Peace Corps

Sector-Specific

PACA

Tools

COMMUNITY ECONOMIC DEVELOPMENT

MAY 2018 EDITION

TABLE OF CONTENTS

ABOUT THIS BOOKLET

This CED-specific PACA Booklet serves as a supplement to—not a replacement of—the PACA Field Guide for Volunteers. In this booklet, there are several CED-specific tools that will enable you to adopt a more participatory approach with your work. However, remember that **nearly all tools in the PACA Field Guide can be used or adapted** in order to support successful CED projects.

Adapting PACA Field Guide tools for your CED projects

For example, take the **Community Mapping** tool in the Develop Relationships phase; if you were to ask the following questions when discussing the final map, the tool could help you better understand your community and the people in it through an assets-based approach that focuses on the places, people, and geographic features community members value most:

1. [Using sticky notes, stickers or markers]: Invite everyone to approach the map and identify five objects (places, organizations, people, geographic features, etc.) on the map you think are most valuable to the community.
2. [For the most frequently identified objects from the previous question]: Let's make a list of the characteristics of these objects that make them so valuable.
3. For each of these most valued objects, what's one way the object might be used or leveraged to benefit a community project?
4. Which community members have access to the valued objects you all have identified as a group? Which community member DO NOT?

Key PACA considerations for CED Volunteers

As you work with your community members and use the tools in the PACA Field Guide, keep in mind the following key considerations for you as a CED volunteer:

- What are the main community-facing institutions, organizations, nonprofits, associations and other groups? What does each contribute to community and/or local economic development?
- Are there already services or linkages in the community between these various individual and group actors?
- What are the primary economic activities, opportunities, and resources in your community? Who has access to them? Who DOES NOT?
- How do gender and age considerations play a role in these activities, opportunities and resources? For example, what are the gender norms or roles that contribute to who starts/owns a business? Are youth able to able to access savings and credit services?
- What are the cultural expectations that affect males and females when it comes to income-generating activities, household finances (money matters) and leadership roles in community development efforts?
- What are the economic and cultural variables that affect the livelihood options/paths for youth?
- Who are the professional or trained individuals in the community with whom you can partner on CED projects?

Capacity Inventory

Every community member has capacities, abilities, and gifts. Individuals and the communities in which they live feel motivated when their capacities are used, abilities are expressed, and gifts are given. This abbreviated version of the ABCD Institute's Capacity Inventory (an interview-based tool) is designed to identify community member capacities that can be leveraged for community-centered development projects. Click on the source below to view the complete version of the Capacity Inventory, as well as related introductory materials and tool facilitation tips.

Time: 1-2 hours **Difficulty:** moderate

Materials: Paper, writing utensil

Communicative language tasks: Ask follow-up or clarifying questions; Ask questions; Brainstorm and elicit ideas; Solicit ideas/responses

Steps:

1. Together with the group of individuals who are using the Capacity Inventory tool, brainstorm a list of different types of community members whose capacities you wish to uncover. *If you've previously used the Personas or Define Your Audience PACA tools, you may wish to draw on those insights to help you brainstorm.*

2. Once you've come up with a list of different community member types (or "personas") whose capacities you wish to uncover, customize the sample Capacity Inventory on the following page for each persona. Add, remove, shorten, lengthen, and modify each of the four Capacity Inventory sections so that they are relevant to the persona in question, as follows:

    - Part I (Skills information) – Develop a skill list that is relevant to the persona being interviewed. Brainstorm the various skills this persona is most likely to have had the opportunity to learn at home, in the workplace and in the out-of-the-workplace settings they likely are a part of.

    - Part II (Community skills) – Amend or add to the kinds of community work the persona is likely to have participated in as well as the kind of work they might be willing to do in the future.

    - Part III (Enterprising interests and experience) – This section seeks two kinds of information. First, it determined whether the person has considered starting a business. Second, it asks if they are presently engaged in a business of any kind. In determining which questions to ask, expand your group's definition of "business activity" to include a wide variety of possibilities for how the persona may generate income, create value, or innovate.

    - Part IV (Personal information) – The items included in the sample Capacity Inventory are the minimum information usually necessary for follow-up. However, other information may be added if it is useful in developing the capacities of the persona.

