

**This
afternoon**

13:15 - 14:15 Reading discussion: Proposals

14:30 - 16:00 Group tutorials

Why this session? Your reports. (5min)

The purpose of the Final report is to create a **standalone, synthesised**, and well-organized documentation of the project so that **if your partners want to use your results or research further, they have all they need to do so**. The reports compile your **learnings** and **most valuable activities** (**NOT ALL**) across the course, re-using where possible, the four blogs.

Why this session? Your reports.

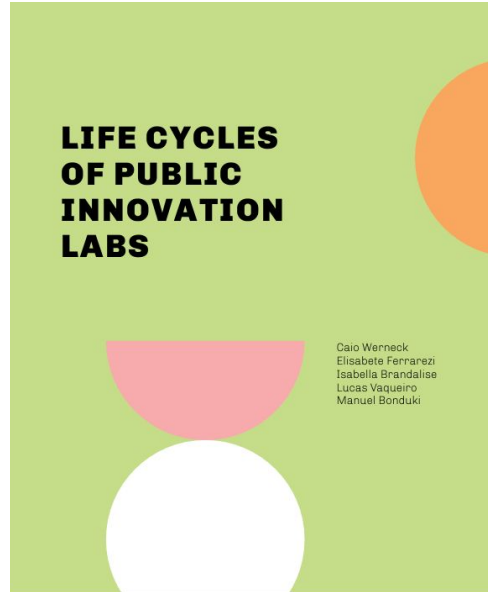
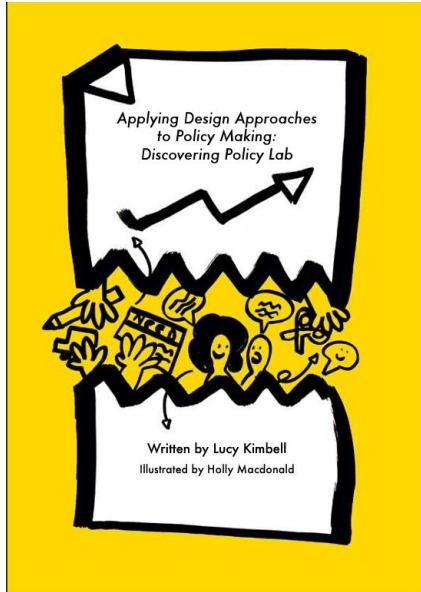
- Executive summary (1 Page)
- Human-centered research
- Systemic analysis
- Design intervention
- Final proposal
- Conclusions
- Appendix: interviews, sources
- Images (included & produced)
- No confidential information

What should be included in the Final report?

Suggested structure below - please change and adjust as needed:

- Executive summary (1 Page): It summarises your proposal in such a way that conveys what it is, why it is relevant, for whom, by whom, and the benefit it provides to tackle your challenge.
- Human-centered research: A presentation of your research goals, particular angle, and stakeholders involved. Describe your methods (observations, workshops, secondary/desktop research, analyses, etc.) and your sample (number and interviewees, roles,...).
- Systemic analysis: Describe your analysis process; how did you infer conclusions? Show system maps/ affinity diagrams so that we can follow your rationale. Findings descriptions supported with evidence (data from desktop research, quotes from interviews, pictures from observations...).
- Design intervention: A reflection on your choice of the type of intervention you can include as reference leverage points or other frameworks that helped you to identify your intervention. You can include your ideal scenario, 'what you are trying to change' in this section or the next one.
- Final proposal: Description of your final proposal (your solution). Key elements can include 'why?', 'what?', 'how?', etc. Convey the value of your proposal to your key stakeholders (how does this solve the problem?) and how this would work for the "owners" of your solution – those responsible for using it, and delivering it. Note that the focus is on how change will be achieved, not how it will be designed.
- Conclusions: A final personal critical reflection on the big picture of the subject matter, the value of the design approach you followed, "aha" moments or gaps you identified, and the proposal's value in the given challenge.
- Interview protocols, transcripts, lists of sources, etc., can be included as an appendix.
- Consider including images from your research, analysis, and diagrams – use captions to describe the images and give photo credits.
- You can cut & paste the blog post you wrote into the report! However, shape the text in relation to your final proposal - how did you discover or conclude something that led to the final proposal?
- On your cover page of the report, include the [copyright notice](#): "Creative Commons CC BY 4.0 2023 Name1, Name2, Name3, Name4, and Design for Government course at Aalto University".
- Words, phrasing, and imagery included in your public materials can be used according to the terms of the copyright, therefore, also by your ministry. Do not include confidential information, if such information is important for the report, you can send it as a separate Appendix clearly marked with who can access the material. Remember that you cannot use materials copyrighted by others and give citations for any quotes or images from others.

