

TU DELFT
MSc Strategic Product Design
Graduation Project by Simone Uriartt

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Foundation for Amazon Sustainability - FAS

July, 2021



Embedding Design Practices in a Non-profit Foundation for the Brazilian Amazon Rainforest

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Figure 1
Navigating through the waters of Negro River. Cover
image by J. Adalberto, 2021, Photograph.

Master thesis

**Embedding Design Practices in
a Non-profit Foundation for the
Brazilian Amazon Rainforest**

July, 2021

Foundation for Amazon
Sustainability - FAS



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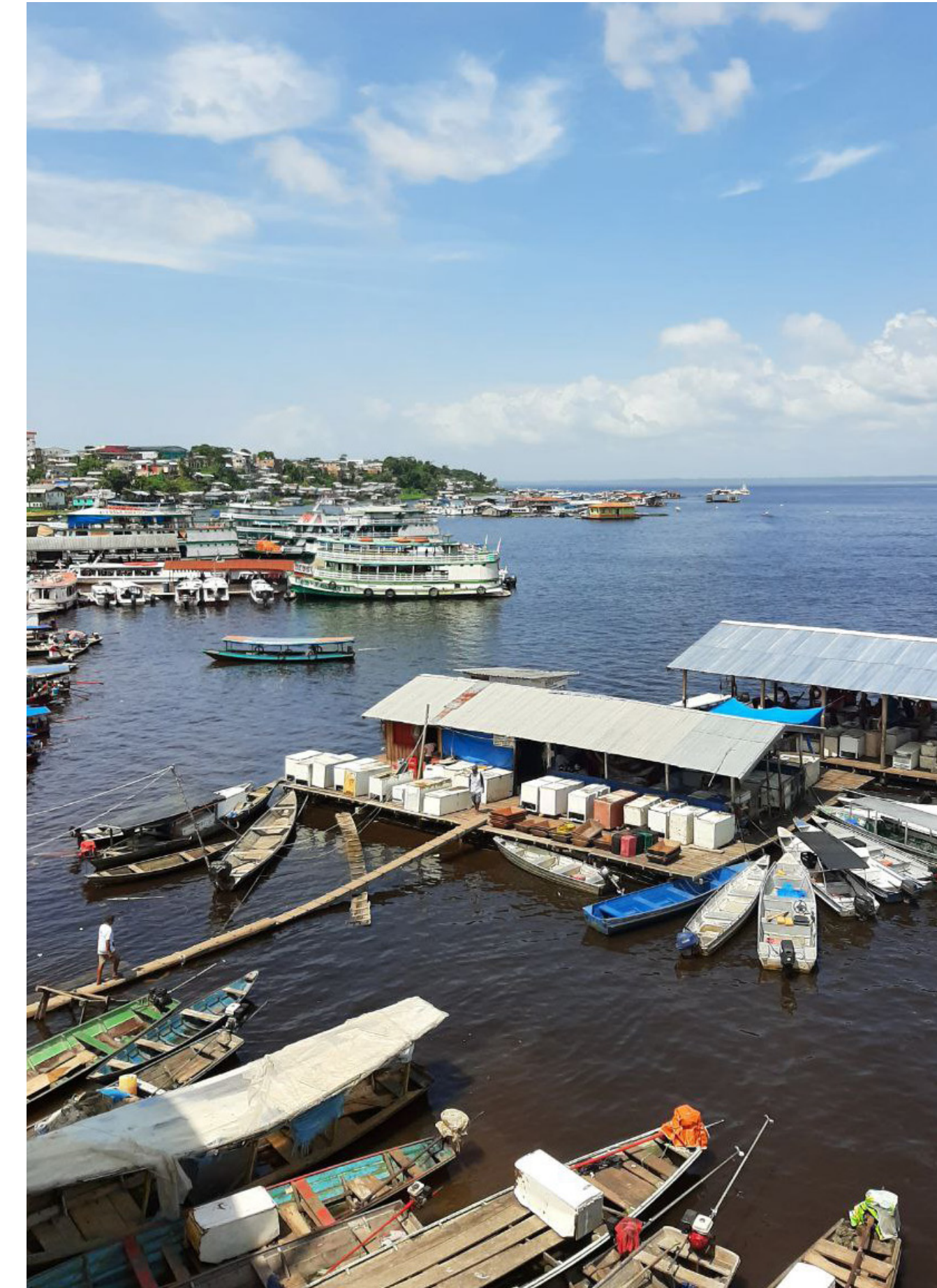
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**MSc Strategic Product Design
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Along with this master's
thesis, most of the photos
used to illustrate comes from
two youth locals, Odenilze
Ramos and Jose Adalberto;
they live in the Amazon
rainforest region and kindly
shared their registrations of
breathtaking views and their
daily life (see Figure 1 and 2).



▲
Figure 2
Typical scenery in the northern region of Brazil.
By J. Adalberto, 2021, Photograph.



▲
Figure 3
Deforested field. By J. Adalberto, 2021, Photograph.

“Doesn’t the white man know that if he destroys the forest, there will be no more rain? And that, if there’s no more rain, there’ll be nothing to drink, or to eat?”, said Davi, a spokesman of the Yanomami People, in an event.

In the audience, Antonio is intrigued, because Yanomami people have never deforested. He asks Davi, “How did you know that if we destroy the forest, there’d be no more rain?”

“The spirit of the forest told us”, Davi replied.

“I said, oh my! I’ve been studying this for 20 years with supercomputers, thousands of scientists and we are only starting to get to this conclusion... which he already knows! We, in western society, need to see things because seeing is believing. Out of sight, out of mind. If we don’t see it, we don’t register the information.”, Antonio realises.

Davi Kopenawa Yanomami is a Shaman and spokesman for the Yanomami People of the Brazilian Amazon. Antonio Donato Nobre is a Senior Research Scientist at INPE (Brazilian Institute for Space Research) and an environment activist against deforestation (see Figure 3).

The dialogue was adapted from the TED Talk “The magic of the Amazon: A river that flows invisibly all around us” by Antonio Donato Nobre (2010).

This thesis is dedicated to Gustavo Uriartt, who passed away during this project; he greatly supported my idealist pursuits.

Summary

This thesis presents experiments to integrate design practices for organisational change in a non-profit organisation in Brazil that contributes to the sustainable development of the Amazon rainforest region.

The organisation that hosted this project is the Foundation for Amazon Sustainability (FAS). It is a civil society organisation that develops and implements environmental, social and economic projects within 16 Protected Areas for Sustainable Use and Manaus in the northern region. FAS aims to improve people's quality of life by enhancing the socio-economic benefits of the forest and its biodiversity by disseminating sustainable practices and empowering local communities. Their work comprehends a wide range of activities, from giving technical support and mobilising resources to engage and influence public policy to support long-term sustainable development. This thesis initiated exploring how design can propose a human-centred process when the organisation is involved in policy-making matters.

A literature research on design for policy and design value for organisation supported the project approach. The project followed a non-linear process and three guiding principles: collaboration, visual communication and experimentation. The work was carried out in two main streams: (A) supporting the FAS Public Policy team to redesign their involvement with policy-making matters; (B) disseminating designerly thinking and methods among the FAS workforce.

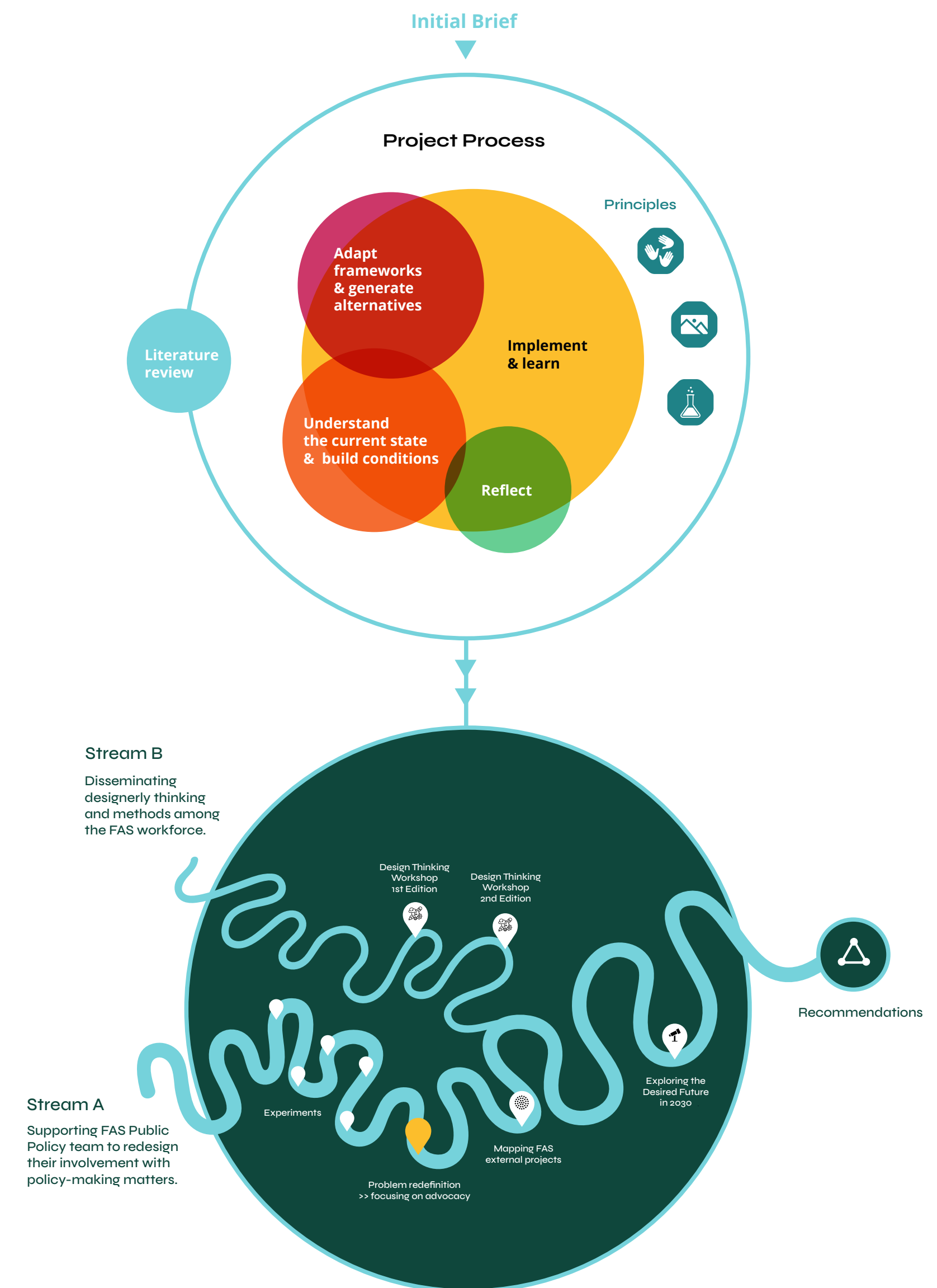
The first stream started with several experiments that supported the redefinition of the problem. Then the focus turned to developing and testing methods to co-create an

advocacy vision for the organisation. The second stream comprehends the development of workshops to introduce basic design ideas and give a hands-on experience on the design process. Both streams inspired interest in how design, especially its human-centredness nature, enhances FAS internal processes and supports delivering better services to the communities.

This thesis presents the design practices that enhance the organisation's work and the challenges of conducting a project remotely. Finally, the project gives recommendations to enable the adoption of design practices among the organisation workforce, such as making the departments boundaries more permeable, having management level support, and setting the environment and resources.

In conclusion, the project contributed to the Public Policy team to view their work from a more integrated perspective with other departments. In addition, design practices such as creating artefacts and interactive meetings contributed to a positive work experience and collaboration. Following a non-linear process revealed to be more adaptable than traditional FAS project planning and the design human-centred nature was the most relatable to the organisation.

Design practice involves, more than methods, tools and processes, finding ways to engage and propose action-oriented meetings that provoke critical questions. Finally, designers do not hold the solution to complex problems, such as sustainable development in the Amazon, but rather act as enablers in bringing diverse experts and people with lived experiences to build a more inclusive future.



Acknowledgements

“I am because we are” the African philosophy of ubuntu seems to elapse what completing a graduation project means for me. Embarking on this master’s journey represents building up from the lesson learned from everyone that is part of my life. Over the past months, my supervisors, master colleagues, friends, and family played an essential role in shaping this project.

I want to express my gratitude to Peter Lloyd and Sine Celik; they helped me be more confident and critical during this graduation journey. And to the IDE Faculty Scholarship that made it possible to study at TU Delft.

I am also very grateful to the Foundation for Amazon Sustainability for giving me the opportunity to collaborate. A big thank you to everyone that joined the workshops and share time and knowledge with me—also, special thanks to Leticia Cobello for being open and supportive in all the experiments. Thanks to the people I worked with, Kiviane Ribeiro, Taiane Santos, Nelise Lima, Danielly de Araujo, and Alex Mendonça, for joining this mission and teaching me so much along the way.

Thank you to people who helped in different ways, such as sending me references, proofreading and giving me feedback, Carolina Falcão, Henrique Geremia, Mariana Ikuta, Eric Pautz, Melissa Pozatti, Clara Allyegra Petter, Julio Petter, Paula Buela, Sara Tae Yamazaki, Marina Roos, Gustavo de Quadros and Federico Vaz.

My peers, friends, roommates, especially Frida Viset, Roberto Rubio, Justus Hoffstädt, Davide La Zara, and Camilla Massacesi were critical to keeping my mental health in place and giving positive affirmation when I felt concerned about my home country.

Thank you to my friends in Brazil, Etienne Tresoldi, Evandro Perondi, and Adoção Tardia team, for their unconditional love since the beginning of this master. My friends from the Global Shapers Community presented me to the Amazon (see Figure 4), especially Paula Carramaschi Gabriel, the first supporter of this project and the bridge to FAS. My previous colleagues at No One design-led consultancy for the learnings that I brought to this master journey.

To my psychotherapist, I could not go through the events of the last few years without sharing my struggles on shaping a purpose career in a tumultuous world. I had to constantly remind myself that the world is worth fighting for, and this project is part of my journey on finding ways to leaving a better world for the next generation.

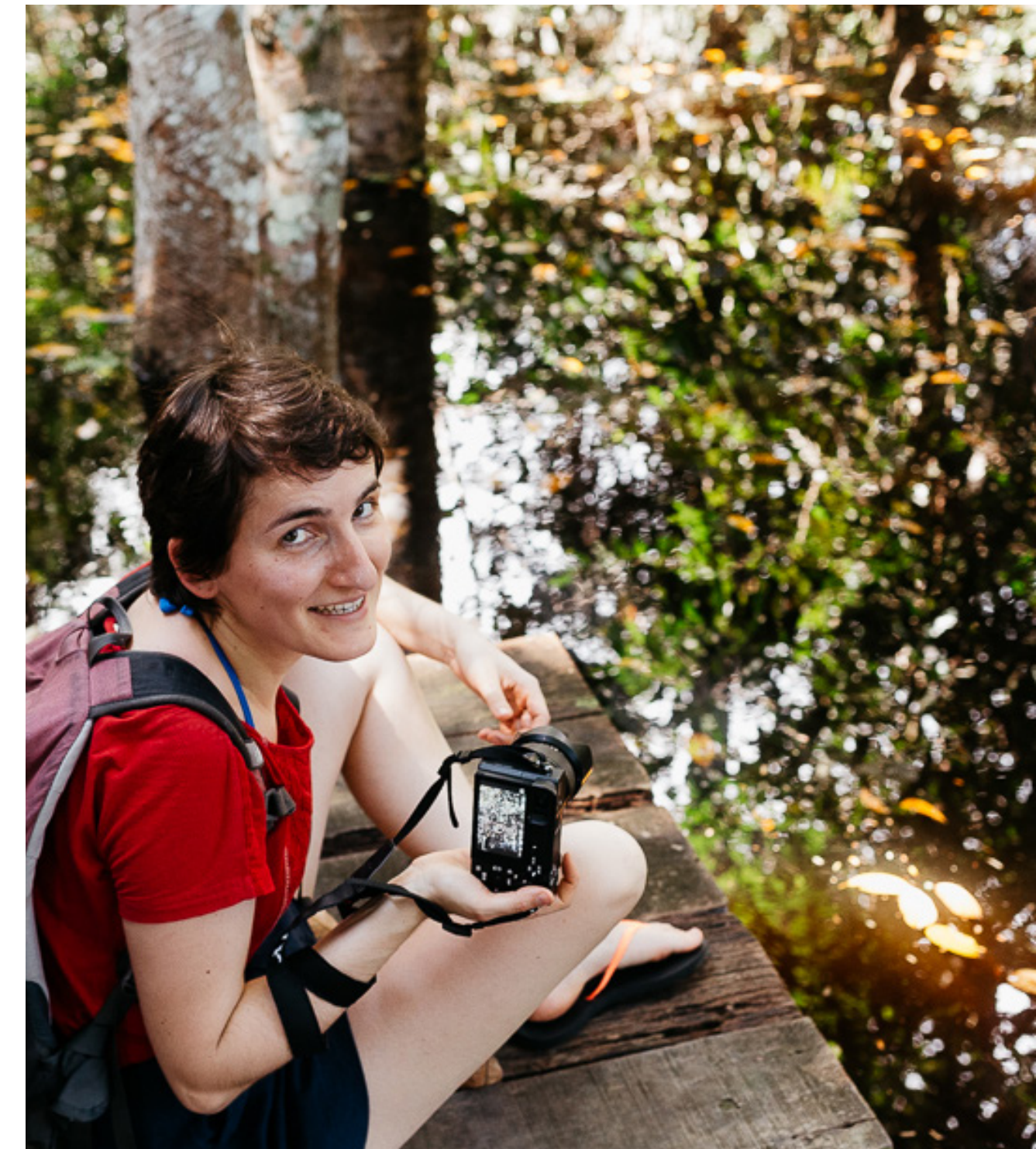
A big thank you to my family, especially Sonia, Ari, Gustavo (in memoriam), Tiago and Ledy, for the emotional support and all the environmentalist lessons I was exposed to since my childhood. Different from you, I am not an agronomist or biologist, but I became aware of the reason the Brazilian biodiversity is immeasurable valuable.

—

#Disclosure

Even though designers fight back their own bias to understand and walk in people’s shoes, I need to make transparent my ethnicity, gender, social class and educational background that influences how I interpret the world. For example, I identified myself as a white woman from a highly educated Brazilian family who had the privilege to live and study abroad through public and private scholarships. Hence, I have to avoid imposing a colonialist worldview in my home country and remind myself that I need to adapt what I have learnt in Europe and North America to the Brazilian context.

My first visit to the Amazon was in 2019. As a Brazilian from the most southern state, the knowledge of how the northern region looks is limited; however, the more I understand, the more I want to protect it.



▲ Figure 4
Simone photographing at the Rubber Museum.
By R. Bittencourt, 2019, Photograph.

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1 Introduction

“As Lévi-Strauss said: ‘the world started without man and will end without him’. It remains to be seen whether we will have enough imagination and strength to postpone the end of our worlds, that is, our own end as a species.”

By Ailton Krenak (2020, p. 44)

Brazilian writer, journalist, philosopher
and indigenous movement leader of Krenak ethnicity

The choice of opening this chapter with Ailton Krenak’s inconvenient message serves as a provocation to use the time to exercise the imagination and join forces in postponing the end so we can all have the joy of seeing a rainbow (see Figure 5).

This chapter introduces the motivation behind this graduation project, including information about the region and the partner organisation. It also establishes the initial problem definition, questions and hypothesis of this assignment.



▲
Figure 5
Afternoon rainfall is approaching Manaus city.
By O. Ramos, 2021, Photograph.

1.1 Project Initiation

Nowadays, the process referred to as “design” has been part of human evolution since the first physical tools were created 2.5 million years ago (Manzini, 2015). Fast forward to the industrial revolutions: design has increasingly expanded its scope to work beyond product boundaries, including the surrounding services and systems. According to Manzini (2015), what connects its origins to the current understanding of design is described by Herbert Simon as the set of proposed actions that aim to change the current situation to a preferred future state. Having this abstract explanation as a starting point leads to questioning the current societal pressing issues and how a preferred future state could look like.

Before describing what contribution design can have on identifying the current problems, it is crucial to point out the responsibility designers had in influencing the present unsustainable and unequal world. While designers prioritised applying the latest technology to fulfilling people’s need and creating new markets, it consequently nurtured a culture of consumption (Bason, 2017). The contradiction that appears nowadays is that designers propose design thinking to solve social issues while sustaining the practices that generate the same social problems (Tromp & Hekkert, 2018). Based on their realisation that design was causing more harm than good by, for instance, launching products that did not consider their environmental impact or the labour conditions in the production phase, Papanek became one of the inspirations for a more socially engaged practice (Tromp & Hekkert, 2018). In the face of this problematic relationship between design and its impact on society, the field started proposing practices that enhance long-term sustainable development. In light of this responsibility, the present graduation chooses an organisation focused on promoting social-ecological development in the Brazilian Amazon rainforest region.

Regarding building a preferred future scenario, there is already a global strategy for 2030, the Sustainable Development Goals set by the United Nations (United Nations, 2015). Achieving the 17 goals requires a joint effort between citizens, the public and private organisations because of their interconnected and multi-sectorial nature, explains the economist Mariana Mazzucato (TED, 2020). Aligned with this increase in complexity in tackling today’s pressing problems, Buchanan (2015, p. 12) describes the emergence of a professional design practice focused on shaping systems, environments and organisations, questioning “how a collection of independent parts

becomes an inter-dependent whole”. For instance, practitioners address how to co-create the in-between actionable steps to achieve long-term socio-technical goals (Hyysalo et al., 2019). Inspired by this emerging role of accelerating and catalysing change, this graduation project also finds its primary challenge.

This thesis describes the practical methods and outcomes in introducing design practices into The Foundation for Amazon (FAS) Sustainability while tackling a problem from the Public Policy Agenda. The ultimate goal of building design capability among the FAS workforce is to contribute to the organisation ability to innovate and adapt to foreseen changing social, economic, and climate circumstances.

The project combines a selection of attitudes, skills, methods and techniques that characterise how a design-led process operates, and disseminates them in the organisation via training and interactions with the Public Policy team. Making its applicability tangible for non-designers in the context of a non-profit organisation.

1.2 The Amazon Rainforest Region

This section briefly describes the location this graduation project aims to impact (see Figures 6 and 7). The intention is to emphasise the fact that the Amazon biome influences’ other ecosystems, and consequently the well-being of those that live there and all world citizens. In addition, it brings light to the region’s cultural diversity and the challenges in place, making clear the urgency to change the course of action.

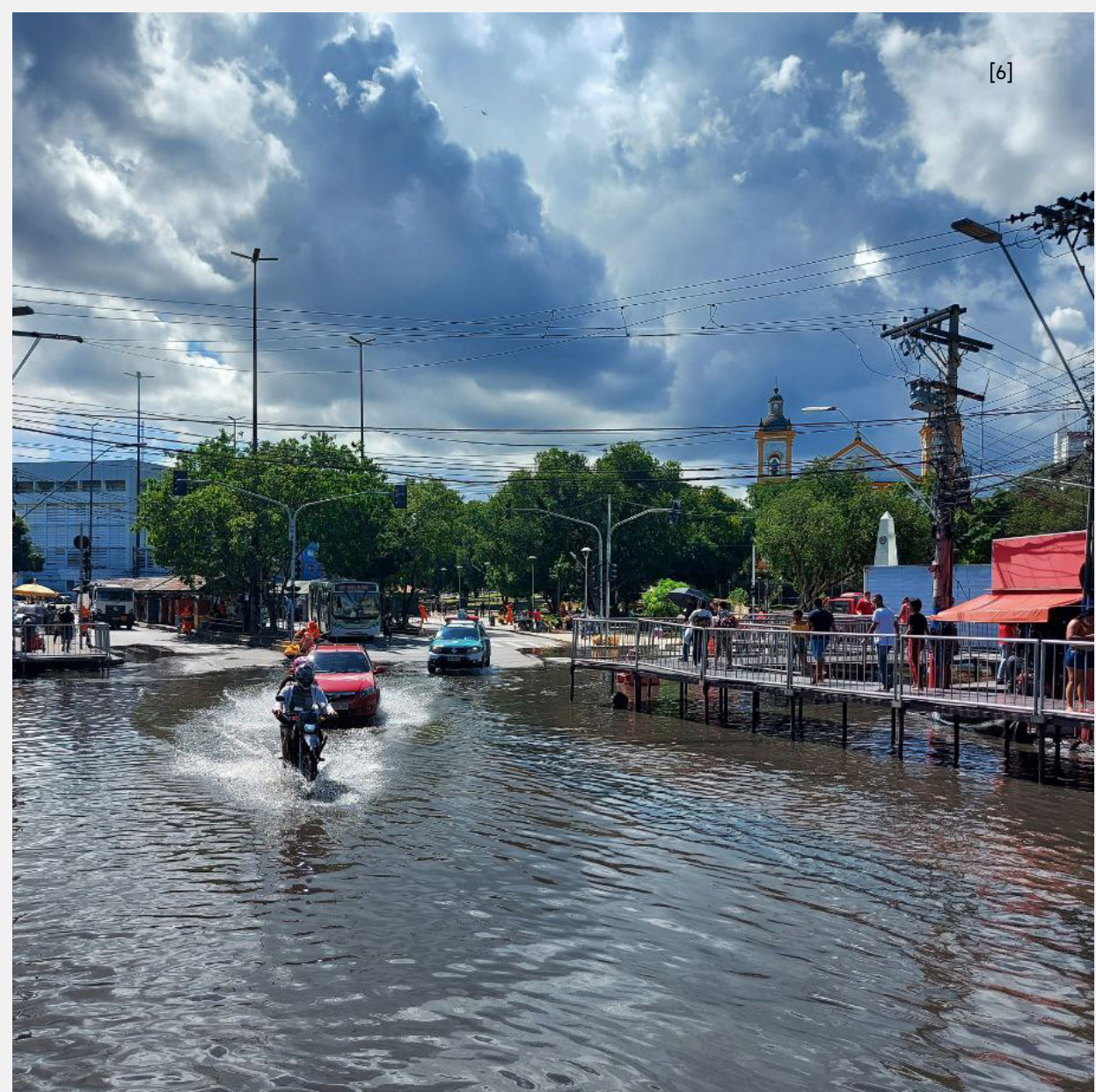
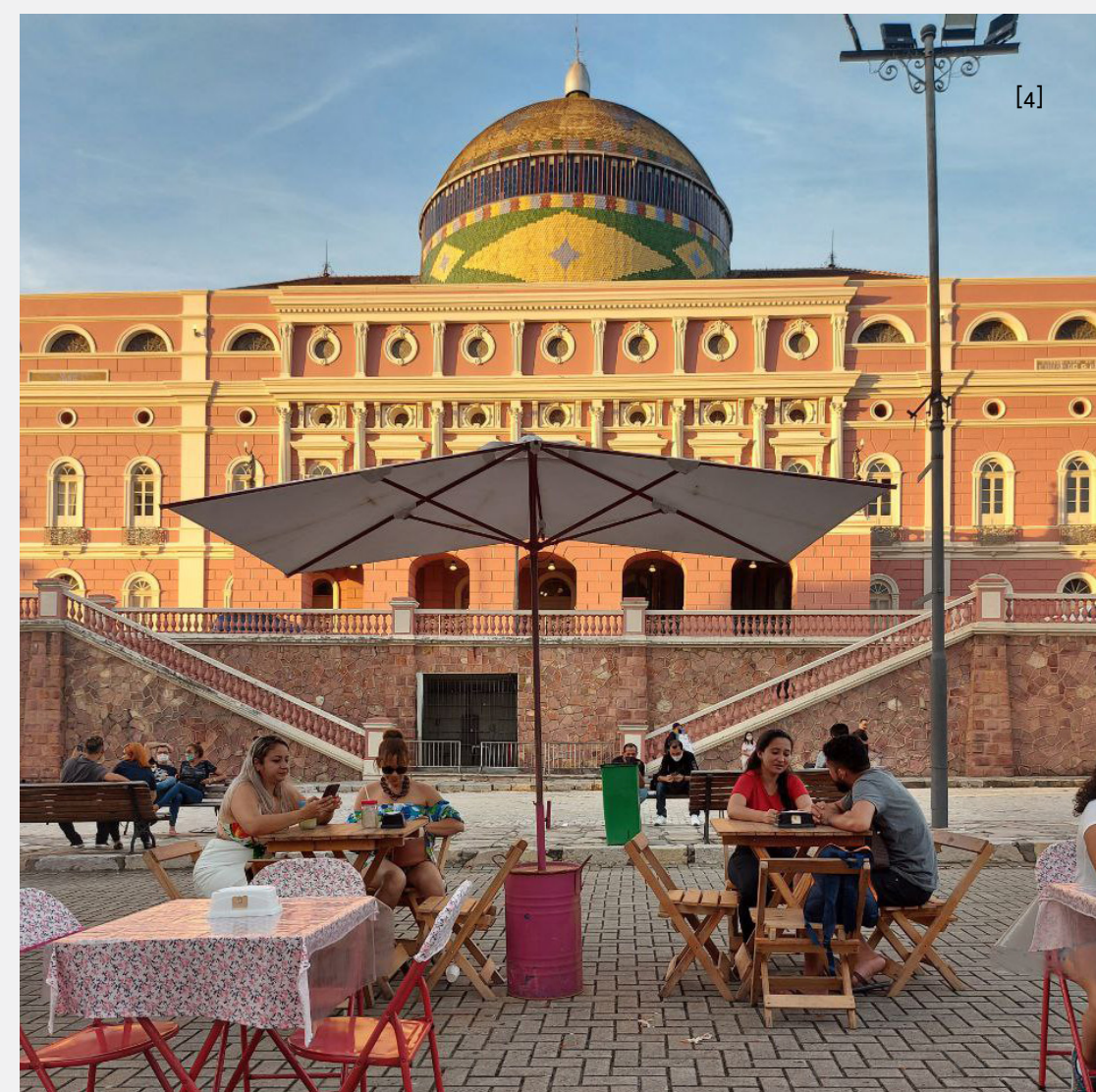
The next page shows a panel composed of photos taken by two youth locals, Jose Adalberto and Odenilze Ramos, that briefly overview the environment, people, and culture in the northern region of Brazil (see Figure 8).



▲ Figure 6
River path through the forest.
By J. Adalberto, 2021, Photograph.



▲ Figure 7
The Meeting of Waters is the confluence between the dark-colored Negro River and the sandy-colored Amazon River, referred to as the Solimoes River in Brazil. By J. Adalberto, 2021, Photograph.



◀ Figure 8
Panel with photos showing:
[1] indigenous people (adults and children) waiting for a Mother's Day draw in Atalaia do Norte town; [2] typical house in the remote areas of the state of Amazonas; [3] Manaus city; [4] The Amazon Theatre; [5] the nearby countries; [6] the high tide of Rio Negro in the centre of Manaus; [7] typical Amazonian meal; [8] boats as means of transportation everywhere; [9] river beaches.

[2] By O. Ramos, 2021, Photograph

[1] [3] [4] [5] [6] [7] [8]
[9] By J. Adalberto, 2021, Photograph



▲ Figure 9
Water vapour released from the trees.
By J. Adalberto, 2021, Photograph.

1.2.1 The Globe Role of Brazil's Amazon

The Amazon is the largest tropical rainforest remaining on Earth. It is vital to regulate the planet's climate by absorbing carbon dioxide and purifying water (Food and Agriculture Organization of the United Nations, n.d.). The biome spreads through nine nations (Brazil, Bolivia, Colombia, Ecuador, Guyana, French Guyana, Peru, Suriname and Venezuela) while around 65% of its territory is within Brazil borders (The Amazon Basin Forest, n.d.). Thus, the privilege of having a great part of the Amazon biodiversity and the responsibility to protecting it is in Brazilians hands.

One of the most remarkable characteristics of the forest is being responsible for making its own rainfall and delivering rainfall across South America, which is essential to support agricultural production (World Bank, 2019). Nobre (2010) describes an invisible, flying river floating above South America made of water vapour from trees (see Figure 9); more precisely, 600 billion trees producing 20 billion metric tons of water a day. The researcher adds that the invisible river supplies rainfall to cities responsible for 70% of South America's GDP.

Besides supporting other ecosystems in the continent, the Amazon is a cradle of life, hosting 25% of global terrestrial biodiversity, and the rivers are the natural habitat of more fish species than any other basin in the world (World Bank, 2019). In addition, the same article from the World Bank states that biodiverse ecosystems hold potential discoveries that can enhance human life; for instance, the enzyme from a tropical viper that helped in the development of a medication to control hypertension (2019).

1.2.2 People

The region is very culturally diverse; the Amazon is home to indigenous people and traditional communities. All of them are represented by a unique identity that includes language, territory and livelihoods; all these cultural aspects receive more visibility in the discussions about the preservation of the Amazon (Porro, Veiga, & Mota, 2011). This is especially important because the way these populations live and obtain their livelihoods is intrinsically connected to the preservation of the environment (Food and Agriculture Organization of the United Nations, n.d.). Hence, there is a greater need of respecting and supporting those who live in the region.

1.2.3 Challenges

One of the initial challenges to overcome is that Amazon is emitting greenhouse gases. Due to human activity such as burning, logging, clearing for agriculture and mining, gases such as methane, nitrous oxide are released and causing more damage than the benefits of absorbing CO₂ (Kimbrough, 2021). The list of sources of the destruction of the ecosystem also contains hydroelectric projects that affect water flows, illegal traffic of wildlife and sewer waste from the cities (Reingold, 2019). Besides damaging human activity causing environmental degradation, climate change impacts the ecosystem, making it tougher to protect what is left (Gohd, 2018).

Facing these challenges, one possible way to reverse the damage made is by investing in ecopreneurship models that respect the environment and restore and reverse deforestation (Comolli et al., 2021). However, the transition to a biobased economy requires several initiatives to be coordinated at all levels, and most importantly, all these solutions need to involve the communities in the process (Reingold, 2019).

Therefore, facing the realization of the damage that has been done, and the biodiversity that is already lost, comes the urgency to rethink development models and find a way to live in harmony with the Amazon, as the Indigenous people lived for centuries before the colonization (see Figure 10).



▶ Figure 10
Wall graphiti of an indigenous person
saying "Somos tudo parente!" means
we are all family.
By J. Adalberto, 2021, Photograph.

1.3 Foundation for Amazon Sustainability - FAS

This section introduces the partner organisation with key aspects that build a basic understanding of the scope of work, the territory and mission. The information that builds this section is based on the 2019 FAS Activity Report, FAS website, and conversations held with the FAS Public Policy team.

Having the mission of contributing to the environmental conservation of the Amazon, the Foundation for Amazon Sustainability (FAS) is a non-profit civil society organisation based in Brazil with headquarters in Manaus (see Figure 11). It was founded in 2008 through a partnership between the Government of the State of Amazonas and Bradesco Bank. Since then, it has been developing and implementing environmental, social and economic projects through collaboration with several organisations and financial support from private donors.



▲ Figure 11
Organisation headquarters in Manaus. From FAS (2021)

1.3.1 Systemic View on Sustainable Development

According to FAS 2030 Strategic Planning, the organisation draws on the Sustainable Development Goals to build eight areas of focus (see Figure 12). According to one of the Directors, the decision to take eight areas is grounded on the understanding that a systemic approach is the only way to achieve sustainable development. FAS vision is about reinforcing the benefits that preserving biodiversity can bring for those in the region.



◀ Figure 12
FAS's eight strategic themes.
From FAS (2019)

In addition to the above, FAS' approach to sustainable development emphasises the support, empowerment and respect of Traditional Communities and Indigenous people that live there in the Amazon region. The organisation understands that the best way to preserve and restore the biome is by investing, equipping and enabling the current and next generations to have the means to live in harmony with the forest. For instance, one of their efforts is to form youth leaders who will become guardians of the forest, raising awareness of the challenges and becoming critical voices in their communities (see Figure 13).



▲ Figure 13
A girl holding the sign written "Guardiões", which means "Guardians". From FAS (2019)

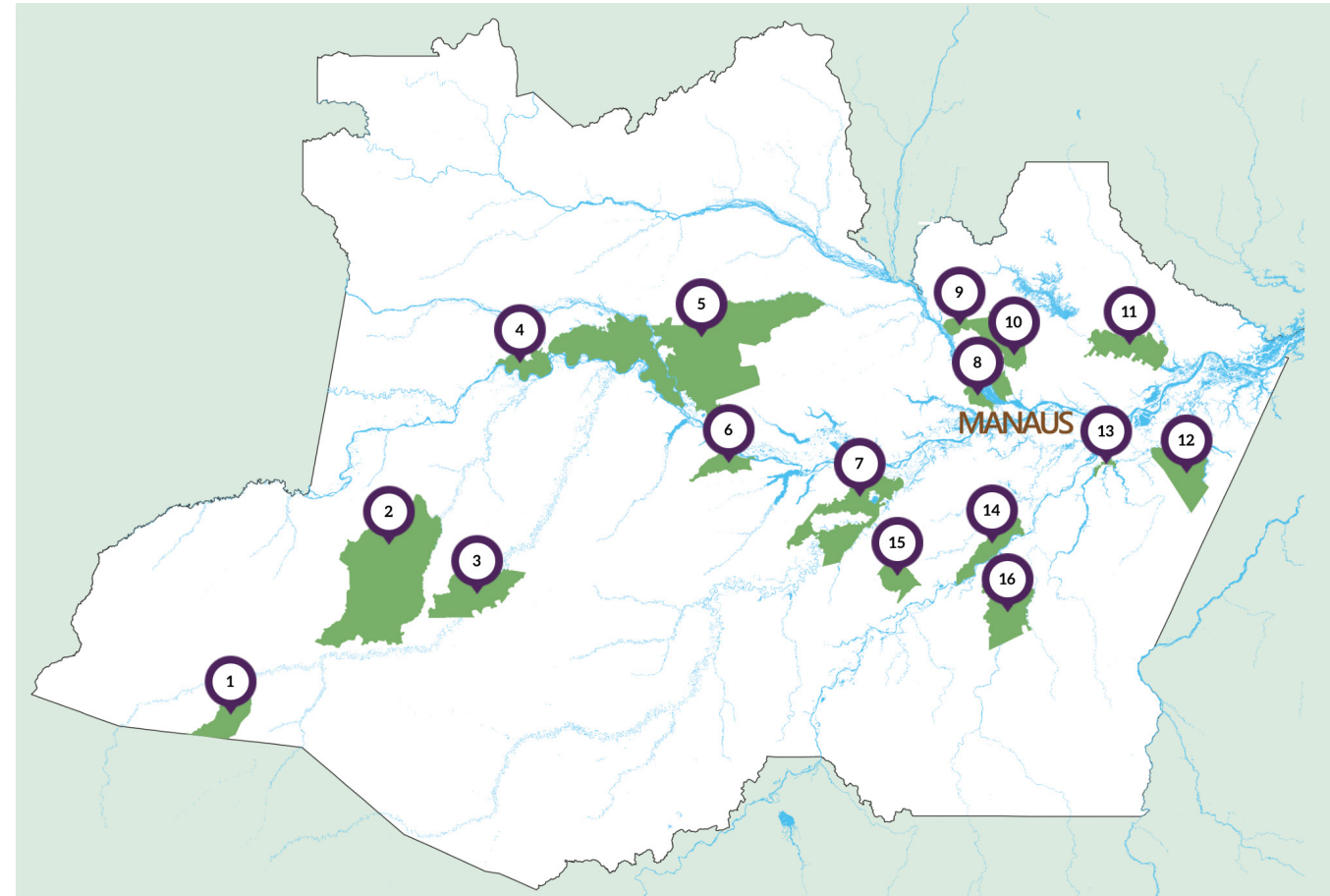
1.3.2 Territory

The organisation activities occur in the communities that live in the remote areas of the Amazon and the urban centre of Manaus, the capital of Amazonas state.

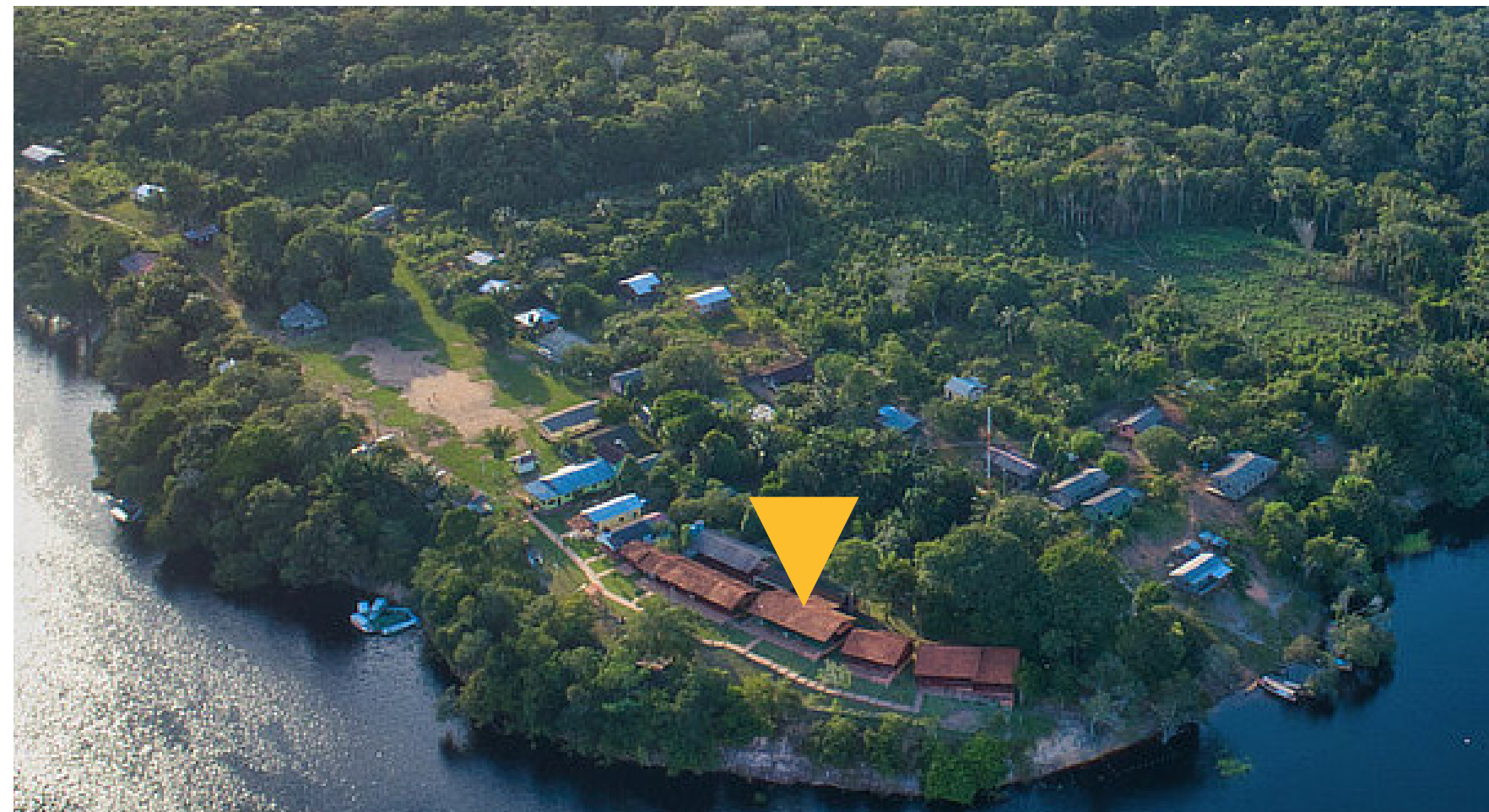
FAS is present in 16 Protected Areas for Sustainable Use (see Figure 14). According to the Food and Agriculture Organization (n.d.), Protected Areas help conserve biodiversity and enhance people's well-being by respecting and promoting the local and traditional ways of managing and using natural resources. The total area represents 109,000 km² (FAS, 2019) which is close to the size of the country of Bulgaria. To illustrate the dimensions, travelling from Manaus city to the River Gregorio Reserve (point 1) takes 15 days by boat (Viana, 2021).

In these areas, the organisation aims to improve people's lives, supporting sustainable ways of living that will consequently help protect biodiversity. In 2019, a total of 647 communities¹ were assisted by the foundation, benefits around 41,808 people. In 9 of the 16 Protected Areas, FAS has Conservation and Sustainability Centres each with classrooms, a cafeteria, library, accommodations for students and teachers, and a computer lab providing the space where educational programs and community meetings occur. Figure 15 shows one of these Centres in Tumbira, part of the Rio Negro Protected Area. Figure 16 illustrates how sunset light unfolds in the afternoons in the community.

FAS's impact on those Protected Areas is measured by deforestation activities and the average income of residents. During 2018-2019, deforestation rates, for instance, decreased by 49% in the Protected Areas compared to an increase of 8% in the Brazilian Amazon, and the monthly income per family is above the poverty line in all Protected Areas (FAS, 2019).



▲ Figure 14
Protected Areas for Sustainable Use in the state of Amazonas. From FAS (2021)



▲ Figure 15
Sustainability Centre in the heart of Tumbira community at Rio Negro Protected Area. Adapted from Manaus Online (2019)



▲ Figure 16
Sunset view from Tumbira community. By S. Uriartt, 2019, Photograph.

¹According to FAS employees, a community varies in terms of the number of families and members. Also, a community cannot be defined geographic but more culturally. Families that live close to each other might belong to different communities.

The organisation has recently increased its presence in Manaus, a city of estimated 2.219.580 people (IBGE, 2021), by promoting sustainable city practices and economic opportunities. Manaus holds its challenges; for instance, while some neighbourhoods have access to water, sewage treatment, and electricity, neighbourhoods still need basic infrastructure (Santana Filho et al., 2021).

To facilitate access to infrastructure, education, health, and entrepreneurial opportunities either in the Protected Areas or in Manaus FAS works with an extensive network of 261 partners and donors. Among those, there are public institutions, international development banks, private corporations, universities, non-profit organisations and social movements.

1.3.3 How FAS Works

One of the estimated programs at FAS relates to the Income Generation initiative part of the Standing Forest Program. FAS supports traditional populations by setting the enablers for productive chains. It is based on helping the communities plan, structure, qualify and monitor their businesses, and articulate access to public support. For instance, they are supporting the sustainable production of cacao (see Figure 17). FAS and its partner (Agricultural Development and Sustainable Forestry of the State of Amazonas) sensitise farmers to embrace an agroforestry system that preserves the soil and the biodiversity. By incentivising the production of endemic crops, FAS also influences the inclusion of cacao in public policies that support and motivate farmers to increase their productivity. Therefore, it navigates from the technical support of farmers to the influence of municipal, state and federal policies that are specially formulated to the characteristics and needs of the Amazon.



Figure 17 ►
400 families benefited from the initiative to enhance the cacao production chain. By D. Quintino from FAS (2019)

Aligned with this vision of promoting development with Amazonian characteristics, FAS uses expertise in the field to strengthen and influence public policy themes. For instance, the organisation works with State Secretary for the Environment to formulate a framework for environmental services (carbon and water replacement). The aim is to promote environmental assets that support the conservation of the ecosystem. An instance where FAS listens to the communities they work on; Figure 18 shows that activity taking place. In 2019, a total of 292 people participated from the Protected Areas.

The needs and challenges change between the urban and remote communities and between each Protected Area; for instance, some places need access to basic infrastructure (clean water, energy, internet) while others need more support for sustainable community business to flourish. According to the FAS coordinator of projects in the Juma Protected Area, the strength of the communities ties and the absence of leadership also impact project outcomes. For this reason, the organisation also is dedicated to enhancing the social fabric with empowerment projects (see Figure 19) and facilitates communities to decide how to allocate resources (participatory planning).



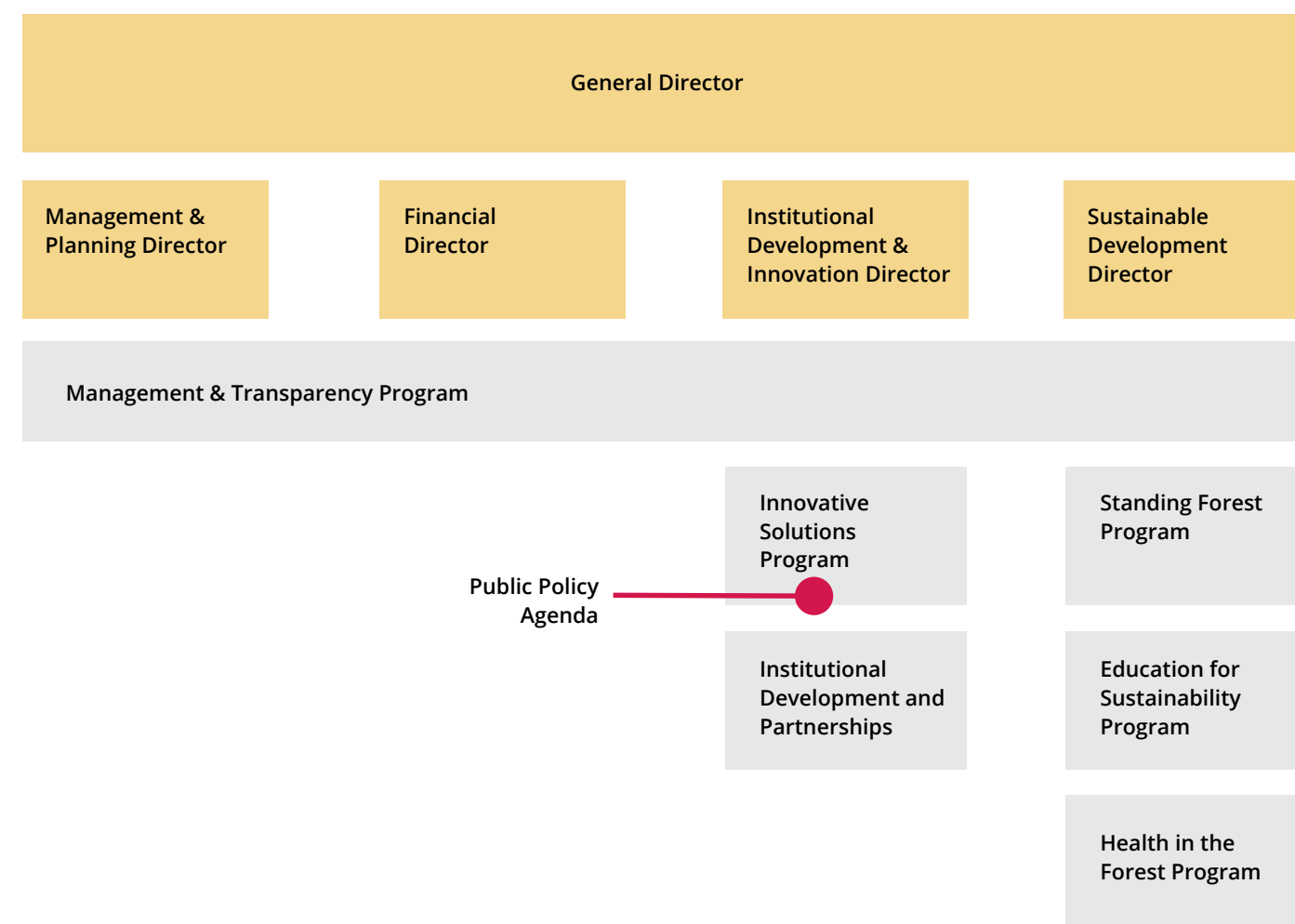
▲
Figure 18
FAS employees are facilitating a workshop with community leaders in proposing changes to environmental service policies. By D. Quintino from FAS (2019)



▲
Figure 19
Open classroom to discuss female empowerment. By L. Martins from FAS (2019)

1.3.4 Organisational Structure

The organisational chart shows how the organisation is structured (see Figure 20). It is crucial to mention that the nature of work between programs differs. For example, some Programs and Agendas have close contact with communities that live in the Protected Areas or contact with people that live in Manaus city. In contrast, others have a more in-house type of work. This graduation project works closely with the Public Policy team that belongs to the Innovative Solutions Program department. The department is an umbrella for the Public Policy Agenda, Indigenous Program, SDSN-Amazon Network, Knowledge Management, Climate Change, Fundraising and Partner Relations.



▲
Figure 20
FAS's organisational chart. Adapted from FAS, 2019.

1.4 Project Brief

This section describes the initial problem definition and objectives that set the starting point. The full description of the project briefing approved by TU Delft is included in Appendix I. This graduation is led by a design process that does not follow a linear evolution from problem to solution; exploring the problem space led to pivoting the initial briefing and its scope.

1.4.1 Initial Problem Definition: FAS and Policy-making

The foundation participates in different stages of policy-making processes for sustainable development in the Brazilian Amazon rainforest. Its role differs: in some cases, it plays a more active figure seeking and mobilising change, in other cases is more reactive, which means giving consultancy in policy formulations. Independently of the current role, FAS indicates a willingness to redesign its involvement with public policy. Due to their close ties with the communities, there is an opportunity to reimagine what value they can bring to citizens.

It is crucial to clarify that FAS is not a public agent. Therefore, its power in changing and influencing public policy is constrained compared to the government. Nevertheless, not being a public institution can potentially open new opportunities for them to enhance the citizens' voices. It is based on this changing role of organisation and its openness to rethinking their processes that this project evolves.

Hence, the goal is to improve FAS policy-making processes when contributing to public policies while solving two interconnected challenges:

- How to ensure the process is human-centred and uses adequate methods and tools to enable people engagement beyond public consultation.
- How to propose a flow that enhances FAS capabilities of policy contribution at the municipality and state level.

1.4.2 Initial Questions

Similarly to what occurred with the problem definition, some initial questions helped shape the beginning of this graduation project:

- What are the current strengths and limitations of FAS processes when contributing to public policies?
- What kind of expectations people with lived experiences have when involved in policy-making processes?
- How can a workflow facilitate FAS effectiveness when tackling policy challenges in different socio-environmental issues?

1.4.3 Initial Hypothesis

Co-design has potential benefits to improve FAS policy-making processes by giving the space, power and creative tools for civic engagement beyond public consultation.

1.4.4 Covid-19 Impact

The pandemic officially declared by the World Health Organisation in March 2020 has impacted Brazil and FAS work. As a result, fieldwork activities has been reduced to a minimum in the first semester of 2021. Moreover, some Protected Areas have limited access to electricity, internet connection and smart devices, making it difficult, for instance, to interview locals. The project was carried fully remote, I was based in The Netherlands, and most of FAS staff working from home in Manaus.

A glimpse into the future

Why will this briefing change? The briefing had a narrow view that the purpose of this graduation will be solely to investigate, explore and redesign the FAS policy-making process. I had little knowledge about organisational structure and its challenges and lacked familiarity with design approaches. Through the first weeks, the first experimentations revealed an opportunity to identify the most pressing need of the Public Policy team and introduce design practices among the FAS workforce. The following chapters will present the project approach and the activities that led to changing the initial briefing. Chapter 4 (Early Experiments) describes the problem redefinition and the second stream of activities added to this project.

Key takeaways

- The primary motivation to start this graduation is grounded on the emerging contributions of design in shaping systems, environments and organisations and consequently helping to tackle some of the current social, economic and climate issues;
- The Amazon Rainforest sustains life beyond its borders;
- The Amazon faces threats from damaging human activity and the effects of climate change interfering in the well-being and livelihoods of people that live there;
- FAS concentrates efforts in 16 Protected Areas for sustainable use and Manaus city in the northwestern region of Brazil, where they implement projects in eight strategic areas;
- FAS has a team dedicated to influencing, monitoring and engaging in public policy at the municipal, state and federal levels;
- The project briefing stated the need to redesign FAS processes when involved in policy-making issues;
- The briefing guided the first experiments and later was redefined (details in Chapter 4), leading to a broader scope.

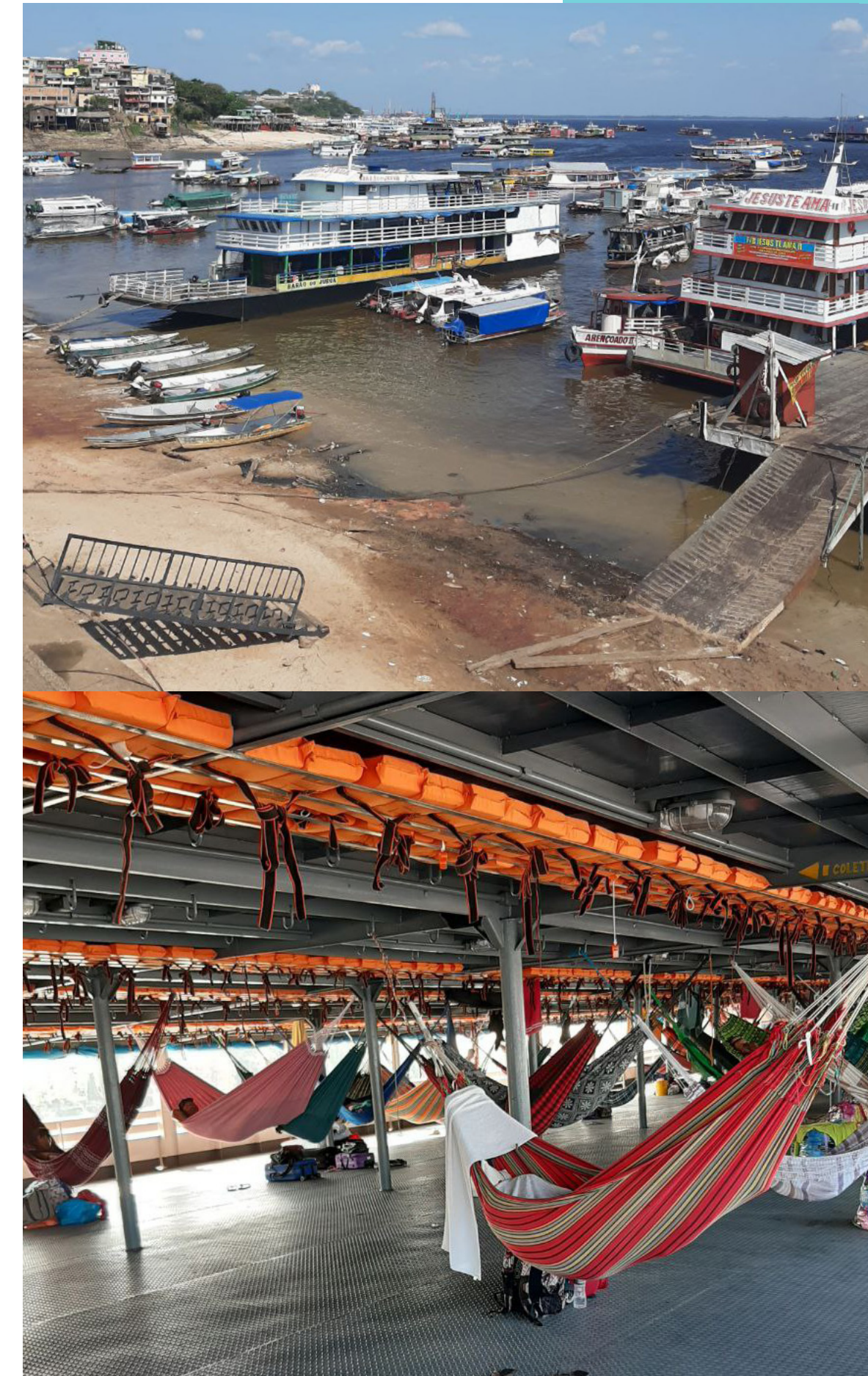
2 Project Approach

“The design process cannot be entirely delineated or predicted in advance, which challenges dominant approaches to project planning.”

By Emma Blomkamp (2021, p. 9)

Blomkamp brings a characteristic of design-led processes that introduce how this current project evolves, a journey that navigates between problem and solution. So then, let's imagine embarking on those typical Amazonian boats (see Figure 21).

The following pages describe the process spaces and which principles and roles guided the relationship with the organisation. Lastly, the chapter gives an overview of activities and where they are documented in the report.



▲ Figure 21
Boats are the main transportation system in the region. By J. Adalberto, 2021, Photograph.

2.1 Introduction

Having the start of the project set by the agreement of the project brief between, already described in the previous chapter, the second task is to set up how to guide the project.

In terms of process, the project follows a non-linear approach, where I navigate overlapping and intertwined spaces. Along the project, the movement between those spaces becomes clear and is documented throughout the report.

Moving to how the interactions with FAS develops, a set of principles are used as a foundation for decisions on either which tool to use or deciding the next steps, strategies and course of action. The principles also support the introduction of non-tangible characteristics of the design practice for non-designers: the FAS core project team that actively participates throughout the project.

In addition to these principles, the seven FAS employees that join this project have an important role as well. They bring different perspectives and their contributions are essential to achieve the intended outcomes.

In order to translate the principles and support the development of the project, a set of tools are selected to document the process and share the progress between with the organisation. The choice of these tools and how the meetings happen intends to create a room (in this case virtual room) where FAS core team could feel motivated and engaged to contribute.

Lastly, the project generates a series of outcomes that are documented in this master's thesis. A visualisation of the main outcomes and the chapter they belong to facilitates the comprehension of the project in [section 2.6](#).

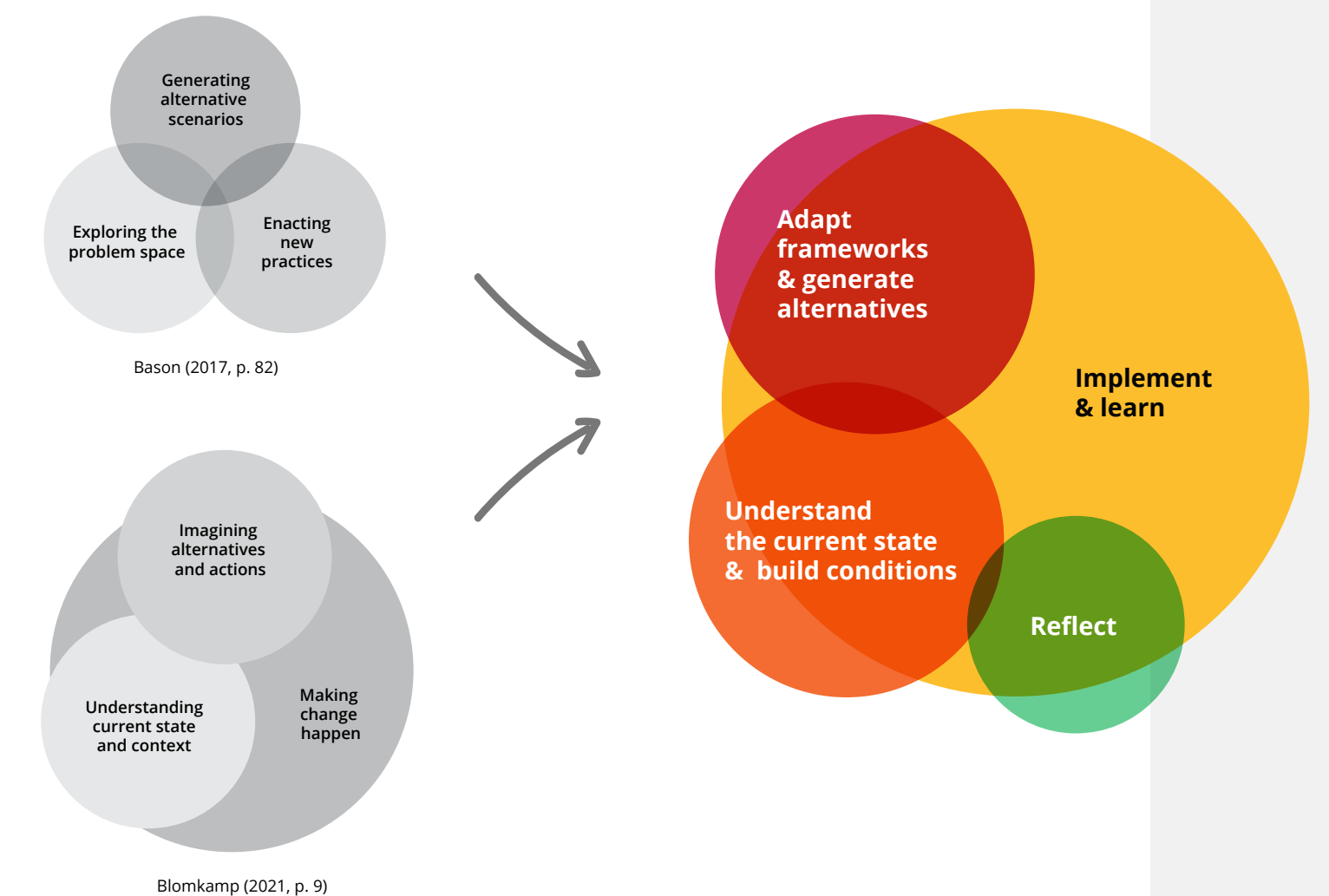
2.2 Process

Rather than a stage-based linear process, often known as double diamond (Design Council, 2019), this project seeks inspiration from two authors that have researched the application of design in policy-making processes and public sector challenges.

The first author is Bason, who proposes the logic of overlapping spaces (2017, p. 82): “exploring the problem space”, “generating alternative scenarios”, and “enacting new practices”. For each space, Bason suggests several methods; for instance, for exploring the problem space, qualitative research, probing, rapid prototyping and visualising data are some of the possibilities. For “generating alternatives scenarios”, methods that facilitate collaboration and creativity between multiple stakeholders enrich the generation of ideas, so prompt cards, visual tools for service and use scenarios are some of the examples given. Lastly, for “enacting new practices”, Bason (2017) suggests concepts, graphics and templates that provide form and shape to the ideas created.

The second inspiration is Blomkamp; she presents a similar scheme to Bason where she starts categorizing the spaces as “understanding”, “imagining” and “making” as a more straightforward way to communicate the main intention of each stage (Blomkamp, 2021, p.9).

Based on these models, this project adopts four spaces which are represented in Figure 22.



▲ Figure 22
Project process inspired by Bason (2017) and Blomkamp (2021)

Understand the current state & build conditions: encapsulates exploring the problem space and setting the conditions for proposing changes; “building the conditions” here means setting up communication and participatory strategies to involve critical stakeholders in the process;

Adapt frameworks & generate alternatives: encompasses searching for theories and methods; generation of multiple processes, tools, and frameworks.

Implement & learn: includes implementing the alternatives and learning from the outcomes produced;

Reflect: refers to looking back to what has been done, and making relationships with the bigger picture of the impact this graduation aims to achieve, either in the client organisation and in my design practitioner journey.

