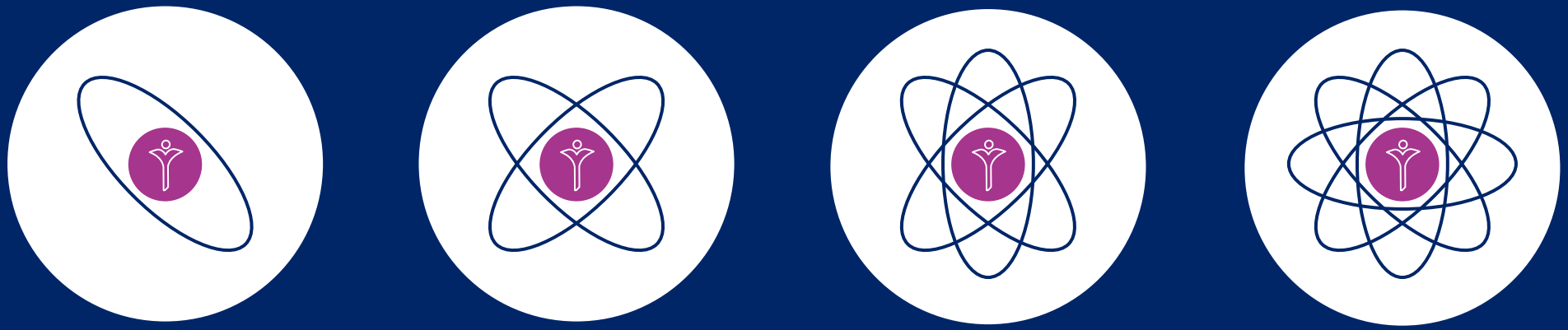
HCD EXCHANGE

The Journey of Insights

A knowledge guide on the generation and use of insights in the HCD process in AYSRH programs



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HCD EXCHANGE

Since 2020, the HCDExchange has worked to advance learning and practice related to integrating human-centered design and adolescent sexual and reproductive health (HCD+ASRH). We are a Knowledge Hub dedicated to exploring how human-centered design (HCD) can improve sexual and reproductive health (SRH) needs and rights for young people (HCD+AYSRH). It is managed within JSI's Center for Health Information, Monitoring, and Evaluation (CHIME), a technical assistance, research, and knowledge group dedicated to improving the quality of health information and increasing evidence-based decision-making in the health sector. The HCDExchange convenes a global Community of Practice (CoP) that drives, shares, and increases learning to help shape this field. The CoP comprises implementers, funders, designers, evaluators, and youth who share our vision.

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Core definitions

What are ‘insights’? An insight is a nugget of ‘new’ or newly contextualized knowledge that helps researchers and practitioners working on a specific program gain a detailed and personal understanding of the target population.

What is ‘insight generation’? The process of uncovering insights across the HCD process.

What is ‘insight use’? How the insights inform progressive steps in the HCD process.

Introduction

This knowledge guide is intended to provide practitioners with a practical understanding of how insights can be generated and used via the human-centered design (HCD) process when developing adolescent and youth sexual reproductive health (AYSRH) solutions. Inspired by findings from the HCDExchange's Landscape Analysis of Adolescent Insights in HCD+AYSRH, this 'Journey of Insights' intends to demystify where, when, and what kinds of insights can emerge at the different stages of the HCD process to encourage richer and more informed solutions for young people.

While this tool has been created specifically for AYSRH programs using or intending to use HCD approaches, the knowledge derived can be applied for wider global health programming purposes.

The Journey of Insights Knowledge Guide provides a comprehensive and nuanced understanding of how insights are generated and used at different phases of the HCD process in AYSRH solution development. This is accompanied by two complementary learning tools:

Journey of Insights - An Audio-Visual guide: This visual learning tool takes the user through a narrated and visual journey of insights generation and use across the four main HCD phases. It gives readers an overarching understanding of how insights are born and how they evolve to inform AYSRH solution development.

Journey of Insights - A story: This story puts the knowledge guide into a real-world context. It's a fictional narration of a program that describes the process followed, the tools used, the decisions made, and the interactions between adolescents and practitioners when designing a solution.