Reading discussion: Reports



1) Kimbell, L. (2015). **Applying Design Approaches to Policy Making: Discovering Policy Lab**. Brighton: University of Brighton.

2) Werneck, C., Ferrarezi, E., Brandalise, I., Vaqueiro, L., & Bonduki, M. (2020). **Life Cycles of Public Innovation Labs**

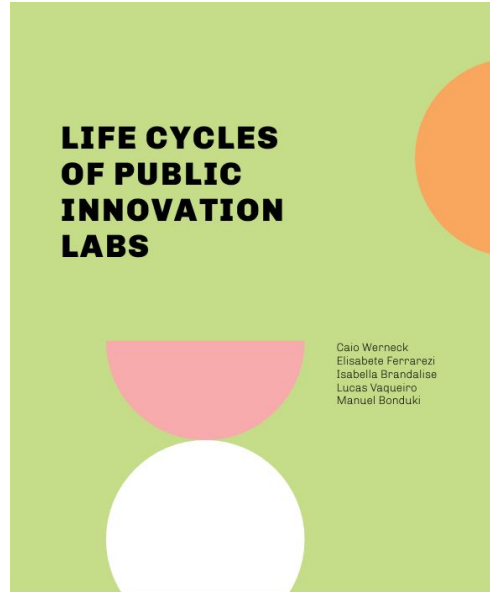
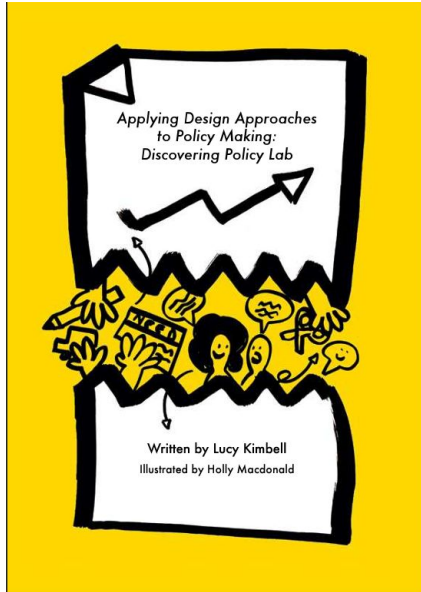
Focus

To understand **how to explain the proposal**, not only through text but also with regard to **how the reports are produced** and their formats (parts, graphic design, etc.).

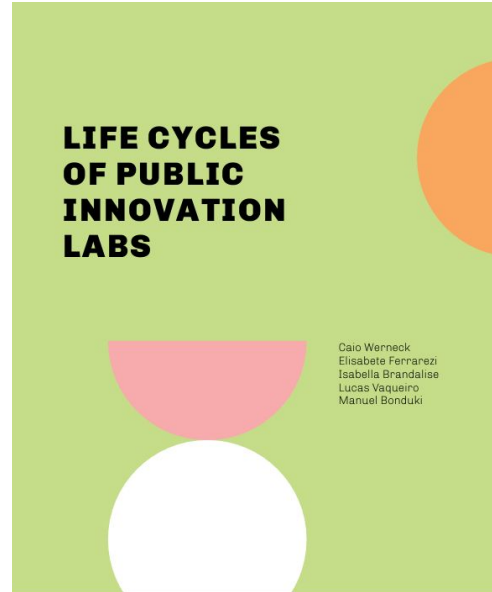
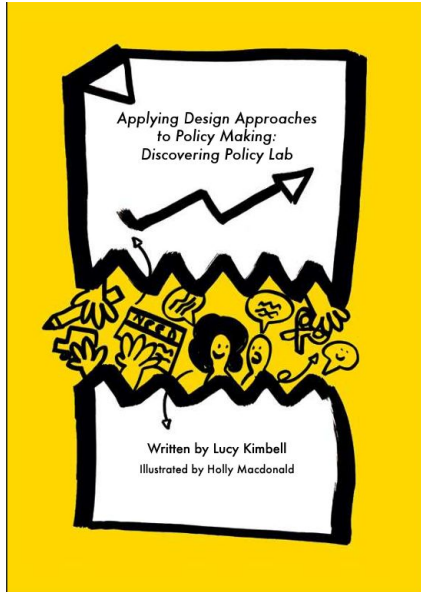
Guiding questions

