

DESIGN FOR GOVERNMENT

A? Aalto University

**Creative
Sustainability**

Today

Mon 25 Apr	
09:15 - 10:00	Introduction to Period V (Otakaari 1 U410b)
10:15 - 12:00	Guest lecture: Storytelling Tania Rodriguez (Otakaari 1 U410b)
	Lunch break
13:15 - 15:00	Exercise: Framing design interventions, peer-to-peer feedback (Otakaari 1 U410b)
	Break
15:30 - 17:00	Group tutorials (Group 1: Otakaari 1 U410b / Group 2: Otakaari 1 U409)

Period IV

Reflections & Improvements

Keep up the good work!

Workload

- Use contact teaching to advance project work
- Reduce contact teaching hours on last weeks of the course
- Tutorials and assignment instructions for guiding “what’s enough”
- Tips:
 - Work on low-fidelity, “copy” existing ideas and use examples to show the value, rather than production of final designs
 - Good ideas in DfG: More important to identify the right intervention than how it looks like
 - Plan engagements with stakeholders

Communication

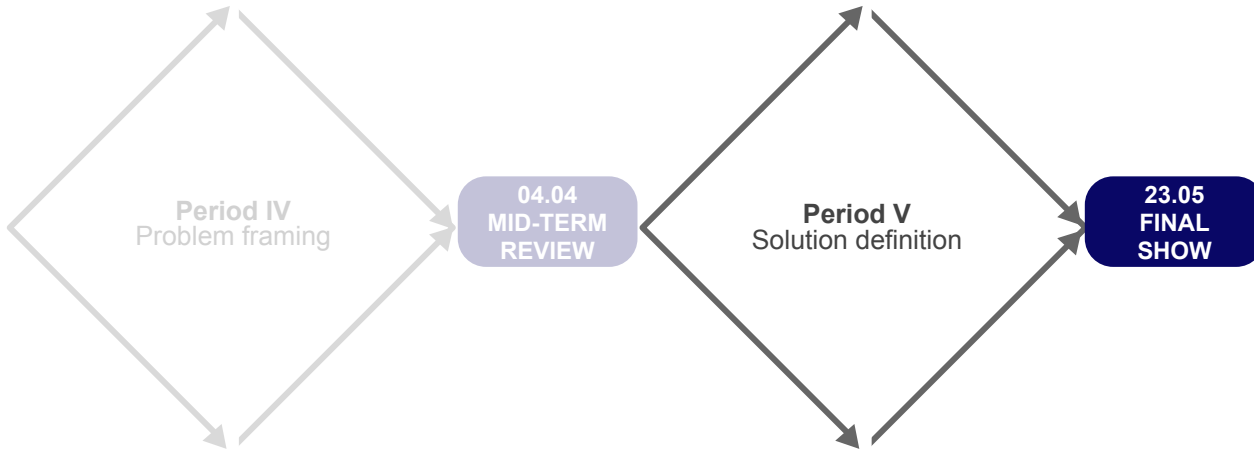
- Announcements get lost
- Using MC as a habit
- Keep communicating errors

Budget & Reimbursement

- ≈100€ budget per group

Period V

Course structure



Design process in the solution space

1. Define your intervention:

What problem shall we solve? Analyse opportunities (leverage points) + Prioritise what to solve (today)

What can we design to make change happen? Choose the type of intervention (action); learning from stakeholders' instruments + inspiration from best examples

2. Develop your intervention:

Ideate: *What actions/tools/interactions are needed?*

Validate & Iterate: *Learn about the solution by engaging key actors involved in using, delivering or creating your solution*

Visualise (based on type of intervention): *How does it help address the problem? What roles are needed? (focus on the example rather than the object)*

Contact teaching content

Methods for defining your design intervention:

- **Theoretical framework (leverage points and design interventions)** **W6**
- **Storyboarding and use case scenarios** **W7**
- **Foresight scenarios** **W8**
- **Behavioural-based interventions** **W8**
- **Participatory ideation and validation** **W9**

Overview

	Contact teaching	Readings	Group assignments	Blogs
18.04 Week 7: Policy instruments & Design interventions	Independent study week	Meadows, D. (1999) 'Leverage points'	Identify your leverage points (places to intervene)	
	Arrange a tutorial slot	Video lecture: Ramia Mazé		
25.04 Week 8: Visual storytelling	Storytelling and use cases	Video lecture: Markus Kanerva	Choose and define your design intervention	
	Framing design interventions peer sharing	Thaler & Sunstein (2012) 'Choice Architecture'	Define your use case	
			Best practice examples	
02.05 Week 9: Ideation	Scenario-based design		Visualise and develop your intervention	Blog III: Design intervention (DL 06.05)
	Behavioral-based interventions		Validate with stakeholders	Blog, peer feedback (DL 11.05)
	Ideation session			
09.05 Week 10: Development and validation	Idea validation and iteration		Design intervention, iteration and validation	
	Peer feedback		Prepare final presentation	