The spaces described reflect the overall project journey from beginning to end. However, along the way, an opportunity was identified in the project that led to a secondary stream of activities. The section “Activities” describes the two streams. Because each one has a different nature, I navigate different between the project spaces too. Chapters 4, 5 & 6 include the process spaces with these detailed explanations. Besides that, every chapter has a reflection. In addition Chapter 7, includes the final reflection and a reflection with FAS employees that were involved in the project.

2.3 Principles

The principles accompanying this project aim to support bringing to FAS the aspects of the design practice that is not only defined by the methods and tools.



1. Collaboration is the first principle. A design-led process means that is a “it’s a team sport” where including stakeholders in the creative process brings new interactions and perspectives, in an ongoing exchange that sets the conditions for collective creative power to flourish (Calabretta, Gemser, & Karpen, 2016). The principle translates into conducting this project by involving the FAS Public Policy team in all steps and decisions (as much as their availability allows).



2. Communicate visually is the second principle. It focuses on making the process more inclusive where everyone involved can comprehend what has been done and what the following steps are (Design Council, n.d.). This principle translates into documenting the entire process in collaborative online platforms and shared folders (all documents generated were accessible to the organisation) and the use of images and illustrations were prioritized.



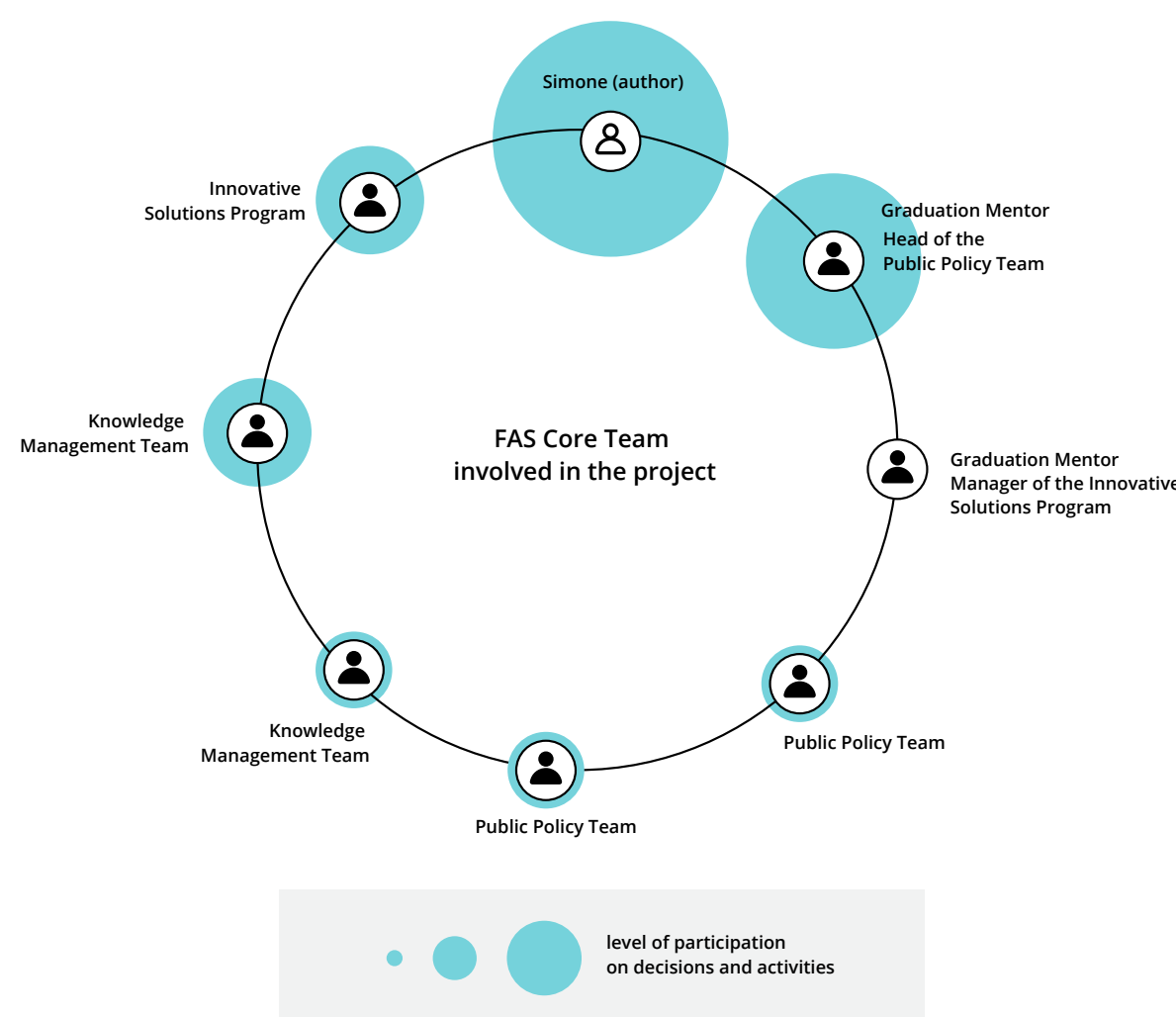
3. Experimentation is the third principle. It means continually trying new things and recognising that failure is essential to learn (Dosi, Rosati, & Vignoli, 2018). In the case of this project, multiple frameworks, platforms, and engagement strategies are applied throughout. Each endeavour produced results, both in the form of direct outcomes, but also in revealing clues on what fits the organisations and brings value to their work.

2.4 Roles

This section describes the roles and responsibilities of those involved in the graduation project. Also, I experienced three different functions that are further detailed.

As mentioned in the principles part, the project was carried out in collaboration with FAS; six people were involved in the process directly, which means they were part of discussions, activities and the decisions of next steps. Figure 23 shows people and their presence in the meetings, which is relevant because some of them joined FAS later or had less availability, and their presence in the discussions was lower than other members.

The project also had two mentors; the first of which was the head of the Public Policy team, responsible for coordinating activities that needed to involve people from different programs and projects and being involved in all projects decisions. The second project mentor joined in the last four weeks to represent the organisation since the first mentor was leaving.

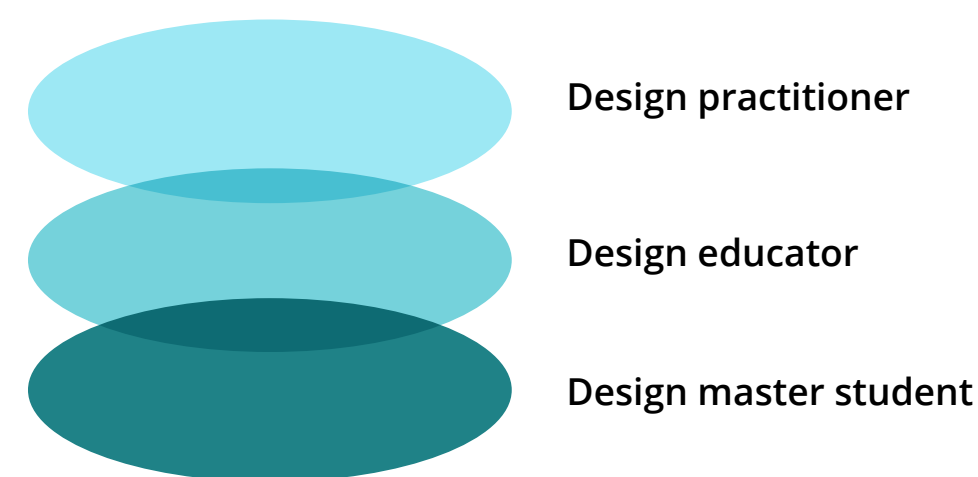


▲ Figure 23
FAS core team members and their level of participation throughout the project.

I have experienced three identities during the project (see Figure 24). Two of them refer to providing a service, while the third is inherent to my learning journey.

- 1. Design practitioner:** organising and leading all the activities that aimed to explore a problem and propose solutions, and delivering tangible outcomes during the process;
- 2. Design educator:** comprising all the activities that involved sharing design knowledge, which means being in the position of teacher and finding suitable examples, analogies and producing supporting materials that enable understanding and exercise of the design-led process and mindsets.
- 3. Design master student:** referring to conducting this project as part of academic degree, consulting TU Delft supervisors during the process.

Combining roles 1 and 2 is crucial to embed designerly approaches because they contribute to understanding the value of the design process and not only the result (Calabretta, Gemser, & Karpen, 2016). Regarding the third role, it is prominent during the reflection sections on each chapter of the report.



▲ Figure 24
Roles exercised during this project.

2.5 Tools and Internal Communication

By adopting online platforms to document the project, the project reinforces principles 1 & 2 (collaboration and visual communication). Two platforms are selected to fulfill this goal.

The first is a collaborative whiteboard called Miro, where most of the activities were documented; for instance, filling up the canvas, writing decisions and discussing the following steps. Figure 25 shows how the boards were organised: on the left, information about the project and agenda; the central part is reserved for the discussions and documentation; the right part, the outside references and practical information from FAS. It is important to mention that Chapter 5 and 6 used a different whiteboard set up to meet the activities' needs, available on Appendix II.

The second platform chosen serves as a shared drive where all presentations and supporting materials were stored (Google Drive). All FAS core team had access to this folder.

Regarding communication arrangements and meetings, the email was the preferred channel, and instant messaging with private numbers only for urgent matters regarding communication channels. To encourage the project team to adhere to the process, weekly meetings on Fridays ensure that everyone was on board with the activities and could follow the project outcomes. Because of the covid-19 circumstances already mentioned, the project was carried entirely online.

Lastly, the project was carried out using Portuguese as the primary language because not all FAS employees are fluent in English. Therefore, in the Appendix, all transcriptions are in Portuguese, and the I translated some of the frameworks and supporting materials to facilitate comprehension by a broader audience.

Information about the project, for instance, deadlines, TU Delft rubric, agenda and following steps

Main boards for creation

References and information received from FAS

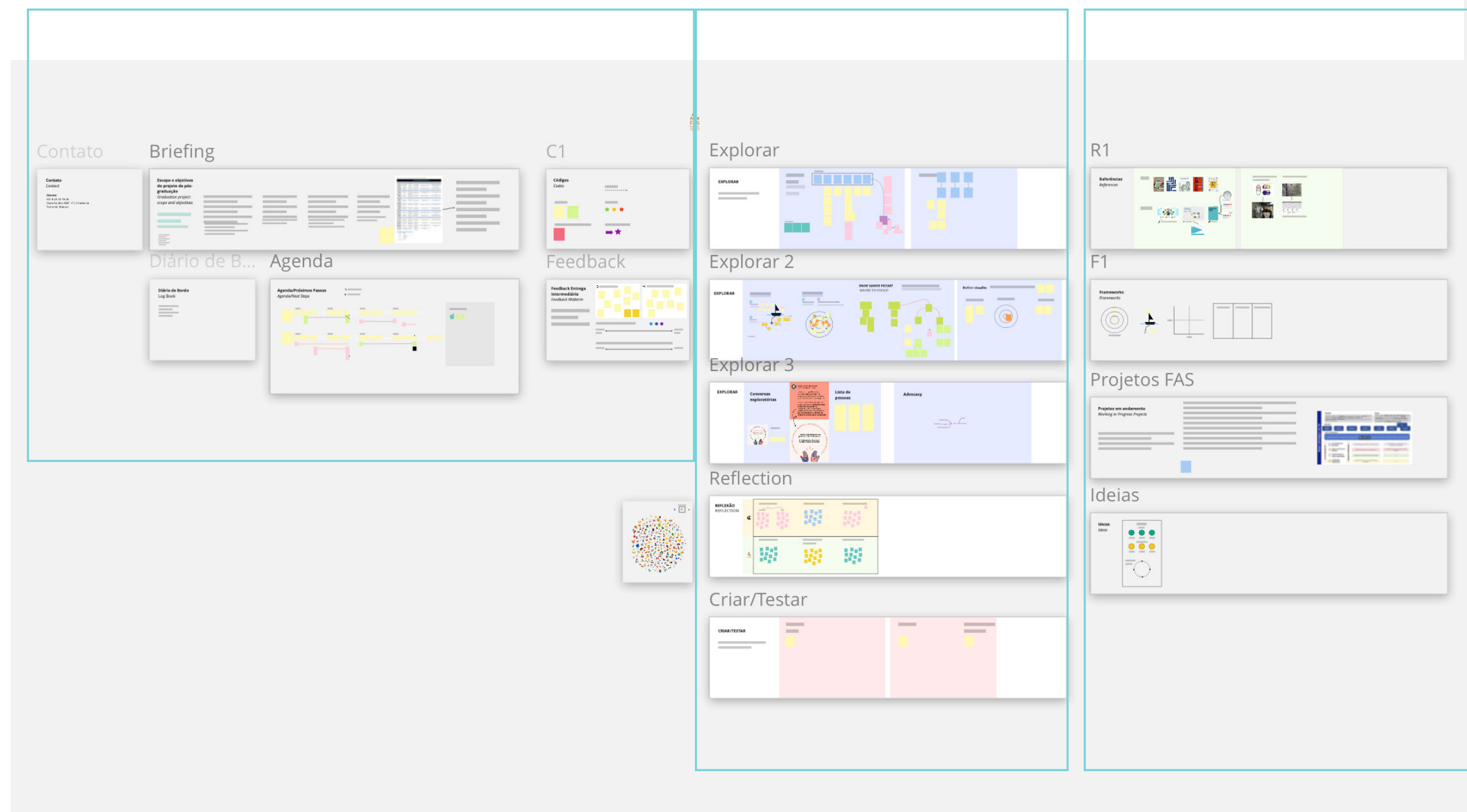


Figure 25

Screenshot of collaborative whiteboard showing how the boards were organised.

2.6 Activities and Report Structure

To facilitate the comprehension of all activities conducted in this graduation project, Figure 26 gives an overview of when they were conducted and where they are documented in the master's thesis.

The first Chapter introduces the project, which encompasses the understanding of the location, project brief, the organisation, and the motivation statement. However, at the end of the project, this Chapter had to be revisited, adding more information that enabled the understanding of the complete picture of the Amazon rainforest region.

The next activities were setting the project approach, principles and roles. However, the understanding and visualisation of the process was revisited throughout the course of the project, and it is documented in the current Chapter.

Chapter 3 has a stronger literature review orientation describing the application of design-led processes in policy-making and the value design brings to organisations. As the project evolved, the literature review had to be constantly updated and revisited.

From the activities described in Chapter 4, the project starts to become tangible; the first interventions are experiments that supported the review of the initial briefing and the definition of a point of focus and the split of the project into two main streams for the following months. The first stream follows the journey to co-create an advocacy vision described in Chapter 5, and Chapter 6 develops the design thinking training as the second stream.

Moving to the end of this thesis, Chapter 7 reflects on the entire graduation project and gives recommendations for FAS and future design research. And Chapter 8 wraps up with the conclusions.

In addition, the final pages of the thesis finalise with references and the appendix where transcripts and supporting materials are documented.



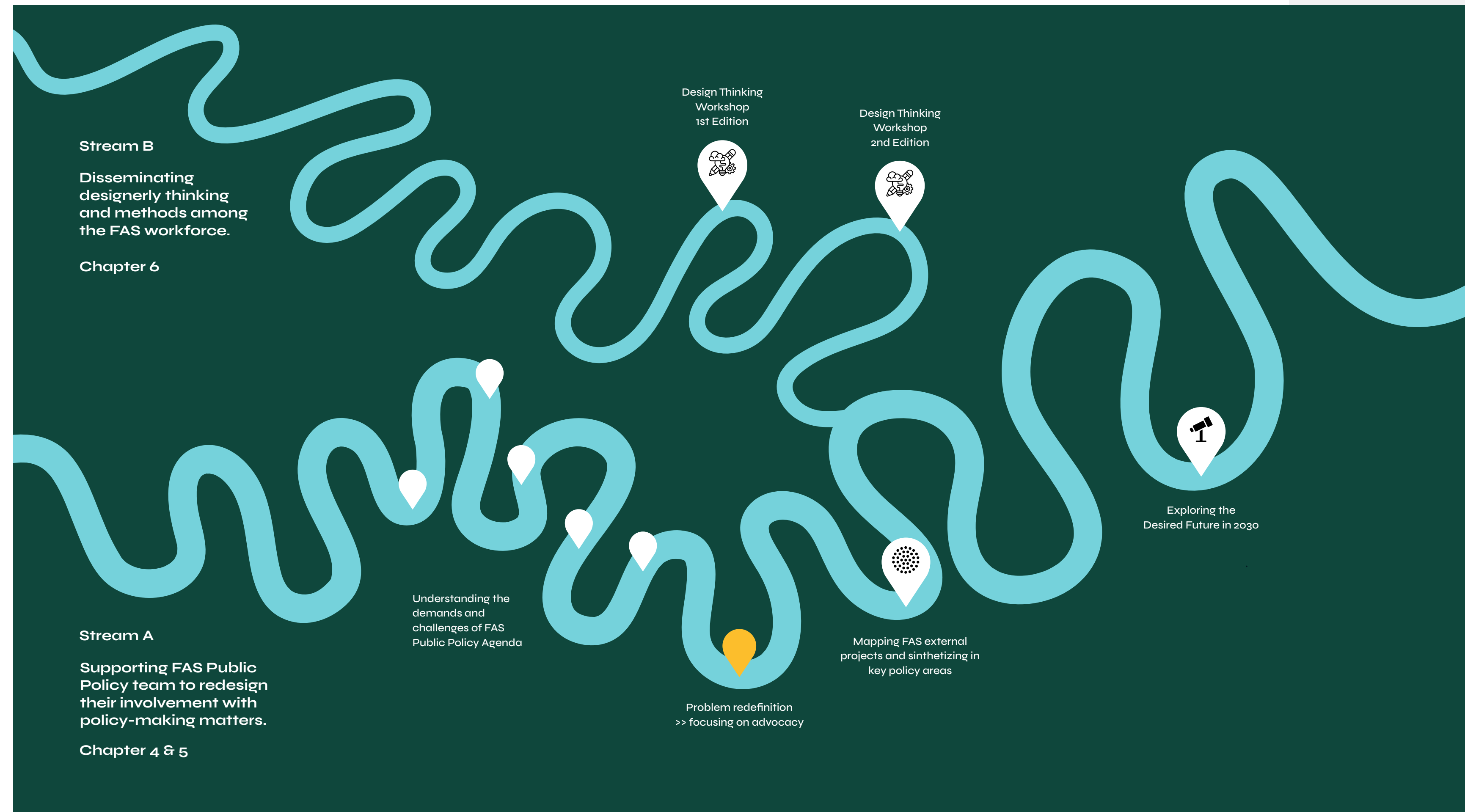
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Figure 26
It shows how the report is organised and how the activities were carried on during the timeframe.

2.6.1 Project Main Streams

Figure 27 visualises the two project main streams and how Chapter 4, 5 and 6 are connected to facilitate understanding how the activities took place.

The assignment started with a briefing indicating the need to redesign FAS involvement with policy-making processes (Stream A). Chapter 4 describes the explorations that led to redefining the problem and finding a point of focus for the following weeks (advocacy). At the same time, Chapter 4 discovered the opportunity to disseminate designerly thinking and methods beyond the FAS core team involved in this project, resulting in a second stream (B) described in Chapter 6.

Project main streams of activities



▲ Figure 27
Project two main streams inspired in the Amazonian rivers.

2.7 Conclusion

The current project follows a non-linear process, where four overlapping spaces support the decisions of which methods to use and the intention when navigating in these spaces. For instance, in the space called “Implement and Learn” the goal is to use the resources available (people and time) to put the ideas to the test and learn from the outcomes.

In combination with the process structure, the three principles support the choice of tools to document the process and guide the interactions with the FAS core team involved in the project.

The activities carried on during this project process were done in parallel. Chapter 4, which encompasses the early experiments, was decisive in redefining the initial problem and discovering the opportunity of a second stream of activities (design thinking training) for the FAS workforce.

Lastly, as the project progressed, a literature review was carried along, and the next chapter is dedicated to exploring the main findings.

2.8 Reflection

In terms of process, I have encountered difficulties explaining to the organisation that the solutions that the initial project brief seeks might not correspond to the needs discovered throughout the journey since this is one of the characteristics of a design-led process. To overcome this barrier in understanding the difference of traditional project management from a design-led approach, I invested in the first weeks of the project to present design projects that did not follow a linear process. However, some members of FAS core team joined the project weeks later, and they did not hear these first explanations, which it made challenging to ensure everyone was following the decisions. As a conclusion, it is evident that setting up a core team early in the process might be a better course of action.

The second challenge when following a non-linear approach is the difficulty setting up long-term planning. This point had a significant impact because the organisation has a different culture of working, where the agendas and availability of people to join other activities are limited, and the wiggle room or slack is narrow. It would have been beneficial to let Program Managers and C-level Managers know about the project in the first weeks to clear the special conditions needed for the project to produce the best outcomes.

Regarding tools, using Miro as a collaborative whiteboard facilitated my work because everything was shared with the organisation and avoided extra work on updating each step. However, choosing a platform that the organisation does not widely use means more effort from the FAS employees to learn and include into their routines. However, the design principle “experimentation” also relates to testing new things. So, in this sense, using this platform was an opportunity to show FAS different platforms to collaborate online. There are other similar platforms available that the organisations can evaluate; for instance, finding one that supports the Portuguese language.

Key takeaways

- Four overlapping spaces define the project process approach;
- Collaboration, visual communication and experimentation are the design principles emphasised along the project journey;
- FAS core team included six people that had close involvement with the project, three from the Public Policy Agenda and the three from other projects under the Innovative Solutions Department;
- FAS Public Policy team has more involvement compared to the other participants in the process;
- Chapter 3 is a literature review; Chapter 4, 5 and 6 describe the two main streams; Chapter 7 reflects and gives recommendations and Chapter 8 concludes the graduation project;
- Online collaborative platforms ensure the overseeing of the process for all members;

3 Literature Review

Design for Policy and Design Value for Organisations

“In a time when we search for ways to better manage and even benefit from the rising complexity and turbulence of our societies, design seems to promise smarter and more engaging ways of tackling problems.”

By Christian Bason (2016, p. 496)

As Bason states, the design holds the promise of a different way to address problems. The scope of this graduation project involves two fields and their related challenges; the first is policy-making processes, and the second is non-profit organisations.

This chapter comprehends the literature review of how design can contribute to these two fields and serve as the foundation for developing the project approach and activities undertaken during this graduation journey.

The first part of the chapter explores how public policy is connected to every aspect of society, whether or not people have access to essential services (see Figure 28), then presents the emerging role of design in policy-making processes and characteristics of the design practice.

The second part focuses on design value to organisations, describing the benefits of the design and how a non-profit organisation can incorporate them into strategic decisions.



▲
Figure 28
Floating houses. By J. Adalberto, 2021, Photograph.

3.1 Introduction

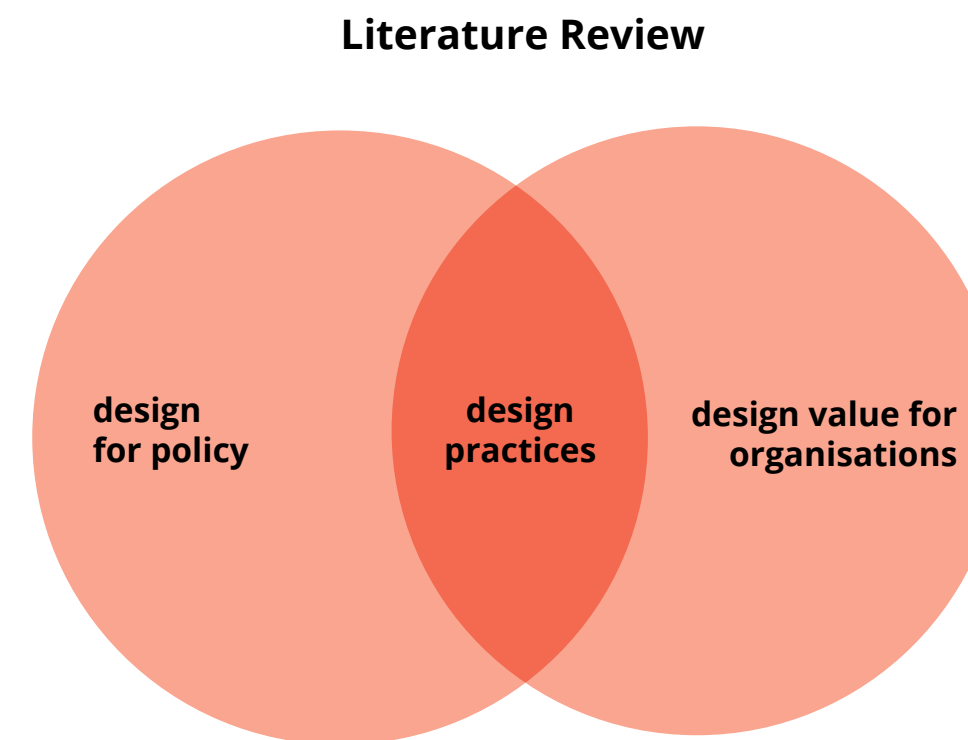
As previously stated, this thesis introduces design practices into a non-profit foundation that supports the socio and economic development of the Brazilian Rainforest. The project evolves in two main streams: (A) supporting the FAS Public Policy team to redesign their involvement with policy-making matters; (B) disseminating designerly thinking and methods among the FAS workforce. The first develops activities with the Public Policy team exploring their demands and challenges when involved in public policy issues. The second stream organises a workshop to introduce the basic concepts of design practice with a practical exercise.

Therefore, the project explores the role of design when involved in public policies; in parallel, it examines what design brings to the organisations. Thus, how a design approach treats problems and develops alternatives. These can be related to proposing better policies to fulfil citizens' needs or to offer different ways to deliver value to stakeholders.

Before diving into the contributions of design for policy and organisations, it is crucial to state what definition of the term "design" this graduation is adopting. Because it is an emerging and evolving field of theory and practice, there is no authoritative and single definition of what design is (Kimbell, 2009). Buchanan (2020) summarises design in three points: (1) design is a "solution-focused and pragmatic" activity to solve problems and uses creativity to envision solutions intercalating phases of problem-framing and problem-solving; (2) design has an embedded constructive nature that can produce a wide range of artefacts; (3) design is human-centred and participatory that combines technical skills with creativity, imagination and empathy. A complementary understanding of design as approach is:

Design is a systemic, creative process that combines different elements to achieve a particular commercial or societal purpose. The process is visual and experimental, with human experience and behaviour at its core. The results can be graphics, products, services, systems and new organisation and governance models. (Bason, 2017, p. 50)

Based on the previous guiding definition, this thesis adopts Buchanan (2020) and Bason (2017) definitions to built upon how design practices contribute to policy-making and later to organisations (see Figure 29).



▲ Figure 29
Design practices contributing to policy-making processes and and bringing value to organisations.

3.2 Design for Policy

First, the term "policy design" used in the political science field is understood differently from a design practitioners perspective; hence the "design for policy" expression better represents the contributions of the design practice to the policy field (Vaz, 2021). Having this clarified, the questions that come is, why design ended up involved in policy?

In search of the answer to the question, it is better to start discussing the intention of governments when making policies, how they create them, the current problems in the process, and finally, moving to what the experiences from design researchers and practitioners are bringing to this field.

3.2.1 What Policy Is and Why It Matters

To best understand policy is easier to start with a general yet debatable definition and then move to a longer descriptive explanation. Thomas Dye (Howlett, Ramesh & Perl, 2009, p. 4) in 1972 described the public policy as "Anything a government chooses to do or not to do" this definition can be connected to three baseline points according to (Howlett, Ramesh & Perl, 2009):

- Governments are the primary agents of public policy because they hold the authoritative power to make decisions on behalf of citizens;
- Public policy-making faces a fundamental question, whether or not to do something. Even when the decision is not to action, this must be deliberate;
- The unintended consequences of deliberate government decisions are not considered public policies because they were not conscious choices.

This definition places the decision-making of buying public office supplies and starting a war at the same level (Howlett, Ramesh & Perl, 2009). On the contrary, the definition from Jenkins makes it more specific.

A set of interrelated decisions taken by a political actor or group of actors concerning the selection of goals and the means of achieving them within a specified situation where those decisions should, in principle, be within the power of those actors to achieve. (Howlett, Ramesh & Perl, 2009, p. 6)

Jenkins emphasises that policy-making involves numerous decisions made by public agents (individuals and organisations), and it is influenced by external state actors (Howlett, Ramesh & Perl, 2009). Complementing these definitions and at the same time placing a critic on the issue, Geoff Mulgan states, "Governments can be brutal and stupid. But the best have helped their citizens to live stronger, safer, richer, freer lives" (Bason, 2016, p. 391). Because the state is the owner of public problems, they use public policies as the strategies to address them (Bason, 2016).

Therefore policies are the instruments, how governments, from their point of power and view, contribute to the well-being of their citizens. From an economist perspective, Mazzucato tells that, nowadays, policies are "patches" to problems, aiming to correct market failures, for instance, when the government sets rules to contain pollution by the industry so citizens can breathe clean air, or it defines how budgets are allocated for education so children can go to school (Long Now Foundation, 2019). According to Bason (2017), there is no single domain in the society that governments are not expected to take some role. Hence, governments hold an enormous responsibility to formulate effective policies that are determinants of people's quality of life.

In addition to the complex endeavour of what Mazzucato describes as governments trying to fix problems from the capitalist model (Long Now Foundation, 2019). The people in power and influence positions in the public sector, the policymakers, are dealing with super wicked-problem. Issues that are part of multiple sub-systems and

cannot be addressed isolated, for instance, securing clean water access; such problem is hard to solve because there are structural barriers that transpose multiple disciplines (Banerjee, 2016). Policymakers are dealing, independent of location in the world with the challenge of promoting sustainable growth while trying to achieve at the same time three outcomes for citizens: job opportunities; access to essential social goods; and a safe and just environment and administration (see Figure 30) (Bentley, 2016).

From this brief description of the policy and what governments are trying to achieve, the following section discusses how policymakers formulate them.

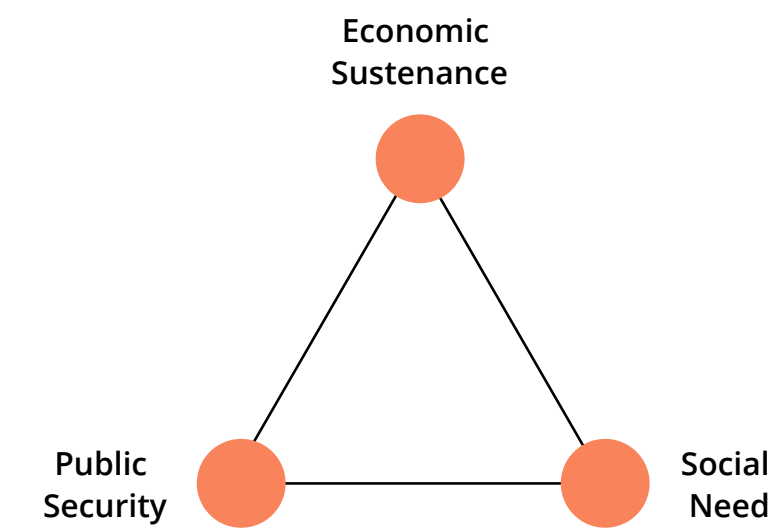


Figure 30
The three government aims. Adapted from Bentley (2016)

3.2.2 Policy-making Process

In the Public Policy field, the process to develop policies is divided into five stages known as the Policy-cycle that comprehend the flow from the input (problem) to the outcome (policy) (Howlett, Ramesh & Perl, 2009). A description follows of the stages and their relationship with a problem-solving approach (see Figure 31) (Howlett, Ramesh & Perl, 2009). In the Public Policy field, the process to develop policies has been analyzed and systematized into five stages by Howlett, Ramesh and Perl (2009). These five steps show the course of action from the government to recognize a problem and providing a response to that in the form of a policy.

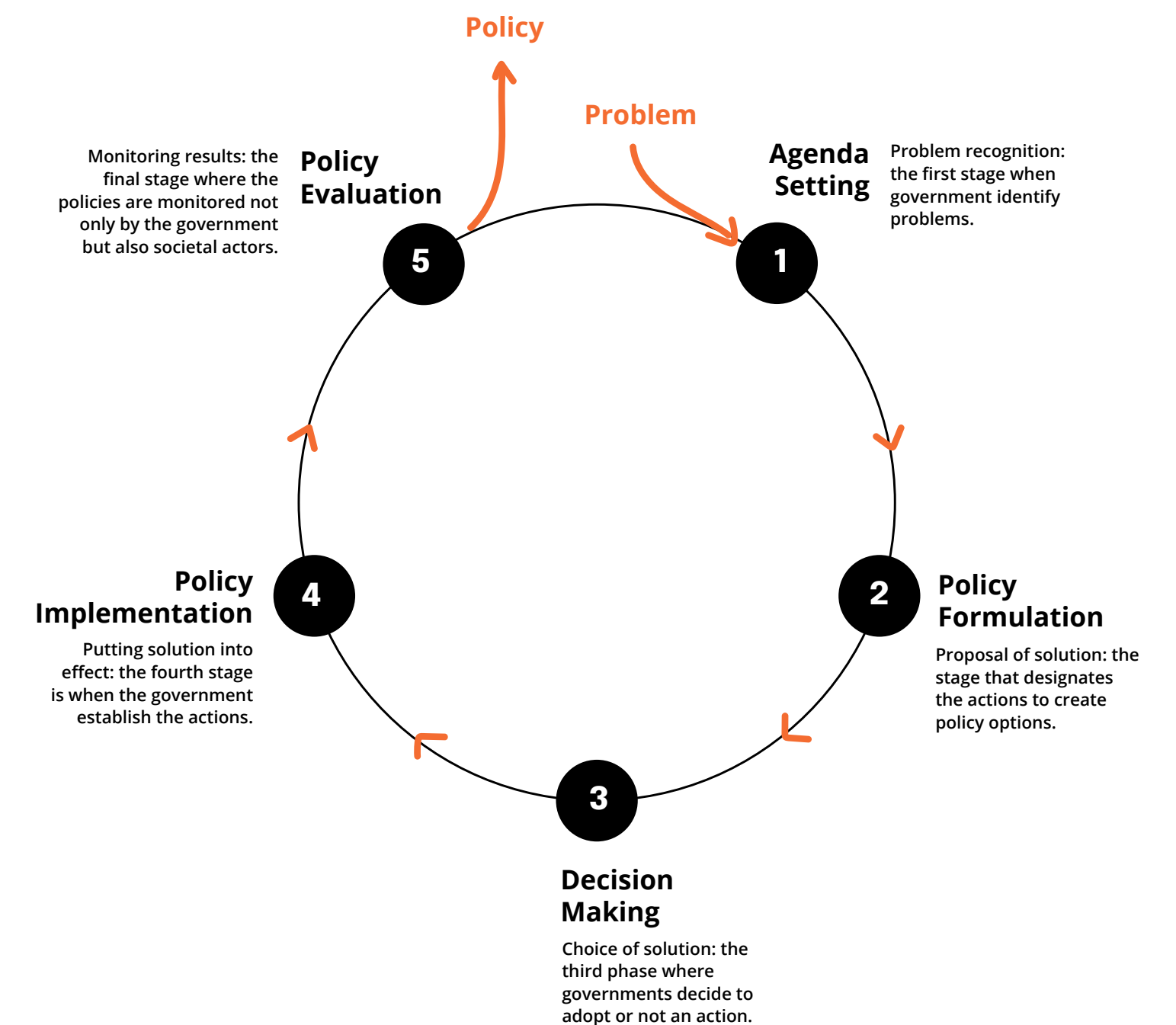
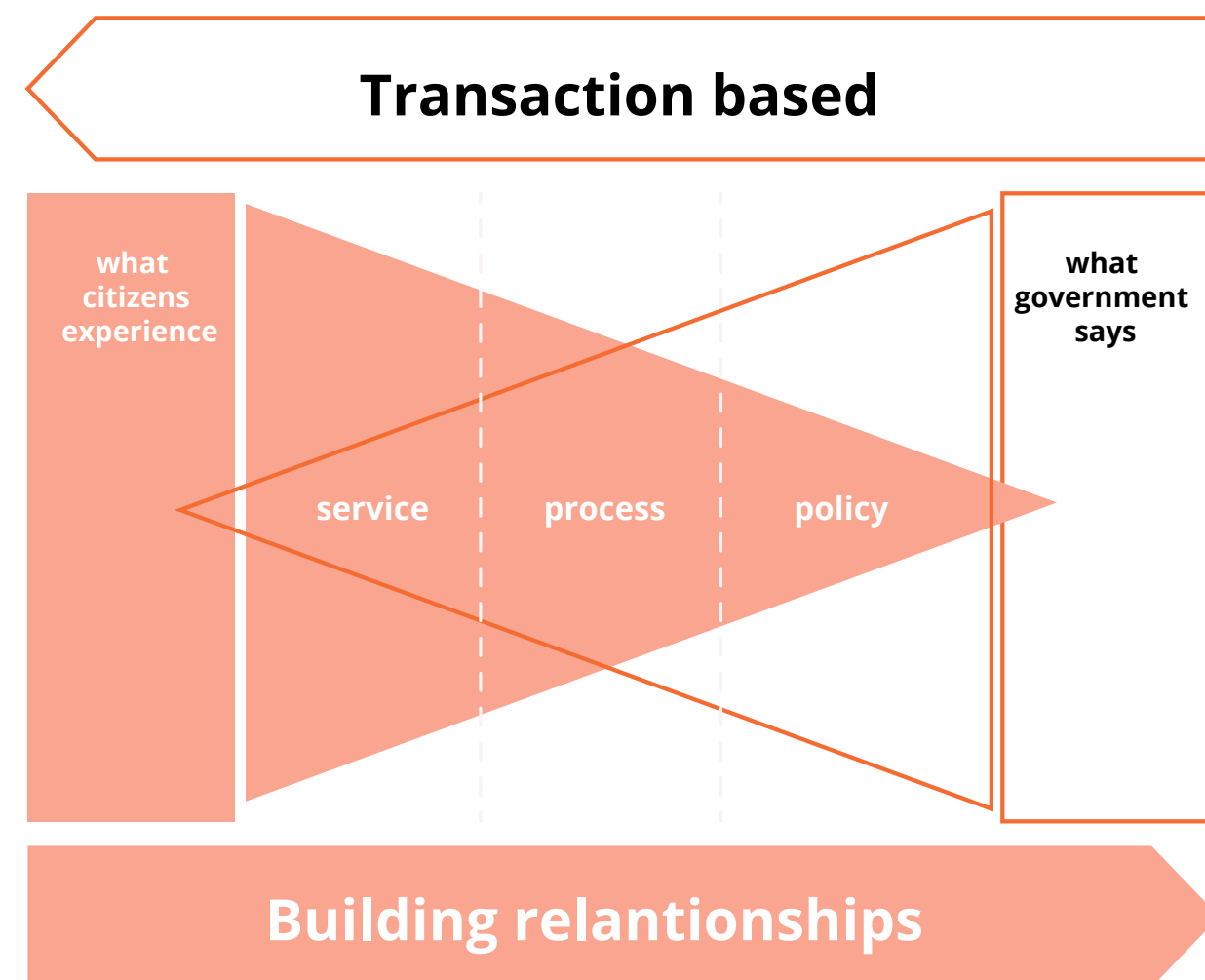


Figure 31
The public policymaking cycle. Adapted from Howlett, Ramesh, & Perl (2009)

3.2.3 Why policy is distant from citizens?

One of the criticisms of the policy-cycle presented in the earlier section is that it suggests a linear process, where rational decision-making takes from defining clear goals, describing intervention methods, and allocating appropriate resources influenced by evidence (Bason, 2016). Hence it suggests a clear route between problem and finding a suitable solution. However, what in reality happens is hundreds of people are involved in this process, and along the way, the original policy intent is distorted, and what is delivered to people does not hold value or, even worse, is the opposite of what they need (Body & Terrey, 2016). Nevertheless, policymakers are aware of a need to change their practice, mainly when it involves a social policy that has been shown to fail in promoting its purposeful goals (Bailey & Lloyd, 2016).

One reason for the government failing to fulfil citizens' needs is the separation of policymakers from those responsible for delivering the services, leading to an incoherent experience (Design for Europe, IDEO, & Nesta, 2016). Figure 32 illustrates that everyday citizen contact is with the public service, for instance, how well they are treated by the public health system when they are ill. They interact with healthcare workers and paperwork to access these medical treatments. From the government cabinet and institutions, policymakers formulate laws, regulations, and procedures that delineate how the health care system works based on how it works for them and not necessarily what is best for the patient and the civil servants providing the service. Therefore, the policy formulation in itself is a distant subject from people's daily life.



▲
Figure 32
Citizens Experience versus Government Says. Adapted
from Design for Europe, IDEO, & Nesta (2016)

3.2.4 Design Role in Policy

The previous section has discussed why policy making is complex and demanding governmental responsibility, why seeing it a process with a definite input and output is problematic and why it is distant from the citizens. This section starts building up the possibilities to deliver better policies and value for citizens—introducing how design views policy and its contribution to the field.

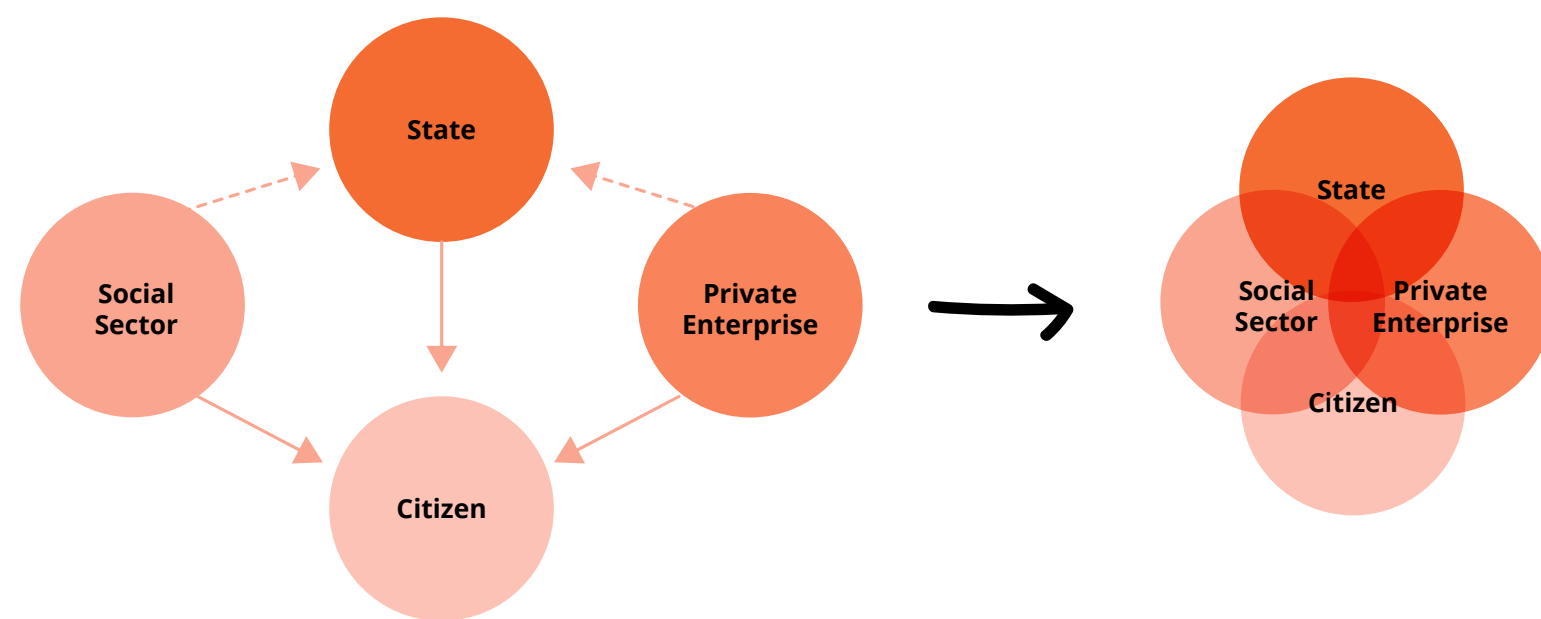
In the past, design has helped communicate existing policies; later, it advanced to support the implementation of policies uncovering user insights that helping to improve them, and more recently, design is entering a stage that the author defines on envisioning future policies (Junginger, 2013). The author complements that policy from a design point of view is a guideline that delineates a public service and products, encouraging and discouraging certain human behaviours within the context (Junginger, 2013). Design supports governments to think and create from the outside out, not starting by looking to what works in the government's system but considering what works beyond the policymakers office cabinets (Design for Europe, IDEO, & Nesta, 2016). In short, design supports governments in making regulations that fulfil people's needs and considers the public servants delivering the service and products resulting from the policy.

One way governments are seeking to innovate has been by investing in innovation labs and centres where design methods and principles are used to support better public services (Junginger, 2013). These organisations are usually called "Policy Labs". They are formed by multi-disciplinary teams that embrace designerly manners and an array of design methods to involve users in the development of public services and policies (Vaz & Prendeville, 2019). Governments are recognising that design approaches bring user insights that support public policies and services that meet citizens' needs (Bason, 2016). Hence, the primary contribution is closing the gap between what people are experiencing and governments intentions, and Policy Labs are one of the ways approximating design practice in the public sphere.

Achieving this contribution is connected to the collaborative nature of design, which translated to policy fields, suggesting a shift to adopt the collaborative manner for policy-making that brings together all stakeholders (Bason, 2016). In addition, governments need to change their relationship with the other sectors to achieve social innovation, blurring the lines that divide the state, citizens, private enterprises,

and civil society organisations (see Figure 33) (Christiansen & Bunt, 2016).

Aligned with this emergence of fostering collaboration, and coproduction a sub-field of design contributes to conducting the conditions to bring the stakeholders together; the section describes the co-design view on policy-making.



▲
Figure 33
Blurring the lines between government and other sectors.
Adapted from Christiansen & Bunt (2016)

3.2.4.1 Co-design for Policy

The implied value of democracy is distributing power, so citizens have the opportunity to contribute to how to structure society (Costanza-Chock, 2020). Nonetheless, the representative democracy model has shown signs of failure in tackling the fast-changing contemporary societal issues in the world (Bloomfield et al. 2001). Although policymakers are trying to reach public opinion through polls, such a tool only provides superficial data that does not uncover people's values, feelings and attitudes (The National Consumer Council & Involve, 2008). Furthermore, a "public consultation" reinforces a position of power that public representatives have over citizens (Bloomfield et al. 2001). The co-design approach has potential benefits to promote civic engagement beyond public consultation (Blomkamp, 2018).

Co-design has its foundation on the belief that everyone is creative, hence questioning power structures and hierarchy by giving end-users space to have control (Sanders & Stappers, 2008). This approach is not a disruptive concept in the public sphere since

it overlaps with other ideas. According to Bason (2017 p. 191) one of the noticeable changes "in governance is guided by the notion of a relational and co-productive creation of value with citizens." Co-production is often used in policymaking with similarities with deliberative public engagement, which encourages people to be part of the decision-making process (The National Consumer Council & Involve, 2008). In short, these approaches invite people to build relationships, collectively reflect and engage in discussions about public matters over some time (Bloomfield et al. 2001). Although they share some similarities with co-design, the latter holds the promise of giving active participation to everyone involved in the development phase of the policy (Blomkamp, 2018).

Co-design is described as a design-led process that prioritises relationships, shares power with those involved and adopts creative methods (Blomkamp, 2018). The designer's role in the process also changed from the traditional view of design; the practitioners that were previously focused on translating information now aim to facilitate people's creativity and expression (Sanders and Stappers, 2012). McKercher (2020) explains that the goal of the co-designer is learning with and supporting others along the process. The nature of the co-design process, as mentioned before, is about involving multiple stakeholders, as the "co" particle stands for "collaboration" and "cooperation" (Blomkamp, 2018).

When applying in the context of public policy, among the participants is essential to include people that will be the sponsors of the decisions collectively taken. For instance, public representatives and civil servants; however, McKercher (2020) emphasises that those who join a co-design process should be carefully selected since, for its best outcomes, it needs to be conducted in a horizontal structure encouraging everyone to have a voice. Then, public officials, academic and professional experts can contribute without discouraging others, but they have to step out of their titles (McKercher, 2020). Blomkamp describes six principles that are particular beneficial for policy-related projects to ensure a participatory orientation (2021, p. 6):

1. Purpose-driven: identify collectively a common goal that all people involved are motivated to take action to achieve the outcome;
2. Recognizing complexity: understand the complexity of the systems and interconnected relationships of power and dynamics that difficult to control;

3. Self-determination: embrace that participants have autonomy and they are experts in their own lives, so people have the right to determine their future;
4. Equalizing power: enabling people to be part of the decisions through creating safe environments for participation and distributing leadership;
5. Inclusive collaboration: involve people from different expertise and lived and professional experiences;
6. Adaptive learning: implement a culture of continuous feedback that enables to coordinate actions to adapt the process;

In terms of the limitation of design for policy, the question remains if they are well equipped to navigate the root causes of inequalities embedded in the wicked problems they are dealing with. According to McKercher (2020), designers lack a social theory in their foundation, so they can easily replicate discriminatory actions that promote the exclusion of certain social groups. While the frontiers design practice is permeating public services and policies, the responsibilities of those that carry out these processes increases, “co-design practitioners must be extremely self-aware of their identity, power and privilege – especially about the people they work with” (McKercher, 2020, p 26). According to McKercher (2020) and Constanza-Chock (2020), without proper reflection on power and privilege, designers can be complicit actors in a system that favoured a particular group and ignores the needs of others.

Therefore, the design approach and the co-design more specific nature hold the promise to close enable collective intelligence and propose better policies. Nevertheless, the practitioners who coordinate those processes need to be aware of their own biases, so participants’ interests and perspectives are heard, and the outcome does not reflect the designers’ own view of the problem.

The following section provides an overview of how the above theoretical concepts become tangible in a design-led approach aiming to facilitate understanding how design navigates between problem and solutions spaces with a systemic view, uses creativity to propose a wide range of artefacts and maintains a human-centred view during the entire process.

3.2.5 Design in Action

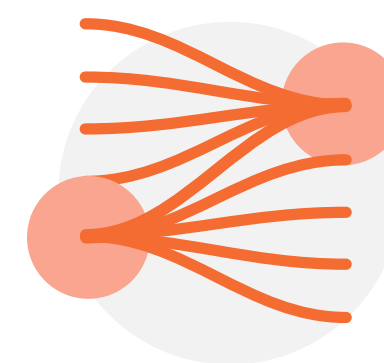
This section highlights characteristics and methods that are associated with design-led approaches. Three sources are combined: a publication from La 27e Région (2015), a non-profit organisation that facilitates innovation through design-led work in the French Government; a guidebook for implementing design for public sector challenges created by a design-led consultancy IDEO, Nesta Foundation and Design for Europe (2016); lastly the work of Christian Bason (2017), a reference in the field of design and current CEO of the Danish Design Centre. Then the design methods and tools are clustered into four themes:

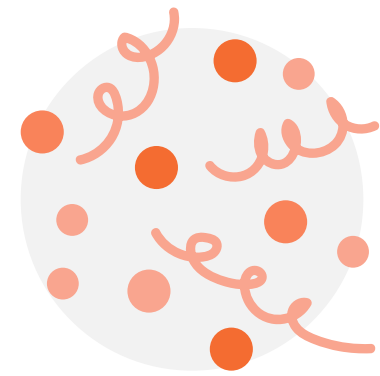
Uncovering People’s Needs

In a design-led process, people’s needs are uncovered using ethnographic methods to understand the experience from the user perspective (La 27e Région, 2015). Finding people’s needs is essential to understand what has to be changed; the design is inquiry-based. It often does not have a hypothesis to be tested; it goes to the field to study the situation and what it is there that makes it problematic (Bason, 2017). Qualitative research plays a more significant role than quantitative because it generates more rich data and gives the reasons, opinions and motivations that underlie people take certain behaviours (Design for Europe, IDEO, & Nesta, 2016). Examples of design methods are user interviews, observations, shadowing and analogous research (Design for Europe, IDEO, & Nesta, 2016).

Visualising

Visualizing the findings and insights gained through the process are essential parts of drawing meaning and seeing patterns (Design for Europe, IDEO, & Nesta, 2016). Bason highlights the benefits of creating a visual representation of people, groups, systems and services because they enable collaboration between different disciplines and institutions (2017). In addition, putting effort into visual communication lead to enhance comprehension and supporting collective reflection about the context, for instance, creating journey maps, user storyboards, infographics and short animation videos (La 27e Région, 2015).





Ideating

Using creative tools and methods to create ideas based on the insights gained in the field research and understanding people's needs context (La 27e Région, 2015). The ideation happens by looking at the context and nature of the problem and framing it to allow opportunities to rise (Design for Europe, IDEO, & Nesta, 2016). For generating alternatives, workshops, brainstorming, and creative sessions using generative tools and craft materials support creativity and are the means to provoke divergent thinking (La 27e Région, 2015; Bason, 2017).



Prototyping

In the design process, prototypes help to make the future concrete and different from a pilot; they have lower risk and are not intended to demonstrate evidence (Bason, 2017). A symbol of the success of a prototype is how much can be learnt from it (Design for Europe, IDEO, & Nesta, 2016), since making the ideas tangible but not wholly refined allows room for capturing feedback and learning from it (La 27e Région, 2015). There are different types of prototype, for instance, paper prototype, roleplaying, simulation and interactive prototype; also, they are made with varying levels of fidelity (Design for Europe, IDEO, & Nesta, 2016).

3.2.6 Conclusion

Governments action impact people's lives on different levels, either when they chose to take action or not relating to an issue. In the face of the substantial challenges imposed by having to transition to a more sustainable way of living, policymakers are under pressure to define guidelines on complex and interconnected subjects. One of the current problems is that governments are not meeting the expectations of citizens and, as a result, policies and public services are often an incoherent experience for citizens..

Design approaches support the government to address these problems and shift to a more human-centred governance model in which the logic that prevails is the fulfilment of citizen's needs. Through a combination of design practices that elapses the combination of thinking, principles, methods and tools, there is an emerging, more collaboratively, adaptive and inclusive way of proposing policies that promise to envision and build more inclusive futures. Instead of taking the decisions by themselves, states can stimulate and foster more collaboration with all sectors of society.

“One of the most significant facts of our time is the predominance of the organisation. Quite possibly it is the most significant. It will take time to realize its full effects on the thinking and behaviour of individuals. In this conditioning process, few escape its influence”
George Nelson
(Buchanan, 2015 p. 6)

3.3 Design Value for Organisations

As the quote from Nelson highlights, organisations are part of daily lives. From the perspective of design, the challenge is shaping organisations to positively affect individuals (Buchanan, 2015). This section initiates the second part of the literature review, which addresses the value design brings to organisations.

There are several studies that are evaluating the design value for-profit organisations, in the second it comes for public sector institutions and lastly with lower volume non-profits, what differentiates non-profits is that they hold characteristics of profit and public sector institutions (Nusem, Wrigley, & Matthews, 2017). Nevertheless, independently of the nature of the organisation, the introduction of design into the management of organisations aims to support culture reform. It generates improvement in financial performance and contributes to people’s lives (Buchanan, 2015). In short, when the design is adopted in the management support the organisation to work better and deliver more value to individuals.

In terms of measuring the impact of design on the results of organisations, multiple research sources aim to make it tangible. For instance, the DMI Index that measures for-profit organisations that openly state being “design-centric” outperformed the Standard & Poor’s Index by 200% between ten years - 2003 to 2013 (Buchanan, 2015). In this case, the organisations called “design-centric” are Apple, Ford, and IBM. Other studies also show a higher performance of companies with design at its managerial level. Nevertheless, there is no data on the quality and extent of the embodiment of design in those companies (Buchanan, 2015). Therefore, design plays a role from an economic point of view; however, non-profit organisations seek simultaneously social outcomes (Nusem, Wrigley, & Matthews, 2017).

The second associated value that design brings to organisations is the capability to enhance innovation. According to Brown, the world has shifted from being centred on manufacturing goods to knowledge creation and service delivery; being able to innovate is essential to create, for instance, new processes, services and ways of communicating and collaborating (Brown & Katz, 2011). The downside of a world in a race to innovate is that discussions are often focused on implementing new technologies instead of focusing on reinventing the organisation structure, practices and culture (Junginger, 2017). The author complements that what design brings is its human-centred approach that helps organisations change their practices to deliver

more value to people. In this matter, regardless of the type of organisation, any kind can benefit from. The interest of integrating design on public sector agencies is already on the rise to deliver more citizen-centred services (Junginger, 2017; Bason, 2017), which is aligned with a social expectation to have a less centralised and bureaucratic system to a more citizen-oriented approach (Julier & Kimbell, 2019).

The principles of human-centred design contribute to improving the structure, processes, products and expertise of an organisation and consequently supporting the organisation to address better the needs of the people it serves (Junginger, 2017). Similarly, leaders in governmental and non-governmental organisations “can benefit from learning how to think like designers” (Brown & Katz, 2011, p. 381). In addition, the design activity does not necessarily restrict to the designer; the author introduces the notion of “designs-in-practice” that expands the boundaries and acknowledges the involvement of other actors in the process (Kimbell, 2009).

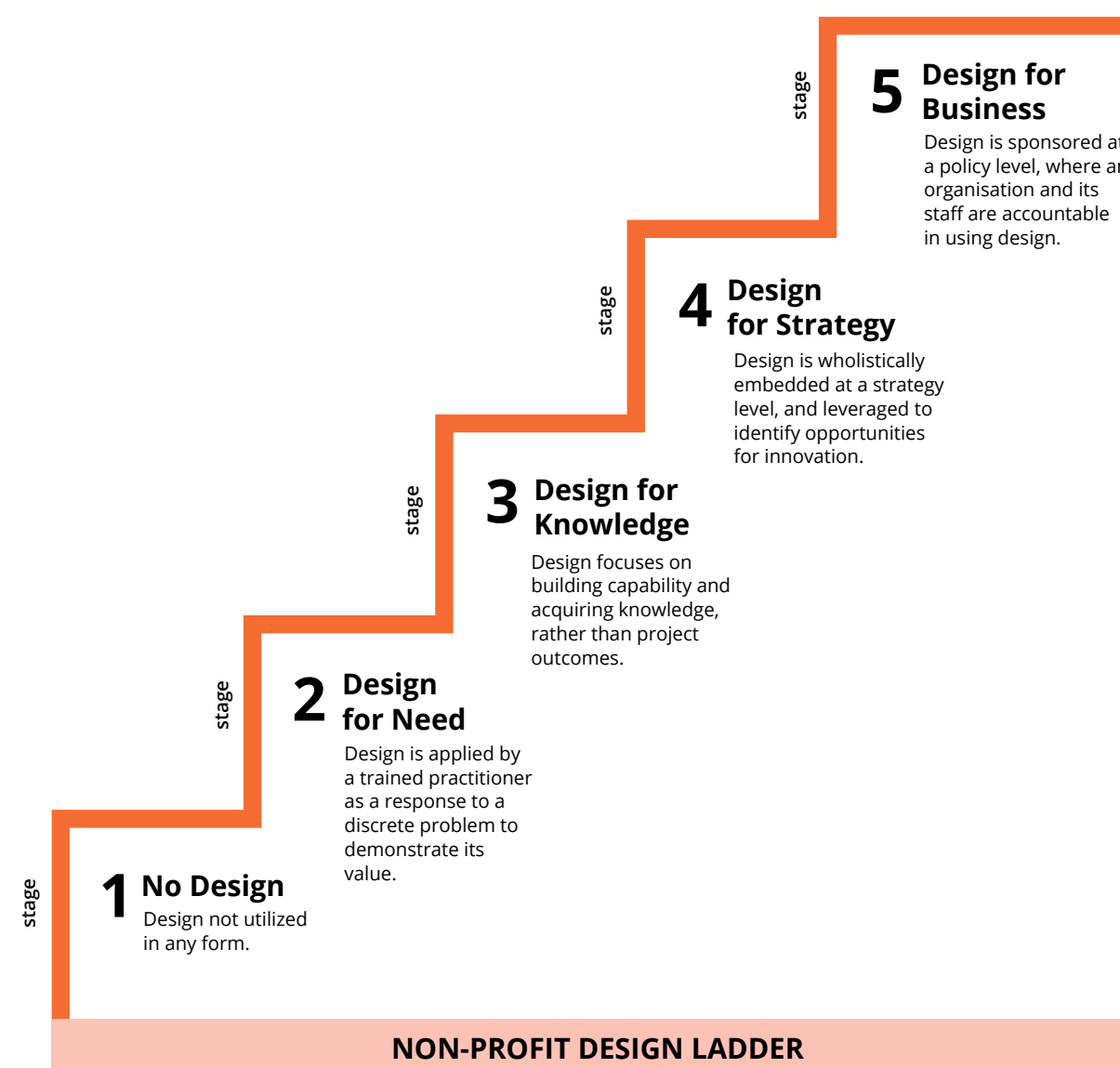
Therefore, design and design thinking bring economic outcomes and deliver better services and products to their audiences. The question that remains is how an organisation can integrate design into their culture. The following sections discuss this issue.

3.3.1 How to Foster Design Approaches

Buchanan (2015) indicates that design becomes part of organisational life in a gradual progression; it starts by tackling problems related to products and services, operations, and lastly, addressing issues of vision and strategy. The term “strategy” can be defined as the decisions that have a long term impact on organisations (Calabretta, Gemser & Karpen, 2016). Complementing this definition, another author describes “In strategic contexts design activity is being used to understand strategic challenges, articulate a strategic goal and to develop practical responses to address that goal” (Buchanan, 2020, p. 246).

The process of moving designers upstream in organisations, in other words, moving from the specialist departments intended to “make the ideas more attractive” to the board’s rooms, started to disseminate and understand design as a thought process and spread the term “design thinking” (Brown & Katz, 2011). However, the terminology “design thinking” can be misleading, representing only the thoughts, which is not true, design elapses the making and doing (Buchanan, 2015). To support the advancing

and integration of design thinking, there are design ladders that visualise critical steps to bringing design to the higher managerial level, for instance, the design ladder for-profit organisations created by the Danish Design Centre (2015) that divides into four stages: (1) non-design: product development is conducted by professionals without expertise in design, and user's input has a minor role in the process; (2) design as form-giving: design is used to enhance aesthetics handled by people with other expertises not necessarily design; (3) design as process: design approaches are in use in the development process of products and services; (4) design as strategy: design is embedded in strategic decisions of the organisation. This ladder served as a baseline for a research study that aimed to develop a specific framework that was developed considering the motivations and attitudes unique to non-profit groups (see Figure 34) (Nusem, Wrigley, & Matthews, 2017). The ladder comprehends five stages:



1. No design: the stage where design is not recognised;
2. Design for need: the second stage where a trained practitioner uses a design approach in a specific project
3. Design for knowledge: the third stage comprehends design approaches supporting all phases of a project. Yet, the organisation uses an external practitioner to help;
4. Design for strategy: the stage where design is identifying new opportunities for the organisations and supporting innovation based on user's insights;
5. Design for business: in addition to practices in the fourth stages, leaders foster and sponsored design capability in the organisation workforce.

In addition to the development of the ladder that intends to help the non-profit organisation to integrate design, the authors give recommendations, first that developing the capability requires external partners in the early stages, but for the long-term, the organisation cannot rely only on external consultants. Second, people in higher positions of management have a role in showing signs of support and accountability to have design adopted in the organisation culture (Nusem, Wrigley, & Matthews, 2017).

Lastly, when considering the support of external design consultancies to embed design practices in an organisation, the authors emphasise that building design capacity would not appear overnight, and the role that lies in external designers is to trigger curiosity among the workforce, so they are more likely to become design ambassadors, promoting the practice within the organisation (Calabretta, Gemser, & Karpen, 2016).

3.3.2 Conclusion: Design Value for Organisations

Design brings value in the organisations in form that supports a different way of working, in consequence, supports innovative solutions, meeting their user's needs and generates economic results. Design practices are not restricted to professionally trained designers; an organisation can purposefully train their workforce to embrace those practices.

In non-profit organisations that rely on external design consultants only, special attention is needed to prepare and give the skills to their workforce as well to achieve long-term results. In addition, the leaders in higher managerial levels should be committed to motivating the staff to embrace the design practices, encourage the team to experiment and gradually integrate design practices into their work routine.

▲
Figure 34
Non-profit design ladder. Adapted from
Nusem, Wrigley, & Matthews (2017)

3.4 Reflection

Conducting this literature review was challenging because I was implementing experiments that could lead to different opportunities identifications with the FAS core team in the first half of the project. To be prepared from the theoretical point of view, I was also researching sub-fields of design, such as design for transition, systemic design, and design for social innovation. And in this process of switching between practice and theory, I felt immersed in the complex and interconnected design theory worlds that the fields overlap but at the same time hold different characteristics. Defining what had to be prioritised to be included in the study in more detail was the most challenging part. Apart from documenting the readings when researching, what could be done differently is embracing that the process is uncertain and open to many routes and part of my role is to choose which theories to fundament the work.

Regarding the connection between the emergence of design for policy and its value for non-profit organisations, it was inspiring and motivating. In the limited timeframe of the project, these findings encouraged me to focus the effort to captivate and show the potential of design practice to the FAS core team and as many people as possible in the organisation, expecting to support a bottom-up movement that arrives at management levels. In addition, the study on collaborative ways to propose policies can enhance the role of FAS, being a civil society organisation in bridging the connection between citizens and governments by the already formed connection they have in both spheres.

