- Silence your inner critic. Sometimes we are our worst critiques. Don't hold back your own ideas. Share any idea you might have, no matter how big or small or silly it might seem. You never know how your idea might inspire another idea.
- Don't get caught up in the details. Don't worry about how an idea will be implemented, what the quality of the idea is, what it will cost, etc. You will have time to figure that out later. Right now, just focus on getting the ideas out, not on the details.
- No decisions need to be made right now! You are not making any commitments to ideas right now, just getting them out. There will be time later to get feedback on the ideas and develop them further.
- Remember to have a positive mindset. Even if you don't think an idea will work or even if it's something that has been done before, remember to say "yes, and...". This is just a brainstorm. You are not committing to anything yet.

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REVIEWING IDEAS

- 1. Review all the ideas you've come up with so far and place dot stickers on the ones you're most excited by.
- 2. You can also use sticky notes if you have questions about an idea or suggestions to build on it.



ENGAGING THE COMMUNITY

Similar Ideation Workshops can be held in the community. Here are some things to consider when collecting ideas from community members:

You can create posters that show your insights and How Might We statements. Then ask community members to respond to those prompts.

Community members can participate in many ways.

- They can write ideas, comments, or questions on sticky notes and put them up.
- They can vote on ideas they really like and are excited about using colored dot stickers.
- They can talk with facilitators about their ideas and the facilitators can note them down.







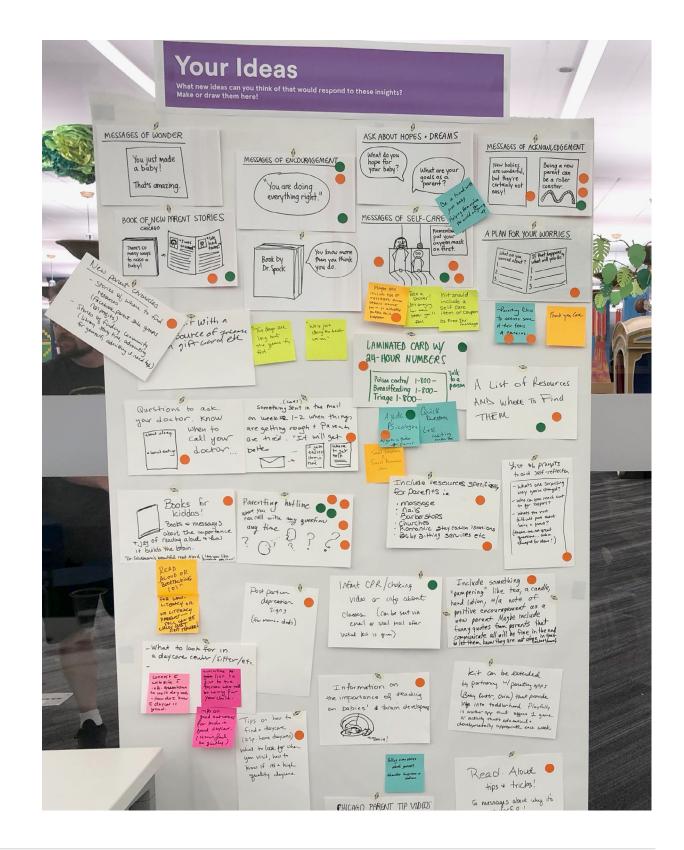




Workshops can look different depending on the context.

- You can hold large gatherings with lots of people or smaller gatherings and even hold them outside.
- You can also set up Idea Stations at central locations where people are already going (e.g. market, library, doctor's office, etc.)

Community Ideation Workshops are also a great way to engage potential partners or system actors in the work. Think about who might be implementation partners for you. Invite them to the Ideation Session so they can also generate ideas and maybe even implement them in the future.



Community Brainstorming & Reviewing Ideas

The READ Nepal team took the HMW brainstorming prompts to the field and held ideation sessions with the community. The community helped generate dozens of solutions which were then taken into the strategy development process.

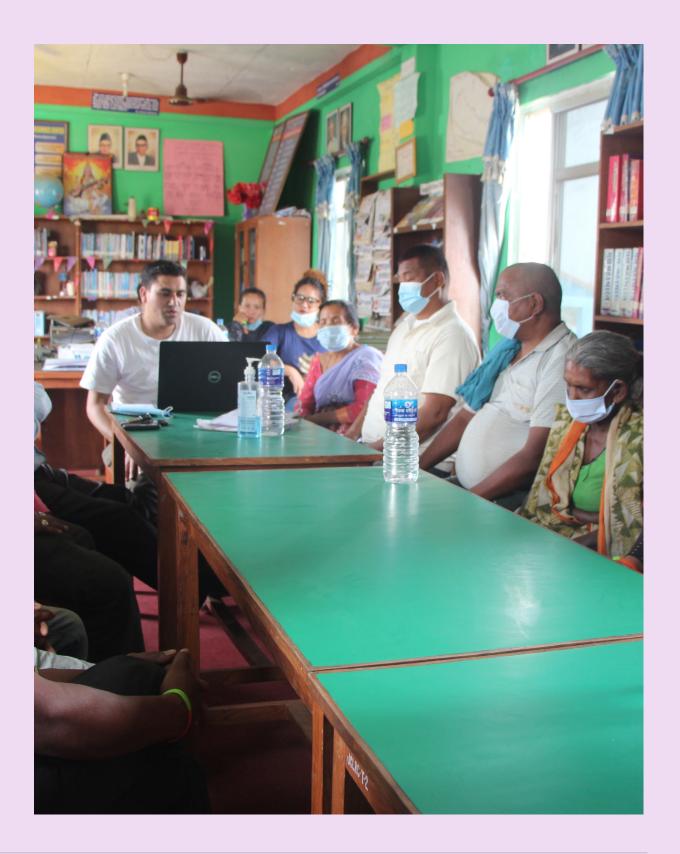
"How Might We" prompts used during community ideation sessions

- HMW make small scale animal farming sustainable for families?
- HMW legitimize peoples' identities so they can receive social services?
- HMW design trainings to be more interactive, so that people feel they are for them?









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Phase 5



OVERVIEW

Concept development is a method for organizing ideas into cohesive, and actionable recommendations. When you have a large number of ideas, concepts will help you organize organize the ideas and make them manageable.

Concepts will allow you to identify patterns so your efforts are cohesive, and not disparate. They are helpful when you need to prioritize the implementation of efforts.

