

DfG 2021 - 19th April

# Framing the design intervention

Núria Solsona

**Choosing Finland as study place**

- The student applies to their university (*University*)
- If the university decision is positive, the students need to accept their study place. Proof of study place is an securing document that they will need at several service points.
- They need to create an EnterFinland profile on the [EnterFinland](#) website. Information on the the required documents can be found there as well.
- They should order *European Health Insurance card* from a *home country institution*. They should order the card for other family members as well. The card is required for medical treatment in the public sector.

**Preparing for life in Finland**

- The student should to apply for housing at least 4 months in advance as apartment spaces can be and it is unclear how long it will take to get an apartment. Incoming students should apply to both *UT* and *RIISA*.
- For *UT*, the student cannot move in before the 1<sup>st</sup> of August/January for the fall/spring term respectively. They will need a Proof of study place.
- They need to apply for *daycare* for their children at least 4 months in advance. *Half-daycare* (afternoon & first/last) *Esopuu*, *full-day care* (afternoon & first) *Esopuu* or *Break* identification. Otherwise they need to fill the paper form. For private daycare centers, the parent should contact the centers directly.

**Registering right of residence**

- By *arriving in Finland* (*Arriving in Finland*), one must apply for Right of Residence through the [EnterFinland](#) website.
- This person should also apply on behalf of their children as well. Identification and proof of study place will be required, as well as official proof of family ties with the child.
- Book appointment at a *RIISA* service point through the [EnterFinland](#) website.
- Visit the *RIISA* service points with the original documents from the application and printed application form.

**Student health and wellbeing**

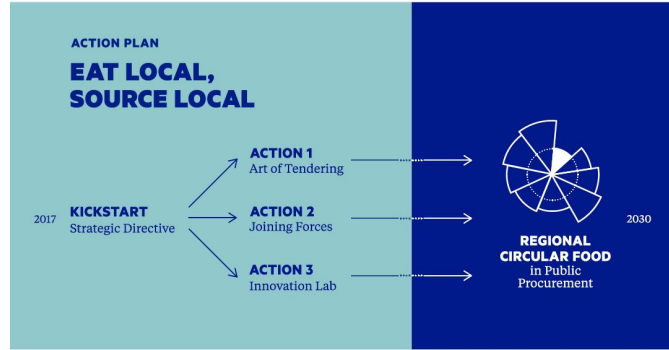
- Once the Right of Residence is registered, this person is eligible for public health care. *Reiiserveik* can confirm whether this person has this right, and the application for public health care is through *Reiis*. After that, they will receive a *Kela* card.
- The person is eligible for *YTHS healthcare* if they study at a Finnish higher education institution and have paid the student service fee.
- For their first appointment they should bring their passport or have an online banking ID. Certain services will require a Finnish phone number.
- This person may be eligible for Finnish social security benefits if they have a permanent residence. However, they are not eligible for permanent residence if they are in Finland only to study, without work or family ties.

**Taking care of financial matters**

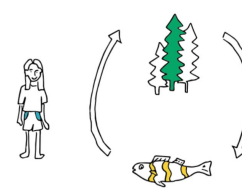
- This person is eligible for financial aid for students from *Kela* if they have permanent residence or work for at least 4 months (minimum 13h/week).
- They can choose to *open a Finnish bank account* to easily manage their day to day banking and assist management.
- They can reach out to the [Finnish Financial Ombudsman Bureau](#) for advice on banking matters.

**Communication and public transport**

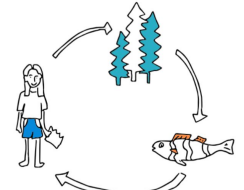
A Model for Regional Sustainable Circular Food (DFG 2017) Andrea Cuesta, Helén Marton, Anna-Mia Myllykangas, Ellinoora Rusthokarhu, Lindsay Simmonds



National Park



Exploration Area



Creative Commons CC BY 4.0 2018, Abigail Garbett, Andreas Sode, Mengxiao Li, Ming Linn Andersen, Riina Ruus-Prato

Design for Government at Aalto University, 2018

Life Event Pattern Aurora AI (DFG 2020)  
Hoai Van Chu, Nina Karisalmi, Christopher Gros,  
Nehal Jain, Eva Duran Sanchez

**ECODESIGN** BRAND CD-123-45

- REPAIRABILITY: 5
- EXPECTED LIFESPAN: 10
- ENERGY CONSUMPTION: 145
- TRONQUITY: 10
- NOISE EMISSION: 4

1,8 kg 13 inch

**ECODESIGN** BRAND AB-123-45

- REPAIRABILITY: 5
- EXPECTED LIFESPAN: 10
- ENERGY CONSUMPTION: 145
- WATER USE: 18.400
- WASHING PERFORMANCE: 10
- NOISE EMISSION: 78

8 kg

[12] An example of a potential product label emphasizing durability and reparability of devices

**CONSUMER RIGHTS COVERED**

WHY CRT? QUIZ INFO CONTACT [Get started](#)

Let's get your Consumer Rights Covered

Follow the detailed checklists, use one of the templates or ask a question.

