Latin America, the Caribbean, and European Union Cooperation Programme on Drug Policies

Innovation guide for the design and management of drug policies more connected to social dynamics

Funded by the European Union

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AGIRRE LEHENDAKARIA CENTER
for Social and Political Studies

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for Social and Political Studies

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Innovation guide for the design and management of drug policies more connected to social dynamics. The Innovation Guide for the design and management of drug policies more connected to social dynamics is the result of a joint effort by the **COPOLAD III** programme and **Agirre Lehendakaria Center**, in collaboration with government, community, and academic participants from Latin America and the Caribbean. This publication reflects the commitment of **COPOLAD III** to construct public drug policies that are not only based on empirical evidence, but also incorporate social dynamics, community perceptions, and solutions co-created with stakeholders themselves.

The drug phenomenon poses complex challenges that require innovative, inclusive, and adaptive approaches. The social innovation approach allows us to listen, interpret, and co-create with communities to address these challenges from a systemic, collaborative, and people-centered perspective. Within this framework, and promoted by **COPOLAD III**, the five Social Innovation Laboratories have allowed various countries in the region to experiment with new forms of collaboration between participants, generate prototypes, and design multi-level experimentation portfolios that strengthen drug policies, seeking greater impact and sustainability.

This guide compiles the lessons learned and tools developed throughout this process and aims to serve as a practical resource for adopting and scaling innovative approaches in the region. We trust that this document will inspire governments, civil society organisations, and communities to continue exploring avenues toward drug policies that are more connected to social realities and oriented toward sustainable human development.

On the part of **COPOLAD III**, we would like to reaffirm our commitment to building public policies that put people and their needs at the center, moving toward more just, inclusive, and resilient societies.

The **COPOLAD III** - FIAP team.

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Module 0: An innovative approach connected to drug policies

1. Introduction

The various dimensions of the drug phenomenon —in terms of supply, trafficking, and consumption— pose complex problems that require systemic approaches and tools. This implies accepting, first of all, that there are issues for which we cannot know the solution in advance, so stakeholders need minimal room for experimentation. Secondly, no single actor can address them; rather, they require new forms of governance and collaboration. Finally, solutions to complex challenges are not unique and require experimental portfolios that reduce the risk of initial investments. In this context, stakeholders, organisations, and individuals addressing the drug problem are demanding new approaches and tools that allow them to gain a deeper understanding of social dynamics and generate new forms of collaboration for shared learning.

The 2030 Agenda, accepted by all United Nations (UN) member states, has become a fundamental reference for the development and implementation of a new kind of drug policy. This new approach to sustainable development has been formally embraced by governments and international organisations, both in the European Union (EU) and in the Latin American and Caribbean (LAC) region, by UN agencies and programmes, and by civil society organisations working in the areas of drug policy, development, health, and human rights. **COPOLAD III** recognises the need for renewed focus on development to address the complex and interconnected challenges of the 17 Sustainable Development Goals (SDGs).

The edition of the **COPOLAD III** programme by **Agirre Lehendakaria Center** incorporates a transversal approach to social innovation at the point of convergence of drug policy and sustainable development, aligned with the EU Drugs Strategy 2021–2025. The social innovation approach proposed by Agirre Center seeks, on the one hand, to reinforce the programme's previous work in innovation and, on the other, to explore and promote new spaces for collaboration, with the goal of designing, implementing, and evaluating effective, sustainable, and people-centered solutions related to drug use.

Following this premise, last year **Agirre Center** promoted five Social Innovation Laboratories and the deployment of a Learning Community in the **LAC** region. **This guide compiles key elements and lessons learned from these lines of work, as a result of the work done by the countries in adapting the basic tools and components of the social innovation approach.**

2. About this guide

This publication is a practical resource for decision-makers, organisations, and individuals working in the field of drug policy who want to strengthen their strategies or promote new spaces for collaboration by incorporating the basic components of the social innovation approach. This guide gathers the key elements and lessons learned, generated in the process of design, implementation, and evaluation of the five Social Innovation Laboratories in the **LAC** region, within the framework of the **COPOLAD III** programme. However, the components and tools presented below can be applied in other contexts and topics that require new approaches to collaboratively address complex problems.

To ensure a better understanding of the key concepts covered in this guide, some of the terms used throughout the document have been included in a glossary located at the end of this module. This resource will facilitate reading and help familiarise the reader with the social innovation approach and its application in the field of drug policy.

The guide is structured around the following modules:

Module 0 introduces the social innovation approach proposed by **Agirre Center** and its application in the field of drug policies. The added value of the social innovation approach and how it complements traditional management approaches are presented below. The digital tool known as the K-tool, used in the analysis and management of information generated by a process of this nature, is then presented. Finally, the five Social Innovation Laboratories are described, and a comprehensive analysis of their innovation scope is provided.

Modules 1, 2, and 3 describe the basic elements or capabilities present in all Social Innovation Laboratories or Platforms: ecosystem mapping *(module 1);* deep listening, analysis, and collective interpretation *(module 2);* and co-creation and management of the experimentation portfolio *(module 3)*. Each module answers the following questions for each of these elements:

- What? – What each element consists of and how it interconnects with the rest of the capabilities.
- How? – How each element is designed, implemented, and evaluated, as well as the basic tools for its development.

For this guide, the core elements of the social innovation approach nvhave been adapted and interpreted from the perspective of the **COPOLAD III** programme. Through real-life examples, the guide incorporates the experiences, lessons learned, and adaptations made by countries when implementing the social innovation approach in their areas and contexts of intervention.

The guide also introduces the K-tool. Conceived from a complex systems perspective, it is a digital space for managing, visualising, and evaluating the Social Innovation Laboratories. The tool facilitates open innovation by enabling understanding of complexity, fostering collective intelligence, and implementing an experimentation portfolio rather than one of disconnected projects. The K-tool is presented as a new infrastructure for collaboratively addressing complex challenges, incorporating the cultural dimension of each territory.

3. About the collaboration between Agirre Center and COPOLAD III

COPOLAD III, aligned with the EU Drugs Strategy 2021-2025, is committed to strengthening drug policies in line with the 2030 Agenda. **COPOLAD III** comprises more than 250 activities that seek to improve public policies across the programme's various axes, both in terms of support for Drug Observatories, supply, demand, and the EU-CELAC dialogue on drugs, as well as in the cross-sectional areas of gender, human rights, the environment, development, and innovation.

Agirre Lehendakaria Center for Social and Political Studies (ALC) is a collaborative network project promoted by the University of the Basque Country and Columbia University (AC4). The center's fundamental objective is to design, promote, and evaluate community-based social innovation interventions to address the most complex challenges facing society. The differential element that the center brings is the integration of the culture, narratives, and values of each community in terms of sustainable human development, from a holistic perspective.

The collaboration between **Agirre Center** and **COPOLAD III** stems from the conviction that tackling the complex challenges of today, in this case the drug phenomenon, requires new working approaches for collaboration, experimentation, and joint learning. **Agirre Center** accompanies the programme to transversally integrate the basic capacities and tools of social innovation at two different levels:

- *regional*, with the design and deployment of a Learning Community (LC) that functions as a safe space for rapid testing of the approach in programmes and initiatives that countries already have in place;
- and *local*, supporting the implementation of 5 social innovation laboratories in the region, where the approach is adapted to each context and area where the intervention takes place.

The following countries in the LAC region are early adopters of the social innovation approach, having implemented it through the establishment of five Social Innovation Laboratories:

- The **Maule Region Laboratory, Chile**, focusing on children, adolescents, and young people at risk, whose rights have been violated, and who are under the protection of the State.

- The **Cali Laboratory, Colombia**, focusing on young people at risk of social exclusion and drug use in urban areas.

- The **Santander de Quilichao Laboratory, Colombia**, with a focus on young people at risk of social exclusion and drug use in vulnerable semi-rural areas.

- The **Ucayali Laboratory, Peru**, has designed an Early Warning System (EWS) to detect human rights violations in the Flor de Ucayali native community.

- The **Montevideo Laboratory, Uruguay**, focusing on vulnerable women linked to illicit drug activities in Casavalle.

At the regional level, **Agirre Center** team designed and implemented a Learning Community for seven months to test the approach, systematise diverse experiences, and extract shared learning in the countries in the **COPOLAD III** network. The main objective of this space was to provide the **COPOLAD III** network with a series of basic components and tools to deepen its understanding of changing social dynamics and thus, amplify the impact of the interventions carried out within the programme. The community has brought together participants from Argentina, Colombia, El Salvador, Mexico, Peru, Chile, Paraguay, Venezuela, Barbados, Bahamas, Jamaica, and Trinidad and Tobago.

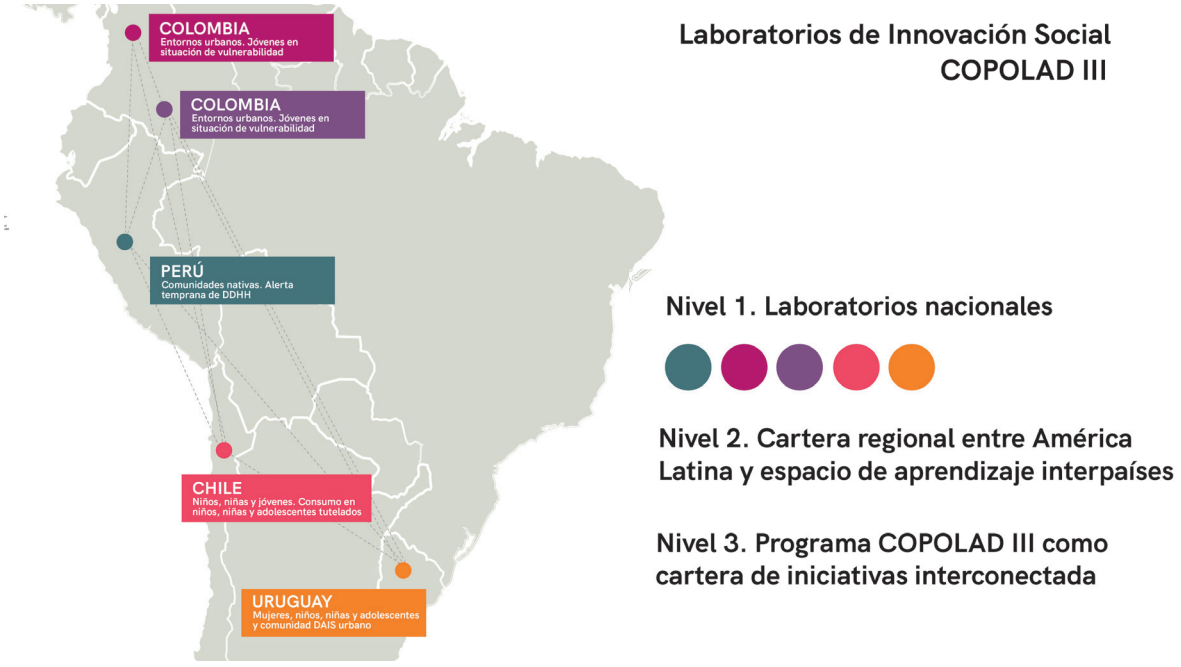


Image 1: The three levels of action of Agirre Center within the COPOLAD III programme.

1. Early adopters are the first consumers to purchase a newly launched product or service (Community of Madrid)

As shown in Image 1, throughout the process, additional countries and territories have joined the early adopters—those that embraced the social innovation approach to launch Social Innovation Laboratories—, conducting a rapid testing of the components and tools provided in the LC. This contributes to generating a multi-level network of countries and institutions that are experimenting with the social innovation approach in the **LAC** region, generating new learning for the continuous improvement of its programmes and interventions.

4. Social innovation approach connected to drug policies

Complex challenges, such as those associated with drugs (social inequalities and injustices; exclusion, stigma, and discrimination; the multiple forms of violence faced by vulnerable groups; the consequences for public health and the environment, etc.), require new tools and approaches that are systemic and move away from isolated, disconnected solutions.

The objective of the network of Laboratories promoted by **COPOLAD III** is to promote public drug policies that are more closely connected to the social dynamics and needs of communities and therefore, have a greater capacity to generate impact on the entire system. Rather than working with clearly defined objectives, social innovation seeks to generate new relationships between stakeholders, develop new networks of contributors, foster the development of interconnected projects, and develop new ways of utilising existing networks and initiatives.

The Laboratories seek to develop new skills and social innovation tools within the sponsoring institutions that will allow them to collaboratively address complex challenges: community listening, systems mapping, collective interpretation, and the creation and design of interconnected prototypes (all of these terms will be discussed in greater detail later). These elements operate in a non-linear and interconnected manner and must be adapted to the specific context of each intervention and territory.

Social Innovation Laboratories are iterative processes that develop in continuous cycles of testing and learning (iterations). The Laboratories are represented in *Image 2* in the form of a wave or movement, in a non-linear manner. That is, listening, mapping, collective interpretation, and co-creation are not done just once (for example, at the beginning or end of the process), but rather, are undertaken continuously and sustainably throughout the entire process. In this way, each iteration allows for further development of the identified narratives and refinement of the experimentation portfolios, respectively.

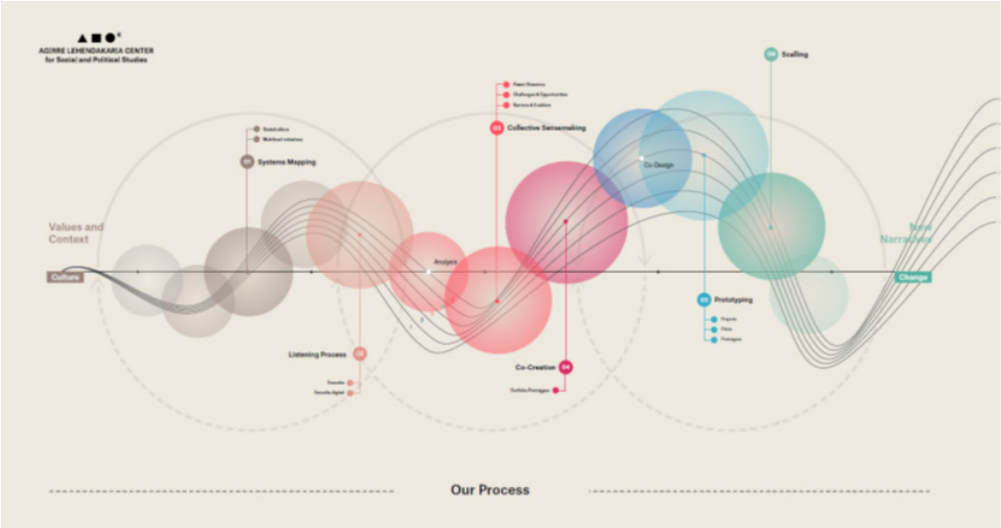


Image 2: Agirre Lehendakaria Center's Theory of Change.

The following are the core elements or capacities of social innovation shared across all the Laboratories.

- **Ecosystem mapping and visualisation**

Systemic mapping is the process through which a social innovation project team identifies, visualizes, and integrates key stakeholders and existing initiatives within a given area —specifically those related to the drug problem— into the project workflow. As a general framework, this exercise begins with the identification of the strategic stakeholders in the system (the *who*) and the initiatives they are promoting (the what), as well as the existing and potential interconnections between them. The guiding questions are as follows:

How can we better understand and interconnect the key stakeholders and strategic initiatives linked to the programme? Who are the key stakeholders involved (public administration at various levels, children and adolescents, youth, women, community-based organisations, academic institutions, local businesses, and even informal and hidden stakeholders, among others) as part of the illicit drug trafficking value chain? What projects are underway at different levels, and most importantly, how do they all interact with each other? Finally, what can we learn from these footholds and weaker connections?

- **Deep listening to the ecosystem**

The listening process focuses on understanding social and cultural dynamics in order to integrate them into the design and implementation of public drug policies. This process will allow us to differentiate between public narratives and the perceptions implicit in these discourses, and to make visible the hidden perceptions that are conditioning the possibilities for change. Perceptual analysis complements quantitative and expert analysis and enables local, national, and regional governments to make more informed decisions aligned with the needs and perceptions of key stakeholders within the ecosystem.

How can we gain a deeper understanding of the social and economic dynamics and perceptions operating in affected communities? How can we segment the diverse perceptions of the same reality? What narratives are not being answered by existing activities?

- **Collective interpretation (or sense-making)**

Collective interpretation involves creating deliberative spaces with the key stakeholders involved to compare and validate the information generated during the process of deep listening and mapping.

How do we create and systematise spaces for collective deliberation throughout the design of the Laboratories? What kind of information do we use to make sense of our analysis?

- **Co-creation and management of the experimentation portfolio**

In the process of co-creation, communities, institutions, the private sector, and beneficiaries, among others, share their narratives, values, and ideas. This allows for the generation of collaborative solutions or the improvement of existing activities, considering the limitations and opportunities identified through mapping and listening.

How can we collaboratively generate new solutions that address the gaps in the system? How can we improve existing initiatives? How can we strategically interconnect existing activities and new solutions? Which stakeholders should be involved in the process of co-creating new solutions?

The role of implementing, integrating, and monitoring all these elements is referred to as **developmental evaluation** of the process, and allows stakeholders, organisations, and individuals working in the drug field to:

- Harness the potential for change in a social system by finding the appropriate levers to make that happen.
- Solve problems and facilitate the joint creation of intervention portfolios that are well suited to the needs of communities, territories, and institutions in real time.
- Develop adaptive capacities in a complex context of continuous change. These are capabilities to respond to emerging opportunities based on the needs and aspirations of the community.

	Traditional evaluation	Developmental evaluation
Goals	Support incremental improvement and measurement.	Support the process of innovation and adaptation to dynamic environments.
Functions and responsibilities	The evaluators are external to the programme to ensure their independence and objectivity.	It works as an internal team, integrated into the implementation process and testing new solutions in real time.
Measurement	It focuses on explicit and pre-established criteria.	Focused on programme values and committed to long-term impact.
Options	Master quality criteria.	A variety of options depending on the evolution of the programme.
Results	Formal reports and good practice cases.	Real-time feedback, focused on the learning process.
Complexity	The evaluator attempts to control the evaluation process.	Immediate response capacity, without total control of the process.

- **Added value: Create a safe space for collaborative experimentation and learning**

Unlike traditional projects, the Laboratories incorporate the experimentation portfolio approach. This approach encourages interconnection between initiatives and projects linked to public drug policies. Rather than opting for a specific strategy and going all in, this tool suggests building experimental spaces that allow us to test various solutions in real time in order to scale and convert the solutions with the best results into public policy, while also promoting public-private-civil partnerships.

Experimenting is a way to manage risk more safely, anticipating possible scenarios. In this way, the stakeholders participating in the Laboratories create a safe space to test new forms of collaboration and jointly promote a battery of interconnected prototypes. Experimentation portfolios also have the capacity to respond differently to the various narratives operating in a given context.

