



Co-Design of innovative contract models for agri-environment and climate measures and the valorisation of environmental public goods

Catalogue on methods and tools for Policy Innovation Labs

Deliverable 14 / 4.2

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EXECUTIVE SUMMARY

The overall objective of this deliverable is to establish a toolbox which lists diverse methods and tools recommended to facilitate the multi-actor approach in the Policy Innovation Labs (PILs) of the Contracts2.0 project.

The deliverable should help PIL coordinators to plan and conduct meetings and workshops throughout the duration of the Contracts2.0 project which support upscaling of the contracts developed in WP3. However, as the full extent and details of the work of the PILs are still evolving, additions and changes to the suggested set of tools and methods can be anticipated. We will therefore, in addition to the written deliverable, set up a living toolbox accessible from the project website allowing for further addition of tools and methods and facilitating exchange of experiences from the PILs in order to improve the tools continuously.

Firstly, we frame the work of the PILs in the policy process. Secondly, we give a brief introduction to Design Thinking and describes how the approach is integrated in the project. Based on these two initial frames, we list a number of questions relevant for the work of the PILs and recommend tools to apply to these question. Thirdly, we provide some guidelines on how to select the right tool or method for a specific application. Fourthly, the deliverable introduces the living toolbox of Contrcats2.0 by including examples of factsheets on the recommended tools and methods mentioned above with practical guidelines on application. Finally, we list selected internet resources in the form of already existing toolboxes that can be explored by the PIL leads for further inspiration.

TABLE OF CONTENT

Introduction.....	4
Framing the Policy Innovation Labs	5
Design Thinking	9
Selecting the right tool or method	13
Factsheet “Intervention Logic” (Policy Tool – Define/Develop/Deliver)	15
Factsheet “Service Blueprint & Discretion tool” (Policy tool - Develop)	17
Factsheet “Screening the policy mix” (Policy tool - Develop)	19
Factsheet “Policy Canvas Tool” (Policy tool – Develop/Deliver)	21
Factsheet “Five Whys” (Design Thinking – Discover)	23
Factsheet “Evaluation Diagram” (Design Thinking - Define)	25
Factsheet “Empathy Building” (Design Thinking – Develop/Deliver)	27
Factsheet “Co-creation workshop” (Design Thinking: Develop/Deliver)	29
Factsheet “Rapid Prototyping” (Deliver)	31
Links to existing toolboxes	33
References.....	35
Online sources	37

LIST OF FIGURES

Fig. 1: The policy cycle.....	6
Fig. 2: The six steps in Design Thinking	9
Fig. 3: The Double Diamond model of Design Thinking	12

ABBREVIATIONS

CAP: Common Agricultural Policy

CIL: Contract Innovation Lab

DT: Design Thinking

PIL: Policy Innovation Lab

INTRODUCTION

In Contracts 2.0 the overall approach to working with new agri-environment-climate contracts is inspired by Design Thinking. The overall objective of this deliverable is to establish a toolbox which lists diverse methods and tools recommended to facilitate the multi-actor approach in the Policy Innovation Labs (PILs) of the project. It is not an easy task as we anticipate that the PILs will be in very different situations regarding the stage of development of the contracts, regarding the characteristics of the farming sector and environmental endowment, and regarding the administrative and organizational set-up. The individual PILs will therefore have very different needs, and freedom of choice, in relation to the tools and methods to be applied. Here it is also worth noting that the main objective of WP4 of Contracts2.0 is to upscale and support the contracts developed in the Contract Innovation Labs of WP3 and not to develop the contracts from scratch. We have therefore decided to take two different approaches to suggest tools and methods for the PILs: (1) in line with the specific objective of the PILs we suggest a number of tools facilitating the policy process in general and specifically the upscaling of contracts and (2) in line with the overall approach of the project we recommend a set of Design Thinking tools.

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The tools and methods presented in this deliverable have links to the methods developed in WP2 of the project. This concerns institutional and stakeholder analyses (Net-Map, Business Model Canvas), effect analyses (Impact models) and policy coherence analyses (PoICA). However, the main focus of WP2 is on analyses, whereas the main focus in WP4 is on design and implementation. This means that the in-depth methods to be applied in WP2 are more resource demanding and, in some cases, will only be applied in a limited number of Policy Innovation Labs. In the factsheets in Section 3, we have made references to WP2 methods where relevant to flag opportunities for cross-WP collaboration.

FRAMING THE POLICY INNOVATION LABS

“We are all critical of policies from time to time. Most of us have ideas about how they could be made better. When we engage in ordinary conversations about the defects of policies we put forward, or hear advanced, various propositions about why they are defective. Those propositions tend to involve views about policy makers as ignorant or misled or perhaps malign. They often embody views that policies would be better if only different people had more influence on policy, including, of course, perhaps ourselves” (Hill & Varone, 2016, p.4).

Contracts2.0 enters the policy process by designing new models of agri-environmental-climate agreements and upscaling these to regional, national and European level. This section draws on the literature on the policy process in order to facilitate a basic understanding of some key concepts and issues in policy making and in order to identify a small number of questions that might be relevant for the work across all the PILs.

Policy Labs

Policy Labs have emerged in the 20th century as a new element in the public policy process (McGann et al., 2018; Olejniczak et al., 2019). There is no fixed definition on Policy Labs. A short definition provided by the UK government Policy Lab is: Policy Lab brings people-centred design approaches to policy-making ([URL1](#)). Design Thinking and collaborative governance are two of the approaches that have helped to support this development. The Policy Labs can be seen as a way of including more actors in the policy process to include more diverse inputs and forms of expertise (Kimbell, 2015) with a focus on identifying and testing proposals and solutions as a way of contributing to the policy process (McGann et al., 2018). Some criticism against the Policy Labs includes the lack of evidence that lab proposals are actually implemented, that the labs contribute to more efficient policies and whether they are really a distinct new type of actor (McGann et al., 2018). (Olejniczak et al., 2019) also touch up on the issue of implementation adopting the perspective that scaling-up solutions is a special process that goes beyond the typical cycle of lab activities.

The PILs are a cornerstone in the Contracts2.0 project dealing with up-scaling and implementation of the contracts developed in the Contract Innovation Labs. However, it should be kept in mind that exactly up-scaling and implementation might have been the weak issues in the Policy Lab approach so far.

Policy stages

In order to provide a framework for the work in the PILs, the policy process, or the policy cycle, can split up in different stages. Different authors use different numbers of stages and different titles for the different stages, but one basic policy cycle model could be as shown in Figure 1 on the next page.

Agenda-setting is the stage, where problems and issues are recognized and gets attention; Policy formulation is the stage, where different policy options are formulated and proposed as solution(s); Decision-making is the stage where the course of the policy is and specific solutions are chosen; Policy implementation is the stage where the chosen policy and solutions are put into effect; Policy evaluation is the stage where the results and effects are monitored, which might lead to recognition of new problems (Howlett & Ramesh, 1995 p. 11). The stage model is a conceptual model of the

policy process. In real life the policy process is far more complex and the stages cannot be separated sharply, interactions and feedbacks between the stages occur in several loops and stages can be skipped. The advantage of the stage model is that it offers a way to chop up the complex and elaborate process for the purpose of analysis (Hill & Varone, 2016).