3. Once you've developed a Capacity Inventory for each persona you've identified, determine how your group will find actual community members to interview who represent each of the personas. Detail the specific actions that need to be taken and the related circumstances under which you'll be able to conduct the interviews. If you are able to identify specific community members to be interviewed, go ahead and do so.

4. This tool is most effective when those being interviewed understand the purpose of the exercise and how the information will be used. In your group, develop a brief introduction that will be read at the beginning of each interview. The introduction should address:

   - Why is this interview (and the Capacity Inventory in general) being conducted?
   - How will the individual's participation in the interview benefit him/her as well as the community?
   - What will be done with the information collected in order to help him/her contribute his/her gifts, skills, and capacities?
   - When and how will the interviewee be able to learn about the Capacity Inventory findings, ask questions, and participate in the activities or projects that result from this learning experience?

5. Interview community members using the Capacity Profiles developed.
6. As a group, organize and analyze the Capacity Profile results to generate a list of findings.
7. Develop a plan for sharing back findings with interviewees and inviting other community members to learn from this activity.

Source: John P. Kretzmann and John L. McKnight. 1993. Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets, Evanston, IL: Institute for Policy Research.

Helpful Tips

The sample Capacity Inventory is designed for one person to use in interviewing another person. However, some groups have revised the wording so that the Capacity Inventory can be given to a person to fill out (as a questionnaire) on their own.

The Capacity Inventory is long and it may be necessary to cut it back and revise it for each persona. However, initially try to gather as much information as possible and see if interviewees object. Often, interviewees will provide a great deal of information if they feel the interviewer is genuinely interested and the answers will be used to help them or the community.

Because some of the Capacity Inventory questions may seem personal or private, it's important for your group to discuss steps that can be taken to address power dynamics between interviewers and interviewees, and determine how the information can be gathered in a culturally-sensitive manner.

Sample Capacity Inventory

Introduction

Hello. I am with (local organization's name). We are talking to community members about their skills. With this information, we hope to help people contribute to improving the neighborhood, find jobs or start new businesses. Once we collect all the information, we will convene a meeting at the community center to share our findings with the public. May I ask you some questions about your skills and abilities?

Part I – Skills Information

Now I'm going to read to you a list of skills. It's a long list, so I hope you'll bear with me. I'll read the skills and you just say "yes" whenever we get to one you have. We are interested in all your skills and abilities. They may have been learned through experience in the home or with your family. They may be skills you've learned at church or in the community. They may also be skills you have learned on the job.

Health

- ❑ Caring for the elderly
- ❑ Caring for the mentally ill
- ❑ Caring for the sick
- ❑ Caring for the physically disabled
- ❑ Caring for the homeless
- ❑ Caring for children without families

Security

- ❑ Guarding residential property
- ❑ Guarding commercial property
- ❑ Guarding industrial property
- ❑ Crowd control
- ❑ Ushering at major events
- ❑ Installing alarms or security systems
- ❑ Repairing security equipment
- ❑ Firefighting
- ❑ Safety and contingency planning

Transportation

- ❑ Driving a motorcycle
- ❑ Driving a car
- ❑ Driving a shared vehicle
- ❑ Driving a bus
- ❑ Driving a truck
- ❑ Hauling
- ❑ Operating farm equipment
- ❑ Assistant to driver of public transportation
- ❑ Transportation logistics coordination/planning

Are there any other skills you have which I have not mentioned? ____________________________________

PRIORITY SKILLS

When you think about your skills, what three things do you think you do best? ________________________

Which of all your skills are good enough that other people would hire you to do them? ________________

Are there any skills you would like to teach? ____

What skills would you most like to learn? ____

Part II – Skills Information

Have you ever organized or participated in any of the following community activities?