Innovation and experimentation processes in complex systems require new evaluation methods to enable real-time decision-making and to adapt strategy to alterations in a changing system.

Rather than pursuing clearly defined outcomes from the outset of the intervention, the developmental evaluation approach seeks to generate new knowledge, new relationships among stakeholders, and foster the development of new interconnected prototypes and new ways of utilising existing networks and initiatives. These types of processes therefore require the incorporation of a developmental evaluation layer that enables changes and impacts to be observed in real time, allowing for alterations and adjustments to be made to the process.

Processes involving multiple stakeholders, from multiple levels and directions, also require new forms of communication, new governance models, and new financing.

5. The K-tool: new digital infrastructures to address complex challenges

Today's global challenges, such as drug-related phenomena, are complex problems that require an experimental approach and collective intelligence to be fully addressed. These multifactorial challenges cannot be solved with one-off solutions, and when implementing these new open innovation approaches, we must also learn to operate in a fundamentally digital environment. The volume of information and the number of stakeholders interacting in such complex contexts requires new digital capabilities.

In this context, the K-tool, designed by the **ALC**, offers a digital space to view, manage, and evaluate Social Innovation Laboratories. The tool offers public administrations, civil society, and the private sector a new infrastructure to develop these new digital capabilities:

(1) map and visualise ecosystems
(2) listen more deeply to the network of stakeholders
(3) collectively interpret information
(4) systematise co-creation processes
(5) manage adaptive experimentation portfolios.

This enables more informed, collaborative decision-making, aligned with social demands and emerging narratives.

The K-tool is managed from a general panel that centralises the data entered through different modules. The tool offers a shared, digital space where the various organisations behind the Laboratories and their beneficiaries can share their work, facilitating the visualisation of the information generated and its joint management. It is also configured as a tool for disseminating the knowledge accumulated by the **COPOLAD III** programme in the deployment of the Social Innovation Laboratory network. Its objective is to offer a real-time view of the evolution of the process, identifying its strengths and areas for improvement. **The function of the K-tool will be illustrated in the final appendix of this guide. The final appendix illustrates, step-by-step, how to systematise the information obtained in the K-tool for each of the basic elements or capabilities included in the different modules.**

In practice, local teams in the Laboratories in Chile, Colombia, and Peru have worked on analogue versions of the K-tool, or integration matrixesel. This matrix allowed the teams to record and systematise all the information generated by the Laboratories. In Uruguay, the team has worked directly with the K-tool since the beginning of the process. **The process of systematizing information on mapping, listening, collective interpretation, and co-creation —using the tools proposed by Agirre Center— ensures the development of core social innovation capacities among local teams.**

- To access the K-tool, visit the following link: https://ktool.agirrecenter.eus/
- To download the integration matrix tool templates, click the following link: Integration matrix

6. Narrative summary of the Social Innovation Laboratories

Agirre Center, with the support of the **COPOLAD III** team, has accompanied four countries in the deployment of five Social Innovation Laboratories in the **LAC** region.

The local teams that comprise the Laboratories are hybrids, given that they include community organisations, public administrations, local and national drug agencies, and —in cases where the process is more advanced— the beneficiaries. Its nature of each Laboratory varies according to the specific context and local leadership. In Chile, leadership is primarily driven by the public sector; in Colombia, it is led by community-based organizations with support from the public sector; and in Peru and Uruguay, leadership is shared between both sectors. The main role of the local team is to implement the Laboratory, which involves systematizing the various phases of the innovation approach. Their responsibilities include conducting listening and mapping exercises, documenting information, and designing and facilitating collaborative interpretation and co-creation sessions. Agirre Center provides more intensive support during the initial stages of the Laboratory, gradually reducing its involvement as local teams take greater ownership of the approach.

a. CHILE

The National Service for the Prevention and Rehabilitation of Drug and Alcohol Consumption (SENDA) was supported to launch a Social Innovation Laboratory in Talca (Maule Region) to improve the state's response to drug use among minors in care (children, adolescents, and young people at risk). Local, regional, and national stakeholders and initiatives were mapped, identifying the determining factors and potential areas for inter-institutional coordination, with the aim of creating more effective care mechanisms. From an initial portfolio of 24 prototypes, the following, aimed at both qualifying public services and institutionalising education in social innovation at INNSENDA, were prioritised in the short term:

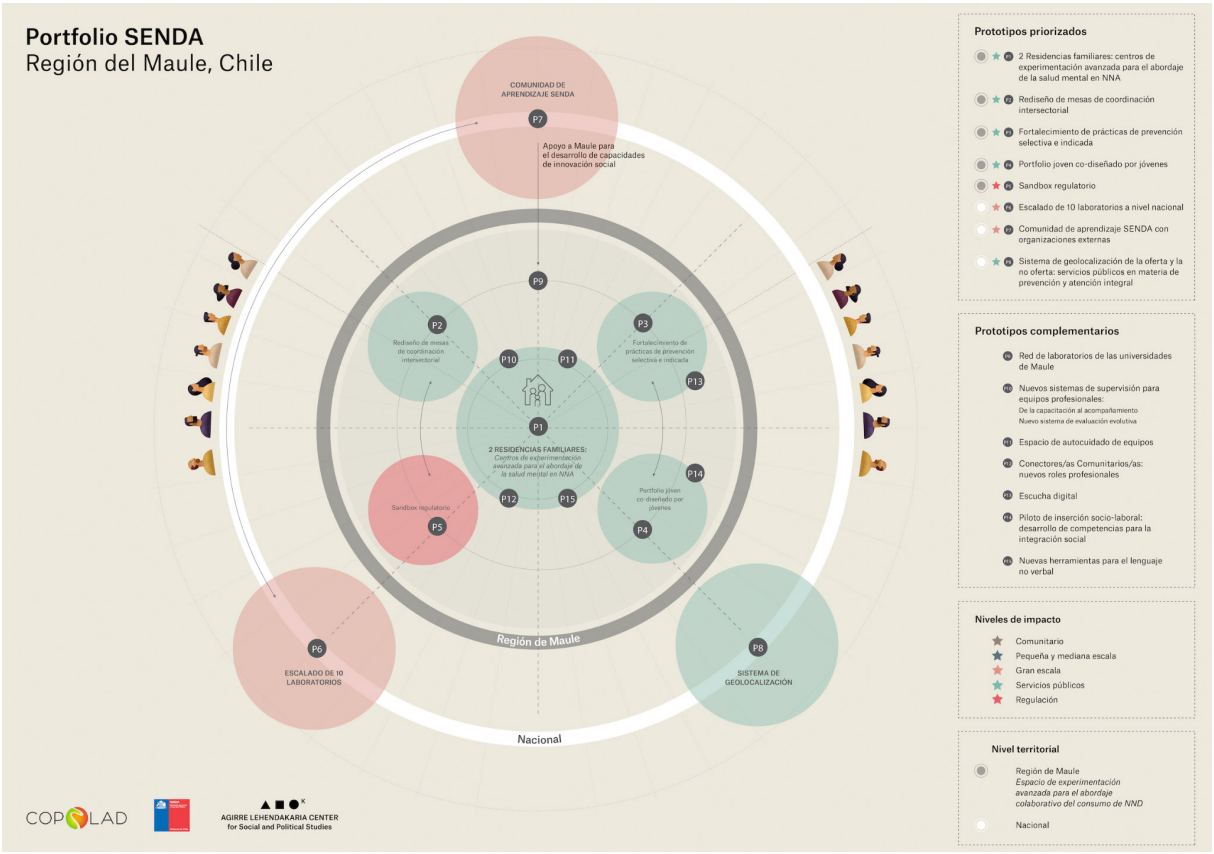


Image 3: Laboratory portfolio in the Maule Region, Chile.

b. COLOMBIA

Both the Laboratories in Colombia have a multi-level component in terms of public policy: on the one hand, the Ministry of Justice and Law at the national level, and on the other, the Viviendo Corporation at the territorial level. The goal is to work with young people at a high risk of drug trafficking and problematic drug use in Santander de Quilichao (El Porvenir neighbourhood) and Cali (Sucre neighbourhood). In addition to professionals and public authorities, the initiative has given a direct voice to young people, women, and communities in vulnerable situations. This process has led to a portfolio of new initiatives capable of responding to the complex realities identified by these communities, including: a network of community gardens in Cali to promote food security, community service, and environmental education in the Sucre neighbourhood; the Ruta Porbeta in Santander de Quilichao, which integrates a network of local women-led businesses in the El Porvenir and Betania neighbourhoods; and the Youth Center in Santander de Quilichao, which addresses the need to strengthen sports and cultural activities as a strategy for prevention and social inclusion. The Laboratories have also made it possible to operationalise Axis 4 (addressing drug use) and Axis 7 (changing narratives) of the National Drug Policy to measure changes in narratives through new tools and developmental indicators. Key institutions are co-creating a new instrument that will scale-up the social innovation approach, entailing a shift in the way they operate across the country in order to address youth-focused consumption.

Image 4: Laboratory portfolio in the Sucre neighbourhood, Cali.

c. PERU

The National Commission for Development and Life without Drugs (DEVIDA), the body governing drug policy in Peru, is supported in the promotion of an advanced experimental space consisting of an Early Warning System (EWS) to protect native communities in territories affected by the invasion of settlers engaging in illicit businesses (illegal logging and coca cultivation) in the Flor de Ucayali native community (Peruvian Amazon). The Laboratory works in close coordination with human rights defenders via the Ministry of Justice (MinJUS) as well as with the Ombudsman's Office. Four blocks of innovation prototypes were identified, linking both public services (an early warning indicator system and new patrolling and connectivity systems that reinforced the existing ones) and community levels (indigenous surveillance and Integral Alternative Sustainable Development [DAIS] initiatives), with institutionalisation and scaling up at the national level (through the MinJUS and the Ombudsman's Office). The main innovative approach lies in creating inter-institutional coordination between the various monitoring systems, including the MinJUS Mechanism for the Protection of Human Rights Defenders, environmental oversight, official monitoring of park rangers in protected areas (Ministry of the Environment), and indigenous community surveillance systems.

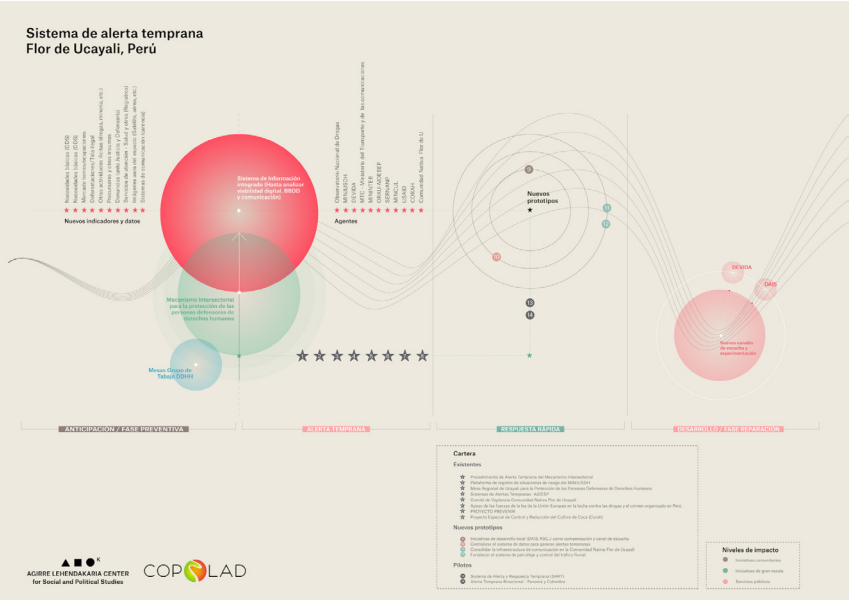


Image 5: An Early Warning System, Flor de Ucayali, Perú.

d. URUGUAY

The National Drug Board (JND), National Directorate for the Support of Released Prisoners (DINALI), National Institute for Women (Inmujeres), and the El Abrojo non-governmental organisation (NGO) are supported in promoting a space for experimentation in Integrated Sustainable Alternative Development (DAIS) in the urban context. The focus is on women in vulnerable situations with minors in their care and those linked to the drug production and micro-trafficking chain. The Laboratory is in its initial phase of listening, mapping key stakeholders and initiatives, and visualisation of new initiatives that respond to the narratives identified in the Casavalle community (Montevideo Metropolitan Region). This exercise has laid the groundwork for a long-term process based on experimentation and learning from the institutions leading the operation.

7. Glossary

- **Stakeholders.** These can be defined as the people, groups, or organisations that participate in the drug problem, whether through supply, consumption, regulation, prevention, or social intervention. These stakeholders play an active role in finding solutions and experimenting with innovative approaches to address the complex challenges associated with this phenomenon.

- **Social Innovation Laboratory or Platform.** The Social Innovation Laboratories are spaces for experimentation and learning that offer civil society, public institutions, and organisations tools to collaboratively address complex challenges. The Laboratories or Platforms incorporate five main elements: (1) mapping and visualisation of existing resources in the ecosystem (projects and stakeholders); (2) listening to that ecosystem; (3) collective interpretation of the generated information; (4) co-creation and co-design of new multi-level solutions that connect directly to existing projects; (5) prototyping and scaling of an experimentation portfolio.

- **Developmental evaluation.** In addition to the traditional approach to monitoring and evaluating systems that uses a logical framework to implement well-defined activities and respond to specific development objectives specified in advance, developmental evaluation is a process of analysis, dialogue, and reflection that allows the stakeholders driving the process to understand more subjective perceptions of what the intervention is achieving in real time and what is allowing or preventing the desired change.

- **Theory of change.** This is a hypothesis that describes the strategic vision of the desired change.

- **Iteration.** In Social Innovation Laboratories, iteration refers to each continuous cycle of testing and learning aimed at addressing complex social challenges, which includes work on mapping, listening, collective interpretation, and co-creation of the experimentation portfolio. This adaptive approach, tailored to contexts of uncertainty, allows ideas to be refined based on feedback and real-world results, promoting greater social impact and sustainability.

- **Ecosystem mapping.** An exercise to visualise the set of stakeholders and initiatives operating in the same system or territory. Mapping allows the connections already present to be identified and suggests new collaborative relationships.

- **Deep listening process.** This is a set of qualitative tools that, complemented by quantitative data, can unravel the narratives of a territory or community and can reveal its needs, challenges, and opportunities in greater depth. In addition to identifying community narratives, the listening process also provides potential ideas for addressing these needs and opportunities. The objective of the listening process is to identify the narratives operating in a given territory, analyse them, and obtain a segmented snapshot of the different ways of perceiving the same reality in a given territory or community.

- **Narratives.** These are the subjective perceptions that people and organisations have about the reality in which they live, as expressed through social discourses. These narratives have a decisive influence on what is believed to be susceptible to change and what is not and can determine the success or failure of the socio-economic initiatives implemented to transform a given territory. Narratives are analysed in three different layers, based on the depth of the discourse: visible narrative (public speeches during the initial contact); hidden narrative (analysis of verbatim quotations that, through their patterns, indicate something hidden behind the textual discourse); meta-narrative (a deep belief that operates and conditions the previous two layers).

- **Perceptions.** Opinions, ideas, and perspectives that people and organisations have on specific topics.

- **Patterns of perception.** Patterns are repeated perceptions and thoughts that operate with a particular subject. Patterns are useful when it comes to analysing narratives for social change.

- **Etnographic profiles** Ethnographic profiles are the visualisation of narrative patterns. They represent unified patterns of perception, behaviour, and thought that are repeated or operate in a certain territory. The profiles represent the range of ages, social origins, and occupations within a group of people. Through ethnographic profiles, it is possible to compare the identified narratives with existing and new, planned activities.

- **Collective interpretation.** The deliberation process through which the information generated by mapping and deep listening is contrasted with various stakeholders linked to the process. In these sessions, which take place systematically, the various stakeholders complement and legitimise the information to achieve a more complete analysis of the complexity of the perceived challenges and opportunities.

- **Co-creation.** Process by which different stakeholders linked to the process collaboratively develop new ideas and solutions. It is linked to the processes of collective listening and interpretation, given that the profiles (narrative patterns) already contrasted with the community are the basis for co-creation.

- **Co-design.** Process by which new ideas arising from the co-creation process are developed and specified. This approach attempts to actively involve the different stakeholders linked to the process to ensure that the results meet their needs and are tangible. They must all be integrated and conceptualised as an interconnected portfolio.

- **Initiative.** An action or set of actions designed to address a specific challenge or need within a system or territory. Initiatives can vary in their degree of innovation, implementation, and scope and are classified into three main categories: prototype, project, and pilot.

- **Prototypes.** Completely new, highly innovative initiatives arising from the shortcomings identified in the listening process.

- **Projects.** Existing initiatives that have a demonstrated impact and usefulness but are not highly innovative.

- **Pilots.** Initiatives inspired by evidence of impact elsewhere, but which need to be adapted to the local context.

- **Experimentation portfolio.** The portfolio approach enables stakeholders to shift from traditional, linear innovation models to more complex systems-change logics, through a portfolio of interconnected initiatives co-created with the community. This approach supports the development of a sustainability strategy grounded in proposed solutions that have already shown positive results.

By linking existing investments, it also helps attract both current and new actors interested in experimenting with integrated, systemic approaches.

- **Levels of impact or intervention.** The activities comprising the portfolio respond to five levels of intervention:

    - **Community** Initiatives that arise from community efforts and do not necessarily have a sustainable business model.
    - **Small and medium scale:** These interventions take the form of a startup or even a larger company with a sustainable business model.
    - **Large scale:** impactful interventions or large-scale public–private partnerships with higher levels of investment or collaboration.
    - **Public services:** Redesign of current or new public services in the areas of education, health, transportation, and citizen participation, among others.
    - **Opportunities in the regulatory field:** current and relevant regulations or legislation (for better or worse) to support the initiatives described above.

- **Developmental indicators.** The developmental indicators are nourished by the information collected in real time through the process of deep listening and implementation of the interventions that are part of the experimentation portfolio. Rather than measuring the objectives, outputs, and outcomes already defined by impact indicators, these additional indicators help the team measure the degree of social innovation of the activities they support and identify potential changes in the broader system, as well as how these changes are perceived by stakeholders involved in the process.

- **Most Significant Change** The Most Significant Change technique allows the Laboratory team to collect. Narratives from the stakeholders linked to the process and identify any changes in the perception of the promoted interventions, or in those in the general ecosystem, that may have occurred The team reviews these narratives to reflect on why the change is significant and what actions, if any, should be taken to respond to the change.

- **Interconnections.** Within the same experimentation portfolio framework, these are existing or new links, interrelationships, and interdependencies between stakeholders, already existing activities, and/or new solutions. Interconnections fall into different categories:

    - **Thematic interconnections:** these operate in the same thematic area.
    - **Territorial interconnections:** which operate in the same territorial area.
    - **Sectoral or relational interconnections:** where there is an interrelationship between work processes, they share operational objectives and combine resources, competencies, and skills towards a common goal.

