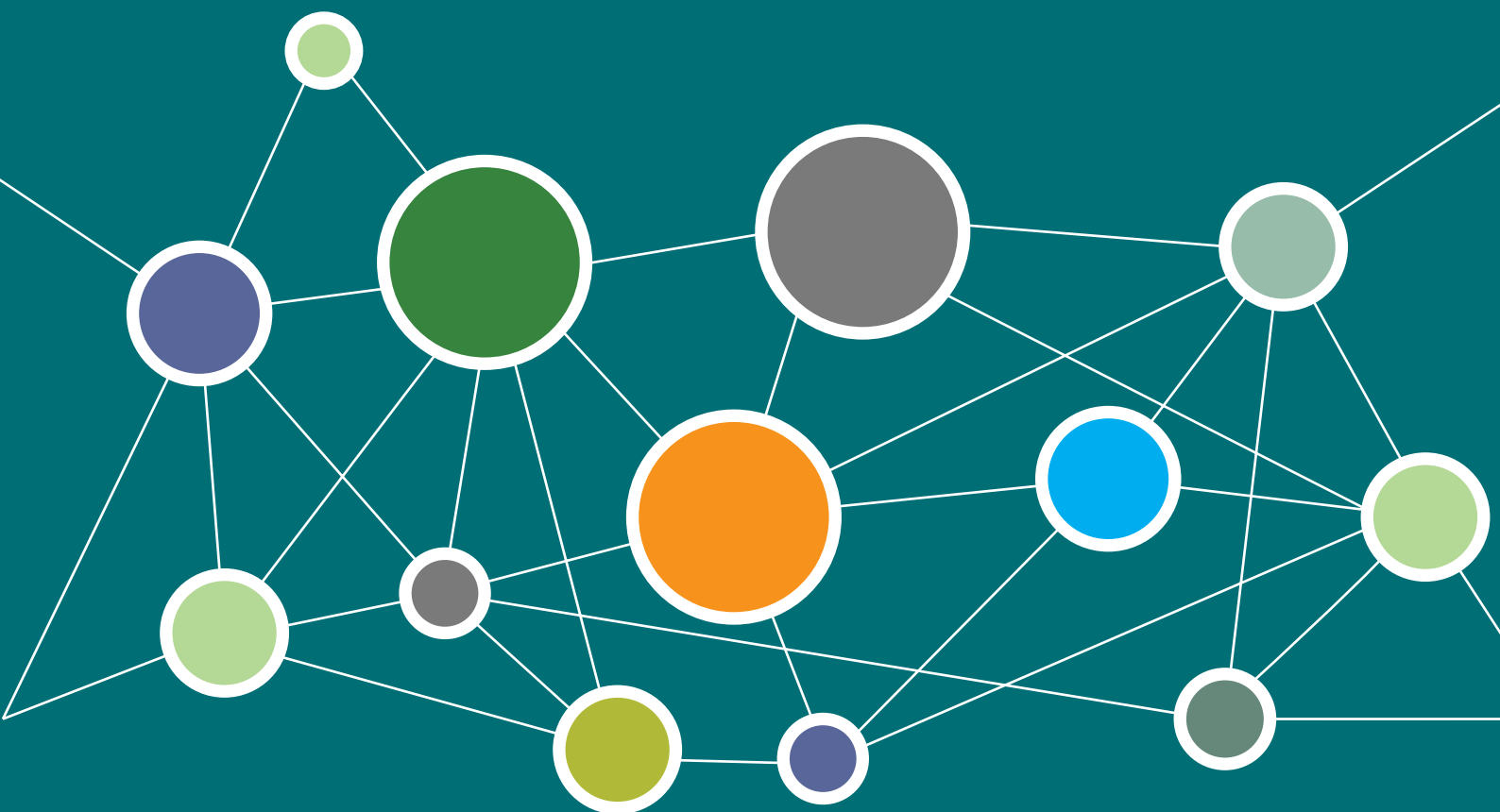


TOOLKIT

COMMUNITY

LABS

A PRODUCT OF THE  
SEQOTA DECLARATION  
2019



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A PRODUCT OF THE SEQOTA DECLARATION

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THE REAL VOYAGE OF  
DISCOVERY CONSISTS  
NOT IN SEEKING NEW  
LANDSCAPES, BUT IN  
HAVING **NEW EYES.**

MARCEL PROUST

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**01**

# **THINKING & WORKING DIFFERENTLY**

**A GUIDE FOR LAUNCHING COMMUNITY LABS  
2019**

# INTRODUCTION

---

## What is the purpose of this guide?

This guide is designed to provide a step-by-step process in shifting mindset and attitudes toward creative, innovative thinking. This guide is primarily intended for use in the Community Lab Masterclass, but should also be used to inform the ongoing activities of the Lab (e.g. Open Days, Learning Journeys, 'Innovate' activities).

This guide offers frameworks and models to support innovation, empathy-building (especially for use during the Learning Journey), and how to test new ideas. All of the content in this guide is intended to support the PDU as they continue guiding the operations of the Community Labs.

This guide covers the following topics, which are all key to the success of the Community Labs: empathy-building, problem definition, brainstorming ideas, and testing ideas.

Given the Seqota Declaration is committed to scaling the Community Lab model into 40 woredas, the aim of this document is to guide to the Program Delivery Units on how to establish a Community Lab. More broadly, however, we expect that this guide can be useful to any country nutrition programme committed to improving the collaboration and coordination of various stakeholders at the national and sub-national level with full engagement and ownership of the community.

It is critical to the Ethiopian model that the launch of a Community Lab be led by the government stakeholders responsible for nutrition and nutrition-sensitive programming. These actors will be the advocates for this model, reinforcing its purpose and vision and assuring quality in the Lab's work.

This is part one of a three-part Community Lab Toolkit.





# SEQOTA DECLARATION

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## Why is innovation important to the Seqota Declaration?

The Seqota Declaration is a high-level commitment unveiled by the Government of Ethiopia in July 2015 to end child undernutrition by 2030. Recognizing the role of nutrition in propelling sustainable development, Seqota Declaration builds on and supports the implementation of the National Nutrition Program (NNP II). Informed by a conceptual framework built around three pathways of change, the 15-year Seqota Declaration roadmap focuses on delivering high-impact nutrition specific, nutrition smart and infrastructure interventions across multiple sectors namely health, agriculture and natural resources, livestock and fishery, water, irrigation and electricity, education, labour and social affairs, women and children affairs, as well as environment, forest and climate change.

The Seqota Declaration Roadmap will be executed in three phases over a 15-year period involving an innovation phase (2016 – 2020) which focuses on the implementation of priority intervention packages that will be monitored and evaluated to generate learning and evidence for the expansion phase (2021 – 2025), which will reach more vulnerable woredas before a national scale-up phase (2026 – 2030) involving full-blown implementation of evidence-based multi- sectoral interventions (Figure 1). The Seqota Declaration innovation phase investment plan has ten strategic objectives and 50 strategic initiatives which will be implemented in 32 selected high stunting prevalence woredas in Amhara and Tigray National Regional States.

These are:

- Establishment of Program Delivery Unit
- Community Lab
- Data Revolution
- Agriculture Innovation and Technology Centre (AITEC Centre)
- Costed woreda based plan
- First 1000 days plus public movement

With this in mind, the Seqota Declaration is forging a new path to nurture coordination and collaboration across sectors in order to tackle childhood stunting: the Community Lab. This innovative model prioritises cross-sector collaboration; a reflection of the cross-sector implications of stunting. The Community Lab enables various stakeholders to build a deeper and more empathetic understanding with the community (kebele), identifying key challenges, co-creating solutions and testing those solutions to perfect them for implementation. Additionally, these Labs produce important learnings about what works and what does not, which can be transferred and contextualised to suit the needs of Community Labs in other woredas. The Community Lab model equips various stakeholders to plan nutrition-sensitive actions without duplication and with an eye toward more effective, coordinated implementation.

In short, this document is a step-by-step guide demonstrating how this kind of coordination, learning, and implementation through the Community Lab should take place.

# WHY IS INNOVATION USEFUL?

## Innovation is

1. A mindset
2. A collaborative, creative approach to problem-solving
3. A process

## Invention vs. Innovation

Invention is the creation of a new idea. Innovation is the application of an idea to create value for someone.



In 1983 Apple phone was an invention that was new version of a landline phone.

Did not create additional value for clients



The 2007 iPhone was an innovation that delivered something customers wanted and changed how people interacted with phones - It created new value for clients.

This required collaboration with:  
Technology companies (e.g touch sensitivity screen)  
Phone providers (mobile internet)  
Software developers (apps and games)

# WHAT IS INNOVATION?

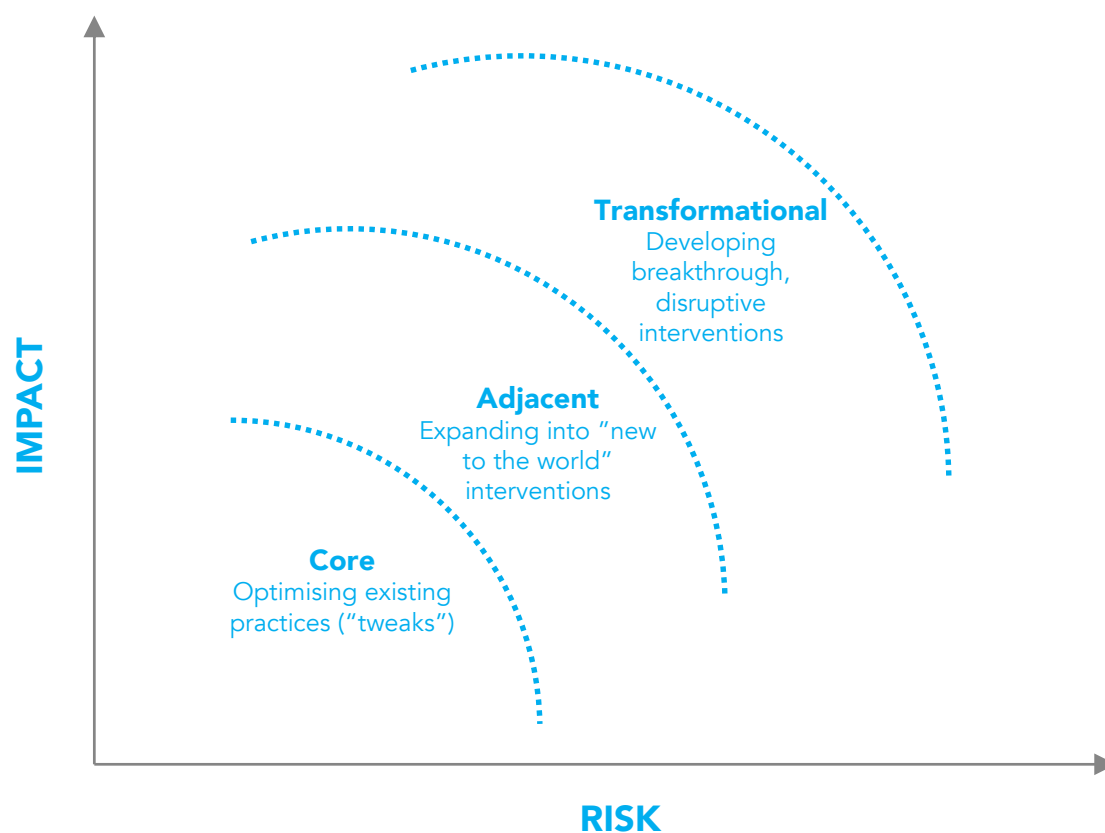
## We like to think of innovation, simply put, as useful change

An 'innovative' idea is one that builds on an opportunity in areas that may have been overlooked. The key to innovation is creativity and added value (either to the organization or to the user). Being able to solve a familiar problem in an unfamiliar way is the mark of an innovative approach.

Innovation can be radical or incremental; a total change in what is being done, or changes in how things are done. This categorisation is inspired by the well-known *Playing to Win* book on strategy and innovation in a company's core products and services.<sup>1</sup>

In the private sector, a portfolio approach to innovation is often taken. This ensures that teams take on risk and cost in a deliberate and balanced way. They test easy-to-implement and low-risk solutions with larger investments that may not work.

Community Labs can use the core principles of a portfolio approach to ensure that they are problem-solving while balancing the expenditure of their resources toward difficult challenges and simpler challenges.



<sup>1</sup> Lafley, A.G. and Martin, R.L., 2013. *Playing to win: How strategy really works*. Harvard Business Press.

# SHIFTING MINDSET

## Why should we shift our mindset and attitude?

Learning to think differently and work differently requires us to understand our own biases. Most of us have been conditioned to rely on statistics, our own expertise, and precedence to help us solve problems. What is more likely to support problem-solving, however, is deriving novel ideas after deeply understanding the root problem. Overall, we are more able to be creative when we lift the constraints of old ways of thinking and working.

Traditional Thinking	Design Thinking
Logic only	Emotion & empathy
Presume the solution	Contextualise first
Relies on precedent (i.e. what's been done before)	Unconstrained by the past
Quick to decide	Quick to explore
Right vs. Wrong	There's always a better way
Eliminates ambiguity	Invites ambiguity
Results	Meaning, value

# BUILDING EMPATHY

---

## What is empathy?

In order for the Community Labs to solve problems in their community, the first step is to deeply understand the problem – and to understand it, one must speak with the people who are closest to the problem.

Empathy is a critical skill in understanding the experience someone is going through. Empathy requires putting yourself into someone else's shoes, to see where they are coming from and to understand their thoughts and ideas. Being empathetic to what they are saying or feeling creates a connection with the person and gives you insight into what they are going through as opposed to assuming.

Developing empathy requires an understanding of the whole story - this includes the more tangible aspects, as well as the hidden aspects – motivations, perceptions and impacts.

## Principles of building empathy

- Emphasis on normal activity environment and circumstances
- Constant attention to the context of activity
- Paying attention to detail and meaning
- Empathy
- Absence of judgment
- Open dialogue and observation
- Active listening
- Enlist informants AND engage them directly

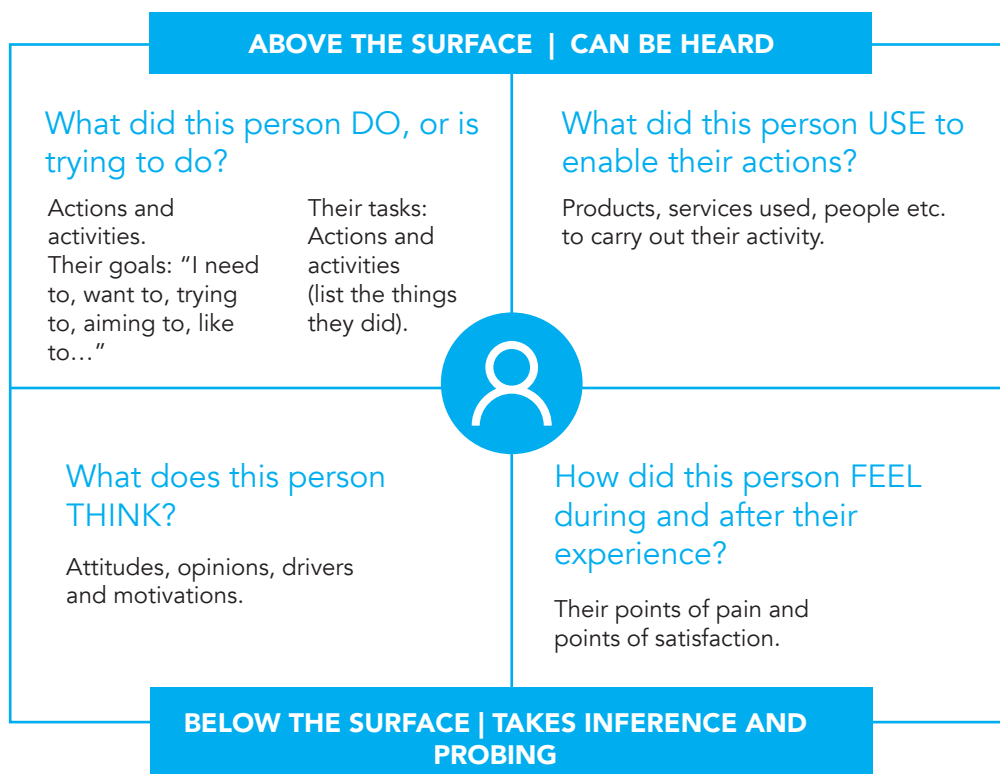
# ACTIVE LISTENING

## How do we practice empathetic, active listening?

Empathetic listening is the top level of listening. At this level we are listening to understand, and we are accessing our curiosity about people while being non-judgmental. This requires deferring your opinion, listening to the whole story, and understanding the surface and also the thoughts and feelings behind the surface.

To achieve empathetic listening we have to slow down, be patient, talk less and listen more, and repeat back what was said to ensure we don't overlook anything and to ensure the person feels heard.

**Empathetic listening requires discipline to see it through the eyes of the user, and willingness to have beginner's eyes.** You must teach yourself to treat every user interaction as though this is the first time you've ever heard this issue, even if you think you have heard it before.



