Training Toolkit on Government Innovation for Social Inclusion of Vulnerable Groups

Module 11.2
Developing Public Sector Capacity for Innovation and Inclusion of Vulnerable Groups

Part 2. Methods to Plan Stakeholder Engagement and Design Government Innovation Projects

Contents

1. Practical tools for planning stakeholder engagement
2. Practical tools for designing government innovation for social inclusion

Learning objectives

- To Learn about how to support meaningful stakeholder engagement and initiate, design and manage the innovation processes

1. Practical Tools for Planning Stakeholder Engagement

1. Practical Tools for Planning Stakeholder Engagement

Stakeholder Engagement for Social Inclusion

Effectively engaging vulnerable groups and stakeholders in government innovation leads to better results in social inclusion through:

- ➢ **a realistic understanding** of the problems and issues

- ➢ the recognition of **the systemic nature** of "the way things work" — inter-relations between economic, social and environmental dimensions

- ➢ **greater social acceptance, support & reduced conflict**

- ➢ **potential for creative, equitable solutions**

But many things can go wrong due to:

- **Diverging expectations** of different stakeholders
- **Lack of transparency of the engagement process**
- **Lack of trust of stakeholders**
- **Barriers of access** of vulnerable groups to the engagement process
- **Unprepared and uncoordinated processes**

1. Practical Tools for Planning Stakeholder Engagement

Importance to Ensure Quality Stakeholder Engagement

Meaningful stakeholder engagement needs:

➢ Careful definition of objectives of the stakeholder engagement for the government innovation project

➢ Mapping of the stakeholder engagement and

➢ Planning of the engagement sequence

More detailed information can be found in the UNESCAP & International Association for Public Participation (2018). Training Reference Material on Effective Stakeholder Engagement for the 2030 Agenda.

TRAINING REFERENCE MATERIAL

EFFECTIVE STAKEHOLDER ENGAGEMENT FOR THE 2030 AGENDA

ESCAP | HELPDESK

https://www.unescap.org/resources/training-reference-material-effective-stakeholder-engagement-2030-agenda

1. Practical Tools for Planning Stakeholder Engagement

IAP2 Core Values for Public Participation

- Public participation is based on the belief that those who are affected by a decision have a right to be involved in the decision-making process.

- Public participation includes the promise that the public's contribution will influence the decision.

- Public participation promotes sustainable decisions by recognising and communicating the needs and interests of all participants, including decision makers.

- Public participation seeks out and facilitates the involvement of those potentially affected by or interested in a decision.

- Public participation seeks input from participants in designing how they participate.

- Public participation provides participants with the information they need to participate in a meaningful way.

- Public participation communicates to participants how their input affected the decision.

https://www.iap2.org.au/about-us/about-iap2-australasia/core-values/6

1. Practical Tools for Planning Stakeholder Engagement

Quality Stakeholder Engagement: Defining the objectives

1. Define a clear **purpose** of the engagement process for each stakeholder
   - The overall objectives of the innovation project
   - The contribution of the engagement process to the objectives

2. Define the **scope** of the stakeholder engagement process
   - Questions be influenced by stakeholder engagement
   - Identify the open questions and the non-negotiables

