***Day 1 Sticky-Note Exercise*** *(Groups indicated by color)*

***Participant responses to these questions:***

*Imagine some activity or project that overcame these mismatches. What are key elements?*

*If you could design a study to understand mismatches or incentives, how would it look?*

*Who would you like to include in the conversation or planning?*

***Preparation: Stakeholders should be consulted when planning a project.***

Collect inputs from different stakeholders before implementing an intervention

Develop in collaboration with the people who will receive the intervention

Understand different needs and expectations

Planning of project: visits with potential participants, not just project partners

Dialogue

Key elements: needs assessment, communication (e.g. of expectations), sustainability, behavior change

Include the impacted community in the design of the solution and planning

All relevant stakeholder groups are included in the planning process. Across income levels, across types of employment, across age and gender, etc.

Include the impacted community—not just those who perceive they are in charge of conveying the problem to the “problem solver”

Who to include in planning: “target communities”, “intervention” developers/designers, “intervention” implementers, funders, local entrepreneurs / businesses, local government

Involve the community—at the problem stage, the development and solution stage

Stakeholder involvement and education for system/intervention upkeep

Include: research group, grassroots beneficiaries, influencers (local)

Technology transfer, Users, Integrators/technology providers/manufacturers, Finance people, Government

***Preparation: Consider a range of academic disciplines and other expertise in consultation.***

Combine engineers and social scientists, people without degrees, and politicians all together (learned a lot from social justice project)

Different majors

Study planning should incorporate behavioral experts, social scientists and technical experts along with stakeholder reps

Market segmentation: Protection policies control imports over exports; the final consumers of the product – be included in learning and design

***Preparation: Understand what the community values and what they perceive as risks.***

Understand discount rates

What is a calculated risk?

Allow individuals to understand values and beliefs and explore “risk”

Make a value “inventory” of aspects that communities usually value. Figure out which ones are strongest before you start. (Shift in perceived value before/after?)

Assess beneficiary’s value structure—monetary, social, land-based, etc? Assess where technology falls in system?

***Preparation: Assess the need, not the place of a technology.***

Figure out needs in a community; identify best way to meet them (most robust/longest lasting); THEN figure out how to pay

Study focused on what communities want from a technology-dependent service without any assumption about what the technology is

Evidence-based support for perceived needs

Conduct focus group to understand actual needs

Study/focused on activity, what people/communities see as barrier to achieving aspirations

Demonstrate researchers’ awareness of needs, but ALSO listen

Isolate real need and distinguish from perceived need

Identify appropriate level of technology to address real need in partnership with beneficiary

Let interventions address the beneficiaries’ need (perceived or actual)

Human-centered design

Beneficiary determines need and then reaches out to organization for help determining solution with extensive participation

A solution designed and implemented by the people who need it (building own toilets, opening new school in community, community building project, community clean-up project)

Ownership: let beneficiaries take ownership of solutions; let them invest in it

Study: local community determines need with international expert’s perception of need. Determine roots of differences and recommend how to overcome.

Demonstrate value and minimize pain

Study design: combine technology from South and North

***Preparation: Acknowledge and compensate for inherently unequal information and power, especially for the community.***

Stakeholders would include range of experts and community members that “walked in each others’ shoes”

Local community, different stakeholders, program planner, residents learning from each other

Reduce information asymmetries in all dimensions

Information exchange as a way to normalize power hierarchies

Equal power. Shifting the power structure

Listen to the people on the ground and somehow make sure you are getting honest perspectives

Respect and trust

Compromise

Examine self motivations as intermediary to filter out biases and/or false presumption

The power to choose technologies lies with those who are typically most powerless

Bias-free training for interveners

Who is the team? Who coordinates? Do team members understand respective roles? What are effective routes of communication? How to change the work midstream if needed?

***Design: Determine what objectives are to be met***

Vision: A program that bases its goals on the actual values and motivations of recipients

Clear understanding of context and the desires/visions of local community members

Can a “solution set” be derived, which everyone can support even if the reasons for support may differ?

Technology is chosen to most users’ values, even if it does not meet their expectations or values

The recipients’ values are actually held above the values of donors.