- E-COMMERCE CR LAW**  
Distance selling  
Social media marketing
- TEMPLATES**  
Terms & Conditions  
Order confirmation
- Q & A**  
Via hotline or online thread

Consumer rights covered (DFG 2019)  
David Martens, Jiyoung Son, Linh Duong, Tiina Alanko, Xuyang Zhang

## Defining design interventions in government (Recap)

- **Leverage points – Where in the system is change needed?**  
“Leverage points are points of power – places in the system where a small change could lead to a large shift in behavior.” Meadows (2015)
- **Levels of intervention – At what level of the system do we need to intervene?**  
Levels can refer to the level or degree of change of an intervention, from incremental to transformative, and the areas or domains of the system that it tackles.

Levels can also be used to locate the intervention within the policy-making process. Contextualising the intervention, and identifying the right level in the system or policy-making process, is the first step in choosing the right type of intervention.

- **Types of design intervention – What instruments are more effective?**  
Traditional policy instruments, “regulations”, “taxations”, “subsidies” hierarchical top down; Design tools (Symbolic, spacial, interactive, networks) as everyday instruments of governance; Governance can happen without a policy, people can do this themselves – nudging behaviour.

# Examples of frameworks for mapping level of interventions and leverage points

## Four areas of design in policy (Junginger)

### Implementing policy:

**Communicate existing policies** professional designers who communicate existing policies do not participate in their making, and only to a very limited degree in their implementations

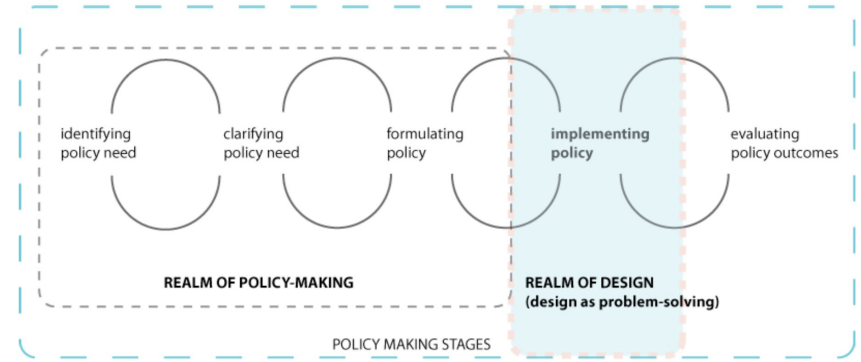
**Implement existing policies** through appropriate products and services; “making a policy happen”.

### Framing policy:

**Informing new and existing policies** with insights gained during the development of products & services. practices have a role in shaping the outcome of a policy itself. Existing policies can become amended and adjusted, new policies can build on insights from the design work.

**Envisioning future policies** identification of a policy problem and spans across the products and services necessary for policy implementation.