RESOURCES REQUIRED

- Workshop time: ~3 hours (does not include additional synthesis time)
- Facilitators: 2-3 (1 lead; 1 notetaker; 1 supporting logistics)

MATERIALS

- Concept Development Presentation
- Ideas from Ideation Sessions & Community Workshops

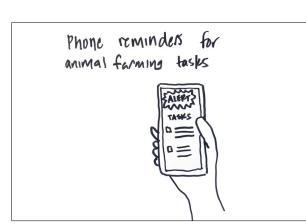
CONCEPT THEMING AND CLUSTERING

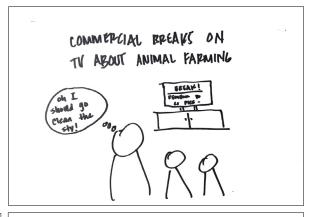
Right now you have lots of ideas. We will sort them into clusters according to their themes. In this case the themes will be nouns (in Research Synthesis, the themes were verbs!)

Look through each idea and cluster together ideas that are similar to one another and are accomplishing the same goal.

Here is an example of how to combine ideas that are similar under a concept theme:

Reminder tools for animal farming







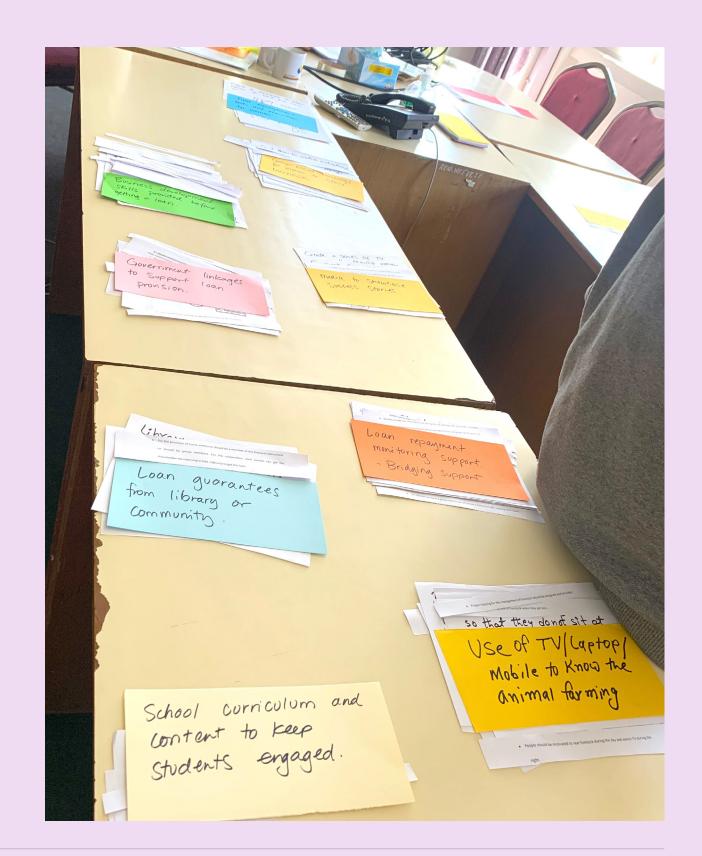


Concept Theming and Clustering

The READ Nepal team went through the ideas collected during the ideation process and organized them into concept themes so they could be mapped in the next part of the process.

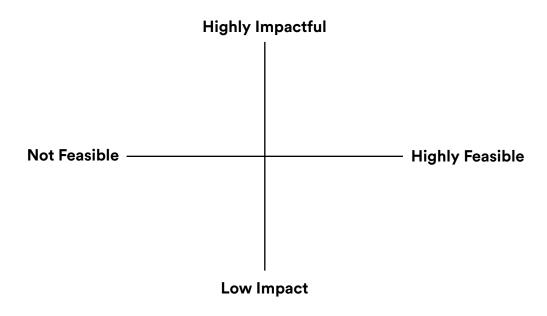
Concepts

- ID card alternatives to access services
- Group-based access to finance
- · Games to promote animal farming
- Industry experts to build skills
- Market access for goods produced
- Government and stakeholder coordination
- Tools, equipment, seeds provided to new businesses
- Seed funding loans for new businesses
- Animal farming training
- Insurance for livestock
- Graphic tools for training
- Business development training
- Financial literacy training
- TV, mobile, media for building skills



SETTING CRITERIA FOR PRIORITIZATION

Once you have your concepts, you can prioritize them using the criteria of impact and feasibility.



First, let's identify what highly impactful might mean in this context.

- Example: an increase in household wealth
- Example: more steady year-round income
- Example: decrease in debt

Next, let's identify what highly feasible might mean in this context.

• Example: There is political commitment or buy-in around this idea or it can be developed

JAHADA CASE STUDY

Setting Criteria for Prioritization

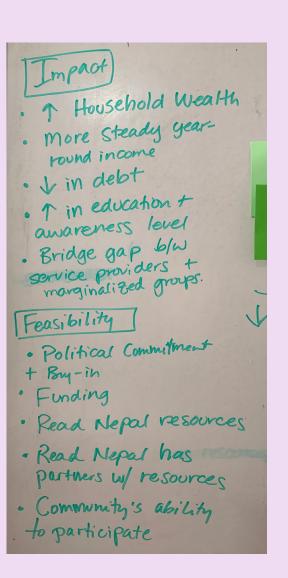
The READ Nepal team identified the criteria they wanted to set for impact and feasibility that they could use as markers to map their concept themes.

Criteria for Impact

- · Increase in household wealth
- More steady year-round income
- Decrease in debt
- Increase in education and awareness levels
- Gap is bridged between service providers and marginalized groups

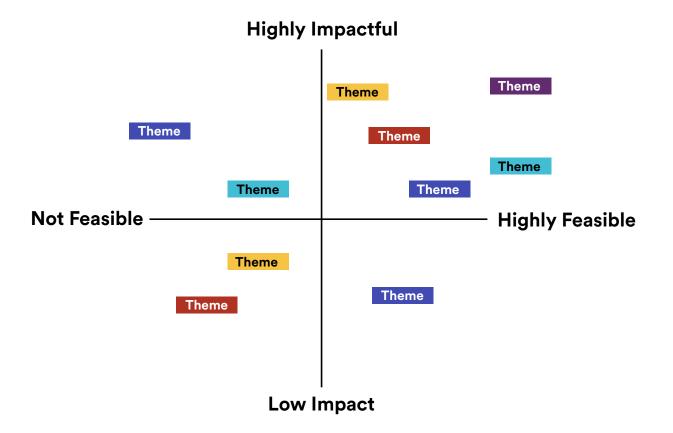
Criteria for Feasibility

- There is political commitment or buy-in around this or it can be developed
- There is district or municipal funding available to support the idea
- The READ Nepal team has the resources for implementation
- READ Nepal has partners that have the resources and would be willing to support implementation
- Community has the ability to participate in the process



MAPPING CONCEPT THEMES

- 1. Using the 2×2 grid of impact and feasibility, place the concept themes you have on the map.
- 2. Start with one concept theme and ask yourself, where does this sit on the spectrum of impact and where does it sit on the spectrum of feasibility. Place the theme at that location accordingly.
- 3. Move on the next concept theme and repeat the same exercise. You may need to move concept themes around to adjust where they should be mapped in relation to one another.