- ❑ Youth clubs or organizations
- ❑ Church fundraisers
- ❑ Community event planning
- ❑ School-parent association
- ❑ Sports teams
- ❑ Trips for children
- ❑ Political campaigns
- ❑ Reading or book clubs
- ❑ Health center outreach
- ❑ Community gardening
- ❑ Neighborhood association or organization
- ❑ Community savings groups
- ❑ Chamber of commerce events
- ❑ Trash or litter clean up
- ❑ Community art project
- ❑ Parks and recreation development
- ❑ Community library
- ❑ Baking or food sales events
- ❑ Cultural or artisan fair
- ❑ Cultural celebrations or events
- ❑ Nature conservation
- ❑ Neighborhood security program
- ❑ Mentoring program
- ❑ Clothing or food donation events

Let me read the list again. Please tell me in which areas you would be willing to participate in the future.

Part III – Enterprising Interests and Experience

BUSINESS INTERESTS

Have you ever considered starting a business? Yes______ No _______

If yes, which kind of business did you have in mind? ____

Did you plan to start it alone or with other people? Alone _________ With others __________

Did you plan to operate it out of your home? Yes________ No________

What obstacle(s) kept you from starting the business? ______________________________________

BUSINESS ACTIVITY

Are you currently earning money on your own through the sale of services or products? Yes ___ No___

If yes, what services or products do you sell? ____

Whom do you sell to? ____

How do you get customers? ____

What would help you improve your business? ____

PART IV – Personal Information

Name:

Address:

Phone:

Age:

Occupation:

# of members in household:

Sex: M______ F______

Market Survey

A tool to profile the economic activity of your community and the economic significance of the surrounding natural resource base.

Time: 45- 60 minutes **Difficulty:** moderate

Materials: Paper, writing utensil

Communicative language tasks: Ask follow-up or clarifying questions; Ask questions; Solicit ideas/responses

Steps:

1. Go to a local market and use your observation and language skills to discover what natural resources are important to various sellers, buyers, and to the overall local economy. Some potential areas of inquiry are:
    - Who is in the market? Think in terms of sex, age, ethnicity, and income levels. Ask a number of people how far they have traveled to get there.
    - What are people selling and buying? Notes items that are manufactured, imported, and grown/made locally, non-foodstuffs, and services (e.g., tailors, health advisors).
    - What natural resources products are for sale? Are they available year-round? If not, what does the merchant sell in other seasons? What is the price throughout the year?
    - What imported items are, in effect, substitutes for products or services that could be made or found locally (e.g., soap, bowls, fertilizers, pesticides)?
    - What are the terms of trade (e.g., how much grain can be purchased for an equivalent value of one chicken)? What items in particular can be bartered for (e.g., livestock for grain)? Is credit available? What are the interest rates and conditions of credit? Is money lending underway?
    - What are the overall market conditions? Clean/dirty? Busy/sparse? Daily/weekly?
    - Describe the various materials used to construct the market and construction methods. Does the market layout appear to be planned in any way? Why do the "onion women" sit together? Who is responsible for the upkeep of the market?
2. Be aware that what you see may vary according to the time of the day, season of the year, or the festival. Repeat walks to the same places and note the differences.
3. Adaptation: the market is an incredibly rich source of information, but can sometimes seem overwhelming, especially on your first visits. Try to identify various merchants with whom you can sit for an extended period of time and just absorb the sights, sounds, and smells of the market. Revisit these people as often as possible. Try to focus on what is happening around you, rather than on how uncomfortable you may feel. Return home and record what you've felt and seen.

Source: Office of Overseas Programming and Training Support (OPATS). 2002. A Volunteer's Guide to Community Entry. No. M00071. Washington D.C.: Peace Corps.

Helpful Tips

This is a good activity to do with a counterpart because of his or her familiarity with market dynamics and items for sale.

Organize the information regarding natural resources for sale in the market in a way (like a table) that shows the name of the resource, its price, its period of availability by month, and other interesting related information.

NGO Capacity Profile

An organization development tool for assessing an NGO's capacity and formulating strategies for strengthening the organization.

Time: 60-90 minutes **Difficulty:** moderate

Materials: Paper, writing utensil

Communicative language tasks: Ask follow-up or clarifying questions; Ask questions; Solicit ideas/responses

Steps:

1. Use the NGO Capacity Profile participatively and appreciatively to identify the NGO's strengths and help establish a vision of what an NGO can be. The profile provides a picture of where the organization is and can help those working with the NGO decide which functional areas need to be strengthened and how to go about strengthening them.

