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A360'S SPARK PLUG

# LEARN

Why Prototype?



# A BIT ABOUT PROTOTYPING

In this section you'll **LEARN** about prototyping and specifically how to do more strategic prototyping focused on how to adapt A360 intervention components to your setting/context. Prototyping is the stage of the A360 process where ideas come to life. A360's prototypes were used to understand what adolescent girls say, think, and do, when they have something in front of them to react to, and how to bring those preferences into program design.

Prototypes are manifestations of concepts that users can directly interact with; for example, they can be something physical such as a new clinic design or something intangible such as a new script for how a health worker interacts with clients. Building prototypes should be a low-cost and low risk way to get your ideas into the hands of your target end users. By running mini experiments, you'll learn from how your users react and behave with the prototypes and use the feedback to make improved ideas!

## EARLY

Prototype 1

Prototype to test assumptions about users, their behaviors, and their needs.

## LATER

Prototype 2+

Prototype to establish the details of your idea—who, what, where, when, how.

Live Prototype

Prototype to prove your ideas and improve the solution.

Prototyping involves making multiple iterations. Don't rush! Early on, focus on what's desirable to your primary, target user: adolescent girls; later on, you will think more about what's feasible and viable for both your primary and secondary users. With each prototyping phase and iteration, your components will increase in fidelity. In the beginning you'll prototype just on paper; by the end, you'll prototype high fidelity experiences that are refined enough that adolescent girls might not detect that they're experiencing a prototype.



Above are examples of A360's phase 1 prototypes from Ethiopia.

Think about how much time you have and plan accordingly! In A360, each prototyping phase lasted approximately 1 - 1.5 months long, allowing enough time in between phases to reflect on learnings and making new prototype iterations.

Each phase of prototyping involves testing, learning, and revising. You'll use the time between phases of prototyping to inform and inspire the revisions you make to your prototypes for the next phase.

## PROTOTYPE 1

**Concept testing:**  
What people say

The first phase of prototyping will feel more like research. You will put posters, stories, or concepts in front of users to understand more about them. You'll focus heavily on **user desirability** here, less on feasibility and viability. In this phase, it's ok to prototype in low-fidelity, low resource, quick mock-ups (i.e. sketch level). This is not a questionnaire and in fact very different as the prototypes are low fidelity expressions of what the final intervention could be—e.g. a sketch of an SMS messaging service for contraception.

## PROTOTYPE 2+

**Experience Testing:**  
What people do

The second phase of prototyping will start to layer on feasibility considerations. Building off of what your users found desirable earlier, test the **ways to feasibly** deliver what they want. In this phase, try to prototype in higher fidelity (i.e. get a real provider to be a part of prototyping or use a real clinic space). Through prototyping at higher fidelity, you can also test user behavior—do their actions match what they said they wanted?

## LIVE PROTOTYPE

**System Testing:**  
Real World Conditions

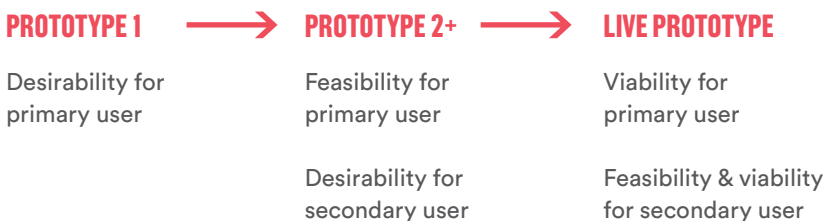
Live Prototyping is when you bring all the components together into one coherent system. This is where we put a full experience (recruiting, education, counseling, service delivery, look and feel) together and run an experiment that simulates real-world conditions to test whether the system can achieve results.