JAHADA CASE STUDY

Mapping Concept Themes

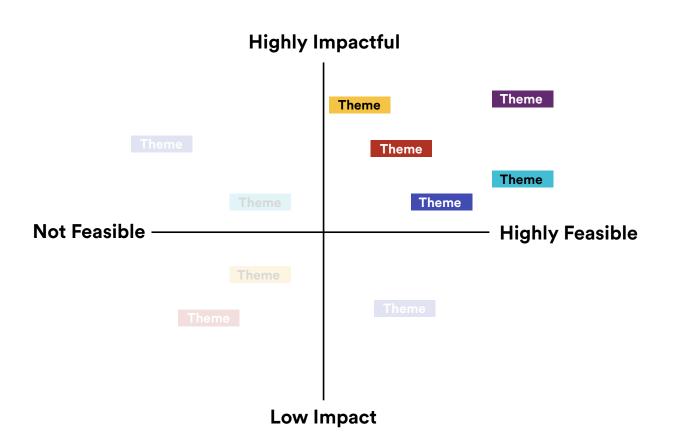
The READ Nepal team took the concept themes they generated from ideas and prioritized based on the criteria of impact and feasibility.



PRIORITIZING CONCEPT THEMES FOR PROTOTYPING

Once you have prioritized your concept themes, you can identify the ideas you want to take into prototyping.

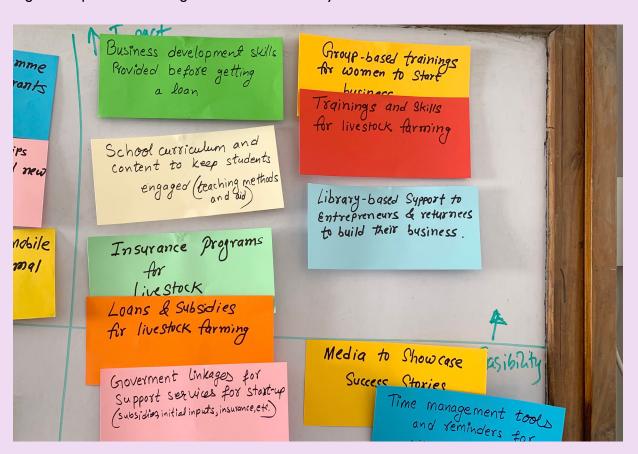
You might choose to focus on the upper right quadrant, since those themes have the highest impact and are most feasible.



JAHADA CASE STUDY

Prioritizing Concept Themes

From their mapping, they narrowed their themes to the ones that they felt would have the highest impact and the highest level of feasibility.



Prioritized Concept Themes

- Business development skills provided before getting a loan
- School curriculum to keep students engaged
- Insurance program, loans, and subsidies for livestock farming
- Group-based trainings for women to start businesses
- Library-based support to entrepreneurs and returnees to build their business

CONCEPT PROFILES

Once you have narrowed down to the concepts you want to prototype, create a concept profile slide for each concept. Not every field needs to be filled out. Add as much information as you have. This worksheet will be a helpful guide in developing prototypes.

Concept:

The need: Insert 1-2 sentences about what the current situation is that this concept seeks to address. This may include things we learned in research.

The concept: Insert 1-2 sentences about what this concept is, what it looks like, and how it works. Please be as specific as possible.

The audience: Insert 1-2 sentences about who this concept is for, and how it will serve them. If there is more than one end user, please describe the benefits for each of them.

Open questions: Insert one or more questions that the team hasn't resolved yet; we can potentially answer them through prototyping and feedback.

> Insert 1-2 sketches or pictures from the Internet or the community workshops that help others understand what this concept looks like in practice.

JAHADA CASE STUDY

Concept Profile Worksheets

Using the concept profile templates provided, the READ Nepal team developed profiles for the prioritized sets of concepts from the Concept Development phase. For each concept, they identified the need for the concept, more details about who it's for and how it works.

During this time, the team also identified what prototypes for each concept might look like and what open question still remain that could be tested during Prototyping. After outlining details for each concept, it was also determined that some concepts could be combined for Prototyping.

Concept: Family based livestock training with livestock insurance upon completion The need:

- We need family support to do animal farming.
- We need technical knowledge and information to sustain animal farming

The concept:

- 2-3 people per family will enroll and participate in animal farming/ livestock training focusing on a specific animal.
- After completing the training the family can apply/ receive insurance for their livestock.

The audience:

- Daily wage workers (Families)
- Brick Kiln workers (Families)

Open questions:

- Do you know insurance for livestock?
- 2. Will the local government provide insurance after
- Which specific animal or livestock to focus on?
- How long hours/ days should the training be?
- What season/time of year should the training be?
- Who in your family will participate in training?
- Would the family be interested in getting the training?

Prototype:

- Storyboard
 - Show how the person finds out about the training (flyer, newspaper)
 - The person shares the information with their family
 - The family decides who will take the training
 - They fill out a form/application for the training
 - They get accepted to the training
 - They go through the training
 - They get support after (maybe animals, insurance, money)

Concept Profile Worksheet for Family-based Livestock Training

Prototype: Family based livestock training with livestock insurance upon completion



This is a flyer. Where would they see something like this?

Who from your family would be most likely to sign up?

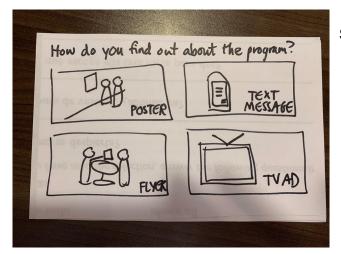
What animals would you be most interested in?

