Social Innovation Platforms (SIP)

Listening to the Present, Designing the Future: A Guide to Deep Listening

Photo: UNDP Tajikistan
Foreword

From a global pandemic and growing inequalities to the rapid digital transformation and rising conflicts—the challenges of today have eroded democratic institutions, frayed trust and social contracts and as a consequence changed the landscape of development. For United Nations Development Programme (UNDP), governments and other development partners, this reality requires questioning our processes, becoming more agile and unleashing our creativity towards systems approaches that promote accountable, inclusive and effective governance to ensure no one is left behind.

Key in this endeavor is greater investment in people’s participation and agency to shape public policy, ensuring people are empowered to drive societal change and that the rights and voices of women, youth and marginalized groups are respected. This involves the creation of platforms and civic spaces, such as Social Innovation Platforms (SIPs), which foster new forms of collaboration between governments, people and businesses and facilitate the listening to people, learning from them and ultimately leveraging their solutions.

SIP is a UNDP initiative in collaboration with the Agirre Lehendakaria Center (ALC) to strengthen governance, inclusive participation and foster socio-economic development at the subnational level. At its heart lies a people-centered approach that utilizes ‘Deep listening’ – a tool that gives us insights into the state of things, and glimpses of what might be to come. This is crucial for the process of ‘Co-creation’ where people with diverse backgrounds come together to formulate development solutions.

The purpose of this guide on Deep Listening is to encourage development practitioners to add a community listening perspective to their programming, which can lay the groundwork for further co-creation and portfolio design. The guide is a useful resource that provides practical tips, step-by-step guidance, tools and examples on the process of Deep Listening, including systems mapping, rapid ethnographic research, sensemaking and analysis.

Drafting this guide has been a joint effort with SIP practitioners across the globe and is built on the hands-on experience from Pakistan, Indonesia, Thailand, the first three adopters of SIP. The guide was further enriched by the growing SIP work in Maldives, Lao PDR, Bangladesh, Uruguay, Mozambique and selected cities in Europe.

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The guide’s main authors are ALC team members, Stan van der Leemputte, and Yi Zhang. Also, special thanks to Apichaya O-In and Beenisch Tahir who have thoroughly reviewed this guide and provided valuable inputs and comments with UNDP Country Office perspectives.

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What is SIP?

SIP is a systems approach that leverages real-time data, human-centric design thinking, and portfolio logic to tackle complex development challenges at the subnational level and help accelerate SDG localization.

At a time of rising challenges and declining citizen trust, SIP explores innovative practices that enhance local participatory processes for community change by putting individuals and communities at the heart of solutions development. Through deep listening and sensemaking, SIP strengthens community engagement and facilitates a better understanding of local challenges and opportunities. Moreover, it fosters inclusive participation through co-creation and testing of integrated solutions, from community actions to new regulations.

The SIP approach was developed by the UNDP Bangkok Regional Hub in collaboration with the Agirre Lehendakaria Center (ALC) and has been tested and iterated in Asia-Pacific, Central Europe, South America, and Africa. SIP work is a timely practice for UNDP in line with the UNDP 2022-2025 Strategic Plan and Governance for People and Planet Programme to support integrated solutions for systemic transformations on governance.

Its core components are:

I) Systems Mapping and Deep Listening

Visualize key stakeholders, most important initiatives and existing (or lack of) connections. Unravel local community narratives and reveal in-depth needs, challenges, and opportunities.

II) Sensemaking and Co-creation

Convene a variety of stakeholders to make sense of the existing data, collaborate on co-creating and integrating solutions into portfolios for development challenges at the subnational level.

III) Portfolio design and activation

Test portfolios (including exploring new financing mechanisms) to shift from implementing standalone projects to supporting portfolios of integrated solutions.

At the core of SIP lies the ability to surface underlying dynamics around people’s beliefs, attitudes, needs, and opportunities and reframe them to understand development challenges from different perspectives. To do so, SIP leverages systems mapping and Deep Listening, a collection of (ethnographic and digital) listening tools designed to engage with people in their lived experience and discover different meta-narratives and local insights, with the potential of further engaging participants in transformative actions. Put simply, these tools can reveal people’s untold stories; stories that give insights into local communities’ key challenges, needs, and opportunities that are otherwise hidden or invisible. Complemented with quantitative data, Deep Listening can identify the most relevant leverage points for development interventions. Moreover, Deep Listening paves the way for effective co-creation and portfolio development.
How can Deep Listening help UNDP?

UNDP, governments, and development agencies around the world are increasingly moving away from old models of problem-solving and searching for new tools and approaches that are systemic and avoid the pitfalls of single-point solutions. Key in this endeavor is the understanding of the deeper social, economic, environmental, and cultural dynamics behind local development challenges. SIP’s Deep Listening facilitates this understanding by mapping stakeholders and existing initiatives, developing collective intelligence through community listening, and verifying it with communities through sensemaking. This enables development practitioners to tap into the potential of change that exists in a social system, find pertinent leverage points to solve problems, and facilitate the co-creation of portfolios of interventions that align well with peoples’ real-time needs. Earlier experimentations of Deep Listening have shown the following key benefits:

- Strengthen inter- and intra community trust.
- Build adaptive capabilities in contexts of rapid change, crises, and emergent opportunities based on community needs and aspirations.
- Create a safe space for experimentation, imagination, and inclusive action.
- Add value to other UNDP strategic processes or projects in ways that become adaptive in a continually changing context, and scalable to different levels of interventions and contexts.

How can this guide help?

For UNDP teams that aim to add a community listening perspective to their programming, this guide will provide practical step-by-step guidance on how to conduct a (rapid) systems mapping and Deep Listening process to complement existing data with qualitative community narratives, analyze the extracted data and gain additional insights. The guide offers both entry points for integrating Deep Listening to traditional UNDP project formulation as well as how it can lay the groundwork for co-creation and portfolio design. Given real-world constraints (time, finances, and human resources) SIP advocates for the adoption of a rapid Deep Listening process at the outset and/or during portfolio and project development work.
Recognizing the importance for the United Nations Development Programme (UNDP) to scale up its programming at the sub-national level through systems and portfolio approaches to respond to interconnected local development challenges [SDG integration], and test new forms of collaborations between people, governments and the private sector [Next Gen. Governance], UNDP in Asia and the Pacific embarked on experimenting a new platform approach, going beyond traditional linear projects, to address socio-economic challenges at the local level and help achieve the Sustainable Development Goals (SDGs).

Results from ‘early adopter’ countries, namely Thailand, Pakistan, and Indonesia, showed how SIP can facilitate integration and collaboration with other thematic teams, help transition from implementing projects towards supporting portfolios, and develop a range of new capabilities for UNDP, including Deep Listening and Sensemaking.

This publication is a how-to resource for UNDP staff around the world, and is designed to help further SDG localization efforts around inclusion, accountability and effectiveness through Deep Listening and Co-creation within the UN and throughout the development field.

About the United Nations Development Programme (UNDP)

UNDP is the UN’s global development network, advocating for change and connecting countries to knowledge, experience, and resources to help people build better lives. UNDP is on the ground in 177 countries and territories, supporting their own solutions to development challenges and developing national and local capacities that will help them achieve human development and the Sustainable Development Goals.