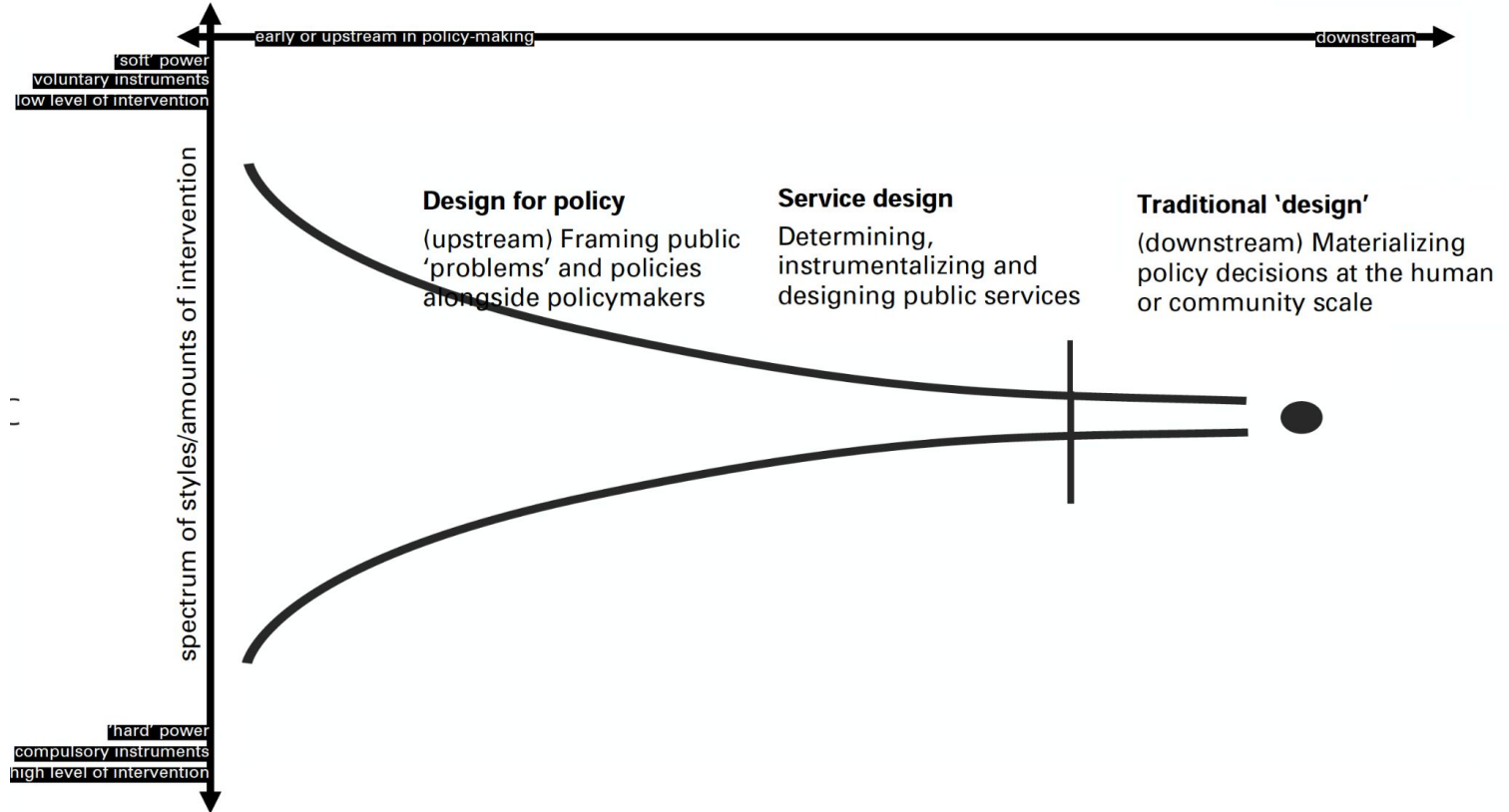
Junginger (2015) Design and Innovation in the Public Sector: Matters of Design in Policy-Making and Policy Implementation



© Junginger 2012

Junginger (2015) Design and Innovation in the Public Sector: Matters of Design in Policy-Making and Policy Implementation

