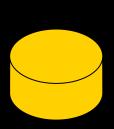
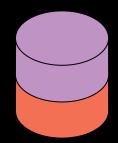
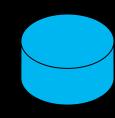
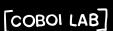
# Method for tackling Challenges















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→ Year 2021









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# Method for tackling City Challenges











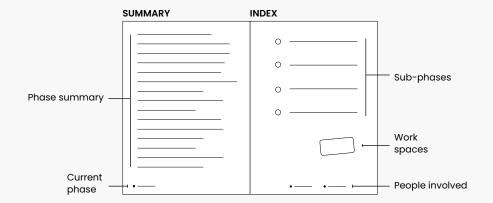
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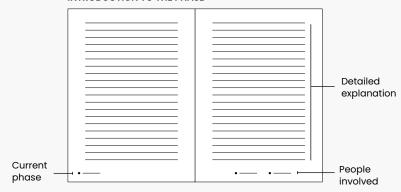
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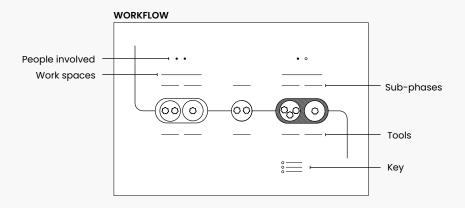
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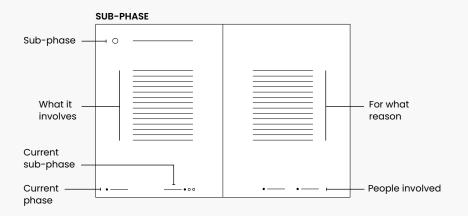
### What you will find in each phase

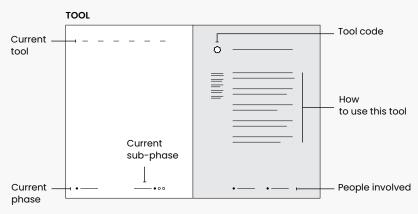


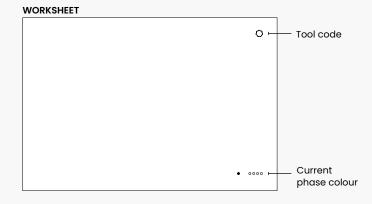
#### INTRODUCTION TO THE PHASE







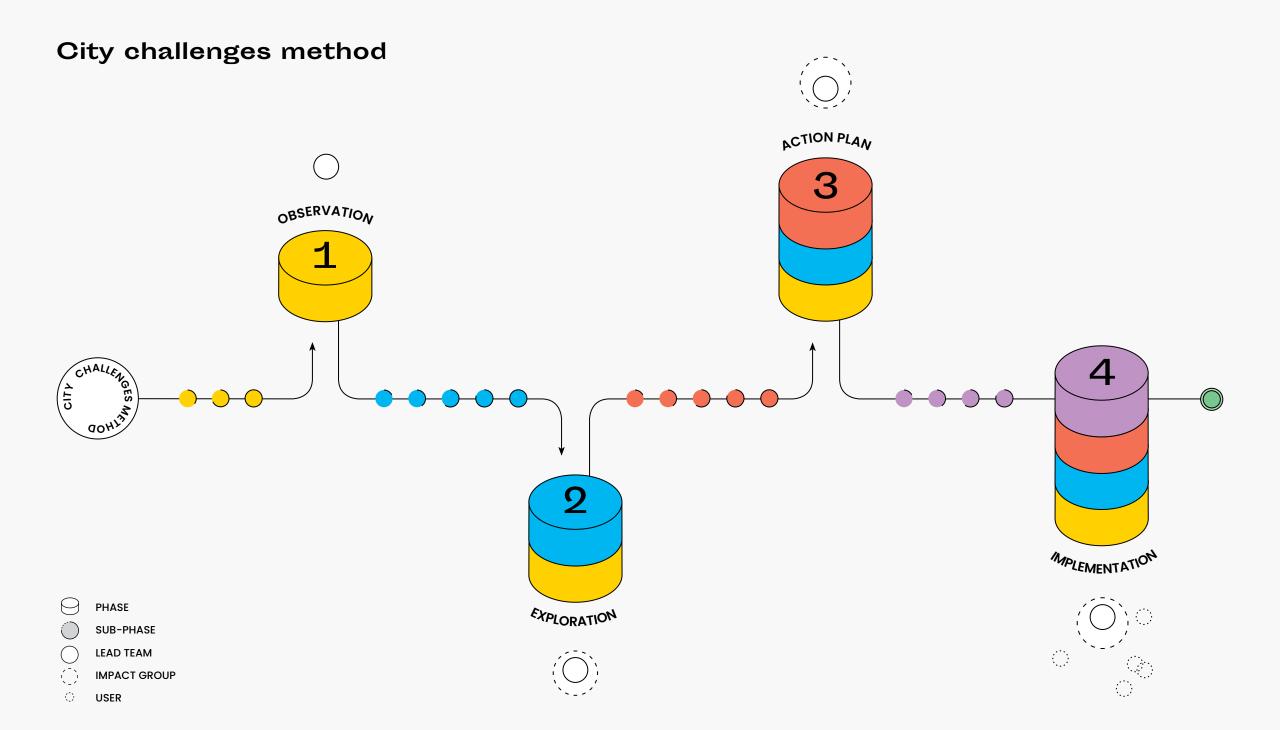




6

Key

$\bigcirc$	PHASE	Q	PREVIOUS RESEARCH
$\bigcirc$	SUB-PHASE		WORKSHEET
	LEAD TEAM	X	NOT SUITABLE
(	IMPACT GROUP	$\checkmark$	SUITABLE
$\circ$	USER		BLACKBOARD
$\bigcirc$	TOOL		COMPUTER
	CO-CREATION WORKSHOP	(2)	POST-IT
	EXPLORATORY MEETING		MARKER PENS
	EVALUATION		IMPLEMENTATION





We start with the Observation phase, in which we define a city challenge that seeks to address a specific problem in the target area and analyse our capacity to solve it collaboratively.

This initial phase is key for establishing a clear baseline and improving the chances of a successful outcome.

- Define the problem and the city challenge
- Assess the viability of multi-actor collaboration
- Form the Lead team

How do we collaborate?

Exploratory

meetings

#### Introduction

Before designing and developing any innovative project, it's important to identify the problem or need for change we want to address in the target area, be it social, cultural, economic or environmental. The Observation phase will help us understand the initial problem and reformulate it as a city challenge that fits with the strategic vision for the city or target area.

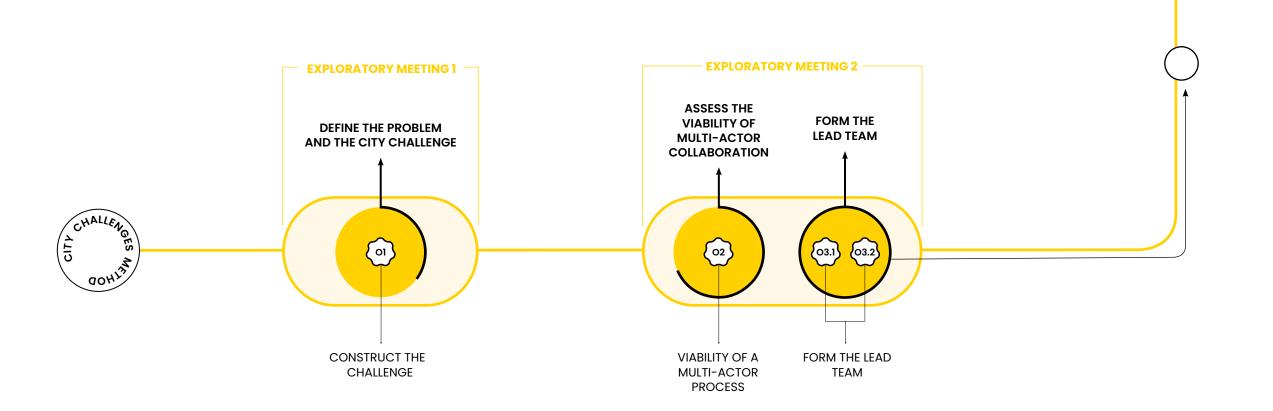
The challenge represents an opportunity for action in response to the problem at hand. On this basis, the challenge will guide the design of new actions that can bring us closer to the desired change in our city or target area, given that existing solutions have been unable to do so.

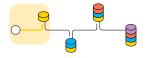
The more actors willing to help find solutions to the challenge, the greater our capacity for action. If we believe collaborating with these actors is feasible, the next crucial step is to form a **Lead team** to drive the subsequent phases of the process forward.

To summarise, this phase aims to identify a need for change (problem), turn it into an opportunity for action (challenge) and assess the potential for working collaboratively with the help of a team appointed to guide the entire process.

<sup>(1)</sup> OBSERVATION

#### Workflow





(1) OBSERVATION

EXPLORATORY MEETING

SUB-PHASE

) TOOL

LEAD TEAM



### Define the problem and the city challenge

### What it involves

Before we can begin to propose innovative actions to trigger changes in the target area, we must first **identify and understand the problem**. Once the problem we want to address has been identified, we must analyse it from various perspectives to understand its context and the change we hope to achieve.

These elements will shape the city challenge, which, in turn, will help us respond to an urgent local problem or improve existing socio-economic factors, taking advantage of changing contexts (political, environmental, social, cultural, etc.).



This first step will allow us to identify and understand the relevant aspects of the detected problem, such as its incidence, the main actors affected, associated social and cultural factors and the sense of urgency for a solution. It will also help us visualise and reflect on the desired change we want to achieve in the target area.

We will then be able to **define the city challenge we intend to tackle collaboratively** in greater detail. Working on the basis of a specific challenge will help us stay focused on progressing towards the change we want to achieve.



SUB-PHASE







**O1** O2 O3.1



### Construct the challenge



30'-5 hours



30'-2 hours



Individual



Group

#### Materials







# Expected result Understanding of the identified problem and definition of the associated city challenge

#### How to use this tool

- 1 Read the questions on the worksheet.
- **2** Collect information on the problem and reflect on the aspects identified.
- **3** Facilitate group discussion about the aspects identified and complete the *Analysis of the problem* section of the sheet with the agreed ideas.
- **4** In the *Definition of the challenge* section, discuss how to reformulate the problem as a challenge; in other words, as an opportunity for action.
- **5** Lastly, following the instructions on the sheet, write down the specific city challenge to be addressed in the subsequent phases.

KEY

(1) OBSERVATION

SUB-PHASE





03.2

see worksheet  $\rightarrow$ 



#### Analysis of the problem ◆------ DESIRED CHANGE ------What social, cultural What evidence What change would How does it fit in with What problem are we Who does the we like to instigate? trying to address? and economic problem affect? tells us that solving the strategic vision this problem is factors shape the for the city? important? problem? Consider the consequences of not tackling the problem Why have we been unable to tackle the problem successfully so far? (3) Definition of the challenge Reframe the problem as a question that presents an opportunity for action (i.e., as a challenge) using the following structure: in order to How can we? Verb that suggests action (change, improve, increase...) What? Achieve the desired change

### (2)

### Assess the viability of multi-actor collaboration

When we face **complex city challenges**, we need **multi-actor collaboration** to incorporate diverse perspectives when considering the actions to be taken.

No actor can solve complex problems individually. Our ability to develop innovative and systemic solutions is limited when the actors involved are uncoordinated and work independently without sharing efforts, perspectives and learning.

Therefore, before attempting to respond to a complex challenge, we must first assess the **viability of working collaboratively** with different actors in the target area, such as citizens, the business social and cultural sectors, academia, and government agencies.

\* Given that they are designed for multi-actor processes, this method's phases and tools may no longer be useful to you if multi-actor collaboration is not feasible.

1 OBSERVATION

SUB-PHASE





This analysis will allow us to assess whether multi-actor collaboration is the correct approach for tackling the predefined city challenge at hand.

Firstly, we will verify that different actors with different needs and interests are affected by the challenge. Secondly, given the complexity and scale of the challenge, we will analyse their level of interdependence and cohesion. Lastly, we will evaluate their ability and willingness to work together towards a common goal and develop solutions for the defined city challenge.

In general terms, **three preconditions** are necessary for multi-actor collaboration to be viable.

- → Sense of urgency for change.
- → Existence of an influential champion (person, organisation or team).
- → Availability of adequate resources.

Inspired by Flood, J., Minkler, M., Lavery, S. H., Estrada, J., & Falbe, J. (2015). The Collective Impact model and its potential for health promotion: Overview and case study of a healthy retail initiative in San Francisco. Health Education & Behavior, 42(5).

O1 **O2** O3.1 O3.2



### Viability of a multi-actor process



30'-5 hours



30'-2 hours



Individual



Group

#### **Materials**







#### **Expected result**

Understand the degree of complexity and scope of the challenge. Check if the necessary preconditions for multiactor collaboration exist.