Module 1: Ecosystem mapping

Before launching a Social Innovation Laboratory in a new territory, it is essential to identify the entities operating in the area and the initiatives related to the problem or challenge to be addressed that they are promoting. The same goes for the connections between the mapped entities and initiatives, and potential future connections. Likewise, it must be ensured that the actions to be developed respond to the real needs of the community, are relevant in the local context, and do not overlap with ones that already exist.

To achieve this, the key stakeholders and the initiatives carried out in the territory must be mapped and the local community must be listened to.

This module presents the ecosystem mapping process, the steps involved in ensuring good practice, with examples, as well as the systematisation of this information.

1. What is systemic mapping and why is it important?

Ecosystem mapping is the process by which, in a given area, a Social Innovation Laboratory team identifies, visualises, and incorporates key stakeholders and the main initiatives they implement in their work processes. Once an initial list has been created, the connections between these stakeholders or entities at the time the exercise is being conducted, as well as what new strategic connections could be created in the future, are analysed. Systemic mapping is important because the exercise of identifying, systematising, and visualising strategic entities and initiatives allows us to understand a system and the interrelationships between its constituent elements.

In addition, the mapping exercise allows us to analyse existing initiatives in relation to community needs, thereby identifying gaps in the system. Framing the mapping within a structured portfolio will allow the innovation team to identify these gaps or leverage points, the places in the system where well-targeted initiatives can produce significant and lasting improvements.

Who and what do we map?

The mapping exercise is ongoing throughout the entire process and should be updated periodically to understand how it is progressing. We map ecosystem entities (the *who*), its main actions (the *what*), and how they interact with each other.

The **stakeholders** are classified into categories: beneficiaries, international cooperation, funding entities, focal points of the **COPOLAD III** programme, public sector, private sector, and civil society, among others.

The **actions** are classified into five levels of impact or intervention. These levels of intervention aim to ensure a systemic approach. Thus, the mapped actions that will later connect with the **COPOLAD III** programme prototypes (whatever type they may be [1]) are divided into:

(1) Community relationships. Initiatives that arise from community efforts and do not necessarily have a sustainable business model. Some examples of this type of intervention include artistic and cultural activities promoted by community stakeholders or community soup kitchens.

(2) Small and medium-scale initiatives. These interventions take the form of a startup or even a larger company with a sustainable business model. Some examples of this type of intervention include a cooperative of culinary businesses or a small recycling company.

(3) Large-scale initiatives and public–private collaborations. These are initiatives that bring together public institutions and companies to launch large-scale programmes. Their business model typically combines public investment and commercial activity. Examples of such collaborations can foster integrated social services for harm reduction and social inclusion, such as the intersectoral coordination committees for the design of a new, comprehensive consumer-care system.

(4) New public services. Public services and access to them and government initiatives in education, healthcare, social and labour inclusion, and job creation. Some examples of this type of intervention include: health services; social and labour inclusion services for people undergoing treatment; and a new housing model for homeless people (Housing First).

(5) New regulation. Current regulations or legislation, whether facilitators or obstacles, relevant to the **COPOLAD III** programme work topics. For example, the Colombian Ministry of Justice's new drug policy, 'Sowing Life, We Banish Drug Trafficking', the Urgent Consideration Law (LUC) in Uruguay, or the Guarantees Law in Chile.

The main objective of this exercise is to better understand the complexity associated with the drug phenomenon in a given country, municipality, or community, inviting all the stakeholders involved to share and compare their work. The five Laboratories carried out this process at several levels: regional, national, municipal, and neighbourhood (or microlocal).

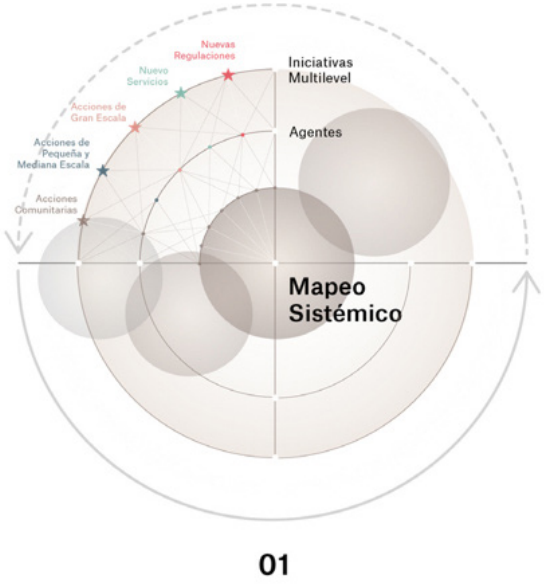


Image 6: Systemic mapping.

How do we map? A step-by-step guide
To map a territory, we perform the following actions:

I. **Make a list** of the entities and initiatives with which we are working in the territory or with which we have some kind of relationship (for example, because they also work in the field of drug policies or are linked to the problems addressed by the Laboratory).

II. **Add** the entities or stakeholders that could be involved in the process to list. For example, future connections with relevant associations or individuals in the region, private companies, and services from other portfolios, etc. The proposal must include new stakeholders with whom there is no prior connection in the mapping; for example, the private sector has been a key potential player for all five Laboratories (Module 2 explains how to make initial contact with these stakeholders). For each role, consider what they do, where they do it, and what they might contribute.

III. **List all existing initiatives** in the territory related to the Innovation Laboratory or with drug issues. Also list other areas that may be related, such as education, culture, or health. For each one, consider the five intervention levels: (i) community relationships and projects; (ii) small and medium-scale initiatives; (iii) large-scale initiatives and public–private collaborations; (iv) public services; and (v) new regulation.

These questions can help guide your first exercise in identifying stakeholders and initiatives:

- *How can we better understand, and interconnect key entities and strategic initiatives linked to the drug phenomenon?*
- *What are the key entities in the territory?*

- *What projects are underway at different levels, and most importantly, how do they all interact with each other? and most importantly, how do they all interact with each other?*
- *Finally, what can we learn from these footholds and weaker connections?*

IV. Analyse the information obtained. Classify it according to categories or criteria previously defined by the team. Some examples of such categories —which can guide the analysis exercise and should be adapted to the local or thematic context— include the following: entity or initiative name, description, sector, and thematic area, among others. Assign an intervention level to each of the initiatives identified. Analyse how these stakeholders and initiatives are connected to each other and what potential connections could be created in the future.

V. Systematise the information. Systematise the information obtained from this first exercise in the integration matrix or by using the K-tool.

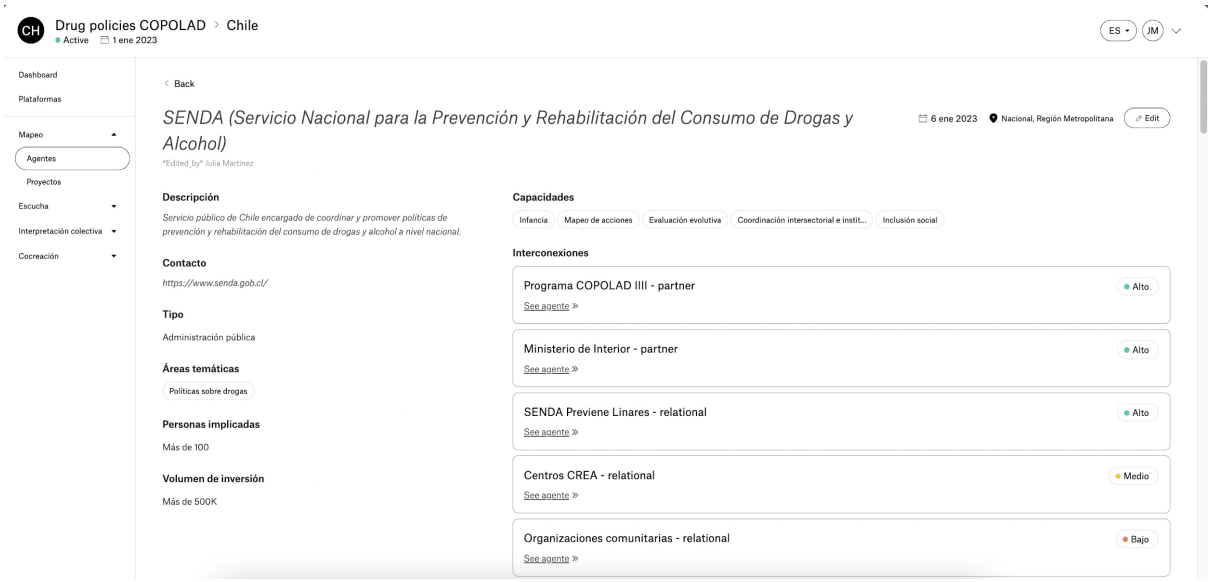


Image 7: Systematisation of stakeholders performed with the K-tool.

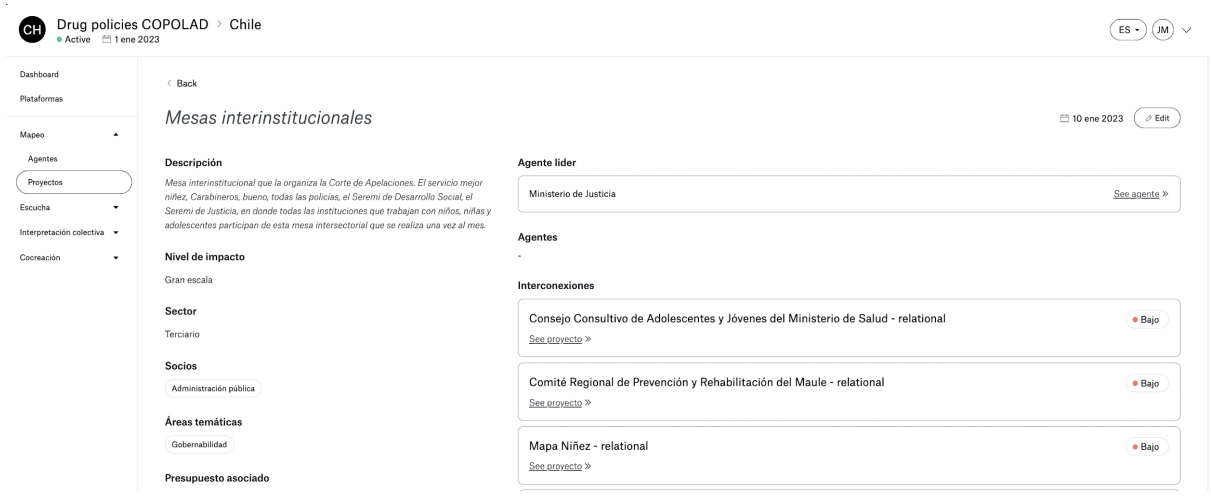


Image 8: Systematisation of projects using the K-tool.

VI. **View the information.** The team should choose the best way to display the information. Both digital and analogue examples and tools are available for this purpose (see the Appendix**).** There are different ways to view information; the important thing is to work with the team to determine which one is most appropriate for the context in which you are working. *The* Appendix *of this guide presents some templates designed by the ALC team that can help steer you through this exercise.*

VII. **Compare and contrast the information.** Bring together the various ecosystem stakeholders to compare the views and complement them with the information provided in these Collective Interpretation sessions. **Cross-referencing information is key to determining the relevance of the stakeholders and activities identified by the Laboratory team, as well as what others should be considered for incorporation into the mapping exercise.**

Suggested format for a Contrast Session

- Duration: 90 minutes.
- Requirements
  a) In person: Different coloured felt-tipped markers, a fluorescent marker, sticky Post-It notes.
  b) Online: The poster can also be created digitally by pasting notes and comments in PDF format.

- **Participants:**
  List the names of the participants.
  If you wish, you can also take a photo of the group and the poster.

- Give each participant a felt-tip marker; ask them to write the names of stakeholders and initiatives that influence the selected issue, at the five levels of intervention, on the Post-It notes (one action/initiative per note; one stakeholder per note, in a different colour). Remember that this can be individuals or groups at the five levels previously mentioned. Add your Post-It notes to the paper poster. Some questions to consider are:

  - *How can we better understand and connect the key players and initiatives related to this topic or challenge?*
  - *Who are its key stakeholders (public administration at different levels, local businesses, primary sector producers, young people, women, foundations, and academic institutions, etc.)?*
  - *What projects already exist at different levels?*
  - *How does each stakeholder connect with other stakeholders related to the issue or challenge? Add arrows between the Post-It notes.*
  - *Identify which stakeholders are influential in this space. Highlight the corresponding*
  - *sticky notes. Identify stakeholders you have easy access to. Mark these notes with a star.*
  - *Who is currently missing from the conversation about the problem?*
  - *Now, look at the resulting map you have created. How do the elements interact with each other, and what can we learn from these footholds and weaker connections?*

- Allow participants to collectively discuss and interpret each other's ideas together. Other materials (such as threads or markers) can be used to connect actions and agents (existing and potential connections). This ecosystem map will be an important reference point for the rest of the process. Remember to take a photo of it and compile all the information from the map because it will be key in the following steps.

The information below outlines some additional guidelines for the innovation team facilitating the session:

- *Gather feedback and enrich the mapping of stakeholders, initiatives, and the interconnections between them.*
- *Discover the gaps between challenges and opportunities. Recognise what is missing in order to delve deeper into the subsequent mapping analysis.*
- *Identify valuable opportunities in order to generate connections. Engage with potential collaborators, even for quick conversations, as part of the listening process.*
- *Design a follow-up process for the stakeholders who participated (individual calls or messages, etc.). Monitoring is a fundamental element in generating trust and ownership of the process among local stakeholders.*
- *Systematise the information obtained in the integration matrix and update the views.*
- *This process is complementary to deep listening and will serve to begin outlining the reality of the community and identify potential listening channels.*

3. Examples of mapping in the Laboratories

Example 1: The Chilean Laboratory

The Chilean Laboratory team, composed of professionals from SENDA Maule and SENDA Nacional, began the Laboratory process by mapping key stakeholders.

- **Step one.** Identify stakeholders with whom SENDA already has a relationship to address the problem of children and adolescents who use drugs and are under the care of the State. This first exercise resulted in a list of stakeholders, mainly from the public sector, who have a natural connection with SENDA (for example, the Specialised Protection Service or health services, because they are part of inter-sector organisations).

- **Step two.** Identify stakeholders who also address the same issue but with whom SENDA has not yet had a relationship. Other key stakeholders from the community, academia, and private sectors (for example, the Chilean Reducing Damage Foundation, the Innovation Laboratory of the Catholic University of Maule, and municipal schools) were added to the list during this exercise.

This information was then viewed at different territorial levels and in different categories (associations, governments, health and services, and educational centers, among others):

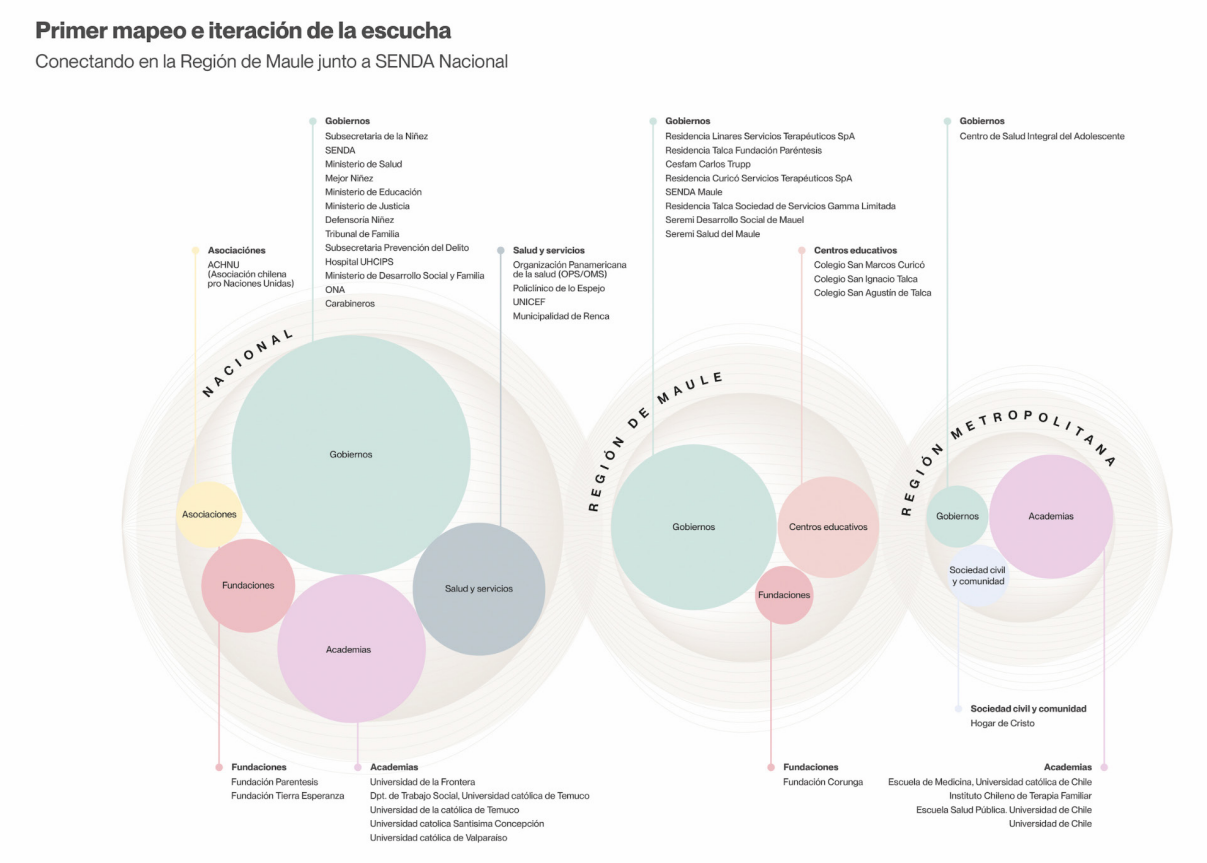


Image 9: Graphic showing the first mapping and listening iteration in the Maule Region.

- **Step three.** Identify the activities these stakeholders were carrying out. This information was visualised based on the five levels of intervention (see *Image 9*). This information makes it possible to assess whether the set of activities the Laboratory is identifying is balanced. For example, in the case of Chile, the activities identified were predominantly public services. There was a gap when it came to large-scale, small-scale, and medium-scale initiatives, and in terms of regulation. In successive iterations of the mapping, SENDA team strengthened the identification of activities that were underrepresented at the intervention level.

