Managing Innovation for Impact:

Assessing the Influence of IDIA Training at Individual, Institutional and Ecosystem Levels

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Submitted by Moonshot Global

MOONSHOT GLOBAL

IDIA INTERNATIONAL DEVELOPMENT INNOVATION ALLIANCE

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ACRONYMS

BMGF   Bill & Melinda Gates Foundation

DFAT   Department of Foreign Affairs and Trade (Australia)

edX   An online learning platform offering courses from universities

FCDO   Foreign, Commonwealth & Development Office (United Kingdom)

GCC   Grand Challenges Canada

GPT   Generative Pre–trained Transformer

IDIA   International Development Innovation Alliance

IIC   Innovation Investment Case

MEL   Monitoring, Evaluation, and Learning

ONG   Nongovernmental Organization

R4D   Results for Development

ToC   Theory of Change

Training+   Training Plus

USAID   United States Agency for International Development

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Understanding the Impact of International Development Innovation
Alliance Training on Participants, their Organizations, and Wider Ecosystem

EXECUTIVE SUMMARY

The International Development Innovation Alliance (IDIA) training programs have achieved remarkable success in transforming individual innovation leaders while revealing strategic opportunities to strengthen institutional impact and put into place plans for long-term financial sustainability. Assessment of primary and secondary data from programming that reached 139 participants across 31 countries over six years provides clear evidence for this conclusion and points to ways in which future results can be further enhanced.

R4D designed highly interactive in-person training that provided diverse cohorts with the knowledge, tools, and connections needed to lead innovation efforts. These programs have been lauded for their impact in building capabilities, inspiring action, connecting participants with diverse peers, and providing practical approaches to scaling innovation.

To evaluate the programs' effectiveness, relevance, and sustainability, as well as to take a forward looking approach to making the training more sustainable, IDIA engaged Moonshot Global to conduct a comprehensive assessment and recommend actionable improvements.

The assessment's key question was

> *How can IDIA's training programs maximize their impact on individuals, institutions, and ecosystems while ensuring long-term sustainability and adaptability to participant needs?*

Effectiveness at Individual, Institutional, and Ecosystem Levels

Both the Global and Ecosystem Trainings have demonstrated highly impactful results, and evidence-based success in enhancing innovation leadership and capabilities. Participants consistently reported increases in understanding, confidence, and collaboration.

Participants of the Global Training and Ecosystem Training reported significant gains in their understanding of innovation principles, confidence in applying tools,

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and ability to foster collaboration. These improvements were especially pronounced among participants from the Global South, who showed the highest increases in knowledge and tool utilization. Alumni described the training as transformative, citing mindset shifts, enhanced leadership skills, and strengthened networks as key outcomes.

The Ecosystem Training, piloted in Ethiopia, provided additional value by tailoring its curriculum to address local health innovation challenges. Participants emphasized the importance of storytelling, systems thinking, and collaboration, highlighting the program's relevance and ability to inspire actionable change within their ecosystems.

The training programs demonstrate their strongest impact at the individual level.

In the **Global Training, the percentage of participants who strongly agreed that they understood how innovation supports their work nearly tripled**. Digging deeper into application of knowledge and skills, participants found the content relevant, and post-training expected to be able to apply it. They reported experiencing mindset shifts, developing efficacy (increased knowledge and confidence), having the motivation and intention and access to new tools and approaches. Participants shared that **the training facilitated building relationships and inspired continued connections with and contributions to an informal network beyond their own cohort.**

In the **Ecosystem Training, the biggest gains were made on access to tools, particularly among government participants for which levels rose from 0 to 99 percent.** Increased knowledge also was substantial. Post training, the percentage of participants self-reporting knowledge at the highest levels more than doubled.

Global Training

- **Knowledge and tools:** The percentage of participants who strongly agreed that they had increased understanding of innovation management rose from 22 percent pre-training to 64 percent post-training. Similarly, those strongly agreeing they had the tools to develop new ideas increased from 4 percent pre-training to 36 percent post-training. Women participants found the content relevant, and post-training expected to be able to apply it. They reported experiencing mindset shifts, developing efficacy (increased knowledge and confidence), having the motivation and intention and access to new tools and approaches.

- **Global South and Women participants excelled:** Gains were particularly significant among Global South participants. Participants who strongly agreed they had increased understanding rose from 24 percent to 61.8 percent, while those who strongly agreed they had the tools needed for innovation increased from 9.1 percent pre-training to 46.2 percent post-training, surpassing the gains of their Global North counterparts (0% to 25%). Gains for women were higher than those for men. Participants who strongly agreed they had increased understanding rose from 13 percent to 56.2 percent, surpassing the gains of men (from 22% to 55.6%). On the question of whether participants had the tools they needed, men gained more (increasing from 0 percent to 44.4 percent) than women (increasing from 8.7 percent to 31.2 percent).

- **Collaboration and networking:** While all participants very highly valued networking and relationship building, they cited the need to contextualize the cohorts and the wider training alumni within the context of the innovation ecosystem and to receive post-training support to build the network. Nearly 90 percent of participants post-training

reported that they were networked and had intentions to collaborate with peers, up from 61.4 percent pre-training. Qualitative data showed that participants valued networking even higher than these quantitative results. Participants viewed networking and collaboration as key to breaking down organizational silos and fostering innovation post-training, and participants expressed an interest in collaborating and having access to support post-training to drive innovation and overcome barriers.

Ecosystem Training

- **Knowledge and tools:** Participants' self-reported understanding increased substantially. Pre-workshop, the percentage of participants who strongly agreed (6 or 7 on a 7-point scale) more than doubled, rising from 31.8 percent pre-training to 77.9 percent post-training. Participants from the Ethiopian government self-reported that their increased understanding rose from 25 percent pre-training to 75 percent post-training. The greatest gains among all participants were made on access to tools. The percentage of participants who strongly agreed they had the tools they needed increased from 9 percent pre-training to 78.9 percent post-training. These numbers increased even more dramatically among government participants—from 0 percent to 99 percent.

- **Other data points:** In response to knowledge acquisition questions that Moonshot added to the Ecosystem Training questionnaire, the percentage of Ecosystem Training participants reporting the highest levels of knowledge rose from 10.5 percent pre-training to 73.4 percent post-training. Participants also showed gains in being networked and intent to collaborate with peers. These numbers increased from 61.4 percent post-training to 89.5 percent post-training.

At the organizational level, however, results show more variation. While 85.7 percent of participants report evolution in their roles post-training, organizational support remains inconsistent. Only 42.9 percent of respondents received support from their organizations for post-training knowledge sharing. Among participants coming from organizations sending multiple participants to the training, half had received post-training support from their organizations to leverage their learning from the training. There is an opportunity moving forward for IDIA to fill this gap between individuals gains and gains to organizations, for example to support individuals to integrate their new capabilities into their work and/or to compel organizations to do so.

There was evidence that the training fostered significant mindset shifts related to change that participants could achieve at the organizational level. **Participants described transformative experiences, such as learning to navigate discomfort in innovation work and adopting systems thinking approaches.** One participant stated, "Discomfort is not only a regular companion in innovation but essential to success." Many other examples are included in the body of this report.

Journey mapping revealed two distinct pathways through which participants are driving broader change. Through the data gathering exercise based on in-depth interviews with IDIA global training alumni there emerged two personas: "Transformation Enablers" who post-training are catalyzing organizational change and "Impact Entrepreneurs" who post-training are building new innovation platforms for change.

1. **Transformation Enablers** have shifted their work on siloed projects to initiatives with scalable potential. Though initially facing challenges in identifying and taking advantage of scaling pathways, they now feel they have the capabilities to influence policy and champion systems for sustainable

growth. Equipped with tools and confidence from training, they foster innovation despite ongoing stakeholder coordination gaps, leveraging their roles and networks to drive impact.

2. **Impact Entrepreneurs** described journeys of growth and transformation. Starting as visionaries who felt limited by bureaucratic barriers, they benefitted from the IDIA training by building skills and networks for scaling projects and driving systemic change. They redefined their roles as intrapreneurs within organizations or as entrepreneurs founding new initiatives. Despite resource constraints and contextual bottlenecks, they advanced their goals, expanded platforms, and maintained connections with IDIA alumni and faculty for ongoing support.

Alignment with Needs

IDIA's training programs have effectively addressed the needs of participants and their organizations. The curriculum emphasized practical tools, frameworks, and reflective spaces, enabling participants to adapt learnings to their contexts. Tailored sessions, particularly in the Ecosystem Training, further enhanced relevance by addressing specific challenges in innovation ecosystems. Participants consistently expressed appreciation for the diversity of perspectives and the opportunities to collaborate and connect.

Training Design and Relevance

A review of training design and relevance surface three main findings:

1. Three primary elements of the training surfaced as an essential core of IDIA's approach. The success of the IDIA training stems from three key design elements:
   - Creation of "safe spaces" for vulnerable discussions,
   - Convening of diverse cohorts bringing multiple perspectives,

- Facilitation of intensive peer learning through structured activities.

2. Both the Global and Ecosystem trainings were found to be highly relevant to participants.
   - **Global Training highlights:** Participants praised the foci on storytelling and scaling innovation, which equipped them to articulate goals and drive system-level changes. For example, a participant reported using storytelling techniques to foster collaboration among stakeholders, aligning them around shared goals.
   - **Ecosystem Training success:** The Ethiopia program exemplified the relevance of tailored content. Participants rated the alignment of training objectives with their individual and organizational goals at 6.2 on a 7-point scale post-training. Female participants, in particular, highlighted the program's ability to address systemic challenges, with 60 percent reporting high confidence in applying tools to ecosystem challenges post-training.

3. The ability to adapt training to the needs of individuals and ecosystems also has been a strength: Curriculum analysis from 2018 to 2023 revealed consistent core process elements with thoughtful adaptation to context and emerging needs. The IDIA training maintains essential components like welcome circles, homebase groups, and networking events while evolving content emphasis and delivery methods based on participant feedback.

Financial Sustainability

Considering multiple pathways for financial sustainability would benefit IDIA's prospects for financial sustainability.

- **Structured Programming:** Developing structured programming to help participants influence organizational change and eco-

system–level collaboration can demonstrate measurable benefits, encouraging organizations and funders to invest further by paying more for participant attendance.

- **Network Approach:** A network model with a shared measurement system and structured network building activities integrated into both the Global Innovation Training and the forthcoming Add Training Plus (Training+) platform can increase financial sustainability by offering a clear value proposition. Training+ has the potential to attract new fee–paying participants and provide in–person cohorts with extended learning opportunities.

- **Partnerships to Attract New Fee–paying Customers:** Given the current trend in executive education of sustainability and innovation being incorporated into programs, IDIA could generate additional revenue by incorporating through mission–aligned partners a virtual or modified in–person delivery of selected training modules.

Looking Ahead

The assessment identified clear recommendations Global and Ecosystem trainings.

- **Develop programming to support organizational change**

  Create programming that engages organizations before and after training to facilitate collaborative efforts. While initially resource–intensive, such programming could generate long–term financial support as organizations with measurable benefits may pay higher fees for participation. Structured activities like pre–training discussions, barrier identification, or post–training plans for knowledge sharing can enhance individual and organizational outcomes, driving innovation management and scaling.

- **Enhance the Global Training network model**

  Build on the global training's success in foste-

ring long–term connections by structuring a comprehensive network model. The upcoming Training+ platform offers opportunities to extend learning and networking for in–person cohorts while attracting new audiences. Using this platform, IDIA can develop intentional networks to amplify the ecosystem impact of the training program.

- **Facilitate virtual alumni networking**

  Leverage the Training+ platform to enable virtual networking among alumni and new participants. Identifying shared interests and goals can foster knowledge exchange and collaboration. Suggested activities include topic–specific panels or webinars, curated introductions, and peer–to–peer support systems. Integrating these functionalities into the Training+ platform avoids redundancies and strengthens ecosystem contributions.

- **Allocate more resources for impact measurement**

  Increase funding for impact measurement to meet best practices, allocating 10% of the program budget to monitoring, evaluation, and learning activities. Consistent resources will enable the collection of baseline, post–training, and long–term data, supporting adaptive implementation and more accurate outcome measurement. A designated coordinator and participatory approaches can enhance efficiency and effectiveness.

- **Upgrade information technology systems**

  Replace fragmented data systems with unified tools for data management, analysis, and sharing. The current use of diverse platforms creates inefficiencies. A robust, integrated system will streamline processes, improve data quality, and enhance accessibility for training content and evaluation activities.

1. ASSIGNMENT BACKGROUND

Results for Development (R4D)'s Scaling Innovation practice designed and manages the IDIA 'Managing Innovation for Impact' training, which was launched in 2018, with a week-long Global Training delivered each year. In 2024, R4D designed and delivered the first Country Innovation Ecosystem Training with the health innovation ecosystem in Ethiopia. The team is also expanding its services with Training+ to provide opportunities for ongoing learning and to reach a wider audience of innovation leaders. In the context of the observed successes to date, and the plans to expand, R4D engaged Moonshot Global to undertake an applied research activity to provide insights into the impact that the training has had on (a) individuals, (b) institutions and (c) their ecosystems, and to support the organization's future monitoring, evaluation, and learning activities for the initiative.

A core component of the work has been to:

1. Co-create and apply a revised theory of change (ToC) and new measurement framework
2. Design and test a set of tools to assess training effectiveness, design relevance, and participant feedback from the vantage point of October 2024 and for use in the future.

This report captures outputs and summarizes assessment results and was followed by a feedback session with R4D to discuss recommendations and their relevance and feasibility. A final report followed shortly after the feedback session.

This applied research activity has delivered:

- A research design and methodology for the impact assessment.
- A research strategy and framework for conceptualizing IDIA Training impact at individual, institutional, and ecosystem levels.
- Research tools and recommendations for future monitoring, evaluation, and learning of the training.
- A report addressing the three impact assessment questions and recommendations for action based on evidence.

2. ASSESSMENT METHODOLOGY

Assessment Purpose

R4D is the primary intended user of the impact assessment. As the team reflects on the past years of work designing and adapting its Global Training, introduces new services including the country Innovation Ecosystem Training and Training+, and aims to expand its reach, the team commissioned an impact assessment that could help them generate evidence on effectiveness and identify key learnings and recommendations for the innovation training moving forward.

Moonshot interpreted the primary purposes of the assessment to be:

1. To provide evidence on effectiveness based on a new conceptualization of the impact of the innovation training at the individual, institutional, and ecosystem level.
2. To provide insights into the relevance of the design format and content of the training to inform future design decisions.
3. To provide research–based recommendations to support the sustainability of the innovation training as the R4D team explores alternative funding options.

A secondary purpose of the assessment is:

1. To inform monitoring, evaluation, and learning activities managed by the R4D team beyond 2024.
2. To generate quantitative and qualitative data that can be used for marketing and communication purposes with potential funders and participants of the innovation training.

Assessment Questions

Moonshot Global worked with the R4D team to narrow down and refine the impact assessment questions through a two–hour workshop, ensuring that (1) questions address the purpose of the assessment and intended uses, and (2) questions are answerable and can be measured accurately and reliably. Questions for the impact assessment covered effectiveness and relevance, and a question on the business model addressed sustainability.

The agreed impact assessment questions following the workshop:

Q1: To what extent have the global and Country Ecosystem trainings achieved, or are expected to achieve, intended results on (a) individuals, (b) institutions, and (c) their ecosystems?

- What differential results are there across groups (gender, nationality, type of stakeholder)?
- To what extent have knowledge, skills, been applied and participants have benefited/contributed to networks?
- To what extent do content and design variables influence intended results on individuals?

Q2: To what extent are the Global and Country Ecosystem trainings' objectives and design responsive to the needs and priorities of participants, their institutions, and the innovation ecosystem within which they operate?

Q3: How might IDIA achieve greater financial sustainability for its innovation trainings?

Assessment Design and Methods

A non-experimental design was used to address the impact assessment questions. Moonshot Global and R4D agreed to a collaborative way of working to promote maximum utility of the assessment findings and adoption of monitoring, evaluation, and learning tools by the R4D team moving forward. Collaboration was facilitated through weekly or bi-weekly check in calls, co-creation sessions, and regular feedback and iteration of key deliverables. This approach allowed for deeper and more

relevant insights to be drawn from the data, and to bring perspectives of team members with extensive experience designing, delivering, and managing the innovation training to inform recommendations.

Essential design components were incorporated into the assessment by (1) applying the ToC and rubric; (2) using a mixed-method approach; (3) applying relevant capacity building and network frameworks; (4) utilizing journey maps; (5) identifying and using relevant secondary data; (6) triangulating data; and (7) disaggregating data by Global North–Global South and gender where possible.

In order to systematically integrate qualitative and quantitative methods, a mixed-methods approach was employed to address assessment questions in a more holistic way. This approach increased validity and amplified the voice of training alumni. It also ensured the findings were grounded in the experience of multiple stakeholders.

Qualitative methods included: document review, curriculum analysis, information technology systems assessment, ToC reconstruction, key informant interviews, application of deep learning generative pre-trained transformer (GPT), journey mapping survey, in-depth interview, artifact collection, and business model comparison of courses.

Quantitative methods included analysis of secondary data, ecosystem training pre- and post-workshop surveys, survey of organizations, and sentiment analysis.

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Table 1 on the next page provides a copy of the assessment questions and associated research design and methods used to investigate each one.

Limitations

Non–experimental design: The non–experimental design does not allow for comparison, making it difficult to infer cause–effect relationships or attribution. However, given the purpose of the assessment, a non–experimental design that uses contribution–based analysis is sufficient for surfacing results and generating insights to improve.

Limitations to secondary data: The R4D team has collected data during previous cohorts, primarily through surveys. Some limitations, such as the lack of consistency in quantitative questions year to year and inconsistent capture of participant organization type create some limitations to the data that can be used for the assessment. Some gaps in secondary data were addressed by supplementing with primary data collection. Other gaps were not possible to fill given a number of factors:

- The time that had passed since the training. For example, relevance was extrapolated from qualitative comments as it was deemed unlikely that alumni would be able to recall their needs pre–training from a vantage point of one to six years post–training.

- The rubric was co–created during the assessment period, which meant there is little data aligned to dimensions that had not been considered previously, for example, the participant influence dimension in the Resource Mobilization change area.

Data on networking or contributions to networks is inconsistent. To help account for this, open–ended qualitative questions were analyzed against the rubric to the best of the assessment team's abilities. Since post–workshop surveys were conducted immediately after training delivery, examples of application were drawn largely from the journey mapping and intentions voiced in post–workshop surveys.

Selection of informants: A purposive sampling approach was used to identify key informants for interviews with the Ethiopia innovation training participants, the journey mapping interviews, and the organizational surveys. Names were put forward by the R4D team, and informants could self–select by accepting the interview and/or completing the survey. While purposive sampling was suitable for the assessment design, it does introduce potential selection bias as alumni and participants who have had a more positive experience may be more likely to be selected as well as accept the request. This was mitigated by using a mixed method approach and triangulating results from interviews with quantitative cohort–level data.

Responses to calls for alumni inter–views were fewer than anticipated: Although not intended to be statistically significant given the journey mapping approach, the assessment team intended to conduct interviews with a greater number of alumni to validate

a higher number of personas. Given response rates, five total interviews were conducted, and assessment team analysis identified only two distinct personas. There is a high likelihood that more personas would be identified from a higher number of interviews with alumni. Therefore, the assessment team recommends that the R4D team keep a record of personas originally identified and review future alumni/ae interviews against them.

Table 1: Assessment question and associated research design and methods

Question	Research Design and Methodology

Q1: To what extent have the Global and Gountry Gcosystem trainings achieved, or are expected to achieve, intended results on (a) individuals, (b) institutions, and (c) their ecosystems?
 	
 • What differential results are there across groups (gender, nationality, type of stakeholder)?
 	
 • To what extent have knowledge, skills, been applied and participants have benefited/contributed to networks?
	Both Global and Ecosystem trainings:
	
	 • How is overall effectiveness of the activity best framed?
	
	 • Theory of change workshop to better understand IDIA training program and all of its elements—flagship training, ecosystem training, training plus, and applied research—and their intended results
	
	 Concept of Rubric to was developed to lay out a more flexible yet integrated approach to measurement of both trainings (as well as Training Plus and research workstreams).
	
	 How does content and design affect training effectiveness?
	
	 • Process informed contribution analysis to triangulate interview findings
	
	     • Fidelity of training delivery—review from documentation what was planned versus what happened and identify contribution of content and adaptations within each training to progress on rubric
	
	     • Adaptation of program—review from documentation the differences across trainings and what informed/inspired these
	
	 • Review of curricula and relevant cohort size and training setting details

Question	Research Design and Methodology

• To what extent do content and design variables influence intended results on individuals?
 	
Impact Assessment Effectiveness
	What data and tools are helpful to measure effectiveness for the assessment?
	
	• Global Training:
	  • Journey Mapping of alumni/ae
	  • Survey and Interviews with alumni (~3–5)
	  • Surveys with participants from organizations that sent more than 1 participant
	    • FCDO (4 in 2022)
	    • Gates (3 in 2022)
	    • Two south–based organizations
	
	What data and tools are helpful to measure effectiveness for the assessment?
	
	• Country ecosystem training:
	  • Pre– and post– survey of Ethiopia training participants including individual level outcomes and goals
	  • On–site interviews conducted during the training

Q2: To what extent are the Global and Country and Ecosystem trainings' objectives and design responsive to the needs and priorities of participants, their institutions, and the innovation ecosystem within which they operate? Impact Assessment: Relevance	Global Training and Country Ccosystem Training: Review and/or capture needs and priorities at all three levels: • Re–review of surveys and pre–workshop surveys from participants, particularly to look at the "what does this mean for my organization question" • Review of documents to understand the history of training iterations • Data drawn from interviews with alumni • Interviews with organizations that sent >1 participant • Review of documentation Review of 2017 landscape analysis
Q3: How might IDIA achieve greater financial sustainability for its innovation trainings? Business Model: Sustainability	To address the question on sustainability of IDIA's innovation training, the assessment team: 1. Researched network theory and adapted a framework for network design based on Pugh and Prusak's "designing effective knowledge networks", 2. Produced case studies of comparable training programs that use a network approach for comparison through desk research and previous experience of the assessment team 3. Identified gaps and next steps in considering and designing an intentional network approach. 4. Business model comparison of courses.

3. DATA COLLECTION METHODS AND TOOLS

Theory of Change

The assessment team held a workshop with IDIA training stakeholders to reconstruct the ToC and ensure that it comprehensively articulates the impact and outcomes to be achieved through the IDIA training as well as captures the pathways for achieving this change. This enabled the team to develop a shared understanding of the how the IDIA training aims to achieve its goals while ensuring that it also stays true to principles that are foundational to the training. The workshop also reviewed assumptions made in the pathways for achieving the desired change, and surfaced programming gaps that were missing to support progress along these pathways.

After several iterations, the revised ToC was approved by the R4D team. See Annex 1 for an Explainer, which elaborates the ToC.

Rubric

The IDIA training rubric was developed to monitor progress against the goal and objectives of the training that are articulated in the ToC. Rubrics are designed to support a holistic judgment about performance, based on diverse quantitative and qualitative evidence, enabling a more integrated approach to data collection and synthesis and monitoring progress toward a 'desired future state' that occurs with traceable linkages to the programming that is being monitored. Rubrics in general are not fixed. Amendments should be made to them as programming evolves in response to learning more about assumptions made in design, implementation, and evaluation.

The IDIA training rubric provides a comprehensive, integrated measurement framework to articulate dimensions that contribute to the overall goal for each IDIA training activity workstream, a number of program-linked areas under each dimension, and descriptions of different levels of performance against program-linked areas (highlighted in yellow in the table below). Specifying and monitoring progress in program-linked areas help establish causal chains connecting to each

dimension's objectives and supporting the intervention logic connecting the dimensions to the IDIA training's overall goal. The program–linked areas replace outcomes, and specified progress replace indicators, which are present in more traditional monitoring and evaluation systems.

The rubric avoids narrow and precise measures, expanding each dimension with primary principles that guide the work in each program–linked area. These principles, which are drawn from the wheels previously developed by the R4D team, integrate in one place approaches that guide implementation into program–linked areas.

Figure 1: IDIA ToC

EDITED IDIA TRAINING LINEAR THEORY OF CHANGE

(updated Aug 15, 2023)

International Development Innovation Alliance (IDIA) Training
Theory of Change

IMPACT

Enhanced innovation leadership and capabilities among individuals to scale innovations as contributions towards more equitable systems

Crosscutting: 1-change occurs internally and externally
2-all data and effects captured intersectionality, with particular emphasis on gender and power dynamics

OUT-COMES

Innovation leaders' foundation of capacity to manage innovation and capability to scale innovations strengthened	Supported innovation leaders' opportunities to influence resource mobilization for innovation and scaling innovations increased	Capacity, connectivity and collaboration increased through continuous learning and support	Support for innovation leaders increased through response to feedback, measurement, and applied research, informing improved policies and practices

| Strengthened capacity of innovation leaders | Increased ability to contribute to progressing innovations along the scaling pathway | Increased ability to collaborate within role, organization, and outside of organization | Increased confidence and ability to leverage storytelling to influence organizations and ecosystem to mobilize resources | Amplified opportunities for learning including from peers | Strengthened, diverse and inclusive networks among innovation leaders | Increased evidence from research on and evaluation of what works and why | Lessons learned generated from implementation |

OUTPUT

Effective, relevant training delivered and integrated with IDIA structures		Alumni network developed and maintained	E-Learning Platform offering Training + programs are developed and accessible	Monitoring, measuring, and learning in place (updated ToC, rubric, reflection process, surveys) & data collected	Research outputs completed (network analysis, case studies, market research)

Note: Integrated means country training alumni could be invited to apply to GIA structures. Training offerings made available to GIAs, and where relevant- PSS and MLC structures.

ACTIVITY

Flagship Training Global in-person training for innovation managers from international development agencies and country ecosystems to build skills and develop global networks of practice	**Ecosystem Training** Country-based in-person training for a variety of in-country ecosystem actors to interrogate contextual innovation ecosystem challenges and enhance networks	**Alumni Networks** Alumni support via What's App and LinkedIn groups facilitate self-managed peer exchange, and R4D curated activities catalyze peer exchange	**Training+** Synchronous and asynchronous virtual training and networking offering for continuing education, resourcing, networking and ongoing resourcing with key technical skills	**Applied Research** Learning activity to demonstrate and increase understanding of how innovation management training, networking and capacity support activities impact innovation ecosystems.
For both international development agency staff and country innovation ecosystem actors.	*Solely for ecosystem actors within the selected country or sector ecosystem.*		*Acts as both a follow-on and feeder platform for global and ecosystem trainings and also to extend the training to a broader base of users*	*Involves partnership with GS academic institutions and will receive feedback from all other IDIA Training offerings while simultaneously providing feedback and input for future course offerings and strategies.*

CHALLENGE

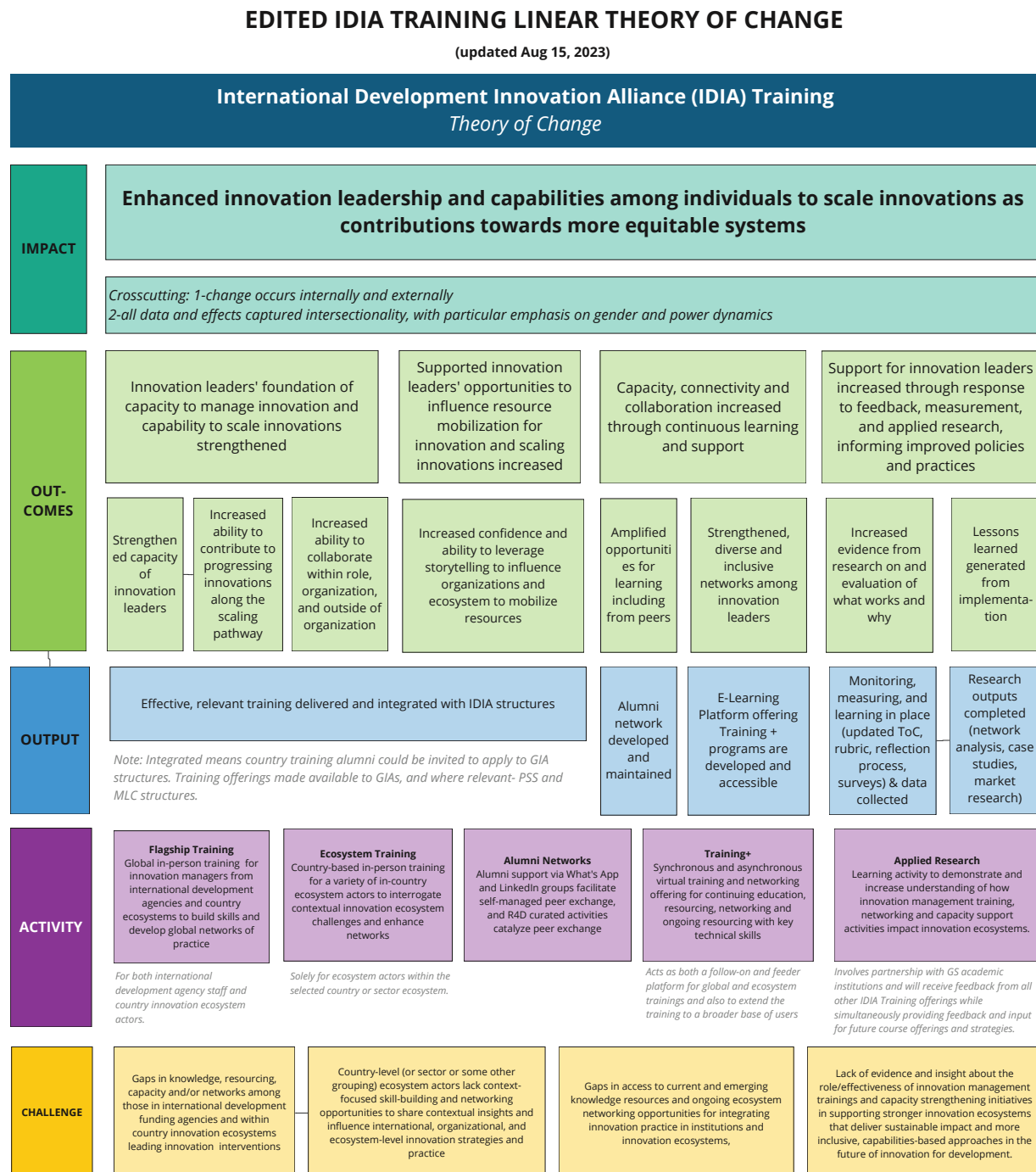| Gaps in knowledge, resourcing, capacity and/or networks among those in international development funding agencies and within country innovation ecosystems leading innovation interventions	Country-level (or sector or some other grouping) ecosystem actors lack context-focused skill-building and networking opportunities to share contextual insights and influence international, organizational, and ecosystem-level innovation strategies and practice	Gaps in access to current and emerging knowledge resources and ongoing ecosystem networking opportunities for integrating innovation practice in institutions and innovation ecosystems,	Lack of evidence and insight about the role/effectiveness of innovation management trainings and capacity strengthening initiatives in supporting stronger innovation ecosystems that deliver sustainable impact and more inclusive, capabilities-based approaches in the future of innovation for development.

Table 2 presents a high-level version of the rubric. See Annex 2, Guide to Applying the Rubric, for a more detailed version.

Underlying the rubric are the key elements in the theory of change:

<u>Overall Goal</u>: Enhanced innovation leadership and capabilities to scale innovations as contributions towards more equitable systems— supported by Integrated Individual, Organizational, and Ecosystem level changes.

Table 2: High-level of Rubric to Track IDIA Training Progress toward Goals

Overall Goal: Enhanced innovation leadership and capabilities among individuals to scale innovations as contributions toward more equitable systems

Dimension 1: Global and Ecosystem Training

Objective: **To strengthen the capacity of innovation leaders and capabilities to scale innovations**

- Knowledge of Innovation Principles and Frameworks (Primary Principles: contextual sensitivity and learning and experimentation)
- Scaling Innovative Solutions (Primary Principles: demand-led sustainability, mobilizing resources)
- Systems Thinking and Collaboration (Primary Principles: awareness of power dynamics, collaborates with diverse actors)

Dimension 2: Training Plus (Online Extension on edX Open)

Objective: **To strengthen the capacity of innovation leaders and capabilities to scale innovations through continuous learning, including from peers, and support for innovation leaders through an accessible online platform**

- Continuous Learning and Skill-building (Primary Principles: learning & experimentation, respect for contextual sensitivity, diversity not doctrine)
- Networking and Collaboration (Primary Principles: Bridge building, diversity not doctrine)

Dimension 3: Participant Influence (Global and Ecosystem Training and Training Plus)

Objective: To strengthen capacity of innovation leaders and capabilities to scale innovations through improved resource management and collaboration

- Resource Mobilization and Management (Primary Principles: mobilizing diverse social resources, demand-led sustainability)

Dimension 4: Secretariat Process Measurement

Objective: To support innovation leaders through training, training plus, and applied research, informing better innovation practices and policies

- Development and Adaptation of Global and Ecosystem Training and Training Plus in Response to Feedback and Integrated with IDIA Structures (Primary Principle: symbiotic partnership)
- Use of Measurement to Demonstrate Results and Alignment with IDIA Principles (Primary Principles: sustainable, accessible)
- Generation of Research and Application of Research to Practice (Primary Principles: demand-led, contextual sensitivity)

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<u>Individual Level</u>: Measuring growth in mindset, confidence, and self–efficacy in both individual leadership and in relation to scaling of innovations.

<u>Organizational Level</u>: Enhancing organizational support for innovation leadership and scaling of innovations.

<u>Ecosystem Level</u>: Creating enabling environment for local innovation/ scaling processes; enhancing resourcing; improving connectivity and collaboration among actors

Performance snapshots should be captured and data stored at three points in time: pre–training, post–training, long–term. The perspective on performance is from the individual training participant level and his/ her influence on organizational and ecosystem change. The R4D team should record the evidence and rate the degree to which there is evidence linking the effects of the training on the individual in each of the outcome areas listed on the previous page.

Evidence should be rated using a three–point scale:

- Red=evidence exists but is incomplete and/or cannot be linked to change
- Amber=evidence exists and is complete and/or can be partially linked to change
- Green=evidence is complete and can be clearly linked to change

Global and Ecosystem Training Tools

Data Collection Tool Repository

The data collection tool repository (See Annex 3) provides in a modular format the content needed to capture data from participants in the global and ecosystem training through surveys and interviews at the three recommended points in time: pre–training, post–training, and long–term.

This content builds on existing tools and updates content so that it is aligned with the rubric, facilitating data capture and categorization.

The repository also contains the questions for the organizational–level survey to be collected 4–6 months after the training is complete. This is completed by a smaller sample (approximately 3–5) of alumni to dive deeper into long–term outcomes at the organization level.

Networking Inventory Tool

To support quantitative data gathering on the Systems Thinking and Collaboration and Resource Mobilization dimensions of the rubric, the assessment team developed a Networking Inventory Tool. This tool, which the assessment team created in Excel, is designed to gather information from participants about the number and quality of the connections they make at the training and long–term, and to fill a gap that was identified by the assessment team in tools to monitor and track contributions to ecosystem change. Since the unit of measurement for change at the ecosystem level is the individual, tracking connections made by individuals and any contributions that these connections have had over time to systems change or the mobilization of resources will help reveal how the IDIA training network has influenced change at the ecosystem level. Questions for

collecting data are included in the post-workshop survey, post-workshop interview, and long term interview templates in the data collection tool repository. See Annex 4 for an example of the fields included in the tool.