Key takeaways

- Policies are embedded in everyone's daily lives restricting or enabling certain behaviours and being factors in determinant citizens quality of life;
- Policymakers are under constant pressure to make decisions on very complex issues;
- What citizens experience is far from what governments intended to pass; Design brings comprehension of what citizens genuinely experience in their daily lives;
- Uncovering people's needs, visualising, ideating, prototyping in combination with design principles support innovation in policy-making;
- Adopting design practices influences the organisational culture;
- Design support organisations to deliver innovative solutions;
- Non-profit organisation benefit from integrating design not only by generating economic results but also meeting the societal needs intended;
- Non-profit organisations need to nurture the design practice from higher levels of management;

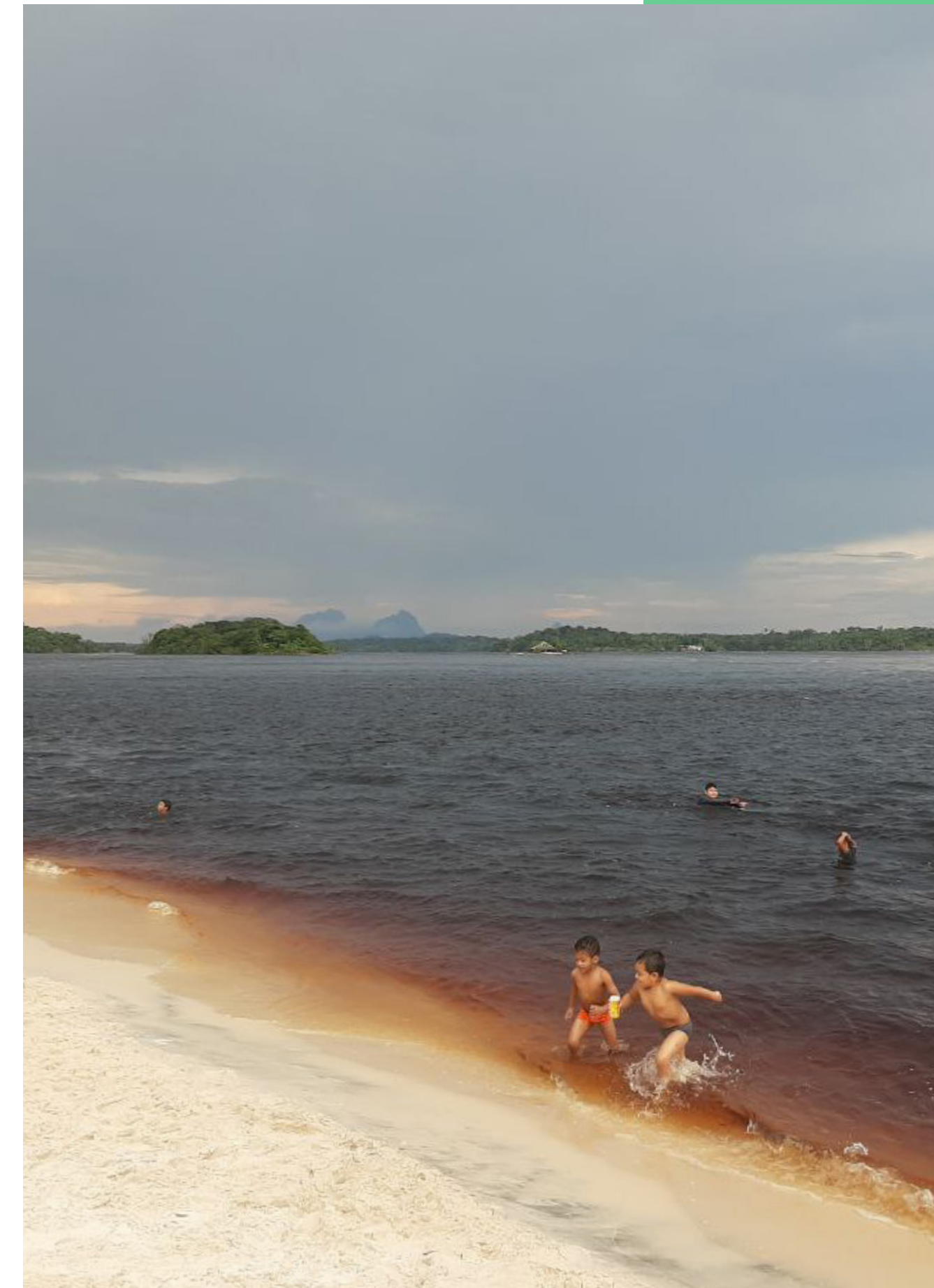
4 Early Experiments

“The expectation from experimentation is not necessarily success, but learning from practice.”

By Jesper Christiansen and Laura Bunt (2016, p. 1518)

As the opening quote of the chapter already introduces, the experiments of the following pages do not hold the pressure of finding the correct format and answers in the first intent, but to play, create bonds with the FAS core team and learn from those experiences. Activities to embrace the curiosity and the openness to learn that children have (see Figure 35).

Where to start? Much to be investigated about FAS involvement with policy-making processes. This chapter describes the activities and frameworks and how they contribute to the initial problem's redefinition and uncovering an opportunity (second stream of the project).

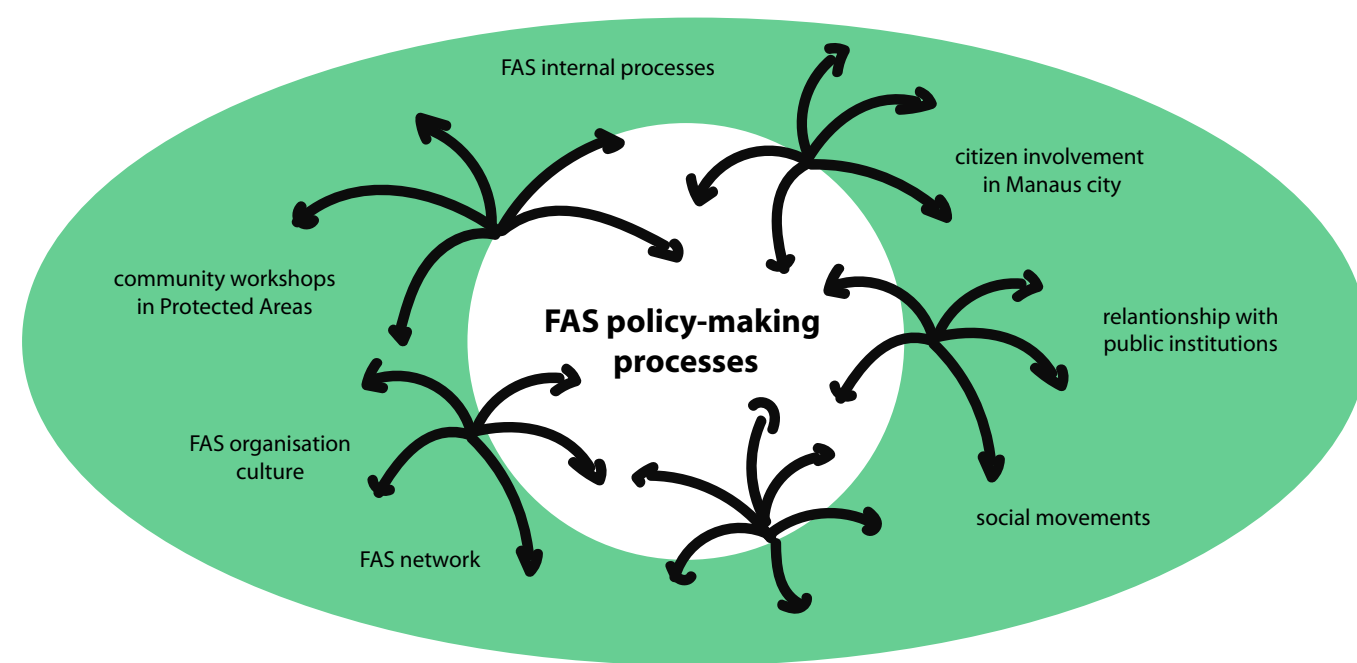


▲
Figure 35
Kids playing in the Negro River.
By J. Adalberto, 2021, Photograph.

4.1 Introduction

The word “experiments” is used intentionally to refer to a heterogeneous set of activities whose sole purpose is to test multiple ways to understand more about the organisation that the current graduation project aims to help. In this case, the search starts by uncovering the needs of FAS redesigning their policy-making processes. The boundaries of the matter of investigation are expanded to have a complete understanding of its context (Sanders & Stappers, 2012). In this case, the experiments focus on how FAS interacts with public policy issues and how the other fields interact with the Public Policy team. As shown in Figure 36, the green area explores, for instance: FAS internal processes; citizen involvement in Manaus city; community workshops in Protected Areas; FAS organisation culture; FAS network; social movements; and relationship with public institutions.

Also, this chapter describes the activities carried out in the first eight weeks of the project, so the intention of these activities is also to create a relationship with FAS core team.



▲ Figure 36
Scope of the current investigation inspired by Sanders & Stappers (2012)

4.2 Process

Regarding the process approach for conducting the experiments, the four spaces already presented in Chapter 2 are intrinsically intertwined (see Figure 37). In terms of the route navigating these spaces, it started with adapting frameworks (1), then implementing and learning from them (2), followed by discoveries about FAS organisation context (3) and, after concluding all experiments, finishing with a reflection. The choice of starting by adapting frameworks and implementing is to speed up the understanding of FAS context and reinforce interaction between the team involved.

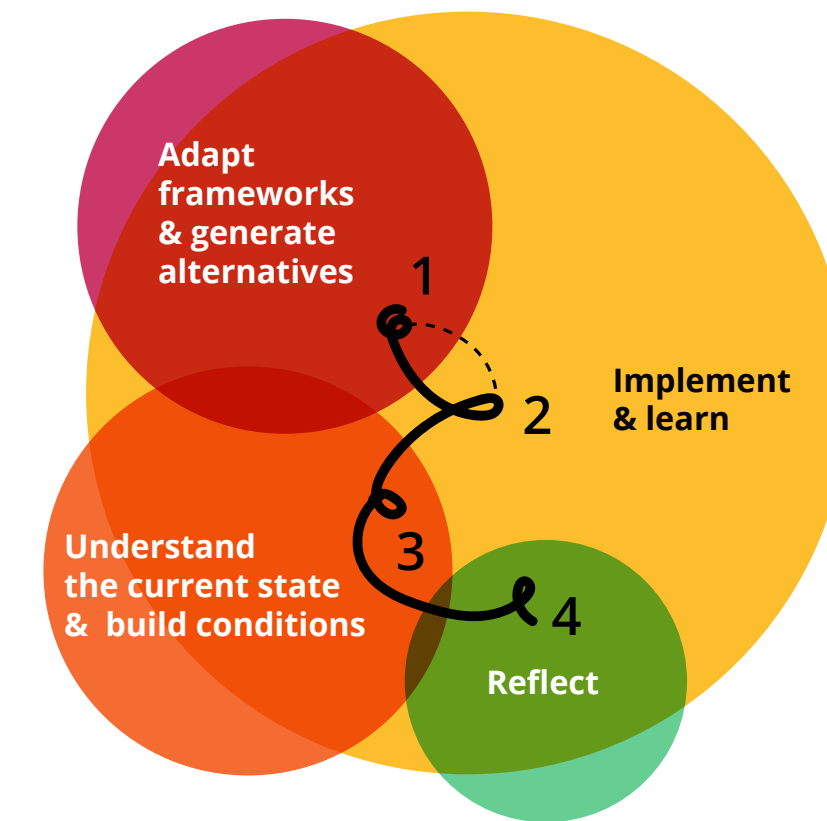
Adapt frameworks & generate alternatives: select suitable canvas and adapt them to uncover FAS involvement with policy-making, aiming to reveal problems, opportunities and strengthens; create ways to find the stories that uncover FAS organisational culture;

Implement & learn: put the canvas and experiments into action and document the learnings;

Understand the current state & build conditions: discuss the results with the FAS core team and identify a focus point for the following weeks considering the context and time restrictions of the current project;

Reflect: understand what has worked well and what can be carried differently for the following weeks;

Important to mention that the cycle 1 to 2 repeated multiple times between each experiment. While “understand the current state & build the conditions” and “reflect” happened more formally after all experiments were concluded and supported the problem’s redefinition.



▲ Figure 37
Project process and route of navigation between overlapping spaces.

4.3 Experiments

This section describes all the activities in chronological order, showing the aim, procedure and main questions intended to be answered.

In addition, all experiments had a double role; they intended to reveal information about the problem in question and test the format itself. For instance, the first experiments and the fifth were conducted using the collaborative whiteboard with everyone interacting and documenting simultaneously. The third experiment used the shared presentations platform, where I documented the information, and the session followed more of an interview format. Finally, the fourth experiment followed a traditional interview format without using a platform to document.

4.3.1 The Sailboat Canvas

The first experiment was conducted in the first meeting after the kick-off and involved collaboratively filling up a canvas. According to Courtney (2020), the sailboat exercise serves as a warm-up and registers positive and negative aspects surrounding the problem. Figure 38 shows the two main areas, a sail symbolising the source of power and the anchor representing what prevents it from moving forward.

Objective: warm-up to start a discussion about the points that could be improved in the Public Policy Agenda;

Procedure: FAS project team conversation, documentation on the collaborative whiteboard;

Main questions: What is moving us forward? What is holding us back?

Tool: collaborative whiteboard

Duration: 30 minutes

4.3.1.1 Analysis

The yellow notes come from the information registered during the session. The information is analysed by adding a pink note to cluster the information that were closely related, for instance, issues that involve FAS internally and issues that affect FAS external partners. A high resolution of the framework is available in Appendix III.

4.3.1.2 Results

The discussions revealed the following topics with a quote to illustrate the meaning.

What is moving us forward?

Commitment to purpose: “We have been able to defend and help maintain important points for indigenous communities and traditional populations”

Expansion: “We have achieved projects that enable the implementation of strategic themes”

Evolution: “Expectation to implement new flows”

Rewards of our work: “We have been able to closely monitor all relevant discussion stages with the Government”

What is holding us back?

Political cycles: “Political Positioning of the Federal Government”

Public sector: “Timing of public authorities is slow compared to what we need to implement”

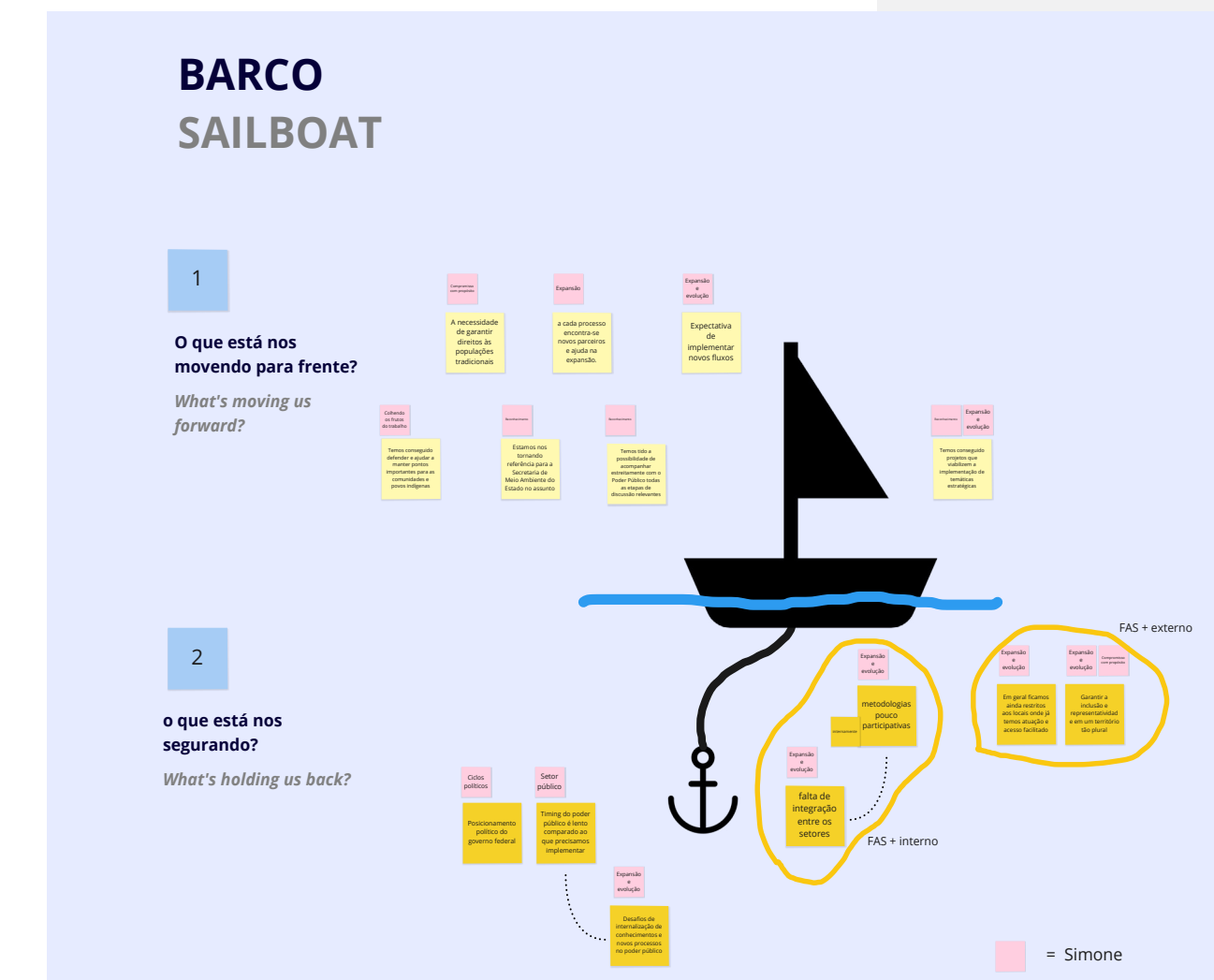
Expansion: “Lack of integration between FAS departments”

Evolution: “Ensuring inclusion and representation in such a plural territory”

This exercise revealed that FAS expansion seems to be a positive and yet challenging endeavour; the more projects and fields the organisation enters, the more complexity has to deal with it. The group mentioned “ensuring inclusion”. The Amazon rainforest region is a vast and culturally diverse territory. The FAS core team understands this as an internal challenge to not impose their views over those communities. Another internal challenge mentioned is the integration of FAS departments.

Besides the internal challenges, another cluster holding back refers to the political environment, and the public sector way of working makes it difficult to implement the projects.

Regarding positive aspects, commitment to purpose appeared multiple times and is closely related to FAS be recognised as a reference by public authorities. Also, it comes to the expectation of organisation change to embrace these new territories.



▲ Figure 38 Filled Sailboat Canvas. Adapted from Courtney (2020)

4.3.2 Stakeholders' Map

The second canvas guided conversations about the FAS network, specifically the partners involved in public-policy related projects (see Figure 39). All partners are not equal in terms of proximity to FAS. Identifying and characterising them helps to decide if they should be involved in the process as well. While documenting the partner's names on virtual post-its, follow-up questions such as "why are you positioning this partner here?" "why is this organisation could bring more value?"

Objective: identify among the +260 FAS partners which ones are more closely related to FAS Public Policy Agenda;

Procedure: FAS core team conversation with documentation on the collaborative whiteboard;

Main questions: Which are the FAS partners involved with the Public Policy agenda? Then, select partners and position them in the circle according to the proximity to FAS; Lastly, identify the ones that the relationship could be strengthened (adding a star symbol);

Tool: collaborative whiteboard;

Duration: 30 minutes.

4.3.2.1 Analysis

The information is analysed based on the partner's proximity to the centre of the canvas and the entities that the FAS core team identified with the star symbol. The high resolution of the canvas is available in Appendix III.

4.3.2.2 Results

Moving to the results of the stakeholders' map:

Inner circle: Amazonas State Environment Secretariat (SEMA), Beneficiaries: populations and traditional communities;

Secondary circle: Community associations, Financiers, Federal Government, Brazil Coalition for the Climate, Delibera Brasil Movement, Health Department, Rural Production System, Other Amazonas State Secretariats, BR-319 Observatory, Management Councils of Health Units Conservation, Academy (Universities), Observatory of the Metropolitan Region of Manaus, Public authorities at the municipal level;

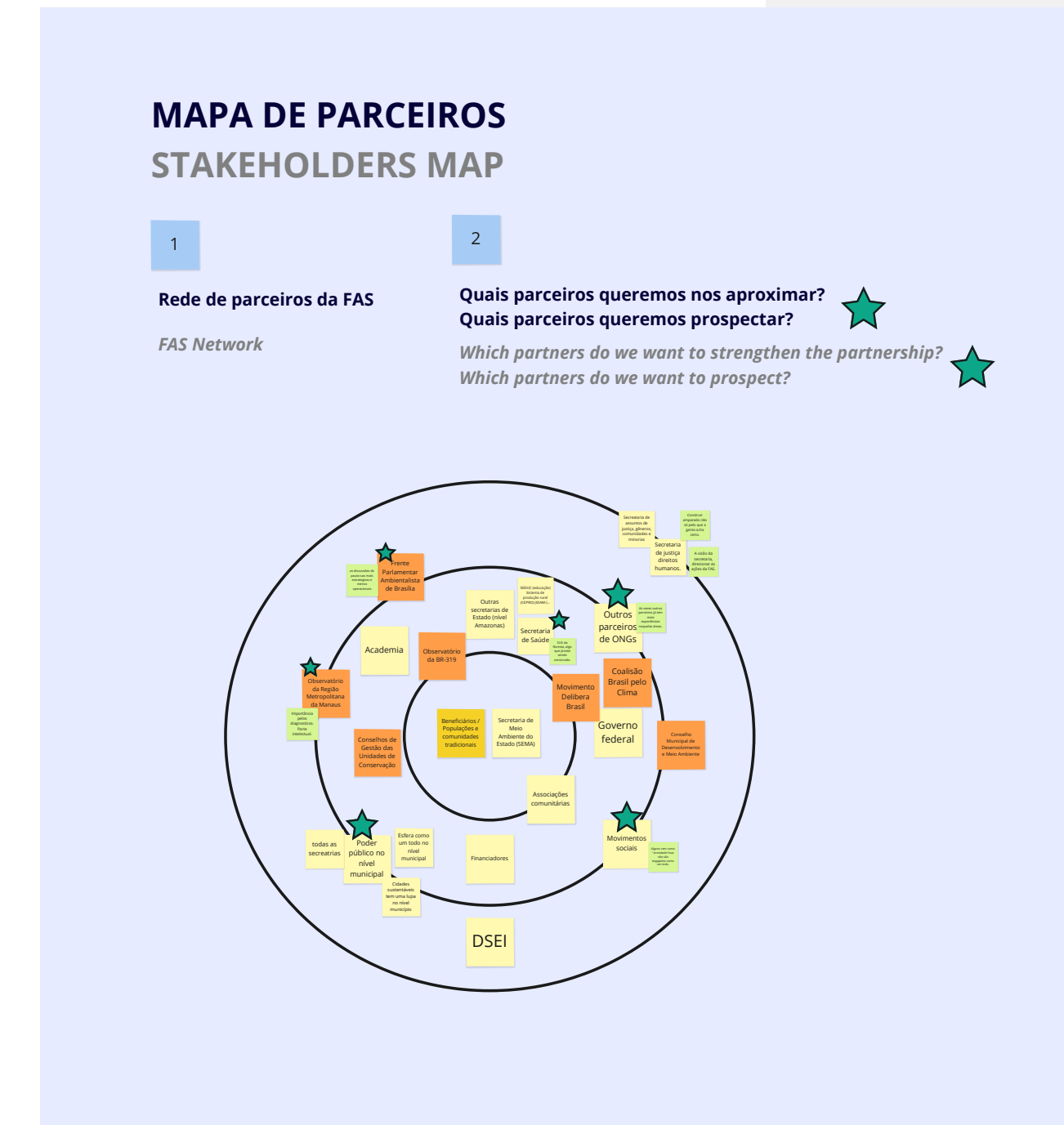
Outer circle: DSEI (Special Indigenous Sanitary District), Social Movements, Secretariat of Justice and Human Rights, and the Environmentalist Parliamentary Front of Brasilia.

It was a consensus that the inner circle is formed by the populations and the Amazonas State Environment Secretariat. In contrast, the secondary circle holds most of the partners, and the FAS core team had difficulty finding the correct position. The outer circle comprehends three main partners.

The second task was to identify with a "star" the partners FAS wants to strengthen the partnership and/or prospect.

Star: Social movements, Public Authorities at the Municipal level, Observatory of the Metropolitan Region of Manaus, Environmentalist Parliamentary Front of Brasília, Other NGO partners, Health Department

The last task generated discussions every time the symbol was placed by one of the participants. For instance, investing in a closer relationship with social movements could reinforce the contact with the populations that use FAS services. Second, public agencies at the municipal level are also closer to the citizens and FAS the main audience. Third, NGO's and the Health Department received the star symbol because they enhance FAS activities. Lastly, the FAS core team identified movements in Brasilia (capital of Brazil) that have a national reach in addressing environmental policies. It also holds benefits for FAS to become closer to raise awareness about northern region issues.



▲ Figure 39 Filled Stakeholders' Map

4.3.3 FAS Best Practices Canvas

The third experiment focused on uncovering what FAS does the best, interviewing staff that works closely with the communities in the Protected Areas, and they are known for conducting workshops with the communities, for instance, for allocating the budget of a project. For this exercise, several questions were organised in four canvases (see Figure 40). The interview guided with the canvas occurred with the coordinator of REDD+, which is the Project responsible for reducing deforestation, forest degradation, and sustainable forest management in the Protected Areas.

Objective: identify FAS best practices when fostering and interacting with the communities in the Protected Areas;

Procedure: interview where a member of FAS public policy team and me conducted the questions and the documentation;

Questions:

Canvas 1: What aspects of the REDD+ Project are externally appreciated? What aspects of REDD+ are not visible to the external public?

Canvas 2: Who are the REDD+ Partners and workshop participants?

Canvas 3: What do I like about REDD+? What did I learn from REDD+? What we tried and did not work as expected?

Canvas 4: I would like to see it on REDD+... and In a scenario where everything is possible I would like to...

Tool: canvas on collaborative presentation platform;

Duration: 60 minutes.

4.3.3.1 Analysis

The information is analysed by adding a note in green and clustering them into themes; the high resolution of the canvas are available in Appendix III.

The second step of the analysis included asking the head of the Public Policy team about the novelty of information that the interview obtained and what could be improved in the format. “Is there anything you would like to change in terms of content or format of the canvases?” The full transcript is also available in Appendix III.

4.3.3.2 Results

The first part of the result section focuses on describing the information in the canvas.

Canvas 1 reveals FAS’s strengths: the canvas uses the image of a tree, where the roots represent what happens behind the curtains (internally) and the treetop visible to the public.

Strong relationship of REDD+ with communities: “It is a Project for the communities and not for FAS”

REDD+ Credibility: “It opens up opportunities to raise more funds”

Communicating the Project’s benefits to the community and partners: “Difficulty in understanding the issue of ownership of the territory”

Legacy: “Be present, continuously, people believe when FAS is there”

The project coordinator highlights that REDD+ is a project well known from the outside. At the same time, there are challenges backstage to keep with this credibility, such as engaging the communities in Protected Areas to clarify the role of FAS.

Canvas 2 focuses on making a stakeholders’ map specifically related to the REDD+ project. At this time, dividing partners into three layers:

Locals: Municipalities, Municipal Schools, Community Associations, Fishermen Communities, Civil Society Organizations;

Regional: Amazonas State Environment Secretariat, IDAM, State Schools, State Secretariat of Social Promotion;

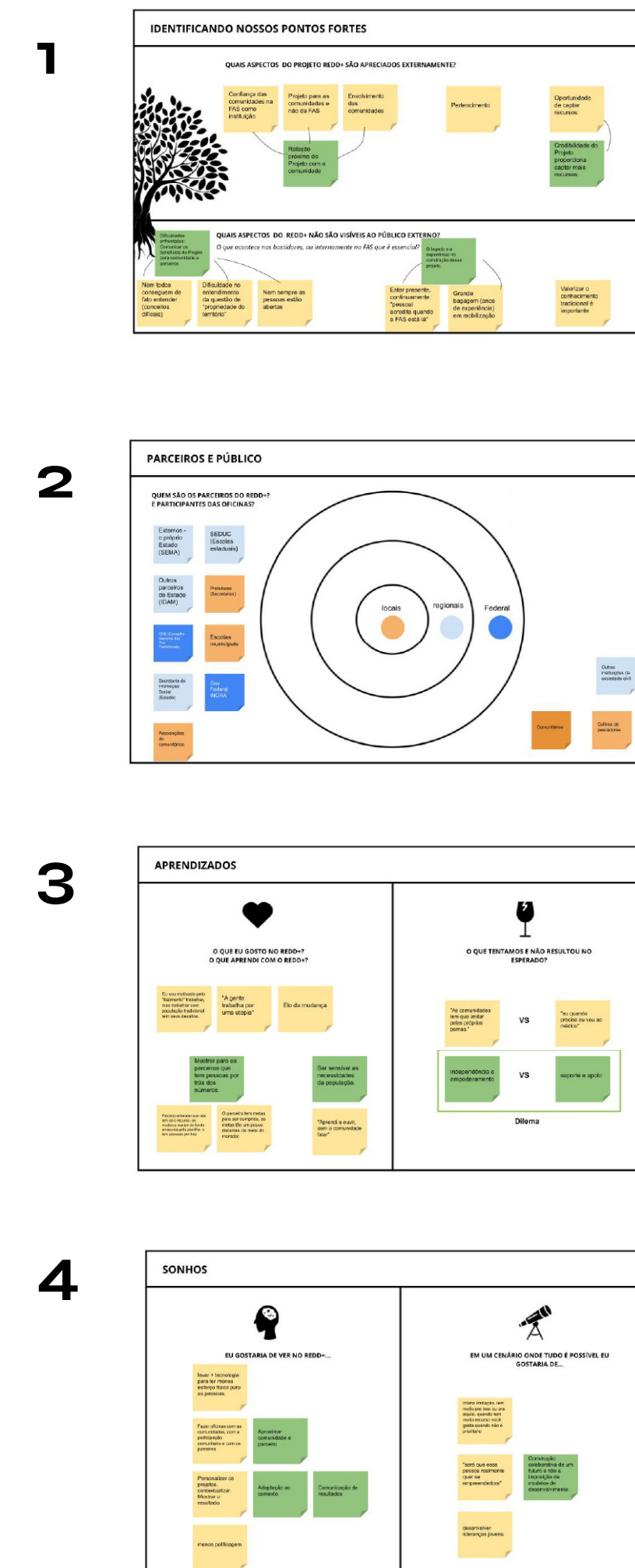
Federal: National Council of Traditional Populations, Federal Government (INCRA).

The partnerships show a balance between connections from local, regional and federal spheres.

Canvas 3 focuses on learnings that the project brought to FAS and the following highlights are:

There are people behind the numbers: “Partner needs to understand that they don’t just have the financial resource. For instance, you cannot change the Amazon Fund team with a spreadsheet because there are people behind it”

Dilemma (Empowerment vs Support): “Communities have to walk on their own feet, we need to be like a doctor, when you need you go to see them”



▲ Figure 40 Filled Best Practices Canvas

The coordinator emphasises that the project is still learning how to show to the partners that the financial resources are impacting lives; it is not only about the money itself; Second, it brings light to the role of FAS on those communities and how much their presence is enabling the community to become independent.

Canvas 4 focuses on dreams and the notes revealed the following topics:

Bringing community and partner closer: “Conduct workshops with communities, with community participation and with partners”

Adaptation to context and communication of results: “Customize projects, contextualize. Show the result.”

Collaborative construction of a future and not the imposition of development models: “Does this person really want to be an entrepreneur?”
“Develop young leaders”

The coordinator emphasises that he would like to see more integration between partners and donors that fund the project and the communities; when this happened in the past with a particular company, FAS work was more evident for the donor. He also mentions the respect that needs to increase to the cultural context and people’s ambitions and dreams, so FAS cannot impose specific models of development or career choices to those communities.

The second part of the results focuses on what the head of the Public Policy team who joined the session found revealing about using the best practices canvas and interview format and what could be improved next time. The first point mentioned relates to including more voices.

“Including perspectives from people from other managerial levels because they have a different view from people that are implementing the projects”. - Head of Public Policy team

Even though she mentions this point, she also includes finding a schedule it is difficult, and according to her, a form with questions will be more likely to be responded.

The second point mentioned that more than 50% of the information discussed during the conversation was new to her, even though the organisation holds events where employees can share their practices and exchange knowledge internally.

4.3.4 Explorative Conversations

The fourth experiment is called “explorative conversations” and have two purposes. The first one contributes to the understanding of the organisational culture. The second seeks to uncover more specific details on how FAS is involved with participatory processes, which means how they interact with people who live in Protected Areas and Manaus city.

Objective: finding problems related to the implementation of participatory processes with communities;

Procedure: one hour interview recorded. FAS core team shared the invitation (see Figure 41) and set up two sessions. The first one with a coordinator of a Protected Area and the second with the Team responsible for The Sustainability Festival in Manaus.

Main questions: semi-structured interview guide was prepared for each occasion. It started with general questions about their daily work and then more to specific challenges they face;

Duration: 60 minutes;

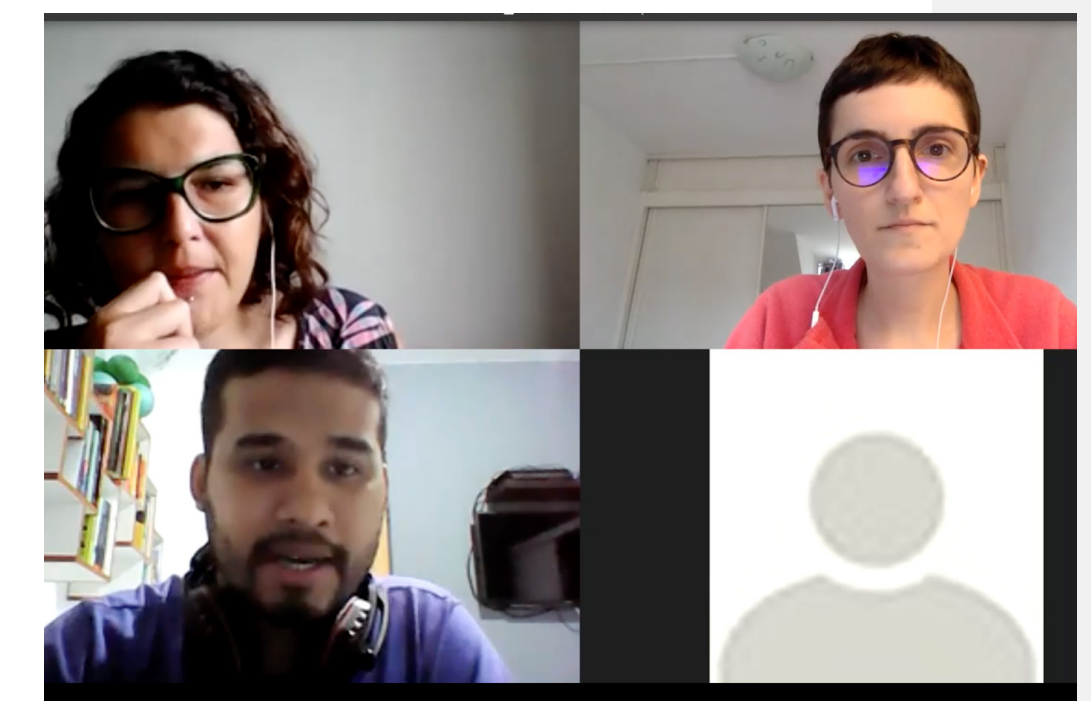
Participants: four FAS employees (Figures 42 and 43).



▲ Figure 41
Invitation for explorative conversations sent to FAS employees.



▲ Figure 42
FAS Participant that share her experience in Protected Areas.



▲ Figure 43
FAS Participants that share their experience in Manaus city.

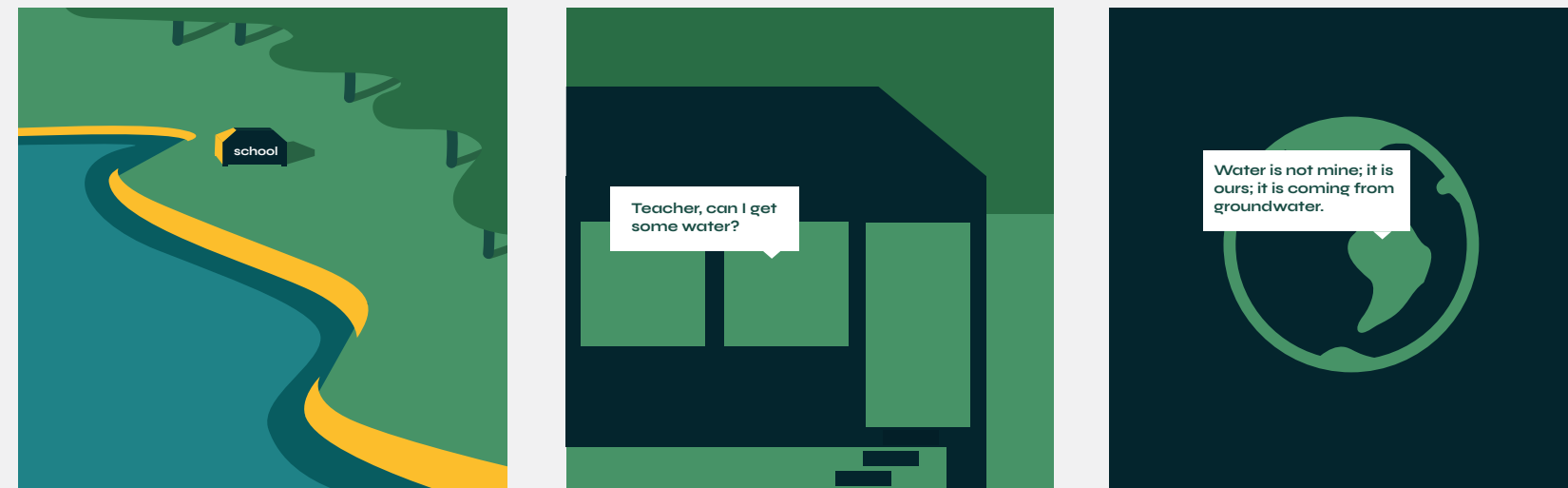
4.3.4.1 Analysis

The transcripts of the two meetings are available in Appendix III. It is important to mention that the first interview was with one person and the second with three members that organise, among other activities, the Sustainability Festival that occurs every year in Manaus.

4.3.4.2 Results

The results of the sessions were analysed. It searched stories that translate the organisation values and the relationship and trust they build with the communities over the past few years. The first story happens in a Protected Area, and the following three stories happen in Manaus city. A brief introduction in each story helps understand the context, followed by a quote from the interviewee.

Holistic View



The coordinator that works at the Sustainability Centre in the Protected Areas where they use the school facilities for extra courses focuses on children and youth either in sustainable practices or citizenship issues. The coordinator brings a memory that resembles how FAS understands development and how the organisation wants the next generation to make sense of the world.

"[...] This sensitivity of society demands numbers, results, goals... And we forgot, that one, it's so subtle, it's such a fine line. But I think when we hit or when we calmly touch each other, responsibly, effectively and professionally, it works because it's positive like that. And I've satisfied myself with that. I see it has worked. When it doesn't work, I look for other ways, other alternatives. [...] But I think that this business of dialogue, responsible, conscious and collective speech has worked out well. Show that we are all responsible for all of that. In the class everyone says, they call me teacher. A student once asked, 'Do you allow me to get water?' I replied, 'Water is not mine. This is ours. The water is coming from the groundwater. That is the source. So, I think it's been very pleasurable, very gratifying because [to work with them] I'm also rescuing myself, not just them.'" - Participant FA-A

Lighthouses around the city



The second story comes from the team that organises the Sustainability Festival in Manaus and work closely with neighborhoods in vulnerable situations to identify their needs and mobilize funding and projects to address those needs.

"We bonded even more with all these neighborhoods. Our performance is stronger because of that and the people who helped us. Within the FAS, we are four people. At the time, there were only three of us, a small team; it would have been humanly impossible, and we were physically exhausted from working in 13 neighborhoods at the same time. It was through the community leaders that we managed to map the people who were in need. Then later, deliver basic food baskets, and mobilise to raise funds. It's a long meeting, and finally, all this part of operationalization logistics was through these guys that we were able to do everything we did, the numbers we managed in the past were through these many people." - Participant FA-B

They also mentioned a challenge they face regarding the community leaders.

"And something that we always try and usually cannot is to remunerate these people who are there. We have mobilizers from these 13 neighborhoods, we have these contacts, but we can't keep taking them out using their time without any kind of feedback. So I would love to have, for example, a person on the team who works directly with the mobilizers if he doesn't have to share in our other 14 projects." - Participant FA-B

Community Engagement



The second story from the previous team that work in the urban scenario of Manaus relates to the preparations and coordination of the Sustainability Festival in Manaus. They mentioned what usually happens when they open the call for volunteer applications every year.

“But it’s 2019, for example, for you to see how much the turnaround catalyzes this part of social mobilization. In 2019 we opened registrations for volunteering. We rely on volunteers with people who dedicate their time to it in exchange for a certificate at most. In 2019, we opened registration for volunteering. And when we saw it, it already had, and in two days it had more than 800 subscribers. [...] This does not happen in Sao Paulo.” - Participant FA-C

Manaus Looks Like in The Future



The fourth story is about one of the activities undertaken during the Sustainability Festival in Manaus in 2014 and illustrates activities that have a close relationship with public policy.

“One thing that was very interesting that we did was bringing it to the bus terminal. We brought the theater and dance to the bus terminal because, here in Manaus, the public transportation system is never on time. So you’ll be waiting for two hours, and there’ll be a group of ladies doing belly dancing, or a hip hop group or a theater play. Of course, you won’t watch the whole thing. We also put up posters where people could write “which is the Manaus of your dreams?” - Participant FA-B

Later those citizens’ inputs were combined in a letter presented for political leaders running for office. In total, 17 political candidates signed, 2 were elected. The same process was done during elections in 2016.

4.3.5 Finding Focus

The last experiment comprehends a discussion with the FAS core team to find a focus point for the following weeks of the project. The foundation for the discussion are the findings from the previous experiments. In addition, the team at this time of the project has a better understanding of how a design-led process could contribute to the Public Policy Agenda which helps to define a suitable point of focus that adds value to FAS and it is feasible in the timeframe of the graduation project.

Objective: list possible points of improvements that brought up during the experiments, later prioritize and make a decision on a focus point;

Procedure: collaborative session with FAS core team and documentation on the collaborative whiteboard;

Main questions: what are the challenges? What is the priority to tackle?

Duration: 120 minutes (divided in two days).

4.3.5.1 Analysis

Firstly, the analysis comprehends making clusters of the questions listed by the FAS core team and, later, making a correlation with the policy cycle to overview the whole picture of challenges.

4.3.5.2 Results

The list of challenges are clustered in the following themes, and later the team selected prioritized them (in green).

Network: What defines a good partner organisation? How do partners perceive their involvement with FAS? How the organisation that is financing projects in public policy understand FAS capacity in delivery?

Planning and Implementation: Who and how do we involve partners in the planning phase? How do we finish public policy processes? How do we set the beginning and the end? How do we measure? Which tools and processes show better the impact we generate?

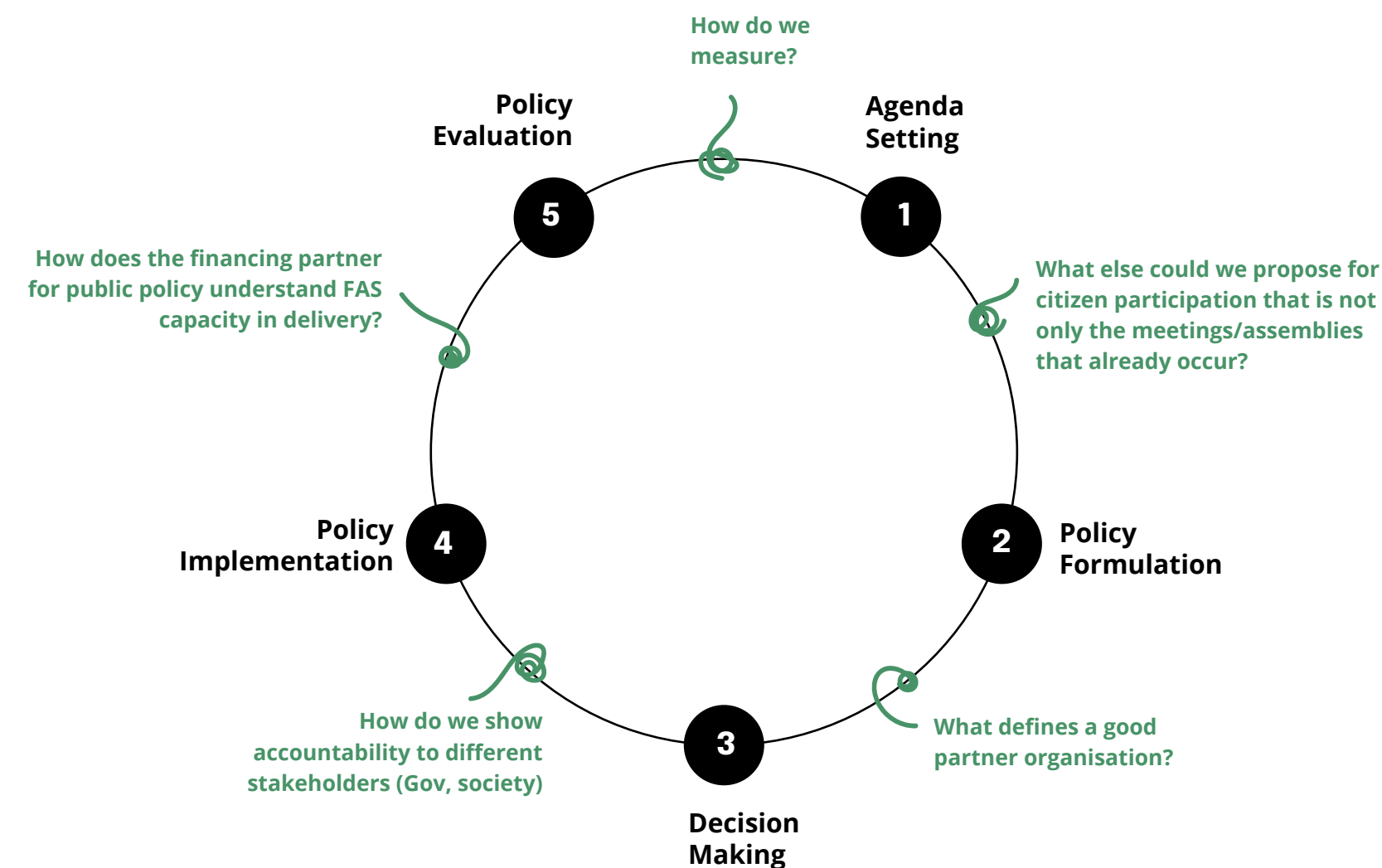
Social Participation: What are the expectations of the people involved? How do we invite people to participate? How often social participation occurs?

How do we engage women and youth? What else could we propose for citizen participation that is not only the meetings/assemblies that already occur?

Accountability to Partners: How do we show accountability to different stakeholders (Gov, society)? How do we make tangible what is delivered?

Communication: How the partner organisation that gives the funds perceives the ending of the projects?

After all main questions are listed and clustered, the FAS core team prioritises those questions and how they are related to the policy cycle (see Figure 44). It is crucial to mention that some prioritised questions belong to more than one stage of policy-making. However, this visualisation intends to help the FAS core team understand the broader range of challenges they face and reflect on what they want to tackle first.



▲ Figure 44
Main challenges distributed in the policy-cycle.

4.4 Discussing the Problem

After the five experiments were conducted and results shared with the FAS core team, the task at hand is to look back to the initial problem (FAS processes when involved in policy-making issues). The task is to decide which problem this graduation project can support first.

Identify what problems to tackle was the most laborious and difficult decision-making point. First, because they are very different, measuring the outcomes of policy implementations demands different research setting than finding how to communicate results to partners. Even though there is a connecting line between all issues, it is not feasible to explore all of them simultaneously.

Making this decision was time demanding. After a week interval, I restarted the discussion, reassuring that choosing a focus point does not mean the other problems are not irrelevant or ignored. Still, to best use the resources available (time and team availability), choosing one issue can direct efforts to test new approaches and keep learning from the outcomes in the journey to find a solution.

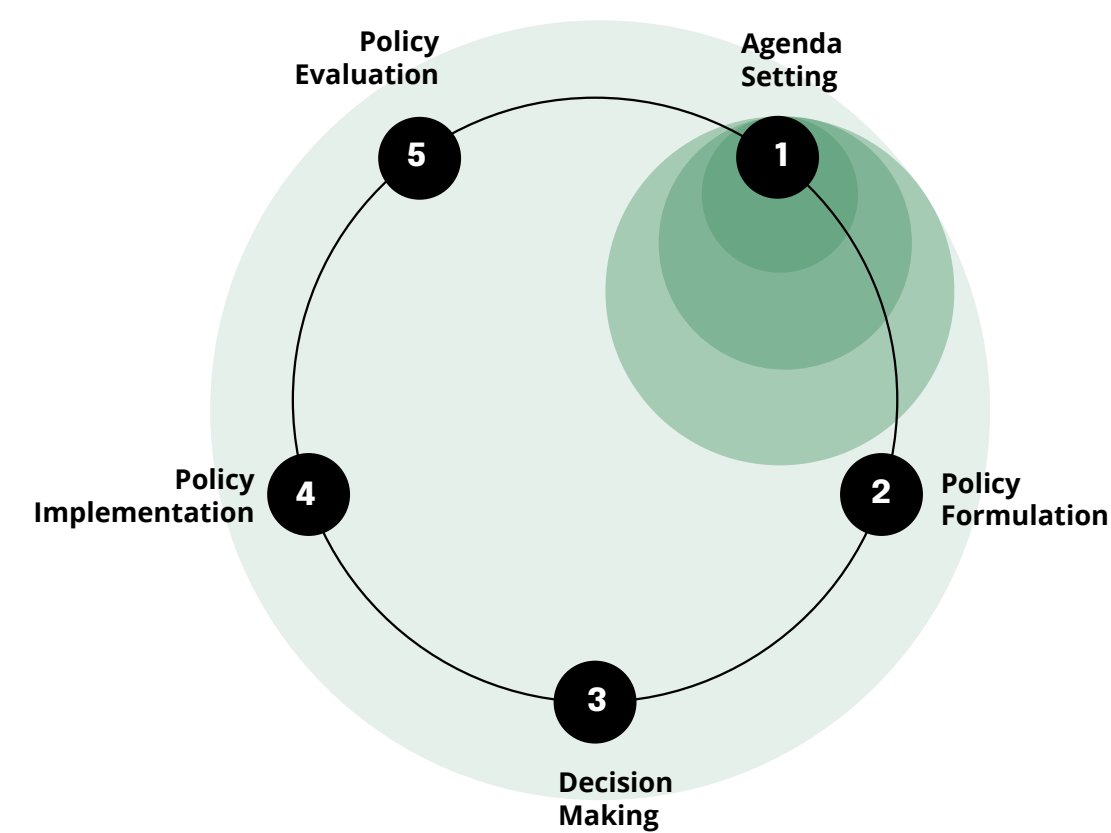
When there was less pressure of taking the “best” decision, the head of the Public Policy team brought up that from her experience representing FAS in multiple public events around environment policies for sustainable development in the Amazon. She felt a greater demand for FAS advocacy activities, which she describes as knowing how to represent FAS in public events, mobilising the network, and supporting the FAS communication department on writing and producing content related to changes in public policies.

After the advocacy term came to the discussion, other FAS core team members agree that it is still extensive and ambitious to articulate and navigate all those thematic areas, because the organisation has eight strategic areas. Besides that, the current political turbulence in Brazil makes constant demand for an organisation such as FAS to release statements and to position themselves in several environmental policies, from deforestation, bioeconomy, human rights of traditional communities, and particular circumstances of the covid-19 effects in the region.

In addition to that, the head of the Public Policy team adds a suggestion from the Communication Department: the organisation needs a “political persona”. This persona with a tone of voice and clear positioning will help all FAS workforce have a

clearer guideline to position themselves in public events and make a more unified perception of the organisation discourse.

Hence, the FAS core team agreed that the following weeks should be focused on advocacy that can support the Public Policy team to perform their work better. Figure 45 illustrates that advocacy has a potentially more significant impact in agenda setting where people’s needs are identified, and there is an effort to be part of the political debate. However, the influence of advocacy also involves the other policy-cycle stages.



▲ Figure 45
By focusing on advocacy the main impact it is in the stage called “agenda setting” but it will also impact all other stages.

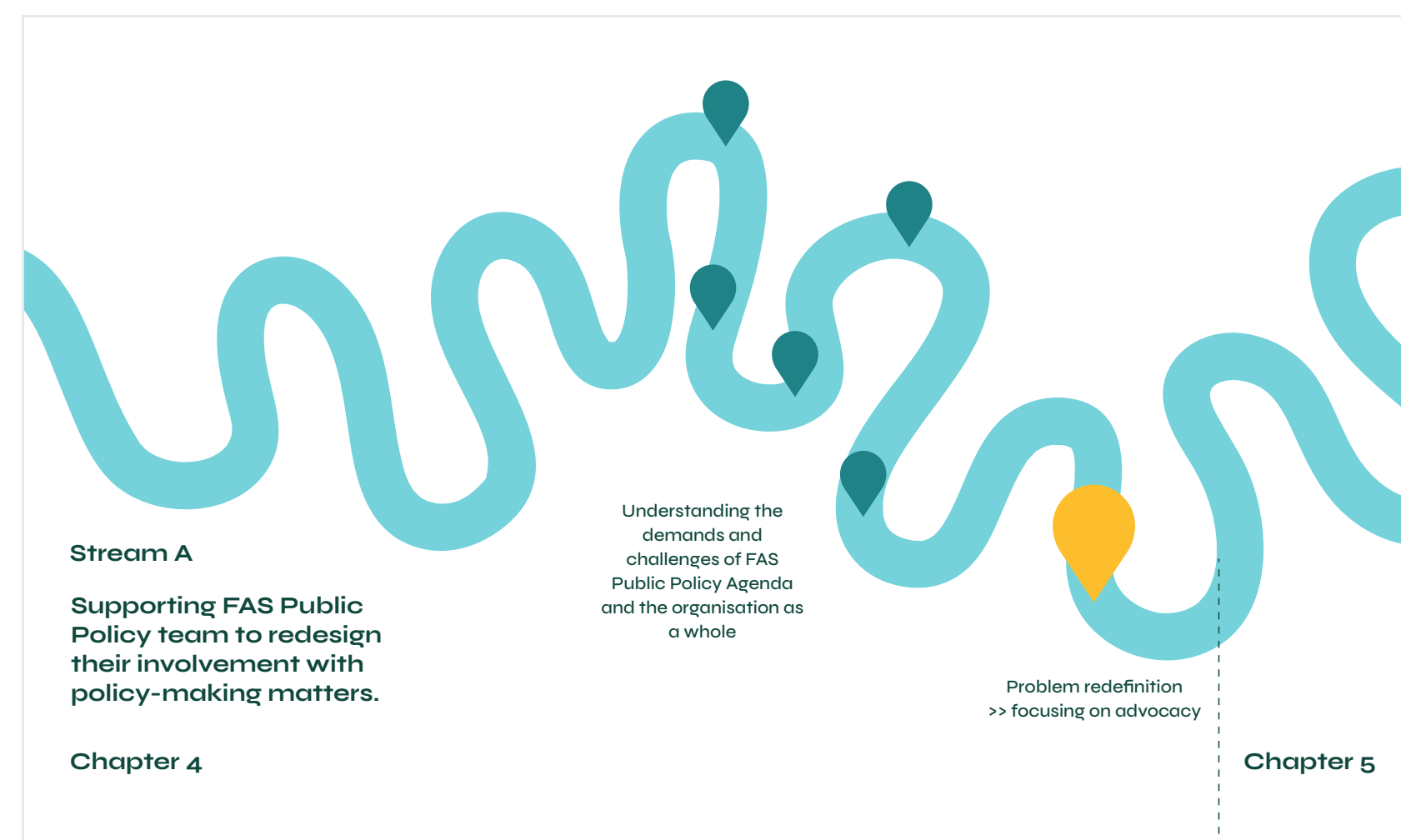
4.4.1 Redefined Problem

From the discussion already mentioned, the graduation project at this point set the focus on supporting FAS in their advocacy activities.

There is a need for more direction on advocacy, for instance, creating a framework, roadmap, what, who and how to influence public policy. The question that came later was how to create a strategy to get somewhere if the destination is not clear. For this reason, there is a swift for firstly focus on making the vision and later the strategy.

Therefore, the stream of activities that started supporting FAS on policy-making processes from now on focuses on exploring how to create an advocacy vision that can later be the inspiration for a strategy with milestones and clear goals.

Figure 46 shows how this stream has evolved until this point and what Chapter 5 describes in detail.



▲ Figure 46
It highlights the point of problem redefinition after all experiments.

4.5 Discussing Tools and the Design-led Approach

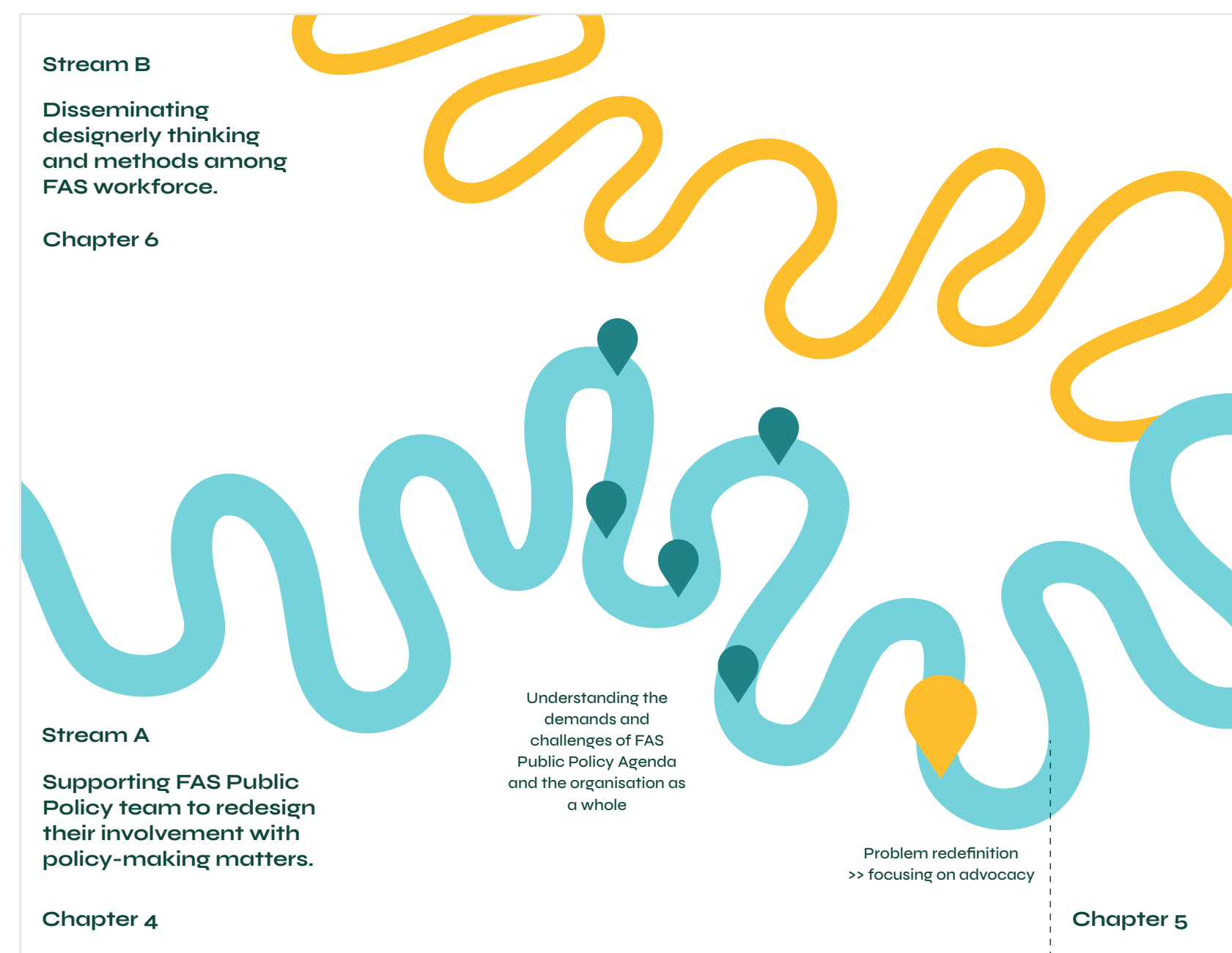
This section aims to discuss the tools that facilitate the implementation of the experiments and the opportunity discovered in the sessions with the FAS core team.

Starting with the tools: the collaborative whiteboard facilitated communication with the FAS core team. However, the platform presents certain features that make it difficult to use. For example, the need for more data to hold both the video call and the platform and its menus are in English—so having the canvas also in shared presentation document made the experience more inclusive to everyone. Also, in some sessions, the members could not document themselves due to the lack of stable internet connection, I had to take this role. However, despite the restrictions, the team was is enthusiastic about the platform and wants to continue using it in the following weeks of the project.

Regarding the format of the experiments, the sailboat canvas and stakeholders' map served their purpose: generate discussions and trigger collaboration between participants. However, the canvas to uncover FAS best practices was inappropriate for an interview because it was in a shared presentation document, which is hard to document in notes. In this case, having the questions in a simple form will fulfill this need. The canvas format works best when the purpose is to facilitate discussion between multiple people and confront their views.

Lastly, the design-led approach was new to the FAS core team, and at the same time, they were very keen and curious to learn more. Having them more aware of the design process will also benefit the undertaken of the subsequent activities. Hence, there is an opportunity to add a new stream of actions to the current graduation project. Organise workshops that introduce the design process and the FAS core team to navigate the following activities of the project better. In addition, this workshop can be open to people who are not directly involved in the project but can also benefit from this experience.

In conclusion, the current project will maintain the collaborative whiteboard documentation and use the collaborative shared presentation as a backup when the internet connection is not stable. In addition, the project adds a second stream (see Figure 47), which is further described on Chapter 6.



▲
Figure 47
It shows the second stream that this project pursues.

4.6 Conclusion

The experiments fulfilled their purpose by enabling the understanding of the organisation context in the first weeks of the project and the challenges that the Public Policy team tackles. In addition, they supported several learnings.

The first learning is that a single experiment by itself does not hold power to uncover the problems or solutions involving FAS policy-making processes. However, their combination revealed and discovered information that provoked discussions with the FAS core team and helped the prioritisation of the efforts in tackling the issues. Every experiment added a different source of information. The [sailboat canvas](#) (4.3.1) was a warm-up to identify positive and challenging aspects of the FAS expansion; the [stakeholders' map](#) (4.3.2) revealed the partners and their importance; the [best practice canvas](#) (4.3.3) uncovered FAS relationship with communities in Protected Areas; [explorative conversations](#) (4.3.4) showed stories about the organisation's culture and that community engagement is essential for their work; [finding focus](#) (4.3.5) wrapped and brought more challenges to be discussed and prioritised.

In addition, the experiments revealed several other positive points about organisation's culture, for instance, the trust and involvement with the communities in Protected Areas and in Manaus city. Beyond delivering services, the findings indicate the opportunity for FAS to advance their work but also co-creating what changes people want to see in their environment.

The second major learning provided by the experiment is that the Public Policy field is multidimensional and interdisciplinary, every thematic area that FAS operates, every project that the organisation delivers is connected to a public policy. More specifically, their presence, most times, is due to the lack or the absence of a more suitable policy and government commitment to meet the needs of people that live in the Amazon rainforest region.

In conclusion, the experiments and their learning triggered a discussion to redefine the initial problem and focus on the following weeks. However, the other challenges identified also hold the promise of improving the organisation's involvement with policies issues and deserve further investigation and experimentation. FAS core team agreed that having an advocacy vision will support the Public Policy team to navigate

the demands they have in positioning themselves in pressing issues concerning the Amazon. Besides the definition of the focus, this graduation adds a second stream of activities that aims to disseminate design thinking and methods among FAS workforce, that will be conducted in parallel to the activities with the Public Policy team.

4.7 Reflection

The choice of starting the first weeks with the “bias towards action” in mind was helpful to immerse in the organisational culture, absorb the vocabulary, understand the projects and how the organisation works in the Protected Areas and Manaus city. Moreover, the most important was finding out what the challenges are that the Public Policy team faces. Even though the experiment “explorative conversations” revealed great stories about the organisation, I expected to uncover more conflicts and problems the FAS faces when interacting with the communities and running participatory workshops. It would be beneficial to have more frequent interactions with FAS employees to build more connections, build trust and reinforce that talking about what does not work well is as important as talking about positive achievements.

However, being more realistic, even after the first learning brought from the experiments, the broad scope of projects of FAS, its territory, several departments and agendas are still not clear. It would not be easy to cover everything with the timeframe of the project and the availability of the FAS core team. It would have been beneficial to interview more people, especially those who live in the Protected Areas, to understand how they perceive the organisation. Unfortunately, due to poor internet connection in remote areas and the difficulty of finding a FAS employee available to facilitate this meeting, it was not possible to make it a reality. However, it is crucial to mention that the very nature of design is centred on people’s needs and leaves this essential point as a reminder for the following occasions.

This previous point about the difficulty of communicating with people that use FAS services influenced the course of the project as well. Proposing activities with the communities in Protected Areas will be time demanding, with the risk of not fitting in the timeframe of the graduation project. Considering this restriction, I understood that it would be better to focus on the organisation more internally and use design practices to support changes in how FAS operates and consequently help deliver better services for the communities. In this sense, organising design thinking workshops

for FAS workforce will introduce design and allow me to understand more about the challenges the organisations face.

Finally, the experiments made me closer to the FAS core team, and I started building connections. I perceived the meetings were less formal, and I was getting to know things about their personal lives; usually, work colleagues are also considered friends in Brazilian culture. In parallel, this connection building helped me also to find suitable ways to explain and shared how a strategic designer could support their challenges. Looking back on the decision to focus on building an advocacy vision, I cannot identify the exact correlation of what led to this decision; what the head of the Public Policy team brought (the issue about advocacy) was not significantly present in the early discussions. However, in my view, there was a better understanding of the type of methods and information that could be revealed. I felt that the FAS core team comprehended that I was not there to make a graphic design of a process for the organisation but could help support more critical decisions and address pressing needs such as advocacy.

Key takeaways

- The experiments supported the understanding of organisational culture and the interconnectivity of the Public Policy Agenda with FAS projects;
- The organisation has strong bonds with the communities; and has concerns about how to expand their projects and territory without imposing their views on the communities;
- The experiments brought light to several challenges that can potentially improve FAS involvement in policy matters;
- The organisation has external demand for positioning themselves in pressing issues concerning the sustainable development of the Amazon;
- FAS Public Policy team prioritises the focus on finding common ground on advocacy among all issues discussed;
- The experiments and interaction with the FAS core team also revealed the opportunity to organise workshops to introduce design thinking to the FAS workforce.

5 Co-creating an Advocacy Vision

“My dream is to see this entire forest conserved because we know it can guarantee the future of all the people who live in it.”