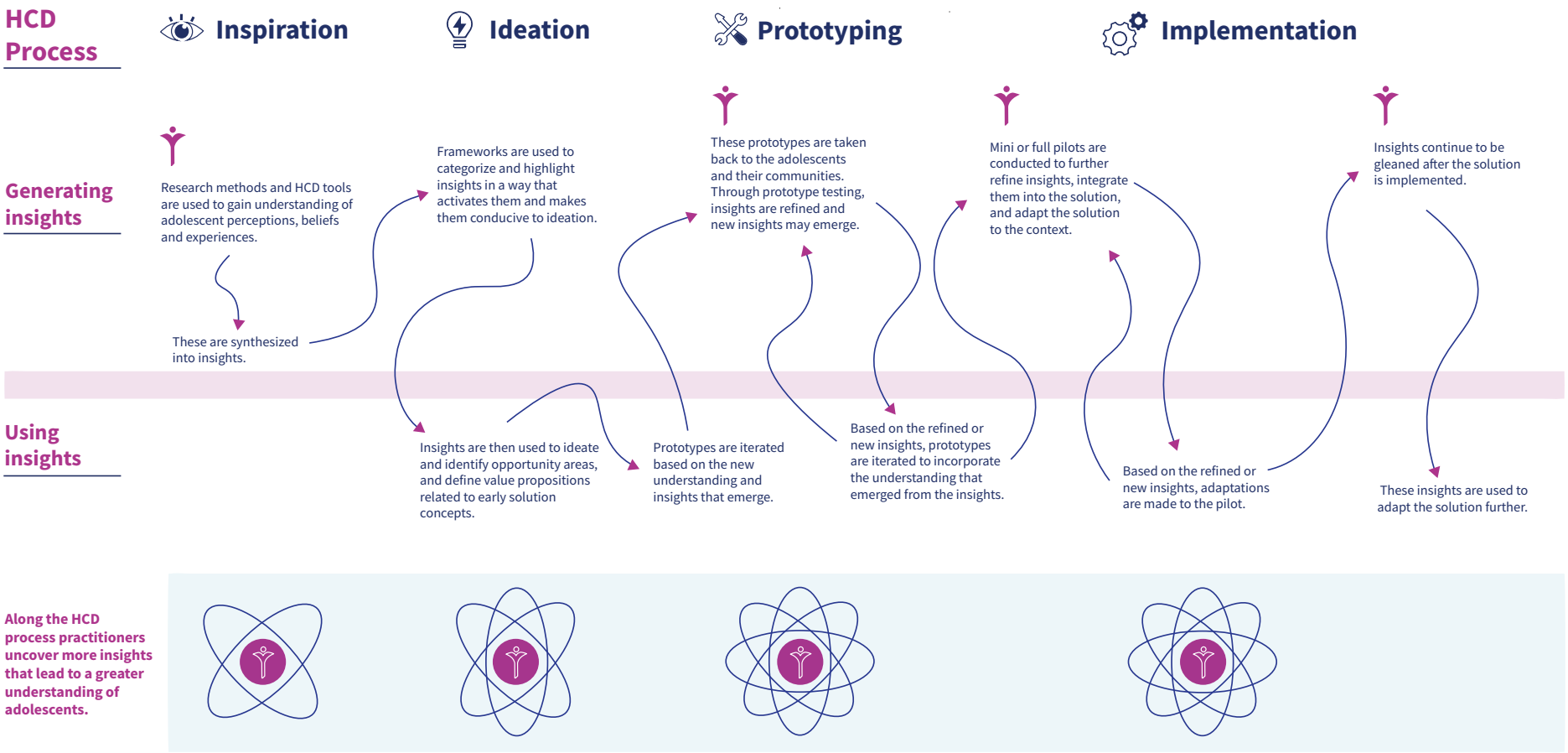
This product provides an overview of the role of an 'insight' in the HCD process and how it engages with solution development to achieve a program outcome. The application of all the tools in the journey of insights will need to be contextualized to the requirements, decision-making processes, available resources, and objectives of the program.

The product has been informed and enhanced by the HCDExchange's Landscape Analysis on Adolescent Insights in HCD+AYSRH programming. Highlights from the Landscape Analysis are found below.

Highlights from the Landscape Analysis on the Role of Adolescent Insights in HCD+ASRH

- **Insight generation goes hand-in-hand with insight use:** In HCD, insight generation is not limited to uncovering new knowledge. It goes a step further to simultaneously develop solutions in the context of this new knowledge. As practitioners go through the HCD process, their understanding of the user increases and becomes increasingly solution-focused.
- **The value of HCD lies in how insights are framed:** HCD adds value by framing insights to build empathy for adolescents and make the insight 'actionable'. This framing increases practitioners' ability to view AYSRH challenges from the perspective of adolescents. It provides a holistic picture of the adolescents' world and opportunities to build potential solutions that are relevant and appealing to them.
- **HCD insights are highly contextualized:** HCD is often used to develop solutions for a specific context or a particular program or to understand a specific user journey, which may limit the relevance of the solution in other settings and for other populations. However, as the body of HCD-generated insights grows, program managers are finding common insights across settings and groups that can be validated and refined for new programs, reducing the time needed to invest in a full insights generation process.

