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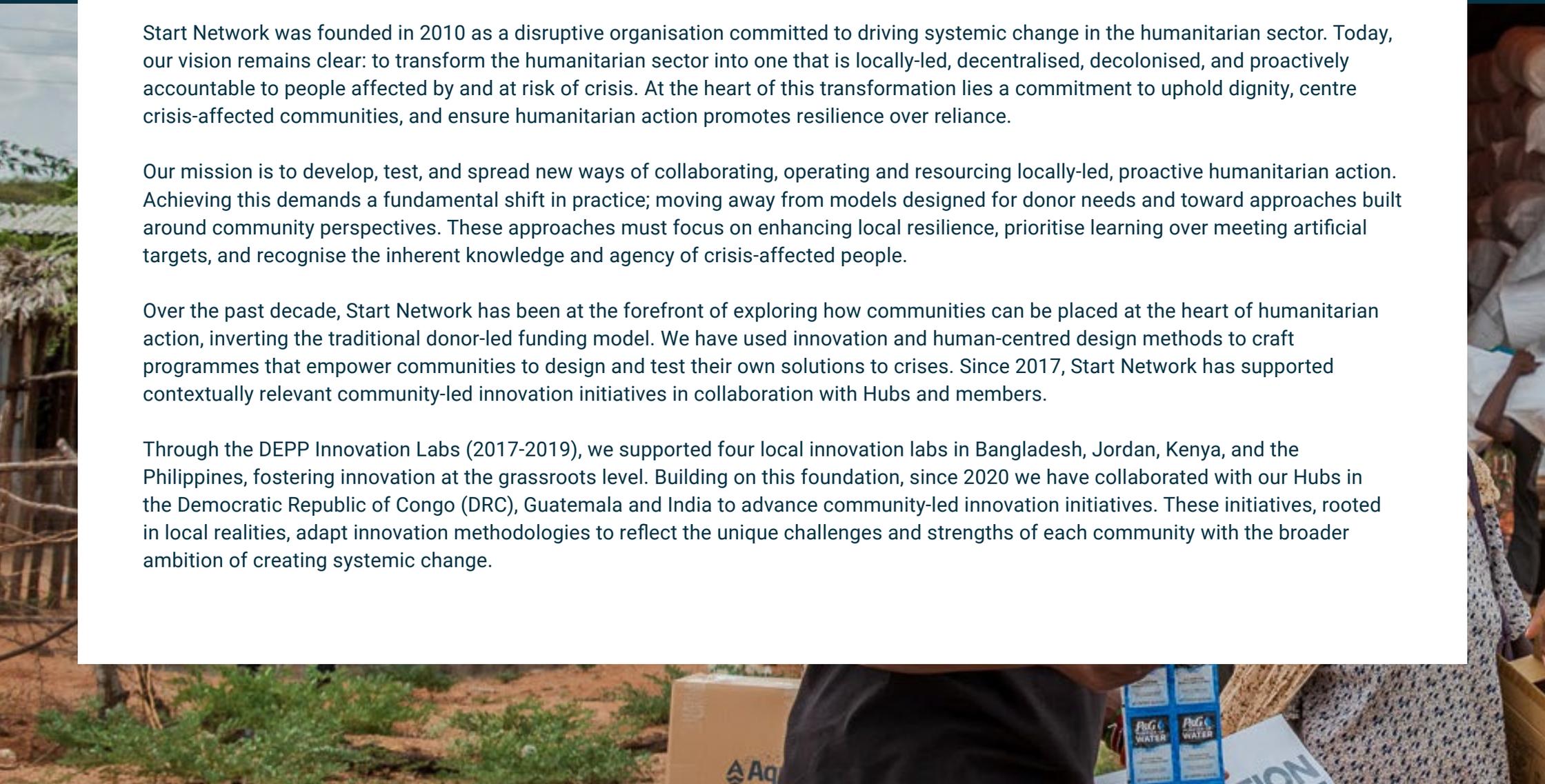
FOREWORD

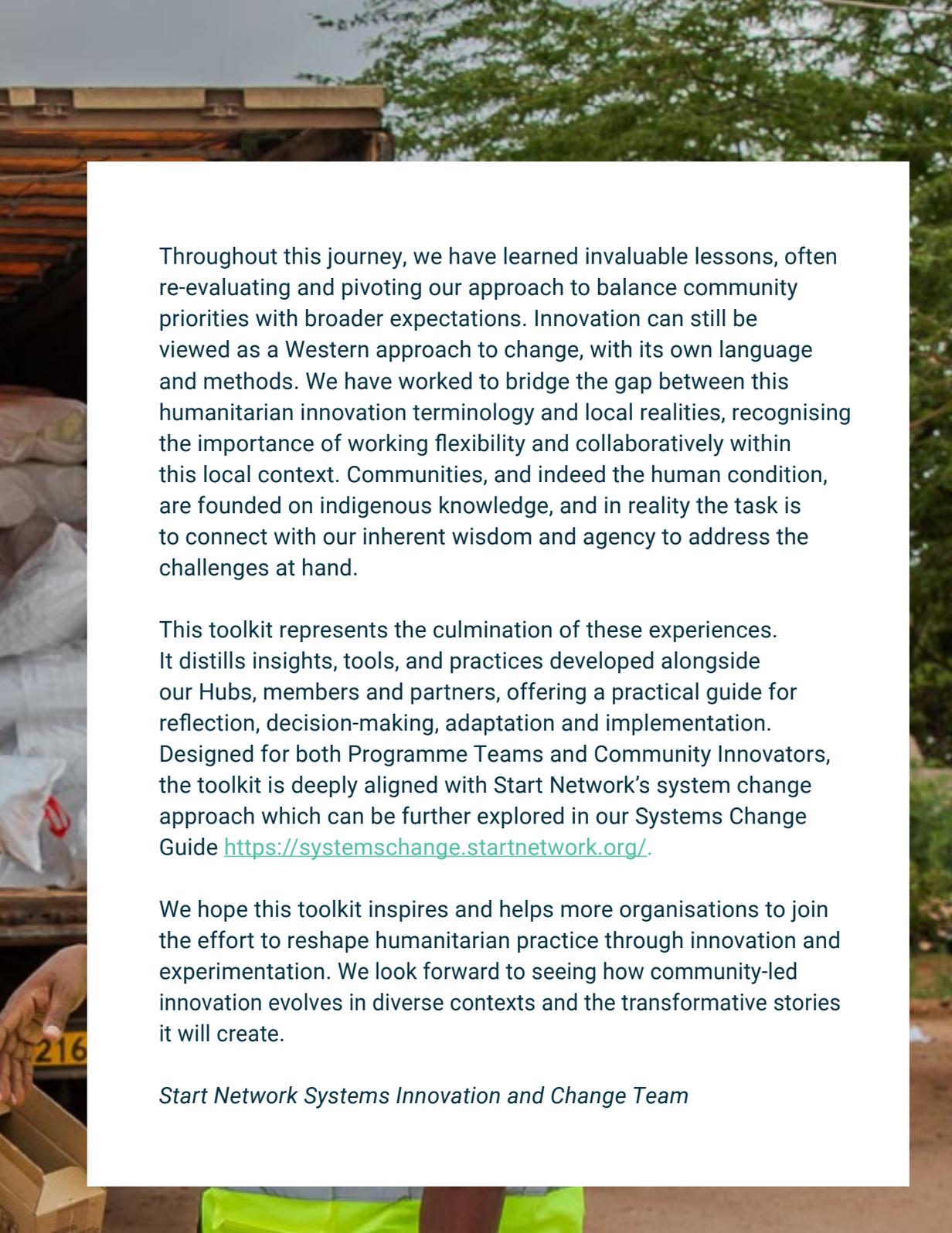
Start Network was founded in 2010 as a disruptive organisation committed to driving systemic change in the humanitarian sector. Today, our vision remains clear: to transform the humanitarian sector into one that is locally-led, decentralised, decolonised, and proactively accountable to people affected by and at risk of crisis. At the heart of this transformation lies a commitment to uphold dignity, centre crisis-affected communities, and ensure humanitarian action promotes resilience over reliance.

Our mission is to develop, test, and spread new ways of collaborating, operating and resourcing locally-led, proactive humanitarian action. Achieving this demands a fundamental shift in practice; moving away from models designed for donor needs and toward approaches built around community perspectives. These approaches must focus on enhancing local resilience, prioritise learning over meeting artificial targets, and recognise the inherent knowledge and agency of crisis-affected people.

Over the past decade, Start Network has been at the forefront of exploring how communities can be placed at the heart of humanitarian action, inverting the traditional donor-led funding model. We have used innovation and human-centred design methods to craft programmes that empower communities to design and test their own solutions to crises. Since 2017, Start Network has supported contextually relevant community-led innovation initiatives in collaboration with Hubs and members.

Through the DEPP Innovation Labs (2017-2019), we supported four local innovation labs in Bangladesh, Jordan, Kenya, and the Philippines, fostering innovation at the grassroots level. Building on this foundation, since 2020 we have collaborated with our Hubs in the Democratic Republic of Congo (DRC), Guatemala and India to advance community-led innovation initiatives. These initiatives, rooted in local realities, adapt innovation methodologies to reflect the unique challenges and strengths of each community with the broader ambition of creating systemic change.





Throughout this journey, we have learned invaluable lessons, often re-evaluating and pivoting our approach to balance community priorities with broader expectations. Innovation can still be viewed as a Western approach to change, with its own language and methods. We have worked to bridge the gap between this humanitarian innovation terminology and local realities, recognising the importance of working flexibly and collaboratively within this local context. Communities, and indeed the human condition, are founded on indigenous knowledge, and in reality the task is to connect with our inherent wisdom and agency to address the challenges at hand.

This toolkit represents the culmination of these experiences. It distills insights, tools, and practices developed alongside our Hubs, members and partners, offering a practical guide for reflection, decision-making, adaptation and implementation. Designed for both Programme Teams and Community Innovators, the toolkit is deeply aligned with Start Network's system change approach which can be further explored in our Systems Change Guide <https://systemschange.startnetwork.org/>.

We hope this toolkit inspires and helps more organisations to join the effort to reshape humanitarian practice through innovation and experimentation. We look forward to seeing how community-led innovation evolves in diverse contexts and the transformative stories it will create.

Start Network Systems Innovation and Change Team

ACKNOWLEDGEMENTS

This toolkit was commissioned by Start Network's Systems Innovation and Change Team to document and share the diverse innovation methods and practices developed through the Community-Led Innovation Partnership (CLIP). This initiative, run in collaboration with Elrha and the Asian Disaster Risk Reduction Network (ADRRN), aims to make these approaches more widely accessible.

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*We extend our gratitude to the **Start Network Hubs and members** who contributed their insights and reflections, which have been invaluable in shaping this resource. In particular, we thank **Asociación de Servicios Comunitarios de Salud (ASECSA) in Guatemala** and **SEEDS India** for their contextual expertise, lived experiences, and willingness to test different tools.*

*We also deeply appreciate the contributions of our CLIP partners, through whom we have gained invaluable learning on community-led innovation. These include **Titi Foundation** and **CAFOD and Trocaire in Partnership (CTP) in South Sudan**, **YEU in Indonesia**, and the **Centre for Disaster Preparedness in the Philippines**.*

INTRODUCTION

Community-led humanitarian innovation (also referred to as community-led innovation) is a cornerstone of Start Network's vision for systemic change. It seeks to shift power to communities and fundamentally reshape the humanitarian system. Instead of perpetuating a dependency cycle that frames communities as passive recipients of humanitarian aid, community-led innovation champions them as active agents of change. By fostering this approach, we seek to enhance disaster resilience and response while prioritising the agency and leadership of crisis-affected people.

START NETWORK COLLABORATES WITH ITS HUBS AND MEMBERS TO FACILITATE THE IMPLEMENTATION OF COMMUNITY-LED INNOVATION PROGRAMMES BY:

- Building confidence and capacity in innovation methodologies.
- Providing tailored financial and non-financial support to ensure initiatives are effective and aligned with community ambitions.
- Adapting our approach to reflect the specific contexts and aspirations of the communities we serve.

Delivering a community-led innovation programme involves working closely with communities to identify their needs and design solutions that are locally-relevant, effective and sustainable, drawing on the knowledge, experience, and resources of the community. Community-led innovations (or solutions) are thus new or different approaches, processes or initiatives that address locally-defined humanitarian problems and have been designed and developed by communities themselves, directly informed by local context.

PRINCIPLES

COMMUNITY-LED INNOVATION IS GROUNDED IN FOUR CORE PRINCIPLES:

- **Local Leadership.** The humanitarian system is too centralised and top-down, often disregarding the capacity of communities to address their own challenges. Community-led innovation prioritises community leadership in designing, developing, and implementing new solutions.
- **Locally-Defined Problems.** The humanitarian system frequently operates in silos without fully understanding the interconnectedness of problems at a local level. Community-led innovation encourages a contextualised approach that fully acknowledges the connections and interdependencies of local issues, enabling more effective and relevant solutions
- **Local Knowledge and Lived Experience.** The humanitarian system too often provides one-size-fits-all solutions that do not consider local culture, knowledge, and experience and therefore prove to be unsustainable. Community-led innovation supports solutions that build on local knowledge and lived experience to better meet the unique needs and challenges of each community in a way that is sustainable and culturally appropriate.
- **Local Networks and Resources.** Traditional humanitarian assistance relies heavily on external resources, often overlooking the assets and networks already present in communities. Community-led innovation leverages these existing resources to ensure sustainability and maintain value long after the crisis has passed.