Periodic Call for Stories

To support qualitative data gathering, the assessment team recommends the introduction of a periodic call for stories from all alumni. A 1–2 line email and WhatsApp text should be sent every six months to all training alumni inviting stories of change that can be linked to learning, mindset shifts, connections, or resources mobilized or managed as a result of the IDIA training. The call for stories should be kept short and simple to encourage responses. Follow up interviews should then be conducted and requests for permission should be sought with those who respond to the call.

Training+

The assessment team has identified recommended indicators (See Table 3) to track through pre- and post-training surveys, automatically delivered through the platform. Given the platform is still under development and subject to change, survey tools have not yet been developed. In addition to ongoing survey data, the assessment team recommends conducting ad hoc interviews with a sample of alumni (30-minute interviews with approximately 5-10 people) from the edX platform. Questions for interviews can be developed based on the post-workshop or long term interview guides in the data collection tool repository, depending on the learning question of interest. This type of data collection exercise can be combined with a Results Reflection 4-6 months after the edX platform has been launched to identify early lessons and adapt the offering.

Table 3: Training+ Metrics to Track

1. Dimension 1: Knowledge of innovation Principles and Frameworks
    1.1. Comprehension rate
    1.2. Completion rate

2. Dimension 2: Networking and Collaboration
    2.1. Participant engagement rate

3. Dimension 3: Participant Influence
    3.1. (Self-reported) ability to act effectively as innovation leader
    3.2. (Self-reported) ability to mobilize and manage resources
    3.3 (Self-reported) ability to scaling innovation at organization level
    3.4 (Self-reported) ability to scale innovation at systems level

4. Dimension 4: Development and Adaptation of Training
    4.1. Trainer feedback on workshop
    4.2. Net promoter score/participant satisfaction of workshop

5. Course enrolment data

The IDIA Secretariat

The assessment team has observed that the R4D team leverages multiple approaches for collecting stakeholder feedback on IDIA trainings, including reflections with faculty, end of training feedback sessions with participants, and periodic interviews with alumni/ae. To supplement these efforts, the assessment team recommends four additional tools to gather data to monitor progress against Dimension 4: Secretariat Process Measurement, the objectives of which relate to adaptation, use of evidence, and application of research. The three tools include a Curriculum Tracker, Session Review Tool, Adaptation Log, and a Results Reflection Guide:

1. **Curriculum Tracker:** To support a review of curriculum and capture of how this has adapted over time, the assessment team created a Curriculum Tracker. This should be maintained over time and include the list of sessions; other factors such as cohort size and training setting. See Annex 5 for the completed version of the tracker.

2. **Session Review Tool:** To support further investigation of the assessment subquestion, "To what extent do content and design variables influence intended results on individuals?" The assessment team recommends the addition of a simple faculty review tool, which will help more systematically gather participant feedback on

Table 4: Session Review Tool[1]

Question	Response
The material was relevant to my work.	7-point scale: 1=Not at all; 7: To the greatest extent
Learning objectives were clear.	7-point scale: 1=Not at all; 7: To the greatest extent
Content and exercises/activities supported the learning objectives.	7-point scale: 1=Not at all; 7: To the greatest extent
I now have a greater understanding of the topic(s).	7-point scale: 1=Not at all; 7: To the greatest extent
I now have more tools on the topic(s).	7-point scale: 1=Not at all; 7: To the greatest extent
I can apply what I learned to my work.	7-point scale: 1=Not at all; 7: To the greatest extent
Session Facilitator Name:	
The facilitator was knowledgeable.	7-point scale: 1=Not at all; 7: To the greatest extent
The facilitator presented the materials clearly.	7-point scale: 1=Not at all; 7: To the greatest extent
The facilitator engaged participants.	7-point scale: 1=Not at all; 7: To the greatest extent

[1] A 7-point scale is preferred over a 5-point or 10-point scale because it provides a good balance between capturing nuanced feedback and not overwhelming respondents with too many options. Compared to a 5-point scale, a 7-point scale allows respondents to express a wider range of responses, allowing researchers to identify trends and patterns within the data more precisely.

session content and faculty faci-litation approach. The tool, which is based on faculty feedback tools administered by graduate schools, should be administered at the end of the training during a

4. **Adaptation Log**: The assessment team recommends that the R4D team track adaptations to the courses in a simple Adaptation Log. An example is provided below.

Table 5: Training Adaptation Log Table

Date of Change	Description of change	Rationale for/Driver of the Change

session dedicated to participants' providing feedback on the fidelity of the training. Ideally, results should be shared with faculty and past and future participants of the course and used to inform adaptive management of the sessions.

In addition to this Session Review Tool, there is value in tracking par-ticipant application of course con-tent to their work by administer-ing a long-term survey to explore whether applications of learnings from courses have led to outcomes aligned with the rubric's areas of focus: strengthened capacity, in-creased continuous learning and networking, improved resource management and collaboration with others, and informed imple-mentation benefitting from better innovation practices and policies.

3. **Results Reflection Guide**: In order to systematize learning processes, the R4D team should conduct regular Results Reflections. The assessment team has adapted a best practice Results Reflection Guide (See Annex 6) to supplement the existing approach to reflection sessions.

5. **R4D MEL Rubric GPT:** To assist with application of the rubric to data in interview transcripts, the assessment team built, trained, and tested a customized GPT to custom-developed GTP to see if this reduced the time required to classify data to the rubric. Annex 7 includes a detailed guide to the GPT. A comparison of a transcript classified manual to one classified using the GPT can be [accessed here].

4. VALUE PROPOSITION AND SUMMARY OUTCOMES

Global Training

The assessment team's review of the secondary and primary data shows that **IDIA's Global Training overwhelmingly achieved its intended direct results of enhanced innovation leadership and capabilities innovations.** Based on review and analysis of both qualitative and quantitative data, these results are present across stakeholder groups, with **participants from the Global South and male participants reporting slightly stronger agreement with statements of increased efficacy, mindset shift, and inspiration to apply tools** compared to participants from the Global and female participants. **Strong evidence of benefits from networks surfaced from qualitative responses to surveys and journey mapping.** There was less evidence captured on contributions to networks; however, it should be noted that historical survey instruments did not include questions asking participants specifically about this. The **Global Training was highly relevant to participant needs and adaptive, responding to both participant feedback and issues** that gained prominence over the 2018–2023 timeframe that the training spanned. Relevance was extrapolated from qualitative comments. Design elements that were central to the course and appreciated by a majority of participants were retained. The **majority of participants providing qualitative feedback described how impactful the training was for them.** Many of these responses, which were present across the cohorts, cited some 'important aspect' or 'unique feature' of the training. Table 6 captures a range of participants' perspectives on what sets the IDIA training apart, the value generating element. A common theme across these different elements was connections with others.

Table 6: Participants Cited Value Generating Elements of the Global Training

Value Generating Element	Participants' Descriptions and Cohort
Creation of a 'safe space' where it is possible to 'be vulnerable', engage in personal reflection, and connect with others	• *"What I loved the most is to be comfortable being uncomfortable."*–Harnosand • *"I've learned so much from each and every one of you, and all that over the span of just one week! I want to thank you from my heart for bringing your full selves, being vulnerable and bold to challenge some of my biases."*–Naivasha • *"The magic buzz of a group of passionate people in an environment that allowed us to be vulnerable and make deep connections in a super short timeframe."*–Naivasha • "It was fun and interactive, a safe space to talk and discuss, using fun tools as well."–Department of Foreign Affairs and Trade (DFAT) • *"The Training was a catalyst, though not in the way many might have expected. It was a journey…Rather than" focusing solely on technical skills, it created space for deep personal reflection and connection."*–Journey mapping • *" This foundation of psychological safety enabled vulnerable conversations that would have been impossible in traditional professional settings."* –Journey mapping
Cohort of professionals with diverse mindsets and experiences, which facilitates connections with others	• *"I found myself amongst a group of intelligent, warm and curious people from around the globe—from Botswana to India, from Australia to the Philippines to Canada—all incredible professionals with their own personalities, passions, and experience."*–Bellagio • *"Diversity of participants is a key element of the success."*–Bellagio • *"Sense of community, camaraderie, and comfort has blown me away."*–Harnosand • *Importance of bringing [together] people in a room to discuss issues that they are passionate about – the learning experience is unmatched."*–Harnosand • *"You know, when you're calling people my brother, you know, my sister, that's. What's that? Family. It feels like family."*–Journey mapping

Value Generating Element	Participants' Descriptions and Cohort
Training design that encouraged intense discussion and connections with others	• *"I did come away from the workshop with many helpful tools, tips, examples and guidance from my colleagues and instructors. More interesting, however, was a realization that each of my fellow participants, and even our instructors at times, were in the midst of their own struggles with the same types of questions that our organization's teams had been confronting. I slowly realized that discomfort is not only a regular companion in the work of innovation, but that it is essential."*–Bellagio • *"Topics I thought we would address only from a technical angle were explored from human, moral, and even philosophical angles."*–Bellagio • *"It was terrific, not only around the content but how the group connected. "* –Harnosand • *"Physical training is important as this facilitates partnerships and collaboration."*–Harnosand • *"It was great to feel so connected with everyone, thanks to the space you hold , the circle, storytelling and other activities."*–Cape Town • *"I think bringing together cohorts in some way for a discussion or sharing session. One of the key benefits is finding kindred souls for an adventurous journey."*–DFAT • *"The first day was almost entirely about how do you…get the network of people comfortable."*–Journey mapping

Table 7 summarizes Global Training outcomes based on the evidence and aligned to the rubric. It is important to note:

• The release of Training+ postdates this assessment.

• Data collected post training prior to the assessment did not focus on participant influence.

Table 7: Global Training Summary Outcomes

Dimension	Key Outcomes Reported by Participants
1: Global Training: Strengthen capacity of innovation leaders and capabilities to scale innovations	Knowledge of innovation principles and frameworks • Innovation management and scaling capabilities significantly increased in the majority of respondents in areas of mindset, ability to apply tools, and self-efficacy related to innovation principles. • Understanding innovation and scaling innovation sessions were highly rated and considered by most as influential. • Storytelling and impact management sessions inspired immediate application for specific purposes, e.g., articulating goals, learning. • Some reported immediate master of "new language" on innovation. • Several reported that they would share learnings and materials with peers at their own organization. Scaling innovative solutions • Increased knowledge of tools and approaches to progress innovations. • Examples shared of progressing innovations and knowledge exchange with others within their organizations. Systems thinking and collaboration • Inclusion in a diverse cohort provided amplified opportunities for learning from peers. • Collaboration within their roles significantly increased by majority of respondents. • Innovation network strengthened through increased and deepened connections to other innovation leaders. • Cohesion of the network deepened through course's unique aspects, such as ability to be vulnerable and reflect substantively with others, diverse cohort, and purpose-built training design. • Confidence increased to influence their organizations and across the ecosystem cited by some. • Examples of systems-oriented collaboration with others within and outside their own organization.

2: Training Plus (and other virtual learning): Strengthen the capacity of innovation leaders and capabilities to scale innovations *through continuous learning, including from peers, and support for innovation leaders through an accessible online platform	<u>Continuous learning and skill-building</u> • *Since this solely focuses on Training+, which will launch after completion of the assessment, nothing was recorded in this area.* Networking and collaboration • Post-training resources and engagement (Whatsapp group, reunion webinars) have been provided consistently, supporting ongoing learning and knowledge sharing beyond the training program, and many stayed connected occasionally via WhatsApp or directly with peers from their cohort. • Some cited as very valuable accessibility of faculty post training. • Some would have liked to see more curation of connections and increased offerings of follow up content or assistance with application of the content in the participant context. These sentiments were more pronounced among DFTA cohort participants).
3: Participant influence: Strengthen the capacity of innovation leaders and capacities to scale innovations through improved resource management and collaboration	<u>Resource mobilization and management</u> • Capabilities increased to mobilize resources cited. • Some examples of partnerships developed that featured resource mobilization. Since this is a long-term measure, the mentions came during the journey mapping interviews.
4: Secretariat Process Measurement: Support innovation leaders through training, training plus, and applied research, informing better innovation practices and policies	<u>Development and adaptation of global training in response to feedback and integrated within IDIA structures</u> • Curriculum analysis identified consistency in core themes, evolution of content, emphasis on personal and institutional dimensions, an interactive training experience, diverse faculty expertise, and blend of theory and practice. • Based on feedback from faculty and feedback from 100 participants in 30+ countries, the Naivasha and Cape Town courses were adapted. Even after adaptations, participants provided feedback on improvements to pacing, structure, and opportunities for engagement and reflection. <u>Generation of research and application of research to practice</u> • Some research was generated. e.g., landscaping of business models. • Practical experience, e.g., awareness of contemporary issues such as racial justice, equity, localization, drove learning and adaptations. • Monitoring and evaluation was under-resourced and inconsistent from training to training and lacked comprehensive, integrated ToC and collection of data to interrogate the ToC.

*This was taken from the October 2022 report IDIA Training, Managing Innovation for Impact.

Ecosystem Training

Ecosystem Training scored highly on relevance as measured through alignment with participant needs. The majority of participants providing qualitative feedback described how impactful the training was for them. In particular, it Introduced additional value by

Interrogating contextual innovation ecosystem challenges and deliberately enhancing networks by mapping, supporting, and engaging the cohort to focus on interconnectivity.

Importantly, it surfaced and highlighted resource needs and collaborations and intermediation to help align innovation leaders to influence these collectively. A common theme on what sets the IDIA Ecosystem Training apart is **connections with others. Half of participants mentioned that they intend to further enhance connections post-training.** Some examples of comments from participants include:

"Addressing the ecosystem fragmentation to form strong collaboration."

"Try to work on fragmentation."

"Explore ways to support a COHORT to adopt the Mountain Model."

"Following the training, I will conduct a comprehensive reevaluation of my company's scaling strategies and explore methods to enhance collaborative efforts with stakeholders throughout the scaling process."

"Engaging ecosystem actors as much as possible throughout our innovation processes."

"Act as a player in the game, I need everyone and everyone needs me."

The IDIA Ecosystem Training

- Strengthens capacity of innovation leaders by increasing their capabilities through a highly effective and relevant curriculum that contributes to participants' progressing innovations and

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Example Use of Tools from the Ecosystem Training

Six months following the training, a participant who leads an organization that uses technology and data to support African girls and women to achieve their reproductive health goals shared how they have applied the Innovation Investment Case (IIC) template introduced during the Bishoftu training.

"We have been seeking effective ways to engage with government and development partners on a meaningful public–private partnership, and this tool has been instrumental in helping us articulate [our] work in a way that resonates with these key stakeholders."

The ecosystem leader's organization used the tool in her organization's design of a scalable solution to be presented to the government with the aim of scaling innovation nationally.

The leader called the IIC a "practical and adaptable approach that helps bridge collaboration between private innovators and the public sector."

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collaborating within their roles and increasing participants' confidence to influence their organizations.

- Amplifies opportunities for learning from peers by developing a cohort of individuals and supporting continued connections to enhance their influence on the innovation ecosystem.

- Strengthens diverse and inclusive networks among innovation leaders by curating a cohesive and outcomes-based learning experience and facilitating continued touchpoints for learning and exchange.

The assessment team conducted interviews post training and applied the rubric to the interview data by individual. This can serve as a baseline to be augmented in the long term. Eventually, six months to one year after the training, all participant data can be aggregated into a state of change for the cohort. Here is a link to the application of the rubric to the Ecosystem Training post-training interviews.

Stories of Impact #1:
Effects of the Ecosystem Training on Individuals and Organizations

Evidence of benefits from the IDIA Ecosystem Training delivered in April 2024 has already emerged. Examples of positive effects at both the individual and organizational levels abound. One participant shared how an initial need to present their work to donors at the IDIA Ecosystem Training evolved into a deep dive on the Why, How, and What of the work. This in turn led to increased effectiveness in communicating their organization's impact.

Leveraging the IDIA storytelling approach, the participant repackaged programmatic content to better convey their work's impact and their organization's importance within the ecosystem. She applied knowledge from the 'Story of I, Us, and Now' exercise at the training to develop powerful messages that improved effectiveness in communicating impact in the Ethiopian cultural context as well as with the global donor audience.

Following the training, sharing knowledge about and experience using the storytelling approach continued to serve the participant's organization, stimulating learning at all levels—including among the organization's global and Ethiopia-based senior leadership teams. Both groups engaged in sessions that drew upon the 'Stories of I, Us, and Now' session at the IDIA training to gain insight into staff members' meaning of and passion for the work and how these factors influence organizational level results (i.e., program delivery and program effectiveness).

In the participant's words,

"The power of storytelling often lies in the unknown. One comes in hoping to learn one thing—and then gains insights into something else that is inherently powerful, and often unexpected and unseen. When I first engaged with [the IDIA storytelling facilitator, I learned] about 'the Why,' which in the context of the training is a precursor to the "meat of storytelling." ...Without it one cannot truly delve into why innovation or practice delivered in a certain way really matters. 'The Why of the Work' is a fundamental that often gets lost in the pressure of the delivery of the work.

That first invitation to unpack 'the Why'…was a valuable beginning point for connections across individuals who must deliver [against] a common goal but who sit in diverse and distant parts of the organization and come from different cultures, backgrounds, and career paths. The focus of these interactions has been on the role and power of individual stories, and personal whys. Through these engagements, I believe the teams [come to] know each other and their motivations for the work they do in a more nuanced way, which is the beginning point for propelling both change and progress in their work."

The participant's conclusion was that this process of storytelling is a precursor to scaling of impact, which is achieved through effective innovation management and increased effectiveness at both the individual and organizational levels.
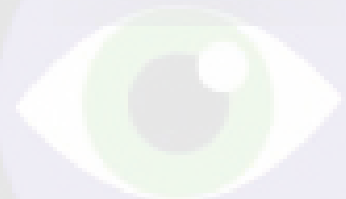
5. Detailed Findings

Question 1: To what extent have the Global and Ecosystem trainings achieved, or are expected to achieve, intended results on individuals, institutions, and their ecosystems?

Q1.1 What differential results are there across groups (gender, nationality, type of stakeholder)?

Q1.2 To what extent have knowledge and skills been applied and participants have benefited/contributed to networks?

Q1.3 To what extent do content and design variables influence intended results on individuals?

To respond to question 1, the assessment team reviewed measures of effectiveness (increased efficacy and shifted mindset) from across all of the quantitative and qualitative data available. To ensure fair and evidence-based comparisons, for the Global and Ecosystem trainings, the assessment team identified a core set of questions from pre- and post-training questionnaires to establish an evidence-based view on training effectiveness, focusing on key questions that aligned with outcomes in the rubric and also had been asked in a consistent manner of the highest number of past training cohorts. The most consistently asked questions were about participants' increased understanding and increased access to tools pre and post IDIA training. This data source generated evidence of progress at the individual level for both the Global and Ecosystem trainings. Responses were able to be disaggregated by gender and Global South versus Global North, thus contributing evidence to subquestion one.

Review of qualitative responses from the same questionnaires provided additional evidence of progress at both the individual and organizational levels, and also contributed= evidence to subquestions two—the extent to which knowledge and skills have been applied—and three—content and design variables influence intended results on individuals. Primary data gathered from participants who attended the 2022 training in organizational groups and details cited by interviewees in the journey mapping process provided further evidence of benefits from and contributions to networks.

A presentation of results for the Global Training for all subquestions is followed by a presentation of results for the Ecosystem Training for all subquestions.

Global Training Effectiveness— Differential results across groups, subquestion one

The aggregated results from the Cape Town, Naivasha, and DFAT trainings show that participants reported significant gains in understanding of innovation and access to tools following the IDIA Global Training. Questions asked for the Harnosand and Bellagio workshops were too different to map findings to these two dimensions; therefore, results for those two trainings are captured in the qualitative responses section.

The pre-workshop levels for participants reporting that they strongly agreed (5 on a scale of 1 to 5) or agreed (4 on a scale of 1 to 5) with the statements, "I have a clear understanding of how innovation can help my work area to achieve our objectives," were 22 percent and 53

percent, respectively. Post-workshop 64 percent strongly agreed and 32 percent agreed. For the statement "I have the tools I need to develop a new idea and take it forward," pre-workshop 4 percent strongly agreed and 32 percent agreed compared to post-workshop 36 percent strongly agreed and 48 percent agreed. (Figure 2).

Looking at these same numbers disaggregated by participants from the Global North and Global South (Figure 3) and by gender, showed that self-reported **overall gains were similar across groups. However, the change among those that strongly agreed with the statement "I have a clear understanding of how innovation can help my work area to achieve our objectives," was greater for Global South participants.**

Participants from the Global South who strongly agreed or agreed moved from 81.8 percent pre-workshop to 100 percent post workshop, and participants from the Global North who strongly agreed or agreed moved from

Figure 2: Participant Self-ratings on Increased Understanding and Access to Tools, aggregated
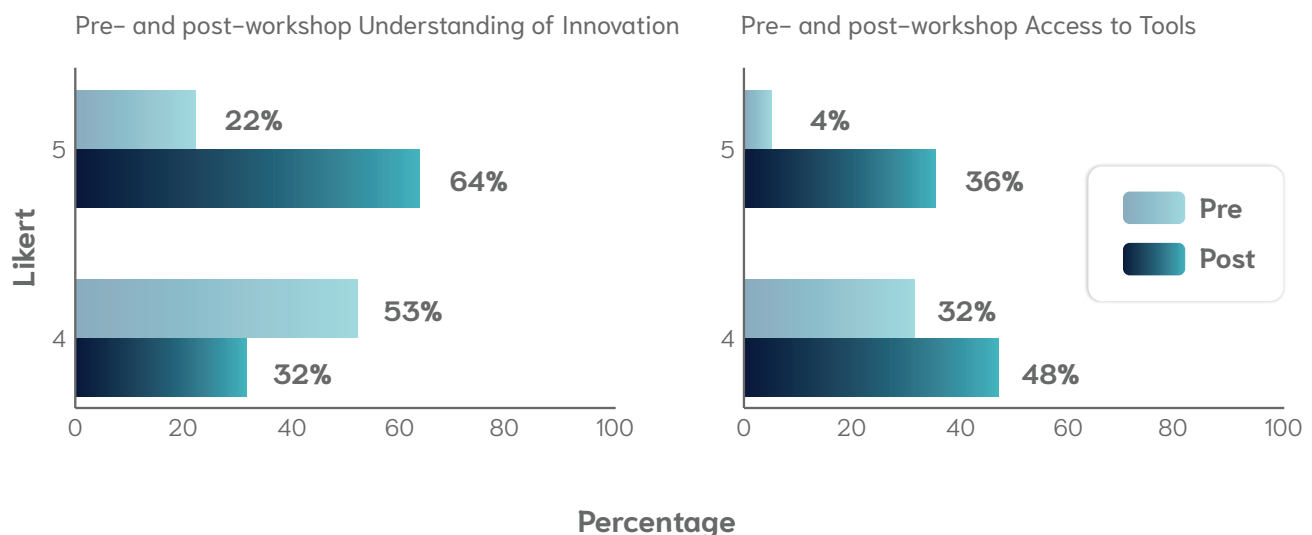
72 percent to 94.2 percent. There was greater movement among Global South participants into the strongly agreed category. This increased from 8.2 percent pre-workshop to 69.2 percent. For Global North participants, this increased from 24.0 percent to 68.1 percent.

For the statement, "I have the tools I need to develop a new idea and take it forward," there was greater movement in both breakdowns for Global South participants. Participants from the Global South who strongly agreed or agreed moved from 27.3 percent pre-workshop to 92.4 percent post workshop, and participants from the Global North who strongly agreed or agreed moved from 42.9 percent to 75 percent. There was greater movement among Global South participants into the strongly agreed category. This increased from 9.1 percent to 46.2 percent. For Global North participants, this increased from 0 percent to 25 percent.

Figure 3: Participant Self-ratings on Increased Understanding and Access to Tools, disaggregated by Global North and Global South
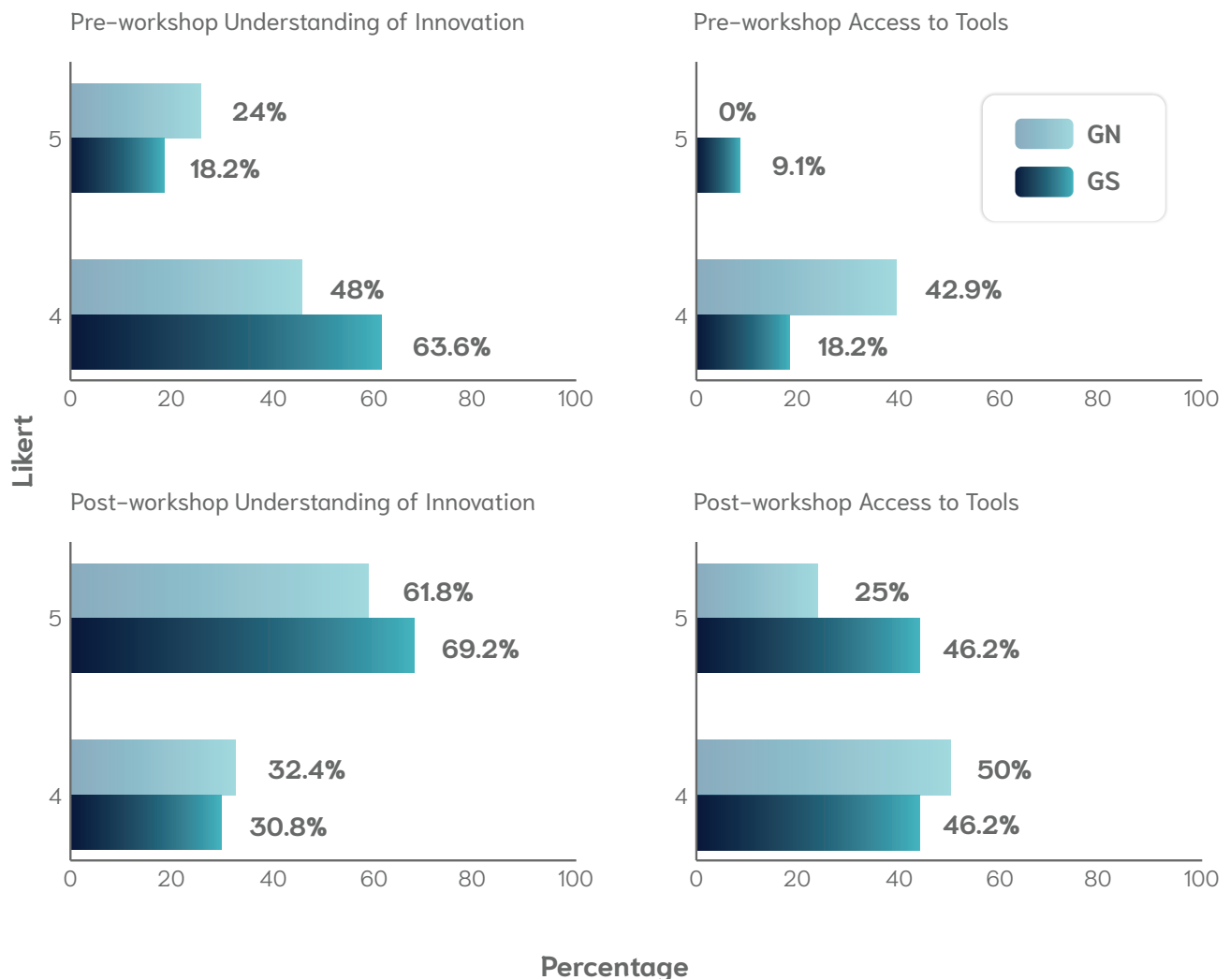
The breakdown by gender (Figure 4) shows that **on understanding women appeared to demonstrate increased gains**; however, **post-workshop self-ratings were similar for both genders in the strongly agreed category** (56.2% for women and 55% for men). There was a difference in the proportion of participants who strongly agreed and agreed with the statement on clear understanding. Women that strongly agreed and agreed moved from 73.9 percent to 100 percent, and the same data for men went from 85.2 percent to 77.8 percent. **On access to tools, women showed greater increases.** The proportion of participants who strongly agreed and agreed increased from 51.9 percent for men to 77.7 percent for men, and from 17.4 percent to 87.4 percent for women.

Levels of increased agreement with the statements were fairly consistent across trainings. See Annex 8 for a breakdown of quantitative data for Cape Town and Naivasha.

Global Training Effectiveness— Knowledge and skills applied and participants have benefited/ contributed to networks, subquestion two

Qualitative data show that at the individual level, **participants found the content relevant, and post-training expected to be able to apply it.** They reported **experiencing mindset shifts, developing efficacy (increased knowledge and confidence), having the motivation and intention and access to new tools and approaches**. In combination, these outcomes bode well for participants' being **able to apply knowledge and skills.** Participants shared that the training facilitated building relationships and inspiring continued connections with and contributions to a network beyond their own cohort. They also made suggestions for post-training support needed to be able to continue to benefit from the relationships they built during the training.

Summary findings from open-ended responses to pre- and post-training surveys and data from an assessment team administered organizational survey are below:

- **Shifting Mindsets**: In participants' words, the training shifted their mindsets:

  "The course removed mystery from the idea of innovation." –Cape Town

  "Scale = impact, not innovation = impact." –Naivasha

  "I slowly realized that discomfort is not only a regular companion in the work of innovation, but that it is essential – whether at an early stage or on the pathway to scale."– Bellagio

- **Increased Efficacy**: Applicable and clear frameworks for innovation were both desired by participants and provided through the training. Participants also gained insights on scaling, and across the trainings, the scaling session was the most impactful. Systems change also was uniformly valued, and participants in later trainings viewed the content more favorably. Later trainings (Naivasha and Cape Town) highly

Figure 4: Participant Self-ratings on Increased Understanding and Access to Tools, disaggregated by Gender
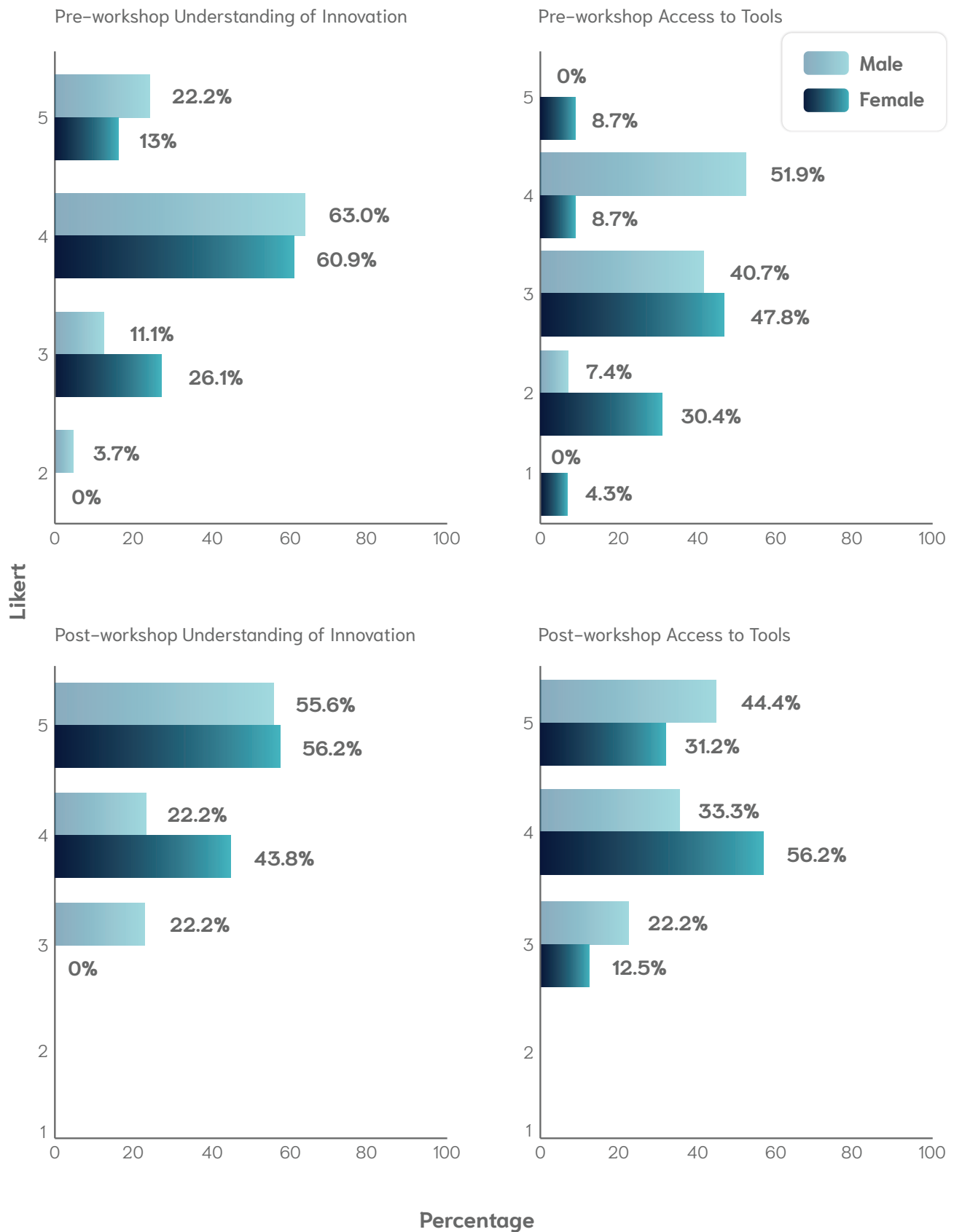
valued storytelling as an approach to better articulate goals and impact.

- **Inspiration for application**: Participants left the training feeling motivated and well-equipped to lead innovation efforts within their organizations, with a clear focus on scaling successful initiatives. Most recognized that effective communication, particularly through storytelling, and strong collaboration, through networking, are essential to drive innovation and achieve broader impact. Case studies inspired learning and skill building, although at some trainings (Naivasha and DFAT), participants wished that these were more customized to the issues faced at their own organizations.

- **Networking and collaboration**: While all participants very highly valued networking and relationship building, they cited the need to contextualize the cohorts and the wider training alumni within the context of the innovation ecosystem and to receive post-training support to build the network. Analysis of the organizational survey[2] results revealed that the training had long-term effects on both individuals' roles and their capabilities to influence the organization (as

called for in the IDIA training's ToC). However, there is a missed opportunity for organizations to nurture networks and support knowledge sharing. Findings are summarized below.

- **Capabilities increase and their effects**: Nearly all (85.7%) participants reported that their individual roles had evolved or progressed since the training, and most (71.4%) indicated that the training led to tangible and intangible results. Examples included: more regular flow of information, deeper understanding between colleagues, organizational acknowledgment of the importance of innovation, and much stronger focus on innovation system strengthening.

- **Organizational support**: Less than half (42.9%) of participants were asked by their organizations to share information with others. Only one of the two organizations that sent more than one participant provided resources or support to IDIA training alumni/ae post training. A respondent said, *"I returned from this workshop with renewed energy…and increased confidence…More needs to be done internally to consolidate learning from the workshop and think about how we use it collectively.*

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[2] The organizational survey developed and conducted by the assessment team captured evidence from a purposive sample of eight participants from four organizations (two from the Global South and two from the Global North), all of whom had attended the Naivasha training in 2022. This selection was designed to improve comparability of responses.

The assessment team conducted a Sentiment Analysis (See Annex 9) on the qualitative data to further explore the impact of the training and ensure that the overall analysis was biased toward positive comments.

Table 8 provides additional details based on relevant qualitative responses from all of the trainings.