# PROBLEM DEFINITION

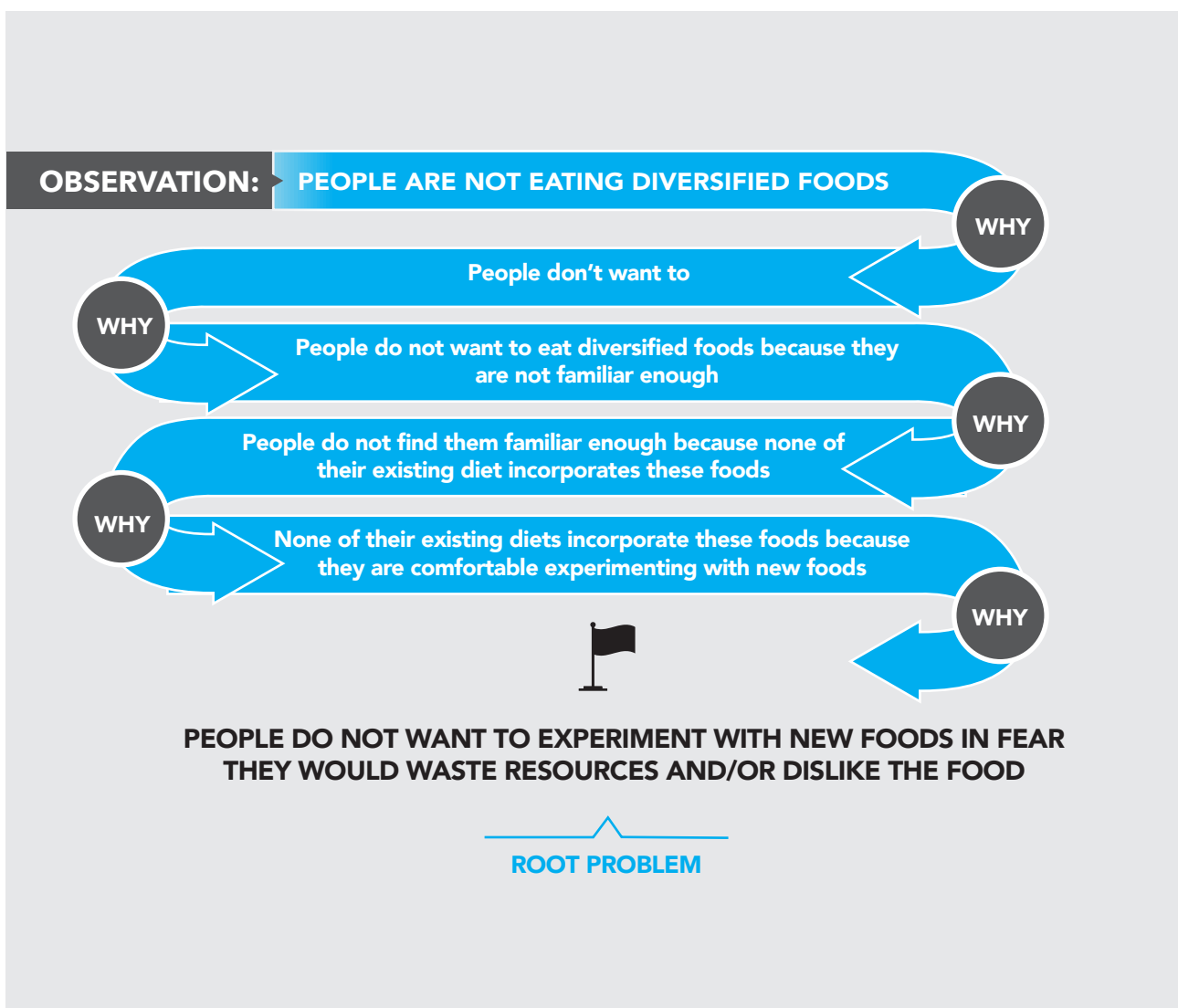
## Problem identification

It is important to be as specific about a problem as possible. Having too vague a problem is very unhelpful when it comes to ideation, it limits thinking which is the opposite of what is needed to brainstorm freely.

Sometimes our own bias or assumptions limit our exploration of a problem, when it is important to explore – even if we dismiss – the wide spectrum of factors that could be responsible.

### Example

For example, having seen and interviewed community members with a limited diet, people may come to the following, similar but very different, problems around the simple fact: people are not eating diversified foods.



# POINTS OF REFLECTION

---

## Why reflect?

Reflection is an important time to really explore root problems and consolidate what has been observed, perceived and understood. In the Community Lab model, this is vital as it is a crucial step: taking important learnings and translating them into actionable ideas.

Actively reflecting, particularly in groups, can also further clarify, validate or invalidate some of the learnings an individual may have gathered. It's a way to ensure that people are 'working through' their own bias and the (often emotive) feedback they've received from users.

## How do we reflect in the Community Lab?

Key points of reflection in the Community Lab include:

### **The Learning Journey**

The Learning Journey is a chance to identify problems and opportunities on the ground. After each Learning Journey, time is set aside for the Community Lab to reflect on what they observed in the different sites they visited. This reflection is really important as it is also the point at which Lab members decide if their current priority plan is still appropriate or if it requires revision.

---

### **Open Day**

Open Days are a time to review Community Lab progress and celebrate successes. Similarly to the Learning Journey, the Open Day requires reflection directly after. In this case, the reflection is more likely to focus on how to capitalize on successes shared and how to mitigate challenges moving forward. Again, this reflection will heavily influence how the Lab chooses to change its existing plan of action to better suit emerging needs and challenges.

---

### **Ongoing & Everyday**

Community Lab members are expected to embody the principles of the Lab; this includes being open and reflecting on their own experiences, their observations in their day-to-day lives and their experience of working with one another. This vulnerability and feedback sharing will allow the Lab to improve its internal dynamics and remain as effective as possible.



# REFLECTION ACTIVITIES

---



## ACTIVITY

### Standing in the Shoes of Another Activity

This is an activity to better understand how different people with different priorities may respond to a challenge or idea.

#### Select shoes

Think about who and what is relevant to the observation you are exploring. Try to think about those who are relevant in two ways: those that are close to the problem (experiencing it first-hand), and those that are far from the problem. Here are some examples:

- *Mother*
- *Father*
- *Sibling Teacher*
- *Priest or religious leader Health worker*
- *Minister of Health*
- *WASH sector lead*
- *Agricultural lead*

Draw a set of foot prints on a piece of paper and label with one of the above, or your own examples. Make several relevant 'shoes' and place them on the ground.

#### **Stand and rotate: 'Do-Use-Say-Feel'**

Invite people to step onto different 'shoes' and close their eyes. Quietly imagine what that individual might look like, what they might have done that morning, how they might feel. Based on the issue you are currently reflecting on, share what this individual may think. What might they be doing, or desiring to do? What objects or tools would they use? Share with the group what you think this individual would say, if they were here to discuss the issue at hand.

# WALLET ACTIVITY

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GUIDE & TEMPLATES

# DESIGN A WALLET

**Objective:** Provides a very quick overview of the entire design process

**What is it:** Originating from the Stanford School, the Wallet Project is very quick overview of the entire design process.

## Why we do it:

- Fast-paced
- Experiential
- Project-based
- Biased towards action (more doing, less talking about doing)

**The Wallet Project is very quick overview of the entire design process.**

## In one hour we ask teams to:

- Sketch their ideal wallet
- Interview their partner to gain insights about his/her wallet use
- Define a point of view based on the insights they found
- Sketch some new alternatives based on the point of view
- Test these new ideas with their partner to gather feedback
- Act on the feedback and build a wallet in the form of a physical prototype (model)

## Instructions

- **Step 1:** Design the ideal wallet, individually. Do this individually.
- **Step 2:** In pairs, create a PERSONA for your design task. Interview and gather basic information about your partner (the user).
- **Step 3:** FRAME the design task. Discuss the design challenge to get a deeper understanding of the needs of your partner (the user).
- **Step 4:** IDEATE alternative solutions. Sketch 3 radical designs...
- **Step 5:** ITERATE based on feedback. Reflect and converge on a single optimal design.

**Duration:** 1 hour

**Group Size:** work in pairs

Materials you will need:  
printout of the templates

## Debrief activity - 10 minutes

- Participants get the feel of a design approach, gain some shared vocabulary, and get a taste of each design "mode" (empathize, define, ideate, build innovation, test).
- Participants can see the value of engaging with real people to help them ground their design decisions, that low-resolutions models are useful to learn from (take an iterative approach),
- Participants get a feel of Bias toward action (you can make a lot of progress in a little bit of time if you start Doing).



## You can also refer to:

[https://dschool-old.stanford.edu/groups/designresources/wiki/4dbb2/the\\_wallet\\_project.html](https://dschool-old.stanford.edu/groups/designresources/wiki/4dbb2/the_wallet_project.html)

# FRAME the design challenge.



10 mins

What problem are you trying to solve?  
How will you approach it in your interview?

## Suggested interview questions:

- How do you use the wallet?
- Describe your experience when you
- Why do you need the wallet?
- What do you use it for?
- Why is it important to you?
- What if you didn't have it?
- When do you use it?

## Look for problems/opportunity statements:

"I wish I could....."  
"If only I could..."  
"I can't do...."

Record the **INSIGHTS** you learned from your users.



10 mins

Do this individually

Write here...

# Create a **PERSONA** for your user.



5 mins

Interview and gather basic information about the user

Name:

Age:

I like.....

My favourite wallet would be ...

I dislike....

If I didn't have it, I would....

With your insights in mind, design the **IDEAL** wallet for your user.



10 mins

Do this individually

Sketch your idea here...

# IDEATE alternative solutions



10 mins

Sketch 3 radical ideas for the final solution...

1

2

3



# INNOVATE BY TESTING one solution



10 mins

Build the design you want to test...

m

# ITERATE based on feedback



10 mins

Reflect and converge on a single optimal design.

A large, empty rounded rectangle with a light gray border, intended for participants to write their reflections or notes during the activity.



**02**

# **LAUNCHING A COMMUNITY LAB**

**A GUIDE FOR COMMUNITY LABS  
2019**

# INTRODUCTION

---

## What is the purpose of this guide?

This guide is designed to provide a step-by-step process in the establishment of the Community Lab.

It offers detailed guidance on the different components of the Community Lab Methodology, a breakdown of relevant roles and responsibilities as well as process mapping around how to implement and innovate within the Lab.

This is part two of a three-part Community Lab Toolkit.



# WHY A COMMUNITY LAB?

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## What is the purpose of this guide?

The Launch of a Community Lab celebrates a new approach to multi-sectoral coordination and problem-solving at a local level. As a hallmark innovation of the Seqota Declaration, the Community Lab recognises that communities are where the heavy burden of malnutrition is felt most severely, and it's because of this that they are best positioned to address the complexity of this challenge.

In this Launch week, we will introduce the Seqota Declaration as the driving vision for the Community Lab. We will introduce the Lab model, its processes, its methodology, etc. and immediately put that theory into practice by embarking on an in-situ learning experience with the community. We will then translate those learnings into clear, actionable plans that will drive the activities of the Lab for the next quarter.



### **A Community Lab**

is a multi-stakeholder platform that brings different people together to develop a common understanding of a problem and work together to innovate solutions.

# PRE-LAUNCH

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## What value does this model bring to Seqota?

The Community Lab approach has been tested in India and Namibia and found to be successful, based on the technical support and research of design firm Synergos. In this regard, the Seqota Declaration Program Delivery Unit with technical support from ThinkPlace has developed this guiding toolkit to support Labs as they launch and throughout their operations. The aim of this guide document is to provide guidance to the Program Delivery Units on how to setup Community Labs as well as ignite the implementation of Seqota declaration plans.

This guide is designed for country nutrition programs committed in improving the collaboration and coordination of various stakeholders at the national and sub-national level with full engagement and ownership of the community. The guide covers the components of Community Lab establishment and preparations must be made before starting execution. This guide specifically provides detailed guidance for sub-national level Community Lab establishment but it can be for national level depending on the context. In the guide a new terminology is used 'Community Lab' which will be further defined in the following section.

Community Lab establishment needs to be led by the government stakeholder in charge of nutrition. Hence, this body needs to drive the entire process from the very beginning.

A distinguishing feature of the Community Lab approach, compared with other multi-sectoral platforms addressing malnutrition is an intentional change process (L-R-I Methodology) built into the strategy of the Lab. This change process happens by convening diverse stakeholders together to better understand the problem and co-create solutions tailored to the local context. This process allows for diverse perspectives and new ideas to be heard, encouraging greater shared ownership over the solutions that are ultimately tested, refined, and eventually scaled up.

# PRE-LAUNCH

## Laying the foundation

Well before the preparations for a Community Lab launch begin, there is a certain foundation that needs to be laid in order to enable the Lab to be effective. First, there's the identification and selection of Community Lab members from public, private, non governmental and civic society organisations.

In the selection process, history of the organisation, intervention area, roles in nutrition, willingness and commitment to fight stunting should be considered. Selection should be informed not only by sector and level of experience, but also by enthusiasm and motivation for problem-solving, in addition to a deep curiosity and willingness to adopt this new approach. Many of these actors will have already participated in some kind of committee, forum, or working group in which they have been asked to integrate their work or coordinate in some way. The Community Lab, however, is a different opportunity - one which asks actors to proactively collaborate, celebrate shared successes, and package learnings and solutions for scaling.

In the Ethiopian context, the Community Lab will be situated at the woreda (district) level. At the kebele level, the Community Lab's activities will be executed by a group of Community Lab Champions comprised of diverse representatives from the community. Woreda and kebele Community Labs members should be drawn from Seqota Deceleration key stakeholders, and for the sake of simplicity and ease of management, it is proposed to have not more than twenty (20) Community Lab members.

The suggested arrangement of roles and responsibilities for the woreda and kebele are indicated below. Availability and commitment is crucial, so this must be considered when selecting members to lead. Ideally, these members would be invited and briefed on the overall objectives of the Lab in advance of the launch.

Woreda Community Lab Members	
Woreda Administrator	CHAIRMAN
Head of Agriculture	D/CHAIRMAN
Head of Health Office	SECRETARY
Office Head of Livestock, Office Head of Education, Office Head of Labour and Social Affairs, Office Head of Women and Child Affairs, Office Head of Finance, Office Head of Agriculture, Office Head of Health, Office Head of WASH, Community Representatives (e.g. Opinion Leaders, Women's Group Leaders), Religious Leaders, Development Partners, Private Sector, CBOs, etc.	MEMBER
Kebele Community Lab Members	
Kebele Chair Person	CHAIRMAN
Rural Development Head	D/CHAIRMAN
Health Extension Worker	SECRETARY
WDA Representative, MDA Representative, Youth Association Leader, Religious Leader, Opinion Leaders, WASCO Representative, FTC (DAS), CBOs, Cooperatives, Private Sectors, School Principals, etc.	MEMBER

# PRE-LAUNCH

---

## Sensitisation Workshops

Prior to the Launch, if resources permit, it is worth the RPDU delivering a sensitisation workshop. This allows the RPDU to reach a large audience with a relatively small effort.

The workshop should be focused on the mission and goals of the Seqota Declaration and the drivers of stunting. This lays an appropriate foundation for later Launching the Community Labs, reconciling the diversity of the causes of stunting with the multisectoral nature of the Lab model.

In Amhara, where the zonal level exists, this could be a great way to raise awareness among zonal heads about this problem and the Labs as a potential solution pathway.



# PRE-LAUNCH

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## Defining clear responsibilities

The Community Lab is expected to lead and oversee the implementation of the annual plan developed by Community Lab members which includes sector ministries and partners plan.

The Lab will meet monthly to review the progress of the programme against set targets. Quarterly, all members will participate in either a Learning Journey or an Open Day, where they will have the opportunity to either gather new learnings and identify new problems to tackle (Learning Journey), or to exhibit solutions they have found to problems (Open Day). A Learning Journey should take place bi-annually and Open Days are a means of engaging with one another during other quarters.

The Community Lab is expected to lead and oversee the implementation of the annual plan developed by Community Lab members which includes sector ministries and partners plan. For effective implementation, the Lab needs to define clear roles and responsibilities among its members. The suggested roles and responsibilities of Woreda and Kebele Community Labs includes the following:

### At the Woreda Level :

- Identify contextual factors and problems responsible for undernutrition in the woreda.
- Define appropriate solution for the problems.
- Prepares annual plan and action plan drawn from findings of learning journey.
- Prioritize innovations and interventions to be implemented, followed-up and analyzed for their impacts and learning.
- Meets monthly to monitor and evaluate the implementation of annual plans and innovations.
- Conducts quarterly learning journey visits in selected sample Kebeles to evaluate the implementation of the action plans and understand the situation at ground level.
- Make the necessary adjustments on the annual plan whenever necessary to address the emerging opportunities and challenges.
- Identifies innovative and best and make them ready for further replication and scale-up.
- Solicits fund from donors, partners, private sector and community (in the form of community contribution both in kind and cash)
- Oversee the Community Lab budget utilization.
- Participate in Social Behavioral Change Communications.
- Manage reporting and documentation process, including giving necessary feedback

### At the Kebele Level :

- Identify contextual factors and problems responsible for under-nutrition in the Kebeles.
- Define and prioritize appropriate solution for the problems.
- Prepares annual plan and action plan drawn from findings of learning journey.
- Identify target participants (Pregnant and Lactating Women) in collaboration with Health Extension workers and kebele Labor and Social Affair workers.
- Implement prioritized interventions in collaboration with target participants.
- Meets monthly to monitor and evaluate the implementation of annual plans and innovations.
- Conducts quarterly learning journey visits to evaluate the implementation of the action plans and understand the situation at ground level.
- Make the necessary adjustments on the annual plan whenever necessary to address the emerging opportunities and challenges.
- Identifies innovative and best practices.
- Mobilize resources in the form of community contribution (both in kind and cash).
- Participate in Social Behavioral Change Communications
- Support reporting and documentation, working closely with woreda Community Lab

# THE LAUNCH

# SUGGESTED LAUNCH SCHEDULE

---

## Week 1: Launch Week

### DAY 1

Opening Speech, Intro to SD & Lab Model, Preparation for Learning Journey

### DAY 2

Opening Ceremony at Kebele Level, Learning Journey

### DAY 3

Reflection, Problem Identification & Brainstorming

### DAY 4 +

Prioritisation, Innovate/ Implement tactics & Action Planning, Scheduling & M&E Tools

## Week 2: Action Planning

Action planning, submitting work plan for approval

## Weeks 3+:Pre-approval

Resource-Light activities

## Week 2: Action Planning

Finalising work plan post approval

Review of resource-light activities

Prototyping/ Innovation Training

# DAY 1 AT A GLANCE

---

## Agenda



- Welcome & Introductions; opening speech by Woreda Administrator
- Understanding the Problem: Stunting
- Setting the Vision: Seqota Declaration
- Introducing the Community Lab
- Understanding the Community Lab Methodology
- Learning Journey Preparation

## Who's Involved



- Regional Coordinator: facilitating and leading the launch week
- Selected woreda-level Community Lab members
- Selected kebele-level Community Lab members

## Where it takes place



- At the woreda-level
- Ideally in a location that is suitable for the selected kebele members to participate

## Recommended materials



- Flipchart and markers for any explanation/teaching aid
- Notebooks, pens
- Register for participants

# DAY 1 IN DETAIL

---

## Introducing the Seqota Declaration

The Seqota Declaration is a high-level commitment unveiled by the Government of Ethiopia in July 2015 to end child undernutrition (in children under the age of 2) by 2030. Informed by a conceptual framework built around three pathways of change, the 15-year Seqota Declaration roadmap focuses on delivering high-impact nutrition specific, nutrition smart and infrastructure interventions across multiple sectors namely health, agriculture and natural resources, livestock and fishery, water, irrigation and electricity, education, labour and social affairs, women and children affairs, as well as environment, forest and climate change.