- **Step four.** Compare the views with those of the broader community beneficiaries, public sector, and academia, among others). In these sessions, the Laboratory team extracted relevant information to structure the mapping in the following iterations: *What other stakeholders and initiatives should be added to the Laboratory? What are the most relevant connections? What new connections can the Laboratory help generate?*

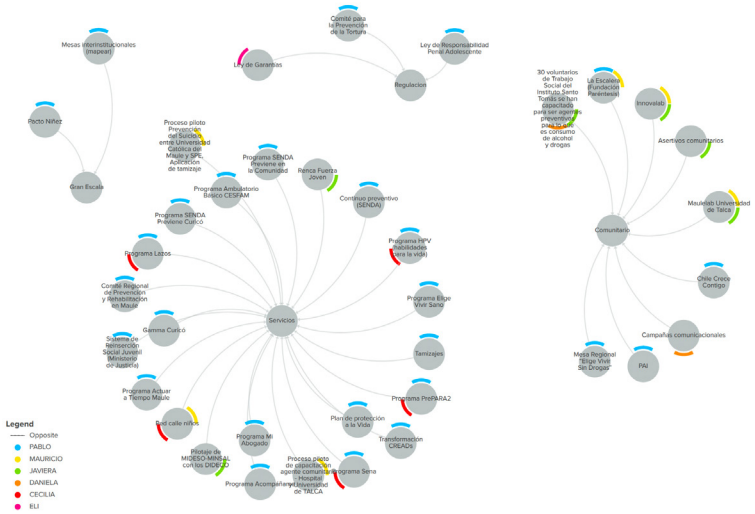


Image 10: Mapping and visualisation of interconnections in the Maule Region.

Added value	Findings and challenges
• Mapping actions and stakeholders is not a linear process but rather, a constant and dynamic practice that must remain active over time while being implemented by the Laboratories. • Mapping allowed us to transcend the natural network of the implementing stakeholder, in this case, that of SENDA, which was limited primarily to the public sector. Private sector involvement remains a cross-sectional challenge for all five Laboratories. • It allows us to visualise all the existing efforts (stakeholders and activities) in the territory to address the problems of children and adolescents who use drugs and are under the care of the State. • It facilitates the coordination of initiatives, preventing them from operating in isolation or becoming fragmented, thus amplifying their impact. • It helps avoid duplication of efforts by maintaining a holistic and aligned view of the ecosystem during co-creation.	• The institutions that address the drug problem in Chile lack the tools to visualise existing drug-related efforts across the country in real time. • Multiple capabilities exist in key areas across the ecosystem (for example, harm reduction, prevention, treatment, co-creation, and data visualisation, etc.), but they lack effective connections to each other. For example, within the framework of the Laboratory, SENDA can connect with Chilean Reducing Damage Foundation to develop harm reduction initiatives, and SENDA Maule can establish a new connection with the Innovation Laboratory of the Catholic University of Maule to strengthen the co-creation phase. • One of the challenges is the lack of a sustained monitoring strategy for the identified network of stakeholders. Sometimes, the lack of resources in the territory hinders the consolidation of stable relationships, beyond the mere identification of strategic stakeholders.

Example 2: The Uruguayan Laboratory

The Laboratory team in Casavalle, in the Metropolitan Region of Montevideo, is made up of a multi-level group comprised of the National Drug Board (JND), National Directorate of Support for Released Prisoners (DINALI), National Institute for Women (Inmujeres), and the local organisation, El Abrojo. From the outset, the team adapted the tools proposed by ALC to fit the needs of the local community, prioritising interconnections between stakeholders.

Image 11: The tool adapted by El Abrojo.

- **Step one.** Based on its previous experience in the neighbourhood, El Abrojo performed an initial survey to identify the community initiatives in Casavalle, such as SACUDE and Cedel Casavalle.

- **Step two.** JND, DINALI, and Inmujeres complemented the initial list with initiatives promoted by the public sector, based on their knowledge and experience in local interventions. Once this initial list was completed, the laboratory team organised a mapping comparison session.

- **Step three.** The Laboratory team analysed the initiatives identified to determine the main gaps and needs of the ecosystem, noting that efforts targeting women in vulnerable situations were primarily focused on the community and public services spheres, operating in a disconnected way. The five-level intervention framework was used to categorise initiatives and identify gaps.

- **Step four.** Other stakeholders from the public sector (health centers in Casavalle), community (neighbourhood residents), and academia (high schools in Casavalle and professionals from the University of the Republic), and the private sector (small neighbourhood cooperatives such as Integracoop and large companies such as MAPFRE) were invited to this session. Participants had to answer the following questions: *What relevant stakeholders and initiatives are missing?, What connections are there between the identified stakeholders and initiatives? What new connections can be generated or strengthened within the framework of the Laboratory?*

Image 12: Collective interpretation session in El Achique de Casavalle, November 2024.

Image 13: Collective interpretation session in El Achique de Casavalle, November 2024.

Added value	Findings
• It allowed each participant to identify their role in the broader system, visualise connections, and recognise complementarities and duplications in their activities. • It highlighted cohesion at the community level and revealed gaps in collaboration with the institutional and private sectors. • It generated a shared vision of the problem, encouraging the assumption of shared responsibilities among the different stakeholders. • Repeating the exercise allowed the quality and quantity of collaborations generated, as well as the degree of interconnectedness achieved between key stakeholders, to be evaluated. • It provided a solid foundation for co-creating effective interventions based on a systemic analysis of unmet needs.	• Women are driven into micro-trafficking by economic pressures and unequal power relationships in their communities. • The associated stigma hinders their social and labour inclusion, perpetuating a cycle of exclusion and vulnerability. • Communities face a culture of violence, and a state-led approach focused on repression, without preventive or comprehensive solutions. • Weak connections between public and private stakeholders limit the effectiveness of interventions. • It is crucial to integrate affected women into co-creation processes, as well as to involve the private and educational sectors to expand opportunities.

SUMMARY OF MODULE 1. MAPPING

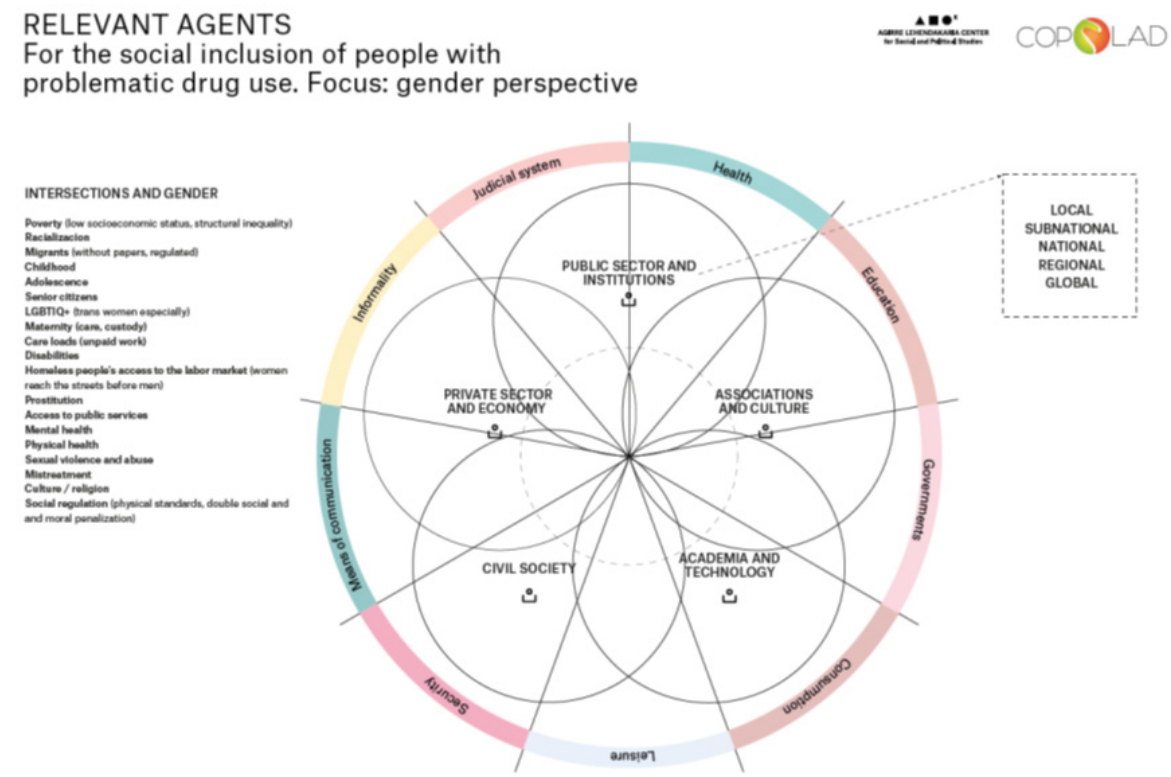
	Added value	Challenges	Minimum requirements
Ecosystem mapping	This allows the key stakeholders and initiatives in the territory to be identified, systematised, and visualised.	The dynamic and constant nature of mapping requires continuous updating to reflect and evaluate changes.	Establish periodic reviews of the mapping to keep the information up to date. Identify and address existing gaps at different levels of intervention.
Connection between stakeholders and collective intelligence	Facilitates the identification of interconnections and gaps in relationships and It generates a common understanding of the problem among the stakeholders.	Bridging the gaps in collaboration between the public, private, and community sectors.	Promote multisectoral collaboration mechanisms and initiatives at different levels of intervention. Perform collective contrast exercises to generate new connections.
Ecosystem visualisation	Allows key stakeholders to collectively interpret and analyse system dynamics.	Views do not always allow isolated stakeholders or critical areas that have not been addressed to be clearly identified. The proposal is that each team adapts the visualisations	Use and systematisation of data in the K-tool. Train local teams in the use of the K-tool to systematise, analyse,

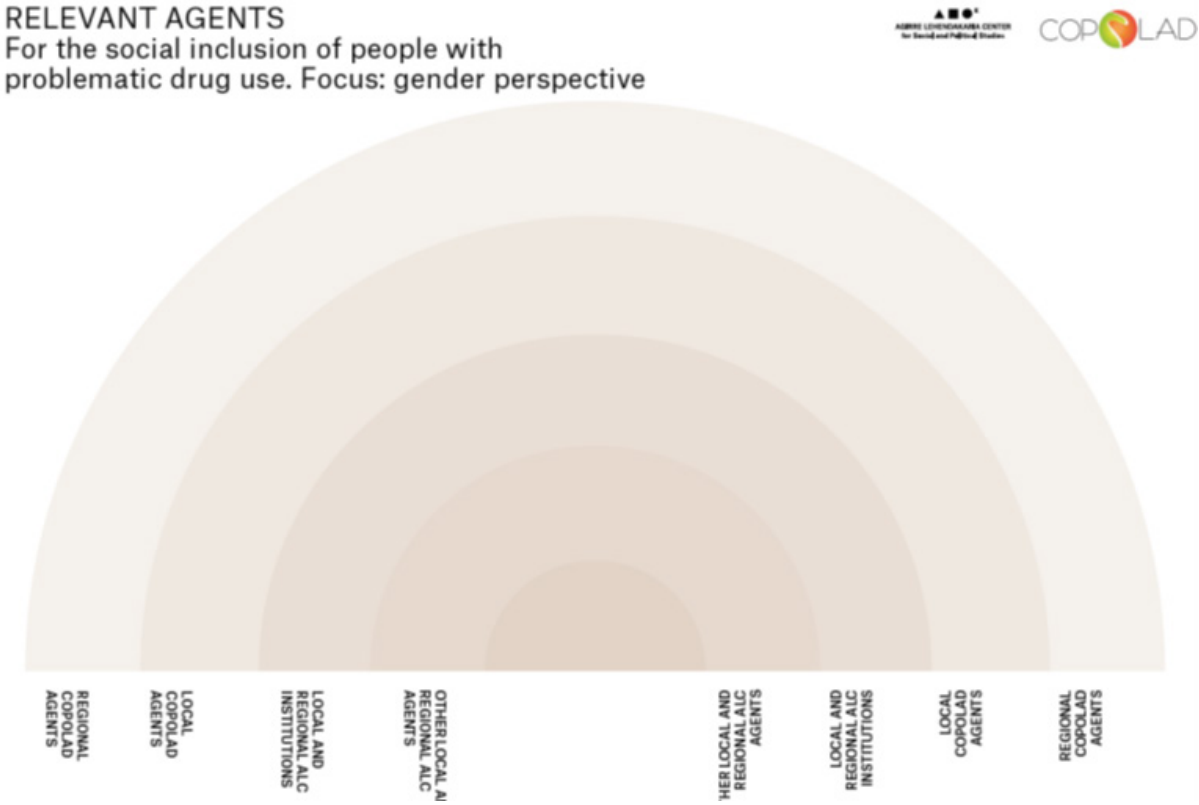
Towards Module 2: How do we connect mapping and listening?

The mapped activities are important for providing an overview and avoiding duplication, but also for comparing them with the needs of the community (represented through ethnographic profiles produced via the listening process). Analysing initiatives related to community needs that are already in place allows teams to identify which needs or segments are not being addressed by existing actions, and specifically, where new projects are needed (which will be formed in the co-creation phase).

4. Appendices:

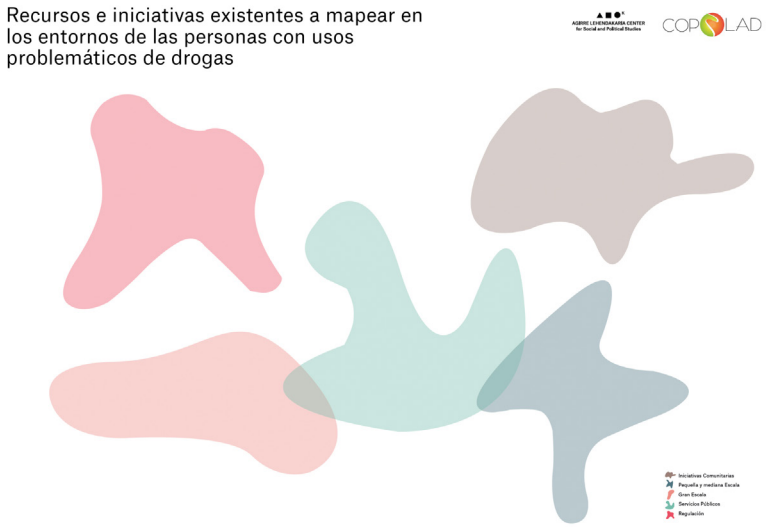
Tools for systemic mapping

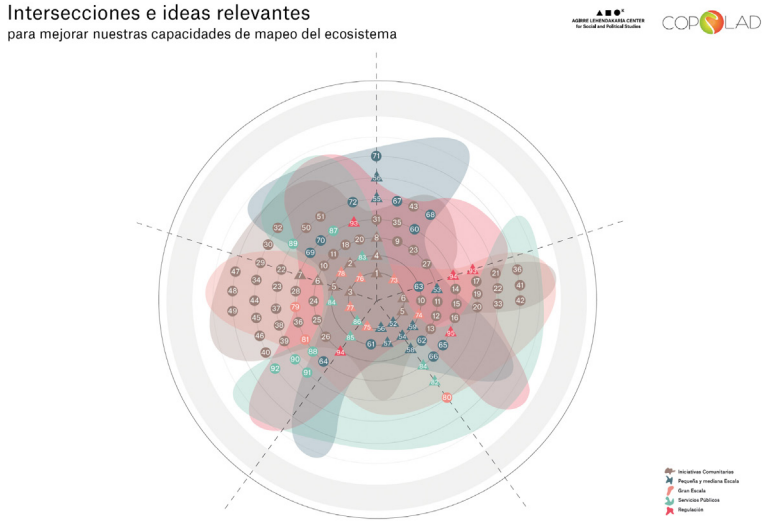


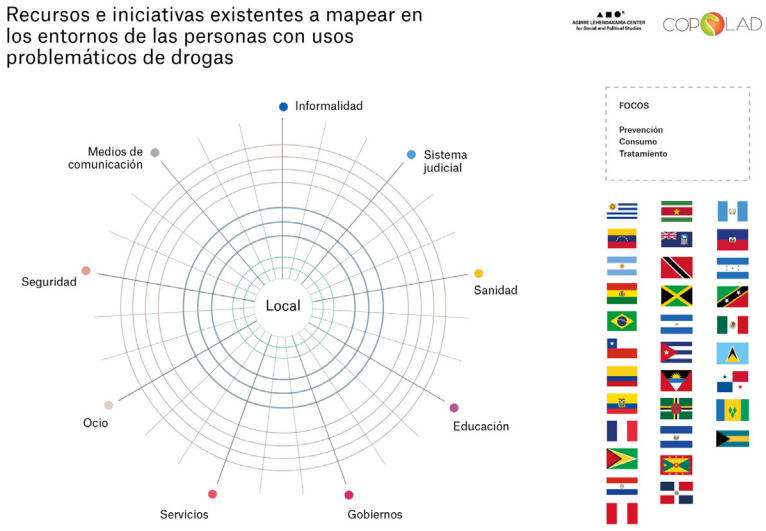


Images 14 and 15: Relevant stakeholders with a focus on the gender perspective.

Tools for mapping initiatives







Images 16, 17, and 18: Resources and initiatives for mapping in relation to drug use

Module 2: Deep listening and collective interpretation

1. What is deep listening and why is it important?

Deep listening **is key and forms the basis of the rest of the process.** It is a set of qualitative tools that, when complemented by quantitative data, can unravel the narratives of a community and reveal, in depth, its needs, challenges, and opportunities. In addition to identifying community narratives, the listening process also provides potential ideas for addressing these needs and opportunities. It is precisely these discoveries that connect the listening process with prototyping (or co-creation).

For innovation portfolios to work, it is essential that the proposed solutions be based on a deep listening process. A robust listening process allows for better connection between existing efforts and the social dynamics operating in a given territory. A robust listening process combines different channels for gathering information (from semi-structured interviews to participatory photography), is sustained throughout the entire process (rather than as a one-off exercise), and is systematised according to a series of parameters to identify recurring ideas (called patterns or perception segments).

The listening process aims to identify dominant narratives so that they can be grouped and segmented in all their diversity (see the section on Segmentation). Narratives are the subjective perceptions people and communities have of their own lives. These narratives decisively influence what is thought possible or impossible and can determine the success or failure of initiatives launched to transform the territory or address the realities of the situation.

The listening phase consists of several elements:

(1) People.
The listening group should represent the diversity of the community in terms of economics, gender, and age, etc., and an effort should be made to include people who do not normally participate in traditional associative networks (vulnerable communities and migrants, etc.).

Selection: an initial list of 5 to 10 people can be drawn up. These people will make suggestions for expanding the network. This is what is known as 'snowball' sampling.

Tip: the beginning of the process is always imperfect. Identifying these 5–10 people for initial contact is not very important because the group will grow in number as the process goes on.

(2) Questions.
These first conversations comprise four axes/questions to generate a framework for further discussion (Flyvberg, 2006):

- *Example from the Cali Laboratory, Colombia.*
- *What's happening in the Sucre neighbourhood of Cali regarding young people?*
- *What challenges and opportunities do you foresee for these young people?*
- *Who wins and who loses from this situation?*

(3) Listening channels. Below are examples of in-person and digital listening channels.

