



**CLEVER
Cities**

CO-IMPLEMENTATION TOOLKIT

A collection of useful tools for Co-implementation of NBS in CALs.
Co-Creation Pathway Steps 11-12

| | |
|----------------------------|----------------|
| Work Package | WP2 |
| Dissemination Level | Public- city |
| Lead Partner | FHH - Tecnalia |
| Due Date | 19/08/2019 |
| Submission Date | 09/09/2019 |

| | |
|------------------------------------|--|
| Deliverable No. | 2.3 |
| Work Package | Number 2 |
| Dissemination Level | PUBLIC |
| Author(s) | Eugenio Morello, Politecnico di Milano Israa Mahmoud, Politecnico di Milano Alessandro Arlati, Hafen City University Sophio Konjaria-Christian, Freie und Hansestadt Hamburg Jan Pastoors, Freie und Hansestadt Hamburg Johannes Robert, STEG |
| Co-author(s) | Carolina Garcia, Tecnalía Anne Rödl, TU Hamburg Andreas Schmalzbauer, HWWI Justus Quanz, FHH. |
| Date | 09/09/2019 |
| File Name | CLEVER Cities – Co-implementation toolkit |
| Status | Under progress |
| Revision | Carolina Cantergiani (TEC) |
| Reviewed by (if applicable) | XX |
| Possible Citation: | <i>Morello, E., Mahmoud, I., Pastoors, J., Robert, J., Garcia, C., (2019). Co-implementation toolkit for NBS in CLEVER Cities co-creation Pathway.</i> |

This document has been prepared in the framework of the European project CLEVER Cities. This project has received funding from the European Union's Horizon 2020 innovation action programme under grant agreement no. 776604.

The sole responsibility for the content of this publication lies with the authors. It does not necessarily represent the opinion of the European Union. Neither the EASME nor the European Commission are responsible for any use that may be made of the information contained therein.

CONTACT:

Email: eugenio.morello@polimi.it
israa.mahmoud@polimi.it
carolina.garcia@tecnalia.com
carolina.cantergiani@tecnalia.com
johannes.robert@steg-hamburg.de
jan.pastoors@harburg.hamburg.de



This project has received funding from the European Union's Horizon 2020 innovation action programme under grant agreement no. 776604.

Website: www.clevercities.eu

Contents

| | |
|--|-----------|
| BEFORE STARTING: HOW TO USE THESE TOOLS..... | 4 |
| Co-implement nature-based solutions in PLACE..... | 7 |
| Step 11: Co-implement the joint project..... | 9 |
| Tool 11.1: CAL Co-implementation Scheme | 10 |

BEFORE STARTING: HOW TO USE THESE TOOLS

- Each city is different; we speak different languages, have different forms of organizations and civic engagement. We want to keep this diversity as a strong value for CLEVER Cities Project.
- Hence, cities are encouraged to adapt the terms being used throughout the following tools according to their local contexts and languages. For Example, “UIP” and “CALs”, if needed, could find a successful translation which best fit in order to reach out a larger audience.
- Therefore, we provide a series of practical tools and templates to be adapted to the local context, in order to share common pathway and goals.
- Tools are flexible and can be used in different situations at different scales.
- It is important to define a Local Monitoring Team (**LMT**) before starting this phase of co-designing with citizens.
- Feedback from cities using the toolkit is also welcomed to improve the overall quality and credibility of our work.

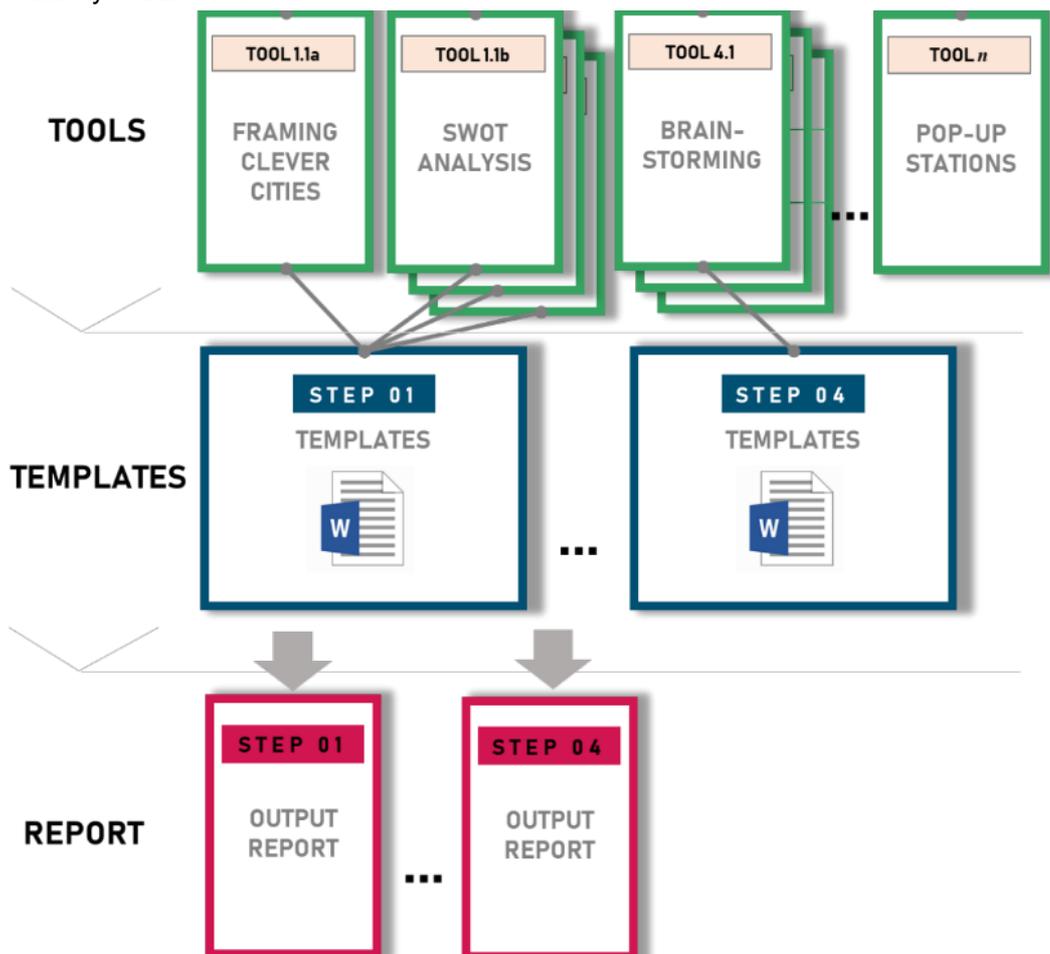


Figure 1: Infographic showing the structure of steps and tools to be developed during the co-creation process.