Would you want more or less time? When should this take place?

What should the insurance cover?

How would you expect to apply?

Prototype: Family based livestock training with livestock insurance upon completion



Show options

Ideas for prototypes for Family-Based Livestock Training

Concept: ID Card

The need:

The concept:

The audience:

Open questions:

READ Nepal Location Issued at: READ Nepal Centre - Kathmandu

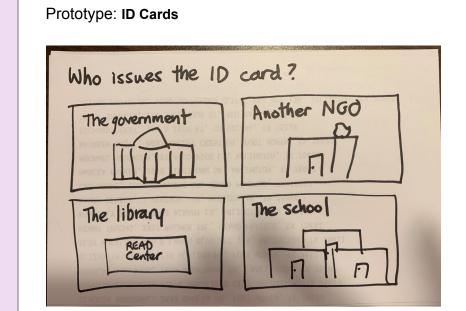
Signature

Prototype: ID Card

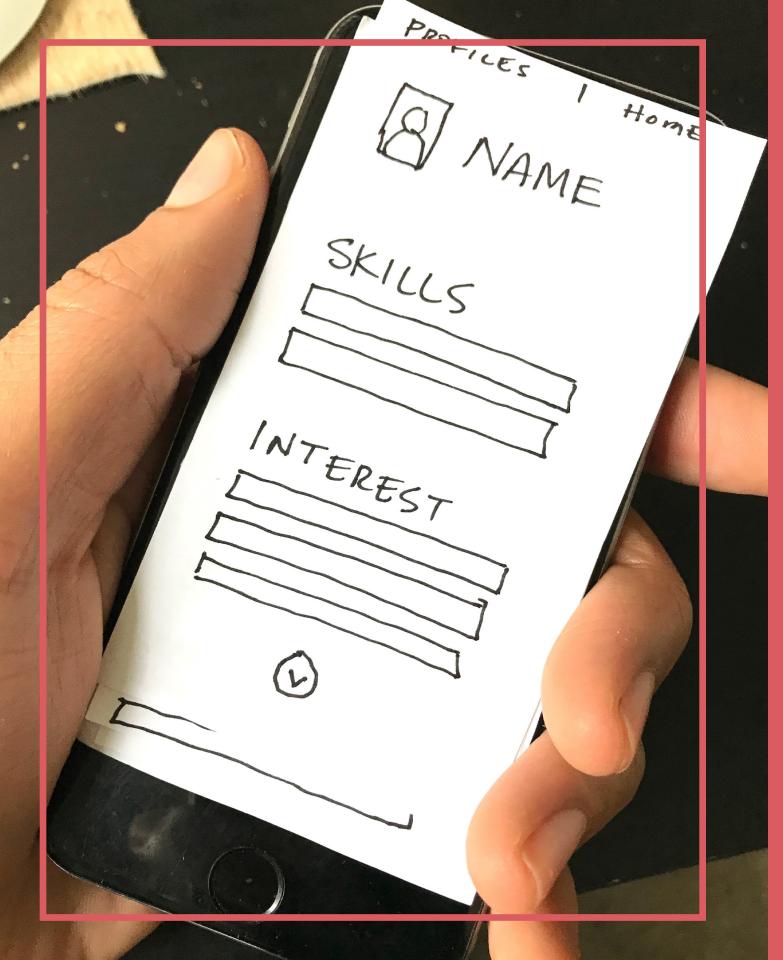
• Create a paper version of an ID card

- Test it with community members to see if they would want an ID like this
- Test it with government officials or banks to see if they would accept this

Concept Profile Worksheet for ID Card



Idea for prototyping Identification Card



Phase 6



OVERVIEW

A prototype is an early sample of an idea, built to test that idea and get feedback on it. There are several reasons to build prototypes. Through prototyping you can test your ideas in the "real world". This is likely the first time you're taking your ideas and sharing them with real end users for feedback. Through this process, you can uncover assumptions, biases, and hidden issues early on, and fix them without having invested too much time, money, resources and energy into the idea. If you test ideas early it will also limit the attachment to the idea or any part of the idea since the feedback you receive could change it.

Prototyping is also a great moment to align potential partners. Through the prototyping process, you might be able to identify whose support you need in order to implement the idea.

RESOURCES REQUIRED

- Workshop time: ~3 hours (does not include prototype building time)
- Facilitators: 2-3 (1 lead; 1 notetaker; 1 supporting logistics)

MATERIALS

- Prototyping Presentation
- Prototyping Guide
- Prototyping materials (basic office supplies such as paper, tape, stapler, markers, scissors, etc.)

Let's consider a scenario. Imagine this...

You're at a friend's home, and you can tell they have spent hours preparing a very special meal for you.



Unfortunately, the food is terrible! They ask you what you think of the meal. What would you say to them?

It is likely that you will see the hard work they put in preparing this beautiful meal and will politely tell them it's great or will talk about the presentation, avoiding talking about the quality of the food all together.

Now imagine this...

You're at a friend's home, and they quickly prepare some chatpate for you.



Overall it's okay, it could be a little spicier. They ask you how it is. What would you say?

You might say that it tastes fine, but you might feel more comfortable asking if you can add more spice to it.

Now finally imagine this...

You're at a friend's home, and they quickly prepare two dishes for you to try: a plate of chatpate and a plate of badam sadheko.





They ask you which one you liked better? What would you say?

You might feel pretty comfortable telling them which one is better and why. In the process of that, you will also give them feedback on the one you prefer less.

What you can take away from these scenarios is that less pressure equals more honesty! You make quick and simple prototypes because they send a message that you will not be hurt by honest feedback. Prototypes are a valuable tool for concept development, as long as they can produce honest feedback.

How do you know what to prototype?

Consider what parts of the idea you want to get feedback on. Then identify the kind of prototype that will help you test those aspects of the idea.

What can be prototyped?

Just about anything so long as the idea is communicated! Here are some examples of what can be prototyped and how it might look:

- Physical objects
- Digital tools
- Spaces and layouts
- People and roles
- · Community events
- Training programs

A prototype can also just be a visual image with a description. Or it can be a storyboard that describes a process.



Small, local gardens, distributed across the county, where residents can learn the skills they need to plant, grow and harvest their own food. **The Experience** | Community Gardens | Small, local gardens, distributed across the county, where residents can learn the skills they need to plant, grow and harvest their own food. | Community Gardens | Small, local gardens, distributed across the county, where residents can learn the skills they need to plant, grow and harvest their own food. | Community Gardens | Small, local gardens, distributed across the county, where residents can learn the skills they need to plant, grow and harvest their own food. | Community Gardens | Small, local gardens, distributed across the county, where residents can learn the skills they need to plant, grow and harvest their own food.