Learn more at undp.org or follow @UNDP.

About UNDP and ALC partnership

Since 2019, UNDP in Asia and the Pacific, in collaboration with the Agirre Lehendakaria Center (ALC), a social innovation center specialized in systemic transformations through portfolio approaches, has been supporting UNDP Country Offices in the Asia-Pacific region in piloting SIP to accelerate SDG localization. SIP is helping UNDP in Thailand, Indonesia, Pakistan, Lao PDR, Maldives, Uruguay, Mozambique, and Bangladesh to shift from implementing projects toward supporting integrated solutions for a wide range of complex development challenges at the subnational level including transforming local food systems, blue economy, sustainable tourism, air pollution, and inclusive policy making. UNDP is working collaboratively with ALC to support and scale Social Innovation Platforms across the globe including in Europe, Central Asia, Latin America, and Africa to help design people-centric integrated solutions that help translate the SDGs and 2030 Agenda into local reality.

Learn more online at www.undp.org/asia-pacific/social-innovation-platforms.

How to read this guide

This guide intends to assist practitioners in conducting Systems Mapping, Deep Listening and Sensemaking and provide the needed tools to do so. The guide is divided into five Modules (1) Systems Mapping, (2) Deep Listening (3) Narrative Analysis, (4) Sensemaking and Developing Personas (5) Preparation of Co-creation and Portfolio Design. If you’re just getting familiar with these terms, we suggest you go through the guide chronologically to make sure the concept is well understood before implementation. For readers who are familiar with Deep Listening, this guide can serve as a refresher.
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Matrix: knowledge management and analytical tool
Deep Listening generates rich qualitative data on local people’s perceptions, experiences and beliefs on a wide range of topics. To manage this, we use a customized matrix that functions as a useful knowledge management tool for organizing and helping to make sense of the data during the process of analysis. For each phase, whether it is Systems Mapping, Deep Listening or Sensemaking, the matrix will be utilized. That’s why for each of the guide’s modules, the role of the matrix will be illustrated.

The Matrix functions to:

- Organize, code and store Deep Listening data that come from multiple sources.
- Document key information about your stakeholders and interviewees.
- Monitor and track changes in narratives, interventions and stakeholders in the development context.
- Assign attributes to data (e.g., demographics) for analytical purposes.
- Searching data, adding interpretations and notes.

**Access the Matrix template tool here:** shorturl.at/koQX3

In this guide we will focus on the first 6 tabs of the Matrix:

(1) Engaged people, (1.1) Stakeholders, (2.1) Primary sources, (2.2) Secondary Sources, (3) Narrative analysis, (3.1) Personas, (4) Existing actions

It is standard practice within existing SIP platforms to have an online, shared version of the matrix to enable access and effective collaboration between different teams.

Photo: UNDP Indonesia
What is Systems Mapping?

Systems mapping is a process of identifying, listing, and graphically representing the key stakeholders and existing initiatives of a target area and system. A solid system map is constructed by displaying all existing initiatives and stakeholders clustered around 5 levels of intervention (see the list below) with their interlinkages highlighted. These levels of intervention aim to balance the activity of the portfolio but each intervention can generate its own strategic levels of activity and impact.

i) Community initiatives, e.g., Creation of reading awareness campaign

ii) Small and medium scale actions, e.g., Rural entrepreneurship support actions.

iii) Large-scale actions, e.g., Training center for agriculture, gastronomy, and tourism.

iv) Public services redesign, e.g., Solar energy systems installed in the city with the help of an investment fund.

v) Regulatory opportunities, e.g., New food regulations.

Why is it important?

Systems Mapping is important because through cataloging and visualizing initiatives, agents, and institutions, it provides an understanding of a system and the interlinkages between actions and actors. A system map clarifies how different existing actions respond (or not) to each other, identifies the gap between initiatives and people’s needs, and presents potential entry points for interventions. Framing the mapping into a structured portfolio will allow the innovation team to identify leverage points – places in the system where well-focused actions can produce significant and lasting impact on local communities. The mapping exercise is continuous throughout the whole implementation cycle and should be updated regularly.

How to do mapping

Mapping step by step:

1. The first step is to map all actors and initiatives of the environment you are working in and/or in relation to the thematic areas that your programme is focused on. However, if you don’t have a thematic area pre-defined, and you go into an area with fresh eyes, then the stakeholders and existing initiatives of such an area will define the prioritized thematic area for the platform.

2. Display a list of key actors and stakeholders: The composition of the stakeholders should contain a diverse range of ‘strategic actors’ considering different sectors.

3. Classify them accordingly: category, name, sector, thematic area and contact.

4. Assign all existing initiatives to five levels of intervention.

Access the tool here: shorturl.at/lmtz3

Access the tool here: shorturl.at/pzEG1
What is Sensemaking?

Sensemaking is defined as the activity that extracts insights, creates space for reflection and validation. It is a process through which people interpret and give meaning to their collective experiences. Sensemaking should take place in the different phases of the programme implementation as a way of contrasting and validating, at all times, the information obtained. It is standard practice to conduct Sensemaking during Systems Mapping, Deep Listening, and Co-creation.

5. Sensemaking session: Present, review, and validate the map with relevant stakeholders.

What is Sensemaking¹: Contrasting the systems mapping

At this stage, Sensemaking is used to verify and contrast the conducted Systems Mapping. It consists of multiple reflection sessions with key stakeholders to extract insights, verify the findings of the mapping exercise, and induce learnings. It is important because it shows where the gaps and leverage points are in the existing development context. And most importantly, it will identify the role and value of each of the stakeholders in that context.

What is its goal?

The final intent is to frame the mapping into a structured portfolio that establishes a common system for innovation activities in all sectors. Validating the mapping through Sensemaking will improve your insights, garner support and help develop a network of stakeholders for innovation activities.

- Detect gaps, overlaps, and missing data; contrast and reflect on the first mapping visualization and generate a 2nd iteration.
- Engage with potential collaborators. Quick ethnographic could be conducted as part of the listening process.

Outcome: Systems mapping visualization

The final product of this step is a visualization of the system map which represents the various initiatives and their interconnections in one single frame. The map outlines the interconnections between existing initiatives and stakeholders. It lays the groundwork for understanding people’s narratives, collective interpretation of ethnographic profiles (Personas), and developing a People Powered Portfolio.

1 To learn more about the concept of Sensemaking, please go to Module 4
A platform approach requires working with multiple actors and parties and involves different phases of implementation. These components do not necessarily have to happen in a linear fashion, but each of them has its importance and relevance. To illustrate the approach we will use, throughout this guide, a **restaurant as a metaphor**.

Imagine that your team is opening a new restaurant and wants to define its brand and design a co-created menu. To find the magic ‘recipe’, it is important to understand how the process unfolds and how, using all the key ingredients, to shape the processes to achieve the highest quality outcomes.

**Mapping exercises:**

**Explore and identify what is going on around you.** How are other local restaurants doing? What are their teams? How do they operate? What are the local ingredients we can start using? What is the best kitchen equipment?

Identify all the people and entities related (or close) to the food industry in the region. Don’t forget to research in depth, taking into consideration the diversity of actors and initiatives on the 5 levels: community, small and medium scale, large scale, public service redesign, regulatory opportunities.)
Module 2
Deep Listening
What is Deep Listening?