In Ethiopia, nutrition coordination exists but most of the actors involved provide coordination and leadership for planned activities that originate from various sectors and development partners. This level of coordination is best to deliver work plans and monitor performance against those plans, but it is not suited to solve complex problems that communities face each day.

## Reinforcing the principles of the Community Lab

With this in mind, the Seqota Declaration is forging a new path to nurture coordination and collaboration across sectors in order to tackle childhood stunting: the Community Lab. This innovative model prioritises cross-sector collaboration; a reflection of the cross-sector implications of stunting. The Community Lab enables various stakeholders to build a deeper and more empathetic understanding with the community (kebele), identifying key challenges, co-creating solutions and testing those solutions to perfect them for implementation. Additionally, these Labs produce important learnings about what works and what does not, which can be transferred and contextualised to suit the needs of Community Labs in other woredas. The Community Lab model equips various stakeholders to plan nutrition-sensitive actions without duplication and with an eye toward more effective, coordinated implementation.

# DAY 1 IN DETAIL

---

## Why a Community Lab?

Stunting is an abstract concept for most people, because it represents a complex problem caused by intersecting sectoral factors. Bearing this in mind, the Community Lab aims to responses to undernutrition out of the health sector to be owned and addressed by a number of sectors.

A distinguishing feature of the Community Lab model, as compared with other multisectoral platforms and programmes, is that it requires genuine collaboration to address problems that have been jointly identified by the sector representatives. Moreover, rather than addressing stunting singularly through the government, the Community Lab diversifies the perspectives in the room, inviting community elders and religious leaders into the problem- solving process.

The governance structure across Ethiopia has maintained a 'trickle-down' effect by setting up mirror working groups at each level of government (Federal, Regional, Woreda, Kebele).

Cross-sector Community Labs will be developed at woreda administration level, who will focus on coordination and innovation. Through mobilising Community Lab Champions at kebele level, the Community Lab model will maintain ongoing knowledge-sharing, transparency and meticulous tracking of interventions – both implemented and innovated.

## Primary functions of a Lab

01

Facilitate multi-sectoral coordination to reduce stunting

02

Identify key challenges to reducing stunting in their communities, and design or implement solutions to meet those challenges

# DAY **1** IN DETAIL

---

## The Community Lab Film

At this point in the Launch, we recommend screening the Community Lab film. This film was designed for several different audiences, but primarily for the Lab members themselves.



The film is aimed at building enthusiasm for the Lab itself, and to educate and train Lab members on the L-R-I methodology. We recommend showing this film at this point in the Launch, and perhaps again at the end of the Launch to have participants reflect on what they've learned and how their understanding of the methodology has improved over the course of the Launch.

We also recommend the film be shown at refresher trainings, if the Regional Coordinator determines that the Lab has lost a sense of enthusiasm or lost a clear understanding of the methodology.

# DAY 1 IN DETAIL

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## Principles for a successful Community Lab

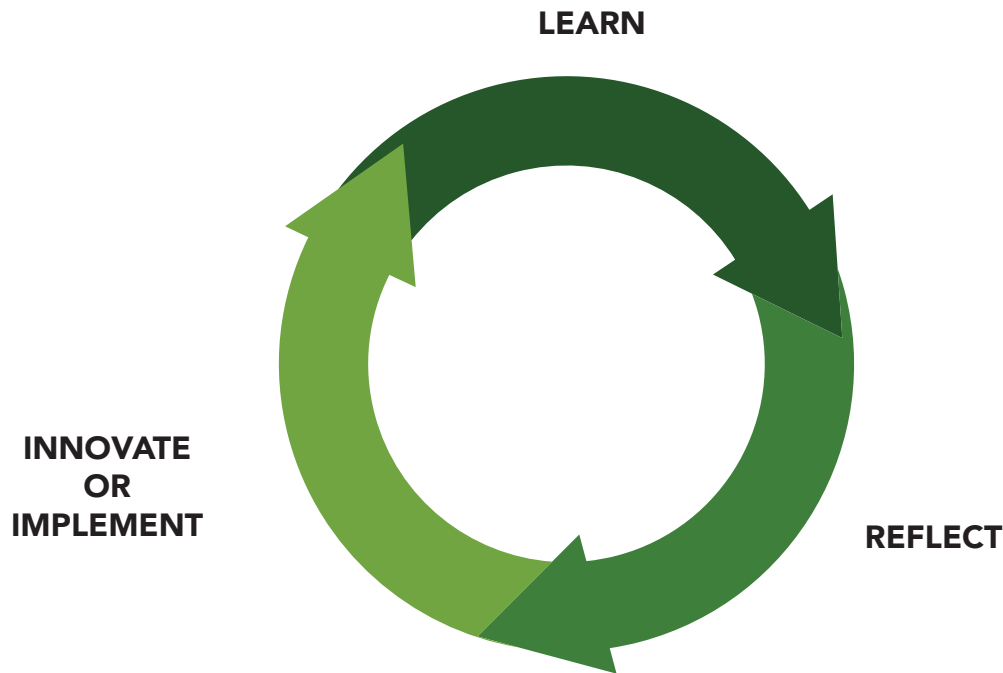
- 1 Secure Leadership**  
High-level nutrition champion(s) are needed to drive action.
- 2 Deepen Understanding**  
Do research with all stakeholders to accurately assess reality & root causes; the Lab is led by those who have deep experience, knowledge, and passion, not strictly by 'experts.'
- 3 Think multi-sector, act sector**  
The Community Lab should involve all sectors working toward the same goal, but actions should be taken sector-by-sector, as budget allocations are done by sector or line ministry.
- 4 Build and renew capabilities**  
Community Labs depend on training leaders and implementers at all levels, and refreshing them regularly to build stronger adherence and motivation.
- 5 Where appropriate, innovate**  
Wherever evidence is lacking for a solution, start with small, manageable pilot projects to improve the likelihood of successful replications; learn and scale in a measured way
- 6 Scale solutions in a measured, contextually appropriate way**  
Scaling up nutrition is possible, with consensus having been built around critical elements; where solutions have been identified through piloting or implementing, scale to new contexts.
- 7 Sustain progress**  
Achieving systems change requires much more than a few shifts in processes and organisational structure. It requires a team willing to learn, adapt, and constantly be open to change wherever it is needed.



# DAY 1 IN DETAIL

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A simple, three-part methodology is used to understand the operations of the Community Lab:



## What does a Community Lab do?

- Connecting with Local Community Members
- Leveraging the influence of leaders
- Brainstorming and testing new ideas
- Implement solutions
- Reports of progress and changes
- Showcasing success and knowledge-sharing

## What does a Community Lab look like?

- Ongoing Relationship with Communities through events and visits
- A cross-cutting group of people
- Tailored Solutions for each Community
- Failed Ideas and Lessons Learned
- Regular Meetings and written updates

# DAY **1** IN DETAIL

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## Learn

The first step in the methodology is to learn, surveying the landscape of challenges and needs – starting from the grassroots level.

The goal here is to ensure that interventions and innovations are an accurate reflection of community needs. Re-centering the team's focus on community members also acts as a 'pulse checking' activity to know if and how change is being felt.

## Reflect

Reflecting is about understanding how to best use insights that were gathered through learning. The reflection phase is critical as this is the key step that takes us from simply knowing something, to understanding it and making a real change. It is an opportunity to consolidate data and experiences, and to then pivot activity based on what we have learned.

## Implement

Implementation will rely heavily on an initial mapping of resources and opportunities for support. Once there is a clear understanding of how each intervention can fit within the existing work plan, and who is accountable, execution can begin.

## Innovate

By building on the insights gathered through Learning and the ideas developed through Reflection, the Innovation phase is a way to bridge the gap between a new idea, and evidenced solution or approach.

# DAY 1 IN DETAIL

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## When to Implement or Innovate

We implement when we know the solution and we have the means to execute it. We innovate when the known solutions are not the right fit for our context. The basic, iterative process for execution an 'innovate' idea is as follows:



### DESIGN

Develop a concept based on the key resources, partners and principles of the proposed intervention



### TEST

Build out the innovation, prepare for testing, and launch the test while tracking the intervention's performance.



### REVIEW

Review the results of your testing, and document key learnings.

Refine the intervention and prepare for implementation/scaling, as desired.



# DAY 1 IN DETAIL

## Learning Journey Preparation

Before the Community Lab members embark on their first Learning Journey, it is important the below is clear. For more detail on the Learning Journey and the approach needed, please review the **LEARNING JOURNEY GUIDE**.

### Logistics

When and where are they meeting?

Will they be in groups? How many? Who is their group leader? If vehicles have been arranged, how is this going to work?

Where will they visit?

### Approach

What is a Learning Journey and why do Community Labs take part? What is the goal of the Learning Journey?

How should we behave?

What are the key questions to ask?

There are more details on empathetic listening on the next page.

## What is the Learning Journey?

The Learning Journey is a full-day exercise wherein Community Lab participants visit key locations (e.g. households with malnourished children, households with healthy children and mothers, health facilities, schools etc.) in selected kebeles, talking to them in their homes or places of work to better understand their day-to-day experiences.

The Learning Journey is conducted on Day 2 of the Launch Week. The recommendation is for the Learning Journey to be conducted quarterly, but this will depend on the schedule of each Community Lab.

# DAY 1 IN DETAIL



## Approach

One of the most important parts of preparation is setting the tone, and managing the expectations of the Community Lab, ensuring members understand how to interact with research subjects.



## ACTIVITY

### Cleveland Hospital Video

Understanding someone's situation, decisions and motivations without judgment.

 See: [https://www.youtube.com/watch?v=cDDWvj\\_q-o8](https://www.youtube.com/watch?v=cDDWvj_q-o8)

## How do we practice empathetic, active listening?

Empathetic listening is the top level of listening. At this level we are listening to understand, and we are accessing our curiosity about people while being non-judgmental. This requires deferring your opinion, listening to the whole story, and understanding the surface and also the thoughts and feelings behind the surface.

To achieve empathetic listening we have to slow down, be patient, talk less and listen more. We can repeat back what was said to ensure we don't overlook anything and to ensure the person feels heard. Empathetic listening requires discipline to see it through the eyes of the user, and willingness to have beginner's eyes. You must teach yourself to treat every customer interaction as though this is the first time you've ever heard this issue, even if you think you have heard it before.

# DAY 2 AT A GLANCE

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## Agenda



Several groups to visit range of households and relevant sites in selected kebele. These may include households, NGO's, schools, relevant offices, health facilities, farming training centres, etc.

## Who's Involved



- Regional Coordinator: facilitating and leading the launch week
- Selected woreda-level Community Lab members
- Selected kebele-level Community Lab members

## Where it takes place



In the selected kebele that is participating in the launch, with lots of movement to different visiting sites

## Recommended materials



- Camera for taking photos
- Notebooks and pens for note-taking and quotes from subjects
- Vehicles hired to transport Lab members



## DAY 2 IN DETAIL

### What is the Learning Journey?

The Learning Journey is a full-day exercise wherein Community Lab participants visit key locations (e.g. households with malnourished children, households with healthy children and mothers, health facilities, schools etc.) in selected kebeles, talking to them in their homes or places of work to better understand their day-to-day experiences.

The Learning Journey is conducted on Day 2 of the Launch Week. The recommendation is for the Learning Journey to be conducted quarterly, but this will depend on the schedule of each Community Lab. You can see more in the [LEARNING JOURNEY GUIDE](#).

There are 3 major outputs of a Learning Journey, listed here:

01

#### Empathy

- Understand the lifestyle and challenges of the households in their community
- More relevant ideas that drive genuine change
- Building a strong emotional bond between Lab members and people in need

02

#### Monitoring

- See what impact they have been able to make, as well as first-hand feedback on innovations and interventions carried out
- Developing a baseline
- Highlighting successful and failed interventions
- Looking at not only problems, but also best practices in households whose children are well nourished

03

#### Re-Framing

- Visit households within each community can also help re- inspire members, which in turn can shed light on existing and emerging challenges
- Discover new challenges to include in quarterly plans
- See the same challenges through different perspectives, uncovering bias and facilitating fresh ideation

# DAY 3 AT A GLANCE

## Agenda



- Observations: What did the Learning Journey reveal?
- Perspectives: How can these observations be interpreted
- Problem Identification
- Opportunity Identification
- Brainstorming

## Who's Involved



- Regional Coordinator: facilitating and leading the launch week
- Selected woreda-level Community Lab members
- Selected kebele-level Community Lab members

## Where it takes place



- At the woreda-level
- Ideally in a location that is suitable for the selected kebele members to participate

## Recommended materials



- Flipchart and markers for any explanation/teaching aid
- A2 sheets of paper and markers for aggregating observations according to location
- If available, a camera to take photos of notes taken or diagrams drawn



# DAY 3 IN DETAIL

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REFLECT

## Reflection on Learning Journey

Reflecting is about understanding how to best use insights that were gathered through learning. The reflection phase is critical as this is the key step that takes us from simply knowing something, to understanding it and making a real change. It is an opportunity to consolidate data and experiences, and to then pivot activity based on what we have learned. As different people visit different sites, it is important to share what was observed with one another in each of the different sites. This can be done orally, or by asking people to note down their observations according to location.

**OBJECTIVE:** Have the participants try to come up with a list of observations.

# DAY 3 IN DETAIL



REFLECT

To further refine the observations from the Learning Journey, have the participants conduct the activity below.



## ACTIVITY

### Standing in the shoes of another...

This is an activity to better understand how different people with different priorities may respond to a challenge or idea.

#### **Select shoes**

Think about who and what is relevant to the observation you are exploring. Try to think about those who are relevant in two ways: those that are close to the problem (experiencing it first-hand), and those that are far from the problem. Here are some examples:

Mother, Father, Sibling

Teacher, Priest or religious leader Health worker, Minister of Health

WASH sector lead, Agricultural lead

Draw a set of foot prints on a piece of paper and label with one of the above, or your own examples. Make several relevant 'shoes' and place them on the ground.

#### **Stand and rotate: 'Do-Use-Say-Feel'**

Invite people to step onto different 'shoes' and close their eyes, starting with the sector heads.

Quietly imagine what that individual might look like, what they might have done that morning, how they might feel. Based on the issue you are currently reflecting on, share what this individual may think. What might they be doing, or desiring to do? What objects or tools would they use? Share with the group what you think this individual would say, if they were here to discuss the issue at hand.

# DAY 3 IN DETAIL



REFLECT

## Problem identification

It is important to be as specific about a problem as possible. Having too vague a problem is very unhelpful when it comes to ideation, it limits thinking which is the opposite of what is needed to brainstorm freely.

Sometimes our own bias or assumptions limit our exploration of a problem, when it is important to explore – even if we dismiss – the wide spectrum of factors that could be responsible.

For example, having seen and interviewed community members with a limited diet, people may come to the following, similar but very different, problems around the simple fact: people are not eating diversified foods.

“People are not eating diversified foods.”

- People do not want to eat diversified foods.
- People do not know that eating diversified foods is important.
- People do not know what diversified foods are.
- People cannot afford diversified foods.
- People do not have access to diversified foods.
- People do not care about diversified foods.

# DAY 3 IN DETAIL



REFLECT

## Finding the *root problem*

By looking at our observations and asking 'why' we can drill down to a more specific problem, opening the door to more specific solutions.

The further down the 'why' pathway (below) we go, the more our problems reflect peoples' true behavior. Our root problem can often reveal a fear, an unspoken decision, a priority, or a social norm.



# DAY 3 IN DETAIL



REFLECT

## Asking Why

For all problem definition, we suggestion utilising the “5 Whys” activity, which has been demonstrated on the previous two pages.

Once we have a clear understanding of the root problem(s), we can open them up for ideation.



## ACTIVITY

### The 5 Whys

Select a common problem you’ve found during Reflection  
**Break this down into 5 further ‘WHY’ questions.**  
**What are the differences?**

# DAY 3 IN DETAIL



## Re-framing a problem

A problem can often feel like a hard stop or an obstacle. However, by changing our perspective, knowing the problem becomes empowering – what can we do about it?

To facilitate this mindset shift, we use language. A problem goes from the negative and finite to the positive and open: an opportunity. There are always several opportunities presented by any problem.

A PROBLEM can be intimidating and feel insurmountable.



An OPPORTUNITY is something that brings about a positive change. Opportunities invite action and fresh thinking.

