



the state
of **SOCIAL**
INNOVATION

A SPECIAL REPORT BY THINKPLACE





Sarah Patterson
General Manager
ThinkPlace Victoria

Social policy

My journey to social innovation began in the Australian Government where I crafted welfare policy, designed and piloted programs and oversaw their implementation.

Design & Architecture

I went back to school and studied graphic design and then architecture and ended up practicing architecture for a few years.

Aid & remittance

I also spent some time in the aid and remittance space in the pacific and was in a team that established the Seasonal Worker Program.

ThinkPlace

At ThinkPlace I get to combine my government experience with my design expertise to deliver public good for a range of clients - the space I'm particularly passionate about is SDG17 Partnerships for the Goals.



Carly James

Senior Executive Designer
ThinkPlace Kenya

Sociocultural Anthropology

My interest in social innovation began through my field research in East and West Africa, where I became interested in people's everyday practices around informal banking.

International Development & Aid

Following graduate study, I spent over four years in Kenya working on a range of projects throughout East (including the Horn), West, Central and Southern Africa. Our work primarily focused on leveraging social norms to stimulate positive behaviour change.

Design Research

My entry into complex systems design and social innovation began more formally at ThinkPlace, where I conducted social research and quickly realised a desire to return to graduate school for training in design studies.

ThinkPlace Global

Having continued my work across ThinkPlace Kenya, ThinkAction (USA) and ThinkPlace Australia, I enjoy bringing my experience in social and behaviour change into my work to deliver public good for a range of international clients.





SUSTAINABLE DEVELOPMENT GOALS

17 GOALS TO TRANSFORM OUR WORLD

1 NO POVERTY Icon of a family consisting of two adults and three children.	2 ZERO HUNGER Icon of a bowl with steam rising from it, representing food.	3 GOOD HEALTH AND WELL-BEING Icon of a heart with a pulse line, representing health.	4 QUALITY EDUCATION Icon of an open book and a pencil, representing education.	5 GENDER EQUALITY Icon of a female symbol with an equals sign, representing gender equality.	6 CLEAN WATER AND SANITATION Icon of a water tap with a single drop of water, representing clean water and sanitation.
7 AFFORDABLE AND CLEAN ENERGY Icon of a sun with a power button symbol in the center, representing clean energy.	8 DECENT WORK AND ECONOMIC GROWTH Icon of a bar chart with an upward-pointing arrow, representing economic growth.	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE Icon of three stacked blocks, representing industry and infrastructure.	10 REDUCED INEQUALITIES Icon of an equals sign inside a circle, representing reduced inequalities.	11 SUSTAINABLE CITIES AND COMMUNITIES Icon of several buildings of varying heights, representing sustainable cities and communities.	12 RESPONSIBLE CONSUMPTION AND PRODUCTION Icon of a circular arrow, representing responsible consumption and production.
13 CLIMATE ACTION Icon of an eye with the Earth as the pupil, representing climate action.	14 LIFE BELOW WATER Icon of waves and a fish, representing life below water.	15 LIFE ON LAND Icon of a tree and two birds, representing life on land.	16 PEACE, JUSTICE AND STRONG INSTITUTIONS Icon of a dove and a gavel, representing peace, justice, and strong institutions.	17 PARTNERSHIPS FOR THE GOALS Icon of three interlocking circles, representing partnerships for the goals.	The United Nations logo. SUSTAINABLE DEVELOPMENT GOALS