Deep Listening is a set of qualitative tools that, when complemented with quantitative data, can unravel a community’s narratives and reveal in-depth needs, challenges and opportunities. In addition to identifying the community’s narratives, the listening process also outlines potential ideas for dealing with these needs and opportunities. It is precisely these discoveries that connect the listening process with co-creation and prototyping. Through the Deep Listening process we identify a diverse range of narratives, which are patterns of subjective perceptions and experiences that people and communities have in their lived experiences. These narratives decisively influence what is believed to be possible or what can or cannot be achieved, and can even determine the success or failure of the socio-economic initiatives put in place for the transformation of the territory.

Why is it important?

The Deep Listening process is iterative and opens space for UNDP programming teams to engage in a deep process of community listening and ecosystem mapping, taking into account the context in which the programme is taking place.

Deep listening adds value to culture, territorial development, innovation, as well as strategic decision-making at different levels, through building understanding across differences and inviting individual and collective creativity to manifest and build social capital, which leads to greater community resilience, social cohesion, and creates conditions for positive socio-economic change.

Deep Listening provides UNDP with essential foundations for building and iterating better portfolios and programmes with the potential to:

- Strengthen inter- and intra-community trust.
- Build adaptive capabilities in contexts of rapid change, crises, and emergent opportunities, and based on community needs and aspirations.
- Create a safe space for experimentation, imagination, and better collective action.
- Add value to other UNDP strategic processes or projects in ways that become adaptive in a continually changing context, and scalable to different levels of interventions and contexts.

Connection to Governance

Increasing complex and uncertain challenges and the barriers to find effective and inclusive solutions have prompted UNDP and its partners to reflect on the future of governance and how collective public decision-making should take shape in the twenty-first century. There is a need for new ways of collaborating to find common ground and foster transformative actions. This holds particularly true for challenges that erode trust and social contracts but require trade-offs and sustainable long-term solutions.

To remain relevant, UNDP must go beyond building the capacities of governments to deliver services towards helping countries, define their vision (anticipate) and equally important, build their capacities for Anticipatory, Agile, and Adaptive Governance (AAAG). Governance is a key enabler (‘bearing structure’) in this regard and will enable sustainable and inclusive development and systemic transformations.

UNDP recognizes the key role of local governments due to their proximity to local communities. Moreover, local governments are central in the provision of basic services including water, waste management, health care and housing. As such, they have a profound impact on critical areas such as safety, rule of law, healthcare, food security and gender equality.

That’s why UNDP recently launched the ‘Governance for People and Planet’ (GPP) Programme to support countries in exploring and realizing accountable, inclusive and effective modes of governance. There are four mutually reinforcing priorities in this programme:

1. People have better access to goods and services.
2. People are empowered to drive changes.
3. Gender Equality underpins all governance systems.
4. Governance mainstreamed across all UNDP’s work.

At the sub-national level, inclusive community participation is a core element of socioeconomic progress and, in connection, the design and access to public goods and services.
Evidence shows that an open public sphere in which people have agency to shape public policy leads to reduced inequalities, inclusive and accountable decision-making, and, ultimately, better solutions.

In line with GPP, SIP contributes to governance transformation by emphasizing the link between people and local governments as a strategy for development. Its approach is rooted in listening to communities and giving voice to those who are traditionally unheard and at risk of being left behind, such as women, ethnic minorities, and displaced populations. This is an important tool for governments, policymakers and other stakeholders as it helps to gather valuable information, insights, and perspectives from community members. By actively engaging with them the local context and the challenges and opportunities faced by communities can be better understood. It also helps to ensure that people's needs, concerns and priorities are taken into account in decision-making processes and that outcomes are responsive and leave no one behind.

Moreover, SIP helps to strengthen local governance by empowering community members to participate in the decision-making process and by promoting greater transparency and accountability. When community members can voice their concerns and participate in the decision-making process, they are more likely to feel a sense of ownership and responsibility for the outcomes of those decisions. This contributes to the development of more inclusive, participatory, and accountable governance systems at the local level.

Furthermore, SIP utilizes community listening to enable new forms of collaboration between people, governments and private sector to co-design solutions and inform policymaking at the subnational level.

| Qualitative Research Methods: Selecting the right tool for the job |
|---|---|---|
| **Data collection method** | **What it contains of:** | **What it’s good for:** |
| **Participant observation** | - Direct observation of and participation in a social setting over a period of time. | - Practicing (“what people are doing”), | - Discerning “what happened” and how did events unfold? |
| | - Documentation of observations. | - Interaction in situ (how art-based dynamism) | - Sensing, interpreting, “a cultural logic”, explorations and processes (“how and why people think they do things”). |
| | - Structured interviews = conversation with interview guide at protocol. | - Probe and follow-up questions | - “Who, why, what, how” (Garcia). |
| **Focus Group Interviews** | - Group interviews = take advantage of and manage different perspectives. | - Transcriptions of audio recordings, | - All the features of information place. |
| | | - Settings and debriefing notes | - Significant logistical planning. |
| | | | - Added frankness of interpersonal dynamics. |

3 To see the definition go to Module V.

Agirre Lehendakaria Center. Access the Observation Tool Pack here: shorturl.at/bM258

How to listen: step by step

**Essential elements of the Deep Listening**

For a Deep Listening process to be effective and inclusive, there are four important elements to be considered.

1. **Listening channels**
2. **People**
3. **Questions**
4. **Collective Interpretation session**
1. Listening channels

Listening channels are information gathering tools that can be both digital and analogue. For instance, semi-structured interviews, field observations, focus group interviews, public theaters, photography, participatory processes are commonly used listening channels among others. The qualitative data collected must be complemented by quantitative ones such as UN, UNDP, and government reports.

- **Adapting the channels**: To facilitate and integrate projects already underway and avoid possible duplications, it is important to adapt to the existing listening channels in the development context we are working in. For example: if a village or municipality already has a community listening process such as participatory assemblies, suggestion boxes or any listening mechanisms implemented by local stakeholders, you should include them in your data collection perspective.

- **Choose at least two listening channels**: Include at least two types of ethnographic listening channels mentioned above. The table below is designed to help you choose the right tool:

### Engaged People

<table>
<thead>
<tr>
<th>CODE</th>
<th>LAST NAME</th>
<th>AGE</th>
<th>GENDER</th>
<th>RELIGION</th>
<th>EDUCATION LEVEL</th>
<th>OCCUPATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>001PH_M</td>
<td>Najib</td>
<td>40</td>
<td>Female</td>
<td>Islam</td>
<td>No study</td>
<td>Agriculture</td>
</tr>
<tr>
<td>003GH_M</td>
<td>Haidar</td>
<td>28</td>
<td>Male</td>
<td>Nourbakhi</td>
<td>B.Com</td>
<td>Government Conductor</td>
</tr>
<tr>
<td>004GM_M</td>
<td>Mohamed</td>
<td>66</td>
<td>Male</td>
<td>Nourbakhi</td>
<td>No study</td>
<td>Farming, livestock</td>
</tr>
<tr>
<td>005MB_M</td>
<td>Fethi</td>
<td>32</td>
<td>Female</td>
<td>Nourbakhi</td>
<td>BA 14 Grade</td>
<td>LHV, look after the pregnant women, Farming</td>
</tr>
<tr>
<td>006AM_M</td>
<td>Abdallah</td>
<td>24</td>
<td>Male</td>
<td>Nourbakhi</td>
<td>FA 12th Grade</td>
<td>Private School teacher, Farming</td>
</tr>
<tr>
<td>007BH_M</td>
<td>Hussein</td>
<td>19</td>
<td>Male</td>
<td>Nourbakhi</td>
<td>Tenth grade</td>
<td></td>
</tr>
<tr>
<td>008RM_F</td>
<td>Fethi</td>
<td>30</td>
<td>Female</td>
<td>Nourbakhi</td>
<td>No study</td>
<td>House wife, farming</td>
</tr>
<tr>
<td>009GA_M</td>
<td>Ali</td>
<td>33</td>
<td>Male</td>
<td>Nourbakhi</td>
<td>BA 14 Grade</td>
<td>Carpenter and restaurant owner</td>
</tr>
<tr>
<td>010FB_F</td>
<td>Banak</td>
<td>36</td>
<td>Female</td>
<td>Nourbakhi</td>
<td>BA 14 Grade</td>
<td>Government teacher, Farming cool guide</td>
</tr>
<tr>
<td>011KH_M</td>
<td>missing</td>
<td>61</td>
<td>Male</td>
<td>Nourbakhi</td>
<td>BA 14 Grade</td>
<td></td>
</tr>
</tbody>
</table>

2. People

If you are choosing **semi-structured interviews** as one of the listening channels for your programme/portfolio, it’s important to talk with a wide range of people from varied representative profiles in order to draw a breadth of ideas, perceptions and perspectives. Below is a list of recommended steps to help you achieve this and keep track of your data:

- **Create the first list of potential interviewees**: An initial list of 5 to 10 people can be drawn up. These people will make suggestions for expanding the network. This is known as ‘snowball’ sampling. This list can be drawn from the stakeholder mapping conducted in the Systems Mapping and it should always have a balance of gender, age, educational levels, territories and any other important factors related to the territory.

- **Organize and manage your interview agenda.** It is recommended to organize your interview schedules on a calendar, and manage the collected information in the Matrix.

- **Manage the list of potential respondents.** The ‘engaged people’ tab in the Matrix can help you keep track of your potential interviewees, their basic information, and the status of the interview.
Deep Listening Governance and Thematic Questionnaire

Below is a list of guiding questions on governance and other thematic topics. They function as examples and aim to give you suggestions for designing interviews and surveys regarding local governance and other topics (e.g., Gender Equality & Inclusion, Youth, Environment & Climate Change and Disaster Risk Reduction & Resilience). The list is indicative only and by no means exhaustive.

**Governance Questions:**

**Inclusive participation**
- Do you feel there are enough opportunities for people’s participation in your community?
- Are you willing to participate in local community consultation and planning? (e.g., advisory groups, public forums, workshops, etc.)?
- Would you rather participate in traditional (e.g., townhalls, forums and public consultation sessions) or alternative forms (e.g., co-creation, online platforms, digital surveys) of citizen participation?

**Accountability and Responsiveness**
- Do you feel there are sufficient public mechanisms to raise your concerns and claim your rights to public authorities?
- When you request support from public authorities on specific issues do you feel your problems get addressed?

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**3. Questions**

To obtain a comprehensive understanding of the development context, the listening process is structured with multiple layers of different depths. Thus, the questions that will guide the listening process are designed to harvest information from a broad spectrum of levels and dimensions that push the understanding deeper as the listening process continues.

- **Iteration I:** If you are just starting the programme and there is no listening conducted previously, you should start with a set of questions that will help you to understand what is happening in the development context and explore the main challenges, opportunities, barriers, enablers and power relations.

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We think of the first profiles linked to this last point, it is important to start with a list of key stakeholders in Canelones. We start with a selection of initial generic profiles, which will gradually expand the sample by snowball effect, asking each one of them with whom we should talk. This avoids bias on our part and helps us to enrich the sample.

Likewise, this sample should always have a balance of gender, age, educational levels, territories and any other important factor in Canelones.

We collect information after contacting these first people, we conducted a series of quick interviews with them (10-15 minutes). These first quick conversations allow us to begin to generate the network for the process and to analyze the general narratives. Normally, in this first iteration we reaffirm elements that we already know or intuit, but a first contact is important to be able to go deeper later.

These first conversations have four main axes/questions, to generate a framework on which to deepen (FLYVBERG, 2006).

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As new, the innovation waves are smaller. Then they begin to resonate deeper and higher through the listening process. A transformation movement consists of many interconnected waves flowing in the same direction.

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Our Theory of Change

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Theory of Change, Agirre Lehendakaria Center
Are you satisfied with how your public authorities are listening to the needs of your community?

Effectiveness

• When government agencies introduce new public services in your community (e.g., new programs, regulations, etc.), do you feel they will improve your life?
• Do you feel that the domestic budget is allocated and spent effectively in a way that makes people’s life better?

Thematic Questions:

Gender Equality and Inclusion:

• What do you feel are the most pressing issues regarding the position of women and girls in your communities? What needs to change most urgently?
• Can you explain the position of women and girls in your community? And in connection to decision-making and participation?
• What do you feel should be done to better protect women’s rights?
• What do you feel are the most pressing issues facing vulnerable groups in your community (e.g., ethnic and religious communities, youths, PWDs, LGBTQ, etc.)?

Disaster Risk Reduction and Resilience:

• What do you feel are the biggest risks/disasters facing your area?
• Are disasters becoming increasingly common in your area?
• Do you feel your community is prepared for a possible next disaster?
• Does your community have a disaster response or emergency plan?

Environment and Climate:

• What kind of climate hazards have you/your community faced so far?
• What challenges do members in your community face in coping with climate change?
• How can people participate in actions of climate change adaptation?
• What group do you feel is the most vulnerable in your community as a result of climate change?

Youth:

• What do you feel are the most pressing issues regarding the position of young people in your communities?
• What are the main challenges facing young people’s participation in your community?
• What do you feel can be done in your community to better support young people?

Another example of guiding questions can be found in the below example of the first iteration of Deep Listening conducted as part of the work on SIP in the Maldives:

NAME: SURNAME: AGE: GENDER IDENTITY: RELIGIOUS BACKGROUND (if relevant): ETHNICITY (if relevant): LIVES IN: WORKS IN:

What is going on right now in the Maldives?

What are the main challenges related to work and employment in the Maldives? Do you think the unemployment rate is too high? Why? Why not? How can you feel about this? Do you think this change is possible? If yes, why? If not, what are the barriers you see and how would you overcome them?

What are the biggest opportunities that the Maldives have for transformation? Are they the same as years ago or are they new? Are they the same for everybody? What would you like to see happening in the future?

What are you doing and what have you learned from the current situation? How do you see the next phases of the Maldives if the employment situation does not change?

Reactions, contradictions, context, language…

Literal quotes

Agorre Lehendakaria Center. Access the tool here: shorturl.at/eBDPZ
Iteration II: If an initial listening process has already been conducted in your programme and the first narratives have been analyzed and validated, a second batch of information will be collected in the medium term with more in-depth interviews, with as many people as possible. With the interviews of the second iteration, we are taking a step further in the quick interviews we have already conducted and digging deep into the data. This second iteration requires the programming team to reach the hidden narratives and go beyond the information on the surface.