Overview

	Contact teaching	Readings	Group assignments	Blogs
16.05 Week 11: Rehearsals	Final Presentation Rehearsal (Kela HQ)		Prepare final presentation	
	Final presentation Peer feedback		Finalise design proposal	
23.05 Week 12: Final Show	Final Show presentation		Final Show	Final Report (DL 30.06)
	Feedback from partners		Prepare final report	Blog IV: Systemic analysis (DL 27.05)
				Blog, peer feedback (DL 01.06)

Evaluation

The final grade is calculated in the following way:

Active participation and contribution to group work: 25%

Blogs: 25%

Final presentation: 25%

Final report: 25%

Rubrics describe the assessment criteria. Please use this as a guidance for your learning and to support the quality of your work.

Please check on My Courses > Final Deliverables, for detailed information

This week

- Read 'Choice architecture' by Thaler & Sunstein
- Watch Markus Kanerva pre-recorded video lecture on Behavioural Insights
- Ideation prep: 3 min. story + Examples

Final show

DfG Friends & Family (+2)

Final Show: Pre-recorded video or live?

Pre-recorded 15 min.

Video & Slides ready by 20.05

Video adds time to prep (voice over slides)

No pressure for live presenting

Video material ready for portfolio

Live presenting 15 min.

Slides ready by 20.05

No added time to prepare the final presentation

'Pressure' for live presenting

Video of the live presentation can be edited for the portfolio

Program

08.30 Doors open, venue registration

08:55 Virtual event opens

09.00 Welcome

09.15 Future of sustainable nature recreation

10.30 Coffee Break

10.45 Employment services reform

12.00 Closing & Lunch

(Recap) Design interventions & Policy instruments

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.

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DfG examples of interventions: Government as a system toolkit (Andrea Cooper, UK Policy Lab)

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 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 [ATL](#) and [HSL](#).
- For ATL, the student cannot move in before the 1st 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. [HSL daycare](#) webpage & [HSL Espoo](#) daycare webpage & list.
- For online applications, both the parent and the child need to have a Finnish ID or Bank 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 [moving to Finland](#) ([Government website](#)), 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 [HSL](#) service point through the [EnterFinland](#) website.
- Visit the [HSL](#) service points with the original documents from the application and printed application form.

Student health and wellbeing

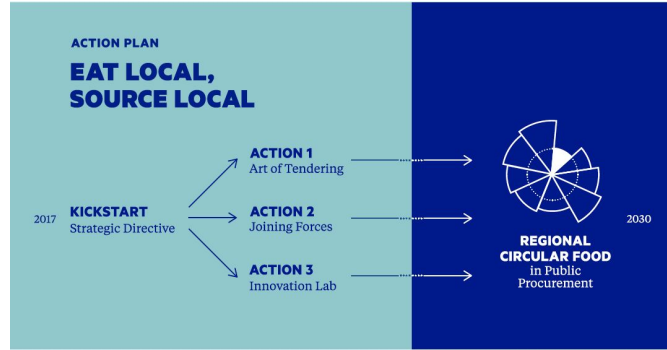
- Once the Right of Residence is registered, this person is eligible for public health care. [HSL](#) events can confirm whether this person has this right, and the application for public health care is through [Kela](#). After that, they will receive a [Kela card](#).
- The person is eligible for [YTHS 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

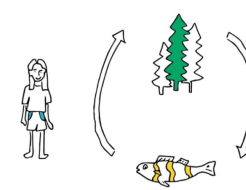
- This person is eligible for financial aid for students from [Kela](#) if they have permanent residence or work for at least 4 months (minimum 13h/week).
- They can choose to [open a Finnish bank account](#) to easily manage their day to day banking and assist management.
- They can reach out to the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

Communication and public transport

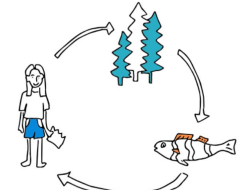
A Model for Regional Sustainable Circular Food (DfG 2017) Andrea Cuesta, Helén Marton, Anna-Mia Myllykangas, Ellinoora Ruzhokarhu, Lindsay Simmonds



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
- EXPECTED LIFESPAN
- ENERGY CONSUMPTION 145
- TRIENITY
- NOISE EMISSION

1,8 kg 13 inch

ECODESIGN

BRAND AB-123-45

- REPAIRABILITY
- EXPECTED LIFESPAN
- ENERGY CONSUMPTION 145
- WATER USE 18.400
- WASHING PERFORMANCE
- NOISE EMISSION

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

“Catalog” of government types of intervention (or “styles of actions”)



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