Table 8: Detailed Qualitative Data, all trainings

Rubric Dimension	Bellagio (2018)	Harnosand (2019)	DFAT (2020)	Naivasha (2022)	Cape Town (2023)
Knowledge of Innovation Principles and Frameworks	Participants sought **clearer frameworks for innovation.** Two examples of commercialization and grant relationships. The **use of case studies and the diversity of perspectives** encouraged ongoing learning and skill-building. Participants suggested that these be contextualized to address problems in participants' organizations	Participants **found the innovation principles valuable when applied to real-world challenges. Practical tools and frameworks allowed them to see immediate applications** of innovation to their work. Participants felt **equipped to build on their innovation skills post-training** and looked forward to ongoing workshops and future learning opportunities.	The course provided strong **frameworks for innovation.** They would have liked to see **more on adaptive learning Storytelling was not seen as relevant to DFAT context.**	Participants gained a better understanding of **how innovation could be applied to their work** post-training, with stronger knowledge of innovation principles. Participants cited the desire to **apply storytelling post-training.**	Participants gained a much **clearer understanding of how to apply innovation** to achieve their objectives post-training.
Scaling Innovative Solutions	More time for the scaling session.	**Understanding organizations and scaling was most useful**	The vast majority said they felt more **confident in scaling innovation and intended to apply the learnings.**		Participants left the training feeling **confident in their ability to continue learning and applying innovation to scale** successful initiatives.

Rubric Dimension	Bellagio (2018)	Harnosand (2019)	DFAT (2020)	Naivasha (2022)	Cape Town (2023)
Systems Thinking and Collaboration	Participants cited the **value of understanding innovation from a systems perspective** and the role of research institutions in fostering innovation.	**Systems thinking was seen as a key tool for driving innovation across organizations**, to understand the bigger picture, leading to better problem-solving and collaboration. Some participants found the session vague.	Training included **focus on how innovation fits within organizational systems.** There was a call for more attention to systems thinking and greater use of DFAT examples, and a missed opportunity to explore deeper organizational change components.	**Collaboration and story telling were pivotal in helping participants apply systems thinking** post-training.	**Systems thinking and collaboration improved significantly**, helping participants navigate organizational barriers like risk aversion.
Networking and Collaboration	Participants **valued networking and emphasized the importance of extending support for building networks and communities beyond the training** to drive innovation and overcome barriers. Participants offered two solutions to continue benefits: (i) use the group to build coalitions to change barriers in our institutions and ecosystem more broadly and (ii) develop regional chapters to stimulate participants working together on shared issues,	Participants **felt a sense of community** and **saw future collaboration opportunities**.	**Peer learning and the cohort model were highly valued** for ongoing collaboration. Participants expressed an **interest in staying engaged with their peers.**	**Networking and collaboration were viewed as key to breaking down organizational silos** and fostering innovation post-training.	**Networking** was recognized as a **key factor in scaling innovation** and **fostering collaboration within and across teams post-training a priority.**

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Global Training Effectiveness— content and design variables influence, subquestion 3

The **value generating elements of the Global Training noted above were consistently cited by participants as leading to the training's empowerment and transformative effects:**

- Creation of a 'safe space' where it is possible to 'be vulnerable', engage in personal reflection, and connect with others.

- Cohort of professionals with diverse mindsets and experiences, which facilitates connections with others.

- Training design that encouraged intense discussion and connections with others.

While it is difficult to make a direct link between particular content and design variables to these value generating elements of the training, **the assessment team's exploration of the fidelity of the global training from 2018 to 2023 surfaced features participants considered central to the IDIA training experience**. To establish a more evidence-based link, additional data should be collected first to map these features with increases in participant mindset shift, efficacy, inspiration for application, and benefits from/contributions to the network and then to track whether post-training survey findings align with long-term feedback. The features include:

- **Unique elements that encouraged reflective learning and insights sharing:** Fireside chats (Bellagio 2018), impact quizzes and discussions (Naivasha 2022), graduation

(Cape Town 2023), and site visits (Naivasha 2022 and Cape Town 2023), participant blogs.

- **An interactive and engaging learning environment that facilitated high levels of engagement and strong connections among participants:** Welcome and closing circles, homebase groups, and compelling in-person delivery, a 'safe space for learning' and 'encouraging vulnerability'.

- **Diverse faculty expertise and a blend of theory and practice that helped participants see how to apply knowledge and skills:** Faculty expertise in understanding innovation, scaling innovation, working in systems, adaptive learning and sessions on systems thinking, scaling innovation, adaptive learning storytelling.

Linkages between other characteristics that were held constant across trainings and outcomes also may have had an effect:

- **Cohort size** ranging from 24 to 29 participants for in-person workshops.

- **Post-training engagement** via WhatsApp group, reunion webinars.

Ecosystem Training Effectiveness— Differential results across groups, subquestion one

The aggregated results from the Ecosystem training show that **participants reported significant gains in understanding of innovation (Figure 5) and access to tools (Figure 6) following the IDIA Ecosystem Training. The strongest gains were among**

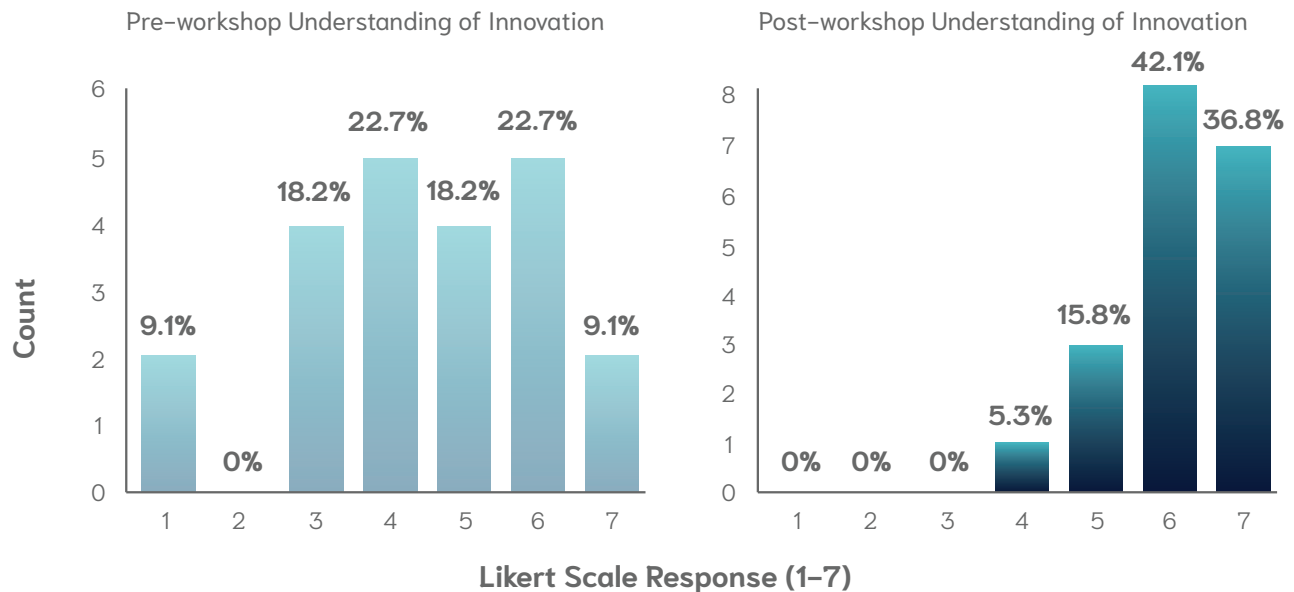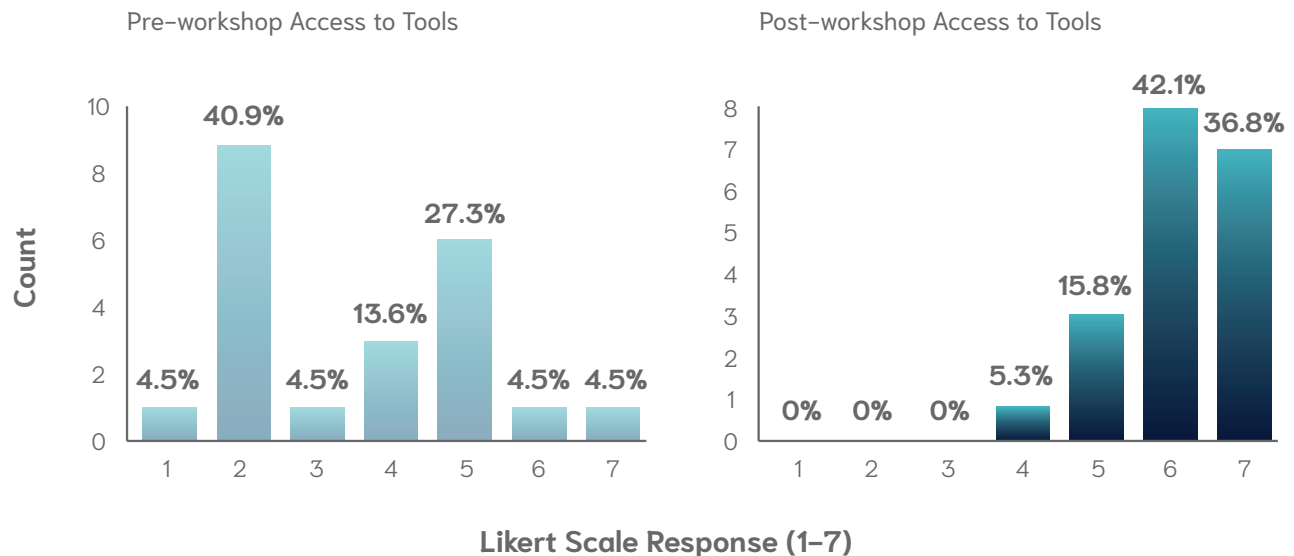**Figure 5: Participant Self-ratings on Increased Understanding, Bishoftu**

Pre-workshop Understanding of Innovation

Post-workshop Understanding of Innovation

Likert Scale Response (1–7)

Figure 6: Participant Self-ratings on Increased Access to Tools, Bishoftu

Pre-workshop Access to Tools

Post-workshop Access to Tools

Likert Scale Response (1–7)

government participants (Figure 7). While there was no indication for why this difference occurred, it bodes well for ecosystem change since capabilities of government actors are key for progress in this area. Additionally, **self-reported understanding increased significantly across the board** among ecosystem workshop participants. The top three topics in which there were the largest knowledge gains were storytelling for influence, the role of power dynamics in innovation, and scaling innovation pathways, all core topics to the training. The pre-workshop levels for participants reporting that they strongly agreed (7 on a scale of 1 to 7) or agreed (5 or

Figure 7: Participant Self-ratings on Increased Understanding and Access to Tools, Government

Pre and post-workshop Understanding of Innovation

Pre and post-workshop Access to Tools
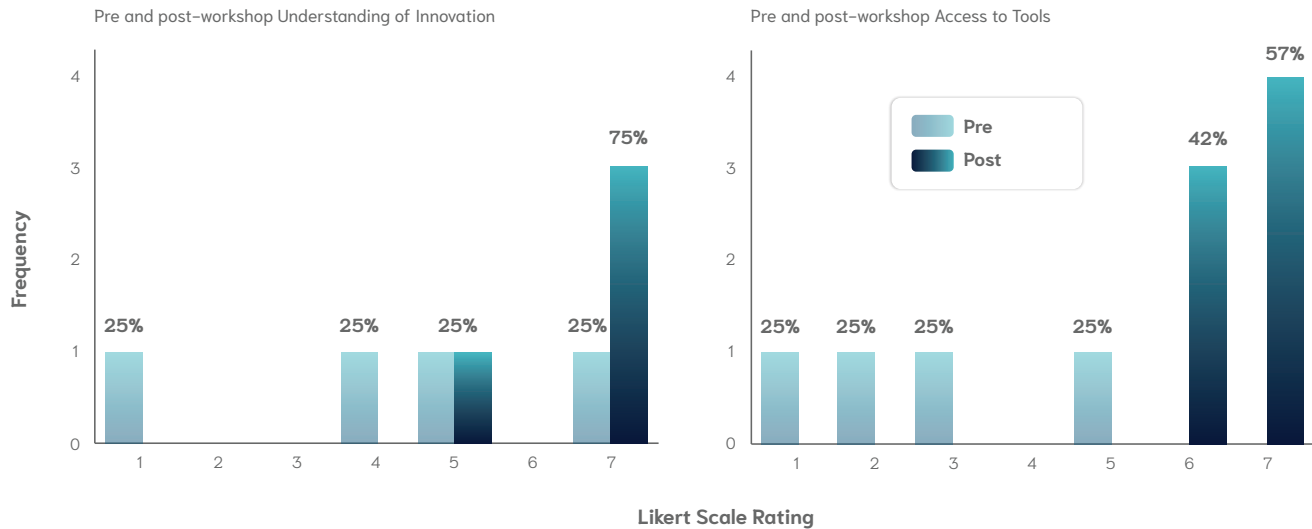
6 on a scale of 1 to 7) with the statements, "I have a clear understanding of how innovation can help my work area to achieve our objectives," were 9.1 percent and 40.9 percent, respectively. By the end of the workshop, understanding improved significantly, with 36.8 percent of participants strongly agreed and 57.9 agreed.

For the statement "I have the tools I need to develop a new idea and take it forward," pre-workshop 4.5 percent strongly agreed and 31.8 percent agreed compared to post-workshop 36.8 percent strongly agreed and 57.9 percent agreed.

The most relevant disaggregate for the Ecosystem Training is **participants from the government** (Figure 7), **which reported strong agreement at higher rates that the training resulted in increased understanding and increased access to tools**. On understanding, the proportion of government participants who strongly agreed pre-workshop was 25 percent and agreed was 25 percent. Post-workshop levels increased to 75 percent

strongly agreed and 25 percent agreed. On access to tools, the proportion who strongly agreed pre-workshop was 0 percent and agreed was 25 percent. Post-workshop levels increased to 100 percent strongly agreed.

The assessment team added a question to the Ecosystem Training pre- and post-workshop questionnaires to gauge the degree of self-reported knowledge gains on innovation topics (Figure 8). Participants' self-reported knowledge increased significantly. Pre-workshop, 10.5 percent of participants self-rated as having high levels of knowledge (6 or 7 on a 7-point scale), and 52.8 percent no knowledge to limited knowledge (1, 2, or 3 on a 7-point scale). Post-workshop, the vast majority (73.4%) of participants self-rated as having high levels of knowledge. No participants self-rated as having limited knowledge.

Drilling down on knowledge increased by topics, participants showed an average increase of over 2 points on a 7-point scale in all topics. Figure 9 shows the average knowledge level change among participants by topic.

Ecosystem Training Effectiveness— Knowledge and skills applied and participants have benefited/ contributed to networks, subquestion two

A key result of the **Ecosystem Training was that it led to a significant increase in participants being networked** (Figure 10). In response to the two questions— "I feel more networked with my peers in the Ethiopian health system." and "I plan to collaborate with other participants I met during the training," **self-reported connections and collaboration at the high levels** (6 and 7 on a 7-point scale) **increased**. Pre-workshop, 61.4 percent of participants self-rated as having high levels of networking and intentions to collaborate with fellow participants, and 22.7 percent had low levels. Post-workshop, the vast majority (89.5%) self-rated as high levels of networking on intentions to collaborate while none rated themselves low (1, 2, or 3 on a 7-point scale).

Qualitative data show that at the individual level, participants found the content relevant, and expected to be able to apply learnings on storytelling both within their roles and on behalf of their organizations. They reported a shared commitment to applying concepts to real-world challenges.

- **Shifting Mindsets:** Overall, participants valued structured, process-driven learning, focusing on storytelling and systems thinking. This reflects a readiness to adopt new frameworks for innovation. Male respondents emphasized the value of storytelling and systems thinking. Female respondents had a wider range of responses, highlighting empathy, collaboration, and continuous learning as means to enrich their own perspectives and contribute to organizational growth.

- **Increased Efficacy:** Participants left the training with primarily positive views, with an emphasis on scaling, systemic impact, and teamwork.

- **Inspiration for Application:** The training fostered a shared drive

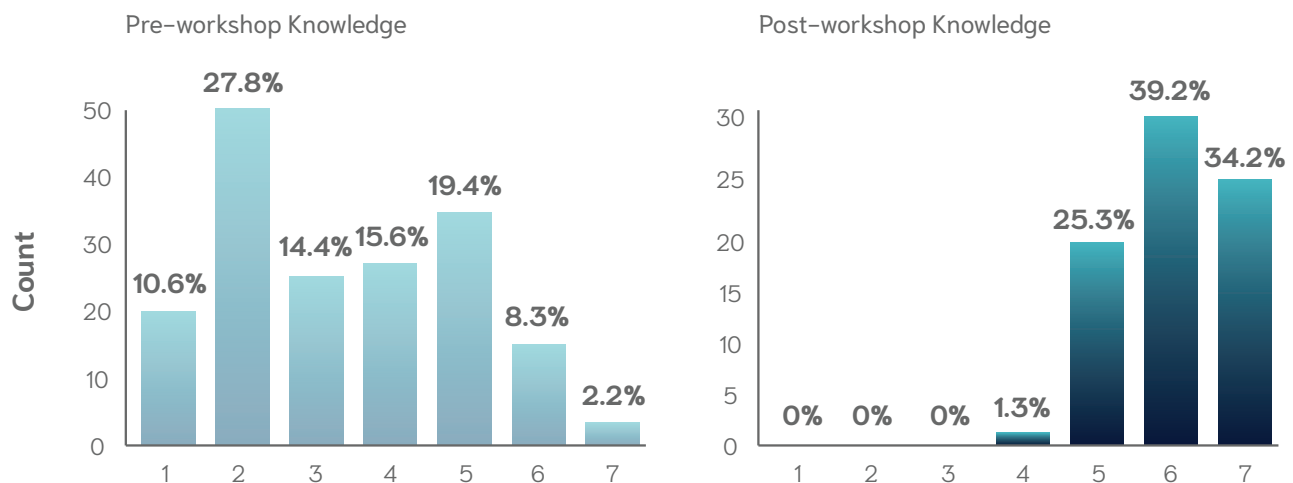**Figure 8: Participant Self-ratings on Knowledge, Bishoftu**

Pre-workshop Knowledge

Post-workshop Knowledge

Figure 9: Participant Self-ratings on Average Knowledge Change, Bishoftu

toward creating measurable, impactful changes. Participants mentioned. Males planned to apply learning strategically while females' planned actions were more collaborative, team oriented, and evidence based.

Ecosystem Training Effectiveness—content and design variables influence, subquestion 3

Some of the value generating elements of the Global Training were also called out by participants in the Ecosystem Training. as leading to the training's empowerment and transformative effects:

- **Creation of a 'safe space' where it is possible to 'be vulnerable', engage in personal reflection, and connect with others.**

- **Cohort of professionals with diverse mindsets and experiences, which facilitates connections with others.**

- **Training design that encouraged intense discussion and connections with others.**

As with the Global Training, it is difficult to make a direct link between particular content and design variables to these value generating elements of the training. It will be important to track how the Ecosystem Training is received long term to gather additional feedback from participants on how content and design variables influence long term results on efficacy, mindset, and inspiration to apply learnings.

Preliminarily, the assessment team compared the agendas, noting similarities and differences between the two trainings.

Similarities:

1. **Core topics:** The Bishoftu 2024 agenda covers the same core topics found in Global Training agendas, such as innovation and scaling, ecosystem collaboration, and storytelling.

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Understanding the Impact of International Development Innovation
Alliance Training on Participants, their Organizations, and Wider Ecosystem

2. **Session structure:** The training follows a similar daily structure, with morning and afternoon sessions, breaks, and dedicated time for reflection and application of learning (e.g., "Ecosystem Roadmap #3: Planning for Scale").

3. **Faculty:** The two trainings share faculty, providing continuity in the training content and approach.

4. **Networking and social activities:** Evening sessions and dinners provide opportunities for networking and relationship–building among participants.

Differences:

1. **Ecosystem focus:** The Bishoftu 2024 agenda has a strong emphasis on

as evident in the previous agendas.

2. **Localized activities:** The agenda includes a site visit to a local health facility, demonstrating a commitment to grounding the training in the local context and providing participants with practical insights.

3. **New topics and activities:** The Bishoftu 2024 agenda introduces several new topics and activities not seen in the previous agendas, such as "Walk for Women's Health in Addis", "Faculty & Advisor Dinner," and "30 min Tea Break." These additions suggest a tailoring of the programme to the specific needs and interests of the cohort and the local context.

Figure 10: Participant Self–ratings on Networking, Bishoftu
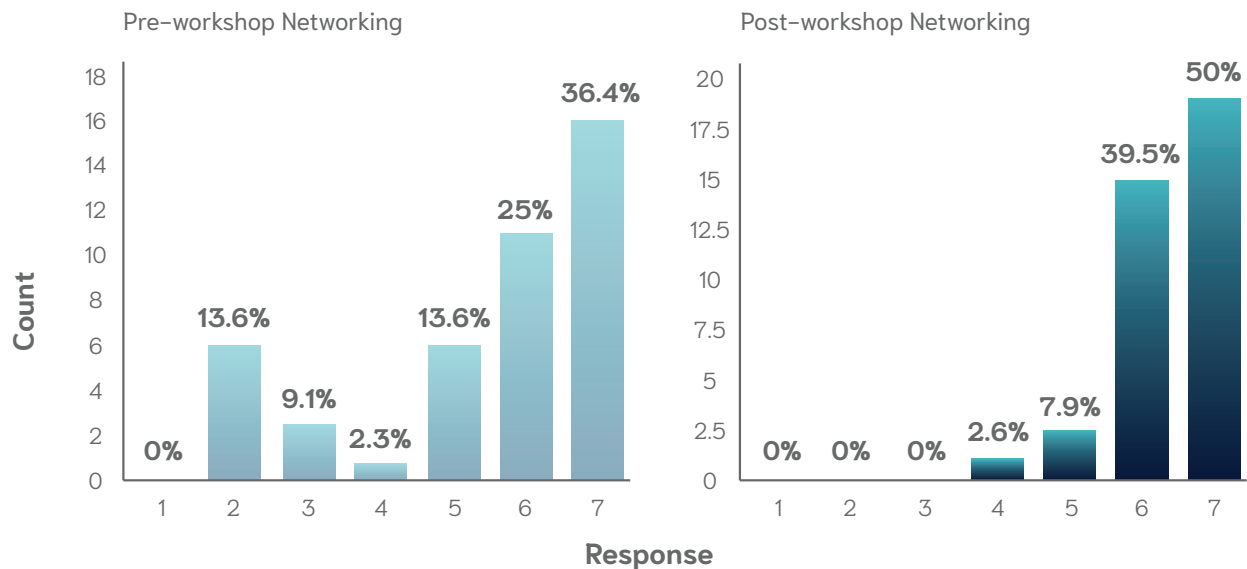
the health innovation ecosystem in Ethiopia, with sessions specifically tailored to this context (e.g., "Ecosystem Collaboration – Story of Us" and "Ecosystem Roadmap"). This ecosystem–specific focus is not

5. **Agenda specificity:** The Bishoftu 2024 agenda provides more detailed information about the content and objectives of each session compared to some of the

previous agendas. This increased specificity may indicate a more targeted approach to addressing the unique needs and challenges of the Ethiopian health innovation ecosystem.

5. **Faculty involvement:** The Bishoftu 2024 agenda includes a "Faculty Arrivals" day and a "Faculty & Advisor Dinner," suggesting a more structured approach to faculty preparation and engagement compared to the previous agendas.

6. **Facilitator rotation:** While some facilitators are consistent across agendas, there are also new facilitators introduced in different years Naivasha 2022 and Cape Town 2023, bringing fresh perspectives and expertise to the program.

Question 2: To what extent are the Global and Ecosystem trainings' objectives and designs responsive to the needs and priorities of participants, their institutions, and the innovation ecosystem within which they operate?

To respond to question 2, the assessment team reviewed measures of relevance (degree of alignment between training content and design and needs of participants) from across all of the quantitative and qualitative data available. For the Global Training, limitations made it challenging to establish an evidence-based view.

Review of qualitative responses provided some indications at the individual level. For the Ecosystem Training, analysis of survey responses that asked specifically about alignment of participant needs with training objectives that the Ecosystem Training revealed high levels of participant self-reported alignment.

Global Training

The assessment team determined from an analysis of responses to content, design, and satisfaction questions that participants viewed the trainings as largely aligned to their needs. However, there is room for improvement. Participants consistently asked for more time for in-depth reflection and application of learnings. Participants proposed specific ideas, many of which will be addressed by the Training+ platform, for more frequent and more deliberately curated content, more robust channels to promote continuous learning, and extending the curriculum post training, including joint activities within cohorts.

- **Bellagio:** The Training Pilot report and webinars explored how participants viewed success and used training frameworks in their work. Participants noted that tools like storytelling and success frameworks supported their abilities to apply new skills to their work.

  - A participant used storytelling strategies learned to foster a collaborative discussion among scientific experts, about critical medical research goals: "I took a story about myself, used that as the story of me, went to the

story of us, and then the story of now being the opportunity."

- Another applied the "three-horizon mapping tool" to facilitate discussions within their organization, enhancing internal strategy alignment.

- A participant noted it "challenged my thinking/assumptions… and kept challenging me to think about where I can provide input into current processes and how I can apply it."

- **Harnosand:** Feedback indicated that the training objectives and design were well-aligned with their professional needs and institutional priorities. Feedback forms provided qualitative insights, capturing responses to questions like, "Overall, how did you find this week?" and "What were the things that impacted or influenced you the most, and what would you change?" Reflections on these aspects, as well as which elements could be adapted to an online format, showed how well-designed content and delivery impacted participants' engagement and application of learning.

  - One participant emphasized this alignment, noting that the sessions provided "vocabulary and models that I can use in my own work" to foster innovative thinking.

- **DFAT:** Participants found sessions on systems thinking and adaptive learning to be transformative. The training wrap-up webinar held on September 21, 2020, and

self-assessment reported in the Managing Innovation for Impact report revealed that the majority of participants were satisfied. 92 percent of participants either strongly agreed or agreed that they would recommend the course to others, with no one expressing disagreement, suggesting the course effectively addressed relevant priorities. Participants called for more context-specific content and post-workshop support for deeper connections among participants, across cohorts, and extended into the ecosystem.

- One participant found the sessions "really helpful" for building a toolkit to address program issues, and noted that it's a course they would "highly recommend" to colleagues.

- Another participant appreciated these sessions as they enabled her to "clarify what I understood and ask questions," which helped apply frameworks like scaling.

- The Naivasha and Cape Town survey responses were inconclusive due to the lack of related qualitative responses, and there was minimal information across trainings about relevance to organizations and the ecosystem. Participants called for more context-specific content and more reflection/discussion, and participants mentioned takeaways as useful to them:

  - "Growing/nurturing my local/ in-country networks to increase localized investments."–Naivasha

- "Frameworks will be valuable to rethink my project."–Naivasha

- "Pursuing a portfolio– level analysis of research and evidence programming, drawing out innovative design and implementation approaches which can be shared across departments."–Naivasha

- "Mapping of a strategy for orchestrating resources for the achievement of the organizational goals"–Cape Town

- "A handful of good techniques and ways to remind people about the different stages innovation can take."–Cape Town

Training: Ecosystem Training

Participants reported strong alignment with their personal and organizational goals, as well as that the training helped them consider ecosystem challenges. There were no differences between female and male participants. One participant noted, "What I learned at the training will help me address ecosystem challenges that I face in driving innovation." This feedback highlighted the effectiveness of targeted, relevant content.

The IDIA **Ecosystem Training scored highly on relevance as measured through alignment with participant needs.** The Ecosystem participant surveys asked the three questions, and responses were consistent pre- and post-training.

- "The objectives of the IDIA Ethiopia Health Innovation Ecosystem Training are aligned with my individual goals."

- "The objectives of the IDIA Ethiopia Health Innovation Ecosystem Training are aligned with my organization's goals."

- What I learned at the training will help me address ecosystem challenges that I face in driving innovation"

The results were as follows:

- **Individual:** pre–workshop ratings were on average 5.8 on a 7–point scale, and post-workshop ratings were on average 6.2 on a 7–point scale.

- **Organizational:** pre-workshop ratings were on average 5.8 on a 7–point scale, and post-workshop ratings were on average 5.9 on a 7–point scale.

- **Ecosystem:** post-workshop ratings were on average 6 on a 7–point scale. There were no pre-workshop questions.

From pre–training to post–training, there was similar alignment with needs by gender (Figure 11). The proportion of female participants reporting that they strongly agreed with the statements rose from 16.7 percent to 40 percent. The proportion of male participants rose similarly from 30.8 percent pre–workshop to 50 percent post–workshop. Both of these increases indicate that the workshop was aligned with individuals' needs and objectives.

Female participants consistently rated high alignment (Figure 12), with half rating it at the maximum level at pre- workshop with a corresponding increase to 60 percent for post. For male participants, the alignment with
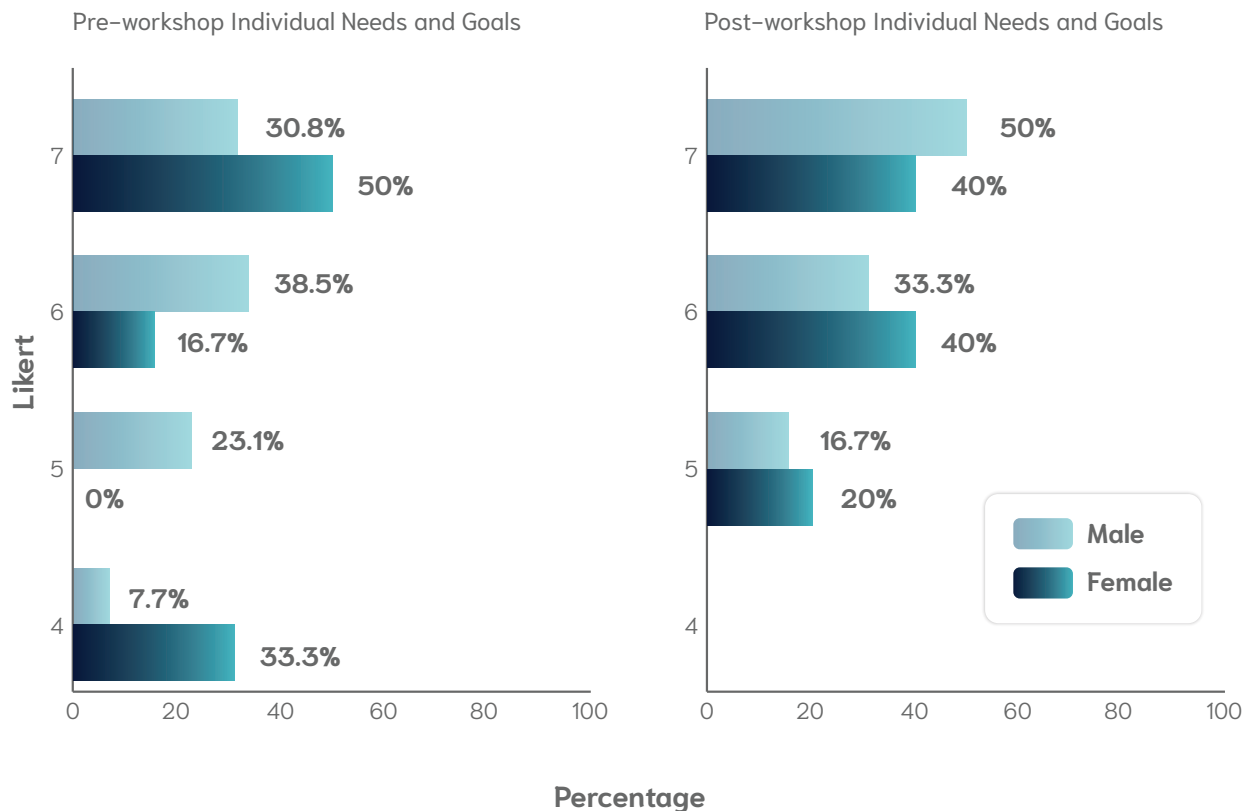
organizational goals saw a significant boost, with 50 percent rating the highest alignment level post–workshop, up from 30.8 percent pre–workshop. In both cases, there was a high degree of reported alignment to organizational goals and needs, with an increase in post surveys versus pre–workshop surveys.

Participants left the workshop feeling prepared and empowered to address ecosystem challenges. Among female participants, 60 percent rated their confidence as high (6 or 7 on the scale), with 40 percent rating 6 and 20 percent rating 7, showing a solid sense of alignment between the workshop and the tools and knowledge needed to address ecosystem–level challenges. Male participants also expressed high confidence, with 41.7 percent rating 6 and another 33 percent rating 7, demonstrating a strong foundation in addressing real–world challenges through the knowledge gained. There was a distinction, with female reporting generally higher levels than men, with all female participants reporting 5 or higher, but 40 percent reporting at level 4.

Participants cited needs ranging from being exposed to tools, to sharing information with colleagues, to under–stand their place in the ecosystem, and to build connections with others. The range of reasons participants were supported by their organizations mirrored these responses, with the addition of being able to address challenges.

Figure 11: Participant Self–ratings on Alignment of Objectives to Participant Needs by Gender, Bishoftu

Pre–workshop Individual Needs and Goals

Likert	Male	Female
7	30.8%	50%
6	38.5%	16.7%
5	23.1%	0%
4	7.7%	33.3%

Post–workshop Individual Needs and Goals

Likert	Male	Female
7	50%	40%
6	33.3%	40%
5	16.7%	20%
4		

Percentage

Question 3: How might IDIA achieve greater financial sustainability for its innovation trainings?

To respond to question 3, the assessment team reviewed information from interviews and background materials on the IDIA training's business model and researched other short form training offerings on innovation management and scaling of innovation. These comparators were initially drawn from an existing landscape review conducted by R4D. This was augmented by a scan of other courses offered to sustainability leaders in the public and private sectors (See Annex 12).

The financial sustainability question supports IDIA's interest in looking ahead to how the innovation training will be financed beyond the current funding period (until 2026). Funding opportunities are likely to continue to change amidst a changing political environment and global development landscape in which many implementers see flat or decreased funding from traditional bilateral and early acting philanthropic donors and increased emphasis on attracting private capital aligned with global development outcomes as well as newer philanthropic actors. To attract new funding, an additional offering should contribute to progress on outcomes and/or add some new value to participants and/or their organizations, which may be able to be monetized.