4. Sensemaking

Sensemaking is an essential element of the Deep Listening process because it helps us contrast the information collected in the Systems Mapping and Deep Listening. UN agencies like UNDP, governments, private sector, civil society and individuals take part in this process. While the purpose of the Sensemaking sessions that follow Systems Mapping exercise is to contrast, validate and seek leverage points for development interventions, the purpose of the Sensemaking sessions following the listening process and analysis is to contrast and validate the narratives uncovered in the listening process.

For further information please go to chapter V.

Technical aspects and basic interview process

1) Before the interview

- Begin with a brief explanation of the programme, its goals and objectives.
- Consider specific sensitivities that may affect the interviewee’s receptivity and confidence. For instance, controversies about local history, perceptions the interviewee may have about the identity of the interviewer or his or her organization, personality traits of the interviewee, gender issues, etc.
- Confidentiality and consent. You need to obtain interviewees’ consent before you can proceed to conduct the interview. It is recommended to record the interview. Explain that you would like to record the interview and take some notes and observations and obtain interviewees’ consent. Also explain that you will use the comments made by the interviewee, but will keep their names or any other personal data confidential. Reinforce that the whole process is confidential. If you want to take photos and make videos, always ask for permission to use them (if necessary, you can give them consent forms).
- Interviews can be supplemented with field notes and photographs. Take notes on key phrases, words, and themes during the interview. Write a summary account immediately afterwards; note down things that are said but not recorded: the context, impressions of the...
A restaurant as a metaphor

Talk and listen

Talk and listen to people of different profiles: who extends the license for the restaurant? Who are the potential customers? Who are the harvesters you’re going to get the food from? Who’s going to be on the cooking team?

When they are all on the map, start tracing connections between the entities. Be sure you contact them so you can listen to their perceptions and needs in greater depth. This process is a necessary condition to link the future portfolio with real time perceptions of different stakeholders and communities.

2) During the interview

- Start with basic descriptive questions: name, age, employment, place of birth, place of residence, etc.
- Continue with ice-breaker questions. For example, Can you describe a normal day in your daily routine over the past few years? How has it changed with Covid-19? Tell me more about your job and responsibilities.
- Use the tool provided in this guide to ask more specific questions (template for the first iteration or template for the in-depth interview).
- Ask for more examples to encourage interaction and collaboration.
- You can ask more sensitive questions later, when the interviewee feels more relaxed.
- Write down key phrases, words, and topics during the interview.

3) Once the interview is completed

- Final questions: Is there anything I haven’t asked you about that you would like to comment on? Do you have any further questions? Besides yourself, who else do you think we should talk to about these issues? (snowball) Do you know of any ongoing or future initiatives that you think would be interesting for us to hear about?
- Inform the interviewee of the next steps. We will analyze and process the information, and present these insights to stakeholders and community members in collective interpretation sessions.
- At the end of the interview, always thank the participant for their time and opinions.
- Make sure that the person being interviewed has a way to contact you. Also collect their contact information (e-mail, telephone, and/or address), so that they can receive information about the project or new proposals for participation.
- Write a summary account immediately afterwards; note down things that are said but not recorded such as the context, impressions of the relationship, ideas and so on.
Module 3

Narrative Analysis
Important Definitions

- **Narratives** are perceptions locals and communities have about their own lives, challenges and opportunities.
- **Perceptions** are opinions, ideas and perspectives people have about specific topics.
- **Patterns** are repeated perceptions and thoughts appearing in the scope area. Patterns are helpful when analysing narratives for social change.
- **Coding** – the analytical process in which quantitative and qualitative data is categorized. The aim is to 'translate' the data into a simpler and more visual way. In SIP, we use the Matrix as the tool for coding.
- **Personas** are ethnographic profiles that reflect unified perceptions and experiences of a certain group of people. These profiles represent the diversity of age, social origin and occupations with respect to a set of people and thus aim to show the diversity of the community.

Who should do the analysis?

The process to systematize the data collected through quantitative and qualitative listening channels should be carried out by the implementation team, predetermined at the beginning of the programme and/or portfolio planning process. The data analysis should be constantly contrasted (e.g., weekly meetings) with other internal team members, and at least once a month with stakeholders and partners involved in Sensemaking sessions.

The recommended profiles are those who combine analytical and research skills with experience in developing new initiatives around social innovation, community work, women empowerment, and inclusive participation; and are part of the participating organizations (e.g., governments at national and subnational levels, UNDP COs, etc.). It is important to integrate the work of the participating organizations into the SiP work from the beginning of the listening process.

What are narratives?

Narratives are subjective perceptions that people and communities have about their own lives. These narratives have a decisive influence on what is believed to be possible or not achievable, and can even determine the success or failure of the socio-economic initiatives implemented for territorial transformation.

Identified narratives can reshape the status quo, challenging dominant norms, values and beliefs; form a collective identity by developing a shared sense of belonging, which structures actions and meaning on the basis of a common perspective on social reality and a desired future; and thus guide action by inviting people to imagine alternative futures.

Why is it important?

Narrative analysis is important because it allows us to segment different patterns of perception of the same reality. While these patterns can be contradictory to each other, and sometimes easily discredited with reports and data, they are the underlying dynamics that affect the ecosystem. Moreover, it allows us to address complex systems and integrate a people-driven perspective into our programme or portfolio of actions.

While narratives reflect subjective perceptions, it is essential to know them and take them into account when designing and implementing initiatives because they provide insights into local reality in depth. That is why we also need to share all the information collected, and work collectively on its interpretation (Sensemaking). If we work in this way, we will be able to contribute different points of view, verify the findings and gradually build new shared narratives of what is happening.
How do we analyze the information?

In the Matrix tool, there is a specific tab designated for the analysis of the interviews, titled: ‘Primary Source’. The most important quotes from each of the conversations are stored, coded and organized here.

Extracting the main quotes

Each quote has a general code (to preserve the identity of the interviewee and to facilitate the systematization process). For instance, in the tab of the Matrix named ‘Engaged people’, add the code next each name. A main topic area and subtopic must be determined together with tags words (key words). In addition, a total of six parameters should be applied to each citation quote in order to identify patterns of thought (HATCH, J.A., 2002):

- **Similarity** (perceptions similar to others)
- **Difference** (different perceptions from others)
- **Frequency** (perceptions that are repeated)
- **Correspondence** (perceptions that happen in relation to other activities or event)
- **Sequence** (perceptions that happen in a certain order)
- **Causality** (perception that one element leads to another)

Through these parameters, we identify thought patterns and carry out the analysis of narratives considering three different layers of discourse depth:

- **Surface narrative**: These narratives are opinions expressed openly in conversations but they do not necessarily inform our actions in a coherent way. We can say one thing (“I am fully committed with human rights”) and behave differently. These are, therefore, public and superficial narratives about the situation people/community find themselves in but they are normally conditioned by the context and the interlocutors of a particular conversation. They provide valuable information but we need to dig deeper to fully understand the real perceptions that are conditioning behaviors and actions.