By Chico Mendes (1944-1988)
Brazilian rubber tapper and land rights leader
(The life and legacy of Chico Mendes, 2008)



◀ Figure 48
Chico Mendes, 1988
By M. Smith, 1988, Photograph

In the '80s, Chico Mendes represented the voices of a minority, rubber tappers of the Amazonian state of Acre who were oppressed by ranchers cutting down the forest to raise livestock (see Figure 48). His legacy contributed to the implementation of Protected Areas managed by local communities (Schwartzman, 2014). His work encompasses what is called advocacy, which broadly represents the efforts to achieve social justice.

In the following pages, I start introducing perspectives on advocacy practice emphasising the role of civil society organisations in this matter.

The second part of the chapter describes design practices that supported initiating a process to build an advocacy vision for FAS. Unfortunately, the vision creation has not finished in the project's timeframe. However, it started relevant discussions among the Public Policy team and the management level of FAS and indicated methods to support this process.

5.1 Introduction

The early experiments described in Chapter 4 led to a redefinition of the initial problem. Rather than focusing on proposing a process to guide the organisation's work on the different stages of the policy-making cycle, the effort was directed to defining an advocacy vision—the decision to focus on advocacy, which was a consensus among the Public Policy team. The decision is connected to the increase in external demands to participate in several public events regarding policy-making matters for sustainable development representing the organisation in a wide range of subjects, from biobased economy regulations to protecting the rights of traditional communities. Since the organisation has eight strategic areas, the Public Policy team felt that in the current times of political instability, having more common ground on what the organisation wants to achieve in advocacy will help the team focus their efforts. In addition, the Public Policy team expects that this vision would also help them support the Communications Department in producing content.

The activities carried out with the FAS Public Policy team helped start building the advocacy vision, and their outcomes raised awareness of essential issues that the organisation needs to discuss further and align. In addition, the design practices that supported this vision creation showed a different way of conducting this type of activity at FAS. Nevertheless, before going further into what has been done, it is imperative to introduce what advocacy means.

5.2 Advocacy: What It Is and Why It Matters

People's lives are shaped by their access (or not) to fundamental rights. Advocacy is a political activity to change the status quo, addressing the structural matters that prevent people from accessing those rights by transforming the legal, political and social conditions that support a community to develop (Barrett et al., 2016). Moreover, the authors add that in contexts where political leaders put at risk fundamental human rights, advocacy takes on the task of preventing the loss of past achievements (Barrett et al., 2016). So then, the relevance of advocacy nowadays is to help build a fairer future and protect the advances until this point.

Going back to the origin of the term “advocacy”, according to Fox (2001, p. 616), the first uses were closely associated with the “lawyers’ defence of their clients”. During the civil rights movements of 1960s and ‘70s advocacy referred to three concepts of justice: (1) defending the interests of excluded or marginalised groups of people; (2) changing the rules of the game (system); (3) defending against abuses of public authorities (Fox, 2001). In addition, the slogan “nothing for us without us”, brought up by the Movement of People with Disabilities in the US (Persson et al., 2015), later became a symbol to all people affected by injustices, emphasising that they should be the ones to advocate on their behalf (De Waal, 2015). In this sense, everyone can advocate as an individual, however being in a group of people sharing the same vision can amplify their voices. Specifically, it is in this amplification that social movements, associations, and non-profit organisation play a role.

The role of civil society organisations (CSOs) is, in this context, to set development agendas; capacitate people in vulnerable positions to take the leading role in movements; and contribute to gather evidence and propositions into policy-making (Van Wessel et al., 2020). Organisations in the development field have invested in advocacy as a complementary activity to promote change besides the projects they carry on (Barrett et al., 2016). Their advocacy strategy can focus on actions inside the system (government) or outside it, mobilising the public (Van Wessel et al., 2020). For instance, inside the system, those actions can be: to participate in non-public events, in working groups, and in both formal and informal meetings with policy-makers; outside the governmental sphere, those actions can be: to launch popular campaigns in social and mass media, and to attend popular events (Barret et al. 2016). Hence, focusing efforts on helping people in their immediate needs, such as having access to infrastructure for a school, is as essential as focusing on making legislators acknowledge that investment in education is a priority.

Because CSOs work closely with public institutions and agencies, this relationship also brings some implications. For instance, when CSOs act as “insiders”, they are more likely to meet the organisational standards (Lang, 2012), refraining from their confrontational position even though power is not a “one-way street” (Van Wessel et al., 2020, p. 731). Other authors also argue that the differentiation of “insider” and “outsider” is not clear, considering that CSOs are part of a network representing other stakeholders (Barret et al., 2016). According to a study by the Dialogue and Dissent policy programme that involves the Netherlands Ministry of Foreign Affairs

and 25 alliances of CSOs as advocacy partners, indicates that public engagement is essential for the advocacy role of CSOs and needs more attention (Van Wessel et al., 2020). Therefore, CSOs need to navigate the political intricacy and have a constant channel of active listening with citizens.

Regardless of the goal, for example, changing a law, budget, or improving the implementation of a policy (Fox, 2001), advocacy involves collaboration between multiple actors, often requiring a non-linear effort to influence decision-makers (Van Wessel et al., 2020). For instance, politicians, national governments, international organisations, citizens, media and private organisations (Barrett et al., 2016). Consequently, it is difficult to identify the contributors to achieved outcomes because, aside from stakeholders, there is also political, social and economic context influences (Barrett et al., 2016). Additionally, advocacy focuses on affecting a system of public institutions and the power dynamics that bind them together, forming a government (Barrett et al., 2016). Hence, advocacy has a more fluid process, and network engaged practice where the boundaries of influence of each actor are blurred.

Moreover, advocacy has a long-term orientation because the change it seeks relies on multiple actors, as aforementioned. For CSOs, however, the outcomes achieved in between are also impactful. For instance, enabling close cooperation between social movements can contribute to a more in-depth understanding of the social problem and its implications (Barret et al., 2016). In terms of how to proceed on those actions, advocacy often organises campaigns to reach all government stances (executive, legislative and judicial institutions), mobilise citizens and build networks (Fox, 2001; Barret et al. 2016). Therefore, CSOs are close to the role of an articulator mobilising networks to constant remind policymakers of people's needs.

5.3 Journey to Co-create FAS Advocacy Vision

Similarly to the chapter's opening story, the activist Mendes had a vision of what development means for the people who live in the Amazon. FAS has the vision embedded in the slogan "Making the forest worth more standing than felled" and seeking a systemic approach to enhancing the quality of life of those who live there. Why FAS vision and strategic areas are not enough to guide the advocacy work? In short, there is no consensus among the FAS Public Policy team about what is the

organisation's vision regarding advocacy. After this is defined, the organisation can focus on creating a roadmap on achieving its intended outcomes, setting milestones, and defining roles.

The term "co-creating" to refer to the process of building this vision was chosen with a purpose because it indicates that it needs to include more people than the FAS Public Policy team. And it has to reflect and align with the organisation's strategic planning. Hence the process has to invite people with a holistic view of the organisation to participate in the discussions. Furthermore, all external projects that the organisation runs can potentially be connected to public policies; for this reason, the process needs to have a collaborative approach inviting those that work in the field with the communities.

5.4 Process

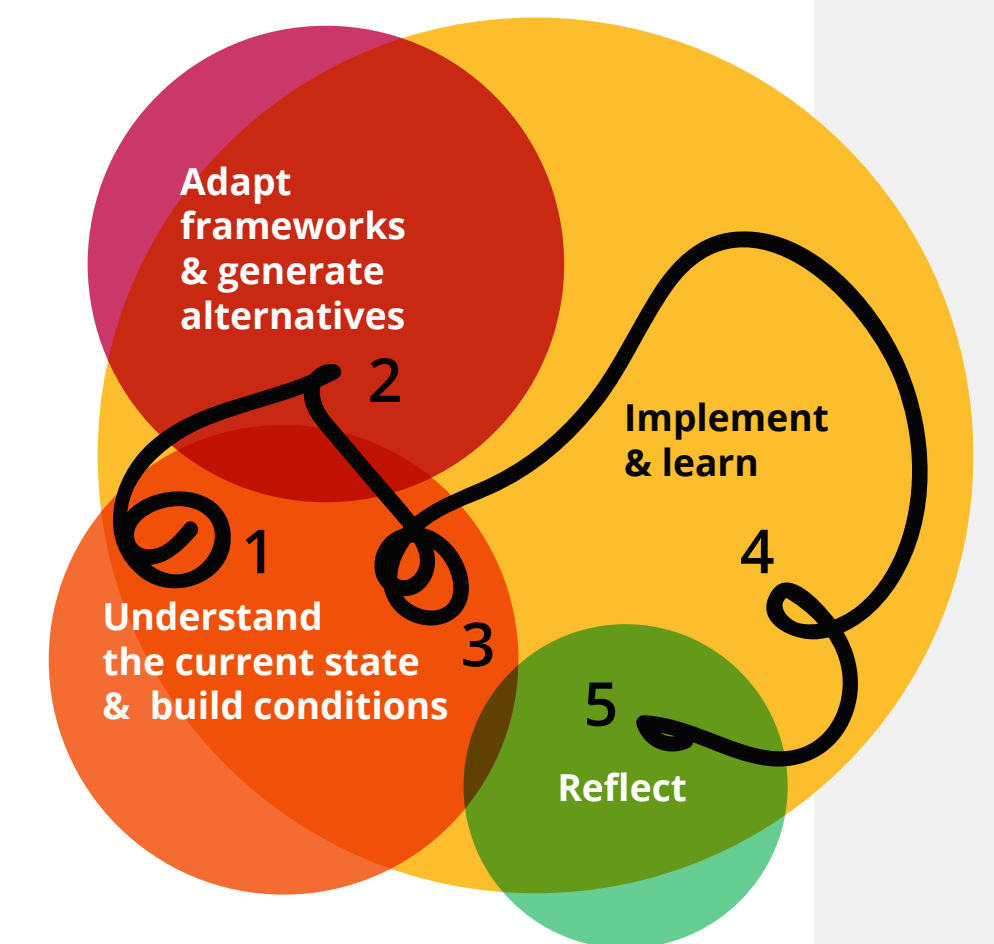
Regarding the process (see Figure 49), the activities navigate in four spaces in the following order: it started understanding the current state (1), then moving to adapting and proposing methods to build the vision (2), followed by revisiting the first space and setting the strategies to accomplish the vision (3), implementing the methods and learning from the outcomes (4), and, after the implementation, finishing with a reflection (5). Below follows the overview of the activities in each space:

Understand the current state & build conditions: list previous FAS Public Policy team experiences' in advocacy activities, and list assumptions of the ideal advocacy vision; set up the strategies to include the FAS workforce (different departments and management levels) into the co-creation of the vision;

Adapt frameworks & generate alternatives: select suitable methods that fit with the nature of advocacy practice and the organisational context; propose a different arrangement of methods according to the restrictions of time and people's availability;

Implement & learn: prioritise activities will take place; put them into action; gather, sort data and extract information; learn with the generated outcomes;

Reflect: understand what have and have not worked and how FAS can continue that work initiated in this project;



▲ Figure 49
Project process for co-creating an advocacy vision and route of navigation between overlapping spaces.

5.5 Method

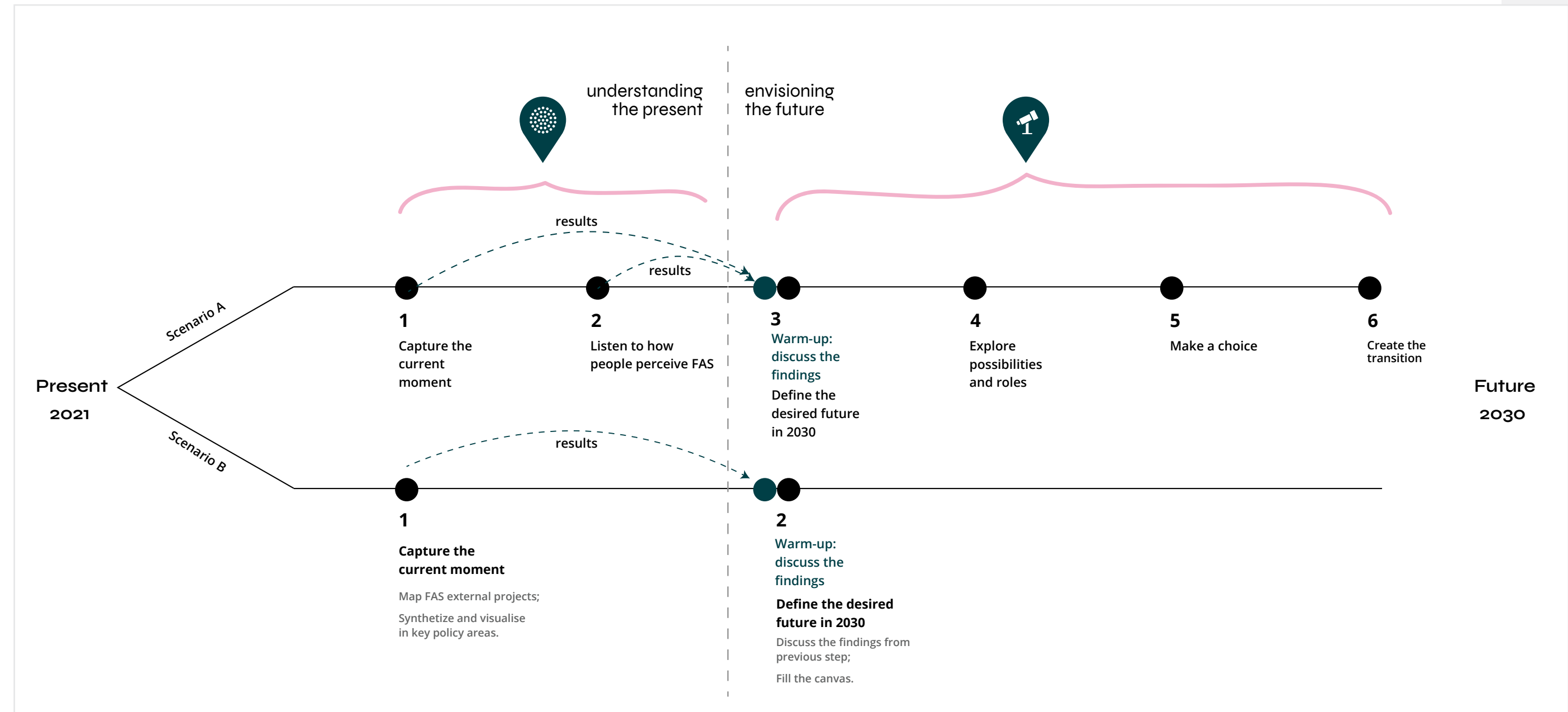
The first initiative was to collaboratively list all the assumptions about the ideal FAS advocacy practice with the FAS core project team. Discussions were documented on the collaborative whiteboard and later synthesised in three points:

1. Not all eight strategic areas of FAS can potentially hold a close link with advocacy activities;
2. Having areas to focus on will enhance FAS assertiveness in communicating with outside stakeholders;
3. Having a limited number of field/issues (less than eight) will allow better use of resources on the advocacy practice.

Based on the assumptions, I started drawing scenarios on how building the vision could address those assumptions and support the people involved to move from the current time and its challenges to the future, more specific 2030 (the same year of FAS strategic future vision). In other words, finding ways that the organisation could see how their work is connected to public policies nowadays, and then start moving to the future, exploring different possibilities.

The scenarios were inspired by Systemic Design Toolkit (n.d.) that proposes seven canvas in the following order: “framing the system; listening to the system; understanding the system; defining the desired future; exploring the possibility space; designing the intervention model; fostering the transition”. The methodology was created to facilitate tackling problems that are systemic by triggering critical conversations; furthermore, the author encouraged to adapt the process to different contexts (Systemic Design Toolkit, n.d.).

Figure 50 illustrates the two scenarios drawn. The main difference is that Scenario A considers maximum availability of the organisation to join co-creative sessions, including staff that work in the field from different departments, Program Managers and C-level Managers. The second scenario considers limited availability and the timeframe restrictions of the current graduation project. It is crucial to mention that in all steps the FAS core team is involved. Both scenarios and steps are further described:



▲ Figure 50
Steps of Scenarios A and B

Scenario A

The first two steps (1 and 2) aim to take a picture of the present, making visible the organisation's external projects taking place. Moreover, exploring involvement with external partners (for example, social movements representatives, community leaders, FAS volunteers and citizens in general) on how they perceive the organisation regarding advocacy; and their needs, for instance, investigating if their voices are represented in policies issues.

The following steps have a future-oriented nature (from 3 to 6); they aim to generate how the organisation sees the future, which different roles they can take, and then start filtering and deciding to create the milestones to transition to the desired future.

1. **Capture the current moment:** intends to map FAS external projects by gathering the information from the FAS workforce that works in different departments; later, this information is synthesised and visualised in key policy areas that will serve as a baseline for discussion as a warm-up in step 3;

2. **Listen to how people perceive FAS:** intends to uncover people's perception of the organisation by interviewing citizens (between 8 to 10 participants) with different levels of involvement with the organisation, for instance, people that have been volunteering for FAS since the beginning of The Sustainability Festival in Manaus, and people that recently applied to volunteer. Furthermore, inviting for interviews representatives of social movements, community leaders in Protected Areas (with a stable internet connection). These interviews generate rich qualitative data that would serve as inspiration for the next step (3);
3. **Warm-up to discuss the findings & Define the desired future in 2030:** organises a session with representatives from multiple FAS departments and management levels. In the session, the findings are presented from the previous steps and discussed, documenting what they mean for the organisation; then move to envision the future taking into account different levels of influence, for instance, individual, organisation/partners and societal;
4. **Explore possibilities and roles:** organises a session with representatives from multiple FAS departments and management levels. At this moment, based on the results of the previous step, start exploring possibilities and roles that FAS can take that will support the desired future;
5. **Make a choice:** organises a session with representatives from multiple FAS departments and management levels. At this moment, start making decisions, filtering among the possibilities raised in the previous session, and deciding which one aligns with the organisation purpose;
6. **Create the transition:** organises the last session with representatives from multiple FAS departments and management levels where it aims to make a collective commitment to the decisions taken in the previous step and defining a roadmap.

Scenario B

This scenario, as already mentioned, considers minimal availability of FAS staff and then chooses only two steps of scenario A, one representing the understanding of the present and another step with a more future-orientation nature.

1. **Capture the current moment:** this step is identical to how is described in scenario A; the only difference is that because of availability to reach every FAS department and project representative, the results will be label as "1st Edition", suggesting the organisation can implement a second round to ensure more accuracy in a longer-timeframe;
2. **Warm-up to discuss the findings & Define the desired future in 2030:** this step is similar as described in Scenario A (step 3), but differs in terms of format; instead of a session with participants from different departments, it will be short meetings with C-level Managers and Program Managers with available schedules to register their input on how they envision the future. The warm-up in this scenario also is quicker, presenting the findings from the previous step asking for the participant's perception of the results.

Having described the two scenarios and discussed them multiple times with the Public Policy team, after adapting and checking the availability of FAS employees, Scenario B was chosen. It did not include all the steps planned in scenario A, and consequently, it would generate more limited results. However, the FAS core team understood that the outcomes would be valuable. Therefore, the organisation can continue the process after the timeframe of the current project. The following sections describe the two steps that comprehend Scenario B, which start by mapping external FAS projects fundamental for step (1) and then later move to imagine the desired future in 2030 (step 2).



5.5.1 Mapping External FAS Projects

How to create a vision without having a clear picture of the present? The mapping intends to give an overview of how the organisation activities in the form of projects can relate to policy-making themes.

Goal: generate an overview of FAS external projects in relation to potential public-policy themes.

Method: collect information of FAS external projects through an online form where respondents need to use their best judgment to suggest the projects' relationship with the themes. The form link is shared before starting the Design Thinking Training workshop, giving the opportunity to explain the purpose of the mapping, respond to participants' doubts, and motivate FAS workforce engagement. A total of 45 minutes are reserved for this activity in two days. For each project, people need to answer eight questions regarding the project they are familiar with:

1. What is the name of the project?
2. When is/was the project active?
Options: 2017, 2018, 2019, 2020, 2021, Other (insert);
3. Does the project address a cross theme?
Options: Women and teenagers; Diversity (gender, sexual orientation); Knowledge Production; Other (insert);
4. What is the priority theme this project addresses?
Options: Mining; Deforestation, Fires and Forest Concessions; Bioeconomy; Public Health; Education and Citizenship; The project does not have a priority theme; Other (insert);
5. What is the secondary theme this project addresses?
Options: Mining; Deforestation, Fires and Forest Concessions; Bioeconomy; Public Health; Education and Citizenship; The project does not have a secondary theme; Other (insert);
6. What is the tertiary theme this project addresses?
Options: Mining; Deforestation, Fires and Forest Concessions; Bioeconomy; Public Health; Education and Citizenship; The project does not have a tertiary theme; Other (insert);
7. Describe briefly the project.
8. What is your name and to which Program/Agenda do you work?



5.5.2 Imagining the Desired Future in 2030

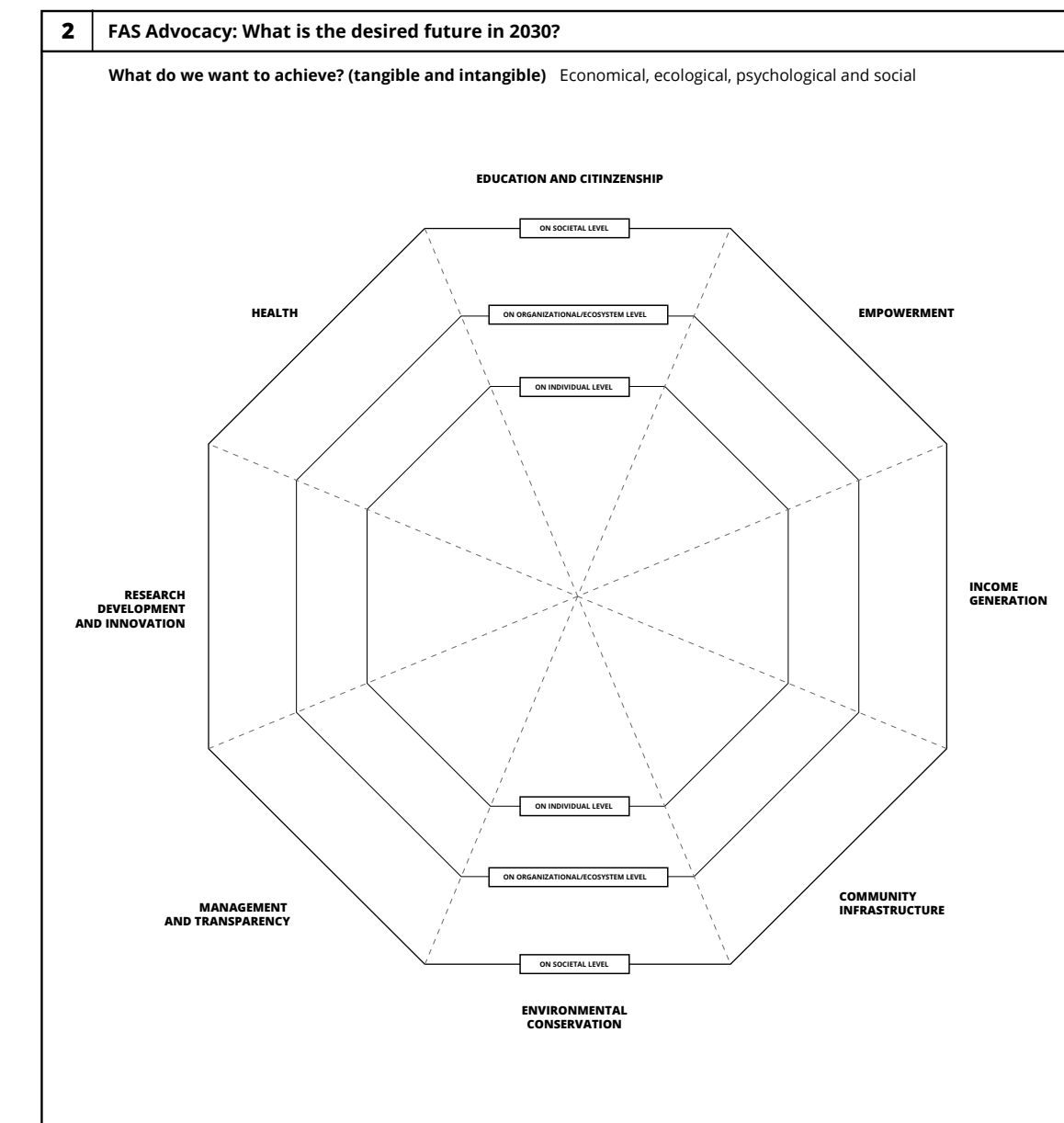
The second step is to trigger discussions on how the desired future looks like, specifically on the topic of FAS public policy involvement.

Goal: registering input on what the organisation wants to achieve in terms of policy-making matters in their eight strategic areas.

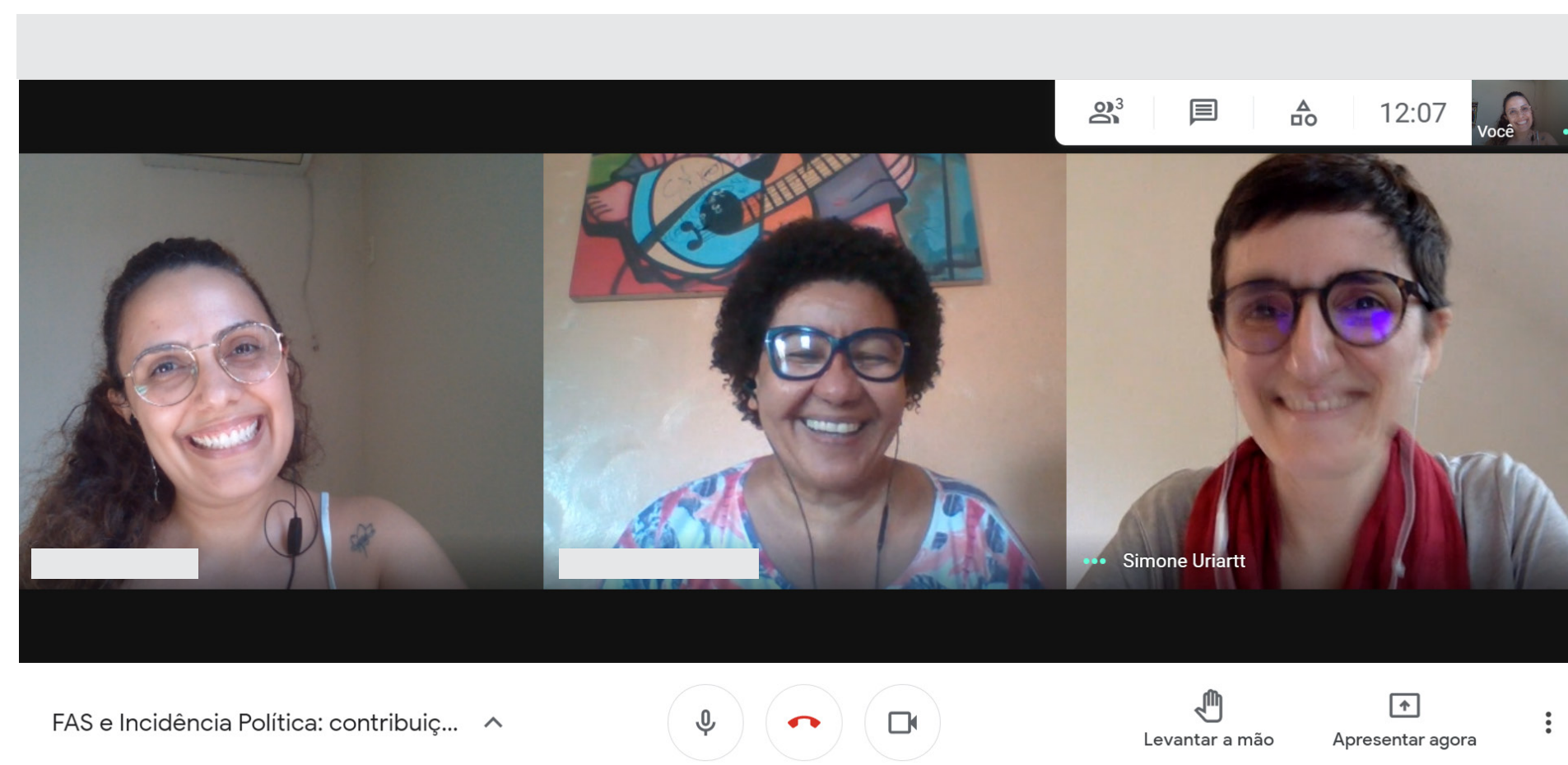
Method: separate sessions with C-level Managers and Program Managers according to their availability. Participants' input was documented in the collaborative whiteboard. The warm-up happens in the first 10 minutes reserved for discussing the Mapping External FAS Projects result. The following 20 minutes are centred on filling the canvas "Desired Future in 2030" called "FAS Advocacy: What is the desired future in 2030?" (see Figure 51).

The guiding question on top of the canvas is: What do we want to achieve? (tangible and intangible) Economical, ecological, psychological and social.

It has a core divided into three levels: individual, organisational/ecosystem, and societal. Furthermore, it has an octagon shape with FAS strategic fields: Research Development and Innovation; Health; Education and Citizenship; Empowerment; Income Generation; Community Infrastructure; Environmental Conservation; and Management and Transparency.



▲ Figure 51
Desired Future Canvas



▲ Figure 52 Meeting with C-level manager to discuss the infographic and fill the “Desired Future Canvas”

5.6 Analysis

This section describes how the information gathered in both steps were analysed.

5.6.1 Mapping External FAS Projects

In total, the form to map FAS external projects received 35 responses from 22 participants (some contributed with more than one entry); the answers are in Appendix IV (contributors names are anonymised). After filtering and deleting entries that were repeated, the total was 25 projects. The next step was to discuss with the FAS core team how to cluster the themes inserted by the participants; the team used their experience to propose four clusters. The last procedure was to translate all the information into a visualisation to make the connections between projects and themes more evident and easy to read.

When the visualisation was complete, the result was presented to the FAS core team and used in “Imagining the Desired Future in 2030” sessions. All discussion points about the infographic were documented on the collaborative whiteboard and later analysed.

5.6.2 Imagining the Desired Future in 2030

Two meetings took place, the first with a Program Manager and the second with a C-level Manager (see Figure 52). Both were documented by the head of the Public Policy team and me on the collaborative whiteboard. Later the information was analysed with the FAS core team, and repeated notes were excluded.

5.7 Results & Discussions

This section presents the results generated by Mapping FAS external Projects represented by the infographic (see Figure 53, p. 54) and the discussions generated. Additionally, this section presents the results from the two meetings filling the Desired Future Canvas (see Figure 54, p. 56).

1ª Edição

Mapeamento de projetos externos da FAS por áreas temáticas de políticas públicas

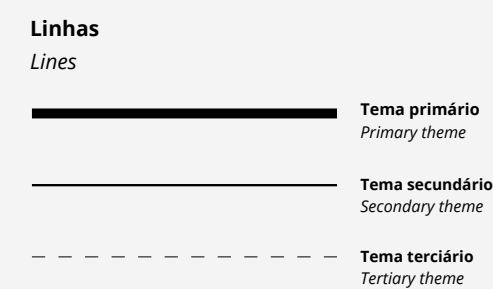
1st Edition

Mapping FAS external projects by thematic areas of public policy

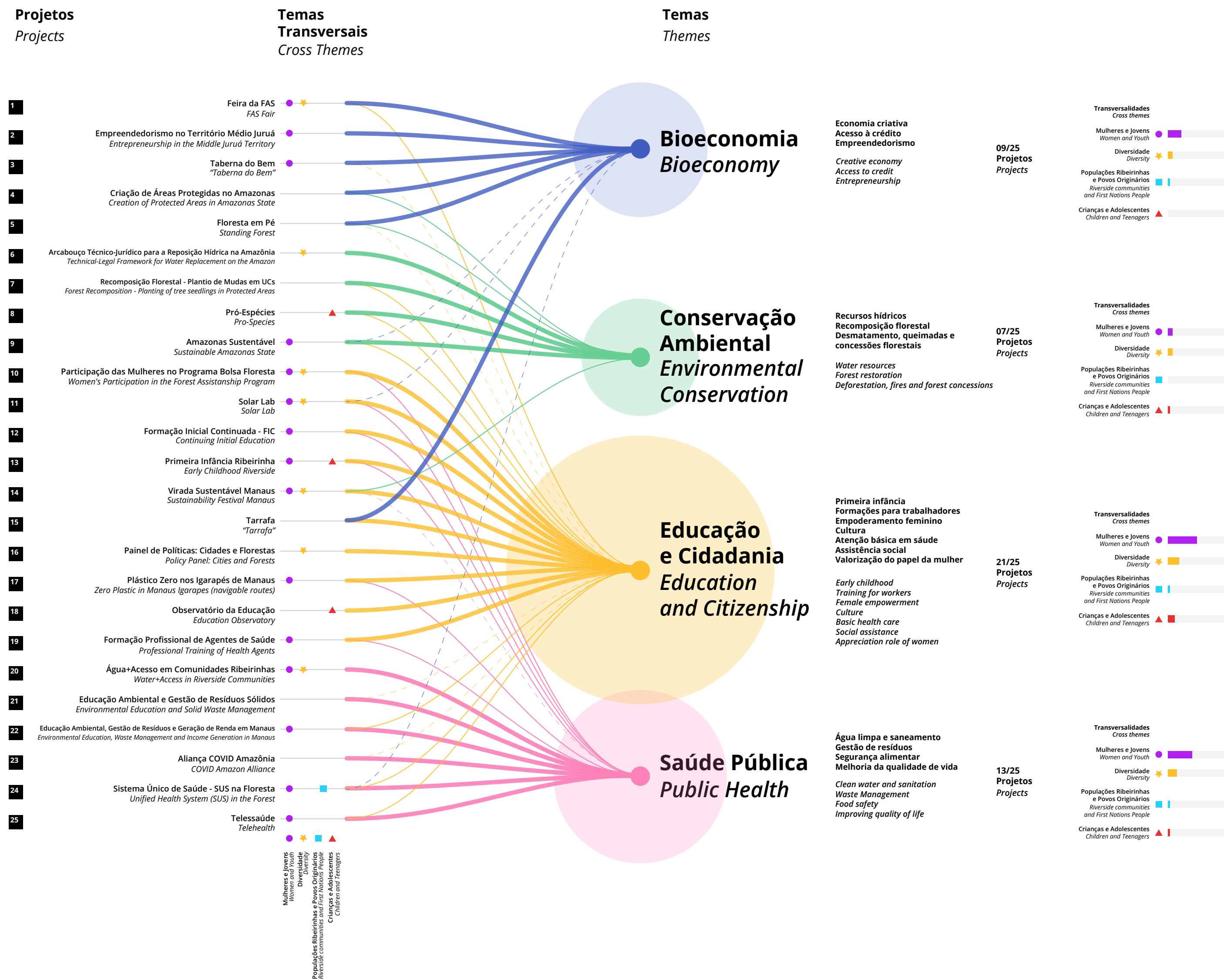
Projetos estão/estiveram ativos no intervalo 2017-2021.
Projects are or were active in the 2017-2021 period.

Visualização baseada em 35 respostas, filtradas e agrupadas em quatro macro temáticas.
Visualization based on 35 responses, filtered and grouped into four thematic macros.

Visualização baseada em 35 respostas, filtradas e agrupadas em quatro macro temáticas.



Data
Date
01/06/2021



◀ Figure 53
FAS external projects infographic



5.7.1 Infographic: FAS External Projects

It is essential to describe the connections that the visualisation elucidates (see Figure 53, p. 54); the thickness of the line indicates the level of relationship between the project and the themes. The first noticeable result “Education and Citizenship” theme, has connections with 21 of 25 projects listed, indicating a presence of FAS on activities that aim to develop, train and educate the current and next generations. “Public Health” has 13 of 25 connections suggesting a more substantial presence of FAS with activities that aim to give access to clean water and support the emergency of covid-19 effects, for instance. “Bioeconomy” (9 of 25) and “Environmental Conservation” (7 of 25) appear in third and fourth positions with a smaller number of connections.

Moving to the visualisation discussions, the FAS core team first indicated the value regarding the visualisation. For example, the infographic shows FAS scope of work and brings to attention what is happening in other departments that might not be evident for those who do not work there, such as increasing “Public Health” projects. Furthermore, they mentioned that it is valuable to do a mapping edition, for instance, every year to follow its changes.

The second main helpful point is not related to the image, but the process itself by involving people from different departments to gather the information brought benefits. The Public Policy team shared ownership of the final result, as one member of the FAS core team mentioned.

“The infographic was not created from the Public Policy team solely viewpoint but considered the input from 22 participants.” - FAS core team member

Also, when inviting participants to fill the form, the Public Policy team explained the intention and how their perception will be taken into account in building this advocacy vision.

Regarding the points discussed with the managers, the C-level Manager’s first impressions were related to the themes’ coverage. According to her “Education and Citizenship”, having the higher number of connections was not a surprise, “Public Health”, in contrast, reflects the current issues of Covid-19, lastly “Bioeconomy’ could be more significant, but because the current covid-19 situation the focus moved to other areas.

Moving to the Program Manager comments, he started raising the issue of the “Public Health” theme, questioning if FAS should continue with all the intensity after the pandemic because it might be taking the role of the government in this matter, “it is a point of attention for FAS” according to him. Also, “Education and Citizenship” reveals that this a core element of how FAS implements development projects. Lastly, he disagrees with one of the themes number of connections but mentioning that people tend to know more about the work in the fields their projects take place.

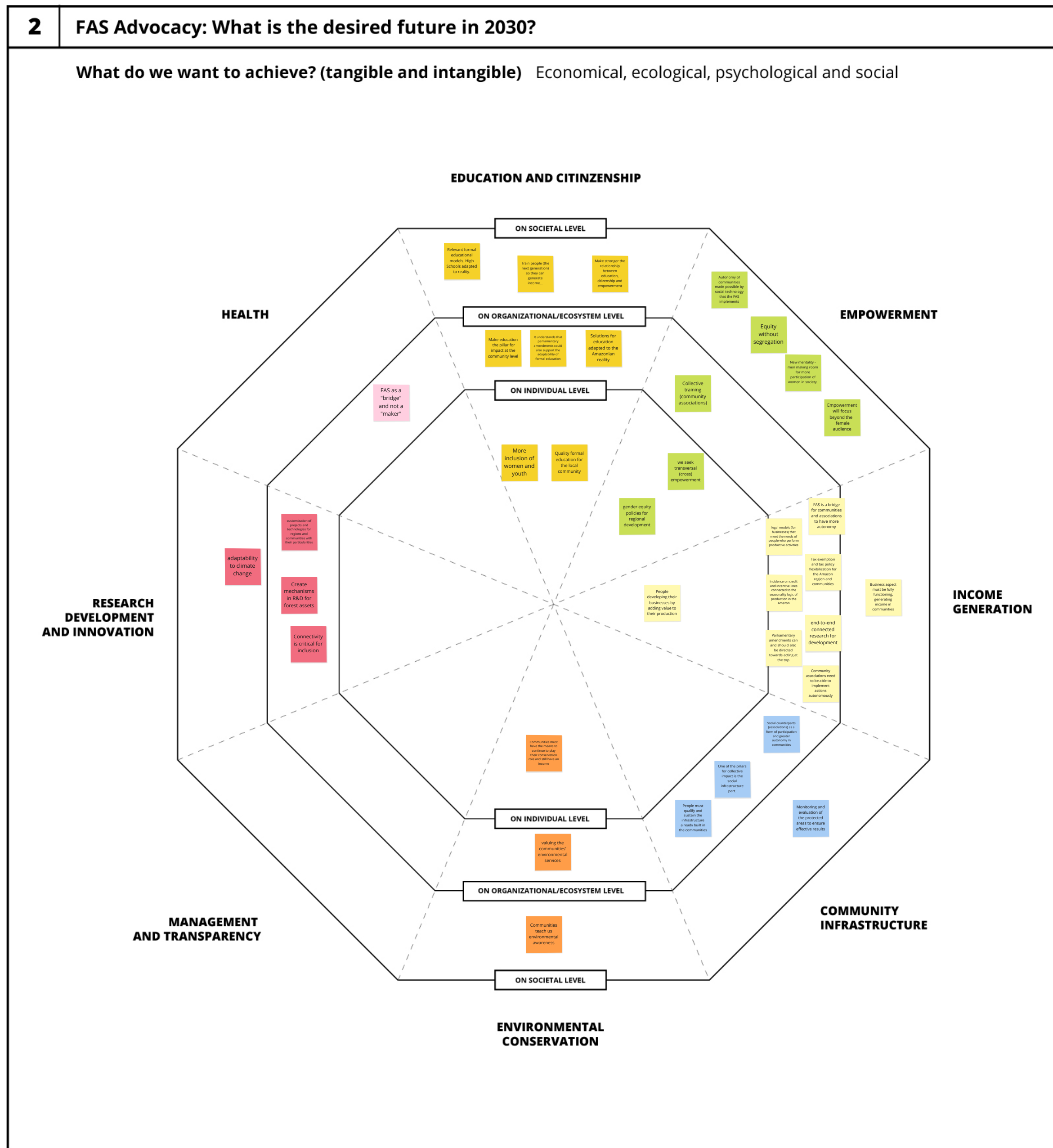
“Environmental Conservation [theme] should be bigger, but I might be biased since I work with projects in this field” - Program Manager

Both C-level Manager and Program Manager raised the need to do a second edition of the mapping, this time using the eight strategic areas already defined by the organisation as the clusters. Later, the two visualisations could be compared. Unfortunately, even though this new experiment will potentially add value, it was impossible to conduct during the project’s timeframe.

The cross themes identified by “Women and Youth”, “Diversity”, “Riverside Communities and First Nations People” and “Children and Teenagers” were not mentioned by the Managers, possibly because it was only 10 minutes reserved for this discussion. However, the FAS core team suggested a different way of clustering them since they may have confused participants, for instance, between “Youth” and “Teenagers”. They indicated a second edition using the following cross themes: Women; Gender diversity; Traditional communities and Indigenous People; and Children, Teenagers and Youth.

Regarding limitations of the current visualisation, it contains the expression “First Edition” to indicate the mapping is a work-in-progress. It also acknowledges that not all FAS external projects are included because it will demand more time and participants to collect the answers.

In short, even though not including all the projects, mapping by involving people from different departments, clustering the themes and making the visualisation already brought new discussions topics to the Public Policy team. Moreover, it highlights the opportunity to do a mapping such as this one more frequently and the benefits of involving people to integrate the Public Policy Agenda in the organisation.



◀ Figure 54 Filled Desired Future Canvas filled and translated.



5.7.2 Imagining the Desired Future in 2030

This section describes the points that were discussed during the meetings with a C-level and Program Manager while filling the Canvas “Desired Future” (see Figure 54, p.56). Important to restate that the managers were in two separate meetings, so I had to present the input from the first meeting to the second.

I am starting by describing the results in the canvas. First, the theme “Income Generation” received nine inputs followed by “Education and Citizenship” with eight; “Empowerment” with seven; then comes the themes “Community Infrastructure” and “Research, Development and Innovation” with four each; “Environmental Conservation” with three; “Health” with one; and “Management and Transparency” without inputs.

The first observation is that the theme “Public Health” was discussed by both managers, bringing the question of what kind of involvement in public-policy FAS wants to have in this field, agreeing that in this theme, FAS needs to be “a bridge and not a maker”. For instance, not taking public authority in delivering the services, but building the connections that can enhance those services.

The Program Manager brought the point that before FAS was founded, they had to focus on bringing infrastructure to the communities. However, nowadays, the organisation needs to reinforce a switch from bringing infrastructure to the communities to support them to sustain themselves economically and have the means to take care of their infrastructure.

“But now, it makes more sense sustainable to invest in people, so they generate their income” - Program Manager

In this sense, the Program Manager argues that FAS has plenty of opportunities to influence policies that facilitate entrepreneurship and sustainable livelihood, focusing more on income generation than policies related to infrastructure. The C-level Manager agreed on this view and said that FAS needs to focus on what she described with the term “social technology” so human relations sustain long-term development. For this reason, she mentioned more inputs for “Education and Citizenship” and “Empowerment” as a means to enhance the social fabric.

In terms of FAS roles, the C-level Manager contributed that FAS should be more of a bridge and less the “maker” not only in the “Public Health” theme but in general. She refers to the FAS personality of being hands-on and doing everything possible, from creating to implementing a project. According to her, it might open up more possibilities of long-term influence by being a bridge than trying to do everything by themselves.

The space dedicated to the “Management and Transparency” theme has not received input; a hypothesis is that it is an area dedicated to more FAS internal projects it is less relatable to policy-making.

In terms of limitations, the canvas was filled only by two people, a C-level Manager and a Program Manager, so it does not reflect all FAS spectrum of opinions and perceptions. It also did not include people that are not at the management level. Conducting this activity in a co-creation session format would have triggered more discussions than in separate meetings.

Also, there are limitations on evaluating if the results are about 2030 since the discussions often brought “Covid-19” topic and the effects in the organisation. It showed that the current context and pressing issues make it difficult to disconnect and think in nine years.

Furthermore, the discussions generated were about advocacy and public-policy matters and touching on the projects that FAS organises and implements. The boundaries of projects and advocacy are blurred, and as I observed in the two meetings, they are often discussed together.

Acknowledging these limitations, the canvas used already showed potential to support discussion on what the organisation wants to achieve in policy-making and triggered discussions about the prevalence of some fields over the other and whether or not the organisation should act upon it those “misbalances”.

5.8 Conclusion

The process of co-creating an advocacy vision has not finished in this project due to time constraints. However, both the infographic and the canvas had shown potential to support FAS discussions on positioning themselves as advocates. At the same time, to ensure more representation of voices, the process of building an advocacy vision needs to include representation from all departments at FAS. Furthermore, the Public Policy team can revisit Scenario A proposed in the beginning and undertake additional steps that were missing in Scenario B. For instance, the one related to gathering people's perceptions and needs on interviews; would bring more findings to be discussed and helping the organisation to make decisions that address the people's needs.

In conclusion, advocacy is the practice where FAS can exercise this role of being a connector, seeking to mobilise public institutions and social movements to achieve a long-term sustainable development in the Amazon rainforest. The following point that needs to be part of FAS discussions is if the organisation wants to mobilise resources to advocate in eight strategically areas? When there is a limitation of human resources, time, and funding and considering that advocacy is a demanding and ongoing movement of engaging in public debate, building networks, and proposing changes, is it possible to handle all of this? The following story and illustration can help spark the discussions (see Figure 55):



▲
Figure 55
FAS as advocator.

Imagine that FAS is a woman on a canoe navigating in the Amazonian rivers, stopping by each Protected Area and listening to people's needs. Then, through her journey, like the paddle that touches the water and causes a ripple effect, she can influence policy changes that add value to the current and next generations through her expertise. If we can zoom in into those ripple effects, what could we see it? What matters most to her?

5.9 Reflection

Guiding the process of co-creating an advocacy vision was not an easy endeavour because it involved managing multiple tasks simultaneously and researching the topic itself.

The first challenge was to propose a suitable route to co-create an advocacy vision (Scenario A) described in the Methods section, and then later discovering that the FAS availability is minimal, or the ideal availability of time and people did not fit in the project timeframe. So the challenge was to define what could be excluded without affecting the potential results. In this specific matter, the choice of jumping from step 1 to step 2 was abrupt; the first involved discussing the visualisation of FAS projects, and the second about registering the desired future in 2030. There was no inspiration moment to give participants the chance to visualise a possible future, disconnect from the pressing issues, and listen to what are people's needs; the two managers had to start right away answering what FAS could achieve in advocacy in all those strategically areas. So for a next opportunity, this will be the main thing to adjust, adding a breathing room. It also reinforces how Scenario A that had a step to share people's needs, would be relevant in linking those steps.

Second, engaging people was challenging because, as an outsider from the organisation, the contact and interactions depend on the FAS Public Policy team and their availability to support those activities. In addition, engaging people demands knowing how is the organisation culture. In this matter, it was tough to choose the best strategies for simple things like behaving in a meeting with the managers in which there are only 30 minutes to gather their input. In addition to that, the remote work made the distance feel bigger sometimes. Therefore, it would be beneficial to the project to have more time to know the day to day of the organisation and get familiar with the managers for the next time.

The third point relates to the topic itself and the FAS scope of work. During the meetings, the content of discussions was very dense; as already mentioned in this thesis, FAS works in different fields, and for each specific area, there some challenges. Because of that, it was demanding to separate what issues are relatable to the current project and which ones are tangential to the advocacy, for instance. In a hypothetical scenario of doing the project again, the immersion in the organisation would be positive to familiarise with the organisation work.

Lastly, the term "advocacy" also took some time for me to understand and to be able to follow the FAS core team discussions on the topic. However, as soon as I started proposing Scenario A and its steps, it helped me and the team have a baseline on what to discuss and understand each step's outcomes. It also helped me to be more confident that they saw value in the process. The prototyping in terms of showing how the process of the advocacy vision could be built was a great lesson on inviting their feedback and engagement on deciding which steps to take as well.

The second noticeable thing is that during the meetings with the managers, the head of the Public Policy team was present and documenting along with me. I was proud that she was documenting on the collaborative whiteboard quicker than me. Signaling that she was able to capture what the managers were talking about and placing on those canvas spaces. Was that an indication of embracing design practices? In my view, it was positive. I had a secondary role in those meetings for two reasons: my advocacy and organisation knowledge were still limited.

Therefore, considering all these challenges, understanding what advocacy means, engaging people from multiple departments, and handling the complexity of the information gathered revealed to be where the most learnings from my perspective occurred during this project.

Key takeaways

- Advocacy practice seeks long-term changes on a systems level, follows a fluid process, and it involves multiple stakeholders;
- Civil society organisations, especially in the development field, play an essential role in amplifying the voices of people in vulnerable conditions and by bringing evidence to policy-makers;
- Mapping FAS project revealed the strong connections of FAS projects with Education & Citizenship;
- The co-creation advocacy vision raised questions concerning present vs future thematic areas and FAS role;
- Involving other departments and C-level Managers contributed to expanding Public Policy team initial conception of thematic areas;
- The co-creation of the advocacy vision has not finished, however, the infographic, canvas and the process itself show potential to be allies on supporting these decisions;

6 Design Thinking Training

“Thinking like a designer can transform the way you develop products, services, processes - and even strategy.”

By Tim Brown (2008, p. 1)

Tim Brown is one of the design practitioners references in bringing the design practice to organisations. Based on this opening quote, this chapter focuses on the activities conducted to introduce designerly thinking and methods into FAS beyond the core team involved in this project. Similarly to what nature already does, there is always a different way to see things, like taking the stairs to the sky (see Figure 56).

The first part of the chapters describes how the design thinking workshops were structured and its content and supporting materials.

The second part focuses on participants’ reflection, and what worked well and what could be improved in the workshop experience.



▲
Figure 56
Taking the stairs to the imagination.
By S. Uriartt, 2019, Photograph.

6.1 Introduction

As described in Chapter 4 (Early Experiments), the FAS core team did not clearly understand the possibilities of design as a project approach. From seeing this opportunity, I proposed organising workshops to introduce basic ideas of the design practice not only for the team closely involved but also for all FAS workforce.

By offering these workshops, the aim is to support the FAS core team to become more familiarised with the process and methods that the project is applying to redesign their involvement with policy-making matters. Moreover, opening the workshops to people beyond the team involved in the project would make the learning experience more engaging and interactive for participants.

The expected consequence of inviting staff beyond the Public Policy Agenda is the potential to sparkle the curiosity of design practices in more people in the organisation. Moreover, setting an essential foundation for the integration of design practices that continue beyond the project timeframe. Furthermore, from my perspective, these workshops will help to meet more people and understand more about the organisational culture.

Therefore, the following sections describe the process, workshop setup, and supporting material to offer a hand-overs experience in design practice. Then it moves to describe the implementation and findings based on participants' reflections and feedback.

6.2 Process

This section describes the process that guided the organisation, creation and implementation of design thinking workshops. At first, the intention was to run a single workshop, but due to the demand from other FAS employees, I decided to run a second edition around 6 weeks after the first one. For this reason, a second edition was implemented after the iteration of the first version (see Figure 57).

To create the workshops, I navigated between the four spaces (see Figure 58), repeating two cycles; the first one (1,2,3,4) represents the efforts to create the first edition of the workshop. The second edition of the workshop followed the same route (5,6,7,8), but it demanded less energy and time to adapt the workshop based on the observations and feedback from participants.

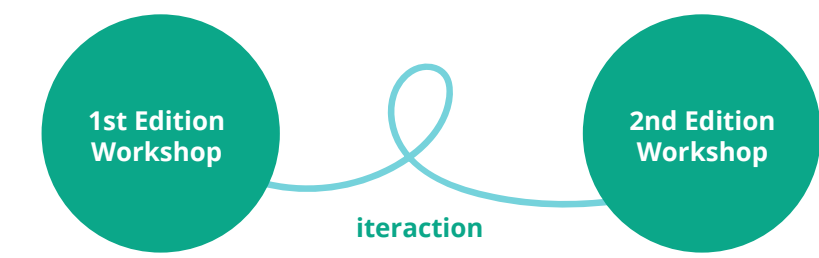
Following, the main activities are done in each of the process spaces for the workshops:

Understand the current state & build conditions: create and discuss a proposal for the workshop with FAS core team understanding the limitations and restrictions of evolving FAS employees in this activity; generate a document showing the overall structure and learning outcomes; set up agenda; prepare invitation and reminders for participants;

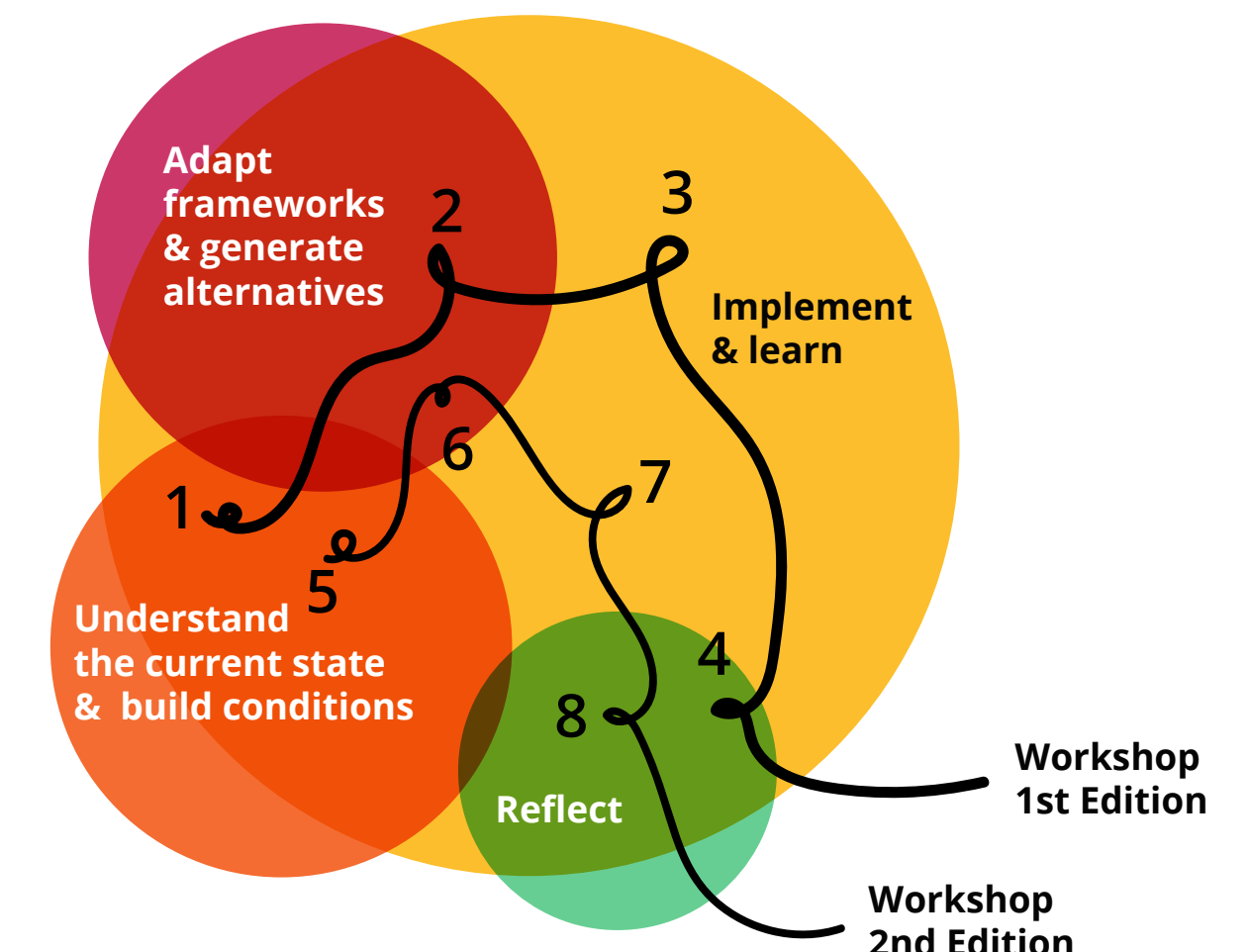
Adapt frameworks & generate alternatives: search for workshop models, methods, platforms and design challenges ; adapt them to FAS context and the online environment;

Implement & learn: facilitate the workshop and observe the points that can be improved in terms of flow, activities, platform and supporting materials;

Reflect: understand if the workshop contributes to the bigger purpose of stimulate interest in design practices among the participants.



▲ Figure 57
Workshop Editions



▲ Figure 58
Project process and navigation route between spaces to create design thinking workshops.

6.3 Workshop Setup

This section describes the decisions involved in the main issues for creating the workshop: structure, content, platform, and supporting materials. The first part of organising a workshop is setting the name, which describes the purpose and helps build participants' expectations. Later, the tasks are to structure the virtual meeting, which is essential to include in the content, platform and design challenge. Combining all those elements helps to define the overall workshop experience and a coherent learning arc.

6.3.1 Title

Starting with the purpose, the workshop introduces design practices for non professionally trained designers. The title finds inspiration from Herbert Simon that stated that design is part of many professions:

“Everyone designs who devises courses of action aimed at changing existing situations into preferred ones. ... Schools of engineering, as well as schools of architecture, business, education, law, and medicine, are all centrally concerned with the process of design.” (Simon 1969: 55-56)

Therefore the title of the workshop is: **We are all designers - an introduction to design thinking.**

6.3.2 Structure

After consulting FAS to understand what would be the availability for this type of training, the final structure was defined based on the boundaries of a three-hour session. The workshops is then divided in three modules with breaks in between them. In the first part, the I give an introduction in the form of a lecture. The second part is dedicated to the practical exercise. The third part is reserved for a group reflection about the results and process. After the workshop, participants receive an invitation to fill a feedback form.

6.3.3 Content Guidelines

What content to include and not include? Considering the time limitations, this was the most demanding set of decisions. The workshop's main objective is to give participants a chance to experience the process, methods and tools that are part of the

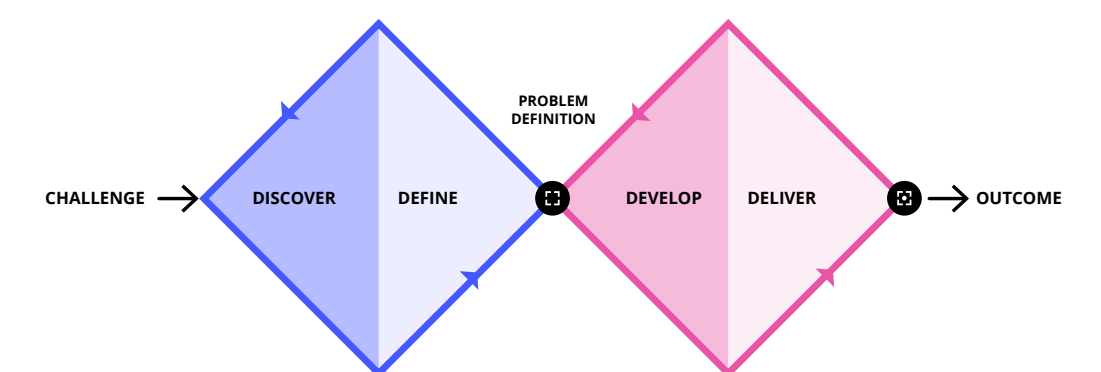
design practice. However, Buchanan (2015) alerts that the more profound principles that guide design practice are difficult to convey; only emphasising methods and techniques can potentially appear that design is easily adopted at the management level. I acknowledge the limitations of what could be conveyed in terms of principles in a workshop. Therefore the intention is inspiring interest among the FAS workforce in the value design can bring to the organisation and not an in-depth training in design.

The second point from Buchanan (2015) is that design practice cannot be reduced to methods and tools because the methods are used in other disciplines. For instance, qualitative methods such as interviews and observations come from the Anthropology field. Therefore, with this second “risk” of showing that design is just a collection of methods and tools, I understand that it is essential to highlight the significance of the intangible aspects, such as design mindsets. Research conducted to uncover the design thinking mindset reveals 22 constructs (Dosi, Rosati, & Vignoli, 2018). The workshops have an introductory nature, so not all 22 elements mentioned in the study could be included. For this reason, I chose only three: **Human-centredness, Experimentation and Problem Reframing.**

6.3.4 Visual Representation of Design Thinking

Another point of decision is which visualisation of the design process to use during the workshop, since there are multiple ones, and they vary between authors and institutions. However, the double diamond introduced by the UK Council (Design Council, 2019) (see Figure 59), is commonly associated with term “design thinking” outside the design field, then participants could have seen before.

The second associated decision related to this visual representation is to guide participants in sequential order through the four stages (Discover, Define, Develop and Deliver), even though the design practice does not follow a linear process. This decision is made considering the for the practical exercise and considering that it is the first contact of the process.



▲ Figure 59
Design Thinking representation in the double diamond shape. Adapted from Design Council (2019)

6.3.5 Design Challenge

In terms of what challenge to use for the practical exercise, the inspiration comes from supporting materials for a design thinking workshop created by the Institute of Design of Stanford (D.School, n.d.), which proposes to participants to work in duos design a wallet: “Design something useful and meaningful for your partner”. A “wallet” is a familiar object suitable and for this reason, it was chosen for the first edition of the workshop.

The second edition of the workshop experiments with a different design challenge differs from the first one; it has a more service-oriented nature and is relatable to the organisation. With the help of the Public Policy team, a hypothetical challenge was created: Design an activity for “Happy Friday” - a moment usually organised by the Human Resources Department (before the covid-19) to promote interactions between the FAS workforce.

6.3.6 Workshop Platforms

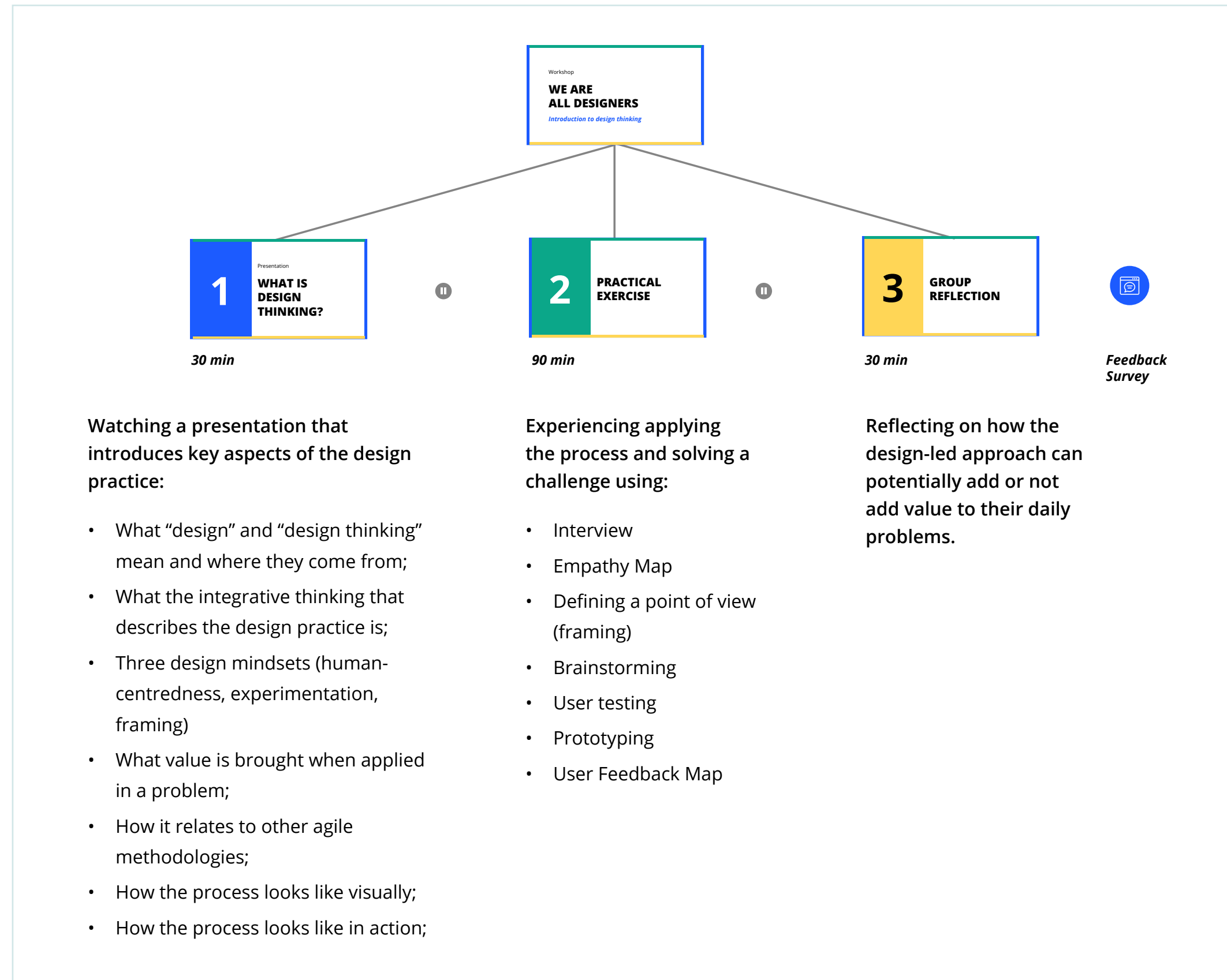
The workshops were conducted in a virtual meeting platform that allows the creation of break-out rooms and where I gave instructions and facilitated the session. In addition, a workbook was created to support the documentation and following of the practical exercise. For the first edition, the workbook was available on the collaborative whiteboard and a tutorial showing Miro basic tools was created to be sent before the workshop (see Appendix V), and in the second edition, the workbook was shared in a collaborative presentation platform.