#### How to use this tool

1 Review the previous *Construct the challenge* worksheet *OI* before completing this worksheet.

2 Question 1: Reflect on the key actors involved in the predefined city challenge. If the answer is 'yes', consider using multi-actor collaboration to address the challenge and continue with the worksheet.

**3** Question 2: Use the sub-questions to reflect on the complexity and scale of the challenge. If you answered 'yes' to all the questions, the collaborative approach is likely to be the most appropriate. Continue with the worksheet.

**4** If you answered 'no' to any of the previous questions, rule out addressing the predefined challenge through multi-actor collaboration. Given that they are designed for multi-actor processes, this method's phases and tools may no longer be useful to you.

**5** Question 3: Use the sub-questions to check if the necessary pre-conditions for multi-actor collaboration exist. If you answer 'no' to any of the questions in this block, you should work to try and improve that aspect.

(1) OBSERVATION

SUB-PHASE





see worksheet →

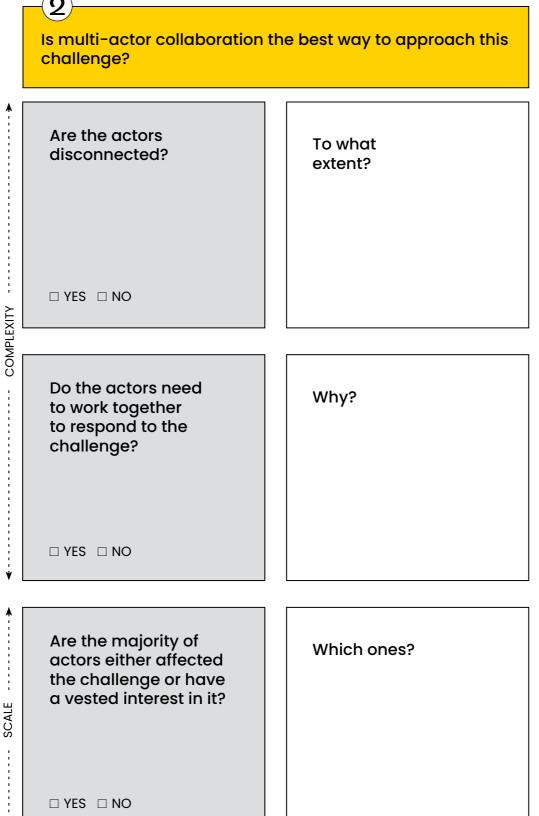
#### **Worksheet Viability of a multi-actor process**





Are there multiple actors who can influence this challenge?

Who are they?



3 Are the different actors prepared to work collectively? Is there a sense of Why? urgency to address the challenge? ☐ YES ☐ NO Is there an influential Who? champion (person or organisation) who can provide local leadership to drive change and address the challenge? ☐ YES ☐ NO Do resources exist to support What are they? the collaboration throughout the process? ☐ YES ☐ NO Have the actors When? involved worked together previously? ☐ YES ☐ NO

#### Form the Lead team

#### What it involves

The **Lead team** plays a pivotal role in responding to the city challenge. Its main objective is to facilitate collaboration between the multiple actors involved and guide the collective work process.

The team should be made up of people with the ability to influence and lead. They should be selected from stakeholder organisations involved in the initial stages of the process, as well as from those coming on board at a later date.

The **responsibilities of the Lead team** will evolve as you progress through the different phases of this method. Its principal tasks are to assess the context and viability of the challenge, integrate relevant actors, organise exploratory meetings, facilitate the creation of a collective vision, coordinate decisions on actions to be taken and ensure the monitoring and evaluation of those actions, among other things.

#### **OBSERVATION**





#### For what reason

Forming the Lead team allows us to identify the group of people who will facilitate alignment and collaboration between the actors involved and coordinate the co-creation of solutions to tackle the challenge successfully.

This exercise will also help to assign different roles and responsibilities to each person in the Lead team.

Some roles may be assigned to several people at once, and one person may take on multiple responsibilities.

01 02

03.1

O3.2





#### Form the Lead team



30'-4 hours



30'-1 hours



Individual



Group 🔘

#### Materials

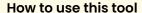








Identify the people who will form part of the Lead team and define its internal organisational structure.



1 Identify potential people and organisations (with a degree of influence and leadership capacity) who can champion the cause at a local level and help shape the future Lead team.

**2** Facilitate a discussion on the key aspects of the Lead team using the *Guide questions* worksheet *O3.1*.

**3** Agree on the definitive members of the Lead team based on your answers to the previous questions and invite them to accept the position.

**4** Once constituted, complete the *Table of responsibilities* worksheet *O3.2* to assign specific roles, functions and tasks to each team member.

The Lead team's responsibilities, focus and members can be adapted throughout the process to meet the requirements of each phase.



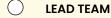












see worksheet →



1

Is there a pre-existing team that could take on the role of Lead team?

If there is, should it take on this role or should a new team be created?

2

What managerial and technical skills will the Lead team need?

How many people will need to work full/part time?

Who will the Lead team report to?

-(3

Who will finance the work and infrastructure of the Lead team in the short and medium-term?

What will the budget be?

**(4**)

Where will it meet?

What coordination and communication tools will it use?

5

How often will it meet?

In which phases and sub-phases of this method can you start to work out a timeline?



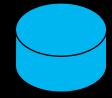


### Table of responsibilities

DATA MANAGEMENT FACILITATION COORDINATION	Guide the vision and strategy	<ul> <li>Define and share the problem</li> <li>Ensure the creation of a shared vision</li> <li>Drive the process</li> <li>Others:</li> </ul>		
	Propose public policy	Draw lessons on the city challenge     Make public policy recommendations     Others:		
	Mobilise resources	<ul> <li>Mobilise public and private resources</li> <li>Align resources and capabilities</li> <li>Others:</li> </ul>		ס
	Build community	Communicate the sense of urgency for change     Coordinate tenders and calls to action     Propose the incorporation of new key actors     Support the impact group's activities to create community.     Produce and manage informative content     Others:		EOPLE ASSIGNED
	Facilitate activities	<ul> <li>Coordinate and facilitate communication and collaboration between actors</li> <li>Guide the format of meetings and co-creation workshops</li> <li>Seek opportunities for alignment with other projects</li> <li>Ensure actions are based on reliable data</li> <li>Others:</li> </ul>		*
	Establish evaluation mechanisms	<ul> <li>Collect, analyse, interpret and communicate data</li> <li>Define shared impact indicators</li> <li>Assess actions</li> <li>Others:</li> </ul>		
_	Others			

<sup>\*</sup> Each person in the Lead team may be assigned multiple responsibilities. Similarly, some responsibilities may be assigned to multiple people.





**During the Exploration** phase, we identify and integrate the different perspectives and interests of the actors involved in the city challenge to unify priorities and define a shared vision.

- **Identify new** relevant actors
- Define and convene the Impact group
- Plan a co-creation 3 workshop
- **Explore the challenge** collaboratively
- Create a shared vision for 5 the future

How do we collaborate?

Exploratory meetings

Co-creation workshops

#### Introduction

The *Exploration* phase seeks to provide the knowledge needed to define a **shared vision** for the city challenge.

City challenges are often complex and affect different actors in different ways. To address them, we must initiate collaborative processes with the actors affected or involved with the challenge in one way or another.

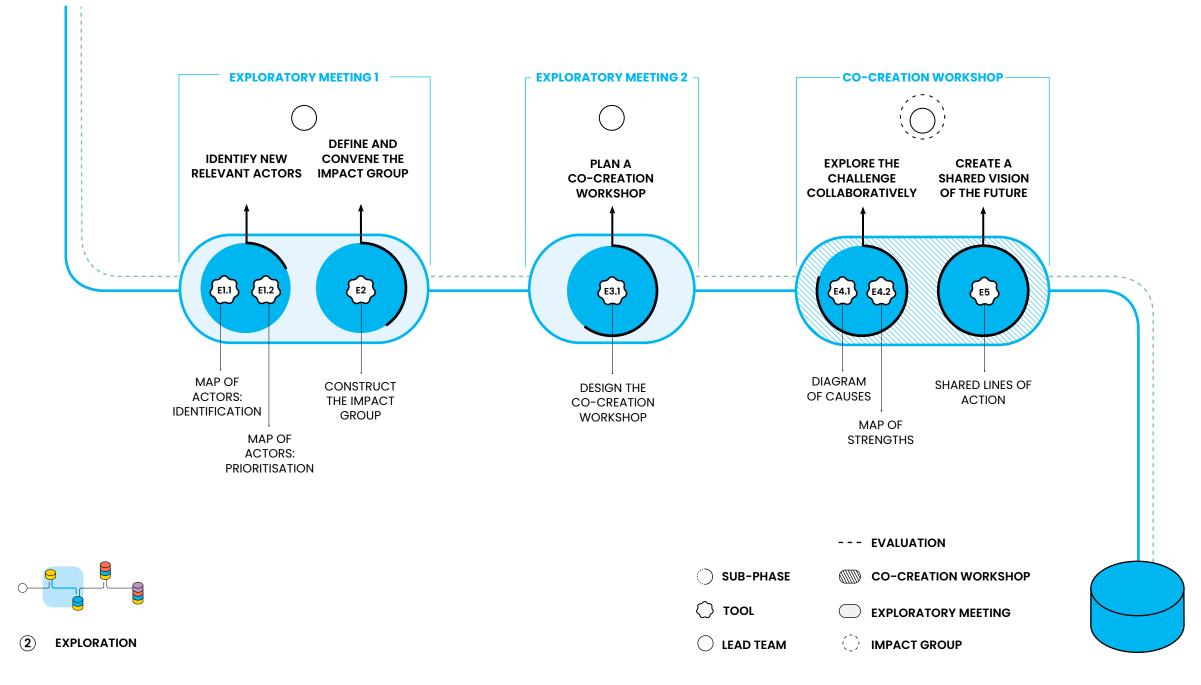
In this phase, the Lead team begins by identifying the relevant actors in the city challenge to later be able to convene and include them in the **Impact group**. The Lead team's ultimate goal is to incorporate multiple interests, priorities and perspectives into the process to create a **mutual diagnosis of the baseline situation** and **arrive at a shared vision** of the desired future scenario.

It's important to highlight the crucial role of the Impact group; its members have first-hand experience of the problem and, therefore, should play a central role in co-creating solutions that can bring about the desired change for the city.

2 EXPLORATION

44

#### Workflow



46 47



#### Identify new relevant actors

#### What it involves

The first step in the Exploration phase consists of identifying and analysing which other actors are relevant to the predefined city challenge, apart from the Lead team.

The Lead team must understand which people and organisations are related to the challenge, which sector they belong to, how they relate to each other, what their degree of interest and influence in the challenge might be, and how much of a priority it is to integrate them in the process.

#### For what reason

The main objective of actor mapping is to identify the people, organisations and initiatives:

- → that we should **ask to join the Impact group.**
- → with the **commitment** that they will be able to participate in the formulation of solutions at a later date.
- → with **recognition and influence** that can provide impetus and continuity for the process.
- → with **resources** that can contribute to the process.
- → that **support** the process.

Based on this analysis, the Lead team will be able to decide on the best strategy for integrating each of the identified actors in order to address the city challenge. Examples of these strategies include inviting the actors to co-create the next steps in the process, keeping them up to date on each phase's progress, asking for their support, observing their relationship with the challenge, and inviting them to be observers, etc. The strategy of the selected Lead team will depend on the level of involvement and influence of the actors participating in the city challenge.

**EXPLORATION** 

SUB-PHASE





E1.1 E1.2 E2 E3 E4.1 E4.2 E5



# Map of actors: Identification



30'-4 hours



30'-2 hours



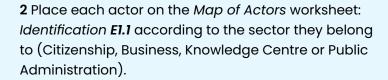
Individual



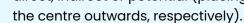
**Materials** 

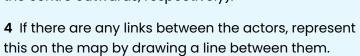
How to use this tool

1 Identify the relevant actors or groups of actors related to the predefined city challenge.



#### 3 Simultaneously place each actor on the map based on their relationship with the Lead team; this can be direct, indirect or potential (placing each actor from





#### **Expected result**

Identify and visualise the main actors related to the challenge

You can use different colours or symbols to visualise these elements more clearly.