- Explore the following tools and download the templates that you can directly use for your activities! You will find one unique file that collects all the useful templates for each step.
- In each Tool, you can find a flag to indicate the necessity of implementation as following:



Optional tool



Recommended tool



Fundamental Tool

REMEMBER:

Urban Innovation Partnership (UIP) is a “city-wide or district-focused informal alliance of local and city authorities, community (groups), businesses, academics to promote the NBS for regeneration or urban transformation, facilitate and drive the co-creation process. More specifically, each UIP supports one or more CLEVER Action Labs (CAL)”.

CLEVER Action Labs (CAL) will co-design, co-implement and co-manage NBS interventions in the deprived districts starting from specific place-based NBS technologies as impulses.

Each UIP supports one or more CLEVER Action Labs (CAL) as alliances of locally involved actors specifically interested or relevant to realize place-based NBS interventions ‘on site’ with one specific CLEVER stimulus.

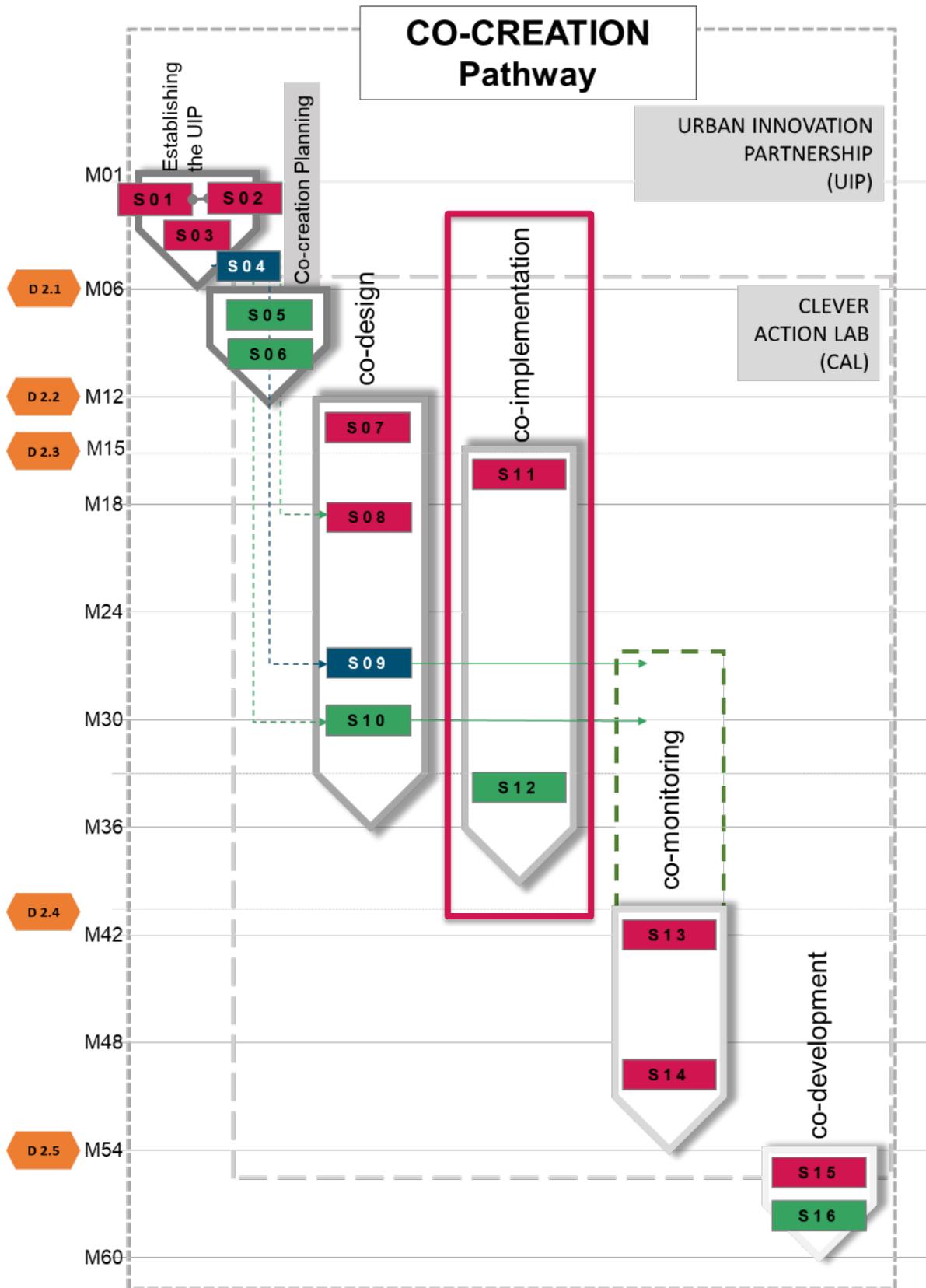


Figure 2: A Pathway developed along the 60 months of CLEVER Cities, according to the main tasks.

Co-implement nature-based solutions in PLACE

Co-implementation is working with PEOPLE and partners to put the solution into action; the tangible interventions serve as a ‘test’ environment to make NBS marketable and sustainable.

Co-implementing the solutions means involving people and stakeholders, especially local ones, in the provision and construction of the co-designed solution. Sponsors, suppliers, single citizens might will to contribute to this phase, depending on the possibilities that the construction offers. Feeling to be part of the implementation phase is fundamental in order to initiate the following taking care of the solution in place.