3. Define the **expected results** of the stakeholder engagement
   - The impact of the stakeholder engagement on the innovation project
   - The wider political impact of the stakeholder engagement
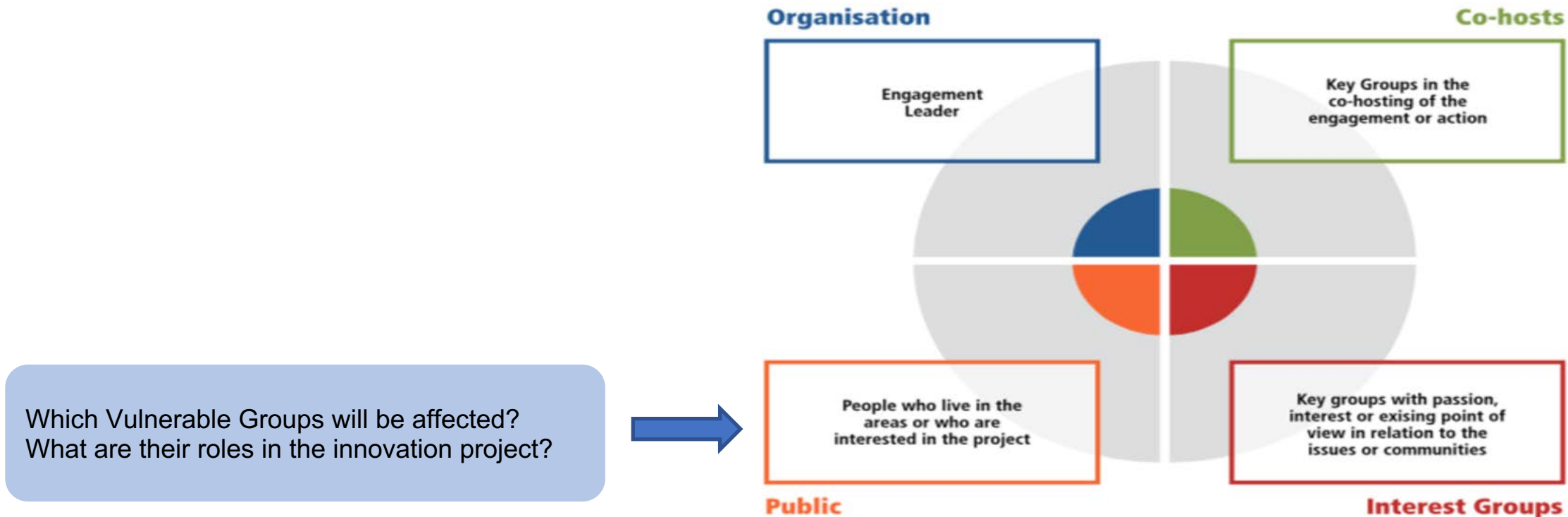   - The desired stakeholder experiences of the the engagement

1. Practical Tools for Planning Stakeholder Engagement

Quality Stakeholder Engagement: Stakeholder Mapping

- Map stakeholders and analyse their roles, influence and interests

Organisation

Engagement Leader

Co-hosts

Key Groups in the co-hosting of the engagement or action

Which Vulnerable Groups will be affected?
What are their roles in the innovation project?

Public

People who live in the areas or who are interested in the project

Interest Groups

Key groups with passion, interest or exising point of view in relation to the issues or communities

SOURCE: IAP2AU: Engagement Essentials Module

1. Practical Tools for Planning Stakeholder Engagement

Quality Stakeholder Engagement: Stakeholder Mapping Template

| Who	Vulnerable Group/Citizens	Organisation representing which broad constituency?	Purpose of engagement	Influence level (information, consultation, involvement, collaboration, empowerment)	Barriers to engagement	How will they be engaged broadly?	Other remarks
Inhabitants of refugee camps	migrants		Improve access to food distribution	consultation	Language, lack of access to digital tools	Interviews	
NGO working with refugees		NGO	Information about food supply in camps	consultation		Online consultation, workshop	
Food retailer		Private sector	Information and cooperation on food supply	Consultation and collaboration		Online consultation, meeting	
Ministry of Health		Government	Definition of healthy diet	Collaboration	Missing cooperation body	Joint task force	
....							
....							

1. Practical Tools for Planning Stakeholder Engagement

Quality Stakeholder Engagement: Planning the Engagement Sequence

- Stakeholder engagement is an engagement process.

- It is part of the policy development process stages: planning, implementation and monitoring.

- Stakeholder engagement should cover all stages.

- But purpose of engagement and roles of stakeholders can vary.

FIGURE 10: THREE STAGES OF POLICY DEVELOPMENT

Planning

Policy process

Monitoring & Review

Implementation
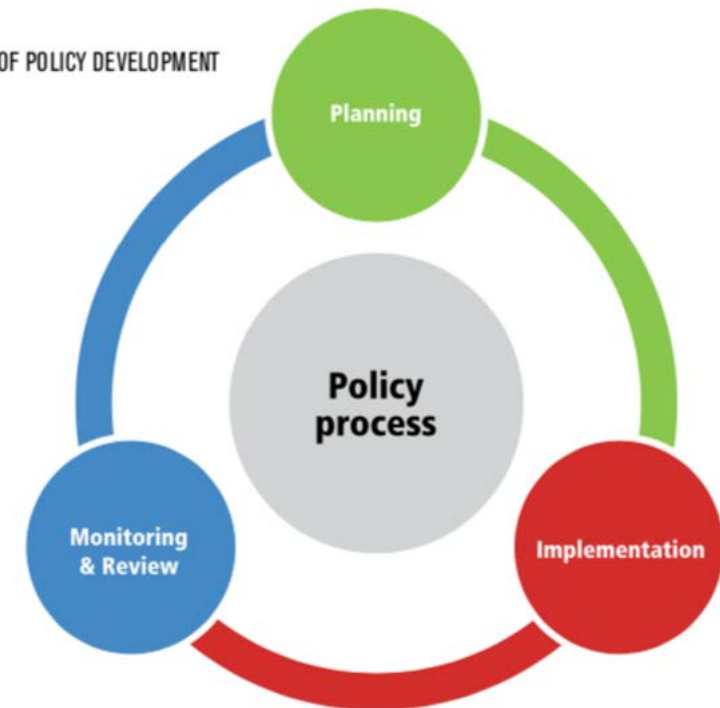
SOURCE: IAP2 Australasia Engagement Methods course