- *What can we learn from these examples?*

Let's split in groups (15min discussion)



What can we learn from these examples?



Let's share with everyone (10min)

- a. An organised story**
- b. Info in clear layers**
- c. Synthesis for clarity**
- d. Language use**
- e. Visual support**

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THE CODE OF LABS
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Almeida and Vitor Cipriano de Fazio

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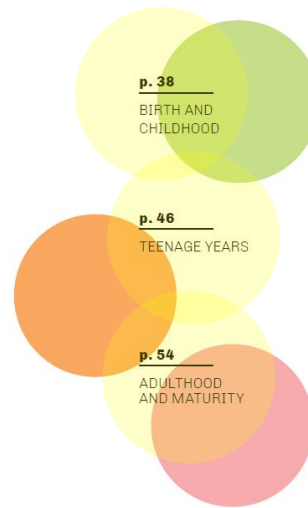
ACKNOWLEDGEMENTS

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OUR TEAM /
ABOUT THE LABS



Evidence + clarity.

Starting with people's experiences

From the outset there was a shared focus on understanding people's experiences of the health and working or not working. But there were different ways of thinking about what counted as a valid way to research this.

Figure 3.

What is goal work?
Participant from Job Centre Plus

Our interest is different techniques to understand what's happening in people's lives before they start claiming benefits.
Participant from DWP

[Previously] we failed in the policy area because of an inability to understand and address complexity... we tend not to pick up the multiple aspects of people's lives.
Policy adviser, DWP

Figure 3. Getting early insights by mapping someone's journey in and out of ill-health.

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Ethnographically-informed research

Part of the research conducted by Policy Lab and its partner Key Your Shoes DWP involved in-depth interviews with people with health conditions. The aim of ethnographic research is to understand people's lives in their own terms and using their own language. Where possible this involves participating in someone's world. Research ethics mean that people must consent to being part of the research.

Figure 4.

One of the positive characteristics of adulthood is the possibility of reflecting on your own trajectory in a long-term capacity.

Figure 4. Even though [the policy lab] knew that they didn't understand the user journey, and wanted research into that, they didn't know what they wanted from it. Previously they made by user journey was intervention points with the system.

Senior Policy adviser, Policy Lab

There's a lot of things going on in their lives, it's not just employment and health, it might be debt, not being able to communicate with their children. We're not very good at working out what is going on in people's lives and working out what to do. It's getting another job the least of your worries?

Policy adviser, DWP

Figure 4. One-to-one in-depth interviews distilled details of people's experiences of ill-health and working.

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Guided visual research

Figure 5.

A key element of data science work is exploratory data analysis, where the data scientist 'gets a feel for the data'. By understanding basic analytical and generating visualisations, before deciding on the model to build from the data.

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Data science

Figure 6.

Figure 6. A key element of data science work is exploratory data analysis, where the data scientist 'gets a feel for the data'. By understanding basic analytical and generating visualisations, before deciding on the model to build from the data.

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ADULTHOOD AND MATURITY

Over through maturity is desired and dreamed of by many respondents, we considered there is a discomfort for lab to use the term in this stage. There's not a lot of people who feel that the innovation lab agenda is something they're involved in aging at the level of choice. It's a strong association between growing old and becoming old-fashioned, and it's a strong association between growing old and becoming old-fashioned. It's a strong association for being old-fashioned, being a mature person, and it's a strong association for being old-fashioned, being a mature person, and it's a strong association for being old-fashioned, being a mature person.

