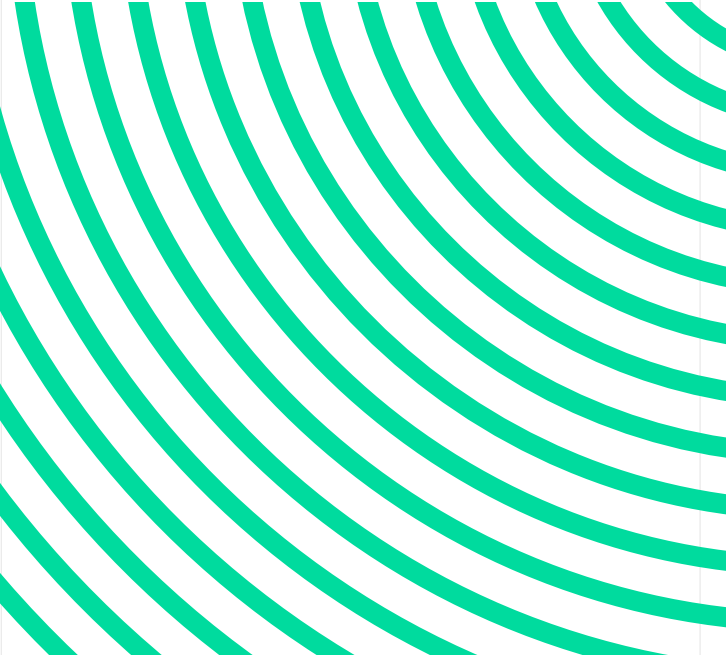
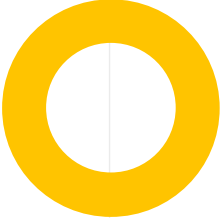


Getting Started with Policy Co-Design

Based on the case study
of Innovation for Culture

Playbook



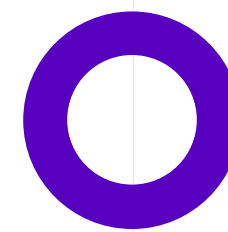


Preface

Welcome to the Innovation for Culture playbook!

The knowledge shared here is the result of a live policy co-design project of the British Council in partnership with Cultura Jalisco aimed at publishing a new set of cultural policy recommendations for the state of Jalisco, Mexico.

The ideas and tools shared in this playbook build on a growing interest in policy co-design that has emerged over the last twenty years, driven by collaboration between designers and policymakers, a shift to more citizen-centred approaches to policy-making, and the opportunities for collaborative policy co-design opened up by new digital technologies. Throughout this playbook you will find a range of further resources, tools and recommended reading to continue your policy co-design journey.



This playbook is for designers, policy-makers, community engagement specialists, and everyone in between. For those who are new to policy co-design, this playbook offers relevant introductions and guides to basic tools and techniques. For those already using it, the playbook presents a series of case-studies that provide further learning and guidance, based on the **Innovation for Culture** project which this toolkit emerged out of.

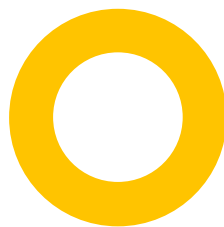
The playbook is structured around the following topics:

- Introduction to policy co-design.
- The mindsets, skills, & knowledge of a policy co-designer.
- Assembling a project team and defining the process.
- Taster tools for policy co-design.

We encourage you to use this playbook alongside the sources, tools and references shared throughout, and to take it and adapt it for your own policy co-design projects.



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- Why policy co-design?
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- Understanding
- Engaging
- Exploring Issues and Opportunities
- Prioritising and validating
- Recommending policy

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Focus on the early stages of the policy cycle

Policy-making can be represented as a ‘Policy Cycle’: an idealised and circular process that moves from understanding a specific policy need to implementing it.

The policy cycle represents key steps often taken when drafting, implementing, and assessing new policy initiatives. First developed in the 1950s by Harold Lasswell, a seminal figure in the development of the policy sciences at the University of Chicago and Yale University, it serves more as an instructive guide for those new to policy, rather than as a practical strictly-defined process.

The policy cycle is made up of various stages, and co-design principles and tools can be used across all of them. However, this playbook focuses in particular on public participation in the early stages of policy development.

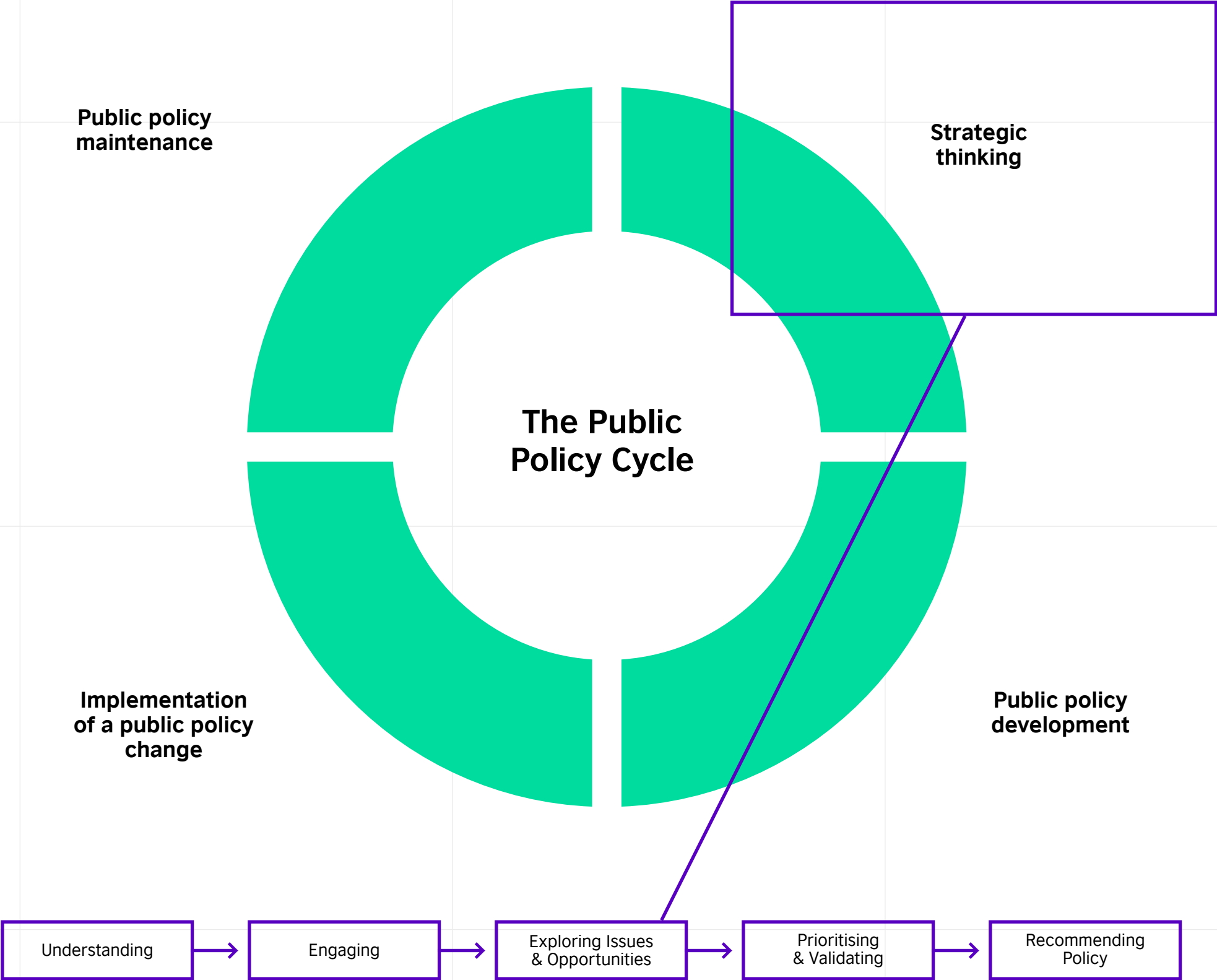
This involves:

Understanding the context:

Early-stage research to understand and define issues and opportunities for government action.

Developing options:

Agenda setting, envisioning, and strategic thinking to formulate policy options.



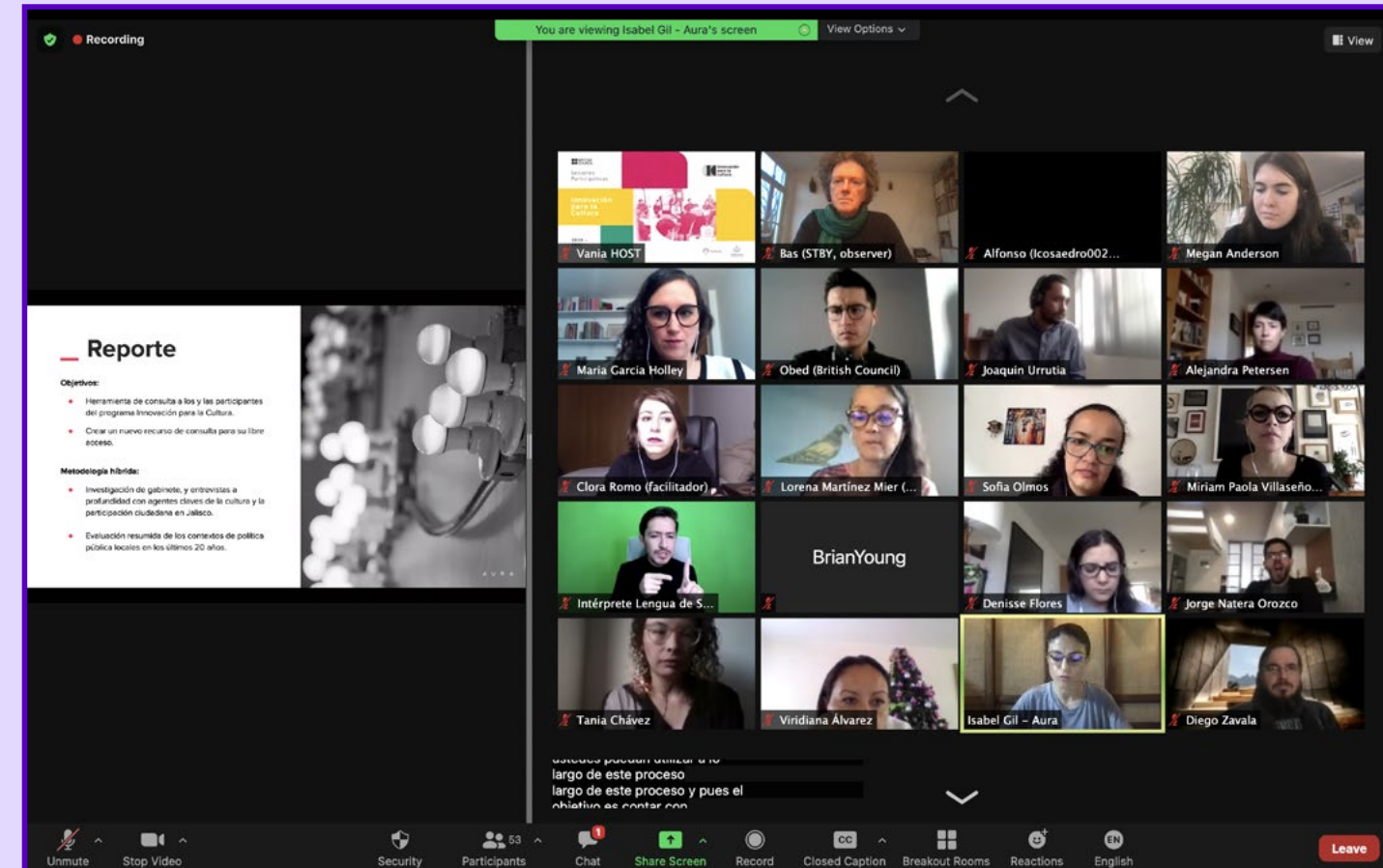
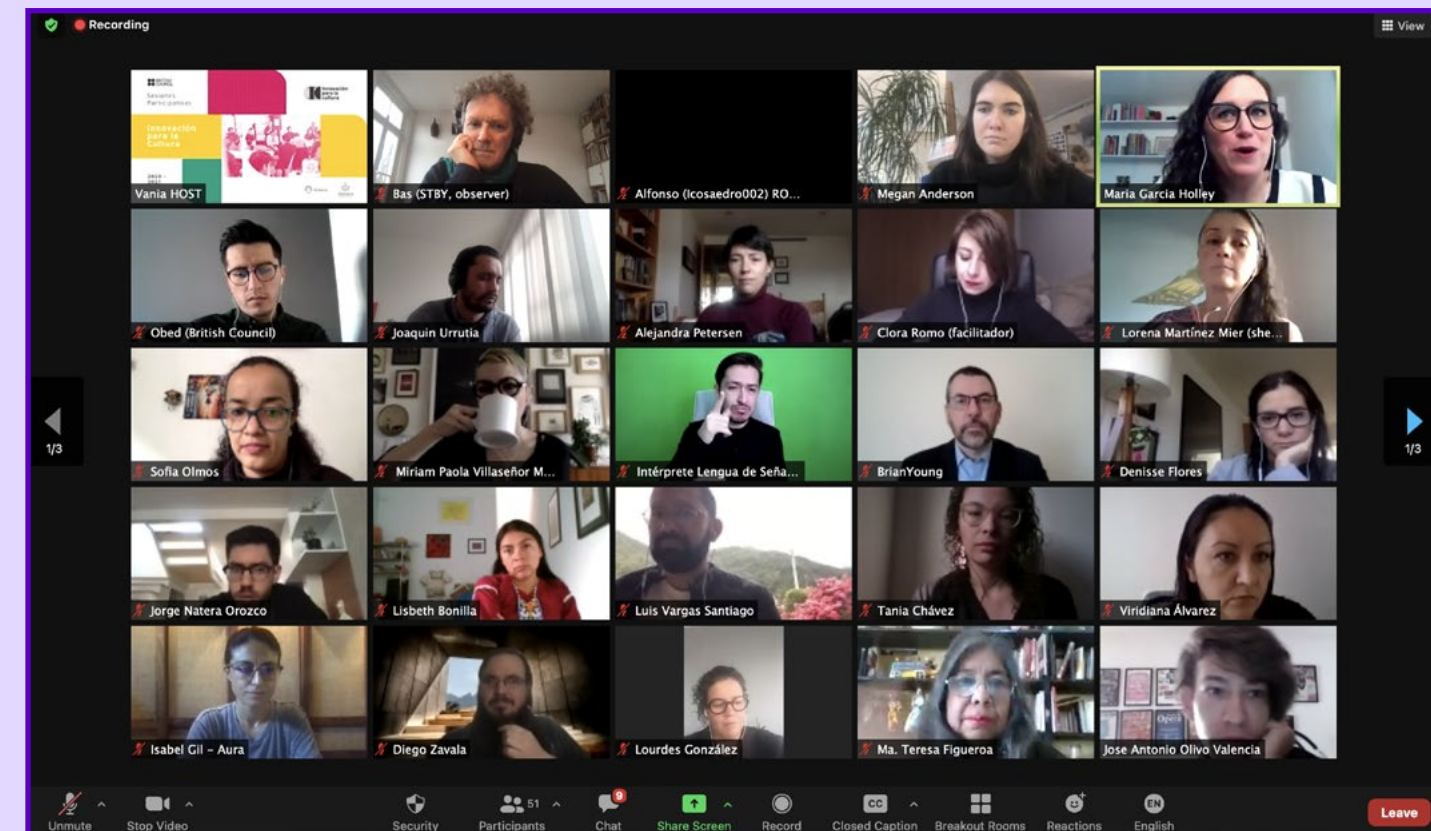
The focus of this Playbook is on the early stage of the policy cycle aimed at understanding the policy context and developing policy options.

Introduction to 'Case Study': Innovation for Culture

This playbook is the result of, and a reflection upon, a specific policy co-design process with the department for Culture in Jalisco, Mexico that took place from 2020 to 2021. The aim of the project was to define and shape cultural policy recommendations using a co-design approach.

In this playbook, we translate theory to practice using very specific examples derived from hands-on experience with employing this overall approach.

Highlights and knowledge from the project are sprinkled throughout this playbook in order to illustrate perspectives and tools in practice, and also to showcase the 'messiness' and 'fuzziness' inherent to these types of processes. They should give readers confidence when things don't always go according to plan or when tools need to be adapted to constraints. As this project took place throughout the COVID-19 pandemic, all activities were conducted remotely and virtually.





Introduction

Understand trends toward policy co-design
and a rationale for a more open policy-making approach.

What is policy co-design?

Policy co-design is an approach that helps civil servants and other stakeholder groups create and deliver policies that meet the demands of a fast-paced and increasingly digital world. It ensures that policy is more informed and better designed for both the government and beneficiaries. It brings together design and policy-making disciplines to rapidly create new policy through:

- | | |
|---|--|
| 1 | Using collaborative methods in the policy-making process, so that policy is informed by a broad range of input and expertise to meet user needs. |
| 2 | Applying new analytical techniques, insights, and digital tools so that policy is data driven and evidence based. |
| 3 | Testing and iteratively improving policy to meet complex, changing user needs, and making sure it can be successfully implemented. |

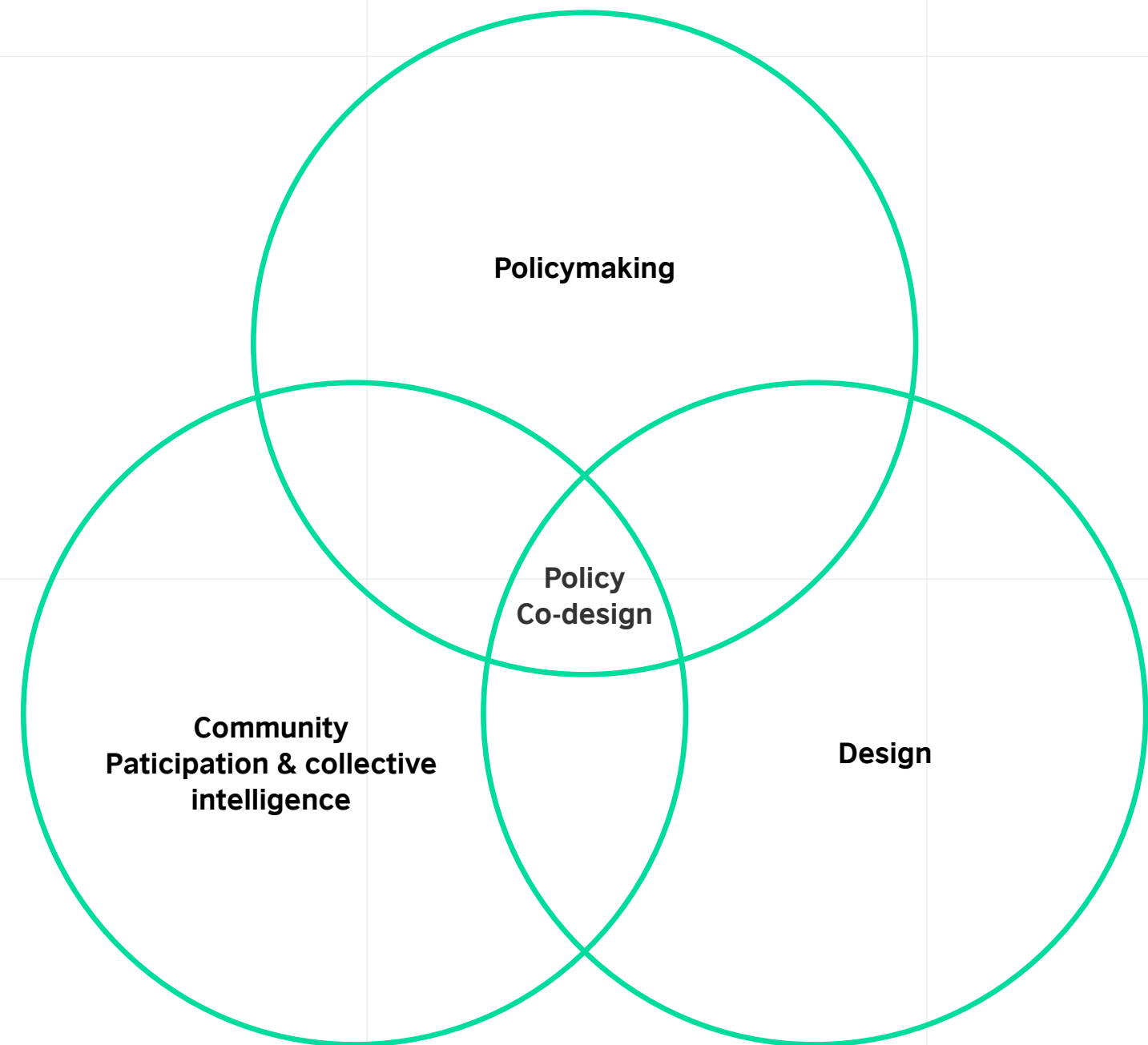
Source: Open Policy Making Toolkit, Policy Lab UK.

Trends toward policy co-design

Over the last twenty years there has been a cross-pollination of design, policy, and community participation resulting in the emerging practice of policy co-design. This way of working in government is all about bringing decision-making closer to the citizens, marking a gradual shift in emphasis away from the idea of doing things “for” citizens and towards doing things “with” citizens. The incorporation of design and community participation mindsets, methods, and processes into policy-making has played a key role in facilitating this shift.

“The policy profession is shifting from being hierarchical and closed to being.”

Lucy Kimbell, Professor of Contemporary Design Practices, University of the Arts London, in: Applying Design Approaches to Policy Making: Discovering Policy Lab.



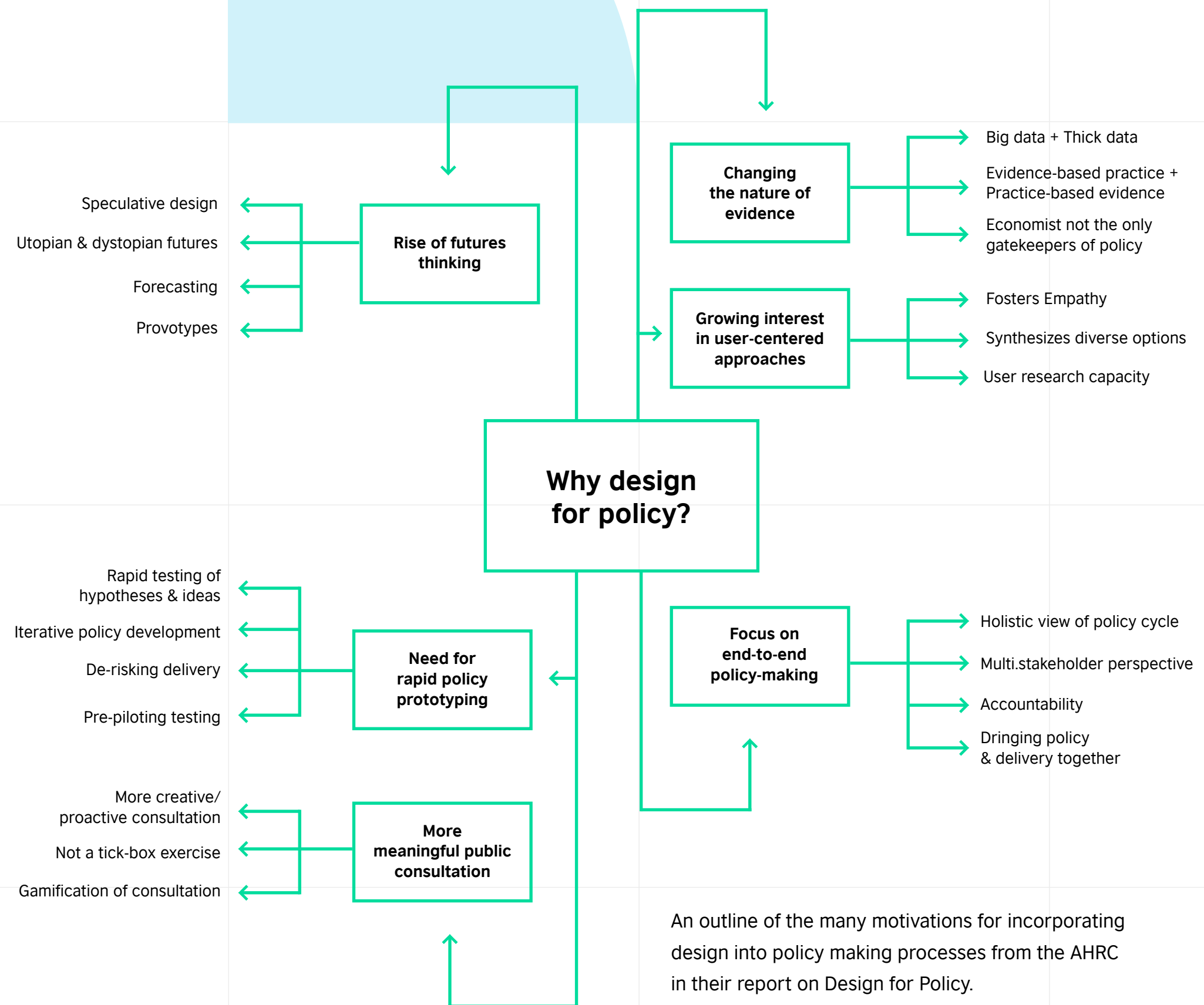
Policy co-design bridges design, policy making and community participation disciplines.

Why policy co-design?

The rationale behind the emergence of policy co-design is multi-faceted.

Governments across the world have noted policy failures due to an over-reliance on quantitative data and siloed and insular thinking. The rise of user-centred approaches and futures thinking in other disciplines have provided a new way of conceptualising policy-making that incorporates both “big” and “thick” data; the rapid testing of hypotheses and ideas; and more holistic and multi-stakeholder views. Our increasingly digital world also offers new opportunities for citizen and community involvement in policy-making.

The collaborative and iterative approach offered by policy co-design, and its ability to bring together quantitative and qualitative insight, can facilitate more effective and better informed policy-making.



An outline of the many motivations for incorporating design into policy making processes from the AHRC in their report on Design for Policy.

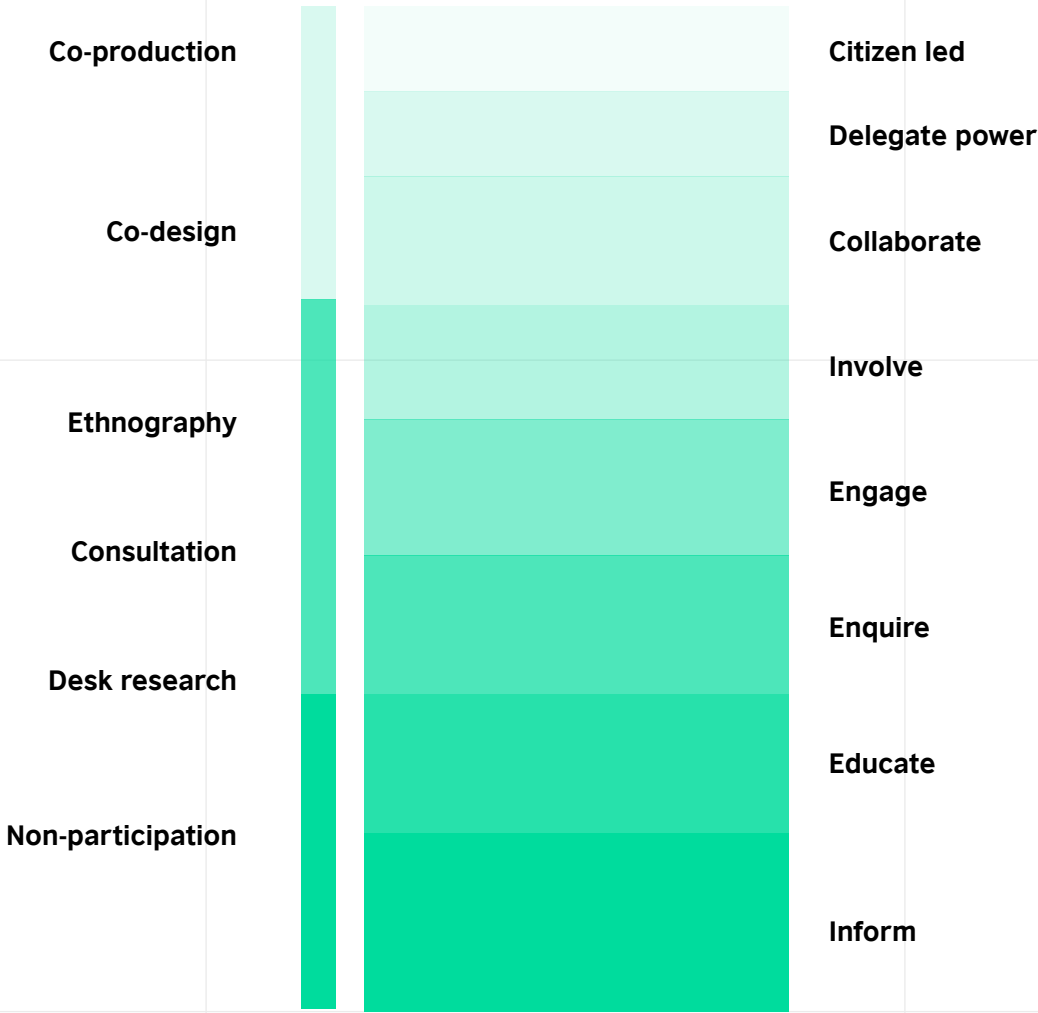
AHRC Design for Policy Report. Dr. Anna Whicher.

Shifting power dynamics toward the citizen

Whilst policy co-design is a collaborative approach, not all participation is created equal, and a spectrum of participation exists. Specific methods can fall at any point on a spectrum from “non-participation” to “co-production”. With budget, time, and capacity constraints in the policy-making world, there is often a fine balance to strike between efficiency and effectiveness. It takes time, courage, patience, and resources to involve people in policy-making.

It is important to note that maximum participation is not necessarily better for a project, but some participation is always better than none. Frameworks like the Policy Design Ladder are useful when thinking about the level of participation that is needed and possible within any given context.

Shifting power dynamics towards the citizen



Policy Lab's Participatory Policy Design Ladder (2019)
AHRC Design for Policy Report. Dr. Anna Whicher.

“We wanted to amplify the voices in the cultural sector at the early stages of policy development”

Initiator of Innovation for Culture programme in Jalisco

The objective of the **Innovation for Culture** programme was to create and publish a series of policy recommendations for the development of the post-COVID-19 cultural sector in Jalisco, using a community-led process. The project’s initiators, Cultura Jalisco and British Council Mexico, sought to bring new decision-making tools and techniques that would be more participatory and design-driven. COVID-19 acted as an impetus to adopt a digital approach, that could be inclusive of diverse communities, perspectives, and experiences.