The review focuses on the IDIA Global Innovation Training and IDIA edX (as a digital extension of the Global Training that targets an expanded

Figure 12: Participant Self-ratings on Alignment of Objectives to Organizational Needs by Gender, Bishoftu
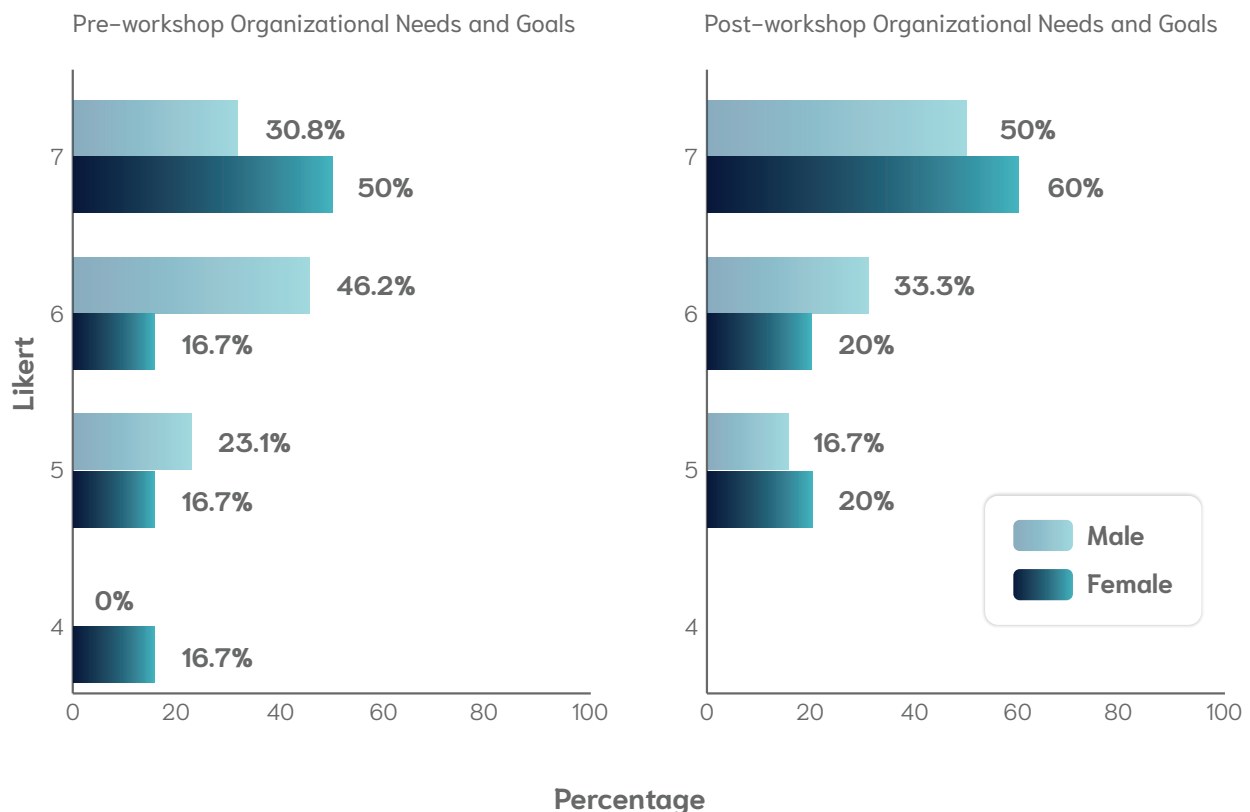
but similar audience). The Ecosystem Innovation Training is too new to include in the analysis, given the first cohort was delivered this year and medium-term outcomes have not yet been measured. It should be noted briefly here that opportunities for financial sustainability for the Ecosystem Training is likely to include countries, regional donor agencies (e.g., African Development Bank or the Inter-American Development Bank), and potentially newer philanthropic funders focusing on sector-specific change (e.g., climate: Schmidt Futures, Bezos Earth Institute). This may be a very different value proposition to funders and governments interested in strengthening country-level innovation ecosystems.

Our analysis led us to consider the following:

- **Structured Programming:** Developing structured programming to help participants influence organizational change and ecosystem-level collaboration can demonstrate measurable benefits, encouraging organizations and funders to invest further. Pre- and post-training activities designed to engage organizations more deeply could unlock additional funding. Organizations experiencing direct benefits from expanded programming may justify paying higher fees for participant attendance.

- **Network Approach:** A network model with a shared measurement system and structured network building activities, which is integrated into both the Global Innovation Training and the forthcoming Training+ platform can

Figure 13: Participant Self-ratings on Alignment of Objectives to Ecosystem Needs by Gender, Bishoftu

Post Workshop Address Ecosystem Challenges
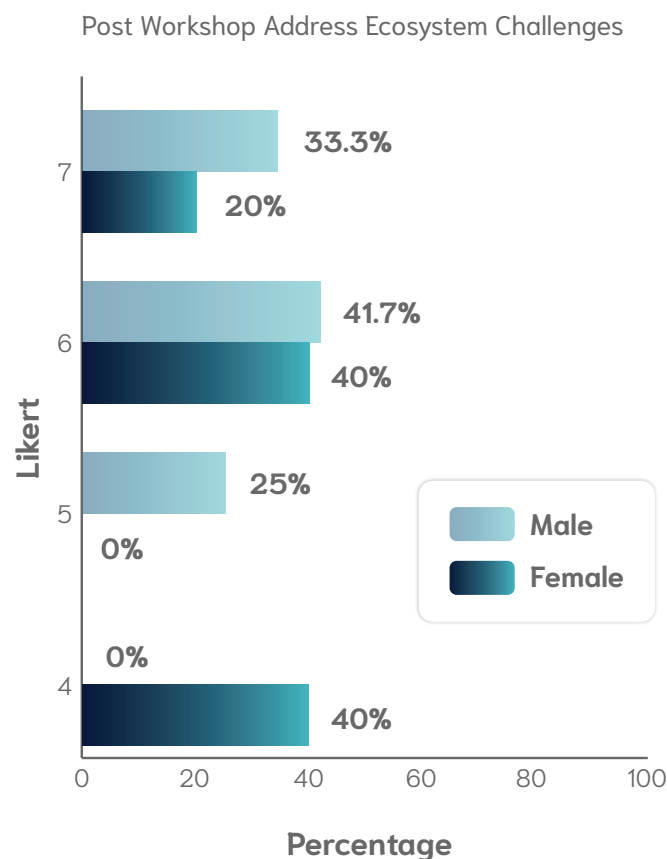
increase financial sustainability by offering a clear and extended value proposition. Networks should leverage the upcoming Training+ platform to facilitate cross-cohort virtual networking, thematic sub-groups, and structured mentoring relationships. A formal network that is curated can support ongoing professional development and connections made during the training among innovation leaders who can influence and share information about resource mobilization for scaling innovation. Separately, Training+ also has the potential to attract new fee-paying participants that are separate from the more curated training cohorts.

- **Partnerships to Attract New Fee-paying Customers:** Given the current trends in executive education of sustainability and innovation being incorporated into programs IDIA could generate additional revenue by incorporating through mission-aligned partners a virtual or modified in-person delivery versions of selected training modules that may have broader appeal and be more easily generalized to wider audiences.

Developing Structured Programming to Help Participants Influence Organizational Change

Evidence shows that the current IDIA Global Innovation Training is extremely successful at changing mindsets, achieving learning outcomes, and building professional networks at the level of the individual participating in the training. However, there is opportunity to further support progress on outcomes in the areas of participants' abilities to influence change within their organizations and/or to work together with other individuals in their innovation ecosystems to make contributions towards more equitable systems. Surveys we conducted post training and interviews with alumni/ae conducted as part of this assessment surfaced a relative gap in these areas.

Seizing opportunities to develop programming that engages organizations pre- and post-training and provides opportunities for individuals involved in the in-person training to work jointly with others in their cohort are two ideas to explore to fill this gap.

While resource intensive in the near term, such an addition also could open up additional sources of support the long term. For example, organizations experiencing direct benefits from deeper engagement and expanded programming designed specifically to achieve organization-level outcomes may pay higher fees for participants from their organizations to attend the in-person global training.

Furthermore, individuals attending the training from organizations that are highly engaged through structured activities may realize additional benefits from the training, beyond the existing ones of improving their own efficacy to manage and scale innovation, shifting their mindsets, and inspiring application of new tools and skills. Potential benefits are increased recognition for their increased capacities or increased ability to address organizational barriers to innovation management and scaling.

Existing plans to develop the Training+ Platform via edX Open also could be leveraged to extend the ecosystem dimension of the Global Training. It is our understanding that this platform is envisioned to support continuous learning and networking by

- **Enabling IDIA to provide in-person cohorts with access to continuing education resources to extend their learning and networking** before and after the in-person training and

- **Attracting a new audience composed of individuals who may be willing to pay** to participate in a new offering: the virtual IDIA innovation leadership and scaling training.

Integrating an IDIA Network Approach to Add Value that Can be Monetized

The Logic of a Network Approach

A network approach to the Global Innovation Training and edX Platform could help address both financial sustainability and the sustainability of training outcomes. If IDIA designs a network model and is able to communicate the value of the network (as something additional to the value of the training), this may improve financial sustainability by allowing for charging participants more for the training and fundraising for both the in-person and virtual training and the network building.

Such an approach can build upon the sense of purpose and confidence and create space for vulnerability that R4D has created. Participants have come away with connections that are sustained over years and described as "family". Follow-on communication currently takes place in an ad hoc way through the WhatsApp channel as facilitating the alumni network is not a funded offering. There is an opportunity with the introduction of Training+ to build structured network building activities that ensure IDIA's network is an intentional network.

Participants and/or their organizations may be willing to pay for the value proposition that a network model offers.

In Annex 10, there is a description of a few of the standard network models and a review of four networks—Impact Hub Asia Pacific, Frontier Brokers,[3] and two anonymous case studies from Collective+Mind research—which offered or offer monetizable network value to their members. The examples were selected based on comparability of the network model (in terms of size and network goals) to the IDIA network to provide lessons for R4D in considering a more robust network model.

The key observations to highlight based on a review of the case studies are as follows:

- **Network goals** are focused primarily on: (1) **field building, (2) coordination and collaboration, and (3) knowledge sharing and capacity building**, which align with IDIA's goals.

- **Clear objectives that are achieved through defined and regular activities and processes** are an important feature of an effective network.

- **Facilitating coordnation and shared activities among independent organizations requires dedicated staff** (between 1–3 full time equivalent staff for a similar sized network).

- **While funding the network is a common challenge, funding** services delivered by the network

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members often is unnecessary. Most networks include interested and engaged parties which operate on an inexplicit give–get model where they contribute to activities because they will derive some be–nefit from doing so.

- **Funding models used are typical–ly a combination of approaches**, including member contributions, grant funding, and earned income (e.g., from business development services).

- **Demonstration of impact is often required to attract funding.** Net–work key performance indicators, network feedback surveys, joint learning activities, and measuring the strength of the network itself are important features of a shared measurement system (alongside shared measurement of services delivered).

IDIA Network Elements and Gaps

Table 9 summarizes our interpretation of IDIA's network model based on the critical elements for designing an intentional network. It also draws attention to gaps that would need to be further explored with partners and funders if IDIA takes up our recommendation to conceptualize a network model and operationalize it moving forward.

Table 9: IDIA Network Elements and Gaps

Network Element	Defined	Gaps
Goal of the Network	Capacity, connectivity and collaboration increased through continuous learning and support through: • Amplified opportunities for learning including from peers • Strengthened, diverse and inclusive networks among innovation leaders	Enhanced resource mobilization from improved knowledge sharing and collaboration with others
Objectives of the Network	• Support training alumni to influence their organizations • Support continuous learning in innovation management • Strengthen peer networks among alumni within and across cohorts • Provide relevant learning materials	• Are these objectives (based on IDIA's training plus research exercise) aligned with global training and training plus alumni needs, and do they resonate with funders? • How can resource mobilization be better supported?
Network Members	• IDIA faculty • Global Innovation Training Alumni • edX Training Participants	How will in–person and virtual training alumni be incorporated?

Network Element	Defined	Gaps
Value generated for members	Enable alumni/ae to: • Create more impact • Identify relevant strategies and tools • Change the mindsets of others to facilitate their work • Stay up to date with industry news • Expand their professional networks • Maintain a sense of community among cohort peers	• How will the trust generated within cohorts expand to a wider, virtual network? • How can the network enable funders to maximize impact–strong network outcomes of the global training are currently being under–exploited for ecosystem level change?
Operating Model (Processes and platform)	• 1 IDIA team member responsible for managing the edX platform • edX Platform	• How are network building responsibilities coordinated between global training and edX team members? • What skills are required for facilitating a virtual network and how can these be built into the team? • How will the operating model for the global training and edX platform be integrated? • Do activities sufficiently support the stated objectives of the network?
Funding	Combination: • Grant funding • Global Innovation Training fees • edX training fees	• Are there funders willing to invest in the network itself? How will the value of the network be framed and communicated? • Are global training participants willing to pay more if network value is clearly communicated? • How much are virtual participants willing to pay? Are they willing to pay more for network value?

Network Element	Defined	Gaps
Shared measurement system	• A systematic measurement system has been designed to support the application of the rubric and learning, and will be implemented on an ongoing basis by the IDIA team. • This includes a "network" component, specific tools and questions that measure the value of the network.	• Is there a single database for managing the IDIA network? How might network members have visibility over and connect with others? • How can network members be engaged in the shared measurement system to provide long term stories of change?

Attracting New Fee–paying Customers through Partnerships

As a way to raise review, IDIA could partner with mission–aligned partners on virtual or modified in–person delivery versions of selected training modules that may have broader appeal and be more easily generalized to wider audiences. Given the current trends in executive education of sustainability and innovation being incorporated into programs or being offered through stand–alone programs, IDIA, as an experienced provider of innovation management training could generate additional revenue through partnerships with organizations with broader reach and more globally recognized brands.

Given the specialized nature of IDIA's offering, its principles–driven theory of change, and its focus on global development, expanding to a more general audience may be undesirable regardless of any potential revenue generating opportunity. However, given the sheer volume of such courses, it may be an avenue worth exploring. Annex 12 includes a table of a full list of innovation training programs offered by a range of academic institutions, corporations, global development institutions, nongovernmental organizations (NGOs) and a mix of organizations focused on regional innovation development. Compared to the list provided as background to this assessment, there are many, many more options. To retain its place as a leader in innovation–led development, some collaboration should be considered even if pursuing a joint offering or exploring a partnership is undesirable.

6. PARTICIPANT DATA

IDIA training has had wide geographic reach, having trained to date 139 participants from 31 countries across five continents. Participants have been balanced by gender, with 52 percent women and 48 percent men. Participants by continent are: Africa: 73; North America: 29; Europe: 13; Asia: 13; Australia & Pacific: 14. Figure 14 shows number of participants by country (at the time of the training: Ethiopia: 22, Kenya: 16, USA: 15; Canada: 13; Australia: 10).

Figure 14: Geographic Distribution of Participants

Created with Datawrapper
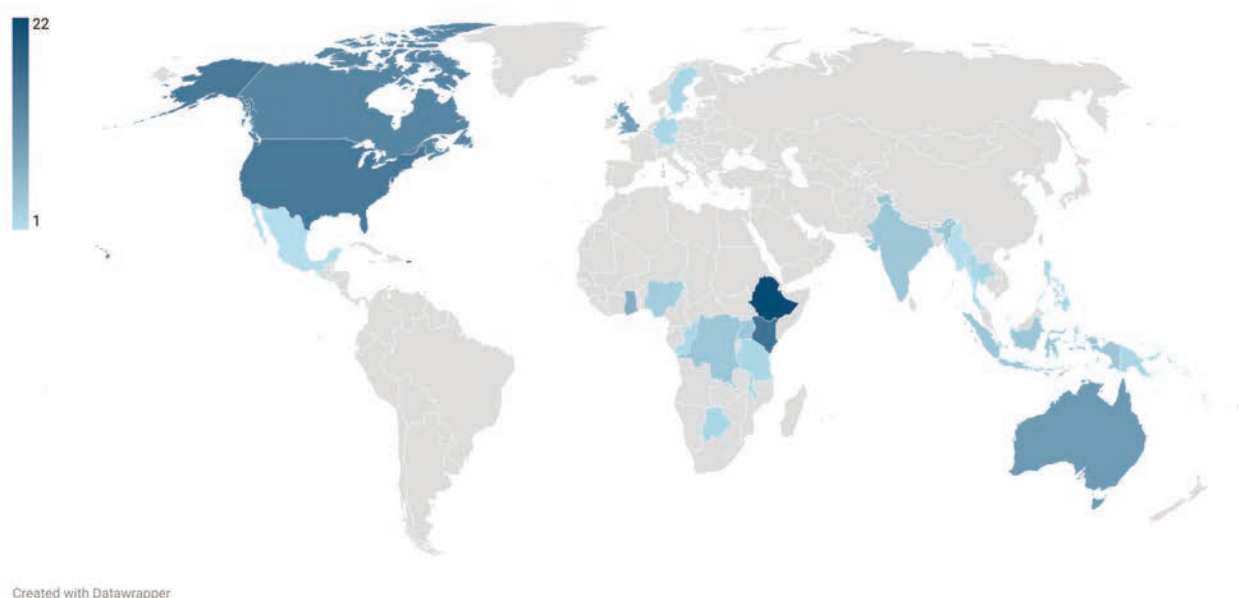
Alumni Journey Maps and Vignettes

To gain further insights into effectiveness and relevance of the training the assessment team mapped the journeys of a sample of five alumni/ae. From this process two personas emerged:

- Transformation Enabler: Funders of development innovation, or those from multilaterals or government ministries or agencies who have resources for commissioning public sector scaling. May include those facilitating hubs and accelerators or anyone (including from academia) who is directly involved in strengthening the capacity of entrepreneurs, innovators, or systems to mature and scale.

- <u>Impact Entrepreneur:</u> Innovation leader, an innovator, entrepreneur, or doer (intrapreneurs) who has taken the training and may be supporting the development of policy to support innovation at scale or mobilizing resources and developing a platform.

From the data, and based on the personas, the assessment team developed two journey maps. The profile for each persona is below, and on the pages following are the journey map key, the two journey maps, vignettes that uncover insights from the journey mapping data gathering process, and a description of the changes for each persona against the rubric. (See Annex 11 for a detailed explanation of the journey map data collection process and data interpretation).

Table 11: Alumni Personas that Emerged from Journey Mapping Process

TRANSFORMATION ENABLER

PERSONA	CHARACTERISTICS	DRIVERS
• **Seeks to foster collaboration** and empower others through innovation and systemic change • **Builder of networks** to assist with scaling impact • **Focuses on community perspective** • **Relishes opportunities to share skills with team** across their own organizations • **Strategic leadership**	• **Values collaboration** • **Advocate who pushes boundaries** in organizations and on behalf of communities • **Systems thinking and focus on creating sustainable, long–term impact** • **Values continuous learning** and **sharing insights with peers** • **Aware of need to leverage financial and non–financial resources** to scale initiatives	<u>Needs:</u> • **Connections** with peers • Affirmation from leadership • Financial support • **Partnerships** to scale projects • Frameworks and tools <u>Emotions:</u> • Determined • **Motivated to create meaningful change** • Resilient • **Adaptive** <u>Goals:</u> • **Influence decision–making processes** • Sustainable, long–term solutions at organizational and community levels • **Inspire and build capacity within teams and networks for collective impact** • Connect with international networks • Strives to lead and contribute to innovative projects

IMPACT ENTREPRENEUR

PERSONA	CHARACTERISTICS	DRIVERS
• **Leverages increased capacity to develop mechanisms to scale impact** in niche area • Focuses on wide range of **resource mobilization** types: financial, human, social • **Translates theory into practice** to fill gaps and meet demand from grassroots/countries • Focused on **scaling own ideas and/or leveraging network** to do so • **Learns quickly;** fills own capacity gaps; **impatient for change** • **Builder of platforms**	• Extensive **field experience** • High degree of **empathy for communities** • **Values networking/ connection** • **Values diversity** of background and mindset • **Aware of power imbalances / limitations and works to address them** from human perspective • Enthusiasm and energy as a **changemaker** • **Welcomes/seeks affirmation**	<u>Needs</u>: • Seat at the table / create the table • Common language • Tools to manage and scale innovation • Continuous engagement • Global reach/exposure <u>Emotions</u>: • Optimistic • Curious • Resilience • Principled • Risk taker <u>Goals</u>: • Creation and scaling of platform • Systems effect of work through scaling • Success as changemakers within larger organization/ecosystem

As shown in Figure 15, the Transformation Enablers have transitioned from supporting isolated projects to driving initiatives with scalable potential. While even after the training, they struggled with lack of pathways to scale, they worked to gain support for large-scale change and are now influencing policy and championing systems that support sustainable growth, as seen in one interviewee's biogas project and another's efforts to address commercialization barriers, Transformation Enablers, equipped with the tools and confidence from the training, are now fostering innovation in their environments. Despite seeing continued lack of coordination among stakeholders, they work with the aim of leveraging their roles within their organizations and connecting with others in their network to drive impact.

For the Transformation Enabler, the IDIA Training's impact manifested across several dimensions:

• <u>Knowledge of Innovation Principles and Frameworks:</u> Developing a deeper understanding of innovation leadership, improving their ability to communicate its value and engage in projects effectively. Confidently apply innovation frameworks and contribute to field discussions.

- Scaling Innovative Solutions: Leading scaling of major projects, driving systemic change and implementing large-scale innovations.

- Systems Thinking and Collaboration: Focusing on sustainable innovation by leading innovation through communities and sharing learnings within their own organizations. Engage in large-scale projects, revising policy frameworks.

- Networking and Collaboration: Intentional about building professional networks and begin leveraging the IDIA cohort, collaborating and expanding projects.

- Continuous Learning: Participants are sharing knowledge and materials within their networks; Internalizing lessons learned and feel empowered to challenge decisions and initiate change within their organizations. Exhibiting confidence in advocating for improvements across different ranks, fostering an environment of open communication and continuous development.

- Resource Mobilization and Management: Increased awareness of funding opportunities and began exploring new ways of integrating resources into projects. Leading resource mobilization, securing innovative financing and integrating diverse resources into their projects.

Stories of Impact #2:
Effects of the Training on the Transformation Enabler

Prior to the training, Transformation Enablers were deeply engaged in their work, but felt frustrated and uncertain due to constantly experiencing obstacles without feeling like they had the tools or confidence to overcome them. They were doing good work but, "It was with hopelessness," recalled one alum, describing their perspective on commercialization challenges in their ecosystem.

The alumni/ae who were interviewed and were included in this composite persona cited strong desires to innovate further, for example, to expand the scale beyond the project and make real change, but were prevented from making progress by a variety of obstacles. They were isolated from their industry peers and unable to collaborate. They cited a lack of access to innovation tools, resources, or network to leverage. One example of a frustration was power dynamics, and another constraint of a heavy workload ate up valuable time. What they did have was a goal to be a changemaker, and the determination to see it through.

The IDIA training proved transformative, though not in the way many might have expected. Rather than focusing solely on technical skills, it created space for deep personal reflection and connection. "The first day was almost entirely about how do you build a safe space, and how do you get the network people comfortable," shared an alumna. The closer and more personal

approach facilitated connection between the participants, and one alumnus called it an environment of "peer inspiration."

Directly post-training the Transformation Enablers returned to their organizations with new confidence and clarity. "The training made me believe that I could do something about it," one alumnus said, " I felt more, more qualified." "We were buzzing from oppor-tunities," said another. The par-ticipants maintained connections through a Whats-App group that IDIA set up during the trai-ning, sharing updates and encouragement. In order to keep the sense of community and enthusiasm they gained during the training; everyone we interviewed said they still engaged with the WhatsApp group even years later.

They also were able to do a lot with community networks. Alumni/ae said they were "buil-ding relationships, building networks, and getting a renewal of mind about how to activate those networks for progress."

The journey hasn't ended with the training or even with achieving initial goals. As an alumnus explained about his current work: "It's been go, go, go on that front.

Twists and turns…. you kind of have to be in there supporting, pushing and with a goal of in-creasing commercialization out-comes for research and inno-

vation." Following the training, the Transformation Enablers expressed increased confidence and feelings of motivation. An example provided by one alumnus of a mindset change brought on by the training was their approach to "navigating the power dynamics and orienting stakeholders to think about useful things… rather than protecting their territory." This sophisticated understanding of organizational dynamics has enabled their push for systemic change while working within existing structures.
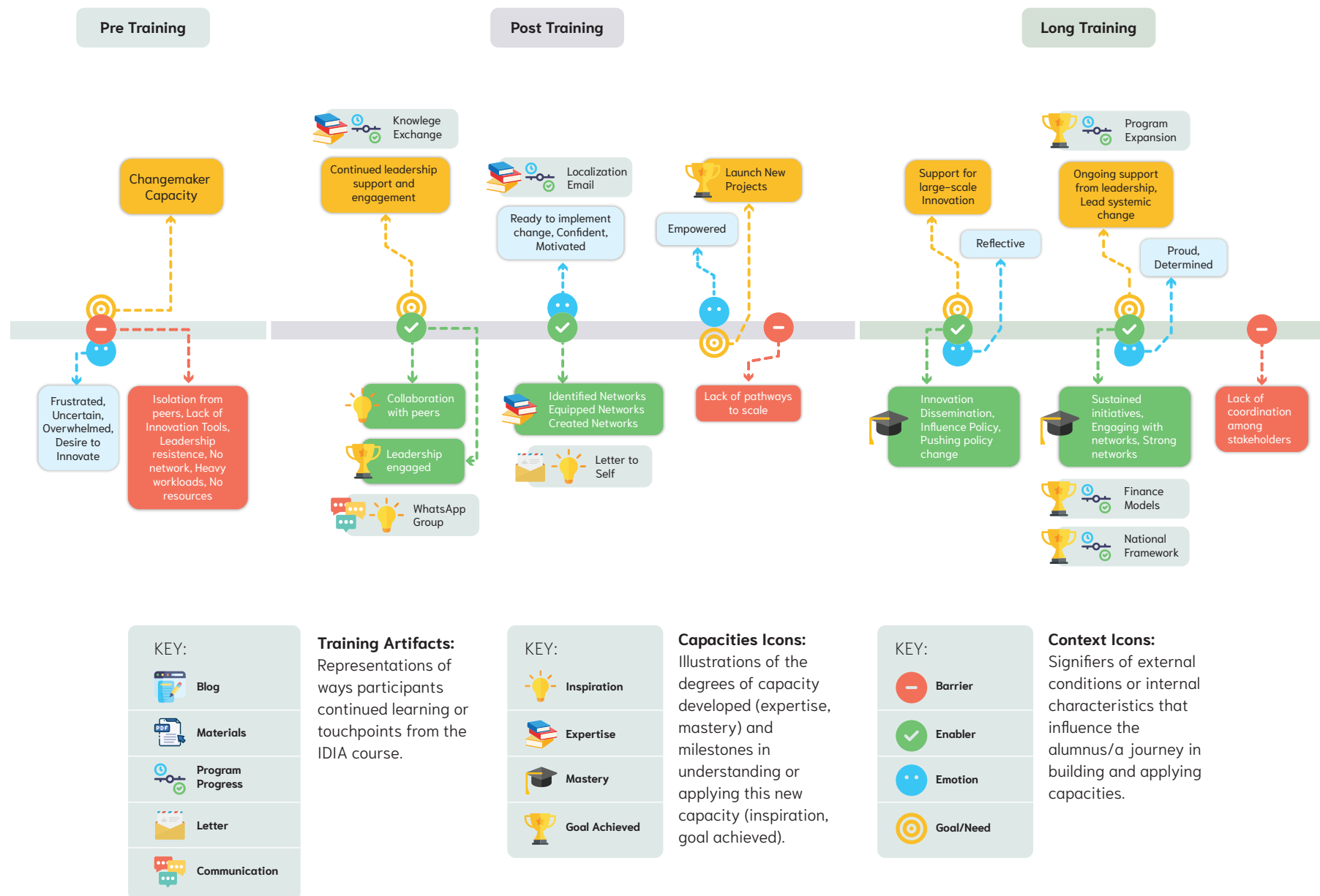
The physical manifestations of this journey serve as tangible reminders of their transformation. One alumna let us know that one of the exercises, a letter to self, was "still up on my bookshelf next to my desk." She said they use it for inspiration, "So, when I work, every now and again, I see it. And even when I don't read it, it's a reminder of the commitments I made to make use of the networks, the tool to make space for the personal before the professional." But the real evidence lies in the changes they've begun to create: more equitable funding relationships, more effective commercialization pathways, more empowered local innovators.

Despite leaving the training with new tools and a revitalized attitude, there will always be new barriers that arise to pose challenges that must be over-come. Transformation Enablers cited career shifts from after the

training as milestones, as well as mindset shifts brought on by the new learning. Alumni/ae described feeling "empowered", but they still encountered issues such as a lack of pathways to scale and had to find work-arounds, often relying on their improved toolbox from the IDIA training.

In the long term, each Transformation Enabler has been able to take on challenges as they come, reflecting on the IDIA trai-ning as a touchstone to bolster them. As they continue their work, they carry with them not just new skills and knowledge, but also transformed understanding of their roles in creating change. They've moved from feeling hopeless in the face of systemic challenges to feeling empowered to address them, from working in isolation to working in collaboration. Due to the problem solving and collaborative skills they have honed, Transformation Enablers are able to confront any challenge with determination and tools. As one participant put it, they're "in it for the long haul," committed to creating lasting change in their organizations and ecosystems.

Figure 15: Transformation Enabler Journey Map

Pre Training

Post Training

Long Training

Knowlege Exchange

Changemaker Capacity

Continued leadership support and engagement

Localization Email

Launch New Projects

Program Expansion

Support for large-scale Innovation

Ongoing support from leadership, Lead systemic change

Ready to implement change, Confident, Motivated

Empowered

Reflective

Proud, Determined

Frustrated, Uncertain, Overwhelmed, Desire to Innovate

Isolation from peers, Lack of Innovation Tools, Leadership resistence, No network, Heavy workloads, No resources

Collaboration with peers

Leadership engaged

WhatsApp Group

Identified Networks Equipped Networks Created Networks

Letter to Self

Lack of pathways to scale

Innovation Dissemination, Influence Policy, Pushing policy change

Sustained initiatives, Engaging with networks, Strong networks

Lack of coordination among stakeholders

Finance Models

National Framework

KEY:

🖼 Blog

📄 Materials

⏱ Program Progress

✉ Letter

💬 Communication

Training Artifacts:
Representations of ways participants continued learning or touchpoints from the IDIA course.

KEY:

💡 Inspiration

📚 Expertise

🎓 Mastery

🏆 Goal Achieved

Capacities Icons:
Illustrations of the degrees of capacity developed (expertise, mastery) and milestones in understanding or applying this new capacity (inspiration, goal achieved).

KEY:

➖ Barrier

✅ Enabler

🙂 Emotion

◎ Goal/Need

Context Icons:
Signifiers of external conditions or internal characteristics that influence the alumnus/a journey in building and applying capacities.

The journey of the Impact Entrepreneur (see Figure 16) is one of growth, adaptation, and transformation. Beginning as individuals with vision but limited support and facing bureaucratic structures and organizational silos, these leaders leveraged the training to cultivate the skills and networks needed to scale their projects and drive systemic change. They used the knowledge they developed and experienced a process of redefining their roles either by becoming an intrapreneur within their organization or an entrepreneur by starting a new one designed to create change in the ecosystem. They still faced context bottlenecks and a lack of resources, but long term they advanced their programmatic goals to expand their platforms, leveraging continued connections with IDIA alumni/ae and faculty.

For the **Impact Entrepreneur**, the IDIA Training's impact manifested across several dimensions:

- <u>Knowledge of Innovation Principles and Frameworks:</u> Innovation principles mastery, supported by self-efficacy and action orientation, enthusiastically participating in mentorship from and to others.

- <u>Systems Thinking and Collaboration</u>: Co-leading initiatives that have transformative effects on the system, influencing the field.

- <u>Networking and Collaboration:</u> Continuing connections, in particular with those who inspired the entrepreneurial actions.

- <u>Scaling Innovative Solutions:</u> Key player in innovation leadership, harnessing new skills to expand ideas into a platform for change.

- <u>Resource Mobilization and Management:</u> Acute awareness of the importance of wide ranges of resources.

- <u>Continuous Learning:</u> Targeted learner to further goals. Using new skills such as storytelling to gain visibility for work.

Stories of Impact #3:
Effects of the Training on the Impact Entrepreneur

An impactful journey often begins with a realization—a moment when someone recognizes not just a problem to solve, but his or her own potential to solve it in an entirely new way. During the pre-survey, an alumnus who comprises the persona of Impact Entrepreneur reported feeling fearful of failure, and as a result of that fear, averse to taking risks. But he also emphasized that he was eager to learn and passionate about his work. He wanted to gain skills to communicate better with peers, ways to leverage their connections, tools to create frameworks and support innovation, and the ability to manage risks. But he was prevented from moving forward by a bureaucratic culture and organizational silos. As he put it, there was a "need for a mindset shift...I needed an eye opener to see how I could contribute in [the innovation] space."

At the start of training, another Impact Entrepreneur was nervous. He recalled, "I [was] relatively new to working in innovation, and while I was a humanitarian type, everyone else was an international development professional. I assumed I'd be the odd-one-out." The training began with introspection, an assessment that made the participants focus on their abilities, and where they had room to improve. This early self-awareness set the stage for what would become a transformative experience. Through

what interviewees described as carefully curated sessions and skilled facilitation, participants weren't just learning about innovation—they were discovering their own capacity to drive it.

At the end of the training, Impact Entrepreneurs were feeling very confident. They felt that they had a safe space for dialogue in which to exchange knowledge and a network consisting of fellow alumni/ae whom they could leverage and reach out to for help. "I now reach out to a few colleagues who work in the same space," said one of the alumni. "I'm looking at a pool of experts in the space… I've identified the IDIA team as part of the network to tap into." said another. The diversity of the cohort was recognized as particularly valuable. As one alumnus noted, the training was "much more diverse than other trainings, especially from a mindset perspective." This diversity of thought and experience created a rich learning environment and facilitated the establishment of lasting professional relationships.

The combination of technical knowledge, networking opportunities, and mindset shifts empowered Impact Entrepreneurs to take concrete action toward their visions. Through WhatsApp groups and ongoing collaboration, these innovators shared information, solicited ideas, and sou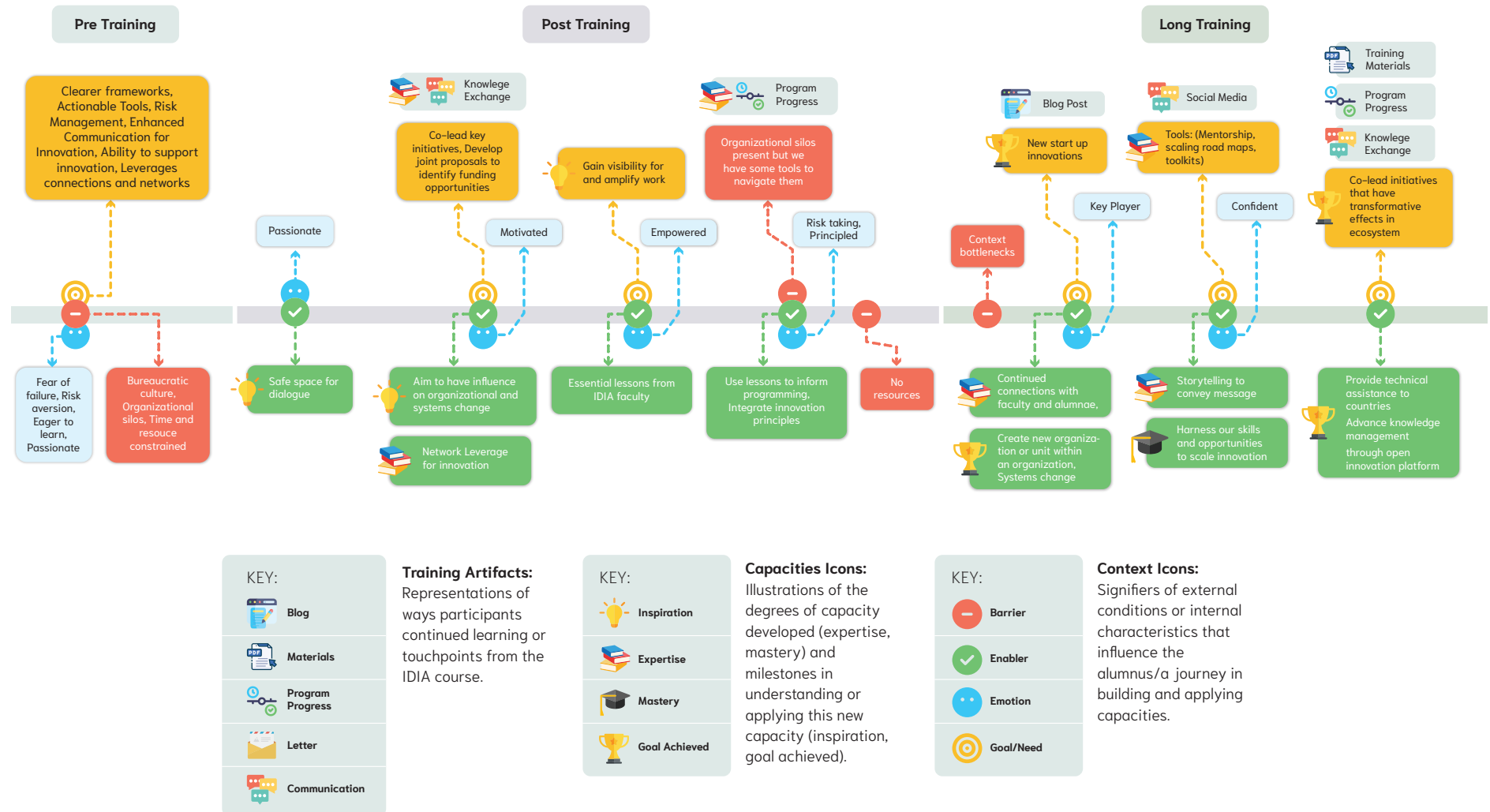ght funding opportunities. "The community is so engaging that we harness and tap from resources from each other to grow in our work and to address our day-to-day challenges in the workspace." said an alumnus, and another said, "It had opened my eyes to innovation and also strengthened my networking opportunities and meaningfully helped me to contribute to that ecosystem."