The practice of community-led innovation is premised on the belief that community members are best placed to understand their own needs and to develop context-appropriate and sustainable solutions. It aims to strengthen resilience and response capacity, ultimately reducing reliance on external humanitarian assistance. Through community-led innovation, we are reimagining humanitarian practice—placing power in the hands of those most affected and ensuring sustainable, locally-driven change.

METHODS AND APPROACHES

Start Network's evolving approach to community-led innovation draws from several different methods and approaches, including Human-Centred Design (HCD), Design Thinking (DT), and Participatory Rural Appraisal (PRA). Each of these approaches contributes unique tools and perspectives that enable communities to lead the design and development of solutions tailored to their needs.

Human-Centred Design (HCD) is an approach to creative problem-solving that centers the needs and experiences of the intended end users or target groups throughout the design process. Unlike traditional design approaches, which often focus on designing for users, HCD emphasises designing with users. It involves them throughout the process, from problem exploration and idea generation to solution development and testing. HCD uses a wide range of tools and techniques, such as interviews and observation to gather information, and prototyping and testing to develop and refine ideas iteratively.¹

Design Thinking (DT) builds on the principles of HCD, integrating them with broader considerations to create sustainable and impactful initiatives. While HCD focuses on understanding and addressing user needs, DT expands this scope by incorporating factors like long-term viability and practical implementation. Successful innovations in DT are characterized as:²

Desirable: Addressing real, recognised problems with demand for a solution.

Feasible: Leveraging available skills and knowledge to develop and implement the solution.

Viable: Ensuring the initiative can be resourced and sustained over the long term.

Participatory Rural Appraisal (PRA) is an approach to community development that supports people living in poverty to learn about their situation and analyse their own reality. It is closely related to "popular education" methods also used by community-led innovation programmes. Whereas HCD emphasises designing with users, PRA advocates design by users. PRA supports communities to conduct their own research and analysis, using tools and techniques such as community mapping, local histories, and field walks, to support highly-contextualised exploration of challenges and opportunities in the community.³

Together, these methods and approaches equip Start Network and its partners with a robust framework for enabling community-led innovation. By integrating PRA's participatory insights, HCD's user-centric focus, and DT's emphasis on sustainability, we foster solutions that are not only impactful but also deeply rooted in local realities.

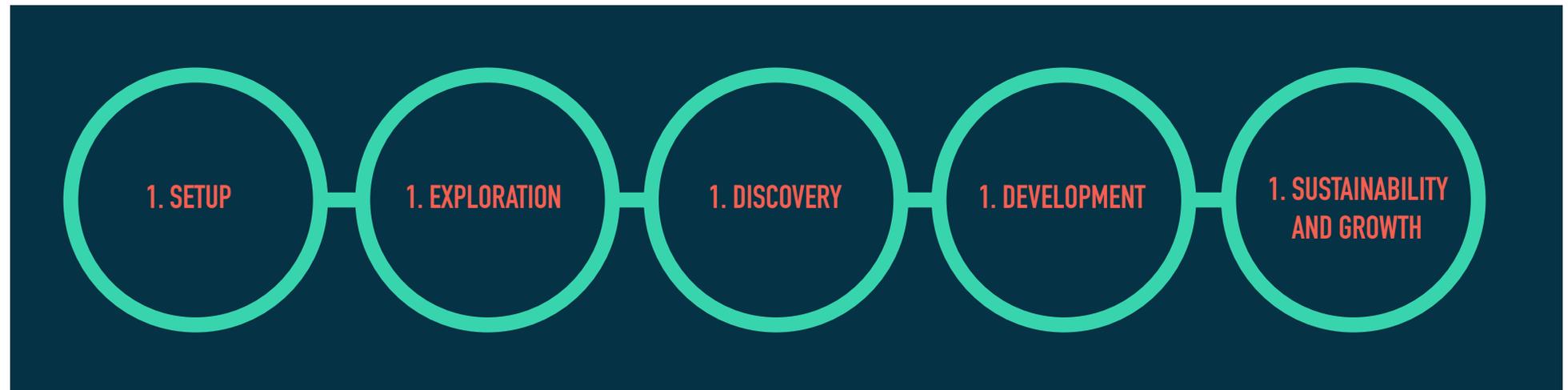
¹ Konda, N. et al. (2019) Human-centred design and humanitarian innovation: Designing solutions with people affected by crisis. London: Start Network, CDAC Network. Available at: <https://startnetwork.org/learn-change/resources/library/human-centred-design-and-humanitarian-innovation>.

² IDEO (no date) What's the difference between human-centered design and design thinking?, IDEO. Available at: <https://designthinking.ideo.com/faq/whats-the-difference-between-human-centered-design-and-design-thinking>.

³ Paul, R. (2013) Participatory Rural Appraisal Manual. Food and Agriculture Organization (FAO). Available at: <https://www.fao.org/family-farming/detail/en/c/292329/>.

INNOVATION JOURNEY

Start Network's model for the community-led innovation process places communities at the heart of every phase. While community-led innovation programmes have been organised and structured in different ways, the design of the toolkit follows a pragmatic decision to group tools across five phases:



- 1. Setup** – establishing programme parameters, target communities, and plans for initial engagement.
- 2. Exploration** – engaging communities, socialising the programme, and collectively exploring challenges.
- 3. Discovery** – supporting communities to develop ideas and selecting participants for the programme.
- 4. Development** – providing financial support, training, and technical assistance for the development, testing and iteration of solutions.
- 5. Sustainability and Growth** – fostering engagement with longer-term sources of funding and support.

It is important to note that while the innovation journey is presented as a linear model, innovation is not a linear process. In particular, users should consider sustainability from the beginning of the journey, building networks of potential users, partners, and funders. Many of the tools are also applicable across multiple phases. Users are therefore encouraged to review all tools at the beginning of an innovation journey.

USING THE TOOLKIT

THE COMMUNITY-LED INNOVATION TOOLKIT IS DESIGNED WITH TWO CORE AUDIENCES IN MIND:

- **Programme Teams and Managers** – to support strategic decision making and programme management.
- **Community Innovators** – to support problem exploration and solution development.

However, it is anticipated that many of the tools intended for primary use by Community Innovators will be facilitated by Programme Teams.

USE

The toolkit provides 26 tools to support each phase of the innovation journey. Each tool comprises:

- **Cover sheet** – providing background information and step-by-step instructions for using the tool
- **Canvas** – providing space for planning, questions for reflection, and/or prompts to aid decision-making.

ADAPT

While the toolkit reflects the direct experience of Start Network programmes, it is designed as a general resource suited to the wide variety of contexts in which the Start Network operates. Start Network Hubs, members, and other organisations are therefore encouraged to:

- Modify or expand prompts and use the tools as a source of inspiration, not as a rigid template.
- Critically assess and adapt each tool to suit specific purposes, local cultures, and indigenous knowledge.
- Translate concepts and terminology to ensure they are accessible and relevant to community members.
- Tailor tools to different formats, such as flipcharts, documents, or spreadsheets.

ITERATE

This toolkit reflects nearly a decade of learning and practice in community-led innovation. However, the toolkit is not exhaustive and our methods and tools continue to evolve. Users are invited to contribute to this evolution by:

- Sharing case studies and offering insights into how the toolkit is used in practice.
- Providing feedback on how we might improve the existing content and the usability of the toolkit.
- Providing feedback on gaps and additional tools to be included.

By engaging with and adapting this resource, we hope users will enhance their innovation efforts, ensuring they are responsive to the unique needs of communities while contributing to the collective learning of the Start Network and beyond.

PROGRAMME SETUP

Establishing programme parameters, target communities, and plans for initial engagement

The first selection of tools are intended to help navigate strategic decisions, set realistic expectations for the programme, and make initial plans to engage the community. An explicit acknowledgement of values and constraints at the beginning of the programme is vital for ensuring that values are considered and reflected in all aspects of the programme design and implementation, and for setting realistic goals and managing the expectations of donors, programme staff and communities themselves.

Community-led innovation programmes can take different approaches and directions in their implementation. Start Network Hubs and members, and any organisation intending to design such programmes, should be guided by realistic recognition of programme parameters and constraints, considering potential trade-offs depending on the Programme Team's strategic objectives, resources available, timeframe for delivering results, and flexibility for learning and iteration.

At the beginning of the programme it is necessary to determine the community, or communities, in which the programme will be implemented and to develop a plan for engaging communities in the programme. At the beginning of the journey, communities might be engaged informally to introduce the programme and explore possible directions. The impact of community-led innovation is not just delivered through the development of innovations. A critical aspect of community-led innovation is its role in changing the relationship between implementing organisations and the community, requiring an organisational shift from 'implementer' to 'facilitator' and a shift in communities from 'aid recipients' to 'agents of change'.

QUESTIONS FOR CONSIDERATION:

- What will be the criteria for the types of problems or types of ideas the programme will support?
- How much time and resources will be necessary to support community innovators to develop solutions?
- Who will ultimately decide which innovations receive support? How will decisions be made?
- What other stakeholders need to be engaged in the programme from an early stage? What will be their roles?

VALUES AND CONSTRAINTS

PURPOSE

What is the purpose of the tool?

To make explicit the values and constraints that will shape the programme and guide decision making.

CONTEXT

Who might use the tool? What resources might be needed? How does it relate to other tools?

This tool should be used to facilitate a discussion with the Programme Team and other internal stakeholders. Articulating and prioritising your values is vital for guiding and justifying decision making in the programme. Articulating constraints is important for managing risks that can emerge when programme ambitions do not properly consider limitations.

INSTRUCTIONS

How should the tool be used?

1. Discuss the values that you want to guide your programme. Values might be virtues (e.g., humility, courage, creativity), duties and rules (e.g., humanitarian principles), or outcome-based (e.g., Do No Harm, equity, fairness). Values should be practical. It should be helpful to ask, how are we embedding this value in this particular activity or area of the programme? If values aren't easily considered in practice, this is a good basis to reconsider them.
2. Consider the potential sources of your values, including your personal values, your organisational values, and the particular values that might inform a community-led innovation programme (see p.XX). Discuss and agree on five values and place them on sticky notes in the 'Values' boxes.
3. For each value, state in your own words why you think this value is important to the programme. Write this on a sticky note, and place it in the corresponding 'Value statement' box. For example, "We embrace humility, recognising that it is essential for continuous learning and navigating uncertainty."
4. Discuss the potential for your chosen values to clash, and which you consider to be most important. Consider the situations when upholding one value might compromise another value. For example, 'participation' might clash with efficiency if extensive consultation slows a process. Rank your values, placing the most important at the top.
5. Consider the strategic constraints for the programme. Strategic constraints are constraints based on organisational mission, strategy, and interests. For example, your organisational strategy might require you to focus on particular kinds of challenges (e.g. DRR, response) or particular sectors (e.g., sanitation). Place your constraints on sticky notes.
6. Consider the practical constraints for the programme. Practical constraints are constraints based on practicalities such as available budget, timeframe, and skills and knowledge in the team. Be specific, including numbers when possible. Place your constraints on sticky notes.

ADDITIONAL RESOURCES

What other tools and resources might be helpful for more information or to complement use of the tool?

Ethics for Humanitarian Innovation: Toolkit, Elrha (see: Values Clarification, p.21)

<https://www.elrha.org/researchdatabase/ethics-for-humanitarian-innovation/Ethics-for-Humanitarian>

Innovation: Case studies, Elrha <https://www.elrha.org/researchdatabase/ethics-for-humanitarian-innovation/>

VALUES	VALUE STATEMENT

STRATEGIC CONSTRAINTS

PRACTICAL CONSTRAINTS

LEVELS OF IMPACT

PURPOSE

What is the purpose of the tool?

To clarify how the programme intends to generate impact across different levels. It should be used at the design stage and then revisited throughout the programme to test initial assumptions and update when necessary.