### **I can't often get work done because of electricity failures.**

What work can I complete in the absence of electricity? How can I structure my day to maximise power when it's available?

I often struggle to get a hold of my colleague on the phone.

What are other mediums I can contact them? When can I easily get in touch with people in person or through others? How can I know when my colleague is most available?

# DAY 3 IN DETAIL



REFLECT

## From problem to opportunity

Observe the problem here. It is specific, going beyond surface-level problems such as 'household income is low' or 'poor quality seed'. For this reason, we can think of very specific opportunities and these can range from obvious and reasonable, to wild or unlikely.

### EXAMPLE PROBLEM

Households cannot afford to buy better quality seeds for their own small farms, and therefore sell their produce for slightly lower than market rate.



### EXAMPLE OPPORTUNITIES

- How can households improve their cash flow?
- How can we improve access to better quality seed?
- Could we diversify crops to improve subsistence?
- How can households supplement their agricultural income?
- Could households collaborate with one another to
- Lower their costs?



## ACTIVITY

### Finding the opportunity

Based on the root cause problems you have listed, **list a few opportunities for each one**. How do the 'opportunities' make you feel? How are they different from the root problem?

# DAY 3 IN DETAIL



INNOVATE OR  
IMPLEMENT

## What is brainstorming?

Brainstorming is the process of coming up with and sharing new ideas. It is similar to brainstorming, but tends to accommodate more abstract thinking and challenging problems that are loosely defined. Teams have discussions and contribute ideas. It is advised for each individual to write their idea on a small piece of paper and place in clear view for the other participants. This way, participants become inspired by the increasing number of ideas and themes in front of them.

The key here is aiming for quantity over quality or feasibility, and being open to everyone's ideas— regardless of their position. There are no discussions around the quality or feasibility of an idea, there are only further suggestions.



## ACTIVITY

### Group brainstorm

Separate into groups of 10 or fewer. Ensure your list of opportunities is within view, and begin quick fire idea sharing. This can be done initially as an individual activity in silence, before opening it up and doing this aloud in a group. Try to note down each idea on a small piece of paper in full view of the team.

#### Try to adhere to the following brainstorming 'rules':

- Quantity is important
- Encourage wild ideas
- Draw your ideas!
- Don't judge ideas
- One conversation at a time
- Don't discuss too many details of any one idea; opt for breadth of ideas over depth.



# DAY 3 IN DETAIL



INNOVATE OR  
IMPLEMENT

## Brainstorming prompts

Brainstorming can occasionally be intimidating or slow down. Using prompts for discussion like the ones below can help participants keep up their momentum and ensure high-quality ideas are produced.

- 01 How would you tackle this opportunity with unlimited money?
- 02 How would a child approach this opportunity?
- 03 What if we could spend no money at all?
- 04 If you had to take a photo of your solution, what would it look like?
- 05 If it had to be completed tomorrow, what would your solution look like?
- 06 If your solution had to use one of the following channels,
  - A solution that makes use of peoples' mobile phones
  - A solution that leads to people sharing or co-owning something
  - A solution that will primarily take place at community events
  - A solution that includes a game or competitive element
  - A solution that requires people to change their norms
  - A solution that is connected to the local religion

# DAY 4 AT A GLANCE

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## Agenda



- Affinity Mapping: what patterns and trends do we see across the ideas?
- Prioritising solutions
- Using the prioritisation matrix

## Who's Involved



- Regional Coordinator: facilitating and leading the launch week
- Selected woreda-level Community Lab members
- Selected kebele-level Community Lab members

## Where it takes place



- At the woreda-level
- Ideally in a location that is suitable for the selected kebele members to participate

## Recommended materials



- Flipchart and markers
- Different coloured pens
- Sticky notes or small pieces of paper for ideation
- If available, a camera to take photos of notes taken or diagrams drawn

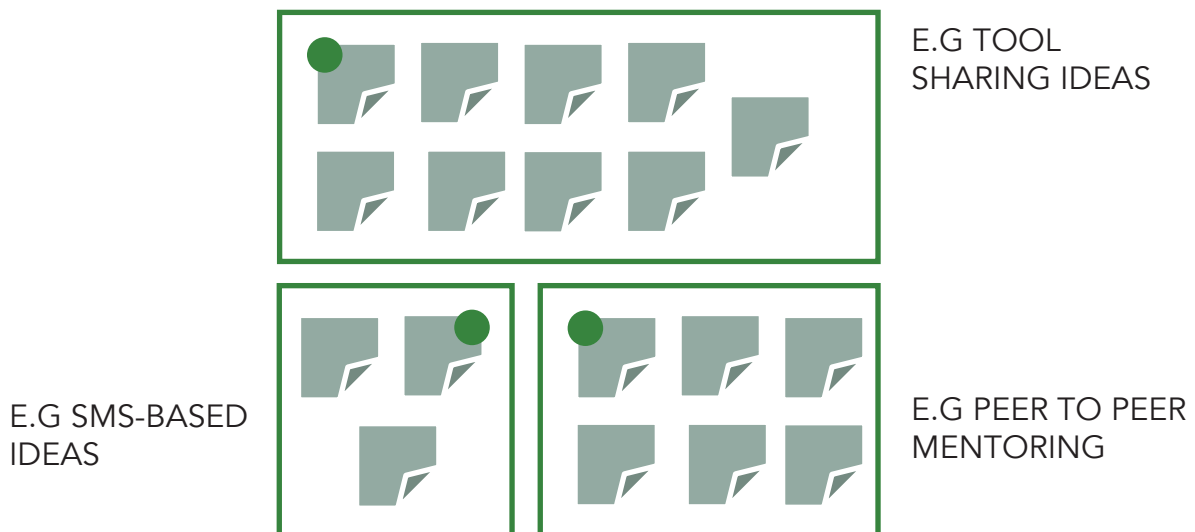
# DAY 4 IN DETAIL



INNOVATE OR  
IMPLEMENT

## Affinity Mapping: grouping ideas together

Once the ideation starts to slow down, aggregating ideas according to theme and discussing common threads and similar ideas can often lead to fresh thinking.



## ACTIVITY

### Affinity mapping

Try to begin segmenting your ideas based on whether or not they are **IMPLEMENT** (tried and tested solution) or **INNOVATE** (new, unknown solution).

Continue, one by one, placing similar ideas together and creating new groups when ideas do not fit into an existing cluster. You should now have 3-10 groups. Talk about the best elements of those clusters; try to name the clusters to help you

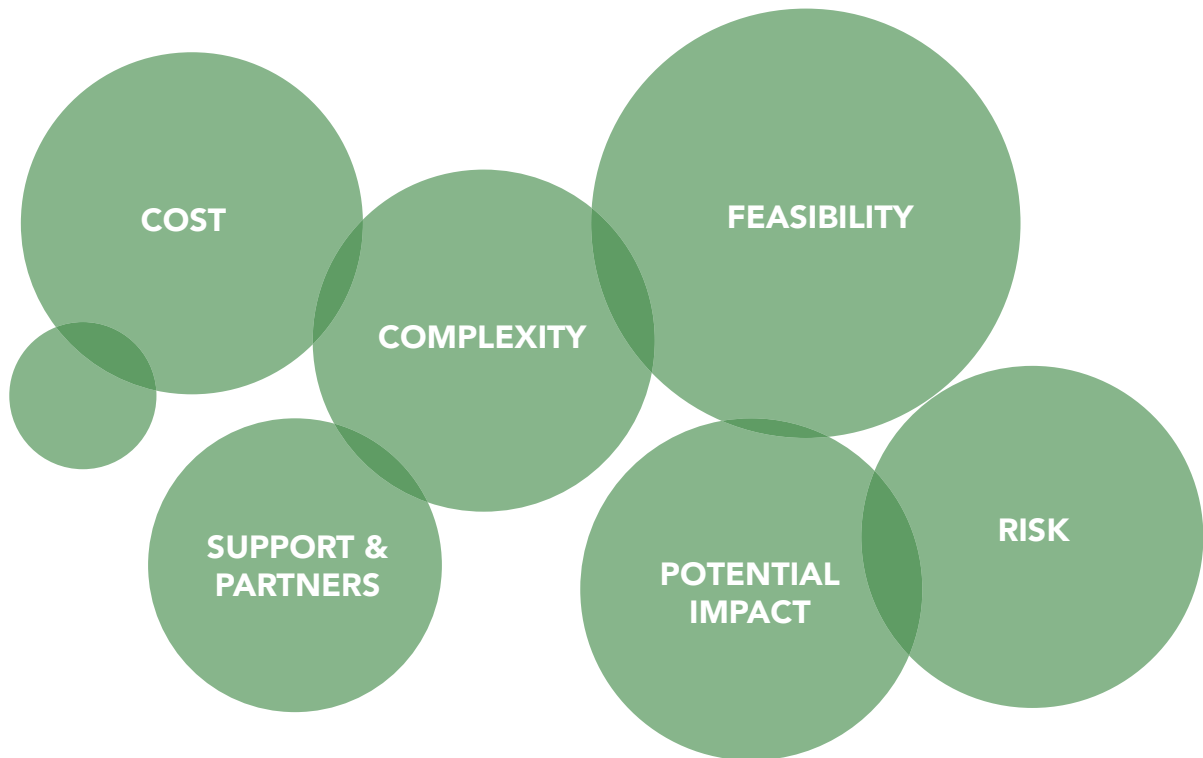
# DAY 4 AT A GLANCE



INNOVATE OR  
IMPLEMENT

## Prioritisation

Whilst every challenge is important, it's important that Community Labs focus on opportunities that they are best positioned to deal with. How can we prioritise solutions? Here are some factors that influence how we can select which solutions to undertake, and which ones should come first:



## Plotting ideas

It is not easy to gauge how feasible a brand new idea is. Equally, it is very difficult to know the cost of an intervention as soon as you come up with it. For this reason, we can approach prioritisation like an art of estimating in order to provide direction. Look at the example matrix here, where ideas have been plotted based on their relative cost and feasibility.

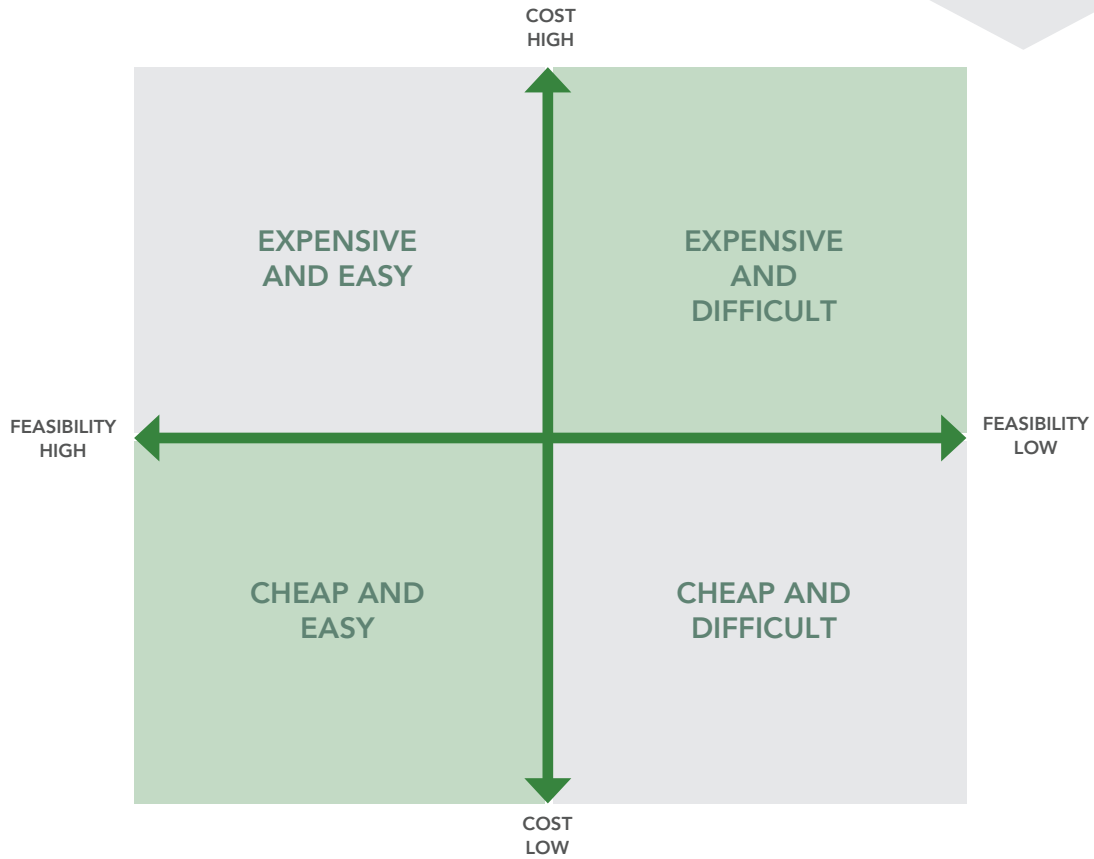
When thinking about an INNOVATE idea, the real activity is probably going to be a contained test and this also requires estimation to understand how much time and resource this may take.

# DAY 4 AT A GLANCE



INNOVATE OR IMPLEMENT

## The Matrix



## ACTIVITY

### Priority Matrix

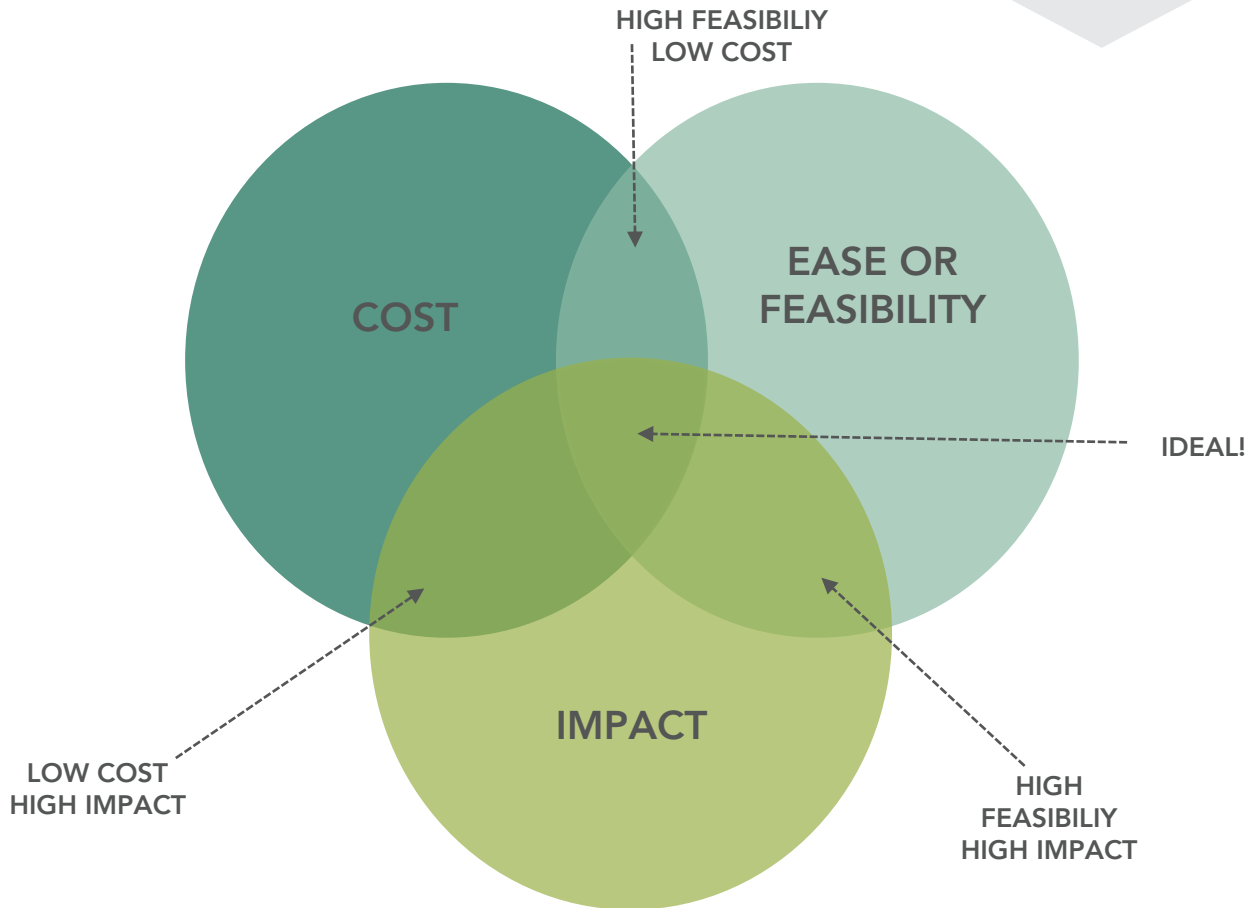
Draw a matrix using these two metrics to start and plot some of your ideas on it. **Which ideas are easier than others? Can you see ideas that you could be implementing now?**

# DAY 4 AT A GLANCE



INNOVATE OR IMPLEMENT

## Prioritising Visually



## ACTIVITY Priority Diagram

Draw a diagram using these metrics to start and plot some of your ideas on it. Place ideas based on how close they are to corresponding metrics. You may choose to draw a table instead and rank ideas as High/Low according to the metrics above first.

**Can you see ideas that you could be implementing now?**

# DAY 5 AT A GLANCE

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## Agenda



- Innovate vs. Implement : Work Planning
- Review of interventions and action planning
- Overview of the Community Lab annual plan
- Discussions of next steps

## Who's Involved



- Regional Coordinator: facilitating and leading the launch week
- Selected woreda-level Community Lab members

## Where it takes place



Near the Woreda administration

## Recommended materials



- Flipchart and markers
- Camera
- Sticky notes or small pieces of paper for ideation

# DAY 5 IN DETAIL



INNOVATE OR  
IMPLEMENT

## Innovate vs. Implement: Work Planning

We **implement** when we know the solution and we have the means to execute it.