Source: Office of Overseas Programming and Training Support (OPATS). 2003. An NGO Training Guide for Peace Corps Volunteers. No. M00070. Washington D.C.: Peace Corps.

Helpful Tips

The NGO Capacity Profile is more effective when it is translated into the local language. When gathering information on an NGO, it is best to have only a copy of the questions column so participants are not influenced by typical answers at each capacity level.

1. PROGRAMS

Questions to Ask About Service Delivery	Indicators of an NGO With Limited Capacity	Indicators of an NGO With Growing Capacity	Indicators of an NGO With a High Level of Capacity
To what extent do the NGO's programs reflect the real needs of the community or constituency it serves? Who is involved in designing, implementing, and monitoring program activities? How do NGO programs advocate for constituents as well as provide program services to them? Is there a demand for expansion of the NGO's programs?	Program development is largely donor driven. The founder(s) designs, implements, and monitors program activities. The NGO views constituents as worthy, but passive, beneficiaries of the services, not as potential partners. The demand for the NGO's programs has not been determined.	Programs are developed within an overall strategic plan. Constituents' role is usually as recipient. Certain influential members of the constituency may be consulted and/or invited to participate in some programming discussions. Demand for the NGO's programs is increasing. There is some awareness of the need for legislative and/or institutional changes and support for constituents.	Constituents are recognized as partners and regularly involved in comprehensive program design, implementation, and evaluation. Lessons learned are applied to future programming activities. Full-scale advocacy and lobbying functions are in place. NGO strives for continuous quality improvement of programs. NGO's services are often requested by constituents.

2. GOVERNANCE
BOARD OF DIRECTORS

Questions to Ask About Service Delivery	Indicators of an NGO With Limited Capacity	Indicators of an NGO With Growing Capacity	Indicators of an NGO With a High Level of Capacity
How does the board provide overall policy direction for the NGO? How does the board provide oversight of the NGO's management? How does the board provide fundraising leadership? How does the board assist with public relations activities? How often does the board meet? What is the expertise and experience of board members? How are board members selected?	Board members are identified. Board does not yet differentiate between oversight and management roles. Board is not active in influencing public opinion or legislators, or raising funds for the NGO. Board meetings are infrequent or irregular. The NGO's constituency is not represented on the board. Board members are founders or selected by founders.	Board membership is stable or improving. Board differentiates between board's role and that of NGO's management. Board is aware of responsibilities to provide oversight. Board is beginning to influence public opinion and/or legislators, fundraise, and perform public relations activities. Board membership represents some community diversity.	Board composition includes leaders in the field of the organization's mission as well as those capable of providing policy direction, fundraising, public relations, and lobbying. Board has mechanisms in place for obtaining appropriate input from constituency, for monitoring organizational planning, and functioning in relation to mission. Board terms are defined. Procedures are in place for selecting and orienting new board members.

3. MANAGEMENT
INFORMATION MANAGEMENT

Questions to Ask About Service Delivery	Indicators of an NGO With Limited Capacity	Indicators of an NGO With Growing Capacity	Indicators of an NGO With a High Level of Capacity
How does the NGO gather, disseminate, save, and retrieve client, program, and financial information? How is collected information used for planning and decision making?	No organized system(s) exists for the collection, analysis, or dissemination of data in the NGO. Information is usually collected randomly and manually.	A rudimentary electronic database system to manage information (MIS) is in place. MIS is used primarily for word processing and bookkeeping; some staff understand database capability. There is no mechanism for integrating MIS-generated information into the NGO's planning process.	MIS operation and data are integrated into operational planning and decision making. There is improved project planning based on analysis of information provided through the system. MIS information is readily available to staff management and board. The NGO learns from MIS information and shares these learnings with stakeholders and other NGOs.