CONTEXT

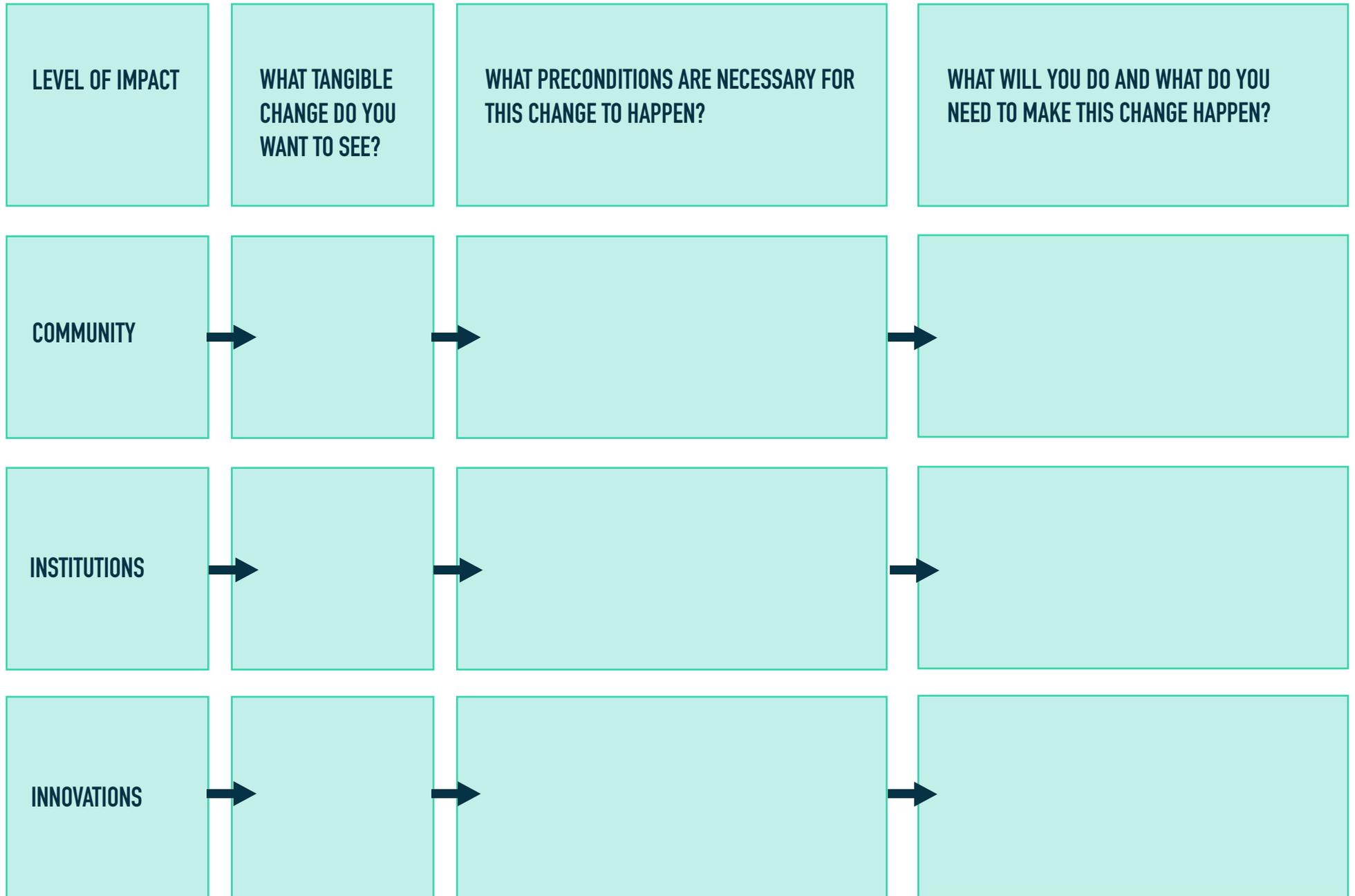
Who might use the tool? What resources might be needed? How does it relate to other tools?

This tool should be used in combination with the Values and Constraints tool (p.13) and the Programme Archetypes tool (p.17) to facilitate a discussion with the Programme Team and other internal stakeholders about the intended impacts of the programme and design requirements. Defining the purpose and intended impact of the programme is important to ensure programme design, activities, resources etc. are aligned with the programme goals.

INSTRUCTIONS

How should the tool be used?

1. Together with the Programme Team and other internal stakeholders, discuss what impacts you want to achieve through the programme at each of the three levels suggested. What material changes do you hope to realise through support for specific innovations? What changes do you hope to see in your organisation, and other institutions in the community? What changes do you want to see across the community, including in the beliefs and behaviours of community members?
2. Define the tangible changes you want to see at each level as a result of the programme in 1-2 sentences. Write each impact statement on a sticky note and add them to the canvas. You may initially want to focus more on one level of impact than the other ones (e.g. innovations). However, try to consider the various levels as interconnected and not mutually exclusive.
3. Move to preconditions. Discuss what preconditions are necessary for that change to happen, or what assumptions you might be making about the favourability of conditions for the success of your programme. Try to list 3-5 preconditions for each category.
4. Lastly, discuss how you envisage each change to happen. What kinds of activities will you need to undertake? What additional structures might need to be in place? What resources will you need? Again, try to list 3-5 ideas per category.



PROGRAMME ARCHETYPES

PURPOSE

What is the purpose of the tool?

To understand different approaches to community-led innovation and ways to measure programme performance.

CONTEXT

Who might use the tool? What resources might be needed? How does it relate to other tools?

This tool should be used with the Levels of Impact (p.15) and Values and Constraints (p.13) tools to guide a discussion with the Programme Team and other internal stakeholders on the broad outline of the programme, based on general archetypes inspired by previous programmes.

INSTRUCTIONS

How should the tool be used?

1. Discuss whether you will support local civil society organisations with grants, or individuals with stipends, or both. The use of stipends is important if the programme intends to directly engage marginalised community members who are less likely to be part of a formal organisation and would be unable to receive a grant. Consider the administrative requirements of both options.
2. Discuss whether you will facilitate the development of entirely new innovations, or support existing innovations, or both. In general, existing innovations tend to come from people with access to resources and networks, and so are less likely to be led by marginalised community members. In a time and resource-constrained programme, supporting existing innovations may enable quicker progress but to the detriment of engagement with marginalised groups.
3. Discuss how you will assess the performance of the programme, drawing from the Levels of Impact tool. Consider that measuring learning and capacity building is more appropriate for early-stage innovation, and measuring outcomes and innovation sustainability and growth is more suited to the later stages of innovation.
4. As a group, identify the archetype that most closely matches your vision for the programme. Discuss how your programme might differ from the archetype and why.

EXAMPLES FROM PRACTICE

How has this been done before?

In Jordan, Mahali lab recognised that there were people in the community who were highly motivated to make change but did not have clear proposals for solutions. They therefore decided to select participants based on personal qualities, experiences and skills, rather than based on proposed ideas. To support participation, they experimented with stipends to pay the costs of individual participation in the programme, complemented by direct purchasing of materials on behalf of the innovation teams.

INCLUSIVE INNOVATION LAB

Programme participants

Marginalised community members

Starting point

Early-stage innovation

Funding modality

Stipends

Performance measures

Project learning, individual capacity strengthening

CIVIL SOCIETY INNOVATION LAB

Programme participants

Local civil society

Starting point

Early-stage innovation

Funding modality

Grants

Performance measures

Project learning, individual capacity strengthening, organisational capacity strengthening

CIVIL SOCIETY ACCELERATOR

Programme participants

Local civil society

Starting point

Development and implementation

Funding modality

Grants

Performance measures

Project outcomes, business model viability, individual capacity strengthening, organisational capacity strengthening

NOTES

COMMUNITY ENGAGEMENT PLAN

PURPOSE

What is the purpose of the tool?

To clarify the community you will work with, your understanding of community demographics, and how you will engage different groups.

CONTEXT

Who might use the tool? What resources might be needed? How does it relate to other tools?

This tool can be completed initially by the Programme Team in conjunction with the Ecosystem Map tool (p.XX) and the Levels of Impact tool (p.15).

INSTRUCTIONS

How should the tool be used?

1. First, consider your offer to the community. Drawing from the Levels of Impact and Programme Archetypes tools, note down how the programme will benefit community members both personally, through participation, and in relation to longer-term impact.
2. Second, define the community or communities you will seek to work with by deciding the geographical boundaries you will apply. Community-led innovation encourages engagement at a local level, so appropriate geographical boundaries might include villages, municipalities, districts, or neighbourhoods. Defining the community enables greater focus and clarity on programme stakeholders and potential participants.
3. Third, consider community demographics. Gather available data, giving special consideration to factors that might increase the vulnerability of community members, e.g., age, gender, disability, ethnicity, wealth.
4. Fourth, consider the demographic groups you have identified and the best way to engage with them. Are there local groups or representative bodies? Where do they access information? Are they more likely to engage in person or online? What creative ways can you engage with them?
5. Lastly, considering your budget, estimate how many people you might want to participate in the programme directly and therefore how many people you might want to reach in total through your engagement activities.

EXAMPLES FROM PRACTICE

How has this been done before?

In the Philippines, TUKLAS lab ran a multimedia campaign to spark interest in the programme and encourage people to join in-person information sessions.

In Kenya, Maarifa Kona lab started with a test campaign, including a focus group discussion and user testing, to ensure that their promotional materials and submission platforms were accessible. This was followed by a month-long marketing campaign in six local languages.

In Guatemala, ASECSA convened community leaders and presented the programme, explaining the purpose and proposed activities. In turn, the community leaders called wider assemblies to introduce the programme to the whole community. Public murals were used to raise awareness of the programme and generate engagement.

DEFINE THE COMMUNITY

What community will you work with? What are the political or geographic boundaries?

DEFINE THE COMMUNITY

What is the offer to the community? Why should they engage with the programme?

COMMUNITY DEMOGRAPHICS

What are the demographics of the community?

CHANNELS

What channels will you use to communicate with the community and raise awareness of the programme (considering different demographic groups)?

TARGETS

How many people do you hope to reach overall, and from different demographic groups?

COMMUNITY STAKEHOLDER MAP

PURPOSE

What is the purpose of the tool?

To map important actors in the community who might be interested in participating in the programme, or who might be sources of expertise, resources, or influence.

CONTEXT

Who might use the tool? What resources might be needed? How does it relate to other tools?

This tool can be completed initially by the Programme Team in conjunction with the Community Engagement Plan tool (p.19) and the Community Selection Committee tool (p.23). It can also be used directly with communities to encourage a broader set of perspectives on influential actors in the community, and by Community Innovators to inform the Network Engagement Plan tool (p.65).

INSTRUCTIONS

How should the tool be used?

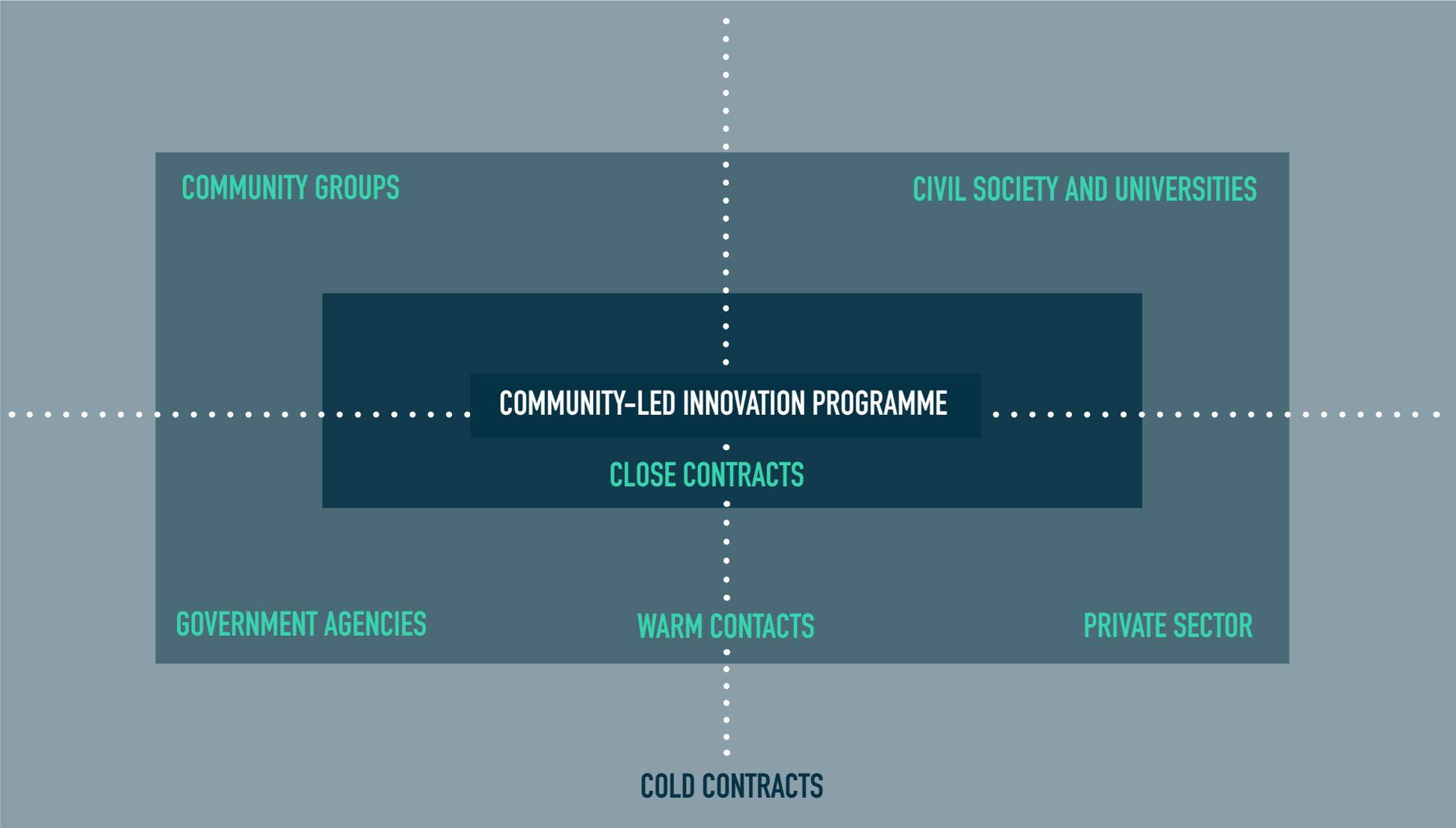
1. First, frame the community and relevant actors by deciding the geographical boundaries you will apply to place reasonable limits on who might be engaged.
2. Next, take it in turns to consider the four groups in each quadrant (community groups, civil society organisations, government agencies, private sector), noting down every relevant organisation you can think of on sticky notes.
3. For each sticky note, consider if you know people personally in the organisation or not. Organise the sticky notes so that the closest contacts are clustered towards the middle and distant contacts are at the edges.
4. Lastly, consider the potential influence and importance of each organisation. If there are important organisations but you do not have close contacts, consider whether and how you might develop a relationship.

EXAMPLES FROM PRACTICE

How has this been done before?

Guide to Actor Mapping, FSG
<https://www.fsg.org/wp-content/uploads/2021/08/Guide-to-Actor-Mapping.pdf>

DIY Toolkit, Nesta (See: People and Connections Map, p.83)
<https://www.nesta.org.uk/toolkit/diy-toolkit>



COMMUNITY SELECTION COMMITTEE

PURPOSE

What is the purpose of the tool?