6.3.7 Participants

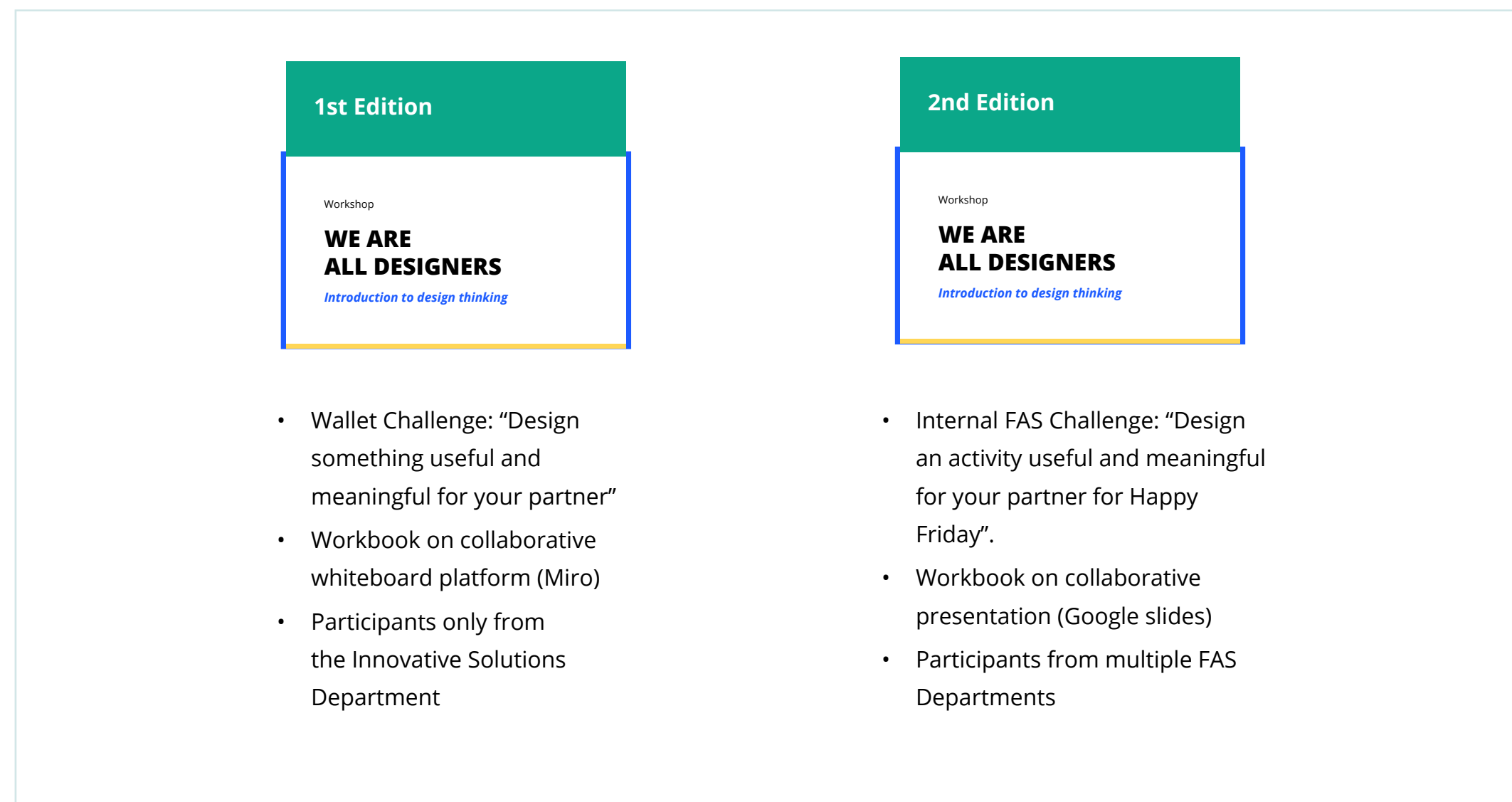
The first cohort of participants was invited from the Innovative Solutions Department. Meanwhile, the second edition of the workshop had a more diverse group, coming from multiple FAS Departments.

6.3.8 Wrapping-up Workshop Setup

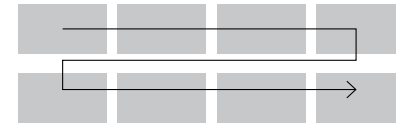
To conclude all major decisions that influenced the setting up of the workshops, Figure 59 gives an overview of the three modules, corresponding time allocated and the general topics that each part covers. Figure 61 illustrates the only differences in the two editions of the workshops regarding: challenge, workbook platform and participants. In the analysis section of the workshop, I explain the reasons that ignited those changes.



◀ Figure 60 Overview of workshop structure and content.



◀ Figure 61 Differences between 1st edition and 2nd edition of the workshops



6.4 Workshop: Slides & Workbook

The following section presents miniatures of slides and the workbook sheets that supported the implementation of the workshop. In addition, the observations aim to clarify what it was explained during the workshop session. For each part of the workshop, the link to the recorded presentation (Portuguese version only) and the slides in Portuguese and English are available in Appendix V.

6.4.1 First Part: What is Design Thinking?

The beginning of the workshop followed a lecture format to introduce the main characteristics of design practice to participants. Figure 62 illustrates the overview and the lecture flow. The link to the recorded presentation follows below (Portuguese only).



<https://youtu.be/YdSpn3dJslQ>

Introducing the workshop, the author, University, Master Program and the purpose of graduation project at FAS.

Schedule of the workshop

Opening part 1: What is Design Thinking?

Introducing the industrial revolution

Mass production of items

The common understanding that the term "design" refers to tangible products or to the aesthetics of the product.

Introducing design as a process that resulted in tangible products. The same process can support the creation of services and systems as well. The combination of tools, practices, flows and mindsets that created those outcomes become known as...

...Design Thinking

Integrative Thinking; starting by people's needs

Introducing three fundamental ideas: (1) human-centredness; showing a case from a design-led agency in Portugal that redesigned a better service for land registration.

The team started the project by uncovering the needs of elderly people and finding why they did not use the platform from the government. The case illustrated the importance of listening to people's needs.

Introducing (2) experimentation

Using the analogy that in order to learn to ride a bicycle is better to learn how to fall properly. Experimentation is: putting the early ideas out and to learn from it.

Introducing (3) framing. It was given a challenge that only works in Portuguese. Finding the next number of the sequence is necessary to interpreting the series from a linguistic view (all numbers start with the letter "D"). Because there are numbers, the brain tends to see it as them as math problem.

Wrapping up all three ideas

Introducing common visual representations of the design thinking process. For this workshop the Double Diamond is adopted, emphasising that it is not intended to be linear.

Connecting Design processes and Scrum

Reviewing that Design Thinking is the combination of tools and techniques + process + mindsets

In the practical exercise all three aspects will be experienced

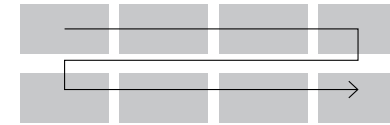
Introducing "how to" considering using the Double Diamond in a linear way. A example was given for each phase: (1) qualitative research, (2) analysis (insight production);

Problem framing: (3)collaborative sessions to generate ideas and (4) digital and paper prototyping.

References for methods

Questions and feedback before the break

◀ Figure 62 Overview of slides that supported the first part of the workshop with explanations about the content.



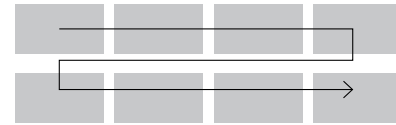
6.4.2 Second Part: Practical Exercise

The second part comprehended the explanations for solving the design challenge and how to use the workbook that guides participants in the process. Figure 63 shows the flow of the content and the two versions of the workbook, which had the same activities and instructions; the only difference is the platform's format and layout. The link to the recorded practical exercise with instructions follows below (Portuguese only).



<https://youtu.be/Z2NdTVzjp-g>

◀ Figure 63 Overview of slides that supported the second part of the workshop with briefly explanations about the content and the workbooks created for the first and second edition.



6.4.3 Third Part: Group Reflection

The last part of the workshop had few slides to present the suggestive questions for the reflection (see Figure 64). The reflection was more open and flexible than the previous parts. The link to the recorded presentation follows below (Portuguese only).



<https://youtu.be/FQesERoNre0>



Figure 64 Overview of slides that supported the reflection part.

6.5 Workshop Implementation

The details of the workshop setup and content have already been described. This section summarises the implementation of the workshops, giving an overview in terms of the numbers of attendees supported by Table 1.

The first edition took place in March in two days to give more options for participants to join. However, not everyone who started the session could complete all the parts due to connection issues or demands from work duties. Hence, the 1st edition had 16 people joining, and 12 were able to share their thoughts in the reflection part. In addition, five people answered the feedback form. A screenshot taken at the end of the session shows participants holding their prototypes (see Figure 65).

The second edition was also given twice; 22 people started and 19 finished the reflection part. In terms of feedback responses, five people submitted their answers. A screenshot was also taken to register participants that completed the third part of the workshop (see Figure 66).

The following sections dive into the analysis and result obtained.

		1st Edition		2nd Edition	
		10/03	11/03	28/04	29/04
Number of participants	Started	8	8	13	9
	Completed the reflection part	5	7	13	6
Number of answers in feedback form		5		5	

Table 1: overview of participants in the workshops.

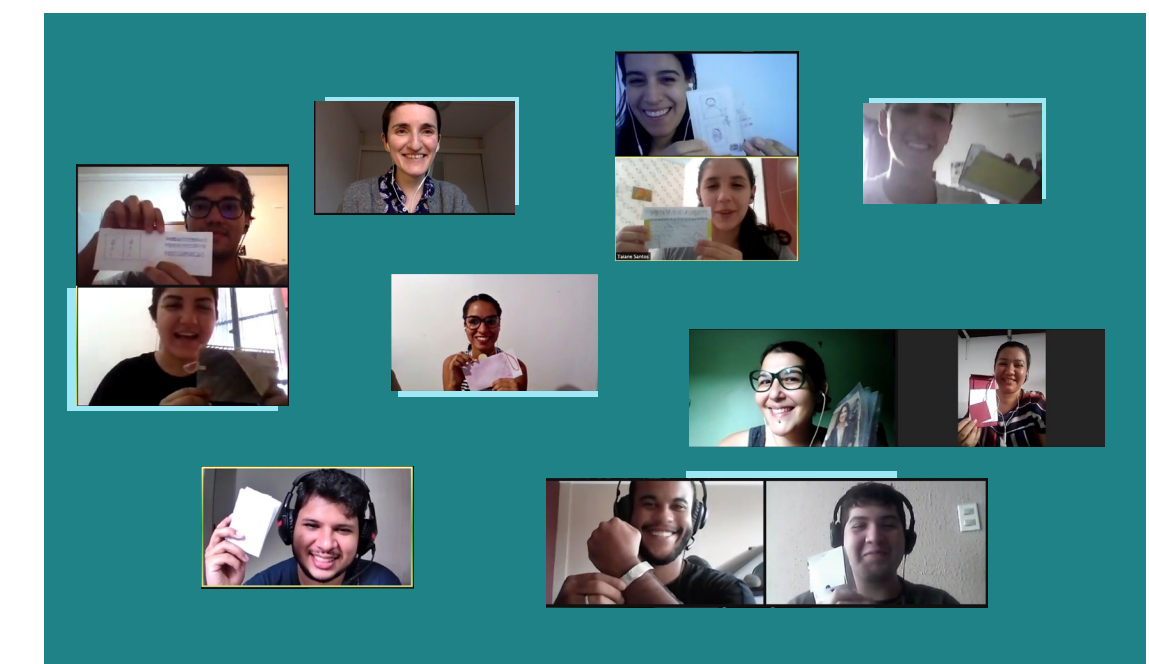


Figure 65 Participants that concluded the 1st edition.

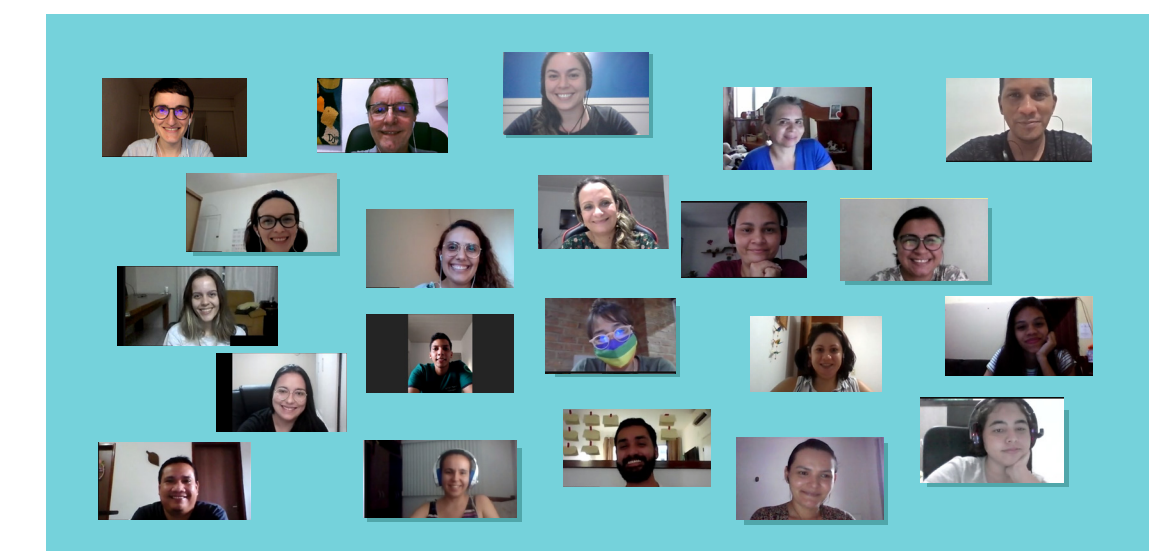


Figure 66 Participants that concluded the 2nd edition.

6.5.1 Workshop Analysis: Participants' Point of View

This section evaluates what participants mentioned during the group reflection (part three) and the feedback form to understand their perspective experiencing the process.

The information comes from the 31 participants that concluded the third part of the workshops (first and second editions). The reflection part was recorded and transcribed, and it is included on Appendix V (people's names were anonymised). The guiding question for the group reflection was:

- How has talking to other participant influenced your project?
- How did testing and feedback impact your final solution?
- Which part of this process did you see the most value in?
- Which part was more challenging in this process?
- What could you adapt from this process to apply to your reality?

In addition to the group reflection transcription, the information for the analysis comes from the feedback form completed by 10 people, which is available in Appendix V. The feedback form guiding questions were:

- Is there any aspect of what you learned today that was new to you?
- What could you use from the process you learned today in your reality? If possible, give examples.
- What barriers/limitations do you see when trying to adapt this type of process to your reality?
- Is there anything that you would change/improve in this workshop?

After combining these two sources of information, it was analysed to find how they relate or not to the three mindsets that the workshop intended to emphasise. Finally, the second round of analysis searched to find other clustering themes.

6.5.2 Workshop Results: Participants' Point of View

The value of design thinking: a touch of scepticism

One participant mentioned that they have seen the concept of "design thinking" before, along with other terms, and felt that they promise to hold the solutions for everything.

"I have to confess that I have a little prejudice with design thinking, 'Dragon Dreaming' and all the new tools that are emerging because I might be wrong, but they claim to be the solution to all the problems." - Participant D1

A second participant added a similar view, that despite seeing "design thinking" before, it was hard to grasp how it looks like in action.

"I think it was really cool, I think I had never experienced having a practical activity of design thinking; it was something that I was very curious about, but it's like Theory U, I always I have seen a lot in the concept part and asked myself how the application looks like." - Participant E2

These two reactions underline that disseminating design thinking needs to be presented realistic and transparent about what outcomes it can support to achieve and their limitations. Also, it indicates the difficulty of design experts in translating a process that includes intangible elements into an actionable and relatable process for non-designers, emphasizing the importance of a practical experience to understand better how it works.

Still, among the theme of scepticism, a participant mentioned that they have seen on the media but has not experienced the process itself.

"About the processes of design thinking, it is a subject that I have seen in tv shows and documentaries but never had contact with the process that supported the innovation." Participant FF1

This reaction complements the view that the term "design thinking" has reached an audience outside the design field; however, not everyone had the opportunity to be part of a design-led project.

Mindset 1: human-centredness - a consensus that adds value.

In the following quote, a participant expresses that despite having ideas, talking to people to uncover the needs contributes to making the solution more suitable.

"I've caught myself a few times trying to imagine things that I could invent like to help people, but I had never stopped to realize, how much talking and understanding people's needs really matters. And even gives more ideas, and at the same time makes a product that can be accessible to that person." - Participant A1

This quote mentions the word "invention", which is different from innovation, where the goal is to create a solution that adds value to people; for the latter, investigating and uncovering people's needs is essential.

Another participant mentioned that the empathy map supported documenting people's needs in a more personal way.

"The empathy map is very interesting! because through mapping, it is possible to define the user's needs in a more personalized way." - Participant FF7

The empathy map was the second activity, conducted after the interview and presented in four spaces to register what people say, do, think and feel. To register what is going on in people's minds and their emotions, whoever is in the designer's position needs to find the right questions and use their inference to understand their entire context.

Complementing the previous point, a participant mentioned that the guiding questions and tips in the workbook seemed an easy task to complete. Still, they were required one to think about what needs to be uncovered about people's lives and understand the person interviewed.

"I found it challenging because the questions seem simple, but they require a little thought and a knowledge of the person we are talking to." - Participant C4

The comment supports that qualitative methods, used in design, require the capacity to observe and read between the lines of what the intended user of the solution is saying.

The last selected quote mentions the added value of discovering that people do not often know how to articulate and contribute to FAS. Since the organisation delivers services.

"Because I think that everyone here promotes services to people. So, what caught my attention was, it was precisely to identify a need that the participant M2 himself did not know he had. [...] And that I see, reflecting a lot in the public that FAS attends, sometimes they may not be realising the greatest deficiency or the greatest need for something. Through this process, we can get there and find out what they do not even know and thus be efficient and effective in our work." - Participant C2

The reflection of this participant revealed that giving more attention, time and support to listening and discovering the needs of the communities that FAS is delivering services can make the organisation provide better services.

Therefore, according to the participants that joined the workshop, the points summarise the benefits they identified in being closer and more active listeners to the people that the organisation serves.

Mindset 2: framing - less noticeable

This section revolves around the framing, the second mindset selected; it was less mentioned less frequently than human-centredness. Also, the comments were intertwined with being part of a creative process.

"(I) felt my brain kicking. It went places it was not used to, that's it" - Participant D2

Problem reframing looks to the problem space from different angles, it requires attention and immersion in the information. However, it is not clear whether the comment and its context refers to this mindset or to the whole process.

The following comment from another participant showed the realisation that the point of the exercise was not about a new version of the object, but about obtaining the function that the object holds for the user.

"So, what caught my attention the most was to identify a need that the M2 participant himself did not know he had. Right at the beginning, we said, "man, I don't need a wallet," and during the process, I saw that I didn't really need a wallet; he needed something that had a wallet function." - Participant C2

In this sense, the problem reframing or problem redefinition, as usually called, became visible to the participant, not holding to the pre-existent ideas about how a wallet looks but understanding its function in the user's life.

Mindset 3: experimentation - limited resources, tangible outcomes

The third mindset emphasised during the workshop received also less mentions during the reflection compared to the human-centredness.

A participant described that creating prototypes with limited resources gave surprising results about what can be created and the usefulness of having something to show to the intended user.

“Also the chance to build prototypes, you get out of the position of not having a lot, but you really don't need a lot to do something, to test something, or give someone something to test.”
- Participant L2

The comment supports that even with the restrictions of the remote workshop and participants having to arrange craft materials to prototype and find creative ways to test with their users, the experimentation mindset became tangible. In addition, there was limited time for the task that puts pressure on taking action.

The following participant's perception complemented the previous one, but in this case highlights that having something tangible is more beneficial than having nothing at all.

“Because with so few elements we will not reach the best of all worlds, but it is better to have something than to do nothing” - Participant K2

The quote aligns with the bias towards action embedded in design practice, that when there is not a complete picture of what is going on, the promising route is to start creating something.

Making room for design practice at FAS: time constraints and workflow

When participants were asked about the limitations of integrating the process they have experienced, one person mentioned not having enough time and work overload.

“Time vanishes in an overload of activities” - Participant FF6

Complementing the previous comment, a participant mentioned that there is time pressure when funding opportunities appear and projects need to be written right away without the time to, for instance, think and create other possibilities and use that stimulate creativity.

“Of course the time, usually (if not always) the process of creating a project and submitting in [Public Procurements and Project Funding Opportunities] happens very quickly, therefore, we often don't have much time to have these moments of brainstorming in environments that stimulate creativity, like Miro.” - Participant FF1

This point is very relevant; if the organisation is running against the clock to submit a project, there is no opportunity to, for instance, have the time to go to the field to uncover people's needs and even co-create solutions with them.

Another participant brought light to the possibility for FAS to understand what part of the design practice can be integrated into other project management practices.

“Defining which concepts of “Design Thinking” can be incorporated into various management philosophies, even if some concepts are similar, as with the Scrum framework.” - Participant FF8

Because, as shown in the workshop, design is made up of multiple methods, mindsets, and tools. Finding what and how these parts can be slowly integrated into other organisation practices can be beneficial. Although the last quote selected highlights what a participant is optimistic about, the only barrier is breaking the habit.

“Just the habit in the traditional method. other than that, the application could be carried out smoothly.” - Participant FF5

Finally, from this reflection, it is clear that participants have noticed positive aspects as it pertains to their context, but FAS itself also needs to make time for these activities and update the workflow. Hence, it is preferable not to be reactive to the external opportunities for project funds but have more opportunities to push and create the projects from the bottom-up.

6.5.3 Workshop Analysis: Facilitator's Point of View

The second layer of analysis is based on my observations captured during the two editions of the workshop. Because both editions were recorded, I watched it again and identified more points that during facilitation was not noticeable. The observations were clustered into two themes and further described in the next section.

6.5.4 Workshop Results: Facilitator's Point of View

As I was the workshops' facilitator, the main points encountered in both editions that have impacted the implementation of the workshops were divided into two themes.

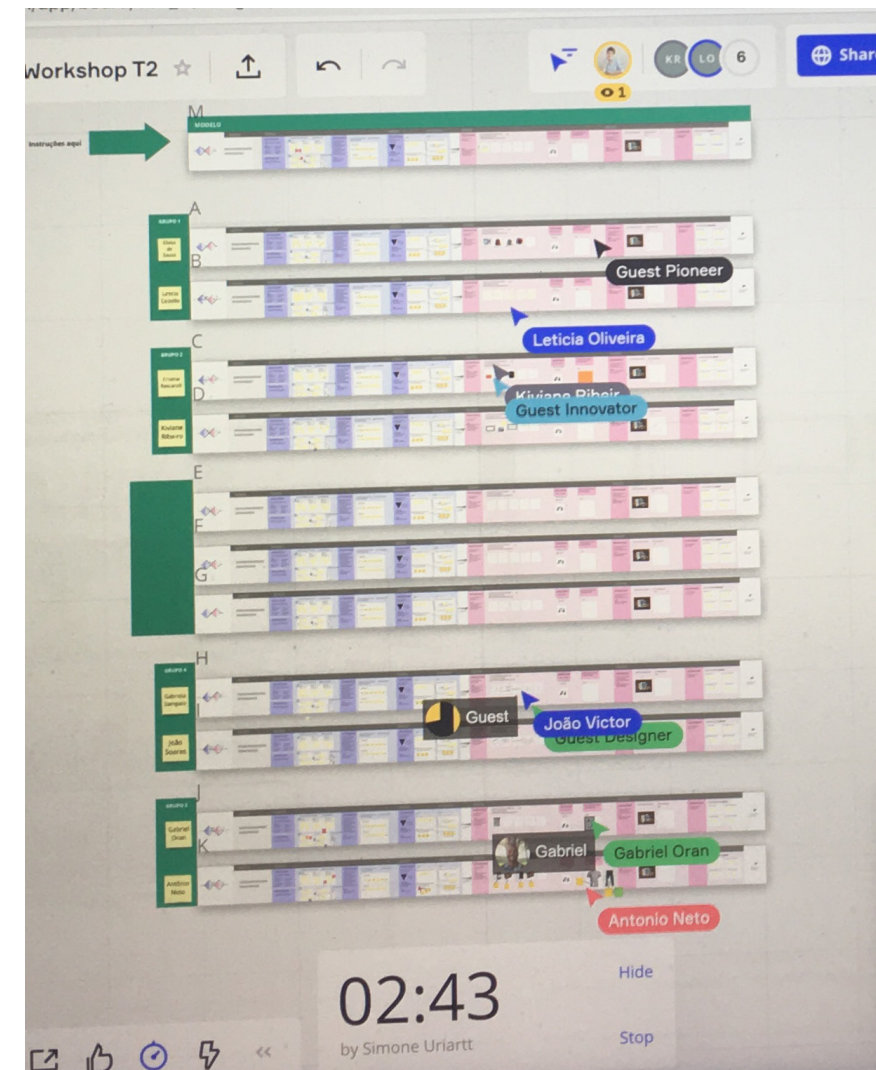
Difficulties and Restrictions

This first category includes the obstacles that I encountered during the sessions. The most significant difficulties are related to the second and third part of the workshop because they were more interactive.

When working remotely, the first difficulty was due to internet connectivity that impacted some participants to join the entire workshop and impacted the practical activity. They had to work in duos. A few people had trouble during the interview activity since their partner who was not there, or in some cases, participants missed the explanation of the activity or how to use the workbook. While preparing the workshop structure, I left extra minutes for the unexpected events, which this spare time was essential in all editions.

Another problem of conducting an online workshops is the limited ability to provide a creative environment; participants were asked to select few supporting craft materials (coloured pens, papers...) to support the prototyping activities. However, not everyone had these materials available at home, reducing the potential and playfulness of this activity.

The third difficulty is related to using the collaborative whiteboard, and it was the main adjustment between the first and second workshop. The platform is not user-friendly for those who do not speak English or are not used to collaborative tools. However, from the facilitator point of view, they worked well since it is possible to follow everyone working at the same time (see Figure 67). Also, the facilitator can leave notes while people are working in breakout rooms without disturbing them. During the second edition, participants worked in workbooks in separate files to register the information. Even though it was possible to access the links, it was incredibly difficult; challenging to have multiple tabs of documents open at the same time. Another problem encountered with this system, not everyone documented the activities; for instance some preferred to do manually on paper. In this sense, I had more difficulty giving tips and reviewing the work while it was taking place



◀ Figure 67
Screenshot of participants documenting the process in the workbook during the session in the collaborative whiteboard.

Enablers and Surprises

The second category of observations has a more positive note since it highlights what I did not expect to happen and contributed to the delivery of the workshop despite the adversities mentioned in the previous section.

Starting with the participants' engagement: despite the technological difficulties, people followed all phases of the practical exercise, even when the person they were working with had to leave the workshop due to some work responsibilities. Considering that it was a three-hour online session, having people committed the whole process was a surprise.

Connecting to the previous point, participants were able to follow all phases, use the workbook and come out with prototypes; it was a pleasant surprise that the first edition worked. So, I decided that another challenge could be used for the next edition; for instance, a challenge with a more service-oriented nature related to the organisation. Yet, the challenge needed to be familiar to all participants, and lower in complexity to fit in the time restrictions of the workshop. For this reason, the 2nd edition was defined as to challenge participants to design an activity for "Happy Friday", an event that promotes interaction between FAS employees and during the remote work that have not been entirely successfully adopted. Participants were also able to navigate all phases and deliver solutions to this challenge as well; the only



Figure 68

Participant's prototype showing the invitation of a possible activity during the 2nd edition.

difference is that most participants chose to prototype using digital tools instead of physical craft materials (see Figure 68).

The second point that observed is that to have a good workshop experience, it was essential that participants had a lot of engagement and were open to learn. Participants asked questions during the practical exercise. Fortunately, a lot of participants had innumerable questions during the workshop and it proved essential to motivate and keep the group energy during the workshop. There were also participants who joined in to help others or support overcoming technological issues during the workshop.

It was a surprise when participants mentioned that, through this activity, they learned about the methodology and had a moment to know someone in the organisation not worked before. For instance, during the interview, they found themselves discovering great things, such as shared interests and differences between their lives and those of their colleagues. A few times, people wanted to continue the interview part even though the time was already finished because they were enjoying themselves. So, in this sense, it was an unforeseen consequence of the workshop to enable these bonds and interactions between FAS employees.

Connected to the previous point I observed that participants enjoyed being part of an activity that was different from their day-to-day and having a break from work routines. This was also an unforeseen consequence that impacted the workshop's energy despite the restrictions that remote work poses in people's interactions and motivations.

6.6 Conclusion

Three major conclusions can be drawn from implementing two editions of the workshops intended to disseminate designerly thinking and methods among FAS workforce.

Despite the introductory nature of the workshop and the further limitations imposed by hosting an interactive session online, the structure, content, challenge, and workbook supported a hands-on experience for the participants to understand better how a design-led process looks like in action. Helping demystify the term "design thinking" - that could be portrayed outside the design field as "magical and

conceptual theory" and showing the possible outcomes it can support to achieve. The workbook and the recorded presentation became deliverables along with this thesis, available to FAS employees who could not join the sessions and help those who want to apply in their daily challenges. It is crucial to remind that the material has its limitations; it suggests design methods and a process to tackle low complexity problems. For instance, the problems participants worked on in the workshops.

The second conclusion is related to the participant's comments and questions during the workshop. They were able to point out correlations of what they experienced during the process to the organisation's context. For instance, mentioning the value of uncovering people's needs in Protected Areas; using the limited resources to experiment and propose solutions that can be tested; and thinking about attending to the needs before giving shape to a preexisting solution. These points, along with my observations, sum up the potential that design practice can hold to contribute to FAS delivering better services and proposing innovative projects, and not only responding to Funding Opportunities as they appear.

The previous points that summarise the positive aspects that FAS employees identified can be only taken further if the organisation finds a way to insert those practices into their routines. Participants pointed out that the main limitation of including "design thinking" to their practice was time. Besides the issue with time, these practices can not find a way to be inserted in an entire scheduled workday without the proper reserved space and incentives. For instance, other factors support the process, such as the physical and digital platforms that ease collaboration and spark creativity. And facilitation of a practitioner can help navigate the process when tackling more complex challenges.

6.6.1 Limitations

Due to time constraints and the lack of consistently available participants' documentation of the prototypes created, for instance, some participants chose to make notes in paper and not all presented their solutions at the end of the workshop. Hence, I did not analyse the outcomes produced in the workshops (solutions to the design challenges). Instead, the analysis focused on participants perceptions of the process and my observations on how people were interacting and engaging with the methods as a whole.

6.7 Reflection

Creating and implementing the workshops was a very demanding activity that provoked questions and insecurities.

Design has no well-defined boundaries, and the field is in constant evolution. So, to what extent my design views are restricted, biased or one-dimensional? And to what extent, in the pursue of defining it, so non-designer can understand and apply, but when there is a strict definition, there is no room left for transformation. These thoughts went back and forth, until the time pressure to create the structure, slides and workbook arrived, and I had to put it out to the world and try to embrace the possibility of failure. Looking back, the first edition was a safe choice because the challenge was based on creating a “wallet” which I have had the experience of facilitating before. However, succeeding in the first edition of the workshop helped build confidence to try a different challenge in the 2nd edition. At the same time, both editions had a safe component of following a linear approach. So for a future occasion, it would be interesting to teach using a non-linear approach (which is the one that this project is taking) and to learn how participants react to it and what are the learnings and outcomes that could be obtained.

In terms of facilitating the workshop, it was a multi-tasking endeavour, but it helped to build more confidence in taking the role of a design educator. Having to face all the unexpected technology issues that make turbulence in the well predesign workshop experience was a bigger struggle than expected. Besides that, coordinating break-out rooms, answering people’s questions, controlling the time, following people’s documentation during the practical activity while keeping the energy high demanded all my attention and energy. It would have helped to have a second facilitator and a second monitor to split the screen and better manage everything that was going on. A second change that occurred after the first workshop was that, the following

ones were a little easier, although, in each, a different issue appeared. In the future, I might not be 100% prepared for all possible circumstances, but it will be more confident that anything can be overcome. Lastly, these online workshop make me increase the nostalgia for a time before covid-19 took hold, when and the energy between participants could flow without the barrier of screens. Even more, in Brazil, where the culture in general is warmer and closer.

Lastly, the workbook in the collaborative whiteboard and on the collaborative presentation platform assisted with direction and guiding questions but unfortunately failed in helping participants to document the information easily. The first failed because of computer limitations of holding the call and the platform open; the second failed because of lack of good user interaction that supports drawing and moving easily notes around. Therefore, more iterations are needed to find a suitable supporting platform that could be a better fit with online workshops.

Key takeaways

- A three-hour design thinking workshop was used as the model to introduce design as a process; it consisted of three parts: presentation of basic ideas; practical exercise; and reflection
- Workshops were facilitated online, where participants worked in duos in break-rooms, experiencing the role of designer and user;
- Two Workshops editions were implemented with differences between the design challenge, platform and the participants that attended;
- The practical exercise accompanied a workbook with instructions; however, none of the platforms easily allowed participants to register and express creativity;
- Participants were able to tackle a design challenge, from exploring the problem to proposing a solution and testing with the user;
- Participants’ reflections pointed out the methods and the process as beneficial to the challenges the organisation faces;
- Human-centredness was the design mindset most mentioned by participants, highlighting that uncovering people’s needs can contribute to FAS delivering better services;
- The supporting materials and video presentations created for the workshop are deliverables to FAS that support employees to use design when tackling low complexity challenges.

7 Reflections & Recommendations

“After all, ‘reflection’ just means ‘thinking’, and I’m sure we all agree that thinking is helpful to learning.”

By Stephen Drapper (Fleck & Fitzpatrick, 2010, p. 217)

A traveller that walks through the rainforest can mark the trail for others to come, while one that navigates can not leave a mark on the water that lasts but creates waves that may travel far (see Figure 69).

First, this chapter presents a reflection on the whole project. This reflection aims to connect the “marks” left on the path of this project journey and, thus, the main lessons learned.

Second, the chapter translates the findings presented through the thesis into actionable points that promise to add value to how the Foundation operates. Thus, the chapter provides a look into the “waves” that can travel on their own. It also indicates the potential path for further design research and development.



▲
Figure 69
Navigating in Negro River.
By J. Adalberto, 2021, Photograph.

7.1 Introduction

Every chapter of the thesis ends with a reflection; however final reflection focuses on the whole journey. Looking back to what happened from February to June, what unforeseen discoveries came up, and what significant external and internal factors influenced the pursuit of a solution, and what could be done differently in future opportunities. The first part describes how the FAS core team perceived the process and how the I experienced conducting it.

After the reflections are complete and based on the learnings highlighted, the chapter moves to the recommendations part. A section that translates the insights and learnings into actionable points of attention and action that FAS can take to continue integrating design practice in the organisation.

7.2 FAS Core Team's Reflection

Starting with the reflection conducted with the FAS core team, the primary intention is to revisit the process, explore the learnings they observed in themselves and what they think is staying in the organization. The second is to think about what could be conducted differently.

7.2.1 Method

The reflection meeting was scheduled for after the activities of the Advocacy Vision concluded, it was in the last weekly meeting between wit the FAS core team before the delivery of the thesis.

Because it was the final meeting, the structure and atmosphere were organised to be more informal. For instance, the participants were welcomed with music and, during the first 20 minutes, joined a warm up activity (a game).

The main reflection activity lasted 40 minutes. A set of guiding questions is prepared: the first ones explore the aspects that relate to the members' understanding of the problem and the design-led process. Then, please see the following questions:

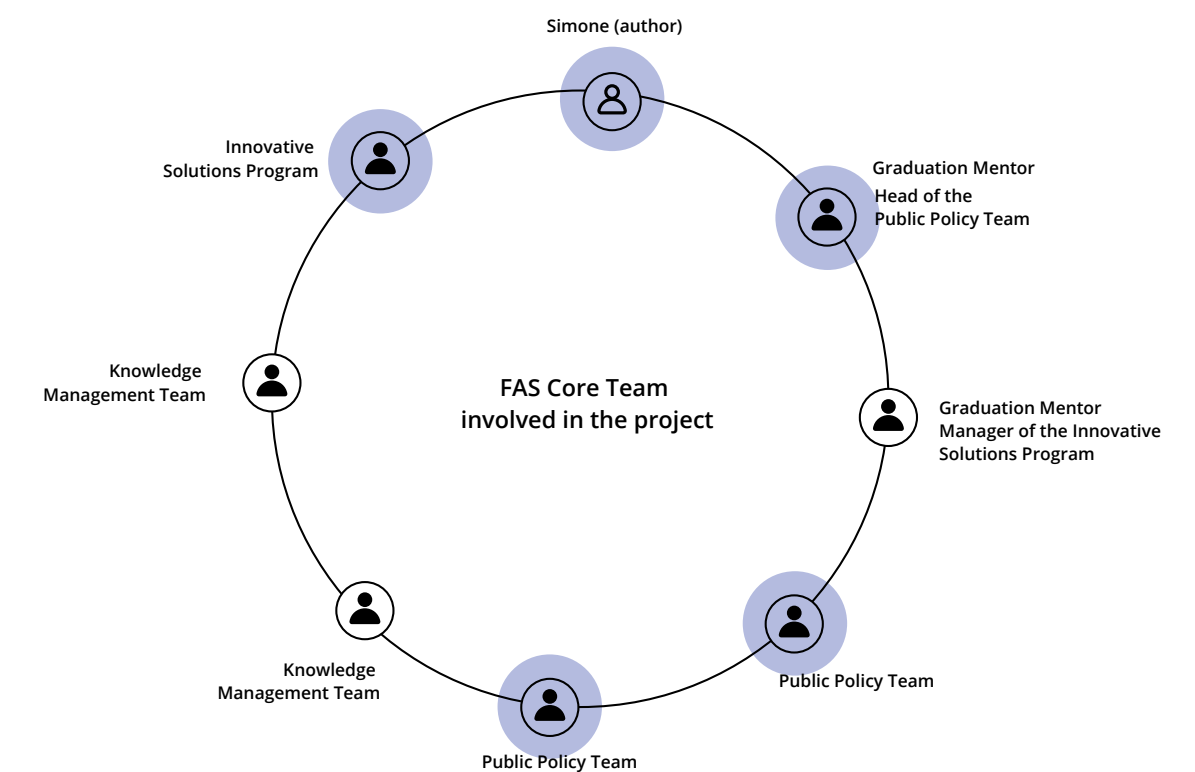
- What lessons did this project bring? (1) about the initial project brief (2) in general;
- What was it that most impressed you? For instance, what do you think you are going to tell me in a year?
- How do you evaluate your design knowledge compared to the beginning of the project?
- What do you think will be a legacy for the FAS?
- Is there something you will handle differently in the future? (in terms of the challenges you have in your daily life)
- Is there anything you would change if we had a chance to start this project again?

The meeting lasted one hour and was recorded, documentation happened on the collaborative whiteboard, and then later, the session was transcribed (see Appendix VI). I analysed and clustered the comments in overarching themes and selected quotations to illustrate them.

7.2.2 Analysis

The session was recorded the session and transcribed. It allowed to identify direct answers to the questions and also comments that were relevant in terms of drawing impressions and reflections regarding the project. Alos, recording allowed to "revisit" the session and identify four main themes present on the reflections.

We encountered difficulties during the reflection activity, even though everyone from the FAS Core Team was invited, only four people could join the meeting (see Figure 70). The picture at the end of the session was taken to register the moment (see Figure 71). Besides that, the internet connection was unstable, and one of the participants could not contribute to the entire session. In addition, because two members joined the project in April and May, respectively, they could not reflect on the whole journey.



▲ Figure 70
It indicates participants that joined the final reflection.



▲ Figure 71
Screenshot with the team that joined the reflection at the end of the virtual meeting.

The initial warm-up activity was conducted with restrictions because internet connection made it difficult for participants to play a game on the collaborative whiteboard.

7.2.3 Results

Embracing non-linearity

One of the participants mentions that the process that they have being part involved testing and experiments, which impacted directly in the plannings. But those tests allowed for route changes, it also allowed exploring outside the boundaries of the problem, consequently being fluid and including more people in the process, leading to better results.

“Seeing how planning needs to be alive in fact, this does not mean that you are failing to fulfill what you set out to do or distancing yourself from your goal, and on the contrary, I think that this vision that you brought about design is always testing [...] things don’t necessarily have to be linear and, right, well fitted into a small square for us to get nice results, on the contrary, I think that when we manage to be more fluid and include more people, the result is always richer.” - Participant FA1

This comments suggests the participant understood the dimension of non-linearity of the design process which contrasts with the logic of traditional planning, where leaves less room for experimentation and leads people to continue in the route of the predefined steps and pursuing the outcomes set in the beginning, even though they show in the middle of process of not being responding for the problem intended to be solved.

The second comment complements the previous one, adding to the discussion the change in perspective of not seeing the pursue of solutions not as immutable; on the contrary, she mentions that following a not ideal path is also fine because it can be adjusted.

“I think that as learning is in the sense of showing that what we are building is nothing written in stone, right. It was a real exercise to understand that a construction can and should be improved and adjusted over time, and that everything is well if we follow a route and it is not ideal” - Participant FA2

From her comment, it is interesting that she acknowledges being comfortable being in the “beta” space and relief that either path can lead to good results because it will be adapted and adjusted along the way with the learnings.

Fostering collaboration between departments

The second theme explores the following comment that mentions that the process contributed to the opening of the process to include people beyond the Public Policy Agenda. After all, when undertaken activities in advocacy, it means representing the whole organisation. Therefore, it needs to have the perceptions of people from other departments.

“The second point is that we need to listen to all the people involved, right. I think this first exercise of thinking about the flow and trying to think for the people around us, I think it’s not that effective, important is it really gives voice to all people and that’s why it reverberated so much internally, right, give us space here to listen to other sectors besides the PPCI, I think this was a great learning experience for us not only keeping it in the public policy box, but understanding that we’re talking about advocacy on behalf of the FAS.” - Participant FA2

The comments bring up the benefits of collaboration inside the organisation, even more in defining visions and strategies related to policy-making matters that have a connection with every external project FAS undertakes. It has a closer link to what a participant answered about what could have been done differently. She mentions that the need to open the process and include people out of the Public Policy Team and Innovative Solutions Department became apparent later. For a next time, it would have been beneficial to have an open invitation for everyone.

“I think we ended up actually opening the process for those who were more out of our circuit here in the Program a little late, but I think we saw this need later... so I think that in future similar opportunities it will already open the box at once from the beginning and invite, right, an invitation then whoever wants to join will come together to participate”. - Participant FA1

This previous quote indicates the benefits of including more voices was not evident at the beginning of the process.

Expanding FAS human-centredness approach

Through the participant’s expressions, using empathy and making the projects more centred at FAS’s audience was identified as a learning and a positive outcome. However, empathising was not an aspect emphasised in the current FAS projects’ workflows elaboration when this project started.

"I think that's what I'd really like to put into practice, so it would be to insert the issue of empathy, right, during the elaboration of the processes, and I think that something we don't do like that, it's not a practice, right, of thinking about pain and empathize with our audience and such." - Participant FA2

Participant's reflection reaffirms that the way the elaboration of processes is conducted is not a practice to undertake activities to empathise with the audience.

Introducing design as process at FAS

The last theme identified starts represented by a participant's comment that gives herself a note on self-assessing the progress in design knowledge between four and five, explaining that compared to the beginning, her idea was superficial, for instance, considering graphic design, but now she sees it connected to everything.

"I'll give myself between four and five right there on average,... I think that's it too, right, my conception of what design was a superficial thing like that... graphic design and such, but design is involved in everything, this I didn't have a vision so I learned a lot from you too." - Participant FA2

Another participant gives herself a grade between five and six, considering that the first meeting they had with the author [in 2020] she thought with herself, "I have never heard of it". She adds that likewise for her was the first contact, for many others at FAS too, and sparked interest because people after the workshop asked if there would be more editions.

"On a scale of 0 to 10 thinking I didn't know anything, that was when we met for the first time and I told [FAS: 2] "I've never heard of it" so I think I'd give myself a grade between five and six because I think there's still a lot to learn right, so I see like 5-6 doesn't seem like a good grade but for those who were at 0 it was a super progress. [...] For us it was the first contact of this concept, for many people at FAS too, right, I think that everyone who participated in the workshops actually had an interest and engagement, right, other people wrote asking if there will be other editions." - Participant FA1

Both participants that joined the process from February to the end of May assessed their design knowledge being improved compared to the beginning.

The four themes presented demonstrate how FAS participants have reflected on the learnings of this project. The participants were keen on incorporating more voices and collaboration into their processes, also embracing the idea of testing. They indicated a different understanding of what design can do as an approach at FAS. By reflecting on the learnings of this project, they could reflect on their usual

work process and identify values and dimensions they would like to incorporate to improve their operations. These learnings are the waves spread by this project.

7.3 Final Reflection

Finally, it arrives the time to register the a reflection on what I have experienced during this graduation project. What were the unexpected findings, the fail attempts, what they meant, and the lessons left for future endeavours. Because this project was a multidimensional experience and had pivoted from the initial briefing, there are many points to reflect on; for this reason, this section is broken down into themes.

The Whole Journey: Solution vs Outcomes

I have embarked in this graduation with great expectations, almost too many. The first was to design a policy-making process that would have explored participatory methodologies, for instance, co-designing with citizens to propose better policies, which was a hypothesis stated in the briefing.

Nevertheless, the project started in February 2021 where the covid-19 impacted Manaus highly with the origin of the new variant. Hence, activities with communities were reduced, and the organisation's efforts were centred on the urgency of health support where the government does not reach. Therefore, the possibilities of having interactions with communities in remote areas decreased drastically and became impossible in the project's timeframe. In addition to this external factor, the interactions with the FAS core team in the early experiments revealed that before designing a process, more pressing issues needed to be addressed, which led to the redefinition of the problem to focusing efforts on advocacy.

With this redefinition in mind, I created a great expectation and "bias towards actions" led her to believe that in two months, it would be feasible to collaboratively create a vision and validate it with FAS directors. However, shortly after changing the proposed methods and strategies, it realised that all these strategic decisions around vision need time and engagement from multiple people and would be again not realistic to finish in the timeframe.

On these two occasions, I felt a deep sense of failure since the focus was on delivering a solution. However, only weeks after reviewing the entire project, the outcomes

achieved and the comments from the FAS core team made me realise that process in itself mattered and revealed rich insights that have potential value for the organisation and the my journey as design practitioner.

Looking back to the formal design education experiences I had in Brazil, Canada, and lastly, in The Netherlands, I focused on evaluating students' work based on the proposed solution; less attention is paid to the outcomes in between. If the design is the artefact created and the process itself, how do we prepare designers not to fall into the trap of only be obsessed with a solution?

Design Practice is Bigger than the Designer

In addition to this difficulty of seeing the small gains in the journey is often a misleading stereotype that designers have superpowers of coming out with disruptive innovation. While this project demonstrated, the designer itself (me) does not hold the answers, especially in such a complex scenario, policies to support the sustainable development of the Amazon. But the design practices are the enablers. Again design practices are not isolated entities; they need the human factor, in this case, the combination of people from multiple fields of expertise and lived experiences. For instance, I do not understand the intricacy of conservation of forests or social assistance programs, but because the project worked with a team with these backgrounds, undertaking a project like this was possible.

Nevertheless, the point is not designers as professionals are useless. On the contrary, the learning is that the designer is the one that carries and spread the practice and support other experts and people with lived experience to work more effectively together, to ask better questions, find and adjust the process path, and identify the outcomes along the way in the pursuit of solution.

Commitment to Causes & Personal Struggles

I have a huge motivation to find and solve problems, in addition to a deep concern about the conservation of the Amazon and the well-being of those that live there. This graduation was an uncomfortable and realistic experience where there was a great amount of frustration involved—for instance, realising of not being able to promote changes in the speed needed and often seeing the actions of helping this organisation as insufficient to fight back what public leaders are doing in terms of

public policy. The Foundation's work seems to contain the damage done by those in high positions of power in Brazil. Often, the question was if the advocacy vision was about 2030 or was still about 2021. Is there a way to dream how the future looks like nine years in the middle of a pandemic and political instability? These external factors influenced me and certainly influenced the FAS workforce motivation.

A graduation project is a significant milestone in completing a two-year program. In five months, I went through stages of inspiration, frustration, enthusiasm and desperation. Inspiration came from all those interactions with the FAS core team, getting immersed in their problems and finding valuable ways to help them. The frustration came when I acknowledged the limitations of time, remote work and people's availability that constantly impacted what activities I could propose, which gave me a realistic experience of how the world outside the academic environment works. Enthusiasm appeared in the small achievements of the journey, recognising that I could organise and facilitate remote design thinking workshops. Finally, desperation came at the end on how to convey what happened during those months of overlapping activities and changing routes.

Legacy and Impact of the Project

Starting by reminding the title of the present thesis, "embedding design practices", on an organisation with around 129 employees (without considering the external consultants), the impact can be evaluated from different perspectives.

Suppose the baseline for measuring impact is the number of people that had a close involvement with the project. In that case, around 50 people interacted with the project, of these also 38 people joined the design thinking workshops (even though not all finished). Besides that, the Project core team was formed of six people where two have followed the process from beginning to end. Of course, it is a limited number compared to the 129 employees that FAS has. However, the work was completely done remotely in four intense months, so it was an outstanding achievement considering the circumstances.

From my perspective, measuring impact is difficult because the value of the questions raised, the pivoting of the project, and the learnings that the workshops have left are beneficial for the knowledge growth of the organisation. Still, the tangible outcomes that will be generated take time to flourish. Organisational change is not immediate,

so the impact is difficult to harvest in the short timeframe of the project, which does mean insignificant.

What it is true that the term “design”, in its more strategic dimension, is not alien for FAS anymore. After this experience, I believe embedding design practices and a design mindset in an organisation requires top-down support, besides a bottom-up interest in this topic. What could be done differently is the involvement of C-level managers at the beginning of the project to know more about what I was trying to achieve and eventually support it. Hopefully, the Foundation will take the experience documented in this thesis, and the following recommendations in a productive manner and nurture design practices in their work processes.

7.4 Recommendations for FAS

Based on learnings and insights that the thesis highlights at the end of the chapters and the final reflections with the FAS core team. This section gives a set of actionable points that aim to help continue the work that this project has started—supporting the Foundation on cultivating human-centredness view, experimenting in their internal processes and having an inquiry-orientation that supports the reframing of problems.

This project significantly focused on how the organisation operates; designing the internal process will also impact the organisational culture and the capacity to propose innovative solutions. Therefore, taking these recommendations into account will help the organisation keep evolving, be resilient and adaptable to current and future scenarios.

The recommendations are divided into two parts. The first focuses on the Public Policy Agenda and what next steps can be taken to continue to build the Advocacy Vision. The second part focuses on the recommendations for the organisation as a whole, which is essential to take into account when the intention is to continue integrating design practices into the way of working. Besides the guidebook delivered with the thesis, there are a set of enablers and minimal conditions for the FAS workforce being able to integrate design practices in the routines.

7.4.1 For the Public Policy Agenda

These set of recommendations intend to help continuing building the advocacy vision that this thesis has started.

1. Conduct FAS External Project Mapping 2nd Edition

Implement the second version of the FAS external projects mapping connecting to the eight strategic areas and compare with the first one. The form was already prepared, and the current project already set the graphic style on how the information can be represented.

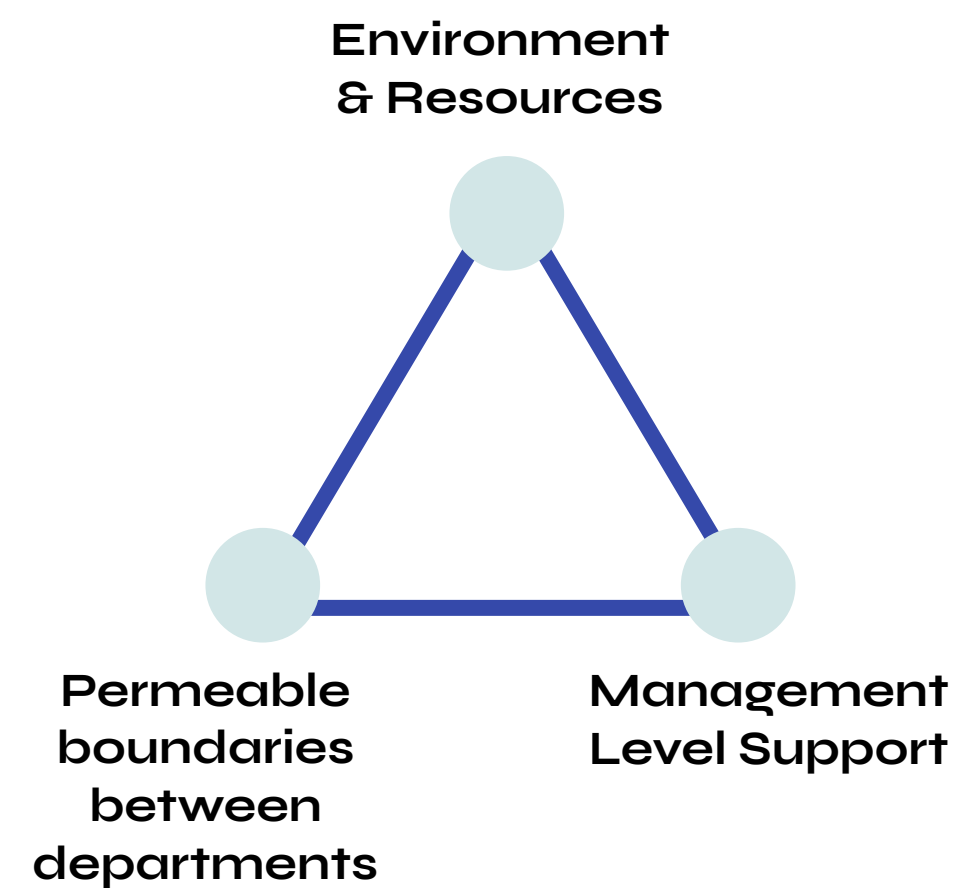
2. Keep the Experimentation Mindset

As already mentioned by a member of the FAS core team, “it is not written in a stone”, so remember to embrace the experimental mindset of design processes. Therefore prepare the second round on how to co-create the advocacy vision, considering the learnings described in Chapter 5 and including more views also on how to conduct the process;

7.4.2 For Embedding Design Practices

An organisation is a living organism that evolves and changes. Design practices support these changes to occur when rethinking how the organisation operates and takes strategic decisions. According to Junginger (2017), it is not enough to design solutions around people's capabilities because they might not use an emergency button due to another individual, social or cultural matters.

For this reason, the incorporation of design practices needs a set of enablers. The project has introduced design methods, tools and mindsets along the journey. Still, for them to be incorporated into the organisation culture, the enablers must be considered. Figure 72 represents the three pillars that I consider essential to support continuing the integration of what this graduation project has introduced.



▲
Figure 72
Recommendations visualisations

1. Permeable Boundaries Between Departments

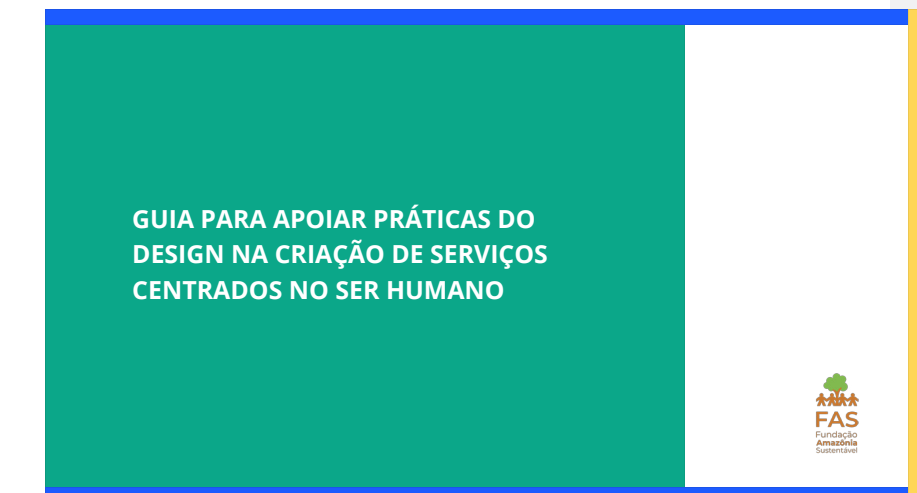
The potential for collective intelligence is already on the organisation. Still, people need to have the supporting mechanisms to reach, integrate and collaborate between different departments. Fostering more exchange, for instance between people that work more in the field with those formulating, prospecting funding for projects and coordinating the activities. What matters to people who receive FAS services is the fulfilling their needs, not the department responsible for it. In addition, collaboration brings shared ownership of the projects that motivate people to get their expertise across the virtual barriers of their departments. Design-led processes need the availability of people from different departments, management levels, experiences and views to thrive.

2. Environment & Resources

This item comprises the resources needed to create a supportive environment for a team that aims to include design practices in their workflow. Examples of resources are time, incentives, physical spaces or digital platforms that enable collaboration and creativity to flow. In this project, a collaborative whiteboard was tested. However, there are similar options that can be evaluated. In addition, resources include facilitation, hiring outside experts and investing in training in-house FAS design-led disseminators. These are essential to building capacity among the collaborators. Finally, the Guidebook (instructional videos and workbook) (see Figure 73), delivered with this thesis, is one of the multiple resources to FAS employees to integrate design practices into their daily challenges.

3. Management Level Support

The previous two points will potentially not show results if those in the management position do not see value in investing in design practices at FAS. As already mentioned in the integration of design practices in non-profit organisations, people in higher management positions need to show signs of support (Nusem, Wrigley, & Matthews, 2017). Therefore, the management must treat embedding design practices as a shared goal. People need to feel empowered to experiment in different ways to tackle their challenges, having the security that if it does not work how it was expected, the learning outcomes are also meaningful and valuable for the organisation.



▲
Figure 73
Guidebook

7.5 Recommendations for Further (Design) Research

This section includes recommendations for the development and improvement of products and services. They come from unmet needs and lack of better options that I have identified during the project. It also includes the very much focus of this graduation, non-profit organisations that have embedded design practices.

7.5.1 Enhancing Remote Collaborative Sessions

Covid-19 restrictions had a major impact on people work environment. While remote work enables collaboration with actors in far distances, there is a need to improve products to become more inclusive and produce the same results as a presential collaborative sessions.

Online whiteboards. There are many online whiteboard platforms. However, they are not inclusive in the sense of supporting languages and the simplicity of the tools and options. Their interfaces become a barrier for those that have difficulty understanding English, menu organisations and logics. There is an opportunity for research on whiteboard interfaces to finding the minimal set of tools.

Digital literacy. Although the capacity of smart devices is increasing, the assimilation of new tools does not follow proportionally the same trend. So the question that remains is how design can support onboarding on everyone.

Empathizing digitally. While digital sessions and interviews can create empathy for the user, the context of the project may be overlooked when working remotely. In this project, I have previously visited where FAS is located. However, understanding the context remotely when the designer needs to start a project without having the opportunity to visit the area remains challenging. Thus remote explorations of context for design projects can be addressed by future research.

7.5.2 Supporting the Integration of Design in Non-Profit Organisations

The recommendations are based on the reflections described in each chapter and observations during all activities.

Measuring the impact of design in non-profit organisations. Researching in different contexts and non-profit organisations fields and sizes. Having evidence and case works will support the implementation and integration of design practices in other organisations.

Advocacy vision and strategy. Non-profit organisations are often tackling a problem that governments overlook, and their work is intrinsically connected to influence change in how society is organised. Not all use the term “advocacy”, but through their work, they enhance the voices of minorities and bring light to issues essential to building a more equitable and just society. In this sense, the human-centredness nature of design and the methods that enable empathy show potential to the field. There is an opportunity to investigate further how design can support advocacy.

8 Conclusion

“We feel as if we are loose in a cosmos empty of meaning and unaccountable for an ethics that can be shared, but we feel the weight of that choice on our lives. We are alerted all the time to the consequences of these recent choices that we have made. And if we can pay attention to any vision that escapes this blindness that we are experiencing all over the world, perhaps it can open our minds to some cooperation between peoples, not to save others, but to save ourselves.”

By Ailton Krenak (2020, p. 23)



▲ Figure 74
Sunset at Negro River. By O. Ramos. 2021. Photograph.

Krenak’s words from the book “Ideas to Postpone the End” introduced this thesis, and the same author wisdom comes back to present the last chapter. In this quote, he talks about paying attention to the signs surrounding us; it is urgent to redesign the relationship with Earth, giving more respect and cherishing its beauty (see Figure 74).

Having the opportunity to work (even from a distance) with the issues surrounding the conservation of the Amazon rainforest has made a profound impact on me. The turbulence that the Western way of living caused in the environment and the complexity that shifting towards a more sustainable way of living demands, have guided my curiosity during this thesis.

The following pages present a conclusion from a designer who collaborated with a non-profit organization that tackles the complex task of finding a sustainable way of living that restores the damage and protects the next generations’ future.

This thesis presented how design practices can support the Public Policy team of a non-profit organisation (Foundation for Amazon Sustainability) that aims to promote the sustainable development of the Amazon rainforest in Brazil. I argue that integrating design practices is crucial to help the Public Policy team and the whole organisation in two ways.

First, the project contributed to the Public Policy team viewing their work from a different perspective, deciding which pressing issues needed to be addressed first (having an advocacy vision), and showing the benefits of collaborating with other departments and people from different managerial levels. Second, the project introduced to the FAS workforce designerly thinking and methods in a hands-on experience where participants could relate the human-centred design nature as beneficial for improving the services provided to the communities that live in Protected Areas and Manaus city.

By interacting and working closely with six people from the Public Policy Agenda and Innovative Solution Program for four months and facilitating design thinking workshops to 38 people from different departments, I have identified four key contributions of design practices. First, creating artefacts (for instance, canvas on a collaborative platform) enable more interactive meetings and collaboration contributing to a positive work experience, even more needed in times of remote work. However, the choice of how to organise these meetings and creative sessions, which methods, tools and platforms need to be inclusive in language and format and consider technology and connectivity restrictions. Second, the non-linearity of the project approach was a novelty to the organisation and brought light to the benefits of in-between outcomes generated when project planning is more fluid and adaptable. Third, experimentation and making ideas tangible during the process revealed the means to invite and engage people from different departments in the organisation to give constructive feedback. Fourth, qualitative design methods that help uncover people's needs showed FAS that they could actively listen to the communities in the early phases, creating the projects from the bottom-up.

Despite pursuing sustainable development during a pandemic and politically unstable scenario, the FAS workforce showed resilience, willingness and curiosity to learn new working methods. Now, it is in the organisation's hands to decide whether to cultivate the seeds the project planted. To continue using design methods, processes and

mindsets at FAS, this thesis recommends making departments boundaries more permeable, making available the resources and support from the management level. The benefits of design are expected to vary according to how and the depth design practices will be embedded in the organisation. Nevertheless, it promises to bring more innovation capability, leading FAS to deliver better services that meet people's needs and consequently support the environmental conservation of the Amazon rainforest.

Furthermore, this project presents several lessons and points of adaptation and improvement on bringing design to other fields from a designer perspective. Especially when the context requires remote work and liability on virtual communications tools. More than choices of tools and methods, most of a designer practice involves engaging, motivating and communicating clearly. The answers and solutions to complex sustainable development problems are not in the designer's hands, but this professional can assure that diverse voices, such as experts and people with lived experiences, are heard and considered to elaborate a more just and equitable collective future.

This thesis started by describing my motivations and personal connections that made me conduct this project regardless of the restrictions and limitations of working remotely from a different time zone. By deeply caring about a sustainable future and feeling eager to see my home country fostering a more sustainable social and economic development, I have kept my motivation during this thesis. In times where political, economic instability and climate change put more pressure, there is always the limitations of the human condition of dealing with many externalities at the same time. Change happens slower than I wish for, then.

Therefore, I recommend that designers with similar motivations explore the contributions of design practices to non-profit organisations. Research can further explore the impact of embedding design in different organisational levels, sustain the use of design practices in the long term, and the designer's role in different cultural contexts and working conditions.

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Appendix

Appendix I - Chapter 1

Approved Project Brief

DESIGN FOR OUR FUTURE

IDE Master Graduation
Project team, Procedural checks and personal Project brief

This document contains the agreements made between student and supervisory team about the student's IDE Master Graduation Project. This document can also include the involvement of an external organisation, however, it does not cover any legal employment relationship that the student and the client (might) agree upon. Next to that, this document facilitates the required procedural checks in this document.

- The student defines the team, what he/she is going to do/deliver and how that will come about.
- SSC E&SA (Shared Service Center Education & Student Affairs) reports on the student's registration and study progress.
- IDE's Board of Examiners confirms if the student is allowed to start the Graduation Project.

USE ADOBE ACROBAT READER TO OPEN, EDIT AND SAVE THIS DOCUMENT

STUDENT DATA & MASTER PROGRAMME
Save this form according to the format: "IDE Master Graduation Project Brief_ familyname_firstname_studentsnumber_00-00-0000".
Complete all fields in this form and include the approved Project Brief in your Graduation Report in Appendix 1.

family name: Mello Pereira Uriart Your master programme (only select the options that apply to you):
initials: S. given name: Simone IDE master(s): IPD DI SPD

2nd non-IDE master: _____
individual programme: _____ (give date of approval)
honours programme: Honours Programme Master
specialisation / annotation: Medsign Tech. in Sustainable Design Entrepreneurship

SUPERVISORY TEAM **
Fill in the required data for the supervisory team members. Please check the instructions on the right!