- **Unstructured qualitative interviews** (key listening source), which should also be complemented with quantitative information from traditional data sources such as public statistical data (data on employment/unemployment, access to basic services, and adherence to social and labour inclusion programmes for people undergoing treatment, etc.).

- **Participant observation:** analysis of language, social norms, spaces, hierarchies, and local actions (events and competitions, among others). It is worth highlighting the activity of the Forest of Memory group, carried out within the framework of the Cali Laboratory. In this initiative, a dozen residents of the Sucre neighbourhood, including young people who use drugs, captured the daily life of the locality through participatory photography, and also documented the community's needs and aspirations in terms of the possibility of change and transformation.

- **Community activities:** photo exhibitions, community and participatory cooking (see the example from the Belén neighbourhood, Bogotá), participatory theatre, and cultural and artistic activities promoted by neighbourhood associations, etc.

- **Personalised follow-ups:** support for the activities of the profile of interest.

- **Points of contact,** such as small local businesses and shops that are part of the community care network (see the example from the Sucre neighbourhood, Cali), community kitchens, health services, and listening centers, among others.

- **Data created by citizens,** for example, open digital platforms for storytelling, surveys, point mapping, participatory governance channels, and open data observatories, etc.

- **Digital observation:** media monitoring.

- **Big data analysis:** technologies and processes for examining large amounts of data or volumes of information.

The listening phase allows us to segment the different views of reality and to delve deeper into the narratives beyond the surface discourse, considering three different layers of discursive depth: visible narrative, hidden narrative, and meta-narrative.

- **(1) Visible narrative.** These narratives consist of opinions openly expressed in conversations, but do not necessarily guide our actions in a coherent manner. One can articulate a certain position (e.g.: "I am fully committed to the rights of children and adolescents in care") and at the same time demonstrate different behaviour (e.g., not providing active listening channels to systematise listening to the voices of children and adolescents). Consequently, these narratives are public and superficial and represent the perspectives of individuals or communities within a given situation. However, they are often influenced by the context and the specific interlocutors involved in a given conversation. While these superficial narratives offer important insights, it is essential to delve deeper to better understand the underlying perceptions that determine behaviour and actions.

- **(2) Hidden narrative.** These are perceptions that are not normally presented directly but are implicit in the discourse. They are beliefs about causality: why things are the way they are. They are identified by analysing textual quotations that, through patterns, indicate something hidden behind public discourse. For example, frequently repeating the institutional commitment to the rights of care workers may indicate a need to strengthen certain aspects or gaps.

- **(3) Meta-narrative.** The deep belief that operates and conditions the previous two narrative types. They are seen as assumptions/values that inform the worldview and need to be segmented and addressed to achieve systemic transformation. Specifically, we must try to understand whether communities believe that real change is possible in the current context and what core elements are necessary to generate such change.

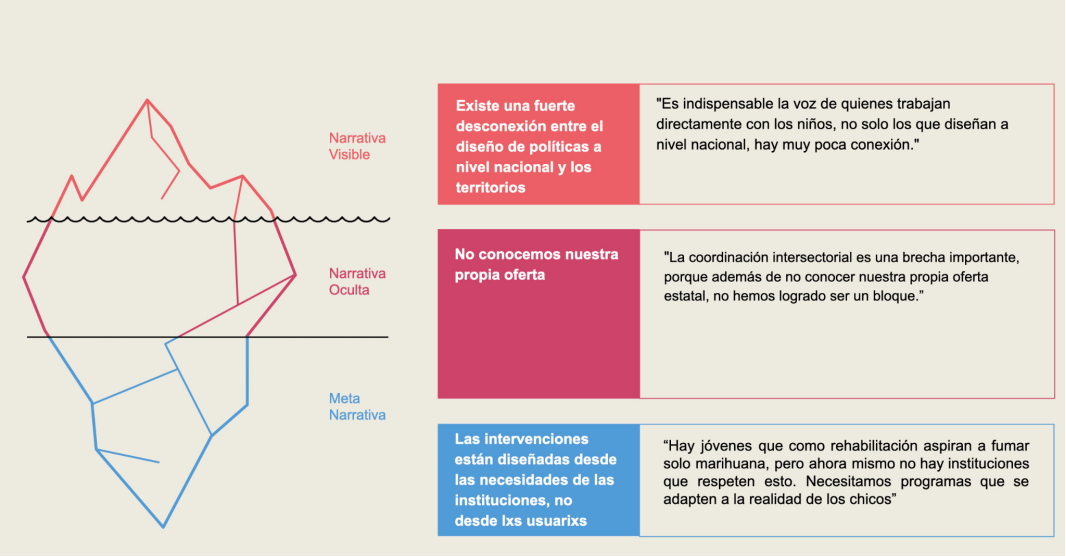


Image 19: Example of narrative analysis from the Chilean Laboratory.

It is important to be able to get the information from the meta-narrative in order to have a deep and complete view of the community.

2. How should we listen? A step-by-step guide

- The first step in the listening process is to choose the right listening channels. It is important to adapt to existing channels or sources of information gathering, such as cultural and artistic activities that take place in the community, community kitchens, and previously launched initiatives, etc. The information gathered in these spaces can and should also be used in the process. We should always include at least three types of basic ethnographic tools: **participatory observation, conversations, and group actions**.

- The second step is **information gathering.** This step is based on carrying out several listening sessions in different formats that will allow the different **levels of narrative depth** to be captured:

  a. **Initial sessions. Superficial or public narratives.** We start with a very diverse initial sample of the population and talk to them for about 10–15 minutes. This first round of sessions gives us an initial idea of what's going on. At this point, the diversity of participants and quality of the content are more important than quantity alone. Preliminary results with the information provided include:

  - Initial conclusions about narratives and needs.
  - Identification of the main challenges and opportunities.
  - Identification of barriers and facilitators.

- Creation of initial ethnographic profiles based on the main narratives.

b. **In-depth sessions.** Once the initial perceptions have been collected and analysed, a second round of information will be collected, in the medium term, through more in-depth conversations, this time with as many people as possible. To do this, people who have already sat down with us will make suggestions to expand the network. This is known as 'snowball' sampling.

Technical aspects

- **Recordings.** It is preferable to record the listening spaces and conversations we have, with the prior consent of the participant(s)with whom we are going to speak (a simple recording with a mobile device is enough). This allows us to transcribe the texts and make better use of the information. However, refusal to record the conversation should not prevent us from speaking to certain people. In these cases, we should take notes with verbatim quotes.

- **Transcripts.** Recordings can be transcribed automatically. However, it's important to briefly review the texts to correct possible errors made by the automatic tool (because of audio quality, use of jargon, or for other reasons).

- **Consent and privacy.** We suggest preparing a simple consent form that ensures that the recording will only be used by the technical team and although verbatim quotes may be extracted, in no case will they be associated with specific people, nor can they be easily recognised or associated with specific individuals.

- **Other elements:** If the conversations are carried out in person (they can also be done by telephone or other telematic means), it is advisable to take photos of the participant's environment or surroundings.

- The third step is the analysis and contrast of the listening information.

How do we analyse the information?

Unlike interrogation and observation techniques, documentary techniques have one clear advantage: the document is an 'objective' material. It may, of course, give rise to different interpretations, but it is identical for everyone and does not change, which allows for a more objective developmental and comparative study over time. In order to minimise the degree of interpretation, the main conclusions of the different analysis cases will have to be verified by the majority of the people who participated in the listening exercise, through collective interpretation sessions, in which these participants should validate or complete the data to be used in the analysis.

The most important quotes from each of the conversations and listening sessions are then coded and collected in the K-tool as 'primary sources'. Other relevant pieces of information, such as news stories, opinion pieces, images, studies, field notes, or others, will be coded as 'secondary sources'. To identify thought patterns, we can apply six parameters (Hatch, J.A., 2002) to the information obtained from the listening:

- Similarity (perceptions similar to others)
- Difference (perceptions differing from others)
- Frequency (repeated perceptions)
- Sequence (perceptions that occur in a certain order)
- Causality (the perception that one element leads to another)

Thought patterns, similarities, and differences between ideas will be identified and analysed through these parameters, based on the three different layers of discursive depth defined above: visible narrative, hidden narrative, and meta-narrative.

Segmentation

People perceive the same reality very differently. The perception segments we will identify will have the following characteristics:

- These ethnographic profiles are patterns of narratives that are repeated or are 'operating'.
- The profiles are based on the analysis of the narratives. They are not simply based on demographic data or quantitative analysis: they represent patterns of unified perception, behaviour, and thought.
- These profiles attempt to represent the range of ages, social origins, and occupations as a group of people.
- We give them a name, face, and profession/sector, in a more or less representative way, but the narratives about certain areas (employment, culture, and services) do not only represent the 32-year-old woman we have chosen to voice that narrative, but also represent younger people, including men. In reality, many of them share perceived opportunities and challenges.
- Each profile represents a meta-narrative, a series of perceived opportunities and challenges, and a relevant quote.

- All this information represents perceptions. This means that they are not necessarily true and are sometimes even the opposite of each other. However, all of them are operating and, ultimately, conditioning the success/failure of the activities in the area.

Likewise, each of these patterns is assigned a temporal filter to delve deeper into the **evolution of the narratives** identified after each iteration of the process.

How can we visualise narrative patterns?

The developmental evaluation approach allows us to understand the different perceptions operating in the system and segment them into ethnographic profiles. A key aspect to consider is the choice of visualisation materials and tools to be used: since we cannot present a full and detailed report to a wider audience, for operational, time, and dynamism reasons, we will use tools such as ethnographic profiles. **Ethnographic profiles are the visualisation of narrative patterns.** These profiles represent a wide range of ages, social backgrounds, and occupations within a group of people and, therefore, aim to represent the diversity of the community. During the collective interpretation sessions, the ethnographic profiles are submitted to the community and key stakeholders for validation, expansion, correction, or rejection.

Image 20: Example of an ethnographic profile from the Chilean Laboratory.

- The fourth step is the collective contrasting and interpretation of the listening information.

Collective interpretation can be described as contrasting the information generated by mapping and the deep listening process. Public health services, community-based organisations, the general public, private sector, and academia all participate in the shared information analysis process.

What do we do with our analysis?

Our analysis must be constantly contrasted and shared in spaces for community deliberation and participation. Confronting and enriching these narrative patterns, which are sometimes contradictory or do not even correspond to objective reality, is important in order to compare them with existing activities and to generate new actions within those perceived spaces of opportunity.

These **collective interpretation** sessions consist of presenting and cross-referencing the identified narratives and thus, legitimising and supporting the results of the listening process, promoting meetings and dialogues between people and institutions that do not normally spontaneously coincide in spaces that enable discussion and exchange.

These sessions present the challenges and opportunities identified in the listening processes, mostly through these ethnographic profiles, highlighting similarities and differences among the attendees, as well as possible solutions.

Collective interpretation allows for the creation of a network that will grow as the Laboratory progresses. Traditional social innovation initiatives are designed based on the **challenges and needs of a specific place or context**. The difference is that in traditional initiatives, external experts often decide what the challenges or needs of people affected by drug-related phenomena are, without considering the opinions of the affected communities.

Structure of a collective interpretation session

Objectives of collective interpretation sessions

- Draw conclusions, induce learning, and create more meaning from the experience.
- Add new perspectives and, if necessary, incorporate these findings into the process by conducting new interviews or using new approaches.
- Strengthen the network of participants.
- Validate our analysis and make participants feel part of the process.

The ultimate goal is to share the identified challenges and opportunities with the community and key stakeholders, and to gather insights into what is missing or incomplete.

How long should the session last?

- The recommended time is approximately 90 minutes.

Who should be invited?

- The contrasting session should be held with the main stakeholders in the ecosystem (this information is obtained from the mapping): civil society, public administrations at different levels, private companies, community-based organisations, and beneficiaries, etc. In addition, individuals who participated in the listening process should also be invited so they can give their opinions, for example, on the narratives presented. We recommend that each session be limited to no more than 30 people to ensure the participation of all the attendees.

Elements to take into account

- Ensure there is a balance in terms of gender, age, educational level, and other sociodemographic data that are relevant in each context.
- Recording of the session (can be audio).
- Transcript of the session (at least the key quotes).
- Take photographs.
- Make a summary/'unpacking' of the session.
- Keep track of the participants.

Structure of the sessions

1. Presentation of the organisations supporting the Laboratory, participants, and objectives of the session.

2. Brief explanation of the process and explanation of the tools (especially the ethnographic profiles), following the tips mentioned above.

3. Guided questions:

What do you think about the information presented? Why?
Do you recognise these patterns? Why?
Do you see yourself reflected in the information?
What are we missing? Why?
How many initiatives are being launched that respond to the needs identified in these ethnographic profiles? Are you familiar with any of the initiatives related to these challenges and opportunities?
Who else should we talk to? Why?

4. Do you have any doubts or questions? Say goodbye and explain the next steps.

5. Giving back to the present community.

6. Examples of listening channels and sensemaking sessions in the Laboratories.

3. Examples of listening channels and sensemaking sessions in the Laboratories

Example of narrative analysis from the Chilean Laboratory.

The listening process in Chile began with quick conversations conducted by SENDA National and SENDA Maule teams, using individual and group interviews as the primary listening channels. The interviewees were identified from the first key stakeholder mapping exercise. These conversations included 32 people involved in prevention, treatment, and social integration services, and was later expanded to over 30 more community stakeholders, including families, educational centers, neighbourhood associations, and academic representatives. These individuals made suggestions for expanding the network of interviewees (what is known as the 'snowball effect'). These suggestions were considered for subsequent iterations of the listening process, to ensure a wide range of voices were captured. To conduct these interviews, the Chilean team adapted the Quick Conversations Guide:

ENTREVISTA COPOLAD INTERSECTOR

Orientación de Consigna:

"Mi nombre es soy profesional de SENDA Regional y me contacto con usted para ver la posibilidad de responder una pequeña entrevista de 6 preguntas, las cuales se enmarcan en un proceso de escucha que está realizando SENDA, el cual tiene por objetivo conocer las impresiones de actores claves en el trabajo de la temática de alcohol y drogas con adolescentes en la región del Maule.

Usted fue identificado como un actor clave, ya sea en la gestión o intervención con adolescentes que de alguna manera, se necesita trabajar en la temática del consumo de alcohol y drogas.

La presente entrevista será solo de uso interno para el presente estudio, por lo que no será publicada o difundida de ninguna manera, y para generar un mejor análisis de ésta le solicitamos sea grabada.

NOMBRE: EDAD: VIVE EN: TRABAJA EN: FORMACIÓN / EDUCACIÓN: OTROS:	
1.-¿Qué está pasando ahora mismo en Maule con los niños, niñas y adolescentes bajo el cuidado del estado, en relación con el consumo de alcohol y otras drogas?	
2.-¿Qué iniciativas existen ya para fomentar la coordinación intersectorial?	
3.-¿Están funcionando desde tu perspectiva? ¿Por qué?	
4.-¿Qué debería cambiar?	
5.-¿De quién es la responsabilidad de abordar la problemática del consumo en NNA?	
6.-¿Cómo se puede integrar más a la comunidad en los temas de prevención y adicción? ¿Existen espacios que los reúnan?	
Reacciones, contradicciones, contexto, lenguaje, otros…	

Image 21: Interview script adapted by the Chilean team.

In addition, the Laboratory team identified other listening channels, such as official reports on children in Chile or news and social media monitoring.

All the information collected through these channels was systematised and coded in an analysis matrix to ensure privacy and allow its structured evaluation. A total of 471 references (verbatim opinion quotes) were identified and organised according to thematic categories, including areas such as management and collaborative work, drug use, drug policy, prevention, services, and treatment. Each reference was labelled as a challenge, opportunity, obstacle, or facilitator, allowing the findings to be prioritised based on their impact and urgency. To complement this analysis, the team included secondary sources, such as documents and information shared by the field coordinating teams, to contrast and enrich the collected perspectives.

From the analysis of these references, the laboratory team identified seven patterns of perception that represented unified narratives of behaviour and thinking surrounding drug use among children and adolescents in the Maule Region. Each of these patterns was represented through an ethnographic profile, as shown in the image below.

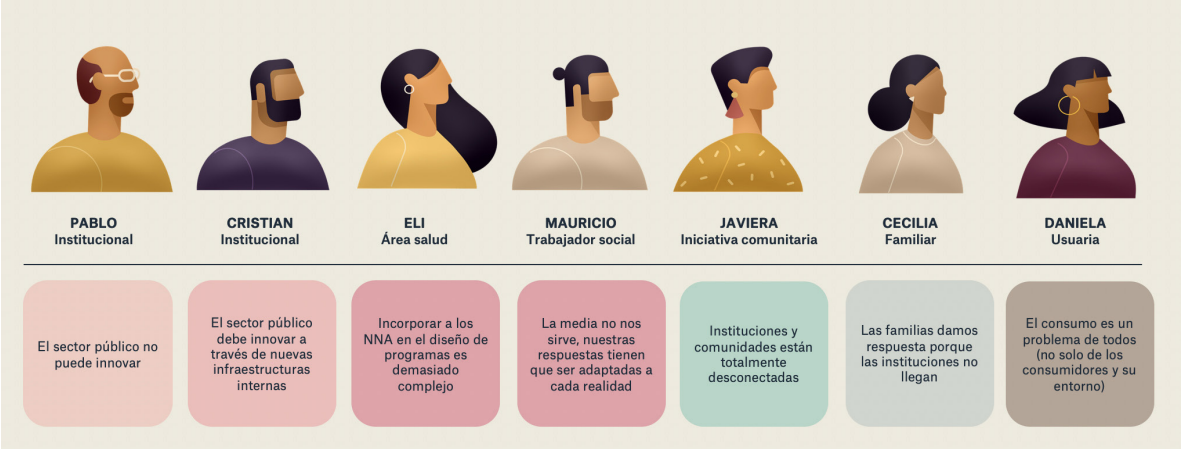


Image 22: Ethnographic profiles from the Chilean Laboratory.

One of the patterns highlighted was the lack of coordination between institutions and **the lack of a common language.** The wide range of terms used, such as the use of 'drug addicts' instead of 'people who use drugs', creates confusion and can influence the perception and approach to interventions, making it difficult to address the problem comprehensively. Another recurring pattern underlined the need to **update prevention and treatment programmes to adapt them to current social dynamics.** The listening process also revealed important areas of opportunity and key challenges. Opportunities included the potential to **involve the community** in a more active way, fostering dialogue between families, institutions, and local stakeholders. A significant finding was the relevance of **schools as a focal point for prevention**, although the need to strengthen the resources and capacities of these spaces was also identified. Among the most pressing challenges were the precarious employment situations of professionals, scarcity of resources, and lack of updated programmes that reflect the current realities of drug use, especially in vulnerable contexts.

The Laboratory team designed and facilitated successive collective interpretation sessions in Talca and Santiago to contrast and validate the narratives identified in the listening process, and their evolution, with the community.