## Government and Governmentality (Mazé)



# Government as a system toolkit (Andrea Cooper, UK Policy Lab)



## 'Government as a system' cross-cutting styles of action

	Influence	Engage	Design	Develop	Resource	Deliver	Control
<p>'Softer' powers often shared with others</p> <p>↑</p> <p>Patterns of action across local, national and international contexts</p> <p>More 'formal' powers often associated with governments</p>	<b>Advising</b> Advising citizens and signposting options to help them find support.	<b>Listening</b> Creating platforms for citizens and stakeholders to protect vested rights and interests.	<b>Connecting</b> Encourage experts and citizens to co-create change.	<b>Championing</b> Building a case for change and retain alliances for action.	<b>Charging</b> Collecting charges for service for example prescriptions, passports or parking.	<b>Nudging</b> Applying behavioural science or encouraging voluntary codes.	<b>Devolving</b> Devolving decisions to frontline staff, other authorities or citizens.
	<b>Lobbying</b> Using existing networks and platforms to influence an issue or cause.	<b>Informing</b> Providing data, sharing knowledge. For example public information advice.	<b>Engaging</b> Engaging citizens, stakeholders and partners to deliberate on an issue of importance.	<b>Agreeing</b> Formal agreements e.g. Memoranda of Understanding (MOU).	<b>Incentivising</b> Promoting behaviour change through grants, subsidies or other incentives.	<b>Educating</b> Providing materials so citizens know what's available to them.	<b>Providing assurance</b> Providing assurance e.g. checks and balance on powers.
	<b>Agenda setting</b> Build awareness & confidence in new opportunities by providing thought leadership.	<b>Consulting</b> Consulting the public or stakeholders on an issue to understand needs and impact.	<b>Analysing</b> Analysing and interpreting data from local and international contexts.	<b>Partnering</b> Establishing formal partnerships on an issue of importance to parties.	<b>Contracting</b> Utilising public procurement to encourage supply chain innovation.	<b>Building</b> Making infrastructure investments & public commissions e.g. highways.	<b>Licensing</b> Providing licenses e.g. Taxes, bars & clubs, traders & markets, and health & safety.
	<b>Role modelling</b> Rule modelling culture or values through local, national or international presence.	<b>Convening</b> Drawing together expertise from across system.	<b>Forecasting</b> Foresight, horizon scanning and predictive analytics.	<b>Planning</b> Setting strategy and making plans e.g. Industrial Strategy.	<b>Co-funding</b> Co-funding activity and pooling budgets with domestic or international partners.	<b>Providing</b> Delivering services directly or indirectly through funding and target setting.	<b>Regulating</b> Enforcing regulation enables the intended policy outcomes. Also amending rules, statutory instruments and orders.
	<b>Auditing</b> Auditing and reviewing activities to inform action.	<b>Collaborating</b> Collaborating with different actors from across the system to deliver outcomes.	<b>Modelling</b> Modelling different scenarios, shaping and deciding on delivery models.	<b>Commissioning</b> Commissioning services and outsourcing contracts. Also decommissioning as needed.	<b>Targeting</b> Utilising initiatives to influence on a particular issue e.g. Cultural programmes.	<b>Reforming</b> Harnessing political will for change to improve outcomes.	<b>Intervening</b> Making an intervention to correct or improve a market or social context e.g. correcting market failures.
	<b>Governing</b> Establishing governance and setting up formal structures such as boards.	<b>Negotiating</b> Early engagement on a shared interest or issue including diplomacy.	<b>Testing</b> Testing, prototyping and learning to establish efficacy of a proposed intervention.	<b>Interpreting</b> Translating policies across different places and jurisdictions.	<b>Investing</b> Investing in various forms including inward investment and foreign direct investment.	<b>Safeguarding</b> Oversees the welfare of vulnerable groups.	<b>Enforcing</b> Support enforcement and harmonise regulatory compliance environment.
	<b>Publishing</b> Publishing plans, priorities, guidance and reviews.	<b>Running elections</b> Running democratic services and elections.	<b>Piloting</b> Small scale trials to learn lessons and establish an evidence base for change.	<b>Codifying</b> Publishing proposals for consultation and pre-legislative scrutiny e.g. drafting white papers and bills.	<b>Funding</b> Direct finance to stimulate markets or deliver positive outcomes.	<b>Preventing</b> Intervening early or investing in preventative measures e.g. Public health.	<b>Sanctioning</b> Putting in place sanctions e.g. embargoes and political trade restrictions.
	<b>Scrutinising</b> Establishing scrutiny committees for example section 15 powers.	<b>Setting standards</b> Harmonising and setting standards for different stakeholders.	<b>Evaluating</b> Evaluating efficacy of activities or interventions to establish value for money and impact.	<b>Legislating</b> (Primary and Secondary) Supporting a bill through parliament and enabling legislation.	<b>Recovering</b> Recovering debt and other actions to address fraud and error.	<b>Protecting</b> Protecting consumer rights and supply chain. Upholding of standards.	<b>Prosecuting</b> Powers to investigate and prosecute criminal offences e.g. Criminal Gov Act 1977.