Chair: Peter Lloyd dept./section: DOS/MOD Chair should request the IDE Board of Examiners for approval of a non-IDE member, including a motivation letter and c.v.
Mentor: Sine Celik dept./section: DOS/MOD 2nd non-IDE master only applies in case the assignment is hosted by an external organisation.
2nd mentor: Leticia Cobeilo organisation: Fundacao Amazonas Sustentavel (FAS) Ensure a heterogeneous team. In case you wish to include two team members from the same section, please explain why.
city: Manaus country: Brazil

Comments (optional): Chair and Mentor are from the same section because of the specialist expertise required for this graduation project. There is not the availability of that expertise in other Sections/Departments.

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Procedural Checks - IDE Master Graduation

APPROVAL PROJECT BRIEF
To be filled in by the chair of the supervisory team.

chair: Peter Lloyd date: 1 - 2 - 2021

CHECK STUDY PROGRESS
To be filled in by the SSC E&SA (Shared Service Center Education & Student Affairs), after approval of the project brief by the Chair. The study progress will be checked for a 2nd time just before the green light meeting.

Master electives no. of EC accumulated in total: _____ EC YES all 1st year master courses passed
Of which, taking the conditional requirements into account, can be part of the exam programme: _____ EC NO missing 1st year master courses are:
List of electives obtained before the third semester without approval of the BdE: _____

name: _____ date: _____ signature: _____

FORMAL APPROVAL GRADUATION PROJECT
To be filled in by the Board of Examiners of IDE TU Delft. Please check the supervisory team and study the parts of the brief marked **. Next, please assess, (dis)approve and sign this Project Brief, by using the criteria below.

Does the project fit within the (MSc-) programme of the student (taking into account, if described, the activities done next to the obligatory MSc-specific courses)? APPROVED NOT APPROVED
Is the level of the project challenging enough for a MSc-IDE graduating student? APPROVED NOT APPROVED
Is the project expected to be doable within 100 working days/20 weeks? APPROVED NOT APPROVED
Does the composition of the supervisory team comply with the regulations and fit the assignment? APPROVED NOT APPROVED

name: _____ date: _____ signature: _____

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Initials & Name: S. Mello Pereira Uriart Student number: 4870131
Title of Project: Designing a human-centred policy-making process

Personal Project Brief - IDE Master Graduation

Designing a human-centred policy-making process project title

Please state the title of your graduation project (above) and the start date and end date (below). Keep the title compact and simple. Do not use abbreviations. The remainder of this document allows you to define and clarify your graduation project.

start date: 19 - 01 - 2021 end date: 14 - 06 - 2021

INTRODUCTION **
Please describe the content of your project, and address the main stakeholders (interests) within this context in a concise yet complete manner. Who are involved, what do they value and how do they currently operate within the given context? What are the main opportunities and limitations you are currently aware of (cultural- and social norms, resources (time, money, ...), technology, ...)?

The Amazon is the largest tropical rainforest remaining on Earth, and it is vital to regulate the planet's climate by absorbing carbon dioxide ("At Home in the Amazon: Protecting biodiversity and livelihoods together", n.d.). The region is home to 38 million people, and around 400 indigenous communities depend directly on the forest resources. This biome spreads through nine nations (Brazil, Bolivia, Colombia, Ecuador, Guyana, French Guiana, Peru, Suriname and Venezuela) while around 65% of its territory is within Brazil borders (The Amazon Basin Forest, n.d.). The privilege of having most of the Amazon biodiversity and the responsibility of protecting it are both in the hands of Brazilians. Nowadays, several governmental and non-governmental institutions support sustainable development in the region.

Among these organisations, "Fundação Amazonas Sustentavel - FAS" (Foundation for Amazon Sustainability) located in Manaus city is a reference in environmental conservation. With an extensive network of more than 200 partners, FAS conducts research and the development of activities that enhance the socio-economic benefits of the standing forest. For instance, the organisation empowers local communities to generate income sustainably, stimulates citizen protagonism among children and adolescents, improves and facilitates the adoption of sustainable technological solutions. Besides these initiatives, FAS interacts with public authorities, at the municipal and state level. The organisation supports the State Secretariat for the Environment (Sema) in the regulation of environmental services, for instance, water replacement. Working closely with communities of 16 protected areas, FAS creates proposals for policy change.

FAS policy team commit from researching key policy themes for sustainable development, regulation, implementation, to the communication of policy changes. It is essential to highlight that their work inherent involves collaboration with public agencies and citizens. In terms of opportunities, the Amazon region is home of rich cultures and people with empirical knowledge of using what the forest offers. At the same time, FAS does not have a formally structured policy-making process to guide the work and is facing challenges to guarantee civic participation with covid-19 restrictions in a context that not everyone has access to basic infrastructure (stable electricity and internet).

Having defined the context and FAS work, I will move to describe how design contributes to this scenario briefly. Governments are not being responsive to deliver what citizens want, in this sense design thinking holds the "promise of bridging the common gap in public administration between the goals of policy-making and the experiences of citizens as they interact with government services" (Miron & Luetjens, 2016, p. 392). Similarly, Bacon (2017) adds that design helps governments to shift from being problem-oriented to more future-oriented, so instead of minimizing risk, governments should be focused on creating new visions for society.

FAS is one of the stakeholders that contributes to public policy-making in the Amazonas state. When aiming for policy innovation, it is defined by the nature of its outcome (product innovation) or by how the policy was created (process innovation) represented in figure 1 (Vaz & Prendeville, 2019). This graduation project aims for the latter, designing a process for FAS that enhances their work in public policy, concerning the practices that are working well and including new design methods that support the

image available for images / figures on next page.

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Initials & Name: S. Mello Pereira Uriart Student number: 4870131
Title of Project: Designing a human-centred policy-making process

Personal Project Brief - IDE Master Graduation

Introduction (continued): space for images

image / figure 1: Policy innovation as product Vs. process innovation

image / figure 2: _____

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Initials & Name: S. Mello Pereira Uriart Student number: 4870131
Title of Project: Designing a human-centred policy-making process

Personal Project Brief - IDE Master Graduation

PROBLEM DEFINITION **
Limit and define the scope and solution space of your project to one that is manageable within one Master Graduation Project of 30 EC (i.e. 20 full-time weeks or 100 working days) and clearly indicate what issues should be addressed in this project.

The goal is to improve FAS policy-making processes when contributing in public policies, while solving two interconnected challenges. The first relates on how to ensure the process is human-centred and uses adequate methods and tools to enable people engagement beyond public consultation. The second challenge is how to propose a flow that enhances FAS capabilities of policy contribution at the municipality and state level.

Questions that I aim to answer are:
1. What are the current strengths and limitations of FAS processes when contributing in public policies?
2. What kind of expectations people with lived experiences have when involved in policy-making processes?
3. How can a workflow facilitate FAS effectiveness when tackling policy challenges in different socio-environmental issues?

Hypothesis:
1. Co-design has potential benefits to improve FAS policy-making processes by giving the space, power and creative tools for civic engagement beyond public consultation.

The hypothesis is based on the fact that co-design believes that everyone is creative, hence questioning power structures and hierarchy by giving space for end-users to have control as well (Sanders & Stappers, 2008). Related to the policy-making process, it also holds the promise of providing active participation to everyone involved in the development phase of the policy (Blomkamp, 2018). These are some of the reasons that it shows a possible fit with FAS aims for community involvement.

ASSIGNMENT **
Solve one or 3 scenarios what you are going to research, design, create and / or generate, that will solve part (if) the assigned part out in "problem definition". Then illustrate this assignment by indicating what kind of relation you expect and / or aim to deliver, for instance, a product, a product-service combination, a strategy illustrated through product or product-service combination ideas, ... in case of a Specification and/or Annotation, make sure the assignment reflects this choice.

1. Understand the policy-making processes for sustainable development in the Amazon region;
2. Design a human-centred policy-making process;
3. Identify main contributions of design for policy-making.

The graduation project starts by reviewing FAS policy team documentation, current practices and identifying which stakeholders are normally involved. Followed by this initial understanding of FAS role in this matter, the questions mentioned on the problem definition section will be investigated with qualitative methods, such as interviews, observation and shadowing. By interviewing the FAS team, outside policy experts and community leaders, and combining with data gathered by observing and being part of public consultation held by FAS. It is expected to point-out the key strengths and limitations of the current process, as well as identify the needs of people and community leaders involved.

Also, literature research on leading practices of design for policy-making, co-design, deliberative public consultation and citizen lobbying will add insights to the development of a human-centred policy-making process.

The creation of this process will include iterative cycles, where design methods and tools proposed are tested, and the policy team at FAS can have space for input. Towards the end, external policy experts and design practitioners will be interviewed to identify the main contributions of the design field to the policy-making process.

1. Each of the deliverables will include a identification of the policy-making process implemented by:

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Title of Project: Designing a human-centred policy-making process

Personal Project Brief - IDE Master Graduation

PLANNING AND APPROACH **
Include a Gantt Chart (replace the example below - more examples can be found in Manual 2) that shows the different phases of your project, deliverables you have in mind, meetings, and how you plan to spend your time. Please note that all activities should fit within the given net time of 20 EC (20 full-time weeks or 100 working days), and your planning should include a lock-off meeting, mid-term meeting, green light meeting and graduation ceremony. Illustrate your Gantt Chart by, for instance, explaining your approach, and please indicate periods of part-time activities and/or periods of not spending time on your graduation project, if any, for instance because of holidays or parallel activities.

start date: 19 - 1 - 2021 end date: 14 - 6 - 2021

The first two weeks I will be working part-time on week days and full-time on weekends while finishing the last assignments of the electives courses; Also, I plan a one-week break before the midterm to rest and have some perspective of the work.

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Title of Project: Designing a human-centred policy-making process

Personal Project Brief - IDE Master Graduation

MOTIVATION AND PERSONAL AMBITIONS
Explore why you set up this project, what competences you want to prove and learn. For example: acquired competences from your MSc programme, the elective semester, extra-curricular activities (etc.) and point out the competences you have yet developed. Additionally, describe which personal learning ambitions you explicitly want to address in this project, on top of the learning objectives of the Graduation Project, such as: in-depth knowledge in a specific subject; broadening your competences or experimenting with a specific tool and/or methodology. ... Do not to more than five ambitions.

My motivation to set up a project with a Brazilian Foundation that aims to conserve the Amazon rainforest is rooted in the importance of this ecosystem in stabilizing our planet's climate. Also, I have been following the downturns taking in the environmental agenda conducted by our current government. Because of these challenging times, I am committed to contributing with my design skills to the work undertaken by FAS.

On the academic perspective, I set up this project because design is already seen valuable for public policy innovation, for instance, in Policy Labs (Vaz & Prendeville, 2019). Hence, my graduation project will contribute to enriching documented cases in this field.

Regarding ambitions, I can divide into two layers. The first one comprehends applying theory and competences acquired in the MSc Programme Courses; the second layer is about expanding my abilities as a design practitioner.

Starting from the competences obtained during the Courses, I would like to apply what I have learned in Design Theory and Methodology Course, Strategic Value of Design and from the Design Research (elective) in which I explore co-design practices that support equality in policy-making processes. These three courses brought me elements of the role of the designer and how the design mindset and methods contribute to improving how public agencies operate and how public policies are created.

In terms of abilities as a design practitioner, I see this as an excellent opportunity to practice skills that involve client-management, effective communication and adaptability. Also, this graduation project is a bridge to a professional career in the development sector. After my graduation, I will pursue jobs in International developing agencies such as UNDP and public sector agencies positions in Brazil. Having the graduation outcome as an applied case will strengthen my CV.

References:
At Home in the Amazon: Protecting biodiversity and livelihoods together. (n.d.). Retrieved November 24, 2020, from FAO website: http://www.fao.org/in-action/at-home-in-the-amazon/en/?_text=The%20Amazon%20is%20home%20to%20water%20purification%20and%20carbon%20absorption
Bacon, C. (2017). Leading public design: Discovering human-centred governance. Policy Press.
Blomkamp, E. (2018). The promise of co-design for public policy. Australian Journal of Public Administration, 77(4), 729-743.
Miron, M., & Luetjens, J. (2016). Design thinking in policymaking processes: Opportunities and challenges. Australian Journal of Public Administration, 75(3), 391-402.
Sanders, E. B. N., & Stappers, P. J. (2008). Co-creation and the new landscapes of design. Co-design, 4(1) 5-18.
The Amazon Basin Forest. (n.d.). Retrieved November 24, 2020, from Yale School of Environment website: <https://globalforestwatch.org/education/amazon>
Vaz, F. & Prendeville, S. (2019). Design as an Agent for Public Policy Innovation. In Conference

FINAL COMMENTS
In case your project brief needs final comments, please add any information you think is relevant.

The graduation project will be conducted online.

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Initials & Name: S. Mello Pereira Uriart Student number: 4870131
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Appendix II - Chapter 2

Collaborative whiteboard organisation:

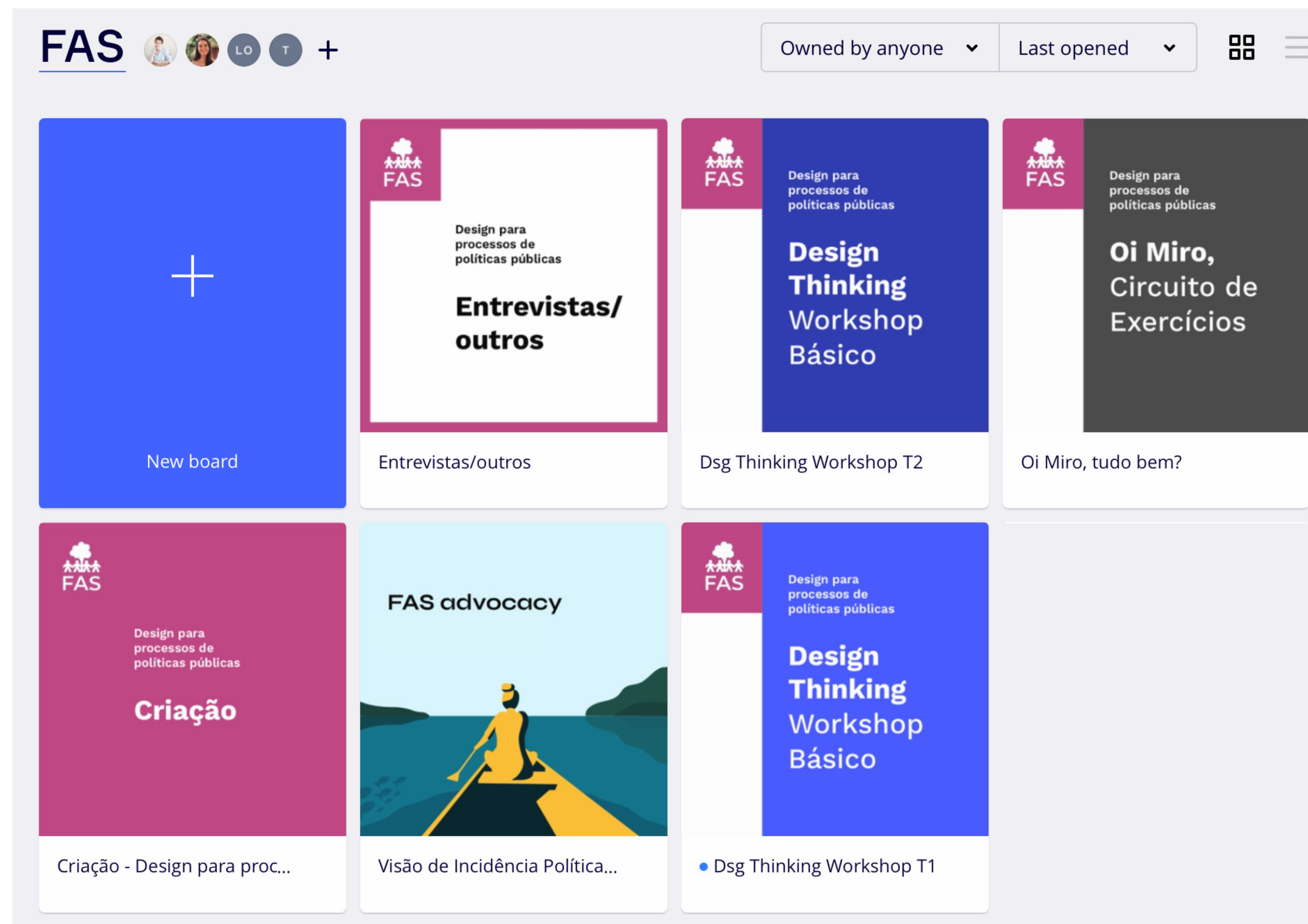
Primary Board “Criação” which means “Creating” where the project initiated;

Two boards dedicated for the 1st edition of the Design Thinking;

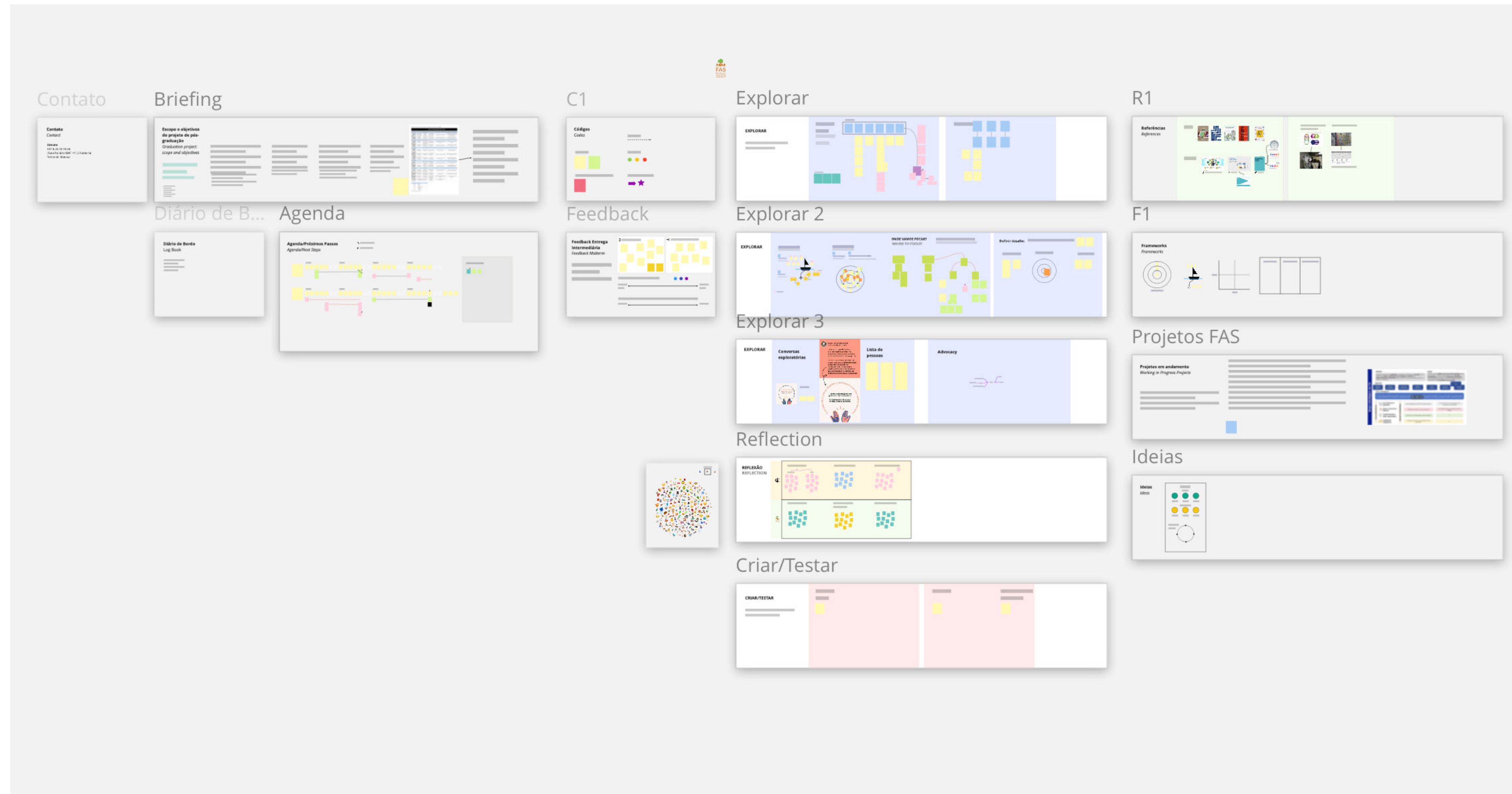
Board dedicated for the advocacy matters;

Board for introducing how to use Miro;

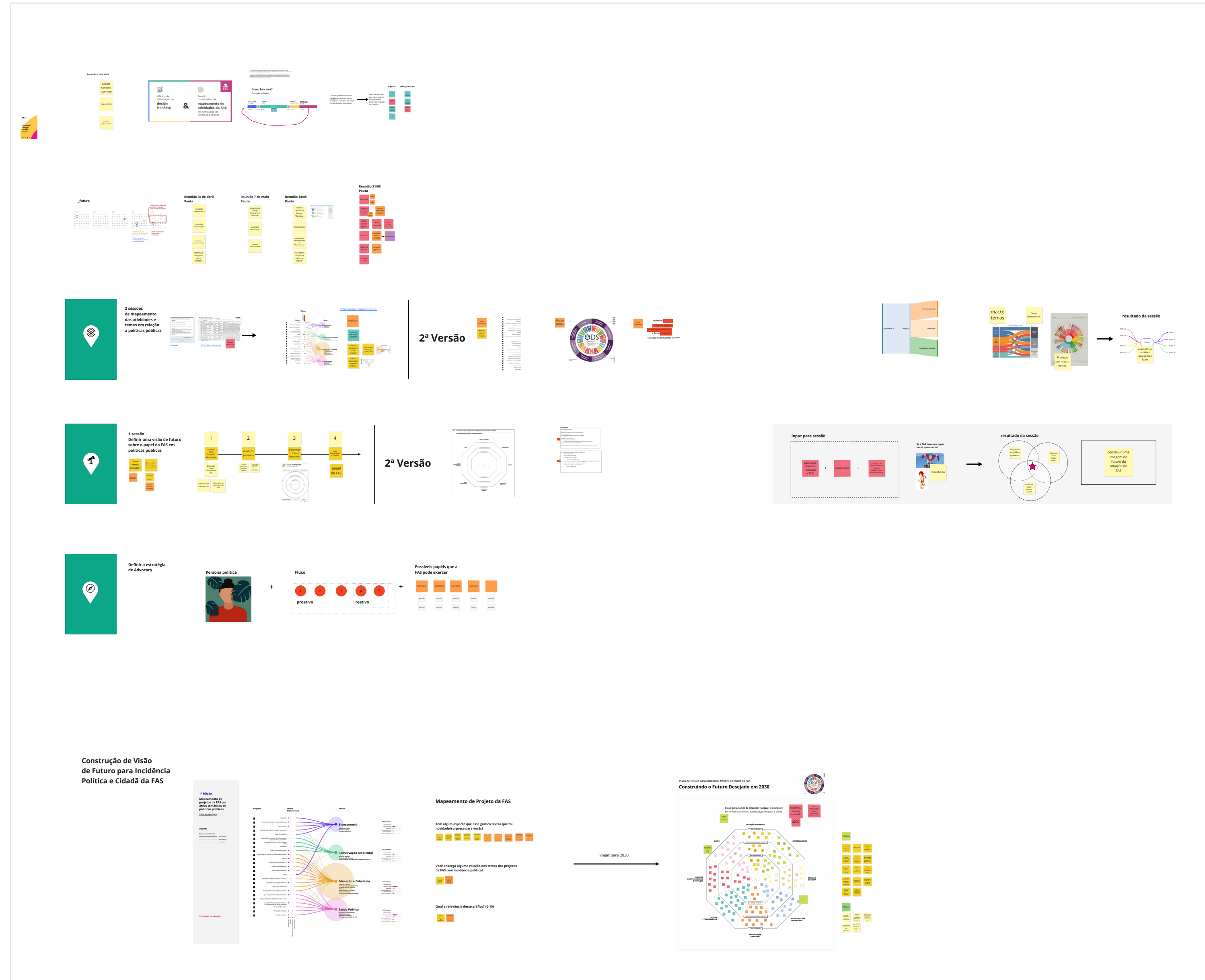
Board dedicated to registering the interviews and miscellaneous annotations.



Primary Board



Advocacy Miro Board



Board for Design Thinking
1st edition

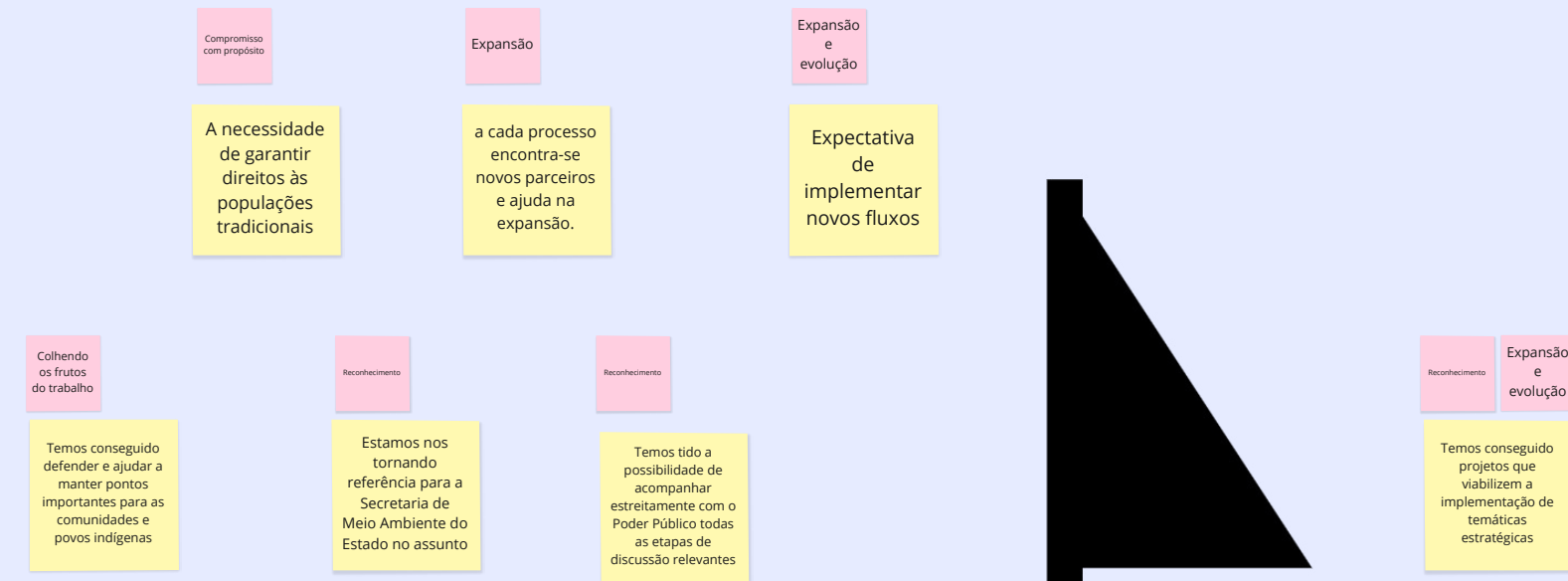


BARCO SAILBOAT

1

O que está nos movendo para frente?

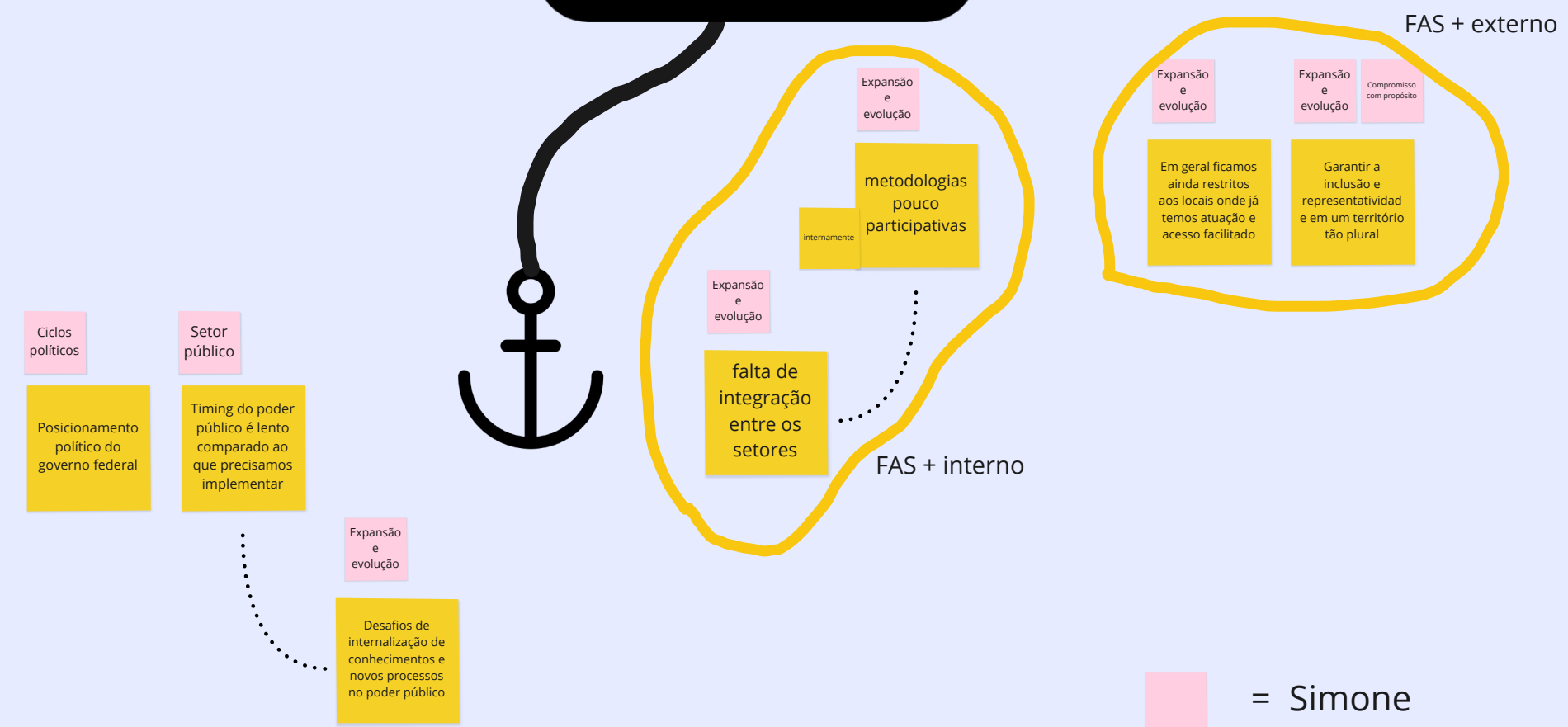
What's moving us forward?



2

o que está nos segurando?

What's holding us back?



MAPA DE PARCEIROS STAKEHOLDERS MAP

1

Rede de parceiros da FAS

FAS Network

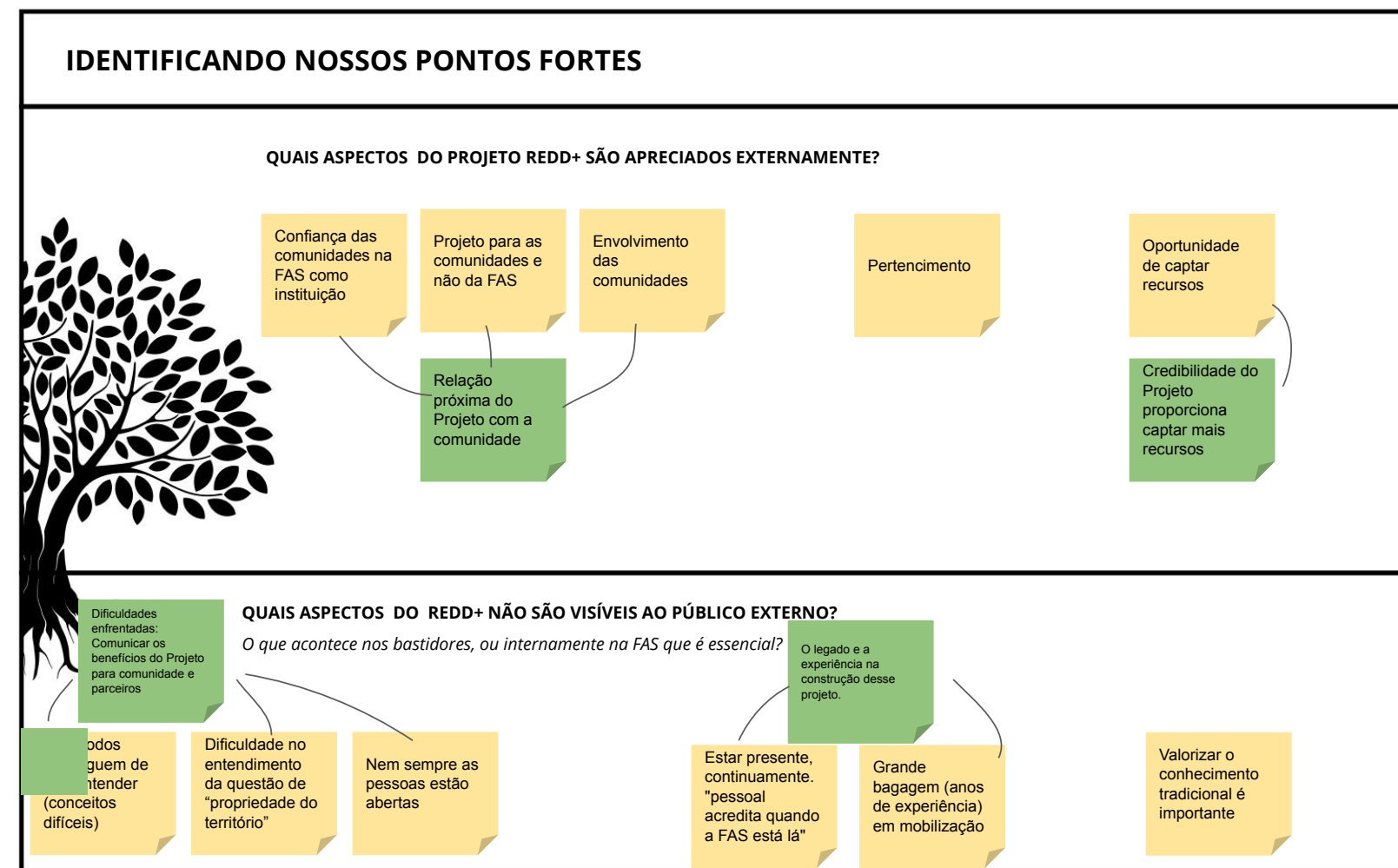
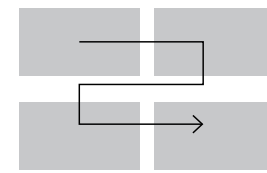
2

Quais parceiros queremos nos aproximar?
Quais parceiros queremos prospectar?

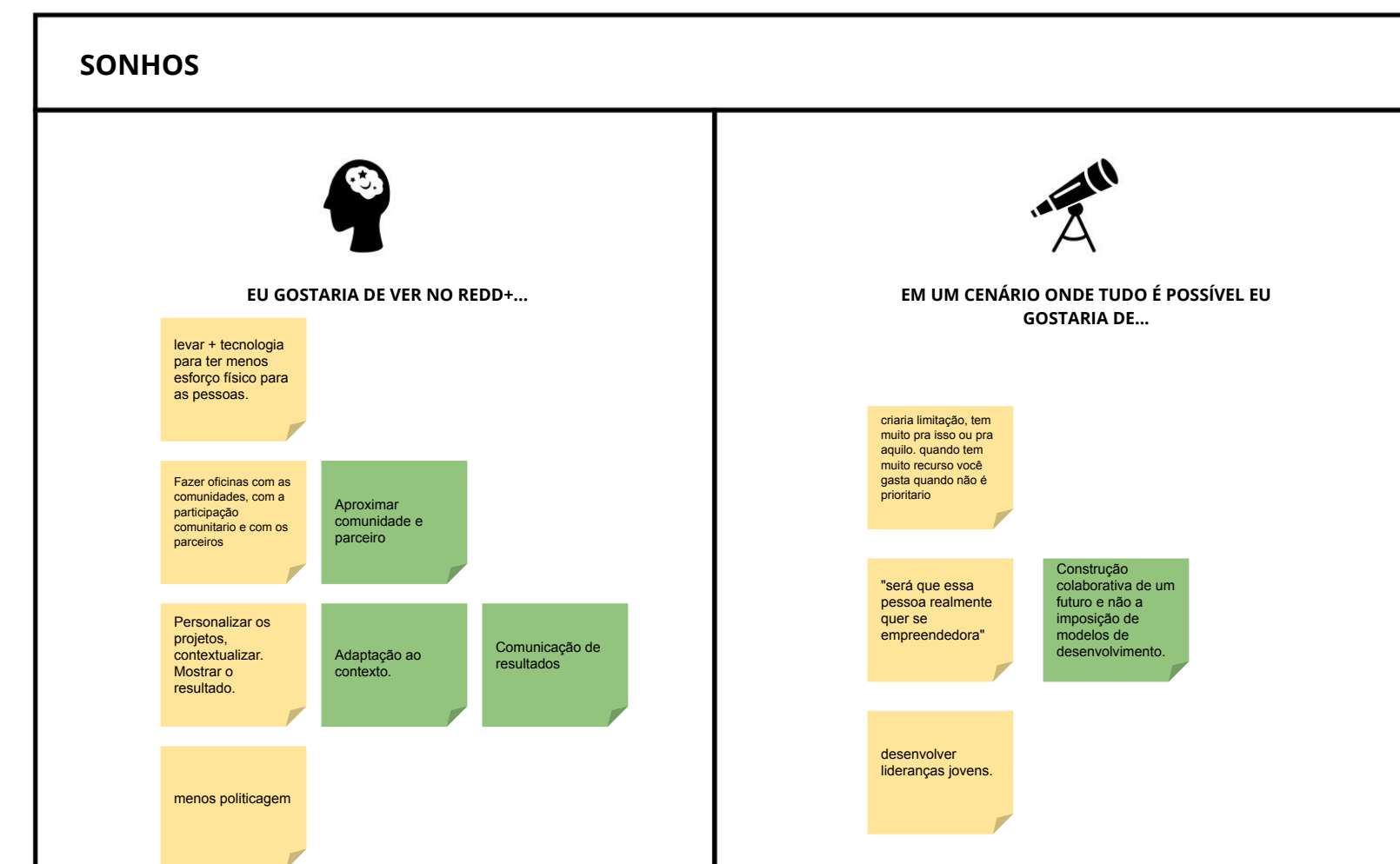
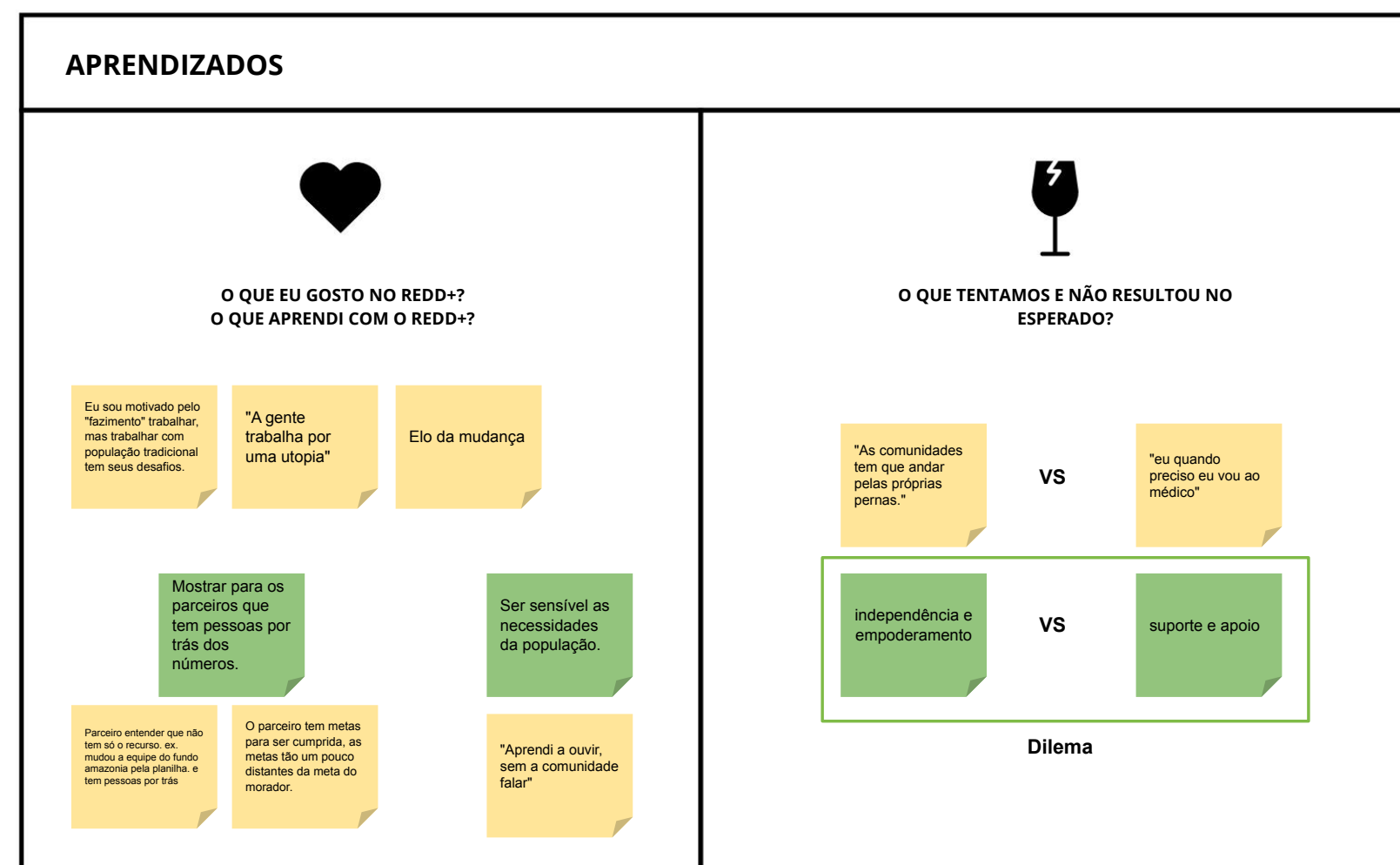
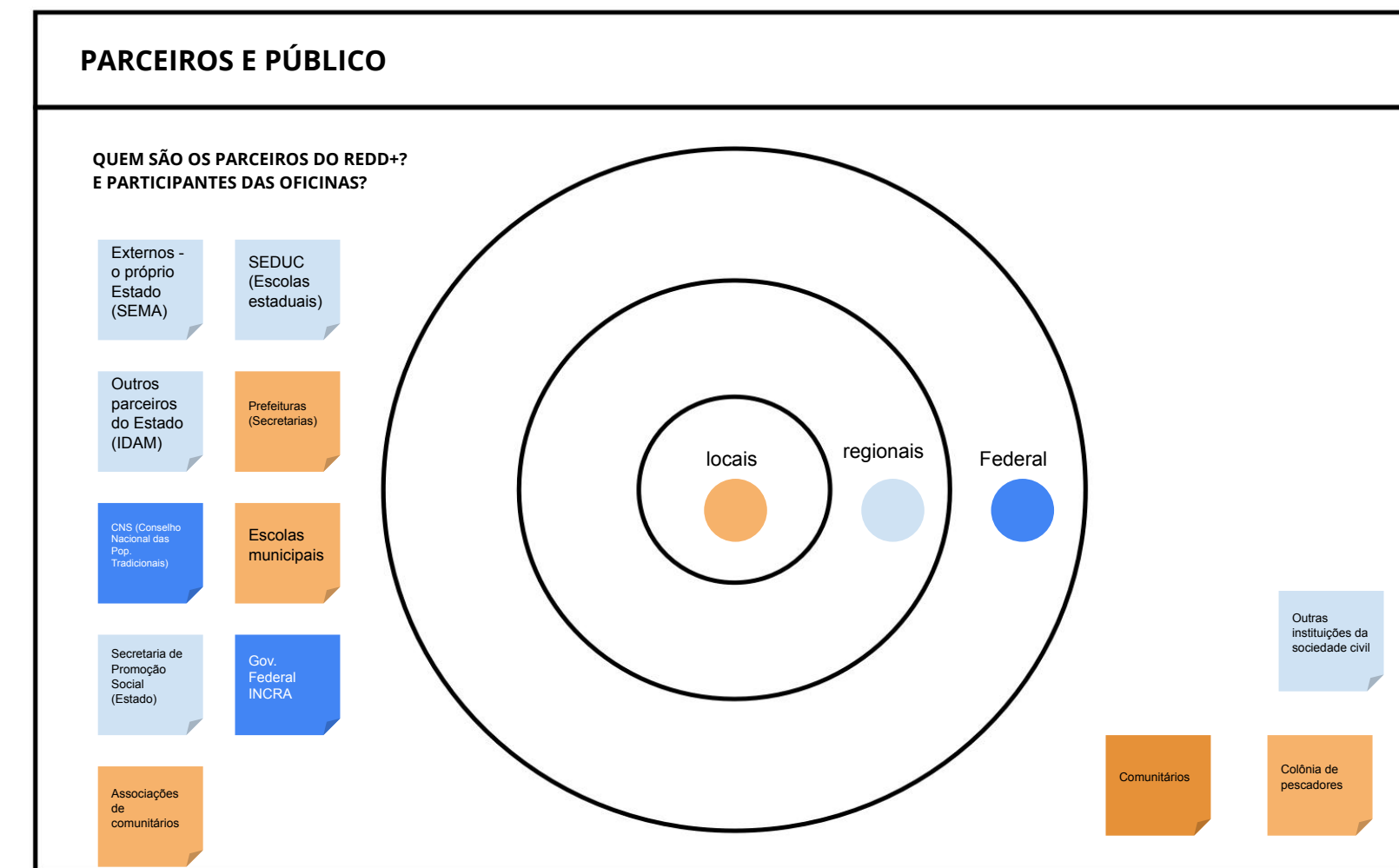
*Which partners do we want to strengthen the partnership?
Which partners do we want to prospect?*



Best Practices Canvas



= author's notes



Best Practices Canvas Evaluation Form answered by the Head of FAS Public Policy

1. Para você, qual o nível de novidade das informações levantadas?

As informações não são novas. Eu já tinha conhecimento dos pontos levantados.



As informações são novas. Eu não tinha conhecimento do que o participante relatou.

2. A FAS tem o costume/ritual/momentos de intercâmbio de boas práticas internamente?

Caso tenha, por favor, descreva como acontecem.

A cada três meses fazemos oficinas de nivelamento, que são momentos dedicados a troca de informações sobre o que cada programa e suas agendas têm implementado a longo do ano. Existem também as oficinas de planejamento, onde toda a equipe da FAS participa, com duração de 1 semana (quando presencial) e adaptada para 3 dias de duração no modo remoto. No planejamento também fazemos trocas e contribuições para o planejamento estratégico da instituição: gestão de pessoas, orçamento, comunicação estratégica e agendas prioritárias. Também temos como prática encontros chamados DSC (diálogo semanal com o colaborador), que embora não tenha frequência semanal como o nome sugere, ocorre sempre que exista um tema relevante para alinhamento conjunto, um exemplo de uma das DSCs: contribuições para a política institucional de igualdade de gênero. Alguns programas têm ritos próprios, por exemplo, no Programa de Soluções Inovadoras (PSI), fazemos uma vez por mês a “hora do estudo” onde fazemos

trocadas de conhecimentos e discussões sobre artigos científicos ou outro tema de relevância como boas práticas de gestão, com abertura para participação voluntária de expositores que são parte do programa.

3. Tem alguma coisa que você gostaria de registrar em termos de conteúdo ou formato?

No aspecto de conteúdo, talvez seja interessante destacar o perfil (profissional) e a hierarquia de quem está contribuindo no processo, no geral, até o momento estivemos em contato com colaboradores e colaboradoras do nível de implementação de projetos e micro-gestão. Talvez possamos fazer um esforço de incluir no escopo das entrevistas/pesquisas alguma ou algumas amostras de visões do nível de decisão estratégica na instituição. Com relação ao formato acho que estamos trabalhando de maneira adequada para pessoas que possuem um pouco mais de tempo para tratar do assunto, mas considerando a inclusão de outras pessoas tanto do nível de alta gestão, talvez seja mais assertivo termos algo como um formulário de rápido preenchimento voltado a questões sobre representação institucional em articulações de influência em política pública e como isso estaria ou não internalizado no planejamento estratégico da Fundação. Acredito ainda que para dialogar com outras partes, ONGs parceiras, esse formato de formulários possa talvez ser uma alternativa para quando tivermos dificuldade de conseguir agenda para conversas neste formato que fizemos até o momento.

Explorative Conversations

Transcript 1

Conversation with FAS employee that works in one of FAS Protected Areas identified by Participant FA-A

Author identified by [A: S]

Date: 8/04/2021

Online

[A: S] Para começar essa conversa, eu queria entender um pouco sobre sua trajetória na FAS.

Participant FA-A - "Eu fui contratada dia 11 do 04 de 2019 para ocupar o cargo de gestora de núcleo de conservação e sustentabilidade. A FAS tem 9 núcleos, 8 núcleos descolpa distribuídos no Estado do Amazonas. Eu fui contratada inicialmente para trabalhar no sul do Amazonas na reserva de desenvolvimento sustentável do Juma, pertence ao município de Novo Aripuanã. E o núcleo ele fica, ele está inserido na comunidade Boa Frente, na margem direita do Rio Aripuanã. Atualmente eu estou em outro núcleo, eu fui transferida o ano passado para o núcleo do Atumã. RDS do Atumã. Na reserva de desenvolvimento sustentável do Atumã que é mais próxima de Manaus. No Juma uma coisa interessante, é que o acesso para chegar lá é só hídrico, só chegava por barco, lancha, ou avião, né? Agora no Atumã onde eu estou, existe um acesso por estrada de Manaus até Itapiranga, que é o município no interior. Mas de Itapiranga até a reserva, até o núcleo, novamente é só de lancha, barco. Eu vou falar agora assim, um pouco dos dois assim... mas a função do gestor de núcleo é trabalhar com, a gestão de núcleos ela está inserida, no programa de educação para a sustentabilidade. Que é o PES. Então, esse programa trabalha com a educação dos jovens ribeirinhos, no ensino fundamental, ensino médio e tem ensino técnico também. No núcleo que eu trabalhei, anteriormente no Juma, eu trabalhava com os estudantes do Ensino Fundamental e Médio e agora no Atumã. É somente o Ensino Médio. Embora as aulas ainda tenham iniciado por conta da pandemia. Eu cheguei lá em outubro do ano passado. Então eu não tive essa experiência com os estudantes, mas a nossa função como gestora é trabalhar especificamente com estudantes, com abordagens. Eles tem o cronograma pedagógico da escola, então a gente trabalha com eles nos horários fora da sala de aula com temas que abordam a agroecologia, as unidades de produção, a horta orgânica, horta medicinal, os aviários, a compostagem, o clico de bananeira. Então a gente, o núcleo em si, ele tem essa pegada, essa visão da autonomia da vida na floresta. Que às vezes, Nair fala que quando a gente fala de agroecologia, isso nada mais é que um termo genérico para algo que já existe a eras e eras. Os ancestrais que estão lá na terra, lidando com aquilo, vendo onde que nasce o sol, onde se põe. O vento que vem de onde. Quando dá tempestade, ou quando só passa a chuva. Localizar a casa de farinha. A gente usa isso mais como um termo técnico, mas a gente trabalha, a gente que vem de fora tem um pouco da questão técnica/científica eles tem lá nas mãos a prática, o dia a dia, a vivência na terra. Então

é uma troca de saberes né. Ninguém foi para ensinar, ninguém foi só pra aprender. é mútuo assim. Então a gente trabalha com os estudantes e também trabalha com os comunitários. Porque o núcleo fica inserido, dentro da comunidade, agora no Atumã, o núcleo fica na comunidade de São Francisco das Chagas do Caribi."

[A: S] O que caracteriza uma comunidade? Tem um núcleo por comunidade ou por região? Ficou um pouco confuso essa parte.

Participant FA-A - "Boa pergunta. A comunidade em si, é uma localidade aonde vão, onde já existiam, onde foram chegando mais famílias. Então, por exemplo, onde eu estou agora. Ali até, o terreno da comunidade de São Francisco, é uma terra cedida pelo INCRA. As famílias são atendidas pelo INCRA. As casas também tiveram subsídio do INCRA para a construção. Atualmente estão com 7 famílias na comunidade. E o núcleo, não existe um núcleo por comunidade, por exemplo, dentro da reserva, dentro de cada reserva, tem um número específico de comunidades, mas não é uma receita de bolo. Igual ao Tumbira, na RDS do Rio Negro. Tem um número de comunidades dentro daquela reserva. O núcleo do Tumbira provavelmente, tem o mesmo objetivo de todos os outros núcleos. Então o núcleo de conservação e sustentabilidade da FAS. Ele está inserido na comunidade que está localizada, digamos assim, no meio da reserva, no meio do rio. Para ele poder atender as comunidades que estão abaixo e poder atender as comunidades que estão acima. Então no Atumã, no Juma, é a mesma situação. No Atumã onde eu estou, atualmente, a comunidade tem 7 famílias. Na comunidade, no terreno do entorno, porque teve gente que preferiu morar num terreno afastado. Tem mais famílias, então elas caracterizam que elas moram na comunidade São Francisco do Caribi, só que elas estão no terreno do lado. Na comunidade do Maracarana, são 20 famílias, e está dentro da reserva também. Então ela varia, varia o número de famílias por comunidade, e também varia o número de comunidades por unidade de conservação, seja reserva, seja apa. A gente trabalha com os estudantes, tanto nessas atividades de práticas agroecológicas de unidade de produção. mas o que é legal Simone, eu sou super suspeita a falar, quando a gente fala do que a gente gosta. Eu vou tentar sintetizar o máximo. A pegada de trabalhar com educação com eles, é a gente, uma vez o professor Virgílio falou isso e nunca saiu da minha cabeça. "As escolas tradicionais, elas tem uma visão de formar empregados, e as escolas de núcleo, elas tem como objetivo, formar empreendedores, por isso a gente trabalha com essas unidades de produção. Porque se a gente for ver, nas comunidades, todas as famílias tem

o seu galinheiro, tem lá o seu cantinho que trabalha com madeira, tem sua casa de farinha, de repente tem uma pousada, tem uma piscicultura, então o objetivo da gente trabalhar nas escolas de núcleo. É que a gente não trabalha só com os estudantes, mas também com os comunitários. Uma vez que os estudantes moram na comunidade, então, eles são comunitários também.”

[A: S] Tu tem algum caso, cenário com algum estudante que tenha te marcado?

Participant FA-A - “Eu fiquei inteira arrepiada, e não é de frio. Olha a história mais recente que é do Atumã. Logo que eu cheguei no Atumã, eu fui muito privilegiada, sabe? eu fui muito bem acolhida na reserva, na comunidade pelos comunitários. E teve o lançamento ano passado de uma plataforma Fisgar. Que é o airbnb da pesca. A RDS do Atumã ela tem como carro chefe assim, o turismo de base comunitária e a pesca esportiva né. O lançamento dessa plataforma, um dos parceiros, dessa plataforma é o José Monteiro, de apelido “Papa”. Que ele mora na comunidade de Livramento se eu não me engano, e ele tem uma pousada, que é uma das mais renomadas dentro da reserva. Já tem um tempo de casa, um tempo de experiência, e esse lançamento da plataforma, ela foi no núcleo. Então a gente usou, as salas de aula que é sala de aula, biblioteca, e alojamento ao mesmo tempo. E aí no que a gente estava num tempo meio nublado, meio chovendo, a gente estava lidando com a Internet. tentando acessar, e nisso eu vejo o Papa, sabe parece que ele estava num processo de nostalgia, olhando, olhando para as prateleiras assim. E aí eu olhei para ele, o que foi? tudo bem? Que engraçado, é engraçado eu estar aqui de novo porque eu fui o primeiro estudante, o estudante da primeira turma dessa escola. Se você der uma olhada na página do Instagram ou do Facebook da FAS, tem uma fala dele. Depois que ele me contou isso, nossa precisamos mostrar pra todo mundo o quão importante é a educação nas comunidades. E ele falou isso, sou estudante da primeira turma. A escola se chama IAMAMAI, lá do núcleo. Eu falei, nossa eu quero saber, me conta essa história. Olha eu e mais cerca de uns 20 amigos da minha comunidade, a gente era meio a toa, e eu percebia que eles tinham mais, tinham algumas dificuldades, tinham desafios em relação a educação. E aí por conta disso, e por ele ver que tinha mais estudantes, e ele tinha uma vontade, um engajamento de estudar. De ter uma perspectiva de futuro ali. Terminando o primário. E ele me disse que ele, juntou esses 20 amigos e foi querer aula e aí conseguiram. Conseguiram estudar na escola, e ele disse que no final do ano assim. No final do terceiro ano das 20 pessoas, uns 7 estudantes finalizaram. e hoje em dia, é um dos empreendedores mais renomados

da reserva. Então, isso mostra o quão potente foi, é, e continua sendo a educação, ali dentro da conservação. Eu também sou suspeita para falar, mas eu acho incrível o alcance dela, a gente vê que a FAS consegue chegar na Amazônia profunda, onde as vezes, tem uma dificuldade de algumas outras instituições, ou alguns outros órgãos chegarem. Então, essa atuação com educação especificamente, a gente, é um leque muito grande. Porque você fala de educação, falando de saúde, de cidadania e uma infinidade de assuntos... Acho que foi muito forte ver que a educação ela plantou aquela sementinha, ela germinou, gerou frutos. E assim, a família do Papa, pousada familiar, então assim. A dona Cleide que é esposa dele que trabalha juntos, os filhos estão ali, também gera renda para outras pessoas da comunidade. Então você que, e o incentivo que o Papa, que o José Monteiro dá também para as outras pessoas, para as crianças, você vê que ele é um espelho pro pessoal ali. Um outro exemplo lá de Juma. Para rebater assim para o Núcleo. Lá teve um estudo, uma atividade com os estudantes do ensino médio, que era, como se fosse um técnico agrícola. Um curso técnico agrícola. Onde eles tiveram, um curso especificamente de agroecologia, eles trabalharam com sistemas agroflorestais. E lá, implementaram um SAFI, enorme, com diversas espécies nativas, castanheira, ingazeiro, dendê, cacau, cupuaçu, dentre outras espécies em que você vê. Depois, durante, isso eles me contam, eu cheguei lá depois. Durante o curso, depois eles conseguiram reproduzir isso para as famílias e para as comunidades deles, então não ficou só naquele aprendizado no núcleo, o quão potente é isso também, da gente trocar esses saberes. Porque quando a gente tem esse conhecimento técnico a gente leva, eu sou do sudeste do país. Então quando eu levo um conhecimento técnico, eu também tenho que aprender coisas novas do Amazonas, eu não posso chegar lá no Amazonas. É tudo muito respeitoso, eu respeito muito a cultura local. até porque a gente não pode ter esse cruzamento de culturas e espécies. É muito legal fazer esse trabalho, eu acho que é isso. São esses os dois momentos que me marcaram bastante. Sobre tudo, dá mais sentido ao que eu faço e parece que é pozinho mágico que vem pra mim assim. “Segue que você está no caminho assim, sabe” Então, acho que é isso.

[A: S] Foi muito bom te ouvir, agora eu queria passar para desafios que você está tendo agora. Coisas que talvez não deram certo.

Participant FA-A “Isso é um ponto importante porque acredito que, assim o ponto focal da FAS trabalhar com estudantes, com educação, é pra levar capacitação para eles, para eles conseguirem ter autonomia, autonomia eles tem já. Mas assim saber,

canalizar, essa autonomia e enfim gerar renda, para eles ficarem de fato tendo uma autonomia. Embora tenha uma série de gargalos, seja econômicos, seja logístico, acho que o objetivo principal de tudo isso, é dar a capacitação, de como pode melhorar o que eles tá fazendo, ou dando apoio até financeiro, conseguir construir a sua casinha de farinha. O que falta? O que já tem e o que pode melhorar? E exatamente como você falou? O que já tem, melhorou, mas desandou assim? Não deu certo então... Como melhorar isso. Você pode repetir a pergunta por favor.”

[A: S] claro, faz parte essa questão de quando vocês podem melhorar. Tem algum momento que vocês conversam com eles, do tipo, de avaliação, de tipo, um momento que seja mais de troca, vamos criar o próximo programa.

Participant FA-A - “Eu tenho a experiência dos dois núcleos, no Juma e agora no Atumã. É engraçado que mesmo, os dois núcleos sendo em RDS, comunitários, cada um tem o seu jeitinho específico. Então lá no Juma, eu sentia que. Nossa assim, com todo o respeito, eu vou falar algumas palavras que eu não sei se foi exatamente, para tentar descrever, eu sentia que havia, um pouco mais de resistência, no sentido de quando a gente propunha um projeto, ou alguma atividade, tem um acolhimento, com certeza, porque eles sabem que é bom pra eles assim. Mas eu sentia um pouco da falta do engajamento. Havia uma mobilização, mas ela não era, eu não sei nem porquê, não tenho propriedade para te dizer, eu também ia levantando isso ao longo do tempo, né. Existem vários fatores que também influenciam nisso. Mas eu sentia que as vezes havia um pouco dessa carência, de chegar junto, sabe. De fazer a parceria, de vamo fazer, boa fazer. às vezes a gente precisa de um feedback deles, bora fazer um curso, de liderança jovem. “nossa super importante” Quando a gente passava fazendo o convite, nem todos participavam, não era 100%, não era 90%. Eram uns 60%, até 80% das pessoas da comunidade participando. Eu entendia em alguns momentos que era muita timidez, na hora de conversar, informalmente sabe. Se vai pra comunidade, bater um papo no final de semana. O pessoal se expressava muito bem, mas na hora de um curso de um negócio mais formal, pessoal tinha muita, eu acho que era timidez, não conseguiam se expressar do jeito que se expressavam normalmente assim. Eu não sei dizer se é isso. Com alguns curumins eu perguntava nossa, a gente conversa tão bem, por que na hora que o professor pergunta vocês não respondem. Daí eles abaixavam a cabeça e davam risada. Eu entendo isso como timidez. Eu acredito que não seja maldade ou falta de vontade. Eu acho que é por timidez.

Em contra partida no Atumã, eu cheguei num cenário totalmente diferente, lá no Atumã, existe esse engajamento, existe essa parceria e me surpreende assim, qualquer coisa que eu falo, bora fazer um mutirão, um pente fino para a comunidade. Todo mundo se engaja, bora fazer um curso de compostagem, bora fazer um curso de compostagem! Eu vi que tem muitas mulheres com potencial enorme na comunidade, bora fazer um grupo de mulheres, já juntou as mulheres, inclusive quando eu fui dar o recado. Eu dei um recado geral para a comunidade, depois eu vou falar com as mulheres que é um assunto específico. Um homem que ele é agente comunitário de saúde, ele levantou a mão, ele como presidente da comunidade perguntou. Mesmo que seja para a mulheres, a gente pode ficar? A gente pode ajudá-las. Então isso me surpreendeu. Do contexto que eu tinha no outro núcleo, isso me surpreendeu positivamente, de ver que existe esse acolhimento. Eles sabem que é bom para eles, eles sabem que o benefício não vai ser só para um. Mas vai ser pra comunidade. Eles pensam em conjunto, o coletivo é muito forte. Inclusive o engajamento das mulheres, eu acho sobretudo muito forte quando comparado com o RDS do Juma. Então, eu acho que as vezes a dificuldade, como foi levantada a questão, comparando nos dois núcleos. As vezes eu acredito que é mais financeira, por exemplo, do gerador de luz. Os dois núcleos, a energia funciona a base do gerador. Não tem luz para todos, então assim, na comunidade, a gente sabe que o diesel tem lá o seu preço. Tem aumentado gradativamente. É uma reação em cadeia, então vamos supor que todos os comunitários, eles tem a reunião na comunidade. E falam, para funcionar o gerador de luz, quanto tempo vai funcionar. E dentro desse tempo, todo mundo vai dar uma cota, ou é por dia que cada um dá. Ou é todo mundo dá geral. E isso vai sendo distribuído ao longo do mês. O que eu sentia é que às vezes, lá no Juma era isso. As vezes tinha comunitário que simplesmente falava, eu não tenho dinheiro esse mês. Alguém falava, não tudo bem, eu pago a sua cota nesse mês, mês que vem a gente. Só que aí passava dois, três, quatro meses, meio que caia numa zona de conforto e aí vai enfraquecendo. Imagina um elo que, uma corrente, onde um elo se quebra e daí ele fazendo que fique mais lento esse processo do funcionamento. Da reação em cadeia, mas eu acredito que não seja assim, totalmente, não estamos falando de culpa obviamente. Mas é um negócio de, não sei, de comprometimento mesmo, sabe? Eu moro na comunidade, e eu quero ter energia, então eu vou compartilhar, aqui na minha cota para minha família ter, porque se eu também não ter, no final do mês, talvez possa que não ligue o gerador e todas as outras famílias vão ficar comprometidas por conta disso.

No Atumã, eu vejo que eles tem esse engajamento maior assim, eles vão a fundo, e os próprios comunitários se cobram, acima de tudo a liderança, ela é bem presente assim, sabe. E não é nada infazivo, nada incisivo, é tudo muito fluido, e eles tem esse, esse acolhimento, esse apreço, o zelo, o cuidado um com o outro, mas no famoso não passar pano. Eles não passam pano pro pessoal que não está comprometido ali. Deu a palavra de comprometimento, mas na hora não se compromete, então, os próprios comunitários, eles tem esse diálogo que eu acho muito potente assim. Porque é transparente, é verdadeiro. Porque isso não enfraquece porque quando um comunitário tem abertura de fazer isso com o outro, o outro também te abertura de fazer isso com ele. E segue tudo bem assim. Então eu acho que é mais nesse sentido porque ainda eles não estão associados, ou cooperados numa associação ou cooperativa para conseguir vender os produtos deles e ter uma certa garantia do retorno dessa renda. Então ainda fica muito disperso tem família que produz farinha, tem a família que extrai copaíba, tem a família que vende tucumã, tem a família que pesca, mas cada mês é um resultado, tem mês que chove muito e não tem como ir pra mata. Tem mês que não vai ter copaíba. Tem mês que não vai ter tucumã. Então essa renda ela é influenciada assim. Então, eu não sei se consegui responder exatamente assim.”

[A: S] você já me deu mais insumos para fazer mais perguntas. No sentido dessa, como você o seu papel quando esse tipo de situação acontece? Como a FAS tenta lidar quando acontece esse tipo de conflito?