1. Practical Tools for Planning Stakeholder Engagement

Designing the Engagement Sequence

Stage?	Which stakeholders will be involved at this stage?	Purpose of the engagement at this stage	Level of influence at this stage	Engagement methods used at this stage	Human or other resources needed	When will it occur?
Planning	e.g. NGO x	Explore opportunity for partnership	Consultation	Meeting	room	Month 2
	e.g. International Organisation X	Providing expertise	Consultation	Workshop	Room, facilitator	Month 1
	....					
Implementation	Vulnerable group refugees	Defining appropriate food diets	consultation	Interviews	Interview teams	Month 5
	NGO x	Conducting interviews with refugees	Collaboration	Workshop for training interviewers	Room, trainers	Month 3
	...					
Monitoring & Evaluation						

2. Practical Tools to Design Government Innovation for Social Inclusion

FINANCING THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT
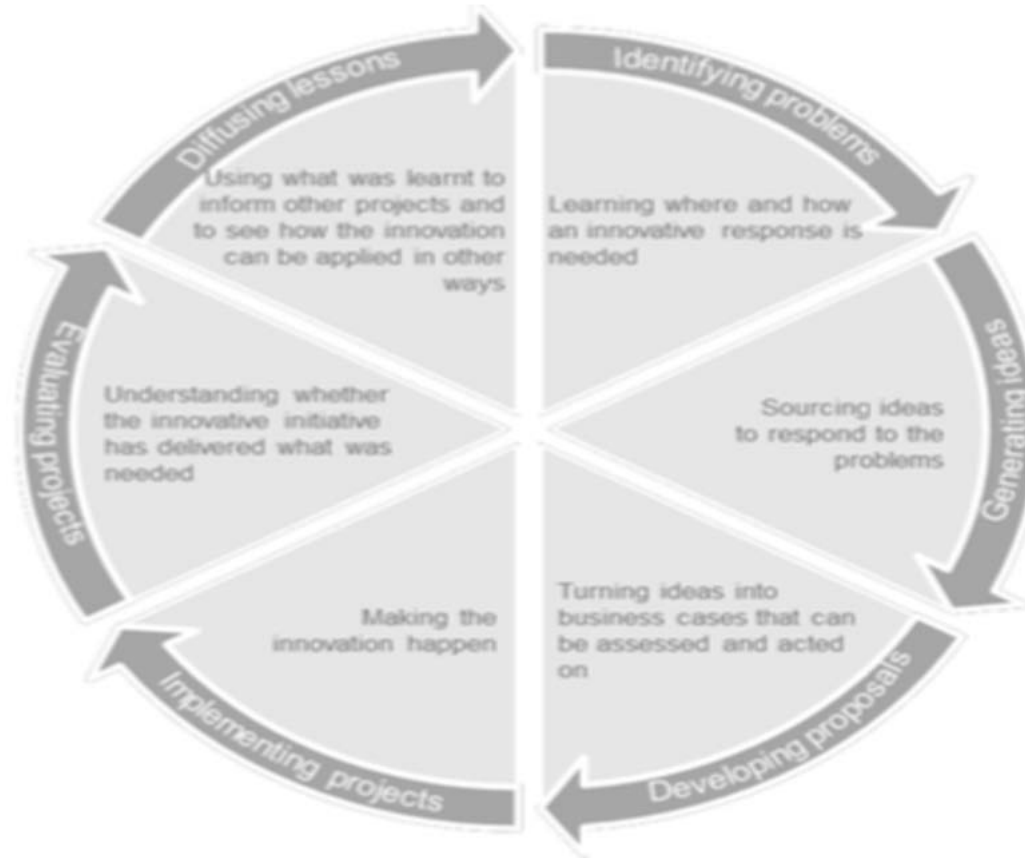
12