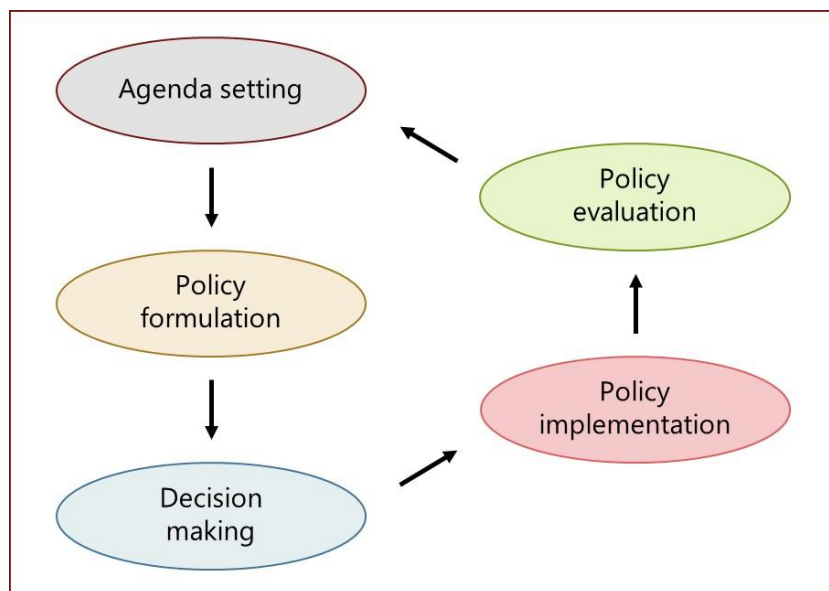


Fig. 1: The policy cycle based on Howlett & Ramesh, 1995.

The PILs in Contracts2.0 will cover different stages and apply different levels of focus on the different stages. Furthermore, the work of the PILs will be heavily influenced by the work of the different Contract Innovation Labs (CILs). In some cases, the relation between the CILs and PILs follows the distinctive stages of the policy process, i.e. the CILs will focus on the first two stages of the policy process, the PILs will focus on the last three stages. However, the exact set-up will vary from case to case and both CILs and PILs can be involved in the entire process.

Policy design

Policy design is an activity conducted by a number of policy actors in the hope of improving policy-making and policy outcomes through the accurate anticipation of the consequences of government action and the articulation of specific courses of action to be followed (Micheal Howlett, 2011). The policy actors can be a narrow group of administrative staff or a broader group including all relevant stakeholders. The process can be accounted for in different ways, one of these being the instrumental account. The instrumental account is focused on interventions to ensure outcomes, which describes it in terms of expert advice followed by specific choice leading to exact implementation (Colebatch, 2018). This process can be captured, ex-ante or ex-post, by impact models that identify and establish the causal relationships between policy objectives and policy outcomes (Primdahl et al., 2010). Impact models can vary a lot in detail and the description of the models range from common-sense expert knowledge based to fully quantitative models. In the Common Agricultural Policy (CAP) of the European Union a similar approach is applied as the intervention logic. The intervention logic is the logical link between the problem that needs to be tackled (or the objective that needs to be pursued), the underlying drivers of the problem, and the available policy options (or the EU actions actually taken) to address the problem or achieve the

objective. This intervention logic is used in both prospective Impact Assessments and retrospective evaluations (Directorate General for Agriculture and Rural Development, 2015).

Impact models are applied as a research tool in WP2 of the Contracts2.0 project. In the PILs simpler impact models can be applied to provide insights on the possible links between policy goals, policy instruments and policy outcomes and support the up-scaling and implementation of new contracts.

Discretion in implementation: Policy actors

Above it was suggested that the policy process could be accounted for instrumentally.

Complimentary to this, the policy design process has a process-based account which sees the policy process in terms of 'collective puzzling', stakeholder involvement, interaction, 'satisficing', and ambiguity (Colebatch, 2018). The two approaches, instrument or process based, are also coined as top-down or bottom-up respectively in the study of policy implementation (Hill & Varone, 2016). Hill & Varone further refers to the bottom-up approach as an actor-centred mode of analysis as a method of identifying more clearly who seems to be influencing what, how and why. This draws on the issue of so-called street-level bureaucrats and their role in the success or failure of the implementation of policies. A crucial issue in relation to the influence of street-level bureaucrats is the degree of discretion in the policies to be implemented, broadly understood as the freedom of choice within the policy for an actor to choose between possible courses of action or in-action (Hill & Varone, 2016). The level of discretion in a given policy can be linked directly to how meaningful the policy is to the actors and how willing they are to actually implement the policy (Tummers & Bekkers, 2014).

Elements of discretion are already built into the CAP for example leaving room for the Member States to apply different measures within Pillar 2 or not. This opportunity can be used to develop and implement innovative approaches in Contracts2.0. Apart from identifying, and including, the different actors and their role in the policy process, the PILs will also focus on the discretion of the different actors at different stages of the implementation of novel contracts. This provides an understanding of elements of collective or result-based schemes where the issue of who can take which decisions and actions and at which stage is crucial in both contract design and implementation. Result-based schemes, for example, can delegate decisions on means to the prime implementing actors being the farmers.

Policy mixes

Within policy design there is an increased focus on integrative policy mixes, where multiple instruments and multiple governments and objectives are arranged together in complex portfolios of policy goals and means, often with a multi-level governance component (Michael Howlett et al., 2015). This is seen as a new orientation of policy design compared to earlier approaches, where the focus was on single policy instruments and goals. The policy mix approach focuses on questions like (Howlett et al., 2015, p. 7-8):

- How instruments within a policy mix or 'portfolio' could complement each other or conversely, lead to conflicts?
- How to make the most of policy synergies while curtailing contradictions in the formulation of new policy packages?

- How some combinations may contain redundant elements while others, albeit with repetitive elements, may be beneficial in promoting resiliency and adaptiveness?

In Contracts2.0 the focus is on contracts with the farmers on agri-environment-climate issues. Even though contracts can be interpreted broadly, it limits the scope of working with complex multi-tool policy designs. However, the design and implementation of contracts in the project should be based on an understanding of the fact that the contracts resides in a mix of policy goals and instruments. Ex-post analysis in WP2 of the project on policy coherence can contribute to this understanding. In the PILs the design and implementation of the new contracts can be screened against other policy goals, for example all goals of the CAP, and other instruments, such as instruments under the first pillar of the CAP. Such screenings can be based on simple tools as described in (Nilsson et al., 2012; Nilsson et al., 2016).

Summary policy framing: Key PIL questions and recommended tools

The reflections on the policy process above points to some key questions that potentially could support and guide the work in the Policy Innovation Labs and support the scaling-up of dream contracts developed in WP3.

The four selected key questions for the PILs and recommended tools are as follows:

What is the intervention logic behind the contracts to be implemented?

- Intervention Logic

What is the degree of discretion in the contracts for the farmers and for other actors at different governance levels?

- Service Blueprint & Discretion

How do the contracts fit in the policy mix?

- Screening the policy mix

How are the contracts implemented?

- Policy Canvas

The recommended tools are described in factsheets in Section 3.

DESIGN THINKING

A brief introduction to Design Thinking

The Contracts2.0 project chose Design Thinking as the overall methodological concept framing the social innovation process in WP3 (Contract Innovation Labs) and WP4 (Policy Innovation Labs) in order to co-create novel contractual solutions for agri-environmental-climate measures, based on a balanced combination of creative and analytical methods. Design Thinking attempts first to understand the problem at hand, and then focuses on how alternative solutions could cure the original problem. Since barriers to the effective implementation agri-environmental-climate measures are induced by different factors both at the level of practice and policy decision making, creative solutions need to engage both the farmers who participate and put in practice (or not) the measures, and the policy makers who decide on the exact institutional set-up and legal conditions of the measures which influence who and how can participate. Design Thinking is therefore a relevant approach to the Contracts2.0 Policy Innovation Labs to understand, observe and (re-)frame the problem at hand, and to generate, test and evaluate potential solutions to this reframed problem (see Figure 2). While in science-policy interactions analytical approaches to decision support is the mainstream, we believe that the creative and interactive tools offered by Design Thinking help the participants of PILs to create a more human-centred approach to the design and uptake of novel agri-environmental-climate measures.