- Neighborhoods, schools, churches and other community groups can apply for a garden starter workshop, teaching them how to choose a site, cultivate the land and manage the garden
- Groups with expertise, such as garden clubs, community college and cooperative extension, would educate and help maintain the gardens
- Participants can grow and harvest their own produce



BUILDING PROTOTYPES

- 1. Review your concept development worksheets for each idea from the previous phase.
- 2. Think about what tangible representation you can use to tell people about the idea.
- 3. Once you have determined what that prototype should be for each idea, use everyday supplies to build the prototype.





Human-centered design // Phase 6 // Prototyping



Building Prototypes

After narrowing down ideas from the previous phase, the READ Nepal team developed visual prototypes of the ideas to take into the field for testing.

Ideas taken into the field for prototyping:

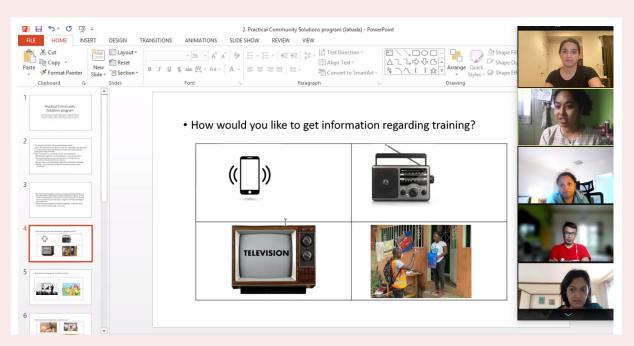
- 1. Agriculture and livestock farming (training)
- 2. Alternative Identity card
- 3. Business Development training
- 4. Loans, Inputs and mentoring
- 5. Financial Literacy

Materials needed for prototype testing:

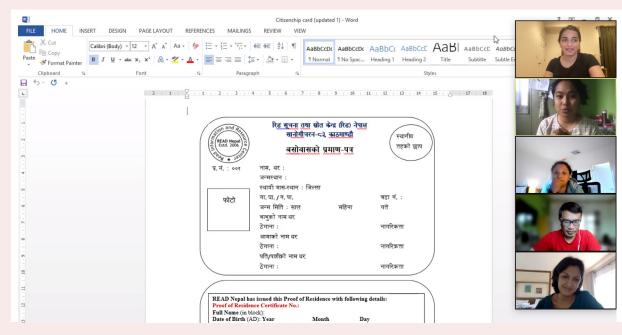
- Printed questions
- Markers and news prints
- Pens
- Projector
- Prepared presentation

Groups identified for prototype testing:

- Families (Families practicing agriculture and livestock farming or want to venture into livestock farming)
- Agriculture and Livestock Farming department (Government Bodies)
- Local Government (Municipality, ward level)
- People without Citizenship certificate
- Cooperatives
- Business Owners (Successful entrepreneurs)
- School Authorities



Draft prototype of Livestock Farming Training



Draft prototype of Alternative ID Card



PROTOTYPE TESTING

What is prototype testing?

Prototype testing entails sharing your prototypes with end users, and learning from their opinions and behaviors.

How do you introduce the prototypes?

You can start by setting expectations. You might say:

- "There are no wrong answers."
- "We want to know what you like, but more importantly, what you don't like."
- "You can't hurt our feelings."

For each prototype, develop a Prototyping Guide you can use to get feedback (similar to the research guide!) To start planning the logistics of the prototyping sessions, identify the people who can best provide feedback on the idea and start scheduling the sessions with those individuals and/or groups.

During the prototyping sessions, you can document the feedback by taking notes.

When the session is completed, enter your feedback in a place where you can see all of it in one place. A few key categories of feedback you want to be sure to receive are:

- What was the positive feedback?
- What was the negative feedback?
- What would people change about the idea?



TIPS FOR RESPONDING TO FEEDBACK!

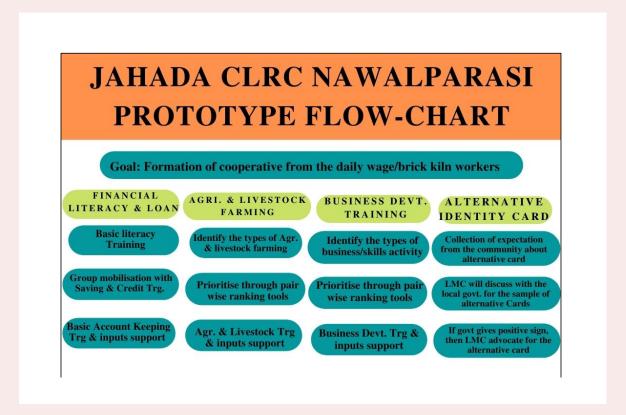
- If the participants says, "It's a great idea" you can say, "How would you imagine using this?" or "What specifically do you like about it?"
- If the participants says, "I like all these ideas" say, "If you could choose only one, which one would you choose?"
- If the participants says, "I think people would want this because..."
 say, "We're interested in what you want, not what you think other people would want."
- If the participant says, "That couldn't possibly work" say, "Don't worry about how this works just imagine that it is possible."
- If the participant says, "Can it do [this]?" say, "Would you want it to do that? (If yes...) Then, sure, assume it can."
- If the participant says, "I hate this idea..." say, "That's actually really helpful for me to know. Can you tell me why you don't like it?"
- If the participant says, "I guess I might use this... maybe..." you can say, "It sounds like you aren't as interested in this concept. Can you tell me why? I can reassure you that I won't be offended!"

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Prototype Testing

Once the READ Nepal team developed their prototypes, they identified the key learnings they wanted as a result of the prototype testing. They then worked with the LMC to test the ideas in the field.



Flow chart articulating learnings desired by READ Nepal, from prototyping sessions





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Phase 7



OVERVIEW

During Prototyping, you created visual tools to get feedback from end users. In the Piloting phase, you will continue to get feedback from people, but with larger, scaled-up versions of the prototypes in a real-world setting.