Insights

- The benefits of a policy co-design approach are not always easy to see. People need to understand the benefits of this approach, to make the case clear and easy to understand for all stakeholders involved.
- Before starting a policy co-design project, ask the following questions and discuss them with your core team:
 - Why do you want to involve more people in your process?
 - Why are you choosing this approach?
 - What level of involvement is possible given your time and budget?



Mindsets, Skills, & Knowledge

Unpack what you and your team need to learn and foster
before setting off on a policy co-design process.

Enabling collective learning

Toward a new way of doing things

Policy-making used to be an ill-defined practice (that in recent years has been codified more) in which civil servants mediate between politics, evidence, and delivery to find solutions to public issues. Through applying the principles of design and community participation, policy co-design enables exploratory collective inquiries through which:

- Issues are opened up for exploration.
- Problems and solutions co-evolve.
- Problems are explored by creating provisional solutions.
- Participants are positioned as co-researchers.

This approach recognises that problems are made, not given. It positions policy-making as collective learning.

Source: Applying Design Approaches to Policy Making: Discovering Policy Lab. Lucy Kimbell.



Mapping skills, knowledge, and mindsets

Policy co-designers have skills, knowledge, and mindsets that bridge policy making, design and community engagement. The ones that are needed will be dependent on the specific context of a project, and may require a range of people in the team.

They include a mixture of:

- **Knowledge:** An understanding of relevant facts, information, tools, and methods.
- **Mindsets:** A set of attitudes and beliefs that inform a person's actions.
- **Skills:** Learned abilities that enable a person to carry out a particular task.

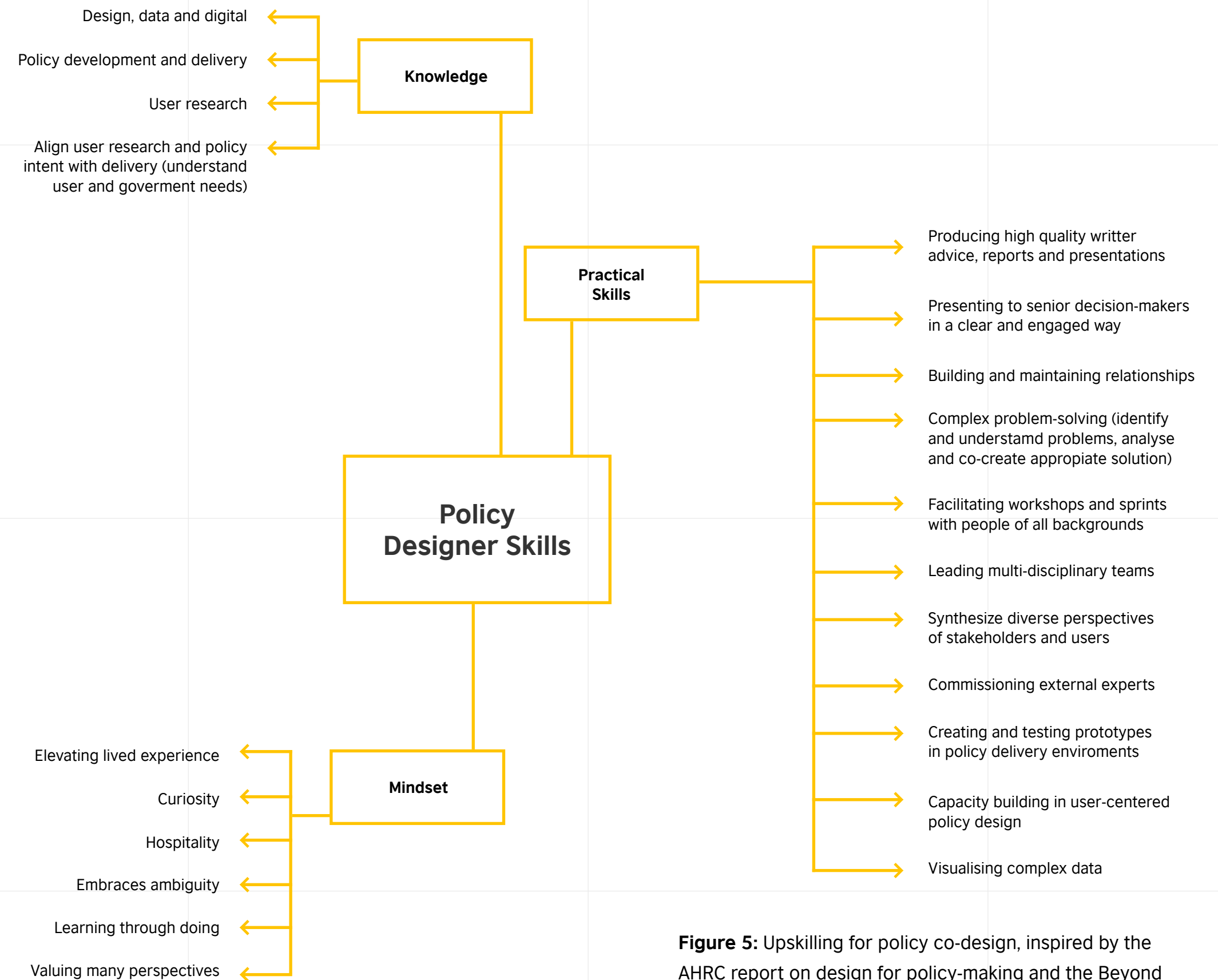
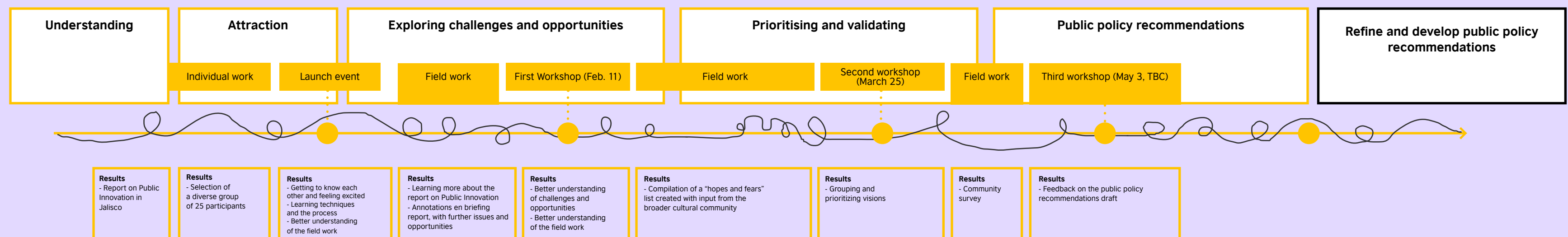


Figure 5: Upskilling for policy co-design, inspired by the AHRC report on design for policy-making and the Beyond Sticky Notes mindsets of co-design by Kelly Ann McKercher
Source: AHRC Design for Policy Report

“There will be times when this process might get a little bit messy or when you might feel uncertain... this is normal!”

Policy co-designer,
Innovation for Culture

Like many other design approaches, policy co-design is not straightforward. While we had an overall process and framework for **Innovation for Culture**, we knew there might be a need to adapt this along the way. In our first workshop, we set expectations with stakeholders from the get-go and explicitly spoke about how this process might make people feel. We invited the participants to embrace a degree of uncertainty, while providing them with a visualisation of the overall journey and shared ambition.

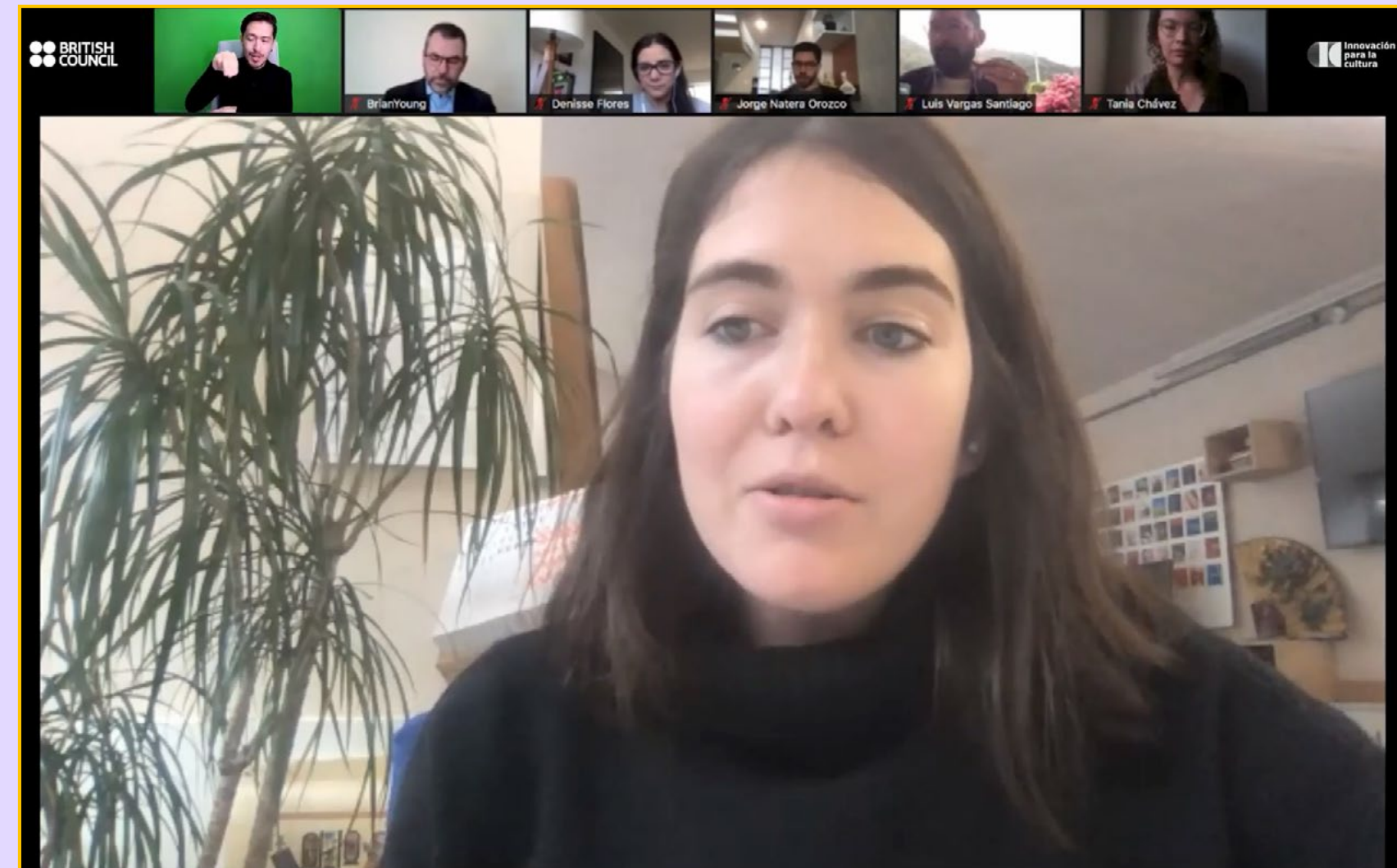


By including a squiggly line in our shared journey map, we reiterated to participants that agility, flexibility and working iteratively were core values of the project.

As you know, this is the first project of it's kind, so be prepared to have an open mind and embrace a flexible and experimental approach. There will be times when this process might get a little messy, or where you might feel uncertain. We assure you that this is normal and expected. We are working with people from all different backgrounds, cultures, industries in a new digital enviroment and working with a new process. That is a lot of diversity and novelty! We expect some things might not work and we will have to adapt together. We hope we can all be understanding and embrace a pioneering spirit!

We would like this to feel a comfortable and safe space where everyone feels that they can contribute. Along the way if you have any questions or concerns, our lovely community manager Fabiola is here to support you.

Snippet from the kick-off workshop transcript.



Insights

- At your kick-off with participants, have a slide that explains 'How this might feel' and outline some shared values guided by those on slide 16/17.
- Along the way, we found that some participants were less comfortable with uncertainty than others and needed personal discussions with our community manager or EDI lead about what the project was all about. It's good to plan for this.

Mindsets for policy co-design

Kelly Ann McKercher outlines 6 invaluable mindsets for co-design in her book and online resource, Beyond Sticky Notes.



Elevating lived experience

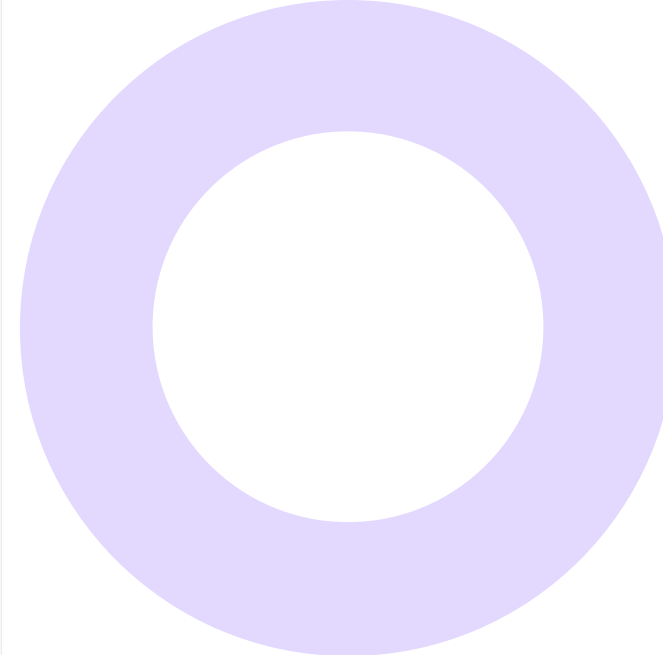
Elevating the voices and contributions of people's lives, rich experiences and perspectives means being non-hierarchical about what is considered 'evidence'. It involves challenging and negotiating power, listening to other forms of knowledge, and considering who gets to be heard, who gets to decide, and who is the room. It involves speaking *with* people, instead of speaking *for* them. It recognises that evidence can be found in everyday people's experiences and stories, as well as formal channels (such as academic journals). We don't just need big data, we need thick data.

- Where are voices of lived experience missing from your work?
- What can you do to challenge power dynamics and create new roles for people with lived experience?
- How might you move into being a better ally, instead of resting in empathy (or worse yet, sympathy)?
- How can you build the value of lived experience 'evidence'?



Practicing curiosity

Curiosity is essential to co-design, creativity and innovation. It involves actively learning and being open to a range of perspectives, opportunities, and new insight. When we are curious we defer judgement based on our limited knowledge, in favour of deepening our understanding. Without curiosity, we won't spot anything new and will keep doing more of the same.



- Where is curiosity missing from your work and project?
- Have you given yourself and others time and space to be curious?
- Are you only being curious about a limited set of issues?
- How can you renew your commitment to curiosity?
- Where can you soften your armour to increase your understanding?
- Can you make your curiosity public? How might you share your commitment to others so they can learn too?



Offering Hospitality

Hospitality is an often overlooked and underrated mindset. It is often seen as fluffy. To be hospitable is to understand and tend to people's needs, to welcome them, and to make them feel they are in a safe and trustworthy environment. Failing on this mindset undermines co-design. Without hospitality, people feel uncomfortable, unwelcome, and cannot easily form social connections. They remain in fight and flight, which works against collaboration and risks any community buy-in with the project.

- Where is hospitality missing from your convening?
- What will make your co-design partners feel welcome?
- Where can you go the 'extra mile' to demonstrate care?
- How well do you 'host'? Is there someone else that might better play that role?



Being in the grey

Being comfortable with ambiguity and not knowing all of the answers is an essential part of policy co-design. It involves being able to embrace the uncertainty that comes with recognising and grappling with complexity. Without it, our push to ‘get things done’ often leads us to hurried conclusions that are incomplete, unsophisticated, and often fail to address the underlying issues. In policy co-design work, there are no quick answers.

- Where do you sit in relationship to ambiguity?
- Do you have a mix of relationships to ambiguity within your team?
- What are the structures and incentives that could support embedding this mindset in your work?
- How will you build time for being in the grey into your project plan?



Learning through doing

Learning through doing involves a preference to learn through trying things out and of being reflective on your work as you do it. It involves a hands-on approach to testing ideas and policies, instead of only talking about them in theory or in meetings. In contrast to traditional planning approaches, in co-design we hold ourselves back from rushing straight from an idea, to pilot or implementation.

Instead, we prototype through several ‘loops of learning’. With each loop, we test our assumptions and make changes as needed. This means that when we get to piloting a service, programme or policy we are very sure about what we’re doing. We’ve checked, not guessed.



Valuing many perspectives

Change often fails when we engage just a few parts of a system. Worse yet: when we work from a single perspective (such as that of a senior leader). We need to gather people from within and across systems to untangle our differences and find a way forward together. It is critical that facilitators of co-design can hold space to allow different perspectives to be named, explored and re-negotiated.

- Where are you resistant to understanding a perspective within the systems you work in?
- Where do you find yourself blaming individuals, instead of looking at the systemic conditions that produce their behaviour?
- How might you soften your frustration to provide room for curiosity?

I want to develop a clear plan
by improving upon what I've done before

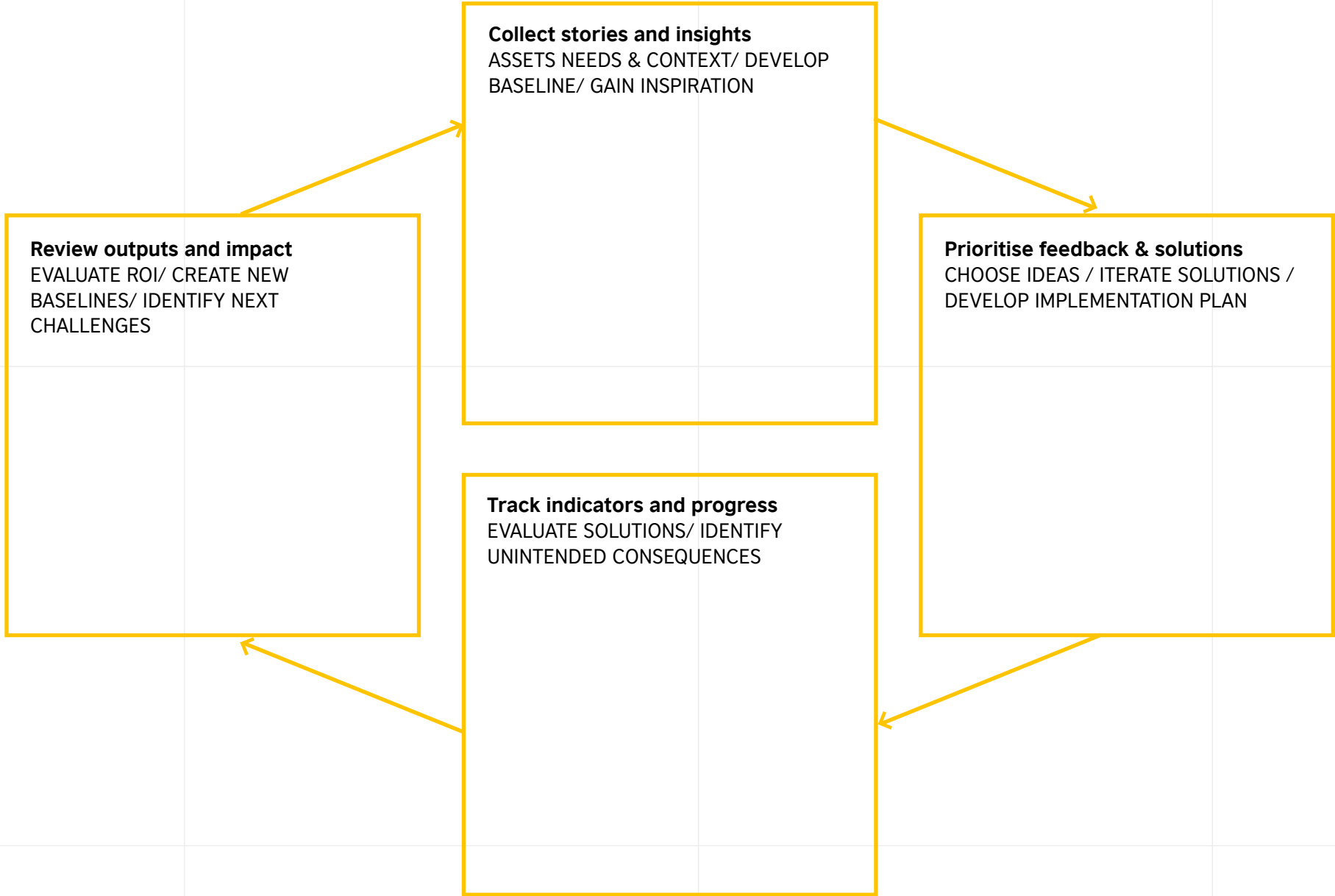


Figure 6: The Learning Loop from the DIY Toolkit.
Source: DIY Toolkit. Nesta.

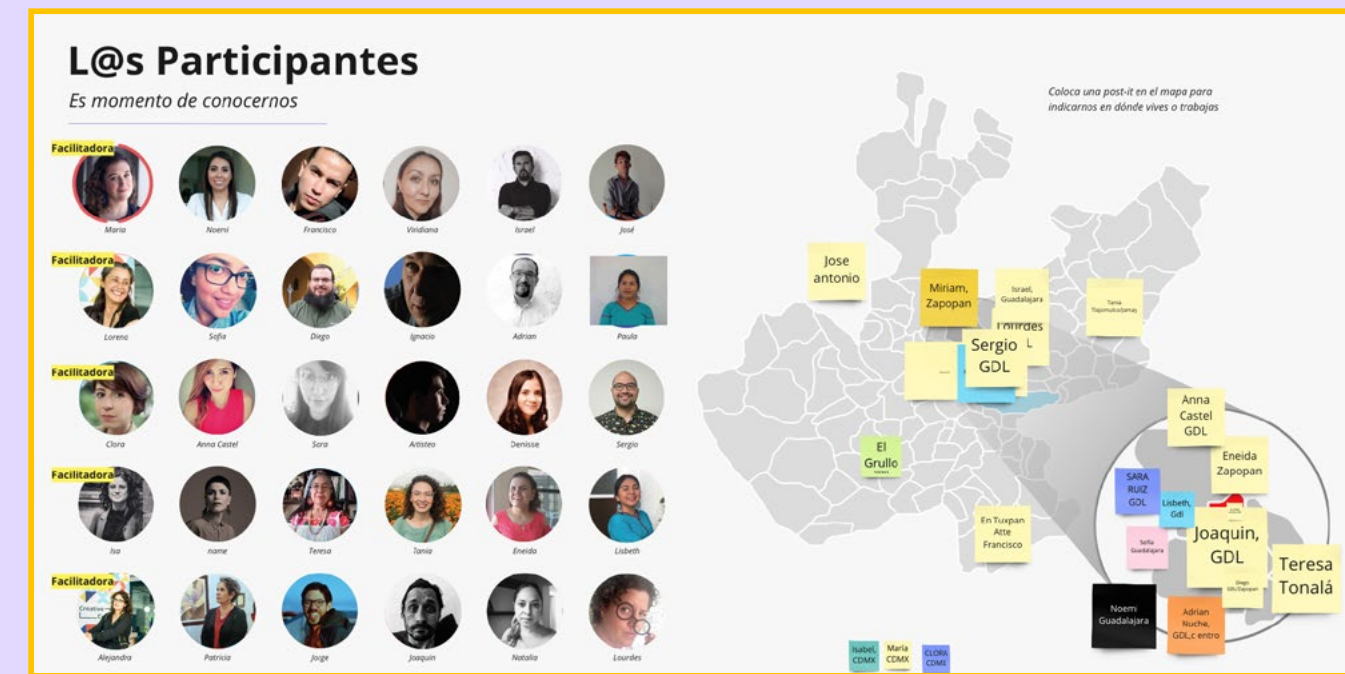
The Learning Loop is a tool that helps you to define how the work you do now informs what you do next. It provides a high-level perspective on how implementing social change can be broken down into a gradual process of iterative cycles.

This worksheet, inspired by the Learning Plan from IDEO (2011), describes four different stages that your work might pass through in a cycle of continual improvement. Using this tool can help understand the different phases involved when trying to implement your ideas. By reflecting on the process involved, it can help you to understand what to do next. Learning is an ongoing, cyclical process.

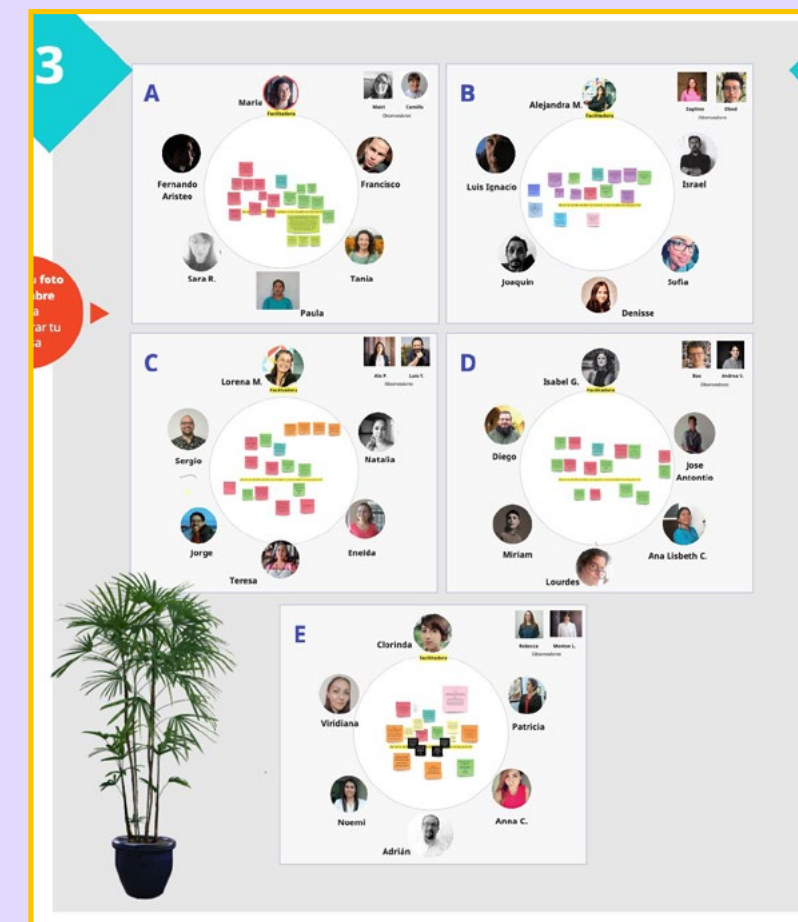
“The session was warm and welcoming even though it was virtual. I felt comfortable to contribute freely”.

Participant,
Innovation for Culture

Innovation for Culture took place completely virtually, so we had to get creative in terms of creating a safe, hospitable, and warm environment. We adopted many of the mindsets mentioned on pages 17-18 in the design of our collaborative workspace on Miro, which became shared values we used throughout the project. Having people’s faces on the Miro board helped things feel more personal. When we split into breakout rooms on Zoom, we also split into separate tables on Miro, with profile photos and name tags for each seat. We added some plants, which also made things feel more informal. While these little things take more time and effort, they are worth it in the end. Participants said it added a lot in terms of making them feel more welcome.



Profile photos on the Miro board helped the virtual space feel more personal and welcoming.



Breakout tables with names and photos, along with plants helped conversations feel more intimate.

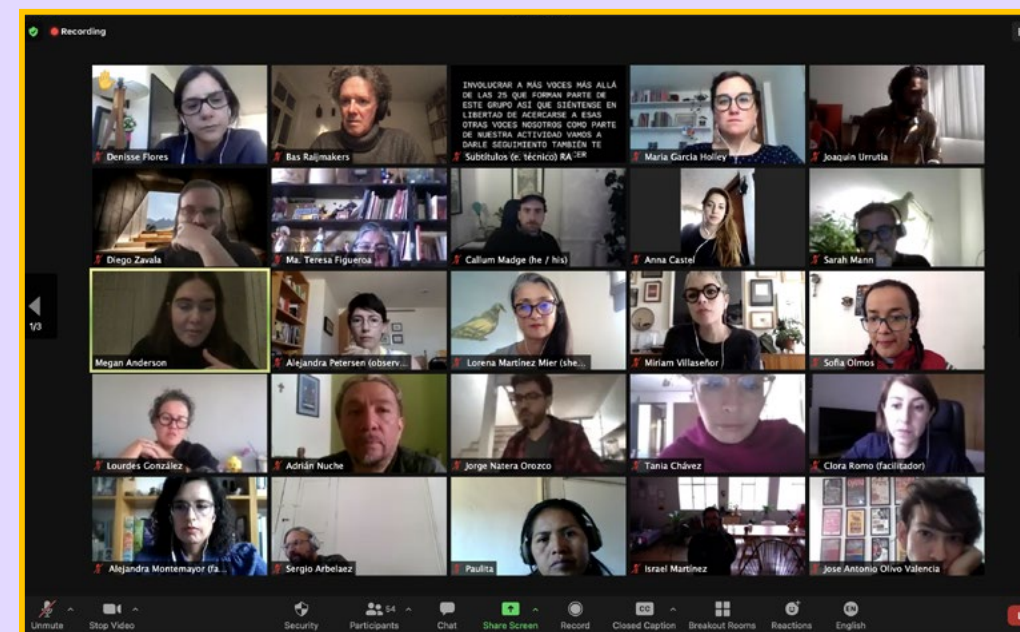
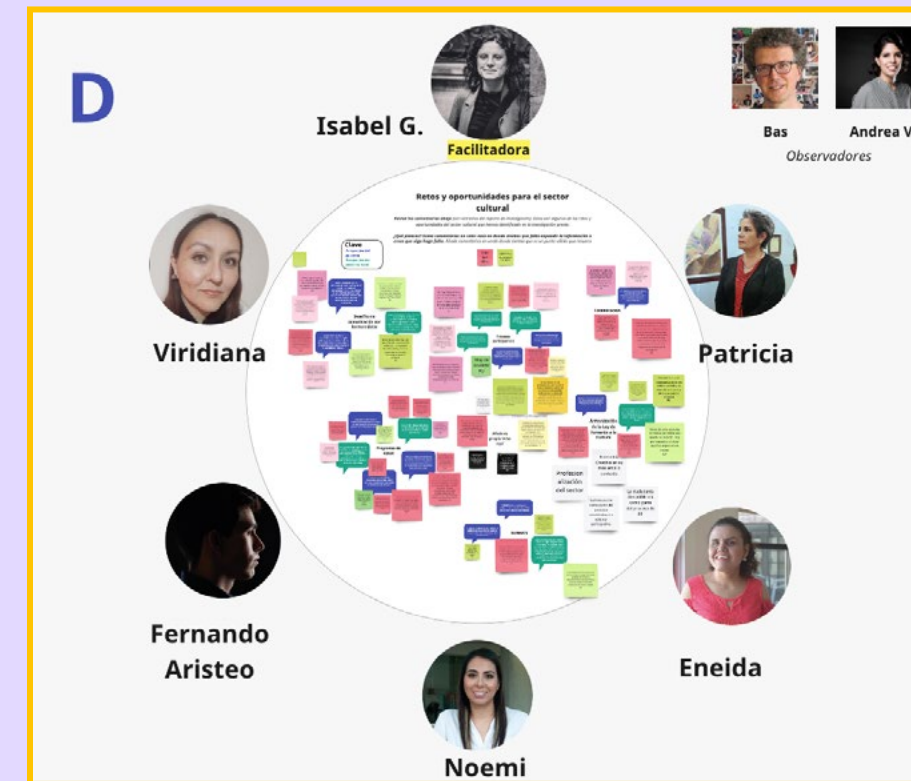
Insights

- Just because things are virtual, doesn't mean you can't make spaces feel warm and friendly. Design spaces on Miro and Zoom (or whichever video and whiteboard tools you use) with clarity and hospitality in mind.
- Remember that not all participants might be comfortable or able to use digital tools. Understand their needs beforehand, design warm-up activities to get everyone familiar with tools before the start of sessions, and keep providing support along the way.