The map of actors may change as the process progresses. The Lead team should, therefore, review and update it whenever deemed necessary.





see worksheet  $\rightarrow$ 

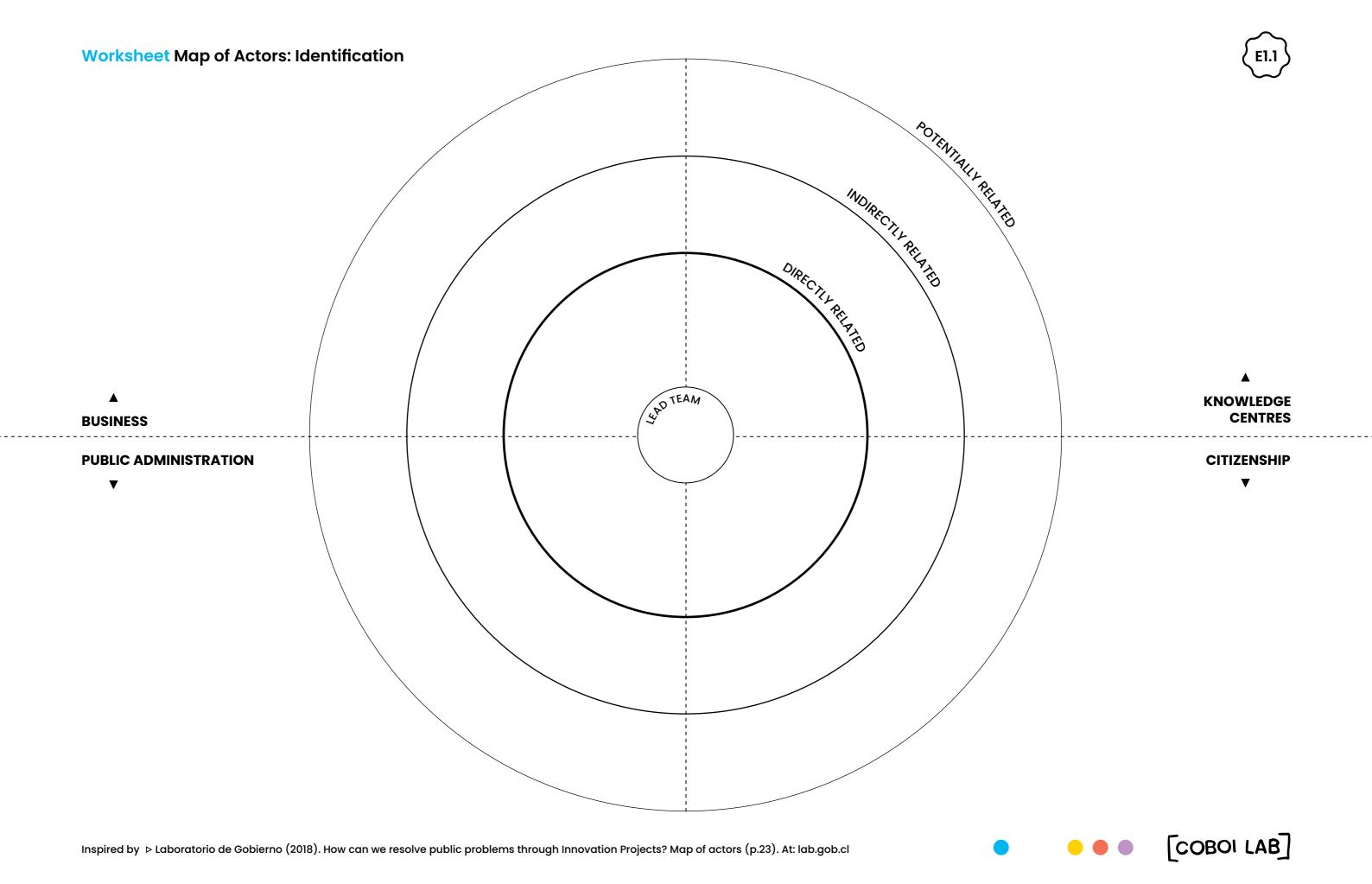












E1.1 E1.2 E2 E3 E4.1 E4.2 E5



# Map of actors: Prioritisation

How to use this tool



30'-4 hours



30'-2 hours



Individual



the axes that make up the matrix.



#### **Materials**

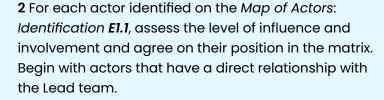












1 Review and understand the current worksheet and

Influence refers to the ability of each actor to influence the process and respond to the city challenge,

while involvement refers to each actor's level of

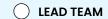
involvement or interest in the challenge.

#### **Expected result**

Define different integration strategies for the identified actors.

- 3 Discuss strategies for integrating each group of actors in the process, according to their position in the matrix. Example strategies are provided in each quadrant of the matrix.
- 4 Define the specific integration strategy to be used for incorporating each actor or type of actor into the process.





see worksheet  $\rightarrow$ 

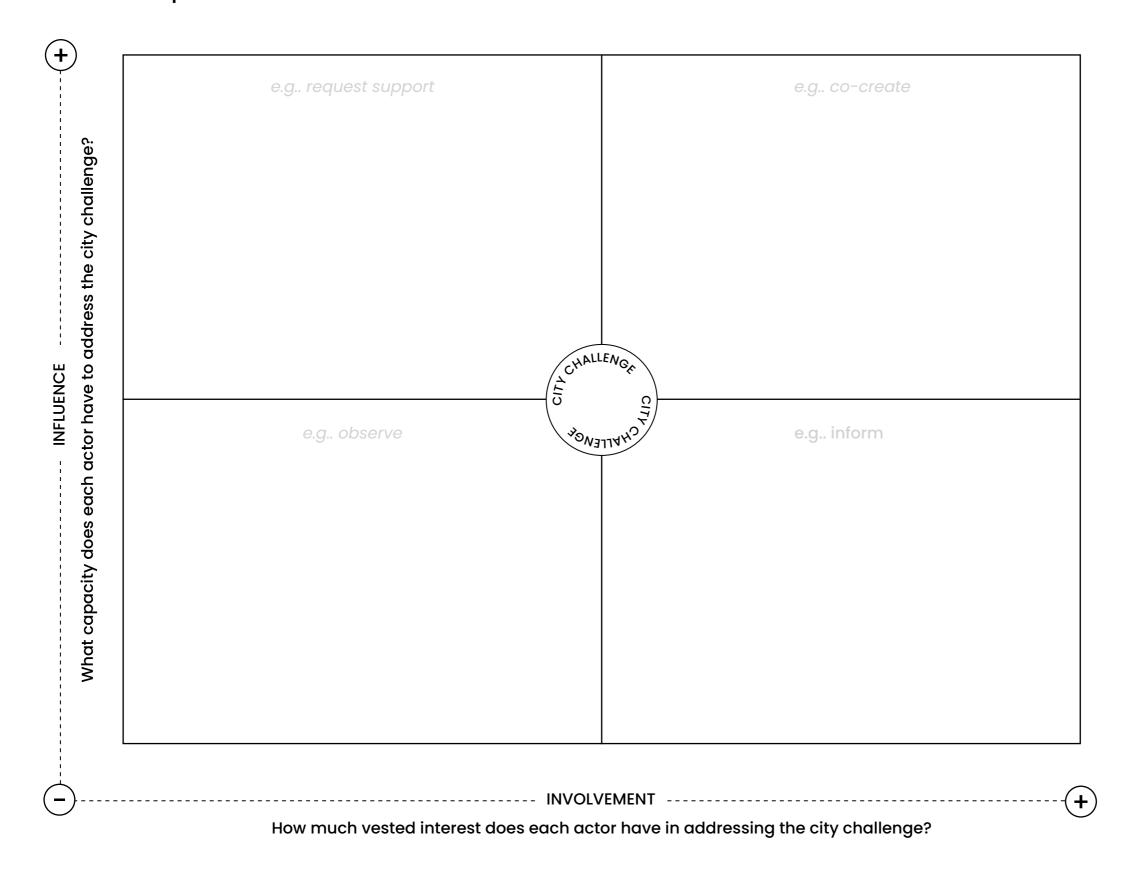












#### Define and convene the Impact group

#### What it involves

Once the Lead team has identified the most interested and influential actors in the city challenge, they must then identify those who will make up the Impact group.

The Impact group will work with the Lead team to begin co-creating the action plan to respond to the challenge. This group must be inclusive and diverse to integrate as many perspectives and resources as possible while, at the same time, being functional.

For the actors in the Impact group to start working collaboratively, the Lead team must invite them to participate in the process and ask them to attend the first co-creation workshop. The actors in the Impact group should feel co-responsibility for the city challenge from the beginning and have a clear understanding of how they will benefit from participating.

#### For what reason

This exercise helps to identify the actors that should make up the Impact group, understand their primary needs and determine how they can benefit from participating in the process. Understanding the participants' profiles is key to being able to adapt the co-working dynamics to their characteristics and personalities.

When convening the Impact group, the Lead team should consider the available time of the actors they want to invite and offer them a workable proposal that fits their schedules and responsibilities.



SUB-PHASE





58 59 E1.1 E1.2 **E2** E3 E4.1 E4.2 E5



### Construct the impact group







#### How to use this tool

- 1 Review the previous Map of Actors worksheet: Prioritisation **E1.2**.
- 2 Choose a name for the Impact group that is easily recognisable and that the group's actors can identify with.

#### Materials







#### 3 Generate conversation using the worksheet's questions as a guide and fill in the upper boxes with the agreed decisions.

4 Identify the different types of actors that make up the Impact Group and analyse their specific needs and expectations using the table in the worksheet below.

#### **Expected result**

Define the Impact group and learn more about the first actors to be invited to participate in the process.

REY

**○ LEAD TEAM** 

see worksheet  $\rightarrow$ 









### **Worksheet Construct the Impact group**



<u> </u>	2			
Name of the Impact group	Description			
<b>(3)</b>	<b>4</b>	]		
		NA/h a a a musa maa kha a musu m O	Have after any succession	
Which people and organisations make up the	How many of them are we going to convene?	Who convenes the group?	How often are we going to interact with the	How can we maintain the relationship with the
group?			group?	group in the long term?
Make a list:				
			- <sub> </sub>	· r
	Type of actor	What are their needs?	What can we offer them?	What do we want to get out
			i !	of the interaction?
			 	1
	ļ	 	 	1
			1 1 1	
		 	1 1 1	
			1	
		- <del>-</del>	-L	1
			-i	1



#### Plan a co-creation workshop

#### What it involves

**Co-creation workshops** are workspaces that facilitate the Impact group's collaborative use of certain tools. The workshops' primary purpose is to integrate, share, and recognise the different perspectives and interests of the actors involved and generate new relationships between the participants.

To design and structure the co-creation workshop precisely and coherently, we must consider the participant's profiles and needs.

#### For what reason

Holding a co-creation workshop provides an opportunity to formalise the Impact group and introduce the participants to each other so that they can begin to work on defining a shared vision using the appropriate tools.

A workshop also allows us to incorporate expertise in different spheres (both internal and external to the Impact group).











E1.1 E1.2 E2 **E3** E4.1 E4.2 E5



## Design the co-creation workshop



30'-2 hours







#### How to use this tool

1 Review the previous *Construct the Impact group* worksheet *E2A* to familiarise yourself with the actors invited to participate in the first co-creation workshop.

**2** Facilitate a conversation about some of the workshop's key aspects using the worksheet questions as a guide.

#### Materials









**3** Plan the content of the workshop using the structure suggested on the worksheet. If necessary, add elements and/or reorganise the structure to comply with the proposed objectives.

#### **Expected result**Plan a co-creation

Plan a co-creation workshop to explore the challenge with the Impact Group. **4** Define each of the workshop activities in more detail, specifying, most importantly, the tools and worksheets to be used in each of them and bearing in mind the available time.

\*Remember to include a break if the workshop will last for more than two hours. You can also introduce some initial dynamics to help the participants get to know each other and reinforce the feeling of community and co-responsibility.





see worksheet →









#### **Worksheet** Design the co-creation workshop

Which actors will be invited to the workshop?\*

What are the objectives of the workshop?

What subjects will be discussed?

What are the expected results?

How will to the worksheet (£2A)

Will participants work in small groups?

How will they share their ideas with each other?

How long will the workshop last?

Where will it be held?

What materials and tools will be used?

Who will run the workshop?

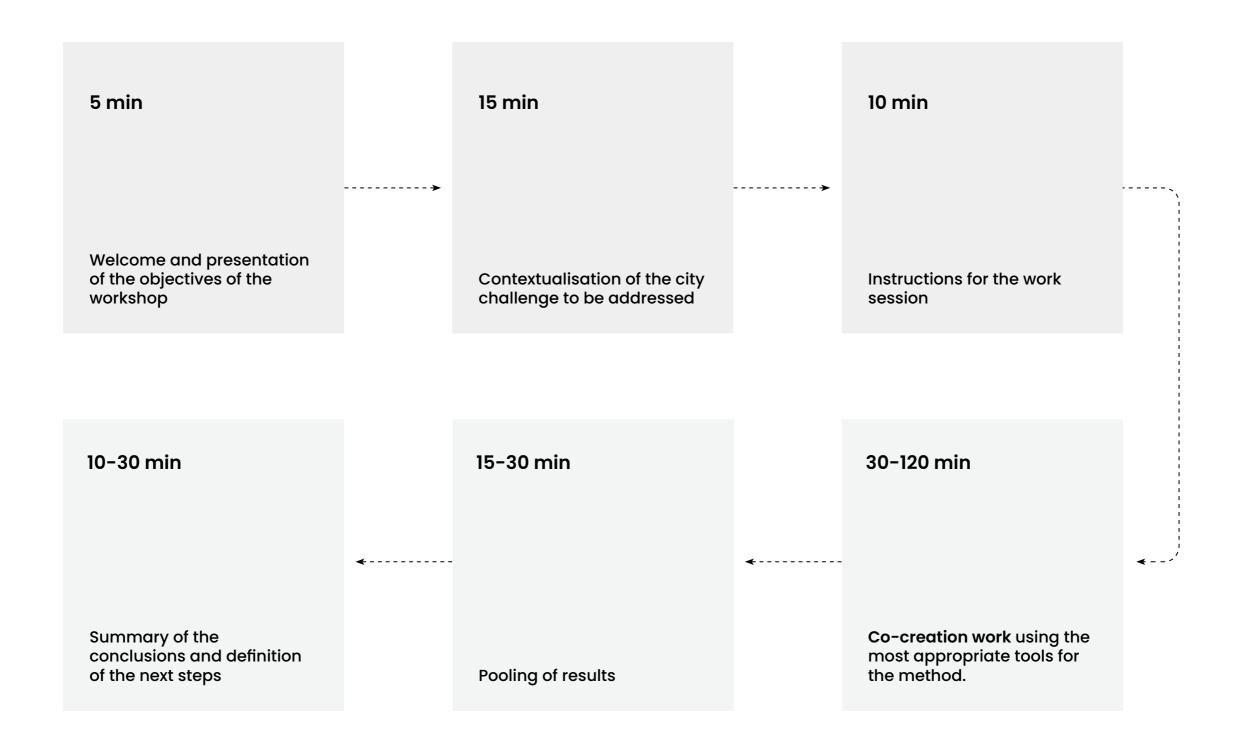
What role will each member of the Lead team play?