A pilot is not just gathering proof your idea works. Nor is it a rigid experiment with every detail planned in advance. It's a chance to try the idea, learn about how it works, and determine how to improve it before scaling it up

There are many reasons to run pilots. Because a pilot doesn't require as many resources, there is not a lot of upfront investment in case the idea doesn't work as anticipated. This lowers risks and costs. A pilot can validate which elements of the concept are working and which are not. The pilot can also illuminate new questions and challenges that come with a new scale of implementation.

RESOURCES REQUIRED

- Workshop time: ~4 hours
 (does not include time for prepping and running the pilot)
- Facilitators: 2-3 (1 lead; 1 notetaker; 1 supporting logistics)

MATERIALS

- Piloting Presentation
- Concept Feedback Worksheet
- Staging Worksheet
- Stage 1 Worksheet
- Success Metrics Worksheet
- Piloting Logistics Template

EDITING AND NARROWING CONCEPTS

- 1. Review the feedback you received about each concept during prototyping, and discuss the changes to the concept as a result of the feedback.
- 2. Look at the open questions and see if any of those were answered through prototyping and can be added to the concept.
- 3. Then, identify who and when it might be most appropriate to launch the pilot.
- 4. Once you've reflected on all your prototypes, consider which concepts you want to take into piloting.
- 5. Work together to narrow the concepts to identify one idea for each community that the team can take into piloting over the next couple months.

You might narrow concepts based on these considerations:

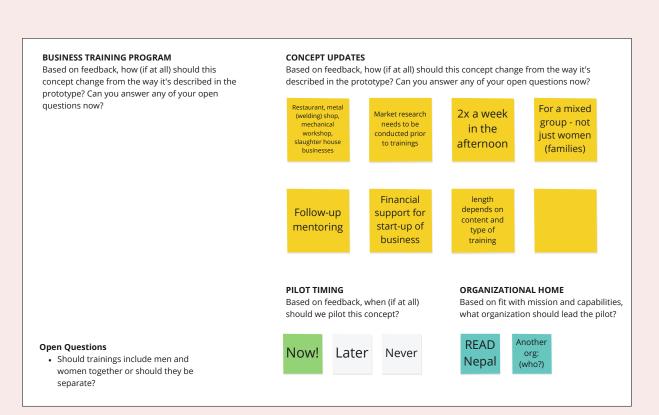
- Was there significant interest and positive feedback from prototyping participants?
- What is the capacity of READ Nepal to lead piloting efforts around this concept?
- Which idea will provide the greatest benefit to the community?

NAME OF CONCEPT:	CONCEPT UPDATES Based on feedback, how (if at all) should this concept change from the way it's described in the prototype? Can you answer any of your open questions now?					
an you alone any or your open questions from						
pen Questions	PILOT TIMING	ORGANIZATIONAL HOME				
•	Based on feedback, when (if at all) should we pilot this concept?	Based on fit with mission and capabilities, what organization should lead the pilot?				
	Now! Later Never	READ Another org: Nepal (who?)				

Editing and Narrowing Concepts

The READ Nepal team reviewed the collected feedback from Prototyping for three concepts: Livestock Training Program, Business Training Program, and ID Card.

- Business Training Program: Based on prototyping feedback, the team decided not to move forward with a pilot for this concept.
- Identity Card: The READ Nepal team received positive feedback from the prototyping sessions around this concept. However, the team will not be piloting this concept directly. Instead, they will work with local institutions that will pilot this idea and the READ Nepal team will support them as needed and collect feedback from them based on their pilot.
- Family-Based Livestock Training Program: The team received positive feedback during prototyping and decided to take this concept into piloting.



IDENTITY CARD

Based on feedback, how (if at all) should this concept change from the way it's described in the prototype? Can you answer any of your open questions now?



CONCEPT UPDATES

Based on feedback, how (if at all) should this concept change from the way it's described in the prototype? Can you answer any of your open questions now?



stakeholders would dvocate need to municipal level

They would give ndividuals if the need the card

Card might take a lot of time, but letter can be much faster



Place of esidence and duration is important to include

Never

Goat farming

was first

choice -

poultry was



Name of entity recommending (maybe also a

PILOT TIMING

Based on feedback, when (if at all) should we pilot this concept?





ORGANIZATIONAL HOME

Based on fit with mission and capabilities what organization should lead the pilot?





Open Questions

- · Who will accept the recommendation letter?
- · Which entity will issue the recommendation letter?

LIVESTOCK TRAINING PROGRAM

Based on feedback, how (if at all) should this concept change from the way it's described in the prototype? Can you answer any of your open questions now?

Which livestock training will be suitable for you?







Open Questions



Prefer local ocal language speaker (Awadi)

phone as the

to get informatio

about the training

nethods for then

After the training, expected financial support

Based on feedback, how (if at all) should this concept change from the way it's

described in the prototype? Can you answer any of your open questions now?



2x a week /

afternoon

period

orefer group

based

(family)

training

PILOT TIMING

Based on feedback, when (if at all) should we pilot this concept?





ORGANIZATIONAL HOME

Based on fit with mission and capabilities, what organization should lead the pilot?





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DEVELOPING THE PILOT CONCEPT

Stage 1: Pilot

The Pilot should demonstrate the desirability and feasibility of the concept and help us to answer any remaining questions about how our idea will take shape in the world. t is the smallest-possible scale version of the idea, that you can test in the next couple of months.

Stage 2: Expansion

The Expansion would be a more permanent, scaled version of the pilot.

Stage 3: Long-Term Vision

The concept you have prototyped is probably a long-term, idealized vision of what it might become. However, it's helpful to keep that vision in mind, even as you develop a shorter-term pilot.

STAGE 1: PILOT What would this concept look like if we implemented it at the smallest possible scale? (Next 3-6 months)	STAGE 2: EXPANSION What would this concept look like as we begin to scale it across our community? (Next 1-2 years)	STAGE 3: VISION What would the ultimate realization of this concept look like in our community? (Next 3-5 years)
Write or add pictures here	Write or add pictures here	Write or add pictures here

Here is an example of how an idea could evolve:

This is an example of how piloting worked for a different project with an organization called The Health Foundation that also used the HCD process to identify solutions. The challenge the design team was working on was around the lack of access to affordable, fresh foods in the community.



Idea

 After research and synthesis, The Health Foundation and a local design team held a community workshop and one of the ideas that came about was for a mobile food pantry.



Stage 1: Pilot

- After prototyping the idea and receiving positive feedback, the team moved forward with piloting and tested the idea at one location over one weekend.
- Through the pilot and expansion, the team was able to figure out key elements:
 - What locations work best?
 - What timing works best?
 - What produce is preferred?