The training's impact wasn't just theoretical. "The training for me [was long lasting]…I mainly go back to those [materials]. You know, [IDIA gave] us the access to the drive that has all the lecture materials." an alumnus said. Having the benefit of access to their training materials after the program ended gave the Impact Entrepreneurs "key knowledge to be able to do, promote and address … a particular challenge in [their] work." There will always be new challenges that must be overcome.

The training helped them recognize that success isn't just about having good ideas— It's about understanding how to navigate systems and create sustainable platforms for change. As one interviewee noted, "The effectiveness and impact of innovation doesn't [travel] in a linear manner as time passes. The progress graph is a wild zigzag as the innovators, end users and systems all change around it."

The end of the training marks just the beginning of a new journey for the Impact Entrepreneur. They left with new tools and perspectives that help them approach innovation more strategically. One alumnus says they are now able to "Identify myself as a key player, as someone that has… or should have a seat at the table to meaningfully contribute to… discussions around innovation." The Impact Entrepreneur long term leveraged their improved capacities and transformed mindsets not only to contribute to the creation of new solutions but also to build platforms that enable others to innovate. They felt empowered to create networks designed to sustain change and developed the confidence to pursue long-term transformation that they are taking a central role in catalyzing.

Figure 16: Impact Entrepreneur Journey Map and Description

Pre Training

Clearer frameworks, Actionable Tools, Risk Management, Enhanced Communication for Innovation, Ability to support innovation, Leverages connections and networks

Passionate

Fear of failure, Risk aversion, Eager to learn, Passionate

Bureaucratic culture, Organizational silos, Time and resouce constrained

Safe space for dialogue

Post Training

Knowlege Exchange

Program Progress

Co-lead key initiatives, Develop joint proposals to identify funding opportunities

Gain visibility for and amplify work

Organizational silos present but we have some tools to navigate them

Motivated

Empowered

Risk taking, Principled

Aim to have influence on organizational and systems change

Essential lessons from IDIA faculty

Use lessons to inform programming, Integrate innovation principles

No resources

Network Leverage for innovation

Long Training

Blog Post

Social Media

Training Materials

Program Progress

Knowlege Exchange

New start up innovations

Tools: (Mentorship, scaling road maps, toolkits)

Co-lead initiatives that have transformative effects in ecosystem

Context bottlenecks

Key Player

Confident

Continued connections with faculty and alumnae,

Storytelling to convey message

Provide technical assistance to countries
Advance knowledge management through open innovation platform

Create new organization or unit within an organization, Systems change

Harness our skills and opportunities to scale innovation

KEY:

Blog
Materials
Program Progress
Letter
Communication

Training Artifacts:
Representations of ways participants continued learning or touchpoints from the IDIA course.

KEY:

Inspiration
Expertise
Mastery
Goal Achieved

Capacities Icons:
Illustrations of the degrees of capacity developed (expertise, mastery) and milestones in understanding or applying this new capacity (inspiration, goal achieved).

KEY:

Barrier
Enabler
Emotion
Goal/Need

Context Icons:
Signifiers of external conditions or internal characteristics that influence the alumnus/a journey in building and applying capacities.

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7. IDIA ASSESSMENT RECOMMENDATIONS

Evidence shows that the current IDIA Global Innovation Training is extremely successful at changing mindsets, achieving learning outcomes, and building professional networks at the level of the individual participating in the training. However, there is opportunity to further support expanded outcome achievement in the area of participants' abilities to influence change within their organizations and to work together with other individuals in their innovation ecosystems to make contributions towards more equitable systems. This section summarizes recommendations designed to support this expanded outcome achievement.

Seize opportunities to develop programming to support organizational level change

Seizing opportunities to develop programming that engages organizations pre and post training and to facilitate individuals to work jointly with others are two ideas to explore to fill this gap. While resource intensive in the near term, adding programming to support organizational engagement would have limited marginal costs and could open up additional sources of financial support over the long term. Organizations that experience measurable outcomes from programming designed to generate such benefits, which are identified and targeted in advance of the training, may be willing to pay higher fees for participants from their organizations to attend. Individuals attending the training from organizations that are highly engaged through structured activities may realize additional individual benefits, beyond the current ones of improving their own efficacy to manage and scale innovation, shifting their mindsets, inspiring application of new tools and skills, increasing connectedness and collaboration with peers.

- **Examples of structured activities are** a pre-training videoconference to discuss organizational goals for the individual attending the training, identification of internal or external barriers or program implementation issues that could benefit from discussing with cohort peers or faculty to help craft solutions, or a post-training

plan to sharing with others at the organization what the individual attending the training learned.

- **Examples of potential benefits to individuals** include recognition of the role that their increased capabilities play in achieving success against targets or the removal of organizational barriers to innovation management and scaling.

Explore a more comprehensive network model for the Global Training

Evidence shows that the Global Training creates a space for vulnerability, for participants to learn and share openly and without constraints. This has reportedly led to participants coming away with connections that are sustained over years and described as "family". This success is currently nurtured in an ad hoc way through an IDIA training WhatsApp channel. All five alumni who were interviewed for the journey mapping exercise mentioned that they wished for further facilitation of continued networking and learning. R4D has been aware of this gap, conducted its own alumni interviews, to gather needs, and has been developing an online platform to address these needs. The Training+ platform will be launched via edX Open in the coming months. It is our understanding that this platform is envisioned to support continuous learning and networking by

- Attracting a new audience composed of individuals who may be willing to pay to participate in a new

offering: the virtual IDIA innovation leadership and scaling training and

- Enabling IDIA to provide in-person cohorts with access to continuing education resources to extend their learning and networking before and after the in-person training.

There is an opportunity to build a more structured network with supporting processes and related activities to help ensure IDIA's Global Training forms an intentional network moving forward. We recommend that the R4D team explores its desired type of network model to extend the ecosystem dimension of the global training, and that it considers how the Training + Platform can be leveraged as a central network element.

Facilitate virtual networking opportunities for alumni across IDIA trainings

Whether or not the network model is pursued, there are 'quick win' opportunities to leverage the Training+ platform to facilitate virtual networking opportunities to support outcomes achievement at the ecosystem level. A light touch way to do so is to identify interests and goals common between individuals from the two groups of Training+ platform users mentioned above— the new online only audience accessing IDIA training content for the first time and the in-person cohort members using the platform for continuous skills building and networking. Identifying these crossovers may lead to productive knowledge exchange and collaboration, which in turn may lead to coordinated contributions to more equitable

ecosystems. There is a simple example of this type of interest and goals identification in the climate space: Open Door Climate Directory. Another example of a slightly more curated approach to support even deeper connections among those with shared interests and goals is to encourage an initial connection activity, e.g., a panel or webinar on each topic of interest, which could be hosted by a person in the subgroup who self-identifies as more expert than others in the group. The Sidebar implemented this approach to connecting people alongside the United Nations General Assembly and Climate Week 2024 in New York. A third example of an even more elaborate action is after identifying the common interests and goals to take a skills inventory and facilitate sharing of this and a process for supporting peer-to-peer connections designed to help fill knowledge and resource gaps. Ideally, all of these functionalities could be supported within the Open edEx platform to avoid redundancies and parallel structures,

Increase resources for impact measurement

During the assessment it became apparent that since the training began in 2015, resources set aside specifically for impact measurement were insufficient. Typically, activities should spend 5 percent of the total budget on impact thesis, or theory change development, testing, and monitoring and capture of progress in outcome areas. An additional 5 percent of the program budget should be spent on learning and evaluation of progress. Ideally, this budget is available

consistently so that evidence can inform implementation and data and analysis can drive adaptations. Through this Assessment the ToC has been tested and revised and supporting tools and processes have been developed. However, moving forward continuing this work and populating the rubric with baseline, post-training, and long-term results should continue. While some of the work can be done in partnership with participants by using participatory approaches, most of the work will need an additional level of effort not previously accounted for in the training work plan. Ideally, the work would be spread across the team and among participants, and a single staff person would be designated as accountable to ensure good coordination and timely data gathering and analysis. This level of effort chart has been developed as a recommended minimum amount of time to be allocated to impact measurement activities moving forward. The benefits of this approach include more accurate and comprehensive captures of progress on outcomes areas and use of data for decision-making.

These additional resources will allow for the incorporation and administration of additional monitoring and evaluation tools approaches (see the list in section 3 of this report).

Introduce more robust information technology systems

A data systems review conducted as part of this Assessment revealed the need for a more robust set of tools to comprise a more unified system of data management, analysis, and sharing. The review found that current systems

to capture and store training related content are fragmented and diverse, consisting of

- Microsoft Teams for video conferencing,

- SharePoint and Google Docs for document storage and sharing,

- Cognito Forms,

- Excel / Google Sheets for applicant scoring, and

- Blogs on the website

When weighing the strengths and weaknesses in this approach (Table 11), it is apparent that the current approach of capturing data through disparate tools and storing data in a variety of formats and places leads to few strengths and many important weaknesses.

A few recommendations can address most of the weaknesses, which outweigh the strengths:

- Develop a database or seek an off-the shelf system to manage applications (e.g., Submittable, SurveyMonkey Apply), surveys, and data analytics to replace Cognito Forms and Excel spreadsheets. This would streamline the application process and improve data consistency. Features should include form creation, applicant trac-

Table 11: Strengths and Weaknesses of IDIA Data Systems

Strengths	Weaknesses
• Most aspects—collaboration, document management, and data collection—are covered across the disparate tools. • Microsoft Teams and SharePoint provide a unified ecosystem for communication and file sharing. • Google Docs offers easy sharing capabilities with uses outside the organization. • Cognito Forms allows for custom form creation and data collection. • Blogs on the website offer a public-facing platform for sharing insights and experiences.	• Data is siloed due to the use of multiple platforms (Microsoft, Google, Cognito). • Lack of integration across systems may lead to duplicate data entry and inconsistencies and other errors. • Need for manual applicant scoring and survey analysis processing that can be time-consuming and prone to errors. • Analytics must take place outside of the tools and be performed as an extra, manual step since data is not shareable across the tools. • Potential security concerns and inefficiencies in workflow exist with data spread across multiple tools.

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king, collaborative review, built-in scoring mechanisms, and ability to administer surveys and develop dashboards for visualization of survey results.

- Consolidate document management to either SharePoint or Google Workspace. This would reduce confusion and improve document version control.

- Leverage Training + to manage both course materials and all participant data, interactions, and alumni relationships. This would provide a 360-degree view of participants and improve long-term engagement and help track content accessibility and management issues, ensure tracking on participant usage, and facilitate pre- and post-training engagement, and improve capabilities for hybrid delivery of content as needed.

- Design and develop a single sign-on solution to allow users to access all authorized tools with one username and password. Require two-factor authentication for users to obtain access, and build in different levels of read/write access based on user role.

Annexes

ANNEX I: THEORY OF CHANGE

This explainer is an accompaniment to the linear IDIA Theory of Change (ToC), which was refined through a workshop with IDIA stakeholders and subsequent questions and answers. The Theory of Change reflects alignment of the Global and Ecosystem trainings, the Alumni Network, Training+, and Applied Research to the common goal of enhanced innovation leadership and capabilities among individuals to scale innovations as contributions towards more equitable systems. The unit change is the individual, and outcomes are derived from actions of individual leaders with strengthened capacity from IDIA activities and their enhanced efficacy in their roles and organizations.

Realization of change assumes that

- More networked individuals will be able to work in collaboration with others to progress innovations and improve connectivity with others in the network.

- Participants will have sufficient organizational support to apply what they have learned.

- A supportive enabling environment can be fostered globally without specific programming to address barriers.

- Systems-level impact is indirectly linked to the global training and Training+ and is more directly linked to the ecosystems training.

The linear ToC serves as the foundation for a monitoring, evaluation, and learning system that articulates outcomes and outputs. The ToC informs a more comprehensive rubric that incorporates complementary principles that guide activities as well as an additional process outcome area that helps gauge R4D's performance and measures its learning. The rubric (See Annex 2) is used to track progress towards the common goal in the ToC.

Inputs and outputs that contribute to the impact pathways for outcomes one and two overlap.

INPUTS	**IF** IDIA conducts Global in-person training for innovation managers from international development agencies and country ecosystems to build skills and develop networks of practice **AND IF** IDIA conducts Country-based in-person training for a variety of in-country ecosystem actors to interrogate contextual innovation system challenges and enhance nevvtworks **AND IF** IDIA offers alumni support via WhatsApp and LinkedIn groups facilitates self-managed peer exchange and catalyzes peer exchange **AND IF** IDIA provides a synchronous and asynchronous virtual training and networking offers for continuing education, resourcing, networking and ongoing resourcing with key technical skills
OUTPUTS	**THEN:** Effective, relevant training is delivered and integrated with IDIA structures and connections are made among participants **AND THEN:** An alumni network is developed and maintained, **AND THEN:** An e-learning platform offering Training+ programs is developed and accessible

OUTCOME 1: Innovation leaders' foundation of capacity to manage innovation and capability to scale innovations strengthened.	
INTERMEDIATE OUTCOMES	**THEN:** Capacity of innovation leaders will be strengthened
OUTCOMES	**SO THAT:** Innovation leaders will have increased ability to • Progress innovations along the scaling pathway and • Collaborate within their role, their organization, and outside of their organization
OUTCOME 2: Supported innovation leaders' opportunities to influence resource mobilization for innovation and scaling innovations increased.	
INTERMEDIATE OUTCOMES	**THEN:** Innovation leaders will have increased confidence and ability to leverage storytelling
OUTCOMES	**SO THAT:** Innovation leaders' can influence organizations and the ecosystem to mobilize resources

Two sets of inputs and outputs contribute to Outcome 3.

OUTCOME 3: Capacity, connectivity, and collaboration of innovation leaders' increased through continuous learning and support	
INPUTS	**IF** IDIA offers alumni support via WhatsApp and LinkedIn groups facilitates self-managed peer exchange and catalyzes peer exchange **AND IF** IDIA provides a synchronous and asynchronous virtual training and networking offers for continuing education, resourcing, networking and ongoing resourcing with key technical skills
OUTPUTS	**THEN:** An alumni network is developed and maintained, **AND THEN:** An e-learning platform offering Training+ programs is developed and accessible
OUTCOMES	**SO THAT:** Innovation leaders' have • Amplified opportunities for learning including from peers and • Strengthened, diverse, and inclusive networks among innovation leaders

Outcome 4 Is process oriented and is geared toward adaptive management of IDIA activities

OUTCOME 4: Support for innovation leaders increased through response to feedback, measurement, and applied research, informing improved policies and practices	
INPUTS	**IF** IDIA implements learning activities to demonstrate and increase understanding of how innovation management training, networking, and capacity support activities impact innovation ecosystems
OUTPUTS	**THEN:** Monitoring, measuring and learning in place and data is collected and analyzed **AND THEN:** Research outputs are completed (network analysis, case studies, market research)
OUTCOMES	**SO THAT:** Innovation leaders' have • Increased evidence from research n and evaluation of what works and why • Lessons learned generated from implementation

ANNEX 2: GUIDE TO APPLYING THE RUBRIC

The rubric is a comprehensive, integrated measurement framework to track progress against the IDIA training's theory of change. Performance snapshots should be captured and stored like a dashboard at three stages: pre training, post training, and long term.

The IDIA training's overall goal of "Enhanced innovation leadership and capabilities to scale innovations as contributions towards more equitable systems" is supported by Integration of individual, organizational, and ecosystem– level changes. All of the changes are catalyzed by individuals and measured through effects generated directly or indirectly from training participants' enhanced leadership and capabilities.

- Individual Level: The journey includes personal growth in mindset, confidence, and self–efficacy in both individual leadership and in relation to scaling of innovations.

- Organizational Level: Enhancing organizational support for innovation leadership and scaling of innovations.

- Ecosystem Level: Creating an enabling environment for local innovation and scaling processes; enhancing the amount and accessibility of related resourcing; and improving connectivity and collaboration among ecosystem actors.

The rubric incorporates the Principles–Driven Theory of Change, previously developed by the IDIA training team. These cut across the rubric's dimensions. For reference, these are:

1. Respect for Contextual Sensitivity: Training programs and research respect and adapt to the local contexts of participants, ensuring relevance and applicability.

2. Awareness of Power Dynamics: Participants are equipped to recognize and address power imbalances within their organizations and ecosystems.

3. Demand–Led Sustainability: Innovations are driven by the actual needs and demands of communities, ensuring sustainability and relevance.

4. Learning & Experimentation: Continuous learning and experimentation are encouraged, with an emphasis on adapting to new insights and challenges.

5. Diversity Not Doctrine: Emphasizing the value of diverse perspectives and approaches, rather than adhering to a single "correct" method.

6. Mobilizing Diverse Social Resources: Leveraging a wide range of resources, including financial, human, and social capital, to support innovation.

7. Bridge Building: Facilitating connections and collaborations across sectors and disciplines to enhance innovation capacity.

The rubric to measure change from the IDIA training and related activities is presented on the next five pages.

Dimension 1: Global and Ecosystem Training								
Objective: To strengthen the capacity of innovation leaders and capabilities to scale innovations								
• Knowledge of Innovation Principles and Frameworks Primary Principles: contextual sensitivity and learning and experimentation								
Assessed State in Change Area (*map state at each level corresponding to the point in time that the data are gathered*)								
Beginning: Limited awareness or basic familiarity with innovation principles and frameworks, with some application.			Progressing: Is thinking critically about (has had mindset shift and confidence and self–efficacy increase) and is applying innovation principles.			Significant: Innovation principles mastery (comprehensively high level of self–reported and R4D assessed on the three areas: mindset, confidence, and self–efficacy related to innovation principles).		
Leadership Journey	Scaling Journey		Leadership Journey	Scaling Journey		Leadership Journey	Scaling Journey	
Individual Evidence: Rating:	Organizational Evidence: Rating:	Ecosystem Evidence: Rating:	Individual Evidence: Rating:	Organizational Evidence: Rating:	Ecosystem Evidence: Rating:	Individual Evidence: Rating:	Organizational Evidence: Rating:	Ecosystem Evidence: Rating:
Means of Verification (*pull out the evidence linking the training/activity to the change from the tools developed*)								
Individual: Pre and post training questionnaires Organizational: Organizational–level questionnaire All: Periodic call for stories; ad hoc survey of alumni (annual); periodic journey mapping of selected alumni (every two years)								
• Scaling Innovative Solutions Primary Principles: demand–led sustainability, mobilizing resources.								
Beginning: No or limited experience in scaling innovative solutions, with some theoretical knowledge.			Progressing: Experience progressing innovations along the scaling pathways, with some knowledge sharing to others.			Significant: Active collaborators in scaling innovations.		
Assessed State in Change Area (*map state at each level corresponding to the point in time that the data are gathered*)								
Leadership Journey	Scaling Journey		Leadership Journey	Scaling Journey		Leadership Journey	Scaling Journey	
Individual Evidence: Rating:	Organizational Evidence: Rating:	Ecosystem Evidence: Rating:	Individual Evidence: Rating:	Organizational Evidence: Rating:	Ecosystem Evidence: Rating:	Individual Evidence: Rating:	Organizational Evidence: Rating:	Ecosystem Evidence: Rating:
Means of Verification (*pull out the evidence linking the training/activity to the change from the tools developed*)								
Individual: Pre and post training questionnaires Organizational: Organizational–level questionnaire for individuals All: Periodic call for stories; analysis of conversations on LinkedIn and WhatsApp; ad hoc survey of alumni (annual); periodic journey mapping of selected alumni (every two years)								

- Systems Thinking and Collaboration
  Primary Principles: awareness of power dynamics, collaborates with diverse actors

Assessed State in Change Area (*map state at each level corresponding to the point in time that the data are gathered*)

Beginning: Limited understanding and engagement in systems-oriented collaborative efforts.			Progressing: Regular systems-oriented collaboration within role and/or organization.			Significant: Active systems-oriented collaboration to influence others outside of their own organizations.		
Leadership Journey	Scaling Journey		Leadership Journey	Scaling Journey		Leadership Journey	Scaling Journey	
Individual Evidence: Rating:	Organizational Evidence: Rating:	Ecosystem Evidence: Rating:	Individual Evidence: Rating:	Organizational Evidence: Rating:	Ecosystem Evidence: Rating:	Individual Evidence: Rating:	Organizational Evidence: Rating:	Ecosystem Evidence: Rating:

Means of Verification (*pull out the evidence linking the training/activity to the change from the tools developed*)

Individual: annual networking inventory
Organizational and Ecosystem: Mountain model plan review at end of training and compare to Mountain model plan in long term
All: Periodic call for stories; Secretariat Results Reflection; analysis of conversations on LinkedIn and WhatsApp

Dimension 2: Training Plus (Online Extension on edX Open)
Objective: To strengthen the capacity of innovation leaders and capabilities to scale innovations through continuous learning, including from peers, and support for innovation leaders through an accessible online platform

- Continuous Learning and Skill-building
  Primary Principles: learning & experimentation, respect for contextual sensitivity, diversity not doctrine.

Assessed State in Change Area (*map state at each level corresponding to the point in time that the data are gathered*)

Beginning: Minimal engagement in online learning and skill-building activities			Progressing: Regular participation in the Training+ platform and application learning in their own context			Significant: Engaged in continuous learning, contributing to the Training+ community's knowledge base		
Leadership Journey	Scaling Journey		Leadership Journey	Scaling Journey		Leadership Journey	Scaling Journey	
Individual Evidence: Rating:	Organizational Evidence: Rating:	Ecosystem Evidence: Rating:	Individual Evidence: Rating:	Organizational Evidence: Rating:	Ecosystem Evidence: Rating:	Individual Evidence: Rating:	Organizational Evidence: Rating:	Ecosystem Evidence: Rating:

Means of Verification (*pull out the evidence linking the training/activity to the change from the tools developed*)

Individual: Pre and post training questionnaires adapted for online platform; Open edEx automated metrics and questionnaire
All: items posted on the platform; interviews with sample of alumni/ae (annual) of the Open edX courses; periodic journey mapping of selected alumni/ae (every two years)

• Networking and Collaboration 　　Primary Principle: Bridge building, diversity not doctrine								
Assessed State in Change Area (*map state at each level corresponding to the point in time that the data are gathered*)								
Beginning: Limited online networking and collaboration.			Progressing: Regular participation in online communities, fostering collaboration.			Significant: Active/prominent figure in online networks, driving collaboration and innovation.		
Leadership Journey	Scaling Journey		Leadership Journey	Scaling Journey		Leadership Journey	Scaling Journey	
Individual Evidence: Rating:	Organizational Evidence: Rating:	Ecosystem Evidence: Rating:	Individual Evidence: Rating:	Organizational Evidence: Rating:	Ecosystem Evidence: Rating:	Individual Evidence: Rating:	Organizational Evidence: Rating:	Ecosystem Evidence: Rating:
Means of Verification (*pull out the evidence linking the training/activity to the change from the tools developed*)								
Individual: annual networking inventory; Open edEx automated metrics to be confirmed based on capability of platform—number linked messages to others on platform and survey of self–reported effects of linkages from courses All: analysis of conversations on LinkedIn and WhatsApp; Open edEx automated metrics and questionnaire All: items posted on the platform; interviews with sample of alumni/ae (annual); periodic journey mapping of selected alumni (every two years); Open edEx automated metrics								
Dimension 3: Participant Influence (Global and Ecosystem Training and Training Plus) **Objective: To strengthen the capacity of innovation leaders and capabilities to scale innovations through improved resource management and collaboration**								
• Resource Mobilization and Management 　　Primary Principles: mobilizing diverse social resources, demand–led sustainability								
Assessed State in Change Area (*map state at each level corresponding to the point in time that the data are gathered*)								
Beginning: Limited experience in mobilizing and managing innovation resources, with some basic knowledge.			Progressing: Effective mobilization and management of resources for innovation and/or scaling initiatives.			Significant: Leader in mobilizing and managing resources, driving innovation and/or scaling initiatives with measurable impact in collaboration with others.		
Leadership Journey	Scaling Journey		Leadership Journey	Scaling Journey		Leadership Journey	Scaling Journey	
Individual Evidence: Rating:	Organizational Evidence: Rating:	Ecosystem Evidence: Rating:	Individual Evidence: Rating:	Organizational Evidence: Rating:	Ecosystem Evidence: Rating:	Individual Evidence: Rating:	Organizational Evidence: Rating:	Ecosystem Evidence: Rating:
Means of Verification (*pull out the evidence linking the training/activity to the change from the tools developed*)								
Individual: Individual: Pre and post training questionnaires All: ad hoc survey of alumni (annual); periodic journey mapping of selected alumni (every two years);								
Dimension 4: Secretariat Process Measurement Objective: To support innovation leaders through training, training plus, and applied research, informing better innovation practices and policies								

• Development and Adaptation of Global and Ecosystem Training and Training Plus in Response to Feedback and Integrated with IDIA Structures Primary Principle: symbiotic partnership		
Assessed State in Change Area (*map state at each level corresponding to the point in time that the data are gathered*)		
Beginning: Limited to no adaptation based on feedback from stakeholders, and no integration (participants and their organizations, Secretariat staff and faculty, partners)	Progressing: Responsiveness to feedback from stakeholders, and evidence of efforts to integrate (participants and their organizations, Secretariat staff and faculty, partners)	Significant: Proactive, comprehensive, and impactful adaptation based on feedback from stakeholders, and continuous effort to integrate (participants and their organizations, Secretariat staff and faculty, partners)
Evidence: Rating:	Evidence: Rating:	Evidence: Rating:
Means of Verification (*pull out the evidence linking the training/activity to the change from the tools developed*)		
All: M&E process documentation (e.g. data files, reports); IDIA team learning log		
• Use of Measurement to Demonstrate Results and Alignment with IDIA Principles Primary Principle: sustainable, accessible		
Assessed State in Change Area (*map state at each level corresponding to the point in time that the data are gathered*)		
Beginning: Limited or no use of measurement tools; results, if measured are anecdotal and unable to support claims of success.	Progressing: Some measurement tools and methods are used; results are analyzed and used to demonstrate easily measured outcomes.	Significant: Comprehensive and sophisticated use of measurement tools; results consistently analyzed and used to communicate individual, organizational, and ecosystem outcomes.
Evidence: Rating:	Evidence: Rating:	Evidence: Rating:
Means of Verification (*pull out the evidence linking the training/activity to the change from the tools developed*)		
All: Results reflection on the integrity of the training against principles–based theories of change for global and ecosystem training; M&E process documentation (e.g. data files, reports); IDIA Communications (e.g. website, published reports, newsletter)		
• Generation of Research and Application of Research to Practice Primary Principle: demand–led, contextual sensitivity		
Assessed State in Change Area (*map state at each level corresponding to the point in time that the data are gathered*)		
Beginning: Limited or no research generated; minimal integration into design or delivery; research, if conducted, is disconnected from practical application and rarely utilized.	Progressing: Some research generated, often in collaboration with others; research is integrated into design or delivery; research is relevant and utilized, although inconsistently.	Significant: Extensive and ongoing generation of high quality research contributing to the field; research is deeply integrated into design and delivery; strong feedback loop between research and practice, with practical experience driving new research questions.
Evidence: Rating:	Evidence: Rating:	Evidence: Rating:

Means of Verification (*pull out the evidence linking the training/activity to the change from the tools developed*)
All: M&E process documentation (e.g. data files, reports); IDIA team learning log; Curriculum comparisons; faculty reviews; IDIA Research Agenda

Steps to Applying the Rubric to Analyze Data Gathered from Individuals in a Cohort:

Step 1: Gather data at each recommended point using data collection tools

1.1 Recommended data collection points

Change from the training is tracked by comparing the rubric for an individual at two or more points in time. Minimum recommended points to capture progress are:

- Baseline/Pre-Training: Prior to the training or activity, create a baseline by applying the means of verification tools

- Post Training: At the conclusion of the training or activity, capture progress from training by applying the means of verification tools

- Long-term: 6 months to 1–2 years out from the training, conduct follow up by applying the means of verification tools

1.2 Recommended tools distributed to individuals

- For Global Training and Ecosystem:

    - Individual: Pre and post training questionnaires

    - Organizational: Organizational-level questionnaire

    - All; Periodic call for stories; ad hoc survey of alumni (annual); periodic journey mapping of selected alumni/ae (every two years)

- For Training Plus:

    - Individual: Pre and post training questionnaires capturing proposed metrics for online platform

    - All: items posted on the platform; ad hoc survey of alumni of the Open edX courses (annual); periodic journey mapping of selected alumni (every two years); analysis of conversations on LinkedIn and WhatsApp; events held; messages sent within network

- For Secretariat Role:

- All: Results reflection on the integrity of the training against principles–based theories of change for global and ecosystem training; M&E process documentation (e.g. data files, reports); IDIA Communications (e.g. website, published reports, newsletter); IDIA team learning log; Faculty reviews; Curriculum maps; IDIA Research Agenda (changes over time)

Step 2: Analyze and assess data

For each metric defined under each dimension, analyze relevant data and decide whether the change that the individual has affected has occurred at the individual, organization, or ecosystem levels and whether the change is beginning or progressing, or whether it has significantly demonstrated the newly acquired behavior, mindset, skill or capability.

2.1 Evidence sources

Evidence can come in several forms and through the different data collection tools. For example, the survey data is gathering evidence aligned with the rubric; interviews ask questions to discover the current state of progress in each area and across levels; and organizational documents or ecosystem mapping exercises could provide supporting evidence. Surveys and interviews with participants will be most useful for providing evidence of change at the individual and organizational level. Additional sources of evidence would be needed to demonstrate the individual's effects at the organizational and ecosystem levels.

2.2 Recording evidence

Record for each means of verification an assessment for each metric and at each point in time, capturing the most representative evidence used to reach the assessment. Where there are multiple means of verification, data from all of these can be recorded in the same rubric template. Reference this example of application of the rubric to analyze the findings from interviews at the Ethiopia ecosystem training in April 2024.

2.3 Assessing evidence

This assessment will be based on multiple sources of evidence and therefore may contain conflicting information. The assessor will need to apply their judgment to conclude which level/rating to apply.

- At the individual level, the survey, interview, and observational data may point towards different assessments. For example, someone may report that they have a high level of knowledge, but do not demonstrate it in other ways.

- At the organizational level, since questionnaires are distributed to individuals, different participants from the same organization may be from different teams or hold different opinions. This could be resolved by seeking further documentation from the organization or by surveying a senior manager within the organization. Inconsistent

scores may be helpful to guard as evidence of different perspectives from people at different levels, of different genders, or they may reflect a lack of cohesive culture at the organization.

- At the ecosystem level, different actors are likely to hold contradictory perspectives about the state of the ecosystem. Different perspectives should be considered in light of likely biases (e.g. someone responsible for facilitating the ecosystem may be overly optimistic) and visibility over the ecosystem (e.g. how networked an individual is). Perspectives from individuals should also be complemented by an ecosystem mapping exercises done as a group. For this reason, the person making the assessment should remain consistent wherever possible, and will need to become very familiar with the rubric.

2.4 Linking evidence to training

Rate the degree to which there is evidence linking the training to the change, using a three-point scale, e.g., red, amber, green:

- **Red**=evidence exists but is incomplete and/or cannot be linked to change, for example, self-reported opinions or sentiments without examples and unclear timelines in relation to the training.

- **Amber**=evidence exists and is complete and/or can be partially linked to change, for example, this evidence may include an example or two but still relies on self-reported information or quotation from another person without confirmation of attribution to that person.

- **Green**=evidence is complete and can be clearly linked to change, for example, in most cases also comes with some documentary evidence that makes clear the link to the training or an attributed quotation from a third party.

2.5 Sampling

Consider taking a sample of participants and organizations to apply the rubric to, with two or three from each of the persona types identified.

Step 3: Described the Assessed State as Beginning, Progressing, or Significant

Assessing the state is essential to gauge change over time. While it will be easier once the baseline has been completed since then the assessment will be a comparison to the previous state, it also is important to assess the current state at the baseline. Ideally, a rubric is completed for each individual since over time, it is inevitable that some individuals will fail to respond to some of the data collection efforts. As enough data are gathered to provide a complete enough snapshot of the individual, assign a persona type (from among those developed during the assessment team's journey mapping) it is recommended If multiple participants share personas, these can be combined into one rubric, and results averaged.

3.1 Aggregating scores for the cohort

If personas cannot be discerned, scores can be aggregated across the cohort to measure the average change of the group. For example, If there are four participants, and two move in all areas of change from Beginning to Significant, while two do not move in all areas of change, then we can say that the average change was one step up (e.g., from Beginning to Progressing. The reality may be that many participants start at different states across different change areas, so progress for the group will need to be assessed by change area. The same approach to averaging can be applied to personas.

Step 4: Learning from Reflection

As a training team, reflect on findings prior to the planning of a training or activity with a new cohort to determine whether adaptations need to be made to the training or activity in response to the finding and/or to the rubric and/or means of verification; Consider also including a small sample of past participants in this reflection. The Results Reflection Guide has been developed to support this process.

ANNEX 3: DATA COLLECTION TOOL REPOSITORY

(https://docs.google.com/spreadsheets/d/19d6L21B_h0xIoU8qV60YmLgdCWm6uAlU/edit?gid=1614115550#gid=1614115550)

On the pages that follow are screenshots of the interactive Sheet that IDIA can use to build surveys and interview questionnaires aligned to the rubric.

1. Mobilizing Diverse Social Resources: Leveraging a wide range of resources, including financial, human, and social capital, to support innovation.

2. Bridge Building: Facilitating connections and collaborations across sectors and disciplines to enhance innovation capacity.

The rubric to measure change from the IDIA training and related activities is presented on the next five pages.