11

Co-Implement the joint project

12

Verify the CAL co-implemented action in place

| PHASE | STEP | WHAT | HOW | CLEVER deliverables D2.3/D2.4 | |
|-------------------|------|---|--|---|--------------------|
| | | Topic | Specific outcomes | | |
| Co-Implementation | 11 | Co-implement the joint project | 1. Develop place-specific co-implementation plans outlining arrangements aspects and commitments. | • The dedicated CAL co-implementation scheme | <u>D2.3</u> |
| | 12 | Verify the CAL co-implemented action in place | 1. Assess the Co-implementation scheme previously planned. | • The revised and improved CAL co-implementation scheme | <u>D2.4</u> |

The implementation plan that will contribute to the fulfilment of the Deliverable 2.3. is structured in three main stages (see Figure 3 below), namely: (A) the co-implementation planning as of Step 11, (B) the co-implementation phase [from M15-M40], (C) the co-implemented assessment as of Step 12.

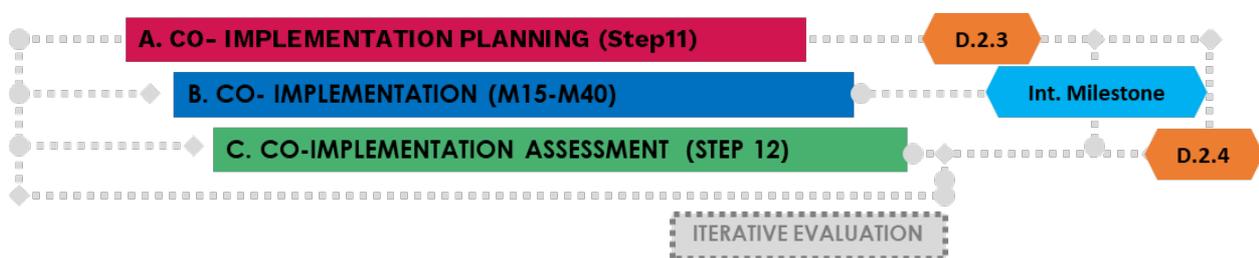


Figure 3: Co-implementation stages Provided by Tecnia, revised by POLIMI (June 2019).

Step 11: Co-implement the joint project

- This step envisions a **scheme** that helps the CAL leaders and UIP core stakeholders to plan the co-implementation plan of the NBS in the respective timeline and scale.
- Pay attention to specific CALs' operational arrangements for realising the Stimuli in phases (construction, inauguration, long-term operation and maintenance), with roles and responsibilities, financing, timelines and methods.
- Find all relevant templates for this step clicking on the icon below:



Tool 11.1: CAL Co-implementation Scheme



This tool is a crucial activity for assessing the scopes of the CAL implementation plans and test ambitious public-private-people partnerships and social innovation solutions in the co-implementation phase. This co-implementation plan is intended to be flexible for cities to plan ahead on their Timeline and not be constraining for their co-implementation process.

| | | |
|-----------------------|--|---|
| What | Topic | A collaborative activity (online and/or offline) that helps CALs to define the best co-implementation modality for the NBS, supported by an operational scheme. |
| | PRODUCT | <ul style="list-style-type: none"> The dedicated CAL co-implementation scheme and plan detailed description. |
| Why | To enable co-implementation to become true in practice through a series of strategic activities and the prompt involvement of actors. Without a serious preparation work for establishing the game rules, co-implementation risks becoming very difficult. Building together is the real added value towards complete co-creation and to overcome possible barriers. | |
| Who- With Whom | This is retaking the Local UIP cluster of CLEVER Cities and engage with local context of each CAL responsible, communication team and local stakeholders. If co-design activities have been already launched, inviting few representatives from the citizens' side could be a great plus. Make sure you bring LMT responsible to help your follow-up and check with you the co-implementation timeline. | |
| How | <p>A comprehensive partnership and stakeholder meeting at city level for exploring all the CALs co-implementation plans is suggested. We propose a word café format if you plan to do all 3 CALs in parallel sessions. In addition, if needed, follow-up meetings can help defining details and confirming the availability of people and resources.</p> <p>Firstly, assess the potential co-implementation activities for each CAL; then, find out possible schemes to make it happen. Make sure you plan, frame and agree on a specific co-implementation plan to execute and assess in the proposed scheme.</p> | |
| PREPARATION | This activity requires moderate planning and consequently strategizing with the city similar projects planning. It also establishes responsibilities of actors involved and resources, hence the organization of meetings to make sure that all the relevant key-players are at the table can take long. | |

| | |
|-------------------------|---|
| Duration | To establish a first draft of the co-implementation plan can take approximately 2 to 3 hours for each CAL. CALs can meet and work simultaneously in parallel round tables, or in separate meetings. The follow-up process, which can be reasonably conducted remotely or online, can take long, in order to define all the actions (what), the responsible actors (who) and the modalities (how) and timing (when). |
| Materials Needed | <ul style="list-style-type: none"> • CAL ID – presentation template and/or any other relevant material from ToC review workshop to identify your desired impact with external stakeholders • D2.2 on co-creation planning and co-design of NBS [M12] • Outcomes derived from previous Co-creation planning steps 5 and 6 and reported below in detail. • A large board or a large format white poster and/or printout of CALs |

CARRYING OUT THE ACTIVITY

Before starting...