Photo credit: UN Photo/Evan Schneider

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The Innovation Life-Cycle

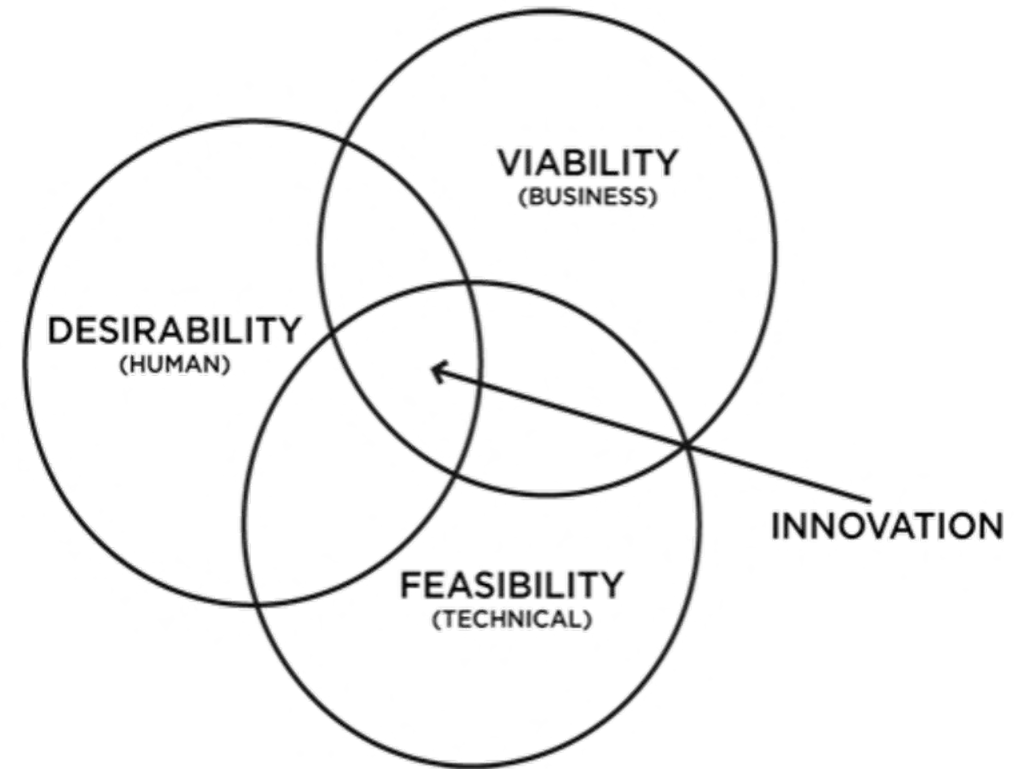**Design Phases of Innovation**

Source: OECD (2016) Innovation Lifecycle Study

2. Practical Tools to Design Government Innovation for Social Inclusion

Design Thinking – The Definition

- Design Thinking is a methodology for innovative problem solving.

- It is an approach to tackling complex problems by understanding the human needs involved, by re-framing the problem human-centric ways, inclusive co-creation of ideas and developing and testing viable solutions.

- Design Thinking comes from the business sector and is increasingly applied in government innovation.

- Open Source Guidebook supported by the DESIGN FOR EUROPE network of the European Union http://designforeurope.eu

Designing for Public Services

IDEO | DESIGN FOR EUROPE | Nesta...

Source: Designing for Public Services: A Practical Guide
https://www.nesta.org.uk/toolkit/designing-for-public-services-a-practical-guide/

Design Thinking – The Definition

Design Thinking can be considered a process as well as a mindset, and is widely viewed as [a holistic and creative approach] for addressing 'wicked problems' [where multiple spheres and fields collide] and exploring better future" (Docherty, 2017, *Perspectives on Design Thinking for Social Innovation*)

Design Thinking by Tim Brown from IDEO.com

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Design Thinking - Contributing to Innovation for Social Inclusion

➢ It puts people = citizens + civil servants in the **center** of the innovation process.

➢ It promotes designing public service innovation "**from outside in**" = from the experiences and expectations of the citizens.

➢ It is based not only on **quantitative** data but inspired also on **qualitative** data from citizens: consultation, interviews, workshops = *co-creation* of innovation.