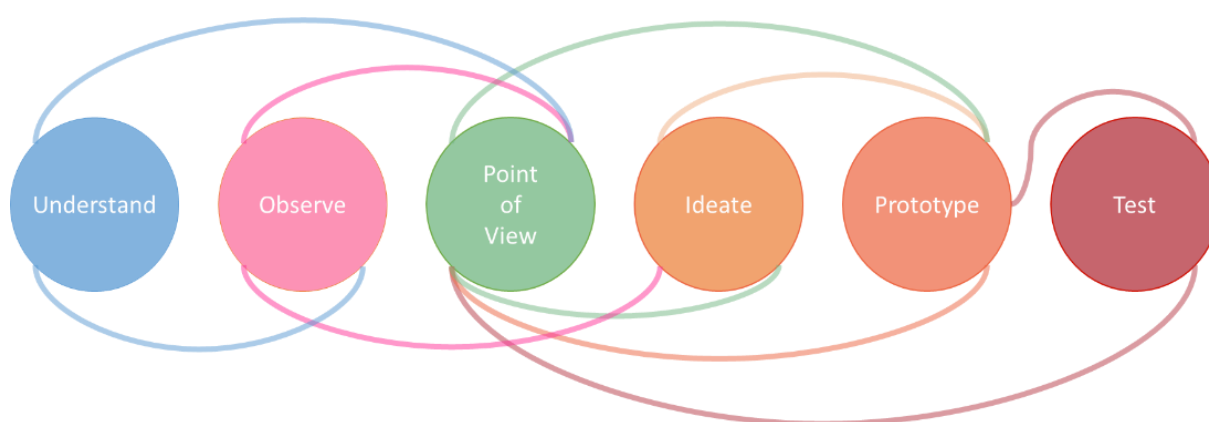


Fig. 2: The six steps in Design Thinking. (URL 2).

According to the most well-known definition, “*Design Thinking is a human-centred approach to innovation that draws from the designer’s toolkit to integrate the needs of people, the possibilities of technology, and the requirements for business success*” (URL 3). Design Thinking (DT) originates in the start-up world – the phrase and the above definition has been made well-known and popular around the millennium by Tim Brown, the CEO and President of IDEO, a design and consultancy company based in the US. Some sources define DT as having important complements to scientific thinking, especially because of its creative characteristics and non-linear approach (Owen, 2007). In order to better understand how DT works in practice, one should first realize the two major types of creative thinking which characterize all of us: divergent and convergent thinking. While some people are masters of “discovery” (i.e. understanding a given situation by analysis as much as possible and draft a huge bunch of diverse directions which could be followed), others like focusing on the “doing” (i.e.

assessing and narrowing down the list of available options and selecting the best possible solution) (Owen, 2007). While mainstream education focuses on improving convergent thinking, divergent thinking is equally important in real life problem solving as it can lead to new choices that probably have not existed before ([URL 4](#)). In case of wicked problems, where many stakeholders are present, the situation is complex and continuously changing, and there is no outcome fit for all, finding the most suitable solution requires the application of both divergent and convergent thinking. Design Thinking incorporates an iterative and collaborative process where the applied tools and approaches stimulates both divergent and convergent thinking, depending on which phase in the process we are (DesignCouncil, 2019a; Tschimmel, 2012).

In the past years DT has entered diverse sectors including education (Huq & Gilbert, 2017), healthcare (Ferreira et al., 2015), regional development (Lee, 2019) and policy making (Blomkamp, 2018), among others, and become target both of criticism and development. Nowadays it can be considered as a general framework for solution-oriented thinking, combining special **process** characteristics with a designer **mind-set** and a **toolkit** enabling creative interaction. Charles Owen listed 14 characteristics of DT, which we can group into the process, the mind-set and the toolkit areas as listed below (based on Owen, 2007).

1. Key characteristics of the Design Thinking **process**:
 - Conditioned inventiveness: creativity is directed towards solving a problem
 - Human-centred focus: responding to societal needs
 - Environment-centred focus: consider the natural environment as an equal client
 - Adaptivity: solutions should be adaptive to fit to society's evolving needs
 - Multi-functionality: keep the big picture in mind when focus on specifics (one solution might solve more problems)
2. Key characteristics of the Design Thinking **mind-set**:
 - Ability to visualize: bring a common view of concepts otherwise considered by people as unique
 - Tempered optimism: work proactively
 - The specialist vs the generalist: creative inspiration comes from wide knowledge base
 - Affinity for teamwork: co-create across and beyond disciplines and sectors
 - Self-governing practicality: dream within practical frames
3. Key characteristics of the Design Thinking **toolkit**:
 - Systemic vision: enable thinking at the system level to identify holistic solutions
 - Use language as a tool: explore and explain patterns of interaction
 - Avoid the necessity of choice: search alternatives for their essential characteristics and reformulate them in a new configuration
 - Systematic work with qualitative information: tools to find, organize, synthesise and evaluate information

The current DT practice follows several slightly different models. The combination of divergent and convergent logic in several iterative steps and via feedback loops is a common feature in all these models. The major difference is shown by how many steps are distinguished to build up a full DT process. IDEO suggests a 3-steps approach (Inspiration, Ideation, Implementation); the Design

Council follows a 4-steps guide (Discover, Define, Develop, Deliver), the model of the Stanford D.School includes 5 stages (Empathize, Define, Ideate, Prototype, Test), while the HPI Academy breaks down the process into 6 different parts (Understand, Observe, Point of view, Ideate, Prototype, Test – see also figure 1.) (Pais, 2019). In the following section we explain the Double Diamond model developed by the Design Council, as this approach is easily transferable to (in fact it is already used in) the field of public policy and therefore can be a useful framework for Policy Innovation Labs.

The Double Diamond model (Figure 3) leads us from the challenge to the outcome through four steps (DesignCouncil, 2019b).

1. First, by collecting information and inspiration, we **discover** the situation and better understand the challenge ahead of us together with its context and interrelations with other problem areas. This first phase is about divergent thinking – analytical tools and creative thinking is used to bring in as many potential understandings / explanations of a given situation as possible. → In PILs the first step of Design Thinking focuses / has focused on describing how current schemes and measures operate and what barriers exist which limit their effective implementation (i.e. the topic of the first PIL workshop). DT tools we recommend using in the PILs in the first step include the 5 whys.
2. Once we think we understand the problem at hand, we narrow down our focus to one particular issue to resolve and **define** what is in the focus of the innovation process. This second phase is for convergent thinking – analytical and evaluation tools as well as strategic thinking is used to define the social need in centre as well as the key criteria for suitable solutions. → In PILs the second step can be organized as a collaborative exercise with the participation of both the PIL and the CIL members to define the target of the social innovation process. This target can be determined by selecting critical barriers which the PIL and the CIL would like to overcome the most, or by assessing which contract type is the most suitable in the given contextual circumstances. DT tools we recommend using in the PILs in the second step include the evaluation diagram.
3. Once we arrived at a well-defined target, the process leads us to generate new ideas and **develop** possible solutions. Divergent thinking enables us here to ideate in a wide range – everything can be acceptable, including pragmatic solutions already in use, as well as weird, non-functional, out-of-box ideas which have never been tested yet. → In PILs the third step can empower PIL members to think out-of-the-box, which might help them to arrive at non-conventional solutions about how to implement and upscale novel contracts. Tools suggested in this step can be unfamiliar to PIL members, but they can help participants to look at the problems through the eyes of the practitioners. DT tools we recommend using in the PILs in the third step include co-creation workshop and empathy building through own experience.
4. When the pool of potential solutions is wide enough, we turn to the fourth phase of the process by screening the alternatives, creating prototypes and testing their applicability, in order to **deliver** the final outcome. This phase is again about convergent thinking, that is, analytical and evaluation tools can be used to focus the process on practical implementation. → This fourth step again requires a strong collaboration between the CILs and the PILs as the actual contractual solution is developed by the CIL. The PIL in this last step can provide

feedback to this innovation on one hand, and can create prototypes on the wider institutional solution on the other, that is, the PIL can go beyond the individual contract and think about how such a contract type can be implemented at wider regional, national or EU level. DT tools we recommend using in the PILs in the fourth step include co-creation workshops, rapid prototyping and different tools to empathy building.