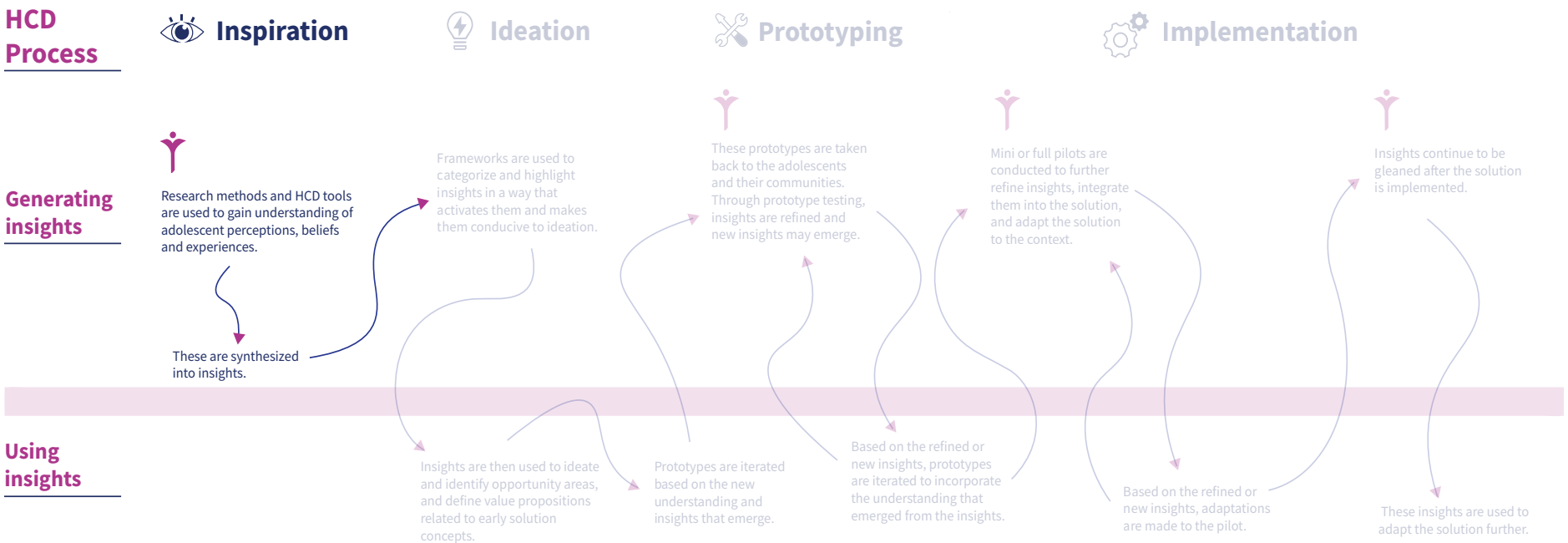
A bird's eye view of the journey of insights



Along the HCD process practitioners uncover more insights that lead to a greater understanding of adolescents.

A closer look at the generation, evolution and use of insights

Inspiration Phase



At the Inspiration Phase researchers and practitioners go out into the adolescents' world to understand their lives and environment.

At this stage, broad insights are sought to gain a holistic view of the complexities and interdependencies that affect young people's sexual and reproductive health choices, enabling the creation of well-integrated and relatable solutions.

Useful Tips

In the early stages of doing research, prior to speaking to the users of the solution, it is good practice to conduct secondary research to understand previous learnings from solutions that seek to address similar challenges.

Based on secondary research and pre-existing knowledge of the subject and audience, an overarching research question framed in an exploratory manner is crafted. This is done using the How Might We framework, from which the specific (key) research questions are developed which lead to the development of the research plan articulating other elements such as the objectives of the research, participant profile and sample sizes. It's important to ensure that the How Might We question is broad enough at the Inspiration Phase to encourage practitioners to explore and gain a holistic understanding of the adolescents' lives and environments.

When doing field research, HCD practitioners use research methods to learn about the user that are similar to those used in traditional qualitative research. These include methods such as in-depth interviews and focus group discussions (FGDs). However, interviews and FGD guides will often be augmented with HCD tools that help practitioners gain a deeper understanding of the audience.

Some examples of research tools that can be included alongside interviews and FGD guides to generate insights include:

Ice-breakers or conversation starters: These are questions or tools that enable researchers to start an interview or group discussion on a light note and to get a quick read on the individual or group to be engaged with. Icebreakers also help the interview participant feel comfortable around the researcher and to open up more readily. A simple icebreaker example could be showing visuals of different objects like a flower, butterfly, rainbow, cage, clock etc., and asking the participant to pick one that feels most relatable in the moment and to explain their choice. Another example could be simply asking the participant about their first childhood memory or a fun and easy question that the researcher believes will flow smoothly into the topic or focus of the upcoming conversation.

Five Whys: The Five Whys is a research technique that helps uncover the core needs, beliefs, and motivations of participants. The approach starts by posing a broad question around the topic that the researcher is trying to understand and follows with probing "the why" or the underlying drivers or rationale for a participant's experience or perception. It is said that if the researcher asks why five times, they are likely to get to the root of what the participant is sharing.

Card sorting: Using cards to engage the participant in conversation and provide a picture of what they are trying to explain is a commonly used design research tool. Cards can be used in a number of ways. For example, card sorting can help researchers understand participants' ecosystems and the influence they have on their decision-making. Showing all of the potential channels and people in the ecosystem that relate to the participant and asking participants about where they get their information or support on various topics can give the researcher a holistic view of the participants' choices and influences on their decision-making. The visual cues in the cards help anchor the conversation, enable participants to share different aspects of their experience and views, and help them articulate their response. It also assists the researcher in probing a topic in a more direct manner.

Scenarios: Researchers provide fictional real-world situations to participants in order to elicit a response. This helps increase understanding of adolescents' mindsets, priorities, and choices in certain situations. Scenarios are curated based on what the researcher wants to learn and understand about the participants.

Role-playing: Often used in conjunction with scenarios, role-playing typically takes place in an FGD setting. The researcher tries to understand the needs, challenges, choices, and decisions that adolescents might make in certain situations by acting out the scenario. For example, a young group of adolescents may be given a brief where they are asked to act out a situation in which a young girl discovers she is pregnant. Who might she go to for help? How will they react? And where is she likely to get support?

Photo or video journals: Researchers may ask participants to maintain photo or video journals over a period of time to understand their ecosystem and choices. For example, the participant may be asked to take a photo or video every time they feel supported and fulfilled when trying to seek help. The researcher uses this visual information to gain a deeper understanding and probe for more insights**.**

Hangouts: Researchers conduct informal research that involves spending time with the adolescents in their environments doing things that they enjoy and going to places they visit often. These informal hangouts allow researchers to immerse themselves and gain a real-life understanding of the participants and their lives.