***Design: Allow iteration during the project period***

Allow iterative learning re: needs

Changing project and resources to something needed more/the right intervention (after Ebola)

Have women farmers involved at each village and have them test and provide feedback to research institute

Implementers adjust their goals to meet changing recipient values

Iterative process – learn and adjust as the project proceeds

**Communication/Iterative discussion with all stakeholders**

People from different backgrounds

Research and education

***Design: Consider integration of objectives***

Integrated solutions that bundle technologies

Consider multiple outcomes: health, climate, environment, human welfare, happiness

Focus on overall well-being as defined by group and design tech solutions

 **(Proper) evaluation**

Conduct implementation, evaluation and collect ongoing feedback throughout the program

Focus on both process and outcomes, considering different aspects of qualitative and quantitative outcomes

Allow feedback on decisions (more rapid)

Change the metric from # of people reached. New one = something real. Compare apparent quality of program.

Realistic assessment of the impact of the “intervention” as “perfectly” applied

Are these the desired endpoints?

***Post-Project: Reflection (on project done and other projects)***

Create communication channel to better understand and deliver the intervention

Treat failure as a learning experience

Gathering data on others’ intervention and their mismatches

Defining the most common mismatches and categorizing them by density

Learning from failure and adaptive management

***Post-Project: Accountability***

Include local community members on the ground and unbiased third party, to look at what might not have worked correctly

More accountability of NGOs and past projects (outside evaluator with no incentives or biases to study past projects)

***Components of study design***

Do a field experiment with 20 villages in and 20 out to test suitability and use

Long time frame

Work over long time horizon (5-10 years)

Multidimensional project that includes research and interventions

***Examples offered***

Case of Orange Flesh Sweet Potato in Sierra Leone

Mt. [*couldn’t read*] Project, forest co-management, resisted by foresters/communities

**Advice??**

Work within existing systems and structures – grassroots/governments

Determine a robust “intervention” system to overcome mismatch. Interaction systems: government programs, business development, [*something*] and involvement

One group made a six-step process. Most of these align with the other categories

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| 1 | Expectations – Cases and ControlsEvaluation Plan for Process and for OutcomeModel of financial sustainability (independent of implementing organization) e.g. government program, business model |
| 2 | Elements of project: coordinate diverging utilities/preferences of interveners and hosts. Define an acceptable combined preference orderingHold community meetings- ask people to describe their current cooking or water experiences – what do they feel they lack? What do they want?Priorities assessment (but may identify unknown need for education)Problem definition with community rather than for communityExperts – putting their ideas as the end goal – Embed in yourself in community to understand details of daily life – what end users neededElements of studies: identify social utilities/desires of hosts. Which social utilities are indefensible (deal-breakers) |
| 3 | Appropriate skills and stakeholdersInterdisciplinary teamsSetting realistic expectations on all sides (interveners, host community, etc)Open-ended planning/design process that focuses on constraints, objectives, and values rather than the selected alternative |
| 4 | Stakeholder incentives and motivationsAttention to all stakeholder groupsPlanning group – Stakeholders, hosts, intervening agents, donors/funders, interpretersUnderstanding of power/status system and role of that technologyStakeholders: investors, technology developers, users, household decisionmaker, [can’tread]All stakeholders esp those not often included in conversationMap incentives of all relevant actors through mix of methods |
| 5 | Implement program and have “treatment” and “control group”Ability to shift midstreamConsider opportunities for the intervention to be designed as an investment, not just aid-drivenGuaranteed long-term participation, data collection, and results discussion (to accomplish an experiential understanding of impact on health)Planning design of interventionPilot project that’s more costly/longer term, but may be more sustainable Vary “technical quality” of intervention to isolate if/how it mattersComprehensive “intervention” (include solution to all possible sources of a problem to better line up perception of health benefit)  |
| 6 | Collect data to see how/if incentives matteredConstantly using real-time data analysis to adaptFinance people to ensure financial sustainabilityEvaluation designDevelop hypotheses about their likely actionsData collection and analysis (continuous) adaptationFinancial and governance sustainabilityReal-time data analysis and the ability to alter project activitiesContinuous stakeholder engagement from problem definition through implementation |