Implementation will rely heavily on an initial mapping of resources and opportunities for support.

Once there is a clear understanding of how each intervention can fit within the existing work plan, and who is accountable, execution can begin.

1. **EXECUTE** Review stakeholders that are engaged in interventions that overlap with the proposed ideas. Review resources available, human capacity as well as funds. Identify accountable individuals. Begin execution of intervention(s).
1. **DOCUMENT PROGRESS** Track progress and changes. Note learnings.

We **innovate** when the known solutions are not the right fit for our context.

By building on the empathy gained during the Learning phase and the ideas developed through the Reflection phase, the Innovation phase is a way to begin building a case for an idea which does not yet have evidence to be scaled up. The Community Lab creates a model of the innovation, tests it in the kebele, and tracks whether or not it is successful enough to be scaled.

1. **DESIGN** Develop a concept based on the key resources, partners and principles of the proposed intervention.
2. **TEST** Build out the model to prepare for testing, and launch the test while tracking the model's performance.
3. **REVIEW** On a quarterly basis, jointly (woreda/kebele/PDU) review the results of the testing, and document key learnings. Refine the intervention and prepare for implementation/scaling, as desired.







# DAY 5 IN DETAIL



INNOVATE OR  
IMPLEMENT

## Innovate

Innovation can take many forms. In the case of the Community Labs, we are often:

-  **Innovating a process**  
Deriving a better way to do something
-  **Innovating a service**  
Making a service better suited to meet the user's needs
-  **Innovating a product**  
Ensuring a product more adequately meets the user's needs
-  **Innovating a structure**  
Deriving a better way for a group of people to create value for each other and for their community

It is not necessary to innovate in all of these areas. Instead, it is important that the proposed solution you commit to test addresses the problem in the best way.

# DAY 5 IN DETAIL



INNOVATE OR IMPLEMENT

## Innovate

Why do we innovate? This page provides details about why we test models of the potential solutions we hope to one day implement & scale.

Builds empathy with people who use and interact with a product, system or service



Empowers the people who will be impacted by the change or idea



Gives ownership to the people who will use and interact with a new intervention or service



Every person has assumptions that they inherently hold which they may or may not be aware of.



### To test our assumptions, ideas & thinking

- It identifies the areas you want to find answers to, creating models helps to find gaps in your thinking.
- To facilitate conversation by having a common reference point enables fruitful conversation.

### To test our assumptions, ideas & thinking

- Testing innovations with people allows us to gain new insights and learnings of the problem and the proposed solution.
- Prototyping enables you to build meaningful solutions together.

### To test our assumptions, ideas & thinking

- It reveals the components that work or don't work so well early before you get too far down the track and invest unnecessary time, money and resources.
- Creates a safe space for learning and therefore frees people up to make discoveries or innovate.
- The process of making something tangible helps push our thinking forward.
- Build to think, to move ideas forward and make ideas real.

### To test our assumptions, ideas & thinking

- Prototyping can help create action and move us quickly from the abstract to the tangible. It is agile and can be done at pace.
- The cost of learning is lower, it's cheaper to make mistakes at the prototyping stage than down the track once an idea is fully implemented.
- Iterating ideas can be powerful and can be cheap to do.
- Allows us to learn deeply and cheaply to ensure that solutions will create the intended impact before commitment and investment is required.

# DAY 5 IN DETAIL



INNOVATE OR  
IMPLEMENT

## Implement

The Community Lab is intended to define key problems around stunting and malnutrition, and identify solutions to those problems. Sometimes, because nutrition is a well-defined field, we have ample evidence about what the solutions to specific problems might be. In cases such as this, we implement these known solutions.

Implementing represents a process of convergence, where stakeholders in the Community Lab work with the Community Lab Champions (at kebele level) to implement a solution.

Once the Community Lab participants have had a chance to diagnose the problems in their communities (e.g. through the Learning Journey) and have identified a set of solutions that sectors already have the knowledge and resources to execute, they use the following steps to complete the implementation process.

### 1. Assign

Once there is a clear understanding of how each intervention can fit within the existing work plan, and who is accountable, execution can begin.

### 2. Execute

Carry out the proposed intervention, using the relevant reporting templates and capturing learnings wherever possible

# DAY 5 IN DETAIL



INNOVATE OR  
IMPLEMENT

## Work Planning and scheduling

The last day of the Launch Week is dedicated to gathering all the prioritised, segmented solutions and identifying those that are applicable for the annual plan.

At this point, there should be a longest of opportunities and solutions –these are segmented into Innovate and Implement solutions and ranked in terms of cost and feasibility.

In order to distill these interventions into an actionable plan, we'll do the 3 following planning steps:

### **Sector Strengths**

Which intervention(s) should be lead by which sector representatives in the Community Lab?

### **Quarterly Activity**

Split these activities into the 4 quarters of the year. Remember to consider the school year, harvest schedule, religious holidays and seasons – how these might affect when you carry out an intervention?

### **Key Steps**

In small groups per sector, try to map out clear steps for each activity. These steps may be anything from identifying target households, conducting initial surveys, gathering materials, staggered deployment, etc. These may change, but will help refine where each activity fits in the year, and how long each one may take.

Completing these processes as a Woreda Community Lab will make the completion of an annual plan much clearer, and it will better reflect the judgment and ingenuity of all the members.

By the end of the 5th day of Launch Week, the Lab members should have also scheduled their next group meetings.

# DAY 5 IN DETAIL



INNOVATE OR  
IMPLEMENT

## Reporting and Documenting Tools

Community Labs are expected to document and report their progress to maintain efficiency and accountability. They are the task force to tackle stunting at the grassroots level, so it is important to know what has been done and when to gauge progress against the overall Seqota Declaration objectives.

There are a number of templates/guides for which should be introduced to Community Lab leadership during the launch.

These currently include:

- Work Plan Meeting Minutes
- Learning Journey Reports
- Innovation Documentation

## Reporting vs. Documentation

**Documenting** takes place at the Community Lab level and is information kept with the lab, for their own review. This information can be requested by the Community Lab Coordinator, other Community Labs in the region, PDU staff and partners at any given time.

**Reporting** refers to documentation that takes place at Community Lab and reported to the Community Lab Coordinator and/or the PDU. This information is used to inform launches of other Community Labs, to track the progress of each Lab and potentially to inform budgetary decisions.

# AFTER THE LAUNCH

# THE COMMUNITY LAB SCHEDULE

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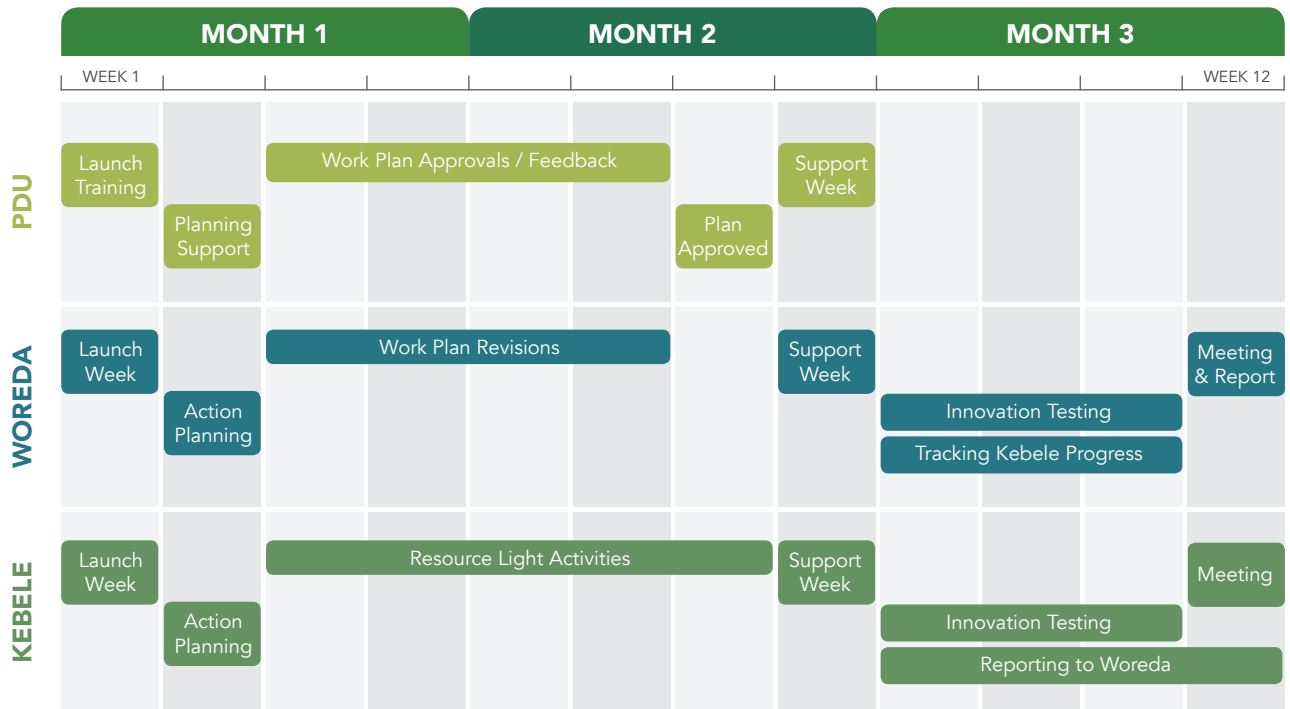
The next few pages have captured the predicted timeline for a Community Lab over the course of a year – without any specification around interventions. Essentially, this is a map of routine activities that will take place consistently such as meetings, reporting and engagement with Regional and Federal PDU's.

To guide your review of the Lab calendar, we have provided several notes below.

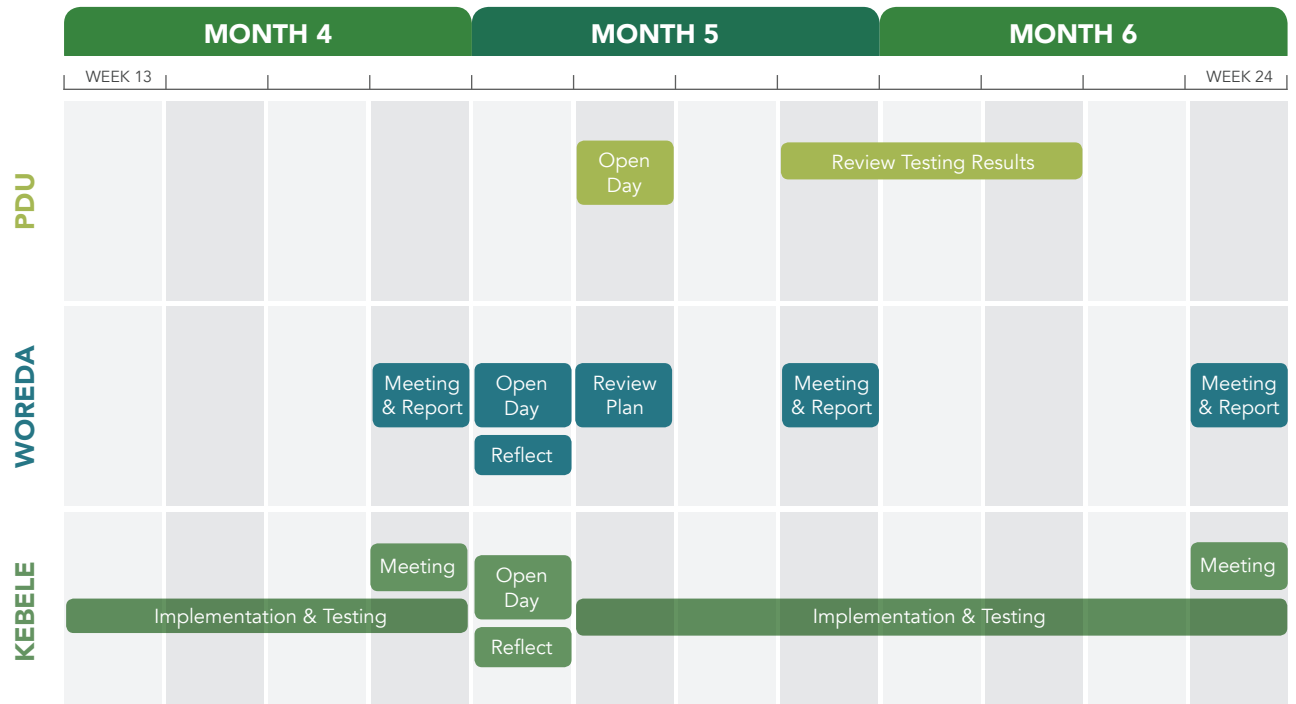
- Open Days & Learning Journeys can occur every other quarter, but this can be fluid. The recommendation is to conduct a Learning Journey every quarter, and Open Days can also be conducted quarterly. These events can be interchangeable when needed – as in our example on the following page, where either a Learning Journey or an Open Day occur quarterly – but both are important to a Community Lab. This is up to each Community Lab to decide how to schedule based on their needs and resources.
- Some of the activities are ongoing throughout the year. These include reporting, testing, and implementation.
- Community Lab Meetings should occur monthly and should be documented.
- We have recommended conducting Refresher Trainings every six months, at a minimum, to ensure this activity is manageable for the Regional Coordinator. However, the more frequently this occurs, the better for the Labs.

# THE COMMUNITY LAB SCHEDULE

## QUARTER 1



## QUARTER 2





# THE COMMUNITY LAB SCHEDULE

## QUARTER 3

	MONTH 7				MONTH 8				MONTH 9			
	WEEK 25											WEEK 36
<b>PDU</b>					Refresher Training				Learning Journey	Review Innovation Results		
<b>WOREDA</b>			Meeting & Report		Refresher Course		Meeting & Report		Learning Journey	Review Plan	Meeting & Report	
									Reflect			
<b>KEBELE</b>			Meeting						Learning Journey			
	Implementation & Testing				Refresher Course		Meeting		Reflect			Meeting

## QUARTER 4

	MONTH 10				MONTH 11				MONTH 12			
	WEEK 37											WEEK 48
<b>PDU</b>								Open Day	Innovation Review			
<b>WOREDA</b>			Meeting & Report				Meeting & Report	Open Day	Review Plan			Meeting & Report
								Reflect				
<b>KEBELE</b>			Meeting				Meeting	Open Day				Meeting
	Implementation & Testing							Reflect				

# PRE-APPROVAL

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## Action Planning Week

Once the Launch Week training has been completed, the Community Lab leadership and the Regional Coordinator should invest in fleshing out the work plan for the Woreda Community Lab.

Digital documentation of the long-lists of post Learning Journey observations, root problems, opportunities and segmented solutions is also very important, and should be undertaken by the Woreda Community Lab leadership.

At the end of the Launch Week, many of the interventions will be selected, segmented and prioritised. The Regional Coordinator can spend some time supporting the Community Lab leadership think about how they can map out their activities efficiently and realistically. The critical goal this week will also be to attribute estimated costs to each activity in order to present a costed work plan to the PDU.

This also gives the Community Lab leadership the opportunity to scope responsibilities and begin delegating tasks to members.

## Resource-light activities

Once the work plan has been finalised, with the support of the Regional Coordinator, it will be reviewed for budget approval. This can take up to 4 weeks. In order to maximise this time and maintain the energy of the newly launched Community Lab, the recommendation is for the Kebele Lab members to take up the most resource-light activities. In other words, the activities that were low cost and high feasibility in the prioritisation activity.

During this period, there should be an ongoing feedback and support loop with the Woreda Community Lab leadership.



# Learning Journey Guide

A GUIDE FOR COMMUNITY LABS  
2019

# EXAMPLE FORMATS

## Structuring

In order to identify the most suitable format for a Learning Journey, we've drafted three options that aim to have different ratios of Households : Researchers and levels of engagement. These are suggestions, based on the assumption of a group size of 45-50. These can be revised or merged to create an ideal format. This may also allow for different styles of Learning Journeys to be tested, to be undertaken by small subsets of Community Lab members, or to better accommodate available time and budget constraints.

### INTERVIEW, 13:1

Larger groups of Researchers spending half a day within a household or relevant institution, asking semi-structured interview questions.

**Structure** - Half Day Sites/Households: 12 Researchers: 45-50 total, in 4 groups visiting 3 sites

**Pros:** Many participants involved at once, direct feedback, shorter period of time required for participants to be researched.

**Cons:** Potentially most intimidating format for participants, difficult to have subjective conversations in large groups, easy for researchers to disengage.

# EXAMPLE FORMATS

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## SHADOWING, 13:1

Small groups of 2-3 spending a day within a household or relevant institution, shadowing a specific individual – seeing and participating in the day to day activities.

**Structure** - Up to Full Day

Sites/Households: 15+

Researchers: Up to 45 total, No more than 3 per site

**Pros:** Deeper rapport building, more comfort and freedom from participants, opportunity to actively step into daily lives.

**Cons:** Requires more organisation and more sensitisation training, limited number of people exposed, more time spent sharing different experiences during Reflection

# PLANNING A LEARNING JOURNEY

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## Before the journey

### **Step One: Format and Participants**

Select your format and identify who will be invited as Researchers– select main facilitators to reflect this. Form teams consisting of different stakeholders and backgrounds because people will benefit from sharing different perspectives.

### **Step Two: Site Selection**

Begin Identifying places, individuals and organisations to visit. It's important to select people, places and organisations that will provide the team with a new perspective. Examples include sites that will provide access to more 'voiceless' groups who are affected by stunting, like adolescent girls or young parents, or households that are managing to raise healthy children in a areas with a high rate of stunting – what are they doing that can be captured as learnings for others? Meet the people where they live or work to ensure they are most comfortable.