To understand different approaches to community-led innovation and ways to measure programme performance.

CONTEXT

Who might use the tool? What resources might be needed? How does it relate to other tools?

This tool should be used with the Levels of Impact (p.15) and Values and Constraints (p.13) tools to guide a discussion with the Programme Team and other internal stakeholders on the broad outline of the programme, based on general archetypes inspired by previous programmes.

INSTRUCTIONS

How should the tool be used?

1. Discuss whether you will support local civil society organisations with grants, or individuals with stipends, or both. The use of stipends is important if the programme intends to directly engage marginalised community members who are less likely to be part of a formal organisation and would be unable to receive a grant. Consider the administrative requirements of both options.
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EXAMPLES FROM PRACTICE

How has this been done before?

In Jordan, Mahali lab recognised that there were people in the community who were highly motivated to make change but did not have clear proposals for solutions. They therefore decided to select participants based on personal qualities, experiences and skills, rather than based on proposed ideas. To support participation, they experimented with stipends to pay the costs of individual participation in the programme, complemented by direct purchasing of materials on behalf of the innovation teams.

COMMUNITY REPRESENTATIVES

Who are potential users who can evaluate desirability?

TECHNICAL REPRESENTATIVES

Who are the experts who can evaluate technical feasibility (where applicable)?

FUNDING REPRESENTATIVES

Who are potential future funders who can evaluate long-term viability (if different to the Community Representatives)?

NAMES

NAMES

NAMES

STRATEGIES

STRATEGIES

FUNDING REPRESENTATIVES

VALUES-BASED PLANNING

PURPOSE

What is the purpose of the tool?

To prompt discussion on the ethical aspects of activities and decisions made throughout the course of the community-led innovation programme, and ensure that programme values are reflected and reinforced.

CONTEXT

Who might use the tool? What resources might be needed? How does it relate to other tools?

This tool should be used by the Programme Team, in discussion with Community Innovators and other internal stakeholders as appropriate. It should be used in combination with the Values and Constraints tool (p.13).

INSTRUCTIONS

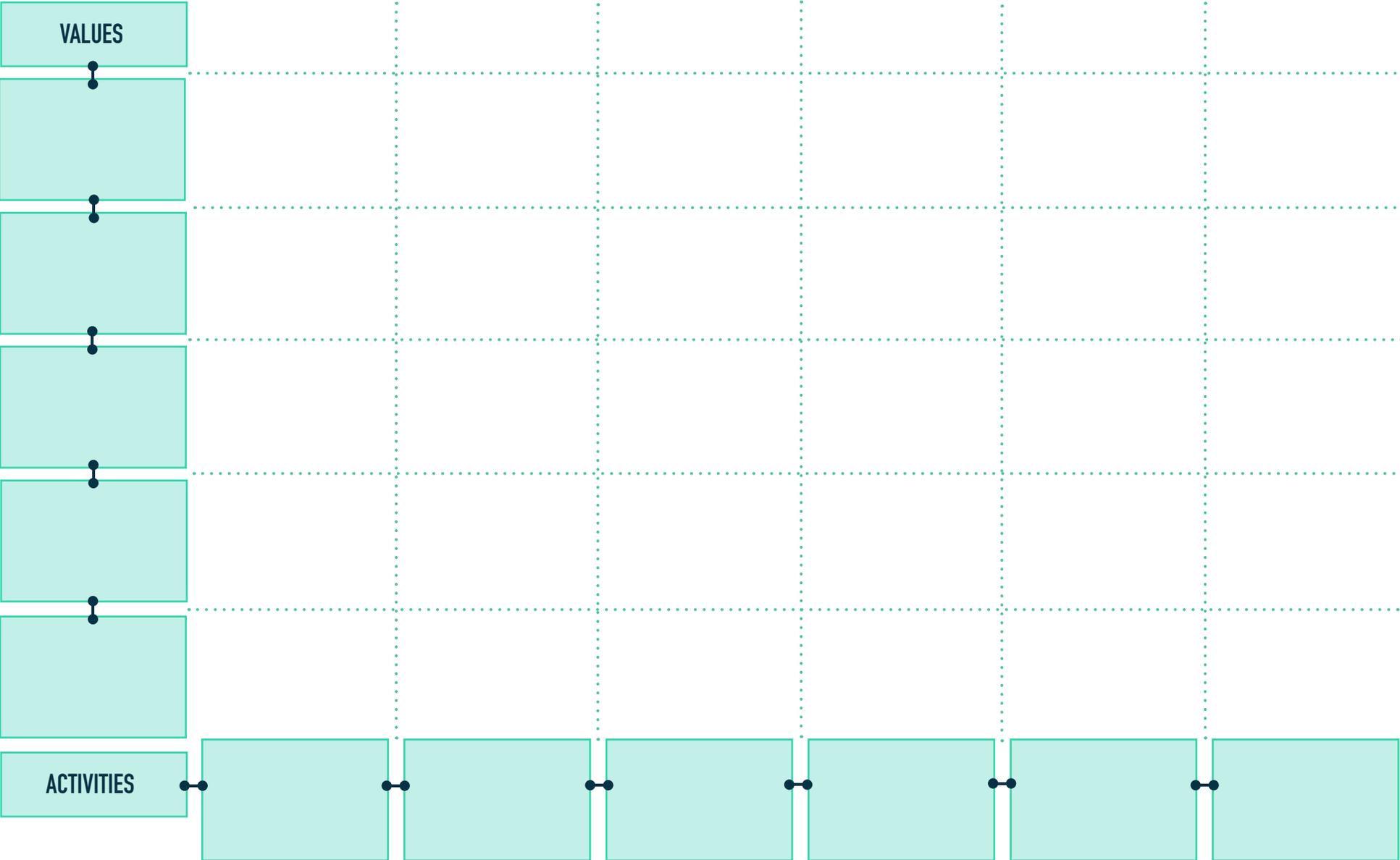
How should the tool be used?

1. Write out your agreed values in the boxes down the left-hand side of the canvas, drawing on the values you agreed using the Values and Constraints tool (p.XX). Take a moment to reflect on why you chose those values and why they are important to the Programme Team.
2. Write out the activities or other situations you want to plan for on the bottom row of the canvas. Activities might include specific planned events (e.g., community meetings and workshops) or processes involved in the programme (e.g., community outreach and selection of innovators).
3. Starting with the first activity, discuss how each value corresponds with the activity. How are the values relevant to the activity? How might the value be realised through the activity? What challenges might arise? Note down relevant ideas and challenges in the box where the activity and value meet. Move through each activity noting down corresponding ideas and challenges.
4. After your initial analysis of each activity, go back through each activity and review all the ideas and challenges you have generated. If necessary, seek to turn these ideas and challenges into strategies and incorporate them into the planning for the activity.
5. After the activity is complete, revisit your analysis and strategies as a group and discuss what worked well, what didn't, and, if necessary, how you might better reflect your values in future activities.

EXAMPLES FROM PRACTICE

How has this been done before?

Ethics for Humanitarian Innovation Toolkit, Elrha (see: Foresighting Tool, p.26) <https://www.elrha.org/researchdatabase/ethics-for-humanitarian-innovation/>



EXPLORATION

The innovation journey really begins with outreach into the community or communities in which the programme will take place, and a collective exploration of challenges faced by the community. Community-led innovation takes a different approach to most aid programmes, and so it may take time for communities to understand the nature of the programme and their involvement as active leaders and participants, rather than passive recipients of aid. This phase will determine who is engaged from the community, the degree of ownership by the community, and the overall focus of the programme.

The Exploration phase draws significantly from Participatory Rural Appraisal (PRA) methods which use community history and mapping techniques to understand previous changes and current problems in the community. After initial outreach, the next step is to bring together the community to identify the biggest challenges they face, agree on priorities, and forge a common consensus on what 'innovation' means to the community and what innovation looks like in practice. Group exercises can help to contextualise innovation and provide inspiration with practical and relatable examples.

A major emphasis of community-led innovation is ensuring that innovation efforts address real and broadly recognised problems in the community. This requires significant attention to problem exploration and user research in the early stages of a programme, ensuring that the community is at the heart of decision making and that solutions developed in the later stages are focused on the collective needs of the community. Our experience suggests that the investment of time necessary for a rigorous process that finds common agreement should not be underestimated.

QUESTIONS FOR CONSIDERATION:

- Who is included in the exploration process?
- Who is excluded, and what does that mean for the direction of the programme?
- How will the programme team manage expectations about the potential benefits and impact of the programme?
- How will the programme team ensure ethical and safe research practices?

ROOTS OF INNOVATION

PURPOSE

What is the purpose of the tool?

To introduce the concept of innovation to communities, and support conversations about what innovation is and how it happens using practical and contextually-relevant examples.

CONTEXT

Who might use the tool? What resources might be needed? How does it relate to other tools?

This tool should be facilitated by the Programme Team in conversation with community members. Examples can be captured on sticky notes or written directly on the canvas provided.

INSTRUCTIONS

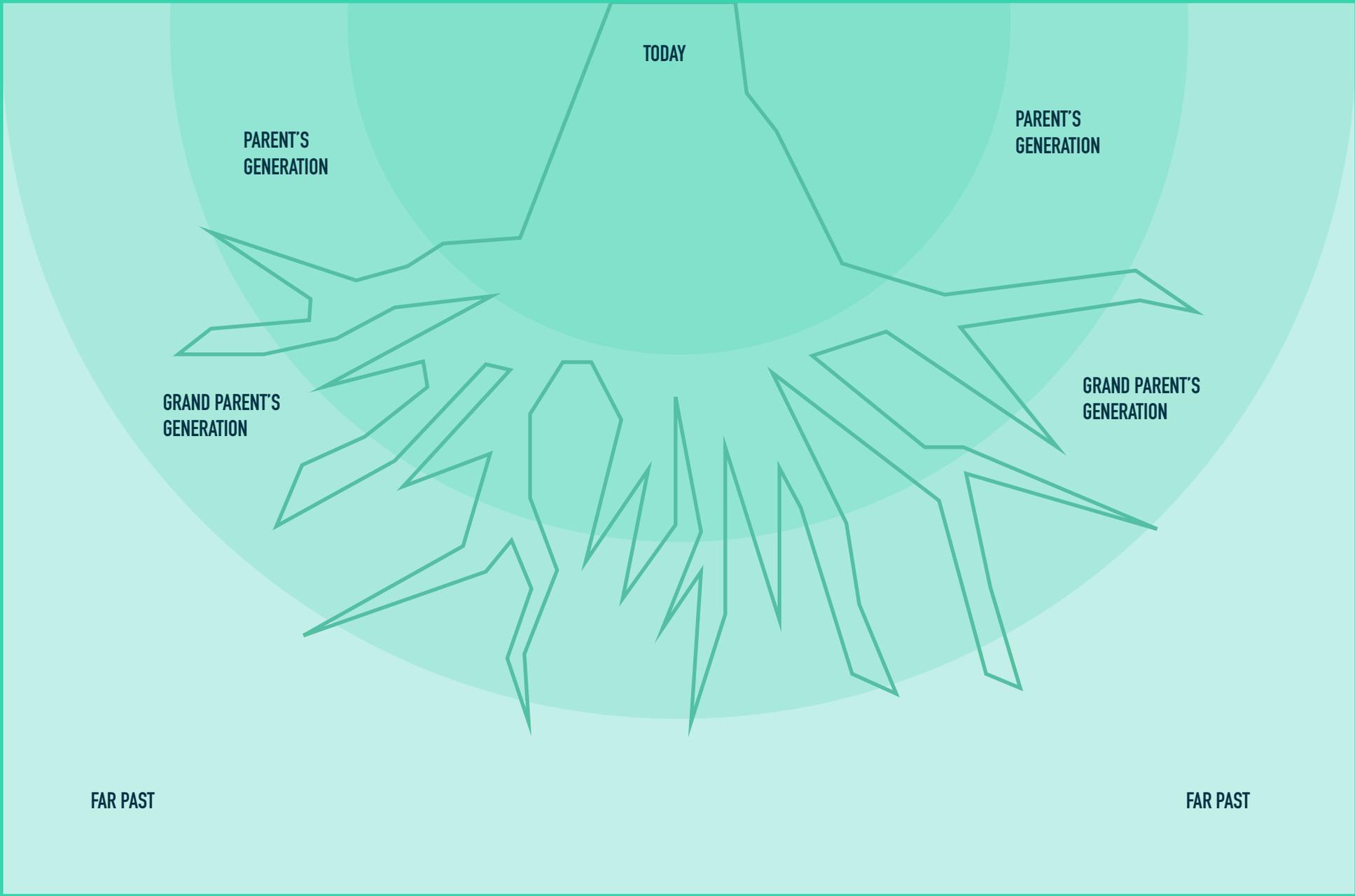
How should the tool be used?

1. Encourage participants to think about how their ancestors lived, considering specific industries or jobs associated with the community (e.g., agriculture, manufacturing), the community environment and infrastructure (e.g., housing, roads), and other aspects of community living (e.g., transportation, medicine, clothes).
2. Ask, what was life like for their grandparent's generation and even further back? Consider what jobs they did, what the environment was like, and how they lived. What tools and technologies were used? How did people cooperate and work together? Add reflections to sticky notes and place them on the canvas.
3. Ask, what was life like when their parents were their age? Again, consider what jobs they did, what the environment was like, and how they lived, as well as their use of technologies, and ways of working together. What changed between their grandparents' and parents' generations? Add reflections to sticky notes and place them on the canvas.
4. Ask, what is different today? Consider common industries and jobs today, the wider environment and infrastructure, and other relevant aspects of life in the community. How has the role of technology changed in different areas? How have relationships changed, and the ways in which people work together? Add reflections to sticky notes and place them on the canvas.
5. Using examples generated from the exercise, facilitate a discussion on the nature of the changes they have identified. What have been the positive changes? What has driven the changes they have identified? Have there been any negative changes? Highlight examples of innovation, where changes addressed problems or needs and enabled improvements in people's lives.