- **Hidden narrative**: They are connected perceptions that are normally not presented directly but are implicit in the discourse. They are beliefs about causality – why things are the way they are. They are identified by analysing textual quotations that through patterns indicate narratives hidden behind the public discourse. (e.g., repeated institutional commitment to human rights might indicate the need to reinforce certain aspects or gaps in that field.)

- **Metanarrative**: They are underlying convictions that lie beneath the core of the issue. In this guide, metanarratives are considered as assumptions/values that should be segmented and addressed in order to reach systemic transformation. Specifically, we are trying to understand if local communities believe that in the current context real change is possible and what the core elements are to generate new relationships (at the community level but also in relation with local authorities).

<table>
<thead>
<tr>
<th>THREATS TO VALIDITY</th>
<th>GENDER</th>
<th>DIFFERENTIATION</th>
<th>PASSIVE</th>
<th>ACTIVE</th>
<th>CODE</th>
<th>QUOTE</th>
<th>SIMILARITY</th>
<th>DIFFERENCE</th>
<th>FREQUENCY</th>
<th>CORRESPONDENCE</th>
<th>SOCIABILITY</th>
<th>MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic threats to validity</td>
<td>Gender</td>
<td>Higher education for girls</td>
<td>5th to 10th grade</td>
<td>11th to 12th grade</td>
<td>OGBA_56</td>
<td>“We need more money to be able to help other girls get a higher education.”</td>
<td>SIMILARITY</td>
<td>SIMILARITY</td>
<td>FREQUENCY</td>
<td>SIMILARITY</td>
<td>FREQUENCY</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>Girls</td>
<td>Girls are motivated in higher education</td>
<td>Girls</td>
<td>5th to 10th grade</td>
<td>OGBA_57</td>
<td>“Girls are more motivated to go to higher education because they have more family support.”</td>
<td>SIMILARITY</td>
<td>SIMILARITY</td>
<td>FREQUENCY</td>
<td>SIMILARITY</td>
<td>FREQUENCY</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>Girls</td>
<td>Girls are motivated in higher education</td>
<td>Girls</td>
<td>5th to 10th grade</td>
<td>OGBA_58</td>
<td>“Girls are less motivated to go to higher education, and they are not independent due to lack of resources. Girls are mostly subordinated to teachers, brothers, and other male family members. They are not considered to work at home.”</td>
<td>SIMILARITY</td>
<td>SIMILARITY</td>
<td>FREQUENCY</td>
<td>SIMILARITY</td>
<td>FREQUENCY</td>
<td></td>
</tr>
</tbody>
</table>

Example 1

a. “Transport and public management are basic things that should have been fixed by now.”

b. “The city is stuck and doesn’t move any step forward in creating innovative activities and actions”

Narrative Analysis 1 (with parameters)

If basic issues are not fixed, it is impossible for innovation to take place in the city—this is a causation. These narratives show how people perceive the city and within the analysis we see how one element leads to another.

Example 2 (explanation of 3 level-narratives iceberg)

“Something has to be done about climate, we can’t go on like this.” “I use the car for everything, for work, family…” (this can also be identified by observation) “It’s terrible for the next generation.”

Narrative Analysis 2

The visible narrative is clear: the speakers are fed up with the climate crisis. However, in another conversation they mention how much they use the car or in other listening channels we observe the number of cars that the city uses is very high – unraveling the hidden narrative that “I’m concerned about climate change but don’t commit to solving it”. To get to the metanarrative and keep enriching it, it is always important to have in-depth interviews with people, contrast narratives, and get feedback with diverse agents in Sensemaking sessions.
Case Study
SIP Gorontalo – Indonesia

Narrative Analysis

Agriculture continues to provide a livelihood for a large share of the Gorontalo's population and many interviewees mentioned that improvements in agriculture productivity and diversification towards higher-value-added commodities are likely to have a significant impact on the income of the families. Agriculture is highly labour intensive, making little use of capital investments, and even though it creates jobs for a large part of the population, it is unlikely to result in significant increases in the per capita income of agricultural workers. If there is a significant improvement in agriculture it will depend largely on increasing investment in capacity building, infrastructure and market linkage to create high added value.

“What is needed is the capacity development to enable the people process the agricultural and fisheries products to add value to local products and to get better economic gains. For instance, snacks and other types of food creations from corn.”

According to most of the farmers that we talked to, irrigation is one of the main barriers of agriculture development. Investing in irrigation will bring high returns in terms of agricultural productivity. According to the interviewees, they showed that irrigation has a significant impact on production. This is because irrigation is one of the main inputs for the production of maize, rice, etc. In provinces with higher irrigated land coverage, farmers harvest fields more intensively and the land is more productive. “More than two hundred households in this village rely on only two wells. We have to queue and even look for additional income to buy clean water from the Kwandang sub-district. This condition needs to be resolved immediately. There are only two wells, and when only four households are queuing, the water is running out and they have to wait 4-5 hours before the water comes back. We must prepare more than IDR 500 thousand per month to buy clean water, not including renting the boat for transportation costs.”
Module 4
Sensemaking and Developing Personas
What is Sensemaking?

Sensemaking is defined as an activity that extracts insights. It is a process that induces learning and creates more meaning from experience. “Sensemaking is the process by which people give meaning to their collective experiences. It has been defined as ‘the ongoing retrospective development of plausible images that rationalize what people are doing.’” (Wick, Sutcliffe, & Obstfeld, 2005).

In the SIP approach, Sensemaking can be described as the collective interpretation of the information generated by the Systems Mapping and the Deep Listening process. UNDP, public institutions, corporates and civil society organizations take part in the Sensemaking process.

Sensemaking consists of presenting the identified narratives and contrasting and verifying them with stakeholders. This will help to legitimize and validate the analysis of the collected listening data. In a Sensemaking session, the identified challenges and opportunities are presented, mainly through personas, highlighting similarities and discrepancies on the part of the attendees, as well as possible solutions.

Why is it important?

Developing new tools and capabilities to capture perceptions and understand social dynamics in greater depth, including the ability to connect local insights to collaborative design processes. To get there, local insights such as narratives, metanarratives and profiles, need to be scrutinized in public spaces for deliberation and participation.

This process, which we call Sensemaking, extracts insights, induces learnings and creates meaning from experiences. More specifically, within SIP, Sensemaking refers to complementing and legitimizing the information gathered during the Deep Listening. This helps to ensure a more complete analysis of local sentiments and the challenges and opportunities perceived by the people, communities and other stakeholders involved.

Sensemaking is conducted by repeatedly validating and socializing local insights during collective interpretation workshops. These sessions have proven to be very helpful in portfolio-design. They enable the comparison of local narratives with existing interventions and policies, which in turn can help generate new interventions and policies that address identified gaps. Moreover, Sensemaking promotes collaboration between people and institutions that oftentimes have little contact or converge in spaces for discussion and exchange.

One thing to consider is that narratives are people’s personal perceptions, which can be subjective and even false; nonetheless they decisively influence what people and communities collectively aspire and believe as the right direction of change. Hence, perceptions directly determine the success or failure of initiatives for local community development and socio-economic change. Therefore, besides validation, Sensemaking focuses on presenting different and even opposing community perceptions and sentiments to spur dialogue between people, community groups and institutions and ultimately establish common ground and understanding.