### **Step Three: Scouting**

Scout these locations via facilitator visits. Take this time to brief potential subjects and to do some early observations. Let them know when you are coming, why, the format and how many you'll be. It's worth asking for permission to take photos or video too, and plan accordingly for this. Whatever you observe this initial trip may act as a starting point to create or curate questions to be asked during the Learning Journey. Select your main areas of investigation and questions.

### **Step Four: Logistics**

Ensure you have a confirmed list of Researchers and Subjects

Make sure that the format you've selected is appropriate for the numbers of participants  
Create a full day schedule, ideally this will be shared prior to the day of the Learning Journey

Share notes on Ethos and Principles as well as the guiding questions that have been selected. Print these for each Researcher.

Ensure you have mapped out the sites you'd like to visit and facilitators know where they are. Your schedule should aim to move groups in an efficient manner.

Budget for any compensation / per diems (if needed).

Plan the group lunch, ensure you have budgeted accordingly.

Arrange vehicles and communicate the pick up and drop off points in the schedule.

# PLANNING A LEARNING JOURNEY

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## During the Learning Journey

### **Arrival**

Each Researcher should have a notebook and pen for note-taking and, if possible, a camera per visit. Upon arrival, introduce yourselves to the people you are visiting. Listen and observe carefully. Pay attention to what is said and not said and avoid direct, or 'closed' questions

### **Gathering Data**

When the people you are visiting have finished responding to one of your questions, avoid jumping in immediately with another question. Keep updating your questions as your conversations or observations unfold. If permitted, take photos and ensure you have consent to use these. Try to follow the Ethos as presented in this Guide, and remember to be Sensitive, Empowering and Ethical.

### **Leaving**

Thank the people you are visiting once you are done with the visit.

Try to briefly explain what is going to happen next, making it clear that the research undertaken is being used to support government and community collaboration to tackle malnutrition. If contact details are available, ensure you have the details of any research subjects.

# PARTICIPANTS

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## During the Learning Journey

### Subjects

Community members at Kebele and Woreda level that reflect the focus of the Community Lab. For the purposes of Seqota, this will tend to be:

- Mothers and/or fathers with children who are experiencing stunting
- Mothers and/or fathers with children who are at high risk of stunting
- Mothers and/or fathers with children who are in an environment where stunting is a problem, but have healthy children.
- Healthcare workers who have access to at-risk households
- Teachers or Directors of schools in high-risk areas
- Managers of water points or stations
- Community members who are active in agricultural interventions in high-risk areas

### Sites

- Families affected by stunting Families in high risk areas for stunting with healthy child(ren)
- Selected NGOs working on nutrition
- Selected schools
- Kebele Nutrition Task Force
- Selected health facilities
- Selected water point
- Farmer training centres



# PLANNING A LEARNING JOURNEY

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## During the Learning Journey

### **Researchers**

Long-list of possible Learning Journey participants from government and NGO's.

### **RPDU members**

- Regional and woreda Bureaus of agriculture
- Regional and woreda Bureaus of Health
- Regional and woreda Bureaus of water
- Regional and woreda Bureaus of livestock/fishery
- Regional and Woreda education bureaus
- Regional and Woreda social affairs bureaus
- ORDA
- REST
- Community Lab Members at Kebele Level
- Community Lab Members at Woreda Level

### **Recommended facilitators**

Group visits should be facilitated by Regional PDU staff and Regional Coordinators in their respective regions.

# ETHOS & PRINCIPLES

## Interacting with research subjects

To ensure we are building a respectful and fruitful relationship with research subjects during the Learning Journey, there are certain behaviours we should encourage.

It's important to put yourself in the position of the people you are speaking with and explore the range of emotions they may experience as a result of the area of investigation.



LOVED	ASHAMED
SUPPORTED	JUDGED
INSPIRED	UNCOMFORTABLE
CHALLENGED	AFRAID

There are tactics we can use to make subjects more comfortable:

Introductions – Who are you? Where are you from?

Goal – Why are you here?

Impact – How will this research affect the participant?

Listen – Are you genuinely interested in what is being shared?

Equality – Are you allowing the participant to take the lead of the conversation too? Are they sharing what they want to share?

# ETHOS & PRINCIPLES

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## Interacting with research subjects

The health of someone's child, eating habits, hygiene, effectiveness of their place of work, etc. can be difficult to openly discuss. So, when speaking to subjects, remember to SEE. Be:

### **S - Sensitive**

Try to gauge how the subject feels when you ask certain questions. Word your questions in a way that shows respect and avoids probing

### **E - Empowering**

Avoid criticising, your goal is not to 'fix' this household today. You are there to learn from them: encourage them to share by making them feel confident

### **E - Ethical**

It can be easy to unintentionally mislead research subjects – or even to make promises you may not keep. Make sure that everything you say is completely true and maintain a sense of professional confidentiality. Don't discuss the neighbours!

# EMPATHETIC INTERVIEWING

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01

## Establishing rapport

Hello, thanks so much for your time today. We are interested in understanding...

02

## The interview

Open with a broad question, for example...

'Tell me about a recent time when...'

'Tell me about your thoughts about...'

03

## Diving Deeper

- Let them tell their story. Listen!
- Ask more specific questions about aspects of their story
- To dig for further detail repeat back what they said, in their exact words, and ask for further detail.
- Ask one question at a time; avoid multiple questions - they will not know which to answer first.
- Seek confirmation you have heard correctly. Summarise what they have told you, and ask if you have understood them correctly.
- Probe deeper and draw out specific and vivid details (do, think, feel, use)

04

## Closing

- Thanks for your time today. Today has been a great learning experience in how we might improve our ability to really understand what is happening in your world.

# GUIDING QUESTIONS

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## Where to focus

The health of someone's child, eating habits, hygiene, effectiveness of their place of It's important to gather information during a Learning Journey in a number of ways:

- What you **see**, What you **hear**, **what you are told with your own eyes**
- Observing **how subjects feel/ behave**

Not every piece of information will be a direct answer to a question; however guiding questions help us secure the most important facts and feedback. Here are some guiding questions for different sites:

### Households/Families

Understanding risks and impact of stunting at the household level.

- How many people do you live with? Who are they?
- Do you, or anyone in the household work? If so, what do they do? What are the sources of income.
- How many children are there/do you have? How old are they?
- Are any of the children currently being breastfed?
- How much of the child's life is she breastfeeding/has she breastfed before? What is your staple food? What do you normally eat?
- Do you have access to fruits and vegetables? Do you eat meat? If so, how often?
- Do you have livestock?
- Does your family eat together?
- Who eats first?
- How many times a day do you eat?
- Who eats the most? Is there enough food for everyone?
- Where do you get your water from? What do you use it for?
- How far is the water source from your house?
- Do you have your own latrine? Where do you got to use a toilet?

# GUIDING QUESTIONS

---

## Where to focus

### **Woreda Nutrition Coordination Body**

Understanding existing activity to tackle stunting.

- How is the body organised, what are the roles and responsibilities of members?
- How often do they meet? How do they measure their success?
- Can they share any minutes they've documented?

### **Schools**

Understanding hygiene and dietary habits within education. What are students exposed to?

- Is there a correlation between participation and gender?
- Is there a latrine? Are the toilet facilities gendered?
- Is water available in the school? How much?
- Is there a school feeding programme? Do students come to school well fed?
- What is student performance like? Do you see any patterns in educational performance and other habits?

### **Kebele Nutrition Taskforce**

Understanding existing activity to tackle stunting.

- How the taskforce is organised (members and responsibilities)?
- What are their existing roles? What is their impact?
- What are the current challenges and risks to their work?
- What do you think the perception of nutrition and healthcare is within your community?

# GUIDING QUESTIONS

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## Where to focus

### **NGO's**

Understanding the impact-led landscape

What are the nutrition specific/sensitive interventions supported by the NGO?

Can you share any success stories and challenges?

What is your current activity like in relation to SD? What about in the future?

Number of woredas and kebeles served?

### **Health centres**

Are there nutrition services available? If so, which ones?

- Which services are most common? What are the profiles of the families/ individuals that benefit from these services?
- Do you feel there are any obstacles that may hinder people in the community seeking healthcare advice or services?
- What do you feel are the major causes of undernutrition in this area?
- What materials do you have to support nutrition services?



# Open Day Guide

A GUIDE FOR COMMUNITY LABS  
2019



# WHAT IS AN OPEN DAY?

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## Where to focus

An Open Day is a kebele-led 'expo', where woreda staff and community members are invited to visit the kebele to capture learnings and have an open discussion around successes and challenges.

The main goal of an Open Day is for kebele Community Labs to reconnect with woreda Community Lab members and as an open forum for celebration, realignment and review of progress.

- ▶ **Celebration of progress toward Model Nutrition Framework**
- ▶ **Short presentations from sector focal points at kebele level**
- ▶ **Updates on interventions and innovations from woreda admin**
- ▶ **Celebrating effective CL members Certificates'**
- ▶ **Opportunity for Kebele Community Lab Champions to showcase their work and to woreda administrators.**
- ▶ **Team building between CL stakeholders**



**NOTE:** The Open Day is planned to be conducted as part of the quarterly cycle of activity, followed by a Reflection Day and review of quarterly plans.

# FORMAT

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## Two-Day Format

The Open Day will take up roughly a full day and can be split into two distinct categories, as below. Community Labs are welcome to include any relevant activity that supports in either celebrating success or discussing emerging issues.

### CELEBRATING SUCCESSES

**Case Studies** - Woreda and Kebele Community Labs to present up to 3 Case Studies illustrating successful impact or valuable learning to the wider group.

**Awards and Certificates** – Given to those making progress against nutrition/hygiene within the community, but to celebrate any high-performing Community Lab members.

**Refreshments** – Traditional coffee and refreshments to be provided.

### CONFRONTING CHALLENGES

Panel of 5 — A kebele Community Lab led discussion around challenges and experiences on the ground, with an aim to feature focal points from the 5 key sectors (WASH, Gender and Social Affairs, Agriculture, Education and Health).

CL Activity Update – Members of Woreda Community Lab to share an update of their quarterly activities, foregrounding completed activities.

This should end in an open discussion around how aligned CL activities are with the reality at kebele level – what can be changed?

# PREPARATION

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## Coordination & Logistics

### Leadership & Participants

The Open Day should be organised primarily by heads of the Woreda and Kebele Community Lab. In the absence of a Kebele Community Lab, a major focal point from the kebele.

### There are three major groups that should be invited to an Open Day:

- Kebele Community Lab / All major focal points and heads of SD relevant community-based organisations.
- Woreda Community Lab members and woreda administration staff.
- Individual community members from the Kebele who have been heavily involved in interventions and relevant community work.
- 1-3 representatives from the relevant Regional Programme Delivery Unit.

Open Days ideally will take place a minimum of twice a year, they are designed to create a positive platform between Woreda and Kebele actors.

### Venue

Selected venue should ideally be within the kebele being celebrated. Refreshments and sharing food and drink should be a key part of the event as well. Open Day leadership should use their own discretion to decide what to offer.

### Certificates

Example awards include:

Most Innovative Community Lab Member

Commendable Progress toward becoming a Model Nutrition Household

Commendable Progress toward becoming a Model Nutrition Institution

Graduation into 'Model Nutrition' Household

Graduation into 'Model Nutrition' Institution

### Documentation

It is vital that the Woreda Community Lab Secretary records contributions made during throughout the day, particularly during the second half of the day focused on challenges

# PURPOSE

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## What are we celebrating when we host an Open Day?

### **Community Lab Members**

The Open Day also acts as a means of reminding key stakeholders about the overall ethos of the Seqota Declaration and the Community Lab model.

By celebrating those who embody the following example qualities in their work, these qualities are always at the forefront of Community Lab members' minds, which in turn will influence their actions.

### **Learning by Doing**

Who has boldly taken on testing, outreach, and most willing to change their ideas as a result of what they've learned?

Innovation and New Thinking Who continues to challenge fellow members to think differently?

### **Empathy and Listening**

Who never fails to try to see things from the perspective of others? Who excels when it comes to genuine listening to people at household level and fellow members?

### **Efficiency and Performance**

Who never fails to attend a CL meeting, and takes ownership over their own tasks and the prioritise of the Lab?

### **Individuals and Households at Kebele Level**

As the framework around Model Nutrition Households develops, it's important for Community Labs to celebrate those who are making progress against key indicators including hygiene, nutrition, outreach and advocacy.

# POST-OPEN DAY

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## Realigning your work plan & priorities

### **Reflection**

Much like the Learning Journey, the Open Day is likely to result in sharing of new challenges and building empathy between actors at different levels of government.

Community Labs are encouraged to lead a Reflection Day following an Open Day to capture these learnings.

This should be undertaken in order to review the existing quarterly plan and to ensure that interventions that have been prioritised are appropriate. This can also be an opportunity to discuss creative ways to pivot interventions, to include new partners or to focus the neediest part of a kebele.





**03**

# **MAINTAINING A COMMUNITY LAB**

**A GUIDE FOR LAUNCHING COMMUNITY LABS  
2019**

# INTRODUCTION

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## What is the purpose of this guide?

This guide has been designed to support the ongoing activities of a Community Lab.

## Who is the audience for this guide?

The leadership of a Woreda Community Lab and Community Lab Coordinator should use this guide to structure post-launch activities, maintain momentum, and cement habits that foster innovation and accountability.

## Part III of the Community Lab Toolkit

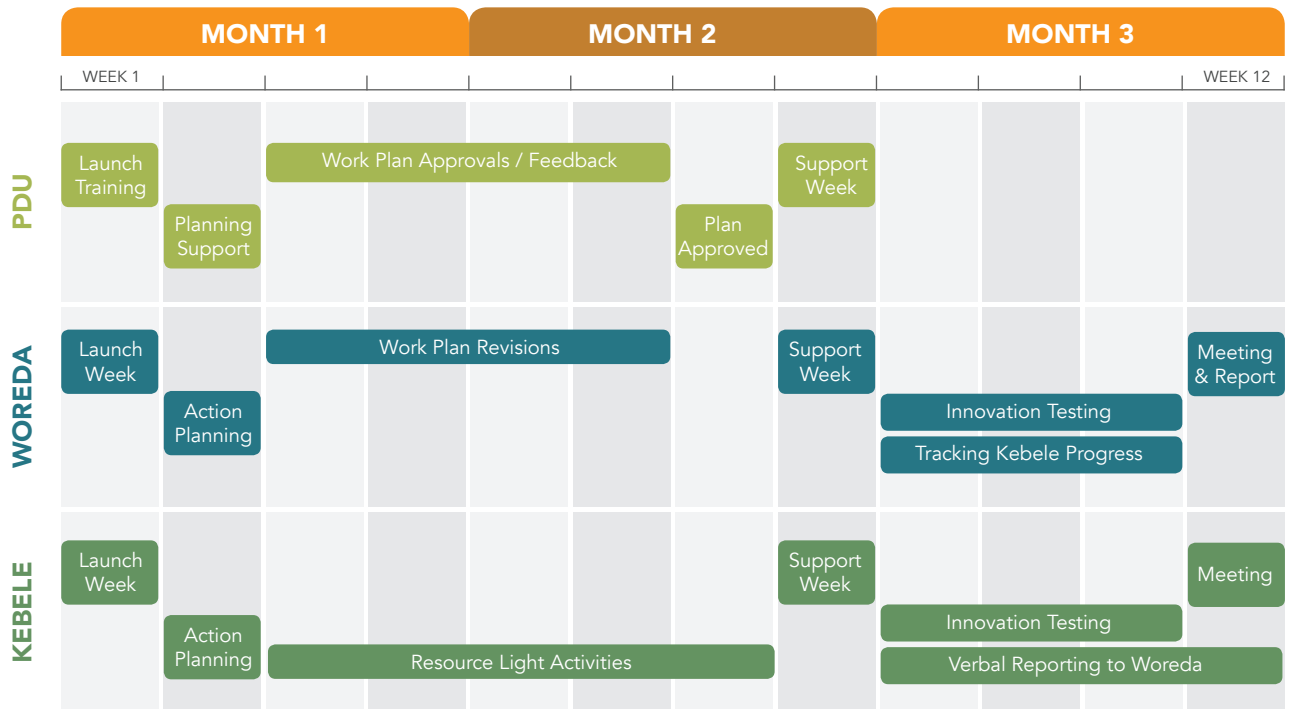
This guide has been designed as part three of a three-part Community Lab Toolkit. It is intended to be utilised alongside the other two guides in the toolkit: Thinking & Working Differently, which focuses on mindset and attitude changes that create a more innovative working environment; and Launching the Community Lab, which provides a step-by-step guide to establishing a new Community Lab.