EXAMPLES FROM PRACTICE

How has this been done before?

In Guatemala, ASECSA explained the innovation in the context of the history of the community, using relevant examples to show how things have been done in the past and how they have evolved. These examples included the evolving design of Mayan women's clothes, the use of corn to produce a growing range of products, and changes in transportation.



COMMUNITY RISK MAP

PURPOSE

What is the purpose of the tool?

To understand the hazards and risks in the community and to encourage initial ideas for actions to increase resilience and response capacity.

CONTEXT

Who might use the tool? What resources might be needed? How does it relate to other tools?

This tool should be facilitated by the Programme Team working with community members. It can be done on a printed version of the canvas provided or simply on a large piece of paper, with pens or pencils in a range of colours. The exercise is best conducted in a workshop setting, both as a whole-group exercise and in smaller at-risk groups (e.g. women, people with disabilities). Information from each map can then be compiled into a central shared resource.

INSTRUCTIONS

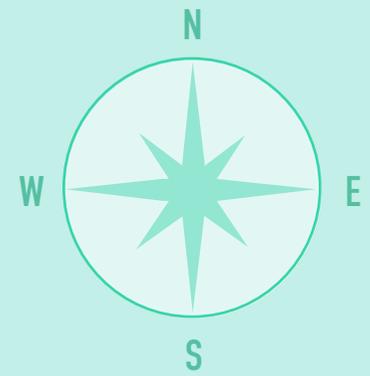
How should the tool be used?

1. Invite the group/s to collectively draw a map of their community, starting with basic features. What are the boundaries? Where are the houses, shops, institutions, and religious buildings? How are they connected? What are the main features of the natural environment? The picture does not have to be accurate or drawn to scale but it should represent the important features according to participants.
2. Once the basic layout of the community is in place, ask participants to identify hazards and risks in the community and mark these in red. What kinds of hazards and risks does the community face? Which areas of the community are most at-risk?
3. Ask participants to identify particular vulnerabilities and mark these in purple. Are there places that are considered particularly vulnerable to disaster due to geographic features? Are there particular houses or buildings that are vulnerable? How are families and people affected?
4. Finally, ask the participants to identify community capacities and mark these in green. What skills and resources can the community draw from to address these risks and vulnerabilities? Where are they located? What actions might the community take to increase resilience and response capacity?
5. Once the map/s are complete, ask participants to explain the map/s and what they mean, and to highlight the places or features they consider to be most important. Encourage discussion among participants and record the explanations in order to capture the most meaningful aspects of the drawings and the most significant risks, hazards, vulnerabilities, and capacities in the community.

EXAMPLES FROM PRACTICE

How has this been done before?

In Guatemala, ASECSA issued an open invitation to the community to participate in a community risk mapping event. Between 30-50 people showed up to help conduct the first analysis. ASECSA then organised risk mapping exercises with key demographics to understand their specific experiences and needs. Finally, all the information was translated into digital form to serve as a central reference for the programme that was continually revisited.



COMMUNITY RESEARCH PLAN

PURPOSE

What is the purpose of the tool?

To provide a roadmap for conducting community research, ensuring that it is focused, organised, and enables improved understanding of risks and hazards.

CONTEXT

Who might use the tool? What resources might be needed? How does it relate to other tools?

This tool should be completed by Community Innovators to support further exploration of the problems identified in the Community Risk Map activity (p.30). It should be facilitated by the Programme Team in a workshop setting.

INSTRUCTIONS

1. *How should the tool be used?*
2. Define your research objectives. What do you want to know about the community, and why? Defining your objectives will ensure direction, focus, and the relevance of your research efforts.
3. Define your research question. What specific questions do you want to answer? Questions might seek to describe things (What are the risks associated with A? How many people are affected by B?), examine causes and consequences (Do X and/or Y cause Z?), and ultimately develop new practices (How can we improve X?).
4. Identify your research participants. Who are you trying to reach with your research? Are you interested in the views of all community members, or a specific demographic? Once you know who you want to involve in your research, you can start to develop strategies for recruiting participants.
5. Choose your research methods. There are a variety of methods that can be used for community research, including surveys, interviews, focus groups, and observation. Note down the most appropriate method/s depending on your research question, participants, and your resources. See the Additional Resources box for further guidance on specific methods.

EXAMPLES FROM PRACTICE

How has this been done before?

Across the DEPP Innovation Labs, innovation teams conducting research found there was a trade-off between consulting widely and building deeper relationships with a smaller group of people. Methods used included large baseline surveys, smaller discussion groups, unstructured community breakfasts, radio call-in shows and social media activities.

ADDITIONAL RESOURCES

How has this been done before?

Toolkit of Methods for Feminist Participatory Action Research, Oxfam <https://asia.oxfam.org/latest/publications/toolkit-methods-feminist-participatory-action-research>

RESEARCH GOALS

Why are you conducting research?

RESEARCH QUESTIONS

What do you want to find out?

RESEARCH GOALS

Who will you ask?

RESEARCH METHODS

How will you answer your questions?

DEPTH-BREADTH MATRIX

PURPOSE

What is the purpose of the tool?

To assess the size and severity of risks and hazards identified in the community, and to prioritise them in order to address the most important problems.

CONTEXT

Who might use the tool? What resources might be needed? How does it relate to other tools?

This activity can be completed by individual teams, or as a collective exercise facilitated by the Programme Team using evidence collected through the Community Risk Map (p.30) and Community Research Plan (p.32) exercises.

INSTRUCTIONS

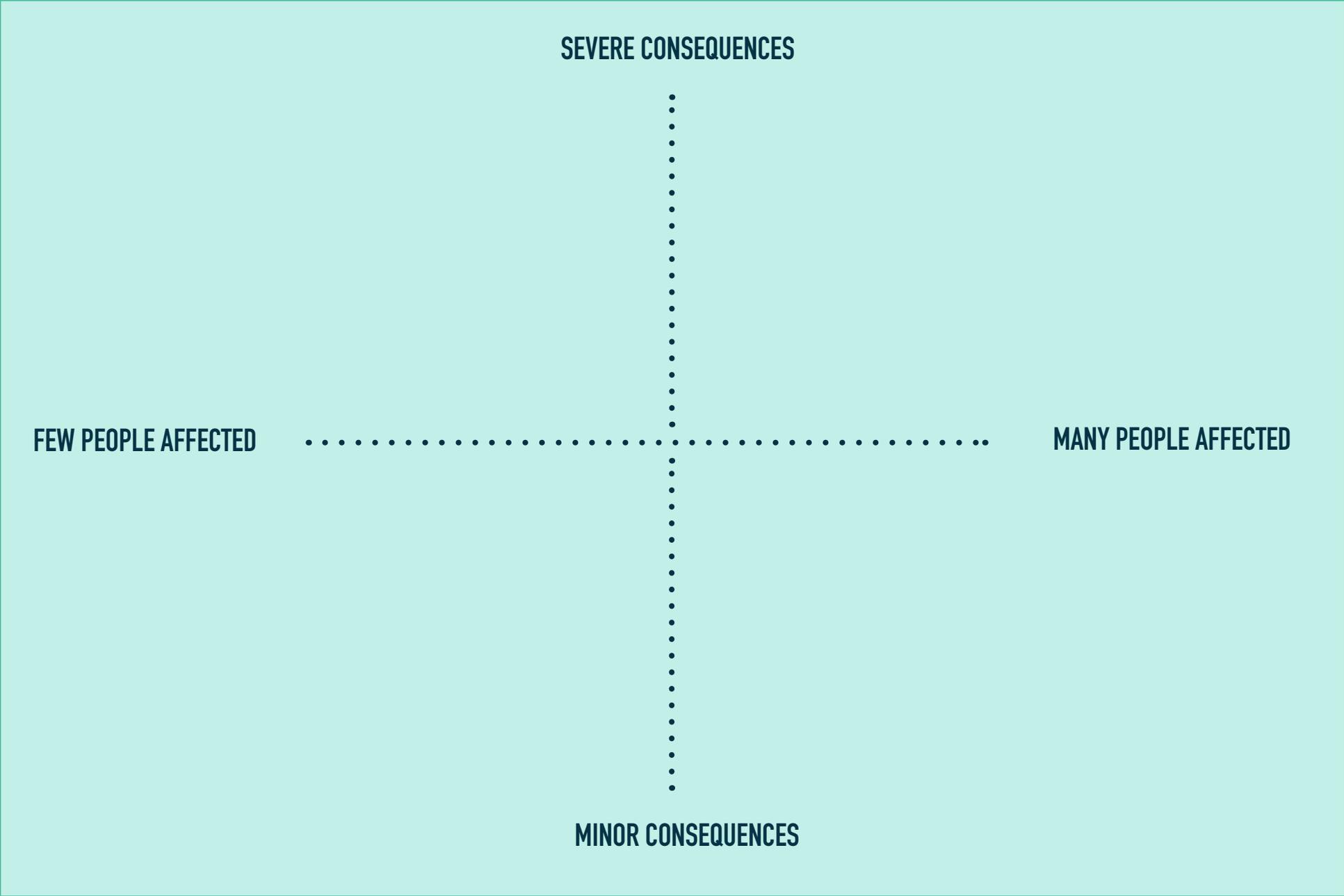
How should the tool be used?

1. Choose a problem and gather the evidence you have collected from your research.
2. Make an assessment of its breadth (the number of people affected) and depth (the severity of the consequences). How many people do you think are affected by the problem? How severe are the consequences? To what degree are they life-threatening or likely to lead to serious harm?
3. Based on your assessment, place the problem in the corresponding quadrant of the matrix. For example, a problem affecting a small percentage of households with moderate economic consequences might go in the bottom-left quadrant, whereas a problem affecting a large percentage of households with life threatening consequences would go in the top-right quadrant.
4. If you are analysing more than one problem, prioritise them according to their position on the matrix. Problems that are 'high scope-high severity' should be prioritised. Problems that are 'low scope-high severity' might also warrant prioritisation, especially if those affected are highly vulnerable. Problems that are assessed to be 'low severity' should be given lowest priority.

ADDITIONAL RESOURCES

How has this been done before?

Humanitarian Innovation Guide, Elrha (see: Problem Importance Parameters) <https://higuide.elrha.org/toolkits/recognition/root-causes-and-contributing-factors/set-the-problem-importance-and-parameters/>



PROBLEM STATEMENT

PURPOSE

What is the purpose of the tool?

To state the problem you are trying to address clearly, supported by an analysis of different aspects of the problem.

CONTEXT

Who might use the tool? What resources might be needed? How does it relate to other tools?

The Programme Team can use this tool to inform questions as part of an application or selection process. The tool should be completed by Community Innovators based on the priority problem identified through the Community Research (p.32) activity and Depth-Breadth Matrix (p.34).

INSTRUCTIONS

How should the tool be used?

1. First, state your collective understanding of the problem in one sentence on a sticky note and place it in the first box.
2. Second, state the target group/s who experience the problem. Be as specific as you can. Consider different demographics and whether they experience the problem in the same way. If you need to, revise your statement of the problem in the first box.
3. Third, drawing from your research, list the needs, wants, and worries of the group(s) that are affected by the problem and who will benefit from a solution.
4. Next, consider when the problem arises. What are the triggers or connected events?
5. Gather any evidence you have collected for the size and severity of the problem. How many people do you know are experiencing the problem? How serious are the consequences?
6. Finally, summarise your discussion in a problem statement following the formula in the bottom section of the canvas.

EXAMPLES FROM PRACTICE

How has this been done before?

DIY Toolkit, Nesta (Problem Definition) <https://www.nesta.org.uk/toolkit/problem-definition/>

Humanitarian Innovation Guide, Elrha (Draft a Problem Statement) <https://higuide.elrha.org/toolkits/recognition/initial-impressions/draft-your-problem-statement/>

What is the problem you have identified?

What is the problem you have identified?

What are the needs, wants and worries associated with the problem?

What are the triggers or connected events?

What evidence do you have for the size and severity of the problem?



Problem statement:

The problem is<problem identified>

The problem is experienced by.....<target group/s>

The problem is experienced when<connected events>

We know this because.....<evidence for problem>

PROBLEM SCORECARD

PURPOSE

What is the purpose of the tool?

To evaluate the problem statements developed using the Problem Statement tool and select participants to take part or continue with the programme.

CONTEXT

Who might use the tool? What resources might be needed? How does it relate to other tools?

This tool should be completed by a Community Selection Committee (p.23) tasked with selecting participants to take part or continue with the programme. It may also be shared with Community Innovators to understand what a good Problem Statement looks like and how they are evaluated. The criteria used by the Problem Scorecard are aligned with the core Design Thinking criteria (p.XX). At this stage, the primary considerations are the degree to which the community recognises the problem (desirability) and the degree to which it is realistically solvable (feasibility).

INSTRUCTIONS

How should the tool be used?

1. First, the Programme Team and Community Selection Committee should review the questions together, ensuring that they are relevant in the context of the programme and adding any additional questions relevant for the specifics of the programme.
2. The Programme Team and Community Selection Committee should decide whether all members of the Committee score all of the questions, or whether different members of the Committee (i.e., Community Representatives, Technical Representatives, and Funding Representatives) score different questions according to their expertise and experience.
3. Each Committee member should score the Problem Statements that are allocated to them, scoring each question either 1 (Not at all confident), 2 (Not confident), 3 (Confident), 4 (Very confident).
4. The total scores for each Problem Statement should be added up and the average scores for each Problem Statement should be compared in order to inform decision making by the Community Selection Committee and the Programme Team.