How will the final results be documented?

What format will they be in?

#### **Guide** Design the co-creation workshop







# Explore the challenge collaboratively

**Understand causes and effects** 

# What it involves

Complex challenges have many causes, and it can be difficult to identify the roots of the problem. Therefore, during the co-creation workshop, with the Lead team's help, the Impact group must identify the **principal** problems associated with the challenge proposed in the Observation phase and analyse their main causes and effects.

It's important to involve the Impact group in this exercise to integrate any relevant knowledge and experience they may have while beginning to work collectively.

# For what reason

Evaluating the causes and effects of the challenge can help us better understand the problem we want to solve. This exercise helps the Lead team and the Impact group gain an in-depth understanding of the challenge at hand and validate or reformulate it if necessary. Validation is critical for helping the members of the Impact group to identify with the city or target area challenge, thereby ensuring their active participation in the subsequent phases.











E1.1 E1.2 E2 E3 E4.1 E4.2 E5



# Diagram of causes



30'-4 hours







#### **Materials**







#### **Expected result**

Explore the challenge in more detail by analysing the causes and effects of its principal associated problems.



- 1 Review the results of the previous Construct the challenge worksheet O1A.
- 2 Facilitate a conversation to identify the principal problems associated with the challenge.
- 3 Identify the direct causes of each of the problems and subsequently analyse why those causes exist. Complete the corresponding rows and columns in the Causes block on the left side of the worksheet.
- 4 To understand the effects of each of the associated problems, carry out the same process by completing the Effects block on the right side. Start by identifying the direct effects and adding the derivative effects in the columns entitled 'What does it generate?'
- 5 Once we know the causes and effects of each problem, we can agree on how it should be reformulated, if necessary, to adapt it to the new discoveries.





( IMPACT GROUP

see worksheet  $\rightarrow$ 



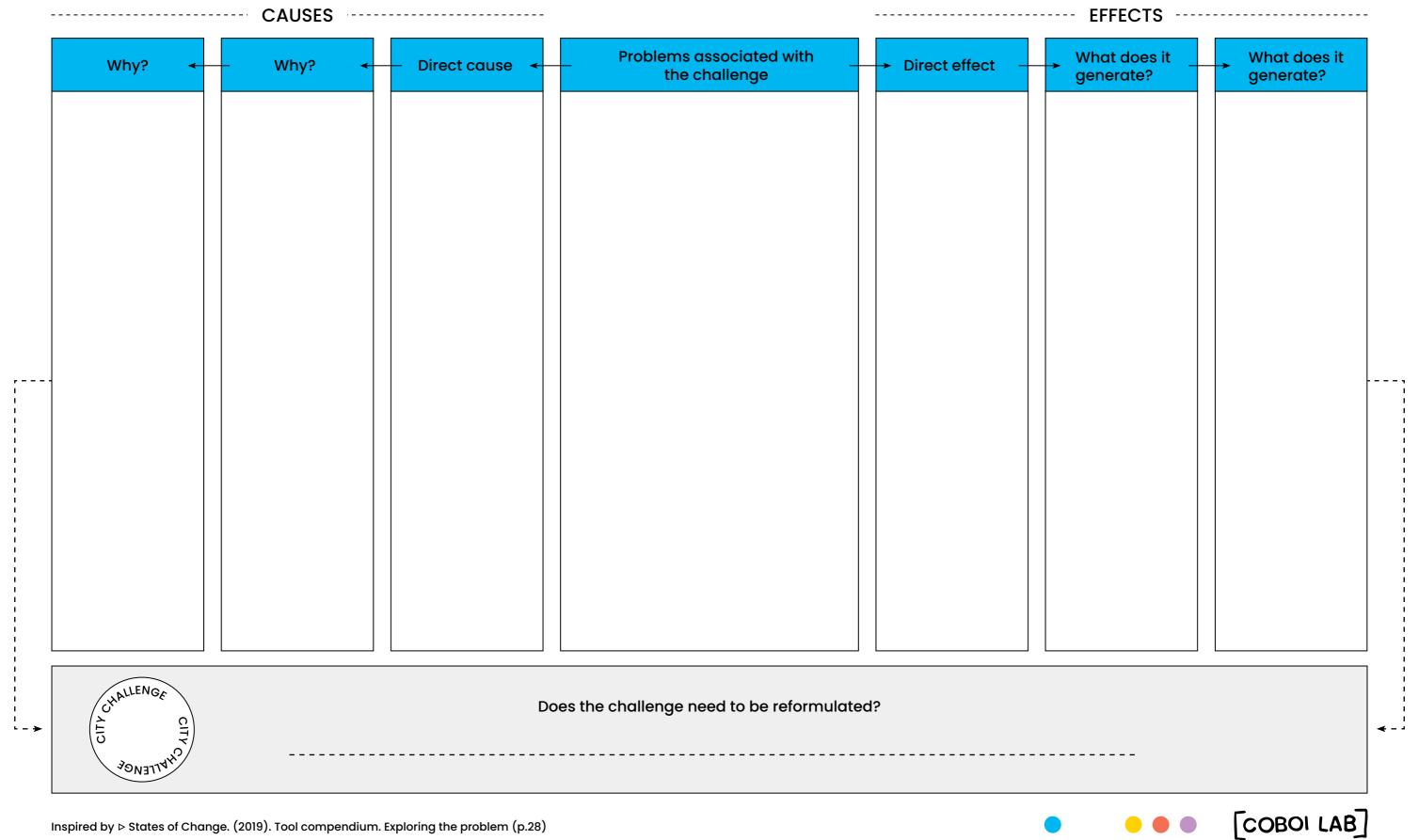














# Explore the challenge collaboratively

Obstacles, opportunities and levers of change

### What it involves

Once we have a good handle on the problems associated with the city challenge, the Lead team and Impact group must continue exploring the context of the challenge to understand both the **opportunities** that can bring about changes in the desired direction and the obstacles that could potentially hinder those advances. These elements can be attitudes, trends, infrastructures, people, regulations, etc., and some of them can become levers for change if they have the capacity to provoke expansive changes with relatively little effort.

# For what reason

Exploring the obstacles, opportunities and levers of change related to the challenge allows us to identify the inhibiting, facilitating and expansive forces for change. Identifying the most relevant forces and integrating them into the process will help us define realistic lines of action.

Inspired by The Omidyar Group (n.d.). Systems Practice Workbook. Explore forces (p.28-30)

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**EXPLORATION** 

SUB-PHASE



E1.1 E1.2 E2 E3 E4.1 E4.2 E5



# Map of forces







### How to use this tool

- 1 Read the questions in the Map of forces guide E42 and facilitate the conversation. To answer the questions, think about cultural aspects, attitudes, trends, infrastructure, people, regulations, etc...
- 2 Question 1: Identify the main obstacles in the city challenge and complete the Obstacles box. By obstacles, we mean inhibiting forces that could hinder progress towards the desired change.
- 3 Question 2: Carry out the same process for the opportunities and complete the Opportunities box. By opportunities, we mean the enabling forces that contribute to the desired change.
- **4** Question 3: Identify the main levers of change: elements that could produce expansive changes with relatively small interventions. Complete the Levers of change box.
- \* Some elements may change the direction of their influence at any given point (from obstacle to opportunity or vice versa). If they have the potential to change from an obstacle to an opportunity, they can also become levers of change.

### **Materials**













Identify any obstacles, opportunities and levers of change to take into account when resolving the city challenge.



( ) LEAD TEAM



see worksheet --











# **Worksheet Map of forces**





### **Obstacles**

What are the main obstacles that could block changes? Which are the most complex obstacles to address?

# **Opportunities**

Which are the main opportunities that could help us resolve the challenge? Which ones are already bringing about changes in the desired direction?

# Levers for change

What obstacles and opportunities could produce positive, expansive and viable changes with relatively little effort?





# Create a shared vision for the future

### What it involves

Until this point, the Exploration Phase has focused on exploring the current context of the city or regional challenge with the Impact group, identifying its problems and their causes and the forces that facilitate or hinder the desired change. Now we can start building a shared vision of the future, or in other words, agree on the final desired scenario for the target area in relation to the challenge. This vision must be realistic and consistent with the context, and the Impact group must be able to identify with and feel a co-responsibility for the change it presents.

The shared vision of the future is made up of specific, and feasible shared lines of action. A line of action represents a concrete area of opportunity in which we can work to respond to one or more priority problems associated with the city challenge. For this reason, they must be orientated towards action, using verbs such as: improve, reinforce, boost, etc.

The focus of each line of action will depend on the Impact group's **potential to make changes** that can tackle each problem. The more levers of change associated with the problem, the more potential for change it will have. The Impact group commits to developing these lines of action in the following phases by designing and implementing specific actions.



The shared vision of the future acts as a common narrative to guide the collaborative process and align the different priorities, expectations, efforts and available resources of the Impact group towards the desired change. The Impact group's acceptance and commitment to the shared vision and the lines of action derived from it are an essential factor in the ideation, design and implementation of actions that can respond to the city or target area challenge. At the same time, we strengthen the legitimacy of the subsequent phases.

Inspired by Fernández, T. (2020). The articulation of shared agendas for sustainability and social change. Priorities (p.17-18)









E1.1 E1.2 E2 E3 E4.1 E4.2 E5

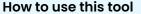


### Shared lines of action









1 Review the Diagram of Causes worksheet E4.1 and prioritise the most relevant associated problems for the Impact group by voting or using the Feasibility-impact matrix P4 (Action Plan phase). You can also carry out the prioritisation once the lines of action have been defined.

2 Fill in the first column of the worksheet with the selected problems. Insert one problem per row.

### **Materials**

**Expected result** Define your shared

vision of the future and

the future action plan.

the specific lines of action that will guide









3 Review the previous Map of forces worksheet E4.2. In the second column, add the levers of change related to each problem.

4 Based on the previous elements, facilitate a conversation to evaluate the potential for change of each problem and agree, for each case, whether it is high, medium or low.

5 For each problem, define one or more lines of action according to the following recommendations:

→ If the potential for change is high, the lines of action should be directly focused on solving the specific problem.

 $\rightarrow$  If the potential for change is low, the lines of action should be focused on strengthening the levers of change.

6 For each line of action, define the Impact group's initial commitments and the approximate dates of fulfilment.

7 Based on all the previous decisions, agree on the scenario you want to achieve in the future and describe it in the Shared Vision of the Future box.





() IMPACT GROUP

see worksheet --







# **Worksheet Shared lines of action**



Priority problems see (E4.1)	Levers for change see (E4.2)	What do we want to achieve? Lines of action	Who will work on each line? Initial commitments
Problem 1	Levers for change		
	Potential for change		
Problem 2	Levers for change		
	Potential for change		
Problem 3	Levers for change		
	Potential for change		

# **SHARED VISION OF THE FUTURE**

In the long term, what would the city or the lives of those affected be like if the challenge were successfully tackled and priority problems were solved?

# PROCESS EVALUATION

Check if you have accomplished the following:

# **Exploration Phase**

The main actors related to the challenge have been identified an visualised on a map of actors.
Different integration strategies have been defined for the identified actors.
The Impact group has been defined.
A co-creation workshop has been planned, and the Impact grou convened.
The co-creation workshop has been held.
The Impact group studied the challenge in more detail through a cause-and-effect analysis of its main associated problems.
The obstacles, opportunities and levers of change to take into account when tackling the challenge have been identified.
Shared lines of action have been defined based on priority prob- lems and levers of change.
The Impact group has collaboratively defined a shared vision of the future.