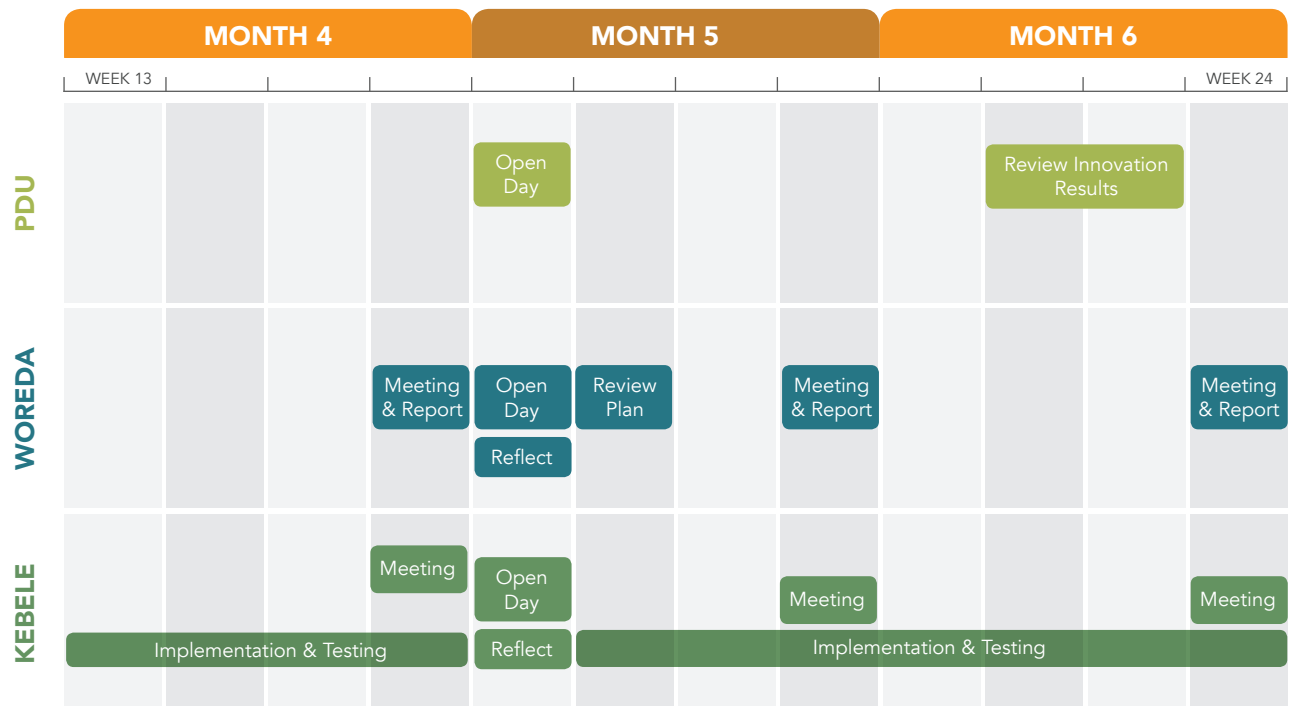


# THE COMMUNITY LAB SCHEDULE

## QUARTER 1



## QUARTER 2



# THE COMMUNITY LAB SCHEDULE

## QUARTER 3

	MONTH 7				MONTH 8				MONTH 9			
	WEEK 25											WEEK 36
PDU					Refresher Training				Learning Journey	Review Innovation Results		
WOREDA			Meeting & Report		Refresher Course		Meeting & Report		Learning Journey	Review Plan	Meeting & Report	
									Reflect			
KEBELE			Meeting						Learning Journey			
	Implementation & Testing				Refresher Course		Meeting		Reflect			Meeting

## QUARTER 4

	MONTH 10				MONTH 11				MONTH 12			
	WEEK 37											WEEK 48
PDU									Open Day	Review Innovation Results		
WOREDA			Meeting & Report					Meeting & Report	Open Day	Review Plan		Meeting & Report
									Reflect			
KEBELE			Meeting				Meeting	Open Day				Meeting
	Implementation & Testing							Reflect				

# ONGOING ACTIVITIES

## What are the Lab's ongoing activities?

Community Labs subscribe to the Seqota Declaration vision to end childhood stunting in children under 2 by 2030. To reach this vision, the Community Lab has two primary activities to address nutrition-sensitive and nutrition-specific activities in their communities: (a) driving multisectoral coordination and (b) utilising creative problem-solving to implement known solutions and experiment with potential solutions. After the Launch period, it is critical to the success of the Lab that the woreda and kebele are fully committed to executing their core activities in the work plan. This work plan has to be both practical and responsive, as well as well aligned with the sector plans for that woreda as well as relevant KPIs.

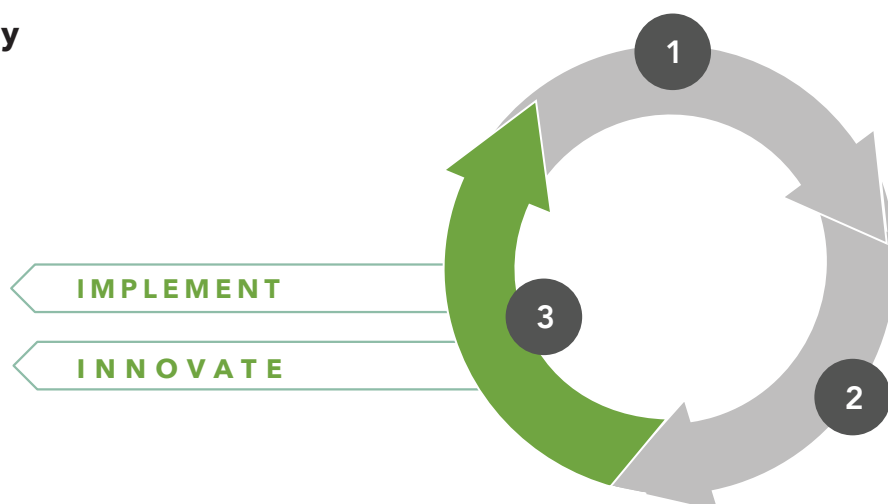
## Executing Interventions: Implement & Innovate

### Intervention Execution

Scheduled activities in the work plan need to be undertaken and accounted for. At the kebele level, this is of primary importance: coming up with solutions to problems and executing them.

Per the L-R-I Methodology, interventions are categorised into Innovate activities, new solutions, or Implement activities, known solutions. Because Implement activities are known solutions, they require the Lab to implement and scale right away. Innovate activities, however, require prototyping (i.e. coming up with low-cost testing methods to validate the new idea).

### L-R-I Methodology





# Roles & Responsibilities

# ROLES & RESPONSIBILITIES

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## Implementing Known Solutions

When implementing, Labs must know who is responsible and who is accountable for each activity. This allows the Lab to more easily compile monthly reports, and for the PDU to make informed decisions whenever necessary.



### **Responsible: Woreda Community Lab**

The Woreda Lab is responsible for developing a work plan that can be suitably linked to available budgets with practical, achievable interventions that can be implemented with relatively few questions around their efficacy and feasibility. The Kebele Lab is unlikely to be heavily involved, but it is up to the Woreda Lab leadership to delegate to Kebele Lab members if this proves to be necessary.

# ROLES & RESPONSIBILITIES

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## Innovating Unknown Solutions

When innovating, Labs must know who is responsible and who is accountable for each activity. This allows the Lab to more easily compile monthly reports, and for the PDU to make informed decisions whenever necessary.



### **Responsible: Kebele Lab**

Kebele Lab members are best positioned to undertake small-scale intervention testing in their communities.



### **Accountable: Woreda Lab**

Woreda Lab members will be planning the interventions and accountable for what is accomplished per quarter.

Using the Innovation Documentation Tool, the Woreda Community Labs will capture the approach they will use to test innovations in the kebele.

In order to know if an innovation should be scaled, re-tested or discontinued, Lab members need to track and review the progress of innovations.

By evaluating each innovation during CL meetings, understanding progress in relation to indicators, the PDU can make an informed decision.



### **Responsible: Woreda Lab**

Woreda Lab members are expected to track and review this information.

# ROLES & RESPONSIBILITIES

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## Organising Open Days & Learning Journeys

An Open Day is a chance for Kebele Community Labs to reconnect with Woreda Community Lab members to review progress, celebrate successes, and capture learnings. You can use the Open Day Guide in the appendices to help you. A Learning Journey is a full-day exercise in which Community Lab participants visit key locations in selected kebeles, talking to them in their homes or places of work to better understand their day-to-day experiences. You can use the Learning Journey Guide to help you.



### **Responsible: Kebele Lab**

Kebele Lab members are responsible for showcasing stories of success and challenges at the Open Day/Learning Journey; inviting a range of community members and facilitating the 'Confronting Challenges' panel discussion.



### **Accountable: Woreda Lab**

Woreda Lab members are expected to lead the Open Days/Learning Journeys, including logistics, supporting the Kebele Lab's involvement, preparing case studies for the 'Celebrating Successes' and preparing certificates.

# ROLES & RESPONSIBILITIES

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## Promoting Reflection

Community Lab members will gradually become experts at making time to reflect on their own work and the challenges faced by their community. Reflection days are dedicated sessions to analyse what has been seen, heard and experienced in the field – usually directly after a Learning Journey or Open Day. An ad hoc Reflection day can also take place to re-centre Lab members' approach, to help prioritise activities or to process and discuss innovation results.



### **Responsible: Woreda Lab**

Woreda Community Lab leadership are expected to lead Reflections, with Kebele members invited to share their views when possible

## Revising the Work Plan

As testing and implementation progresses, results may change the focus of the Community Lab. For this reason, Lab members need to refer back to their work plan regularly, ensuring it is up to date and a true reflection of what the community is most in need of.



### **Responsible: Woreda Lab**

Woreda Lab leadership is responsible for the work plan and reporting changes to the Regional PDU and the Community Lab Coordinator.



# ROLES & RESPONSIBILITIES

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## Documenting & Reporting

There is ongoing documentation of activities within the Community Lab as well as reporting to the Coordinator and PDU. You can see what this looks like in the 'Reporting and Documenting' section of this guide.



### **Responsible: Kebele Lab**

Woreda Lab leadership is responsible for reporting to the PDU and the Community Lab Coordinator.

## Revising the Work Plan

Documenting the journey of the Community Lab is a critical responsibility for **all members** at both kebele and woreda levels. This includes taking photo and videos, collecting quotes, potentially using social media and sharing these with the wider Community Lab as well as the PDU and the community.



### **Responsible : Woreda Lab**

The Woreda Lab is responsible for making sure content that is collected by lab members is collected and shared.



# Ongoing Activities

# LEADERSHIP IN THE COMMUNITY LAB

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The Community Lab will be managed by a leadership team, comprised of three individuals. The Chairman, typically the Kebele/Woreda Administrator, serves as the primary leader of the Lab. The Vice Chairman supports the Chairman in his duties. The Secretary is responsible for documenting the activities of the Lab and supports the reporting functions of the Chairman and Vice Chairman.

## **Community Lab Chairman**

The Chairman's responsibility is to ensure meetings take place, reports are submitted, members are participating, tasks and event planning responsibilities are well delegated and, most importantly, to facilitate engaging and creative Community Lab meetings.

## **Community Lab Vice Chairman**

The Vice Chairman's responsibility is largely to support the Chairman in his/her activities and to lead necessary follow up with other Lab members. In the absence of the Chairman, the Vice Chairman stands in their place.

## **Community Lab Secretary**

The Secretary is responsible for gathering feedback, data and reports from other CL members. In the case of the Woreda Community Lab, the Secretary is responsible for compiling official reports and documentation that is shared with the RPDU.

# LEADERSHIP IN THE COMMUNITY LAB

There are two additional roles in the Community Lab, the Stories Lead and the Champions. These are vital roles in the growth and management of the Lab, who are critical in ensuring the principles, goals and efforts of the lab are shared and recognised.

## **Storyteller**

The Storyteller is responsible for collecting and sharing stories and content from Lab members at both levels that can be used to tell the story of the Community Lab's development and impact – the good and the bad! This should include photos, videos and quotes from members and the wider community.

This person is likely to also manage any posting to social media or simple newsletter development, etc. depending on what is deemed most effective by the Lab as a whole.

## **Champion**

The Champion of a Community Lab is more of an achieved status than a delegated role. This title is reserved for individuals in the Lab who embody the true ethos of the lab: someone who learns by doing, who demonstrates compassion and commitment to the CL's work and to his or her community.

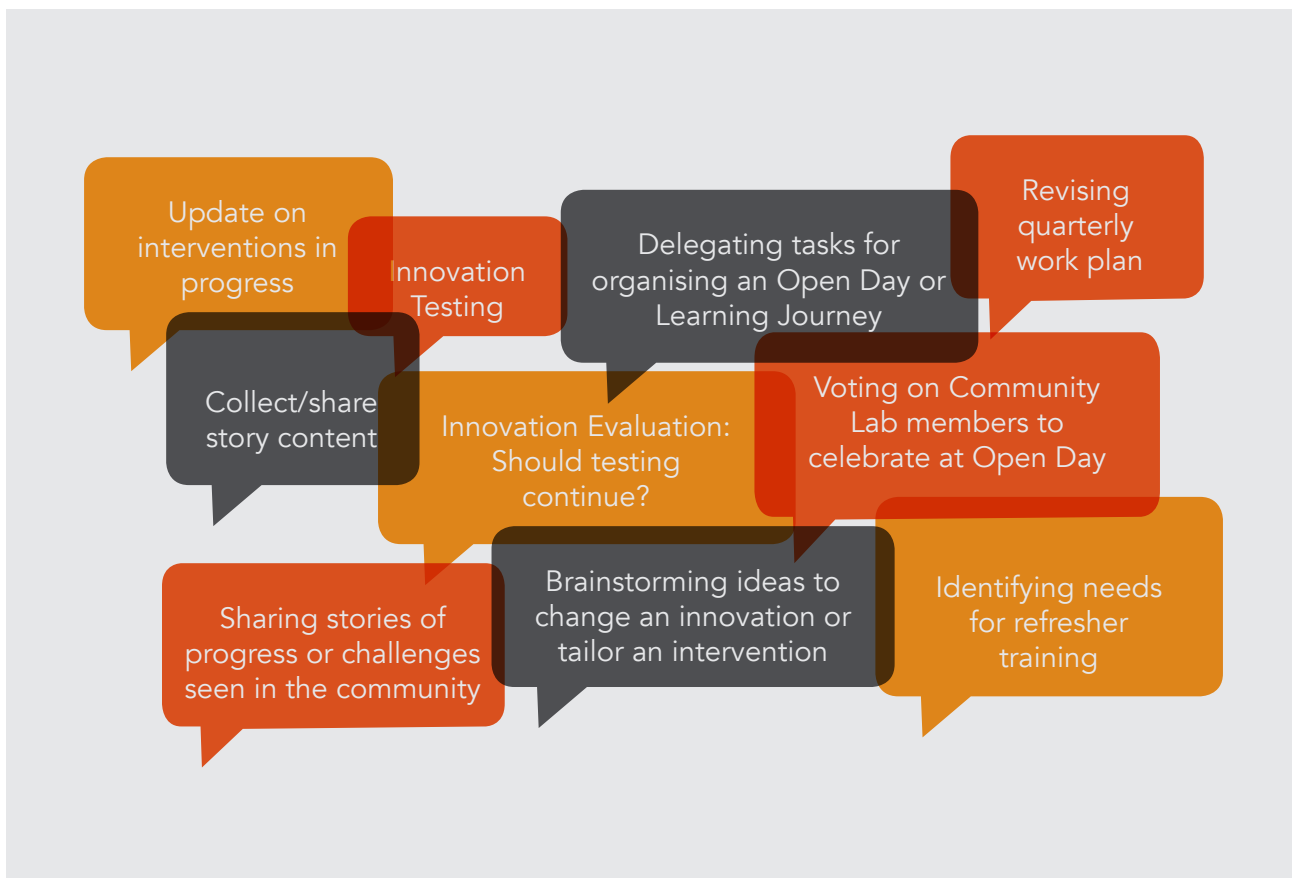
Champions are recognised by the Lab and will be best positioned to work on advocacy projects, support refresher trainings and are generally protectors of the Manifesto. They are responsible for making sure each activity, including meetings, is in line with the principles of the Community Lab.

# MONTHLY MEETINGS

## What will a Community Lab discuss and accomplish at their monthly meeting?

After launch, Community Labs are expected to meet once a month, at a minimum. These meetings are not the extent of members' commitment to the Lab, but they are an important part of each members' involvement.

The meeting allows members to delegate and discuss tasks, share progress against the work plan, discuss new ideas or new problems identified in the community, and make relevant decisions. Below are some actions that may take place at Community Lab meetings, depending on what is a priority at the time.



# REPORTING & DOCUMENTATION

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## Why do we report and document our work?

Community Labs are expected to document and report their progress to maintain efficiency and accountability. They are the task force to tackle stunting at the grassroots level, so it is important to know what has been done and when to gauge progress against the overall Seqota Declaration objectives.

However, the experimental nature of the Community Lab also depends heavily on learning and iterations. This means that the Community Labs' day to day activities are always an opportunity to learn and improve. If decisions, interventions and processes go undocumented, the scope for change and growth is limited.

## What is the difference between reporting and documenting?

**Documenting** takes place at the Community Lab level and is information kept with the lab, for their own review. This information can be requested by the Community Lab Coordinator, other Community Labs in the region, PDU staff and partners at any given time.

This would include:

- Meeting Minutes
- Social media posts and/or newsletters

Reporting refers to documentation that takes place at Community Lab and reported to the Community Lab Coordinator and/or the PDU. This information is used to inform launches of other Community Labs, to track the progress of each Lab and potentially to inform budgetary decisions.

This would include:

- Work Plan
- Learning Journey Reports
- Innovation Documentation

# ATTENDANCE & PERFORMANCE

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## The Community Lab Manifesto

**The Community Lab is committed to working together to end stunting.**

During the CL Launch, members will have agreed to dedicate themselves to the CL model, and to improving the lives of people in their communities. Below are the 5 key commitments that make up the foundation of the Community Lab.

01

**Zero Stunting.** The need to end stunting, which is a threat to strong, healthy communities

02

**Collaboration.** The need to collaborate, forging cross-sector links to solve a cross-sector problem

03

**Listening.** The need to listen to the ideas and experiences of community members to unlock new solutions

04

**Experimenting.** Testing and tracking innovations and trying new ways of working

05

**Learning.** Ongoing development, learning and documenting what works and what does not work.

# REFRESHER TRAINING

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## Staying the path

In order to keep Community Labs operating healthily and thinking creatively, the PDU will provide refresher training sessions. It is the duty of the Community Lab members to agree if, when and why training is needed when making a formal request to the PDU. The scope of training includes:



### **Community Lab Methodology: Refresher**

How does a Community Lab operate? What is the L-R-I methodology, and what does it look like in practice?