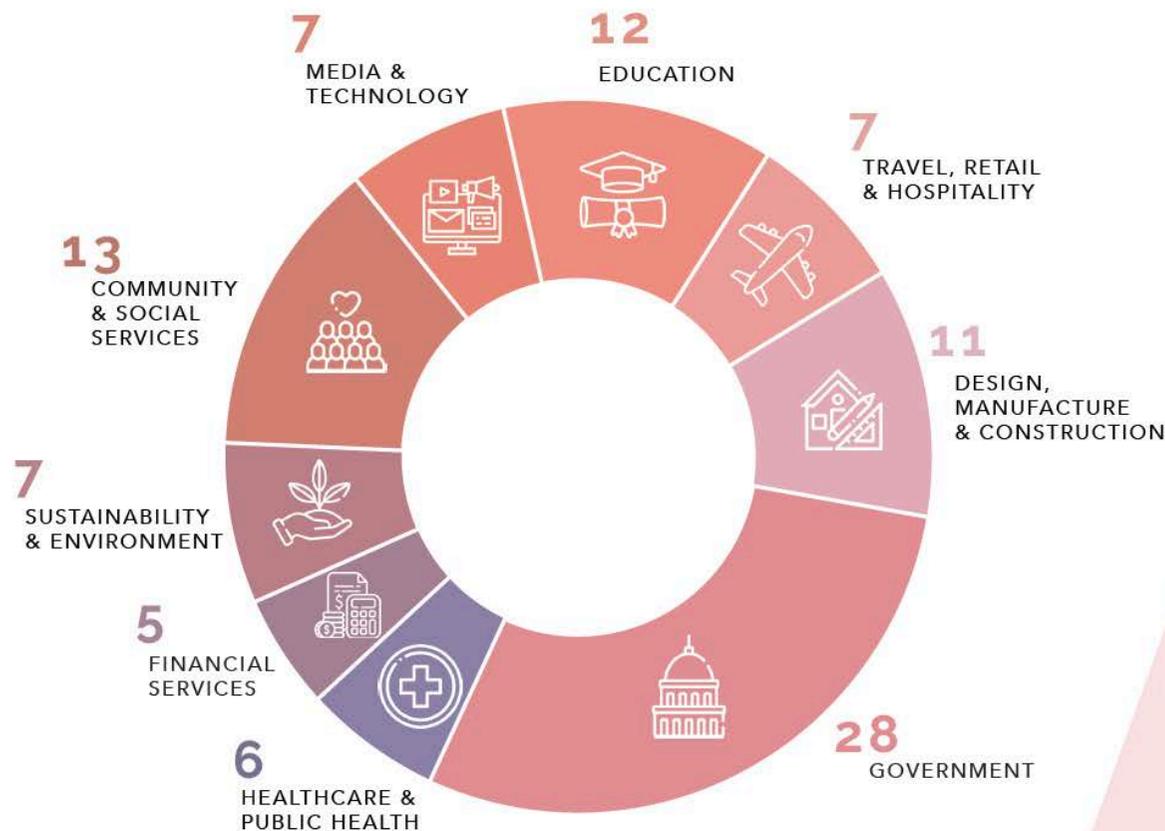
the state
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A SPECIAL REPORT BY THINKPLACE

The State of Social Innovation

1. Why social innovation?
2. What is social innovation?
3. What can you do?

THE SECTORS WE HEARD FROM...



A pulse check...

A survey of over 100 high-level changemakers spanning sectors such as health, energy, education, international development and environment.

The majority (85%) identified as either CEO/VP/Director or Senior Managers.