EXAMPLES FROM PRACTICE

How has this been done before?

Defining a Good Problem, Science Practice <https://www.science-practice.com/teams/good-problems/playbook/defining-problem/>

Cause Selection, Open Philanthropy <https://www.openphilanthropy.org/cause-selection>

PROBLEM:

DATE:

REVIEWER:

QUESTIONS

SCORES:

Comprehension: Do you understand the problem and is it clearly stated?

1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Relevance: Does the problem align with the overall objectives of the programme?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Evidence: Is there evidence for the size of the problem (number of people affected) and the severity of the problem (how they are affected)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Practicality: Can the problem be addressed effectively within the time and resource constraints of the programme?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Feasibility: Can the problem be effectively with the knowledge and skills available in the community (or with the support of other known stakeholders)?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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TOTAL SCORE:

NOTES:

DISCOVERY

Supporting communities to develop ideas and selecting participants for the programme

The Discovery phase focuses on supporting communities to come up with ideas in response to the challenges identified in the Exploration phase, before selecting Community Innovators to receive a package of financial and non-financial support. The tools in this section encourage a grounded approach to creative thinking, based on observing the community environment and centering communities in imagining the future and conceiving of ways to bring about positive change.

The selection process might focus on either a 'call for ideas', encouraging applications based on proposed solutions, or a 'call for changemakers', encouraging applications based on the personal qualities and commitment of individuals. A challenge with 'calls for ideas' is the tendency for teams to become too attached to their solution. It is important that teams remain open to adapting ideas based on learning and feedback, and making radical revisions if necessary. A 'call for changemakers' can increase openness in the design process and provide more opportunities for non-traditional change-makers to participate. However, this approach requires more time to forge teams who are able to work effectively with each other.

The generation of initial ideas and selection of participants for the innovation programme is a critical moment. The selection must be rigorous, transparent, and fair. Common mechanisms for selection include peer-to-peer assessment, and decision-making committees made up of representatives from the community, technical experts, and other key stakeholders such as government officials and business leaders (see Programme Setup).

QUESTIONS FOR CONSIDERATION:

- How can creative thinking about problems and potential solutions best be encouraged?
- What criteria should be used to evaluate the feasibility of proposed ideas and the capacity of individuals or teams to implement them effectively?
- How will a selection process be put in place that is perceived as fair and inclusive by all members of the community, while also attracting diverse perspectives and experiences?
- How will the selection process be documented and communicated to the community to ensure transparency and trust?

INSPIRATION WALK

PURPOSE

What is the purpose of the tool?

To identify needs and grassroots innovations by exploring the community with an open mind and curiosity about the problems people in the community face and the unique solutions they develop.

CONTEXT

Who might use the tool? What resources might be needed? How does it relate to other tools?

This tool should be facilitated by the Programme Team, conducting a group walk in the community. Participants in the walk should note down their observations on printed copies of the canvas or in a notepad and take photos or videos to document solutions (ensuring appropriate permission).

INSTRUCTIONS

How should the tool be used?

1. Gather a group of participants in a busy area of the community and explain the purpose of the activity drawing from the additional resources (see box), and ensuring that they have notebooks, pens, phones, and cameras to document their experience.
2. Divide the group into pairs with one person in each pair assigned as a notetaker and the other taking a lead as the interviewer. Each pair should identify a particular problem in the community that they want to learn about.
3. For the next 30-40 minutes each pair should go out and explore the community, observing how the problem is visible in the local environment and the ways in which the community – including individual people, businesses, or households – are seeking to address the problem or alleviate the symptoms.
4. Each pair should be sure to note down their observations about the solutions that they encounter, following the questions on the canvas. Written observations can be supported by photos or videos as appropriate and ensuring appropriate permissions and consent.
5. After 30-40 mins, reconvene the group to share their observations. How do the observed problems affect the community? What creative solutions are in place to address the problems or alleviate the symptoms? What have people learned, and how might these ideas be more widely applied?

EXAMPLES FROM PRACTICE

How has this been done before?

In Bangladesh, Udhvabani lab conducted inspiration walks to identify everyday innovations around the streets of the Korail slum in Dhaka.

ADDITIONAL RESOURCES

How has this been done before?

Solutions Mapping Field Guide, UNDP Accelerator Labs <https://www.undp.org/sites/g/files/zskgke326/files/migration/>

Inspiration Walk, Stanford d.school <https://dschool.stanford.edu/resources/the-inspiration-walk>

WHAT?	WHERE?	WHO?	WHAT NEED DOES IT ADDRESS?	HOW DOES IT WORK?	WHAT HAVE YOU LEARNED?	HOW MIGHT THIS BE APPLIED?

TREE OF DREAMS

PURPOSE

What is the purpose of the tool?

To imagine what the future might look like and encourage creative thinking about how the challenges and problems identified by the community might be tackled.

CONTEXT

Who might use the tool? What resources might be needed? How does it relate to other tools?

This tool should be facilitated by the Programme Team with community members. It is best used with small groups that share a common interest. In particular, it can be used by vulnerable and at-risk groups to consider their own dreams and think creatively about solutions to their problems. It might also be used by workers to consider the future of their job or industry.

INSTRUCTIONS

How should the tool be used?

1. Encourage participants to reflect on their current situation, focusing on different aspects of their lives, such as family and livelihoods, the particular problems and challenges that they face, and their hopes for the future.
2. Ask participants to identify a specific aspect of their lives that they would like to be the focus of creative thinking. What is the situation today? What problems do they face? What kinds of strategies and solutions are available to address the problems? What tools and technologies are useful? How do people work together and support each other? Add reflections to sticky notes and place them on the canvas.
3. Encourage participants to imagine what the situation might look like when the current generation of children are their age. What are trends in technology and culture, and how might they evolve in the future? What ideas and beliefs exist today that might be more common in the future? What new solutions might be possible? Add reflections to sticky notes and place them on the canvas.
4. Next, encourage participants to imagine what the world might look like even further into the future, when their grandchildren are their age. What are their hopes and dreams for the far future? What does the world look like? How have today's problems been addressed? Add reflections to sticky notes and place them on the canvas.
5. Based on the exercise, facilitate a discussion on the nature of the ideas they have generated and how they might be developed further. What might be done today to support their vision of the future? What solutions are feasible in the near term? Who might need to be engaged to make them a reality?

EXAMPLES FROM PRACTICE

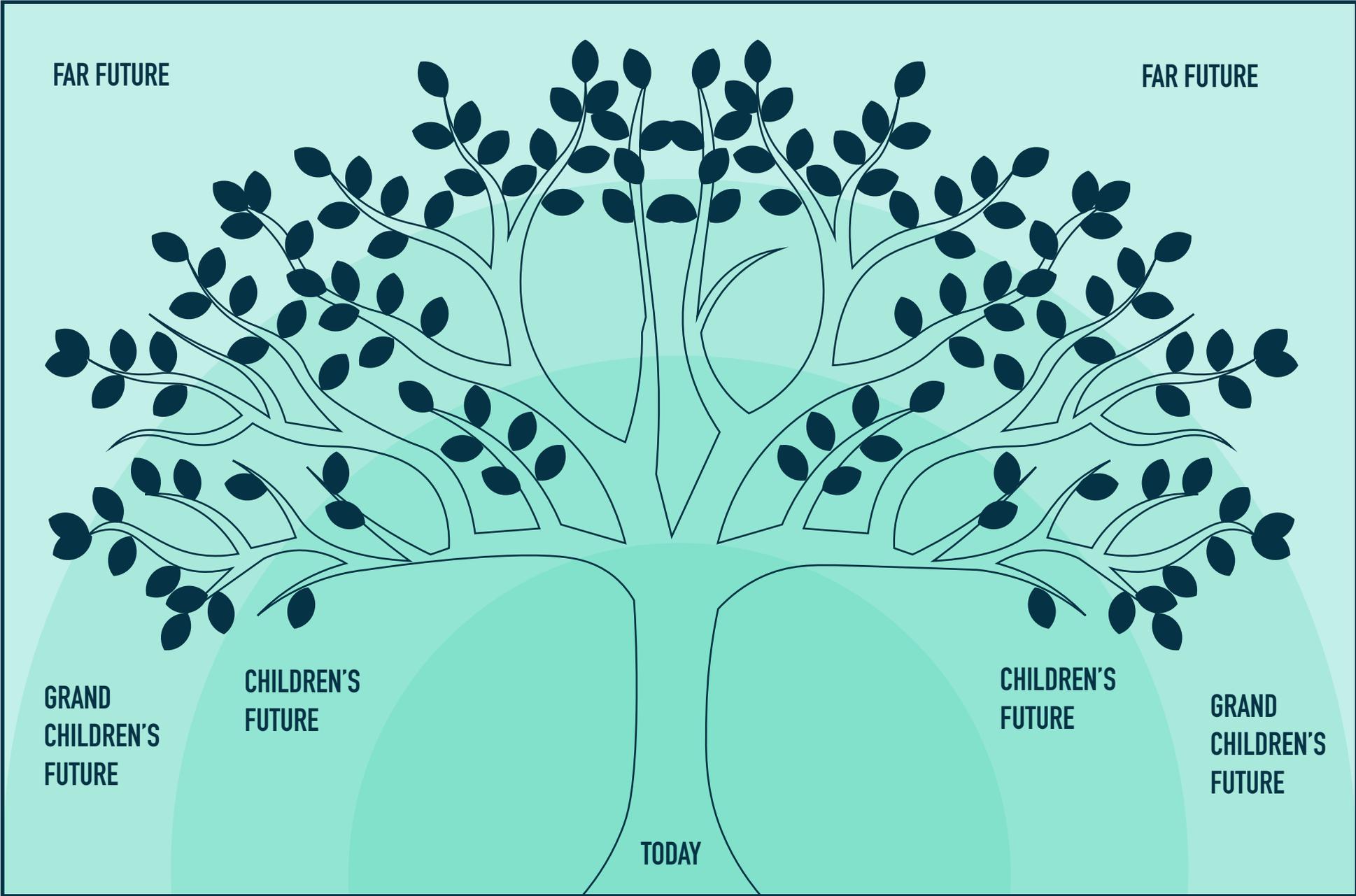
How has this been done before?

In Guatemala, ASECESA's original 'Tree of Dreams' supported communities to combine ideas and recover indigenous knowledge, inspiring the development of this tool.

ADDITIONAL RESOURCES

How has this been done before?

Three Horizons, International Futures Forum https://www.iffpraxis.com/u/cms/three_horizons_kit_instructions.pdf



VALUE PROPOSITION

PURPOSE

What is the purpose of the tool?

To visualise the target group who are experiencing the problem, to understand their needs, and to describe and evaluate potential solutions.

CONTEXT

Who might use the tool? What resources might be needed? How does it relate to other tools?

This tool should be completed by Community Innovators and revisited throughout the innovation journey.

INSTRUCTIONS

How should the tool be used?

1. The Value Proposition Canvas is composed of two parts: the Problem Holder Map and the Innovation Map. First, discuss the problem from the perspective of the community members most affected by the problem.
2. In the 'Needs' box, list the ways in which the problem affects basic needs, such as physical wellbeing, safety and security, or emotional wellbeing. In the 'Worries' box, list the worries felt by the people experiencing the problem, including any challenges and frustrations with existing solutions and coping mechanisms. Finally, in the 'Wants' box, list the positive outcomes that the target group would like to see from a solution.
3. Move across to the Innovation Map. In the 'Idea' box, describe your innovation and consider how it addresses the 'Needs' listed in the Problem Holder Map. Finally, consider how aspects of your solution will address the 'Worries' and 'Wants' in the Problem Holder Map, or what else you might do in order to address the needs and wants of your target group.
4. Revisit your Value Proposition Canvas throughout the innovation journey, using it to design, test, and iterate a solution until you achieve a good fit between the problem you are trying to address and your proposed solution.

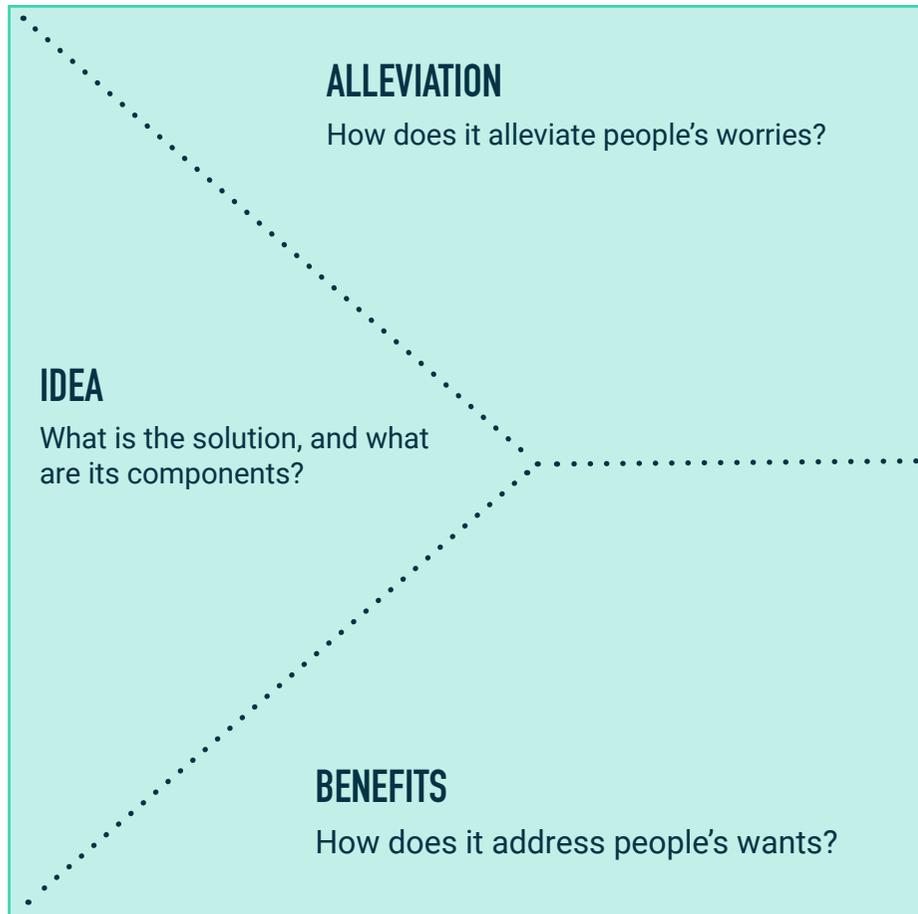
ADDITIONAL RESOURCES

How has this been done before?