➢ It increases not only the efficiency of public services, but enables **innovative solutions.**

Design Thinking – Steps

01 —
Setting up for success
Laying the foundations to get your project off to the best start

02 —
Getting inspired
Digging deeper into your challenge area and gathering new perspectives

03 —
Developing insights & ideas
Identifying new insights and looking for new opportunities

04 —
Testing ideas through prototyping
Turning your idea into something tangible you can experiment with

05 —
Preparing for implementation
Getting ready to launch your idea in the real world

06 —
Overcoming challenges
Some common challenges and how you might address them

Source: Designing for Public Services: A Practical Guide
https://www.nesta.org.uk/toolkit/designing-for-public-services-a-practical-guide/

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Design Thinking – Step 1: Setting up for success - 1.1 Assembling a team

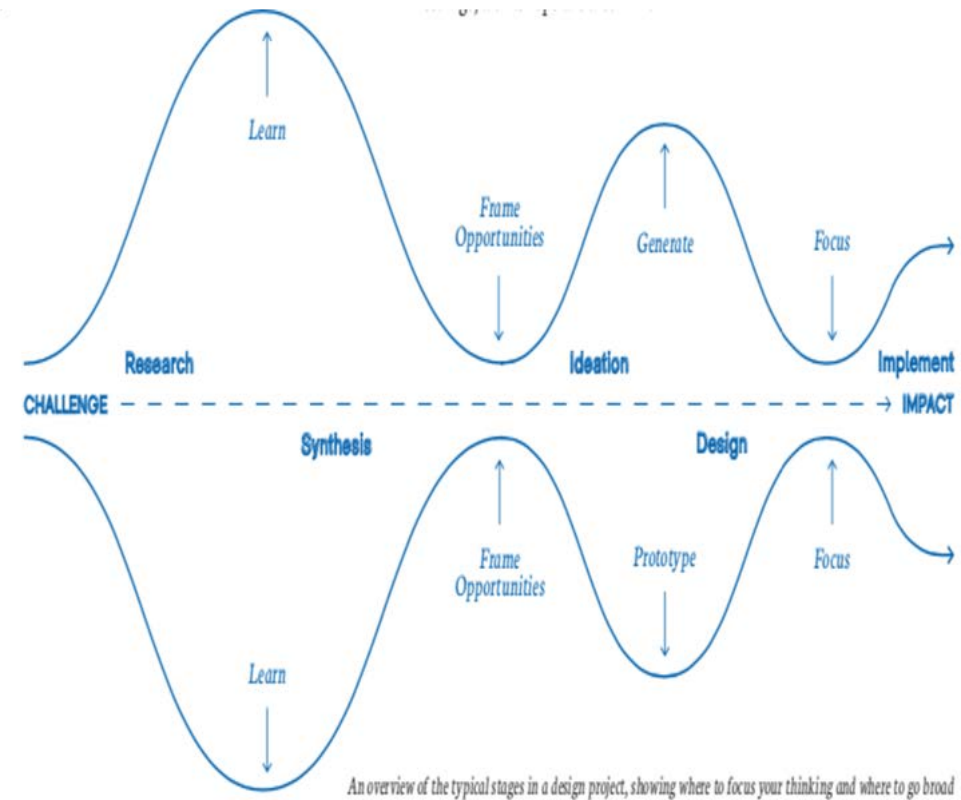| Core Team	Extended Team	Leadership Team
Actively involved	Engaged	Informed
Leading the project; full-time, if possible; Creative minds; Committed to innovate	Experts on the subject ; From policy sphere or from public service delivery	The final decision-makers; Minister, cabinet, senior management

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Design Thinking – Step 1: Setting up for success - 1.2 Exploring the challenge

- ➢ Step back and think about the challenge
- ➢ Think from a user perspective: step into the shoes of vulnerable groups
- ➢ Appropriate format: **brainstorming workshop** with extended team

Design Thinking – Step 1: Setting up for success - 1.3 Creating a Challenge Brief

Create a ***Challenge Brief*** ➡ Great briefs create great outcomes!

List of questions to be considered:

➢ Which vulnerable group should be supported?

➢ What are the obstacles to fully access public services? Why are they lacking empowerment?

➢ The design challenge: How might we …. improve access/facilitate empowerment?

➢ Why is this challenge important? Do you already have stated ambitions? If so, what are they?