Stage 2: Expansion

• Eventually they expanded the pilot to 6 locations for an entire summer!

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Stage 3: Long-Term Vision

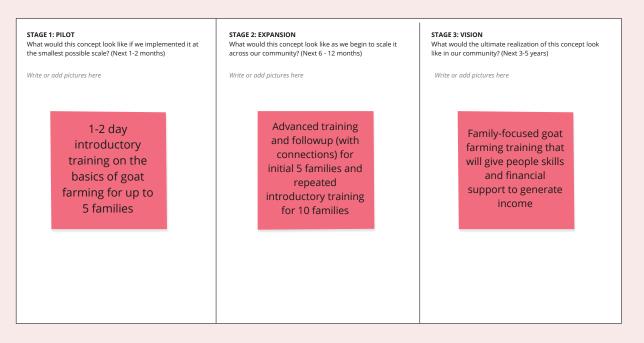
• Now it has become a more permanent mobile food program that operates every year and travels to many locations.



JAHADA CASE STUDY

Developing the Pilot Concept

After narrowing the concepts to take into piloting, the READ Nepal team identified the 3 stages that the concept would undergo to reach it's final vision.



Stage 1: Pilot

1-2 day introductory training on the basics of goat farming for up to five families.

Stage 2: Expansion

Advanced training and followup (with connections) for the initial five families and repeated introductory training for up to 10 families.

Stage 3: Long-Term Vision

Family-focused goat farming training that will give people skills and financial support to generate income.

PLANNING STAGE 1

Once you have your staged concept, complete a pilot concept worksheet, identifying open questions and who you want to learn from during this period.

STAGE 1: PILOT

Your pilot is a small-scale version of your concept that you can implement in the next 3 months. It should demonstrate that your concept can work, while answering any remaining open questions.

What is the pilot? What will you make or do to test your concept?

What open questions remain for you about this concept, that the pilot could try to answer?

Who are the end users and implementers that you need to learn from?

IMPLEMENTERS

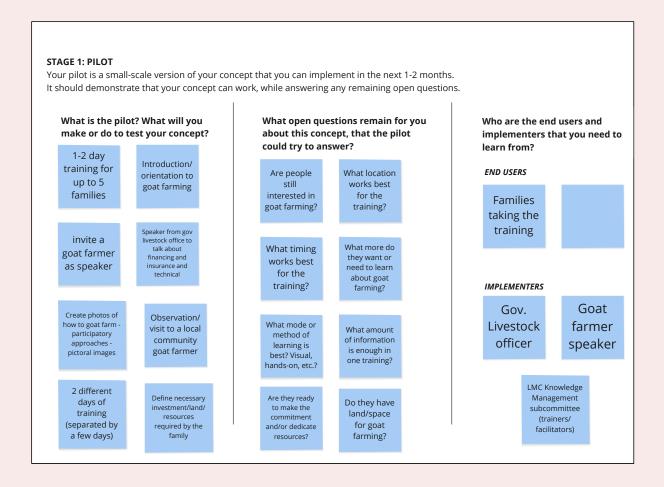


- Remember, during piloting, you are still testing ideas and learning more so you can go back and make revisions based on feedback.
- Not every detail of the pilot has to be planned out. It is another test that can be adjusted along the way.

JAHADA CASE STUDY

Planning Stage 1: Pilot of Family-Based Livestock Training Program

The READ Nepal team created a more detailed plan for piloting a Family-Based, Livestock Farming Training Program. The plan included details about what the training program would entail, what questions remain that the pilot will help answer and the targeted user groups and implementers that will be a part of the pilot.



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IDENTIFYING SUCCESS METRICS

You need a way to identify whether your pilots were desirable and feasible. You can identify these metrics now and use them once you launch the pilots to measure how successful they are.

- 1. First you will identify the desirability factors, quantitatively (through numbers) and qualitatively (through stories). How will you know if the concept is desired by end users? How will you know if it adds value to their lives?
- 2. Then you will identify the feasibility factors. How will you know if the concept is achievable for implementers? How will you know if local partners and participants can sustain it?
- 3. Identify the success metrics based on desirability and feasibility using the worksheets.

SUCCESS METRICS

These are the various indicators that help you know that your pilot is on the right track. Others may arise throughout the pilot, but it's important to have a sense of what type of success you are aiming for when you get started.



(½) QUANTITATIVE MEASURES

What numbers would serve as positive indicators?



QUALITATIVE FEEDBACK

What stories or comments would serve as positive indicators?

DESIRABILITY

How will we know if the concept is desired by end users? How will we know if it adds value to their lives?

SUCCESS METRICS

These are the various indicators that help you know that your pilot is on the right track. Others may arise throughout the pilot, but it's important to have a sense of what type of success you are aiming for when you get started.



(½) QUANTITATIVE MEASURES

What numbers would serve as positive indicators?



QUALITATIVE FEEDBACK

What stories or comments would serve as positive indicators?

FEASIBILITY

How will we know if the concept is achievable for implementers? How will we know if local partners and participants can sustain it?

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Identifying Success Metrics: Family-Based Livestock Training Program

After outlining some details for the pilot, the team identified the success metrics, both in terms of desirability and feasibility, for the pilot.

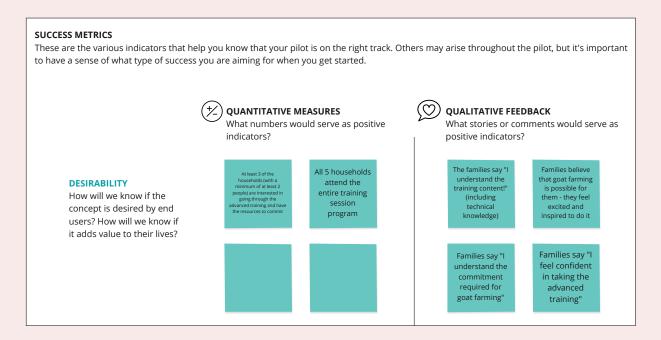
DESIRABILITY

Quantitative Measures:

- At least 3 of the households (with a minimum of at least 2 people) are interested in going through the advanced training and have the resources to commit
- All 5 households attend the entire training session program

Qualitative Feedback:

- The families say "I understanding the training content!" (including the necessary technical knowledge)
- Families believe that goal farming is possible for them and they feel inspired to do it
- Families say "I understand the commitment required for goat farming."
- · Families say "I feel confident in taking the advanced training."