Participant FA-A - “É bem delicado, eu me posiciono ao que tiver ao meu alcance. Eu sempre, eu trabalho muito com o dialogo e a conversa, né as vezes tem um diz que me diz que. Acho que por conta disso, as vezes tem algum comunitário que deixou de fazer alguma coisa, daí alguém vem num tom de desabafo, não por maldade, de desabafo, é difícil. Eu sempre sugiro uma conversa. Você já conversou com essa pessoa? Tipo aquela história, eu estou com dor no dente, mas se eu não falar ninguém vai saber que eu estou com dor no dente. Eu sugiro muito a conversa, quando eu sinto que é uma abordagem que cabe a FAS, aí eu reporto pra minha chefia imediata, ou para a cordenação, por exemplo, o projeto Floresta em Pé. Ele é um projeto muito solidificado, que ele dá um apoio incrível para as comunidades. Então, ele apoia a geração de renda. Então, quando existe alguma carência nesse quesito, quando é essa cooperação é comunitária e aí começa a dar probleminha nessa engrenagem, aí eu reporto para, ou para os colaboradores dessa regional

que já, logo que eu compartilho com os colaboradores. eles rapidamente já me dão uma devolutiva para eu poder dar a devolutiva para os comunitários... eh então eu acho que é isso assim, quando está no meu alcance, eu sempre vou baixar aquela poeira, na minha posição. Eu sempre também busco. Não sei... eu também estou lendo um livro sobre gestão, ele se chama um guia de gestão, mantras em gestão, sabe assim como ser fluido assim. Eu entendo que para você liderar, você tem que dar mais exemplo, do que falar o que tem que fazer. Eu gosto de fazer, e eu levo comigo o que eu faço para os outros, o que eu gostaria que fizessem para mim, como eu gosto como faz sentido para mim trabalhar com o setor primário, o pessoal que está na ponta. Até porque a minha família vem de um setor primário, meu pai é autônomo, eu entendo que realmente é uma reação em cadeia e se a gente que é o povo que faz parte, que é o elo dessa corrente, se a gente não se entende, é difícil colocar esse problema num outro patamar. A gente tem que resolver entre nós. Eu sempre sugiro uma conversa, olho no olho, nada de alamar assim. Se as vezes for um pouco pontual, eu faço ser super restrito aquela pessoa. Se for comunitário como algumas vezes já aconteceu. Eu trago sempre a terceira pessoa do plural, “nós” Nós estamos aqui, nós moramos nessa comunidade, nós geramos resíduos, nós somos responsáveis pela destinação adequada desse resíduo, não tem como apontar uma única pessoa, porque a gente faz parte desse todo. Então, eu não sei, eu acho que essa sensibilidade, num sei, eu acho que isso, até falando pessoalmente, eu acho que a gente sinto que a gente perdeu como ser humano. Essa sensibilidade da sociedade exige números e resultados, resultado, meta, meta, meta. E a gente esqueceu, dessa, é tão sutil, é uma linha tão tenue. Mas eu acho que quando a gente atinge, quando toca no outro. De um jeito tranquilo, responsável afetivamente e profissionalmente. Eu acho que surte efeito porque positivo assim. E eu venho me satisfazendo assim com isso. Eu vejo que tem dado certo. Quando não dá certo eu procuro outras vias, outras alternativas. Eu vejo que claro, melhorar, a gente sempre tem. Mas eu acho que tem dado certo assim esse negocio do dialogo, de uma fala responsável, consciente e coletiva. Mostrar que todos nós somos responsáveis por tudo aquilo. O núcleo mesmo, todo mundo fala, me chamam de professora. Ai mais aqui o núcleo que eu vou pegar água. Você libera eu pegar água?. Isso aqui não é meu, isso é nosso, a água está vindo do lençol freático, sabe então. Voltar algumas casas. Assim, acho que tem sido muito prazeroso, muito gratificante porque eu também estou resgatando em mim também. Não só neles. Mas acho que é um resgate nosso assim. E super positivo assim.”

[A: S] Muito bom te escutar Laura. Por você estar super envolvida com educação, eu queria saber se algum deles fala sobre política, ou governo, política publica. Algum desses conteúdos, direta ou indiretamente?

Participant FA-A “Sim, eu acredito como a agenda da [políticas públicas] é bem específica nesse tema, mas lá dentro da FAS a gente tem várias agendas e uma contempla a outra. Por exemplo, o PBF e o PES está inserido na mesma conjuntura digamos assim. Porque nós estamos dando apoio aos comunitários. No fim das contas a missão é a mesma, mas também existem as agendas específicas do PES. E dentro do PES são várias outras agendas. Mas a gente, bom, pelo menos nas agendas internas de núcleo, a gente não trabalha ativamente, diretamente com o tema de políticas públicas. Mas eu acho que o passivamente que a gente trabalha é também para resgatar fazer um mapeamento, levantamento do que e como a gente pode ajudar nessas carências que eles sentem lá. E no fim das contas a gente entende que é isso que falta assim. Políticas públicas para dar apoio para dar visibilidade. Para dar suporte para eles também, terem essa autonomia, essa segurança de estar ali e de poder ir e vir sabendo dos direitos deles. Então, inclusive agora eu estou fazendo parte de um projeto que trabalha com as mulheres, inicialmente nós vamos trabalhar com algumas comunidades, 5 comunidades, por conta da pandemia, mas o objetivo é trabalhar com todas as comunidades da reserva num curso de empoderamento feminino. Né então, ali é inevitável a gente não falar de políticas públicas, é inevitável a gente não falar de leis, é inevitável a gente falar de assédio, de abuso, é inevitável. Só que é, tem coisas, delicado, assim, eu aprendi que se eu não tenho propriedade, segurança de falar sobre um assunto. Ou eu convido a pessoa, que tem essa propriedade, que é especialista nisso para compartilhar com a gente, ou então, se surge uma questão levantada sobre isso. Eu trago, Estudo, vou buscar informação, e essas pessoas especializadas, ou eu contato o município mesmo, por exemplo as pessoas que precisam dessa atenção ali, para aquele assunto específico. Então, a gente tem essa articulação, embora, seja uma organização não governamental, os nossos parceiros são governamentais também. Então eu também busco esse apoio, bom eu acredito também que dentro do PES. Existe uma agenda que ela trabalha, muito voltado com base na educação, dentro dessas políticas públicas, mas eu posso até, não sei te responder isso agora, eu também posso pesquisar, entrar em contato com os meus colegas de trabalho e tentar entender sabe, realmente qual é a atuação do PES em si, e depois da FAS. Ou como que age as políticas públicas dentro de cada

agenda. E dentro da FAS como um todo é a mesma assim. Mas dependendo de cada agenda, é aplicada de uma forma assim.”

[A: S] se tu tiver tempo e puder me encaminhar alguns materiais, eu vou deixar meu contato. A gente vai tomar uma estratégia de quais vão ser o temas que a FAS vai dar prioridade. Por exemplo, esse empoderamento das mulheres, já saiu em outros momentos. Talvez realmente está transversal.

Participant FA-A - “Mas eu também preciso encontrar as questões que é difícil a FAS se posicionar. Talvez na questão ambiental, mineração em áreas... coisas que a Letícia levantou comigo e que talvez não tem exatamente um posicionamento claro, não só um posicionamento claro, mas ainda não está tangível nas coisas que a FAS faz. Posicionamento com certeza vocês já tem em relação ao que faz mal para o meio ambiente. Mas como é que isso depois desdobra em ação. Ele vai aparecer na educação, ou indo alguém na Câmara Municipal, Estadual, ou enfim... Acho que é isso que a gente vai ter que quebrar, mas acho que o nosso tempo. Vou te mandar meus contatos...”

[A: S] Talvez nas próximas semanas a gente vá fazer algumas sessões tentando criar essa estratégia e vai ser colaborativa, não vai sair da minha cabeça, vai sair de vocês que estão trabalhando. Caso tu tenha disponibilidade, tu gostaria de participar?

Participant FA-A - “Sim, com certeza, no que eu puder, ajudar, e acho que é um interesse grande na gente colocar pra fora, não ficar interno só da FAS, a gente sabe os trabalhos brilhantes e potentes que a gente faz, mas o quanto mais a gente puder expandir, é um leque, de informações, pra outras pessoas saberem, quem ajuda, quem precisa de ajuda, como é a realidade dessas pessoas que precisam de ajuda. Então, com certeza, o que eu tiver, o que tiver ao meu alcance, eu estou a disposição. E que bom, eu fico muito feliz de, poder partilhar com seu trabalho, eu acho incrível a gente passar isso para ciência. Como uma fonte científica, o que eu sempre falo para eles lá também, é isso, eles acham que a ciência existe como? Se não fosse vocês aqui na ponta, a gente só funciona junto né. Porque a gente não conseguiria ter um embasamento científico nas coisas tradicionais, se não fossem eles, contarem as histórias deles, dos ancestrais deles, né. Então, imagina a medicina avançou porque tem aquelas plantinhas da floresta que são mágicas para algumas coisas específicas, então. Parabéns, pelo seu trabalho, engajamento, fico muito feliz em poder ajudar.

E estou aqui, a disposição também. Pode contar comigo. Fala para as meninas lá, contatarem que eu estou por aqui.”

[A: S] Super obrigada, foi super rico falar contigo, maravilhoso ouvir pessoas que tem um orgulho , que estão fazendo um trabalho tão importante. Eu concordo contigo, eu acho que os problemas da humanidade hoje são exatamente porque a gente se descolou da natureza, dos conhecimentos tradicionais. A gente esqueceu, faz de conta que isso não existe. Enfim, eu sou otimista que a gente vai dar um jeito.

Participant FA-A - “Fica o convite, quando você voltar, você conhecer o Atumã viu.”

[A: S] Eu comecei a falar com as gurias em julho do ano passado, eu pensava essa pandemia vai passar, depois a gente ainda vai se encontrar fisicamente. temos que ter um pouco de paciência agora. Obrigada de novo.

Explorative Conversations

Transcript 2

Conversation with three FAS employees that work in the Sustainability Festival identified:

Participant FA-B

Participant FA-C

Participant FA-D

Author identified [A: S]

Date: 14/04/2021

Online

[A: S] Eu quero primeiro que vocês me tragam histórias de experiências que você estiver de mobilização social seja na Virada Sustentável enfim qualquer um desses espaços para a gente tentar entender que quais são os elementos que são super importantes e depois a gente vai para as outras atividades. Quem quiser começar me falar que mobilização social vocês precisam me contar que é mais importante.

Participant FA-B - "Como é histórico eu vou jogar essa bola para o Participant FA-C a gente anda em bando na na cidade sustentável, mas como eu entrei agora na FAS eu acho que o histórico, o Participant FA-C está há mais tempo pode me passando."

Participant FA-C - "Então [A: S], a gente tem algumas várias histórias relacionadas a mobilização social é uma parte forte e bastante importante na nossa coordenadoria porque assim como nas outras coordenadorias da FAS em que as ações não acontecem nas comunidades ribeirinhas e tem lá hoje, o gestor, tem o senhor que cuida do núcleo, tem o carinho que toma conta da farinha. Aqui a gente meio que tem isso de graça através dessa mobilização né com esses vários líderes que a gente tem contato em 13 bairros de Manaus.

No ano passado assim isso tudo começou com a Virada né, com a Virada Sustentável e começou com um conselho criativo que tem dentro da Virada que são várias organizações sociais. Enfim que foram criadas ali organizações de mobilização mesmo que talvez nem tenham um CNPJ alguma coisa do tipo mas foram pessoas que se reuniram e quiseram montar algum tipo de mobilização em prol da cidade seja na parte ambiental, na parte assistencial. Através desse conselho criativo né quando a Virada chegou em 2015 e a Paulinha que era então chefe fez a chamada e aí apareceu um monte de gente no começo eram 12 Organizações e esse número foi aumentando né. E aí 2016 foram para 20, 2017 para 35 e em 2018 para 40 e 2019 para 52 e continuamos em 52 até hoje né. É aí essa foi a grande parte né porque basicamente todas as pessoas e todos os líderes que a gente conhece hoje se mobilizam dentro da Virada né a gente sempre chama os para participar da Virada. A Virada foi esse digamos foi o __ para enfim catalisar as pessoas né. E aí essa parte mobilização, ela se tornou muito muito muito mais forte e mais viva digamos assim o que a gente sempre dizia que a Virada Sustentável daqui de Manaus. Ela é muito diferente na virada que acontece por exemplo em São Paulo, porque a Virada que acontece em São Paulo é somente um final de semana, aqui em Manaus não, são ações que prevalecem durante o ano todo e ano passado e ficou bastante evidente.

É por conta das mobilizações foram feitas para enfrentamento da pandemia né. A gente se vinculou ainda mais com todos esses bairros a nossa a nossa atuação dentro dos baixos ficou ainda mais forte por conta disso e foi a galera que ajudou a gente, porque dentro da FAS nós somos 4 pessoas agora na época. Na época, apenas éramos apenas três, time reduzido nunca aqui nós iríamos humanamente impossível né de fisicamente aqui está esgotado fisicamente mentalmente de trabalhar em 13 bairros ao mesmo tempo né. E foi através das pessoas que a gente conseguiu, mapear as pessoas que estavam passando necessidades, as pessoas indo entregar cestas básicas se mobilizando para captar recursos junto a gente.

É uma reunião puxada e enfim toda essa parte de logística de operacionalização foi através dessa galera que a gente conseguiu fazer tudo que a gente fez, os números que a gente conseguiu no passado foi através dessa galera muita. Essa parte de mobilização assim é que a gente teve né, a Virada as pessoas têm um carinho pela FAS elas gostam de se voluntariar né, as vezes, a gente teve gente ano passado que a gente foi acho que as primeiras cestas básicas que a gente comprou que iam para comunidades indígenas aqui em Manaus, elas vieram separadas. Não vieram uma cesta montada. Então foi uma mensagem que surgiu ali no grupo do Conselho Criativo e aí apareceu um monte de gente lá na FAS para montar as cestas mais de 1626 foram montadas assim algo real, então a galera realmente gosta tem um carinho pela virada e pela FAS né pela instituição e pelas pelas ações que a gente desenvolve."

[A: S] Uma perguntinha rápida só não ficou muito bem claro para mim como é que vocês atraíram os líderes desses 13 bairros? Foi esse mesmo edital que chamou chamou as organizações ou foram coisas os processos diferentes?

Participant FA-B - "No primeiro momento da Virada Sustentável a gente lança edital né, e as pessoas aqui de Manaus elas são muito ligadas em editais, tem edital da prefeitura da Manaus cult. Pessoal adora edital. No primeiro momento da virada sustentável muita gente se confundiu com a Virada Cultural, né então o próprio Jander daqui é um dos nossos colaboradores externos né. Ele fala eu entrei na Virada Sustentável achando que era Virada Cultural e a gente chamou esse pessoal assim sem oferecer dinheiro sem nada você não vamos participar de um evento e tal.

É como o Participant FA-C disse em Manaus o evento se transformou em movimento por causa das pessoas que se envolveram assim. O evento de um final de semana se

transforma em movimento que acontece o ano inteiro.”

[A: S] Mais uma questão, vocês estão falando da potência, eu posso dizer que a virada foi catalisadora dessa mobilização?

Participant FA-B - “Sim, com certeza, foi o que levou a todas as outras agendas que a gente tem assim né. Acho que Participat FA-C pode me corrigir mais é isso simplesmente na parte de mobilização surgiu ali. A gente tem dois três grupos com as mesmas pessoas grupo de mobilizadores. Grupo de Conselho Criativo, grupo. Então a partir da Virada do que lhe deu origem.”

Participant FA-C - “É [A: S], desliguei a câmera rapidinho porque tava travando. Mas só complementando a Participant FA-C, a Virada, ela começou e como você perguntou eu acho que não respondi essa pergunta de alguma história né.

Veio um histórico de que a gente faz. Mas é por exemplo 2019 né, para você ver o quanto a virada ela catalisa né essa parte mobilização social. Em 2019 a gente abriu inscrições para voluntariado né, a gente conta com basicamente tudo o que a gente FAS a nossa Coordenadoria né. A gente conta com voluntários com pessoas que dedicam seu tempo ao em troca de um certificado no máximo na verdade. Ainda 2019 a gente abriu as inscrições para o voluntariado. E quando a gente viu já tinha e em dois dias já tinha mais de 800 inscritos.

Número assim que não não se encontra em nenhuma outra Virada do Brasil né, em São Paulo a galera conta com cinco voluntários, é um número muito muito pequeno sabe?! E isso se da [A: S], a gente acredita muito que se dá pela essência que é a Virada né. É a essência da Virada, é perguntar para as pessoas quais são os sonhos delas e chamar elas para participarem com a gente dessa mudança sabe?! Então as pessoas elas se sentiram chamadas né se sentirão atraídas por que esses números, em nenhuma edição eles caíram. Caíram agora na pandemia, mas a gente que optou por cair porque se fosse por eles eles gostariam de participar né.

Teve o cuidado ali com a saúde das pessoas a gente e aí a gente não fez chamada para voluntario. Mas em nenhum momento, pode colar normal de 2019 para lá, a Virada nunca nunca caiu com seus números as ações sempre aumentaram. Os lugares que a gente se fez presente sempre aumentaram em mais de 20 locais de Manaus. As pessoas, os voluntários, o conselho criativo tudo foi crescendo sabe?! Então realmente as pessoas abraçaram essa ideia e pegaram a Virada como uma

causa né. Ou como um pedaço de madeira que vai passando no Rio e se agarraram a tentar mudar sua realidade algo assim.

Agente não teve voluntario porque agente ficou dizendo “não”, porque eles descobriam os nossos números assim. “Quando é que vai abrir editar para voluntária?” Bastante gente querendo mesmo, é como diz Participant FA-C assim de ser essa tábua de salvação é, porque o que acontece tá Virada acontece ali. Faz pessoal retira lixo do rio e todo mundo participa ou então distribuem mudas e tal, mas eles vêm a isso acontecendo dentro do bairro deles.

A gente não age lá na praça, a gente faz o show lá na praça mas a gente vai para os bairros e aquilo e esse legado eles vêm passando a família dele, passando pro vizinho e eu acho que é esse é o que traz a vontade de no ano que vem eu fazer parte né. Pô eu participei da virada em 2016 em saber que participava da Virada né. Eu o que que eu fiz eu tirei uma foto falei eu quero saber o que que é isso aqui, aí esses dias veio a lembrança no celular né. Olha só, é a forma que impacta, é um banner não tinha nada demais, não tinha, mas eu vou eu pensei, é isso que eu quero ver na minha cidade né. Eu sou bióloga e eu vi isso acontecer as outras pessoas são do meio social normal e ver uma ação acontecendo, ver sua mãe poder vender o artesanato no fim de semana sem ter que pagar para isso. Então eu acho que essa movimentação de acontecer dentro do bairro deles dentro do meu próprio bairro é uma coisa que vai e vai impactando e vai fazendo isso crescer.”

[A: S]: Eu adorei saber disso Participant FA-C eu vou postar no meu contato aqui porque eu adoraria receber esse banner sério, é uma das coisas que eu ia perguntar exatamente se vocês tem algum material das primeiras edições para saber como é que vocês comunicaram porque obviamente agora você já foi pelo boca-a-boca a coisa já se espalhou. Mas seria bem legal se tiver algum material antigo para poder incluir então é incrível e outra coisa já que a assistência proximidade talvez nas próximas semanas seria interessante a gente conversar com alguma das pessoas que se voluntariou e daí talvez eu entro em contato com vocês pedindo suas teriam como fazer a ponte que a gente entrevistar alguém que esse encontro eu vocês acho que se seria possível?

Participant FA-B - “Super possível, é possível a gente tem uma lista grande de voluntários seguiram e a gente fala que faz carreira dentro da Virada né. Começou como voluntária depois entra como coordenador de voluntários e tudo de forma

voluntária aí depois vai indo, aí entra no conselho criativo. Isso é super possível sim, tá beleza então talvez nos próximos dias e incomode vocês.”

[A: S]: De novo só antes da gente fechar essa parte de experiência, Tem mais alguma coisa que aconteceu para vocês que ficou muito marcante talvez até na relação do trabalho de vocês que deu mais significado?

Participant FA-C - “Eu acho que uma coisa que deu bastante significado para gente, e até deixou a gente orgulhoso e saber que a gente estava no caminho certo né que a gente tem ideia do que a gente tá.

A gente às vezes é tanta coisa né a rotina do trabalho e a gente vai fazendo e não se dá conta do quanto a gente impacta né a gente vai poder ir porque já aconteceu. Acho que uma coisa que impactou positivamente a gente foi a nossa ida para o bairro Monte das Oliveiras em 2019 o bairro Monte das Oliveiras e também o parque das Tribos né que é um bairro bem afastado de Manaus e assim vivem 35 etnias lá, é indígenas né, e a gente conseguiu chegar lá. Aí dando um contexto o Monte das Oliveiras é um bairro periférico da cidade de Manaus é predominado pelo tráfico de drogas, é famílias em extrema situação de vulnerabilidade social e dentro de todo esse contexto a gente encontra lá um carinho que se chama Rojefferson e ele já tinha usado droga na vida, enfim tinha tudo para dar errado e hoje é professor deu a volta por cima. E a gente encontrou e o Rojefferson ele tinha esse desejo de querer mudar a realidade dele lá no Monte das Oliveiras. Em 2019, a gente chegou lá né com as atividades da Virada. Foi um momento bastante de gratidão mesmo e gracioso assim que foi realmente bastante emocionante chegar lá. É tanto que hoje a gente já está desenvolvendo projetos os mais robustos junto com ele de gestão de resíduos de geração de renda, enfim coisas que começaram a ali em 2019 que estão gerando bons frutos sabe. Então essa chegada no bairro Monte das Oliveiras por todo o contexto que foi apresentado, foi assim sensacional porque a gente é tinha tentado chegar lá né. Nesse mesmo ano a gente foi expulso pelo pelo pelo pessoal do tráfico que não queria que a gente fizesse ação da Virada e enfim, foi meio tenso, mas a gente conseguiu dar um jeitinho ali e as coisas estão fluindo sabe então é bastante legal ver que a gente conseguiu chegar lá.

EtambémobairroParquedasTriboséquecomoefaleiumbairropredominantemente indígena vivem 20 etnias é um bairro em Manaus e do estado. Eles não tem assim como Manaus toda né não tenho saneamento básico decente mas lá é mais precário

porque ele não tem nem asfalto é a energia lá é a gato né em alguns pontos. A água eles dão um jeito também, não é tudo regularizado então realmente é um bairro esquecido né durante a pandemia montaram uma UBS lá na UBS móvel e saiu e entrou porque piorou é agora janeiro.

Enfim e a gente conseguiu chegar lá também 2019, com uma ação pontual porque lá também é um espaço que a vulnerabilidade social é extrema, talvez mais extrema que o Monte das Oliveiras e a milícia e o tráfico de drogas também é muito forte lá no parque das Tribos. A gente conseguiu chegar lá, tá acontecendo a mesma coisa no Monte das Oliveiras até mais, porque no parque das Tribos a gente vai conseguir entregar a construções coisas concretas mesmo, bem maior do que a gente imaginava. Entregar uma maloca para eles uma casa de saúde e todos os projetos de geração de renda de gestão de resíduos.

Tudo isso começou ali com contato com a Vanda que é uma liderança indígena que não sei se você conhece, foi a primeira indígena aqui do Amazonas a ser vacinada, a Vanda Ortega, a professora Cláudia que cede a casa dela para dar aula para o para as crianças porque lá perto. Porque as mais próximas fica a quilômetros de distância, então faz esse trabalho lá e enfim pessoas inspiradoras que durante todo o percurso né de construção da Virada e que a gente está conseguindo outros frutos ainda maiores né. Participant FA-D quer falar.”

Participant FA-D - “Gente a minha câmera não tá ligado que realmente eu tô com problema bem sério de internet mas vamos lá eu vou passar um outro feedback que é mais filme do ponto de vista de alguém que também começou comecei como voluntário. Também não tão voluntário porque na FAS quando eu entrei tinha toda uma mitologia em volta da Virada. Se você entra lá FAS você tem que participar tem que se envolver você no bom sentido lá no passado sim então eu já fui arrebatado por esse movimento super massa e assim é algo que tange tanto a minha parte como ex-voluntário como integrante da equipe acho que foi a questão da multiplicidade de vozes que tem dentro da Virada, essa multiplicidade.

Eu vejo ela dentro da tanto da parte de reconhecimento né como a gente tem uma entrada muito forte a todos os meios sociais, todos os aspectos desde shoppings abrirem as portas para gente querendo fazer parcerias, até as regiões periféricas onde o tráfico domina né que são regiões super delicadas e difíceis de serem acessadas por até mesmo pelo poder público pela polícia.

Então é esse tipo de acessibilidade eu acho que é um grande diferencial e algo assim que eu poderia ter para mim eu considero um grande um grande feito da virada né. Eu vejo que algo que vai além da também, não é só o fato de um reconhecimento de um título né, é uma coisa efetiva a gente entra nesses espaços faz mudanças efetivas e reconhecido por essas mudanças não só por o titulações, por posts... são coisas concretas e reais. Então eu acho que se pelo menos para mim é um é o ponto ali chave de tudo e que faz todo o trabalho valer a pena e ter um significado de verdade.”

[A: S]: ótimo muito bom muito bom de ouvir Participant FA-D por ter sido voluntário e agora fazer parte. Eu gostei também do que tu trouxe dessa de ser plural né e eu queria entender se isso foi mais orgânico ou isso tá escrito em algum lugar? Porque se tiver escrito documentado de vocês puderem mandar vai ser ótimo, a opinião de vocês de como é que foi esse entendimento de que precisaria ser plural?

Participant FA-B “A essência da virada sustentável nacional é ela ser o plural mesmo, em São Paulo a gente vê que ela é espalhada na cidade de inteira. Ano passado que não teve público né eles fizeram artes no meio da rua e é mais ou menos isso só que lá é tudo muito pago né aqui é todo mundo voluntário.

Como o Participant FA-D disse o shopping procura a gente procura a gente para fazer parceria então é as coisas acontecem de forma orgânica mais o formato inicial da Virada é isso mas é isso é ser bem multidisciplinar e multiplataforma também a gente vai estar. Uma coisa que é muito que foi muito interessante que a gente fez aqui foi levar para o terminal de ônibus, a gente levou teatro pro terminal de ônibus, levou dança pro terminal de ônibus porque aqui em Manaus o sistema público de transporte ele não tem muito o horário certo né então tu vai ficar duas horas lá e vai ter um grupo de senhoras dançando dança do ventre e logo em seguida um grupo de hip hop e depois um, tu não vai assistir inteiro mas tem uma peça de teatro e aí né nesses locais a gente colocava aquele os cartazes onde as pessoas poderiam escrever “qual é a Manaus dos seus sonhos?”

Manaus dos meus sonhos é uma cidade com menos violência em algumas coisas bem pesadas assim que você lê que é um tapa na cara da realidade né. Mas isso faz a gente montar nossa agenda de uma forma é a Manaus do sonho da urbano e a gente trabalha no meio urbano é não ter fome então vamos trabalhar para conseguir levar

cesta básica para periferia, então a gente pegou um modelo inicial e a realidade de Manaus fez transformar ele, mais é mais profundo ainda né.

Eu não sei é o Participant FA-C teve na virada do Rio que ela também bem espalhada né também vai bem para Periferia e ele acho que ele pode ir fazer esse comparativo. Mas a ideia da Virada inicial da Virada Nacional é isso é ser multi.

Bem legal, eu vou fazer uma pergunta meio difícil mas também é importante do trabalho. Vocês se lembram de algum momento que houve um conflito e não sejam conflito de interesse dentro da FAS com os parceiros com a mobilização social e se vocês conseguem lembrar de algum caso assim como é que foi como é que vocês resolveram?

Participant FA-B “é essa eu passo também porque eu acabei de chegar. Não sei se Participant FA-D quando estava na outra nossa agenda viu alguma coisa. O Participant FA-C nos últimos dois anos.”

Participant FA-C “e eu fiquei só com uma dúvida esse conflito seria ela a questão de gestão administração ou por exemplo o tal edição teve algum conflito a gente sempre resolver como seria?”

[A: S] Eu tô deixando aberto para ver o que vem pode ser dos dois assim seja mais da gestão ou seja de ter envolvido de ser muito plural como é que vocês administram também tantas vozes de tanto os interesses?

Participant FA-D “eu vou começar então aqui dando exemplo de um fato é na execução bem na ponta que foi lá para isso que eu participei ou participarei dentro de um shopping. A gente teve o shopping por si só já é um local burocrático de inúmeras maneiras, e a gente estava tendo alguns problemas para resolver, em resumo a gente dá um contexto melhor a gente estava no segundo andar do shopping e todo o material do shopping precisa chegar pelo pela entrada de materiais que fica bem afastado do local que a gente tava. Tava no horário comercial então é por mais que pareça algo simples isso foi assim gigantesco para a gente tava ali na execução nós todo mundo todo material para a gente fazer nossas atividades não tá conseguindo chegar. Em isso a gente teve que literalmente ali conversar com seguranças de conversar com a administração do shopping explicar o que era feira e mostrar toda o porquê tinha toda aquela credibilidade. E com isso e tendo contato com a pessoa que tinha contratado a gente então assim toda aquela credibilidade que eu havia citado

foi o fator que possibilitou a gente resolver esse tipo de situação e isso para quem tá na ponta não só eu como coordenador estava ali estava ali à frente dos voluntários mas os próprios voluntários puderam também usufruir dessa credibilidade né a gente acabava ganhando muitos acessos e outros eventos e outras pessoas não têm comumente no shopping isso é mas é mais uma vez o dia que isso é isso é repercute em todos os espaços é essa essa essa credibilidade a abre muitas portas que não são abertas comumente. Então essa foi uma solução para isso é um exemplo.”

[A: S] ótimo muito obrigada eu vou já que a gente fala um pouquinho de conflito agora eu queria ouvir um pouquinho vocês de que desafio vocês estão enfrentando agora né temos a pandemia como é como é que tá sendo tentar fazer alguma coisa online enfim como é que vocês estão lidando e que problemas vocês estão tendo.

Participant FA-B “esse é o nosso maior problema é transformar a Virada é um evento cultural e de rua né num evento virtual e engajar as pessoas então a gente fez várias tentativas ano passado de algumas lives mas se ninguém mais gosta mais de live né. Logo no início a gente teve a questão de tentar levar ao longo do ano né Vire a sua cidade de casa então levar suas atividades para dentro de casa e no fim depois a gente meio que suspendeu isso por por n motivos né é baixo engajamento, as pessoas já não tinham mais interesse ou então o conflito com o pessoal de São Paulo que achou que talvez não fosse interessante desgastar a imagem ao longo do ano né. Aí esse ano ia ser no fim a gente resolveu isso fazendo atividades pontuais é onde a gente mesmo eram os voluntários a gente foi para Rua abriu uma faixa um drone filmou e lançou nas redes sociais e isso teve engajamento isso teve bastante compartilhamento as pessoas gostaram. A gente teve uma ação só que teve voluntários e foi de distribuição de mudas mas também limitação aí o desafio é esse ano é entender como é que vai estar o nosso Panorama né. a gente não sabe. Manaus está com uma taxa de vacinação muito alta ou muito alta não acima do resto do Brasil alto ela não é né. A gente vai conseguir levar público a gente não vai conseguir levar público? A gente já desenhou sem público né este ano a proposta já é uma proposta toda online através de plataformas e tudo mais. Esse é o nosso a atual desafio vou estender o quanto de público pode-se levar a gente não vai conseguir fazer igual 2019 conseguir levar um público gigantesco para um show. Mas a gente pode fazer ações pontuais nos bairros que tenham 15, 20 pessoas. Ano passado não poderia nem isso. Então é esse desafio atual se entender até que

ponto que a gente pode ir e outro desafio é a parte de captar dinheiro para isso né. A gente trabalha com a parte a gente tem o dom né de captar voluntários mas tudo toda a gente precisa de dinheiro para funcionar e a questão agora que as pessoas as empresas elas precisam ter a preocupação de não demitir funcionários de ficar se manter viva enquanto o quanto empresa então e conseguiu muitas doações em 2019. 2020 a gente fez milagre com um pouquinho dinheiro assim sendo a gente está indo desafio de conseguir captar esse valor para conseguir talvez fazer uma forma mais híbrida né não tão online mas não fala mais híbrida.”

[A: S] Legal quando tu fala dessa das opções híbridas que vocês estão vendo para esse ano, tem alguma plataforma que você já meio que decidiram ou isso também vem da organização lá de São Paulo? Daí todas as Viradas enfim vão tentar os as mesmas plataformas?

Participant FA-B “a gente utiliza para transmitir o YouTube da Virada sustentável de São Paulo, e eles têm números né e a nossa plataforma de Manaus também tem não tem um número tão grande de Impacto, mas cada um pode fazer via só plataforma.”

[A: S] eu vou dar uma olhada com mais cuidado não estou muito por dentro das atividades da Virada, mas eu queria saber se vocês agora já entrando na parte de políticas públicas. Se vocês lembram de atividades que tenham abordado mais diretamente políticas públicas?

Participant FA-C “travou aqui.”

[A: S] se vocês lembram de algumas das sessões das Viradas terem atividades sobre políticas públicas?

Participant FA-C “tem sim, em 2019 né quando uma Virada ela era presencial e até ano passado né elas têm essa relação com políticas públicas. As atividades elas são atividades de base digamos assim. Atividades de conhecimento.

Cada organização do Conselho criativo faz parte de alguma temática específica, né aqui no refugiados tem a galerinha lá que trabalha com Assistência Social lá na periferia da Redenção. Enfim todas, são eles que propõem as atividades e outras pessoas que a gente vai para Manaus inteira e isso passa por uma curadoria né dentro da equipe da Virada e as atividades elas são as mais variadas possíveis.

Assim a grosso modo poderia diferenciar tem as atividades culturais né de

apresentações teatrais, contações de histórias, algumas se relacionam directamente com o tema e mas tem ações que são de base, por exemplo uma roda de conversa lá na periferia para falar como que você acolhe um refugiado ou como que você constrói uma política pública. Como que você participa ativamente lá da sua câmara. Enfim rodas de conversas assim sobre direitos humanos, atividade de base, o conhecimento da população que está recebendo as atividades da Virada.”

[A: S] Muito legal tenho várias perguntas sobre isso, uma se vocês chegaram a tentar fazer alguma versão dessas online. Eu digo das rodas de conversa, por exemplo.

Participant FA-C “as rodas de conversa não rolou a gente tinha previstas, mas acabou se enfim a galera realmente está muito saturada é sobre, infelizmente, mas teve algumas atividades pontuais que a gente fez. Presenciais que foram filmadas entraram no IGTV da virada Sustentável Manaus. Uma atividade que se relaciona mais diretamente com políticas públicas política e participação social foi uma atividade do Politize que é uma organização do qual faz parte também. O objetivo de levar educação política né porque isso faz parte da embaixada é e teve o Forum, a Embaixada de Manaus faz parte do Conselho criativo e teve uma ação de enfim a gente não tem uma barraquinha lá no Largo São Sebastião, o Participant FA-D que tá aqui e o Antônio sentaram lá com duas cadeiras e um todos os procedimentos para saúde para proteção, ouvir eles pararam e começaram a conversar com as pessoas sobre política sobre o que eles queriam falar sobre política que eles entendiam, se eles tinham dúvidas. Então foi uma atividade de se relacionar diretamente também e também teve o Fórum da Virada eu acho que foi o grande a gente fez pela primeira vez um Fórum né da Virada aqui em Manaus, a gente teve em 2019 uma participação com a NTIX sobre conhecendo os ODS ali foi o início do Forum. Ano passado a gente falou sobre Amazônia falou sobre políticas públicas também diretamente que foi justamente com a Lê a Letícia é teve assunto Amazônia diversidade, jovens enfim foi tempo essas duas atividades que se relacionam né. Diretamente com o que você indagou.

[A: S] Ficou bem claro agora eu queria entender se com certeza pela variedade de atividades que ocorrem ainda mais sendo a Virada que é um movimento que vocês tão falando que ao longo de todo ano. Tem alguma parte do fluxo de vocês que vocês coletam é o que pode tá saindo em relação a políticas públicas não

só das rodas de conversa mas talvez de outras atividades que talvez possam sem insumo para a proposição de uma política pública ou para que a passa e posicione-o porque a face influencia e tal.

Participant FA-C “Então [A: S] foi algo que a gente colocou justamente nosso planejamento para 2021 né que a gente queria mudar né algumas coisas que a gente queria fazer a por exemplo ter em alguém do Conselho Criativo que tivesse alguma cadeira na comissão parlamentar sobre meio ambiente lá da Câmara de Vereadores além da Assembleia Legislativa. Então fazer com que esse pessoal do Conselho Criativo participe mais ativamente né da política e construa uma política pública, participe dessa, faça a sua participação social para construção de políticas públicas. É o que está nosso planejamento para 2021.”

[A: S] super legal agora a gente já tá quase acabando. Um pergunta que vão parecer meio bobas mas elas vão ser importantes porque esses insumos que eu tô coletando com vocês eles vão nos ajudar a desenhar uma sessão depois também colaborativas que a gente vai chamar pessoas diferentes áreas da FAS para tentar criar essa estratégia ou dessa agenda ou dessa priorização de políticas públicas ou de assuntos enfim a gente ainda vai saber melhor. Então eu vou ter que fazer essas perguntinhas porque depois vai virar insumo outra oficina, quais vocês acham que são super poderes da FAS para mobilização social.

Participant FA-C “Os super poderes da FAS, eu acho que a imagem da FAS a imagem que a FAS passa para as pessoas desde a parte de comunicação quanto, a parte de quando a parte de quando as pessoas vão lá na FAS e vem aquele verde bonito bonito que é a sede da FAS. Aí elas ficam mais apaixonados ainda e também pelo objetivo e pelos resultados que a FAS tem. É realmente eu acho que eu acredito a Participant FA-B e o Participant FA-D podem dar um super poderes mas eu acho que isso catalisa bastante pessoas né porque as pessoas procuram a gente. A imagem que a gente criou durante a Virada e os outros projetos que acontecem e não somente aqui em Manaus e as pessoas vêm esse nas redes sociais, vem isso na imprensa elas querem participar daquilo de alguma forma então eu acredito que é essa parte da imagem e que a FAS passa é um importante super poder aqui a gente a mobilizar pessoas .

Participant FA-B “concordo é a imagem e é o nome das pessoas já sabem do que se trata. A FAS conseguiu criar uma marca muito forte não é regionalmente e inicialmente né e agora durante pandemia a imagem da FAS nacionalmente é muito importante.

Participant FA-D “como é que eu ia falar isso aí mas já tem já foi contemplado então o que eu posso acrescentar é que a rede de contatos da FAS também por ela ser muito grande é uma rede contato com muito eficaz né não é só dá daquela gente contato de mandar e-mail e a pessoa nunca lê então se quando a gente pede voluntariado ajuda a técnica de algum dos nossos parceiros a gente sempre é correspondido então isso aí a amplifica muitas vezes a nossa voz então esse é um superpoder da FAS.”

[A: S] são 3 perguntas difíceis já foi a primeira, a segunda é o que vocês acha que poderiam melhorar.

Participant FA-C “às vezes é muito difícil gerir tantas pessoas ao mesmo tempo e então esse equipe reduzida talvez seja uma coisa assim sabe, e talvez limite um pouco os resultados que a gente poderia ter ainda mais expressivos ainda. é o que enfim a gente consegue conferir, eles são nosso apoio lá na ponta mas aqui a gente tem que gerir né gerir projetos não somente ir uma Virada por exemplo que já é tipo de uma proporção gigante mais outros projetos né. E que a gente tem que tocar então e aí gerir indicadores, gestão de tempo tudo às vezes falta para desempenhar e acha que é de comum acordo aqui que nós gostamos bastante do que fazemos. Então a gente faz e fez muito cansado mas a gente faz de alguma forma. Então acho que talvez se poderia melhorar se a gente tivesse uma uma equipe maior e tal seria show.”

Participant FA-B “tentei ligar minha câmera mas não foi. Então é uma eu concordo com o Participant FA-C e a questão assim a gente gosta de estar com os mobilizadores e gosta de estar com o público né mas como a gente tem que gerir vários projetos é eu, a Paulinha que estava antes de mim ela conseguia fazer isso com maestria eu tô apanhando aí um pouco no início. E uma coisa que a gente sempre tenta e geralmente não consegue de alguma forma remunerar essas pessoas que estão lá na ponta né, a gente tem os mobilizadores que são desses 13 bairros a gente tem esses contatos, mas a gente não pode ficar tirando utilizando o tempo deles sem ter algum tipo de retorno então eu adoraria ter por exemplo uma pessoa na equipe que trabalhasse diretamente com os mobilizadores não tivesse se dividir nos outros nossos 14 projetos.

Treze bairros 14 projetos a gente quer tudo um monte assim, então talvez ter um ponto focal para a mobilização que a gente conseguiu manter eles engajadas sempre

seria perfeito.”

Participant FA-D “a Participant FA-B e Participant FA-C já me contemplarem em muita coisa, o ponto que eu posso adicionar tem muito a ver com a gestão do conhecimento né eu vejo que. Quando você gente fala da Virada Manaus a gente fala de pessoas a gente não fala de uma coisa. Como assim a gente fala da Paulinha a gente fala da Participant FA-B a gente fala do Participant FA-C, do Jander, a gente fala da ___ é preocupante né porque a eu tenho certo receio porque acho a querendo não as pessoas são temporárias né então tem funções continuar própria vida me dá uma caixinha de surpresa. Então eu penso na perpetuação neste conhecimento desses acessos de, de falar poxa eu sou amigo do muita coisa que a gente faz é possível porque a gente é amigo ou é próximo de outra de alguma pessoa isso as vezes eu vejo que pode ser um é um grande aliado mas também pode prejudicar. Então eu penso que como gerir esse a conhecimento e perpetuar para novos membros de equipe para uma nova equipe futura caso ocorra, eu vejo que são um ponto que pode melhorar bastante tem um problema de outras agendas da FAS também eu vejo não é o ponto muito difícil mais importante.”

[A: S] é muito obrigada ponto de super relevantes né de alguma forma talvez eles vão entrar na proposta que eu estou desenvolvendo com vocês posso garantir que esse último mencionou o [FAS: D] não é só a FAS é quase todas os organização e se eu trabalhei falam desse problema de como tu gere o conhecimento para que não fique associado as pessoas mas a gente vai vai encontrar formas de fazer isso.

[A: S] eu tenho última perguntinha que nós temos também está acabando que esta eu queria perguntar se a FAS fosse um personagem quem seria?

Participant FA-C “o Capitão Terra”

Participant FA-D “eu ia falar isso moço”

Cavalcane: Capitão Planeta na verdade, o seu terra não Capitão Planeta.

[A: S] explique explique porque você pensou no Capitão Planeta

[A: S] o que tem?

Participant FA-C “eu pensei no Capitão Planeta pela defesa que ele pega nos desenhos dos ecossistemas e tal de conservação ambiental é essa disseminação é muito

legal mas eu também pensei do Batman porque o Batman. Ele tem preparo né. Ele enfrenta o Superman, mas é porque ele tem preparo se não for muito longe ele vai com a kryptonita ali tal então.

Mesmo ele sendo digamos que não quer FAS seja pequena né mas que ele seja um pouquinho ou fraco enfim ele tem preparo e ele consegue lá e dá um soco Superman né então é enfim não sei estender essa analogia.”

Participant FA-B “Batman tem dinheiro né, a primeira coisa que eu pensei foi no fragmentado assim não na história do fragmentado né mas o fato de tantas mil personalidades assim a FAS ela tem num corpo só né uma organização só a gente tem agenda indígena a gente tem olhando urbana A gente tem Floresta a gente tem ribeirinho a gente. Então eu pensei nesse Capitão Planeta era o meu desenho favorito na infância ainda fogo água coração aí eu acho que também contemplaram, mas eu pensei nesse fragmentado também de tu tem um organismo sol gerindo muita coisa ao mesmo tempo.”

Participant FA-D “eu pensei nesse personagem daí legal que eu tive mais tempo para pensar e achei um exemplo. Legal para mim também não repetir os coleguinhas né eu pensei no Ben 10 é um desenho mais imagem pouquinho mais recente Capitão Planeta não tive oportunidade de ver. Me sinto até mal por isso. O Ben 10, o Ben 10 ele não sei se alguém não conhece mas ele é um ele é um menino que ele recebe um relógio do espaço esse relógio transforma ele em 10 monstros, não vou dizer monstro, cada monstro tem um poder diferente e por que a FAS porque assim eu tenho dois anos de FAS mas eu vivi assim mais de 20 projetos eu diria e muita coisa às vezes a gente a gente abraça por amor à causa. Claro com capacidade técnica para executar mas nem sempre a nossa expertise então assim eu vi momento que eu não entendia nada sobre água tive que abraçar um projeto água, virei o monstro água. Depois eu fui In RAIDD+ de desmatamento tive que aprender tudo sobre desmatamento. A gente conseguiu tocar o projeto do nada, mudei de agenda aqui para agenda daqui da cidade sustentáveis então passei a entender muito sobre indígenas e área urbana de Manaus mulheres de mães solteiras em estado de calamidade. Comecei a entender mais sobre refugiados, então assim, isso eu vejo que todo mundo da FAS é um grande Ben 10. A gente abraça os projetos e cada situação a gente se transforma em monstro diferente para poder lutar contra isso né. E aí eu vou abusar um pouquinho vou dizer outro personagem que a cara da FAS

que é o Curupira né o grande defensor da floresta. Então a gente é um Curupira com um Ben 10.”

[A: S] Eu adorei adorei muito obrigado pessoal foi super rico essa sessão que a gente, já está na nossa hora. Participant FA-B por favor depois se tu puder me mandar o banner eu vou realmente adorar incluir em alguma forma desse relatório. É isso pessoal amanhã eu tenho reunião de novo com [time de políticas públicas] a gente vai conseguir processar e ver como é que a gente pode fazer outras sessões daí mais diretas para políticas públicas e daí talvez a gente convide também uma pessoa da área de vocês quem tiver disponibilidade para contribuir lá. Enfim só agradecer foi foi muito bom aprendi muito com vocês e enfim espero vê-los em breve nas próximas semanas.

Appendix IV - Chapter 5

FAS External Projects Mapping

The spreadsheet contains the data from the survey that served as a base for the infographic. The duplicated entries are crossed.

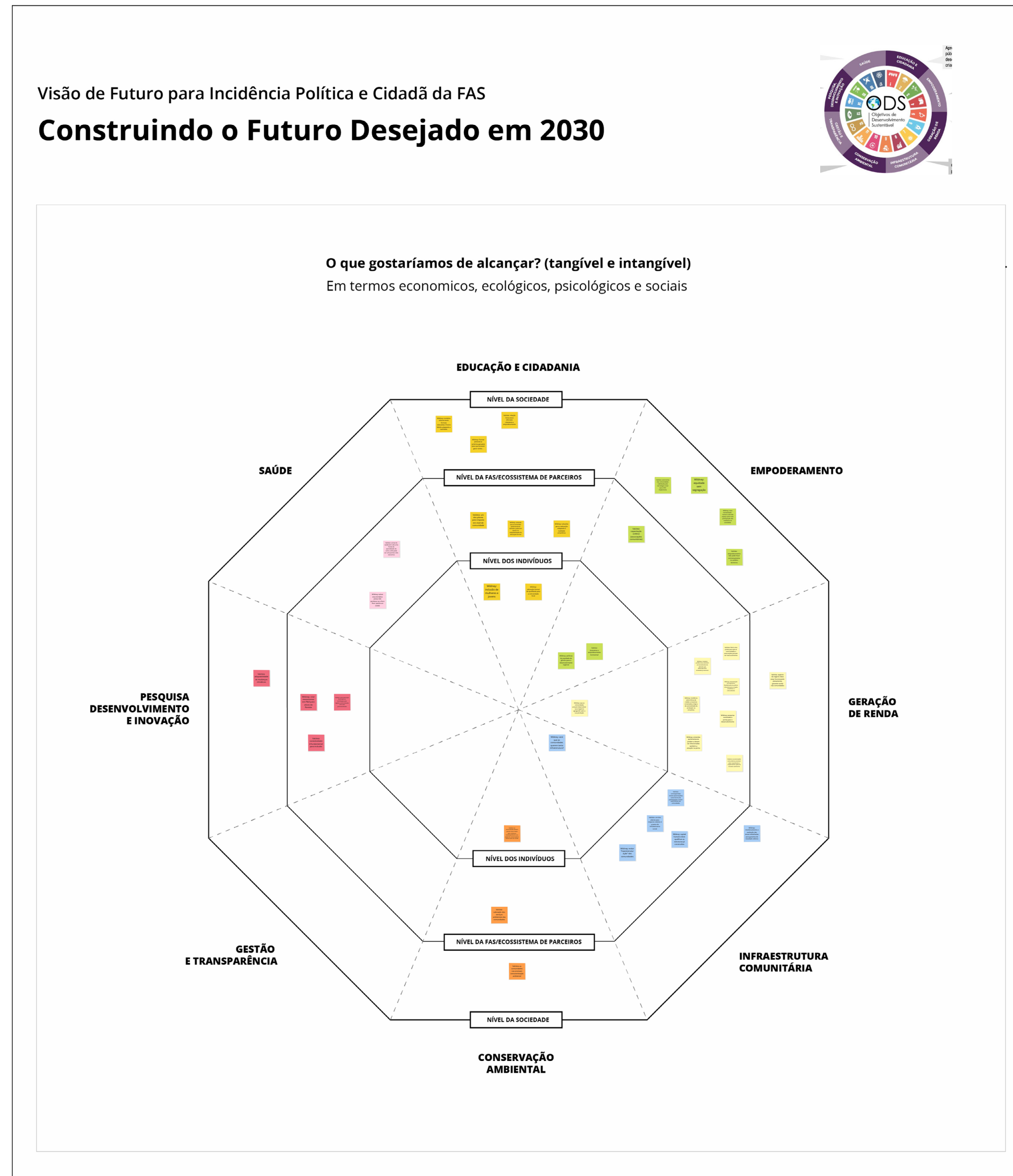
Carimbo de data/hora	Qual o nome do projeto?	Esse projeto está ou esteve ativo em quais anos?	Qual o tema prioritário esse projeto atende?	Qual o tema secundário que esse projeto atende?	Qual o tema terciário que esse projeto atende?	Esse projeto atende algum ou alguns dos temas considerados transversais?	Descreva brevemente como esse projeto acontece?	Em qual Programa/ Agenda você trabalha na FAS?
4/28/2021 20:17:45	Papo sustentável	2017, 2018	Esse projeto não tem um tema prioritário	Sustentabilidade	Esse projeto não tem um tema terciário	Mulheres e Jovens, Diversidade (gênero e orientação sexual,...), Produção de conhecimento	Mensalmente era organizada uma roda de conversa chamada de Papo Sustentável, a cada mês era exposto um tema diferente (ligado ou não a sustentabilidade), tinha 1h ou 1h30 de duração, acontecia no auditório da FAS e sempre recebia convidados externos para palestrar	Coordenadoria Executiva
4/28/2021 20:02:29	1 Feira da FAS	2018, 2019, 2020, 2021	Economia Criativa	Educação e Cidadania	Cultura e entretenimento	Mulheres e Jovens, Diversidade (gênero e orientação sexual,...)	A Feira da FAS acontecia de forma presencial mensalmente na sede da FAS, com exposição de pequenos empreendedores nas áreas de artesanato, culinária, além de shows musicais e teatro. Estimulando a cultura e economia criativa.	Cidades Sustentáveis - PSI
4/29/2021 19:52:11	2 Empreendedorismo no Território Médio Juruá	2018, 2019, 2020	Empreendedorismo	Bioeconomia	Esse projeto não tem um tema terciário	Jovens	Desenvolver a cultura empreendedora de jovens do Território Médio Juruá por meio de cursos, mentorias e consultorias em negócios. Público-alvo: Jovens do Território Médio Juruá (RDS de Uacari e Resex Médio Juruá)	Programa de Empreendedorismo
4/28/2021 20:05:04	3 Taberna do Bem	2020	Acesso a crédito	Cultura empreendedora	Educação e Cidadania	Mulheres e Jovens	Objetivo: Apoiar os comércios ribeirinhos /tabernas nas comunidades da RDS do Rio Negro por meio do acesso a crédito. Identificação de tabernas/comercios na RDS Rio Negro com necessidade de acesso a crédito por meio de oficinas de educação financeira de 1 hora.	Programa Floresta em pé: Programa de Empreendedorismo
4/28/2021 20:02:27	4 Projeto Criação de Áreas Protegidas no Amazonas	2021	Bioeconomia	Desmatamento, queimadas e concessão florestal	Esse projeto não tem um tema terciário	Conservação ambiental	Em parceria com a Secretaria de Estado do Meio Ambiente, a Fundação implementa uma série de estudos e ações de sensibilização e engajamento social, bem como apoio técnico no processo de criação de Unidades de Conservação Estaduais no contexto da BR-319 no Amazonas.	Programa de Soluções Inovadoras
4/28/2021 20:05:54	5 Edital Floresta em Pé	2017, 2018, 2019	Bioeconomia	Desmatamento, queimadas e concessão florestal	Educação e Cidadania	Geração de renda e empoderamento associativista	O projeto abrangeu 11 municípios do interior do Estado do Amazonas. Parceira com o Fundo Amazônia/BNDES para apoiar projetos de apoio à geração de renda por meio de chamada pública (edital).	Programa Saúde na Floresta
4/28/2021 19:59:37	6 Construção do Arcabouço Técnico-Jurídico para a Reposição Hídrica na Amazônia	2018, 2019, 2020, 2021	Conservação ambiental e recursos hídricos	Esse projeto não tem um tema secundário	Esse projeto não tem um tema terciário	Diversidade (gênero e orientação sexual,...), Produção de conhecimento	Em parceria com a Secretaria de Estado do Meio Ambiente, este projeto é implementado pela FAS com a realização de estudos técnicos e jurídicos que buscam a regulamentação do Programa de Conservação dos Recursos Hídricos da Política Estadual de Pagamentos por Serviços Ambientais.	Programa de Soluções Inovadoras
4/28/2021 20:07:09	7 Recomposição Florestal - Plantio de Mudanças em UCs	2021, 2021-2022	Recomposição Florestal	Educação e Cidadania	Esse projeto não tem um tema terciário	Produção de conhecimento	Esse projeto consiste em recompor parte da área em que os NCS Agnello Bittencourt e Assy Manana estão inseridos, despertando nas comunidades a responsabilidade e conservação do meio ambiente através de oficinas de educação ambiental, treinamentos e plantios de mudas em UCs.	PES / Coordenação de Projetos
4/28/2021 20:11:43	8 Pró-Espécies	2018, 2019, 2020, 2021	Desmatamento, queimadas e concessão florestal	Educação e Cidadania	conservação de espécies prioritárias	Produção de conhecimento, adolescentes	Consiste no levantamento da espécies bandeiras da região para conservação. Envolve crianças e adolescentes para o monitoramento das espécies ameaçadas de extinção para o manejo sustentável dos recursos naturais. E expandiu no último ano sobre o etnoconhecimento dos idosos sobre as mesmas espécies identificadas no projeto. O resultado consistiu na produção de guia de espécies bandeiras.	agenda de educação ambiental (PES)
4/29/2021 19:57:17	9 Projeto Amazonas Sustentável	2018, 2019, 2020, 2021	Desmatamento, queimadas e concessão florestal	Educação e Cidadania	Empreendedorismo	Mulheres e Jovens, Produção de conhecimento	Programa socioambiental com 8 ações (projetos), que desenvolvem as principais temáticas: Educação, Conservação Ambiental e Empreendedorismo em 5 Unidades de Conservação; RDS do Rio Negro; APA do Rio Negro; Resex Catuá Ipixuna, RDS de Uacari e RDS Mamirauá, com público alvo de diversas faixas etárias crianças, jovens e adultos. Tem como principais objetivos: 1. Desenvolver Capital Humano. 2. Fortalecer a infraestrutura social. 3. Fortalecer o monitoramento ambiental participativo e a conservação da biodiversidade. 4. Desenvolver produtos florestais e promover o empreendedorismo local sustentável. 5. Comunicar e disseminar soluções para o desenvolvimento sustentável.	PES
4/28/2021 20:12:40	10 Participação das mulheres no Programa Bolsa Floresta	2017, 2018, 2019, 2020, 2021	Empoderamento feminino	melhoria da qualidade de vida	valorização do papel da mulher	Mulheres e Jovens, Diversidade (gênero e orientação sexual,...), Produção de conhecimento, Empoderamento feminino	O projeto é realizado por meio da execução do Programa Bolsa Floresta em 16 unidades de conservação do Estado do Amazonas, através de metodologias e oficinas participativas, junto a toda comunidade	Coordenação Bolsa Floresta Familiar
4/28/2021 20:02:41	11 Solar Lab	2020, 2021	Educação e Cidadania	Saúde Pública	Bioeconomia	Mulheres e Jovens, Diversidade (gênero e orientação sexual,...), Produção de conhecimento, Acesso a tecnologia, educação e saúde	O laboratório Solar está sendo implementado dentro da RDS do rio Amapá, na comunidade Boa Esperança, envolvendo e impactando de forma positiva mais de 600 pessoas, com a atuação de três principais componentes de transformação: Educação, saúde e bioeconomia.	Obras e Operações
4/28/2021 20:05:34	12 Formação Inicial Continuada - FIC	2020, 2021	Formações para trabalhadores	Saúde Pública	Educação e Cidadania	Mulheres e Jovens, Agente Comunitário de Saúde	Os cursos possuem carga horária diversa, atualmente apresentando cursos com 40h, 60 e 20h. Podendo ser ministrado por módulos ou corrido para Agente Comunitário de Saúde, ministrado por facilitador do CETAM.	Formação Inicial Continuada - Programa Saúde na Floresta
4/28/2021 20:01:34	13 Primeira Infância Ribeirinha	2017, 2018, 2019, 2020, 2021	Primeira Infância	Saúde Pública	Esse projeto não tem um tema terciário	Mulheres e Jovens	Ciclo de 2 formações e 2 supervisões para Agente Comunitário de Saúde tanto de RDS quanto da área urbana ao longo de 1 ano ou 1 ano e meio, dependendo do tempo de duração do programa macro (DICARA). Sendo ministrada por colaborador da FAS.	Primeira Infância Ribeirinha - Programa Saúde na Floresta
4/28/2021 19:58:55	14 Virada Sustentável Manaus	2017, 2018, 2019, 2020, 2021	Educação e Cidadania	Desmatamento, queimadas e concessão florestal	Saúde Pública	Mulheres e Jovens, Diversidade (gênero e orientação sexual,...), Produção de conhecimento, Arte, cultura, cidadania	A Virada Sustentável Manaus é um evento que acontece anualmente com diversas atividades acontecendo simultaneamente na cidade de Manaus, durante um fim de semana.	Cidades Sustentáveis - PSI

Appendix IV - Chapter 5

Carimbo de data/hora		Qual o nome do projeto?	Esse projeto está ou esteve ativo em quais anos?	Qual o tema prioritário esse projeto atende?	Qual o tema secundário que esse projeto atende?	Qual o tema terciário que esse projeto atende?	Esse projeto atende algum ou alguns dos temas considerados transversais?	Descreva brevemente como esse projeto acontece?	Em qual Programa/ Agenda você trabalha na FAS?
4/28/2021 20:07:46	15	Tarrafa	2021	Educação e Cidadania	Bioeconomia	Esse projeto não tem um tema terciário	Produção de conhecimento	O projeto "Tarrafa" tem como objetivo estimular o aprendizado sobre negócios, criação e gestão de startups, auxiliando jovens e adultos residentes das comunidades do entorno dos NCS Agnello Bittencourt, Assy Manana, Márcio Ayres e Profa. Bertha Becker.	Coordenação de projetos do PES.
4/28/2021 20:08:48	16	Projeto Painel de Políticas: Cidades e Florestas	2020, 2021	Educação e Cidadania	Esse projeto não tem um tema secundário	Esse projeto não tem um tema terciário	Diversidade (gênero e orientação sexual,...), Produção de conhecimento, Engajamento político	O projeto tem como finalidade o mapeamento da produção legislativa no município de Manaus, bem como a produção de um mapa interativo para engajamento na construção e monitoramento de políticas públicas.	Programa de Soluções Inovadoras
4/28/2021 20:09:00		Painel de Políticas Públicas	2020	Educação e Cidadania	Esse projeto não tem um tema secundário	Esse projeto não tem um tema terciário	Produção de conhecimento	Este projeto tem como objetivo promover a construção de uma plataforma digital para o monitoramento de propostas em temas chave relacionados às agendas socioambiental e climática, combinando a criação de espaços para debate e contribuição ativa na formulação de políticas	Políticas Públicas e Cooperação Internacional
4/28/2021 20:16:30	17	Plástico Zero nos Igarapés de Manaus	2021	Educação e Cidadania	Saúde Pública	Esse projeto não tem um tema terciário	Mulheres e Jovens, Produção de conhecimento	Esse projeto pretende realizar um diagnóstico do descarte incorreto de Plástico nas áreas do Porto Manaus Moderna e Marina do Davi, implementar soluções inovadoras para o resíduo plástico. E implementar um programa de Educação Ambiental nas áreas selecionadas.	Cidades Sustentáveis - PSI
4/28/2021 20:21:13	18	Observatório da Educação	2017	Educação e Cidadania	Esse projeto não tem um tema secundário	Esse projeto não tem um tema terciário	Crianças e Adolescentes	A iniciativa consistia em acompanhar os indicadores de educação (CENSO ESCOLAR), nas escolas municipais em comunidades com atuação direta da FAS para junto às prefeituras e secretarias municipais de educação defender direitos, melhorias e educação efetiva para meninos e meninas. 200 dias letivos, 800h, alimentação escolar, transporte e tantos outros direitos negligenciados/negados. Monitoramento contínuo.	Programa Saúde na Floresta (PSF)
4/29/2021 19:59:36	19	Formação Profissional de Agentes de Saúde	2020, 2021	Educação e Cidadania	Saúde Pública	Esse projeto não tem um tema terciário	Mulheres e Jovens, Produção de conhecimento	A formação visa a valorização e capacitação dos agentes de saúde, no intuito de melhorar o atendimento de saúde aos comunitários e povos indígenas.	Programa Saúde na Floresta
4/29/2021 19:55:16	20	Água+Acesso em Comunidades Ribeirinhas	2018, 2019, 2020, 2021	Água limpa e saneamento	Saúde Pública	Esse projeto não tem um tema terciário	Mulheres e Jovens, Diversidade (gênero e orientação sexual,...)	Implementação de estruturas de captação e tratamento de água através de tecnologias sustentáveis e uso de painéis fotovoltaicos a fim de ampliar o acesso à água segura e de forma sustentável em áreas de comunidades ribeirinhas como a Floresta Estadual de Maués e RDS Piagaçu-Purús.	Programa de Educação para a Sustentabilidade (PES)
4/28/2021 20:19:30	21	Educação Ambiental e Gestão de Resíduos Sólidos	2018, 2019, 2020	gestão de resíduos sólidos	saneamento básico	Educação e Cidadania	adultos	Consistiu na implantação dos pontos de entrega voluntários nas comunidades ribeirinhas. Houve o envolvimento das comunidade para estruturação dessas estruturas e dos próprios aterros comunitários, para diminuir a geração de resíduos sólidos. Por outro lado, consistiu na oportunidade na destinação correta dos resíduos sólidos a associação de catadores em Manaus.	Agenda de Educação Ambiental (PES)
4/28/2021 20:10:54	22	Educação Ambiental, Gestão de Resíduos e Geração de renda nos bairros de Manaus	2020, 2021	Gestão de Resíduos	Educação e Cidadania	Saúde Pública	Mulheres e Jovens	Projeto que trabalha com catadores de resíduo sólidos e mobilizadores, levando também oficinas de educação ambiental para 5 bairros da periferia de Manaus.	Cidades Sustentáveis - PSI
4/28/2021 20:03:58	23	Aliança COVID Amazônia	2020, 2021	Saúde Pública	Segurança alimentar	Educação e Cidadania	Saúde e segurança alimentar de populações em vulnerabilidade	A Aliança COVID Amazônia é uma iniciativa transversal na FAS que atua, em conjunto com parceiros externos, no enfrentamento ao COVID-19 em comunidades ribeirinhas, indígenas e de municípios que estejam em condições de vulnerabilidade. O projeto é realizado em Unidades de Conservação, Terras Indígenas e Municípios do Amazonas e alguns estados da Amazônia brasileira. O formato do projeto consiste na implementação e na gestão das ações de apoio em saúde pública, segurança alimentar e capacitação de profissionais, de forma integral.	Programa de Gestão e Transparência
4/29/2021 19:53:16		Vacinação Integral em Comunidades Ribeirinhas	2021	Saúde Pública	Educação e Cidadania	Bioeconomia	Mulheres e Jovens, Diversidade (gênero e orientação sexual,...), Produção de conhecimento	Estudos e diálogos com setores da academia e poder público para avaliar as melhores estratégias de imunização dos povos tradicionais na Amazônia profunda considerando os desafios logísticos. Reuniões semanais.	Comunicação
4/29/2021 19:55:14		Aliança para o enfrentamento da crise do novo Coronavírus para as populações ribeirinhas e povo indígenas do Amazonas - Rio Gregório	2020, 2021	Saúde Pública	Educação e Cidadania	Esse projeto não tem um tema terciário	Mulheres e Jovens, Produção de conhecimento	Projeto voltado para segurança alimentar por meio de distribuição de cesta básica bem como com foco em saúde e educação por meio de tecnologia social como tele-saúde funcionando a partir de energia solar.	Programa Floresta em Pé

Carimbo de data/hora		Qual o nome do projeto?	Esse projeto está ou esteve ativo em quais anos?	Qual o tema prioritário esse projeto atende?	Qual o tema secundário que esse projeto atende?	Qual o tema terciário que esse projeto atende?	Esse projeto atende algum ou alguns dos temas considerados transversais?	Descreva brevemente como esse projeto acontece?	Em qual Programa/ Agenda você trabalha na FAS?
4/28/2021 20:07:45	24	Projeto Sus na Floresta	2020, 2021	Saúde Pública	Educação e Cidadania	Bioeconomia	Mulheres e Jovens, Produção de conhecimento, Saúde das populações ribeirinhas e dos povos indígenas	Este projeto consiste num diagnóstico da situação atual dos sistemas de saúde indígenas e de saúde ribeirinha, sequenciado por um conjunto de propostas de pontos de melhoria para maior efetividade e equidade do SUS no âmbito das comunidades remotas da Amazônia, com recorte territorial básico no estado do Amazonas. Consiste num repertório de estudos - Diagnóstico da saúde ribeirinha e da saúde indígenas, com propositura de mudanças, complementações como pontos de melhoria - Estudo do Marco Legal do Sus na Floresta, também com proposta de aperfeiçoamentos e efetivações - Estudo sobre Medicina Tradicional Amazônica e Sistemas Alimentares Locais, idem com propostas de avanços - Confeccção de Guias de Saúde Indígena e de Saúde Ribeirinha, para orientar os AIS e ACS que atuam nas aldeias e comunidades. O estudo vem sendo realizado por consultores selecionados pela FAS, custeados pelo Todos pela Saúde e supervisionados e apoiados por um Comitê Técnico Orientador, formado por médicos e outros especialistas. Envolve uma série de processos, que vão de levantamentos de campo, bibliográficos, estudos e oficinas segmentadas, seminários. No final, uma Proposta de Aperfeiçoamento do Sus na Floresta, para servir de subsídio no trabalho de sensibilização junto às esferas decisórias dos três níveis de governança, a fim de auxiliar nos avanços necessários.	Programa de Saúde na Floresta
4/28/2021 20:08:41		SUS na Floresta	2020, 2021	Saúde Pública	Desmatamento, queimadas e concessão florestal	Mineração	povos originários / populações tradicionais	O SUS na Floresta é uma estratégia de análise de cenário para proposição de melhorias de sistemas/serviços/soluções em saúde para povos indígenas e ribeirinhos. O projeto consiste na produção de estudos, na articulação de consultas populares para validação das propostas para futuro advocacy junto ao poder público.	Programa Saúde na Floresta (PSF)
4/29/2021 19:53:53		SUS na Floresta	2020, 2021	Saúde Pública	Educação e Cidadania	Esse projeto não tem um tema terciário	Produção de conhecimento	Um dos 4 componentes do projeto acontece da seguinte forma: foram iniciados estudos para subsidiar melhorias do SUS e sua inserção nas comunidades ribeirinhas e aldeias indígenas, a partir do levantamento de informações pré-existentes, bem como obtenção de dados primários por meio de entrevistas em campo e virtuais, com diferentes atores ligados à temática de saúde pública no Amazonas.	Programa Saúde na Floresta
4/28/2021 20:16:21	25	Projeto Telessaúde	2020, 2021	Saúde Pública	Educação e Cidadania	Educação e Cidadania	Mulheres e Jovens, Produção de conhecimento, Telessaúde e Teletendimento	O projeto Telessaúde é instrumentalizado a partir da instalação de pontos de conectividade digital associados à energia fotovoltaica, em comunidades ribeirinhas e aldeias indígenas. Com apoio de parceiros a FAS já instalou mais de 40 pontos de conectividade em locais remotos e daqui até o final do ano serão mais de 100. Telessaúde engloba teletendimento médico, de enfermagem e outras especialidades, além de teleeducação e teleorientação. Está sendo realizado em parceria com a UEA e a Faculdade Nilton Lins, secretarias municipais de saúde, associações de moradores, organizações indígenas, com ênfase na Atenção Primária, ACS e AISui	Programa de Saúde na Floresta
4/28/2021 20:06:39		Telessaúde	2020	Saúde Pública	Atenção Básica em Saúde	Assistência Social	Mulheres e Jovens, crianças e idosos	No intuito de criar mecanismos para o acesso a saúde pública, a FAS por meio Programa Saúde na Floresta o qual está vinculado o projeto Telessaúde. Vêm realizando desde 2020 tem como metodologia, o teletendimento na área de enfermagem, medicina e psicologia por meio dos pontos de telessaúde. Inicia-se com o acolhimento das demandas de saúde pelo ACS em seguida o paciente é encaminhado diretamente ao médico através do teletendimento. A outra modalidade consiste na teleconsultoria entre o ACS e o enfermeiro/médico para atendimento. Conforme a necessidade é encaminha a rede de atenção básica do próprio município.	Programa Saúde na Floresta
4/29/2021 19:57:26		Telessaúde	2020, 2021	Saúde Pública	Educação e Cidadania	Esse projeto não tem um tema terciário	Mulheres e Jovens, Produção de conhecimento	O telessaúde acontece via instalação de infraestrutura para o telessaúde nas comunidades ribeirinhas e aldeias indígenas, contendo uma fonte de energia renovável, oferta de internet e aparelho notebook. Visamos ofertar atendimentos de saúde e educação para essas localidades mais remotas, para que chegue a oportunidade e ajude no desenvolvimento local.	Programa Saúde na Floresta
4/29/2021 19:55:44		Telessaúde	2020, 2021	Saúde Pública	Pontos de internet e formação de agentes de saúde	Esse projeto não tem um tema terciário	Geral	Por meio da instalação de pontos de internet em unidades de conservação da Amazônia, a iniciativa atua em 3 eixos: tele-educação para profissionais de saúde; teleorientação de agentes de saúde (comunitários e indígenas) e teletendimentos em saúde.	Comunicação
4/29/2021 20:06:50		Telessaúde	2020, 2021	Saúde Pública	Educação e Cidadania	Esse projeto não tem um tema terciário	Mulheres e Jovens, Produção de conhecimento	Pontos de telessaúde em unidades de conservação e terras indígenas com carga horário de dois atendimentos semanais e webpalestras diárias. Com o objetivo de fornecer promoção em saúde.	Programa Saúde na Floresta

Desired Future Canvas
Original version



incidência política e cidadã
2030
ex. regulamentação de uma política, influência, movimentação popular/parceiros

Valcleia

somos org que presta serviços
assessorar +
Propagador da tecnologia

depois infraestrutura para geração de renda
depois infraestrutura para geração de renda
Sendo ponte

água, energia atende o coletivo. (infraestrutura e social)
Papel de assessoria mais predominante
E acompanhar + fazimento menos

Tecnologia social mais consolidada dentro das comunidades
desenvolvimento sustentável e a longo prazo.
Adaptabilidade em relação as mudanças climáticas

"as pessoas precisam ganhar"
ação de sensibilização para as comunidades locais para que possam seguir o caminho do bem.