7. Starting the heritage years, a lab seeks recognition and identity and a sense of belonging to achieve it. It is in adulthood that the lab seeks to establish and experience of the responsibilities and the scope of its actions. The events in its activity and experience with the public administration are key aspects of this period. A lab in maturity no longer feels as much with struggles to change government but as a job that is open for recognition with the government, because it has to find a job as a public institution and overcome the challenges within the management structure. There are a lot of ways to integrate the lab's role and, if it's a lab, it's a lab that is open to the challenges of the barriers to innovation. The lab begins to be more relevant and necessary.

increase, giving room to heightened visibility and the search for balance between different aspects, such as political and technical management, qualifications and experience. The focus on methodologies and resources, as used by the team, is a key element of the research process. It's a key element of the research process. It's a key element of the research process.

8. The lab does not need to completely prove its value, as the legitimacy of a mature organization is established. In this moment, what the lab offers and the value it generates by innovation has become clear for its partners. The lab's main strength is its legacy, which allows for autonomy in projects and work methods. This is a stage in which the population energy from the public

One of the positive characteristics of adulthood is the possibility of reflecting on your own trajectory in a long-term capacity. A key element of data science work is exploratory data analysis, where the data scientist 'gets a feel for the data'. By understanding basic analytical and generating visualisations, before deciding on the model to build from the data.

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This report discusses the impact of one effort to bring design-based approaches into central government – Policy Lab in the UK Civil Service. Recognising the international interest in these activities, the report will where possible avoid UK-specific jargon. However the analysis rests on participation in and detailed observations of what Policy Lab achieved inside the particular culture and structures of the Civil Service.

Background



As a new initiative inside central government, Policy Lab emerged in the context of changes within the Civil Service. In response to challenges from politicians, think tanks, academia, the media and beyond, the Civil Service Reform Plan published in 2012* made commitments among other things to:

- Open Policy Making becoming the default – meaning that policy making always draws on a full range of external experts from academics to those who will deliver the policy
- Ensuring civil servants working on policy have the necessary skills and expertise, can use up-to-date tools and techniques, and have a clear understanding of what works in practice

A year later, a Civil Service report** promised to:

- Fund a Policy Lab to promote innovative techniques such as design-based thinking and ethnography to approach policy problems in a new way
- Develop a culture where openness to new evidence, involving a broader range of inputs and experts and experimentation is the starting point to solving problems and developing options by trialling, testing and iterating, constantly with implementation in mind

The increasingly complex and everyday lives of citizens call for a new way of anticipating the future that necessitates the continuous exploration and validation of concrete processes, knowledge, means and outcomes.



Jesper Christiansen, 2014, *The Irrealities of Public Innovation*. PhD thesis. Aarhus University.

METHODOLOGICAL PREMISES

1. Association with the human life cycle.

We sought to engage individuals to tell stories connected to the life of their own labs, based on their personal experiences. Further, by referring to the stages of human life, we made it easier for the participants to establish a common understanding during the workshops and to organize their data and insights.

2. Participants from similar backgrounds and languages.

To ensure a better understanding among participants during the following stage, we established that most guests in the event would be Spanish and Portuguese speakers³. This premise invested in the proximity of individuals to foster conversations, as attendants came from more or less similar institutional backgrounds.

3. It is not about classifying labs.

This premise guided the research staff during the application of the life cycle metaphor, avoiding the temptation to classify labs according to their lifetime. It also served as a guide for participants, who were provoked to thoroughly analyze their labs, regardless of the stage declared during data collection.

4. Inserting this research into a larger event.

The fourth and last premise was key to create a proper context for a government innovation event that would discuss a number of subjects other than innovation labs. With this in mind, we sought to bring wider public sector innovation topics to our discussions.

Once the premises were outlined, we designed panels and workshops on the *life cycles of public innovation labs*, which were a part of the *Encontro Internacional de Inovação em Governo*, organized by (011).lab, which occurred from the 7th to 9th of August, 2019.

Following the metaphor as a guide for preparing the sessions, the project team interacted virtually throughout the months that led to the event, in order to outline and specify the stages – *birth and childhood, teenage years, adulthood and maturity*. We prepared a set of questions in order to identify specific themes that would characterize each of these stages, and these became the starting points for our discussions. Lastly, we singled out the *main challenges* of each stage to better understand how teams dealt with the difficulties faced throughout the existence of their lab, as well as to point out critical transitions.