4. HUMAN RESOURCES

STAFF

Questions to Ask About Service Delivery	Indicators of an NGO With Limited Capacity	Indicators of an NGO With Growing Capacity	Indicators of an NGO With a High Level of Capacity
Are staff members motivated and committed to the mission of the NGO? Do staff members have the skills and competencies required to support the achievement of the NGO's mission? What are the training opportunities for staff to develop job-related skills? Are staff members assigned and promoted according to performance?	Staff consists of founders and/or unpaid volunteers. Staff is motivated and committed, but may lack knowledge and skills to implement appropriate programs to achieve the NGO's mission. Staff development opportunities are not yet available. No system in place for performance evaluation.	Some gaps exist between job skills required and of existing staff. Staff morale is sometimes affected by lack of clarity of their jobs or too much work for available staff. Performance evaluations are ad hoc, mostly when problems surface.	Skill areas are competently covered and capacity exists to contract out for other skills as needed. Interpersonal skills and group training are provided as needed. Staff have opportunities to contribute to the organization to the fullest extent of their abilities. Staff performance evaluation done on a regular basis; evaluation criteria are understood by the staff. Staff morale is high.

5. FINANCIAL RESOURCES

ACCOUNTING

Questions to Ask About Service Delivery	Indicators of an NGO With Limited Capacity	Indicators of an NGO With Growing Capacity	Indicators of an NGO with a High Level of Capacity
Is the accounting system automated? Do accounting records meet donor's and government financial reporting requirements? Are there procedures for reporting and recording in-kind contributions? Has NGO ever had an audit? Does NGO reconcile cash accounts on a regular basis? How often are financial statements furnished to the NGO's board of directors?	Accounting tracks only increases and decreases in cash. Financial procedures and reports are incomplete and difficult to understand. Internal reconciliation of bank accounts with cash is done only when there appears to be a problem. The NGO has not yet undergone an external accounting review or audit.	A system of accounts including assets, liabilities, fund balance, revenues and expenses is developed and operational. Financial reports are usually timely but still incomplete and with errors and tend to present an optimistic versus realistic picture. Internal reconciliation of cash is done more often. Even though NGO recognizes the value of independent audits or external financial reviews, they rarely have them done except to meet donor's requirements.	Financial systems and reports provide reliable current information. Reports are always timely and trusted, and feed back into financial planning process. Internal monthly or quarterly reconciliation of bank statements and accounting records are done. Independent audits or external financial reviews are performed with regular and appropriate frequency. The board of directors receives summary financial reports at every regular board meeting.

6. EXTERNAL RELATIONS

PUBLIC RELATIONS

Questions to Ask About Service Delivery	Indicators of an NGO With Limited Capacity	Indicators of an NGO With Growing Capacity	Indicators of an NGO With a High Level of Capacity
To what extent is the NGO known to the public? What materials does the NGO have that describe its mission, programs, and achievements? does the NGO make of mass media to disseminate information about itself and its achievements?	NGO is little known outside of its direct collaborators. There is no clear image of the NGO articulated and presented to the public. There are no documents or prepared statements available that provide information about the NGO.	NGO is known in its own community, but does little to promote its activities with the general public and government. There is understanding that public relations are a function of NGOs but little understanding of how to implement public relations. The NGO has an annual report.	NGO mission, programs, accomplishments are clear and are documented. NGO's work is well known to public and policy makers and used to attract support when necessary. A public relations plan is implemented.

Decision Making Tools (various)

A number of excellent participatory tools exist to promote structured group decision making when it comes to sorting and exploring local CED priorities, including: decision matrix analysis; nominal grouping technique; pairwise ranking; and pareto analysis. Information about when you might use each of these tools and how they work is included below. Visit MindTools.com for detailed tool instructions.

Time: Varies by tool **Difficulty:** moderate

Materials: Paper, writing utensil, or can be done digitally

Communicative language tasks: Ask follow-up or clarifying questions; Ask questions; Brainstorm and elicit ideas; Solicit ideas/responses

Summary of Tools:

	When use it?	How does it work?
Decision matrix analysis	When there are a number of promising options to choose from and several related factors to consider	Options are listed as rows in a table and factors to be considered as columns. Each option/factor combination is scored, weighted by its relative importance, and totaled to see which option has the highest overall score.
Nominal grouping technique	When a decision needs to be made quickly but everyone's ideas need to be considered	After a group brainstorm of ideas/solutions, duplicate options are eliminated. Each group member individually ranks the remaining options and the numbers each option receives are totaled. The option with the highest total score is selected as the group decision.
Pairwise ranking	When there are a number of promising options to choose from that need to be ranked or prioritized	Using a basic matrix, each option is compared directly against all others so as to ultimately emerge with a ranked list from highest (best) to lowest (least).
Pareto analysis	When time and/or resources are limited and there's a need to choose one course of action or solution that will have the biggest impact	Pareto Analysis uses the Pareto Principle (also known as the "80/20 Rule") to identify the 20 percent of work that will generate 80 percent of the results that doing all of the work would deliver.