What are Personas?

Another important consideration is the way in which narratives are presented and communicated during the Sensemaking process. Traditional analytical reports can provide a thorough account, however, the outreach of such reports is often limited to a specific group of people who have the access and skills to interpret these reports. Therefore, within SIP, we use Personas (ethnographic profiles) as the main tool to 1) present the findings to the stakeholders; 2) amplify the listening process by verifying the findings with the stakeholders; and 3) further engage with the stakeholders in solution design. One key in detailing and building the Personas is to constantly adjust them to the results of the listening.

The narratives, challenges and opportunities identified in the listening process are reinterpreted and refined, mostly through these Personas, highlighting similarities and discrepancies, as well as possible solutions.

- Personas are used to represent the patterns of narratives and nuances identified during the Deep Listening process that stand out in the context of local development.
- Personas are based on the analysis of narratives and represent unified perception, behavioral and thinking patterns. They differ from traditional demographic data or quantitative analysis.
• They represent the diversity of age, social background and occupation as a **Persona set**.
• Each persona has an **underlying key idea**. *(metanarrative)*, a series of opportunities and challenges perceived and a relevant quote.

**Example of a Persona from the SIP in Gorontalo**

Example of filled Persona pattern with representative quote on the top, the metanarrative on the iceberg plus the challenges and opportunities.

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**How to get to Personas?**

**Building Personas**

• We give each of the identified patterns a face and a name to represent the narratives as a whole.
• The structure of Personas includes perceived challenges and opportunities.
• Each one should be attributed with a **key idea or metanarrative** that is repeated or exists in the territory, whether it is publicly recognized or not.
• As general criteria: a metanarrative equals to a Persona.
• Personas also include:
  1. Quotes from listening segmented in the Matrix tool, by topic, codes and subtopics.
  2. Quotes segmented by parameters.
  3. Quotes segmented by Challenge, Opportunity, Barrier or Enabler.
  4. Along with related challenges and opportunities identified during the social listening process.

**Access the templates here:** shorturl.at/fJPTY
Preparation, perform and systematization of a Sensemaking session

Proposed Agenda

1. Introductions and programme presentation (10 min)
2. Why collective sensemaking? (10 min)
3. Goals (5 min)
4. Present the Personas? (20 min)
5. Discussion:
   - What do you think?
   - Do you agree?
   - What are we missing?
   - Who else should we talk to?
6. Question & Doubts (20 min)
7. Next steps (5 min)

Preparation

Who should we invite?

The Sensemaking session is established with UNDP and other UN agencies operating in the territory as well as local stakeholders such as public institutions at different levels, civil society organizations, private sector, academia and people from the community. Additionally, people that are engaged in the listening process could also be invited to these sessions and give feedback on the personas.

Evaluate whether it is possible to hold mixed meetings or whether, for specific matters, women are more comfortable discussing certain issues in non-mixed sessions.

Where and how do we invite people?

Choose a suitable time: sessions should be held at times that allow all members of the society to attend. If it’s necessary, organize more than one session to reach as many stakeholders as possible. It is recommended to invite participants through different channels such as email, phone calls, social media, invitation letters, etc.

How long does it take the session?

90 minutes is the recommended time but it will depend on the conversation flow.

Checklist:

1. List of participants: Balance in gender, age, educational background, occupation between different sessions.
2. Audio recording.
3. Transcription of the session (at least key quotes).
4. Translation of the transcription into English.
5. Photographs.
Perform

How should the narratives identified be presented?

How to present a Persona?
Case Study
Persona from West Java SIP

Naneng, 36 years old, ex-migrant, homestay owner. *(Bear in mind that this profile is just a simplified representation of a group of people from the community with some common patterns.)*

Quote:

“It was difficult to find a job here, so I went to Saudi Arabia, Hong Kong, and Singapore. Two years for each country. After the establishment of Geo-Park (CGG) in 2013, many of the villagers rent their houses. I returned and built my own homestay.”

After the establishment of CGG park, many changes happened in the area. One of them was the arrival of returning migrants from Saudi Arabia, Hong Kong, Singapore and other countries, to their villages to build and manage their own homestays. A great number of these people are women, with no skills and no formal education, but they saw (via social media) the arrival of tourists in their village as an opportunity to open their own homestay as a source of income. However, after the restrictions caused by the COVID-19, the biggest challenge they are facing at the moment is to keep their business running as there are no visitor in the area and as a consequence the income has decreased. One constant problem encountered for the management of the business in general is the lack of technological knowledge. Most of homestay and hostel owners are old people and they do not know digital technology for marketing and levelling-up their services.

Another opportunity identified was related to the creation of small business enterprises focusing on the production of cakes and other products from seaweed led by women, to give a chance for the housewives to support and increase their family income.

Metanarrative: The Ciletuh Geo Park has given women economic empowerment even with a lack of skills.
Facilitation:

After presenting all the profiles the following questions should guide the discussion:

- What do you think? Why?
- Do you agree? Why?
- What are we missing? Why?
- Who else should we talk to? Why?

Systematization

Once the profiles have been examined and validated, the new insights and suggestions added to the analysis and the profiles should be updated (if necessary). The actions resulting from the listening and Sensemaking process must be connected with a co-creation process.

SIPs operate in practice as a tool to systematize and expand the way in which UNDP brings together a diverse set of actors with the aim of developing integrated solutions. The fundamental difference with other coordination spaces (such as those led by the United Nations representative in each country) is that the platforms place emphasis on building a joint response to a challenge for which there is no defined answer. SIPs expand the number and nature of actors with which UNDP usually relates and are the vehicles to bring new stakeholders to a co-creation process. While traditional coordination focuses on sharing information and acting together, SIPs are building an integrated response in terms of experimentation.

A restaurant as a Metaphor

Validate

How do I know the idea for my restaurant and for my food menu isn’t too unreasonable? Let the people come try your food and give you feedback.

Sessions for deliberating and validating are useful to adjust the mapping to local needs. Be sure to invite important and diverse stakeholders and do it iteratively.

This activity helps in understanding which aspects need to be improved or further explored, while promoting spaces for dialogue between people and institutions that normally do not coincide in discussion spaces. In those sessions you can use the tools shared in the annexes.
Module 5
Preparation of Co-creation and Portfolio Design
Moving from Deep Listening to Co-creation

The initial steps of Deep Listening, collective interpretation and collaborative analysis lead to finding shared values, areas of opportunity, existing barriers, which can motivate involved stakeholders to start a process of solution development through co-creation. This is an inclusive process which will lead to numerous sparks of ideas that will form the basis for co-design and prototyping.

The process is initiated with the results obtained by the analyses of the interviews and the results of the Sensemaking sessions. Therefore, these opportunities that have emerged from the listening and contrast processes must be developed and specified as shown in the graphic below:

Hence, the first step would be by ordering and grouping together ideas by thematic similarity, the Matrix that was earlier introduced is used for this purpose and can help to systematically compile themes, initial ideas and other information generated throughout the process.

The co-creation dashboard is another tool that can be used to systematically compile both the list of initial subjects and ideas and other information generated throughout the process:

What is Co-creation and how to do it?