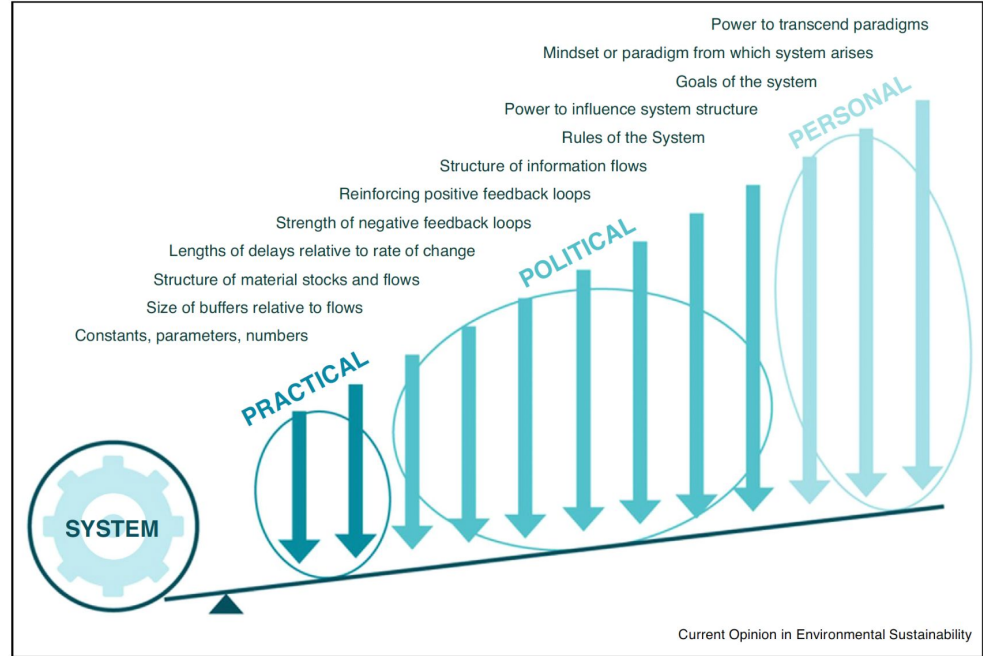
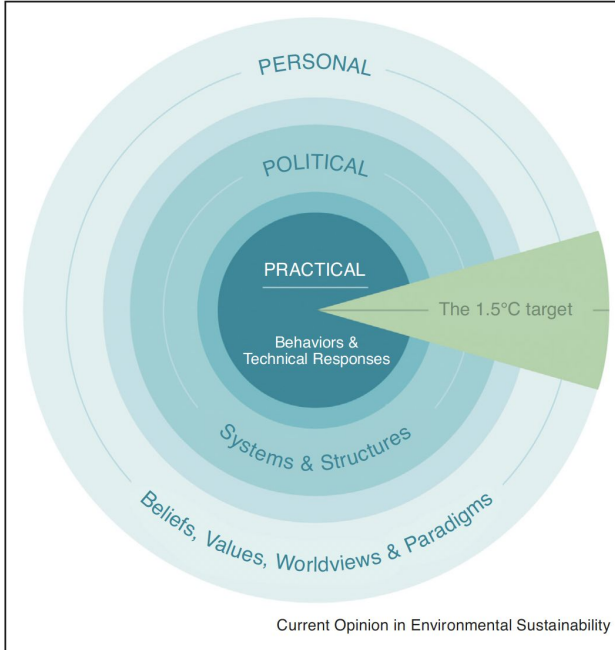
# Policy Lab Styles of interventions (adapted by Mazé)





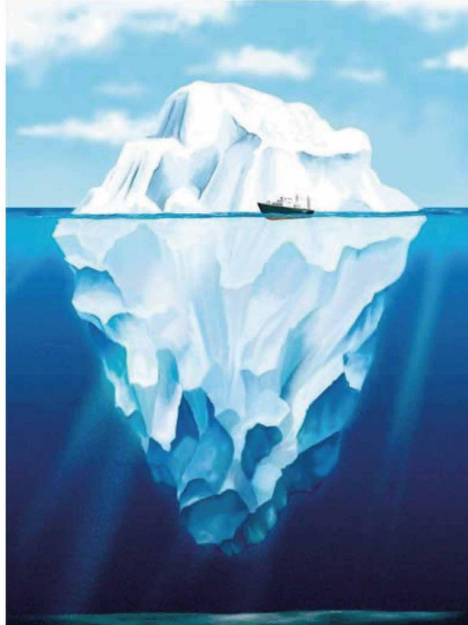
## Leverage points (Meadows) and Spheres of intervention (O'Brian)

[O'Brian.k \(2015\) Is the 1.5°C target possible? Exploring the three spheres of transformation](#)



Leverage points for systems change based on Meadows [60] and their relationship to the practical, political and personal spheres of transformation.

# Understanding Systems - Causal Layers



## Events

(who does what to whom?)  
Reactive  
What happened?

## Patterns

(reoccurring patterns over time)  
Adaptive  
What is happening over time?