Wildney

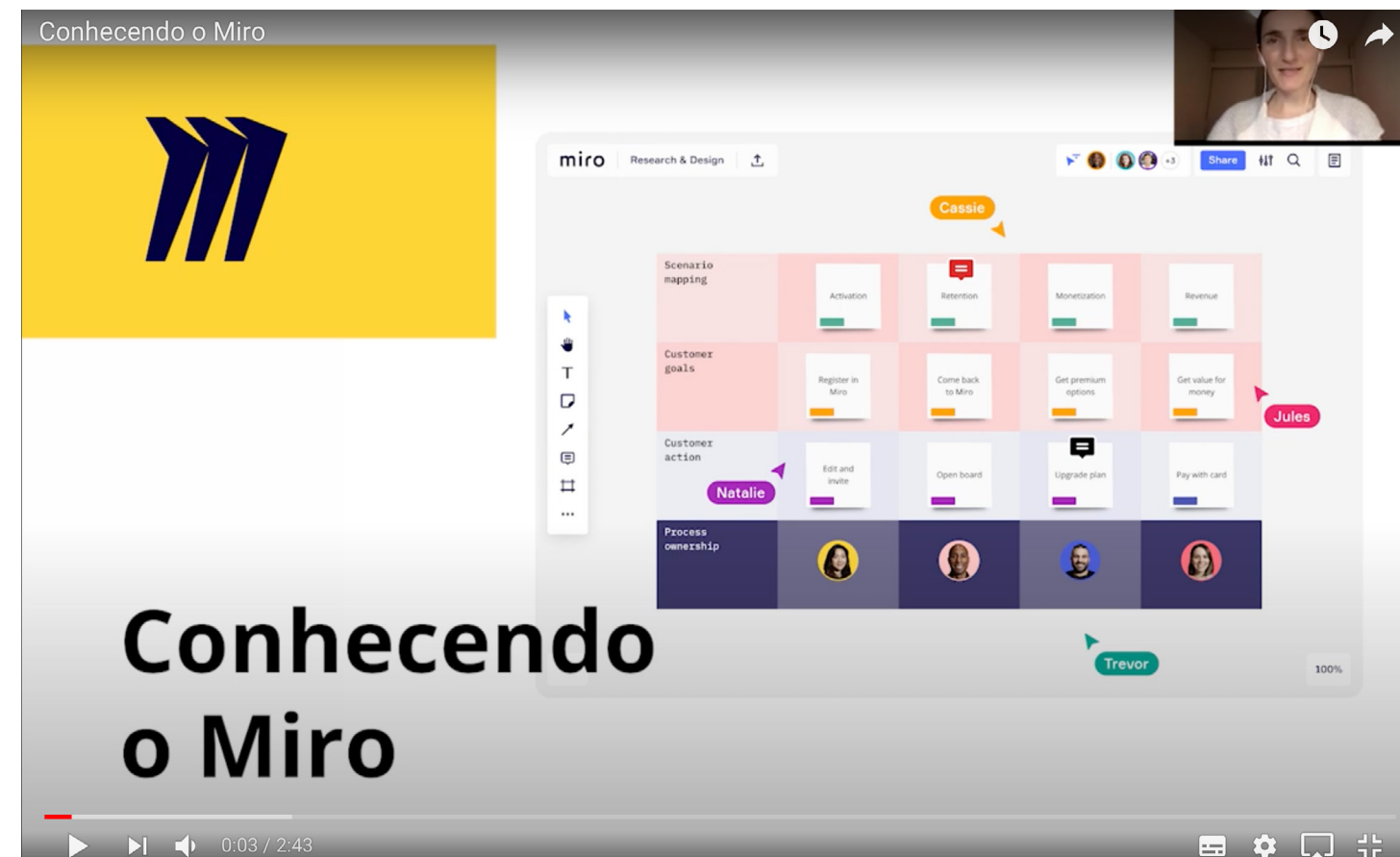
Wildney: Desenvolver pessoas > infraestrutura
Wildney: Capital humano que vai qualificar a infraestrutura
Wildney: envolvimento da população. Quando tem mais pessoas, mais ideias, mais inovação.

Wildney: Qual o território que precisamos?
Wildney: Citar polos de desenvolvimento, ou partes da cidade que precisam ser melhoradas.

educação e cidadania + infraestrutura
saúde (?)
empoderamento + geração renda

Appendix V - Chapter 6

Design Thinking Wokshop
Reminder for Participants and
and collaborative whiteboard
tutorial.



<https://youtu.be/ACuvKiajx-o>

Esse material faz parte do trabalho de mestrado intitulado:

Design de processos de políticas públicas com visão centrada no ser humano

Oi, muito prazer, sou a Simone Uriarte que está conduzindo esta pesquisa

Sinta-se a vontade a entrar em contato se tiver dúvidas: +31 6 25 46 16 56 surien@gmail.com

Mentora na FAS: Leticia Cobello

Circuito para conhecer o Miro

Por que precisa conhecer o Miro?

Você foi convidado para participar de uma oficina ou atividade que será realizada nessa plataforma. Estamos testando novas ferramentas online e métodos que facilitem a colaboração na FAS. Seu feedback é sempre bem-vindo.

1 Navegação

2 Zoom in e Zoom out

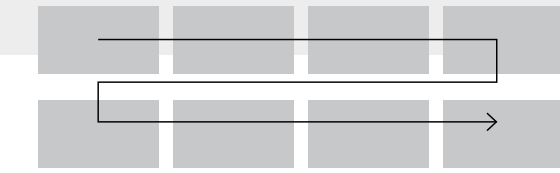
3 Editando o conteúdo

4 Despertar o artista que existe dentro de você (opcional)

Faça uma releitura de alguma obra da Tarsila, deixe um recado para um dos seus colegas, ou copie e cole uma imagem aqui.

5 Avalie esse circuito de exercícios

Comentários?



Workshop "We are all designers"
Part 1 - Slides

1 QUANDO SOMOS TODOS DESIGNERS
Uma introdução ao design thinking

Onde estou? **TU Delft** introduzindo em Design Estratégico

Qual o objetivo da pesquisa? **Quantificação** (parâmetros do tempo) **Qualitativa** (entrevistas) **Etnográfica** (observações)

Programação

O QUE É DESIGN THINKING?
não é só post-its
não vai salvar o mundo por si só

Design é... **visão reducionista**
design = somente objetos

Design como processo

Design Thinking

Design Thinking

Pensamento Integrativo

ser centrado no ser humano

Desafio: Melhorar a experiência de identificação e registro de terras rurais em Portugal

Problema: Não conseguir ter um sistema único de registro de terras no país.

usuários
internos (colaboradores de outros departamentos) / externos (comunidade, parceiros gov e organizações privadas)

ser centrado no ser humano / **experimentar** / **redefinir o problema**

ser centrado no ser humano / **experimentar** / **redefinir o problema**

Experimentar significa...
Colocar as ideias no mundo para entender os seus pontos fortes e fracos.

Desafio
Qual o próximo número inteiro da sequência?
2, 10, 12, 16, 17, 18, 19, ?

Desafio
Qual o próximo número inteiro da sequência?
2, 10, 12, 16, 17, 18, 19, ?

Como redefinir o problema?

ser centrado no ser humano / **experimentar** / **redefinir o problema**

Algumas representações visuais do design thinking

ser centrado no ser humano / **experimentar** / **redefinir o problema**

Em resumo Design Thinking pode ser entendido como...
Ferramenta ou técnica / Processo / Mentalidade ou Visão de Mundo

Em resumo Design Thinking pode ser entendido como...
Ferramenta ou técnica / Processo / Mentalidade ou Visão de Mundo

E por onde eu começo?

Explorar o problema / **Explorar a solução**

Explorar o problema
Qualitativo / Etnográfica

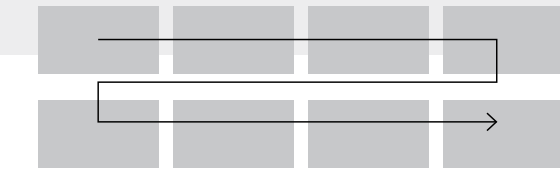
Explorar o problema

Explorar a solução
Gerar alternativas em sessões de cocriação

Explorar a solução
Criar protótipos para aprender mais.

referências

E aí como foi?
feedback



Workshop "We are all designers"
Part 2 Slides + Workbook
Part 3 Slides

2 Oficina **QUANDO SOMOS TODOS DESIGNERS**
Uma introdução ao design thinking

ATIVIDADE PRÁTICA

Programação

como vai funcionar? desafio
hoje o processo será linear

como vai funcionar? duplas
materiais de apoio no google apresentações

como vai funcionar? cada atividade tem um tempo
05:24

como vai funcionar? Cada participante vai experienciar dois papéis

como vai funcionar? Pessoa A usuário, Pessoa B designer

como vai funcionar? Pessoa A designer, Pessoa B usuário

A arte de documentar em post-its

DESAFIO

Como eu poderia criar uma atividade remota na "Sexta-feira Feliz" para nome do seu usuário(a) que seja útil e ao mesmo tempo cheia de significado?
definir o que significa "útil" nesse contexto

WORKBOOK

DESCOBRIR

INTERPRETAR

IDEAR

IDEAR

PROTOTIPAR

PROTOTIPAR

Programação

3 Oficina **QUANDO SOMOS TODOS DESIGNERS**
Uma introdução ao design thinking

REFLEXÃO FINAL

Programação

Refletir

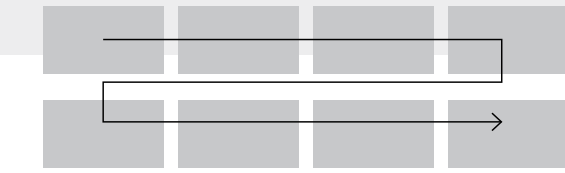
Perguntas sobre a solução:
Como conversar com sua dupla influenciando o seu projeto?
Como o feedback impactaram sua solução final?

Refletir

Perguntas sobre o processo:
Qual parte desse processo você emergiu mais valor?
Qual parte foi mais desafiadora nesse processo?
O que você poderia adaptar desse processo para aplicar na sua realidade?

feedback

E aí como foi?



Workshop "We are all designers"
Part 1 - Slides

1 Workshop **WE ARE ALL DESIGNERS**
Introduction to design thinking

Where are we? TU Delft **WIS Strategic Product Design**

What is the goal? Quantitative design processes. Co-creating the user-centered design.

Agenda: What is design thinking? Practical Exercise Group Reflection

WHAT IS DESIGN THINKING?
It is not about post-its. It is not a silver bullet for all problems.

After the workshop iterations, we will be able to apply design thinking in your production... and also in producing more.

Design is... **reductionist view design = only objects**

Wider understanding: Design as a process. Design as a process. Design as a process. Design as a process.

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Integrative Thinking: Start understanding people's needs. Innovative solutions meet all three dimensions. Innovation = add value to people's lives.

Fundamental ideas of design-led processes: **human-centredness**

Portugal: Challenge: To improve the experience of land identification and registration in rural Portugal. Problem: There is not an unified land registration system for the entire country. Hypothesis: **Supporting clarity to register and identify their lands using satellite images.**

To learn about people, understand their world and understand their needs... Recommendations to change the system and communication. Results in 10 months: 2% - 47% increase in land registration. Why are you showing this example?

Human-centredness means... Understand needs from clients, users, participants, everyone involved...

users: **internal** (H&M colleagues from other departments), **external** (customers, public institutions, partner organisations...)

Fundamental ideas of design-led processes: **human-centredness**, **experimentation**

When we are afraid to fall we take more time to learn... **Experimentation means...** Put ideas in the world to understand what works and what does not work.

Fundamental ideas of design-led processes: **human-centredness**, **experimentation**, **framing**

>> Challenge: What is the next number of the sequence? 2, 10, 12, 16, 17, 18, 19, ?

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How to frame a problem? create opportunities, make choices

Fundamental ideas of design-led processes: **human-centredness**, **experimentation**, **framing**

Visual representation of Design Thinking: **It is not linear**

Scrum Framework: **It is not linear**

In short, Design Thinking is... **Tools and techniques**, **Process**, **Mindset**

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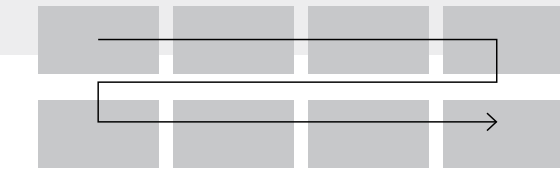
How do we start? **Explore problem**, **Explore solutions**

Explore problem: Quantitative, Qualitative, Ethnographic. **Explore problem**: Process information to connect and create insights.

Explore solutions: Generate alternatives in co-creation sessions. **Explore solutions**: Create prototypes to learn more about the problem and solution.

References: HCD Guide, Design Methods

How was it? feedback



Workshop "We are all designers"
Part 2 Slides + Workbook
Part 3 Slides

2 WE ARE ALL DESIGNERS
Introduction to design thinking

PRACTICAL EXERCISE

Agenda: What is Design Thinking?, Practical Exercise, Group Reflection

Materials: paper, colored pencils, colored pens, markers, glue, tape, ruler and scissors. If you have aluminum foil, cardboard, plasticine, strips of fabric for sewing and craft sticks are welcome.

how it works challenge: today, the process is linear

how it works duos: supporting materials on google slides

how it works: [Screenshot of workshop slides]

how it works: timer for each activity: 05:24

how it works: Each participant will experience two roles

how it works: Participant A (user), Participant B (designer)

how it works: Participant A (designer), Participant B (user)

how it works: Documenting in post-its: [Diagram showing 'test', 'feedback', 'post' with a red X over 'test' and 'feedback']

CHALLENGE

How might I create an activity for "Happy Friday" for [user's name] that is useful and meaningful?
define what useful means in this context

[Screenshot of workshop slides]

WORKBOOK

Method: WE ARE ALL DESIGNERS INTRODUCTION TO DESIGN THINKING. Explore problem, Explore solution.

CHALLENGE: How might I create an activity for "Happy Friday" for [user's name] that is useful and meaningful? *or you can add your challenge here*

DISCOVER: Method: Property Map. [Screenshot of Property Map tool]

DISCOVER: Method: Property Map. [Screenshot of Property Map tool]

DEFINE: Method: Affinity Map. [Screenshot of Affinity Map tool]

DEVELOP: Method: Storyboarding. [Screenshot of Storyboarding tool]

DEVELOP: Feedback paper or digital. [Screenshot of Feedback tool]

DELIVER: Method: Feedback Map. [Screenshot of Feedback Map tool]

DELIVER: Method: Feedback Map. [Screenshot of Feedback Map tool]

3 WE ARE ALL DESIGNERS
Introduction to design thinking

FINAL REFLECTION

Agenda: What is Design Thinking?, Practical Exercise, Group Reflection

reflection Solution: How has talking to other participants influenced your project? How did testing and feedback impact your final solution?

reflection Process: Which part of this process did you see the most value? Which part was more challenging in this process? What could you adapt from this process to apply to your reality?

feedback: How was it? [Screenshot of feedback tool]



Part 3 Group Reflection Transcript + Feedback Form

Participants identified by
[letter + n°]

Feedback form answers
identified by [FF + n°]

Workshop 1st Edition - MARCH - Class 1

Participant A1 - “Eu acho que a parte de entrevista assim... eu já me peguei algumas vezes tentando imaginar coisas que eu poderia inventar assim para ajudar pessoas, mas eu nunca tinha parado pra perceber, o quanto que você falar com aquela pessoa que precisa daquilo, realmente importa. E até de dá mais ideias, e ao mesmo tempo faz um produto que possa ser acessível para aquela pessoa. Então eu não tinha muito isso na cabeça, o quão é importante, essas entrevistas, isso me faz refletir sobre meu trabalho na FAS. A gente tem muitos questionários que a gente aplica em comunidade e às vezes a gente não leva esses questionários em consideração pra fazer um projeto. A eu quero fazer um projeto para cadeias produtivas, mas qual cadeia produtiva. Às vezes a gente vai naquela que acha que seria mais importante, mas lá no questionário do que as famílias falam, talvez possa ser outra, não aquela que a gente estava pensando. Então, eu com certeza consigo refletir isso para o trabalho, essa parte de entrevistar a pessoa que é o alvo da solução”

Participant B1- “Eu achei o processo bem organizado, eu gostei do passo a passo e tal e também essa questão da gente que isso não serve só para produto, qualquer ideia que a gente tem pode usar e adaptar eu achei bem legal. Porque muitas vezes a gente a gente tem alguma ideia, e a gente só faz um rascunho no caderno e ter algo visual, tipo melhora muito, só que muitas vezes a gente não tem tempo pra fazer isso, é bem melhor assim sabe. Bem mais organizado e consegue ter a ideia mais visual na nossa cabeça do que a gente fizer um rascunho no caderno ou algo do tipo, achei muito legal.”

Participant C1- “Acho que o processo criativo foi a parte mais prazeroso de fato, às vezes a gente tem uma chuva de ideias, como um brainstorm na rotina do trabalho, mas você não tem aquele timing de estar pensando tudo aquilo no nível criativo e depois começar a fazer. Acaba também gerando vários refazimentos ao longo do caminho a gente vai tendo as ideias. E vale a pena pensar também se a gente não tivesse tido esse processo criativo de uma forma boa no início se isso não pouparia muito tempo nosso ao longo do caminho de refaz, faz e busca outras informações. Então, eu achei isso muito massa”

Participant D1- “eu tenho que confessar que eu tenho um pouco de preconceito com design thinking com dragon dreaming e todas novas ferramentas que estão surgindo porque, eu estou equivocada, eu acho que a solução para todos os problemas. Mas

é um processo que ajuda sim na construção de novas ideias. Eu vejo muita relação para produtos, mas ainda me custa ver uma boa visualização concreta de como posso aplicar no meu trabalho. Em processos, metodologias, mas eu sei que pode ser aplicado, talvez eu tenha essa barreira e eu não consiga ir além do produto. O processo foi totalmente positivo, eu não teria tido a ideia de uma carteira futurista se eu não tivesse se eu não tivesse perguntado quais são as jeitos que o Aldir gostaria de uma carteira e tudo que vem com isso. E daí já vieram um monte de outras ideias, a necessidade de digitalizar, digitalização de documentos, o governo federal precisaria ter um órgão só para digitalizar todos os documentos, enfim. E daí veio um monte de outras questões que vão envolver o produto da carteira. Esses são meus pontos.”

Participant E1- “Só pra complementar o que a participante D1 falou, o que todo mundo falou, a questão da importância da entrevista, eu concordo com isso. Que a partir da entrevista que a gente fez, a gente conseguiu chegar, a participante D1 conseguiu ter a ideia desse relógio que eu achei muito interessante que isso fosse um produto, todo mundo ia gostar de um produto desse. E a partir de uma entrevista a gente conseguiu chegar nessa ideia de digitalizar tudo. A participante D trouxe essa questão do governo que já centraliza tudo e fica digital em um documento só. Eu achei muito interessante que isso fosse possível para. Isso para mim seria muito legal, por exemplo a gente tem que andar com a CNH, identidade, CPF, carteira, e se pudesse centralizar tudo e fazer isso de forma digital isso seria muito interessante também. E a gente conseguiu chegar nessas ideias tudo conversando, eu achei muito interessante, esse processo.”



Part 3 Group Reflection Transcript + Feedback Form

Participants identified by [letter + nº]

Feedback form answers identified by [FF + nº]

Workshop 1st Edition - MARCH - Class 2

Participant A2 - “Eu achei muito interessante essa questão da gente iniciar pelo processo de entender o que o cliente está querendo, qual é a necessidade dele, normalmente a gente não tem muito essa opção, chega lá na prateleira e já tem um produto, então a gente fica no meio termo de dois produtos porque, na verdade o que você precisava era a união dos três. Porque aquilo seria a tua necessidade. Então vendo por esse outro lado, de entender a necessidade, a elaboração dos produtos, isso é muito interessante. Na FAS a gente tem muito essa questão dos alinhamentos, as conversas né entre equipe e intra e entre equipes. E parte muito também desse princípio da preocupação de entender o que está acontecendo, pra gente trabalhar em cima disso. Repensa, vai e volta. Para a gente poder entrar num consenso. É bem interessante. Adorei a tarde. Foi bem promissor. Muito interessante.”

Participant B2 - “Eu acho que comentário, reflexão, eu achei impressionante durante todo o processo a forma como a gente pode agregar valor a algo, acho que breves momentos antes da reunião, eu nem pensava na minha carteira, eu tenho uma carteira, mas desde o momento que eu comprei, eu comentei com o [D2], eu não tiro ela pra nada. eu não uso ela pra nada, eu comprei pelo simples fato de que ah naquele momento, eu vi a necessidade, por obséquio, por alguma razão social sair com ela. E eu na verdade comprei, na a uso, não vejo necessidade. E esse processo me fez pensar o quanto a gente pode agregar valor principalmente a uma carteira que a gente possa ter em casa, que a gente possa vir a quer comprar e a gente ressignifica. Então é muito interessante a gente ver, por exemplo a solução que ele deu pra mim que foi uma pulseira, com toda a tecnologia porque seria algo que supriria uma necessidade pra mim talvez pro resto da vida. Muito tempo. que a praticidade toda que hoje a minha carteira não tem, fica parada. Eu não faço nada com ela. Essa questão de agregar valor e a forma que a gente pode refletir em diferentes itens do nosso dia a dia.”

Participant C2 - “Então, eu adorei o processo. Sair daqui já pensando, eu vi muita utilidade nele, em processos reais não só na criação de produtos, de serviços né. Porque eu acho que todos aqui promovemos serviços a pessoas. Então, o que mais me chamou atenção foi, foi justamente identificar uma necessidade que o próprio participante M2 não sabia que tinha. Logo no início a gente, ele falou “cara, eu não preciso de uma carteira” e no decorrer do processo eu vi que realmente não precisava

de uma carteira, ele precisava de algo que tinha função de carteira. Mas se adequava melhor ao perfil dele. E isso eu vejo, refletindo muito no público que a FAS atende, às vezes eles podem não estar percebendo a maior deficiência ou a maior necessidade de algo. Através desse processo a gente pode chegar lá e descobrir o que nem eles sabem e com isso estar sendo eficiente e efetivo no nosso trabalho. Então, meu feedback é esse, eu adorei, e espero fazer outras vezes. Valeu”

Participant D2 - “Eu acredito que meu sentido foi quase o mesmo que o participante N2, é bem aquele momento que a pessoa fala uma coisa ou você fala sobre determinada coisa e quem tá ouvindo tem a revelação. Essa pessoa precisa disso. Ou no caso, esse projeto. A visão de fora né, de um outro especialista vai ser. No caso dos processos da FAS diferente de quem está pedindo. Quem está demandando. Eu sou uma pessoa que usa carteira, as minhas carteiras são todas grandes. Até achei outra aqui, gigante assim. E sempre carrego o mundo comigo. E a participante O2, era meu par, é uma pessoa que carrega a CNH com cartão e está tudo bem. Mas aí eu vi na fala dela que precisava de determinada, que ela tinha uma foto escondida. E aquilo seria interessante se, ela falou muito do trabalho, ultimamente ela pensa muito em trabalho, talvez se ela tiver na carteira a foto da amiga, ela lembre, poxa a gente não pode sair, não vou chamar minha amiga pra tomar um café, mas vou ligar pra minha amiga invés de terminar essa planilha às 8 horas da noite. Né, participante O2 [risos]. E é isso, eu não sabia da necessidade que eu tinha de carregar uma mochila, ela viu que seria interessante eu levar uma coisa maior, do que ficar socando tudo num negócio pequeno. Então eu acredito que esse processo de criação, como você falou a gente, sendo uma equipe grande cada um ver uma nuance assim. Vai pegar uma fala, um olhar, num trejeito. Depois num processo de criação depois de ver todo o material escolar que a gente tem como transformar, tira mais alguns pontos assim. Eu achei muito interessante. Sentir o cérebro dando uma desenferrujada. Foi pra um ponto que ele não estava acostumado em ir, é isso.”

Participant E2 - “Acho que foi muito legal, eu acho que eu nunca tinha experienciado ter uma atividade prática de design thinking, era uma coisa que eu tinha bastante curiosidade, mas é tipo Teoria U, eu sempre via muito na parte de conceito. E falava poxa, como é que a aplicação. Eu achei muito bacana. Você trouxe ali no começo do governo de Portugal, muito porque a gente acaba trabalhando com um público que não tem todos os acessos, né. Acaba não tendo eletricidade, não tem saúde, educação, e a gente acaba trabalhando em projetos para melhorar pra tentar trazer



Part 3 Group Reflection Transcript + Feedback Form

Participants identified by [letter + nº]

Feedback form answers identified by [FF + nº]

um conforto pra essa população e muitas vezes, na hora de conceber projetos, pensa que aquilo ali, um site vai ser ótimo e eu não sei como vai ser a aplicabilidade do site assim. Como é que vai atingir esse público, e normalmente é um público que também não tem nem um celular que consiga fazer essa navegação. Então acho que foi muito legal essa reflexão que você trouxe. Para mim como pessoa que desenha projetos, foi importante pra talvez não ir tão no automático e na concepção dar uns passos atrás. E considerar um pouco, esse diagnóstico e esse desafio que a gente ali na implementação. Então eu acho muito bacana e também na parte de crafting, de desenhar eu também achei muito bacana porque adorava muito a aula de artes, então hoje eu quase não faço nada, então foi muito divertido, colocar, personificar, também ter um material assim desenvolvido do zero ali. Foi muito bacana.

Participant K2 - "Eu gostei muito do método, da possibilidade da gente construir de baixo pra cima, eu achei bem interessante também como a Participante M2 conseguiu fazer uma leitura muito próxima da minha necessidade com pouquíssimos recursos, tanto de tempo quanto de fala e tal. Fiquei bem impressionada com as soluções que ela me apresentou. E daí no processo, algo que me incomodou a princípio foi eu precisar assumir qual era a melhor solução para outra pessoa e mas daí duas coisas que você comentou me puxaram assim pra terra, primeiro foi, pra gente não empacar nas possibilidades que estão visualmente presentes ali, que eu acho que normalmente a gente acaba fazendo. E a segunda foi, a gente fazer, independente do nível de maturidade das informações que a gente tem ou então dessa necessidade que a gente tem de encontrar a melhor solução de cara. Porque com tão poucos elementos a gente não vai chegar no melhor dos mundos, mas é melhor ter algo, do que não fazer nada. Então, eu curti muito e acho que os próximos desafios é meio que a gente pensar como a gente pode tornar os nossos processos cada vez mais participativos incluindo essa ferramenta, super massa."

Participant L2 - "Gostei bastante do processo, essa questão de colocar a necessidade das pessoas em primeiro lugar pra partir para o processo de criação de algo, seja de um produto, seja de um serviço, ele é bastante interessante, até porque no final das contas não adianta nada você construir algo e as pessoas não vão utilizar, ou se isso que você está construindo vai gerar mais trabalho para aquelas pessoas. Então você está ali pra fazer algo que vai resolver o problema de alguém e que seja adaptado a rotina daquela pessoa, então partir para um processo de criação como esse eu acho bastante interessante. Colocando as pessoas no centro. E também a chance

de construir protótipos, você sai daquela questão de não tenho muita coisa, mas realmente você não precisa de muita coisa para fazer algo, pra testar algo, ou dar algo pra alguém testar. Então parte de uma, eu consigo fazer, então cara, fazer algo, pegar um paint e desenha, pega uns papéis e vai construindo e vai testando com a galera que provavelmente pode utilizar e a partir daí, a partir dos feedbacks a gente constrói algo que seja mais robusto e vai fazendo os upgrades das coisas que estão sendo desenvolvidas, mas é isso."

Feedback Form - Class 1 + Class 2

Tem algum aspecto do que você aprendeu hoje que foi novidade para você?

Participant FF1 - "Sobre os processos do design thinking, por que é um assunto que já vi séries e documentários sobre mas nunca tinha tido contato com o processo por trás da inovação."

Participant FF2 - "Tudo, basicamente tudo. toda a estrutura maravilhosa"

Participant FF3 - "O processo como um todo é novo para mim, não conhecia nada sobre Design Thinking"

Participant FF4 - "Agregar valor estético e funcional ao mesmo tempo, sem desconsiderar ou agregar mais para um."

Participant FF5 - "A utilização de perguntas nem sempre completamente voltada ao produto, a conversa informal trazer muitas informações para o processo de criação."

O que você poderia utilizar do processo que aprendeu hoje na sua realidade? Se possível, cite exemplos.

Participant FF1 - "A primeira coisa que vem na cabeça é a elaboração de projetos, muitas vezes não paramos com calma para colocar as ideias em algum lugar que estimule nossa criatividade e organize os pensamentos de mais visual; segundo, sobre o processo de entender melhor o usuário/pessoa/povo que vai se beneficiar com aquilo que estamos criando, poderíamos fazer uma adaptação dessas dinâmicas de entender melhor o usuário para um ambiente mais macro, como uma comunidade, um povo indígena por exemplo."



Part 3 Group Reflection Transcript + Feedback Form

Participants identified by [letter + nº]

Feedback form answers identified by [FF + nº]

Participant FF2 - "Serviços, projetos, captação de recursos, resolução de problemas."

Participant FF3 - "Sem dúvidas usarei o modelo de identificação de problemas para mapear possíveis demandas passíveis de soluções."

Participant FF4 - "Mapear processos com "facilidade" sem textos explicativos longos sobre cada item."

Participant FF5 - "na construções de propostas de projetos para os possíveis financiadores, entender a problemática através de anotações simples de um dialogo."

Quais barreiras/limitações você enxerga ao tentar adaptar esse tipo de processo na sua realidade?

Participant FF1 - "Com certeza o tempo, na maioria das vezes (se não todas) o processo de criação de um projeto e submissão em editais acontece de forma muito rápida, ou seja, muitas vezes não temos muito tempo para ter esses momentos de brainstorm em ambientes que estimulem a criatividade, tipo o Miro. "

Participant FF2 - "Não vejo tanta barreira, talvez a questão de conectividade, encontros."

Participant FF3 - "Tempo para fazer o processo inteiro"

Participant FF4 - "Ter que pensar ou repensar uma solução pra um indivíduo mas que agregue para o coletivo."

Participant FF5 - "Apenas o costume no método tradicional. A aplicação pode ser realizada tranquilamente, tirando isso. "

Tem alguma coisa que você mudaria/melhoraria nesse workshop?

Participant FF1 - "A estrutura do Workshop está muito boa, e você como facilitadora melhor ainda. Algo que melhoraria era separar uns minutinhos pra explicar algumas coisas básicas das dinâmicas e da plataforma, pro pessoal não perder tempo tentando entender a plataforma nos breakouts rooms e focar na criatividade."

Participant FF2 - "talvez mais tempo e mais interações"

Participant FF3 - "A plataforma Miro é maravilhosa, porém quem tem computador lento fica muito atrapalhado para efetivamente usar."

Participant FF4 - "Atividades com mais tempo."

Participant FF5 - "Ter mais vezes! Foi ótimo! Engrandecedor! "

Workshop 2nd Edition - APRIL - Class 3

Participant A3 - "Eu gostaria de compartilhar, na verdade, eu acho que falar com as pessoas, entender os anseios né, as expectativas, esse alinhamento inicial... torna o processo um pouco mais assertivo apesar dos equívocos. Porque eu mesma tive a experiência de propor algumas ideias que foram bem recebidas pela Participante G3 e outras que não foram, mas certamente, se eu não tivesse conversado com ela, a minha chance de propor algo que a agradasse seria drasticamente menor ou até inexistente essa chance, então partir de um processo, construir soluções, construir ideias, construir fluxos, projetos, o que seja, a partir de ouvir os atores e as partes envolvidas é meio sucesso garantido. É garantir metade do sucesso. O resto do sucesso é o processo, é a condução disso. Mas não dá para eu mandar por melhor que seja bem vindo, preparar um negócio muito bonito e mandar lá para casa da Participante G3, o que ela queria era algo muito mais simples. Eu acertei algumas coisas e errei algumas. E olha que a gente conversou. Ela foi mais generosa, mais sensível, que eu falo mais, eu sou mais falante. Ela já percebeu e já trouxe uma proposta que eu compraria, algo que realmente me agradaria, então o quanto que esse alinhamento de expectativa, essa troca, esse investimento inicial, esse gastar tempo, conhecer o outro, as expectativas que o outro deseja com isso é na verdade, pode ser caro e custoso agora, mas isso facilita a comunicação pelo resto do processo. Isso facilita o fim. Isso nos leva certamente por caminhos mais legais, mais alinhados. Era isso que eu queria compartilhar."

Participant B3 - "Bom, eu destaco isso que a [Participante A3]. Essa troca, esse diálogo com pessoas com quem, pelo menos eu e a [Participante E3] nunca tínhamos conversado. Então foi um primeiro diálogo, são duas gerações diferentes, gêneros diferentes, duas áreas de trabalho diferentes, dois seres humanos que se encontraram. Foi muito interessante porque houve afinidade em vários momentos, foi fácil dela me entender, de eu entendê-la. É claro que com mais tempo, a gente poderia se aprofundar muito mais. Eu tenho uma dificuldade metodológica de trabalhar, na hora de desenhar isso aí, mas eu vi que as pessoas partiram mais para colar e não desenhar, realmente o tempo tava curto para se fazer desenho, poderíamos ter partido para colar. Acabei escrevendo, tenho facilidade descritiva, é assim que eu funciono, textos, poemas, prosa e verso e quando falo, mas não sou uma pessoa que tem facilidade em desenhar. Meus desenhos são muito infantis, foi uma coisa que me deixou um pouco inibido no final do processo. Me deixou



Part 3 Group Reflection Transcript + Feedback Form

Participants identified by
[letter + nº]

Feedback form answers
identified by [FF + nº]

um pouco inibido, mas eu acho que foi muito legal, gostei muito de interagir com a [Participante E3] e uma coisa que destaca-se aqui. [Participante F3] está aqui é que a gente sente a necessidade de adequação de nosso trabalho em home office. Ele não está sustentável, ele precisa adquirir um nível de sustentabilidade emocional e afetiva maior porque essa mecanicidade do home office cognitiva, onde a gente se debruça muito pela capacidade mental projetada no teclado, no dialogar em reuniões que nos esgotam, não dá a completude de uma sensação de trabalho presencial. Não dá. Para alguns é mais fácil, para outros como eu, de uma geração mais antiga, mais difícil, para aqueles que é mais fácil, a gente percebe que eles ficam muito extenuados pela demanda. Nosso trabalho na área de saúde é muito difícil de conter dentro dos dias da semana, o trabalho na área da saúde dentro de uma pandemia. Porque as demandas elas surgem a todo momento, no final de semana, é uma área como a logística, é muito sobrecarregada. Demandas que vem e que estão acima da nossa capacidade operacional. Então, eu acredito que nós precisamos repensar o home office dentro da FAS, porque sustentável tem que ser também, tem que ser para dentro de si próprio. Não só para fora. Esse momento serviu para refletir um pouco mais sobre isso. Você que está longe aí na Europa, há uma carga de estresse emocional muito grande em algumas pessoas dentro da FAS. E isso não é bom, a longo prazo não é sustentável e a gente precisa redesenhar o design de relacionamento e de ações dentro da FAS para poder melhorar inclusive a produtividade, porque nós começamos a falhar quando nós não estamos sustentavelmente encaixados numa coisa de home office que começa com reuniões às 8:30 da manhã, e-mail e reunião, e-mail e reunião. Whatsapp, e-mail, reunião. Entra nos finais de semana, isso não é algo saudável. E portanto nós precisamos tornar saudável nosso ambiente de trabalho seja com uma sexta-feira feliz, com uma metodologia diferente de reuniões de trabalho que não podem ter 2 a 3 horas seguidas. Não são produtivas. Então, é um processo que é desafiador, não é só a FAS que está enfrentando isso, mas nós temos que pensar para dentro de nós como instituição para não cairmos nos vícios de grandes corporações que sugam as pessoas e depois quando elas estão um bagaço elas não servem mais para muita coisa. A FAS não tem essa filosofia, é nós tivemos uma grande oportunidade de refletir que nós, mas nós também podemos fazer melhor para dentro, não só para fora. É a minha maneira de ser, eu sou muito sincero. E pago um preço pela minha sinceridade, mas acho que estou num ambiente que me permite e me obriga a ser sincero. Agradeço muito a oportunidade e gostei muito de interagir com você.”

Participant C3 - “Eu gostaria de falar, eu já conhecia a abordagem, já tinha participado de outros processos, eu sou administrador, tenho uma especialização em inovação e difusão de tecnologia também. A gente trabalhou na nossa especialização muito com essa abordagem. Então, assim, fazendo novamente aqui, funciona muito é quando ir fazer as perguntas, você precisa focar realmente no usuário né. Você precisa fazer as perguntas adequadas que vão dar suporte para que você tenha uma solução focada nele mesmo. E o que ajudou assim, a [Participante G3] foi uma usuária fantástica, algo que eu sempre ficava observando, é realmente se ela sorria quando ela falava, o que ela demonstrava sentimento de tristeza, isso ajudou muito a pensar no que eu deveria propor para ela. E quando eu apresentei assim, ela se surpreendeu assim. Nossa, você realmente me conheceu, você viu tudo que eu estava precisando, e colocou todas as ideias. E baseado assim, escolher algo, no final eu apresentei, e muito importante, essa parte de validar com ela também, porque aí faz com que, você consegue olhar também para ver se a solução é interessante para o usuário mesmo. E aí ela, ela gostou da atividade e trazendo isso para o nosso contexto, da Fundação. É interessante, a gente quer propor um projeto, uma solução né, para um grupo de específico, uma comunidade. Para um grupo de pessoas, comunidades, associações. Mas muitas vezes a gente acaba não perguntando, nem fazendo esse tipo de abordagem, para saber qual a necessidade deles. E aí a gente consegue deles, e a aí a gente consegue se a gente fizesse uma abordagem dessas para. Muitas vezes a gente faz né. A FAS tem muito no nosso contexto de ir lá, conversar com os comunitários né. E buscar, retirar deles esse. Essa necessidade, mas olhando para a abordagem assim. Facilitaria muito, a forma como a gente criaria essa solução. E acho que [Participante G3] falou um pouco de nós como usuários, na nossa Sexta-Feira Feliz, pensando nas nossas atividades. Então foi muito feliz, realmente da gente estar um pouco cansado tanto na frente de um computador, na frente de uma tela. Então uma sexta-feira feliz, seria sair da frente dessa tela. Ter um pouco de tempo para a gente, eu principalmente como próprio usuário da Fundação. Seria isso. É essa a minha observação.”

Participant D3 - “Eu vou ser bem rápida, porque eu preciso sair infelizmente, eu tenho outra reunião agora. Mas enfim, eu acho que três aspectos bem importantes.

O processo de escuta, o quanto que é importante a gente escutar o usuário, muito foco, muita atenção para a gente realmente perceber as necessidades do usuário.



Part 3 Group Reflection Transcript + Feedback Form

Participants identified by
[letter + n°]

Feedback form answers
identified by [FF + n°]

Segundo, você fazer as perguntas corretas, tem uma máxima que diz que o “cliente sempre tem razão, que ele sabe” mas o cliente nem sempre sabe verdadeiramente o que ele quer, a gente dá uma ajudinha, nos direcionamentos, com as perguntas com a moderação adequada para que a gente consiga ajudar o próprio cliente a externar aquilo que ele realmente deseja, aquilo que realmente precisa. Não que você vá interferir no resultado não é isso, mas que é através dos seus questionamentos você consiga retirar do cliente a necessidade dele que às vezes não é muito claro, ele não consegue expressar com muita clareza aquilo que precisa.

E um terceiro ponto é que a gente deve estar aberto, nós devemos estar abertos para processos de mudança, de alteração. Encarar tudo aquilo que acontece com a gente como um aprendizado, mesmo que sejam coisas ruins. E infelizmente pela natureza humana a gente acaba aprendendo mais quando o negócio é ruim do que quando o negócio é bom né. Quando o negócio é bom a gente fica muito, “foi maravilhoso, foi bom” mas a gente não pensa na lição aprendida. Mas quando o negócio é ruim, a gente pensa “mas o que eu aprendi?” “o que eu não devo repetir?” “Porque eu não quero passar por isso de novo né?”

Então essa ferramenta eu também já conhecia, é uma ferramenta bastante instigadora, você está num grupo de 20 pessoas, nossa o negócio fenomenal assim, de uma forma que você vê aquela enxurrada de ideias chegando. Confesso a vocês que parece até que a gente tem dificuldade de se situar que é tanta coisa chegando até você. Até chegar a prototipagem em que o trabalho no final é fantástico. Aí você percebe o quanto é que as pessoas tem o potencial criativo ainda inexplorado ainda. Esse potencial criativo todos nós temos, é porque a gente precisa óh os gatilhos certos, as ferramentas certas para startalos, e muitas vezes a gente precisa de pessoas como a Simone, outros facilitadores que vem e colocam isso para a gente, né, muita atenção assim, nos seus processos de gestão, às vezes os gatilhos vem dos próprios colaboradores dos quais a gente atua. Né, o processo de escuta, a leitura nas entrelinhas ali, o que aquele camarada está querendo dizer, a percepção deve ser dada muita importância. Não abri de maneira que a conversa vá de novo, é uma conversa orientada, moderada para que o cliente diga o que ele quer, porque se você deixar solto também. No final você está chorando junto com o cliente e aí você não vai conseguir ajudá-lo e nem conseguir a solução para o problema.

Então muito obrigada Simone, obrigada a todos os colegas que propiciaram esse

momento de aprendizagem. Participante P3 que eu conheci, uma pessoas muito observadora, perceptiva, virada no 220, mas daqui a pouco ela vai perceber que na FAS a gente precisa desatrelar um pouquinho. A FAS já é acelerada por natureza, e aí com calma tudo vai se adequando, mas foi fantástico, ela tem um potencial de observação e percepção maravilhoso. Então muito obrigada e muito honrada com a oportunidade. Até mais.”

Workshop 2nd Edition - APRIL - Class 4

Participant A4 - “Eu tenho na minha visão a primeira e as últimas. A primeira porque ela é muito inicial, a gente pode ter ou não conhecimento prévio sobre a pessoa, sobre aquilo que a gente for coletar as informações e a partir daquilo, a gente vai redirecionar o restante. Eu acho que se a gente tem preconceito, no sentido de preconceito em relação ao nosso objetivo, isso pode influenciar negativamente ou até não também os rumos da metodologia até o final. Então eu acho que é um momento que a gente precisa estar totalmente livre, com a mente livre de tudo para começar a partir daquele momento específico. E no final, até pela atividade de ter que sintetizar todo um processo que aqui a gente fez um processo de alguns minutos. Mas imagino que no mundo real, esse processo, essa primeira fase, a segunda, a terceira e a quarta vai levar dias, semanas, meses, vai demorar uma etapa dessas. Para se alcançar os objetivos, aqui a gente fez na sequência e tal. Imagina que tu chega no final e chega no final e pensa que poderia ter perguntado uma coisa a mais lá no passado. É bem desafiador, chegar nessa fase e ter que descobrir que tu tem que refazer, ou coletar alguma coisa, ou pedir mais informações nessas fases iniciais. A fase inicial que eu acho que é bem importante.”

Participant B4 - “Eu vou começar falando, mas rapidamente, porque eu já falei também. Sobre a palestra, da parte teórica, foi muito enriquecedor, eu não me contive em não fazer algumas anotações, apesar de saber que eu vou receber o material. No mundo ansioso em que vivemos, foi um conteúdo assim bárbaro e que vai me ajudar bastante.”

Participante C4 - “Eu gostaria de falar também, eu achei desafiador porque as perguntas parecem simples, mas exigem um pouco de raciocínio e um conhecimento sobre a pessoa que a gente está conversando, mas a partir do momento que a gente coloca, tipo escreve, passa para o papel, como vocês podem estar vendo, tem post-it aqui atrás, as coisas parecem tomar direcionamento, então achei muito legal esse



**Part 3 Group Reflection
Transcript + Feedback Form**

**Participants identified by
[letter + nº]**

**Feedback form answers
identified by [FF + nº]**

exercício, de usar essa alternativa materiais, materiais de arte por exemplo para você organizar as ideias e visualizar de uma forma bem mais clara no papel, né?! Então eu acho vai servir para outras coisas, em outros projetos pessoais, outras metodologias isso, e eu achei muito legal. Achei legal esse lance de botar no papel mesmo, e é isso.

Feedback Form - Class 3 + Class 4

Tem algum aspecto do que você aprendeu hoje que foi novidade para você?

Participant FF6 -"Trabalhar com a ferramenta registrando os resultados on-line"

Participant FF7 -"O mapa de empatia é bem interessante! pois através do mapeamento, é possível definir de forma mais personalizada a necessidade do usuário."

Participant FF8 -"Entender melhor como captar as necessidades do cliente/usuário, o "por quê?" no momento de fazer as perguntas corretas."

Participant FF9 -"Sim, o conceito de Design Thinking e como aplica-lo"

Participant FF10 -"tudo foi novo"

O que você poderia utilizar do processo que aprendeu hoje na sua realidade? Se possível, cite exemplos.

Participant FF6 -"Reforçou cada vez mais a importância do processo de escuta e da moderação"

Participant FF7 -"A pesquisa qualitativa como início de implementações de novos projetos e até mesmo em projetos já em andamento. Que auxilia a nortear os próximos passos de forma mais assertiva."

Participant FF8 -"Melhorar o contato com o parceiro, as necessidades dele, para o planejamento do projeto."

Participant FF9 -"Sim, na minha gestão de projetos pessoais, elaboração de fluxos e cronogramas, identificação de fraquezas e oportunidades"

Participant FF10 -"Em adaptar o mapeamento com os próprios usuários do telessaúde"

Quais barreiras/limitações você enxerga ao tentar adaptar esse tipo de processo na sua realidade?

Participant FF6 -"Tempo em meio a sobrecarga de atividades"

Participant FF7 -"O processo em formato remoto, realmente é mais limitante. Quanto a interação e desenhos de processos."

Participant FF8 -"Definir quais concepções do "Design Thinking" podem ser incorporadas às várias filosofias de gestão, por mais que alguns conceitos sejam próximos, como ocorre com o framework Scrum."

Participant FF9 -"A falta de hábito de organização de projetos"

Participant FF10 -"Vejo como limitações, pois os usuários do telessaúde têm dificuldade no uso das tecnologias"

Tem alguma coisa que você mudaria/melhoraria nesse workshop?

Participant FF6 -"Aumentaria um pouco o tempo da etapa de entrevista."

Participant FF7 -"Aumentaria o tempo de entrevista com o usuário, mas parableno a organização porque o tempo definido me obrigou a ser mais objetivo e ágil."

Participant FF8 -"Sim, colocaria mais de um dia de oficina e um maior número de engajamento dos colaboradores"

Participant FF9 -"Seria necessário mais tempo para o desenvolvimento."

Participant FF10 - [no answer]

Group Reflection with FAS core team

Participants identified by

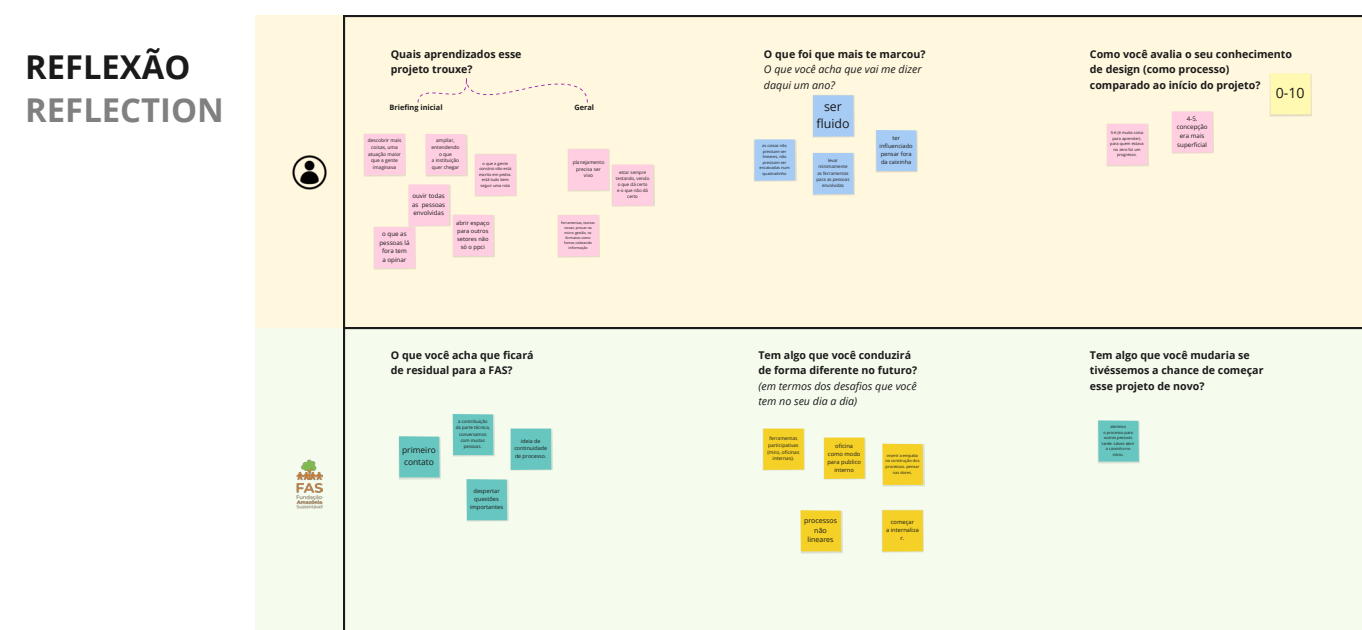
FAS team member 1:

Participant FA1

FAS team member 2:

Participant FA2

Author: [A: S]



[A: S] Quais aprendizados esse projeto trouxe? Em relação ao briefing inicial e geral.

Participant FA1 - "Do geral eu acho, aliás da primeira inicial, mais um comentário sobre o processo todo eu acho que a gente acabou descobrindo mais coisas né, descobriu que esse é um campo de atuação maior do que a gente imaginava no começo, parecia que era mais né, realmente desenhar um fluxo e estabelecer temas e pronto. Mas a gente descobriu que isso está tão conectado com a história institucional e o que que a instituição que se tornar, então achei bacana isso né, a gente ampliou assim, embora tenha escolhido uma temática, mas escolher esse tema também ampliou nossos horizontes. Mais sobre o briefing, do geral eu vou formular aqui."

Participant FA2 - "Do inicial, eu acho que como aprendizado é no sentido de mostrar que o que a gente está construindo nada escrito em pedra né. Foi um exercício real assim de entender que uma construção pode e deve ser aprimorada e ajustada ao longo do tempo, e que tá tudo bem né. Se a gente segue uma rota e ela não é a ideal. O segundo ponto é que a gente precisa assim ouvir todas as pessoas envolvidas né. Acho que esse primeiro exercício de a gente pensar no fluxo e tentar a pensar pelas pessoas em volta acho que não é tão efetivo assim, importante é realmente dá a voz a todas as pessoas e daí é isso se reverberam tanto internamente né dê a gente abrir espaço aqui para ouvir os outros setores além do PPCI acho que esse foi um aprendizado muito massa da gente não manter isso só lá na caixinha de políticas públicas mas entendendo que a gente tá falando sobre incidência política em nome da FAS e né. E aí é importante trazer todas as áreas das elas conseguem, tem elementos né para embasar esse trabalho e principalmente para entender o que as pessoas lá fora que são diretamente impactadas também tem a falar sobre

isso e opinar. Esse também foi um aprendizado massa, dar voz às pessoas e de entender que os processos não, nada está escrito em pedra."

Participant FA1 - "Do geral acho que o que eu queria comentar que eu acho que não é além de ter aprendido ferramentas né e teorias novas assim eu acho que a gente conseguiu de fato provar como seja assim na micro-gestão, de como a gente foi se ajustando para ter reuniões, os formatos de como que a gente foi coletando informação até chegar aqui no final. De ver como planejamento precisa ser vivo de fato, isso não quer dizer que você tá deixando de cumprir o que você se propôs ou se distanciando do seu objetivo, e pelo contrário né eu acho que essa visão que você trouxe de design está sempre testando. Então se a gente está testando a gente está constantemente vendo o quê que não dá certo e o que que dá certo, né então foi muito bacana de poder improvisar e recalculando a rota com você mas vem do que que tinha uma segurança a gente sabia para onde a gente tava indo sabe, e eu achei isso muito bacana e aplicável no geral sabe para gerenciamento de projeto, para planos individuais para projetos. Achei muito bacana mesmo, foi um aprendizado."

[A: S] O que foi que mais te marcou? O que você acha que vai me dizer daqui um ano se me encontrasse na rua?

Participant FA1 - "A minha resposta acho que ela já tá um pouco contemplado naquilo, um exemplo de sucesso, acho que a gente já pode dizer que já foi um sucesso da parceria de como as coisas não precisam necessariamente ser lineares e né assim bem encaixadas num quadradinho para que a gente consiga resultados bacanas, muito pelo contrário acho que quando a gente consegue ser mais fluido e incluir mais gente o resultado é sempre mais rico."

Participant FA2 - "Achei essa pergunta aí profunda é, a minha sensação desde a primeira reunião que a gente teve, eu nunca imaginei como que a gente poderia ter construído tudo o que foi construído até agora a partir do Design. E te confesso que quando a gente teve a primeira reunião, "eu falei gente o que esta pessoa está propondo para gente?" O que o design tem a ver na história do Brasil? Mas tudo, tem tudo a ver, achei muito massa e isso foi um incentivo teu a gente a pensar muito muito muito fora da caixinha assim porque eu desconheço, algum outro projeto que tenha tido esse mesmo o fundo sabe. Eu enxergo esse algo como algo muito inovador. E daqui um ano, nossa não sei a gente, precisa pensar esse negócio de pandemia não me permite mais ter planos a longo prazo."

Participant FA1 - “Eu me lembro que a [FAS: 2] comentando, a primeira reação dela, a gente tava juntas na FAS, a primeira vez que a gente, e a gente se olhou assim, e aí a P2 perguntou se você já ouviu de design... e política pública? E eu falei, nunca vi na vida, mas vamos fazer... Mas daqui um ano um ano a gente vai dizer que design é super aplicável em política pública.”

Participant FA2 - “Gente e tem um curso por falar nisso que eu esqueci eu vi, essa semana compartilharam lá no grupo do PPCI sobre o uso de design thinking. Ela é visionária aí... o outro aspecto também que me marcou eu acho que foi a preocupação em você, envolver todas as pessoas que estavam, não envolvem necessariamente, mas de levar minimamente as ferramentas básicas desde o início para quem tava muito próximo dali do processo para que tivesse um mínimo de autonomia. Então aquela preocupação em oferecer o curso, de né oferecer-lhe os nivelamentos e tal sobre a ferramenta isso para mim foi bem, foi bem enriquecedor, porque assim como eu não tinha noção nenhuma da ferramenta e eu acho que muita gente também aprendeu muito sobre isso né.”

[A: S] Que legal ouvir vocês, então é muito engraçado né, porque no dia que eu tive reunião com vocês, vocês duas estavam na FAS de máscara eu não conseguia ter nenhum feedback visual. Elas devem estar me achando uma louca... isso não vai dar certo isso aí... então muito obrigado aí pela confiança. Eu tava suando horrores porque na época também não sabia muito bem que eu estava fazendo...

[A: S] Como você avalia o seu conhecimento de design (como processo) comparado ao início do projeto?

Participant FA1 - “Numa escala de 0 a 10 pensando que eu não sabia nada né, que foi quando a gente se encontrou a primeira vez e eu falei para a P2 “eu nunca ouvi falar” então eu acho que eu me daria uma nota entre cinco e seis porque acho que ainda é muita coisa para aprender né, então eu vejo tipo 5-6 não parece uma boa nota mas para quem tava no 0 foi um super progresso.”

Participant FA2 - “Eu vou me dar entre quatro e cinco bem ali na média, é... eu acho que é isso também né a minha a minha concepção do que era design era uma coisa mega superficial assim... design gráfico e tal mas design está envolvido em tudo, essa visão eu não tinha assim aprendi muito contigo também.”

[A: S] O que você acha que ficará de residual para a FAS?

Participant FA1 - “Eu não acho que assim como para gente foi primeiro contato dessa coisa do conceito, para muitas pessoas da FAS também né, acho que todo mundo que participou das oficinas teve de fato um interesse um engajamento né, outras pessoas escreveram perguntando se ele tem outras edições. Então acho que fica como um primeiro contato que para não consigo chutar um percentual do dos colaboradores da FAS mas para grande maioria não vai mais ser, nunca ouvi falar sabe. Já vai ter uma ideia do que se trata e a contribuição, com certeza da parte técnica desse processo que a gente quer influenciar no fluxo que está se construindo, né porque a gente conversou com muitas pessoas que estão na implementação de projetos, algumas pessoas que já tem uma posição mais de tomada de decisão, e eu acho que a gente despertou questões importantes sabe que é um momento importante da FAS então acho que é isso, fica uma ideia de continuidade de processos, não termina aqui.”

[A: S] Tem algo que você conduzirá de forma diferente no futuro? (em termos dos desafios que você tem no seu dia a dia)

Participant FA1 - “Essas coisas eu acho das ferramentas né, participativas que você trouxe várias ideias de como usar.”

[A: S] Quando tu fala ferramentas participativas o que é ferramenta no caso?

Participant FA1 - “Acho que desde da questão do Miro né, como um quadro em branco, as próprias oficinas e oficinas também internas né. Eu acho que a gente acaba usando bastante oficina externamente quando vai, vai ter público partes interessadas ou então pra finalidade de planejamento mas para desenvolver projetos assim com a equipe interna eu acho que foi um pouco novidade para mim eu achei bacana o resultado. Oficinas com o público interno e de novo essa ideia que os processos não precisam ser lineares né. Pode ter quebras e achei muito interessante também essa coisa de trabalhar depois disfarçadamente, trabalhando um tema que é mais interessante para as pessoas que convida mais, mas no fundo a gente tava desenvolvendo temática mais profunda assim.”

Participant FA2 - “Acho que é o que eu gostaria muito de já levar para prática assim seria inserir a questão da empatia né, durante a elaboração dos processos, e isso acho que algo que a gente não faz assim, não é uma prática né de pensar nas dores

e ter empatia com o nosso público e tal. E aí durante aquela oficina na produção de carteiras isso ficou bem claro assim, e como que é efetivo né, você assumir claro que normalmente isso vai acontecer mas é mais fácil, é muito mais efetivo você ouvir o outro lado do que já assumir qual é a necessidade da pessoa do outro lado. Gostaria sim de poder de inserir isso com mais frequência tanto nos projetos também quanto na condução da gestão e tudo mais...”

[A: S] Já que você tocou nesse assunto que você acha que precisaria mudar para isso ser possível? Tem alguma coisa que em esteja hoje seja um limitante para você fazer isso ou para se inserir esse processo?

Participant FA2 - “Acho que é uma questão de começar a internalizar as ferramentas e os meios mesmo sabe porque a gente tem mais ou menos uma conduta, a gente já tem um caminho assim mais ou menos que a gente segue por exemplo na elaboração de uma proposta e eu entendo que claro né, acho que existe uma limitação de tempo às vezes que a gente elaborar uma proposta que exige né fazer as coisas muito rápido e talvez não impossibilite de a gente ter essa empatia se com público, mas acho que é muito mais uma questão de pelo menos começar a pensar no uso da ferramenta em si. Pensar em outras formas de vamo elaborar, a gente está acostumado elaborar uma proposta desse jeito porque não pensar de uma outra forma para elaborar uma proposta de um projeto, sabe?”

[A: S] Tem algo que você mudaria se tivéssemos a chance de começar esse projeto de novo? Ex, do briefing, da comunicação, pode ser qualquer coisa.

Participant FA1 - “Eu acho que a gente acabou abrindo de fato o processo assim para quem tava fora mais do nosso circuito aqui do Programa um pouco tarde, só que eu acho que a gente foi vendo nessa necessidade depois... então eu acho que em próximas oportunidades similares já abrir a caixinha de uma vez do início e convidar né, um convite aí quem quiser aderir chegar junto participar beleza. Mas eu acho que teve mesmo, assim da nossa parte aqui né, de talvez a chamar quem a gente já sabia que ia querer participar né e não talvez tentar... vamos arriscar chamar todo mundo, os superintendentes... e ver quem se interessa eu acho que é a única coisa assim.”

“Real change, enduring change,
happens one step at a time.”

Ruth Bader Ginsburg