In a co-creation effort, diverse stakeholders come together to develop new solutions and actions (or scale existing ones) that are of value to people and community and that traditionally would have emerged only from a bureaucratic, top-down process (if, indeed, those values would have emerged at all). Central to co-creation is the element of co-design, which is the act of creating with stakeholders to ensure prototypes – initial solutions that serve as testing grounds – meet the needs of people and are actually feasible at scale.

A key aspect of SIP co-designing is that prototypes are conceptualized as an interconnected portfolio. By this we mean that each prototype is in some way connected to another prototype and to the portfolio at large. For instance a prototype on local food market redesign is connected to a prototype on local sustainable agriculture as they, together with other...
prototypes, would impact the local food system. Co-design is essential in this process as it helps to establish these interconnections, address identified gaps and opportunities, ensure five levels of intervention, and assure connections to the personas.

**Strengthening understanding of challenges, needs and opportunities**

If your gathered narratives and identified local challenges and opportunities are well mapped, categorized and communicated with the stakeholders – who will be part of the co-creation process – actions resulting from the co-design process will likely be well connected to your Deep Listening process. If this is not well communicated, the co-design process will likely result in prototypes that are disconnected from the target communities and impact and transformation will not be achieved. That's why we emphasize upon the importance of connecting the co-designing work to the listening process. A good rule of thumb is that any co-designed prototype should respond to at least one of the validated personas.

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**Example of a crossed analysis in the Maldives**

The SIP approach suggests that at least 5 levels of intervention need to be operating if we want to achieve a systemic impact.

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**Connecting the listening with the Systems Mapping: identifying gaps**

From the Deep Listening process and narrative analysis, we segment the information in all its diversity of opinions and perceptions and create Personas. These Personas are validated during the collective interpretation sessions with diverse actors from the public sector, private sector, international agencies, and civil society. Cross checking the existing initiatives from the mapping exercise and the initial narrative patterns from the listening exercise allows us to identify the existing gaps in the area and start creating the people centered portfolio.

It is interesting to see how, depending on the context, some levels of intervention are significantly more covered than others.
Co-creation team dynamics

When planning a co-creation process, it’s crucial that you consider the dynamics of the local context and take into account the knowledge and skills of possible local partners and key stakeholders. Portfolio design involves shared decision making – everyone taking part has an equal level of power to make an impact. The process involves people with the relevant skills and experience to create an interconnected portfolio of tangible products or services.

Building an effective team can take time and it is essential that after you get buy-in from the wider community and key stakeholders that you build out a co-design team that has the right skills to prototype and test ideas that will emerge from the co-design sessions.\(^6\)

\(^6\) To go into more details on this, please consult the Co-creation guide.
Annex – Training proposal
Session 1: Introduction to Deep Listening and Systems Mapping

Objectives: To learn 1) core concepts of the whole process; 2) specific techniques of Systems Mapping; 3) first level of Deep Listening and how they can be implemented

Tools
1. Systems Mapping. Access the tools here: shorturl.at/IJNOQ
2. Guide for first iteration chats. Access the tools here: shorturl.at/afDEJ
3. Kumu (an online software tool) Access the tools here: https://www.kumu.io/

Agenda
Part 1: 45 mins
1. Welcome and quick introductions (10’)
2. Presentation of the agenda (10’)
3. SIP approach (15’)
4. Questions? (10’)
   • (15’ break)

Part 2: 45 mins
1. What is Systems Mapping and why does it matter? (10’)
   b. Practice: UNDP SIP Case study
2. Breakout rooms exercise 1 to decide their mapping’s focus: a topic or challenge (20’)
   Access the exercises here: shorturl.at/eij68
3. Plenary: Questions? (5’)
4. Mapping Guide & Exercise for in between sessions (10’)
   Access the exercises here: shorturl.at/nqrSX
   • (15’ break)

Part 3: 45 mins
1. What is the value of Deep Listening? (10’)
   b. Practice: UNDP SIP Case study
2. First Iteration Guide & Exercise for in between sessions (first iteration)
   Access the tools here: shorturl.at/ejopq
   a. Present exercise for in between sessions (5’)
   b. Demo: first iteration (10’)
3. Breakout rooms (doc for taking notes) to discuss what they’ve heard and see if questions arise (15’)
4. Plenary: Questions? (5’)

Session 2: Deep Listening and Sensemaking

Objectives: To 1) unravel deeper understanding of people’s lived experiences; 2) pave the way for portfolio design; 3) learn how to analyze and make sense of what is heard in listening processes.

Tools
1. For Deep Listening tools: shorturl.at/gnFQZ
2. For Sensemaking tools: shorturl.at/ivxQW
3. For tools for in between sessions: shorturl.at/fnpzN

Agenda
Part 1: 45 mins
1. Welcome and recap of Session #1 (10’)
2. How did the tool testing go?
   b. Report back in plenary and discussion (15’)
   • (15’ break)

Part 2: 45 mins
1. What is the value of Deep Listening? (10’)
2. Breakout rooms exercise 1 to decide their mapping’s focus: a topic or challenge (20’)
   Access the exercises here: shorturl.at/eij68
3. Plenary: Questions? (5’)
4. Mapping Guide & Exercise for in between sessions (10’)
   Access the exercises here: shorturl.at/nqrSX
   • (15’ break)
1. What is the value of a Deep Listening process and what listening channels can be used? (15’)
   a. Interviews
   b. Digital Listening
   c. Participant Observation
   d. Other channels (cultural interventions, theater, music, video games)
2. Breakout rooms: What channels would be appropriate for our topic or challenge? (15’)
3. Plenary: report back/questions (15’)
   • (15’ break)

**Part 3: 45 mins**

1. What is the value of Collective Sensemaking? (UNDP SIP Case Study) (15’)
   a. What patterns are we finding? (Coding and Matrix tool)
   b. Icebergs: narrative analysis
      i. Climate change example
      ii. Example UNDP SIP Case Study
   c. Personas: patterns of community lived experience
      i. Example UNDP SIP Case Study
2. Breakout rooms (doc for notes) to share learnings, benefits and challenges of the approach—mapping and listening experience, initial patterns; potential connections (ask each group to take notes for harvest) (20’)
3. Explain Iceberg and Personas tool and exercise for in-between sessions (10’)

**Access the tools here:** shorturl.at/fnpzN

4. Closing

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**Session 3: Co-creation and Portfolio Design & Management**

**Objectives:** To 1) understand Co-creation as a collective and creative ideation for portfolio design and prototyping of new responses to complex challenges; 2) share the basics of portfolio management.

**Part 1: 45 mins**

1. Welcome and recap of session #2 (10’)
2. How did the tool testing go?
   b. Report back in plenary and discussion (15’)
   • (15’ break)

**Part 2: 45 mins**

1. Breakout rooms (doc for taking notes): to share learnings, benefits and challenges of the approach—iceberg & personas experience and additional learnings; potential connections (ask each group to take notes for harvest) (20’)
2. Plenary: report back and discussion (15’)
3. Breakout rooms: for sharing, relationship deepening (15’)
   • (15’ break)

**Part 3: 45 mins**

1. What, why and tools of Co-creation and Portfolio Design & Management & Questions (30’)
2. Closing and What’s next (UNDP & ALC) (15’)

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**Access the tools here:** shorturl.at/fnpzN