### **Seqota Declaration: Refresher**

What is the Seqota Declaration? What is stunting, and why should we care about it? What is the Ethiopian government doing to support at risk communities?



### **Mini Innovation Bootcamp**

What is innovation and what kinds of activities can we take part in to think 'innovatively'? How can we create a positive environment for innovation?



### **Innovation: Refresher**

What is an innovation and why do we innovate a solution? How do we know when to innovate? How can we make innovation part of our day-to-day work?





APPENDIX

# Facilitator's Guide

A GUIDE FOR LAUNCHING COMMUNITY LABS  
2019

# INTRODUCTION

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## What is the purpose of this guide?

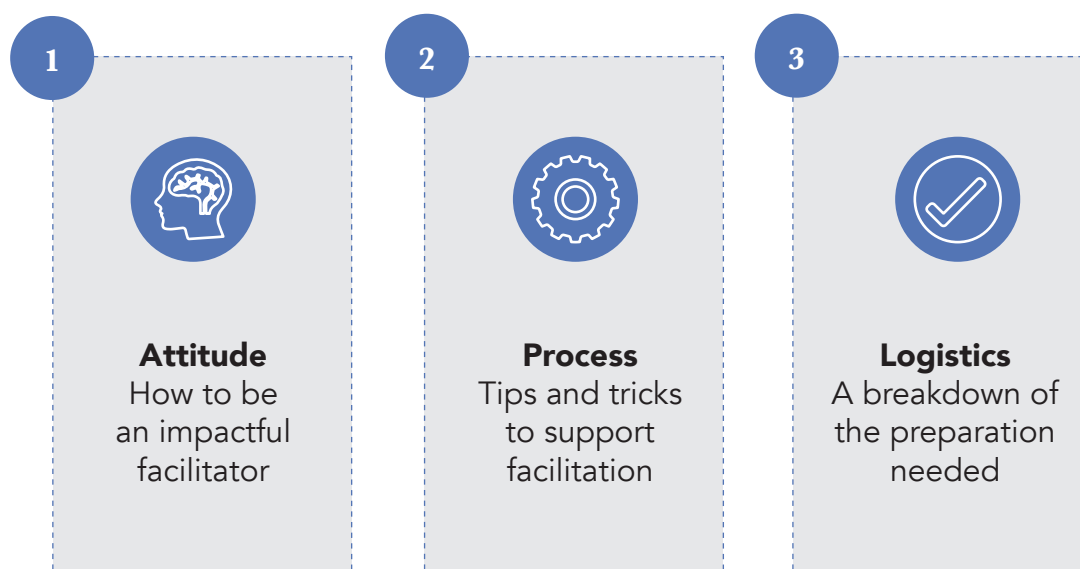
This guide is designed to support a facilitator launch a Community Lab.

It offers a number of tips and tricks to supplement the 'Launching a Community Lab' guide; ensuring that facilitators are of a high quality and confidently prepared to independently conduct a Community Lab launch.

There are three core parts of the Community Lab Toolkit, as below.



Similarly, this Facilitator's Guide also has three core parts:



# INTRODUCTION

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## Context

Community Labs are local groups consisting of a diverse set of stakeholders including religious leaders, healthcare workers, civil servants, teachers and community leaders.

These labs are tasked with two main goals. The first, implementing tried and tested solutions to curb childhood stunting. The second is to experiment with new ideas, using an agile and iterative approach to develop learnings, leading to new solutions developed with their specific community in mind.

Community Labs are being launched in targeted woredas and kebeles within the Tigray and Amhara regions. This programme is part of the **Seqota Declaration**: Ethiopia's commitment to end stunting in children under the age of two by the year 2030. "Stunting is the impaired growth and development that children experience from poor nutrition, repeated infection, and inadequate psychosocial stimulation" (World Health Organisation).

Community Labs are built on the principles of **empowering** local people, **creative** thinking, **collaboration** and **experimentation**.



A **Community Lab** is a multi-stakeholder platform for members to develop a common understanding of a problem and work together toward solutions.



## What does the facilitator do?

Facilitating a Community Lab launch requires a number of skills. Training a group of people who have never worked together, exposing them to a brand new format and unique way of working will be challenging. However, approaching this with three core principles will help keep a facilitator focused and energetic throughout the launch process.

The launch of the Lab should leave its members empowered, informed and inspired Community. This relies very heavily on the style of facilitation; perhaps more so than the content or notes presented. Attitude and mindset are a big part of ensuring a Community Lab continues to operate according to its multi-sector, innovative mission.

For this reason, a collaborative, creative mindset are for a successful Community Lab and these qualities must be embodied by the facilitator themselves; in this way, they lead by example.

- 1 Empowering**  
Balancing Power and Responsibility
- 2 Informative**  
Building New Skills
- 3 Inspiring**  
Changing Lives for the Better



## Empowering people

Community Lab members must understand that it is their responsibility to develop solutions, implement them, brainstorm ideas, experiment and document their work, and that they have a lot of creative freedom around what they do and how they choose to do it. They are not to be lead, but are to be grassroots level leaders, feeding their learnings up to inform woreda-level, regional-level and even federal-level decisions.

## Tips and tricks

### **Make people feel equal**

In the Community Lab, no one's view is more important than any one else, and members should be aware of this at all times. Consider the language you use, and the fact that there are different learners and personality types. Try to ensure everyone is involved. Arrange a seating plan that is equal and fair, ensure people are taking turns and try to give voices to those that are reluctant to share.

### **Let them lead**

Don't engage too much in discussions with participants. You're the process facilitator. Focus on facilitating the discussions and in-depth conversations.

### **Encourage, don't correct**

Appreciate everyone's input, even if it's incorrect: it proves that someone is engaged. Participants should feel comfortable being wrong. Encourage participation, and guide them to focus on the relevant agenda item gently.

### **Use their words**

When responding to a participant, try to use the exact words they use. This shows you truly listen and are taking their input seriously.



“When we empower our communities,  
we are all better off”

KERRY BENTIVILIO



## Informing people

Being informed isn't simply about communicating the methodology or schedule of the Community Lab; understanding the format is also vital: knowing when something is taking place, how long it may take, what time breaks are scheduled, and what is expected of them will transform confidence and participation levels. Soon, they will be having their own Lab meetings and will need to follow the launch facilitator's example.

## Tips and tricks

### **Communicate objectives clearly**

Review objectives with the group at the beginning of the day, ensuring they know what is taking place and why. What will the participants gain by the end of the day?

### **Create a 'pledge' with participants**

What do participants want out of the session? Based on these goals, how should each person in the room behave? How will the facilitator behave? The facilitator must help to set a tone for the behaviours and attitudes of the session; having the participants create their own 'pledge' will make them more committed to keeping this up.

### **Give straightforward instructions**

Make sure that everything participants are asked to do is as clear as possible. If you ask people to get into groups, specify where they should sit, how many individuals should be in each group, etc. If they need to use materials, specify what they're using – or better yet, show an example.

### **Make any progress made obvious to the whole group**

Always ensure that results, notes, posters, comments – anything recorded – is clear for everyone to see. This prevents misunderstandings.



## Inspiring people

Community Lab members are going to be tackling some of the nation's biggest problems; they will experience many great learnings and successes. It's an incredibly exciting opportunity to make a real change and see the lives of people in their community be transformed. Members should feel inspired by this challenge, and the potential of their collaboration. As a facilitator, this excitement needs to be displayed in your behaviour, attitude and even tone of voice.

## Tips and tricks

### **Create the right environment**

Make sure there is plenty of space, comfortable and informal seating, good lighting and tables available.

### **Remind them of the vision**

Participants are there to make a difference to people's lives, to improve nutrition, hygiene and quality of life – the fundamentals of life itself! This vision should be a constant thread throughout the launch. The Community Lab is merely the format, not the goal.

### **Energise the group**

Keep people upbeat and awake! See tips on 'energisers' on page 12. People will need breaks and refreshments, work this into your schedule and ensure that you, the facilitator, are also well-rested, well-fed and energised throughout the day.

### **Be inspired**

If the facilitator is excited about the launch, this excitement will be contagious. What inspires you about the Community Lab? Let this shine through as you guide the participants.



You can't inspire people if you are going to be uninspiring.”

ROBERT REICH



## Mirroring, paraphrasing and tracking

There are three simple ways to keep track of what is being shared during the launch week; ensuring participants feel heard.

### **Mirroring**

Repeat what the speaker said, just as they said it, remembering as much of it as you can. This helps a facilitator truly listen to someone's contribution, without interpretation. Language is crucial to understanding the nuance of the Community Lab's operations, so word choice can make a big difference to someone's meaning.

### **Paraphrasing**

Using your own words, say what you think the speaker said. Try starting your sentence with: "It sounds like you're saying..." When you've finished paraphrasing, ask the speaker, "Did I get it?"

### **Tracking**

Keeping track of multiple, often opposing conversations or opinions is also important. The facilitator can summarise the discussion so far, "It sounds like there are a few different conversations going on. I want to make sure we understand them all." Call out each of the competing points, and invite the participants to validate your summary, before moving on. This helps provide clarity when conversations become complicated.



One of the most sincere forms of respect is actually listening to what another has to say.”

BRYANT H. MCGILL



# PROCESS

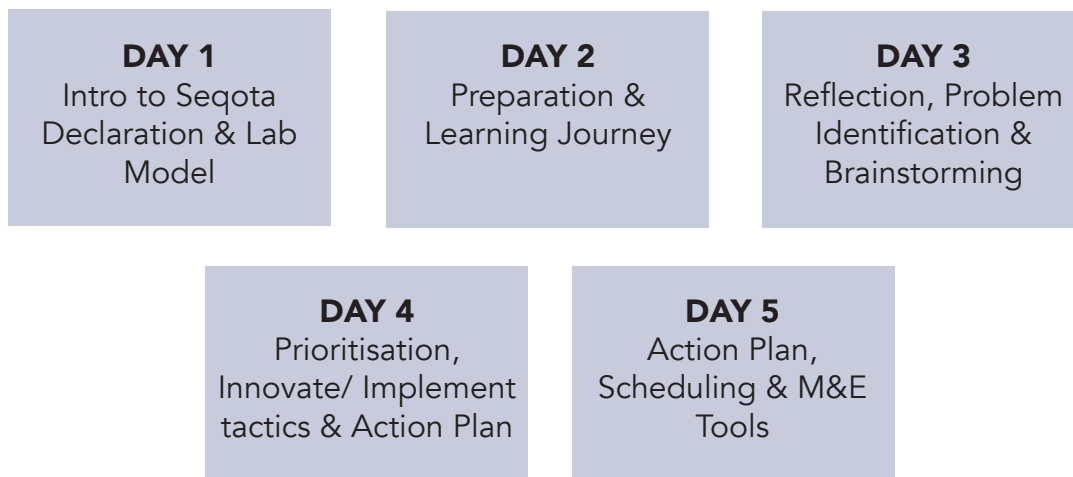


## What does a 'launch' look like?

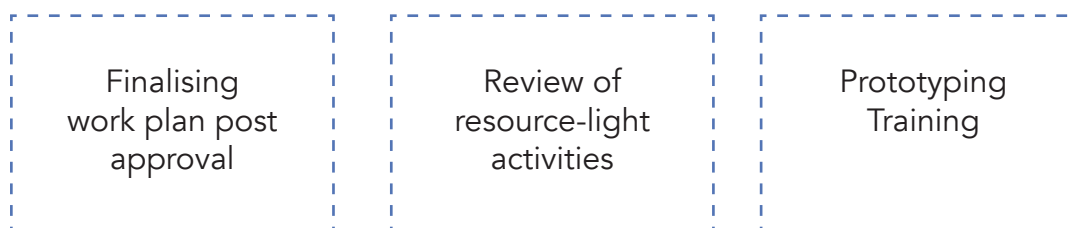
The 'launch' of a Community Lab is simply the sensitisation of its members and a walk-through of an ideation cycle, culminating in the development of the Lab's first work plan.

The complete launch of a Community Lab, including development of a work plan, securing relevant approvals and implementing low-resource solutions will take roughly 5-8 weeks. There are however two weeks of activity that require heavy facilitation. These are likely to be the first week, and three weeks after this where prototyping training and finalisation of the work plan will take place; see below.

## Week 1: Launch Week



## Week 4: Post-approval Support Week





## The facilitator's legacy

The launch is a vital opportunity to create the right atmosphere within the Community Lab. The facilitator's role is unique in its contribution to the Lab: each member's desire to improve their community is the legacy of the facilitator. Listen to the participants so you can facilitate and inspire – not lecture.

## Guiding and focusing discussion

Guide and control the group process to ensure that the following happens:

**There is effective, positive participation.** This means people are contributing to the discussion, speaking to one another as well as to the facilitator.

### **The facilitator manages time well**

Try to follow your proposed schedule. If an activity is going well and people are making progress, budget more time for it. If the opposite is happening, try to change your tactic, but know when to move on.

### **Participants achieve a mutual understanding**

Expect people to ask lots of questions – no one should feel ashamed to say they are uncertain or confused.

### **Their contributions are included**

Their opinions and contributions must be included in the ideas, solutions or decisions that emerge.

### **Participants take shared responsibility for the outcome: outcomes and actions are recorded and actioned**

People should know what the next steps are. Queries should have actions associated with them and delegated to the appropriate participants.



The things you do for yourself are gone when you are gone. But the things you do for others are your legacy.”

KALU NDUKWE KALU



## Being an adaptive facilitator

Whilst this guide is full of advice on how to be a 'good facilitator' there is no 'one size fits all' approach. Each group, each participant is unique and the style of facilitation needs to meet the diverse needs of the group. It is common to try an activity and watch it fail. This is normal, what's more important is being able to notice when things are not working and to adjust your approach. Being an adaptive facilitator is vital to having a productive launch.

To steer the discussion in a positive and constructive direction, firstly, recognise and reinforce supportive behaviours and responses. Thank people, let someone know their contribution is important, or that their question is valuable. This recognition helps the group build on each other's ideas positively, as they mimic the facilitator. Inevitably, people may end up spending too much time discussing something, going into too much detail or being dismissive or negative about ideas, and it's important to challenge any repetitive negative statements or behaviours. You can do this by moving the focus away from the person, changing the activity, or reflecting the statement back to the group as a question (e.g. Why is this a bad idea? Does this really always happen? Is that also the rest of the group's experience?)

Always be prepared to move on if needed. It's good to have a 'Plan B'. Feel free to stay from your initial plan if needed to improve engagement, collaboration, and to ensure the desired outcome.



It's fine to celebrate success but  
it is more important to heed the  
lessons of failure.”

BILL GATES



## Energisers

Sitting in an interactive workshop for days is exhausting! Participants will often walk into the room tired, preoccupied or even uninterested. As the facilitator, you have to ensure energy levels are high and participation is consistent. The best way to refresh people is to have them do something different: think about something wholly unconnected to the Launch or physically move around, for example. It's a good rule of thumb to use an energiser to start each day or when re-convening after breaks or lunch. However, use your judgement to 'feel' the energy of the group at all times.

Examples of energisers:

- **Line up** in order of who traveled the furthest to be here today
- **Find someone in the room** who is your 'opposite' (each participant is free to define 'opposite')
- **Teach your fellow participants** a song or a chant from your youth
- **Pick someone you've never spoken** to and introduce them to the group
- **Ask your neighbour**

What do you think is the most important life lesson for someone to learn? If you won the lottery tomorrow, what is the first thing you'd buy? What is your proudest achievement in your life so far? What do you love most about the place you grew up? What do you dislike?

What's your earliest childhood memory?

You should also feel free to create your own. You can do this easily by keeping the first part of the energiser, and changing the second. For example, '**line up in order of** oldest to youngest' or '**find someone in the room** who shares an interest with you'.

These activities should take 5 minutes or less, depending on size of group. They are often designed to allow participants to connect more personally with one another, in a positive or light-hearted way.



Energy is equal to desire and  
purpose”

SHERYL ADAMS



## Planning ahead

Planning a week-long session for 10-30 people requires a good degree of preparation. By focusing on the following areas, you can ensure that all bases are covered. Some initial questions include that will inform planning efforts are:

### People

Attendees: Who are the Community Lab members? Where are most of these people based? Will there be FPDU, RPDU or any zonal representatives attending?

Support: Who from the Woreda and Kebele can be drawn on to support logistical planning? Who is the facilitator's point person at the RPDU?

### Places

Launch Location: What is the target Woreda and kebele? Which town should the launch take place in? Which town should the launch take place in?

Learning Journey: Where will the Learning Journey take place? What are the target sites for the learning journey? How will participants get to different sites?

### Resources

Budget: What is the budget available for the launch activities? Are there any resources that are available, or accessible through your networks? E.g. vehicles, accommodation, venue options, etc.

Content: Has the facilitator accessed and understood the Community Lab guides? Have relevant pages or slides been prepared for attendees? Are the relevant resources required per day of launch prepared? (flip charts, pens or markers, post-its/small pieces of paper, large A3-A2 paper)



By failing to prepare, you are preparing to fail.”

BENJAMIN FRANKLIN



# CERTIFICATE OF PARTICIPATION

This certificate signifies that

\_\_\_\_\_ has successfully completed the Community Lab Masterclass conducted in

\_\_\_\_\_ Location \_\_\_\_\_ on \_\_\_\_\_ Date \_\_\_\_\_

Awarded by Masterclass Facilitator: \_\_\_\_\_

Organisation: \_\_\_\_\_







# CERTIFICATE OF PARTICIPATION

This certificate signifies that

\_\_\_\_\_ has successfully completed the Community Lab Launch conducted in \_\_\_\_\_

Location \_\_\_\_\_

on \_\_\_\_\_ Date \_\_\_\_\_

Awarded by Lab Launch Facilitator: \_\_\_\_\_

Organisation: \_\_\_\_\_