### **(2)** EXPLORATION

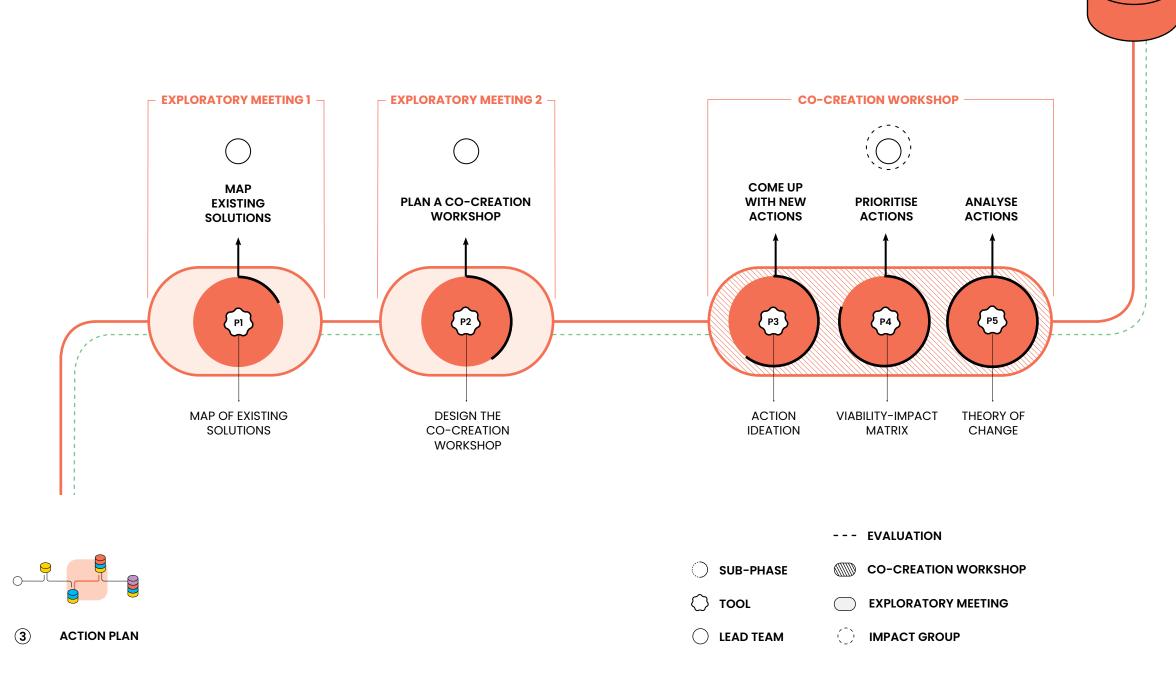
# Collaboration process

The Lead team is recognised as the group that guides the process.
The Lead team guaranteed the interests of the entire Impact group.
The Impact group includes actors relevant to the challenge that have a strong capacity to influence, take action, and call on others.
The Impact group is made up of actors representing diverse organisations, sectors and interests.
The members of the Impact group understand the objectives of the <i>Exploration</i> phase and their principal role.
The information generated in the strategic meetings and co-creation workshops is being documented and shared with stakeholders.

# General reflections

- 1 Which aspects have worked well? Why?
- 2 Which aspects could be improved? Why?
- 3 What are the most important lessons learned?
- **4** Were there any unexpected outcomes?
- **5** Which aspects of the process need more work or adjustments? Why?
- 6 Do you need to iterate any sub-phase? Why?

# Workflow



**During the** Action Plan phase, we begin to collaboratively devise and design actions for each defined line of action to bring us closer to the shared vision of the future.

- Map existing solutions
- Plan a co-creation workshop
- 3 Devise new actions
- 4 Prioritise actions
- 5 Analyse actions

How do we collaborate?

Exploratory meetings

Co-creation workshops

# Introduction

In the Action Plan phase, we begin to collaboratively devise and design the actions that could be implemented to address the city challenge. During this phase, all the information and knowledge generated during the previous phases should be used to continue the collaborative work and jointly propose viable interventions consistent with the shared vision of the future for our target area.

During the *Action Plan* phase, it is crucial that, for each defined line of action, both the Lead team and the Impact group identify and analyse **pre-existing solutions** so as not to "reinvent the wheel" and learn from the successes and failures of other projects with similar objectives. In parallel, the Lead team will once again convene the Impact group and new rel-

evant actors, such as the users affected by the problem, in a new co-creation workshop to integrate different visions and **come up with new solutions** for each defined line of action.

3 ACTION PLAN

# Map existing solutions

### What it involves

Before starting to devise new solutions that respond to the challenge posed, it's helpful to identify any projects and initiatives that have already been implemented in other contexts to respond to similar challenges. Once identified, the Lead team will be able to analyse them in detail, understand how they work and adapt the main learnings to their own context.

Questions the Lead team could ask include the following:

- → What has been tried before?
- → Which initiatives were successful? Why?
- → Which solutions failed? Why?
- → What are the main lessons learned?
- → Who could give us more information?

# For what reason

This exercise allows us to detect actions that have already been implemented in similar contexts and identify any **key elements** that could be replicated or adapted in the actions subsequently designed with the Impact group.

During this research process, it's advisable to contact the people responsible for the projects identified because they may have more experience in the type of challenge we are trying to address. This process also helps to generate a new community with which to share knowledge, tools and learning.

**ACTION PLAN** 

SUB-PHASE







Ρl P2 Р3 Ρ4 P5



# Map of existing solutions



2-8 hours







**Materials** 

### How to use this tool

1 Use one sheet for each line of action. Review the Diagram of causes worksheet **E4.1** and the Shared lines of action worksheet **E5** to identify keywords that can guide the search for solutions developed to respond to similar challenges in other contexts.

2 Search for existing solutions for each line of action and describe them in the first column of the worksheet, indicating their name, context in which they were implemented and web link. The Lead team should use the Impact group's experience to perform this search.

### **Expected result**

Identify existing solutions for each line of action, extract lessons learned and evaluate how they could contribute to the shared vision of the future.

3 Identify the most relevant elements of each of the existing solutions. Add them in the second column: Key elements.

4 Facilitate the conversation to generate learnings from each of the solutions and decide if they could be replicated to achieve the shared vision of the future. Add them in the third column: Lessons learned.

5 Make a list of people or organisations associated with these solutions in order to contact them and learn from their experience.



( ) LEAD TEAM

see worksheet --











# **Worksheet Map of existing solutions**



LINE OF ACTION

EXISTING SOLUTIONS	KEY ELEMENTS	LESSONS LEARNED	CONTACTS
Solution:			
Context:			
Ø Link:			
Calutian			
Solution:			
	>	·>	
Context:			
Ø Link:			
Solution:			
		·- <del>&gt;</del>	
Context:			
Ø Link:			
Solution:			
Solution.			
		>	
Context:			
Link:			



# Plan a co-creation workshop

# What it involves

Once lessons have been learned from existing solutions, the next step is to devise new actions that are contextualised in the local reality. Once again, in doing this, it's essential to consult with the Impact group and any new actors relevant to the line of action to be developed.

Therefore, the Lead team should organise a new co-creation workshop. This time it could be in a format similar to a hackathon. A hackathon is a type of meeting where the aim is to collaborate intensively to devise and design actions in a limited period of time.

# For what reason

Planning a new meeting will allow us to reconvene the members of the Impact group who already participated in the *Exploration* phase as well as integrate new key actors. This helps to expand the Impact group and make the process more participatory and inclusive.

\* Note: To plan a new co-creation workshop in this phase, you can use the same tools we used in the Exploration phase: Construct the Impact group (E2) & Design the co-creation workshop (E3.1 + E3.2).







**ACTION PLAN** 

SUB-PHASE







### Devise new actions

# What it involves

Collaborating to develop with new ideas is key to designing actions focused on achieving the shared vision of the future for each line of action. Both the initial Impact group and the new key actors should participate in this ideas process to integrate different perspectives and generate actions with greater impact.

# For what reason

This is one of the most important stages in the Action Plan phase because it allows us to start identifying specific actions that develop the previously defined lines of action and thus make progress towards the shared vision of the future for our target area. To do this, we will combine the creativity and experience of the different actors convened based on the knowledge already generated by the Impact group during the previous phase: *Exploration*:











P1 P2 Р3 Ρ4 Р5



# Action ideation





Individual



### How to use this tool

1 Write the shared future vision at the top of the worksheet.

- 2 Write down the line of action for which new actions will be devised (see the previous Shared lines of action worksheet E5).
- 3 Working individually or in groups, use a separate sheet of paper to brainstorm ideas for actions that could potentially be appropriate for the selected line of action. Some ideas could be inspired by the learnings on the Map of existing solutions worksheet P1.
- 4 Facilitate the conversation to select or combine the best ideas. When doing this, you should consider the problems, levers of change and initial commitments associated with the line of action (see previous Shared lines of action worksheet E5).

**5** Write the main selected actions on the worksheet.

#### Materials











### **Expected result**

Collaborate to generate new ideas for each line of action and compile the best ideas.

REY

**ACTION PLAN** SUB-PHASE







( ) LEAD TEAM

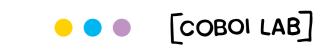


(i) IMPACT GROUP

see worksheet  $\rightarrow$ 

IDEATION					
lame of idea:	Name of idea:				
escription:	Description:				
	<b>→</b>				
lame of idea:	Name of idea:				
escription:	Description:				
	<b>→</b>				
lame of idea:	Name of idea:				
escription:	Description:				
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### Prioritise actions

# What it involves

Once we have developed different actions that could be suitable for each line of action, the next step is to prioritise the most significant and viable ones. Not all the previously generated ideas will have the desired impact, and some may prove too complex to implement. In order to decide which actions will finally be developed and implemented, we must first assess the feasibility of their implementation and capacity for impact.

# For what reason

This prioritisation exercise will help us agree on an order for the actions according to the established prioritisation criteria and identify those likely to contribute the most to achieving each line of action and, therefore, progressing towards the shared vision of the future.

During the subsequent phases of the process, we will only continue to work on the actions prioritised at this stage. These prioritised actions will make up the portfolio of actions to be used to address the city challenge.

**ACTION PLAN** 

SUB-PHASE







P1 P2 Р3 Ρ4 Р5



# Viability-impact matrix



30'-1 hours



Individual



Group 💮

#### Materials







#### **Expected result**

Prioritise the most viable actions with the most impact capacity for each line of action.



### How to use this tool

- 1 Review the previous Action ideation worksheet P3.
- 2 Facilitate the conversation by using the questions on each axis of the matrix to reflect on the level of viability and impact capacity of each of the proposed actions. The Lead team or Impact group can add other variables to the axes of the matrix if deemed necessary.
- 3 On the basis of the conclusions reached during the previous conversation, agree on where to place each action on the matrix. We recommend you use one matrix for each line of action.
- 4 Not all actions will contribute equally to achieving the shared vision of the future. Review the actions with the most impact capacity and implementation feasibility (upper-right quadrant) and select the ones to be implemented in the next phase.