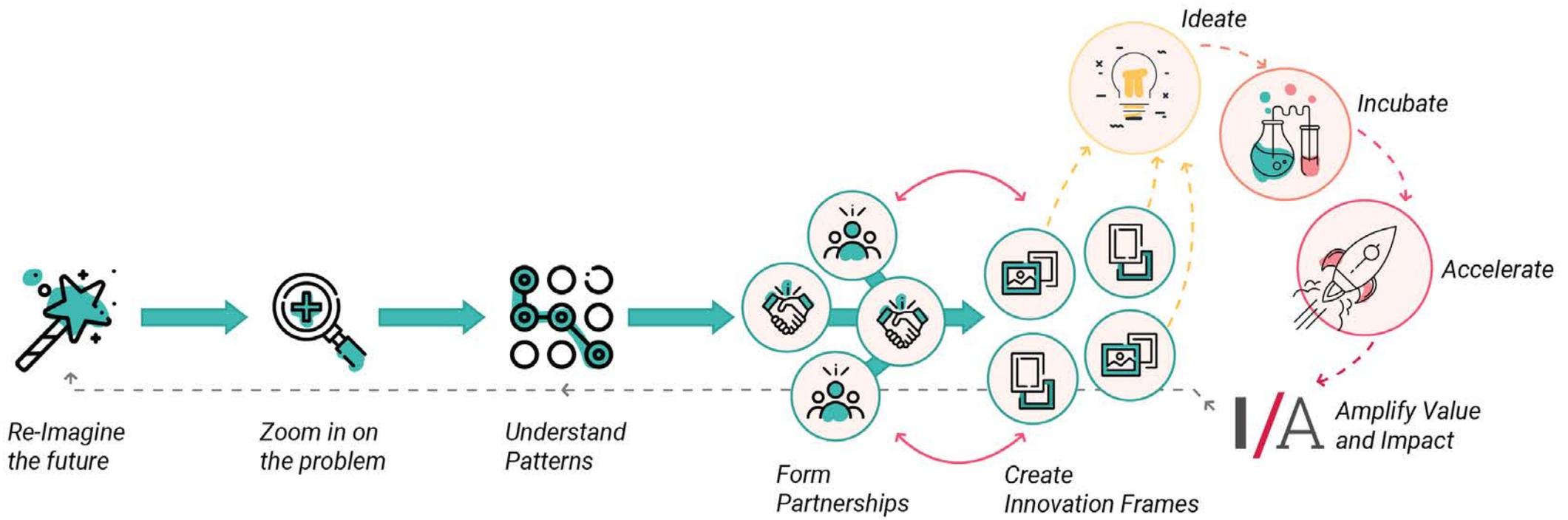


Problems faced by today's leaders are growing in complexity, an overwhelming majority of respondents agreed. Q.2's provocation around the need for collaborative action scored strongest agreement while **87% of leaders agreed or strongly agreed that new ways of thinking were required for their challenges**

What is social innovation?

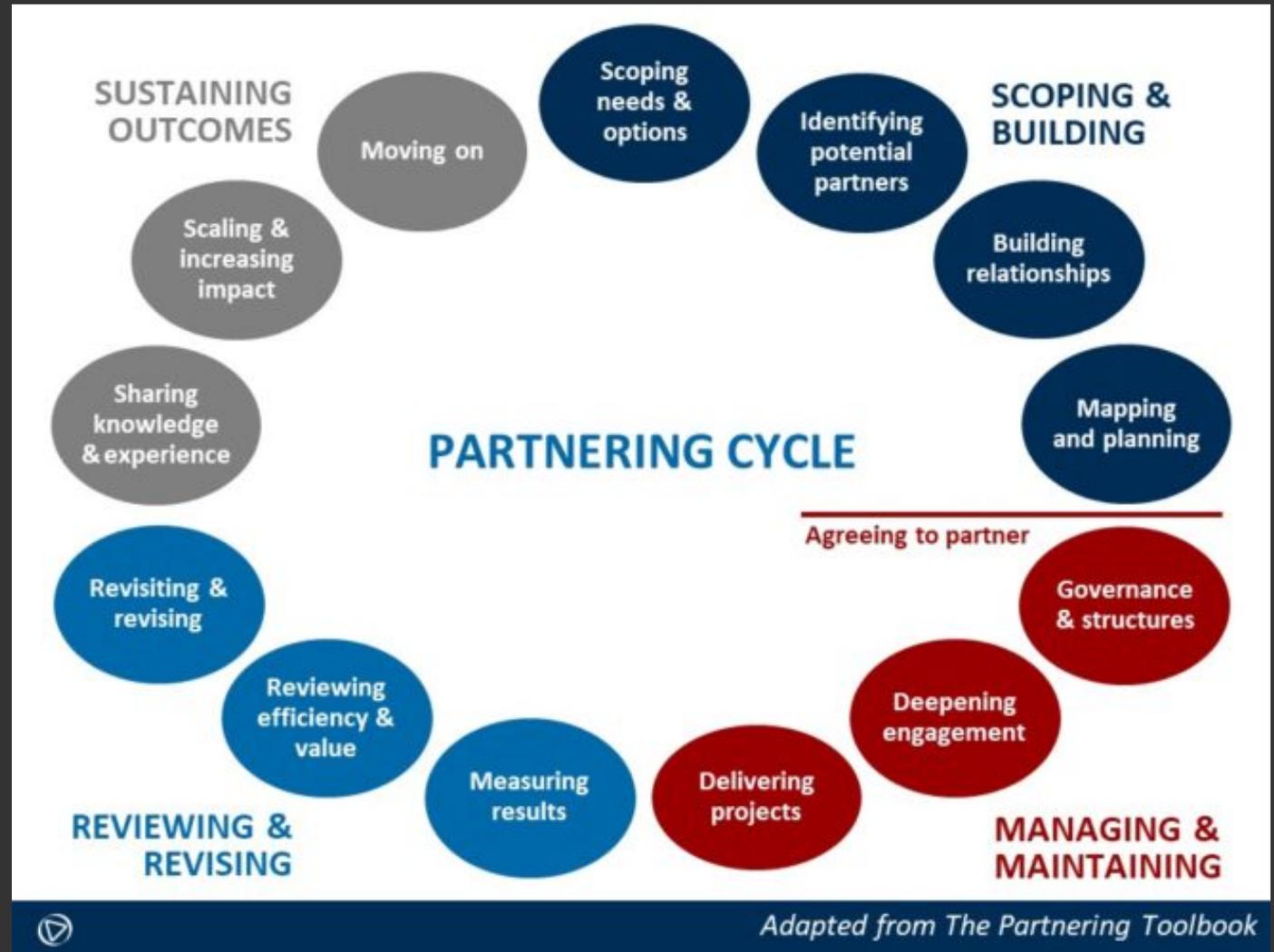
Social innovation is an
antidote to the partnership
of convenience...