# IDENTIFYING YOUR PRIMARY AND SECONDARY USERS FOR PROTOTYPING

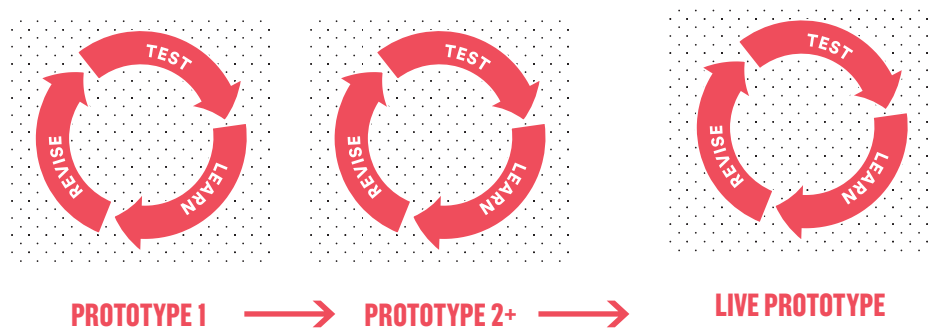
Prototyping allows you to determine what's desirable, feasible, and viable for your target end-user: adolescent girls. However, your adolescent girls aren't the only user group you'll need to design for. You'll likely have at least one secondary user group who you'll also need to keep in mind and design for. For instance, in A360 secondary user groups included health care providers and community mobilizers. User groups you might want to consider are: health care providers and their managers. Prototyping with secondary users will help inform how the intervention fits into the health system's existing structures for monitoring, incentivizing, and sustaining implementation of the intervention beyond the project lifecycle.

At first, during Prototype Phase 1 you'll use prototyping solely to understand what's desirable for your target end user, who is your primary user. In subsequent phases of prototyping you'll also use prototyping to design for the needs of your secondary user group. By the end of Live Prototype you should have a solution that is desirable, feasible and viable for both your primary and secondary user groups.

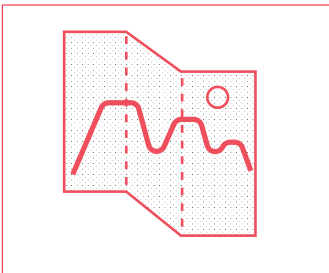


# THE PRACTICE OF PROTOTYPING

As you move between prototype phases, you will follow a similar process of **TEST**, **LEARN**, and **REVISE**. As a reminder, A360's prototypes were developed and revised by a transdisciplinary team of youth, professional designers, public health specialists, developmental scientists, technology specialists, anthropologists, and marketers. If you can't bring all of these disciplines into your process, a tip is to look at A360's Design Standards and consider how to adapt them to consider the perspectives of the disciplines even if they can't be in the room with you.



You'll **TEST** your ideas to rapidly **LEARN** what is resonant and relevant to adolescent girls as it relates to contraceptive uptake. As you learn, you further **REVISE** and improve upon your ideas. Eventually, you'll combine individual idea components into one comprehensive program or system.



## TEST

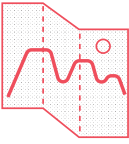
1. **Pick sites** that feel representative of the broader context you are designing for (in terms of geography, user profile, language, health system or local implementing partner capacity, and any known variations in local social or cultural norms.)
2. **Recruit** users for prototype testing
3. **Run** the prototype with participants

## LEARN

1. **Ask questions** to better understand participants' perspectives
2. **Observe** participants engaging with the prototype
3. **Debrief** with your team and discuss qualitative and quantitative learnings

## REVISE

1. **Determine next questions and directions** to test with the next prototype iteration
2. **Make and/or modify** prototypes to answer your next questions



# TESTING

Based on the research you did prior to using Spark Plug, you probably have some ideas you're really excited about. Now it is time to test them! This is your chance to dig deeper into learning about the adolescent girls you're designing for.

1. **Pick sites** that feel representative of the broader context you are designing for (in terms of geography, user profile, language, health system or local implementing partner capacity, and any known variations in local social or cultural norms.)

**Tip!** Sometimes picking sites in the toughest contexts can help surface potential barriers much earlier and make sure the solution can solve the biggest challenges.