As the figure below suggests, there are feedback loops within and across the four steps, which means that switching from more divergent to more convergent thinking and vice versa can happen many times, even within the same step. Iteration is a key principle throughout the whole process, as it helps improve both the problem framing and the solution seeking phase. For each step, different tools can be applied to stimulate divergent and convergent thinking, ranging from methods frequently used in research (e.g. stakeholder analysis, field data collection such as interviews or surveys) and business (e.g. benchmark analysis, prototyping) to creative tools used in design (e.g. the 5 whys, flash cards, self-experience or cultural probes).

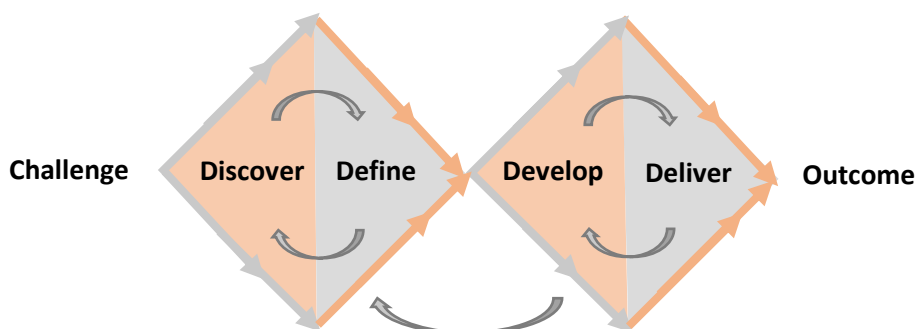


Fig. 3: The *Double Diamond model of Design Thinking* (Based on Design Council, 2019; Pais, 2019; URL 5)

Summary Design Thinking: Key PIL questions and recommended tools

What are the major barriers and opportunities for novel contracts at the level of the policy context?

- 5 whys

Where – at which specific aspect of the institutional and policy context – should changes be made to create a more favourable environment for the implementation and uptake of novel contracts?

- Evaluation diagram

How do the contracts fit in the policy mix?

- Co-creation workshop, empathy building

How should novel contracts tailored to specific needs and capacities of farmers be implemented at wider scales?

- Co-creation workshop, empathy building, rapid prototyping

The recommended tools are described in factsheets in Section 3.

SELECTING THE RIGHT TOOL OR METHOD

The main criteria for the selection of the right tool/method is the question/issue to be dealt with. We have already presented above a shortlist of PIL-questions that could become pivotal in the work of the Policy Innovation Labs in Contracts 2.0. For each of the questions we have selected a tool/method, which we recommend to be used in the PILs to answer the questions. These tools are presented in the Factsheets in this section.

The shortlist of PIL-questions and recommended tools are:

What is the intervention logic behind the contracts to be implemented?

- Intervention Logic tool

What is the degree of discretion in the contracts for the farmers and at different governance levels?

- Service Blueprint and Discretion

How do the contracts fit in the policy mix?

- Screening the policy mix

How are the contracts implemented?

- Policy Canvas

What are the major barriers and opportunities for novel contracts at the level of the policy context?

- 5 whys

Where – at which specific aspect of the institutional and policy context – should changes be made to create a more favourable environment for the implementation and uptake of novel contracts?

- Evaluation diagram

How do the contracts fit in the policy mix?

- Co-creation workshop, empathy building

How should novel contracts tailored to specific needs and capacities of farmers be implemented at wider scales?

- Co-creation workshop, empathy building, rapid prototyping

In the work process of the PILs additional questions will surface. In some cases the above recommended tools can be used to answer the additional questions, but in other cases we will have to add new tools to recommendations.

Other considerations

Some guidance for the selection of tools can also be found in what stage of the Policy or Design Thinking process that has been reached: Discover, define, develop and deliver. We have indicated the most relevant Design Thinking phase in the headings of the factsheets.

More practical criteria to consider before selecting appropriate tools for the PIL sessions are:

- How long time is available for the exercise?
- How big a group of participants?
- How experienced is the facilitator?
- How well do the participants know each other?

In the factsheets on selected tools and methods, we have included information on the basic selection criteria at the top of the sheets.

The additional toolboxes presented in Section 4 includes information on these criteria to a varying degree. Some of the toolboxes also includes search engines where the user can define different criteria to guide the search for the right tools or methods.

Factsheet “Intervention Logic” (Policy Tool – Define/Develop/Deliver)

The Intervention logic must be established early in the policy process and revisited regularly

Minimum 2-3 hours

1-10 or in groups

High level of facilitation

Well within the comfort zone

The Intervention Logic is a visualisation of how a given policy intervention is supposed to work, works or worked by linking the different component of the intervention and its effects through causal links.

The Intervention Logic can:

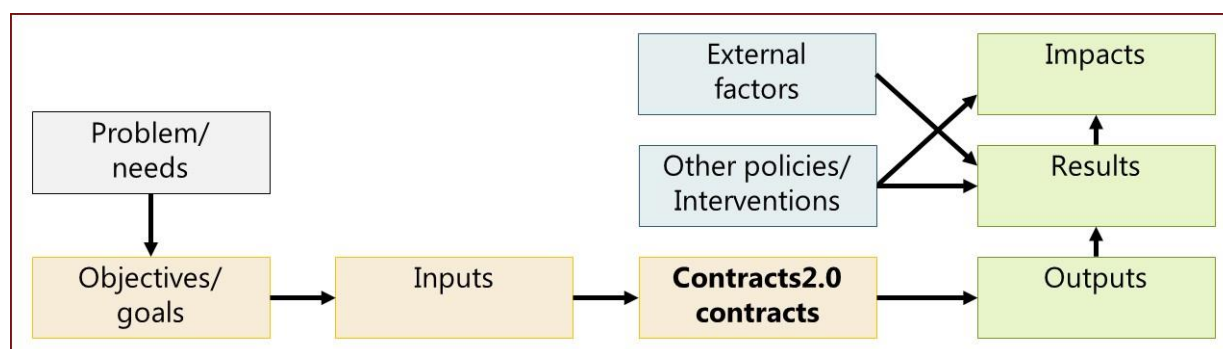
- Provide links between the problems to be solved, through the stated objectives and implemented interventions to the final impact of the interventions.
- Specify more or less detailed the needs/problems/drivers, general/specific/operational objectives, inputs/activities/interventions and results/outcomes/impacts.
- Include actors and their specific roles.
- Be applied in different stages of the policy process from agenda setting to policy evaluation.
- Include interactions with external factors and other policies or interventions.
- Be revised in the policy process including knowledge gained in the different stages.

Intervention logics can serve several purposes in the policy process with both communicative and analytical options. The Intervention Logics originates from and are still used for policy evaluation design, but a prominent feature is also the ability to create a common ground on why a certain policy intervention is implemented and what it is expected to achieve.

Intervention Logics are related to other tools/methods as Logframes, logic models, Theory of Change, impact models etc.

How to

In a nutshell, the Intervention Logic must be visualised by reflecting and describing the different components and their causal links. Different templates can be used as a starting point, the one below is suggested for Contracts2.0 and compatible with the existing rationale in the policy process of the European Union including the Common Agricultural Policy.



Example of schematic Intervention Logic for the Contracts2.0 contracts

The different components to be reflected upon and described are:

- Problem/needs: The issue or problem that may require action?
- Objectives/goals: The objectives links the needs to inputs and activities and set the level of policy ambition response.
- Input: The resources available for the intervention (monetary, human, physical)
- Activities: The activities including legislation, support schemes etc. In our case the dream contracts of Contracts2.0.
- Output: Effects directly realised by interventions (For example: Area under grassland agreement)
- Results: Direct and immediate effect of interventions (Total area of valuable grassland)
- Impacts: Outcome of intervention beyond immediate effects (change in farmland bird population)
- External factors: Other factors that influences the results and impacts of the intervention.
- Other policies/interventions: Can be other interventions under the Common Agricultural Policy, other EU policies or national/regional policies.

The arrows in the Figure are the causal links that needs to be reflected upon and established.