1. Make sure to involve the communication team and be updated on the overall CLEVER Cities communication strategy and materials available for FR/FE cities: for instance, make sure your planned activities are coherent with CLEVER Cities communication and dissemination plan in **WP7** to ensure haystacks of engagement.
2. Make sure you involve the required personnel from **LMT** and **WP4** concerned with monitoring strategy and KPIs identification.
3. Make sure to recall CAL ID focus, [tool 6.1](#). Review the timeline planning [tool 1.5](#) and make sure you know when the co-implementation phase is starting and ending in general.
4. If not defined yet, a CAL responsible is now required!
5. Check [D2.2](#) for the co-creation activities planning and make sure you recall the [co-creation matrix](#), which was fulfilled as part of the [CAL ID](#).
6. This activity might happen in parallel with [co-design steps \(Step7 - Step10\)](#), if already initiated. Hence, check the advancement of co-design activities, because there is a lot of overlapping and relevant information to be exchanged concerning the decision making on NBS interventions (step 7, [tool 7.1](#)).
7. Hence, this activity can be grouped with the co-design CAL launch and organization of the event proposed by [tool 7.3](#), if you decide to plan with the same audience.

Facilitation Tips...

1. The fulfilment of the plan is very complex and requires a lot of information; in some cases, this information will not be immediately available to the attendees (availability of resources, definition of responsibilities); hence, be aware that this exercise will not end with this activity, but it has to be intended as an incremental plan to be updated along the whole co-implementation process. Make sure you follow-up timely with the CAL team!
2. During the collaborative activities, stimulate the imagination of participants on what can be really built together: from sponsors contributions to self-construction with citizens, to gardening activities: at this stage we can still find new actors to involve or new modalities

- to bring citizens on board. Building together is the first step towards co-management and appropriation of the solutions and the space.
3. Another relevant focus for CLEVER Cities is to understand the possibility of innovation in the planned activities and the co-working tools lessons learned and transferability. Be sure you always recall the context of the H2020 project, and the innovation potential required to the NBS interventions and the governance methods: we want to go beyond the state of art with our solutions!
 4. Seriously consider 'tactical urbanism' approaches: it means testing even temporary solutions in place that will eventually lead to final design schemes. In fact, trying alternative solutions on site could be a very useful live experiment to put in place before investing in final and expensive construction: this is co-implementation planning too!
 5. At the end of the exercise you will obtain a draft of the co-implementation plan in hands. Evaluate all together to whom this plan should be submitted for getting additional input or evaluation. List a number of relevant keypersons that can help you in this challenge!
 6. Once the activities are all set, use this plan to inform the [CAL co-design activities](#) (Step 07 – Step 10) and, afterwards, the real implementation in place!

COLLABORATIVE ACTIVITY: Co-implementation brainstorming

Introduction to CAL advancement and co-implementation plan scope

In the first activity, the facilitator asks attendees to recall the CAL focus and the expected co-implementation activities that have been agreed in previous co-creation planning steps (mainly: [tool 1.5](#), [D2.2](#), [tool 6.1](#), [tool 7.1](#), [tool 7.3](#)). This material, previously collected in the [CAL BOX](#), is possibly displayed on the table in large format printouts. A short introduction about the CAL progress and previously established decisions follows.

Afterwards, the facilitator introduces the scope of co-implementation planning and the aim of the present activity, i.e. producing the first draft plan where NBS interventions (what) are linked to who, how and when.

Now it is time to plan the co-implementation activities along a timeline. It is very important to distribute the activities to cover the whole co-implementation time window and accordingly to co-design and eventual construction phases. The facilitator will refer to the template of the **co-implementation planner** of Figure 4 below, available on the [template of Step 11](#). S/he can choose providing a big printout of the table (e.g. in an A0 format) or use a projection and work on a computer directly.

In the Figure 4, the theoretical frame of a co-implementation plan is described. It presents the governance model of the CAL co-implementation plan. It serves as a guide for the entire process of co-implementation building. It is composed of six steps which, nevertheless, are interrelated. Each subsection is related to one question word and aims at explaining in deep the main concepts within the specific phase. This step-by step procedure is thought to be followed in order to fully grasp all the aspects of the single CAL described.

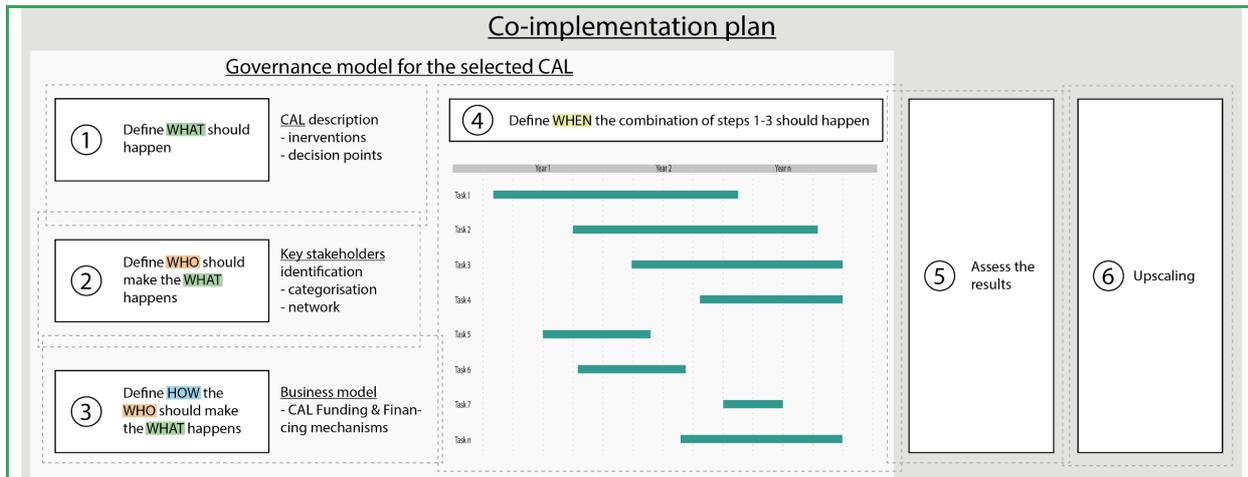


Figure 4: Co-implementation planner scheme introduced by FHH, TEC, elaborated by POLIMI, August 2019.

! Each stage of **WHAT**, **WHO** and **HOW** are consequently taken; make sure you answer all the combinations to have a complete picture.

Once the architecture of the table with the six steps has been introduced, we can proceed with answering all the given questions, following the indicated steps.