**ACTION PLAN** 

SUB-PHASE







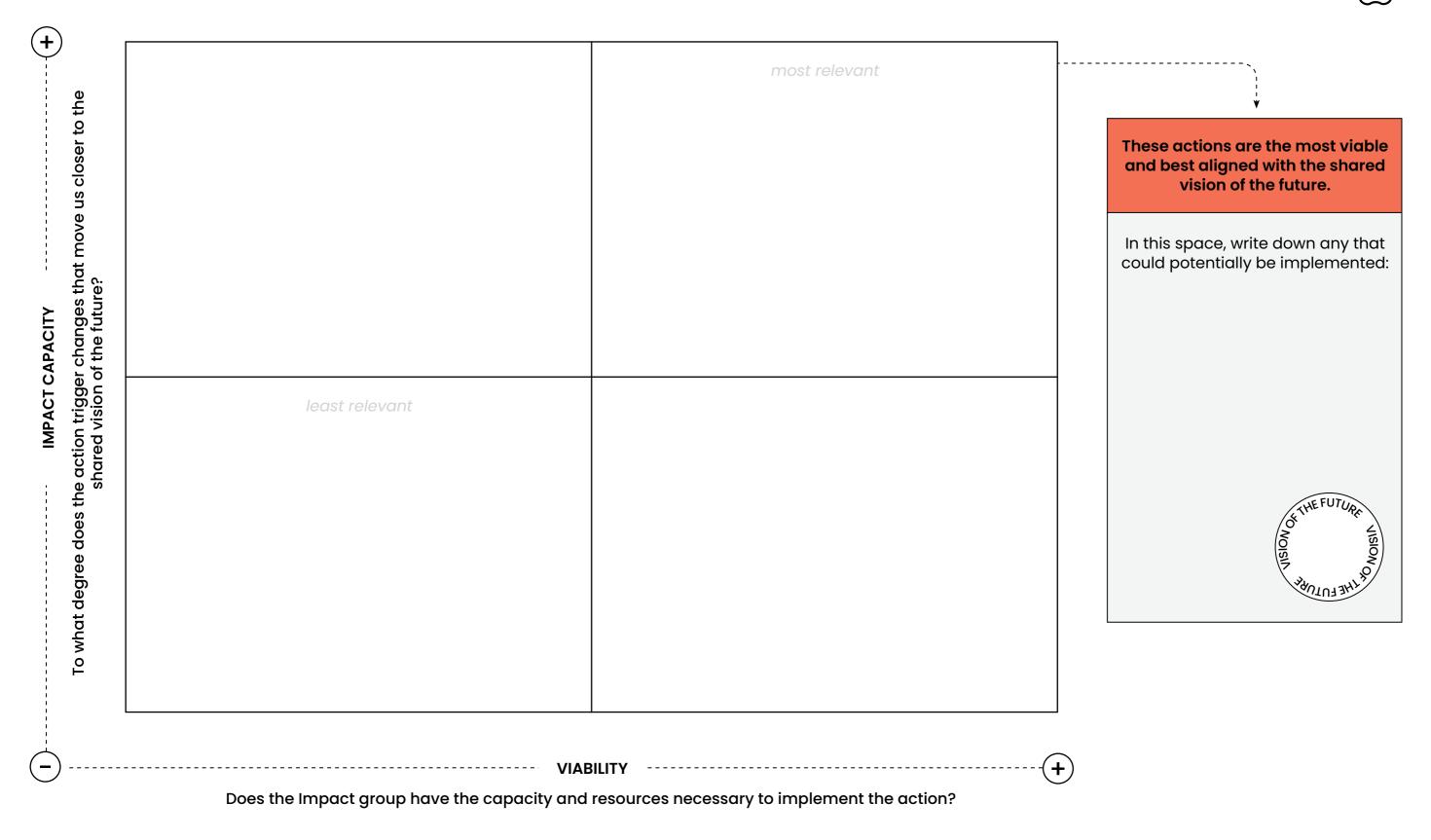
( ) LEAD TEAM



(i) IMPACT GROUP

see worksheet  $\rightarrow$ 





### 5 **Analyse actions**

# What it involves

Once the Impact group has prioritised different actions for each line of action, it should analyse each of the proposals in depth. This will involve identifying the resources and capacities required to implement them. A theory of change will also be generated for each one; in other words, each action's intermediate and short-term impact and its contribution to the shared vision of the future will be theoretically defined.



This exercise is beneficial for studying the actions proposed by the Impact group in more detail, describing the change expected to be triggered by each action and visualising how the shared vision of the future could be achieved. This analysis will enable you to choose which actions have the most potential to be implemented in the next phase. It also provides a theoretical reference point that can help define future monitoring and evaluation indicators for each of the actions.

**ACTION PLAN** 

SUB-PHASE



 $\bigcirc\bigcirc\bigcirc\bigcirc\bigcirc\bigcirc\bigcirc$ 

P1 P2 Р3 Ρ4 P5



# Theory of change

Individual

Materials

Group (i)

## How to use this tool

1 Complete a Theory of change worksheet P4 for each line of action.

2 Enter the name of the line of action in the first column of each worksheet. Next, add the Impact group's proposed actions for each one (from the previous Action ideation worksheet) in the second column P3.

3 Complete the third column with the resources and capacities needed to implement each of the actions and highlight those already available.

#### **Expected result**

Study the potential of the proposed actions in greater detail by defining a theory of change for each one.

4 In the fourth column, reflect on the expected shortterm results of each of the proposed actions. It's important to identify specific and visible changes.

5 In the fifth column, reflect on the expected medium-term results of each of the proposed actions.

6 In the last column, define each action's contribution to the shared long-term vision of the future.

7 For each action, complete the key assumptions boxes. This will help to reflect on the hypotheses that the Impact group is basing its decisions on and ensure the theory of change develops as defined.

KEY

( ) LEAD TEAM

( ) IMPACT GROUP

see worksheet  $\rightarrow$ 







# **Worksheet Theory of change**



LINE OF ACTION					
◆ PROPOSE	D ACTIONS	• <b></b>	←		
ACTIONS  What are the specific actions proposed for this line of action?  copy from P3	RESOURCES  What resources and capacities are needed to implement the action? Which of them are already available?	SHORT TERM  What short-term results do we expect to obtain?	MEDIUM TERM  What impact do we expect to achieve in the medium term?	LONG TERM  How does it contribute to the shared vision of the future?	
Assuming that					
Assuming that					
Assuming that					



# **PROCESS EVALUATION**

Check if you have accomplished the following:

# Action plan phase

Existing solutions have been identified for each line of action.
Lessons learned have been extracted from existing solutions, and we have evaluated how we could incorporate them into a specific line of action.
New ideas have been collaboratively generated for each line of action, and the best ones have been compiled.
The most viable and impact-generating actions have been priori tised for each line of action.
The potential of each of the proposed actions has been studied in-depth, defining a theory of change.

# Collaboration process

Relevant new actors have been incorporated into the Impact grain the context of each line of action.
The members of the Impact Group understand the objectives of the <i>Action Plan</i> phase and their primary role.
Different members of the Impact group have committed to devising and defining actions for each line of action.

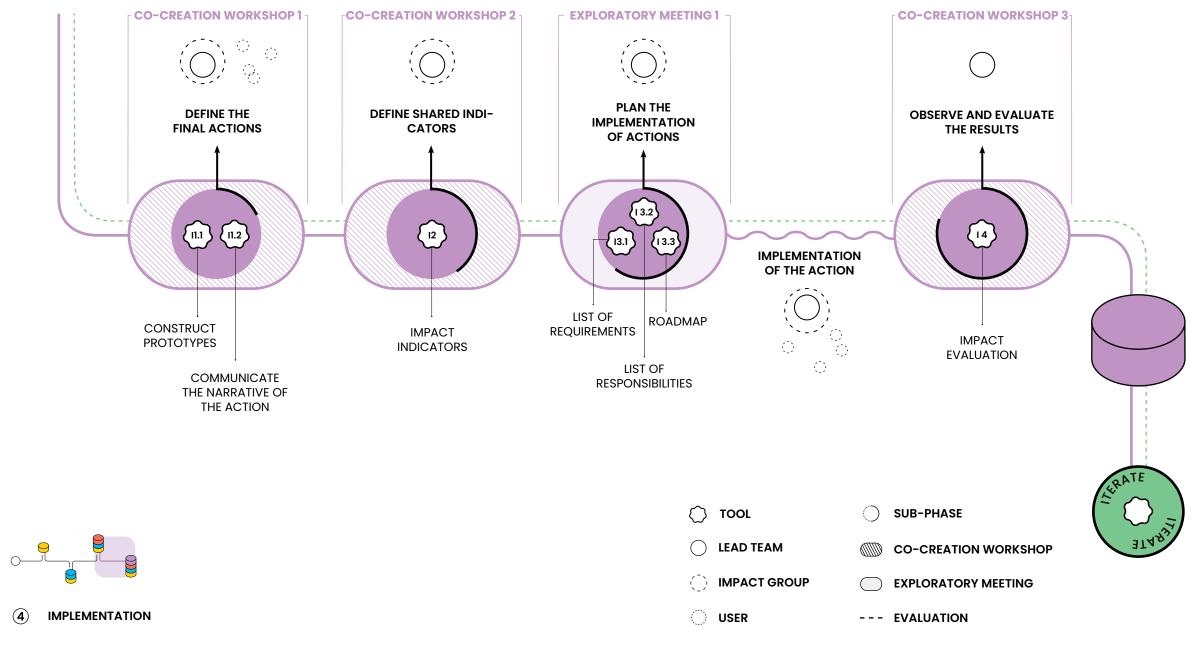
$\overline{}$			
<b>3</b>	ACT	ION	PLAN

strategic meetings and co-creation workshops have been held
periodically, and the actors convened participated actively.
The information generated in the strategic meetings and co-crea-
tion workshops is being documented and shared with stakeholders.

# General reflections

- 1 Which aspects have worked well? Why?
- 2 Which aspects could be improved? Why?
- **3** What are the most important lessons learned?
- 4 Were there any unexpected outcomes?
- **5** Which aspects of the process need more work or adjustments? Why?
- 6 Do you need to need to iterate any sub-phase? Why?

# Workflow



Implementation phase, we design prototypes for the prioritised actions and plan their subsequent implementation.

We also collectively

We also collectively decide how to measure the results, monitor progress and evaluate the impact of the implemented actions.

Define the final actions

**2** Define shared indicators

Plan the implementation of actions

Observe and evaluate the results

5 Iterate

How do we collaborate?

Exploratory meetings

Co-creation workshops

### Introduction

The Implementation phase is key for developing the actions proposed in the Action plan phase. The Impact Group, accompanied by the Lead team, begin by designing the necessary prototypes required to efficiently test the defined actions and detect any possible improvements. Once the actions to be implemented have been defined in more detail, a common narrative should be articulated to communicate the purpose and added value of each action and raise awareness among the Impact group and all those involved and/or affected by the challenge.

From this moment on, the actors involved identify the **elements required to imple-ment** each action and plan some key aspects, such as the specific activities that will make up each action, the assigned budget, responsibilities and the roadmap to be followed to achieve the expected results.

4 IMPLEMENTATION

Furthermore, in this phase, we will collaboratively define the **implementation monitoring system**, which will comprise shared indicators that reflect success criteria of the actions. This monitoring system is essential for observing and measuring the progress of the actions during their implementation and **evaluating their final impact** in both the short and medium-term.

It's important to note that as well as evaluating the final results of each action you should also carry out **intermediate evaluations** during the implementation process to decide whether you need to reorientate the focus of the actions implemented or even repeat any activities from the previous phases.

### Define the final actions

# What it involves

Before implementing the actions devised and prioritised to respond to the city challenge in the previous phase, we need to test them using a prototype. A **prototype** is a **partial or complete representation** of an idea that is tested early in the implementation process to validate that idea and detect possible improvements.

Once the actions have been tested and validated with prototypes, any improvements identified should be incorporated, and the final operational details and narrative of each action should be defined.

# For what reason

**Designing and testing prototypes** allows us to:

- → Validate the key hypotheses or assumptions underpinning the final operational details of the proposed actions (based on the Theory of Change in the *Action Plan* phase).
- → Quickly and efficiently make the actions a reality.
- → Generate a common representation of the action for the entire Impact group.
- → Improve the actions by identifying which aspects work and which do not.
- → Reduce risk and uncertainty when the actions are formally implemented.

As well as validating the hypotheses, this exercise also helps articulate a **common narrative** that facilitates communication and raises awareness of the actions to be implemented.







11.1 11.2 12 13.1 13.2 13.3 14



# Construct prototypes



1-2 hours





### How to use this tool

1 Prepare a worksheet for each previously prioritised action we want to prototype. Begin by entering the name of the action and the line of action to which it belongs.

2 Define the objective of the prototype; in other words, define the hypotheses or assumptions we want to validate. Complete the corresponding table

**3** When preparing the prototype, we should define:

- The users who will test the prototype.
- The context in which the test will be carried out.
- The prototype method, which will depend on the type of action and level of detail necessary to achieve the desired objective. Refer to the guide sheet to see different types of prototype.
- The people who will develop the prototype and the roles to be assigned to them. Refer to the guide sheet to see the key roles.
- The resources required to develop the prototype and those that are available.
- 4 Carry out the prototype as agreed, observe the process and analyse which elements worked well and which can be improved. You can then repeat with a second round of prototypes or proceed to the final implementation stage.

#### **Materials**







### **Expected result**

Validate and improve the prioritised actions by designing and testing prototypes.

KEY

( ) LEAD TEAM

MPACT GROUP

see worksheet --







# **Worksheet Construct the prototypes**



Action → Line of action  $\rightarrow$ 

# Objective of the prototype $\rightarrow$

What do we want to validate? \*see key assumptions in the Theory of Change  ${P4}$ 



# Preparation

### **Users**

Who will test the prototype?

### Context

Where will we test the prototype? How much time do we have available?

### **Resources**

What resources do we need? Which of them are already available?

### Results and lessons learned

Which aspects worked well? Why? What do we need to improve?

**Analysis** 

# **Prototype method**

Which type of prototype is most appropriate for achieving our objective?

\*see guide { 11

### **Roles**

Who will carry out the prototype test? Which roles will be assigned to each person?