³ Only one lab did not fit into this profile (specifically a lab from Canada). To assess this issue, we hired an interpreter to accompany the two Canadian participants.

*HM Government, *Civil Service Reform Plan*, June 2012

**Civil Service, *Twelve Actions to Professionalise Policy Making: A Report by the Policy Profession Board*, October 2013

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Finding 3

Policy makers tend to think of people as service users, beneficiaries or stakeholders within a system. In contrast, Policy Lab's approach shifts the focus to people and how they experience things, which reorders the policy area.

Ethnographic research is in demand as a way for organisations to understand people's lives to inform strategy and innovation. Although less common than quantitative research or focus groups, ethnographic approaches are increasingly visible. Policy officials see such research as a way to understand people's lives which otherwise they may not have access to. But ethnographic research does more than reveal users and their needs. It can generate insights into patterns of meaning in ways of living and working, uncover hidden assumptions and challenge organisational silos.

There are two major reasons why ethnography has recently gained popularity in the corporate world. First, ethnography is conducted in context, providing new insights into the other objects, people and products that consumers are currently using. ... Second, and perhaps more importantly, ethnography is gaining attention because it takes a particular stance its practitioners call the "emic" position. That is, ethnographers strive to take the participants' point of view ... [and] see what would otherwise be invisible.

Sam Ladner, Practical Ethnography, 2014



"It is really difficult to gather ideas about what has happened in recent weeks. I can certainly say that there were many small discoveries, a ton of post-its and a lot of talking. And by that I mean hours, and hours: we exchanged ideas with each other, discussed between groups, and conducted interviews with stakeholders."

"But when you always aim for more information with a diverging mode, it makes it hard to stop and see what is already there. Let's take a breath and go for a walk in the forest."

17.05 Proposals

TOPICS OF THE STAGES OF A LAB'S LIFE CYCLE

BIRTH AND CHILDHOOD

What does it mean to be a lab in its childhood?

Pregnancy. Was it planned? Why create a government innovation lab? For what reason? How was the planning process for the creation? And how was the lab's team formed?

Parenthood. Who are the parents of the lab? Who are its

Formalization. Does it have a birth certificate? Are there documents formalizing the foundation of the lab? Which documents are these? Why did the institutions decide to validate the lab? How was the name of the lab chosen?

TEENAGE YEARS

What does it mean to be a lab in its teenage years?

Defiance and unease. How to say "no"? How to carve its own space? How to obtain resources? How to balance the wishes of sponsors with the objectives of the lab?

Identity crisis. What is the organizational role of a lab? What are

ADULTHOOD AND MATURITY

What does it mean to be a lab in its adulthood and maturity?

Memory. Are there any efforts towards documenting and evaluating projects and work processes in the lab? Which mistakes allowed for maturation or changes to the lab's direction?

Legacy. What will be the legacy of the lab after its death? How



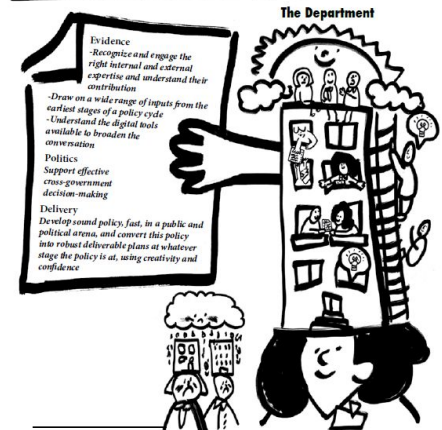
Diagnose
Establish scope and identify knowledge

Discover
Generate insights

Develop and deliver
Develop, test and refine shared proposals

The policy profession is shifting from being hierarchical and closed to being networked and open. Policy Lab stages occasions and spaces in which people from inside and outside of government are able to participate in new ways in the activity of policy making.

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*Civil Service Learning, Policy Profession Skills and Knowledge Framework, 2013

Open discussion (20min)

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**How applicable do
you see these in
your case?**