“I was really impressed with how inclusive the sessions were. This is really an inspiration for how things could be.”

Participant,
Innovation for Culture

Our participant group included people with various disabilities, including visual impairment and learning disabilities. We had a dedicated Equality, Diversity and Inclusion (EDI) lead in our team who constantly had us reflecting on how to make our process and activities accessible to all. We also worked with an external party steering committee along the way. All activities were designed with EDI in mind and there was budget dedicated to this from the get-go.



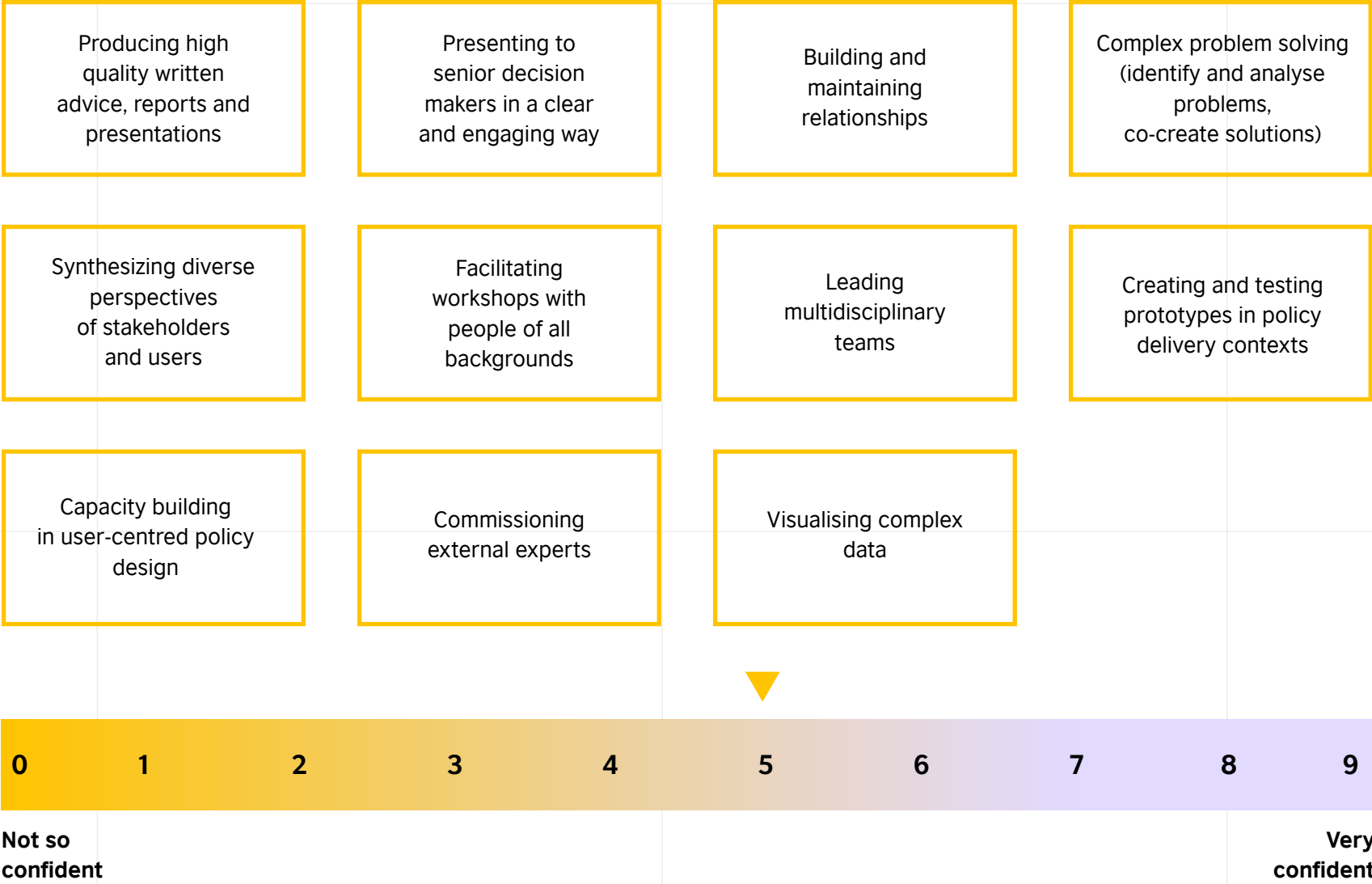
We had live transcription for each session. We also tried to encourage audio description as much as possible.

Insights

- What images are you putting out? Are they diverse?
- What language are you using? Does it reflect how people self-identify (for instance with pronouns), and champion equity and inclusion?
- What do you share back? Is it accessible in its format?
- How creative can you be in the fieldwork? Create opportunities to be diverse and inclusive in who is involved and in the formats of outcomes.
- Explain what is in place and how it will work.
- Build in time for breaks.
- Provide information ahead of time for participants and access providers.

Upskilling for policy co-design

Having the right mindsets is essential, but practical skills are very important for policy co-design as well. Making sure you have a team with the practical capabilities needed will help things run more smoothly for everyone. The practical skills on the right can act as a baseline to see if you and your team are ready to take on this way of working and identify where more experience might be needed.



Source: AHRC Design for Policy Reportt. Dr. Anna Whicher.

Map your skills

Draw this scale and arrange post its on a wall. Map you and your team’s skills. Where are you confident and where might you need help? Who could help you?

“We sought a complementary mix of skills across the people involved, and we knew who excelled where.”

Commissioning lead,
Innovation for Culture

Our team included a mix of expertise in terms of policy making and cultural policy, policy research, participatory innovation management, Equality, Diversity and Inclusion (EDI) and visual/ communication design.

We were constantly learning from each other, and coaching on the go was the norm.



..STBY...

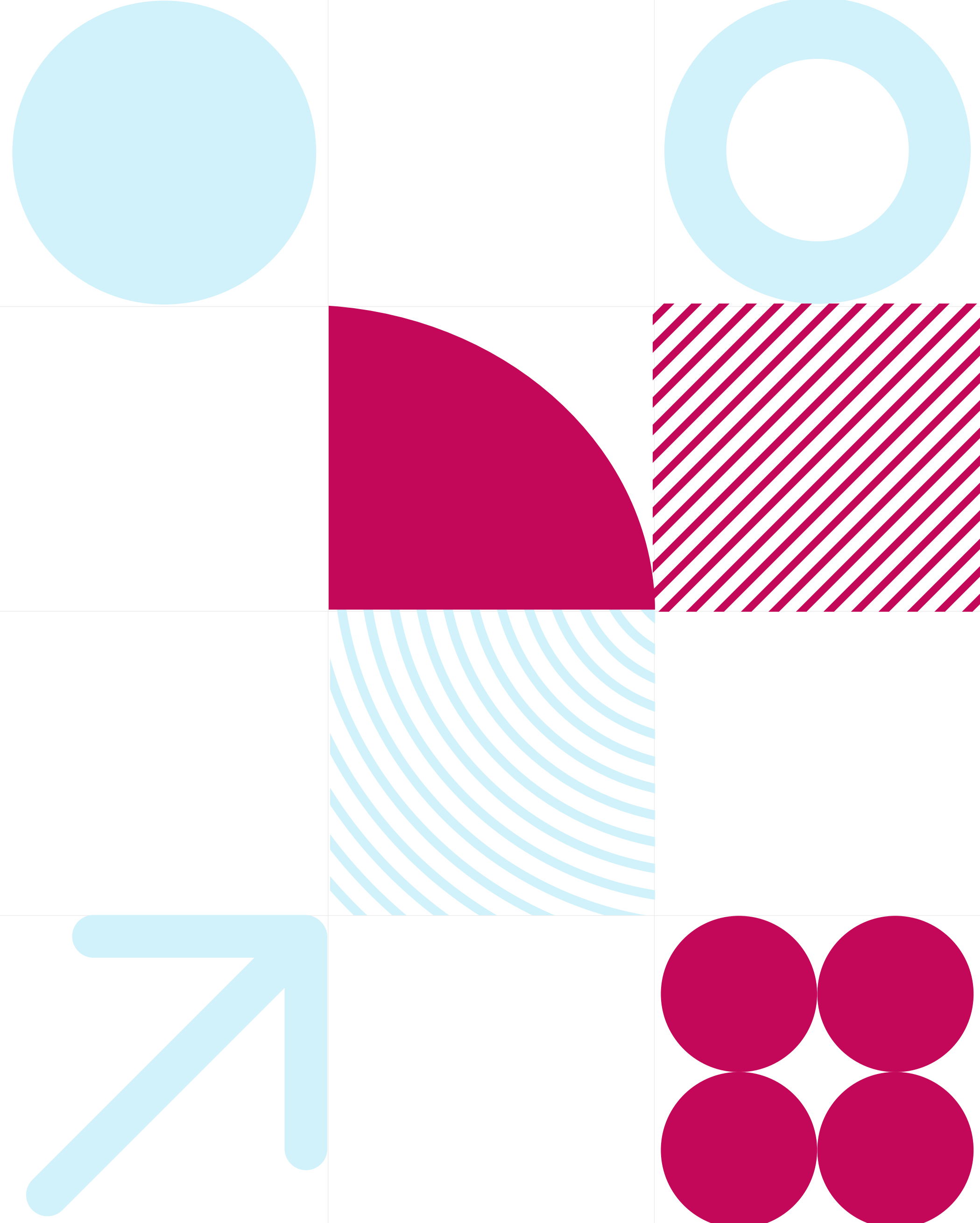
A U R A



The organisations involved brought a mix of skills and expertise, including policy making and cultural policy, policy research, participatory innovation management, EDI and visual/ communication design

Insights

- It's about 'hard' and 'soft' skills- be aware of the practical skills needed, but also people's attitudes and mindsets of people when you choose your team or partners.
- There is a lot of learning on the go, be open and prepared for it. You might have to learn a new tool or upskill on the fly!



People & Process

How to set up and manage a team on a policy co-design journey and encourage continuous learning.

Getting started with policy co-design

Things to think about first

Before embarking on a policy co-design project, you will need to think about a few things. The framework on the right should help you get started and will ensure that you outline a sensible process, engage the right people at the right time, scope the project, and help you communicate the objectives of your work effectively.

Defining the key objectives and scope of work is vital at the beginning of the project. This might grow or shrink a bit as you get more people involved, but it is wise to have a good sense of this to avoid things ballooning out of control throughout the project. Especially if you have time and budget limitations, it is wise to scope the project accordingly and manage expectations with all stakeholders involved from the get-go.

Learn and adapt key questions

This guide provides some key design questions that your team will need to answer.

A

Define Challenge

What is our issue and our purpose for using collective intelligence?

- What knowledge do we want to create?
- Who are we creating knowledge for?
- What is the change we want to bring about?
- What is our timeframe for action?
- What are our constraints?

B

Gather data, information, ideas

What data/ information/ ideas do we need to find and how will we do it?

- What specifically do we need to know?
- What data might help us answer these questions?
- How will we collect this information?
- Are there any ethical issues we need to consider with using this data or involving people?

C

Mobilise people

Who might be able to help, and how can we best engage them?

- Who might be able to help us answer our questions?
- What do we want people to do?
- How will we reach those people?
- What might motivate them to be involved?

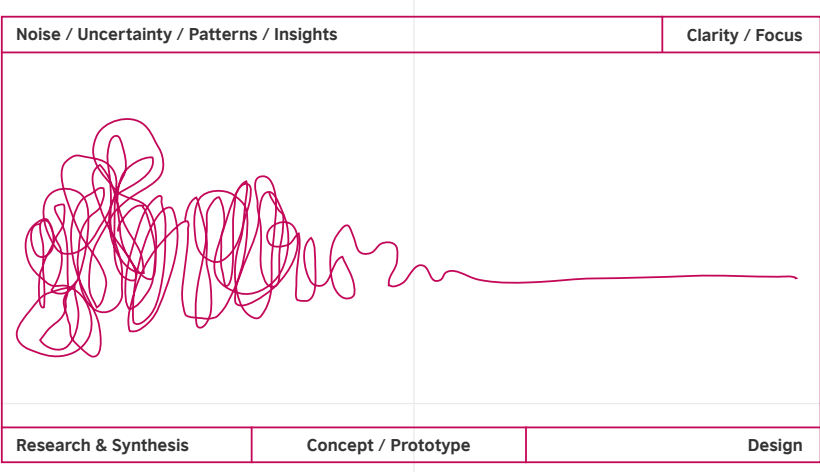
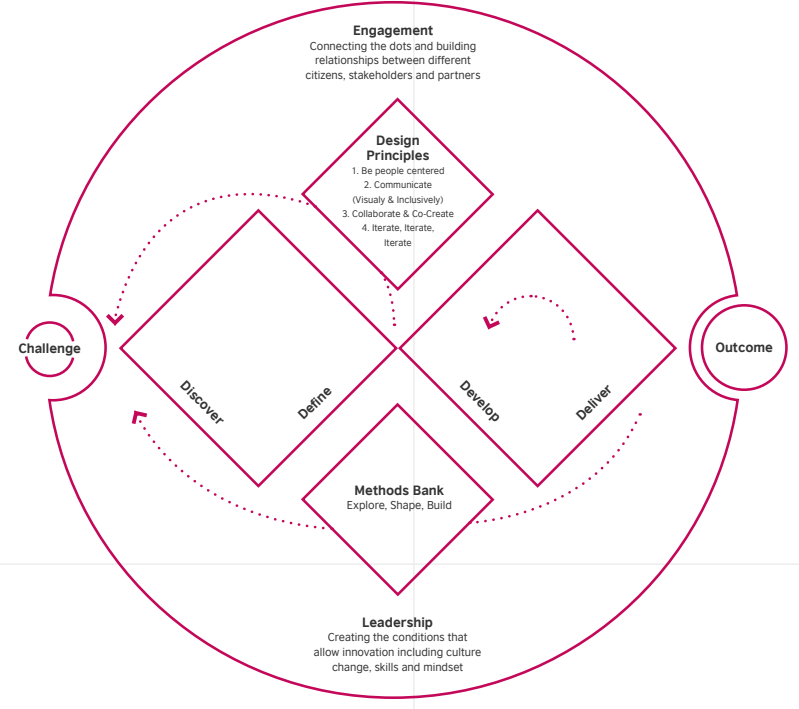
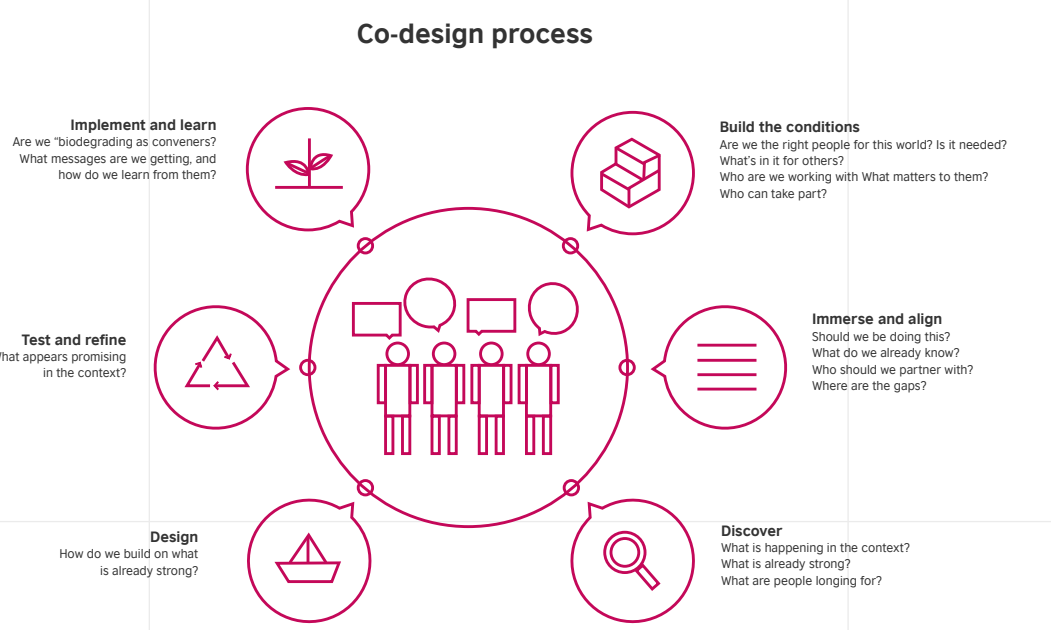
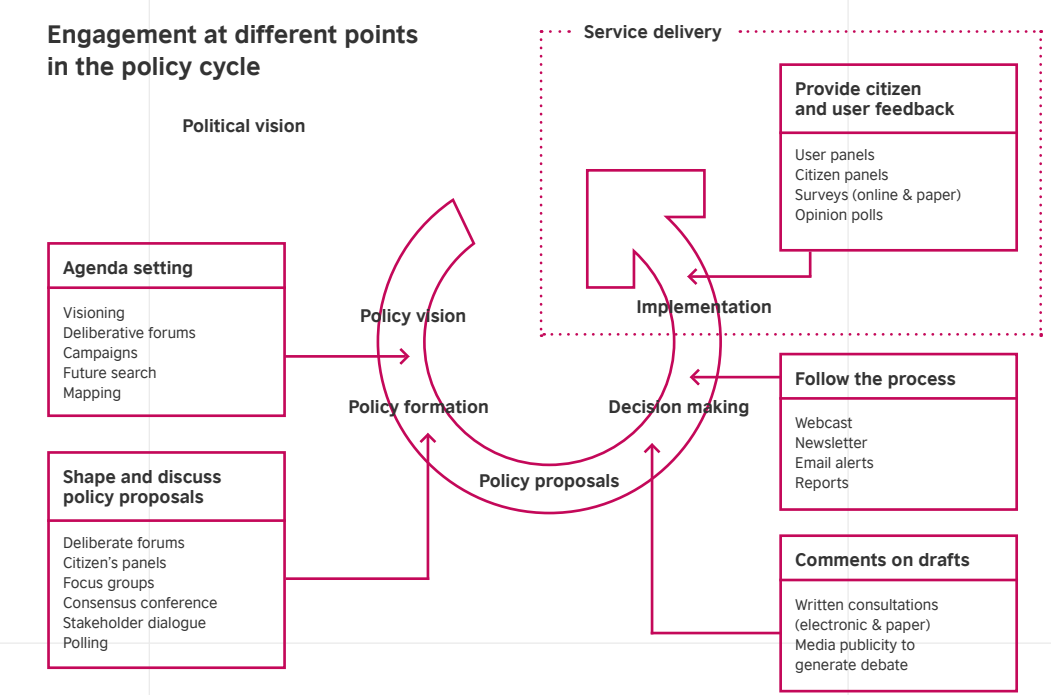
Questions adapted from the Collective Intelligence Toolkit. Nesta.

Outlining and communicating your process

Take people on a journey

It’s easy to get overwhelmed by all of the potential process diagrams you can use to scaffold your own project. Each discipline has their own, and many of them are quite similar and intertwined. Some organisations have made great attempts to adapt processes bespoke to context of policy co-design. Rather than becoming fixated on which to choose, think about where you are in your journey and what

your aims are. Then, use these diagrams to help inspire the general phases and activities that might help you to achieve them. Try to communicate the steps of the process as simply as possible. Communicating it as a journey which won’t always be linear will help to set expectations of how the process might actually feel: flowing and looping, rather than disconnected steps in a rigid line.



Clockwise from top left: Engagement at different points in the policy cycle by Involve UK. The Framework for Innovation by Design Council UK. The Design Squiggle by Damien Newman. The Co-design Process by Kelly Ann McKercher in Beyond Sticky Notes.

“We were inspired by various process models and adapted a few to fit our goals.”

Co-designer,
Innovation for Culture

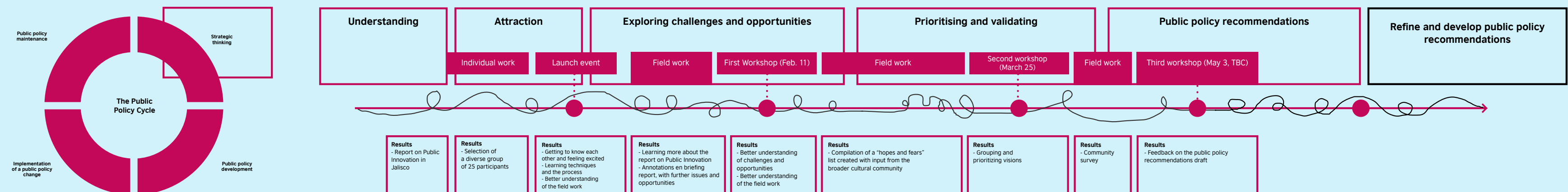
5 main steps framed our overall journey:

- Understanding
- Engaging
- Exploring Issues and Opportunities
- Validating and Prioritising
- Recommending Policy

These stages were quite fluid, and there was often some overlap between them. Some activities even continued throughout all of the stages, such as personal interviews. While there were blurry lines and some continuous activities throughout, it helped to have a shared overall journey that kept everyone on track. Even though the main steps felt overly simple at times, it helped keep everyone on the same page and proved an essential sense-making tool when things got a bit too complex.

Insights

- Don't just cut and paste process models; think critically and adapt steps and activities that help you meet your objectives.
- Straight lines are deceiving yet simple. Squiggly lines communicate the reality of the process. Don't be afraid to use both!
- Sometimes it helps to think and communicate in terms of 'journey' rather than 'process'- it feels more organic and human. It emphasises a feeling of togetherness and joint exploration.



Governance and stakeholder management

Every project or initiative will look differently in terms of stakeholder involvement and governance, depending on scope, capacity and, resources. Sometimes you might have all of the people and resources needed within your own team or department. In other cases, you might collaborate with external agencies or departments, and take on an orchestration role among all parties involved.

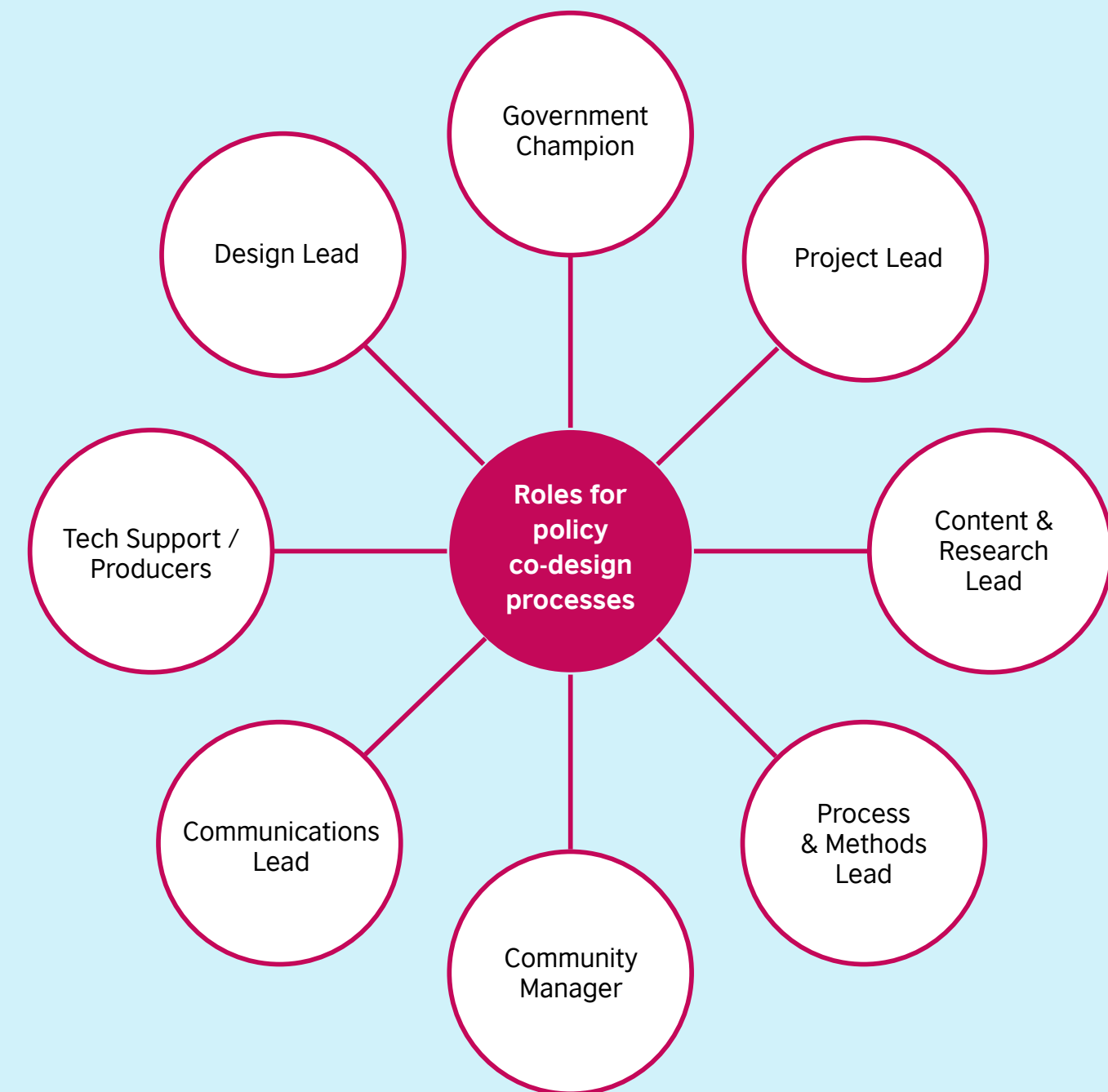
In any case, it helps to map out all of the stakeholders involved and assign general ‘leads’ with specific responsibilities. These can of course be shifted and negotiated over time, but it’s important to set expectations from the get-go and avoid gaps or scope-creep throughout the project. Here are some general roles you might want to consider:

Roles that you might assign in a policy co-design process	
	Government Champion: Provides policy expertise and main point of contact with relevant government departments.
	Project Lead: Oversees the project delivery, resources and manages the project team.
	Process & Methods Lead: Develops relevant processes for the project and supports the project team to complete these on time. Provides policy co-design expertise in developing and facilitating appropriate tools and methods across the project.
	Content & Research Lead: Leads on relevant user and contextual research for the project.
	Community Manager: Looks after project stakeholders and ensures their needs are met and voices heard throughout the project.
	EDI Coordinator: Questions and seeks ways on how to make processes and activities accessible to all people.
	Communications Lead: Leads on public-facing communications and press and media relations around the project.
	Tech Support/Producers: Provides technical support and expertise on delivery of online workshops and using digital platforms.
	Design Lead: Provides design support on activities, for instance with prototyping or graphic design.

“I’d describe it as self-orchestration; don’t expect 100% harmony all the time! We each had a general role, though sometimes these blurred.”

Co-designer,
Innovation for Culture

The roles and responsibilities were fixed at the beginning of the **Innovation for Culture** project, but these became a bit more fluid throughout. This was sometimes a positive and sometimes a negative. On the plus side, it allowed us to be flexible and adaptive. In other cases, it led to confusion and ‘scope creep’. Weekly team meetings helped us stay aligned in terms of who was doing what, but even so we sometimes dropped the ball amidst the complexities of the project. Being open and understanding toward one another was crucial to getting things back on track.



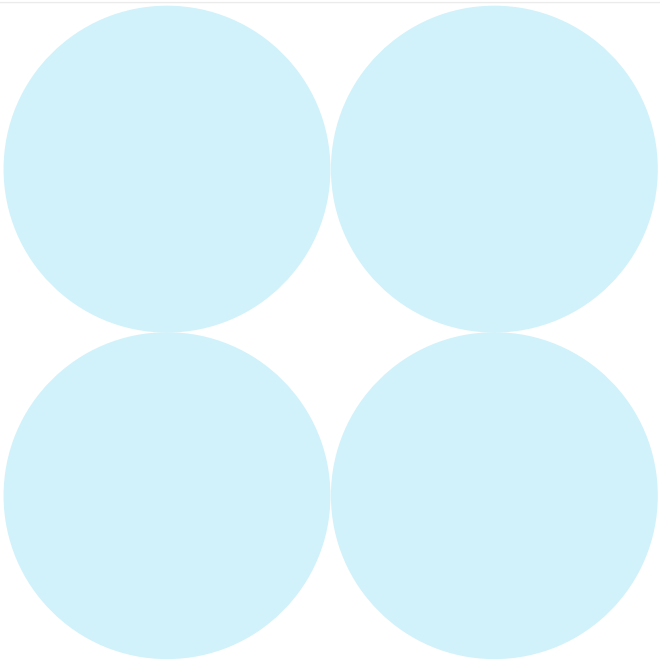
Organise your stakeholders into ‘core’ and ‘peripheral’. Not everyone needs to be involved in every decision or meeting. Meet more regularly with a smaller core team.

Participation projects ebb and flow, and various stakeholders may take the lead at different stages. Identify these and over-communicate during the transitions.

Evaluation and Feedback

Feedback and learning are integral to policy co-design and built in mechanisms facilitate constructive reflection and improvement along the way. You can get this feedback in multiple ways, through things like surveys and interviews or even just allowing five minutes for group discussion at the end of a meeting.