➢ What research and knowledge resources do you already have?

➢ What is the project plan?

➢ Who's involved? (Core team, extended team, leadership team, etc.)

Agree with your core team on the challenge brief as a foundation of further work

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Design Thinking – Step 1: Setting up for success - 1.4 Plan Your Project

- Plan your project by considering
  - ➤ the challenges
  - ➤ outcomes
  - ➤ resources
  - ➤ deliverables
  - ➤ teams and partners

- Paint a picture of timing, with layers of engagement and progress markers

An overview of the typical stages in a design project, showing where to focus your thinking and where to go broad

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Design Thinking – Step 2: Getting inspired - 2.1 Exploring the challenge through research

- Go beyond the symptoms – search for underlying problems, influencing factors, root-causes

- Explore the challenge from the perspective of a member of vulnerable groups

- Use quantitative data and research methods

- Combine it with qualitative research methods, as a way

  - To get the user-perspective in

  - To make the innovation project inclusive and people-centered from the start

  - To enable collaboration and co-creation

Design Thinking – Step 2: Getting inspired - 2.2 Qualitative research: Interviews

User interviews

- ➢ Conduct a 60 to 90-minute interview at people's homes, offices, everyday contexts
- ➢ Train a team of interviewers and provide them with a guidance
- ➢ Interviewers come from the user background
- ➢ Interviews should be a dialogue, not a survey
- ➢ Questions should be open, not leading

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Design Thinking – Step 2: Getting inspired - 2.2 Qualitative research: Observations

Observation of the users' behaviour

➢ Observe people when they use public service

➢ Note down patterns

➢ What does it say about the way of public service delivery and users' behaviour

➢ Take guided tours through the users' environment to learn more about the users' needs and perspective

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**Design Thinking – Step 3: developing insights & ideas –
3.1 Capture the learnings from research with your team**

- Good format: **workshop with the core team**

- Use workspace that allows interactive work & sharing (white-boards etc.)

- Capture results from interviews & observations

- Identify key themes & insights

- **Translate insights into opportunities for innovation: by reframing the insight as 'how might we …' questions**

- **Generate ideas through open brainstorming**

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**Design Thinking – Step 3: developing insights & ideas –
3.2 Create concepts from the ideas**

- A concept elaborates the idea for an innovation into something that can be tested

- *Draw a concept capture note*

Concept capture sheet
— Developing insights and ideas, page 47

What is the name of you concept?

What value would it bring to the organisation?

Describe your concept:

Are their any anticipated barriers/challenges to your concept?

How does your concept work?

Who is the target user?

What are the key factors for success?

Source: Designing for Public Services: A Practical Guide
https://www.nesta.org.uk/toolkit/designing-for-public-services-a-practical-guide/

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Design Thinking – Step 3: developing insights & ideas – 3.3 Co-creating

- Good format: **workshops with people who are using the public service**
- Other participants:
  - ➤ some of the interview partners
  - ➤ Some innovative staff members of the public service
- **Use participative workshop formats**
  - ➤ Encourage users to express experiences and proposals
  - ➤ Encourage wild ideas
  - ➤ Defer judgement
  - ➤ Use visual tools (post-its, white-boards)

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Design Thinking – Step 3: developing insights & ideas – 3.3 Co-creating Case Study

Case study, UK

Life Programme, Participle and Swindon Council

Source: Designing for Public Services: A Practical Guide
https://www.nesta.org.uk/toolkit/designing-for-public-services-a-practical-guide/

- **Life Programme, Swindon, UK**

- **Goal**: stop cycle of crisis of marginalized and poor families

- **Problem**: public service agencies fragmented

- **Project lead**: social enterprise Particle

- Particle team spent 8 weeks interviewing & observing families and front-line workers of public agencies

- **Effect:** building trust between families and staff of public agencies

- **Result**: empowerment of families to define their needs and demands for the public social service

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Design Thinking – Step 4: testing innovative concepts

- **Objective:**
  - ➢ Learning how the innovation could work in practice
  - ➢ Benefits for the user as expected? Unexpected side effects?
  - ➢ Minimizing the risk of failure

- **Create a prototype of the innovation model**

- **Useful methods for testing**
  - role play
  - simulation
  - as participants: team members, civil servants, people using the public service

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Design Thinking – Step 4: testing innovative concepts

2019 Nobel Prize winners testing anti-poverty projects in the Poverty Action Lab
https://www.povertyactionlab.org/about-j-pal