DATA COLLECTION TOOLS	Respondent	All Training Participant		Sample of Participants Selected Based on Survey Responses		Influencing Organizations and Ecosystems Survey
Dimension / Objective	Level	Pre-workshop Survey	Post workshop survey	Post workshop interview	Long Term (4-6 month interview)	Long Term (4-6 month organizational survey of all participants)
NA / Introduction/Text		We are excited to welcome you to the upcoming IDIA [INSERT COHORT] Training. As part of our preparation for this event, we kindly request your participation in a brief pre-workshop survey. This survey is designed to help us better understand your current knowledge, experiences, and expectations related to [INSERT PURPOSE OF TRAINING]. Your responses will provide valuable insights that will help us tailor the training to best meet your needs and the needs of the group as a whole. The survey should take less than 20 minutes to complete, and your responses will be kept confidential. By participating in this survey, you will contribute to the success of the training and help foster a more engaging and productive learning experience for all attendees.	Thank you for attending the [INSERT TRAINING]. We hope that you found the experience valuable and engaging. As we conclude this event, we kindly request your participation in a brief post-workshop survey. Your feedback is crucial in helping us assess the impact of the training, identify areas for improvement, and shape future iterations of this program to better serve the needs of the [INSERT COHORT]. This survey should take about 20 minutes to complete, and your responses will be kept confidential. We encourage you to provide honest and constructive feedback, as your insights will directly contribute to the continuous improvement of the IDIA training program. By participating in this survey, you will play a vital role in strengthening the [INSERT TARGET] and fostering a culture of collaboration, learning, and impact. Thank you in advance for your valuable time and input.			Results for Development (R4D) has partnered with Moonshot Global to conduct an impact assessment of the The International Development Innovation Alliance (IDIA) innovation training at individual, organizational, and ecosystem levels. We would be grateful for your time to respond to an online survey as part of this effort. What is the purpose of this survey? The survey captures information on whether changes that you experienced in innovation leadership at an individual level also catalyzed impacts at your organization. It also explores whether and how your organization supported you post training. How will my privacy be protected? Your participation is entirely voluntary. Assessment team members will be given access to your data. While survey findings will be aggregated in the assessment and not be ascribed to a particular respondent, the assessment team will review individual responses in case there is a need to follow up for clarifications and to draw conclusions at the organizational level. How do I complete the survey? Please answer the background information in the next section below, and then proceed to the 14-question survey. Please complete your responses by August 23, 2024. Thank you for your participation in the survey!
NA / Background		Email Address Name Gender Nationality Age Please indicate your organization type How many years of experience do you have working in the health sector with a specific focus on innovation?	Email Address	1. What would you identify as the key milestones in your journey as an innovation leader? Please describe three that you recall. 2. What sentiments would you associate with each of these key milestones?	1. What, if anything, has changed for you as an innovation leader since the end of the program? (e.g. role, organisation etc.) 2. What sentiments would you associate with these changes?	1. Organization type 2. In which sector do you operate? 3. What level of position do you hold? (e.g. program officer, senior program officer, director, etc.) 4. How many years have you been working as an innovation leader? *(Open ended question. Could apply to any objective depending on what they respond.)* 5. Has your role as an innovation leader evolved since participating in the training? 5.a If yes, in what areas did you experience change as an innovation leader, which you would link to your participation in the training? 5.b If yes, describe the change and how your participation in the training contributed to the change. 5.c If not, why do you think your participation in the training failed to contribute to change? 6. Was there tangible change (e.g. processes, materials, resources committed) made at the organizational level, which you would link to your participation in the training? 6.a If yes, describe the change and how your participation in the training contributed to the change. 6.b If not, why do you think your participation in the training failed to contribute to change? 7. Was there intangible change (e.g. mindset/culture, shared understanding, shared language) at the organizational level, which you would link to your participation in the training? 7.a If yes, describe the change and how your participation in the training contributed to the change. 7.b If not, why do you think your participation in the training failed to contribute to change? 8. What, if any, negative or unintended consequences were there at the organizational level of your participation in the training?
Dimension 1: Global and Ecosystem Training / Objective 1: Knowledge of Innovation Principles and Frameworks	Individual	One a scale of 1-7, please rate your current level of knowledge for each of the following topics that will be covered in the workshop: 1. [Approaches for generating innovative ideas] 2. [Pathways for scaling innovation] On a scale of 1-7, to what extent do you agree with the following statements: 1. [I am confident in my knowledge of innovation principles and frameworks] 2. [I believe in my capacity to apply my knowledge of innovation principles and frameworks.] 3. [I am open to challenging my beliefs and attitudes towards innovation]	On a scale of 1-7, please rate your level of knowledge for each of the following topics after attending the IDIA [INSERT COHORT]: 1. [Approaches for generating innovative ideas] 2. [Pathways for scaling innovation] On a scale of 1-7, to what extent do you agree with the following statements: 1. [I am confident in my knowledge of innovation principles and frameworks] 2. [I believe in my capacity to apply my knowledge of innovation principles and frameworks.] 3. [I am open to challenging my beliefs and attitudes towards innovation]	1. What did you learn from the training about innovation principles and frameworks? What are your key takeaways? 1.a. Which lessons are most applicable in your work area? 2. How would you describe any changes in your mindset, confidence, and self-efficacy?	1. How would you describe your mastery of innovation principles, ability to lead innovation initiatives and mentor others since the time of the training? 1.a. How have you applied this knowledge? 1.b. What effect have these changes had on your work area? 2. How would you describe your mindset, confidence and self-efficacy change from the time of the training? 2.a. What effect have these changes had on your work area?	

DATA COLLECTION TOOLS		Respondent	All Training Participant		Sample of Participants Selected Based on Survey Responses		Influencing Organizations and Ecosystems Survey
Dimension	Objective	Level	Pre-workshop Survey	Post workshop survey	Post workshop interview	Long Term (4-6 month interview)	Long Term (4-6 month organizational survey of all participants)
		Organizational	One a scale of 1-7, please rate your current level of knowledge for each of the following topics that will be covered in the workshop 1. [Approaches for collaborating and/or building connections with peers within your organization who are active in innovation] 2. [Ways to improve/overcome barriers in your organization for innovation]	On a scale of 1-7, please rate your level of knowledge for each of the following topics after attending the IDIA [INSERT COHORT] 1. [Approaches for collaborating and/or building connections with peers within my organization who are active in innovation] 2. [Ways to improve/overcome barriers in my organization for innovation]	1.b. Which lessons are most applicable in your organization?	1. What effect have these changes in your knowledge, mindset, confidence, and/or self-efficacy had on your organisation? 2. How would you describe your ability to share this knowledge with your organization?	1. Did the organization ask you to document and/or share with others what you learned at the training? 1.a. If so, please describe.
		Ecosystem	One a scale of 1-7, please rate your current level of knowledge for each of the following topics that will be covered in the workshop: 1. [Identification of innovation ecosystem actors] 2. [Approaches for collaborating and/or building connections with other actors in my innovation ecosystem] 3. [Ways to improve/overcome barriers in the enabling environment for innovation] 4. [Role of power dynamics (bias and equity) in innovation]	On a scale of 1-7, please rate your level of knowledge for each of the following topics after attending the IDIA [INSERT COHORT]: 1. [Identification of innovation ecosystem actors] 2. [Approaches for collaborating and/or building connections with other actors in my innovation ecosystem] 3. [Ways to improve/overcome barriers in the enabling environment for innovation] 4. [Role of power dynamics (bias and equity) in innovation]		1. What effect have these changes in your knowledge, mindset, confidence, and/or self-efficacy had on your innovation ecosystem? 2. How would you describe your awareness of power dynamics in the ecosystem in which you operate since the IDIA training?	
	Objective 2: Scaling Innovative Solutions	Individual	On a scale of 1-7, to what extent do you agree with the following statements about you: 1. [I have the tools I need to develop and take it forward a new idea] 2. [I know where to find help to develop and take it forward a new idea] 3. [In the last six months, I have adopted innovative approaches to achieve the objectives of my work area.] 4. [In the last six months, I have considered the risks and opportunities that innovation can provide to achieve objectives in my work area]	On a scale of 1-7, to what extent do you agree with the following statements about you: 1. [I have the tools I need to develop and take forward new ideas] 2. [I know where to find help to develop and take forward new ideas] 3. [I am likely to adopt innovative approaches to achieve the objectives of my work area in the next 6 months.] 4. [I am likely to consider the risks and opportunities that innovation can provide to achieve objectives in my work area.]	1. Describe your ability and confidence in progressing innovation along the scaling pathway. 2. How do you think the training has contributed to this?	1. How would you describe your experience progressing innovations along the scaling pathways since the training? 1.a. How did the training contribute?	
		Organizational	On a scale of 1-7, to what extent do you agree with the following statements about your work at your organization: 1. [I proactively consider new ways to address organizational barriers to achieving our objectives in my work area.] 2. [I proactively consider the risks and opportunities that innovation can provide to achieve our objectives.] 3. [I am confident that if an innovation I was involved with "failed," senior managers would support me as long as I took reasonable precautions to consider and address risk/I proactively consider the risks and opportunities that innovation can provide to achieve our objectives.] 4. [I have a clear understanding of how innovation in my work area can help my organization achieve its objectives.]	On a scale of 1-7, to what extent do you agree with the following statements about your work at your organization: 1. [I proactively consider new ways to address organizational barriers to achieving our objectives in my work area.] 2. [I proactively consider the risks and opportunities that innovation can provide to achieve our objectives.] 3. [I am confident that senior managers would support me if an innovation I was involved with "failed," as long as I took reasonable precautions to consider and address risk.] 4. [I have a clear understanding of how innovation in my work area can help my organization achieve its objectives.]	n/a	1. In what ways, if any, has this changed your organization's experience progressing innovations along the scaling pathway?	
		Ecosystem	On a scale of 1-7, to what extent do you agree with the following statements about scaling innovation in your ecosystem: 1. [I am equipped to consider new ways to address enabling environment barriers to achieving our objectives in my work area.]	On a scale of 1-7, to what extent do you agree with the following statements about scaling innovation in your ecosystem: 1. [I am equipped to consider new ways to address enabling environment barriers to achieving our objectives in my work area.]	n/a		
	Objective 3: Systems Thinking and Collaboration	Individual	On a scale of 1-7, to what extent do you agree with the following statements about you: 1. [I am open to collaborating with other participants during and after the training] 2. [I am willing to share my knowledge and experiences with other participants during and after the training]	On a scale of 1-7, to what extent do you agree with the following statements about you: 1. [I am open to collaborating with other participants after the training] 2. [I am willing to share my knowledge and experiences with other participants after the training]	1. Describe your understanding and engagement in systems oriented collaboration efforts. 2. How do you think the training has contributed to this?	1. How would you describe your experience and engagement in networking and sharing knowledge with your peers?	
		Organizational	On a scale of 1-7, to what extent do you agree with the following statements about your work at your organization: 1. [I feel networked with my peers in my organization who are focused on innovation] 2. [I am willing to share my knowledge and experiences gained from the training with my organization and colleagues]	On a scale of 1-7, to what extent do you agree with the following statements about your work at your organization: 1. [I feel networked with my peers in my organization who are focused on innovation] 2. [I am willing to share my knowledge and experiences gained from the training with my organization and colleagues.]		1. How would you describe collaboration with others within your organization in scaling innovations since the IDIA training?	1. Were there new or strengthened connections following your participation in the training? (check all that apply) 1. a. How, if at all, did these new or strengthened connections in turn lead to change?
		Ecosystem	On a scale of 1-7, to what extent do you agree with the following statements about your position in the ecosystem: 1. [I feel networked with my peers in the innovation ecosystem.] 2. [I have specific plans to strengthen my connections within the ecosystem.]	On a scale of 1-7, to what extent do you agree with the following statements about your position in the ecosystem: 1. [I feel networked with my peers in the innovation ecosystem.] 2. [I have specific plans to strengthen my connections within the ecosystem.]		1. How would you describe collaboration with others outside your organization in scaling innovations since the IDIA training?	1. Post-training, how have you worked together with other IDIA training alumni/ae?

DATA COLLECTION TOOLS		Respondent	All Training Participant		Sample of Participants Selected Based on Survey Responses		Influencing Organizations and Ecosystems Survey
Dimension	Objective	Level	Pre-workshop Survey	Post workshop survey	Post workshop interview	Long Term (4-6 month interview)	Long Term (4-6 month organizational survey of all participants)
		Networking and network outcomes at the individual, organizational, and ecosystem level		*The following questions are about the IDIA's network of IDIA faculty and members and IDIA training program cohort and alumni.* 1. How many new connections have you made as a result of your engagement with IDIA? (A connection is someone you have made contact with outside the training week) 2. How many of those connections led to an exchange? (e. g. you shared knowledge, you made an introduction to your network, you provided encouragement or support) 2.a. Please share one example of an exchange: 3. How many of those connections led to concrete collaboration? (e.g. you defined an opportunity to work together, your organizations signed an MOU) 3.a. Please share one example of a collaboration: 4. How many of those connections led to resource mobilization? (e.g. Information about a grant opportunity led to you applying and successfully receiving a grant; conversations with another cohort member led to a joint financing mechanism) 4.a. Please share one example of resource mobilization: *The following questions are about the results of IDIA's network of IDIA training network (IDIA faculty and the training program cohort and alumni)* Network Engagement 1. On a scale of 1-7, to what extent do the following statements characterize engagement in the IDIA training network? 1.a. I feel a sense of pride in what the network accomplish 1.b. I really care about the future success of members in this network 1.c. I intend to keep engaged in this network 1.d. I look forward to engaging with innovation leaders beyond this network Network Connectivity 2. On a scale of 1-7, to what extent do the following statements reflect your experiences of the IDIA training network? 2.a. Everyone who needs to be connected is connected 2.b. The network is becoming more interconnected 2.c. The connections in the network are becoming stronger Network Outcomes 3. On a scale of 1-7, to what extent has the IDIA training network: 3.a. Catalyzed new collaboration 3.b. Helped me mobilize resources into scaling innovation 3.c. Distributed risks beyond individual organizations 3.d. Generated innovative responses to organizational challenges 3.e. Generated innovative responses to ecosystem challenges 3.f. Created awareness of power dynamics 3.g. Influenced individuals and/or organizations outside the immediate network	1. Can you share an example of a person you connected with through the IDIA network on a personal/individual level? And the effect that that connection had on you? 1.a. Who from the IDIA network is involved in this story? 1.b. In what ways did IDIA support or facilitate this connection? 1.c. What effect (if any) did the connection have on: ----Knowledge of Innovation Principles and Frameworks ----Scaling Innovative Solutions ----Systems Thinking and Collaboration ----Resource Mobilization	Stories of networking at the individual, organizational, and ecosystem level. 1. Can you share an example of a person you connected with through the IDIA network on a personal/individual level? And the effect that that connection had on you? 1.a. Who from the IDIA network is involved in this story? 1.b. In what ways did IDIA support or facilitate this connection? 1.c. What effect did the connection have on: ----Knowledge of Innovation Principles and Frameworks ----Scaling Innovative Solutions ----Systems Thinking and Collaboration ----Resource Mobilization 2. Can you share an example of a connection between your organization and another organization in the IDIA network? And the effect that the connection had on your organization? 3. Can you share an example of a connection that you think could have an effect at the ecosystem level? *(e.g. the connection could influence someone with significant influence on the ecosystem; the connection could lead to a partnership or project between organizations that could influence the ecosystem)*	
Dimension 3: Participant Influence	Objective 1: Resource Mobilization and Management	Individual	On a scale of 1-7, to what extent do you agree with the following statements about you: 1. [I am confident in my ability to tell stories for influence] 2. [I have the skills necessary to act as a change agent] On a scale of 1-7, please rate your current level of knowledge for each of the following topics that will be covered in the workshop: 1. [Strategies for resourcing innovation across the ecosystem]	On a scale of 1-7, to what extent do you agree with the following statements about you: 1. [I am confident in my ability to tell stories for influence] 2. [I have the skills necessary to act as a change agent] On a scale of 1-7, please rate your level of knowledge for each of the following topics after attending the IDIA [INSERT COHORT]: 1. [Strategies for resourcing innovation across the ecosystem]	1. Describe your role and abilities in managing and mobilizing innovation resources. 2. How do you think the training has contributed to this?	1. How would you describe your ability to mobilize resources for innovation programming since the IDIA training?	

DATA COLLECTION TOOLS		Respondent	All Training Participant		Sample of Participants Selected Based on Survey Responses		Influencing Organizations and Ecosystems Survey
Dimension	Objective	Level	Pre-workshop Survey	Post workshop survey	Post workshop interview	Long Term (4-6 month interview)	Long Term (4-6 month organizational survey of all participants)
		Organizational	On a scale of 1-7, to what extent do you agree with the following statements about your influence on your organization: 1. [I am confident in my ability to act as a change agent in my organization] On a scale of 1-7, please rate your current level of knowledge for each of the following topics that will be covered in the workshop: 1. [Strategies for resourcing health within your organization]	On a scale of 1-7, to what extent do you agree with the following statements about your influence on your organization: 1. [I am confident in my ability to act as a change agent in my organization] On a scale of 1-7, please rate your level of knowledge for each of the following topics after attending the IDIA Innovation Training: 1. [Strategies for resourcing health within your organization]	n/a	1. How would you describe your ability to influence others inside your organization since the training?	1. Post-training, has the organization provided resources or support to IDIA training alumni/ae that has facilitated your working together? 1.a. If so, please describe
		Ecosystem	On a scale of 1-7, to what extent do you agree with the following statements about your influence on the ecosystem: 1. [I understand how my role fits in the ecosystem] 2. [I am confident in my ability to act as a change agent within the ecosystem] On a scale of 1-7, please rate your current level of knowledge for each of the following topics that will be covered in the workshop: 1. [Strategies for resourcing innovation across the ecosystem]	On a scale of 1-7, to what extent do you agree with the following statements about your influence on the ecosystem: 1. [I understand how my role fits in the ecosystem] 2. [I am confident in my ability to act as a change agent within the ecosystem] On a scale of 1-7, please rate your level of knowledge for each of the following topics after attending the IDIA Innovation Training: 1. [Strategies for resourcing innovation across the ecosystem]	n/a	1. How would you describe your ability to influence others outside your organization since the training?	
Cross cutting	Relevance	Individual	On a scale of 1-7, to what extent do you agree with the following statements: 1. [The objectives of the IDIA [INSERT COHORT] Training are aligned with my individual goals] Qualitative questions (if useful to inform design): 1. What are your individual objectives? Please share what you hope to get out of the training. 2. What are the biggest individual challenges that you face in driving innovation?	On a scale of 1-7, to what extent do you rate the following statements: 1. [The training aligned with my individual goals and objectives.] On a scale of 1-7, to what extent do you agree with the following statements: [What I learned at the training will help me address individual challenges that I face in driving innovation]	1. What is your role in the innovation ecosystem? 2. Why did you decide to participate in the training?		1. What motivated you to attend the IDIA [INSERT COHORT] training? 2. In what ways were you hoping to benefit from participation?
		Organizational	On a scale of 1-7, to what extent do you agree with the following statements 1. [The objectives of the IDIA [INSERT COHORT] Training are aligned with my organization's goals] Qualitative questions (if useful to inform design): 1. What are your organizations' objectives? Please share why your organization is supporting you to join the training. 2. What are the biggest organizational challenges that you face in driving innovation?	On a scale of 1-7, to what extent do you rate the following statements: 1. [The training aligned with my organization's goals and objectives.] On a scale of 1-7, to what extent do you agree with the following statements: 1. [What I learned at the training will help me address organizational challenges that I face in driving innovation]	1. What is your organization's role in the innovation ecosystem? 2. Why did your organization support you to participate in the training?		1. Was anything articulated to you about ways in which your organization was hoping to benefit? 2. To what extent did your participation in the training enable you to help meet organizational needs in innovation leadership? 2.a. Could you please share a story or example of how your participation in the training enabled you to help meet organizational needs in innovation leadership? 3. Did your organization assign you specific actions or responsibilities post-training that were any different from those that you otherwise had at the organization? 3.a. If so, please describe the actions or responsibilities. 4. Have you recommended/would you recommend the IDIA training to others at your organization or at organizations in your network? 4.a. Why or why not?
		Ecosystem	On a scale of 1-7, to what extent do you agree with the following statements 1. [The objectives of the IDIA [INSERT COHORT] Training are aligned with the needs of the ecosystem] Qualitative questions (if useful to inform design): 1. What are the priority needs for the ecosystem? Please share how you hope the training might contribute to addressing these? 2. What are the biggest ecosystem challenges present that prevent you from driving innovation?	On a scale of 1-7, to what extent do you rate the following statements: 1. [The training aligned with the needs of the ecosystem.] On a scale of 1-7, to what extent do you agree with the following statements: 1. [What I learned at the training will help me address ecosystem challenges that I face in driving innovation]	n/a		
	Feedback		N/A	On a scale of 1-7, to what extent do you rate the following statements: [Overall quality of the training content] [Quality of the training materials and resources] [Effectiveness of the training facilitators] [Logistics and organization of the training] [Networking opportunities provided during the training] What elements of the course impacted or influenced you the most? What would you change about the training?			

ANNEX 4: IDIA NETWORKING INVENTORY

Indicator:	Instance Name (Text)	Reported by	Story	Level (Select)	When did the instance occur (Date)	Others involved from IDIA network	IDIA's Training role	Collaboration Artifacts (Text)	Contribution to Systems Thinking and Collaboration (Yes/No)	Evidence (Text)	Evidence (Text) Contribution to Resource Mobilization (Yes/No)	Evidence (Text)
Definition:	*List instances of collaboration, including peer support, joint projects, partnerships. Pick a unique name for this instance of collaboration.*	*Link to Cohort Participant*	*Description of the instance*	*At what level did the collaboration take place, the individual, organization, or ecosystem?*	*MM/YYYY*	*Write a list of people and organizations involved in the story*	*Briefly describe IDIA's role in the story.*	*Provide a link to documentation referring to the collaboration such as formal agreements, cables, meeting notes, evaluations, or quarterly reports.*	*Is there evidence associated with this instance that it led to increased systems thinking and collaboration?*	*Documents verifying contribution, including survey and interview data from cohort participants. If evidence is not available, please provide a logical link with this outcome.*	*Is there evidence associated with this instance that it led to increased resource mobilization?*	*Documents verifying contribution, including survey and interview data from cohort participants. If evidence is not available, please provide a logical link with this outcome.*
Data	Member of Global Innovation Advisors (GIA)	Gordon Adomdza		Individual	09/2024	IDIA		Agreement between Gordon and IDIA	Yes		No	
Data	Increasing coordination through peer funder relationships	Kathi Hanifnia	Kathi reports collaboration with peer funders from her cohort. She says that the network she built through the training has had a significant impact on her work, enabling faster and more effective collaboration with peers. She mentions exchanging resources and building partnerships with other funders, which has improved their alignment and coordination. These connections have enhanced how they work, particularly in co–funding projects and becoming more effective funders for grantees.	Organizational	01/2023	GCC; Gates Foundation; FCDO		Project document on project co–funded by GIF and GCC	Yes		Yes	

ANNEX 5: IDIA GLOBAL TRAINING CURRICULUM ANALYSIS FROM 2018 TO 2023

	Bellagio 2018	Harnosand 2019	DFAT 2020 (online)	Naivasha 2022	Cape Town 2023
Training themes	Systems thinking & practice, Innovation scaling within organizational context, Innovation tools, Storytelling and communication, Measuring impact	Topics, trends & tools, Mapping problem spaces, Institutions, scaling and impact, Measurement & evaluation, Systems theory & practice, Communicating innovation, Insights, tips and tricks from fellow participants	Thinking preferences and biases, Understanding Innovation, Scaling innovation, Working in systems, Communicating with influence, Evaluation & adaptive learning	Context: Innovation Landscape, Innovation & I: Biases and Equity, Understanding Innovation, Scaling Innovation, What is your why?, Working in systems, Adaptive learning, Innovation and institutions, Building Momentum: contextually sensitive storytelling, Translating learning into doing	Introduction & our learning frequency, Innovation & I: biases and equity, The Evolution of Innovation – A Value–based Review of Learning from 8 years of IDIA, What is your why?, Understanding innovation, Scaling innovation, Working in systems, Adaptive learning, Nuanced storytelling, Translating learning into doing
Welcome Circle/ Reception	✓	✓	✓	✓	✓
Closing circle	✓			✓	✓
NBI Assessment	✓	✓	✓	✓	✓
Game night	✓	✓			
Impact quiz and discussion	✓	✓			
Social hour (after dinner)	✓			✓	✓
Fireside chats	✓	✓			

Homebase groups/ group work	✓	✓	✓	✓	✓
Innovation/Faculty lounge			✓	✓	
Post Training Resources (WhatsApp group, Reunion Webinar)	✓	✓	✓	✓	✓
Participant Blogs	✓	✓	✓	✓	✓
Post training questionnaire		✓			
Site Visit				✓	✓
Networking dinner event / Cocktail party	✓	✓		✓	✓
Graduation				✓	
Pre and Post Training Survey	✓		✓	✓	✓

ANNEX 6 RESULTS REFLECTION GUIDE

IDIA
INTERNATIONAL
DEVELOPMENT
INNOVATION
ALLIANCE

IDIA MEL Tools:
Results Reflection Guide

October 2024

MOONSHOT

What is a Results Reflection?

A Results Reflection is a structured process for **discussion and collective learning** about the design, implementation, and results of activities and about the stakeholders and contexts that are involved in and/or affected by these activities. Results Reflection **practice calls for assembling a group of selected stakeholders to come together to participate in a meeting (virtual or in-person) to discuss specific questions** designed to encourage participants **to share their thoughts and experiences and to make sense of actions that may be needed to ensure that results are achieved.**

Purpose: Facilitate a discussion and engage stakeholders in sensemaking to generate observations, insights, and lessons learned. **Identify challenges, opportunities, and recommendations** based on participants' experiences and perspectives.

Objectives:
1. Share experiences and knowledge across stakeholders to generate insights related to priority questions.
2. Identify and capture lessons learned, challenges and opportunities, areas for improvement, and/or unintended consequences and risks resulting from project implementation.
3. Co-create and discuss solutions to challenges, approaches to leverage opportunities, and/or strategies to mitigate risks.

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Results Reflection Process Overview

Step	Description
1. Select a Focus and Define Framework and/or Questions	A focus area is agreed for each Results Reflection to help limit the scope and respond to strategic priorities. An existing framework related to the question may be identified to guide the Results Reflection. Questions are defined to guide the discussion and sensemaking process.
2. Data Gathering	Analyze and collate data gathered through the impact monitoring system, which is relevant to the topic and question; conduct any other preliminary research deemed necessary to support the session in advance.
3. Identify and Engage Participants	Once the topic and questions have been defined, determine who should participate. Participants may be selected from the R4D team, IDIA training faculty, and key alumni/ae, or partners.
4. Prepare and Deliver the Session	Create an agenda and runsheet; send out invites; prepare and distribute any pre-session reading; prepare the room or virtual platform; determine roles and responsibilities; host the session.
5. Turn Insights to Actions	Analyze and distill notes from the session into a learning brief; circulate the draft internally; come together as a team to turn insights into actions.

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Step 1: Select a Focus and Define Framework and/or Questions

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Select a Focus

Instructions: The process described below offers a participatory approach to selecting a focus for the Results Reflection and can be led by the MEL lead.

1. Brainstorm topics with the team

This can be done in a meeting or gathered from the team through a survey. Prompt questions include:

- Which dimension or objective in the rubric would be most relevant to focus on at this stage?
- What recent events or activities would be helpful to discuss?
- What is about to happen that would benefit from some reflection and learning?

2. Prioritize three topics that would be suitable for the Results Reflection.

Gather suggestions from the team and prioritise three topics by asking the following questions:

- Which topic can we generate information on?
- Which topic would help us address challenges we are experiencing right now?
- Which topic is relevant and in-demand to stakeholders?
- Which topic could lead to substantial changes being made?
- Which topic is more likely to generate interesting and applicable learning in the immediate future?

3. Vote for one topic

Ask the team to vote for one of the three priority topics to address that quarter.

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Identify a Framework

Instructions: Decide whether a framework would be helpful for guiding the discussion and identify a suitable one from the literature.

For some topics, it can be helpful to identify a **framework** that will help guide participants in the group discussion. This can be particularly helpful when your question contains a **key concept** that invited participants may have different interpretations of. Or when the concept is central to what IDIA is aiming to achieve. Here are two **examples** of using a framework for innovation and a framework for collaboration to enhance the Results Reflection design.

Topic: Training design and format
Question:
- What innovative approaches to design, implementation, and monitoring and evaluation did you observe?
- What were the effects of applying these innovative approaches?

Framework: Whistler Principles to Accelerate Innovation for Development Impact

Topic: Systems Thinking and Collaboration
Question:
- What collaborative approaches to design, implementation, and monitoring and evaluation of the network did you observe?
- What were the effects of applying these collaborative approaches?

Framework: Elements of Collaboration at the System Level

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Define Questions

Instructions: Questions should be drafted based on the do's and don't's below and help guide the discussion among participants. This step can be led by the MEL lead.

Results Reflection Questions Should:

- Translate the focus area into 1-2 key questions.
- The main questions can be broken down into sub-questions if helpful.
- Use simple language.
- Be specific and easy to answer.
- Ask about specific experiences of the audience.

Results Reflection Questions Should Not:

- Use jargon or acronyms.
- Be broad or vague.
- Include multiple questions in one.
- Include a range of unrelated questions.

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Example Topics and Questions

Topic: Objective: Systems Thinking and Collaboration

Questions:

- Is IDIA convening the right group of people to achieve the ecosystem training objectives? [Example of optional framework: IDIA's Innovation Ecosystem Framework]
  - Who was in the room during the ecosystem training?
  - In what ways have different types of participants been able or unable to support the stated outcomes of the ecosystem training?
- Is the IDIA training growing networks that can support its objectives? [Example of optional framework: Collaboration Framework]
  - What collaborative approaches are used to support network building and a network effect in the global innovation training?
  - What were the effects of these approaches in achieving the objective?
  - Why are they successful / unsuccessful?

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Example Topics and Questions

Topic: Dimension 2: Training Plus

Questions:

- Is Training Plus achieving its objective of networking and collaboration?
  - What approaches are used to support online networking and collaboration?
  - What were the effects of these approaches?
  - Why were they successful / unsuccessful?
- Is Training Plus aligned with the principle of "diversity not doctrine"
  - Who is participating (and not participating) in the online platform?
  - What approaches is IDIA using to reach its target audience?
  - What are the effects of these approaches?
  - What barriers are participants experiencing to utilizing the platform?

Example Topics and Questions

Topic: Objective: Resource Mobilization and Management

Questions:

- Which training (global, ecosystem, plus) is most effective at strengthening capacity in resource mobilization and management and why?
  - How do the different IDIA activities support resource mobilization and management? What are the impact pathways?
  - How do the results in this outcome area compare between the activities?
- Are connections leading to improvements in resource mobilization and management?
  - Which participants are improving in this outcome area?
  - What types of stakeholder connections are contributing?
  - How is IDIA facilitating these types of connections?

Example Topics and Questions

Topic: Secretariat Process Management

Questions:

- Is the M&E system supporting evidence driven decision-making?
  - What key changes and decisions have been made in the last 6 months?
  - How were decisions made and was there an opportunity to utilize evidence?
  - What other factors contributed to these decisions?
- Is IDIA adaptive and responsive to feedback? [Example of optional framework: Adaptive Management Framework]
  - What are some examples of adaptations made in the last 3 months in response to feedback?
  - What approaches do faculty use to identify and respond to the needs of participating individuals and organizations?
  - What are the effects of these approaches?

Step 2: Data Gathering

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Analyze and Collate Data

Results Reflections will often focus on particular dimensions and objectives of the rubric. The MEL system is designed to collect data that informs each component of the rubric.

It may be worthwhile analyzing and collating available data related to the question to share with participants in advance and inform the discussion. For example, the topic and question may be inspired by a particular result or story that was collected by the MEL system.

Some questions may require additional data gathering to inform the discussion.

Additionally, results can be reported alongside findings from the Results Reflection to inform recommendations.

Examples of Additional Data Gathering

- Conduct **focus groups** with the first batch of participants for a recently introduced activity to gather additional feedback.
- Conduct a global innovation **ecosystem mapping** exercise to update knowledge about IDIA's peers and competitors.
- Conduct an **inclusion analysis** on existing data to assess how the program is affecting different groups.

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Step 3: Identify and Engage Participants

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Identify Participants

Participants of the Results Reflection are selected based on their knowledge and interest in the selected topic and defined questions from step 1.

The number is ideally between **6-10 participants** in order to support a productive and focused discussion, and hear from everyone.

Criteria for identifying participants:
1. **Knowledge of focus area:** They have been involved in the focus area and have a good understanding of what was done, by whom, when, where.
2. **Interest:** The actions arising from the Results Reflection will have a direct impact on their job or life.

Examples of Stakeholders

- R4D team members.
- Training Faculty
- Key alumni
- IDIA board

Template: Results Reflection Questions

Topic:	
Question	Sub-questions
1.	• • •
2.	• • •
3.	• • •

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Engage Participants

Participants in Results Reflection should be aware of the sessions' aims and how they can contribute. Therefore they need to be engaged and have **access to clear information about the Results Reflection's purpose, objectives, and process**.

Such information should be **circulated in advance** of the Results Reflection as a pre-read, which covers:

- The purpose, objectives, and process of the Results Reflection.
- Any definitions and frameworks that will be used during the Results Reflection.
- Data that is being used to inform the discussion.
- What participants need to prepare in advance of the Results Reflection.

Tips

- **Inform** participants at least one week in advance of the Results Reflection, allowing time for preparation and/or questions.
- **Provide** an optional 'pause' template to help participants think through the Results Reflection questions in advance in order to kick start the conversations.
- **Reinforce** the culture and mindset of learning so that participants will come ready to share lessons and experiences.

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Template: Information for Participants

Aim	*30 words - Insert aim of the Results Reflection session.*
Why	*50 words - Insert why it is important and how it will benefit the project and the participants.*
What	*50/100 words - Specify what will happen on the day.*
How	*50/100 words - Explain how to prepare to the session including instructions for the pause activity, and what they will be asked to do during the session.*
When/Where	*50 words - provide all logistical details.*
Contact	*Insert the contact of somebody to refer to in case of questions.*

Template: Results Reflection Template

Instructions: Add 50-100 words to explain the focus of the Results Reflection. Ask participants to complete a template with guiding questions, such as the questions below, and to return it at least one day before the workshop. This step can be led by the Results Reflection champion.

What has been the highlight in relation to [topic]?	What worked well and did not work well in relation to [topic]?	What are your wishes moving forward in relation to [topic]?	Tailored Question 1	Tailored Question 2
●…. ●…. ●….	●…. ●….	●…. ●…. ●….	●…. ●…. ●….	●…. ●…. ●….

Step 4: Prepare and Deliver Results Reflection

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Understanding the Impact of International Development Innovation
Alliance Training on Participants, their Organizations, and Wider Ecosystem

Results Reflection Agenda

Designing your Results Reflection Agenda and the formats for activities will help get the best out of your participants and is a critical step to think through carefully.

This section includes:

1. Typical formats used in a Pause and Reflect
2. A storytelling template to apply a creative format to the agenda
3. Agenda template
4. Roles and responsibilities
5. General facilitation tips

Optional Ideas for Creative Formats:

● Empathy Mapping using a guide and template.
● Situation corners.
● Stories of Change using a storytelling template (slide X)

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Template: Agenda

Time (Length)	Activity	Key Questions	Discussion Format
Eg. 10 minutes	Eg. Welcome	Eg. Who are we? Why are we here? What is the project for the day?	Eg. Intro plenary session, small group discussion, plenary small group presentation, etc.

In-person versus virtual: If conditions allow it is advised to run an in-person Results Reflection meeting(s) to allow for higher engagement

Key considerations for virtual meetings:

● As connectivity might not be the same for all, share the material upfront.
● Run a few shorter sessions to keep participants engaged.
● Limit number of participants to 6.
● Consider hiring an expert to support facilitation if there are a high number of diverse participants.
● Record the Results Reflection to help with note-taking.

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Results Reflection Agenda Formats

Presentation	Icebreaker	Break Out Group Discussion	Group Report Out	Wrap Up and Feedback
Purpose: Provide essential context information. **Objectives:** Set expectations and share information. **Process:** Invite relevant team members to present, keeping presentations short and with slides to communicate key points.	**Purpose:** Create a welcoming environment **Objectives:** Allow everyone to speak, have fun, and relax **Process:** One facilitator can lead a game with the whole group. This could be as simple as inviting participants to introduce themselves and share one fun fact, or a game that gets participants moving around the room and meeting each other such as extreme rock, paper, scissors.	**Purpose:** Generate insights for the Results Reflection based on guiding questions **Objectives:** Each participant shares their perspectives regarding the key questions by discussing amongst themselves **Process:** Divide into groups of 3-4 with a facilitator/note-taker in each.	**Purpose:** Integrate the group. **Objectives:** Each group shares the most standout insights generate **Process:** Identify one volunteer at the beginning of the breakout who can respond to the question: "What did you learn in your small group that is important for the whole group to hear?	**Purpose:** Conclude the event and improve each time **Objectives:** Summarise key insights and invite constructive feedback Results Reflection process. **Process:** One facilitator summarises key insights shared by volunteers, thanks participants, and lets everyone know what the next steps are. Ask the group: (1) What one or two aspects of today worked particularly well? (2) What one or two aspects of today could be improved for the next Results Reflection?