It helps to keep a regular pace for reflection, and let participants know that you are eager to learn from them throughout in terms of what is working and what could be better. It’s also good to set some constant indicators that show the extent to which you’re achieving the project goals. These can be “tracked” regularly throughout the project and be qualitative or quantitative. Try to keep them light and not overly time-consuming to collect and monitor.



Evaluation does not have to involve a major research exercise (although this may sometimes be desirable or even necessary). At its most basic, an evaluation should help answer three simple questions:

- 1

Has the initiative succeeded?
(e.g. met targets, met objectives, resulted in other achievements)
- 2

Has the process worked?
(e.g. what happened, what worked well and less well, and lessons for future participatory activities)
- 3

What impact has the process had?
(e.g. on participants, on the quality of policy, on policy makers or on others involved)

Source: Making a Difference: A guide to evaluating public participation in central government. Involve.



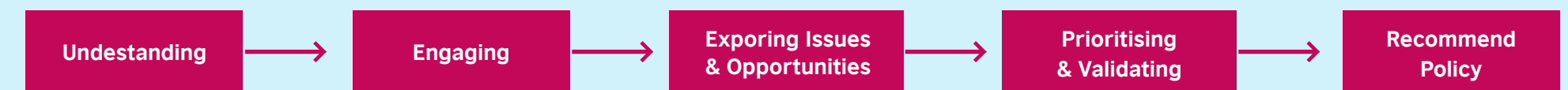
“We found that surveys weren’t enough, so we reached out to some people for personal feedback”

Co-designer,
Innovation for Culture

We used a mix of surveys and 1-1 interviews to get feedback after each session. We also assigned ‘observer’ roles for each session and had them take notes according to a simple, structured format. We tried to keep the surveys as light-touch as possible, so as not to burden participants and ensure we were able to quickly integrate

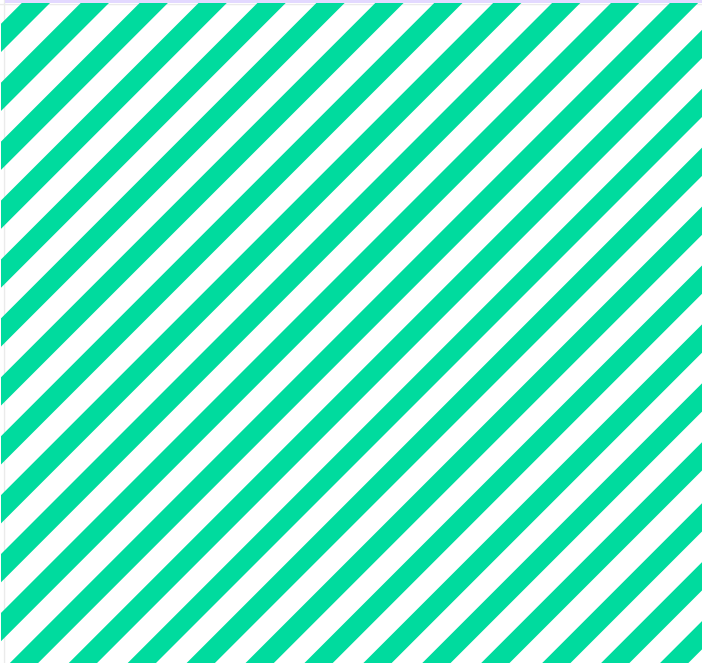
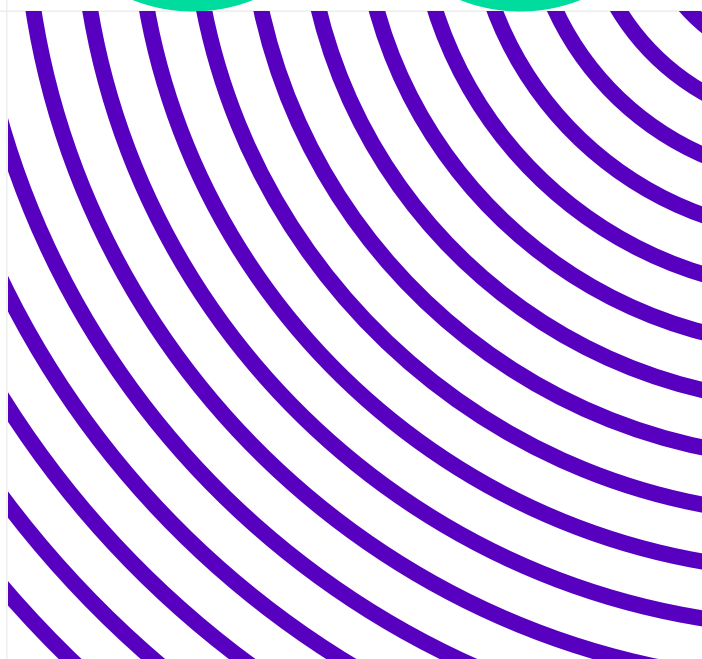
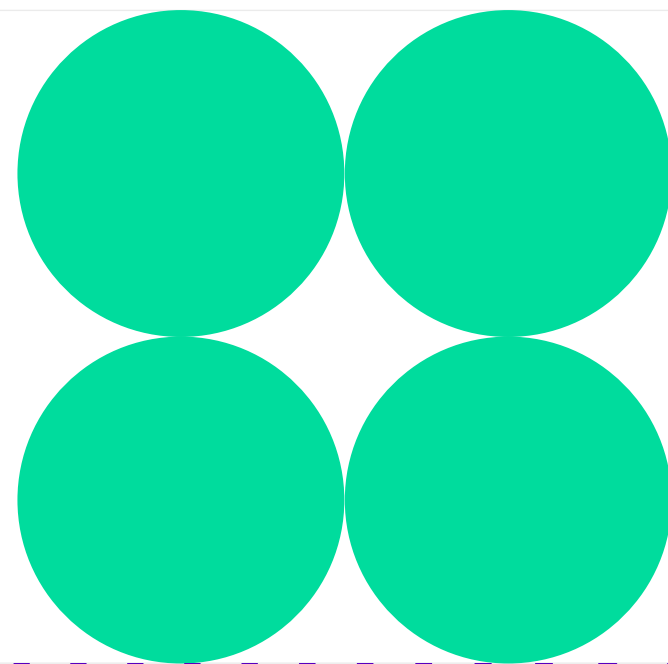
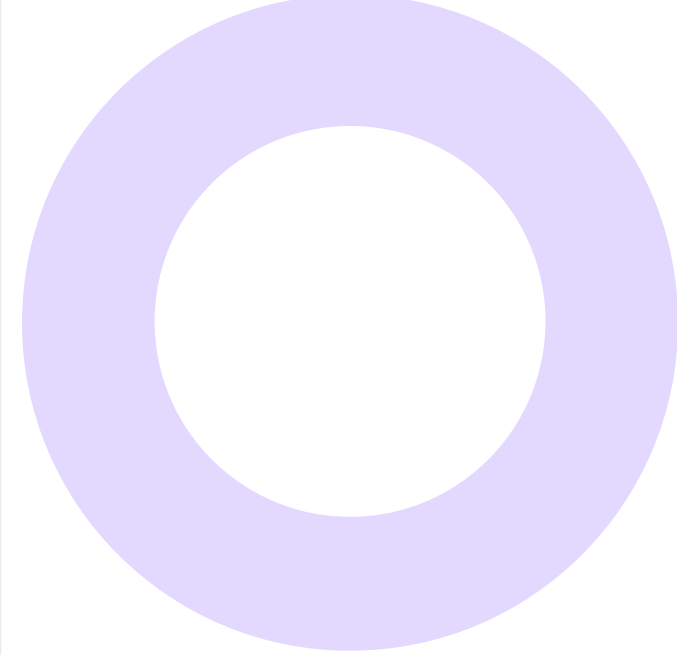
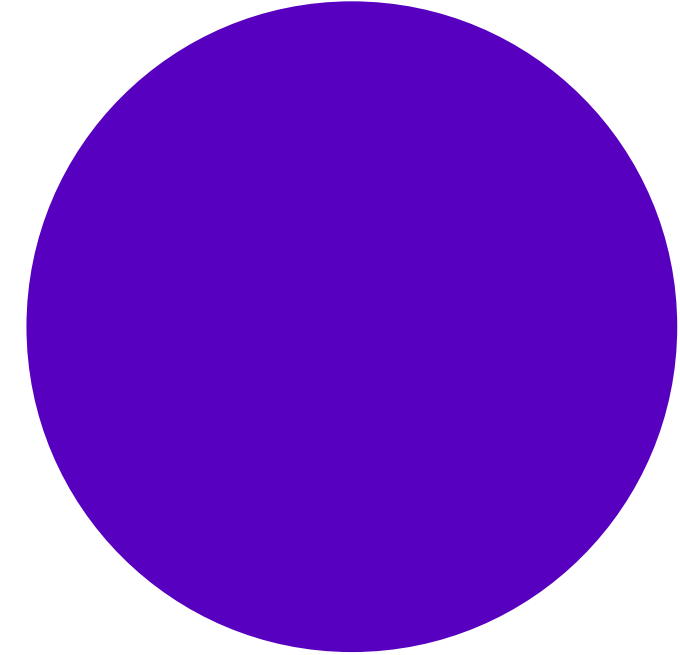
their feedback into the planning of future sessions and activities. We were particularly eager to learn about the experiences of those with accessibility requirements and checked-in often to make sure they felt comfortable and supported. While surveys are more efficient, personal conversations are more personal and constructive.

Process



Insights

- Keep evaluation activities light and structured.
- Consider a mix of survey feedback and personal interviews along the way.
- Define a few consistent indicators, both qualitative and quantitative, that you can “track” over time.
- Assign “observers” during sessions and provide them with a simple and structured note-taking format.



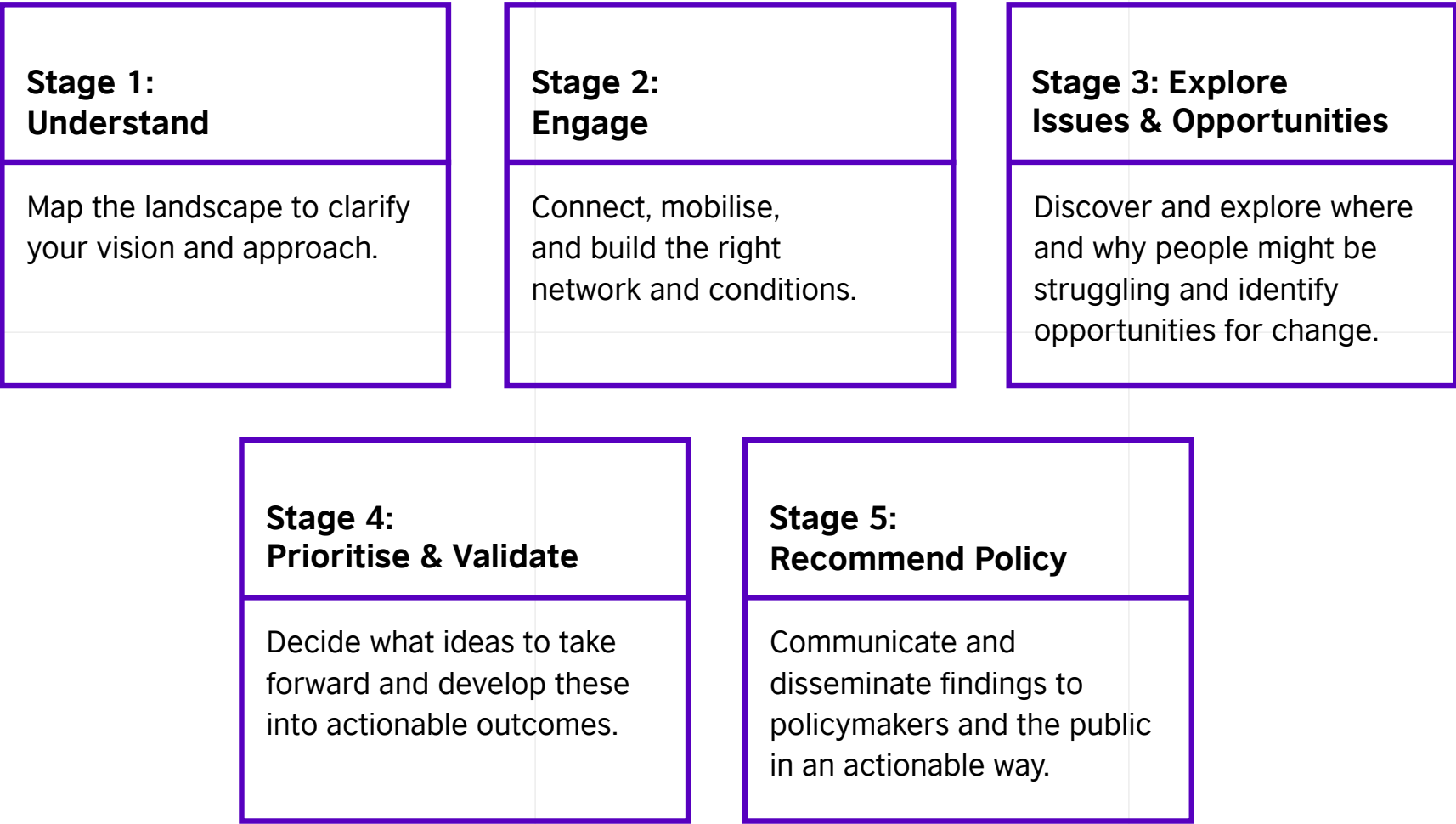
Taster Tools

A selection of tools to use and adapt for each stage in the policy co-design journey.

Tools and methods for the early stages of the policy development cycle

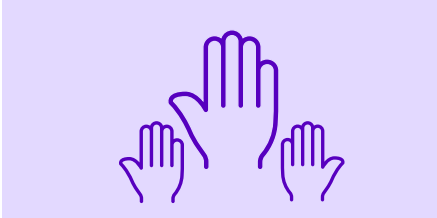
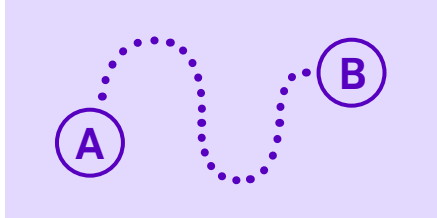
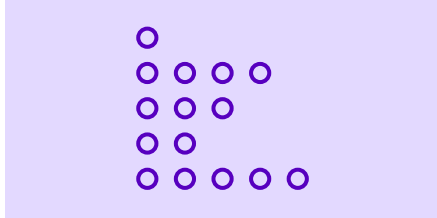
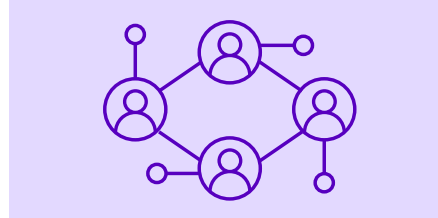
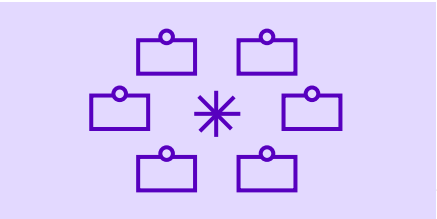
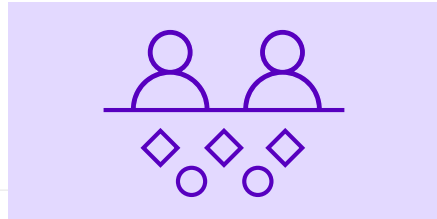
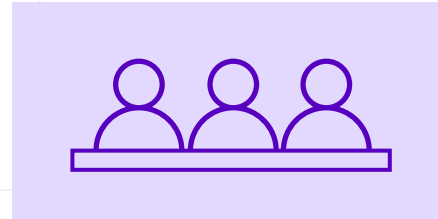
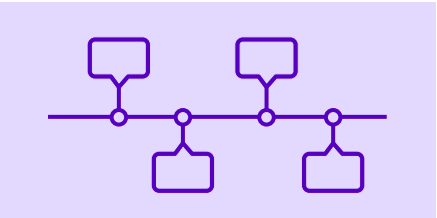
There are an abundance of tools and methods to choose from and several organisations have created great collections of tools that you can use as a starting point. As we have emphasised, it is important to tailor your process to your goals, and the same applies to both your choice of tools and every individual tool you use. The selection we made here served us well for the **Innovation for Culture** project, but as you will see we adapted the tools to our needs - and so should you. We present the tools according to the (early) stages of a policy co-design outlined in the Introduction:

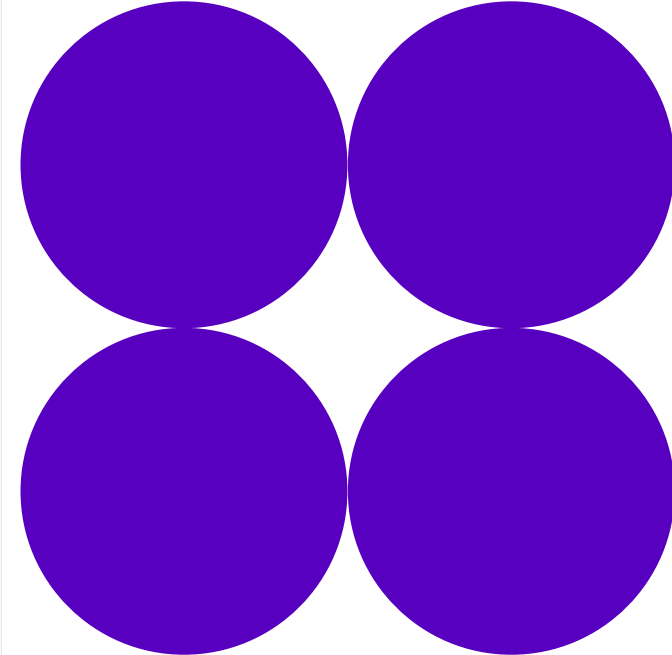
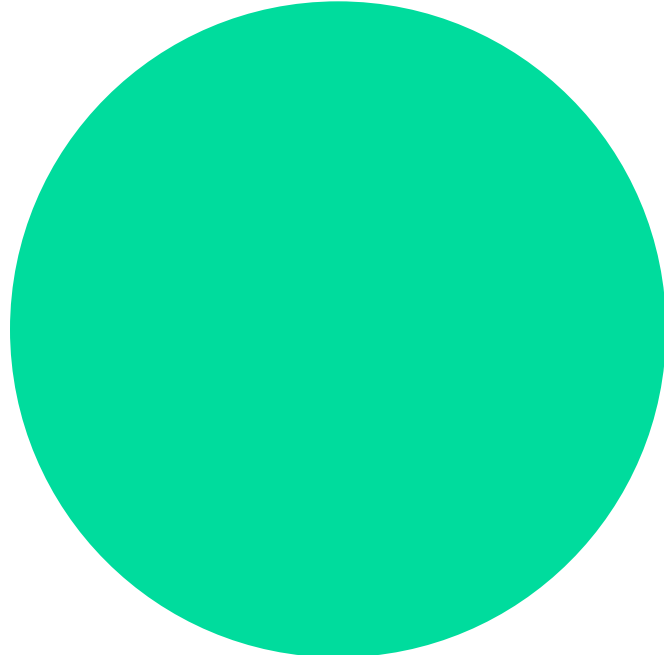
- 1. Understand
- 2. Engage
- 3. Explore Issues & Opportunities
- 4. Prioritise & Validate
- 5. Recommend Policy



Tools and methods overview per stage

This collection of tools was selected and adapted for the **Innovation for Culture** programme. All tools are from great sources that merit further exploration, but don't get overwhelmed. In the following pages you will find more information on each of the different stages' taster tools.

Stage 1: Understand	Stage 2: Engage	Stage 3: Explore Issues & Opportunities	Stage 4: Prioritise & Validate	Stage 5: Recommend Policy
Map the landscape to clarify your vision and approach.	Connect, mobilise, and build the right network and conditions.	Discover and explore where and why people might be struggling and identify opportunities for change.	Decide what ideas to take forward and develop these into actionable outcomes.	Communicate and disseminate findings to policymakers and the public in an actionable way.
				
Expert Interviews	Engagement Plan	Deliberative Mapping	Dot Voting	Government as a system
				
Stakeholder Map	Citizen Advisory Groups	Group Dialogue	Creative Workshop	Citizens' Assembly
				
Policy Timeline	Incentives and retention	Appreciative Inquiry	Opinion Poll	Visualising Citizen-Generated Data
				
	Unique Perspectives	Hopes and Fears		
				
		Future Headlines		

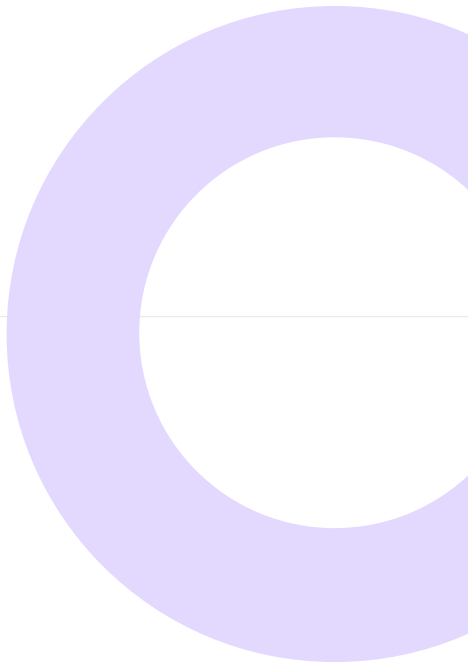
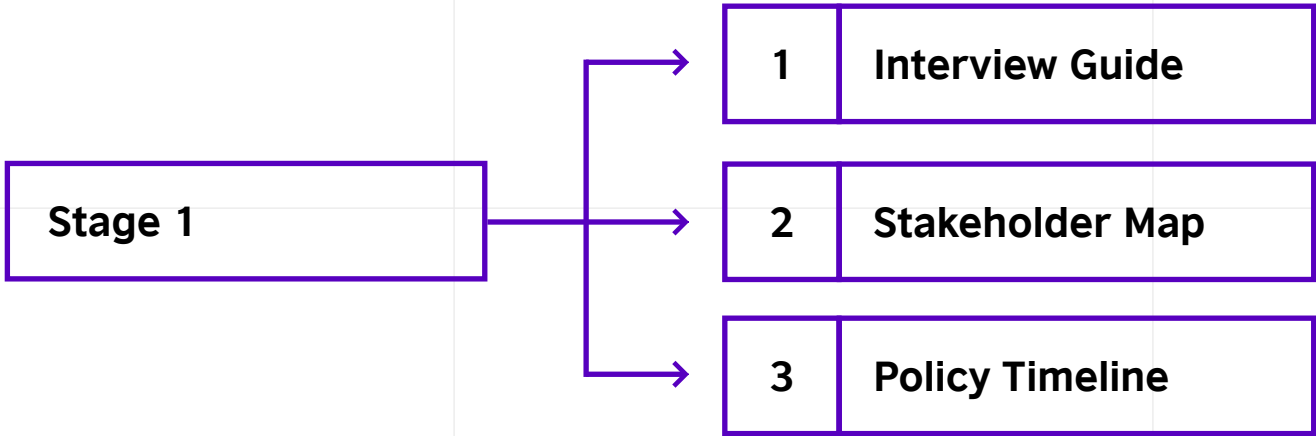
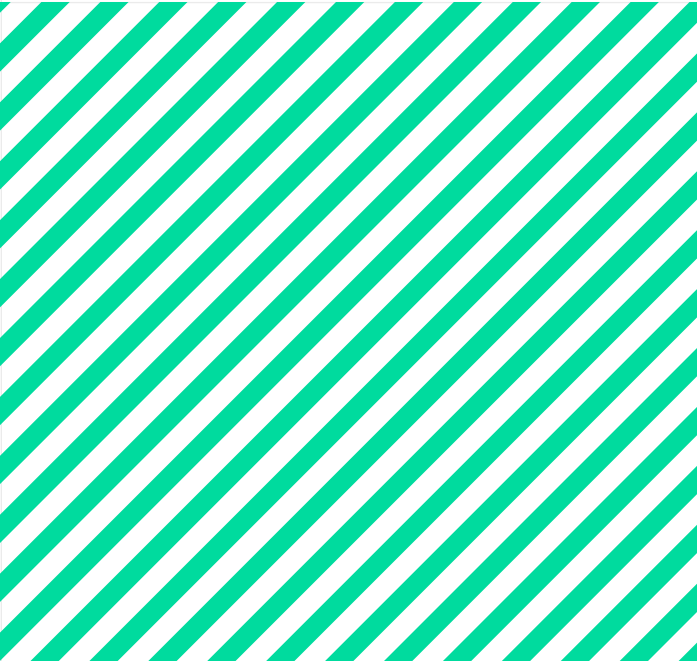


Stage 1

Understand

Map the landscape to clarify your vision and approach:

- What do we already know? What knowledge is out there already?
- Who is involved? What is their perspective?
- Where are there gaps?
- What can we build on?
- Who should we partner with?



Getting the lay of the land

Policy co-design never starts with a blank slate. For **Innovation for Culture**, we started by learning about the history of cultural policy-making in Jalisco and identified who was currently involved in the cultural sector. We used **Expert Interviews** and desk research as the methods to work with. We then created a **Stakeholder Map** and a **Policy Timeline** to communicate results in a written report. These are all well-used tools that do not

require extensive training to use, but they do require discussion to make sure that the many different perspectives of the project stakeholders are present in the results. It is inevitable that new perspectives and stakeholders will present themselves as the policy co-design develops. We therefore kept interviewing people as the next stages evolved, and updated a Briefing Report used by the team as we went along.

Reporte

Innovación para la Cultura.

British Council
Cultura Jalisco

15 de diciembre 2020

A U R A

Image: Table of Contents of the Briefing Report (AURA)

0. Innovation for Culture

I. Summary

II. Introduction

III. Jalisco Demographics

IV. Policy Innovation in Context

V. Interactive Timeline

VI. Lessons Learnt Before and During the Pandemic

VII. Map of Stakeholders

VIII. Case Studies

IX. From Findings to Opportunities

X. Bibliography

Understanding the context and key stakeholders

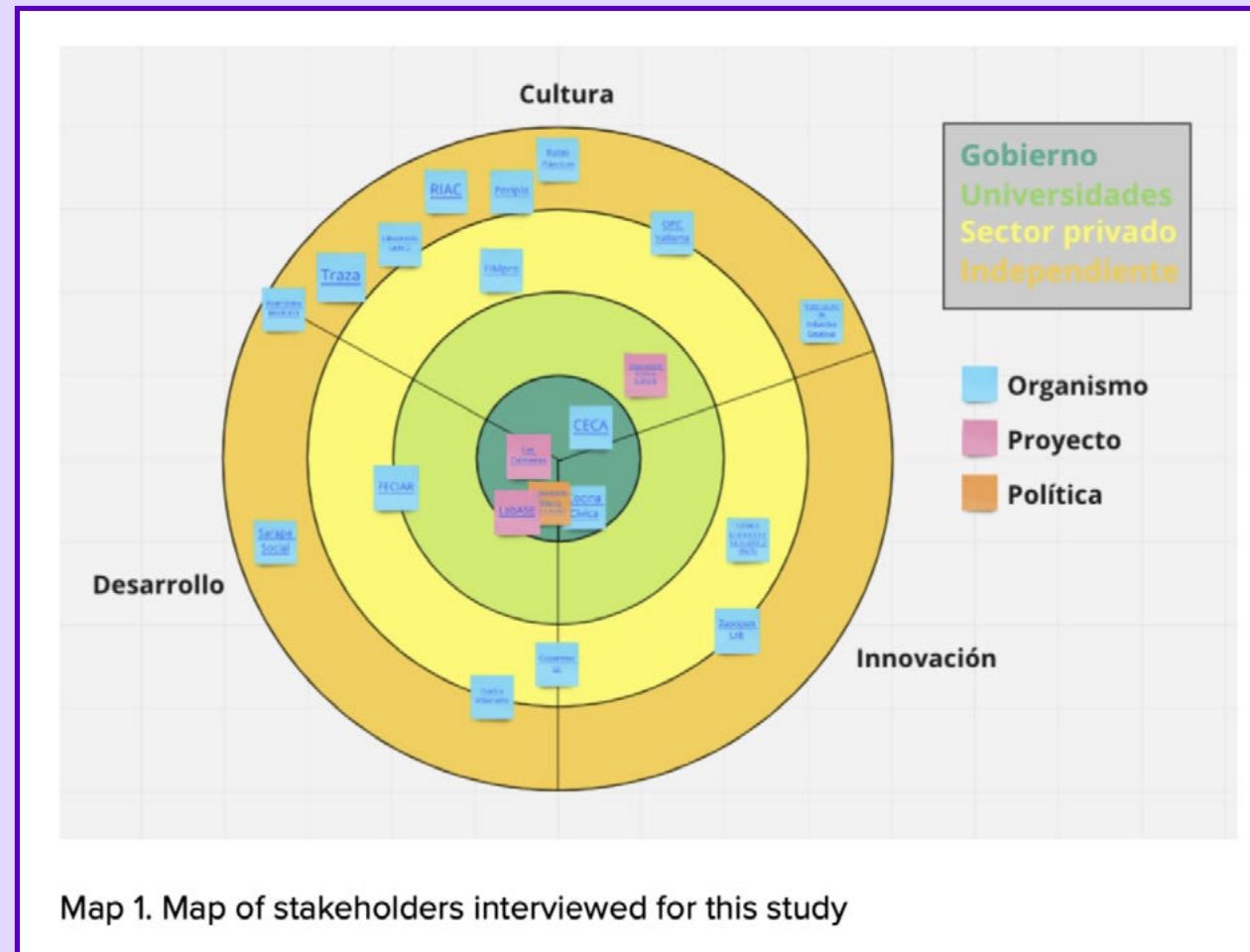


Image: The Stakeholder Maps AURA created for Innovation for Culture adapted the tool using colour-coding and stakeholder classifications that were specific to the cultural landscape in Jalisco.