1. Define **WHAT** should happen?

Under the **WHAT** step the CAL chosen by CLEVER Cities for in-depth examination and planning will be described in detail. The description should contain the context of the CAL and the measures that are expected to be implemented.

The facilitator should try to stimulate the conversation and:

- Asks participants if they see **additional co-implementation opportunities in the CAL**: this is a highly imaginative activity where the facilitator will inspire attendees with sound examples of co-building and recall the importance of doing things together. By stimulating participants with practical examples, the facilitator will investigate if resources could be available to go beyond established plans.
- How are the envisioned solutions responding to **innovation potential**?
- Another opportunity for stimulating the brainstorming is exploring **temporary co-implementation solutions**: is **tactical urbanism** a modality to test solutions before the final design scheme get implemented? In many cases, it is highly suggested to firstly test if the envisioned solution will work and will be accepted in place: NBS are easy to test since they are mostly flexible and cheap to apply on a small urban scale. The testing could validate the positioning, scale of NBS on the CAL. It is also a great way to engage local people to be on board of the game. Have a discussion on this point!

Once the main actions (**WHAT**) has been defined we can proceed to the next questions: for instance, the next question on the table (maybe printed out on a large panel) will be: **Which are possible assets that we can activate locally in order to co-build solutions?** Assets are meant to be: **WHO**

(human resources, available knowledge like nearby schools or professionals) and HOW (procedures, financial resources and sponsors, items and equipment, spaces, etc....

2. Define WHO should make the WHAT happen?

In this step,

- Firstly, **review your stakeholder list**, what are their relations within the CAL and identify the key actors as well as the networking between them. You can refer to the UIP list, or even better, if already completed, go to stakeholder engagement planner template in [tool 7.1](#).
- Secondly, you have to determine the type of involvement of each identified actor in relation to each planned activity within the call, what we call the **categorization of stakeholders**; again, you can refer to the outcomes of [tool 7.1](#), or alternatively, apply the **RASCI MODEL** (Figure 5) (FHH, 2019) reported in the box below and in the [Step 11 template](#). Make sure the categorization of stakeholders falls in place of responsibility for each planned activity: if you are not sure, if potential actors are not attending or do not know their availability yet, make a draft hypothesis and revise later as a follow-up activity.

How the RASCI model works?

Based on the stakeholder categorisation the CLEVER Cities are presenting the responsibilities for the different processes. Here stakeholders are further categorised with the RACSI approach, a variation of the RACI model. RACSI stands for:

- Responsible, for completing the work,
- Accountable, for ensuring that the work is done (not necessarily themselves doing),
- Supported the activity
- Consulted, for the activity,
- Informed, of Progress.

This chart provides the detailed division of tasks among the actors involved in the CAL. It is defining who is "Responsible, Accountable, Consulted and Informed" for each (see Figure 5). The rows should contain the planned activities or tasks, whereas in the columns different actors can be listed. Based on their grade of the responsibilities towards each activity or task, the RASCI roles can be attributed in the chart.

| PLANNED ACTIVITIES | ROLE | | | | | | | | | | | | | | Notes | | | | |
|--|---------------------|-----------|------------|-----|-----|-----|--------------------|----------|-------------------|-----------------|------|----------|------------|------------------------|-------|------------------|-----------------------------------|----------|------|
| | Landscape/Architect | Gardeners | Contractor | GMH | LIG | BSP | Head of the School | Teachers | Dedicated Teacher | School students | STEG | BEZ RISE | BEZ CLEVER | Public School Ohrnsweg | | School Neugraben | Parents via School Advisory Board | TUHH/ICU | BLUE |
| Mediating co-creation and co-implementation process between the parties | | | | | | | | | | | | | | | | | | | |
| Designing of the landscape plan | R | | | | | | | | | | | | | | | | | | |
| Groundlaying construction process | | | | | | | | | | | | | | | | | | | |
| Design process of CLEVER projects (e.g.raised beds, selection of the plants, upcycling the wood furniture) | | | | | | | | | | | | | | | | | | | |
| Setting up the raised beds | | | | | | | | | | | | | | | | | | | |
| Urban gardening activities | | | | | | | | | | | | | | | | | | | |
| Modernisation of the entire school | | | | | | | | | | | | | | | | | | | |
| Developing business model for the sustainability of CLEVER actions | | | | | | | | | | | | | | | | | | | |
| Co-designing KPI | | | | | | | | | | | | | | | | | | | |
| Perform Change management/KPIs | | | | | | | | | | | | | | | | | | | |
| Create Lessons learned from the project implementation process | | | | | | | | | | | | | | | | | | | |
| Upscaling the solutions to other school yards | | | | | | | | | | | | | | | | | | | |

Figure 5: RASCI Model, example from FHH planning for CAL 3, August 2019.

- **OPTIONAL.** Given all these elements, it is now possible to foresee how the **relation between the stakeholders** could possibly proceed. This activity is quite demanding and could be postponed as a follow-up activity. For the analysis of the stakeholder network, we further suggest two methods. The first is known as **power-interest grid or influence-interest grid**, see [tool 2.3 template](#), the second could be simply drawing a **mind map**.

Power-interest grids typically help to determine which stakeholder interests and power bases must be taken into account to address the issue at hand. They also help to highlight coalitions (e.g. different stakeholders visually grouped together) that should be encouraged or discouraged. Finally, it is possible to get insights on how to best influence the stakeholder views in the decision-making process (Bryson 2004: 31). In this case, this method not only helps to analyse the existing situation, but also provides insights on how to strategically manage the decision process. This way of using the power-interest grid is explained in Ackermann and Eden (2011).