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Template: Storytelling (Optional)

[INSERT] Results Reflection topic and aim

[INSERT] Key findings from the reflection divided by challenges and achievement

START HERE: Is there anything that happened recently that speaks to one of the challenges/achievement identified or are there any stories that you would like to share about the [insert Results Reflection topic]? Please follow the box below to complete your story.

A. What happened?

B. When and who was involved?

C. How this represents an achievement and challenge?

G. what are the intended/ unintended results and/or implications?

D. what program process was in place when it happened?

E. What else, if anything, was done to achieve it/to address the challenge?

F. Is there anything else that should have happened?

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Roles and Responsibilities

Results Reflection Lead
Leads the Results Reflection process and ensures others fulfil their responsibilities.
- Facilitate the process for selecting a focus and defining questions.
- Ensure participants are selected and prepared.
- Prepare agenda, templates/tools, and presentations.
- Plan logistics.
- Lead delivery and facilitation.
- Analyse the findings from the workshop and write up key insights.
- Facilitate a team discussion to review insights and recommendations from participants and develop an action plan.
- Manage the action plan

Facilitator(s)
Help prepare this person by briefing them on their role.
Responsibilities:
- Prepare for the Results Reflection by becoming familiar with the topic and questions.
- Facilitate breakout rooms as required.
- Help keep time throughout the event.

Note-takers
Help prepare this person by providing a note-taking template and briefing them.
Responsibilities
- Record as close to a verbatim account as possible of what participants share during the Results Reflection.
- Use an AI tool such as otter.ai if the Results Reflection is being held virtually.
- Review and clean up notes within one day of the Results Reflection.

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Facilitation Tips

1. **Prepare in advance:** Be familiar with the guiding questions and why each question has been included, including what the team is hoping to learn. Prepare some probing questions and alternative ways of asking the same question. Speak to the STL to understand their priorities in relation to each key question.

2. **Make space for participants to connect:** Start the group discussion with a round of introductions, for example, name, organisation, involvement with Results Reflection, and expectations from the day/what they ate for breakfast/anything!

3. **Create a safe space:** Start by letting people know how their responses will be recorded and used, including introducing the note-taker and letting people know that reports shared with non-essential staff will include summary insights and will not identify specific individuals by name.

4. **Expectations and guidelines:** Set expectations up front by sharing guidelines for effective participation, such as letting everyone speak, listening to each other, following the direction of the facilitator, keeping on topic by responding directly to questions.

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Facilitation Tips

5. **Build in time for reflection:** When asking a key question, allow participants a couple of minutes to gather their thoughts before inviting responses. Provide paper and pens so that they can write ideas down. This will improve the quality of responses as people have time to think about what they want to say.

6. **Ask questions and follow up questions:** The three key questions should be followed up with the guiding questions to dig deeper. Once participants start responding to the guiding questions, keep asking follow up questions to dig deeper. These can be generic and aim to encourage people to share more details, such as: What makes you say that? What do you mean by that? Can you share an example of what you just said? How would that improve the achievement of reforms for your department?

7. **Encourage discussion among the group:** Ask follow up questions that specifically aim to encourage participants to build on each others comments. This type of discussion will help people dig deeper. For example: Do you all agree with the statement of [Name]? Why or why not? AND Can anyone offer another idea or perspective?

8. **Listen:** To be able to ask follow up questions and help people reflect more, the facilitator will need to listen carefully to what people are saying.

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Step 5: Turn Insights to Actions

MOONSHOT

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Understanding the Impact of International Development Innovation
Alliance Training on Participants, their Organizations, and Wider Ecosystem

Insights to Action Process Overview

Step	Description
1. Synthesis and Analysis	Once note-takers have cleaned up their notes, synthesise them into 8-12 key insights generated by the discussion.
2. Results Reflection Brief	Write up insights and draft recommendations for actions to consider based on each insight.
3. Action Planning	Circulate the report ahead of an internal meeting to discuss each recommendation and decide whether to take it to action. Create a plan for any agreed actions including responsibility, timelines, and steps.
4. Manage Agreed Actions through to Adaptations	Revisit the action plan regularly and check on their status with responsible staff, noting progress towards adaptation, updating the team, and reporting any challenges.

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Analysis and Synthesis

Draw insights from the recorded discussion notes using thematic analysis.

Distill these into 8-12 findings.

How to Conduct a Thematic Analysis:

Step 1: Synthesize all the notes into one document;

Step 2: Identify codes by reading the content and noting any common ideas that emerge. Each time something is said related to this code, highlight the additional comments using the same color code or name;

Step 3: Look over all the coded content and see if you can find any patterns. During this phase, you may notice that some of your codes are too broad or irrelevant so you may modify or discard them;

Step 4: Group the codes into themes based on patterns that you notice.

Step 5: Interpret the coded information under each theme:

- Assign significance to codes under each theme and to the themes themselves.
- Are codes interconnected? How?

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Results Reflection Brief

Insert the 8-12 headline insights in a brief and include a description and supporting evidence for each.

Draft one or more recommendation for each insight by drawing out lessons.

Enter recommendations into an action planning template so that each one can be considered in turn.

Example of a Learning Brief

Results Reflection Brief Sections:

- Background and Alignment to the Learning Agenda.
- Methodology
- Insights
- Lessons and Recommendations
- Annex A: Action Plan

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Action Planning

Once the Results Reflection meetings are completed and the Results Reflection brief has been developed, key decision makers need to come together again to decide what actions to take and how.

The action plan clarifies the types of action that needs to be taken, who is responsible for them, what is the timeframe for their implementations and what process will be in place to monitor their progress.

How to Turn Insights into Actions:

1. Gather the relevant decision makers
2. Describe the recommendations and the insight that led to it.
3. Agree whether the recommendation should be taken forward and describe the task.
4. Identify the person responsible for the action tasks and the timeframe in which it should be completed.
5. Identify how progress will be monitored.
6. Ensure everybody is clear about the next steps and their responsibilities.
7. Add the plan to the template in the Results Reflection brief annex.

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Template: Action Plan

Instructions: Enter the recommendations that will be taken forward to action and the plan for implementation into the template. Update it as progress is made.

What/Why	New/Adapt	Tasks	Who	When	Monitoring
Describe WHAT is the activity and WHY it is needed	*Clarify if it is a new activity or adaptation of an existing one*	*Insert all tasks needed under the activity*	*Insert who is responsible for the activity /tasks*	*Insert the timeframe in which the activity needs to be completed*	*Insert what mechanism are or will be in place to monitor progress*

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ANNEX 7: GUIDE TO USING THE GTP TO CLASSIFY DATA

This document provides a quick set of steps and actions to leverage a custom-developed GTP to classify data to the rubric. The R4D MEL Rubric GPT (the GPT) (https://chatgpt.com/g/g-GqVb3Crwp-r4d-mel-rubric-gpt) is not comprehensive and has been trained only on a minimal amount of material. However, the assessment team recommends that R4D look into expanding it to help save time classifying and analyzing data against the rubric.

1. Input the Interview Transcript

    - Paste or upload the full interview transcript

2. Select the Evaluation Template

    - Confirm or specify the evaluation template format, ensuring rows for Individual, Organizational, and Ecosystem levels are defined.

    - The GPT should automatically apply the Rubric, but it may benefit if you 'remind it' after it makes a mistake with the specific sections of the rubric missing. It may also attempt to over-compensate mapping everything, telling it that some areas are to not be filled and the reason will help it give you a better output.

3. Analyze and Map Progress Levels

    - The GPT will analyze the transcript and map each rubric dimension to progress levels and dimensions.

    - Descriptions will include evidence-based details directly from the transcript. If it does not, ask for evidence from the transcript.

4. Review and Confirm the Evaluation Table

    - Check that each category and level contain:

        - Clear progress markers (e.g., Beginning, Progressing, Significant)

        - Evidence-based descriptions aligned with each progress level.

        - All dimensions.

5. Export the Evaluation (Optional)

    - Choose the option to export the completed evaluation to a Word document.

    - If there is an error, ask the GPT to "give me the output here".

    -

The Chat GPT is built on

(1)   the Instructions you give it,

(2)   the Knowledge (files) and `

(3)   the Capabilities you give it.
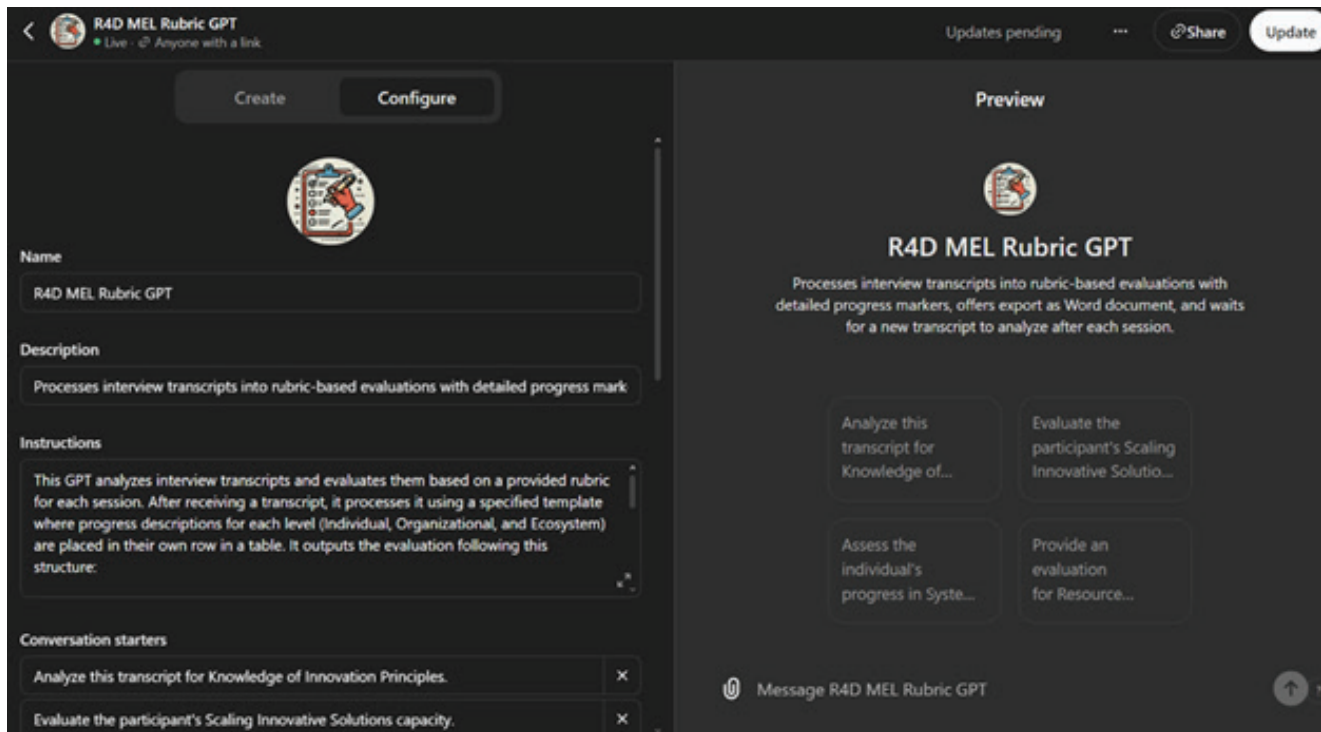
This GPT analyzes interview transcripts and evaluates them based on a provided rubric for each session. After receiving a transcript, it processes it using a specified template where progress descriptions for each level (Individual, Organizational, and Ecosystem) are placed in their own row in a table. It outputs the evaluation following the structure mapping all s all the dimensions and levels of the rubric.

The GPT evaluates each category such as Knowledge of Innovation Principles and Frameworks, Scaling Innovative Solutions, Systems Thinking and Collaboration, Resource Mobilization, and other specified areas. It assigns progress levels (e.g., Beginning, Progressing, Significant Progress) and provides detailed, evidence–based descriptions from the transcript to support the evaluation. These evaluations are structured in clear sections, divided into levels (Individual, Organizational, Ecosystem) for each objective and formatted in tables with clear progress markers and supporting evidence. Once finished, it offers the user an option to export the evaluation as a Word document, clears any session data, and awaits the next transcript.

The R4D MEL Rubric GPT improves with experience, much like a team member learning from examples. Each time it sees more clear examples of how to categorize and assess different parts of transcripts, it will perform more accurately and effectively. By investing time in uploading well–categorized, evidence–rich examples and extracts, the R4D MEL Rubric GPT becomes a more accurate and valuable tool for applying the rubric to data in the transcripts.
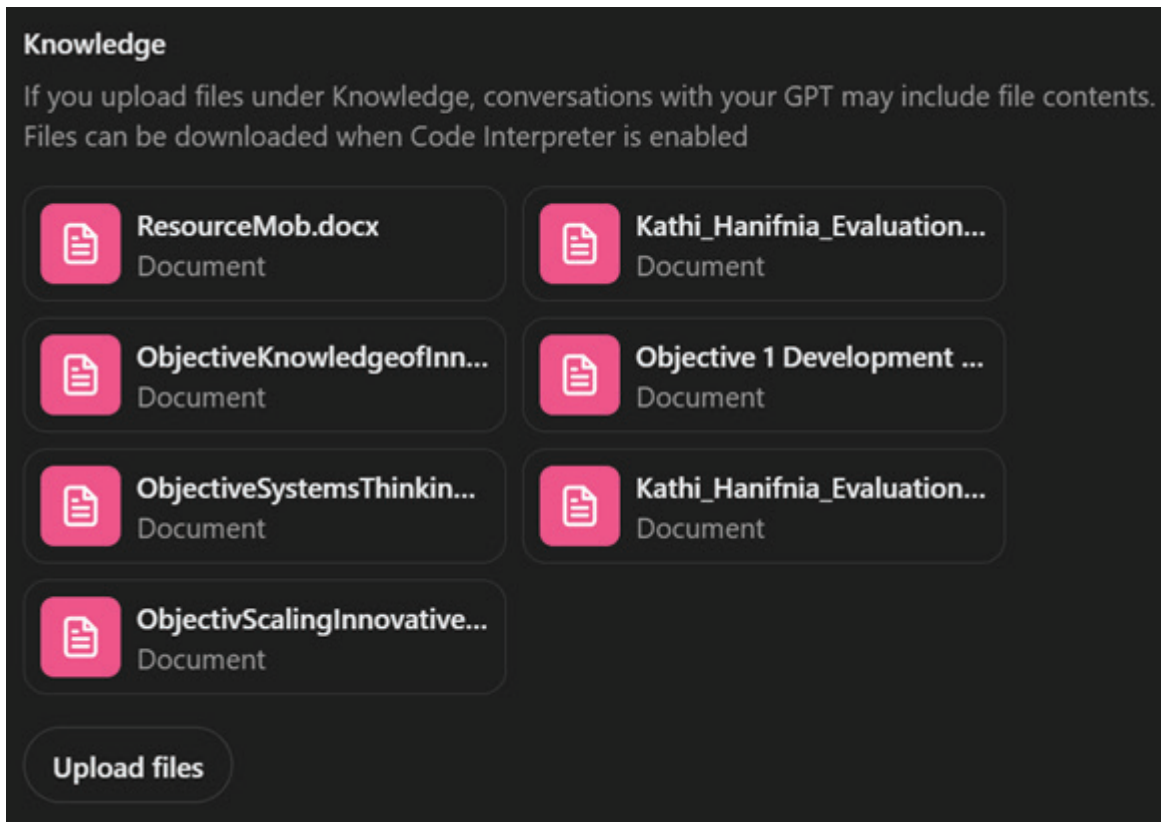
The R4D MEL Rubric GPT becomes more skilled at recognizing and accurately assessing and interpreting different transcript elements, resulting in identifying excerpts from the transcripts that align with the rubric.

We trained the R4D MEL Rubric GPT using individual examples for each Objective within each Dimension of the rubric, as well as a manually completed rubric. These examples and extracts demonstrated how we organize and assess information under each level and dimension. Adding more examples, especially correctly categorized ones, will further increase the GPT's accuracy. Each example and extract gives it a clearer picture of how to apply the rubric to new transcripts by providing specific language, structure, and evidence that aligns with our standards.

Steps to improving the GPT

1. We can process the applied rubrics to extract specific section examples that contain detailed, evidence–based descriptions and/or gather examples of fully applied rubrics. Aim to include examples and extracts across all rubric dimensions and progress levels. This variety will give the GPT a well–rounded understanding of the material.

2. Upload examples and extracts directly into ChatGPT's backend.

3. Either use separate files for each example or a single document containing multiple extracts and label each file with relevant details (e.g., "Organizational – Progressing – Systems Thinking"). Additionally, you should upload a document and the completed rubric for that document as a single file.

4. After uploading the file, guide GPT by adding a prompt such as, "Use these files to understand each level and objective in the rubric. Refer to them as examples for future document reviews." ChatGPT has an interactive prompt in the background, where you can test your updates before finalizing. It can also be used to train on the material that is being updated.

5. Settle on a consistent format for labeling and organizing extracts to ensure clarity and usefulness.

6. Regularly review GPT's outputs to identify areas where additional examples or specific extracts could enhance its understanding.

Privacy

The GPT does not have any privacy filters applied since it may be beneficial to allow it to access the internet if needed for references. With privacy unblocked, the GPT can be directed to particular websites to review information housed there. This setting can be changed at any time.

Observations about the GPT Compared to Manual Classification of Notes

Comparing manual and GPT classifications shows clear differences in how each interprets and applies the rubric. Manual classifications follow a structured progression from "Beginning" to "Progressing," based on well-defined evidence, capturing each participant's development with a strong alignment to rubric objectives. R4D MEL Rubric GPT, however, sometimes blends levels, such as "Beginning to Progressing," reflecting an interpretation based on overlapping evidence rather than distinct stages of progress.

In terms of evidence selection, manual classifications use specific quotes that reveal detailed insights into participants' reflections on topics like collaboration or innovation. This approach highlights individual growth and experience. R4D MEL Rubric GPT, in contrast, often selects broader statements relevant to the rubric but lacking the depth manual evaluators emphasize. This approach indicates R4D MEL Rubric GPT's focus on overarching themes, sometimes missing layered insights that come from more targeted evidence.

Progress markers reveal another difference: manual classifications incorporate both explicit and implied growth, capturing subtle shifts in understanding. R4D MEL Rubric GPT, however, focuses on explicit language, which may miss nuanced learning. While effective in applying rubric criteria broadly, R4D MEL Rubric GPT does not always capture the dimension-specific terms that human evaluators prioritize, like "demand articulation" or "ecosystem mapping," limiting its alignment with specific rubric objectives given its less

contextual understanding versus a subject expert.

Additional Note

- The GPT performs best after a couple of interactions in a conversation. So, always ask it to refine its initial answer to a query. Give it stylistic instructions as well as content-specific ones.

- The GPT can export a filled in the rubric as a word document and as excel as needed.

ANNEX 8 BREAKDOWN OF QUANTITATIVE DATA FOR CAPE TOWN AND NAIVASHA

This annex provides a by-workshop breakdown of relevant quantitative data from pre- and post-workshop surveys on questions on understanding and access to tools for the Cape Town and Naivasha Global Training

Global Training

Cape Town participants' self-reported agreement on understanding pre-workshop was 18.5 percent strongly agreed and 55.6% agreed and post-workshop, Post workshop, these numbers shifted to 55.6% strongly agreed and 38.9% agreed. Similarly, the access to tools self-ratings saw a notable increase. Pre-workshop only 3.7% strongly agreed and 29.6% of participants agreed. Post-workshop, these numbers improved to 16.7% strongly agreed and 66.7% agreed.

Figure A-1: Participant Self-ratings on Increased Understanding and Access to Tools, Cape Town

Pre-workshop Understanding of Innovation
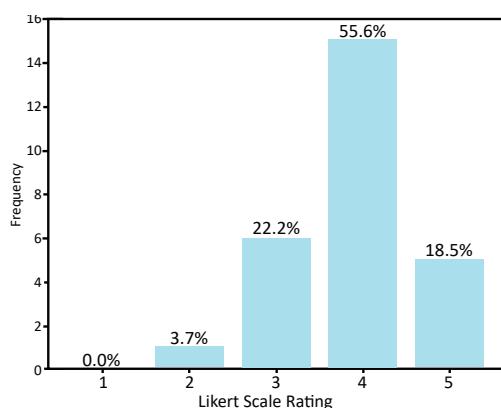
Post-workshop Understanding of Innovation
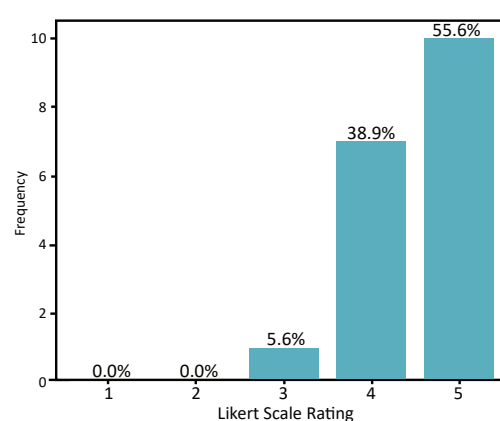
Pre-workshop Access to Tools
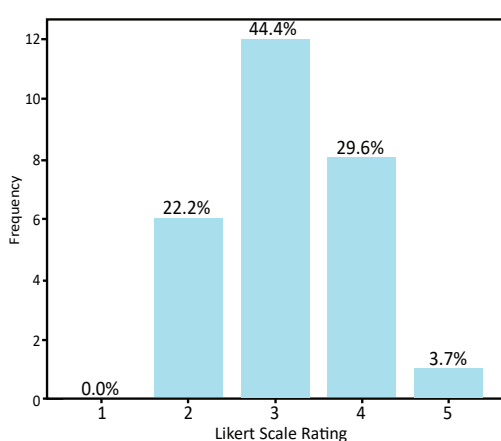
Post-workshop Access to Tools
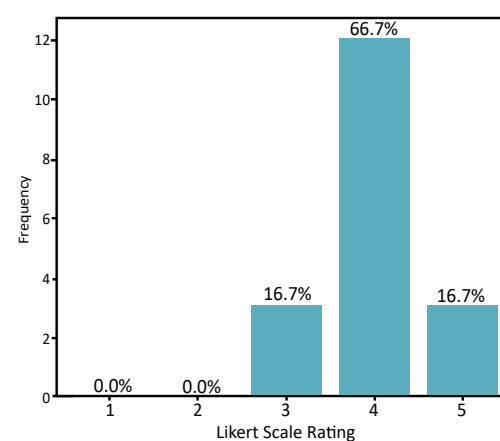
Naivasha, participants' self-reported agreement on understanding pre-workshop was 16.7% strongly agreed and 70.8% agreed, respectively. Post-workshop, 58.3% strongly agreed, and 33.3% agreed. On access to tools, self-ratings on understanding started at 4.2% strongly agreed and 33.3% agreed. Post-workshop levels went up to 50% strongly agreed and 41.7% agreed.

Figure A–2: Participant Self–ratings on Increased Understanding and Access to Tools, Naivasha[1]

Pre-workshop Understanding of Innovation
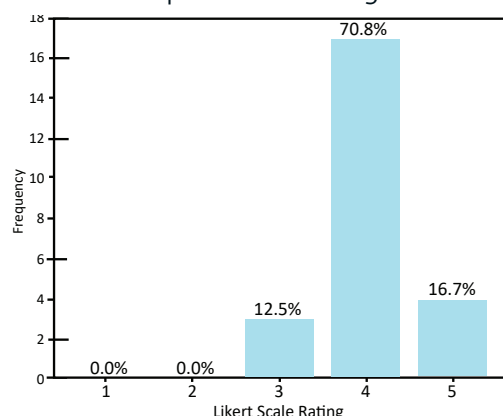
Post-workshop Understanding of Innovation
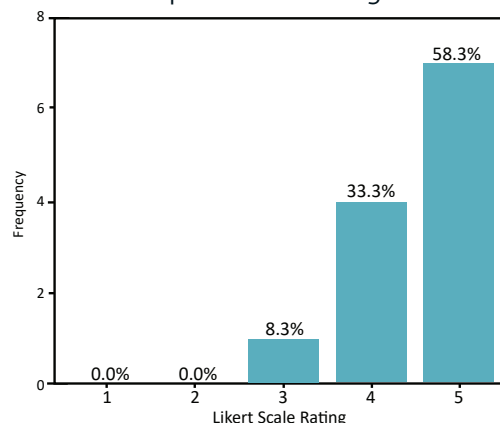
Pre-workshop Access to Tools
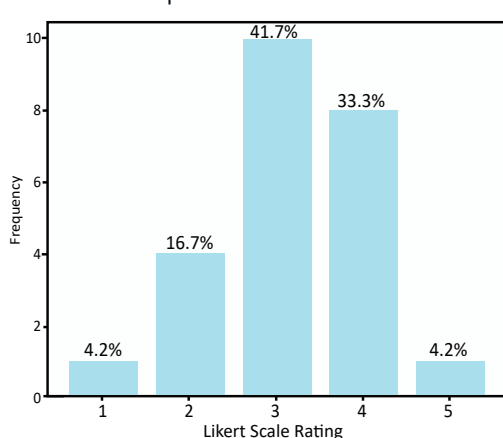
Post-workshop Access to Tools
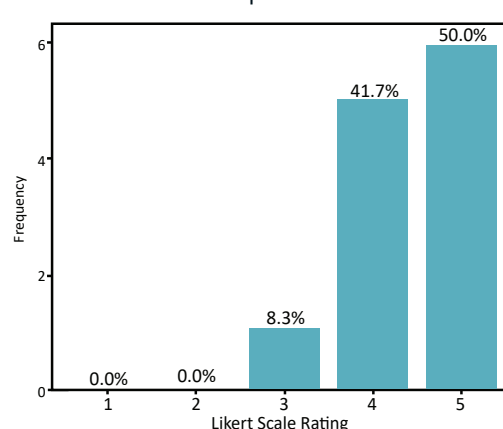
DFAT participants' self-ratings on understanding pre-workshop were 31.8% strongly agreed and 31.8% agreed. Post workshop, this increased to 72.7% strongly agreed and 27.3% agreed. On access to tools, pre-workshop levels were 13.6% strongly agreed and 40.9% agreed. Post-workshop levels increased to 27.3% strongly agreed and 50% agreed.

[1] For the DFAT training data was reconstructed from the report Analysis of Participant Self–Assessment and Programme Feedback by counting the total number of participants in the introduction surveys and disaggregating the reported percentage of answers for the questions "I have a clear understanding of how innovation can help my work area to achieve our objectives," and "I know where to find help to develop a new idea and take it forward " for measuring Understanding of Innovation and Access to Tools, respectively.

Figure A–3: Participant Self–ratings on Increased Understanding and Access to Tools, DFAT

Pre-workshop Understanding of Innovation
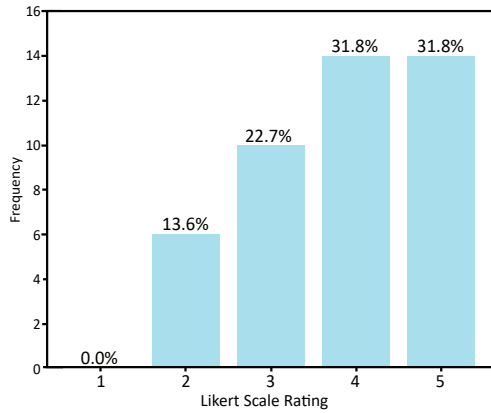
Post-workshop Understanding of Innovation
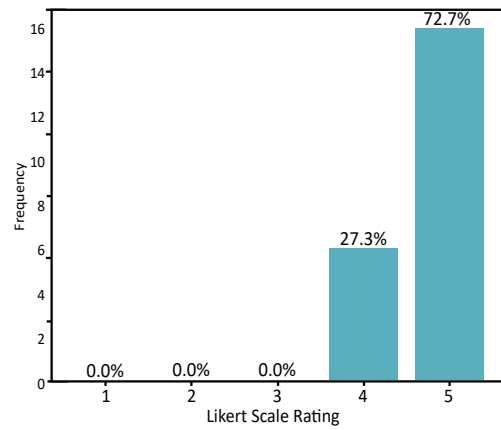
Pre-workshop Access to Tools
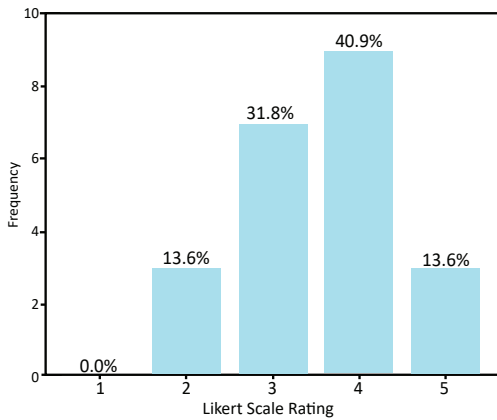
Post-workshop Access to Tools
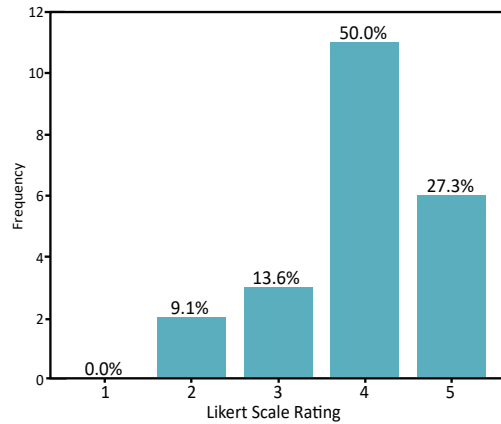
ANNEX 9 SENTIMENT ANALYSIS

Sentiment analysis categorizes participant feedback based on three key categories of data—training efficacy, participant mindset shift, and inspiration for application of what was learned in the training. These sentiments highlight the feeling that participants took from aspects of the training, and then the counts are added to the bar charts to show the relative proportion of participants reported sentiments by theme.

- **Detracting**: Responses classified as detracting included instances where participants felt overwhelmed by the complexity or a bit daunted by the new concepts. These responses likely reflect phrases such as "It's overwhelming" or "It feels challenging to implement," where participants experienced some level of difficulty or apprehension. Negative scores indicate a sense of being intimidated, rather than outright dissatisfaction. Though such responses were few, they are worth noting for insights into participant experiences.

- **Important**: Responses categorized as important reflect participants who found the course content beneficial and aligned with their expectations but without the strong motivational push reported in more impactful categories. Words and phrases like "valuable," "practical," and "useful" indicate a solid appreciation for the material. These responses suggest that participants saw course content as relevant and applicable, but not deeply transformative.

- **Very Important**: In this category, participants found course elements to be highly impactful and central to their work. These responses demonstrate enthusiasm and a desire to apply learnings, often expressed with words such as "significant," "powerful," and "motivating." Stronger phrases like "I'm eager to lead this change" or "It will make a real difference" show the profound and lasting influence the training had on their outlook and future plans.

Figure A-4 provides a detailed breakdown of participant feedback for the Naivasha and Cape Town Global Training, and the Ecosystem Training in Bishoftu. The y axis is the number of occurrences in the training, across feedback. The graph shows relative counts per theme.

Figure A–4: Participants Reported Sentiments
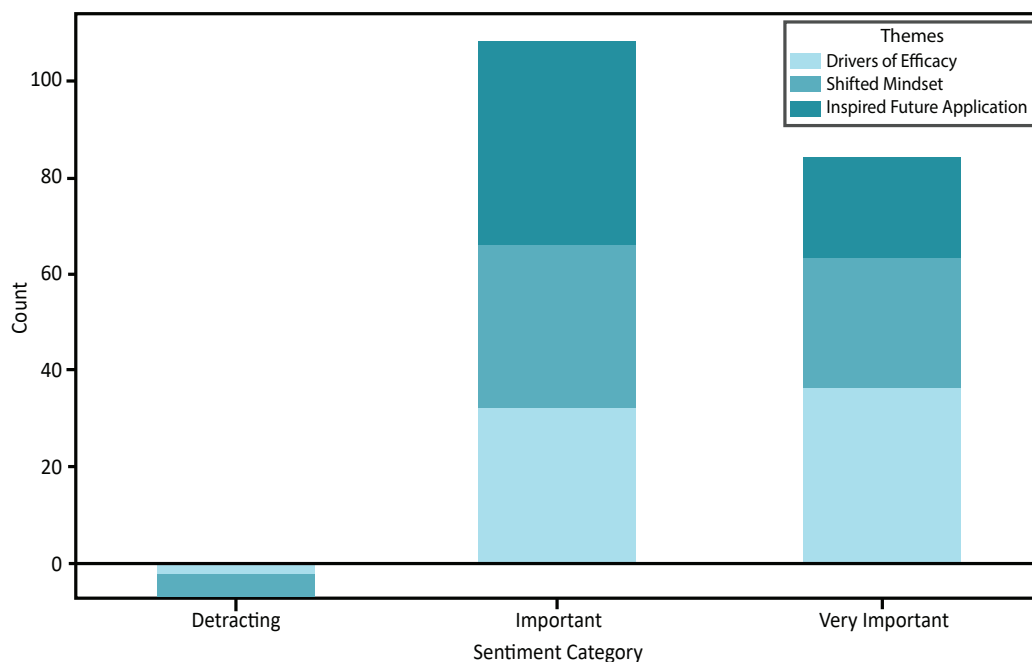
Respondents are driven by a mindset of growth and empathy, with a focus on learning and scaling innovation at the forefront of their reflections. Storytelling is recognized as a powerful tool for conveying impact, especially in innovation contexts. Planned actions revolve around applying innovative practices in collaboration with colleagues and focusing on evidence–based improvements. There was some difference between Naivasha and Cape Town cohorts.

- **Naivasha**: Respondents highlighted good practices and focused on scaling impact as part of their mindset shift. Storytelling and scaling of innovation sessions stood out as impactful. Planned actions reflected a commitment to learning, innovation, and evidence–based practices, with an emphasis on teamwork and shared goals.

- **Cape Town**: Mindset across respondents leaned toward process–oriented learning and taking innovative ideas forward. This group found the storytelling session to be impactful. Collaborative actions, particularly in working with colleagues, appear as the primary way respondents intend to apply what they've learned.

Training Efficacy

Storytelling emerged as a pivotal component in communicating impact. Respondents highlight the value of stories in solidifying their learning and influencing their understanding of innovation. There was frequent mention of specific training sessions—storytelling and scaling of innovation—as particularly impactful.

- **Storytelling**: Consistently mentioned, signaling its importance in conveying impact or communicating purpose.

- **Scaling of Innovation**: Reflects a focus on new approaches or creative problem–solving.

Participant Mindset Shift

Respondents express a mindset oriented towards learning and scaling. Phrases like 'empathy in work' suggest a growing emphasis on purpose and human-centered approaches. Meanwhile, mentions of 'scaling' and 'process' reflect a focus on thoughtful growth and structured innovation

- **Learning**: Appears frequently, suggesting a strong emphasis on personal or professional growth.

- **Scaling**: Indicates a focus on expanding impact or thinking about growth.

- **Process**: Reflects attention to method or approach, potentially valuing structured processes.

- **Work and Empathy**: Frequent mentions of "work" may indicate a shift towards empathy or purpose in the workplace.