Image 23: A collective interpretation session, facilitated by SENDA Maule, with young people from the Talca School of Culture.

In short, the deep listening approach implemented in Chile allowed the team not only to collect and analyse detailed information on the perceptions and needs of stakeholders, but also to identify key patterns that determine the success or failure of the public policies and interventions being designed in the country. This process laid the groundwork for the design of more inclusive, coordinated, and locally-tailored interventions, marking an important step toward improving drug use policies and programmes in the region.

Added value	Findings
• The listening process in Chile has made it possible to identify the diverse (sometimes even opposing) perceptions that exist regarding the problems of children and adolescents who use drugs and are under State care. For example, people who believe that the solution lies in strengthening abstinence policies and others who perceive the need to incorporate, test, and adapt new harm-reduction strategies focused on youth. • Sustained listening processes deepen the connection between public policy and the communities and target groups they aim to work with. Perceptual analysis enables local, national, and regional governments to make more informed decisions aligned with the needs and perceptions of key stakeholders within the system.	• The services that already exist lack the capacity to adapt and respond to the real needs of young people. For example, they do not incorporate strategies and/or tools to address the issue of mental health or intersectionality (LGBTQI+ or migrant communities). • Public programmes and policies are currently designed from an 'expert' perspective. For example, the voices of children and adolescents are not directly or exclusively incorporated into the design of services aimed at this target group. • Chile's regions lack the authority to adapt national guidelines on children to the specific needs and characteristics of each context. • Institutions and services lack knowledge of local networks or the full range of services available for children in the region.

• Sustained listening processes, understood as a long-term investment, will allow for greater impact across all interventions.	• Current public policies on drugs and children reflect a reality from 20 years ago. The drug market and childhood drug use practices are constantly changing, incorporating new variables and complexities. Quantitative assessment tools alone are insufficient to understand and address the complexity of drug use among minors under State care. Institutions need new tools to obtain real-time information and measure qualitative aspects.

Examples of listening channels in the Cali Laboratory, Colombia: participatory photography and gastronomy.

Within the framework of Colombia's Laboratories, the listening process **stands out for its richness in terms of the diversity and quality of the listening channels put in place.**

In the first phase of the listening process, the Laboratory team identified listening channels already present in the Sucre neighbourhood (for example, field notebooks from the Viviendo Corporation or health workshops conducted in the neighbourhood by the Universidad del Valle). The next step was to identify new listening channels to reach voices that did not participate in the already existing listening channels.

One of the means the Viviendo Corporation used to collect information was gastronomy; in particular, a tamale workshop was held with the women who led culinary micro-businesses in the Sucre neighbourhood. This listening channel was developed jointly with other territorial stakeholders identified in the mapping phase: Sambumbe Food Lab, Cumbres Restaurant, PASO Colombia, and Viche Positivo.

The exercise aimed to explore the Sucre neighbourhood's relationship with food. During the session, the challenges, needs, and opportunities facing the community in relation to the problem of drug use were explored in depth, with an understanding of the food system as a reflection of the social, economic, and cultural context of this community.

During the session, the food service professionals used cards to visualise the food chain in the Sucre neighbourhood—that is, the food value chain, from its cultivation to processing. Afterwards, a space was opened to reflect on the following questions: *What are the main challenges facing the food system due to drug use and micro-trafficking? How can I, as a citizen, contribute to regeneration of the food system?* This exercise revealed that the Sucre neighbourhood community is immersed in a *food*

desert understood as a neighbourhood with low-income residents who have limited access to affordable and nutritious food.

The culinary professionals jointly developed a series of prototypes to address the challenges identified, including a community garden, a cooperative of women-led culinary ventures, and a redesign of the community dining hall. These initiatives, which have a strong social inclusion component, will help connect the neighbourhood to the network of culinary initiatives in the city of Cali and highlight the neighbourhood's culinary and cultural offerings. These prototypes also aim to promote food security, community service, and environmental education.

Images 24 and 25: A tamale workshop and listening channel related to the relationship between the Sucre neighbourhood and gastronomy.

Another means used by the Viviendo Corporation to collect information was participatory photography. This exercise was facilitated by VIST projects and consisted of a five-day workshop that took place in the Sucre neighbourhood, with the participation of a dozen local residents, including young people who use drugs. The activity, called the Forest of Memory, aimed to listen to, destigmatise, and dignify communities and territories historically affected by drug trafficking and the war on drugs, through the design and implementation of a route for encounters, reflection, and memory-building.

The activity in Sucre used audio pieces (for example, sounds of nature) to engage participants' imaginations, moving beyond the recurring themes of drugs and related violence. Participants then took photographs of the neighbourhood, depicting spaces that were meaningful to them. This dynamic, through photography and dialogue, opened up the possibility of creating alternative representations of self not touched by drug consumption and the associated stigma.

Image 26: Some of the images exhibited within the framework of 16th meeting of the Conference of the Parties to the Convention on Biological Diversity (COP 16), in the Sucre neighbourhood, Cali.

Image 27: The Forest of Memory Workshop, in the Sucre neighbourhood, Cali.

The information obtained through monitoring the different listening channels was coded and analysed based on the parameters proposed by Agirre Center, and five perception patterns were identified in the Sucre neighbourhood. These patterns were contrasted in collective interpretation sessions facilitated by the Viviendo Corporation.

To facilitate the collective interpretation sessions, the Viviendo Corporation team made use of existing spaces. Below is an example of a group interpretation session that took place during a health event organised by the Viviendo Corporation and the University of Valle in the Sucre neighbourhood. Young people, including drug users and community members, participated in the session. During this session, the ethnographic profiles were presented in a public space, making the information accessible to the entire community. The Cali Laboratory team asked its participants the following questions: *Do you recognise this information? Why?* What other voices are missing? Who else do we need to talk to?

- The exercise allowed them to validate the information and delve deeper into the following narratives: There is a perception of abandonment of the Sucre neighbourhood by institutions: "Cali turns its back on us". Community resilience has always been a driving force for neighbourhood change, but its potential to impact the entire system on its own is limited.

- There are no opportunities for the future, which leads young people to drug use and micro-trafficking.There are individual business ventures in the neighbourhood that operate in disconnected ways and have limited scopes (difficulties in generating a sustainable and long-term business model).

- We need to generate a new narrative about the neighbourhood. The neighbourhood faces strong stigmatisation: "If you say you're from Sucre,they take opportunities away from you".

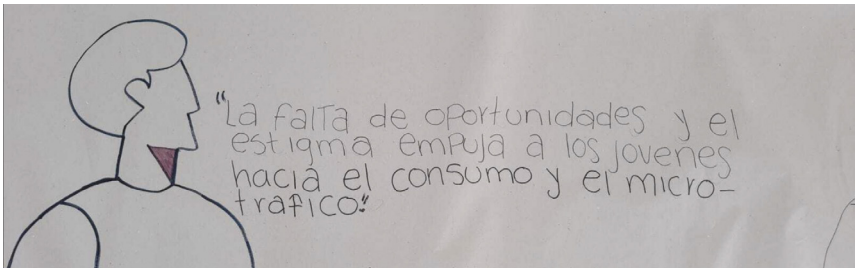
Images 28, 29, and 30: A collective interpretation session in the Sucre neighbourhood, Cali.

It is also worth highlighting the tool-adaptation exercise carried out by the Santander de Quilichao Laboratory team to compare the narratives identified in the listening process with those of the residents of the El Porvenir neighbourhood. The collective interpretation session was led by the Viviendo Corporation team and took place in the El Porvenir neighbourhood court. It was attended by about 20 people, including women, community leaders, children, and members of the community council. During this meeting, the four ethnographic profiles they had identified were validated, and the challenges and needs related to drug use and micro-trafficking, and the impact of these activities on youth, were explored in depth:

- Access to education, sports, and culture is key to prevention. The El Porvenir neighbourhood considers investing in education and culture a priority as a broader preventive strategy against the challenge of drug use and micro-trafficking networks.

- There are insufficient or inadequate public policies to support women and single mothers. Despite the initiatives already in operation in the territory, there is a gap in opportunities for women.

- Gangs and armed groups are left out of the transformation processes. Local development endeavours, for example, the PACTOS initiative (a benchmark of successful transformation in the municipality), do not incorporate gangs and armed groups in participatory processes. A significant part of the system, with power and influence, is left out of the process of listening and designing new solutions.



Images 31 and 32: A collective interpretation session in the El Porvenir neighbourhood, Santander de Quilichao.

Added value	Findings and challenges
• Local teams have developed listening skills to systematise large volumes of information and analyse it in a segmented manner based on different levels of discourse. • Collective interpretation allowed for constant dialogue from different perspectives, avoiding technical or expert impositions and promoting shared decisions. The richness of the process lies in its ability to articulate technical knowledge and lived experiences, enabling the collaborative construction of solutions that respond to the complexity of the context. • Collective interpretation enhances the feeling of belonging to the process. Active recognition of individual and collective contributions strengthens confidence in the methodology used and fosters commitment to developing proposals and solutions. • Tool adaptation proved key to facilitating interaction and promoting reflection in highly complex contexts. Through this exercise, local teams in Colombia transformed abstract concepts into understandable and relatable elements.	• The quantity and quality of the monitored listening channels determines the quality of the listening process. A robust listening process must maintain a good balance between new and existing listening channels, both analogue and digital, to reach the wide range of voices within the ecosystem. • One lesson learned concerns the importance of generating and building trust with different local stakeholders, especially community stakeholders, in order to foster spaces for deep and active listening. The results of the listening process highlight the fundamental role of the local partner who implements and develops these spaces: the experience, community trajectory, and local recognition of Corporación Viviendo en Sucre and Porvenir (especially for its work in the framework of community-based mechanisms) were key aspects in facilitating, on the one hand, the generation of conversations about sensitive, taboo issues that are not usually discussed and, on the other, bringing together a wide range of stakeholders, including drug users and dealers. This component of building trust and spaces for listening is vital. • A key challenge relates to the sustainability of listening spaces and the team supporting the processes, incorporating active and in-depth listening as part of their tools and practices, actively and permanently maintaining and monitoring listening channels in the territories, and systematising the information obtained. • Incorporating the voices of power into the listening process remains a transversal challenge across all five Laboratories; for example, what are the private sector's narratives regarding consumption? • It is essential to involve members of gangs and armed groups in social transformation processes, promoting their participation in change and reintegration strategies.

SUMMARY OF MODULE 2. LISTENING

	Added value	Challenges	Minimum requirements
Deep listening	Identifies patterns of dominant narratives and segments the needs, challenges, and opportunities of communities. It allows three discursive levels (visible, hidden, and meta-narrative) to be analysed for a systemic understanding.	- Ensure a wide range of voices are heard in the process, including the most vulnerable groups. - Building trust with local stakeholders. For this specific point, local organisations with experience in the territory become key links. - Difficulty accessing hidden narratives and meta-narratives because of a lack of time or sufficient confidence. - It requires additional time and resources to adjust tools to the local context. - Sustainability of the process. It involves constant territorial monitoring and presence.	- Design an iterative process that combines qualitative and quantitative tools. - Ensure the representativeness of the stakeholders. Train teams in the use and adaptation of tools to local realities. - Allocate human and financial resources to ensure the continuity of the listening process.
Listening channels	Expand the range of information with the use of alternative channels, both digital and in-person.	There may be difficulty in maintaining a balance between new and existing channels. Lack of resources to maintain active listening spaces on a permanent basis.	Ensure a minimum range of listening channels that go beyond qualitative interviews (digital listening, documents, reports, and observation, etc.).
Collective interpretation	Allows key stakeholders to collectively interpret and analyse system dynamics.	- Low participation of certain influential stakeholders, such as the private sector. - Risk of being limited to profiles that are too	- Design at least two inclusive collective interpretation sessions per iteration, including a range of participants in each of the five impact levels.

Towards Module 3: How do we connect listening, mapping, and co-creation?

Through in-depth listening and narrative analysis, we segment the information into all its full range of opinions and perceptions and use it to create ethnographic profiles. These profiles are contrasted during collective interpretation sessions with various stakeholders from the public and private sectors, organisations, and civil society. Cross-referencing the initiatives identified in the mapping exercise that are already in place, as well as the initial narrative patterns identified in the listening exercise, allows us to identify gaps in the area and begin building a people-centered portfolio.

4. Appendices:

Tools for deep listening

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EDAD: IDENTIDAD DE GÉNERO: VIVE EN: TRABAJA EN: FORMACIÓN / EDUCACIÓN: OTROS	
¿Qué está pasando ahora mismo?	
¿Cuáles son los retos y dificultades que ves en el entorno? ¿Cómo afecta eso a tu día a día? ¿Y al del resto de habitantes?	
¿Cuáles son las principales oportunidades? ¿Crees que las iniciativas que hay son suficientes? ¿Qué crees que puede hacerse para impulsarlas?	
En la situación actual que has descrito, ¿quién gana y quién pierde?	
¿Cómo te lo imaginas en el futuro? A nivel económico, social, ambiental...	
Reacciones, contradicciones, contexto, lenguaje...	

Technical sheet: How do we conduct conversations? A step-by-step guide

1. Before the conversation

- Begin with an explanation of the listening process and its importance.
- Consider any specific sensitivities of the audience, which could include the receptivity and trust of the person you are speaking with (controversies about local history; perceptions the person may have about the interviewer's identity or their organisation; personality traits; and gender issues, etc.).
- Confidentiality and consent. Explain that we would like to record the conversation and take some notes and observations, as well as use their comments, but that their names or any other personal data will not be mentioned or used under any circumstances. It is completely confidential. If you want to take photos or videos, etc., always ask permission to use the resulting material (if necessary, we have consent forms that can help in some situations).
- Doubts and questions. Once you have said the above, we must ask the person you are talking to: Do you have any questions before we start?
- The conversations can be supplemented with field notes and photographs. Write down key phrases, words, and topics during the conversation. Write a summary account immediately afterward; note things that were said but not recorded: context, impressions of the relationship, mistakes, and ideas.

2. During the conversation

- Start with basic descriptive questions: name, age, employment, place of birth, and place of residence, etc.
- Continue with icebreaker questions: Describe a typical day in your daily routine over the past few years; tell me more about your work and responsibilities, etc.
- Use the tool/guide you developed with your team to ask more specific questions.
- Ask for more examples to encourage collaboration.
- You can ask more sensitive questions later, when the person feels more relaxed.

3. Once the conversation is over

- Final questions. Is there anything I haven't asked you about that you'd like to comment on? Do you have any other questions? Besides you, who else do you think we should talk about these issues? (snowball sampling). Do you know of any ongoing or future initiatives that you'd like us to learn about at the Laboratory?

- Inform the person about the next steps. You will analyse and process the information and present these insights to stakeholders and community members in collective interpretation sessions.

- At the end of the interview, always thank the participant for their time and for giving their opinions.

- Make sure the person has a way to contact you. Also, remember to collect their contact information (email, telephone, and/or address), so that you can give them information about the project or new proposals for participation.

  Good morning / Good afternoon,

  I'm and I'm calling from the COPOLAD III programme. We're promoting a listening process for the young people of the Sucre neighbourhood. We're interested in learning more about the different perceptions individuals have about the future of these young people. We also want to understand the most deeply held beliefs underpinning the current system, which lead to situations of injustice and inequality.

  To begin, we're gathering a wide range of opinions to see if the present initiatives meet the needs and aspirations of these young people, and if not, to try to better address them as far as possible. Your name was suggested on an initial list of people to consult, and we'd like to know your general opinion on what's happening in Sucre regarding young people. This is a completely anonymous conversation; what you tell us will not be linked in any way to your first or last name. It won't take you more than 15 minutes. If you like the idea, we'll invite you to participate in the contrast sessions and any initiatives that may be promoted in the future.

  We'd like to record the session, but only so we can transcribe it, after which, we'll delete all the recordings. We'll continue to delve deeper into what you tell us, but if it's okay with you, we'd like to start by understanding, in your opinion, what's happening in Sucre right now in relation to young people, based on your own experience.

4. Some tips to facilitate conversations

- Listen carefully to the person you are talking to. Make sure you're looking at them and nodding your head, so they know they're being heard and understood.
- Express your interest in what they are saying by adding phrases like: "that's very interesting" or "that idea is important, of course, I hadn't thought about it before..." The more conversational you are, the more comfortable the person will feel. We suggest avoiding using technical words.
- From time to time, repeat some part of the answers the person gives you to make sure you understand what they are saying.
- You should ask questions in a simple and direct way. Even if complex phrases or words appear in the structure, adapt your language and avoid them.
- Make sure you ask one question at a time.
- Make sure the person has finished speaking before asking the next question, avoiding interrupting them.
- Try to avoid redundancies and repetitions, even if they appear in the script, avoid asking questions that the person has already answered.
- Try to avoid talking about yourself unless necessary or it comes up naturally. We suggest remaining neutral and not making any value judgments. There are no right or wrong answers.

Ethnographic Fieldnotes Template

Title:
Date:
Location:
Key informant(s):

Description of activity **(Emic: their view/ situation)** Who, what, when, where, why, how	**Reflections (Etic: My view/ thoughts)** Own positionality, reflexivity, meanings, significance, connections etc.