Remarks

Intervention Logics are simplistic representations of the real world and represents interventions as mechanistic and linear. However, the Intervention logics are a useful (necessary?) tool to understand and plan interventions. If the aim is more complex logics, Theory of Change can be used for inspiration. If the aim is a less mechanistic and linear logic, loops and feedbacks can be reflected on an added.

See also methods for Impact models developed in WP2 of the Contracts2.0 project.

Materials

Large paper sheets and markers – use Post-Its to allow re-positioning/PC and projector.

Predefined templates can be used if a given structure is the aim.

Web links for inspiration

[Better regulation: guidelines and toolbox \(URL 6\)](#)

[Tool #46. Designing the evaluation \(URL 7\)](#)

[The intervention logic of the CAP \(URL 8\)](#)

[Theory of Change vs Logical Framework – what's the difference? \(URL 9\)](#)

Factsheet “Service Blueprint & Discretion tool” (Policy tool - Develop)

The Service Blueprint & Discretion tool must be established early in the policy process and revisited regularly

Minimum 2-3 hours

1-10 or in groups

High level of facilitation

At the border of the comfort zone

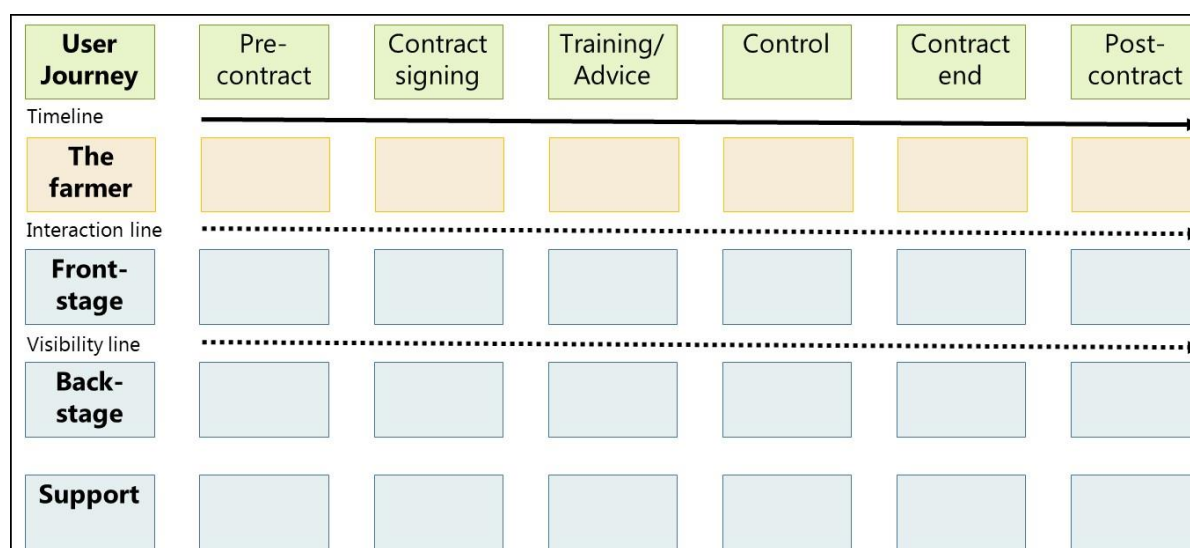
The Service Blueprint is a visualisation tool describing chronologically the experience of a service by a specific user and the interactions with the service provider(s) that support the experience. Service blueprints are used to analyse or design the delivery of a given service to a specific user. In this factsheet we add an additional element to the Service Blueprint: The room of manoeuvre that the user has to take actions in-between the interactions with the provider of the service.

The Service Blueprint & Discretion tool can:

- Provide an overview of a service process by identifying actors and mapping activities over time.
- Clearly describe the interactions between the user/client and the service provider, for example a farmer and the Agency responsible for an agri-environment-climate agreement.
- Be used to describe user experience in existing service as well as future services.
- And, by adding a Discretion layer, identify the room for user actions in the different stages of service delivery.

How to

Firstly, establish a timeline for the Service Blueprint with the touchpoints (here the different stages of the contract) between the user (the farmer) and the Front Stage (the responsible Agency). Secondly, add to the Service Blueprint Back Stage (the responsible Agency, not visible to user) and Support (other supporting bodies).



The uppermost line describes the chronology, the middle dotted lined describes the line of interactions between the farmers and the Front Stage employees, the lower dotted line describes how far the farmer has insight in activities.

The next step, the standard Service Blueprint, is to fill in the activities (to be) carried out in the different boxes. During and after this process, possible needs, bottlenecks and problems can be identified and assessed in order to improve the current service or refine the design of a future service.

Additionally, we can add a layer to the Service Blueprint on Discretion. This is done by identifying at the different steps of the user journey (life span of the contract), the possible courses of action or in-action that the farmer can choose between regarding the farm/land management practices included in the contract.

Remarks

Note that additional layers of actors can be added to the Service Blueprint. For example, in collective schemes other bodies can be at the Front Stage between the farmers and the relevant Governmental Agency. In the lower part of the diagram, institutions of the European Union could be added.

Ideally, all relevant actors should be present when the Service Blueprint is made.

Focus above is on the discretion of the farmers. Similar layers can be added for the discretion other actors with in service provision.

If the focus is solely on the experience of the user and not on the organisational processes behind all actors but the farmers can be left out. The method is then called a user journey.

See also methods for institutional and Net-Map analyses developed in WP2 of the Contracts2.0 project.

Materials

Large paper sheets and markers – use Post-Its to allow re-positioning/PC and projector.

Predefined templates can be used if a given structure is the aim.

Web links for inspiration

[Journey mapping \(URL 10\)](#)

[Service Blueprinting: A practical technique for service innovation \(URL 11\)](#)

Factsheet “Screening the policy mix” (Policy tool - Develop)

Screening of contracts coherency must be established early in the policy process and revisited regular

Minimum 2-3 hours

5-10 or in groups

High level of facilitation

At the border of the comfort zone

The novel contracts of Contracts2.0 will not stand alone but be a part of a mix or bundle of interventions, both internally in the Common Agricultural Policy and externally with national policies and other policies of the European Union.

This factsheet suggests a procedure to assess the policy mix in design of the novel contracts to seek for contradiction and synergies with other interventions in achieving the multiple goals of the CAP.

The Policy mix tool can:

- Identify the contribution of the Contract2.0 contracts towards all specific goals of the CAP (intentional and non-intentional).
- Specify the interactions with other interventions of the Common Agricultural Policy.
- Assess if the interactions create contradictions or synergies toward the policy objectives.
- Identify gaps in the policy mix towards the policy objectives.
- Generate new ideas for the design of the Contract2.0 contracts.

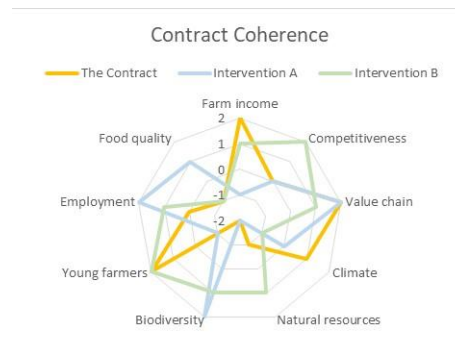
How to

Step 1. Selecting the policy goals. The coming CAP Strategic Plans should aim to ensure enhanced coherence across the multiple tools of the CAP and they shall also ensure and demonstrate the alignment and appropriateness of the choices made by Member States to the Union priorities and objectives. It is therefore appropriate for this tool to focus on the nine specific objectives of the CAP:

1. Farm Income: Support viable farm income and resilience across the EU territory to enhance food security;
2. Competitiveness: Enhance market orientation and increase competitiveness including greater focus on research, technology and digitalisation ;
3. Value chain: Improve farmers' position in the value chain;
4. Climate: Contribute to climate change mitigation and adaptation, as well as sustainable energy;
5. Natural resources: Foster sustainable development and efficient management of natural resources such as water, soil and air;
6. Biodiversity: Contribute to the protection of biodiversity, enhance ecosystem services and preserve habitats and landscapes;
7. Young farmers: Attract young farmers and facilitate business development in rural areas;
8. Employment: Promote employment, growth, social inclusion and local development in rural areas, including bio-economy and sustainable forestry;

9. Food quality: Improve the response of EU agriculture to societal demands on food and health, including safe, nutritious and sustainable food, as well as animal welfare.