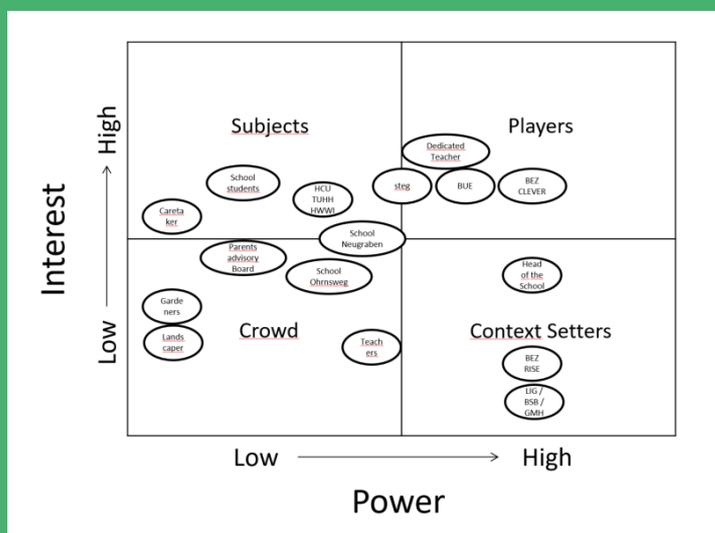


Figure 6: Power-Interest Matrix, depicting the positioning of different actors in CAL3 (FHH, 2019).

As shown in Figure 6, these grids are organised on two axes – interest vertical and power horizontal – forming four cells (or quadrants) on which the various stakeholders can be positioned according to these characteristics. Each cell corresponds to a specific type as follow:

- **Crowd** (low interest and low power): the least important stakeholders of the project, not priority for their involvement;
- **Subjects** (high interest and low power): it is needed to prepare special initiatives to involve such stakeholders; They do have interests and they will probably be willing to participate, but they have limited resources/opportunities to do so;
- **Context Setters** (low interest and high power): those are the most dangerous, since they are able to influence the results according to their priorities, which might not be those of the project;
- **Players** (high interest and high power): these stakeholders constitute the supporting base of the project and must be involved (Ballejos and Montagna 2008)

The stakeholders displayed in this matrix are shown in their power relations: this suggests how the decisional power is distributed among the involved stakeholders. According to the definitions above, the ones that will follow within the “Players” area represent the key actors for the selected CAL. As an option, in the grid it is then possible to locate stakeholders and to indicate their relations with one-way or two-ways arrows accordingly to the quality of the connection, as shown in [Figure 6](#).

- **Mind mapping** of stakeholders who is implementing each activity and taking full responsibility of it is important for a transparent implementation. Figure 7 illustrates the example from Hamburg using the Mindmap [online software](#).



Figure 7: Stakeholders Mapping and their interrelation; example from FHH planning for CAL3, August 2019.

A final remark must be done. These two methods can be used together or stand-alone, paying attention that they provide different information: the first is aiming at describing the various stakeholders in the network and further categorise them in their power relation; instead, the second does not provide information on the stakeholder, but rather on the type of connection. It is possible to see them as one consequent to the other as well. For instance, once understood where the stakeholders are on the grid, the mind map can be used to provide an additional information on their relation mechanisms.

3. Define HOW the WHO should make the WHAT happen?

While discussing the actions, review the possible **business models** and decision-making procedures to enable the action to happen. This activity is crucial to break barriers, but it requires a long process for adapting rules and finding the most suitable modality for decision-making on the CAL co-implementation.

- Review also how are the CAL funding schemes and **financing mechanisms** happening at the local scale. An important element of the governance model and, therefore, for the entire co-

implementation plan, the project must have a business model for defining the financial modes of the selected CAL. The list of **business models** reported in the box below highlights that different NBS deliver different benefits to different stakeholders.

- By attaching each CLEVER intervention to one specific business model, CLEVER cities are helped in clarifying these distinctions while at the same time making the pursued business model comparable to the experiences made in other NBS projects. When presenting the business models for the CLEVER interventions, we therefore select for each intervention the corresponding business model and describe its specific value delivery, value proposition, value capture, enabling conditions and risks. It is worth to mention the correlation of “value delivery” part with the stakeholders’ categorization section. Information already provided there are useful for the defining such aspects in the business model.

How to assess the business model for NBS implementation?

The methodology for describing the business model underlying the interventions is adopted from the Naturvation project, another Horizon-2020 project on nature-based solutions that started in November 2016 (Naturvation, 2019). Within this project a business model catalogue for urban nature-based solutions has been developed that allows the characterization of the business model for a variety of interventions (Toxopeus, 2019). The catalogue names value proposition, value delivery and value capture as the three key parts of a business model alongside the identification of enabling conditions and risks:

- The value proposition describes the product/service that is being offered and the targeted customers.
- The value delivery takes into account the needed resources, networks and strategies.
- The value capture shows what revenues might accrue to whom or the costs that are prevented.
- What conditions make the business model successful and what risks can be identified?

With the help of this framework, the business model catalogue identifies eight distinct types of business models for nature-based solutions:

1. Risk reduction: NBS investments that lower the future costs from extreme weather.
2. Urban offsetting model: Incentives for offset investments into NBS that are lost in urban development.
3. Green densification model: Integration of NBS into (large-scale) urban real estate development.
4. Vacant space model: Space for local initiatives and businesses in unused urban public spaces.
5. Local stewardship model: NBS bring direct value and sense of identity for local citizens and businesses.
6. Green education model: NBS are set up and managed to support environmental education.
7. Green health model: NBS offer therapeutic, health and well-being value.
8. Green heritage model: NBS are sustained in urban spaces that are cultural heritage.

References adapted from:

- NATURVATION (2019). Retrieved 22 August 2019, from <https://naturvation.eu/>
- Osterwalder, A., Pigneur Y. (2010). Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers. New Jersey: John Wiley & Sons
- Toxopeus, H.S. (2019) Taking Action for Urban Nature: Business Model Catalogue for Urban NatureBasedSolutions, NATURVATION Guide, https://naturvation.eu/sites/default/files/result/files/business_model_catalogue_0.pdf

4. Define WHEN all combination of steps is happening?

The representation of the co-implementation plan timeline differs from case to case. Please, refer to the [CAL ID](#) or to [tool 1.5](#) and [tool 7.3](#). Anyway, the well-known **Gantt diagram** is a possible method used to present the Governance model specific for the selected CAL.