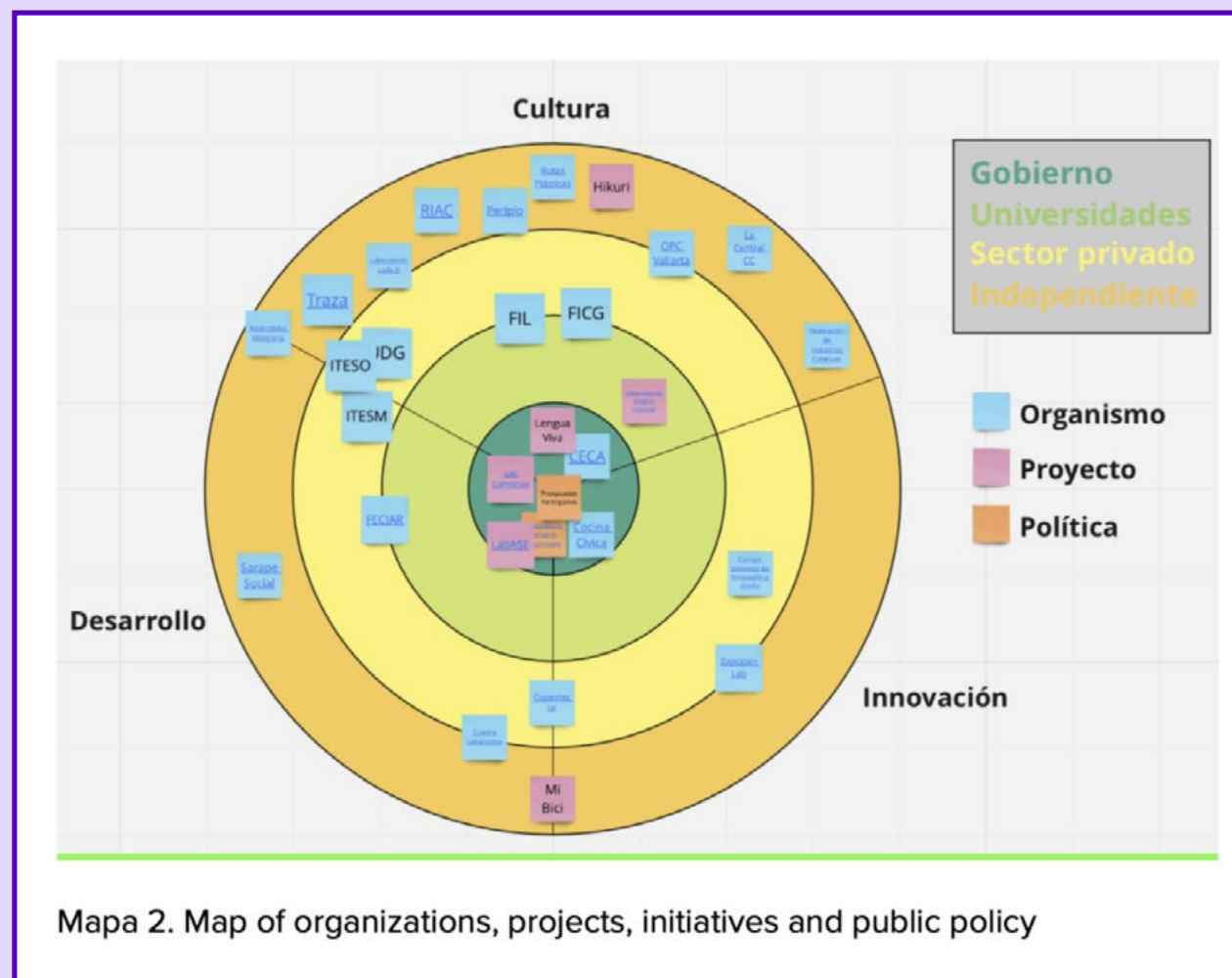


Image: The maps were shared in stakeholder interviews to test and get feedback on whether they sufficiently represented the sector landscape and key people involved.

Mapping the history of cultural policy

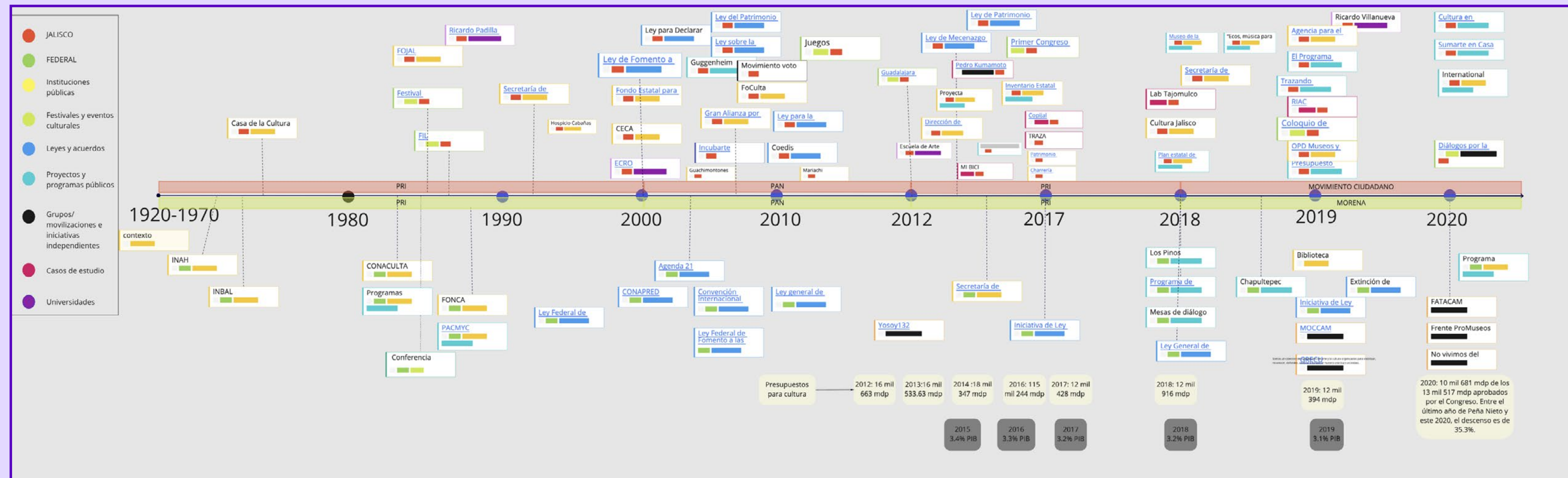


Image: The interactive **Policy Timeline AURA** made for **Innovation for Culture** gave a detailed overview of existing initiatives and interventions in the cultural sector, with links to sources.

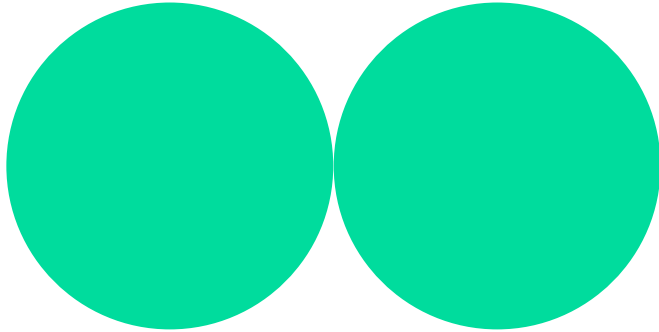
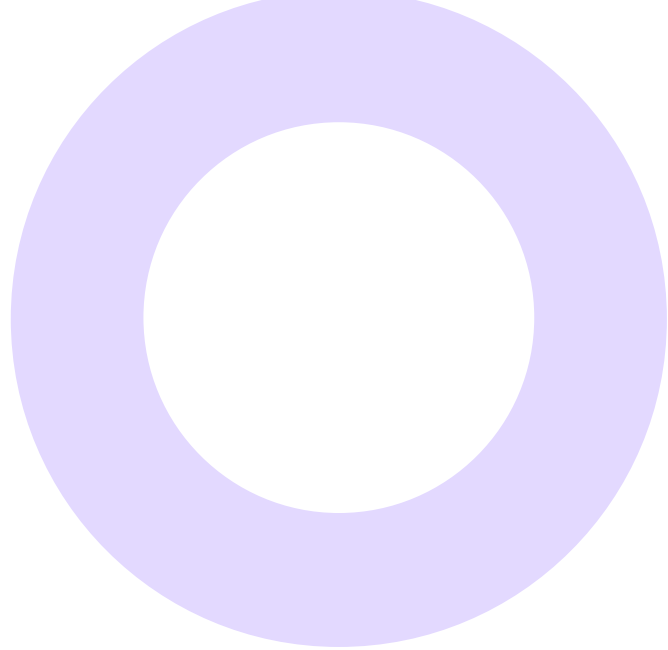
The interactive Policy Timeline was made on a digital whiteboard that allowed continuous improvement. In expert interviews such a tool is again useful to develop and build your understanding.

Interview Guide

Interviewing is a way of gaining a deeper insight into what people actually think, need and feel in their own words, and a way of building connections. Speaking with people directly can reveal data that is otherwise hidden. An interview might be structured with pre-determined questions, or a more open conversation around a given topic. Make sure to clearly communicate to a participant how their interview will be used and get their consent.

I want to collect input from others in a conversation that uncovers their perspective		INTERVIEW GUIDE
Show me If you are in the interviewee’s environment, ask him or her to show you the things they interact with (objects, spaces, tools, etc). Capture pictures and notes to jog your memory later. Or, have them walk you through the process.	Draw it Ask participants to map out their activities and experiences through sketches and diagrams. This is a good way to debunk assumptions and reveal how people perceive and order their activities.	
Think aloud As they perform a process or task, ask participants to describe aloud what they are thinking. This helps uncover their motivations, concerns, perceptions and reasoning	Be specific People often generalise about what’s typical and leave out rich important details. Instead, ask people to talk about a specific period of time. Instead of what’s your typical day like, ask them what happened yesterday.	

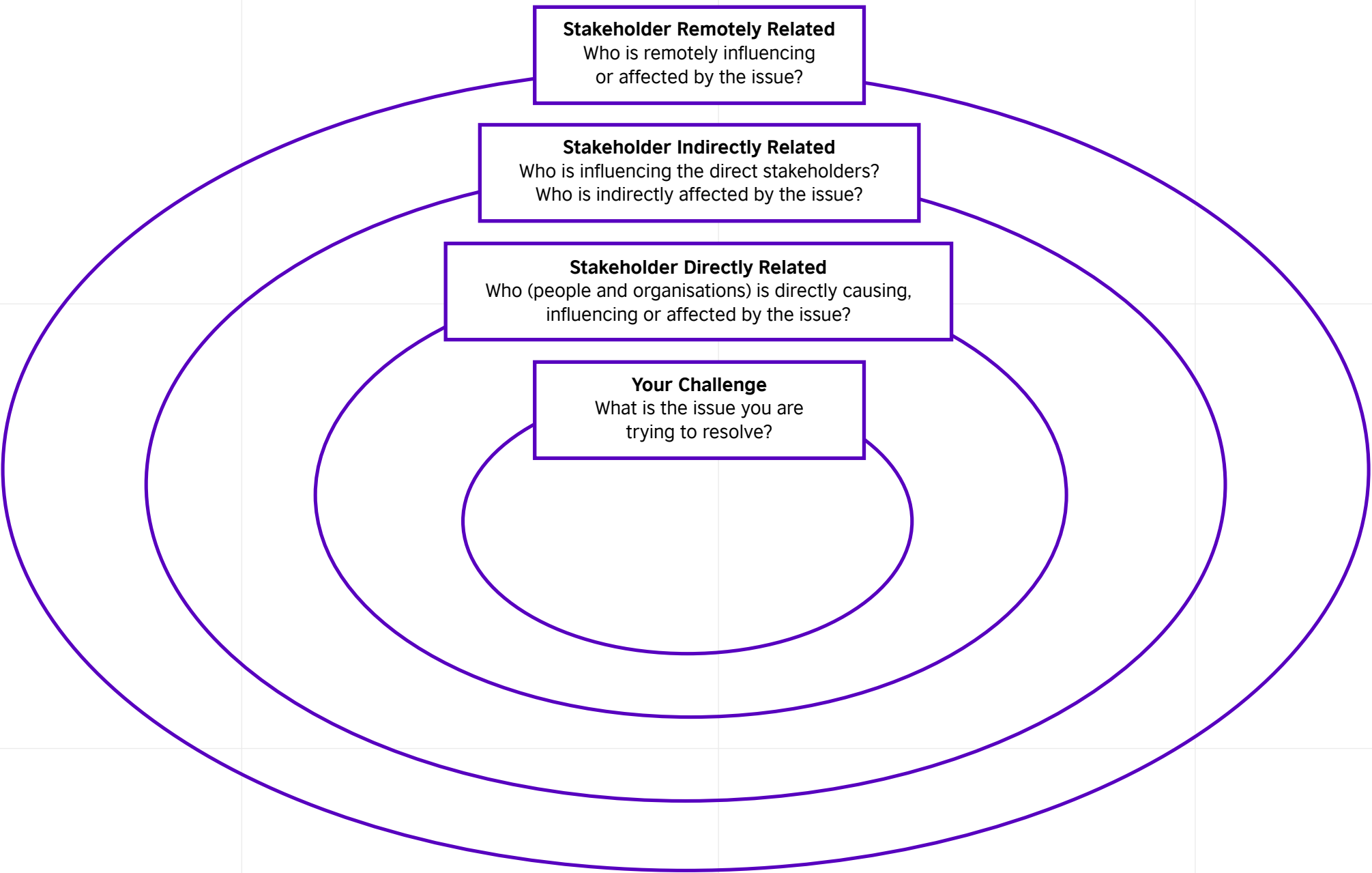
Source: DIY Toolkit. Nesta.



Stakeholder Map

Stakeholder maps are a simple to use template that can help to identify the people related to an issue, for instance who causes or affects an issue; who might be affected by it; and what their relationship should be to each other and the project. Treating a stakeholder map as an iterative document will allow you to capture new relationships as they are uncovered throughout the project.

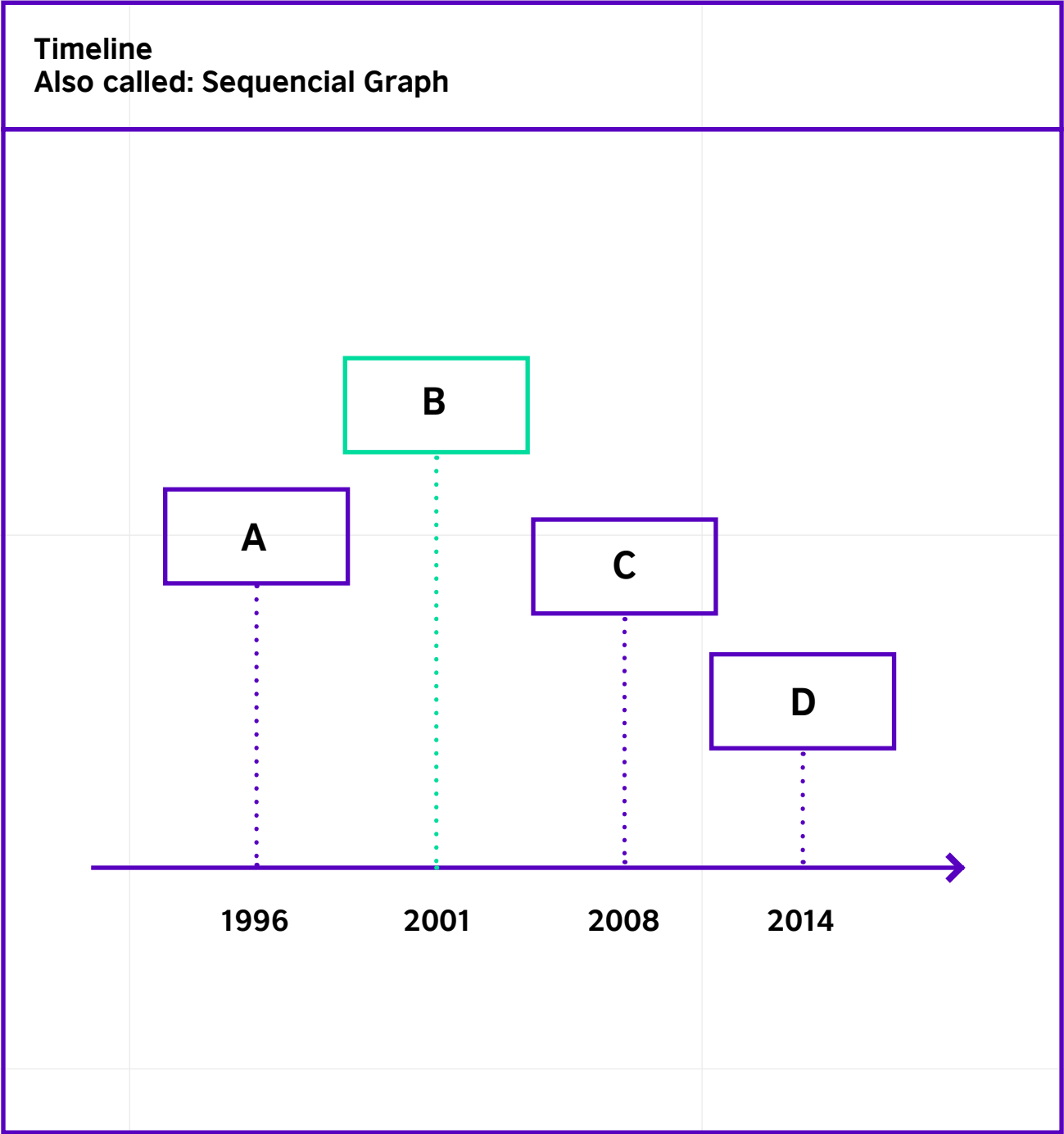
Who does your issue affect? Who might already have, or could create solutions?



Source: Creative Intelligence Toolkit. Nesta.

Policy Timeline

Policy timelines are a way to visually represent significant policy events in a chronological order, either sequentially or tied to particular dates. They not only help to gather relevant information for analysis to inform your project, but also are effective storytelling tools to situate your work within a wider social and political context.



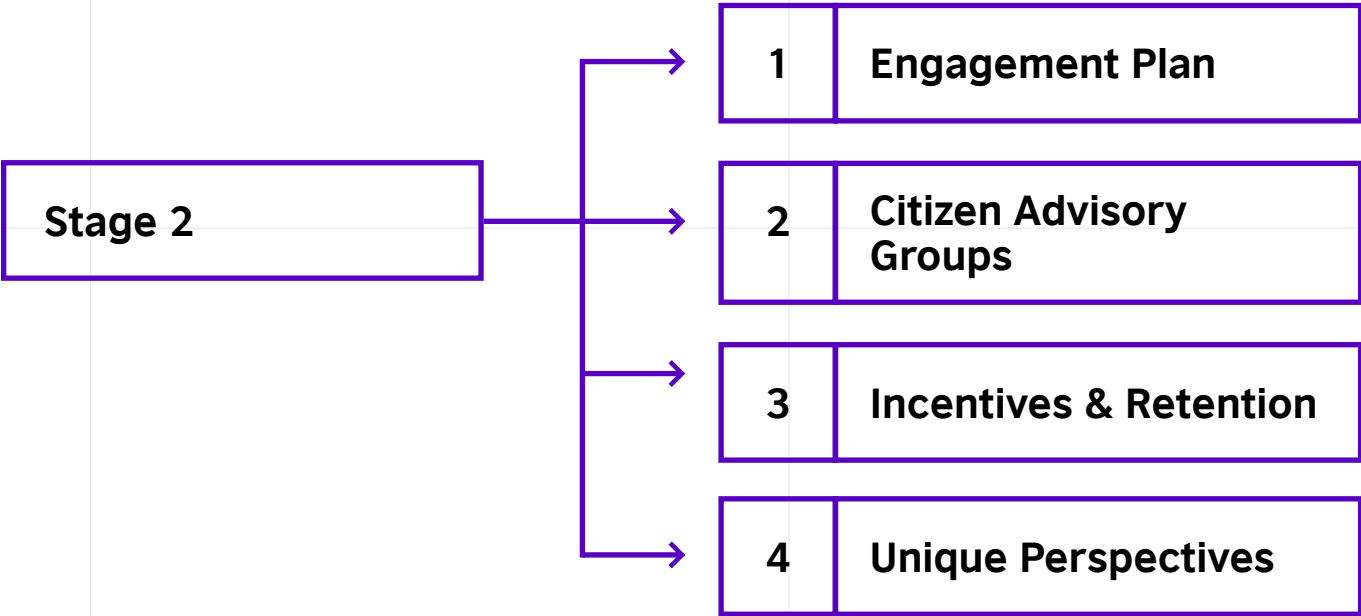
Source: Data Viz Project

A Timeline displays a lists of events in chronological order. Some timelines work on a scale, while others simply display events in sequence. The main purpose is to communicate time-related information, over time, either for analysis or to visually present a story or view of history.

Stage 2 Engage

Connect, mobilise, and build the right network and conditions:

- Who are we working with? Who can take part?
- How do we make sure we include a diversity of perspectives?
- What do we want people to do?
- How will we reach them, motivate, and retain them?
- How will we make sure people can participate independently and freely?
- Are there any ethical issues with involving people?



Building community and confidence

The people involved in policy co-design make all the difference. Inviting and selecting people requires a lot of attention and is rarely a smooth process. To grasp how we could achieve our goals in having a diversity of Unique Perspectives, and of being as inclusive as possible, we made an Engagement Plan and carefully considered our approach to Incentivising and Retaining participants. Offering reasonable payment for the time spent was central to this. For the 25 spots in

the working group (similar to Citizen Advisory Groups) we received about ten times as many applications. This required extensive campaigning and encouragement of people from groups who rarely self apply. Once selected we put considerable effort into creating community by giving ample time for conversation in the (online) sessions. We also carefully managed expectations around results from the programme to build the group's confidence that their efforts would not be in vain.

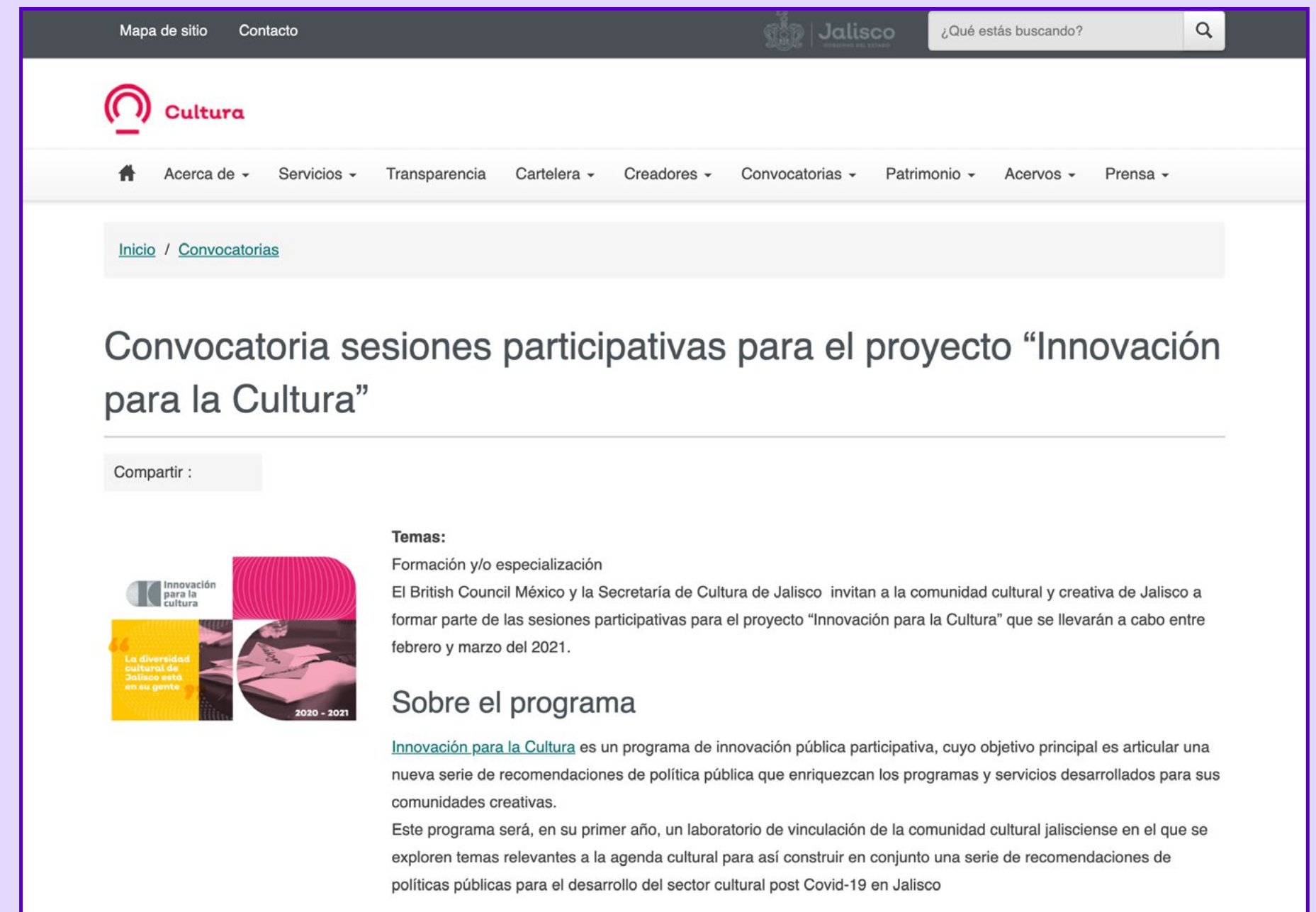


Image: The call for participation and how we distributed it, alongside directly inviting some potential participants to apply, was central to our **Engagement Plan**. The Incentives and Retention tool helped us to create a balanced package of benefits and commitments that we had communicate clearly in the call already.

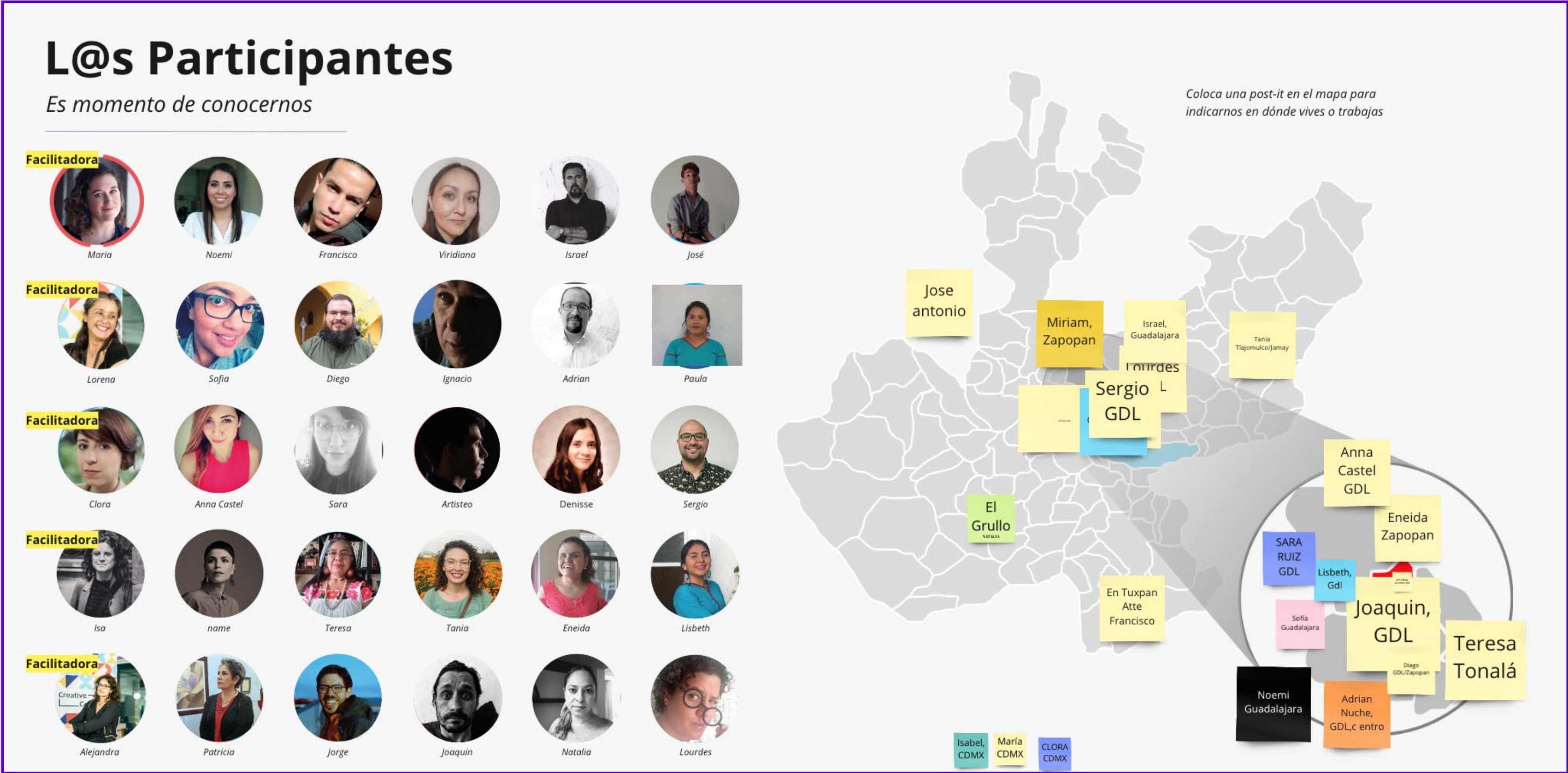


Image: We named the participants we selected ‘Ambassadors’ because we asked them to reach out to and involve peers during the process. Elsewhere, these groups are often called **Citizen Advisory Groups**

One of the diversities we were aiming for was related to location of work. Most people in the cultural sector live in the capital, so we had to put extra effort in encouraging participants from elsewhere to apply.