Step 2: Quick map if interactions between contracts and specific objectives of the CAP. In this step the nature of the relation between the contracts and the specific objectives is assessed on a scale from -2 to +2, where -2: Strong contradiction, -1: Weak contradiction, 0= Neutral (or unknown), 1: Weak synergy, 2: Strong synergy. The assessments can either be based on consensus-seeking in smaller groups or by finding the average of individual scores. In both cases the results can be displayed in tables or in spider diagrams as shown in the Figure to the right.



Step 3: Assessing the interaction. Discuss the relation between the Contracts2.0 and other interventions in the diagram. Which interventions supports the same goals as the contracts and which interventions contradicts the goals supported by the contracts.

Step 4: Assessing the contracts in the overall policy mix. Discuss if the contracts contradicts some of the objectives. Discuss how the total policy mix supports the total bundle of objectives and if the contracts can contribute to gap-filling.

Step 5: Ideas and recommendations. All participants note three ideas for improvement of the design or implementation of the Contract2.0 contracts on Post-Its. All ideas are posted together and each participant marks the first, second and third choice of preference. Finally, all ideas are ordered according to scores.

Final outcome: A ranked list of ideas for improvement of the design or implementation of the Contracts2.0 contracts taken into consideration other interventions and all objectives of the CAP.

Remarks

The scope of the procedure can be simplified focusing on few interventions and leaving out some policy objectives or widened by including policy interventions as well as policy goals beyond the CAP.

See also methods for policy coherence analyses (PoICA) developed in WP2 of the Contracts2.0 project

Materials

Large paper sheets and markers – use Post-Its to allow re-positioning/PC and projector. Predefined templates can be used if a given structure is the aim. Software to create chart of interactions (Google Sheet (Radar Chart), Open Office (Net Chart), Excel (Radar Chart))

Web links for inspiration

Inspired by Nilsson et al., 2012: Understanding Policy Coherence: Analytical Framework and Examples of Sector-Environment Policy Interactions in the EU. [Restricted access \(URL 12\)](#). [Request paper \(URL 13\)](#).

Factsheet “Policy Canvas Tool” (Policy tool – Develop/Deliver)

The Policy Canvas Tool can be useful at all stages of the policy process

Minimum 2-3 hours

5-10 or in groups

High level of facilitation

Well within/at the border of the comfort zone

A Policy Canvas is quick brainstorming and sharing of knowledge on the policy set up for a policy intervention. It works in a workshop or on your own and is a good way of quickly understanding the scope and challenge ahead. It shares the basic idea of Business Canvases, but the building blocks and the questions within the blocks have been modified to target policy ideation and implementation.

The Policy Canvas Tool can:

- Help you to keep the overview and fosters understanding, discussion, creativity, and analysis
- Identify crucial facilitators for the success of the contracts
- Be used for both refining ideas and for implementation
- Identify knowledge gaps

How to

Step 1: Set up workshop with relevant actors.

Step 2: Reflect, discuss and fill in information in the different blocks of the Canvas. Do not get lost in missing information, insert this as questions.

Step 3: Take a break.

Step 4: Go through the Canvas. Is relevant information missing? Are Blocks missing? Revise where needed

Contracts2.0 contracts Policy Canvas				
Goal <i>Which problem is to be solved? Are the objectives of the contracts clear?</i>	Justification <i>Has all relevant interventions been considered? What can be done and what cannot be done?</i>	Knowledge <i>What do we know on the contracts? What do we not know? How will we fill the knowledge gap?</i>	Actors <i>Who are the beneficiaries of the contracts? Who needs to be involved? Who else are affected?</i>	Impact <i>Will it be clear if the contracts fails to deliver?</i>
Resources <i>What is the budget for the contracts? Which personnel is available? Do they have the right skills?</i>	Implementation <i>Is there an elaborated plan for monitoring the contracts? Is there an agreed timetable for the implementation?</i>			

After the workshop, the Policy Canvas can be a dynamic tool that can be updated in, for example, virtual networks or in new workshops if needed.

The questions included in the template above are the ones we have selected as the most general ones for applications in the Policy Innovation Labs of Contracts2.0. In advance of the application of a Policy Canvas Tool in specific Lab it should be considered if specific questions should be added. Inspiration for this can for example be found in the [Implementation Insights Diagnostic Tool \(URL 14\)](#) or be added based on specific local needs. The exercise must also set aside time for participants to add questions in the existing blocks or issues outside the blocks.

Remarks

The Policy Canvas Tool can also be made by single or very few persons.

The Policy Canvas Tool is meant for providing the big picture. For dynamic interactions more targeted tools like the Intervention Logic or Service Blueprint is needed.

The Policy Canvas should be a living document throughout the policy process.

See also methods for Business Canvas Model developed in WP2 of the Contracts2.0 project

Materials

Large paper sheets and markers – use Post-Its to allow re-positioning/PC and projector.

Predefined templates can be used if a given structure is the aim.

Web links for inspiration

[Open policy making toolkit \(URL 15\)](#)

[Business Canvas Model \(URL 16\)](#)

Factsheet “Five Whys” (Design Thinking – Discover)

Design Thinking - Discover phase

From 30 minutes

5-10 or divided in groups

Light level of facilitation

Well within the comfort zone

The 5 whys is a quick-and-dirty tool which enables participants of a Design Thinking process to look beyond the surface and identify root causes of a challenging situation. By combining it with other analytical tools (e.g. the problem tree or the fishbone diagram) it can help to create a deep understanding of the challenge at hand, and therefore can help identify alternative solutions that tackle the root causes.

The 5 whys has several benefits

- It is a relatively quick and easy way to deepen the understanding of a given situation
- The 5 whys help understand the causal relationship of the different reasons behind a problem
- It can be used as a group-based method, which offers the extra advantage of bringing in a wider range of expertise and therefore can go deeper into the possible causes
- It can be combined with field research – i.e. it might happen that there is no easy answer to the next level of the why questions, but adding some more time and doing background research the analysis can go deeper

How to use the 5 whys method

Before starting to use the 5 whys method the problem – or the key question – has to be already defined. Then the facilitator has to ask ‘Why does this problem occur in the given situation?’ Once answers are collected from within the group, the facilitator can go to the next level and ask again ‘Why is this happening...’ for as many times as the group arrives at the root cause where intervention is possible to resolve the original problem. If a complex problem is at hand, it might happen that answering the Why question requires additional information. In this case research work (e.g. asking stakeholders via interviews or questionnaires, observing their behaviour, or doing desk research etc.) might be a necessary step before continuing the unfolding of the root cause.

In case of complex challenges, it might also occur that there is no single root cause, but several causes are contributing to the situation. In order not to lose the complexity of the root causes, in such complex situations the 5 whys can be combined with other analytical approaches, e.g. the problem tree or the fishbone diagram, where first potential problems are collected, and then the causal relationship between those can be sketched up by using the 5 whys.

How to use the 5 whys method in the Contracts2.0 PILs

The 5 whys can be applied in the PILs to deepen our understanding on why certain contracts are not working or have limited effectiveness. For example, in the first PIL workshop several PILs mentioned

bureaucracy as a key barrier to the effective implementation of any contracts. By applying the 5 whys one can dig deeper into why there is a bureaucratic overload. E.g. is it because monitoring and law enforcement is weak? If so, why? Is it because there are unclear responsibilities at different levels of decision making? If so, why? Is it because there is a lack of trust among the relevant actors? Once arriving at the root cause, we can assess at which level of this problem hierarchy we can intervene, and what is the room for manoeuvre to eliminate the root cause.