So what are some of the critical make or break areas?

1. Agreeing to partner without laying the groundwork...



Adapted from *The Partnering Toolkit*

2. Failing to identify and address any misalignment in values between your sponsor and partners...

OUR DESIGN CHALLENGE

Integrating local contexts, customs and beliefs

Not deploying one cultural conception of gender equality – many united by a common understanding.

How might we help Plan International sensitively diffuse their values and learning globally, so that they can foster equality and opportunity for girls worldwide?

Make values relatable and personal, so implementation actually happens

CROSS-CONTINENTAL ENGAGEMENT

<p>Malawi</p> <p>36 PARTICIPANTS</p> <p>RESEARCH Managers, partners, field officers</p>	<p>Uganda</p> <p>140 PARTICIPANTS</p> <p>RESEARCH & PROTOTYPING Directors, managers, field staff, programme managers</p>	<p>Thailand</p> <p>1 PARTICIPANT</p> <p>RESEARCH Technical Expert</p>
<p>Kenya</p> <p>20 PARTICIPANTS</p> <p>RESEARCH & PROTOTYPING Communications, programming, content, managers, fieldworkers</p>	<p>United Kingdom</p> <p>5 PARTICIPANTS</p> <p>RESEARCH Communications, knowledge management, learning, content</p>	<p>India</p> <p>1 PARTICIPANT</p> <p>PROTOTYPING Partners, managers</p>

Includes: fieldworkers, managers, directors, communications, knowledge management, learning

OUR SOLUTION: LESSON IN A BOX

WHAT IS IT?

Managers and staff are often confronted with new policies and guidance that they do not understand, are outside of their cultural context and have little time to make sense of.

Lesson in a Box provides an answer to this problem by providing regular, short and localised video lessons that explain new policies and guidance. This is followed by a facilitation session where staff discuss the material and are then encouraged to record their own reflective videos. Each lesson includes 3 videos: one on policy, one on local application and one personal reflection. These take nearly no time to prepare for and can be conducted after weekly meetings.

WHO IS IT FOR?

Everyone, everywhere at Plan International.

WHERE?

Initially: India, Uganda, UK
The near future: everywhere.

3. Hitting the set and forget button...



Your Design Challenge...

1. Go to: [slido.com](https://www.slido.com)
2. Enter one of the following event codes:
 - M307
 - Q053
 - S911

What can we learn from this exercise?

- **Don't underestimate the power of a shared vision, a shared intent.** If we all not only understand our shared objectives but find them motivating and fulfilling, it becomes easier to act as a high-performing team.
- **Individual experience can be a limiting factor.** Consider the entirety of the system, and the diversity of perspectives which contribute to a well-functioning system.
- **The entire process is embedded in relationships.** The process does not exist except for in our relationships with one another. Investing in constructive, productive and healthy working relationships works to improve the overall performance of the partnership or consortium.

The international humanitarian system might be at the centre for us, but if we put ourselves in the shoes of people affected by crisis today, the system is largely invisible or ineffective for them.

Project participant

Future 'response' modes

The following describes three future 'response' modes that support the different ways in which the international humanitarian system might deliver aid based on a clear understanding of the needs of crisis-affected people and its own role in meeting those needs. Each mode describes the purpose of the response, as well as the respective roles of international, national, local, and other frontline actors. These modes are not perfect; they are meant to serve as starting points for reflection and discussion. They are also not mutually exclusive. In particular, a comprehensive response likely requires all three modes to be in operation in some combination. However, factors such as capacity, governance, and sudden changes in the conflict/crisis situation, will determine which 'response' mode(s) will be needed most.

Fail safe	Network	Cooperative
Provides timely and appropriate assistance and protection based on humanitarian principles in situations where the state and other response actors are unable, unwilling to adequately address the nature and scale of needs. The international humanitarian community leads in planning, coordination and/or delivery of services/goods. Local and national organizations collaborate and support where appropriate and possible.	Collaborates with and complements existing actors and systems wherever possible. Community-based, local, national, or other frontline organizations lead response efforts. The international humanitarian community supports national and local efforts by filling gaps in coverage and expertise.	Links up short-term needs with longer-term opportunities and opportunities. International humanitarian organizations connect and work with crisis-affected communities and others to decrease dependency, support self-reliance.
"We survive and feel safe"	"Our needs, perspectives and agency shape decisions and action"	"We stabilize, grow and dream"
"We lead the response to assist and protect"	"We stand back, listen, collaborate and support"	"We facilitate and let go when needed. We create opportunity."