\*see guide \( \) 11

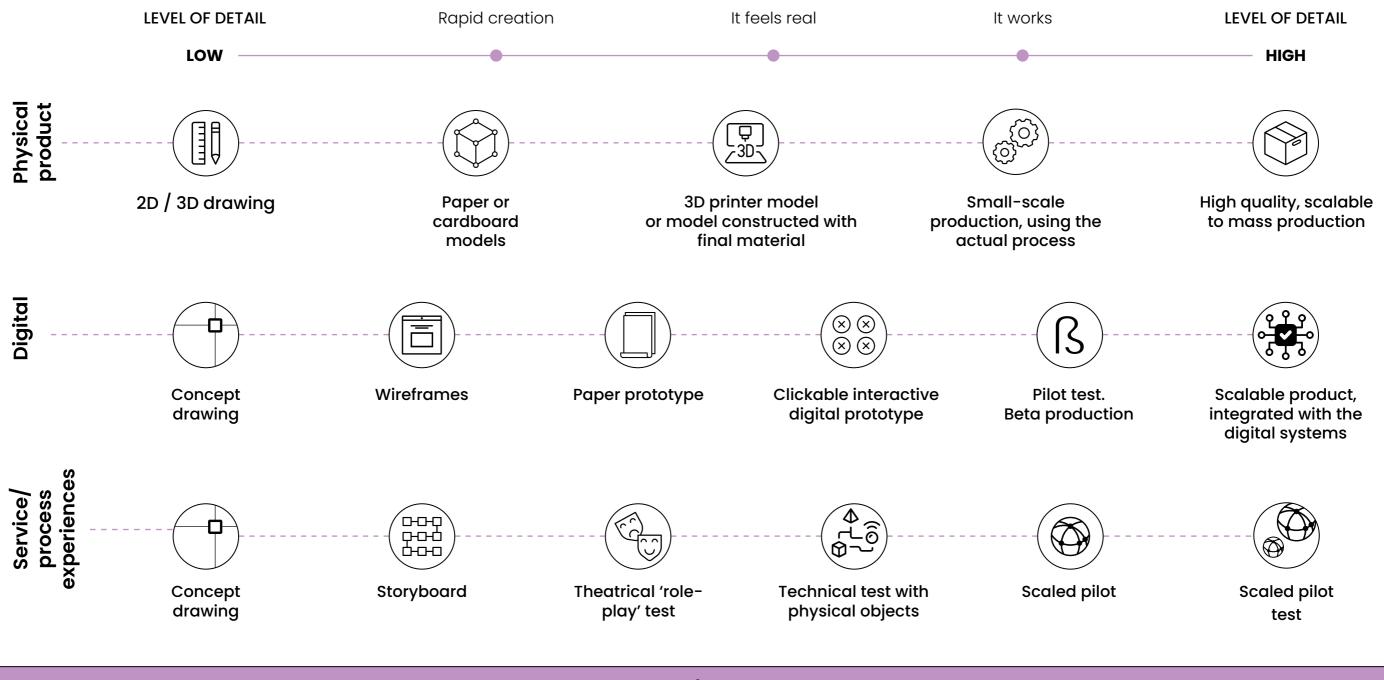


IMPLEMENT THE PROTOTYPE



# **Guide Prototyping methods**





Roles			
Maker Constructs the elements (physical or digital) needed for the prototype	Researcher Observes the users using the prototype to detect and identify areas for improvement.	Catalyst Guides the users through the prototype process	Support Helps create the experience needed to make the prototype feel real





# Communicate the narrative of the action



1-2 hours

#### How to use this tool



1 Prepare a worksheet for each action to be implemented.



Group (i)

2 Write the name of the action and a concise, appealing headline.

#### **Materials**







3 Using the questions on the worksheet as a guide, describe the most relevant aspects of the action, such as the problem it solves, its main objective, the beneficiaries, how it will work and the added value it offers.

#### **Expected result**

Generate a common narrative to communicate the selected actions, their objective and their added value.

4 Use this information to work out the most appropriate format for communicating the action to each of the defined audiences.



**○ LEAD TEAM** 

( IMPACT GROUP

see worksheet  $\rightarrow$ 





Action →	
Headline →	
What is the objective?  *See line of action (worksheet P5)	
What problem does it solve?	Who does it benefit?
*see worksheet (E5)	*see worksheet (E1.1)
How does it work? What does it offer? Is it a product, service, space or experience?	Why is it unique? What added value does it offer?
In what format will it be presented? We	b page, presentation, press release, etc.
Internally → Impact group	Externally → Users 5 0



## Define shared indicators

## What it involves

Once we begin to implement the actions, it's vital we monitor their implementation so that the Lead team and Impact group receive detailed feedback on their progress and can carry out a critical analysis of the results. To do this, the actors involved should agree on a shared follow-up system to observe and measure the progress of the actions from the outset.

The follow-up system should comprise a set of shared indicators, which should reflect the success criteria (or expected results) for each of the actions to be implemented. These indicators will guide the process of collecting quantitative and qualitative data on the actions. Some of the available data collection methods include participant observation, surveys, interviews and focus groups, among others.

## For what reason

Defining a **follow-up system** with the Impact group provides a joint perspective on the indicators used to measure the results of each of the implemented actions and the data that should be collected during implementation. Defining the fundamental elements of the follow-up process and future evaluation methods as a team can increase the actors' sense of responsibility and commitment to monitoring the implemented actions.

The shared follow-up system also ensures all the actors involved are on the same page when it comes to evaluating the final results and impact of each action and making well-informed decisions on any readjustments that may be necessary. For this same reason, the follow-up system must guarantee a continual flow of quality data and information.



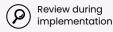








# Impact indicators





Individual



Group 💮

#### **Materials**







#### **Expected result**

Establish the fundamental elements of the shared follow-up and evaluation system and define shared impact indicators.

#### How to use this tool

1 Review the questions on the Shared Indicators worksheet.

2 Use the questions in the Vision of the future section to collectively reflect on the change expected from the action and its contribution to the shared vision of the future. To answer, review the previous Theory of change worksheet P5. It's also important to delimit the various stages of monitoring and evaluation within a clear time frame.

3 Use the questions in the Follow-up section to analyse and agree on key aspects of the process for following-up on actions, such as monitoring indicators, necessary data, data collection methods, etc.

4 Use the questions in the Evaluation section to analyse and agree on key aspects of the future process for evaluating the actions: who will be on the evaluation team, how will results be communicated, etc.

5 Repeat the procedure for each action to be implemented.



( ) LEAD TEAM

( ) IMPACT GROUP

see worksheet --







# **Worksheet Impact indicators**

Vision of the future		Follov	Evaluation		
What are the objectives of the action?	Which aspect of the action do we want to evaluate?				Who will be on the evaluation team?
	Monitoring indicators	Data required	Collection method	Person in charge of collecting the data	Which skills are required?
What are the expected results of the action?					
					How will the evaluation of each indicator be documented and shared?
Are they consistent with the line of action?	What mechanisms transparently collec		How will the areas for improvement be defined and agreed for each action?		
Do they allow us to progress towards the shared vision of the future?	How will that data b	e shared and com			
	What are the differe	nt follow-up and e	he time frame for each of them?		







# Shared indicators can be defined on different levels and may include:

stem	stem	٤	Individual	Attitudes (Ways of thinking)  Values, perspectives, knowledge, etc.	Abilities (skills)  Confidence, uptake of new tools, agency, etc.	Behaviours (Actions)  Habits, work methods, new patterns, etc.	Narrative (Discourse)  Communication, decision-making, values, etc.	Roles (Functions)  Organisational structure, operational models, responsibilities, etc.
Ecosystem	Organisation	Team	Indiv	Relationships (Interactions)  Networks, partners, alliances, conversations, etc.	Context (Incentives)  Procedures, structures, transparency, accountability, etc.	Results (Products)  Actions, strategies, new services or projects, etc.	Impact (Effects)  Creating value, unexpected effects, indirect effects, etc.	





# Plan the implementation of actions

## What it involves

Once we have defined the final actions, their narrative and the follow-up and evaluation system, it's time to **plan the implementation**. To do this, we must identify all the elements we need (resources, capacities and alliances) to implement each action. We will also have to define the activities that make up each action, the people responsible for each of them, the available budget and their expected duration. This process familiarises all the actors involved with the general plan for each action.

## For what reason

Planning the implementation is a critical stage in this phase. Defining the **elements** needed to implement each action helps us understand which aspects are fundamental and which are not yet available. This exercise also helps us plan and schedule the activities and tasks that make up each action, align the work with the actors involved and ensure the actions will be executed within the agreed time frame and available budget. By doing this, we can observe and celebrate the progress of the actions and the achievements made during the implementation.









# List of requirements



1-2 hours





Group 💮

#### How to use this tool

1 Prepare a worksheet for each action to be implemented. Write the name of the corresponding action on each sheet.

2 In the Necessary resources section, identify the resources and skills required to implement the action. Facilitate the conversation to detect which of them are already available.

3 In the Necessary alliances section, identify the key actors that must contribute to the process to ensure the action is implemented successfully. Facilitate a conversation to detect any alliances that already exist within the Impact group.

4 In the Activities for obtaining new resources and alliances section, write a list of tasks designed to incorporate the resources and alliances you do not yet have access to.

#### Materials











Identify the resources, capacities and alliances needed to implement the action.

REY

( ) LEAD TEAM

( IMPACT GROUP

159

see worksheet  $\rightarrow$ 







Action →

## **Necessary resources**

- Physical, economic, technological and organisational resources, etc.
- Technical skills, soft skills, roles, etc.

# **Necessary alliances**

• Actors who can support or influence the successful implementation of the action

Activities to gain access to new resources and

alliances

-----<del>-</del>



# List of responsibilities



1-4 hours





Group 🔘

#### How to use this tool

1 Use one worksheet for each action to be implemented.

2 In the first column, define the specific activities involved in implementing the action.

3 Assign one or several people to each activity. It's important to consider the required skills and technical abilities for each activity. Assess whether you need to hire or include people with these skills and abilities.

## 4 In the third column, assign a budget to each activity based on the available agreed resources.

5 In the fourth column, define the estimated time frame for each activity.

6 In the fifth column, identify the person who will approve the execution of the activity.

7 Lastly, define the expected results of each activity, whether tangible or intangible.



# **Materials**







#### **Expected result**

Plan the activities that make up each action and assign the people, resources and time available for each of them.

KEY

( ) LEAD TEAM

( IMPACT GROUP

see worksheet  $\rightarrow$ 





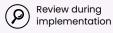


 $Action \rightarrow$ 

Activity	Assigned to	Budget	Estimated duration	Approved by	Expected results
	1 1 1 1 1		1 1 1 1 1		
	1 				
	,   		, 1 1 1 1		
	1 1 1 1		1 		
	1 1 1 1		 		
	1 1 1 1 1	 	1 	 	
	1 1 1 1	 	 	 	
	1 1 1 1 1		1 		
	,   		,   		



# Roadmap





1-2 hours



Individual





#### Materials





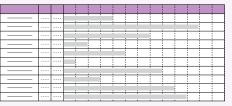


### **Expected result**

Schedule and visualise the timeline for the different activities involved in implementing the action.

#### How to use this tool

- 1 Review the List of responsibilities worksheet 13.2 and add each of the proposed activities to the first column.
- 2 Define the start and end dates planned for each activity. We recommend you allow a little extra time for contingencies.
- 3 The columns below represent weeks but can be used as days or months depending on the time available to implement the action.
- 4 This worksheet works like a Gantt chart. We recommend you complete this roadmap digitally, using tools that allow it to be shared with all the actors involved in the implementation.



Example of a completed Gantt chart

**?** KEY



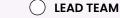
**IMPLEMENTATION** 

SUB-PHASE











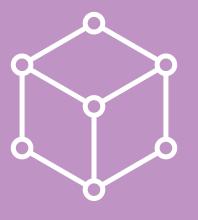
( IMPACT GROUP

see worksheet  $\rightarrow$ 

Action  $\rightarrow$ 

ACTIVITY	START	END	1	2	3	4	5	6	7	8	9	10	11	12
				1 1 1 1 1			1 1 1 1 1	1 1 1 1 1	1 1 1 1 1	 	1 1 1 1 1			 
				 			1 1 1 1 1	1 1 1 1 1	 	 	1 1 1 1 1			 
				1 1 1 1 1			1 1 1 1 1	1 1 1 1 1	1 1 1 1 1	1 1 1 1 1	1 1 1 1 1			/ 
							1 1 1 1 1	1 1 1 1 1	1 1 1 1 1	,   				 
				1 1 1 1 1 1			1 1 1 1 1 1	1 1 1 1 1 1	 	1 1 1 1 1	1 1 1 1 1			 
				1 1 1 1 1			1 1 1 1 1	1 1 1 1 1	1 1 1 1 1	1 1 1 1 1	1 1 1 1 1			1 1 1 1
				1 1 1 1 1			 	 	 	 	 			 
		_1_1_		 			 	 	 	 	1 1 1 1 1			1
	_1_1_	_1_1_		 			 	 	 	 	 			





# Implement the action

LEAD TEAM

0

**IMPACT GROUP** 

USER



# Observe and evaluate the results

## What it involves

To understand the impact of the actions implemented, we need to observe and analyse the data collected for each of the follow-up system's indicators. Once we know the results of each implemented action, we can evaluate to what degree we have achieved the expected results.

Given that the follow-up and evaluation system are intended to be communal and transparent, the Impact Group must be involved at some point during this sub-phase. It's also vital we celebrate the achievements. however small, with the actors involved to reinforce their sense of commitment and co-responsibility for the shared vision of the future.

## For what reason

This exercise aims to perform a critical analysis of the final results of each action and share any learnings about the **effectiveness** of its implementation and medium-term impact, at an individual, team, organisational and ecosystem level.

This method proposes a basic evaluation exercise to help us learn from and improve the actions implemented. However, a more thorough evaluation should be outsourced to guarantee the independence and credibility of the data.