Co-creation: During interviews or FGDs researchers may ask participants to create something with them. These creations could include collages, drawings, ideas for solutions, products, etc. The core purpose of the activity is to help participants articulate their thoughts and convey them to the researcher through the creation of tangible artifacts. The process of making and creating something not only provides insights into the participant's understanding of a topic, but it also helps to evolve their own understanding of their needs and desires.

Using a combination of research methods and the tools mentioned above, the kinds of insights gleaned from the Inspiration Phase might include:

> **Needs and desires:** Understanding the needs and desires of adolescents is crucial to gauging the relevance and role of SRH in their lives. Insights about needs provide an understanding of what matters to adolescents and what challenges are yet to be addressed. This understanding helps determine possible components of solutions. Insights on desires help researchers and practitioners understand adolescents' aspirations. This includes what adolescents actually want for themselves and what motivates and drives them towards their idea of a fulfilling life. This information may help shape the overall direction of a solution and create greater buy-in from adolescents because it is aligned with their vision of the future.

Challenges: Understanding challenges from the adolescent perspective is crucial, even if hypotheses about what these might be are made at the beginning of a program. For example, HCD may augment or refine an AYSRH program that seeks to increase contraceptive use by diving deeply into how adolescents think about contraception in their lives. Do they think about contraception? What contraceptive needs are there? What barriers exist for accessing contraception information? HCD generates a more complex and adolescent-centered narrative. This type of learning may differ from context-to-context. Through this layered understanding, challenges that are most relevant to adolescents are prioritized, and solutions are defined and positioned to address these specific challenges.

Mindsets: Understanding mindsets provides insight into the current opinions and perspectives around the topic(s) that a program is seeking to address. The mindsets of the adolescent, along with those of other influencers and community members, are important to consider when developing a program as mindsets have the ability to make or break a solution. Understanding mindsets helps to ensure that solutions are contextualized and sensitive in format and tone for the intended audience.

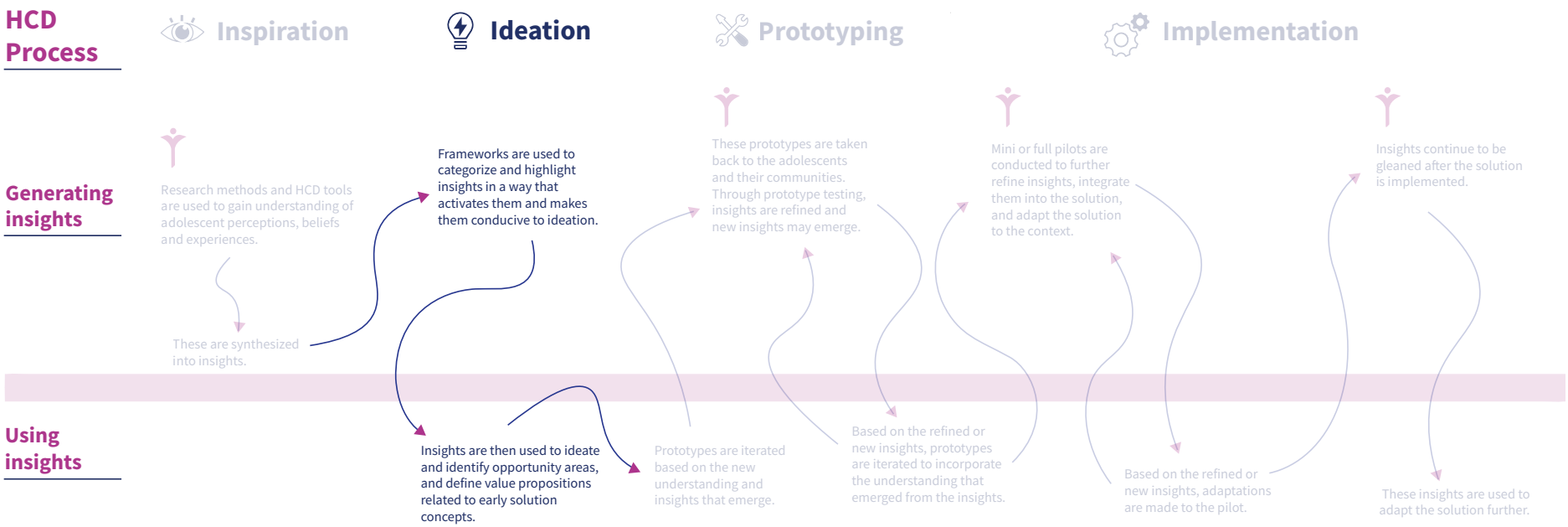
Drivers and barriers: Along with contributing to a holistic understanding of the adolescents' world specific to SRH, uncovering behavioral drivers helps identify steps or ways to influence new behaviors, while understanding barriers helps identify gaps in knowledge, experience or mindsets that need to be bridged. The solution can then be developed in line with these drivers and barriers thereby making it more relevant and more appropriately integrated into the adolescents' lives and context.

Ecosystem and relationships: Understanding adolescent relationships with other people in their ecosystem provides insights into: who adolescents trust, how they make decisions, who influences their lives and choices, and who the gatekeepers are. Getting to know the different information channels, services and opportunities an adolescent has access to also deepens understanding of the adolescent's ecosystem. These insights provide a richer and fuller picture of the interdependencies in the adolescents' lives making it easier to develop relevant and contextualized solutions.