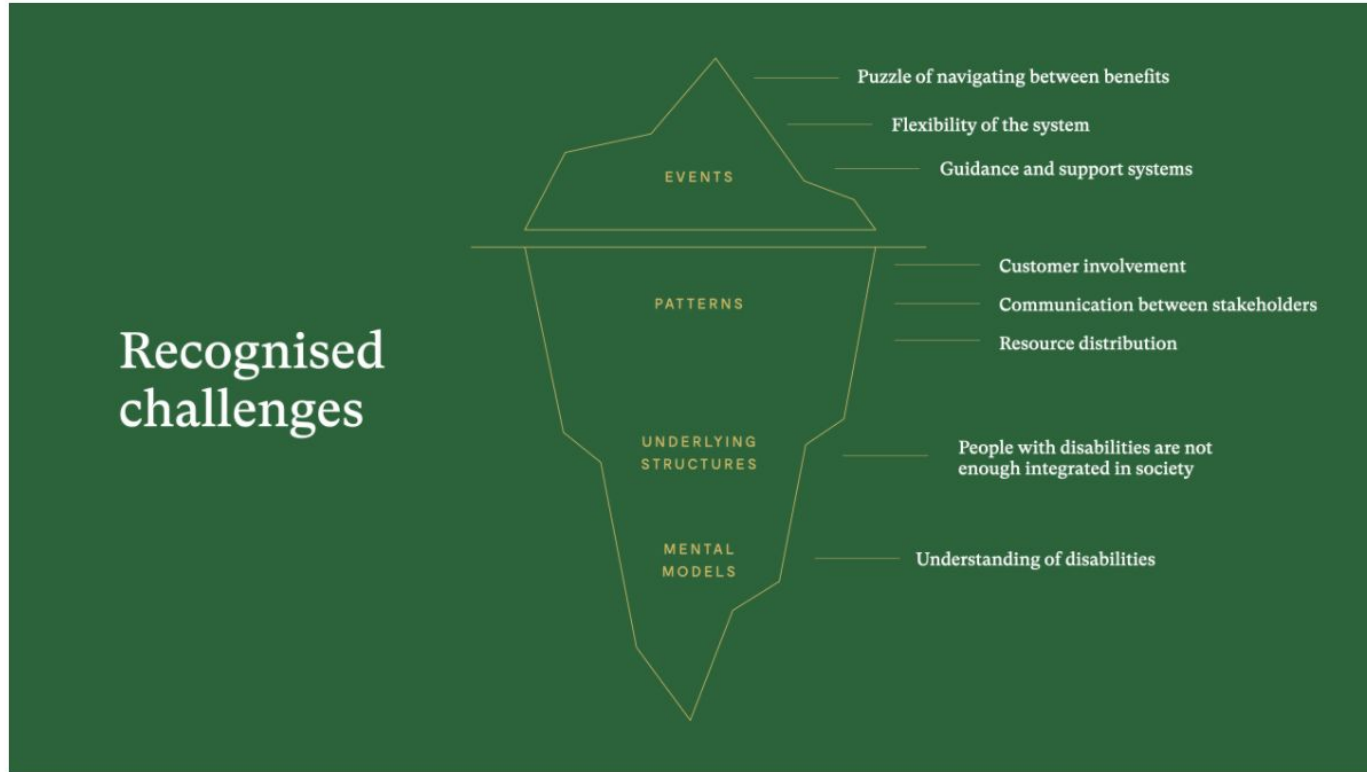
## Structures

(how the parts of the system organised)  
Creative  
Why is this happening?

## Mental models

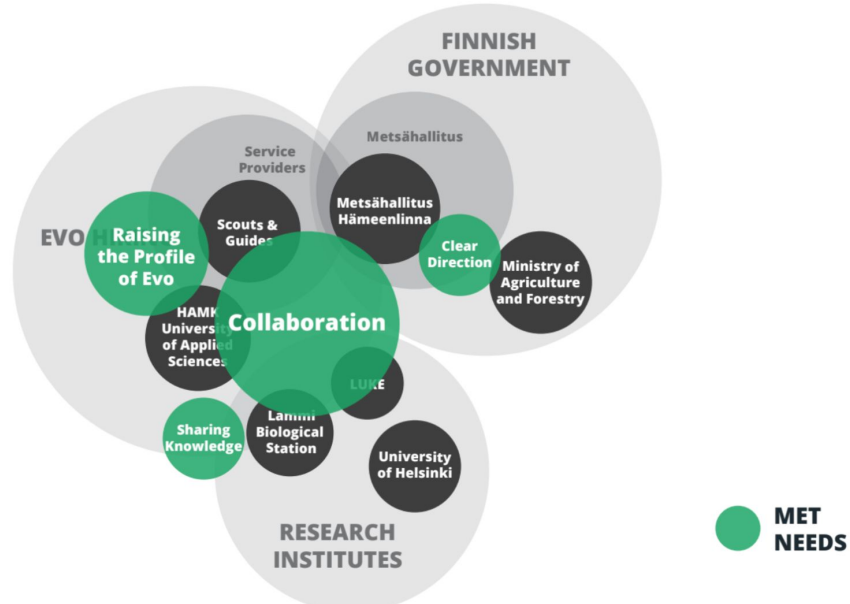
(mental models and assumptions)  
Generative  
In what ways our mental models  
created and sustained  
the structures in place?