Remarks

If the 5 whys is applied as a quick interactive facilitation tool, it might lead to linear thinking (digging into one key problem) and narrow the scope of possible root causes. Therefore, it is important to first screen the potential causes and apply the 5 whys for different aspects. It is also important to note that the 5 whys does not always means asking the why question exactly five times. In simple situation it can be less, in more complex problems it can be even more iterations.

Materials

Paper, pens, markers – if applied in a group setting and combined with a problem tree or a fishbone diagram, a whiteboard or a flipchart might be useful to visualize the results.

Web links for inspiration

- [Getting to the Root of a Problem Quickly \(URL 17\)](#)
- [Root cause analysis, Ishikawa diagrams and the 5 whys \(URL 18\)](#)

Factsheet “Evaluation Diagram” (Design Thinking - Define)

Design Thinking - Define phase

From 30 minutes

5-10 or divided in groups

Light level of facilitation

Well within the comfort zone

In a Design Thinking process, there can be several momentums when a wide range of options, collected in the previous steps, must be narrowed down and prioritized. The evaluation diagram is a visual tool to select the most relevant alternatives by considering three different evaluation criteria.

The evaluation diagram has several benefits

- It offers a quick and easy interactive process to narrowing down a long list of alternatives,
- Instead of taking into account personal interests or preferences this tool makes possible that different aspects – defined a priori to the exercise – are considered when the selection is made,
- The diagram can be used to identify the most suitable alternatives, but also to discuss how less relevant options could be modified to meet all the key criteria
- While it is most suitable in the “Define” phase, it can also be applied at later stages when narrowing down of the list of options is necessary

How to use the Evaluation diagram in general

To use the Evaluation diagram a (long) list of available alternatives has to already be at hand, ideally written in sticky notes to enable moving the notes (e.g. via brainstorming, brainwriting, 5 whys, literature search, empirical data collection or any other means applied in the Discover phase). The facilitator draws a diagram with three overlapping circles, each circle representing a key evaluation criterion. Evaluation criteria can be pre-defined by facilitators or discussed and agreed upon by the workshop participants. Once the diagram, the criteria and the sticky notes are ready, the group convenes and start to organize the alternatives (written on sticky notes) in the three circles, also populating the overlapping parts of the diagram (see figure below). Once all sticky notes are placed on the diagram, a facilitated discussion can start (e.g. Where are the different options placed and why? Does everyone agree with the position of the post-its?). Sticky notes in the intersection of all three circles are the most relevant ones, although further discussion can focus on how options which fall within the intersection of two circles could move to the centre etc. This way the discussion can go deeper into understanding the reasons behind why certain alternatives are more relevant than others, and which ones should be prioritized for the later steps of the process.

Concerning the criteria along which the options can be evaluated, a general suggestion is to use the “NUF test” where the three criteria is: 1) New (Is the alternative novel or already known and applied elsewhere?), 2) Useful (Does the alternative answer to the original problem meaningfully?) and 3) Feasible (Is the alternative realistic in terms of time, money, other resources or institutional

conditions?) (Kudrowitz & Wallace, 2013). However, these criteria can be tailored to the topic of the discussion and to the expertise of the participants.



- **Prioritizing barriers and opportunities in the first PIL meeting in Hungary with the Evaluation Diagram**

How to use the Evaluation diagram in Contracts2.0 PILs

The Evaluation diagram can be applied in the PILs to narrow down the exact focus of the PIL for the longer run and to prioritize which contract types / which contextual factors are the ones where the PIL would like to issue changes to create a more favourable environment for novel contracts. For example, in Hungary, we used the diagram in the first PIL workshop after we had a brainstorming section on barriers and opportunities. By the help of the diagram we could identify which are those barriers which can be managed (potentially during the project period) by the PIL and at the same time which can ease the wider implementation of novel contracts. It is important to note that for this application we used slightly modified criteria instead of the NUF – we asked participants if the barriers / opportunities are critical (i.e. have a crucial impact on successful implementation of contracts), are widely existing (i.e. appear all over the country and not only in a specific region or locality), and are feasible (i.e. the PIL / national government can have an impact on the given barrier).

Remarks

Nothing special.

Materials

Post-its, flipchart paper or whiteboard, markers and pens

Web links for inspiration

[NUF test \(URL 19\)](#)

Factsheet “Empathy Building” (Design Thinking – Develop/Deliver)

Design Thinking – Develop and Deliver phase

From 30 minutes

5-10 or divided in groups

Light level of facilitation

At the border level of the comfort zone

Empathy building is an important component of Design Thinking as it pushes the participants towards more human-centred outcomes. Different approaches can be used to build empathy, e.g. create self-experience through role play, develop persona models, or fill an empathy map canvas to look the end solution from the eye of the end users.

Empathy building has several benefits:

- Providing a deeper understanding of stakeholders and actors in the policy process
- Helping to identify what you do not know about a stakeholder or actor

How to use the Empathy building approaches in general

One of the tools that can be used is an empathy map:

Step 1: Draw a figure representing the stakeholder/actor (Or use a template – see link below)

Step 2: What is it you want to ask the stakeholder/actor? What do you want to understand about the stakeholder/actor?

Step 3: Add to the template sections to fill in the experiences of the stakeholder/actor: What are they thinking, feeling, saying, doing, and hearing? An alternative option is to use what the user Said, Did, Thought and Felt.

Step 4: The empathize step. Put yourself in the place of the stakeholder/actor: What are you thinking, feeling, saying, doing, and hearing? Remember not to fill in your own experiences.

Step 5: Quality control: Ask other to review and correct/add to your map.

How to use the Empathy building in the Contracts2.0 PILs

Empathy building in PILs can be useful for two reasons: on the one hand, empathy building exercises might help the PIL members, especially policy makers, to better understand the farmers' positions and include their perspectives in policy design; on the other hand, they can help PIL members to focus on higher level decision makers (having maybe counter-interests or very different fields of expertise) and think more strategically about how to approach them to enable policy uptake.

Building empathy can be achieved in PILs with various tools from very simple ones (e.g. to empathize them to skills and capacities of farmers in a bureaucratic system, give a regular application form to agri-environmental-climate payments to PIL members and ask them to fill and then share self-experience), to more elaborated techniques, like the empathy map.

Remarks

More advanced tools for empathy building such as Participants observation focus on documentation through field work.

Empathy maps can be used as a first step for more elaborated methods such as Personas.

Materials

Paper, pens, markers (optionally pictures) – if you aim for a more structured persona building or empathy mapping exercise, using existing canvas tools (i.e. templates) can be useful.

Web links for inspiration

[Empathy maps \(URL 20\)](#) including example [template \(URL 21\)](#).

[Personas tool \(URL 22\)](#)

Factsheet “Co-creation workshop” (Design Thinking: Develop/Deliver)

Design Thinking – Develop and Deliver phase

From 60 minutes to a whole day or more

5-20, divided in smaller groups

Intensive level of facilitation

Beyond the comfort zone

Co-creation workshops can take various forms from short (60 minutes) sessions within a game-like setting to a whole day event (or even longer) with strong focus on the product / service development (see also Prototyping). Here we recommend a lighter version of co-creation workshops organized with the purpose of modelling the context of the innovation process and / or co-creating an ideal-type of the solution.

Co-creation workshop has several benefits:

- It allows interaction between different actors (in our case between the PILs and the CILs, between policy makers, experts, and farmers) and provides honest feedback on the possible solutions
- It is fun and interactive, build trust among participants, increases empathy and helps to go beyond the regular ideas and the potential cognitive barriers on what can or cannot be done in a given situation
- The process works iteratively and provides ample opportunities for dialogue
- The result can be used to trigger further discussion about expectations towards the solution

How to use the Co-creation workshop method in general

Before running a co-creation workshop the focus of the Design Thinking process should already be narrowed down, and as a first step of the workshop a brief explanation of the core issue should be presented. The exact approach of the physical co-creation process (e.g. building a prototype from plastic bricks and figures or creating a montage of pictures etc.) should be introduced and if needed, participants can be familiarized with the approach via a trial run. Then the co-creation part can start, when participants are asked to create a physical or visual materialization of a potential (ideal) solution to the given situation in small groups of 5-6 people. In the next steps, the groups should present their “prototype” to the others by telling the story behind. Questions can be raised, recommendations can be made, and iterations can be done – i.e. the artefact can be refined through several rounds.