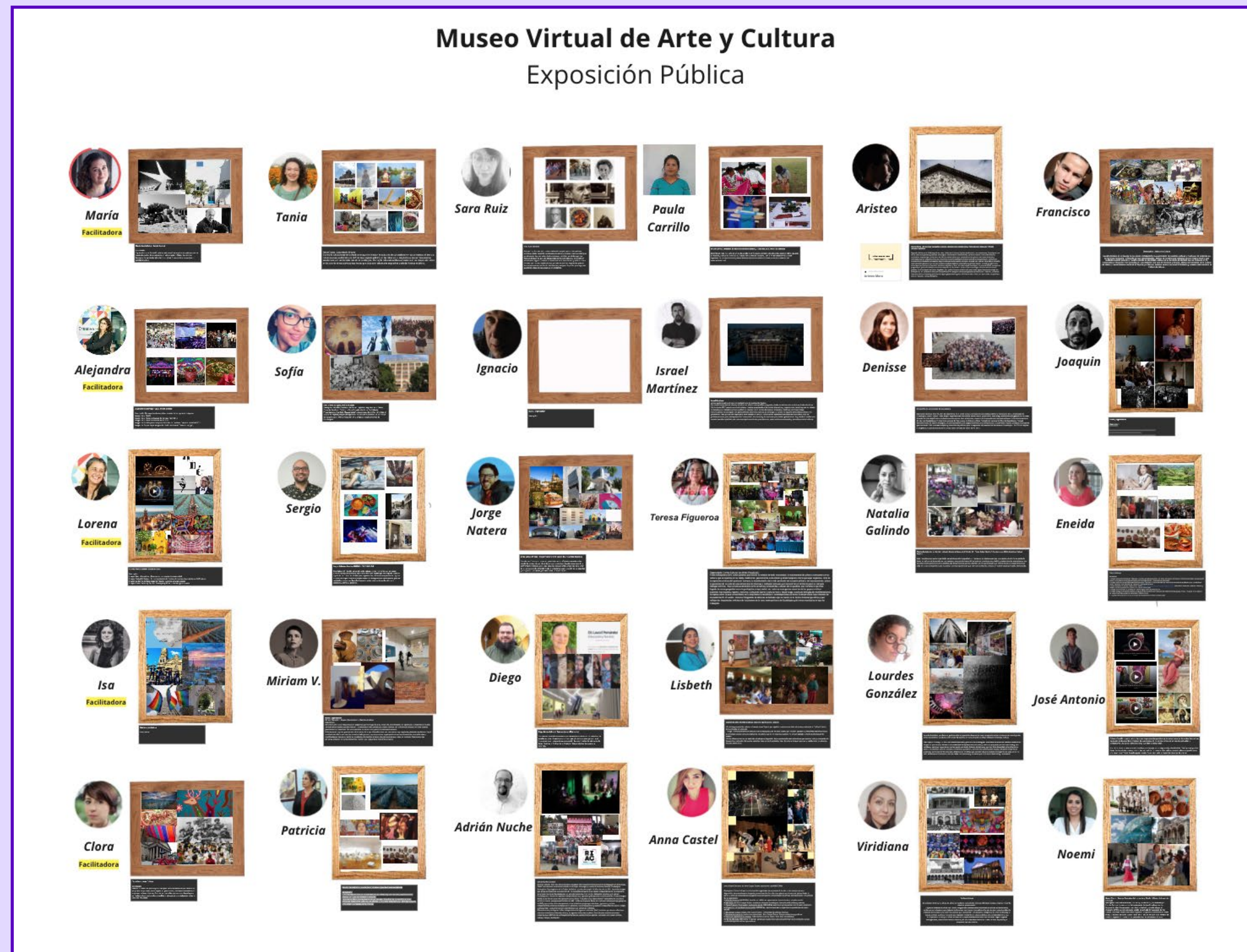


Image: The diversity of **Unique Perspectives** that the participants brought to the **Innovation for Culture** programme was crucial to its success. We needed to communicate the extent of this diversity to the participants, who largely did not know each other yet. We achieved this by inviting everyone to introduce themselves in a virtual museum (on a virtual whiteboard) where we created an empty frame for each participant to fill with images and a caption that represented what culture in Jalisco looks like and feels like to them.

Engagement Plan

An engagement plan outlines key considerations and steps to factor in when developing an approach to reach and involve people in your work. It not only helps to define your key messages and communication formats, but also helps to inform your resource requirements and timeline for the project. It can be helpful to use this in conjunction with a stakeholder map.

How will you reach people and incentivise them to get involved?				
1. Objectives What are you trying to achieve and what do you want people to do?	2. Audiences Who do you want to engage?	3. Key Messages What are the main points you want your audience to hear and remember? What is the call to action?	5. Channels How are you going to communicate with your audience? e.g. face-to-face, SMS, email, focus groups.	6. When Where and when will the engagement happen? And over what period? Is it one-off or regular?
	4. Incentives What's in it for them? Why should they engage?			

Source: Creative Intelligence Toolkit. Nesta.

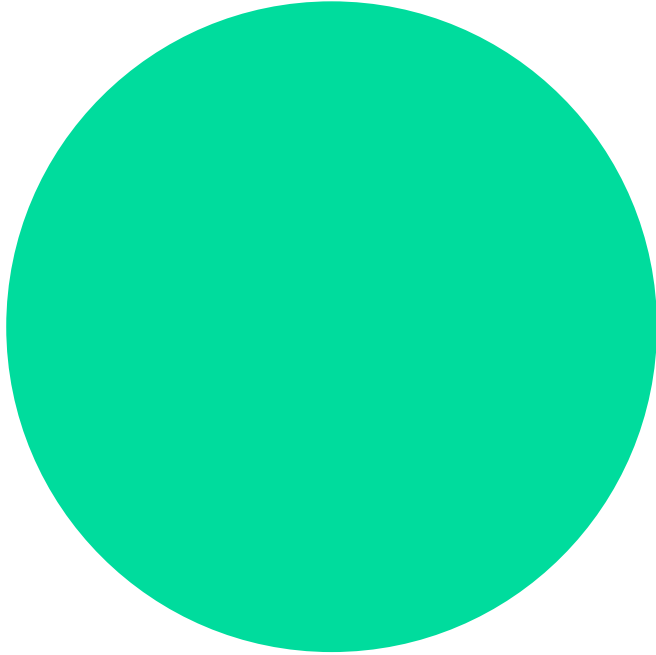
Citizen Advisory Groups

Citizen advisory groups involve between 10 and 30 members of the public and will meet on a regular basis over a period of time to inform and advise on a project. They can be effective for creating dialogue and for exploring live issues in depth. Ideally a citizen advisory group should represent a diversity of perspectives and lived experiences, and terms of reference for citizens engagement should be clearly communicated from the outset.

Citizen Advisory Groups

1. The selection of participants is crucial. Those who are most affected should be considered first and there should be an attempt to benefit from a spread of expertise amongst the participants.
2. Participants should be provided with all the necessary information to reach informed decisions on issues.
3. Participants should understand that there is a goal to be sought and the different values, problems and benefits of each decision should be weighed up accordingly when attempting to reach it.
4. The participants’ decisions and/or recommendations should be respected. Whilst this ought to apply for every instance, it is of particular importance for those groups that meet over a long period of time and cover a spread of issues. If the participants feel their time is being wasted they will not attend or contribute.

Source: Involve



Incentives & Retention

When involving stakeholders in a policy co-design project it is important to consider, and communicate, what is at stake for them. The incentives and retention tool outlines different ways to incentivise contributors to engage in your project, and recommends ways to keep them involved more effectively. Consider what will actually be of value to a particular person or group before settling on an incentive and retention strategy.

Engage			Retain	
Financial Reward  Winner takes all prize People are motivated to contribute by the opportunity to gain income for themselves or their team. Eg. Challenge Prize	Financial Reward  Task compensation Individuals are motivated by the guarantee of cash or other rewards (such as vouchers) for completion of a task. Eg. Amazon Mechanical Turk	Reputation  Gaining recognition Individuals are motivated by the thought of having their knowledge and expertise recognized by their peers. E.g. Crowdsourcing platforms	Feedback  Good feedback is immediate, interpretable and identifies the usefulness of contributions made by participants. This can help them develop their skills.	Communication  Good communication is up to date, accessible in the participants' own time, two way, and doesn't bombard people.
Purpose  Greater purpose People are motivated by the prospect of helping to move an idea or area of research forward in ways they couldn't alone.	Passion  Fulfilment of passion People are motivated to work on areas of interest which align with their passion or values.	Satisfaction  Satisfaction Individuals are motivated by the prospect of being able to do something well, commensurate with their skills.	Guidance  Good guidance ensures that contributors understand where and how they are best able to contribute. This can include FAQs or clear instructions.	Benefits to Contributor  Make explicit and prioritise what the benefits are for contributors, not only the project and the stakeholders/beneficiaries.
Learning  Personal development People are motivated by the idea of improving themselves; developing a new skill or gaining new knowledge.	Social Connections  Growing a community Individuals are motivated by the opportunity to build or expand their connections with likeminded people. E.g. Peer to peer communities	Other  ??? What else might incentivise and motivate people to participate?	Organisation  Demonstrating high levels of organisation will give your contributors confidence in the process and in the commitment they are making.	Interest in Participants  Demonstrating genuine interest in your contributors and the value they provide will reassure them they are not being used or wasting their time.

A selection of mechanisms to engage and retain people in a co-design process.
Source: Creative Intelligence Toolkit. Nesta.

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Stage 3

Explore Issues & Opportunities

Discover and explore where and why people might be struggling and identify opportunities for change:

- What is already happening around your policy area?
What are the key issues?
- What is already strong? What can we build upon?
- What are people longing for? Where is there opportunity for change?
- How we will make sense of all of this data together?

Stage 3

1 Deliberative Mapping

2 Group Dialogue

3 Appreciative Inquiry

4 Hopes & Fears

5 Future Headlines

Crafting policy goals through conversations

Conversations were our key way to bring participants together. These **Group Dialogues** were supported in a number of ways with online tools due to COVID-19 restrictions. In the absence of a pandemic, meeting in physical spaces using physical versions of the same tools would work just as well. **Deliberative Mapping** helped to show how spoken words were noted and organised into insights and policy goals, which were eventually

expressed as **Future Headlines** of fictional newspapers. To develop these, we asked participants to share their own **Hopes & Fears** around the policy issue and those of some of their peers, using **Appreciative Inquiry** in one of the fieldwork tasks for participants to help co-create a positive future vision. We always put a lot of effort into being inclusive, by allocating generous budget first and then asking participants for their needs and finding tailored solutions.

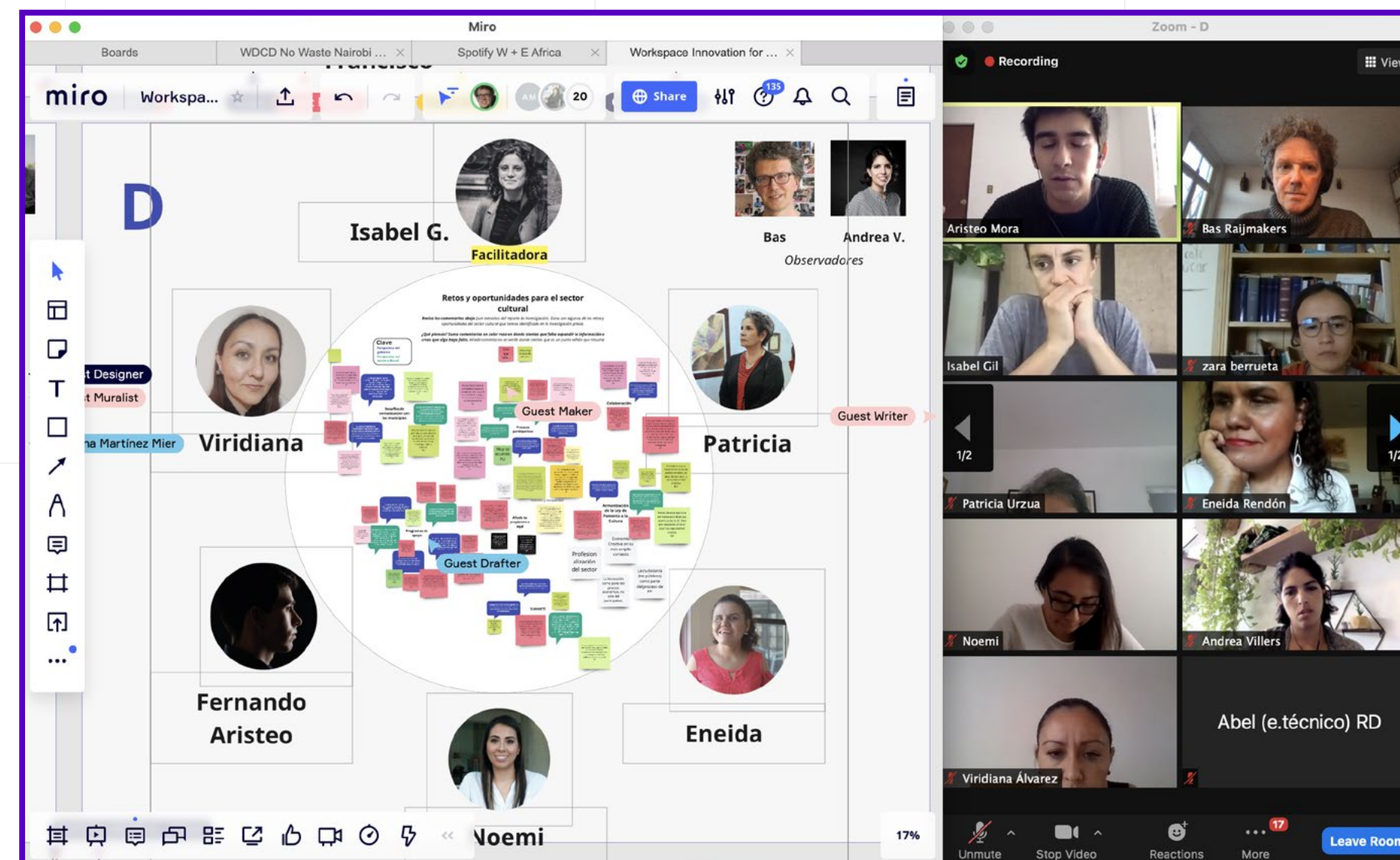


Image: Facilitators of the **Group Dialogues** were supported by a facilitation guide that gave tips for (online) facilitation and references to some excellent online guidance offered by Involve. Naturally, participants had many questions about the process and programme, which we collected and systematically answered in a FAQ document to make sure different facilitators and organisers would not give different answers.

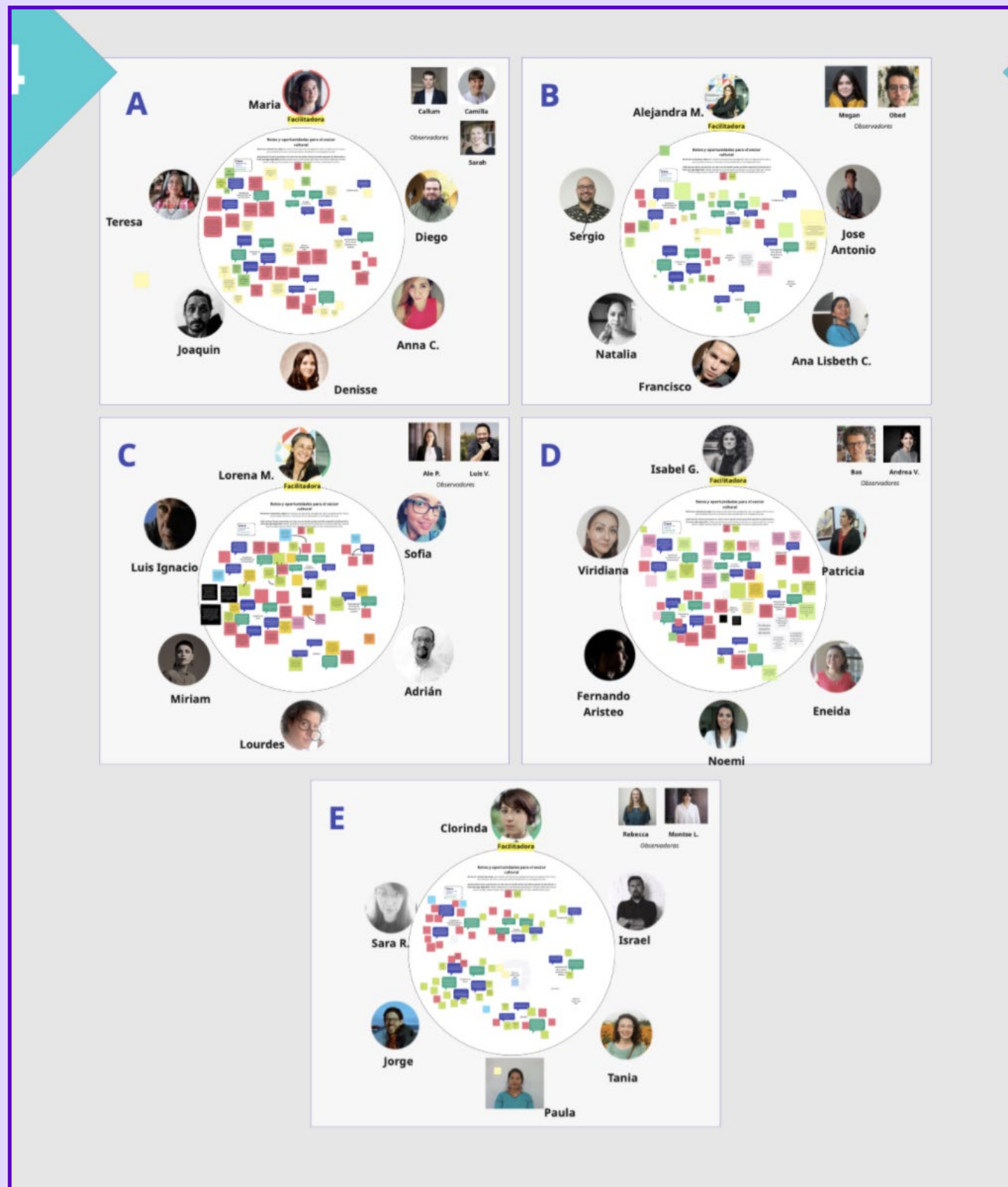


Image: Most direct interaction with and between participants was through **Group Dialogue**. Due to COVID-19 restrictions we were obliged to hold these sessions online, using videoconferencing combined with a virtual whiteboard that was designed to suggested shared physical togetherness around tables.

Observation Notes Workshop 11 Feb

Workshop 11 February

Eleven observers used this guide to collect observations about interactions between participants, with participants (by facilitators) and by participants (with their personal networks during fieldwork). This will help us understand the levels of participation and engagement and any barriers that we need to overcome in these sessions. Please try to provide examples of how something worked or didn't work well.

[See also notes from debrief with facilitators of the sessions at the bottom of this document.]

Observer Groups (These should also align with your table letter on Miro)

- **Group A (Facilitator: Maria)** in Main room with Spanish to English translation & subtitles
 - Camilla
 - Callum - done
 - Sarah - done
- **Group B (Facilitator: Alejandra M)**
 - Megan
 - Obed - done
- **Group C (Facilitator: Lorena)**
 - Ale P - done
 - Luis - done
- **Group D (Facilitator: Isabel)**
 - Bas - done
 - Andrea - done
- **Group E (Facilitator: Clora)**
 - Rebecca
 - Montse Lopez

KPI 1: We all work according to a clear and easy to understand process focused on participation, inclusivity and cultural policy development.

Write down your observations:

How do participants respond to the workshop activities and tools?

- **A - Sarah:** First two were clear - I felt the last "hope and fears" exercise bamboozled the participants slightly. I felt it might have been better a little further up the agenda - I think some struggled to make the connection to it from the other, more discursive sessions. Some participants struggled with the practical population of the miro.
- **A - Callum:** All participants seemed to fully engage with the activities and tools, as for the most part it was reading and discussing. There was a bit of confusion with the hopes and fears task but they got there in the end.
- **B - Obed:** All participants participated actively using the online tools.
- **C - Ale P:** I think the process was successful in creating an atmosphere of empathy and trust, where everyone could talk freely about their personal experiences and perspectives.
- **C - Luis:** They were eager to participate.
- **D - Andrea:** They responded well, following the proposed activities. In a moment Patricia had difficulties turning the microphone on.
- **D - Bas:** They seemed to be relaxed about engaging with the activities and using the tools.

Are participants able to understand the process and activities?

- **A - Sarah:** Yes this was clear and Maria took great care in explaining the process and setting the pace.
- **A - Callum:** In general the participants all understood the process. There were a few times when specific exercises had to be explained again (like the final task) but, this is to be expected when a new activity is being done.

..STBY...

1

Image: Every session included observers who took notes of engagement, interactions and facilitation of the **Group Dialogue**. This allowed us to evaluate and improve systematically against key performance indicators (KPIs).

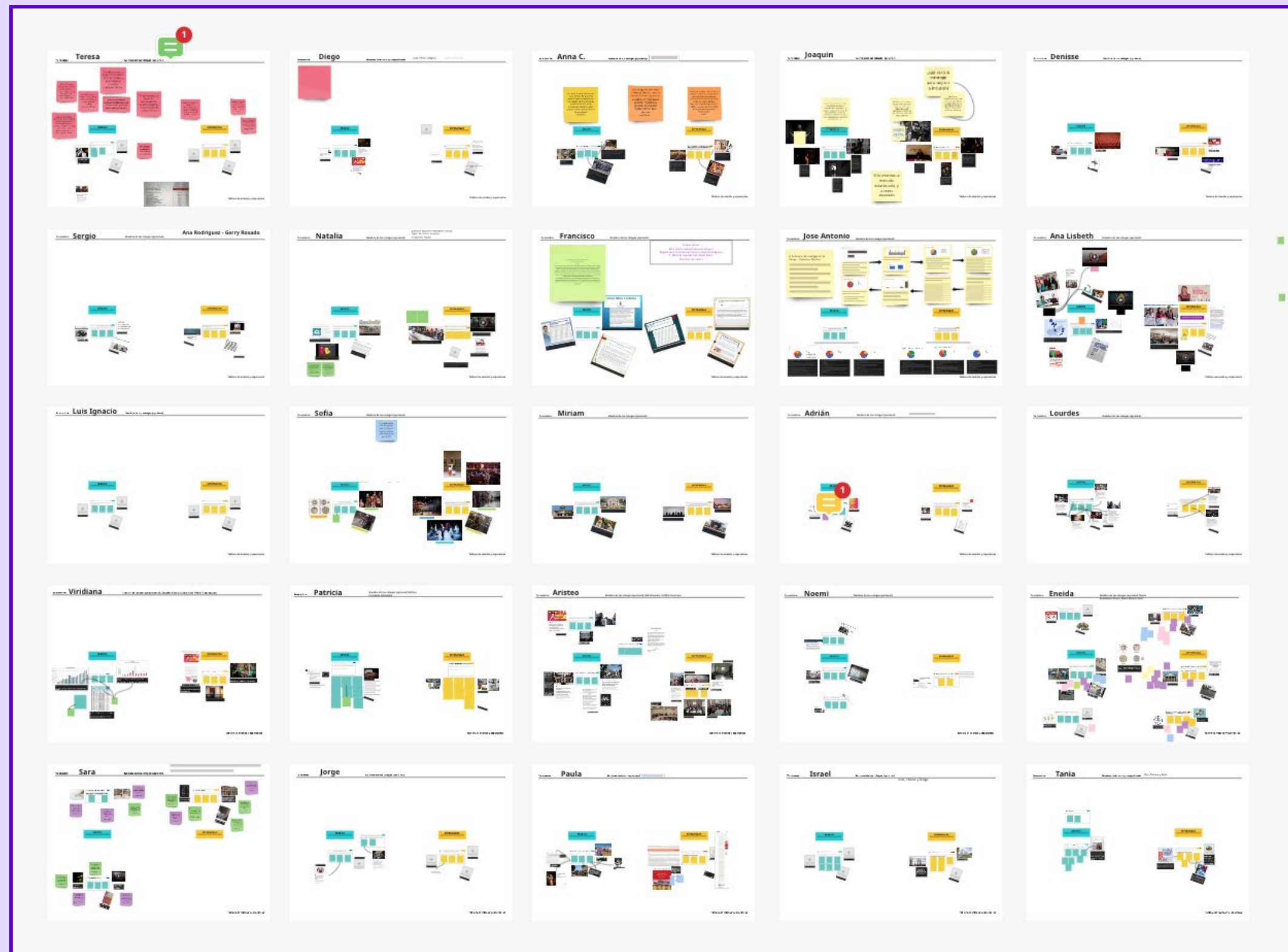
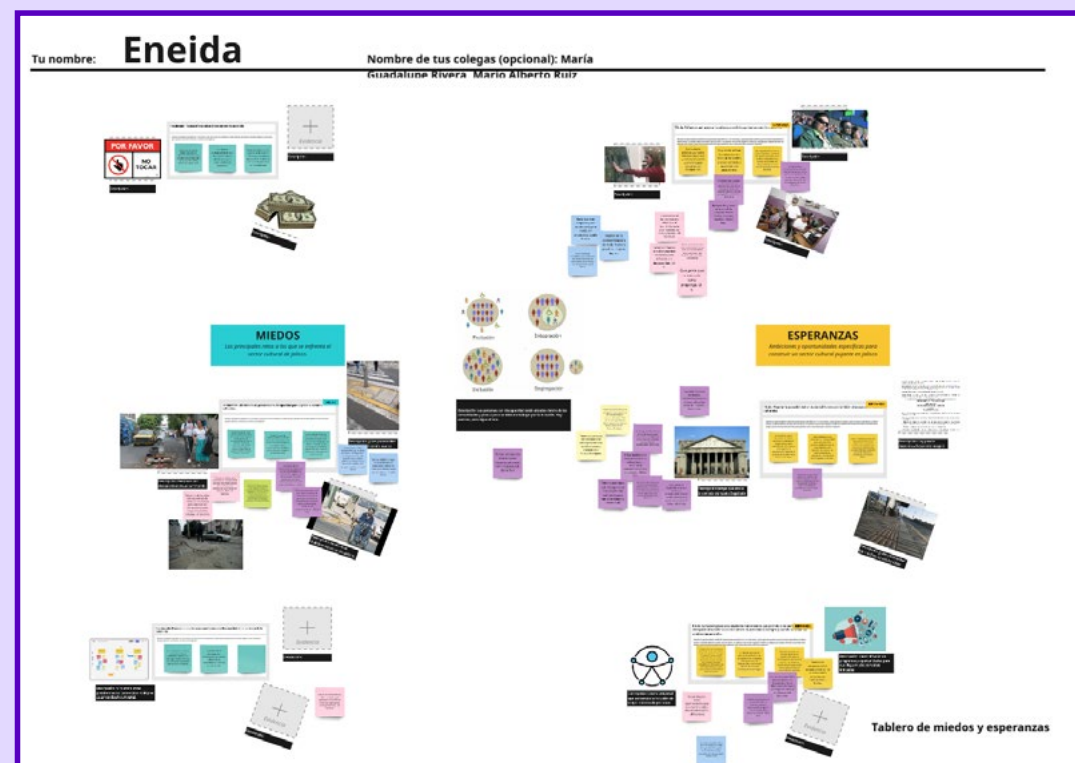
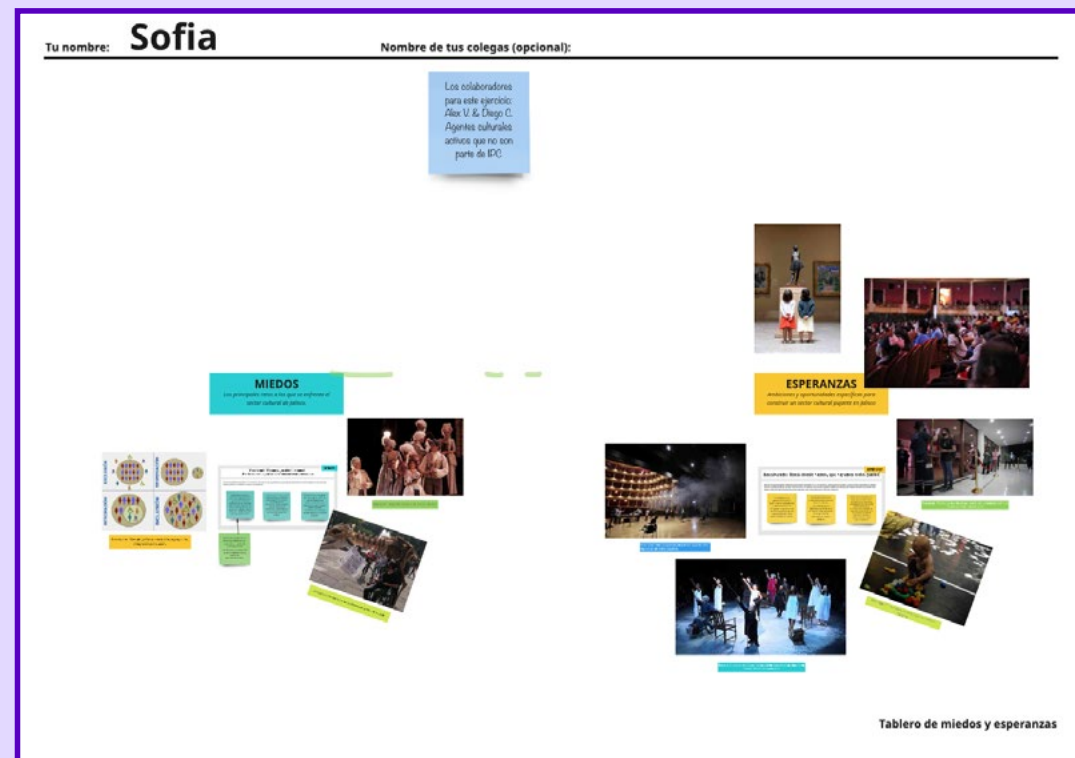
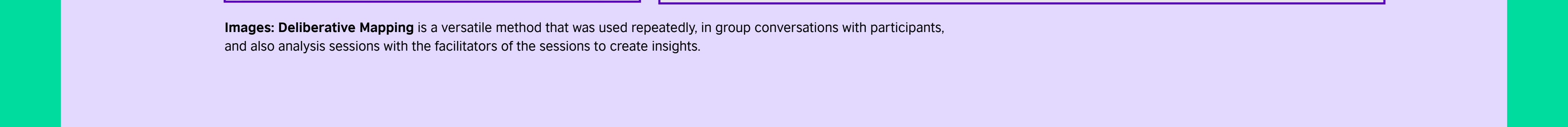


Image: We combined a **Hopes & Fears** activity with **Appreciative Inquiry**. At their core, these activities are very similar, asking communities and their wider networks to create a vision for the future by learning from each other's fears and concerns, and building on what works. We invited all participants to create “hopes and fears” canvases. They made statements relating to each, and gathered qualitative and quantitative data as illustrations and evidence. We then asked them to invite others from their network to add to the canvases.



Images: Through analysis of the Hopes & Fears contributions, we created the content for an *International Fanzine for Art and Culture*, with **Future Headlines** setting the fictional newspapers in March 2024, 3 years ahead of the present moment. By clustering the hopes and fears of the participants and the peers they involved, three themes emerged with each contained 4 to 5 headlines that reflected goals of the sector that had been achieved in 2024. This was shared with participants as a conversation piece to gather further insight into their aspirations for Jalisco’s cultural sector.



Deliberative Mapping

Deliberative Mapping is an extended process that runs over a period of workshops. It involves both specialists and members of the public to engage in structured discussion to interrogate and assess different policy options. Deliberative Mapping is first and foremost a way of opening-up new considerations and potential approaches to a policy issue, but is also a way to facilitate peer learning across experts, members of the public, and a project team.