## Example of mapping leverage points from DfG





## Example of mapping leverage points from DfG

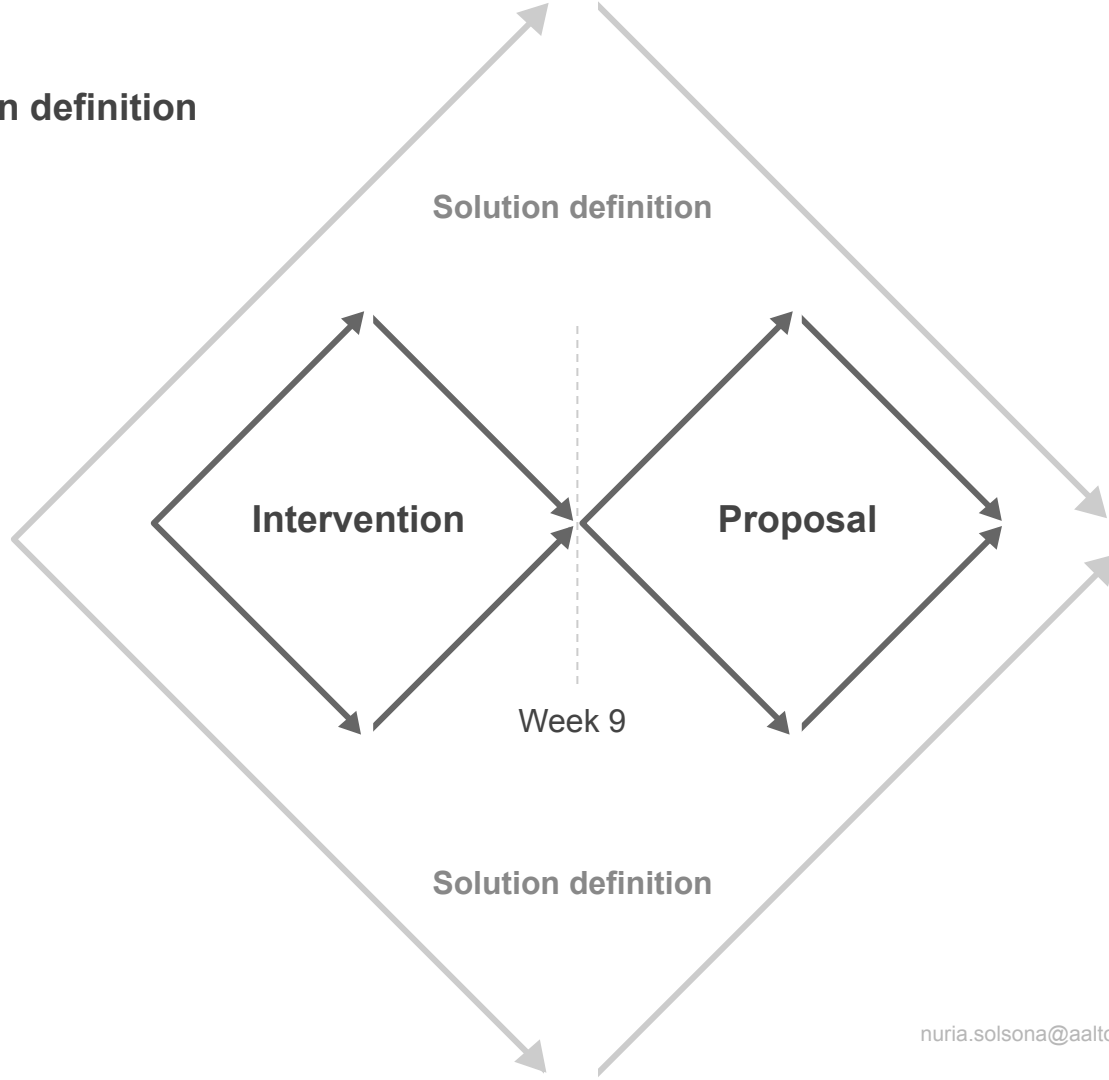


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Design for Government at Aalto University, 2018

# A13: Frame your type of intervention

## Period V Solution definition



## Framing your level of intervention and type of design intervention will work as the starting point for ideation on 3rd May

Week 7	Week 8	Week 9	Week 10
<b>19-Apr</b>	<b>26-Apr</b>	<b>3-May</b>	<b>10-May</b>
<b>Prioritise opportunities</b>	<b>Define design intervention</b>	<b>Develop intervention</b>	<b>Develop intervention</b>
Framings for design intervention: Mapping types interventions & leverage points	Behavioural based inspirations	Ideation session (DD and Opp areas)	'3-min story'
A13 Frame your type of intervention (DL03.05)			A15 Final presentation
A12 Stakeholder plan	A14 Develop /Co-design/Evaluate intervention		



## **A13: Frame your type of intervention**

- 1. Locate your level of intervention**
- 2. Prioritise with your design drivers**
- 3. Define your design intervention**

**Use your Design Drivers!**

## A13: Frame your type of intervention

### 1. Locate your level of intervention

- **Use your design drivers** to help you locate where to intervene. You can analyse the implications that your design drivers would have in the existing system, e.g. What should change in the system in order to realise your design drivers? What (new) behaviours do your design drivers suggest?