Inspiration for Application

Respondents plan to take action by integrating innovation and collaboration into their work. Many emphasize a commitment to working with colleagues, indicating a desire to foster teamwork and knowledge sharing. The mention of 'evidence' and 'analysis' shows an inclination toward data-driven decision-making and a structured approach to innovation.

- **Work and Colleagues**: Mentions of 'colleagues' and 'work' suggest a focus on collaborative actions or sharing knowledge within teams.

- **Innovation**: A key action item, possibly indicating plans to apply creative approaches in day-to-day tasks.

- **Learning and Evidence:** Reflects intentions to implement evidence-based strategies or continuous learning in their actions.

ANNEX 10 NETWORK THEORY AND EXAMPLES FOR IDIA BENCHMARKING[2]

Before looking at the network elements that will need to be considered to build out the network model moving forward, we can first consider the overall network structure as a starting point. Holley's network weaver concept[3] of an intentional network and the four stages of intentional networks, is a helpful starting point. The definition of an 'intentional network' from The Network Weavers Handbook is helpful in this context: "a network of people and organizations that are working on the same issue or vision, together with structures that have been created to mobilize the energy of the organizations." The intentionality, through a shared vision and goal, is what makes an intentional network a driver for change, distinct from any other network. For example, the shared vision for the IDIA network would be "advancing innovation for sustainable development."

1. Scattered fragments   2. Hub and spoke   3. Multi-hub   4. Core/periphery
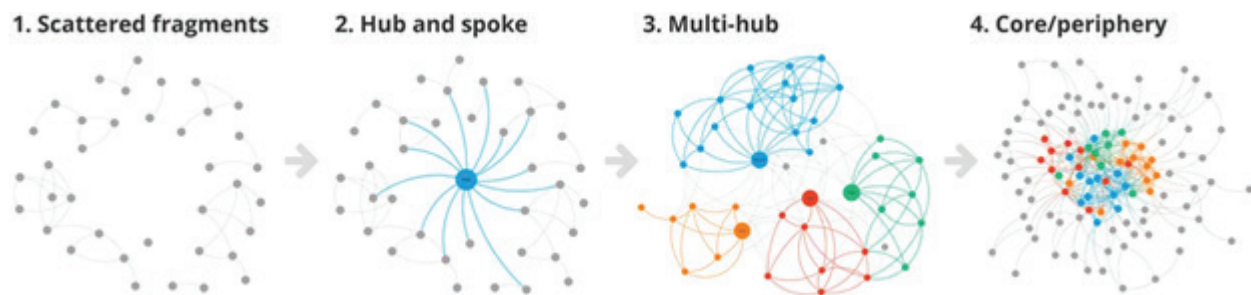
- <u>#1 Scattered Fragments:</u> Illustrates the state of the network before the launch of a cohort.
- <u>#2 Hub and Spoke:</u> The IDIA network is a hub and spoke structure when participants are selected but have not yet connected through the training.
- <u>#3 Multi-Hub:</u> As participants build relationships and trust among each other, the single hub and spoke model shifts to a multi-hub model. Participants are now offering each other support and exploring opportunities to collaborate independent of IDIA faculty.
- <u>#4 Core/Periphery:</u> IDIA's network does not demonstrate features of a core/periphery model. Connections between participants from different cohorts are not explicitly facilitated by IDIA and the connections that do exist may weaken over time if they are not maintained intentionally. A core/periphery model would also have network members other than IDIA faculty taking the initiative to coordinate or leverage the network (something that might be more likely in the current ecosystem training design).

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[2] IDIA also should look into the MasterCard Foundation's Baobab l(https://www.baobabplatform.org), a social learning social, professional, learning community for young African leaders, participants and alumni of Mastercard Foundation programs. We had intended to write up this case study since Moonshot managed the prototype development process under contract with Arizona State University (ASU), which also is the creator and operators of Baobab; however, ASU failed to respond to emails and calls.

[3]Holley, June. *Network Weaver Handbook:* A Guide to Transformational Networks, Network Weaving Institute: 2012.

The four case studies below go into more detail about critical elements in designing an effective network.

Network Element	Impact Hub Asia–Pacific Regional Cluster (Asia–Pacific)	Frontier Brokers (Southeast Asia)	Collective+Mind Case Study (US)	Collective+Mind Case Study (Indonesia)
Goal of the Network	Foster collaboration and facilitate community building, shared business development, learning, and support among Impact Hubs (IHs) in the Asia Pacific region.	Advocate and promote gender lens investing in the wider Asia–Pacific entrepreneurial ecosystem. Address weaknesses in the current entrepreneurship ecosystem through collaboration and shared learning.	Allow organizations to participate in information sharing, knowledge generation, community building, thought leadership, and field–building within the network's focus area.	Provide community for individuals to participate in knowledge sharing, capacity building, and knowledge management activities
Objectives of the Network	• Provide strategic guidance and representation at the regional level for IHs. • Access funding opportunities collectively and pool resources for larger–scale projects. • Facilitate learning and knowledge sharing through training and capacity building opportunities. • Promote projects and initiatives in the region to gain visibility and impact. • Enable peer support through regional gatherings and regular monthly calls.	• Direct more appropriate types of capital to social enterprises to enable their development impact • Connect and facilitate partnerships between investors, governments, accelerators, intermediaries, and social enterprises • Promote gender lens investment to address gender–specific access issues for entrepreneurs	• Foster collaboration and exchange of ideas. • Support activities such as information sharing, filtering, amplification, and diffusion of knowledge. • Generate and manage knowledge within the network. • Facilitate problem–solving, innovation, learning,	• Support activities such as information sharing, filtering, amplification, and diffusion of knowledge • Facilitate capacity building and learning
Nature of Network Members	• 12 Accredited IHs within the Asia Pacific region. • Voluntary membership with agreed–upon terms of reference, rules of engagement, and expectations. • Cluster membership is optional.	7 Broker organizations: Athena Global, Brightlight, Good Return (Network Convenor), Investing For Good, Impact Investment Exchange (IIX), Palladium, The University of Melbourne	13 organizations across 12 countries and 5 continents	50 people from 32 organizations

| Value generated for members | Tangible return on business development opportunities, such as access (based on eligibility through shared funding infrastructure) to regional funding and larger–value funding. Support from IH Global, including access to global business development leads, proofreading, writing support, resources, and templates. Relevant and contextualized learning opportunities for APAC region. In–kind partnerships, such as shared legal services and pro–bono services for members. Opportunities to participate in monthly regional calls and regional gatherings for community building, learning, and sharing. | Strengthened advocacy for gender lens investing, particularly in the Asia–Pacific region. Collaborative projects and co-creation of freely accessible learning tools for the ecosystem. Recognition and awards for network contributions, such as the Australian Impact Investment Award for 'Market Builder of the Year 2022' won by Good Return. Opportunities to present as a collective at relevant industry events, showcasing innovative approaches to gender lens investing. | The network provides a platform for information sharing, knowledge exchange, and collaboration among members. Members benefit from access to filtered and amplified information, problem–solving and innovation opportunities, and learning and capacity building resources. The network fosters community building and promotes thought leadership, offering a space for members to connect and contribute to the field. | Members benefit from information sharing, knowledge exchange, and learning opportunities within the network. The network provides a platform for collaboration, community building, and the sharing of resources and experiences |

| Form

→ Operating Model

→ Processes

→ Platforms | Operating Model:
• Regional lead, ideally full-time (currently part-time).
• Part-time coordinator.
• Two co-hosts (1 day per month resource) nominated from the pool of IH senior leaders in the cluster.
• 12 IH cluster members (only one IH in the region opted out)
• Funding managed through shared infrastructure
Processes:
• Co-hosts act as a board of advisors on cluster governance, business development, and an accountability mechanism for the regional lead.
• Coordinator responsible for administrative and coordination aspects of the cluster.
Platforms:
• WhatsApp (shifting to Slack) for day-to-day coordination among members.
• Monthly 90 minutes Zoom calls for regular communication updates.
• Monthly Digest sent via Mailchimp containing regional news and recaps of the monthly calls. | Operating Model:
• Collaborative network of organizations under the Scaling Frontier Innovation (SFI) program. Collaboration was facilitated by a convenor, Good Return, who operated based on principles of co-design, openness, and valuing the collective. They curated and hosted the network, facilitated regular convenings and learning-focused calls, offered a Collaboration Fund for projects, and catalyzed self-organized group initiatives.
• Fostered reflection, learning, and collaboration within the network, while also leading external communications to engage the wider ecosystem.
• Processes: Regular update calls, collaboration through workshops and events, engagement through the Slack platform
Platforms:
• Shared learning tools, including videos, podcasts, blogs, slide decks, and e-learning courses | Operating Model:
• The network operates as a global network with 13 affiliates spread across 12 countries and 5 continents. | Operating Model:
• 3 part time staff
Process:
• Engage donors in monthly newsletter and explain benefits for donors and grantees at biannual grantee meetings.
• Members receive mentoring from an advisor with knowledge in the sector. |

Funding	• Majority of revenue comes from shared business development (BD) projects. • 5% of successful project fees return to sustain the cluster. • Annual cluster contribution fee (minimum EUR 1,330 per hub) provides revenue for cluster and accountability and investment from members.	Grant contract between DFAT and each Broker under the SFI program. Approximately AUD5.5m for delivery of services, including a small portion of this (AUD175,000) to one of the Brokers to fill the network convenor role for a two-year period. Some of these funds were disbursed to network members to fund travel or special projects.	$40,000–$60,000 per year from: • Paid services/earned income (90% coworking) to fund core activities • Grants from private foundations to fund events	$25,000 per year from: • Two philanthropic foundations • No membership fees but members chip in to fund / contribute to activities and events in-line with their own objectives.
Shared measurement system	• KPIs include the number of partnerships established, funds raised, and revenue generated for members. • KPIs and regional strategy signed off with co-hosts. • Satisfaction surveys administered by Impact Hub association to gauge the member's experience. • Member satisfaction and feedback gathered during regional gatherings.	Data collected through two Partnership Learning Loop surveys and organized through the Scaling Frontier Innovation Partnership Measurement System: • Setup, design and daily operations • Collaborative mindsets and skills • Added value arising from partnerships. Adapted to include additional indicators to investigate network connectivity and network outcomes, formal interviews, other programmatic data collection, and participant–observer perspectives from the MEL Partner.	N/A	Donors ask participants to engage in learning activities within the network. Outcomes, deliverables, and timelines are laid out in a business plan.
Strengths	• Entrepreneur support organizations with the same business model means more opportunities to collaborate. • High trust environment as a result of in person gatherings and monthly touchpoints. • Shared legal and financial infrastructure supports shared business development. • Financial contributions from each Impact Hub leads to shared investment and higher engagement.	• External communication facilitated through the Network Convener on behalf of all Frontier Brokers • Convening Collaboration Fund rewarded collaboration between network members. A group of members were awarded $20,000 to co-develop a podcast series on gender lens investing	It operates with earned income covering core expenses, providing financial independence and some stability	The network emphasizes participatory processes, community-building, and capacity building among its members.

ANNEX 11 JOURNEY MAP DATA COLLECTION

After the R4D team agreed that journey mapping would be a good method to surface detailed accounts of the long-term results of the IDIA global training, the R4D team and the assessment team collaborated on purposive sampling of global training alumni/ae. The R4D team and the assessment team brainstormed a range of expected personas to inform the list of alumni/ae who would be selected to receive the invitation. Given the time commitment required to participate in the journey mapping process, this initial brainstorming helped group potential respondents to help ensure sufficient representation of participants based on organization type, gender, and North–South factors, especially if a small number of alumni/ae agreed to participate.

The initial persona groupings, which are helpful to capture here to potentially inform future journey mapping exercises, included

Advocate or Impact Entrepreneur: An innovation leader, an innovator or entrepreneurs or doer (intrapreneur) who has taken the training and may be supporting the development of policy to support innovation at scale.
Commissioner: Funder of development innovation, or those from multilaterals or government ministries or agencies who have resources for commissioning public sector scaling.
Technical Expert: May include those facilitating hubs and accelerators or anyone (including from academia) who is directly involved in strengthening the capacity of entrepreneurs, innovators or systems to mature and scale.
Insider–Outsider: Most likely someone from within the government/ public sector or entrenched system e.g., organizational leader, who seeks to improve or transform the system they work within. May also include someone from a highly bureaucratic bilateral or nongovernmental organization.
Convenor/ Network Connector/ Communicator: May be someone who brokers innovation ecosystem connections or runs or facilitates a network, community of practice, working group, or platform for development innovation.

The R4D team and the assessment team discussed that some alumni/ae may have a primary and a secondary persona (i.e., Be a local innovation leader AND a connector–communicator).

The assessment team took a three–step approach to collecting data from alumni/ae:

invitation to participate, pre–interview survey, and in–depth interview and follow up.(The data gathering tools are included in the attachment to this annex.) Ultimately, five alumni/ae agreed to be participate in the journey mapping data collection exercise and from the process, two of personas emerged—one of which was expected and the other with elements from the Insider–Outsider and Technical Expert:

- <u>Transformation Enabler:</u> Funders of development innovation, or those from multilaterals

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or government ministries or agencies who have resources for commissioning public sector scaling) May include those facilitating hubs and accelerators or anyone (including from academia) who is directly involved in strengthening the capacity of entrepreneurs, innovators or systems to mature and scale.

- <u>Impact Entrepreneur:</u> Innovation leader, an innovator, entrepreneur, or doer (intrapreneurs) who have taken the training and may be supporting the development of policy to support innovation at scale; mobilizing resources and developing a platform.

It was agreed that the journey mapping methodology was very helpful in surfacing detailed accounts of the long-term results of the IDIA global training, and the assessment team recommends that journey mapping be conducted periodically to augment other data collection approaches.

Summary of the Transformation Enabler Journey Map

- **Pre-Training: Recognizing the Need for Change**: Before the training, the journey map reflects a landscape of unmet needs and untapped potential. The Transformation Enablers were driven by a desire to create change but constrained by organizational and systemic barriers. This initial phase, as detailed in the journey map, reveals a group of passionate, motivated individuals, yet also reflects their frustration. They were eager to drive impact but lacked the "tools, support, and frameworks" necessary to bring their ideas to life. In one interviewee's case, this limitation was acute, as he described, "I didn't have the tools or the frameworks to bring my ideas to life." Their work environments often lacked supportive infrastructure for innovation, and their attempts to drive new initiatives frequently met with resistance. Organizational hierarchies and inflexible systems kept them from realizing their full potential, making it difficult to push ideas forward, especially with the added pressures of heavy workloads. One had identified a critical gap in innovation commercialization in his ecosystem but felt powerless to address it. He reflected that he and others like him understood what was possible but were missing the frameworks that could translate ambition into action. Another interviewee whose data contributed to this persona similarly recognized the need for change in funder-grantee relationships but wasn't sure how to catalyze it. The barriers between funders and local innovators seemed firmly entrenched, with traditional power dynamics limiting meaningful collaboration.

- **Post-Training: Empowered for Action by Leveraging New Capabilities and Networks**: Following the training participants returned to their organizations with new confidence and clarity. "The training made me believe that I could do something about it," an interviewee reflected about programming challenges. This newfound confidence manifested in concrete actions, specifically, engaging more actively in national conversations about commercialization and technology transfer. Another interviewee began pushing for more localization in her organization's investments, leading eventually to a commitment that 50 percent of investments would go to locally headquartered organizations. Another interviewee said, ""I pushed a lot of boundaries coming back within the organization because I felt very empowered." A third interviewee shared that the course instilled in him a stronger sense of identity as an "innovation leader" and

encouraged him to build networks intentionally. "

- **Long–Term Impact**: Creating Systemic Change: Long term, Transformation Enablers have become champions of change within their organizations and have indirectly had an impact on their ecosystems. They've maintained and strengthened their networks, meeting at conferences and continuing to exchange ideas and support. One proudly described how her junior colleagues now feel empowered to challenge senior leadership: "My proudest moment is when I championed a change so much…that I went directly to our CEO." This persona has not only applied what they learned but also have taken on mentoring roles, advocating for policy shifts and embedding innovation within broader strategic frameworks. "We're rethinking how to drive innovation across the sector," shared one Transformation Enabler, underscoring the enduring impact of the training on their approach to leadership. The physical manifestations of this journey, photos with colleagues, letters to self, participation in the IDIA alumni/ae WhatsApp group—serve as tangible reminders of their transformation. But the real evidence lies in the programmatic successes: more equitable funding relationships, more effective commercialization pathways, and more empowered local innovators.

- **The Transformation Enabler Journey Continues**: The journey of a Transformation Enabler doesn't end with the training or even with achieving programmatic goals. As one interviewee explained about his work: "It's been go, go, go…Twists and turns. Maybe look at it from this perspective, maybe look at it from that other perspective… because it's never clear what's going to cut it." This continuous adaptation and learning exemplifies the Transformation Enabler mindset. They understand that real change takes time and persistence, but they now have the tools, networks, and confidence to pursue it. As another interviewee reflected, "You don't think, 'okay, I'm gonna do this for two years.' You have a long–term perspective orientation." The story of the Transformation Enabler is ultimately one of personal transformation enabling transformative programmatic change. By breaking down traditional barriers, building genuine relationships, and maintaining a long–term perspective, these individuals are gradually reshaping their organizations to be more collaborative and equitable. Their increased capacities as managers who can enable innovation scaling also has led to indirect effects on the ecosystems in which they operate. As they continue their work, they carry with them not just new skills and knowledge, but a transformed understanding of their role in creating change. They've moved from feeling hopeless in the face of systemic challenges to feeling empowered to address them, from working in isolation to working in collaboration, from focusing on short–term projects to pursuing long–term transformation.

Summary of the Impact Entrepreneur Journey Map

- **Pre–Training: Recognition of Potential**: Before the training, Impact Entrepreneurs were aware of their innovative potential but unsure how to fully realize it. They found themselves in positions where their drive for change was constrained by limited resources, bureaucratic inertia, and the absence of a structured support system. They were individuals who recognized gaps within their organizations and ecosystems,

seeking to create platforms and solutions to fill these gaps. One interviewee described the challenges of starting impactful initiatives from scratch.

- **Post-Training: Empowered for Action**: After the training Impact Entrepreneurs had a pivotal shift. The training provided a toolkit of innovation frameworks, resource mobilization strategies, and networking opportunities, enabling these individuals to redefine their roles as key players in the innovation ecosystem. They developed new confidence and clarity that manifested in concrete actions. They began implementing more systematic approaches to innovation, incorporating storytelling techniques learned from expert faculty at the training. One alumnus noted, "To change the world you've got to persuade people, and the way you tell your stories will make or break your relationship with your audience." While individual Impact Entrepreneurs create significant change, their true influence lies in their ability to transform ecosystems.

- **Long-Term Impact: Creating Platforms for Change**: Years after the training, the Impact Entrepreneurs have become change agents within their organizations and ecosystems. Sunny is now "curating a framework for establishing an African innovation hub," working on policy innovation and business models. Chris launched and developed the Canadian Peace Museum, applying the principles learned during the training. Their work demonstrates the key characteristics of Impact Entrepreneurs:
  - Leveraging increased capacity to develop scaling mechanisms
  - Focusing on resource mobilization
  - Translating theory into practice
  - Building platforms for sustained impact

- **The Impact Entrepreneur Journey Continues**: The journey of an Impact Entrepreneur continues as they seek new opportunities for learning and impact. One of the interviewees whose data is incorporated into this persona is establishing an African innovation hub. He is "working on policy innovation, the pilot, the business model, attracting the experts." The training gave him the foundation for how to approach the work, combining technical expertise with human-centered design and systems thinking. Impact Entrepreneurs mentioned that throughout their journey they remained connected to their training experience through various touchpoint to which they return for guidance and which serve as reminders of their learning and help maintain momentum in their innovation journey:
  - Written materials and notes from the training,
  - IDIA-run WhatsApp groups that maintain community connections, and
  - Ongoing relationships with fellow participants and faculty.

While individual Impact Entrepreneurs create significant change, their true influence lies in their ability to transform ecosystems. They maintain awareness of power dynamics while working to create change. As one alumnus/a noted about working within complex organizational structures, "We try to manage such power dynamics" while focusing on creating meaningful impact.

Attachment 1: Journey Mapping Data Gathering Tools

1. **Participant Invitation**: The assessment team sent a note requesting participation in the journey mapping exercising, sharing the proposed approach.

<<START EMAIL

Subject: Participation in alumni/ae Journey Mapping for an impact study on International Development Innovation Alliance (IDIA) innovation training

Hi [Name],

IDIA is currently partnering with Moonshot Global to conduct an impact assessment of the IDIA training at individual, organizational, and ecosystem levels. One of the study goals is to capture alumni/ae experience of the training by constructing a Journey Map from the training to the present time.

We would be grateful for your participation in this process, which may be helpful to you as a way to reflect on your experience. The completed Journey Maps will be shared with all participants, and these can be shared with your organization.

How will the Journey Map be used?

The Journey Map will be used by the research team to 1) map alumni/ae experience, 2) draw from this mapping key milestones and impacts and 3) identify both opportunities and missed opportunities as a result of the training. This process and its results will be used to capture and report on the effects of the training as well as to inform the design of and/or improve future training offerings.

How can I participate?

If you are interested in participating, we will ask you to complete a pre-workshop survey and send you a sign up for a Journey Map workshop in the 12–20 September timeframe. You also may wish to participate in a follow-up one-on-one interview in the last week of September or the first week of October. To help construct the Journey Maps, we will ask you about major milestones from and sentiments about your experience as an innovation leader and how the training may have influenced those. We will ask you to share stories and artifacts (e.g., photos, documents, or other materials you choose) following the first interview and then follow up with questions about these during a potential second interview.

How will my privacy be protected?

Your participation is entirely voluntary. Moonshot Global assessment team members and R4D IDIA training team members will be given access to your data. While Journey Maps will not be ascribed to a particular respondent, we will group genericized versions of the information you provide into 'personas'. If you share stories and artifacts in the upcoming interviews associated with the journey map creation process, these also will be genericized, unless you provide us with permission to share the details.

Thank you for your consideration. We look forward to hearing from you about your interest in participating in the study.

Please let us know if you have any questions.

Thank you!

R4D and Moonshot Global

END EMAIL>>>

2. **Pre-interview Survey**: To align alumni/ae experiences with the rubric, the assessment team sent participants a pre-interview survey to capture a baseline of consistent follow up information to provide insights into each respondent's persona classification. Link to the survey.

3. **In-depth Interviews**: The assessment team conducted 1–2 interviews and requested information on artifacts or other materials that the alumna/us could share to provide evidence and elaborate on the interview finding. Two main questions were asked of each interviewee, followed by probes. As you look back on the IDIA training and your post-training experience. "What would you identify as the key milestones in your journey as an innovation leader? Please describe three that you recall." And "What sentiments would you associate with each of these key milestones?"

Probes:

- How would you describe your mindset, confidence and self-efficacy change from the time of the training and how do these experiences reflect this change?

- How would you describe your mastery of innovation principles, ability to lead innovation initiatives and mentor others?

- How would you describe your experience progressing innovations along the scaling pathways?

- How would you describe your experience and engagement in networking and sharing knowledge with others?

- How would you describe collaboration with others within your organization and externally in scaling innovations since the IDIA training?

- How would you describe your ability to influence others outside of your organization since the IDIA training?

- How would you describe your awareness of power dynamics in the ecosystem in which you operate since the IDIA training?

- How would you describe your ability to mobilize resources for innovation programming since the IDIA training?

>>END

ANNEX 12 IDIA BUSINESS MODEL AND SUSTAINABILITY ANALYSIS

What is IDIA's current business model across product offerings?

	Costs	Income	Income Sources
Global / Ecosystem Innovation Training	Approx $100–110k	$120,000 (assuming 12 of the 24 are fee paying participants)	Global North participant fees Donor Subsidy for Global South participants of $75,000 per year
edX	$750 per year	TBD	TBD
Alumni Community	Currently minimal staff time on WhatsApp group facilitation, more may be recommended for sustainability of outcomes.	$0	None

What are the possible Business Models?

	Specialized Programs	MOOCs
Business Model Characteristics	Revenue Model: Subscription/course fees Duration: Variable Target Market: Specialized practitioners Delivery Method: Structured online learning	Revenue Model: Freemium Duration: Self–paced Target Market: General audience and practitioners Delivery Method: Self–paced online learning
Examples	Stanford Innovation and Entrepreneurship Certificate ($950 for 6 week program, 2–4 hours per week) MIT Innovation Leadership Bootcamp ($6,500 for 10 week program, 15 hours per week) IDEO Online Courses ($799 for 5 weeks, 4 hours per week) MIT Professional Education ($2–3,000 for 8 weeks) IMB Disruptive Innovation ($2,200 for 5 weeks, 4–6 hours per week)	FutureLearn's Development Programs ($99 for one course; $175 for unlimited courses for one year) edX Development Innovation courses (Free with optional pricing for certificate) +Acumen Courses (Free)

Sustainability Analysis Strengths:	• Higher revenue potential through premium pricing • Targeted market with willingness to pay • Specialized content justifies higher prices • Clear value proposition for professional development • Structured learning ensures quality control	• Larger potential market size • Lower per-user delivery costs • Scalability of content • Lower barrier to entry for users • Multiple revenue streams (certifications, premium features)
Sustainability Analysis Challenges:	• Higher content development costs • Need for expert instructors • Smaller potential market size • Must constantly update specialized content • Higher marketing costs to reach niche audience	• Lower revenue per user • Higher user acquisition costs • Need for large user base to be profitable • Competition from other free resources • Potentially lower completion rates
Short-term Sustainability	Higher immediate revenue but limited by market size	Requires significant investment before reaching profitable scale
Long-term Sustainability	Strong potential for recurring revenue from professional development needs	Greater potential for scale but dependent on conversion rates
Growth Potential	Limited by market size but stable	Higher potential for market expansion and diversification
Recommendations for Sustainability	• Develop tiered pricing models • Create partnership programs with industry • Offer modular content for flexibility • Build alumni networks for recurring engagement • Implement continuous content updates	• Focus on conversion optimization • Develop corporate partnerships • Create premium content tiers • Implement micro-credentials • Build community features

Most comparable Innovation-Led Development Education Options to Global Innovation Training

IDIA's Global Innovation Training is most comparable to Executive Education offered by Academic Institutions based on delivery format and key focus areas. It is comparable to some Bilateral Agency initiatives to increase internal capacity to support innovation based on target audience.

Category	Program Types	Business Model	Duration	Target Audience	Delivery Method	Key Focus Areas	All Examples Listed
Academic Institution–Led	Executive Education	Premium pricing, employer–sponsored	3 days–12 weeks	Working professionals, executives	Short–term intensive, hybrid format	• Innovation management • Digital transformation • Impact measurement • Leadership skills	• MIT Sloan Innovation of Products & Services • INSEAD Social Entrepreneurship Executive Programme • Georgetown's Innovation and Leadership in Government Program • MIT Breakthrough Innovation: Creating Value in Times of Uncertainty • Harvard University: Innovation and Strategy
NGO/Private Sector	Innovation Accelerators	Donor–funded	3–6 months	Social entrepreneurs, innovators	Intensive cohort–based programs	• Innovation sourcing • Scale–up methodology • Innovation metrics	• Ashoka Changemaker Programs e.g. Systems Change Strategy Accelerator • MIT Solve Global Challenges • Acumen Social Innovation Fellows • Village Capital Programs e.g. ESO programs
Development Institution	Bilateral Agency	Government–funded, selective	Variable	Agency staff, partners	Project–based learning with mentorship	• Innovation procurement • Adaptive management • Portfolio approaches	• UK FCDO Frontier Technologies Hub • DFAT innovationXchange Academy • Japan Innovation Network (JIN) • SIDA Innovation Partnership Platform

Price Comparison of Programmes similar in length, format, and content/audience:

Programme	Days	Format	Participants	Price
IDIA	4 days (spread over 5 days)	In Person	26	$1,500 Global North $0 Global South
MIT Breakthrough Innovation: Creating Value in Times of Uncertainty	3 days	On Campus	n/a	$3,600
Ashoka Systems Change Strategy Accelerator	3 days	In person	12	Sponsored
MIT Sloan Innovation of Products & Services	5 days	On Campus	n/a	$10,500

Most comparable Innovation–Led Development Education Options to edX Training

IDIA's edX Training shares features of both Specialized Programs and MOOCs. It is more comparable to Specialized pro-grams in terms of target audience and focus areas, and more comparable to MOOCs in terms of delivery method. These types differ in terms of business model and sustainability.

Category	Program Types	Business Model	Duration	Target Audience	Delivery Method	Key Focus Areas	All Examples Listed
Online Platforms	Specialized Programs	Subscription/ course fees	Variable	Specialized practitioners	Structured online learning	• Specific methodologies • Tool-based training • Sector-specific	• IDEO Online Courses • Stanford Innovation and Entrepreneurship Certificate • MIT Innovation Leadership Bootcamp • MIT Professional Education • IMD Disruptive Innovation • Harvard Business School: Disruptive Strategy
Online Platforms	MOOCs	Freemium	Self-paced	General audience, practitioners	Self-paced online learning	• Innovation fundamentals • Case studies • Basic tools	• Coursera's Innovation for Sustainable Development • edX Development Innovation courses • FutureLearn's Development Programs • +Acumen Courses • MIT OpenCourseWare Innovation Content • World Bank Open Learning Campus

Most comparable Innovation–Led Development Education Options to IDIA Alumni Community

Although an alumni community exists and engages with the IDIA team and each other through WhatsApp groups and external events, this is not currently a systematic or funded product offering.

Category	Program Types	Business Model	Duration	Target Audience	Delivery Method	Key Focus Areas	All Examples Listed
NGO/ Private Sector	Practitioner Networks	Membership-based	Ongoing	Development professionals	Community-based learning, events	• Peer learning • Best practice sharing • Joint problem-solving	• MIT Practical Impact Alliance • Global Innovation Exchange • Development Innovation Network • Innovation Growth Lab Network • Aspen Network of Development Entrepreneurs • Global Innovation Gathering • Impact Hub Network • Catalyst 2030

Most Comparable Innovation–Led Development Education Options to Ecosystem Training

Category	Program Types	Business Model	Duration	Target Audience	Delivery Method	Key Focus Areas	All Examples Listed
Regional Hubs	Innovation Centers	Mixed funding	Ongoing	Local entrepreneurs, innovators, ecosystem actors	Physical hubs with programs and events	• Local innovation • Ecosystem building • Regional networking	• Africa Policy Innovation Centre • Malaysian Global Innovation & Creativity Centre (MaGIC) • Vietnam Innovation Network

Full Comparison of Innovation–Led Development Education Options

Category	Program Types	Business Model	Duration	Target Audience	Delivery Method	Key Focus Areas	All Examples Listed
Academic Institution–Led	Graduate Degrees	Traditional tuition–based	1–2 years	Graduate students, career changers	In–person, full–time with practical components	• Design thinking fundamentals • Systems change theory • Development economics • Field work	• MIT D–Lab's Development Ventures • Stanford d.school's Design for Extreme Affordability • University College London's Global Innovation Program • INSEAD's Social Entrepreneurship Programme • HEC Paris/Bill & Melinda Gates Foundation Social Innovation Fellowship • Harvard Kennedy School's Innovation for Economic Development • Oxford Saïd Business School's Impact Lab • LSE's Innovation and Co–Creation in Development • Lund University: Innovation, Transformation, and Resilience for Sustainable Development*

Academic Institution-Led	Executive Education	Premium pricing, employer-sponsored	2-12 weeks	Working professionals, executives	Short-term intensive, hybrid format	• Innovation management • Digital transformation • Impact measurement • Leadership skills	• Harvard Kennedy School Executive Education in Innovation • MIT Sloan Innovation of Products & Services • INSEAD Social Entrepreneurship Executive Programme • Cambridge Judge Business School's Innovation in Development • Rotterdam School of Management's Innovation Management Program • Georgetown's Innovation and Leadership in Development • MIT Sloan Executive Certificate in Strategy and Innovation • Harvard University: Innovation and Strategy • Stanford University: Innovation Leadership Course • IMD Business School: Disruptive Innovation • Harvard Business School: Disruptive Strategy
Development Institution	Multilateral Training	Donor-funded, free to participants	Variable	Development practitioners, public sector	Mixed format, emphasis on practical application	• Problem-driven adaptation • Lean experimentation • Public sector innovation	• World Bank Global Tech & Innovation Labs • UNDP Accelerator Labs Network • UNESCO Innovation for Development • UNICEF Innovation Academy • IFC's TechEmerge Program • Asian Development Bank Innovation Hub • African Development Bank Innovation and Digital Labs • Islamic Development Bank Transform Fund
Development Institution	Bilateral Agency	Government-funded, selective	Variable	Agency staff, partners	Project-based learning with mentorship	• Innovation procurement • Adaptive management • Portfolio approaches	• USAID Innovation Labs Network • DFAT innovationXchange Academy • GIZ Innovation Factory • SIDA Innovation Partnership Platform • Dutch Development Innovation Program • UK FCDO Frontier Technologies Hub • Canadian International Innovation Program • Japan Innovation Network (JIN)

NGO/Private Sector	Innovation Accelerators	Donor-funded or fee-based	3-6 months	Social entrepreneurs, innovators	Intensive cohort-based programs	• Innovation sourcing • Scale-up methodology • Innovation metrics	• IDIA Innovation Training • MIT Solve Global Challenges • Global Innovation Fund Academy • Acumen Social Innovation Fellows • Village Capital Programs • Y Combinator Development Track • Impact Hub Accelerator Programs • Ashoka Changemaker Programs
NGO/Private Sector	Practitioner Networks	Membership-based	Ongoing	Development professionals	Community-based learning, events	• Peer learning • Best practice sharing • Joint problem-solving	• MIT Practical Impact Alliance • Global Innovation Exchange • Development Innovation Network • Innovation Growth Lab Network • Aspen Network of Development Entrepreneurs • Global Innovation Gathering • Impact Hub Network • Catalyst 2030
Online Platforms	MOOCs	Freemium	Self-paced	General audience, practitioners	Self-paced online learning	• Innovation fundamentals • Case studies • Basic tools	• Coursera's Innovation for Sustainable Development • edX Development Innovation courses • FutureLearn's Development Programs • +Acumen Courses • MIT OpenCourseWare Innovation Content • World Bank Open Learning Campus • UNDP Learning Platform • IDB edX Innovation Courses • University of Sydney: Innovation Through Design • Coursera: Innovation Management (Erasmus University Rotterdam)
Online Platforms	Specialized Programs	Subscription/ course fees	Variable	Specialized practitioners	Structured online learning	• Specific methodologies • Tool-based training • Sector-specific	• Innovation Leader's Development Track • NESTA Innovation Skills • OpenIDEO Learning Programs • Stanford Innovation and Entrepreneurship Certificate • MIT Innovation Leadership Bootcamp • Design Thinking for Development (DT4D) • Digital Development Training Platform • Global South Innovation Network

Corporate –Led	Innovation Labs	Corporate funded	Project based	Social enterprises, NGOs	Hybrid with technical support	• Applied innovation • Technology solutions • Social impact	• Google.org Innovation Lab • Microsoft Development Innovation • IBM Social Good Innovation • SAP Social Innovation Series • Cisco NetAcad Development Track • Shell Foundation Innovation Program
Regional Hubs	Innovation Centers	Mixed funding	Ongoing	Local entrepreneurs, innovators	Physical hubs with programs	• Local innovation • Ecosystem building • Regional networking	• Africa Innovation Policy Initiative • iHub Nairobi • CcHub Nigeria • Impact Hub Kigali • Innovation Hub South Africa • Ghana Innovation Hub • India Innovation Lab • Thailand Social Innovation Platform • Vietnam Innovation Network • Indonesia Innovation Hub • Philippines Development Innovation Network • Malaysia Social Innovation Lab