Deliberative Mapping participation process

CITIZENS PANELS AND JOINT WORKSHOP

- Meeting 1.**
Introduce panelists and facilitation team; agree ground rules; discuss initial thoughts about problem in question, provide information.

Meeting 2.
Clarify, discuss and then agree meanings, definitions and implications of the options to be appraised.

Meeting 3.
Discuss and agree a shared set of criteria to be used by the panel to judge the pros and cons of the different options.

Meeting 4.
Panelists score options under chosen criteria; panel reviews performance patterns; decide what issues to take to join workshop.

Joint workshop.
Panelists join specialists to discuss issues raised in their deliberations.

Meeting 5.
Discuss workshop outcomes; panelists re-score options; weight criteria to reflect priorities.

Meeting 6.
Panelists discuss individual and full results. They evaluate the process.

Source: Involve

Group Dialogue

Group dialogues are effective ways to gather a range of different perspectives and issues in a single workshop. With some practice, it’s fairly easy to facilitate a group dialogue effectively. This toolkit provides some helpful tips to help you run your first dialogue session, and to help guide a conversation that is equitable, inclusive and respectful.

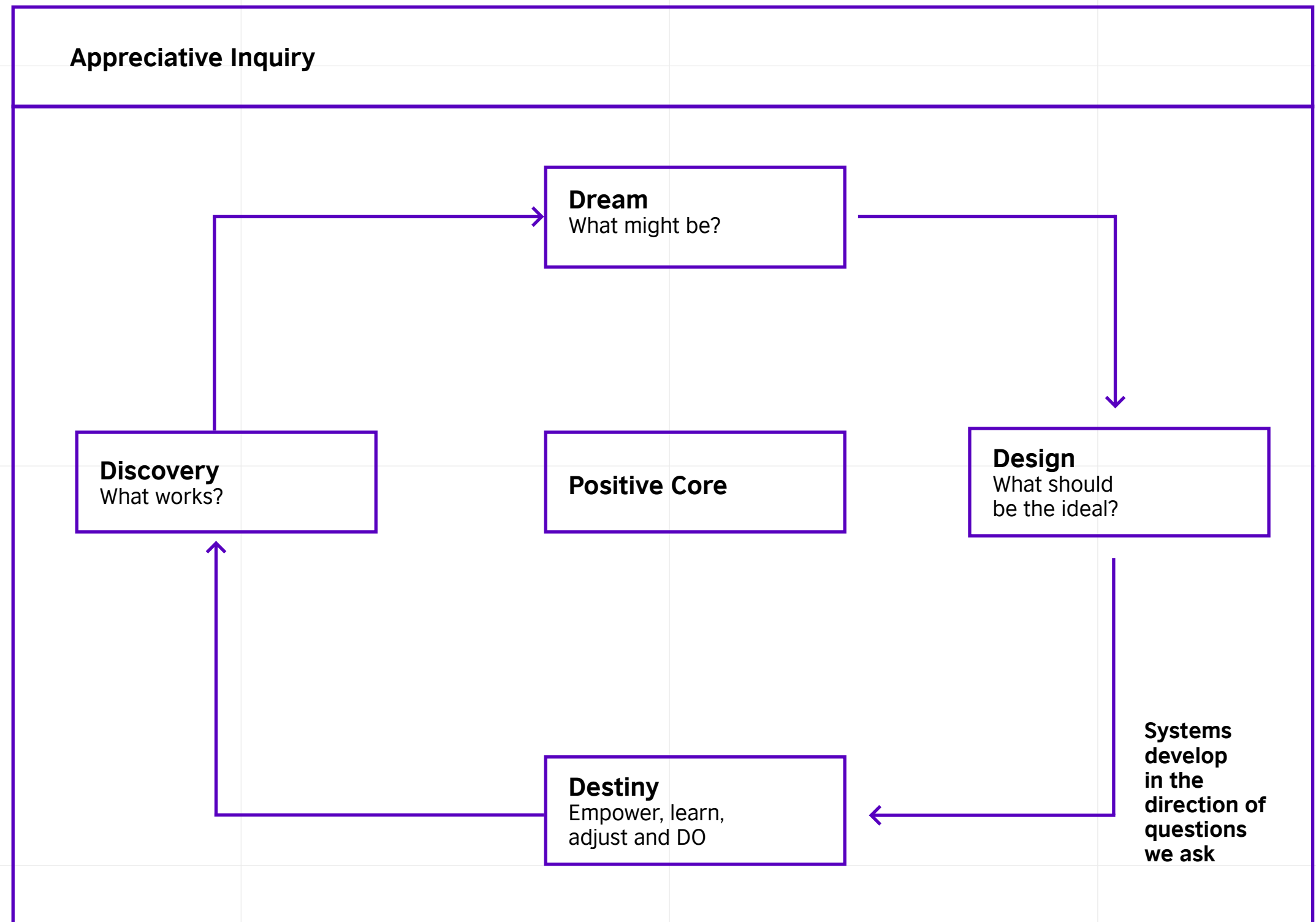
What is a group dialogue?	Prepare to facilitate	Ground Rules	Tuning in participants
A dialogue is a constructive and equal way of having a discussion in a group of people. At its core it is aimed at understanding others, but not at reaching consensus. A dialogue can generate new thinking and fresh insights. A dialogue aims to create a trusting atmosphere to support participants to gain a deep understanding of almost any topic. A dialogue supports the bringing together of people from different backgrounds to an encounter in which they are on an equal footing. For example, you can use a dialogue as part of the preparation or before decision-making.	1. Plan how you will start the dialogue and how people will introduce themselves. 2. Adapt the ground rules for discussion to make them better suit your style. 3. Plan how you lean into the topic and develop the initial question. 4. Familiarise yourself with the theme and capture questions related to the content of the discussion. 5. Consider how you will deepen the discussion and conclude it. 6. Decide if the discussion needs to be documented and how it will be done.	Listen to the others, do not interrupt or start side discussions. Relate what you say to what the others have said and use plain English. Talk about your own experience including issues, events and situations that have shaped your views. Be present and respect the others and the atmosphere of trust. Work together. Talk to the others directly and ask about their views as a way to deal with emerging conflicts early.	Tuning in helps to build trust in which the participants feel they are on an equal footing. It moves the attention from other matters to this moment – the space, the other people and the topic discussed. Ensure you use adequate time to build an atmosphere of trust. Here are a few example questions to help participants start tuning in: - Who are you and what brings you here today? - What are the experiences in your mind when you come to discuss this topic? - What perceptions or feelings do you associate with the topic? - What is it like to talk about this together? What do we want to aim at in this discussion?
Encouraging participants to express their experiences	Ways to deepen the discussion	Activating the quiet participants	What is a group dialogue?
Share events, situations and experiences to them or start side discussions. Ask specifying questions about what they share including reasons and consequences. Talk about your own experience including issues, events and situations that have shaped your views. Ask participants to consider and express what kind of thoughts and experiences come to mind when they listen to others.	Ask the participants which kind of issues they would like to increase their understanding of. Encourage the participants to offer viewpoints that have not yet been presented even if they are difficult or conflicting. Share a personal experience related to the topic to shift the discussion from a general level to one where participants share their own personal experience. Observe the atmosphere of the discussion and the level of engagement. Are participants finding the discussion interesting and important?	Explain that you hope as many participants as possible will participate in the discussion. Over time, pay attention to those who have not said anything, yet. Stop the conversation for a moment and say you would like to hear from those people who have not said anything. Split the group into pairs for a short period of time if there’s a large number of participants and the dialogue has stalled. After that, you can encourage those that have been quiet to speak.	As a minimum, ask the participants to answer: • What was the most important insight you gained in this discussion? • Where should this discussion be continued and who should continue it? If you have time, also ask: • Have we discussed the right issues? • Have we discussed different points of view? • Was our discussion constructive? • Did our understanding of the topic increase? • What other feedback do you have?

Tips and tricks for fostering fruitful and inclusive group dialogue.

Source: Creative Intelligence Toolkit. Nesta.

Appreciative Inquiry

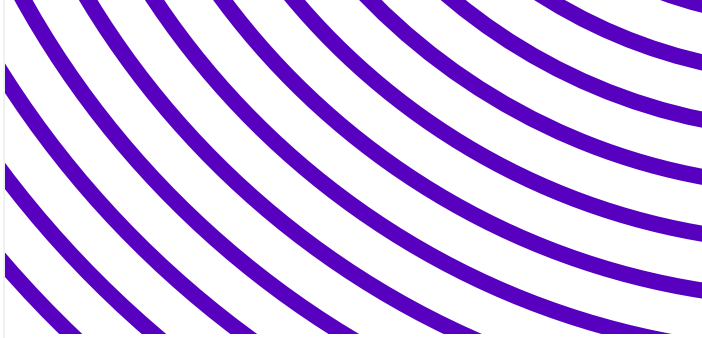
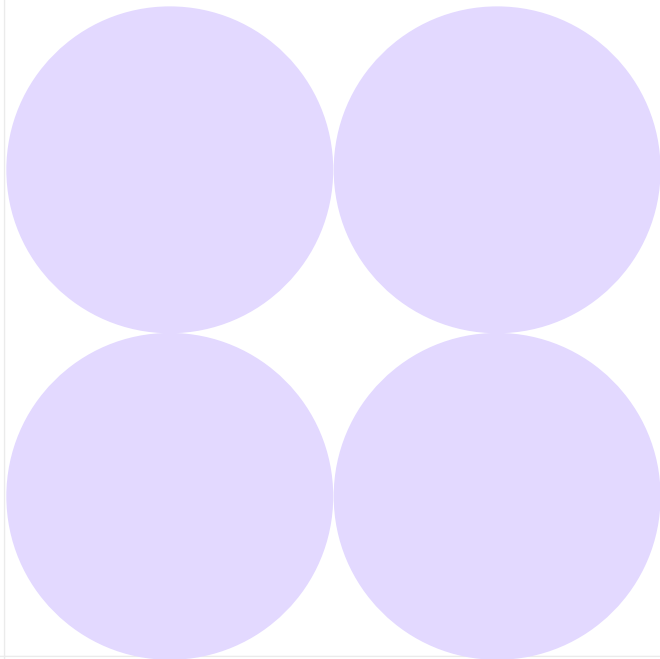
Appreciative Inquiry is a structured method that allows positive visions of the future with citizens and stakeholders. It adopts an asset-based approach, starting by understanding what is already working well, and what positive desires and dreams might take a project forward.



Source: Involve

Hopes & Fears

Hopes and Fears is a short activity that allows you to quickly understand participants attitudes about a project, workshop, or policy idea. Each person is asked to note down one or more ‘hope’ for the initiative, and one or more ‘fears’ or concerns. Hopes help to unpack the team’s expectations and ambitions for a project, whereas the fears can surface potential doubts and risks. This is a helpful exercise to do with your core project team, and wider stakeholders.



Growing a community

As individuals, silently write hopes and fears about the upcoming work, and place them on the wall.
Remember: just one idea per sticky note.

- I hope...
- It would be great if...
- I’m concerned that...
- This would be great but...

Tablero de miedos y esperanzas

Tu nombre:

Nombre de tus colegas (opcional):

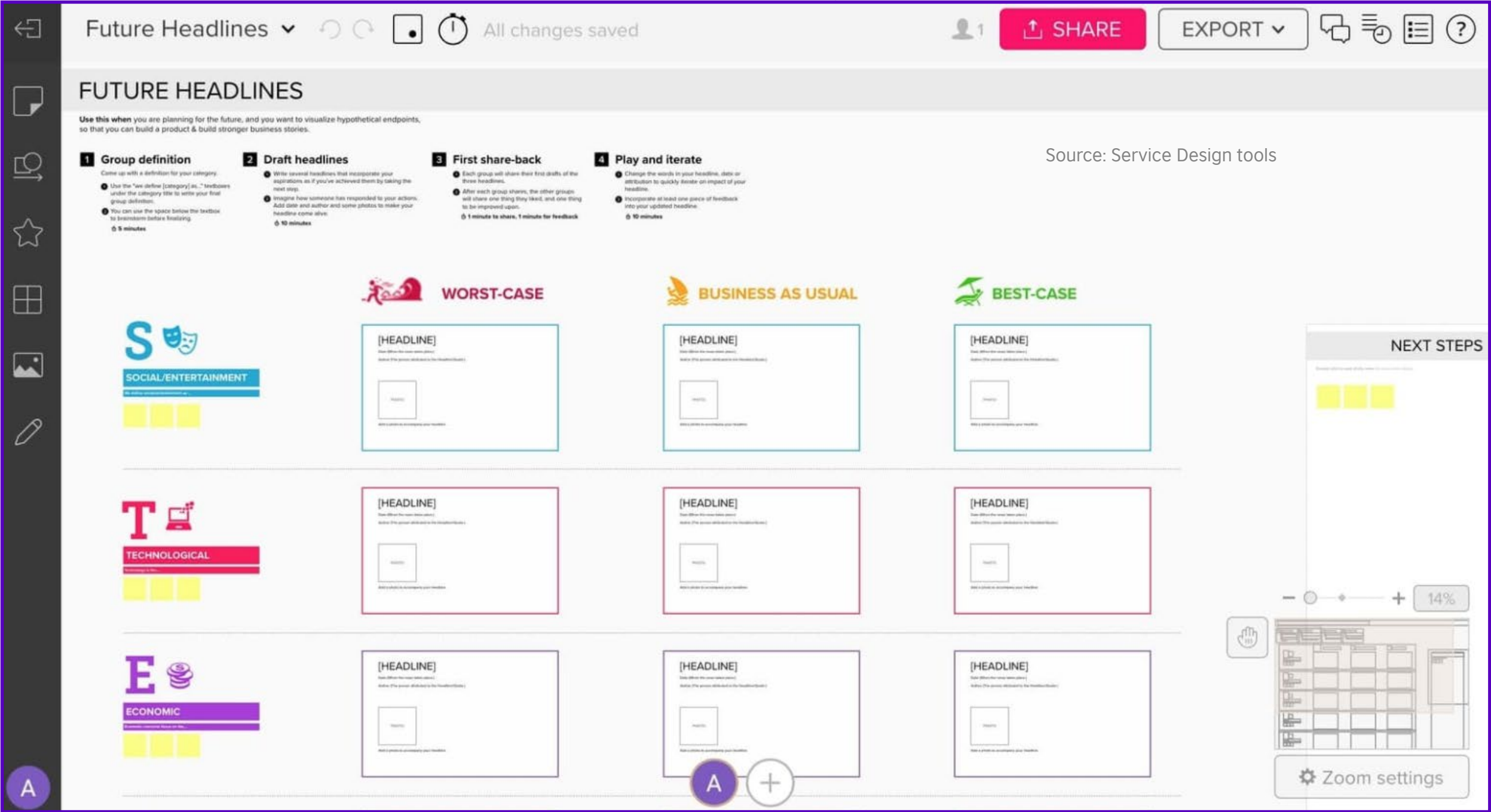


Image: The Hopes & Fears template we created for the Innovation for Culture sessions, on Miro. Participants were introduced to this in a workshop and worked on it in between sessions, involving peers as well.”

Source: Enterprise Design Thinking Toolkit. IBM.

Future Headlines

Future Headlines is a playful tool that supports the co-creation of positive future visions for a policy idea. It is a structured approach to developing headlines for a fictional newspaper, set in a future date of your choosing, alongside helping to identify the steps needed to achieve that future. This tool is also an effective support to ‘play back’ insights from participants to further test and refine them.



Source: Mural

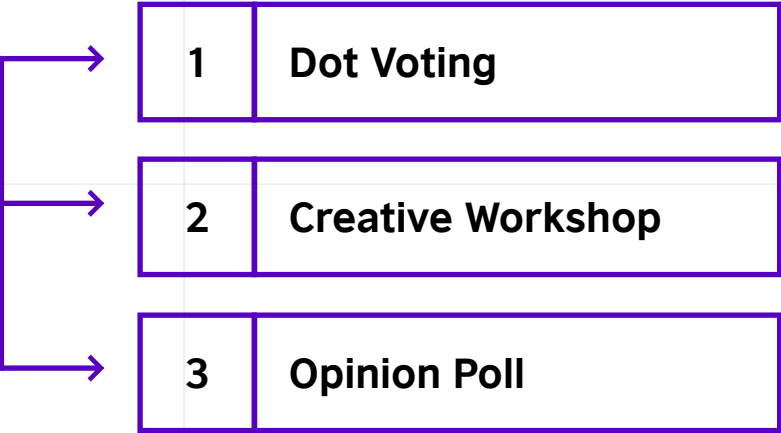
Stage 4

Prioritise & Validate

Decide what to take forward and develop these into more actionable outcomes:

- What are long and short term priorities?
- Which issues are most pressing to whom and why?
- How will we foster dialogue around priorities?
- How will we make sure that prioritisation and decision-making is fair and open?

Stage 4

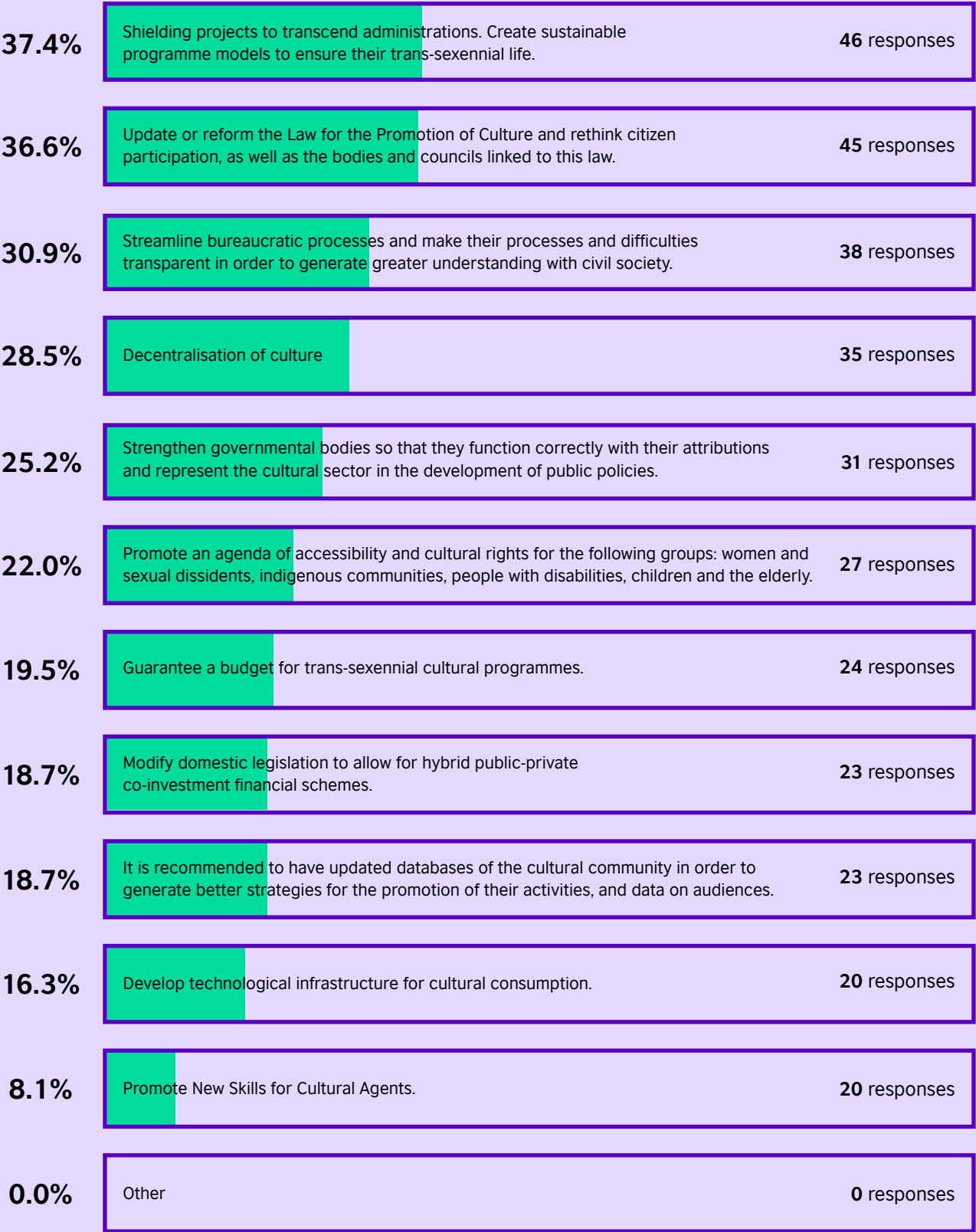


Negotiating priorities and pathways

We collected many policy issues from the previous stage, and were faced with many topics and issue areas to address. We knew we did not have the time to detail every single policy area and recommendation, so we had to create some focus. Prioritisation is always tricky and the response to “who gets to decide?” is never easy. We organised multiple activities to get a sense of which recommendations should receive the most attention going forward, and which could be given less focus for now. In a **Creative Workshop** we split into groups after doing a round of **Dot Voting** on the “headlines of the future” to see where participant priorities lay. We discussed these chosen headlines in more depth to flesh out possible actions toward these goals. Informed by these discussions, we created a set of goals and actions per theme and built a **Community Survey** to validate our work, and discover knowledge gaps.

We are going to look at all of the policy goals across all themes, to see which ones matter to you the most. Select the top three goals that you feel the government and the cultural sector should focus on most in the coming years.

123 out of 123 people answered this question (with multiple choice)



Images: We used Typeform and VideoAsk to conduct our community survey. We had a strategy for sharing the survey link to as many people as possible, through direct emails, social media and more.

Dot Voting

Dot voting is a simple way to prioritise ideas after a brainstorming session, and to help a group converge on and agree a solution. Each person in a group is given a small number of dots which they can use to vote for their preferred items from a brainstorm. These can then be tallied up to identify the most popular options.

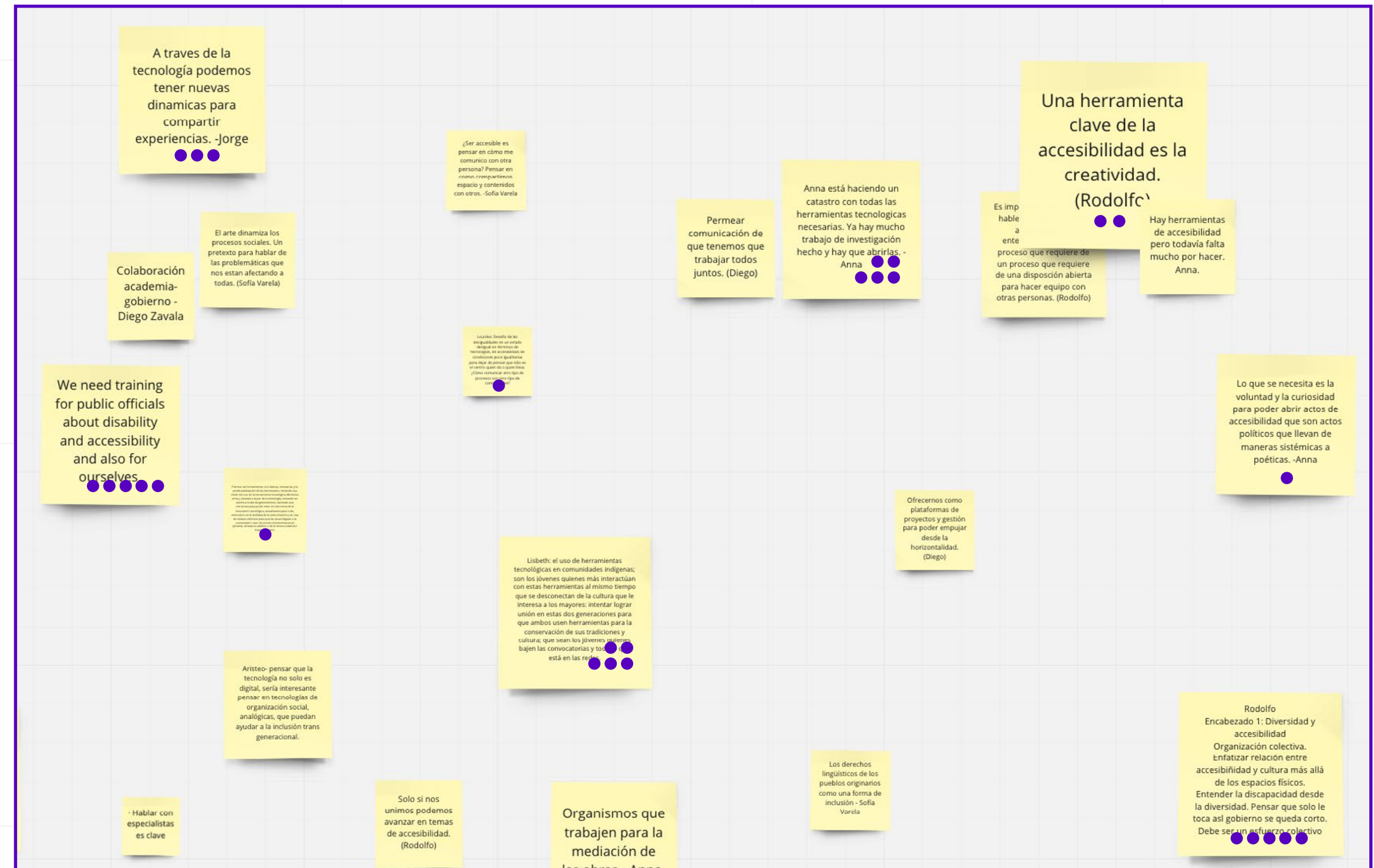
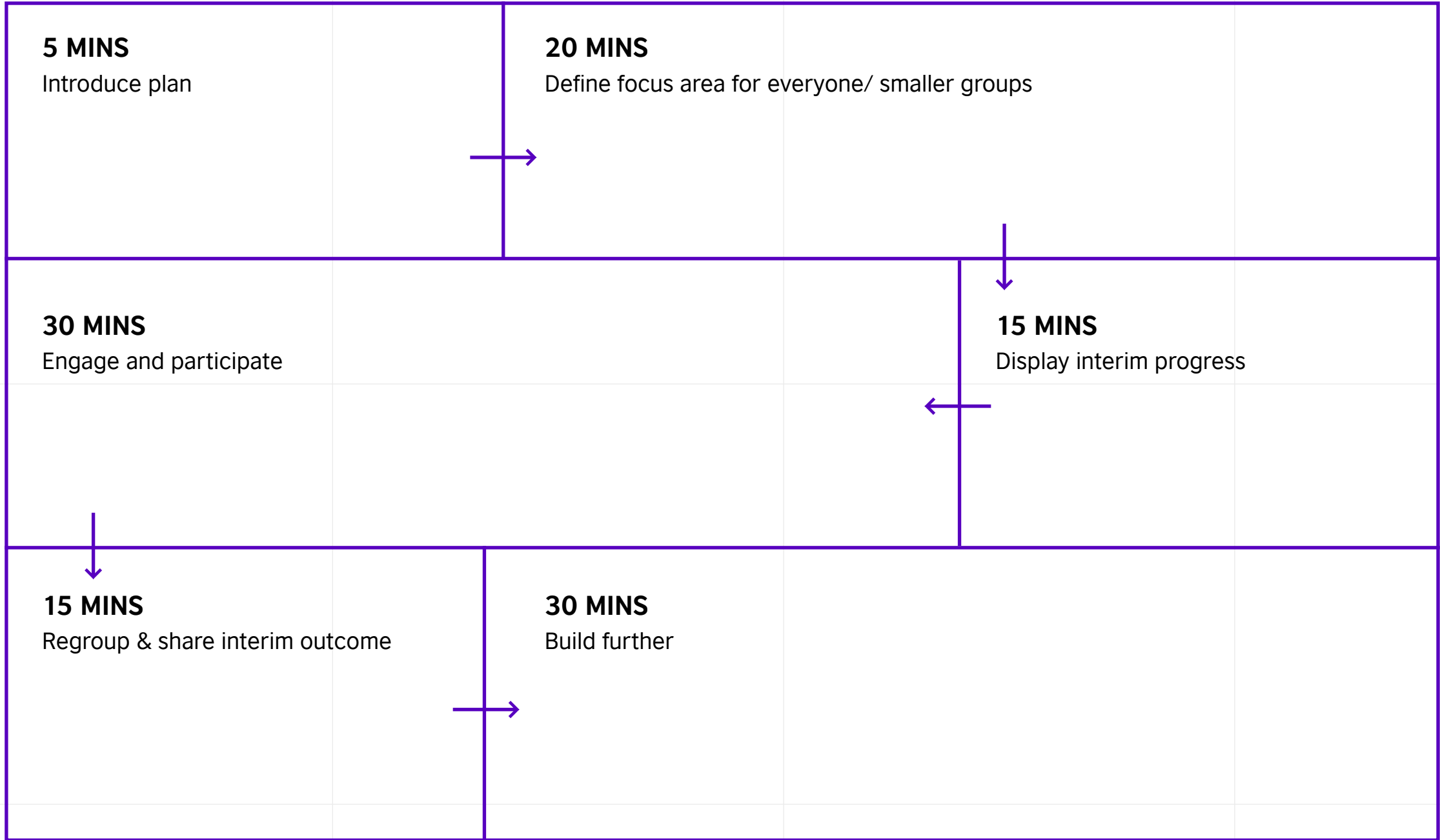


Image: We used Dot Voting at several occasions during Innovation for Culture workshops. Read more about Dot Voting on GameStorming.

Source: GameStorming

Creative Workshop

Creative workshops are an opportunity to bring people together and collaborate to develop and refine ideas. This toolkit provides a structured set of considerations and a template workshop plan to help you develop your own sessions. Spend time considering who to involve in the workshop, and what kinds of framework will be needed to foster a productive and welcoming session. Creative workshops are a good way to share and collect diverse experiences and insight, as well as to create potential policy solutions.