Emerging Questions/Analyses
Potential lines of inquiry, theories, common narratives

Future Action
Including further contacts, Include timescales

☐ Verbal consent ☐ Written consent ☐ Attach copy

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Matriz de preguntas descriptivas de Spradley

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	Espacio	Objeto	Acción	Actividad	Evento	Tiempo	Actor	Objetivo	Sentimiento
Espacio	¿Puedes describir al detalle todos los lugares?	¿Cuáles son las formas en las que el espacio está organizado por los objetos?	¿En qué espacios se organizan las diferentes acciones?	¿Cómo se distribuye el espacio según las actividades?	¿Cómo se organiza espacio en función a los eventos?	¿Qué diferencias espaciales ocurren con el paso del tiempo?	¿Cómo se usan los espacios por parte de los diferentes actores?	¿Cómo varían los espacios según los objetivos?	¿Qué lugares están asociados con qué sentimientos?
Objeto	¿Dónde están objetos observados?	¿Puedes describir en detalle todos los objetos?	¿Cómo se usan los objetos en función de las acciones?	¿Cómo varían los objetos según las actividades?	¿Cuáles son los usos de los objetos son según los eventos?	¿Cómo son usados los objetos según los diferentes tiempos?	¿Qué objetos son usados por qué actores?	¿Cómo son los objetos usados a la hora de alcanzar los objetivos?	¿Con qué objetos se evocan qué sentimientos?
Acción	¿Dónde ocurren las acciones observadas?	¿Cómo incorporan las acciones el uso de los objetos?	¿Puedes describir en detalle todas las acciones?	¿Cómo las acciones forman parte de las actividades?	¿Cómo son las acciones parte de los eventos?	¿Cómo varían las acciones con el paso del tiempo?	¿Cuáles son las formas de actuación por parte de los actores?	¿Cómo se distinguen las acciones según los objetivos?	¿Qué acciones se relacionan con qué sentimientos?
Actividad	¿En qué lugares tienen lugar las actividades?	¿Cómo incorporan las actividades a los objetos?	¿En qué actividades se involucran las diferentes acciones?	¿Puedes describir en detalle todas las actividades?	¿Las actividades forman parte de los eventos? ¿Cómo?	¿Cómo varían las actividades según los tiempos?	¿Qué actividades incorporan a qué actores?	¿Cómo se relacionan las actividades con los objetivos?	¿Cómo se relacionan las actividades con los sentimientos?
Evento	¿Cuáles son los lugares donde ocurren los eventos destacables?	¿Cómo incorporan los eventos a los objetos?	¿En qué eventos se incorporan las diferentes acciones?	¿Cómo incorporan los eventos a las actividades?	¿Puedes describir al detalle todos los eventos?	¿Cómo evolucionan los eventos con el tiempo? ¿Existen secuencias?	¿Cómo involucran e integran los eventos observados a los diferentes actores?	¿Cómo se relacionan los eventos con los objetivos?	¿Cómo se relacionan los eventos con los sentimientos?
Tiempo	¿Dónde ocurren los diferentes períodos de tiempo?	¿Cómo afectan los tiempos al uso de objetos?	¿Cómo se dividen las acciones en el tiempo?	¿Cómo se dividen las actividades en períodos de tiempo?	¿Cómo se dividen los eventos temporalmente?	¿Puedes describir en detalle todos los períodos de tiempo?	¿Qué actores se encuentran en diferentes tiempos?	¿Cómo se relacionan los objetivos con los tiempos?	¿Qué sentimientos diferentes subyacen según el tiempo?
Actor	¿Dónde se sitúan los actores a sí mismos?	¿Cómo usan los actores los objetos?	¿Cómo varían los actores según las acciones realizadas?	¿Cómo se involucran los actores en las actividades?	¿Cómo se involucran los actores en los eventos?	¿Cómo cambian los actores con el paso del tiempo?	¿Puedes describir en detalle todos los actores que participan?	¿Qué actores están relaciona-dos con qué objetivos?	¿Cuáles son los sentimientos experimentados por los actores?
Objetivo	¿Cuáles son los objetivos buscados y conseguidos?	¿Cómo involucran los objetivos a los diferentes objetos?	¿Cómo involucran los objetivos a las diferentes acciones?	¿Qué actividades están dirigidas a la consecución de objetivos?	¿Qué eventos están dirigidos a la consecución de objetivos?	¿Cómo se estructuran los objetivos temporalmente?	¿Qué actores están relacionados con qué objetivos?	¿Puedes describir en detalle todos los objetivos?	¿Qué objetivos evocan qué sentimientos?
Sentimiento	¿Dónde ocurren los diferentes sentimientos?	¿Qué sentimientos guían al uso de qué objetos?	¿Cómo afectan los sentimientos a las acciones?	¿Cómo afectan los sentimientos a las actividades?	¿Cómo afectan los sentimientos a las eventos?	¿Cómo se relacionan los sentimientos con los distintos periodos de tiempo?	¿Cómo varían los sentimientos según los actores?	¿Cómo afectan los sentimientos a los objetivos?	¿Puedes describir en detalle todos los sentimientos?

Nombre

Edad

Profesión

Otros

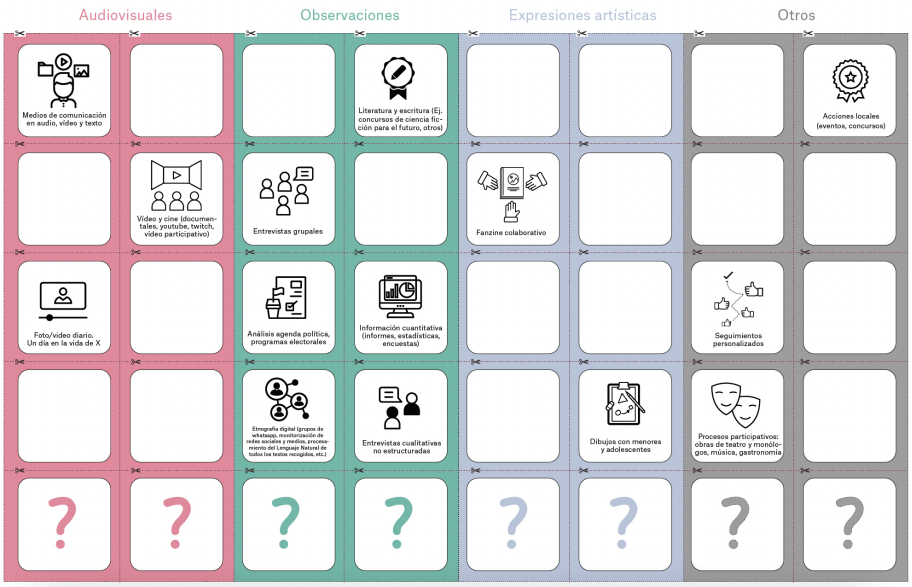
RETOS

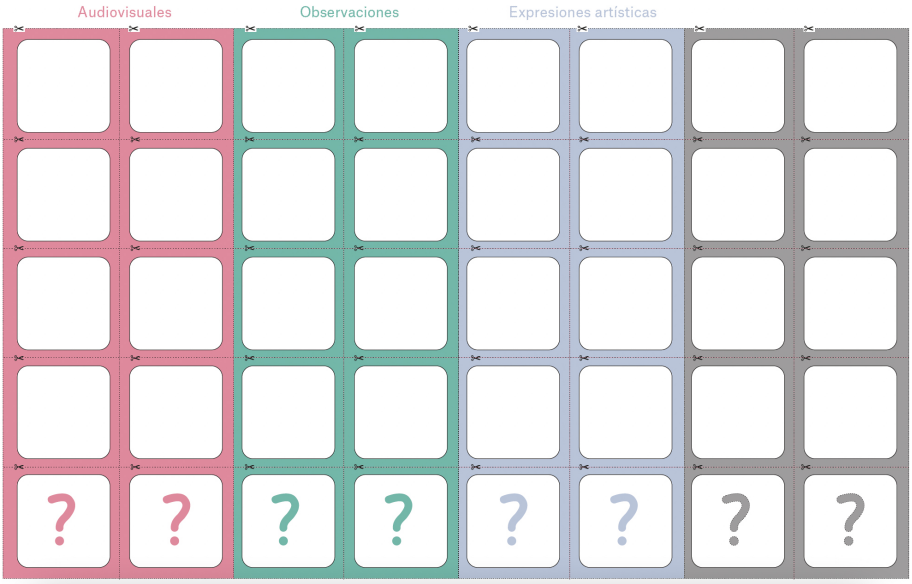
OPORTUNIDADES

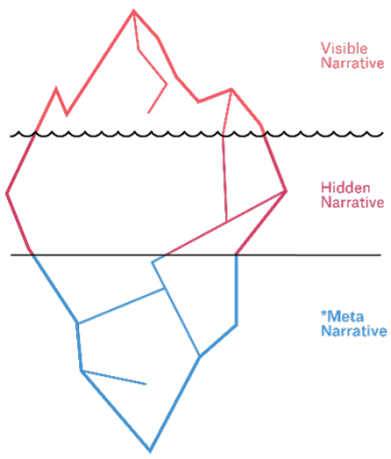
IDEA CLAVE

CITA

Canales de escucha







Module 3: Co-creation and management of the experimentation portfolio

1. What is co-creation and why is it important?

In a co-creation effort, diverse stakeholders come together to develop new solutions and activities (or to expand existing ones) that are valuable to people and the community and that, traditionally, would only have emerged through a top-down, bureaucratic process. The core element of co-creation is co-design, which is the act of creating with stakeholders to ensure that initial prototypes or test-bed solutions meet people's needs and are viable.

A key aspect of co-design is that prototypes are conceptualised as an interconnected portfolio. This means that each prototype is connected in some way both to another prototype and to the overall portfolio.

2. How do we co-create?

A step-by-step guide The initial steps of in-depth listening, collective interpretation, and collaborative analysis lead to the discovery of shared values, areas of opportunity, and identification of the barriers that exist, which can motivate the stakeholders involved to initiate a process of developing solutions through co-creation.
The process begins with the results obtained from the analysis of the listening phase and the results of the collective interpretation sessions. Therefore, opportunities that have arisen from the listening and contrast process must be specified and developed, as shown in the following chart.

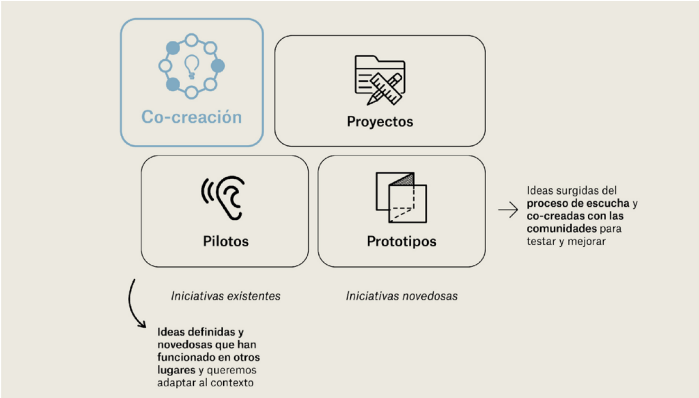
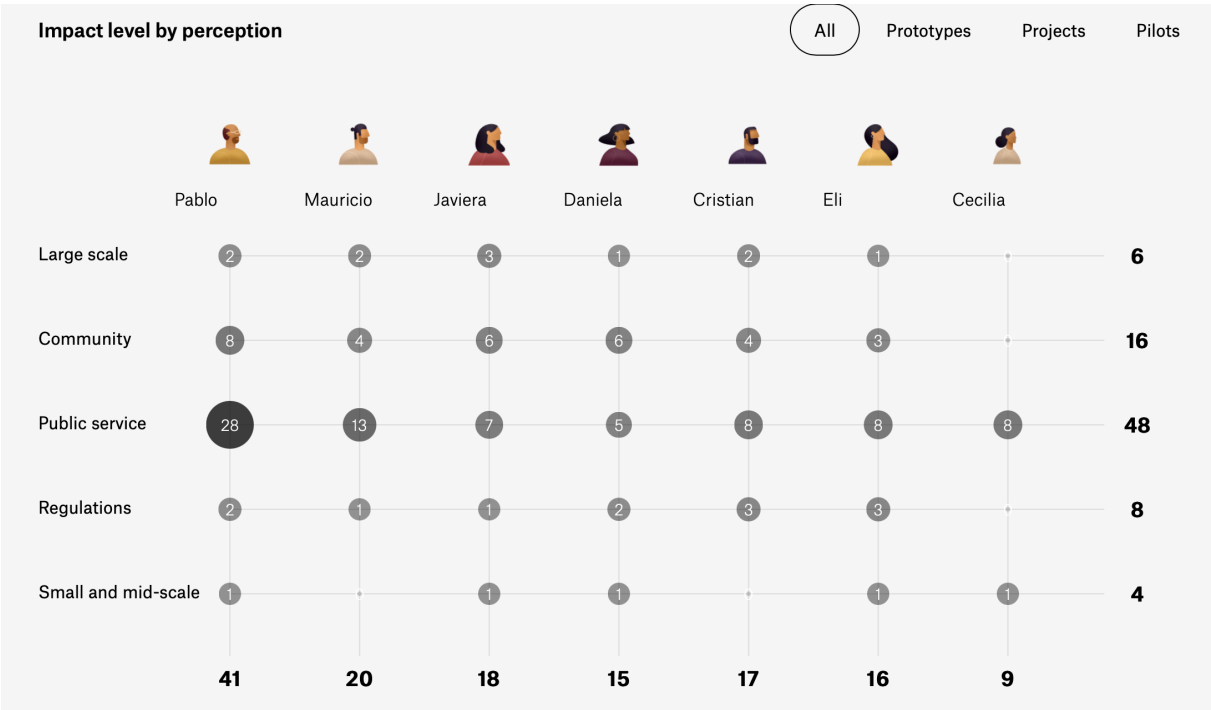


Image 33: Projects, pilots, and prototypes.

How does co-creation relate to the rest of the elements in the process?

Through deep listening and narrative analysis, we segment the information into all its diverse opinions and perceptions and use it to create ethnographic profiles. These profiles are validated during collective interpretation sessions with various stakeholders from the public and private sectors, international agencies, beneficiaries, and civil society. Cross-referencing existing initiatives from the mapping exercise and the initial narrative patterns from the listening exercise allows us to identify gaps in the territory and begin building a people-centered experimentation portfolio. It is interesting to see how, depending on the context, some levels of intervention are significantly more covered than others.

Cross-referencing perception patterns and mapping of initiatives already in play in the Chilean Laboratory



What types of actions can arise?

If a portfolio is built solely on already existing initiatives, its ability to impact the system as a whole will be limited. Co-creation, therefore, allows for the adaptation of initiatives already implemented in the region, as well as the creation of new prototypes to be added to the portfolio. A good, advanced, experimentation portfolio should combine different levels of innovation, i.e., have a good balance between new ideas/ prototypes, projects, and pilots:

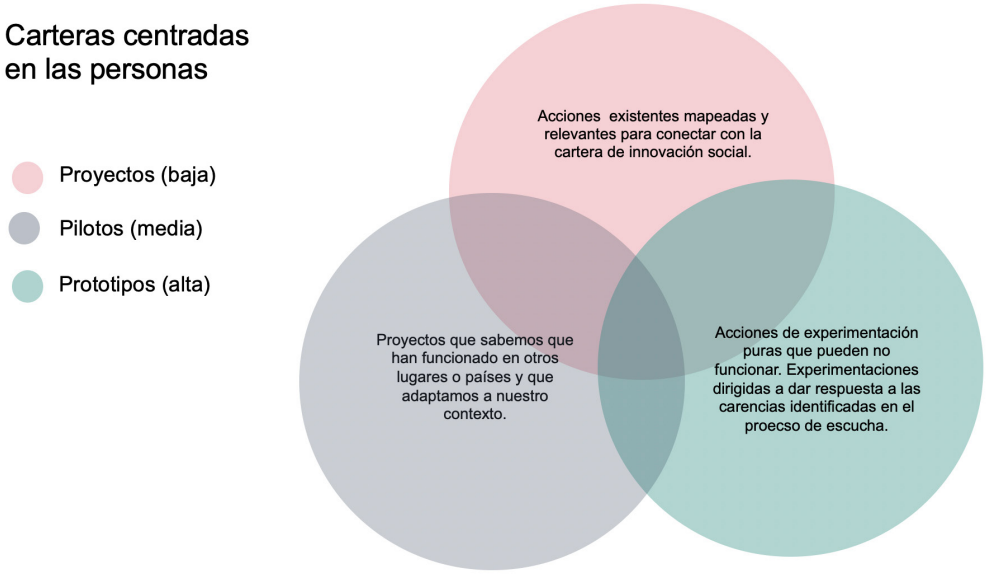


Image 35: People-centric portfolios.

- **Prototypes.** Completely new, highly innovative initiatives arising from the shortcomings identified in the listening process. For example, a pilot in a municipal school that functions as an advanced experimentation space for a comprehensive approach to drug use through a multidisciplinary team.

- **Projects.** Existing initiatives that have a demonstrated impact and usefulness but are not highly innovative. For example, harm reduction training.

- **Pilots.** Initiatives inspired by evidence of impact elsewhere but must still be adapted to the local context. For example, redesign of the intersectoral coordination tables to function as a space for advanced experimentation.

The actions emerging from the co-creation process will combine different levels of intervention to ensure a systemic perspective: community-based activities, small- and medium-scale initiatives, public–private partnerships, the redesign of public services, and new regulations.

What results can we expect from the co-creation process?

After each co-creation session, a series of specific ideas will emerge to address the challenges identified in the listening process, provided that the mapping indicates that these answers do not already exist. In that case, the need and the response would simply be connected, without duplicating existing work.

These ideas will be summarised in a prototype sheet (see *Image 36*). At the beginning of the process, these initial ideas will be poorly defined and will need to be explored and developed so they can become potential prototypes. For example, in the case of the Cali Laboratory, the Casa Cultural Corazón de Sucre was initially planned in a physical space. However, due to limitations in access to real estate, a roving format, connected to the institutional offerings already available from the Ministry of Culture, was adopted. Hence, the first step is to order and group the ideas by

thematic similarity. The following sheet can help in that phase:

Image 36: A co-creation board tool.

1. The first column, 'Key Ideas', lists the ideas that emerged during the collective listening and interpretation process, for example, "Self-care space for direct-care professionals".

2. Thematic area: the ideas are grouped by similar thematic areas, for example, community-based initiatives, mental health, and education, etc.

3. A working group is established for each thematic group. The number of working groups will vary depending on the number of participants and thematic areas.

Once the ideas are more defined, the final results of the co-creation process will be reflected on business or social-business model canvases, ready to move on to the prototyping phase and, subsequently, acceleration.

These canvases include the following sections:

- **Prototype name and creation date.**
- **Networks and entities involved.**
- **Thematic area (mobility, women's entrepreneurship, or agriculture, etc.).**
- **Prototype description.**
- **Impact indicators:** short, medium, and long-term indicators that demonstrate that the prototype has worked, creating a positive social impact.
- **Key players:** the network that will help the prototypes work (collaborators).
- **Key partners:** the network that will help prototypes work in terms of funding or with key resources.
- **Key activities:** the actions that must be carried out to make the prototype work.
- **Key Resources:** the most important assets required for the prototype to work.
- **Added value:** the set of products and/or services that will create value or be directed to the beneficiaries.
- **Key relationships:** the type of relationships we need to establish with specific beneficiaries or with other already existing initiatives.
- **Channels/Communication:** how we should contact and communicate with our beneficiaries to deliver the value proposition.
- **Who we are addressing:** the different groups of organisations that we aim to reach and satisfy with the prototype.
- **Financing model**: business model. Including:
    - **Key expenses.** All the costs that will be incurred for the prototype to work.
    - **Income.** These channels represent the estimated investment or income that must be generated to make the prototype sustainable.
- Territorial level: **geographical area.**
- **Time horizon:** short, medium, or long-term.

Local teams will adapt these tools to the needs and dynamics of the local context.

Image 37: Example of the social-business model canvas for the development of one of the prototypes in Chile.

What should we take into account?

When planning a co-creation process, it is essential to consider the dynamics of the local context and take into account the knowledge and skills of potential local partners and key stakeholders. The design of experimental portfolios involves shared decision-making: all participants have equal power to influence it. The process involves people with the relevant skills and experience to create an interconnected portfolio of tangible products or services.

Building an effective team can take time, and once approval is obtained from the community at large, and from key stakeholders in particular, it's essential to create a co-design team with the right skills to prototype and test ideas emerging from the sessions (for example, in terms of their technical, business development, and entrepreneurial backgrounds, etc.).