Value Proposition Canvas, Strategyzer
<https://www.strategyzer.com/library/the-value-proposition-canvas>

INNOVATION MAP

PROBLEM HOLDER MAP



IDEA CANVAS

PURPOSE

What is the purpose of the tool?

To gather and consolidate information collected throughout the Exploration and Discovery phases detailing the problem to be addressed and an idea for addressing the problem.

CONTEXT

Who might use the tool? What resources might be needed? How does it relate to other tools?

The Programme Team can use this tool to inform questions as part of an application or selection process. The tool should be completed by Community Innovators based on information collected throughout the Exploration and Discovery phases.

INSTRUCTIONS

How should the tool be used?

1. First, state your collective understanding of the problem in one sentence in the top half of the first box, drawing from the Problem Statement activity. Summarise the evidence that you have for the problem in the bottom half of the first box, e.g., "X% of survey respondents said Y".
2. Summarise your idea for a proposed solution in one sentence in the top half of the second box, drawing from the Value Proposition activity. Add a short explanation for how the proposed solution will address the problem in the bottom half of the second box.
3. Consider the skills and experience in the team and how they correspond with the skills and experience necessary to develop and implement the proposed solution. What necessary skills and experience do the team already possess? Add these to the top half of the third box. What are the gaps? Add these to the bottom half of the third box.
4. Consider what you know about the problem and proposed solution. What are you confident about? What are you less confident about? What assumptions might you be making about the likelihood that the solution will work? What do you need to find out? Note your questions and concerns in the Knowledge Gaps box.
5. Finally, consider how you will address your questions and concerns moving forward. How will you answer your outstanding questions? How will you move forward in developing and testing your proposed solutions? Note down your proposed plans in the Next Steps box.

EXAMPLES FROM PRACTICE

How has this been done before?

In the Philippines, TUKLAS lab hosted information sessions and writing workshops to encourage broad participation and help potential innovators develop and describe their ideas.

PROBLEM

.....

What is the problem?

.....

What evidence do you have for the problem?

IDEA

.....

What is your proposed solution?

.....

How does the solution address the problem?

TEAM

.....

What relevant skills and experience does the team have?

.....

How additional skills and experience might be required?

KNOWLEDGE GAPS

What are you unsure about? What questions do you have?

NEXT STEPS

What are the next steps for developing and testing your idea?

IDEA SCORECARD

PURPOSE

What is the purpose of the tool?

To evaluate the Idea Canvas and select participants to take part or continue with the programme.

CONTEXT

Who might use the tool? What resources might be needed? How does it relate to other tools?

This tool should be completed by a Community Selection Committee (p. 23) tasked with selecting participants to take part or continue with the programme. It may also be shared with Community Innovators to understand what a good Idea Canvas looks like and how they are evaluated. The criteria used by the Idea Scorecard are aligned with the core Design Thinking criteria (p.XX). At this stage, the primary considerations are the degree to which the community recognises a problem and are invested in the proposed solution (desirability) and the degree to which the Innovation Team has the right skills and a plan to develop their idea, and accurately recognises any gaps (feasibility).

INSTRUCTIONS

How should the tool be used?

1. First, the Programme Team and Community Selection Committee should review the questions together, ensuring that they are relevant in the context of the programme and adding any additional questions relevant for the specifics of the programme.
2. The Programme Team and Community Selection Committee should decide whether all members of the Committee score all of the questions, or whether different members of the Committee (i.e., Community Representatives, Technical Representatives, and Funding Representatives) score different questions according to their expertise and experience.
3. Each Committee member should score the Idea Canvases that are allocated to them, scoring each question either 1 (Not at all confident), 2 (Not confident), 3 (Confident), 4 (Very confident).
4. The total scores for each Idea Canvas should be added up and the average scores for each Idea Canvas should be compared in order to inform decision making by the Community Selection Committee and the Programme Team.

EXAMPLES FROM PRACTICE

How has this been done before?

Scaling Innovation: Good Practice Guides of Funders, International Development Innovation Alliance (IDIA)
<https://www.idiainnovation.org/resources/good-practices-for-scaling-innovation>.

PROJECT NAME:

DATE:

REVIEWER:

QUESTIONS:

SCORES:

1 2 3 4

Problem: Do you understand the problem, including *who* is affected, the approximate *number* of people affected, and *how* they are affected?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Idea: Do you understand the idea, its *relevance* to solving the problem, and *how* it is understood to solve the problem?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Team: Do the team members have the relevant *knowledge* and *experience* to develop their proposed idea (or recognise the support they need)?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Plan: Do the team understand what *questions* they need to address to develop their idea, and do they have a *basic* plan?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

TOTAL SCORE:

<input type="text"/>

NOTES:

DEVELOPMENT

Providing financial support, training, and technical assistance for the development, testing and iteration of solutions

The Development phase is typically structured around design sprints that provide dedicated points for reflection and review. A design sprint might take place over 1-2 months, during which teams identify learning questions, develop prototypes, and test ideas through feedback sessions, user interviews, and surveys. By engaging in these activities, Community Innovators can identify and correct potential flaws in their designs, ensuring the creation of solutions that are both effective and user-friendly. At the end of the sprint, teams may once again pitch their solution to a Community Selection Committee.

Prototyping and testing is a critical part of a Human-Centred Design or Design Thinking process. It typically involves the development of a simplified version of the solution, or part of the solution, which is then demonstrated to the target group to gather feedback and further refine the design. Prototypes can vary greatly in their complexity. Simple prototypes can include paper-based designs or sketches, or models of the envisaged solution. More complex prototypes might involve role-playing an event or activity. The process typically commences with simple prototypes, enabling rapid iteration and exploration of diverse design concepts. As the design matures, prototypes evolve into representations that closely simulate the final user experience.

Testing can seek feedback on different aspects of the solution. Importantly, testing should re-examine whether the solution is desirable for the target group, seeking feedback on how much people need and want the solution as it is presented. Testing should also examine the feasibility of the solution by testing whether different parts of the solution function in the way that is envisaged, or by using A/B testing to compare different ways of doing things. For products, testing might look at usability, e.g., whether it is easy to navigate an app. Lastly, testing should consider the long-term viability of the solution, including the financial requirements, and practical aspects of sustainability and replicability.

QUESTIONS FOR CONSIDERATION:

- What type of feedback is useful? Who will be engaged to provide feedback? How will feedback be gathered? When will it be gathered?
- How will financial and technical support processes meet the rapidly evolving material needs of the innovators during prototyping and iteration?
- What is the best way to approach safeguarding in a changing and more loosely structured environment with people new to the humanitarian sector?

PROTOTYPING PLAN

PURPOSE

What is the purpose of the tool?

To make assumptions explicit and develop a plan for testing different aspects of a proposed solution with users or target groups in the community, generating learning and insights that can then be used to improve and refine the solution.

CONTEXT

Who might use the tool? What resources might be needed? How does it relate to other tools?

This tool can be completed by Community Innovators with the support of the Programme Team. It should be used in combination with the Testing Canvas tool (p.54), which supports detailed planning for individual tests.

INSTRUCTIONS

How should the tool be used?

1. First, specify the dates for the design sprint, signifying your intent to deliver the plan within this timeframe while noting other commitments the team may have and estimating the time you have available to conduct activities.
2. In the 'Core hypothesis' box, describe how you think the solution will address a problem in the community. A hypothesis is a testable prediction. Try to structure the hypothesis using the formula provided, which seeks to clarify the expected (assumed) outcomes from implementing a solution.
3. Consider your assumptions and list your corresponding questions in relation to the core characteristics of a successful solution. For desirability, consider: Do users or target groups in the community want this? Which aspects of the prototype do they like/dislike? What needs or wants is it not yet addressing? What would 'better' look like? For feasibility, consider: Can you make this happen? What additional capabilities might you need? Does the necessary infrastructure exist for success? For viability, consider: How will you ensure that the prototype is replicable or sustainable? What barriers to sustainability need to be considered? How may the prototype create intended and unintended changes?
4. Consider who you will need to engage to get more information or feedback in response to the assumptions and questions you have identified. Your stakeholders should not be limited to the user or targeted group, but can also include other innovators or potential supporters. Note the stakeholders you will engage in the bottom half of each of the main boxes and how the questions correspond with each stakeholder group.
5. Finally, consider the timeframe for the design sprint and, if necessary, prioritise the assumptions that you will realistically be able to test within the timeframe. Put the other assumptions to the side and save them for consideration in future design sprints.

DESIGN SPRINT

From <date>
To..... <date>

CORE HYPOTHESIS

We believe that implementing
..... <solution> for
<target group> will result in
.....<measurable change>

DESIRABILITY

Are you solving the right problem?

.....

Assumptions

.....

Stakeholders

FEASIBILITY

*Can you do this? Does it use
your skills?*

.....

Assumptions

.....

Stakeholders

VIABILITY

*Is it sustainable in the
longer-term?*

.....

Assumptions

.....

Stakeholders

TESTING CANVAS

PURPOSE

What is the purpose of the tool?

To plan each step for testing an idea in real life, clarifying the question and method for gathering feedback, and to record the results.

CONTEXT

Who might use the tool? What resources might be needed? How does it relate to other tools?

This tool can be completed by Community Innovators with the support of the Programme Team. It should be used in combination with the Prototyping Plan, which supports planning for a design sprint.

INSTRUCTIONS

How should the tool be used?

1. Start by writing down the assumption to be tested. This is what it is expected will happen, or the feedback you expect to receive, as a result of implementing the prototype.
2. Formulate your hypothesis. How do you think your prototype will address the problem you have identified? Try to structure the hypothesis using the formula provided, which seeks to clarify the expected (assumed) outcomes from carrying out your testing activities.
3. Decide how you will test the assumption and hypothesis. What activities will be used to carry out the test? Who will be affected by the proposed solution and testing, and how will they be engaged? What variables will be measured, by who and when? Try to have quantifiable variables to be measured as it will be easier to look at results. Keep it simple, it should be quick and easy to use as you may run multiple tests.
4. Decide how the results of your test will be recorded. After you have run your test, enter the results in the box provided. Discuss the implications of the results with your team, including how the results correspond with the assumption and hypothesis.
5. Consider any insights you have gained, and your conclusions. What have you learned from the test? Has your assumption been challenged? What changes do you need to make? Based on the data collected, decide if your assumption and hypothesis has been validated. Consider what you have learned and what aspects of your idea that you might want to change and test again based on the results of this experiment.

ADDITIONAL RESOURCES

How has this been done before?

Experimenting Canvas, Design Better Business
<https://www.designbetterbusiness.tools/tools/experiment-canvas>

ASSUMPTION

TESTING METHOD

RESULTS

CONCLUSION

HYPOTHESIS
We believe.....<specific action>
Will drive<specific action>
Within.....<timeframe>



Validated



Invalidated



Inconclusive

PIVOT LOGBOOK

PURPOSE

What is the purpose of the tool?

To guide innovators to intentionally record and analyse the different changes and adaptations (or pivots) made to an idea based on test results and feedback from users and target groups in the community.

CONTEXT

Who might use the tool? What resources might be needed? How does it relate to other tools?

This tool should be used by Community Innovators with the support of the Programme Team. It should be filled in throughout the Development phase, encouraging group discussion and reflection by innovators.

INSTRUCTIONS

How should the tool be used?

1. Starting with the first line, record the date when a pivot has been observed. An idea will normally undergo multiple pivots as it develops, and recording them is necessary to track learning and provide justification for how and why key decisions have been made.
2. Moving horizontally, describe what triggered the pivot you are recording. Was it feedback from a formal test? Did a partner suggest a better way of using resources? Was it triggered by learning from another innovator in the cohort?
3. State the original assumption that you no longer believe to be true.
4. Describe how the innovation will be modified and changed. Does the purpose of the solution need to change? Do individual parts need to change? Do the materials used need to change? Are changes needed in the infrastructure necessary to support the innovation?
5. Write down the outcome you anticipate as a result of the changes that you are proposing. Consider the overall logic of your argument. Why did the trigger lead you to believe that your previous assumption was false? How do the proposed changes respond to the trigger?
6. Finally, record the actual result of the pivot. Test the proposed changes using the Testing Canvas, and note the results in the final column. All pivots should be reflected on, revisited, and checked.

EXAMPLES FROM PRACTICE

How has this been done before?

Pivot logbooks were used by Community Innovators supported by the DEPP Innovation Labs to record learning and changes made throughout the innovation journey. Maintaining a record helped Community Innovators to keep track of decisions, reflect and build on their progress, and to tell the story of their innovation.