Examine your system map to uncover the **leverage point(s) that govern your identified problems**; is it in the system's goals?, rules?, beliefs?, is there any behaviour that would block the goals you defined in your design drivers?

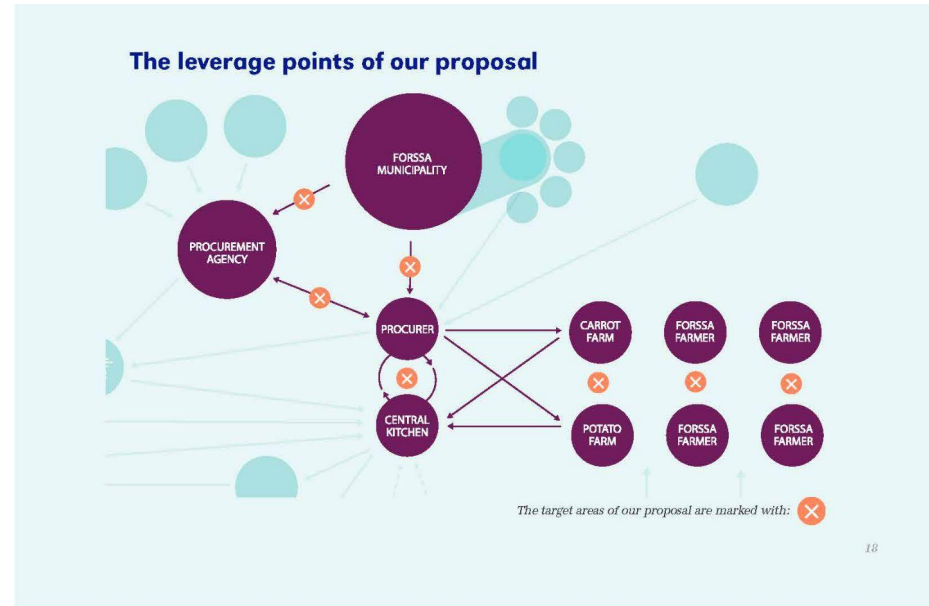
- Think about at what level should you intervene; upstream or downstream? at the **policy implementation stage or at the policy-framing stage**?
- Visualise your area of intervention. You can iterate on your own existing visualisations (e.g. system maps) – or use any other framework, such as the ones introduced during contact teaching.

## Example of mapping leverage points

Looking at your design drivers in relation to your systems map (or other equivalent system visualisation):

### Where are your leverage points?

- What should change in the system in order to realise your design drivers? E.g. What (new) behaviours do your design drivers suggest?
- What are the entities with ownership/responsibility over this change?



## Example of mapping level of intervention

Looking at your design drivers in relation to the types of intervention framework.

Where could your area(s) of intervention be located?

- Upstream or downstream?
- In policy framing or implementation?
- What types of design intervention could be suitable?



## A13: Frame your type of intervention

### 2. Prioritise with your design drivers

- In doing point 1, it is possible that different levels of intervention arise, which may be too many design directions to tackle.
- To help you narrow down, you can ask stakeholders to help you to **validate your identified leverage points and/or prioritise your level of intervention** accordingly. They might know by "intuition", which you can validate with your own analysis and research.
- Using your design drivers can be a great guidance at this point. You can **use your design drivers as a "user-centred criteria"** to collectively prioritise where to intervene.

## A13: Frame your type of intervention

### 3. Define your design intervention

- What type (or instruments) are most effective to achieve your goals?
- You can use the Policy Lab taxonomy to choose what design intervention is more suitable to your leverage point, and also get inspiration by other systems thinking examples such as Meadows' intervention points.
- Look for inspiring examples of design interventions in your project-related subject-matter or in different topics from either public or non-public services; traditional policy instruments or other informal/design-led interventions. You can take a look at some design intervention examples that DfG students mapped on the Policy Lab Taxonomy:  
[https://miro.com/app/board/o9J\\_kt2JR-0=/](https://miro.com/app/board/o9J_kt2JR-0=/)
- On 26.04, during contact teaching we will explore in more detail examples of behavioural-based interventions.

# Exercise

## Exercise

**What type of actions or design interventions have the Finnish Government use in response to COVID-19 since March 2021 to date?**

**From Andrea Cooper's slides (MyCourses > Contact teaching: Week 7)**

- **Look at the citizen-centred model (p.76 or 78),**  
*what type of actions have citizens experienced?*
- **Look at the government (p.74) to validate it and frame it in the gov language,** *what type of actions have government taken?*