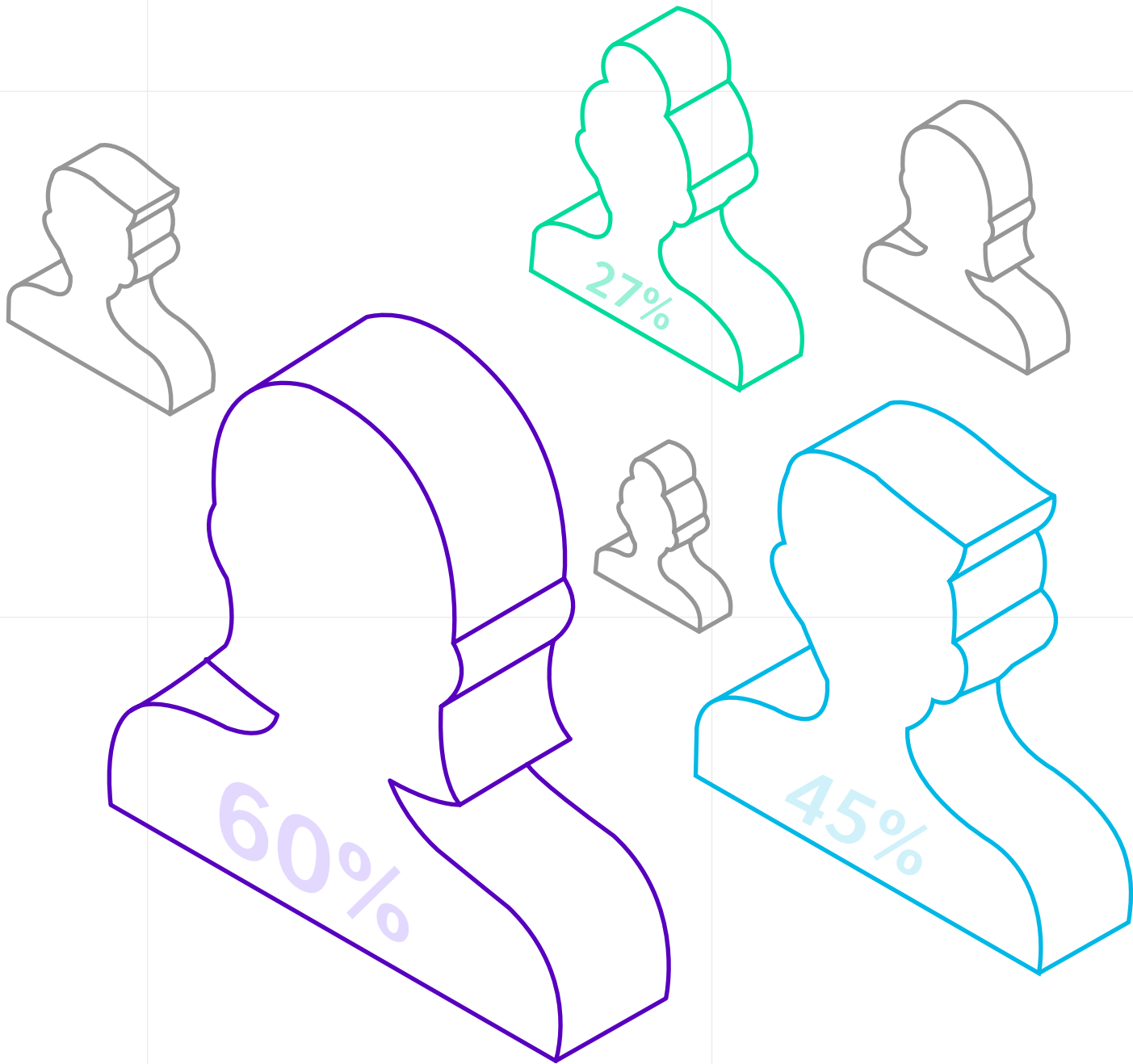


DIY Toolkit. Nesta.

Opinion Poll

An opinion poll is a quantitative survey that allows you to collect data on a number of people’s views, experiences, and behaviour. Opinion polls can be administered through a range of methods, including questionnaires, face-to-face interviews, telephone surveys, email and deliberative polling. It’s important to consider which approaches will be accessible to the types of people you need to engage. For instance, not eeveryone might have a computer or smartphone.

Source: Involve



Survey Text	Survey Objective
Part 1- Governance/Gobernanza In the following sections we have grouped the potential policy goals and actions by theme. The first theme is Governance. / En las siguientes secciones, hemos agrupado los posibles objetivos y acciones de política por tema. El primer tema es la gobernanza. Part 1- Governance/Gobernanza By governance we refer to the agile response of government agencies to streamline public sector management, transparency and accountability actions, as well as the creation of legal frameworks for the promotion of collaborative spaces between citizens and government. 1. How important are the following governance-related policy goals to you? A. Update or reform the Law for the Promotion of Culture and rethink the participation of citizens, as well as the bodies and councils linked to this law. [likert scale 1-7 not so important - very important]. B. Shielding projects to transcend administrations. Create sustainable programme models to ensure their trans-sexennial life. [likert scale 1-7 not so important - very important]. C. Strengthen governmental bodies so that they function correctly with their attributions and represent the cultural sector in the development of public policies. likert scale 1-7 not so important - very important] [likert scale 1-7 not so important - very important]. D. Streamline bureaucratic processes and make their processes and difficulties transparent in order to generate greater understanding with civil society. [likert scale 1-7 not so important - very important]. 2. Which governance-related policy goals do you feel are missing from this selection? [open field]	Validate the importance of the general goals we have defined. [Q1 A-D] Understand which goals are the highest priority for people. [Q2] Capture new goals that we may have overlooked. [Q3]

Stage 5

Recommend Policy

Communicate and disseminate findings to policymakers and the public in an actionable way:

- How can we make the recommendations actionable?
- How can we think ahead?
- How do we integrate the data and evidence from participants in a clear and meaningful way?
- How might we foster dialogue around how to take action?

Stage 5

1

**Government
as a System**

2

Citizens' Assembly

3

**Visualising Citizen
Generated Data**

Proposing and discussing a spectrum of actions

It is difficult to define exactly where this stage begins and ends. In **Innovation for Culture**, there were a few iterations to what became ‘final’ recommendations. We used the **Government as a System** tool, developed by Policy Lab, as we moved from general aims and actions crafted with participants, to more honed and specific recommendations. It helped us to consider different forms of action available to governments, ranging from powers of control that we often

associate with authorities such as licensing, to different forms of influence such as agenda setting and scrutinising. Once we were happy with the level of granularity, we created a draft version of the policy recommendations for final feedback from our participant group. We discussed this feedback in a **Creative Workshop** and arranged an **expert panel, inspired by a Citizen’s Assembly approach** to foster further critical discussion of our drafted recommendations.

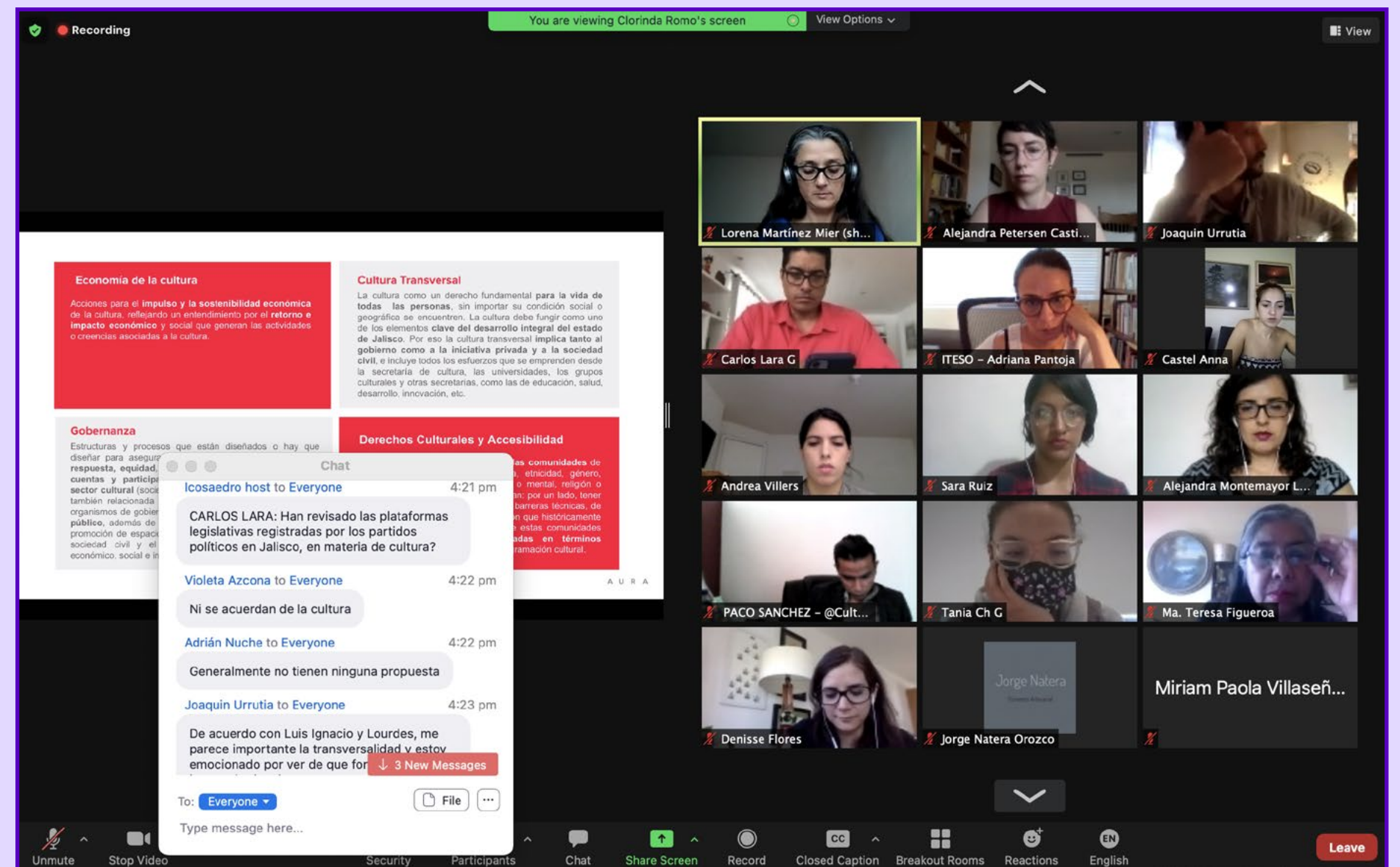


Image: Discussing early policy recommendation proposals online using Zoom, a document on screen share and chat during an online workshop.

Government as a System

The Government as a System toolkit was developed by the Policy Lab in UK Government. Outlines a spectrum of actions that policy makers can use to achieve their goal. The actions begin with ‘soft’ ways for engaging citizens, to actions to effect change at the ‘hard’ edges of policy making such as through regulation and changing legislation. This tool can be adapted to include possible actions related to different policy contexts.

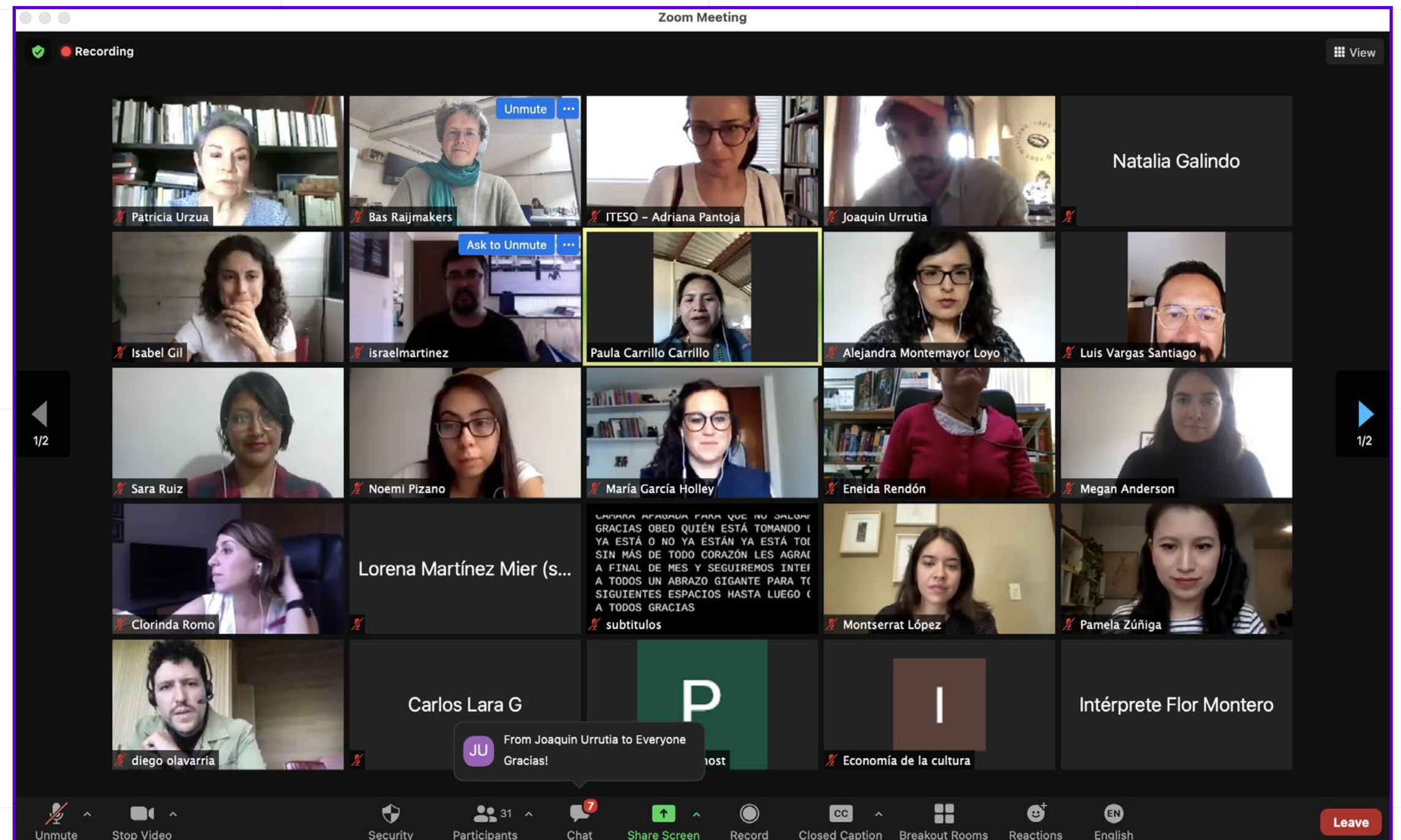
Policy Lab											
“Softer” powers often shared with others Patterns of action across local, national and international contexts More “formal” power often associated with governments	Influence	Engage	Design	Develop	Resource	Deliver	Control				
	Advising Advising citizens and signposting options to help them find support. 1	Listening Creating platforms for citizens and stakeholders to protect vested rights and interest 2	Connecting Encourage experts and citizens to co-create change. 3	Championing Build a case for change and retain alliances for action. 4	Charging Collecting charges for service for example prescription, passports or parking. 5	Nudging Applying behavioural science or encouraging voluntary codes. 6	Devolving Devolving decisions to frontline staff, other authorities or citizens. 7				
	Lobbying Using existing networks and platforms to influence an issue or cause. 8	Informing Providing data, sharing knowledge. For example public information advice. 9	Engaging Engaging citizens, stakeholders and partners to deliberate on an issue of importance. 10	Agreeing Formal agreements e.g. Memoranda of Understanding (MOU). 11	Incentivising Promoting behaviour change through grants, subsidies or other activities. 12	Educating Providing materials so citizens know what's available to them. 13	Providing assurance Providing assurance / checks and balance on powers. 14				
	Agenda setting Build awareness & confidence in new opportunities by providing thought leadership. 15	Consulting Consulting the public or stakeholders on an issue to understand needs and impact. 16	Analysing Analysing and interpreting data from local and international contexts. 17	Partnering Establishing formal partnerships on an issue of importance to parties. 18	Contracting Utilising public procurement to encourage supply chain innovation. 19	Building Making infrastructure investments & public commissions e.g. highways. 20	Licensing Providing licenses e.g. Taxis, bars & clubs, traders & markets, and health & safety. 21				
	Role modelling Role modelling culture or values through local, national or international presence. 22	Convening Drawing together expertise from across system. Including deliberative approaches e.g. citizen juries 23	Forecasting Foresight, horizon scanning and predictive analytics. 24	Planning Setting strategy and making plans e.g. Industrial Strategy. 25	Co-funding Co-funding activity and pooling budgets with domestic or international partners 26	Providing Delivering services directly or indirectly through funding and target setting. 27	Regulating. Ensuring regulation enables the interder policy outcomes. Also amending rules, statutory instruments and others. 28				
	Auditing Auditing and reviewing activities to inform action. 29	Collaborating Collaborating with different actors from across the system to deliver outcomes. 30	Modelling Modelling different scenarios, shaping and deciding on delivery models. 31	Commissioning Commissioning services and outsourcing contracts. Also decommissioning as needed. 32	Targeting Utilising initiatives to influence on a particular issue e.g. Cultural programmes. 33	Reforming Harnessing political will for change to improve outcomes. 34	Intervening Making an intervention to correct or improve a market or social context e.g. correcting market failure. 35				
	Governing Establishing governance and setting up formal structures such as boards. 36	Negotiating Early engagement on a shared interest or issue including diplomacy. 37	Testing Testing, prototyping and learning to establish efficacy of a proposed intervention. 38	Interpreting Translating policies across different places and jurisdictions. 39	Investing Investigating in various forms including Inward investment and foreign direct investment. 40	Investing Investigating in various forms including Inward investment and foreign direct investment. 41	Enforcing Support enforcement and harmonise regulatory compliance enviroment. 42				
	Piloting Small scale trials to learn lessons and establish an evidence base for change. 43	Running elections Running democratic services and elections. 44	Piloting Small scale trials to learn lessons and establish an evidence base for change. 45	Drafting Publishing proposals for consultation and pre-legislative scrutiny e.g. white papers and bills. 46	Funding Direct finance to stimulate markets or deliver positive outcomes. 47	Preventing Interviewing early or investing in preventive measures e.g. Public health. 48	Preventing Interviewing early or investing in preventive measures e.g. Public health. 49				
	Scrutinising Establishing scrutiny committees for example section 15 powers. 50	Setting standards Harmonising and setting standards for different stakeholders. 51	Evaluating Evaluating efficacy of activities or interventions to establish value for money and impact. 52	Legislating (Primary and Secondary) Supporting a bill throught parliament and enacting legislation. 53	Recovering Recovering debt and other actions to adress fraud and error. 54	Protecting Protecting consumer rights and supply-chain. Upholding of standards. 55	Prosecuting Powers to investigate and prosecute criminal offences e.g. Local Gov Act 1972. 56				

Source: Policy Lab

Citizens' Assembly

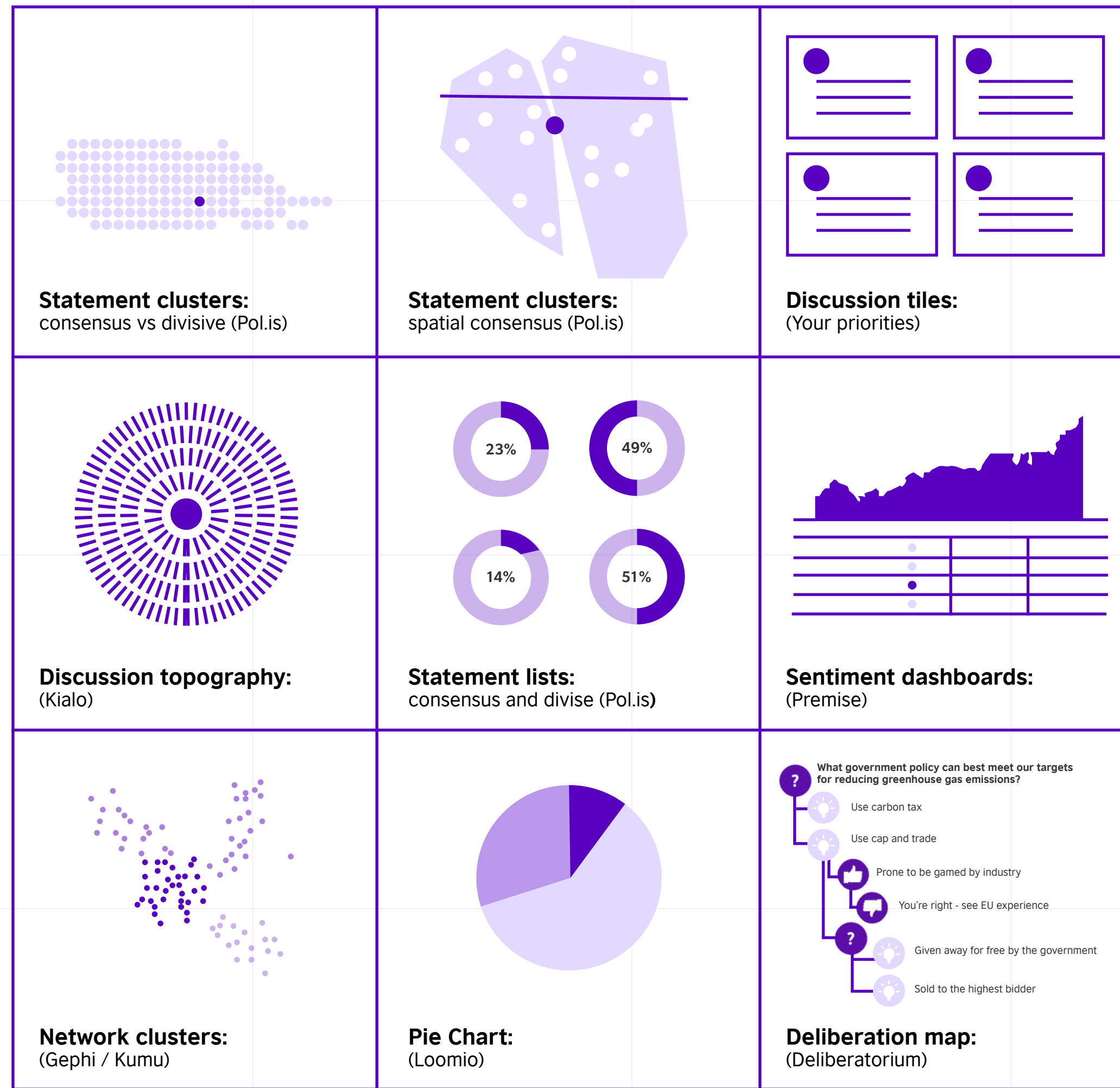
Citizens' Assemblies bring together a diverse and representative group of citizens to collectively explore and reach a decision on what should happen around a given issue. The discussion takes place over a series of time, and involves a process of learning, deliberating and decision-making. Discussion is supported by a team of impartial facilitators. Citizens' Assemblies present a chance to learn about a topic through a mixture of presentation and peer discussion. To be run effectively they require a fair amount of preparation to get the right people in the (virtual) room and to keep them engaged.

Source: Involve

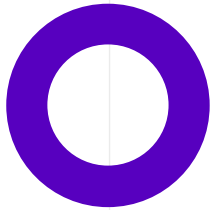


Visualising Citizen-Generated Data

Visualising citizen-generated data is a helpful way to rapidly analyse a data set to find correlations and significant trends. They can be rough sketches or extensively designed diagrams. In addition to being a useful sense-making tool, visualisation is an effective strategy for communicating key findings from your project.



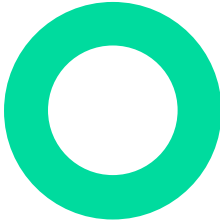
Source: Creative Intelligence Toolkit. Nesta.



Get Started!

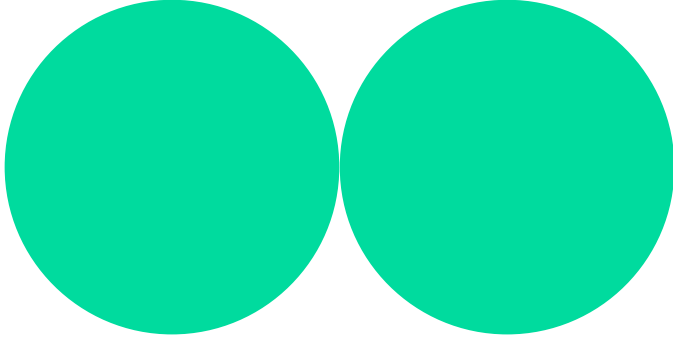


This playbook should be seen as a place to get started with policy co-design and as a reference to return to along the way. It is not a step-by-step manual. Rather, it should be seen as something that can be hacked and built upon with your own experience.



Policy co-design is far from a smooth and easy process, but the skills, mindsets, and knowledge that you foster along the way will make you an invaluable practitioner in all sorts of collaborative projects.

No two experiences of co-design will look exactly the same, and nor should they! We hope this playbook will give you the confidence to try things out in your own communities and contexts, designing with people and not just for them.

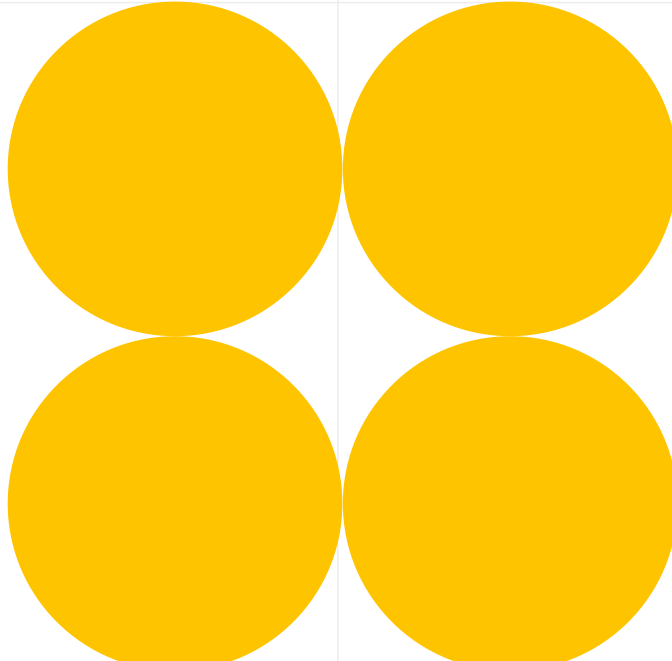


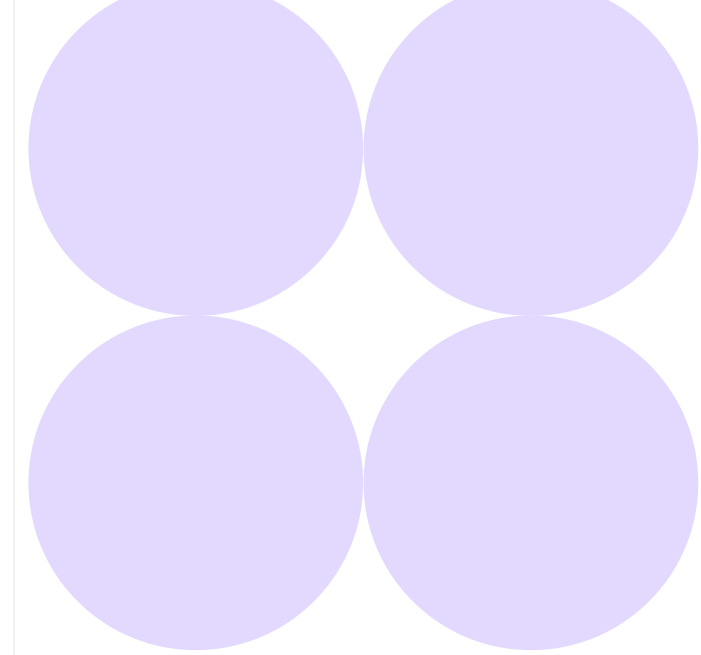
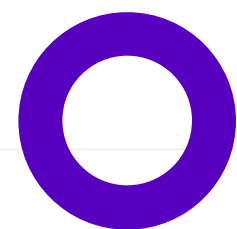
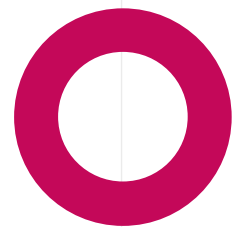
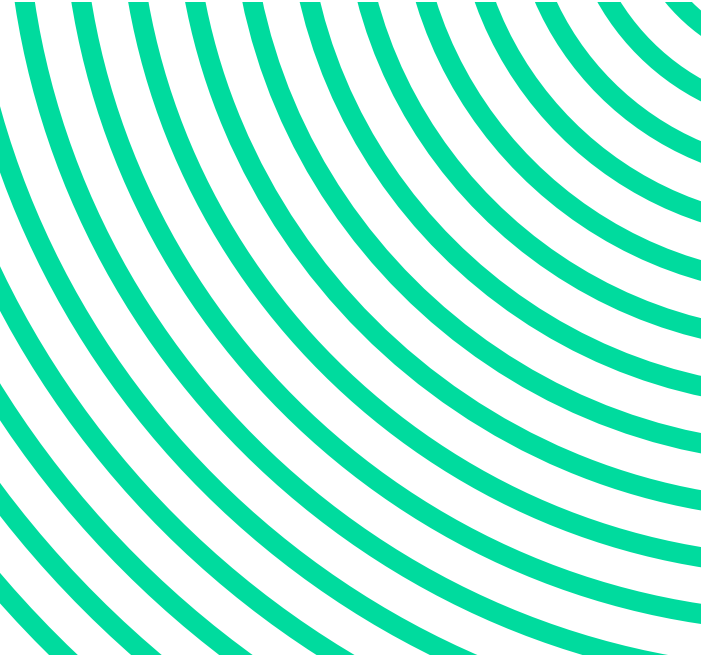
“Thank you for this opportunity. It was a nice experience.”

*Participant Innovation for Culture
programme in Jalisco*

“A HUGE congratulations to the organisers, I imagine how arduous the process must have been. The methodology was very interesting, the tools never lost sight of facilitating inclusive participation.”

*Participant Innovation for Culture
programme in Jalisco*





References

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Enterprise Design Thinking (IBM)

Improving Public Services (Open Government Partnership, Involve)

Applying Design Approaches in Government (Lucy Kimbell)

Active Citizens Toolkit (British Council)

Open Policy Making Toolkit (Gov.uk)

Collective Intelligence Design Playbook (Nesta)

Co-Design Mindsets (Beyond Sticky Notes)

Double Diamond (Design Council)

DIY Toolkit (Nesta)

AHRC Design Fellows Challenges Of The Future - Policy (AHRC)

Gamestorming (James Macanufo and Sunni Brown)



Digital Resources

Miro

Miro is an online collaborative whiteboard platform for distributed teams

Zoom

Zoom is a cloud-based video conferencing service you can use to virtually meet with others - either by video or audio-only or both, all while conducting live chats - and it lets you record those sessions to view later. Zoom Breakout Rooms allow you to seamlessly split your Zoom meeting into separate sessions for small group discussion, and then bring those sessions back.

VideoAsk

VideoAsk is a simple and effective way to get closer to your audience. Record a video straight from your phone or computer, share the link, then wait for the answers to roll in.

Typeform

Typeform makes collecting and sharing information comfortable and conversational. It's a web based platform you can use to create anything from surveys to apps, without needing to write a single line of code.