94 A DESIGN EXPERIMENT: IMAGINING ALTERNATIVE HUMANITARIAN ACTION FUTURE STATE

How can you turn this into action?

1. Get clear on your intent before you begin any work...

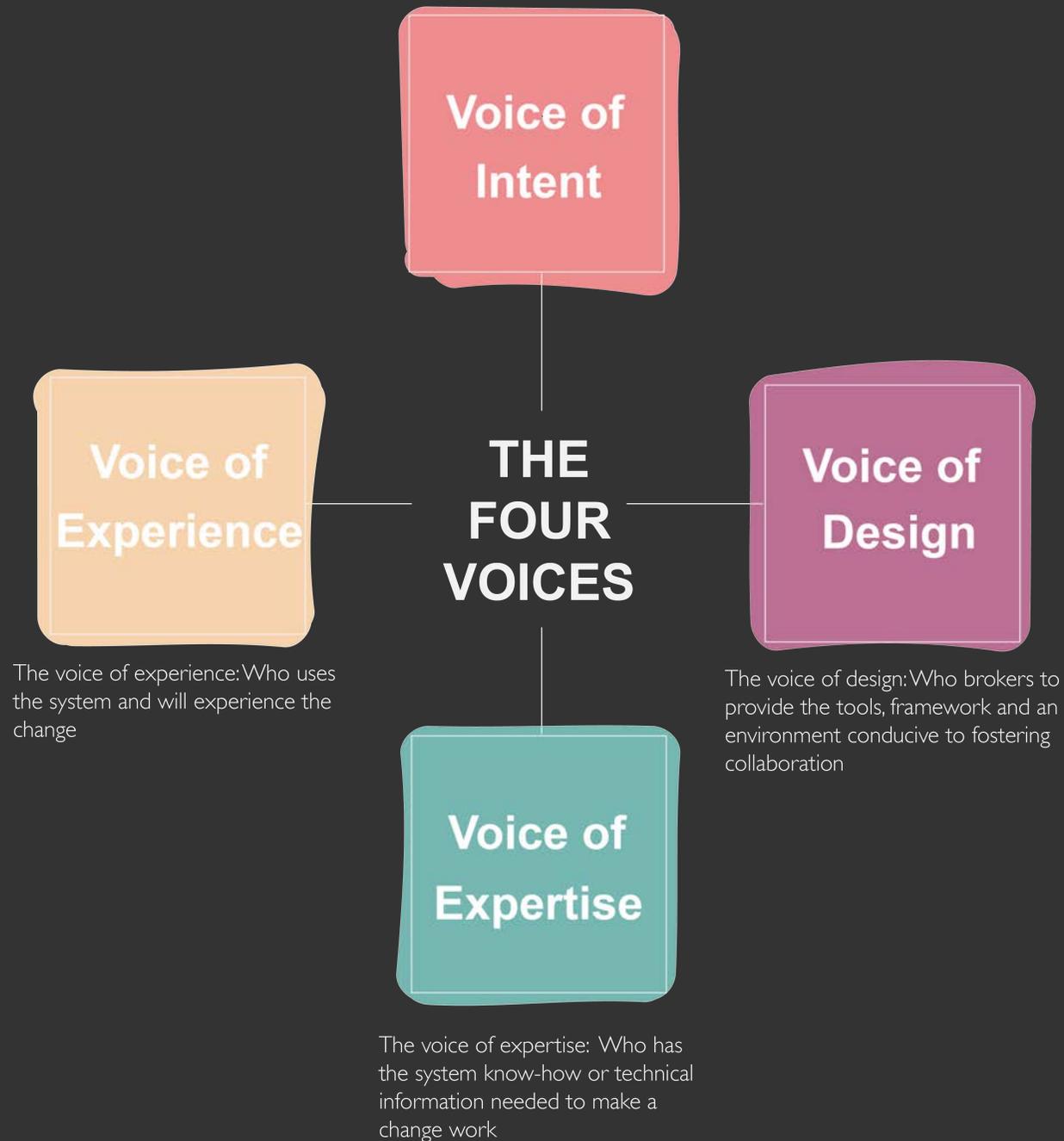
- Who is at risk if nothing changes?
- Who has a role in making change a reality?
- What first step can we take?



The voice of intent: Who can authorise and/or sponsor a change to happen

ThinkPlace

2. Adopt an approach that harnesses a diverse range of voices...



3. Have someone
with their eyes on
the process



Thanks!



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