Drawing inspiration from the environment: Getting familiar with the context through more informal ways, like hanging out and having spontaneous conversations with people, can provide ideas and inspiration based on things that are already embedded in the adolescents' environment. These insights or findings may not necessarily be directly linked to SRH, but help conceptualize and implement a well-integrated solution that is innovative, contextualized, and more relatable to the adolescent.

Insights generated at the Inspiration Phase are just the start of the learning process. These insights are applicable across the HCD process. In fact, as researchers and practitioners move along the process, their understanding of the same insight may change, deepen and become more refined as they uncover additional nuances of adolescents' perceptions and experience.

Ideation phase



At the Ideation Phase researchers and practitioners aim to use insights that emerge at the Inspiration Phase to define the approach of the program or solution.

The aim of the ideation Phase is to construct concepts that connect or explain insights that emerged during the Inspiration Phase. In the Ideation Phase, HCD frameworks can be used to restructure the gathered insights into formats to guide brainstorming. These frameworks allow stakeholders (practitioners, ecosystem players, users, etc.) to ground themselves in the insights through a facilitated process (e.g., workshop) that immerses them in the adolescents' experience as they brainstorm together to generate potential ideas for solutions.

Workshop participants should include stakeholders relevant to the adolescents' experience, community, and program or service to optimize efforts for identifying opportunity areas and developing early solution concepts and ideas. It is important to define a workshop agenda and set of activities that:

1. Relays the insights to all the participants
2. Facilitates ideation of potential solutions from reflection on insights.

Journey maps: Journey maps are used to visualize the stages that an adolescent may go through to accomplish a certain goal. The goal and parameters that journey maps are built on depend on a program's objectives and intended outcomes. For example:

- *A program that focuses on increasing awareness of contraceptive methods may benefit from a journey map that visualizes the process that an adolescent goes through to access and retain information about contraception.*
- *A program that seeks to build safe spaces for young women to receive pre- and post-abortion care may benefit from visualizing the emotional stages that a young woman may go through in her abortion journey.*

Alongside identifying challenges that need to be navigated at each stage, journey maps help to identify touchpoints and key moments that may become gateways for solutions. Journey maps also help build holistic solutions that are likely to take into account the adolescents' end-to-end experience in relation to a specific SRH topic.

Relational maps or ecosystem maps: Relational or ecosystem maps help provide an overview of the adolescents' ecosystem, their relationships within it, and the impact of those relationships on their lives. These maps help build understanding of the gatekeepers in the lives of adolescents and those that influence and impact their decisions and ways of living. Relational maps can also help practitioners learn about the key people within the ecosystem whose buy-in is essential for the solution, before it is implemented. Relational or ecosystem maps may also identify people in the ecosystem that need to be included to ensure that the solution is sustainable.

Personas: Personas are a representative identity that reflect different user groups. Each persona is a representation of a user segment with shared needs and characteristics. Adolescents are not a homogeneous group. Personas are created to represent this diversity and identify different kinds of adolescents that might use the solution(s). This allows for the creation of solutions that are aligned and targeted to the varying needs of each adolescent group. If the solution cannot be targeted to all adolescents, personas can also help identify which segment of the adolescent group needs to be prioritized for the solution. This ensures that solutions are not built in a one-size-fits-all way, and can accommodate the variations that exist within the user group or deliberately target the exact user segment.

Please note that this is not an exhaustive list of frameworks that can be used to guide brainstorming. Practitioners may often create ways of representing or mapping insights outside of the existing frameworks mentioned above. Tools like scenarios, co-creation methods and role-playing may also be used during the Ideation Phase as part of carefully curated activities that, along with the frameworks, guide participants to come up with ideas to inform solutions.

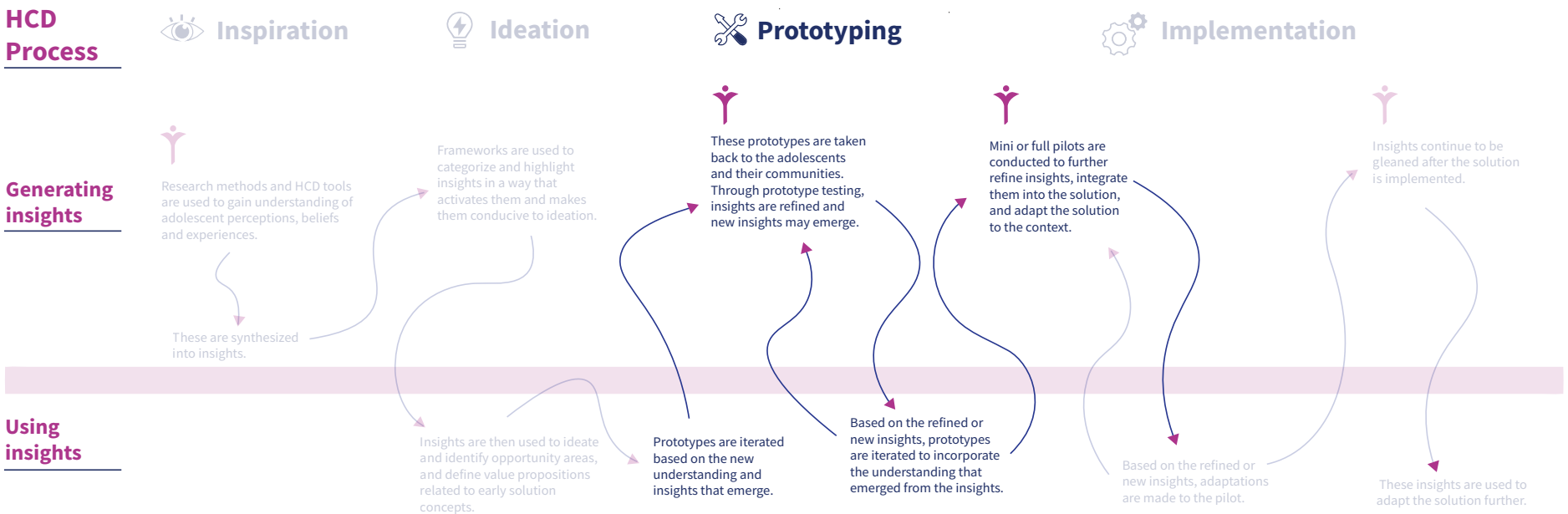
Workshops utilizing these frameworks during the Ideation Phase can generate outputs that may include:

Opportunity areas for solutions: Based on the insights gathered at the Inspiration Phase that provide a deeper understanding of adolescents and their contexts, practitioners may arrive at opportunity areas. These are framed as 'How Might We' questions that practitioners might ask themselves in order to arrive at a solution that works best for the adolescent. Hypothetically, if practitioners have understood that adolescents desire information on sex but are scared to take the initiative to access it, the question that might be asked to arrive at a solution could be: How might we make information related to sexual and reproductive health accessible to adolescents in a way that makes them feel safe to access it?

The value proposition of the solution: Insights on needs and desires along with challenges faced by adolescents (generated during the Inspiration Phase) are synthesized into frameworks as mentioned above. This then allows workshop participants to align their understanding of what the adolescent desires, and how the program objectives can be achieved in a way that is centered around adolescent needs and aspirations. This in turn enables workshop participants to define the value proposition of the solution to reflect what truly brings value to the adolescent.

Solution concepts and components: Using frameworks and insights, brainstorming activities allow practitioners to think about creating solution ideas for prototyping during subsequent HCD phases. The use of HCD frameworks along with guidance from opportunity areas and the value proposition of the solution ensure that workshop participants remain aligned to the needs and desires of adolescents and true to the contextual understanding embedded within the insights.

Prototyping phase



At the prototyping phase researchers and practitioners create quick and scrappy tangible versions of the solutions. These are called prototypes and are developed using insights gleaned from the Inspiration Phase. Prototypes of the solution are then tested with adolescents in order to refine the existing insights/understanding of the solution in the actual context of the user.

Prototypes of solutions are used to gain a deeper understanding of the user's perceptions, engagement and interactions with the solution. The lessons or insights that emerge from solution testing are then used to tweak (amend) the prototype and align it to the adolescents' needs and desires.

Prototypes can vary in terms of their fidelity, a term used to define the extent to which a prototype is developed and detailed. Less detailed prototypes are referred to as low fidelity prototypes. Prototypes that are not entirely finished but that have specific characteristics that emerge from testing are called mid fidelity prototypes, and prototypes that are close to the actual solution are called high fidelity prototypes. The level of fidelity is defined by the purpose of each stage of the prototyping process. For example, if researchers intend to test multiple solutions to understand which one the user prefers, they might create scrappy or less detailed prototypes of all solutions. Whereas, if researchers intend to test how the user interacts with one specific solution in order to improve and refine that solution, they would create a more nuanced and detailed prototype of that single solution. With this specific prototype, they are able to test user interactions to see if the solution effectively addresses user needs.

Factors influencing the choice of whether to create low, mid or high fidelity prototypes may also be influenced by the following:

Low fidelity prototypes - useful to understand solution choices, components, and the overall structure of the solution.

Mid fidelity prototypes - useful to understand things like preferences within the different components of one solution, and to elicit detailed feedback on interactions and content.

High fidelity prototypes - useful to understand tone, color, visual aspects, and the finer details of the solution.

Here are some examples that showcase the kinds of prototypes that can be created:

If there are several solution concepts that need to be tested to generate insights on adolescent preferences, practitioners might choose to create very basic storyboards of the solutions. The different stories in the storyboards will give the adolescents a glimpse of how these solutions might integrate within their lives, and enable them to visualize the solution. This allows adolescents to more accurately assess what they think will work for them, and to share their feedback on preferred solutions.

If practitioners aim to generate insights on the formats or components of solutions, existing solutions or components of solutions that are similar to the one envisaged may be used. For example, when testing the format (print, video or audio) that might work best to provide information to adolescents, existing content may be used to understand preferences and to get feedback for what needs tweaking or refining.

Where a specific solution has been decided and insights are sought around adolescent interaction with its components, a makeshift immersive experience can be created. If the solution is digital, wireframes can be built for adolescent interaction. This enables adolescents to experience the solution and provide informed, specific feedback. Alongside this approach, observing the interactions of adolescents with the solution may help with understanding why a particular step has been taken or a particular observation made.

By using prototypes, practitioners can glean the following kinds of insights to deepen understanding:

Preferences: Insights on adolescent preferences and feedback can be gathered by showing narratives or actual low fidelity prototypes of the solution. The insights are then incorporated into the solutions, ensuring that they cater to what adolescents like and want to engage with in the prototype.