During the brainstorming activity:

- consider establishing **intermediate milestones**; for instance, a city level coordination could require common milestones for all the CALs to happen at the same time (e.g. public presentations of construction progress, special annual events ex: green week of the city or a city green festival). An example is reported in Figure 8.
- To review and assess **possible risks and uncertainties** (see [scheme 11.1](#) attached). This activity is crucial and cannot be completed in a short time; during the activity, eventually report the main risks related to relevant actions.

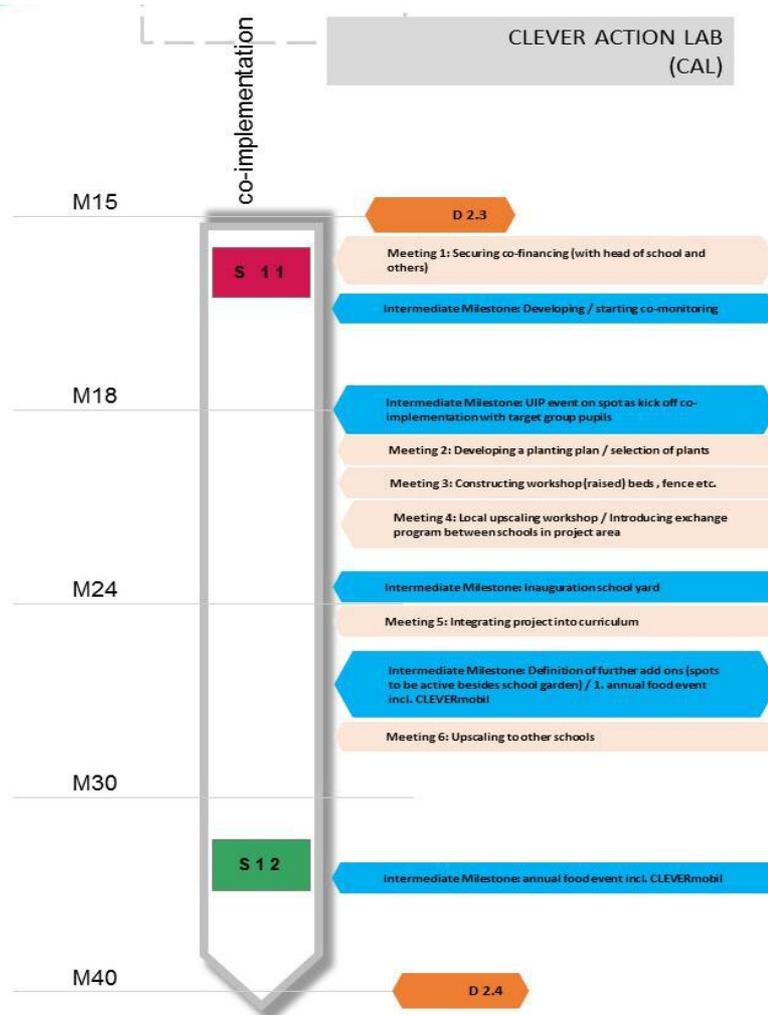


Figure 8: Planned activities and milestones for upcoming months, CAL 3, FHH 2019.

- As an alternative activity, you could also use the **CAL ID** Planner from **tool 1.5** and updated in **D2.2** on Co-Creation planning (Figure 9).