Source: Mind Tools. Decision Making Toolkit. MindTools.com

Helpful Tips

No decision-making tool is perfect; and that's OK. What's most important is that the group: creates a constructive and safe environment for decision-making and discussion; explores all options; generates good alternatives, when possible; and agrees to accept the decision that results from the tool chosen.

Value Chains

A tool to help you think through each step that a process, project, or product takes from the beginning (creation) to the end (use), and determine if each actor has enough incentive or interest to make all the pieces connect together. The main question to ask as you add steps to your value chain is: “Does this action add value in a way that the individual or organization involved cares about?”

Time: 45-60 minutes **Difficulty:** moderate

Materials: Value Chains Flowchart, writing utensil

Communicative language tasks: Ask questions

Steps:

1. Begin by identifying the end product or service that will be purchased by customers. Write down the name of the product (as well as the target market) in the top row of the second column of the Value Chain Flowchart on the following page.

2. Next, ask “what happens to the product (or service) just before it gets to the customer?” Write this answer in the below box on the Value Chain Flowchart. Repeat this question until all levels from supply (design, raw materials, inputs, etc.) to production, marketing, and distribution have been captured in the second column.

3. Looking at your Value Chain Flowchart, identify what market players are involved in each of the transactions in the value chain. Be as precise as possible. Write down all the names of the businesses/enterprises that come to mind for each value chain level in the first column.

4. Now repeat the previous step for supporting organizations. List the names of all organization, government agencies, NGOs, informal networks, etc. who are not directly involved in the core business transactions of the value chain, but who still play an important role in this sector/industry. List the supporting organizations for each value chain level in the third column.

5. Use the Value Chain Flowchart to identify opportunities and/or constraints at each value chain level. Adding this information to your Value Chain Flowchart will require some research and creative thinking.

6. Optional: add quantitative information to the Value Chain Flowchart. For example, this could be the number of workers, work hours, income, net profit, sales price, or costs for each value chain level. There is no limit; the idea is to better understand the costs and profits associated with each level.

Source: www.value-chains.org

Helpful Tips

Not all value chains are alike nor should they be. Your value chain and the connection that shape it should be unique to your product/service. However, one useful tip to get started in value chain mapping is to examine the value chain of a competitor’s product/service that is similar to yours. This gives you a head start and allows you to ask comparative questions: “Where can I add value that the competitor does not?”

Keep it simple! You may have to simplify the process by grouping related activities and functions under one value chain level (for example: heating, flavoring, cooling, packaging, etc. under “chocolate production”) any by drawing a line which limits the value chain to a certain number of levels.

Value Chain Flowchart

Key Market Players	Value Chain Level	Supporting Organizations
	End product and market:	
	Value chain level 1:	
	Value chain level 2:	
	Value chain level 3:	
	Value chain level 4:	
	Value chain level 5:	

Force Field Analysis

Force Field Analysis is a tool commonly used for making "go/no-go" decisions in business. However, you can use the tool to consider all of the factors (forces) for and against any proposed decision or change, and calculate whether the "for" or "against" factors are stronger. You can then look at strengthening the forces that support the change and managing the forces against the change so that it's more successful.

Time: 45-60 minutes **Difficulty:** moderate

Materials: Paper or whiteboard, writing utensil

Communicative language tasks: Ask questions; Brainstorm and elicit ideas

Steps:

1. Use a blank sheet of paper or whiteboard, or the worksheet on the following page.
2. Describe your plan or proposal for change in a box in the middle of the paper.
3. List the forces for change in a column on the left-hand side. List the forces against change in a column on the right-hand side. As you do this, consider the following questions:
    - What benefit will the change deliver?
    - Who supports the change? Who is against it? Why?
    - How easy will it be to make the change?
    - Do you have enough time and resources to make it work?
    - What costs or risks are involved?
    - What other processes will be affected by the change?
4. Next, assign a score to each force, from 1 (weak) to 5 (strong), and then add up the scores for each column (for and against).
5. Once you've completed the analysis, you can use it in two ways:
    - To decide whether or not to move forward with the decision or change;
    - To think about how to strengthen the forces that support the change and mitigate the forces opposing it so that the change is more successful.