2. **Recruit** users for prototype testing

**Tip!** Recruit a diverse set of potential users from within your user group and/or from other stakeholders so that you get a variety of reactions.

3. **Run** the prototype with participants

**Tip!** Act casual and don't be too excited about your prototype in front of the participants—they may think the prototype is very important and may not feel comfortable giving honest input.





# MEASURING SUCCESS

<b>PROTOTYPE 1</b> →	<b>PROTOTYPE 2+</b> →	<b>LIVE PROTOTYPE</b>
<b>Concept testing:</b> What people say	<b>Experience Testing:</b> What people do	<b>System Testing:</b> Real World Conditions
Learn what is desirable	Learn what is feasible  Prove what is desirable	Learn what is viable and sustainable  Prove what is feasible  Prove what is viable

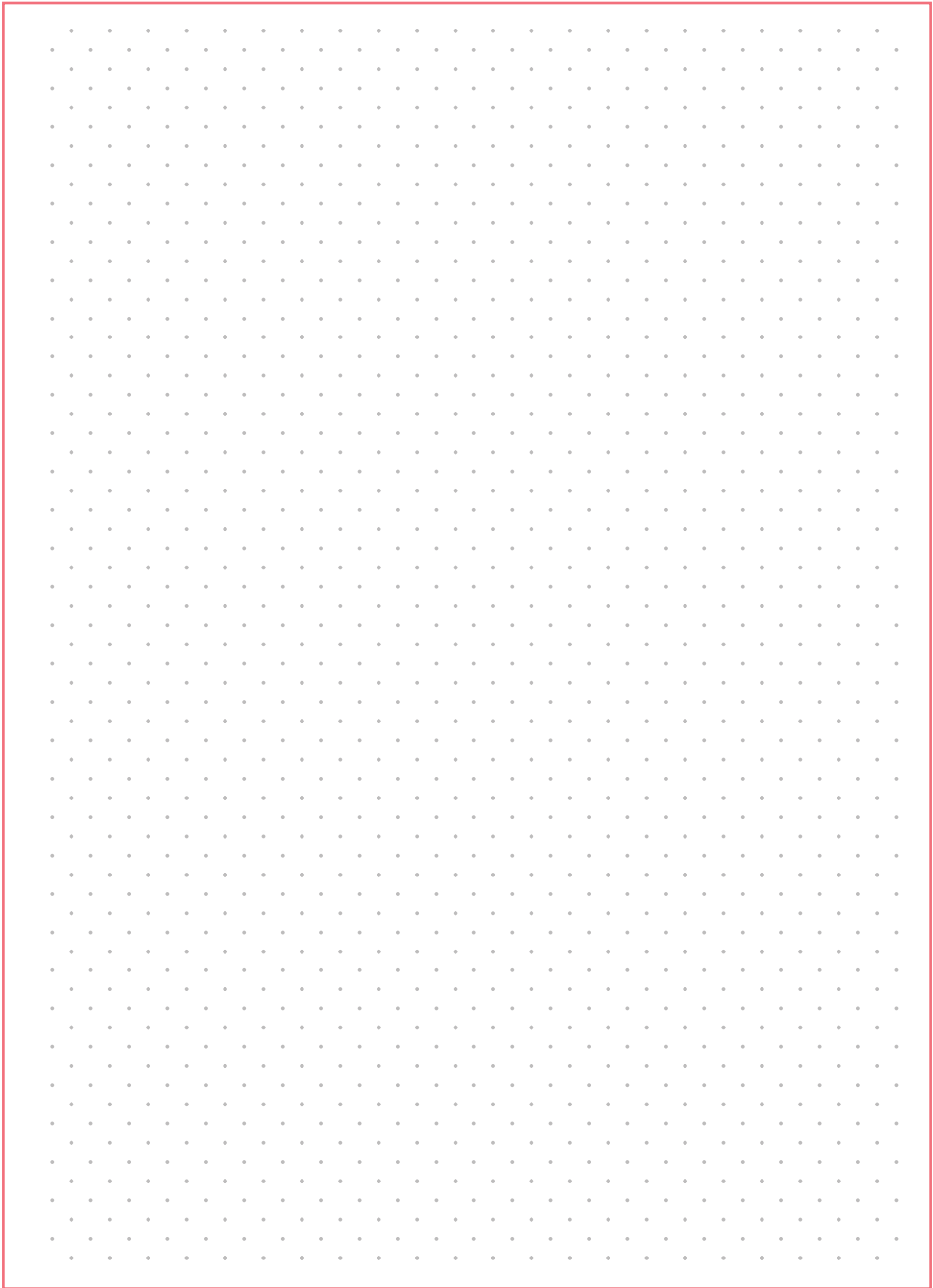
As you test your new ideas, how will you know if you have a winning idea? How can you measure success? In the earlier phases of prototyping, your objective is to use prototypes to begin learning. The metrics of success will be much more qualitative. What do you see? What is your gut telling you? What are your users telling you?