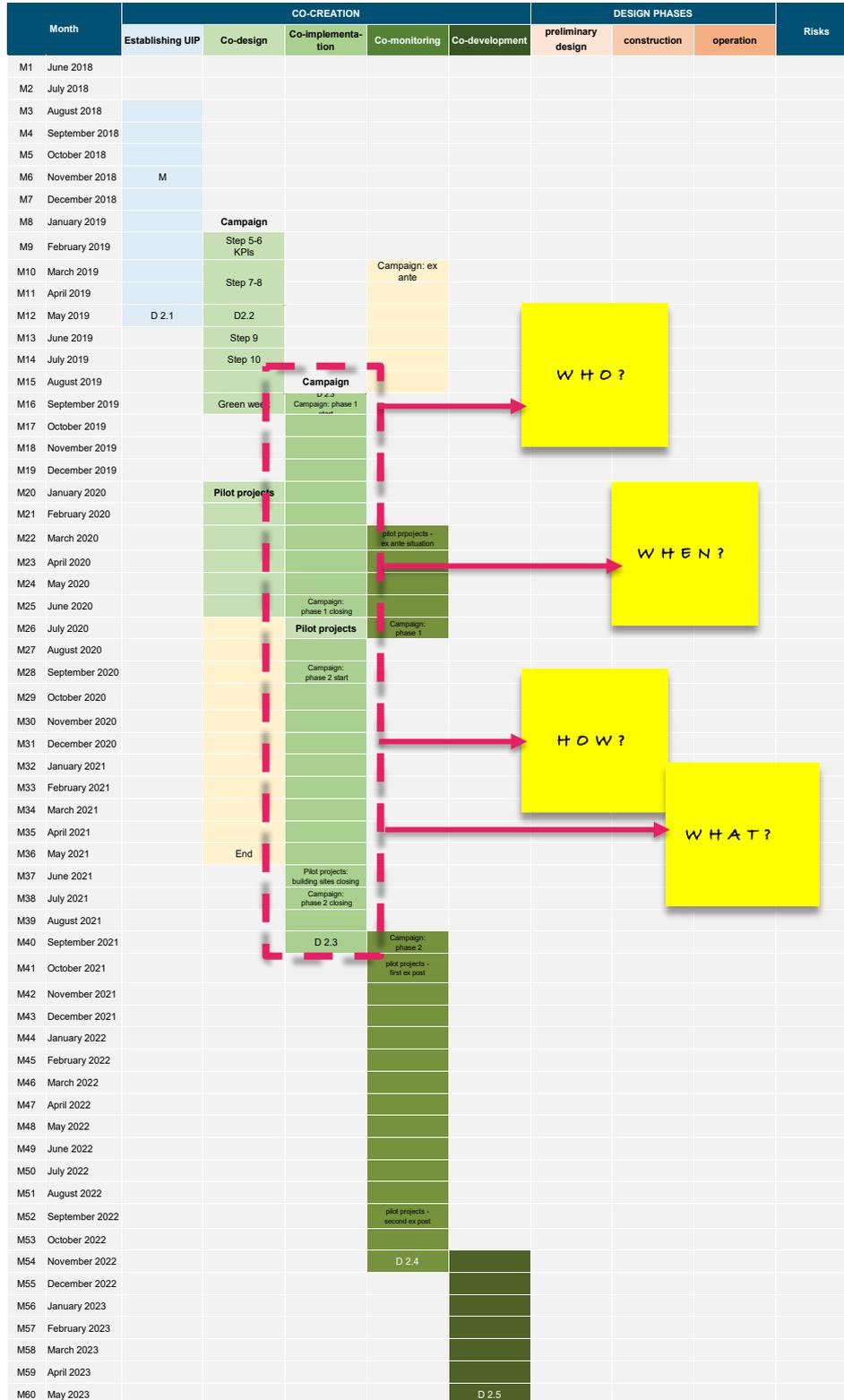


Figure 9: CLEVER CITIES MILAN, planner example from CAL3, Eliante

Finally, the co-implementation activity concludes with the planning of two more steps; these are not strictly connected with the construction of interventions but inform future phases of **co-monitoring** (Step 13-Step 14) and **co-development** (Step 15 – Step 16).

These last two steps, reported below, could be the object of a dedicated meeting to happen at the end of the whole co-implementation process.

5. Assessment: Impacts and outcomes

For the assessment of the intervention success goals and indicators to measure their results have to be determined. In order to use a common language within this deliverable in the following some terms will be defined.

- First of all, we used the Theory of Change method within CLEVER Cities project to define certain key performance indicators for project evaluation, see **tool 6.1b** and **tool 8.2**. This method uses the terms “impacts” and “outcomes” which also should be deployed for the assessment of the co-implementation process.
- If you have already proceeded with **tool 8.2**, make sure you have the updated results of TOC workshops, after **D4.1**.
- Secondly, use impacts and outcomes to define the assessment at the end of the process, could also use short and long-term outcomes to identify activities relation to affected groups.
- These relations could also lead to understand what are the **specific KPIs** and the instruments used to carry out monitoring and co-monitoring with stakeholders (refer to WP4 and in particular **D4.3**).

An example on how to use ToC results (impacts and outcomes) in co-implementation planning phase is to distribute them on short-term and long-term activities with relation to possible affected groups.

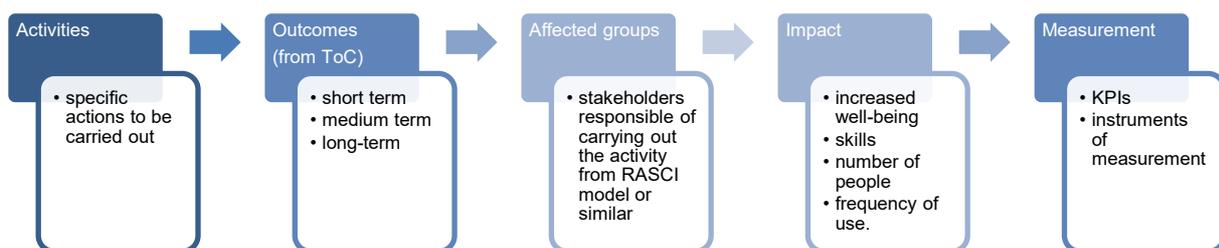


Figure 10: example of assessment scheme for impacts and outcomes for co-implementation planning



In this section, consider reporting on the innovation aspects of the NBS actions put in place. Think on the engagement and communication activities facilitation as well as the transferability and lessons learned from other projects to enable a smoother monitoring and assessment methodology.

6. Upscaling solutions: Realisation, knowledge-transfer and upscaling

The processes described in each CLEVER City CAL will be realised according to the co-implementation plan and successively monitored by the Local Monitoring Team (WP4). According to the project structure, the interventions can be replicated later by other cities. The entire intervention can be transferred, but also just parts of it, e.g. the process, the involvement of a specific stakeholder, or the deployment of a specific tool (see for instance Dolowitz & Marsh 2000; Bennett 1991; Rose 1991). Further, the intervention can be transferred within the same case, once proved its efficacy through the impact assessment (monitoring), elaborating an upscaling strategy.

Hence, for this activity the facilitator should facilitate a discussion to reveal the future aspects of the proposed NBS interventions and the actions that we presume will have a high replication potential. In so doing, the CAL team will pose attention on the most challenging and innovative actions, thus offering to stakeholders' potential visibility and motivation to fulfil the process.

Evaluate the possibility of indicators to measure the effectiveness of interventions and their possibility to upscale and transferability on the long run, a possible timeline for replicability might be useful.

| 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|-------------------------------------|--|--|--|---|---|
| + Finding partner schools for CAL 3 | + Identify needs of schools + Look for examples + integrate potential upscaling projects | + Realise planned projects with pupils + feedback information to larger scale projects of needs and potential replication options | + Evaluate success of CAL3 (Split into different projects) + Identify dos and donts for replication | + Build a network of other interested schools in Hamburg + initiate a regular meeting of interested schools (pupils) | + first replication at school outside of Neugraben Fischbek |

Table 1: Steps for CAL 3 realisation and Upscale in Hamburg, source; FHH 2019.

References:

- Dolowitz, David P. & Marsh, David (2000). "Learning from Abroad: The Role of Policy Transfer in Contemporary Policy-Making". *Governance: An International Journal of Policy and Administration*, Volume 13(1), pp. 5-23.
- Bennett, Colin J. (1991). "What is Policy Convergence and What causes It?", in *British Journal of Political Science*, Volume 21, Issue 2, pp. 215-233, Cambridge University Press: Cambridge (UK).
- Rose, Richard (1991). "What is Lesson-Drawing?", in *British Journal of Political Science*, Volume 11, Issue 1, pp. 3-30, Cambridge University Press: Cambridge (UK).