Source: Mind Tools. Decision Making Toolkit. MindTools.com

Helpful Tips

It is important to identify as many of the factors that will influence the change as you can. Where appropriate, involve other people, such as counterparts and project partners.

Force Field Analysis worksheet

Forces FOR Change	Score
TOTAL	

Change Proposal

Forces AGAINST Change	Score
TOTAL	

Innovation Flowchart

A structured overview of the various stages in an innovation process that walks you through the people, resources, skills, and activities needed to bring a project to life.

Time: Multiple days/ongoing **Difficulty:** difficult

Materials: Paper and writing utensils (optional: flipchart paper, markers, sticky notes)

Communicative language tasks: Ask follow-up or clarifying questions; Ask questions; Brainstorm and elicit ideas; Facilitate a group discussion; Solicit ideas/responses

Steps:

1. Assemble a group of project partners and/or stakeholders.

2. Review the innovation process stages listed in the first column of the Innovation Flowchart worksheet on the following page. Explain each of these stages, including what each stage means or looks like in the context of your project.

3. Fill out the various requirements, activities, and goal for each of the seven stages.

   - Individually. Hand each person a blank Innovation Flowchart worksheet, and ask them to fill in the worksheet. Allow sufficient time for everyone to capture their thoughts before reviewing everyone's ideas for requirements, activities, and goals for each of the seven stages. Capture the group's ideas on a large, flipchart-sized version of the worksheet.

   - As a group. Facilitate a group conversation to discuss ideas for the requirements, activities, and goals for each of the seven stages. Either fill out a large, flipchart-sized version of the worksheet, or ask individuals to write their ideas on individual sticky notes and post the sticky notes inside the flipchart.

4. Once you've initially filled out the worksheet as a group, use this overview to check where you are in the process, and whether you have thought of all the project aspects that need consideration. This check may help you to identify what project elements need special attention.

Source: DIY. 2014. Development Impact & You: Practical Tools to Trigger and & Support Social Innovation. London: Nesta.

Helpful Tips

This is a complex, strategic tool that should ideally be done over a few days, and/or referenced and revisited throughout the project. Consultations should be conducted with various project stakeholders to complete this tool, and ideally the tool should be revised after a first pass.

For the "Example Activities and Tools" column, reference this sector-specific PACA tool booklet as well as the PACA Field Guide.

Innovation Flowchart worksheet

STAGE	SPECIALIST SKILLS REQUIRED	EXAMPLE ACTIVITIES & TOOLS	RISK LEVEL AND HANDLING	FINANCE REQUIRED	KINDS OF EVIDENCE GENERATED	GOAL
1 Exploring opportunities & challenges						
2 Generating ideas						
3 Developing & testing						
4 Making the case						
5 Delivering and implementing						
6 Growing, scaling and spreading						
7 Changing systems						

RELATED RESOURCES & CONTENT

More participatory tools!
The tools in this Sector Booklet are borrowed from the following sources, which collectively contain hundreds of additional participatory tools that can be used as part of sector-specific PACA.

Building Communities from the Inside Out:

John P. Kretzmann and John L. McKnight. 1993. Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets, Evanston, IL: Institute for Policy Research.

Development Impact & You

DIY. 2014, Development Impact & You: Practical Tools to Trigger and & Support Social Innovation. London: Nesta.

The Donor Committee for Enterprise Development

www.value-chains.org

Mind Tools

www.mindtools.com

An NGO Training Guide for PCVs

Office of Overseas Programming and Training Support (OPATS). 2003. An NGO Training Guide for PCVs. No. M0070. Washington D.C.: Peace Corps.

A Volunteer's Guide to Community Entry

Office of Overseas Programming and Training Support (OPATS). 2002. A Volunteer's Guide to Community Entry. No. M0071. Washington D.C.: Peace Corps.