- Example: **A Merit-Based Girls' Scholarship Programme in Kenya**

- Problem: high school drop-out rates of girls

- School fees of ca. 6 USD/family/year

- Innovation: financial merit for families of high-achieving girls

- Testing: random test with different groups of girls in 2 rural districts

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Design Thinking – Step 5: preparing for implementation

- **Once the innovation concept has been tested successfully, it has to be fully elaborated**

- **Involving political leaders for decision-making**

- **Communicating the innovation project**

  - ➤ the story of the innovation project: how has been created from challenge to solution

  - ➤ find opportunities to brief political leaders to spread the message

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Design Thinking – Step 5: preparing for implementation: Creating an Action Plan

Important elements of the Action Plan

- Definition of objectives
- Target group
- Concept of the innovation
- Activity Plan and roadmap with timeline
- Involvement of vulnerable group

- Involvement and partnership with other stakeholders
- Assessment of financial & technical resources
- Assessment of human resources, including skills needed
- Expected outcome
- Challenges/risks and how to tackle them

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Design Thinking – Step 5: preparing for implementation: Creating an Action Plan

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The Five-stage Design Thinking Model by Stanford D. School

Stanford d.school Design Thinking Process

- Interviews
- Shadowing
- Seek to understand
- Non-judgmental

EMPATHIZE

- Personas
- Role objectives
- Decisions
- Challenges
- Pain Points

DEFINE

- Share ideas
- All ideas worthy
- Diverge/Converge
- "Yes and" thinking
- Prioritize

IDEATE

- Mockups
- Storyboards
- Keep it simple
- Fail fast
- Iterate quickly

PROTOYPE

- Understand impediments
- What works?
- Role play
- Iterate quickly

TEST

https://dschool.stanford.edu

Group Work

Group Work (1)
Stakeholder Mapping

🕐 30'

Who?	Vulnerable Group/Citizens	Organisation representing which broad constituency?	Purpose of engagement	Influence level (information, consultation, involvement, collaboration, empowerment)	Barriers to engagement	How will they be engaged broadly?	Other remarks

Group Work (2)

🕐 30'

Designing the Engagement Sequence

Stage?	Which stakeholders will be involved at this stage?	Purpose of the engagement at this stage	Level of influence at this stage	Engagement methods used at this stage	Human or other resources needed	When will it occur?
Planning						
Implementation						
Monitoring & Evaluation						

Background Materials

Key Readings	• UN ESCAP (2018), Training Reference Material, *Effective Stakeholder Engagement for the 2030 Agenda*, https://www.unescap.org/sites/default/d8files/knowledge-products/Final.Effective%20Stakeholder%20Engagement%20for%20the%202030%20Agenda%20rev.pdf • NESTA, Designing for Europe, 2017, D*esigning for Public Services: a practical guide*, https://www.nesta.org.uk/documents/648/nesta_ideo_guide_jan2017.pdf • World Bank Group, *The Social Inclusion Assessment Tool (SiAT)*, http://pubdocs.worldbank.org/en/478071540591164260/SiAT-Logo-web.pdf • UN DESA, 2015, *Innovative Public Service Delivery: Learning from Best Practices*, United Nations Publication. • OECD (2020), *Digital Government in Chile – Improving Public Service Design and Delivery*, Digital Government Studies, https://doi.org/10.1787/b94582e8-en
Further Readings	• Ministere de la Reforeme de l'Administration et de la Fonction Publique, *Atteindre les objectifs de dèveloppement durable grace à une prestation efficace des service, à une transformation innovante et à des institutions responsabiles*, Workshop 6. • Swaroop, Y., *Developing Capacities to Promote an Enabling Ecosystem and Social Inclusion of Vulnerable Groups – the Case of India*, UN Public Service Forum, Baku. • UNPSF, *Financial Inclusion of Saemaul Geumgo*, Presentation, MG Korean Federation of Community Credit Cooperatives. • Sovanndy, P., 2019, *How can public institutions strengthen their capacities to produce and analyze disaggregated and reliable data? http://unpog.org/file/download.asp?sn=263* • UN Public Service Forum, 2019, *Developing capacities to promote an enabling ecosystem for social inclusion for vulnerable groups*, Session 5, http://unpog.org/page/sub3_1_view.asp?sn=323&BoardID=0002

End of Module 11.2

Division for Public Institutions and Digital Government