Interactions: Prototypes can be used to gather insights on adolescent behavior and feedback through their interactions with the solution. This step provides additional insights for practitioners to make solutions easier to use, more relatable and desirable for adolescents. These learnings allow researchers to adjust the solution to better fit the context and the user.

Feasibility: Prototypes provide insights on the feasibility of a solution in the adolescent's context. Questions to be asked may be: Does the solution address challenges and drivers appropriately? Does the ecosystem support and facilitate the solution?

Desirability: Insights from prototypes help determine whether a solution fulfills adolescent needs or desires. Does it have the ability to reach adolescents in a way that they want to be reached?

Usability: Prototypes offer insights on the solution's ease-of-use and alignment with adolescent information consumption and service access habits.

Relatability: Prototypes provide insights for whether a solution speaks to adolescents in a way that resonates and that they appreciate.

Identifying solutions aligned with adolescents: Testing prototypes with users reveals valuable insights on what to include in the next iteration. Incorporating feedback ensures the next iteration of the solution better fits adolescent lives and ecosystems. Testing provides the space for direct feedback from adolescents, allowing them to suggest changes or new ideas.

Pathways to implementing the solution: Testing prototypes with adolescents and relevant ecosystem stakeholders may help to identify potential pathways that serve as gateways for introducing the solution.

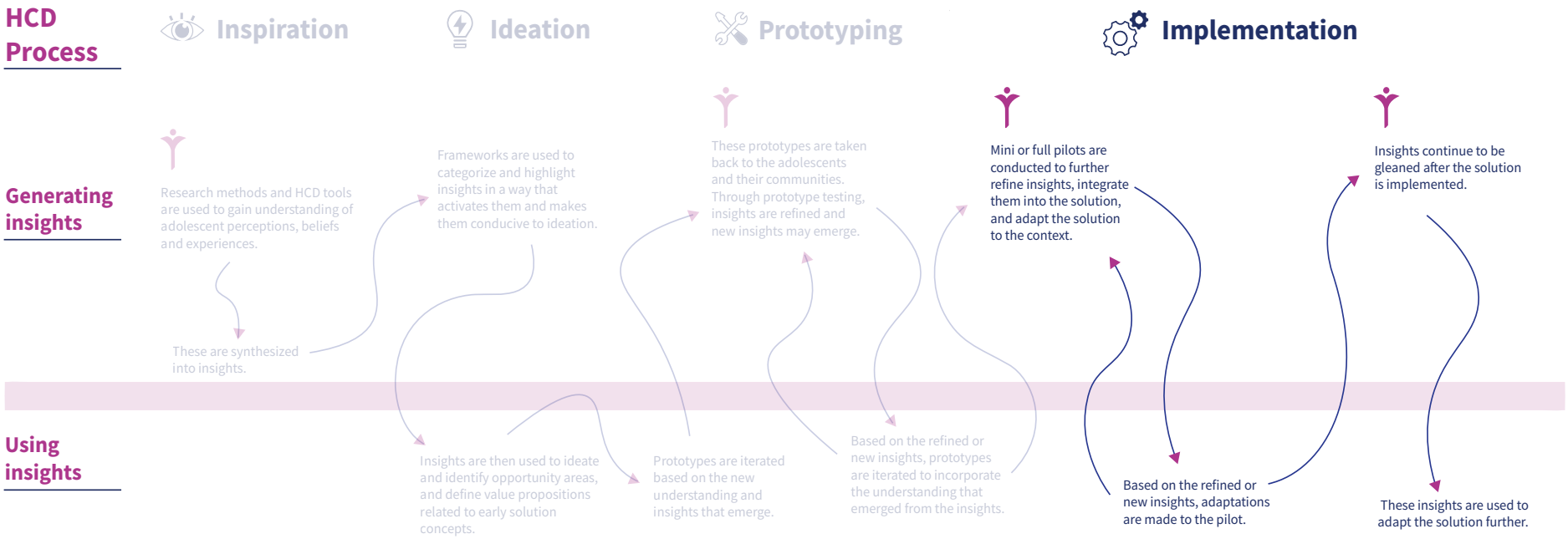
Insight refinement: While not a deliberate goal, testing prototypes leads researchers and practitioners to a deeper, more contextualized understanding of insights generated at the inspiration phase. It's as if the insights themselves are refined or become more nuanced when understood through the lens of user testing with adolescents.

Insights generated from testing prototypes are used to alter the solutions and incorporate adolescents' feedback to make the solutions more closely integrated with their lives. Constant iterating throughout the prototyping and testing phase leads to solutions that are desirable, usable, feasible, and relatable for adolescents and their contexts.

Tip

Depending on a program's resources and budget, researchers and practitioners may choose a few or many rounds of prototyping and testing to arrive at a solution that works for the program and participants.

Implementation phase



At the implementation phase the solution is refined by researchers and practitioners to function within the adolescents' environment.

In this phase, researchers and practitioners may choose to conduct pilot testing to learn more about the solution in the context of the adolescents' life and environment. Feedback and responses to these tests are used to further refine the solution (even more than in the prototyping phase) prior to final implementation. The objective is to refine to improve contextual fit, not to test a solution's overall viability.

Pilot testing may also be called a live prototype, in that it is a small-scale implementation of the solution in a controlled environment before the actual implementation.