How to use the Co-creation workshop method in the Contracts2.0 PILs

We recommend organizing co-creation workshops in the Contracts2.0 project with the participation of both PIL and CIL members, to facilitate interaction and collaboration across policy making and on-the-ground practice. Depending on which exact phase the CIL & PIL innovation process is at, the co-creation workshop can have different foci. For example, a co-creation workshop can be organized to visualize and plan in detail how the dream contract could work if implemented more widely. Also, the co-creation workshop can be applied to build / co-create an ideal institutional environment

which supports novel contractual solutions to emerge from the bottom-up. In Contracts2.0 PILs we suggest using visual or material stimuli for co-creation workshops, e.g. a collection of LEGO bricks and objects, or other type of building bricks and figures to enable the creation of a “landscape” of novel contracts, or visuals (e.g. pictures from magazines) and drawing tools to enable the creation of a “montage” of novel contracts. If the co-creation workshop is combined with visual or material stimuli, substantial time needs to be allocated for “building” or co-creating the solution, and the size of the group(s) have to be controlled or break-out groups have to be organized (to allow everyone to work on the piece one group should not include more than 5-6 people).

Remarks

While this technique might look like as unfamiliar and strange in the policy making environment, a co-creation workshop with building bricks is usually fun and engaging for all participants, pushes them out of their comfort zone a bit, and therefore helps looking at the challenges and potential solutions from new perspectives. LEGO offers the Serious Play kit and facilitator guide to support similar processes.

Materials

Physical artefacts and/or visual stimuli (LEGO bricks, figures, pictures, drawing tools etc.), camera to document the final outputs

Web links for inspiration

[Co-Creation Session \(URL 23\)](#)

[Using Lego as Design Thinking artefact \(URL 24\)](#)

[Co-creating the future with Lego bricks \(URL 25\)](#)

Factsheet “Rapid Prototyping” (Deliver)

Prototype phase

From 45 minutes

5-10 or divided in groups

Medium level of facilitation

At the border of the comfort zone

A prototype is a simple, unfinished version of a physical product, a service or a process and prototypes can be used for developing, testing and communicating ideas and concepts. In Rapid Prototyping the purpose is to test a range of ideas and the prototypes are quick and rough and created within a short limited timeframe. In Contracts2.0 Rapid Prototyping can be used to test, for example, ideas of novel contract designs or the administrative set up around the contracts.

- Prototyping has several benefits:
- Prototyping provides fast procedure for developing and testing ideas in a tangible way.
- Building and testing can generate other ideas than just thinking and meeting (learning by doing).
- Prototyping saves resources by testing ideas continuously before real implementation.
- Prototyping is also very useful for presenting the outcome of a design exercise to a broader group of people.

How to use the prototyping method

In Rapid Prototyping the prerequisite for the exercise is that the participants have developed many ideas to solve a problem or a need. The purpose of this exercise is to investigate the potential of each idea and start the prototype process by developing many prototypes in a short period. It is important that participants have materials available and that they understand that aesthetics is not important in this exercise.

Rapid prototyping steps:

Step 1: In groups of up to 5 people: Develop a fixed number of prototypes within a limited timeframe. This could for example be 3 prototypes in 30 minutes.

Step 2: If more groups are in the session, present the prototypes for the other groups.

Step 3: Additionally, the prototypes can be evaluated by letting each participant identify their preferred solutions, for example best, second best and third best.

The groups decide on their own which format the prototype will be in, in order to reflect and communicate their ideas with the fewest resources possible. Some examples of formats that the prototypes could take are:

- Diagrams
- Spatial model
- Paper prototype

- Digital prototype, e.g. prototyping on paper, which can make paper-prototypes digital
- Role-play

Remarks

To initiate the process good examples of prototypes from previous events could be presented the participants. Focus should be on visualising ideas and making them tangible. It should be emphasized that the prototypes do not have to be perfect and that it is not important if they look good.

Materials

Pens, post-its, paper

Web links for inspiration

[Getting started with prototyping \(URL 26\)](#)

[Example guide \(URL 27\)](#)

LINKS TO EXISTING TOOLBOXES

Several toolboxes are readily available on the internet including tools for applying Design Thinking in general. In the list below we have made a selection of the ones we find most relevant for the Contracts2.0 project. Finding toolboxes directly targeted to support the policy process is less easy, but a few prominent links are also provided below. The links are provided for PIL members seeking further inspiration to apply Design Thinking tools and methods to future issues in the PILs. It is therefore not feasible to select and present specific tools and methods at this stage.

Recommended Tool Boxes with Design Thinking focus

[Design Toolkit \(URL 28\)](#)

The Design Toolkit is a set of tools and methods focusing on human-centred design. The toolkit is developed by the non-profit design studio ideo.org and includes more than 50 different design tools and methods. The tools can be searched by phase in the design process and by selected questions related to the process.

[HI TOOLBOX \(URL 29\)](#)

The HI TOOLBOX originates from Hyperisland, a global digital creative business school originating from Sweden with a consultancy side specializing in industry training using digital technology. The toolbox includes almost 100 tools covering the entire process of Design Thinking. The tools can be easily selected by stage of process, time frame and group size. Each tool is described stepwise with assessment of facilitation level and comfort zone.

[Design Thinking bootleg \(URL 30\)](#)

Design Thinking bootleg is a set of tools from the Hasso Plattner Institute of Design, commonly known as the d.school, a Design Thinking institute based at Stanford University. The toolbox contains 38 Design Thinking tools in the form of a deck of cards (keep them in your pocket for inspiration). Each tool is described very briefly, but in sufficient detail to use. The card deck also includes nice small descriptions of the different stages of Design Thinking.

[The Design method toolkit \(URL 31\)](#)

The Design method toolkit is developed by the Digital Society School at Amsterdam University of Applied Sciences. It includes a search-engine, where the tools can be selected based on phase of the design process and time required for execution. The toolkit currently includes a total 60 tools including both standard tools and tools developed by the design school.

Recommended Tool Boxes with Policy focus

[Open Policy Making Toolkit \(URL 32\)](#)

The website describes itself as a manual including information about Open Policy Making as well as the tools and techniques policy makers can use to create more open and user led policy. The toolkit includes more than 30 tools found useful specifically in policy design. Each tool is described briefly

with and introduction, examples, when to use and how to use. Maintenance of the site seems to have ended in 2017, but the content is still useful.

[Implementation profession tools for implementing policy \(URL 33\)](#)

This is a very small toolkit, but included here as it is the only kit found dedicated to policy implementation. It is developed by the UK Cabinet Office Implementation Unit and includes good practice tools and techniques based on their experience of how to implement policy.

Other Listings of Tool Boxes

[TOOLBOXTOLBOX \(URL 34\): https://www.toolboxtoolbox.com](https://www.toolboxtoolbox.com)

The TOOLBOXTOLBOX list more than 100 toolboxes, “a curated list of the best business, design, and organisational change toolboxes.” Includes a simple search function for words included.

[Observatory for Public Sector Innovation \(URL 35\)](#)

A collection of tools/toolkits for public sector innovation and transformation, curated by OPSI, Observatory for Public Sector Innovation, a global OECD forum for public sector innovation. The toolkit navigator includes a comprehensive search engine with a range of search options. The website also includes links to interesting case studies around the world.

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 - URL 3: <https://designthinking.ideo.com/>
 - URL 4: <https://www.youtube.com/watch?v=U-hzefHdAMk>
 - URL 5: <https://www.designcouncil.org.uk/sites/default/files/asset/document/Double%20Diamond%20Model%202019.pdf>
 - URL 6: https://ec.europa.eu/info/law/law-making-process/planning-and-proposing-law/better-regulation-why-and-how/better-regulation-guidelines-and-toolbox_en
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