In the later phases of prototyping, the goal becomes more about proving your idea works, and metrics of success should be both qualitative and quantitative. Combine observations of what you're seeing and hearing with performance data on how your ideas are working against a benchmark or baseline. For example, if mass media can usually push 10% of girls who hear a radio ad to a clinic, does your new recruitment idea push more than 10% of girls reached to the clinic?

As you refine your prototypes into higher fidelity expressions, you'll also want to refine and increase the fidelity of your measurement systems. For Live Prototype you'll want to create a measurement tool that helps you consistently review for the same standards or experiences across live prototype sites.

# NOTES

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# LEARNING

In the learning moment, you want to get honest feedback from all different types of users in order to make be the right improvements to the concept. Use this opportunity with the people you're designing for to ask more questions and push your ideas further.

1. **Ask questions** to better understand participants' perspectives

**Ask why!** People may praise your prototype to be polite, so assure them that there are no right answers and they should feel comfortable to give honest, even negative, answers.

2. **Observe** participants engaging with the prototype

**Watch out!** Sometimes, users will just say what they think you want to hear or agree with what their friend said. This is why we prototype to test user behaviors— we want to observe if their actions match what they say. Keep an eye on how girls use their body to react to the prototype (posture, facial expressions, etc), interactions with other users, questions they ask, etc.

3. **Debrief** with your team and capture learnings

When debriefing with your team, try to go beyond just restating the facts. Tell stories of your users' frustration, excitement, surprise, joy, or indifference. This might help uncover new, deeper insights about your user. Did the prototype serve its intended purpose? Did users interact with it in anticipated ways? Were there any unforeseen issues?





# REVISING

This is the moment to make the improvements you feel are necessary after learning from users about your first ideas. But in addition to just “fixing what was wrong,” how can you start to make your idea higher fidelity? How can you continue to build the case that your users benefit from this idea by measuring against potential program indicators?

1. **Determine next questions and directions** to test with the next prototype iteration

Use the next phase of prototyping to answer questions like:

- What channel can this be delivered through?
- How can you deliver this idea efficiently?
- What types of stakeholders are required to execute this idea and can you include them now?
- How can you get users to act in the way you want?

2. **Make and/or modify** prototypes to answer your next questions

How can you make something that looks more real?

- Make a video
- Mock up a website screen on an ipad
- Train people to act in different roles (as providers, as recruiters, etc.)
- Rent a market stall







# MAKING IT YOUR OWN

This is a starter guide for how to go about shaping your prototyping process. We'll provide some initial prototypes, learning questions, and prompts from A360's phase 1 prototyping experience, but you'll want to gather your team and make this process your own!

Can you inject additional learning questions you have? Can you mock up your own posters? Can you conduct additional experiments? Don't be afraid to incorporate your own ideas into the process! Good luck and have fun!

# NOTES

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# NOTES

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A large rectangular area with a red border, filled with a grid of small dots, intended for taking notes.

# WHY PROTO- TYPE?

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**LEARN**