The kinds of insights generated that help practitioners refine the solution during pilot testing are:

User feedback on the solution: Insights gleaned from user feedback of the solution reveal what works and what doesn't work in a specific context. Building upon previous rounds of testing means that at this stage the changes and suggestions that emerge typically result in minor alterations to the solution. Ideas for refinement are also sought from users, in order to design a solution that is more usable, relatable and

Stakeholder feedback on the solution: Insights gleaned from stakeholders in the ecosystem ensures that the solution aligns with the ecosystem's function and gains acceptance. Securing buy-in increases the likelihood of optimal functioning within the context.

Tip

Researchers and practitioners may choose to do a number of pilot testing cycles, budget and resources allowing. Each cycle moves the solution closer to the needs of the adolescent and improves its contextual fit.

Following the pilot testing, the solution is ready for implementation. Practitioners may choose to use the approach of 'adaptive implementation' to continue to learn how to refine the solution in practice. This approach involves setting up systems that allow for continuous learning through the lifecycle of the solution implementation, often in the context of a project. This ensures that the solution stays relevant, usable, desirable and addresses the actual needs of the users that it is built for.

The lessons that emerge can be used to make adaptations to the solution. These include:

Adolescent feedback on the solution: Insights are gathered through regular feedback from adolescents, often through program monitoring. This helps refine the solution as and when the need arises.

Stakeholder feedback on the solution: Insights are gathered through regular feedback from stakeholders in the ecosystem as part of learning cycles to tweak the solution so that it stays aligned with the context it is built for.

Challenges or gaps that the solution does not address: Insights on any shortcomings or challenges that hinder the functioning of the implemented solution can be gleaned through observations and feedback. When identified, further investigation may be needed to pinpoint the root causes of these issues. This information can then be used to refine the existing solution within the project's scope or to develop a new component to the solution as needed.

Key Mindsets

Understanding the HCD process is crucial, but so is embracing the right mindsets for successful implementation. To ensure quality HCD, it is necessary to:

Have empathy: As an HCD and ASRH practitioner, having empathy is at the core of the practice. Practitioners must put themselves in the shoes of the humans they are designing for and understand everything from the user's perspective. This is essential for building solutions that speak to a user's actual needs and desires.

Be open and curious: Leaving judgments and assumptions aside and listening to the humans at the heart of a project will make all the difference. Listening carefully and with genuine curiosity, practitioners will be inspired both by humans and the environment. Practitioners should not be afraid to explore and venture outside their subject area if it leads to a solution that might be effective.

Learn from failure: Failure is a stepping stone to a better solution. Practitioners should try things out, fail, and iterate to create something that is more in sync with the individuals at the heart of the process. Failure should not be feared, but embraced.

Embrace ambiguity: This is all about creative confidence. Trust your ideas and the process. Have confidence in what you have learnt from the humans you are designing for.

Create with confidence: When practitioners have an idea, they should bring it to life and inquire to see if it resonates with the participants they are designing for. Ideas should be trusted. Practitioners should have confidence in what they have learned from applying the HCD approach to the process.

Glossary

Adolescents: Any person aged 10 to 19.

Human-Centered Design: Human-centered design (HCD) integrates human perspectives in all steps of the problem-solving process. The aim is to better understand an issue from the human perspective and focus on how it looks and feels to users and stakeholders within their environment and context.

Persona: A representative identity that reflects one of the user groups. It is a representation of a user segment with shared needs and characteristics.

Prototype: A model or artifact built to test a concept with users to learn from them and use insights to improve the development of the prototype. The prototype development process helps designers reflect on key aspects that determine how well a solution will work in real-life conditions rather than theoretical conditions.

Relational Map: A map that highlights the relationship of the adolescent with members and stakeholders in their ecosystem.

2x2s: A 2x2 grid is used to understand solutions based on specific parameters and how they compare with each other. Typically this is used to measure solution concepts based on desirability and feasibility.

A Call-to-Action

Learning from the landscape analysis on the role of insights in HCD+AYSRH, a gap was identified: documentation on the process used to generate insights and the insights generated at the different phases of the HCD process in AYSRH programs is lacking. To further researchers' and practitioners' understanding of the role of insights in HCD, it is important to improve and increase documentation of insights, their generation, and their application in the process of solution development at all phases of the HCD process.

Designers and practitioners are urged to take the time to carefully document the process of generating insights and make the process and learning publicly available to others working in the same field. This will help all practitioners and researchers learn from each other and build a greater understanding of the role insights play in the HCD process.

A quick guiding framework to help kickstart this documentation process is provided below. The framework suggests the type of information that can be captured at the different phases of the HCD process:

HCD Process	Inspiration	Ideation	Prototyping	Implementation
Generating insights	Document findings and insights that emerge from the inspiration phase (including needs, desires, challenges, eco-system, influencer related insights).	Keep a record of all the ideation tools developed for the ideation process.	Document learnings from testing prototypes. Make sure to map these alongside the prototypes that were tested to uncover the learnings. Additionally, document the guiding questions that were used for testing.	Document feedback that emerges from the implementation of the solution.
Using insights		Document workshops - opportunity areas, concepts, intermediate ideas and solutions that emerge. Make sure to also document the thinking behind these if possible.	Document the prototypes created, and any iterations made to the prototypes along with the findings that informed those iterations.	Document the iterations made to the solution with the reasons those were made. Map them to the insights that informed the iterations.

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