DATE	TRIGGER FOR CHANGE	PREVIOUS ASSUMPTION	CHANGE/S MADE	ANTICIPATED RESULT/S	ACTUAL RESULT/S

DESIGN SPRINT REVIEW

PURPOSE

What is the purpose of the tool?

To record all the tests carried out, corresponding results, and pivots that have been implemented during a design sprint, demonstrating continued learning, reflection, and improvement.

CONTEXT

Who might use the tool? What resources might be needed? How does it relate to other tools?

This tool should be used by Community Innovators with the support of the Programme Team. It should be filled in at the end of a design sprint, drawing on information from the Prototyping Plan (p.52), Testing Canvas (p.54), and Pivot Logbook (p.56).

INSTRUCTIONS

How should the tool be used?

1. Clearly state all the hypotheses you set out to test during the sprint in the boxes on the left-hand side of the canvas.
2. Describe the methods used for testing each hypothesis (e.g., usability testing, A/B testing), and the stakeholders involved in testing each hypothesis.
3. Add the results from each test, drawing on information recorded using the Testing Canvas.
4. Detail the key insights generated from each test, drawing on information recorded using the Testing Canvas. Were the hypotheses validated or invalidated? What did you learn? What surprised you?
5. Discuss any pivots or changes made as a direct result of learning from tests carried out during the design sprint, drawing on information recorded using the Pivot Logbook
6. Discuss any pivots or changes made due to factors other than testing results, for example, information gained through other channels or changes in the environment, drawing on information recorded using the Pivot Logbook.
7. Outline your proposed next steps in the design process. What outstanding questions do you want to address? Are any further design changes needed? What are your plans for further testing and iteration, or supporting sustainability?

DESIGN SPRINT **FROM:** **TO:**

TEAM:

We tested these hypotheses...

We used these methods...

We got these results...

We learned...

Summary of learning and corresponding pivots

Summary of pivots due to other factors

Next steps

DESIGN SPRINT SCORECARD

PURPOSE

What is the purpose of the tool?

To evaluate the Design Sprint Review and, if applicable, select participants to continue with the programme.

CONTEXT

Who might use the tool? What resources might be needed? How does it relate to other tools?

This tool should be completed by a Community Selection Committee (p.23) tasked with evaluating proposals and selecting participants to take part or continue with the programme. It may also be shared with Community Innovators to understand what a good Design Spring Review (p.XX) looks like and how they are evaluated.

INSTRUCTIONS

How should the tool be used?

1. First, the Programme Team and Community Selection Committee should review the questions together, ensuring that they are relevant in the context of the programme and adding any additional questions relevant for the specifics of the programme.
2. The Programme Team and Community Selection Committee should decide whether all members of the Committee are involved in scoring all of the questions, or whether the scoring is done by certain members of the Committee or Programme Team.
3. Each Committee member should score the Design Spring Reviews that are allocated to them, scoring each question either 1 (Not at all confident), 2 (Not confident), 3 (Confident), 4 (Very confident).
4. The total scores for each Design Sprint Review should be added up and the average scores for each Design Sprint Review should be compared as necessary to inform decision making by the Community Selection Committee and the Programme Team.

PROJECT NAME:

DATE:

REVIEWER:

QUESTIONS

Progress: Has the team demonstrated progress by testing a reasonable number of hypothesis during the period of the design sprint?

Methods: Has the team sufficiently engaged relevant members of the community to accurately test their hypotheses.

Learning: Has the team sufficiently engaged relevant members of the community to accurately test their hypotheses?

Next steps: Has the team got clear priorities for the next design sprint and a basic plan to proceed?

SCORES:

1 2 3 4

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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TOTAL SCORE:

<input type="text"/>

NOTES

SUSTAINABILITY AND GROWTH

Fostering engagement with longer-term sources of funding and support

The Sustainability and Growth phase typically focuses on developing a sustainable business model for the solution, with programmes providing further funding for solution development, alongside training on business development, marketing, and pitching to potential funders and investors. Programme Teams may also host events and 'demo days' aimed at bringing together innovators and potential donors, funders, adopters, and partners, providing a space where innovators can pitch their ideas.

While the early stages of a community-led innovation programme tend to focus more on the desirability and feasibility of new ideas, the Sustainability phase focuses primarily on the continued viability of a solution, ensuring that it can be resourced in the long term. Supporting teams to 'exit' the programme with future funding in place has generally received less time and attention than the early stages of innovation, and it has frequently proved challenging to identify a pipeline of continued support beyond the timeframe of the programme. It is therefore highly recommended that relationships with potential donors and funders are cultivated from the early stages of the programme, with their involvement in the Community Selection Committee and other activities as appropriate.

Alongside support for financial sustainability, it is also often necessary to provide additional resources, advocacy, and brokering support for network development. The complex nature of developing locally-integrated solutions often requires working with multiple actors to address a wide range of challenges involved in the successful sustained delivery of an innovation. Innovators frequently meet systemic barriers to sustaining their initiatives, including cultural, policy, regulatory, and organisational barriers, as well as financial barriers.

QUESTIONS FOR CONSIDERATION:

- What value has been created through the innovations for the community and for specific target groups?
- What are the markets for solutions developed through the programme? Are they mainly private goods, public goods, or social goods?
- What are relevant business model strategies? Will target groups buy or fund the solutions directly? Will donors or governments provide sustainable funding? What other possibilities are there?

BUSINESS MODEL CANVAS

PURPOSE

What is the purpose of the tool?

To help community innovators design a business model for their innovation that generates the operating revenue necessary for the innovation to be sustained in the longer term.

CONTEXT

Who might use the tool? What resources might be needed? How does it relate to other tools?

This tool should be used by Community Innovators with the support of the Programme Team. It is best used as part of a group discussion with Community Innovators, facilitated by the Programme Team.

INSTRUCTIONS

How should the tool be used?

1. Start with the value proposition. Describe the problem your innovation solves and how it solves it, considering the perspective of the target group and, if different, the payer.
2. List all the different stakeholders involved. Who will use it? Who will pay for it? Who will benefit?
3. Decide the different relationships you need to maintain with stakeholders. How will you establish and build relationships? What will be the nature and frequency of communications?
4. Define the channels for engaging with stakeholders. What are the different ways in which people will engage with your innovation? What in-person or online channels are most important?
5. Identify the activities you must do to produce, market, and deliver your innovation. What is necessary to deliver your value proposition and meet the needs of the target group?
6. Determine the resources you need to implement your innovation. What materials do you need? What human resources do you need? What other infrastructure is necessary?
7. Identify the partners you need to work with to implement the innovation. What key activities might need to be delivered by partners? What resources might need to be supplied by partners?
8. Determine how much the activities, resources, and partnerships will cost. Look back at each category and check that they are all essential costs and try to quantify the cost of each.
9. Determine how you will get paid or get funding for your innovation. Make sure this amount covers your costs and leaves you with enough money to grow the business or organisation.
10. Use the completed canvas to identify further assumptions that need to be tested.

EXAMPLES FROM PRACTICE

How has this been done before?

In Jordan, 'Medicine Bank' bought medications close to their expiry date and sold them at low prices using a pay-per-use mode.

In the Philippines, 'Bottle-net Life Jacket' made life jackets from fishing nets to sell to local government for distribution in flood-prone areas using a proxy buyer model.

For more examples, see:

<https://startnetwork.org/resource/business-models-innovators-working-crisis-response-and-resilience-building>

ADDITIONAL RESOURCES

What other tools and resources might be helpful for more information or to complement use of the tool?

Innovator Guide to Business Models, StartNetwork
<https://startnetwork.org/learn-change/resources/library/innovator-guide-business-models>

RESOURCES

What infrastructure do you need to create, capture and deliver value?

PURPOSE

What are the core activities involving in delivering the innovation and meeting the needs of the target group?

VALUE PROPOSITION

What problem are you solving for your target group, and how are you solving it?

STAKEHOLDER SEGMENTS

Who, and how many people will use your innovation (now, and over time)? Who will pay for your innovation?

STAKEHOLDER RELATIONSHIPS

What types of relationship with each customer segment do you need to maintain? How will these relationships be established?

PARTNERS

What do you need to work with in order to produce and deliver the solution?

CHANNELS

What are the touchpoints for interacting with stakeholders?

COST STRUCTURE

What key costs are involved in implementing the innovation, including upfront and recurring costs?

REVENUE

How do you get paid for the innovation?

NETWORK ENGAGEMENT PLAN

PURPOSE

What is the purpose of the tool?

To map out partners, stakeholders, and potential funders of your innovation, and make a plan for engagement.

CONTEXT

Who might use the tool? What resources might be needed? How does it relate to other tools?

This tool should be used by Community Innovators with the support of the Programme Team. While it is critical to explore opportunities for continued support and funding in the later stages of the programme, it should ideally be used throughout the innovation journey. It can also be used in combination with the Community Stakeholder Map (p.21).

INSTRUCTIONS

How should the tool be used?

1. Identify all stakeholders who might make valuable contributions to the success of the innovation, giving particular attention to potential funders who might be influential in ensuring its financial sustainability.
2. Analyse each stakeholder. Determine their potential role in implementing the innovation. Will they provide funding? Will they deliver certain parts of the innovation? Will they provide other resources?
3. Note the current relationship status. Is it someone you are already in close contact with? Is it someone you know, but haven't spoken to? Is it a cold contact?
4. Define your "ask". What do you want from the target stakeholder? For example, do you want resources, approval, feedback?
5. Plan your engagement approach. What is likely to be the best way to communicate and collaborate with each stakeholder? Could you involve them in some activities with a view to increasing their involvement over time?
6. Lastly, prioritise your stakeholders. Focus on those who are most critical to your project's success and set clear next steps. Outline specific actions and deadlines for engaging each stakeholder.

STAKEHOLDER	POTENTIAL ROLE	RELATIONSHIP STATUS	CONTRACT	KEY ASK	ENGAGEMENT APPROACH	NEXT STEPS

PITCH CANVAS

PURPOSE

What is the purpose of the tool?

To reflect on the journey that you have been through to develop your innovation, and tell the story of the development of your innovation in an engaging way.

CONTEXT

Who might use the tool? What resources might be needed? How does it relate to other tools?

This tool should be used by Community Innovators with the support of the Programme Team. Innovations might practice their pitch in peer-to-peer sessions giving each other feedback and advice.

INSTRUCTIONS

How should the tool be used?

1. Identify your target audience. Consider their demographics, interests, values, and existing knowledge about your issue.
2. Craft your main message. Determine the single most important takeaway. Make it concise, impactful, and resonant with your audience.
3. Determine your key ask. Define the specific action you want your audience to take. Make it clear, direct, and achievable.
4. Consider your audience. Consider your audience's pre-existing beliefs, attitudes, knowledge, and desires related to the innovation.
5. Envision your audience's transformed mindset. Imagine how your audience's beliefs, attitudes, knowledge, and desires will have changed after your pitch.
6. Now, develop your narrative. First, set the scene. Start with a compelling hook. Introduce the context and connect with your audience emotionally by telling them your backstory and what motivated you to pursue the challenge and develop your innovation.
7. Highlight the challenges and obstacles you have faced along the journey. Build tension by telling them what went wrong, what unexpected events occurred, and what you did to overcome them and move forward.
8. Introduce your innovation as the solution. Explain why existing solutions are insufficient, why your innovation is necessary, and the change it can make to people's lives. Explain how it works and provide evidence of its impact.

EXAMPLES FROM PRACTICE

How has this been done before?

Across the DEPP Innovation Labs and the Community-Led Innovation Partnership, programmes have hosted public events known as 'demo days', at both local and national levels, to showcase the final group of innovations. Community Innovators are given space to demonstrate their ideas and to pitch to new partners and potential investors.

ADDITIONAL RESOURCES

What other tools and resources might be helpful for more information or to complement use of the tool?

Storytelling Canvas, Design Better Business
<https://www.designabetterbusiness.tools/tools/storytelling-canvas>

AUDIENCE

Who is your audience and what are their needs?

ACT III: THE CHALLENGER

What is the one thing you want your audience to remember?

ASK

What do you want your audience to do? How and when will you ask?

BEFORE

What does your audience think, feel, know and want in relation to your innovation?

ACT I: SET THE SCENE

What is your personal backstory? How did this journey begin? What was your motivation?

ACT III: THE CHALLENGER

What challenges have you faced?

How did you overcome them?

What did you learn?

ACT III: CONCLUSION

What are the results?

What is your call to action?

AFTER

What do you want your audience to think, feel, know and want after you have finished?

ANNEX: FURTHER RESOURCES

LEARNING AND RESOURCES FROM THE START NETWORK

Gray, I. et al. (2019) Business models for innovators working in crisis response and resilience building. Start Network, CDAC Network. Available at: <https://startnetwork.org/resource/business-models-innovators-working-crisis-response-and-resilience-building>.

James, D. and MacLeod, R. (2019) Evaluation of the DEPP Innovation Labs Programme. Start Network, CDAC Network.

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Safer Edge (2019) Lab Safeguarding Manual. London: Start Network, CDAC Network.

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Complementary toolkits and resources

CDAC Network (2019) Collective Communication and Community Engagement in Humanitarian Action: A How To Guide for Leaders and Responders. CDAC Network. Available at: <https://www.cdacnetwork.org/resources/how-to-guide-on-collective-communication-and-community-engagement-in-humanitarian-action>.

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Gopal, S. and Clarke, T. (no date) Guide to Actor Mapping. FSG. Available at: <https://www.fsg.org/resource/guide-actor-mapping/>.

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