FEASIBILITY

Quantitative Measures:

- At least 1 stakeholder makes a formal commitment to support this initiative
- · At least one local model goat farmer is identified as a mentor
- READ Nepal is able to secure funding for the advanced training
- · Linkages are formed between participating families and access to finance or capital

Qualitative Feedback:

- Government livestock department sees the value of this training
- Agricultural multipurpose cooperative is ready to support by providing financial and technical training
- Local government will give recommendation letter if necessary
- · The trainers feel comfortable delivering the training
- The livestock office will provide livestock insurance
- LMC will explore further partnerships



PLANNING PILOT LOGISTICS

One way to start planning the logistics of the Pilots is to think about all the tasks that your team needs to do to make the pilot happen. Then start to organize these tasks across the next few months.

As you are planning the order in which things need to happen, also consider what materials you will need for the tasks and who will lead procurement and/or creation of the materials.

	WEEK 1-2				WEEK 3-4						
Tasks											
Materials needed											
Who will manage this task?											

WEEK 5-6				WEEK 7-8					



Planning Pilot Logistics

The READ Nepal team planned the logistics of a 2-day introductory, family-based livestock training program. Tasks were identified and the team estimated that they could launch the pilot within 4-6 weeks.

They then developed a piloting plan, guidelines, and orientation to further develop the pilot with the LMC. The team then worked with the LMC to launch the Family-Based Goat Farming Training pilot in Jahada.

The photos on this page are images from the pilot training program.





Goat Farming Piloting Guidelines

2021

Businesses help to increase income and as a result improve livelihood of the family

1. Targeted Group: workers working in brickkilns as well as daily wage workers.

2. Objectives:

- To improve financial status of workers through Goat farming.
- To provide workers with knowledge, training as well as other necessary support for Goat Farming.
- To extend access of workers to the library.
- To extend coordination with local government as well as local stakeholders.

3. Outputs:

- 30 farmers will get information and knowledge regarding goat farming through orientation.
- 10 members from 5 selected families will receive training regarding goat farming.
- 5 selected families will be provided 2 goats each to start goat farming.
- The farmers starting goat farming after the orientation as well as training will be provided loan as well as other necessary support.
- The goat farming will generate an income of Rs. 60,000 from second year of start of their venture.
- Relationship between families will be improved as they support each other in income generating activities to improve their livelihood.
- Increasing access to local stakeholders and local government of farmers through library interventions.

4. Activities and process:

A. Piloting Orientation:

- READ Nepal will provide orientation to staff members of the library, LMC, workers as well as local stakeholders regarding goat farming through online as well as physical program.
- The orientation will be provided according to the process drafted in this guideline document.

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Learnings around Human-Centered Design

After going through the Human-Centered Design process for over a year, the READ Global and READ Nepal teams shared some of their learnings:

Earning the trust of community is critical to the success of **Human-Centered Design.**

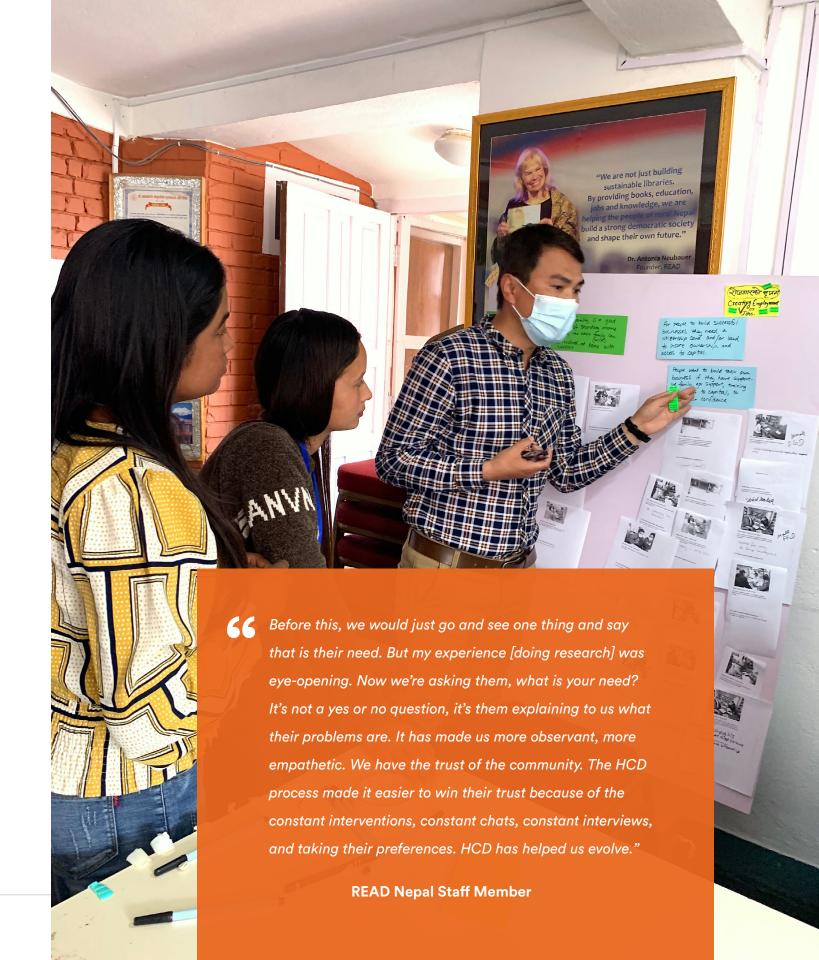
Without building trust, the HCD process won't be able to extract the real problems and needs from the community. In this case, building trust required door-to-door visits, regular interactions, informal visits, discussions, and meetings in order to capture needs and problems that would later be addressed through practical solutions.

This work can't happen in silos – partnerships are critical.

Without facilitation from local permanent structures (e.g., community-based organizations, clubs, libraries, social leaders and those who have close relationships with them, etc.) community members don't generally trust outsiders and likely won't disclose their real problems.

As the process continues, priorities and ideas can change so flexibility and adaptability throughout the process is key.

Activities might need to change based on real-time situations and input from the community. As an example, after the READ Nepal team planned their prototype, visited Siraha and received feedback, the idea of focusing on children's education emerged. The READ team had initially prioritized business/livestock training, based on data from previous research, but due to the long lockdown situation the community emphasized their priorities shifting to the education of their children. Thus, the focus of the project shifted to creating a mobile learning center.



Developed in partnership with