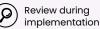








# Impact evaluation





1-4 hours



Individual



Group O

#### collected for each of its impact indicators as defined in

How to use this tool

the previous Impact indicators worksheet 12. 2 Use the questions in the Implementation evaluation

1 Select the action to be evaluated and review the data

section to reflect on and assess the action implementation process.

3 Use the questions in the Evaluation of the results section to reflect on and assess the final results generated by the action implemented for each defined indicator.

4 Use the questions in the *Impact evaluation* section to reflect on and assess the degree to which the expected results have been achieved and progress has been made towards the shared vision of the future. Carry out this analysis at an individual, team, organisational and, lastly, ecosystem level.

**5** Use the questions in the *Follow-up* and evaluation system section to reflect on and assess the follow-up and evaluation system that has been used.

6 Document the conclusions reached in each section.

7 Repeat the exercise to evaluate each action implemented.

#### **Materials**









## **Expected result**

Evaluate the short and medium-term impact of the actions implemented.



( ) LEAD TEAM

see worksheet --







## **Worksheet Impact evaluation**



## Action →

## Implementation evaluation

Was the action adjusted during implementation? How?

Were any new problems or related cause-and-effect issues identified? What are they?

Were any new opportunities, obstacles or levers of change identified? What are they?

Does any aspect of the action need to be redesigned? Which?

Do you need to iterate any of the sub-phases to redesign the action? Which?

# Results evaluation (short-term)

What are the final results for each indicator?

Which are the most important observations?

## Impact evaluation (medium-term)

Have the expected results been achieved?

To what extent has progress been made towards the shared vision of the future?

What has been most effective? What unexpected effects were identified?

Which are the most significant lessons learned?

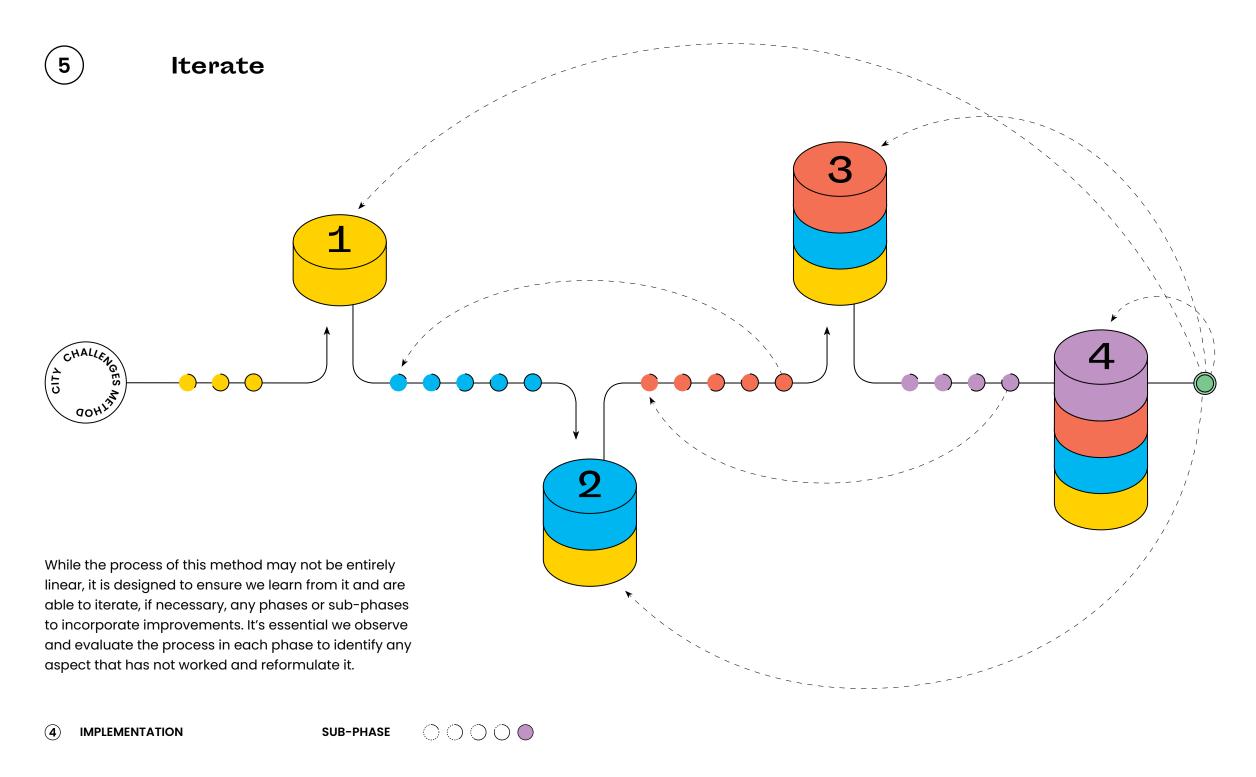
# Follow-up system and evaluation

Are they any new evaluation requirements? What are they?

Does the follow-up system (shared indicators, data collection methods, etc.) need to be changed? How?







## PROCESS EVALUATION

Check if you have accomplished the following:

mp	lementation phase
	Prototypes of the proposed actions have been designed to test the functionality.
	The actions have been validated and/or improved based on the lessons learned from the prototypes.
	A common narrative has been generated to help communicate the defined actions, their objective and their added value.
	The resources, capacities and alliances required to implement each of the actions have been identified.
	The basis for the shared follow-up and evaluation system has been established.
	Shared impact indicators have been defined.
	The timeline for the different activities required to implement each action has been scheduled and visualised.
	The actions have been implemented.
	The short and medium-term impact of the actions implemented has been evaluated.
Coll	laboration process
	New relevant actors have been incorporated into the process (to the Impact group or as users) for each line of action.
	The members of the Impact group understand the objectives of the Implementation phase and their primary role.

Different actors have committed to implementing the defined actions.
Strategic meetings and co-creation workshops have been held periodically, and the actors convened participated actively.
The information generated in the strategic meetings and co-creation workshops is being documented and shared with stakeholders.
The actors involved in implementing the actions understand the value of defining and contributing to a shared follow-up and evaluation system.
The actors involved have agreed on how to collect, document and share the data necessary for the follow-up and evaluation system.
The actors involved share the agreed data in a transparent, consistent and timely manner.
The achievements made throughout the implementation have been celebrated.

# General reflections

- 1 Which aspects have worked well? Why?
- 2 Which aspects could be improved? Why?
- 3 What are the most important lessons learned?
- 4 Were there any unexpected outcomes?
- **5** Which aspects of the process need more work or adjustments? Why?
- 6 Do you need to need to iterate any sub-phase? Why?

**IMPLEMENTATION** 

City challenges method

Glossary of concepts
Bibliography
Acknowledgements
Credits

## Observation

#### **Problem**

A problem or need for change is any issue, be it social, economic or environmental, that exists in a specific territory and requires a societal response.

#### Challenge

A challenge represents an opportunity to take action and find solutions to the problem identified in the target area. The challenge is defined by reformulating the problem to address it from a positive and proactive perspective.

## **Desired change**

The desired change refers to the transformations to be achieved by implementing the proposed solutions to the target area's problem.

#### **Multi-actor collaboration**

Multi-actor collaboration consists of incorporating different actors' perspectives and interests and unifying their priorities to respond to a common challenge. Complex challenges require a collective effort to design viable and sustainable solutions over time.

#### **Lead team**

The Lead team comprises people with influence and leadership skills who represent the main actors involved in the challenge. Its primary objective is to facilitate alignment and collaboration between actors and guide the process of resolving the challenge. The Lead team must be equipped with specific skills in order to plan, coordinate, facilitate and manage the process.

#### **Exploratory meeting**

Exploratory meetings are the most functional workspaces in the collaborative process. Their main purpose is to facilitate technical decision-making, give continuity to the collaborative process and foster teamwork. Some of the tools proposed in this method will be used during these meetings, generally alongside the Lead team.

## **Exploration**

#### **Impact group**

The Impact Group is comprised of stakeholders with a vested interest and capacity to influence the city challenge. The Lead team will work closely with the Impact group to co-create actions that respond to the challenge and achieve the desired change in the target area. This group must be inclusive and diverse to integrate as many perspectives and resources as possible whilst also being functional.

### **Co-creation workshop**

Co-creation workshops are workspaces where specific tools provided in this method are used collaboratively with the Impact group. Their main objective is to integrate, share and recognise the different perspectives of the actors attending the workshop and reinforce mutual recognition among the participants.

### **Opportunity**

Opportunities are the facilitating forces that contribute to achieving the desired change to a greater or lesser degree. Opportunities can be cultural elements, attitudes, trends, infrastructure, people, norms, etc.

#### **Obstacle**

Obstacles are the inhibiting forces that may hinder progress towards the desired change to a greater or lesser degree. Obstacles can be cultural elements, attitudes, trends, infrastructures, people, norms, etc.

## **Lever of change**

Levers of change are elements, whether opportunities or obstacles, that can produce positive and expansive changes with minimum effort; in other words, with relatively small interventions.

### **Priority problems**

Priority problems are those that have been analysed with the previously defined prioritisation criteria and will be used as a basis for determining the lines of action.

#### Line of action

A line of action is an opportunity to design actions that respond to the city challenge's priority problems.

A line of action is based on one or more complementary priority problems and the levers of change associated with them. Lines of action should be formulated with an orientation towards action and should include verbs such as improve, reinforce, boost, etc.

the interests of the different actors involved in the process. In other words, the shared vision of the future acts as a common thread that guides the collaborative process and aligns the multiple priorities, expectations and efforts of the Impact group towards the desired change. This vision must be realistic and consistent with the context, and the Impact group must be able to identify with and feel a co-responsibility for the change it presents. The shared vision of the future is broken down into several lines of action.

#### Shared vision of the future

The shared vision of the future is the desired final scenario for the target area in terms of the challenge. As such, it should represent

## Action plan

#### **Action**

An action is an idea, project or initiative designed and developed to achieve the objective of a specific line of action and respond to the initial problem that that particular line seeks to address.

## **Existing solutions**

Existing solutions are projects and initiatives that have already been implemented in other contexts to respond to similar problems. By identifying these solutions, the actors involved in the challenge can identify key elements that could be replicated or adapted to the actions they will subsequently design.

#### **Prioritisation criteria**

Prioritisation criteria are the variables used to prioritise elements such as the problems associated with the challenge, the lines of

action to be developed, or actions to be implemented. Any elements that do not meet the prioritisation criteria must be set aside in order to concentrate efforts on those that do.

### Implementation viability

Implementation viability is one of the most widely used prioritisation variables. The more resources and capabilities required to implement an element, the less viable its implementation will be, especially if those resources and capabilities are not currently available.

## Impact capacity

Impact capacity is one of the most widely used prioritisation variables. It refers to an element's capacity to generate change in the desired direction. The more changes it generates, the more impact capacity it has.

#### **Action plan**

An action plan consists of designing actions, prioritising the most important ones and planning tasks and deadlines for each of them to achieve the objectives of a line of action and, consequently, the shared vision of the challenge.



## **Implementation**

#### **Prototype**

A prototype is a partial or complete representation of an idea used during the early stages of the implementation process. The main goal is to quickly and cheaply test and validate the idea, detect possible areas for improvement and anticipate potential risks during a subsequent large-scale implementation.

#### Follow-up

Follow-up is the process by which the Lead team and the Impact group obtain specific information on an ongoing basis to monitor the progress of an implemented action. The follow-up system must ensure a constant flow of quality data and information to facilitate subsequent evaluations.

#### **Shared indicators**

The follow-up system consists of shared monitoring indicators, which reflect the success criteria for each of the actions to be implemented. These indicators will guide the process of collecting quantitative and qualitative data on actions through methods such as participant observation, surveys, interviews and focus groups, among others. The fact that the indicators are shared ensures all the actors involved are on the same page when it comes to evaluating the final results and impact of each action and making well-informed decisions on any readjustments that may be necessary.

#### **Expected results**

The expected results represent the desired scenario for each of the actions to be implemented. The expected results will be collected by the shared indicators of the follow-up system.

#### **Final results**

The final results are those that have been achieved for each indicator once the action has been fully implemented. These results must be contrasted with the expected results to assess the success of each of the actions implemented.

#### **Impact**

The impact refers to the medium-term net effect achieved as a consequence of the final results of the implemented actions. The impact achieved by each action must be consistent with the long-term shared vision of the future.

### **Impact evaluation**

Impact evaluation is the process by which the final results of each of the monitoring indicators are observed and analysed to understand the impact of the implemented actions. Once we know that this evaluation has been carried out, the actors involved can make new decisions.

#### **Process evaluation**

Process evaluation is an exercise carried out to observe and evaluate each of the phases developed in this method. The aim is to identify any aspects or activities that have not worked as expected and reinforce or reformulate those elements where necessary.

#### **Iteration**

The idea of iteration refers to the possibility of repeating any tool, sub-phase or phase deemed necessary to incorporate enhancements to the process. While this method does not seek to be entirely linear, it is designed to ensure we learn from it and are able to iterate, should it be necessary.

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## Main methodological frameworks

P

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