How do we structure co-creation sessions?

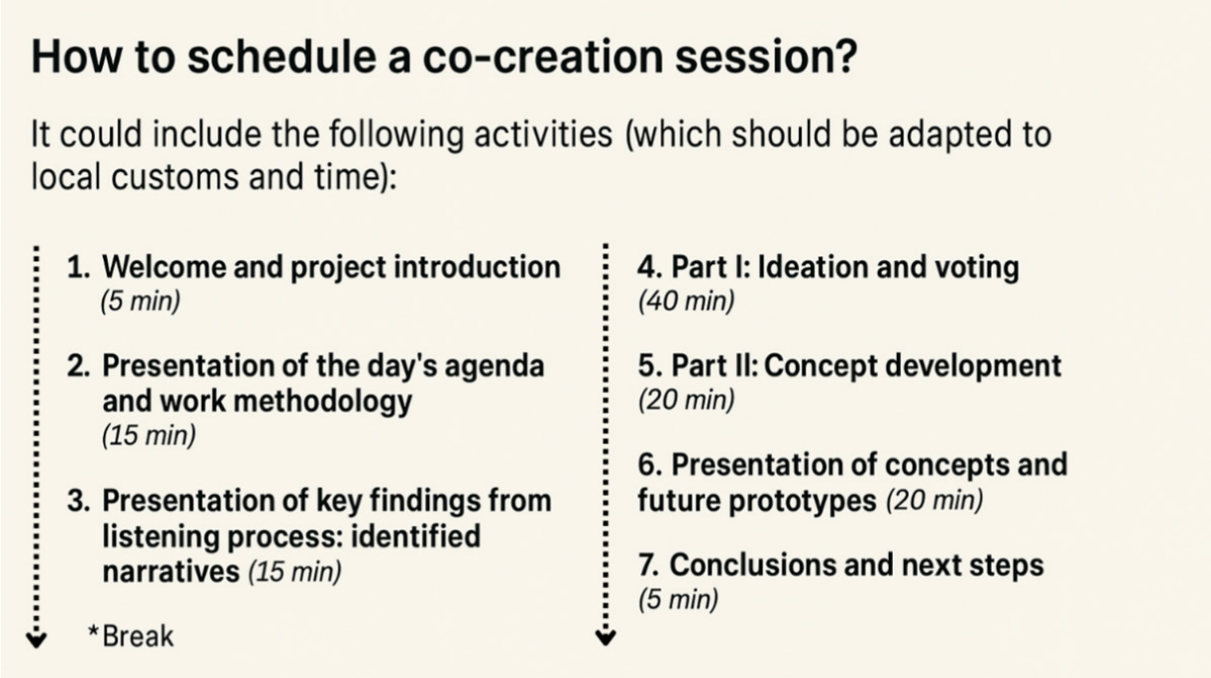


Image 38: How do we schedule a co-creation session?

The table above shows a planning model for an initial co-creation session, in which the co-creation process is still in its infancy. In this phase, it is important to connect the ideas with the information gathered in the listening phase. Once the thematic areas, key ideas or concepts, and working groups have been established, these groups will gradually transform their concepts into more developed proposals. In this phase it is important to be able to interpret which potential stakeholders could participate in this process (see *Module 1: Mapping*) and compare the proposal with the needs of the stakeholders from the target group. The target group is defined by the people who are part of the co-creation process. This group will be adjusted as the prototype evolves after successive contrast sessions.

The length of the co-creation sessions will vary depending on the number of ideas to be discussed and the size of the working groups involved in developing each idea. We recommend that each session be limited to no more than 30 people to ensure the participation of all the attendees.

Together with these contrasts and the development work, the goal will be, as far as possible, to flesh out and define the initial rough idea.

If the collected narratives and local challenges and opportunities identified are well mapped, categorised, and communicated to the stakeholders forming part of the co-creation process (agenda item 3), the actions resulting from the co-design process are more likely to be well connected to the deep listening process. If this is not communicated well, the co-design process is likely to result in disconnected prototypes and fail to achieve the desired impact and transformation for local communities. A good rule of thumb is that every co-designed prototype should respond to at least one of the validated ethnographic profiles.

What tools can we use in co-creation sessions? (see the Appendix)

Different tools are available, depending on the degree of development of the co-creation process. If it is at an earlier stage, you can use ideation or co-creation tools. If the areas of opportunity are more developed, you can use co-design tools: If the areas of opportunity are more developed, you can use co-design tools:

- Design questions
- Brainstorming
- Conceptual poster
- Business model canvas
- Social-Business model canvas

Local teams will adapt these tools to the needs and dynamics of the local context. Each of these tools is described and explained in detail in the Appendix.

3. What are experimentation portfolios and how are they managed?

In contrast to traditional intervention projects, Laboratories have applied the experimentation portfolio approach. The approach contributes to generating dynamics of interconnection and opportunity among the various initiatives and projects in relation to public drug policies that are already in place. Rather than opting for a specific strategy and going all in, this tool suggests building experimental spaces that allow us to test various solutions in real time in order to scale and convert the solutions with the best results into public policy, while also promoting public–private–civil partnerships.

Experimenting is a way to manage risk more safely, anticipating possible scenarios. In this way, the stakeholders participating in the Laboratories create a safe space to test new forms of collaboration and jointly promote a battery of interconnected prototypes. Experimentation portfolios also have the capacity to respond differently to the various narratives operating in a given context.

Processes involving multiple stakeholders, from multiple levels and directions, also require new forms of communication, new governance models, and new financing.

	Description	Contributions	Limitations
Internal portfolio	Institutions follow an internal process to better understand their strategic intention and connect existing initiatives with new ones.	Alignment of disconnected initiatives into a portfolio and development of an adaptive governance system.	Only internal teams fully participate. There is no systemic impact.
Thematic or Mission-Oriented portfolios	Different institutions, companies and civic organisations develop thematic processes to address a complex challenge (e.g. EU missions).	Integration of disconnected interventions and institutions that share a common goal. Offers a safer space for experimentation.	Difficulties in engaging with local dynamics. Expert-driven approach.
People-Driven prtfolio	Key stakeholders connect existing distributed platforms based on a movement -building logic.	The portfolio responds to existing local dynamics in real time. Greater potential for systemic impact.	Uncertainty, loss of institutional control, long-termism.

Image 39: Lessons learned - experimentation portfolio management.

How are experimentation portfolios managed?

The main conclusion of the Social Innovation Laboratories promoted by the **COPOLAD III** programme is that there are very diverse ways of interpreting drug-related phenomena, and the main stakeholders demand safe spaces in which to experiment with new solutions. These different ways of looking at the same reality can be summarised as those who emphasise the public health and safety dimension and those who highlight its social implications (for example, the harm reduction and social inclusion approach). These are not mutually exclusive ways of understanding this reality, but they do lead us to opt for solutions of one nature or another. On the contrary, the Social Innovation Laboratories promoted by **COPOLAD III** in collaboration with local governments, offer a safe experimental space in which we can test different solutions within the same innovation portfolio. These solutions, or prototypes, may be a priori 'opposites', designed from different perspectives and responding to diverse groups and thought patterns. Their added value, therefore, is to create a dynamic knowledge-generating space in which we can test different solutions and collaboratively analyse their impact in real time. Instead of trying to convince other groups about the importance of our perspective, we're building a shared narrative of what works and what doesn't. Collectively interpreting the experimentation process (sensemaking) facilitates new co-creation processes among stakeholders who normally have difficulty working collaboratively.

Within the framework of Social Innovation Laboratories, portfolios are designed as learning or experimentation spaces to address complex problems. Through the design and implementation of portfolios that include diverse initiatives, the narratives that initially seem incompatible— in this case, the different perspectives on how to address the problem of drug use or supply— can be transformed into compatible narrations. The Laboratories have made it possible to identify a series of possible prototypes that respond to theoretically 'opposing' but interconnected perceptions, which respond 'in real time' to the different views on complex problems (for example, harm reduction focused on young people in Chile, possible solutions for women who do not want to leave micro-trafficking in Uruguay, more experimental initiatives such as a cannabis dispensary for medicinal use

in Colombia, or new forms of collaboration with the private sector in general).

How are experimentation portfolios financed?

Innovating at the systemic level in governance and policy requires leveraging new sources of funding and aligning those resources with a different way of operating. Resources for the process itself should be distinguished from the new sources of funding that will be involved in the resulting solutions.

How are experimentation portfolios evaluated?

Innovation and experimentation processes in complex systems require new evaluation methods to enable real-time decision-making and to adapt strategy to alterations in a changing system. Rather than pursuing clearly defined outcomes from the outset of the intervention, the developmental evaluation approach seeks to generate new knowledge, new relationships among stakeholders, and foster the development of new interconnected prototypes and new ways of utilising existing networks and initiatives. These types of processes therefore require the incorporation of a developmental evaluation layer that enables changes and impacts to be observed in real time, allowing for alterations and adjustments to be made to the process. **Developmental evaluation consists of the systematisation of the basic elements or capabilities of the social innovation approach: mapping, listening, collective interpretation, and co-creation.**

Agirre Center team has proposed a series of developmental indicators that complement (but do not replace) traditional evaluation or impact indicators. They suggest that developmental indicators be measured based on perceptions:

- Changes in local narratives and perceptions of social change.
- Level of increased participation and empowerment of citizens and users.
- Number of people, companies, and institutions benefited.
- Level of minority groups involved in the process.
- Level of social cohesion through collective interpretation sessions.
- Quantity and quality of collaboration opportunities.
- Number and quality of new participants in the processes.
- Number of methodologies used.
- Number of interconnected prototypes.
- Number of changes made during the application.

- Number and quality of errors committed.
- Collaboration opportunities generated.
- Changes in the relationships between stakeholders, initiatives, and structures over time as a result of endogenous and exogenous interventions.
- Number of lessons that can be learned from each of the processes and the interrelationship between them.
- Balancing the portfolio of initiatives within the ecosystem based on challenges and opportunities (combining different levels of impact, levels of innovation, and response to ethnographic profiles in the prototypes).

The K-tool allows the results/performance of these KPIs to be viewed on each Laboratory's Dashboard:

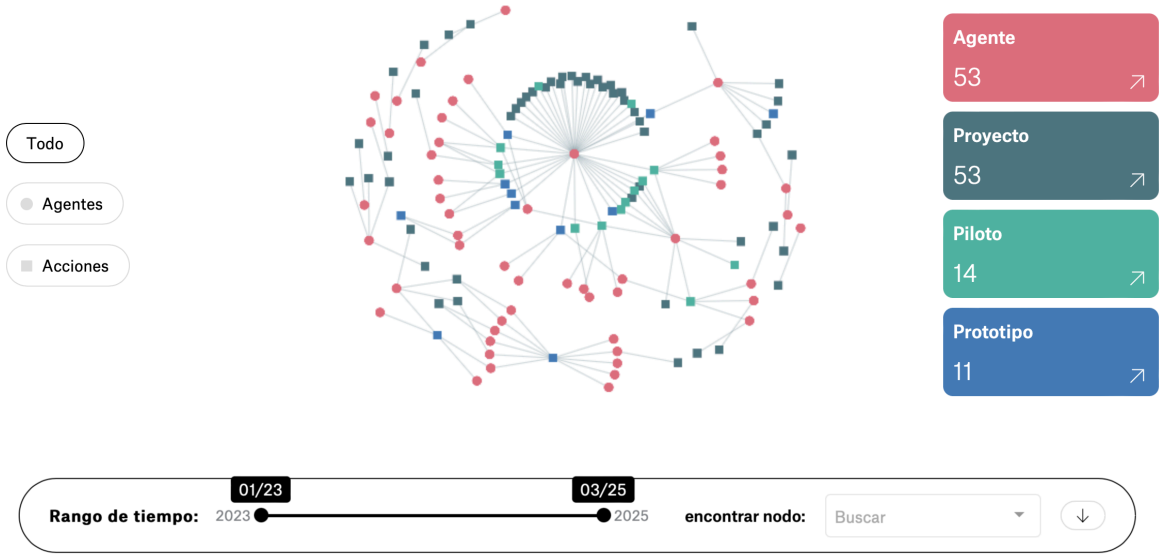


Image 40: The K-tool dashboard.

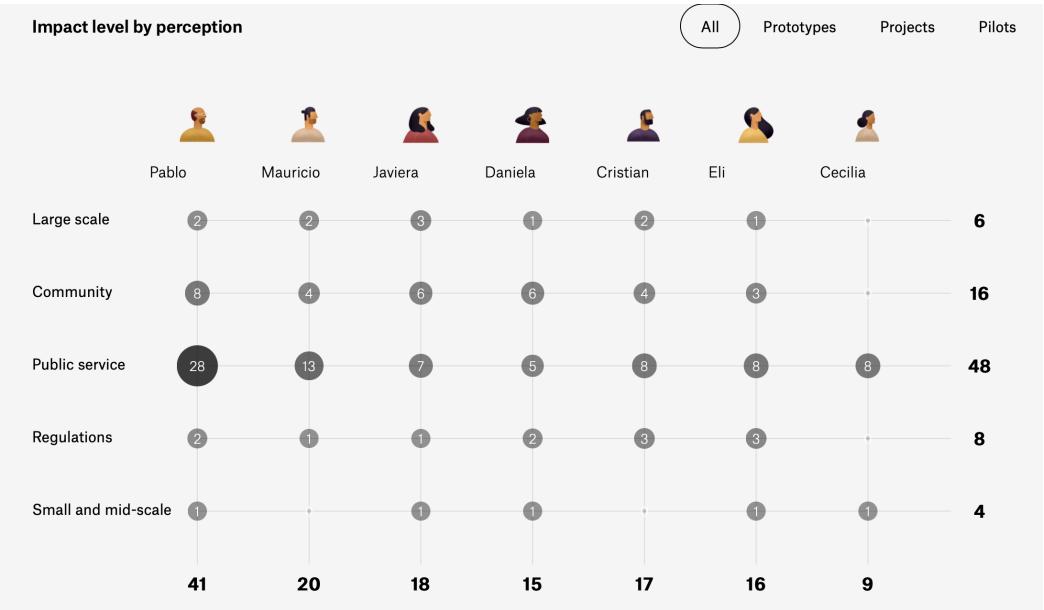


Image 41: Impact level and patterns of the K-tool narratives.

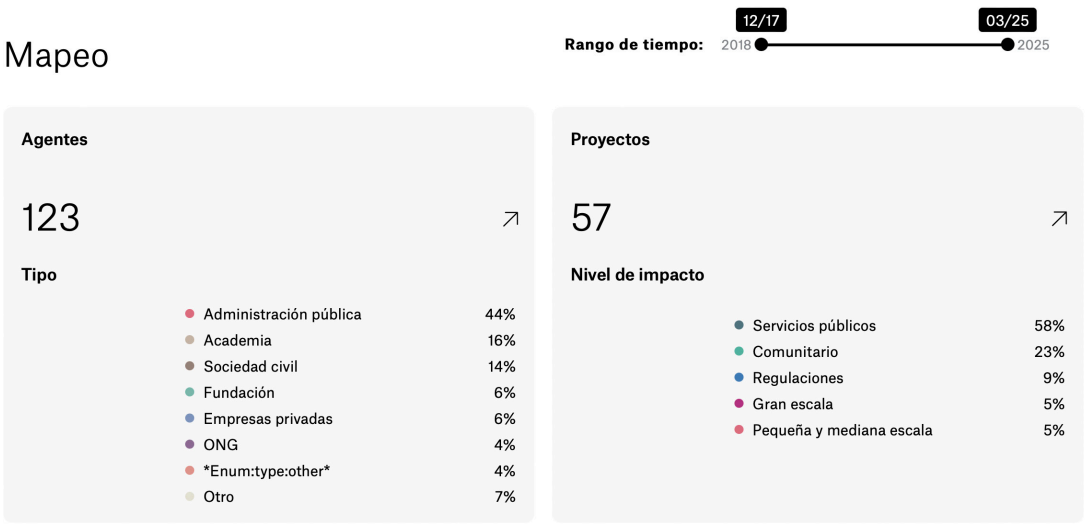


Image 42: The K-tool mapping dashboard.

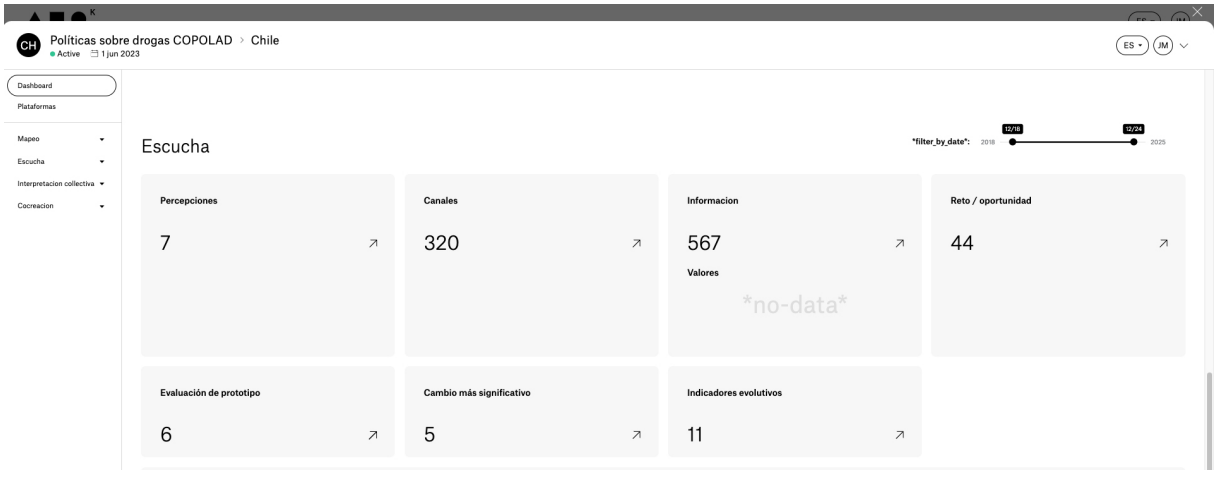


Image 43: The K-tool listening dashboard.

4. Examples of co-creation and experimentation portfolios in the Laboratories

An example of an experimentation portfolio in the Peruvian Laboratory

SENDA team designed and facilitated different **co-creation** sessions in Santiago and Talca (Maule Region). These sessions included community members (neighbourhood associations, teachers, school principals, and students, etc.), SENDA prevention programmes, institutions such as the Specialised Child and Adolescent Protection Service, the My Lawyer programme, and others. Diverse groups were formed in these sessions to work on concept posters on the opportunities and needs identified in the listening process. For example, some areas of opportunity identified referred to redesigning the role of educational centers as spaces for comprehensive prevention; new evaluation systems for schools, including developmental indicators; or self-care spaces for direct-care teams.

Image 44: A co-creation session in Talca, Maule Region, Chile.

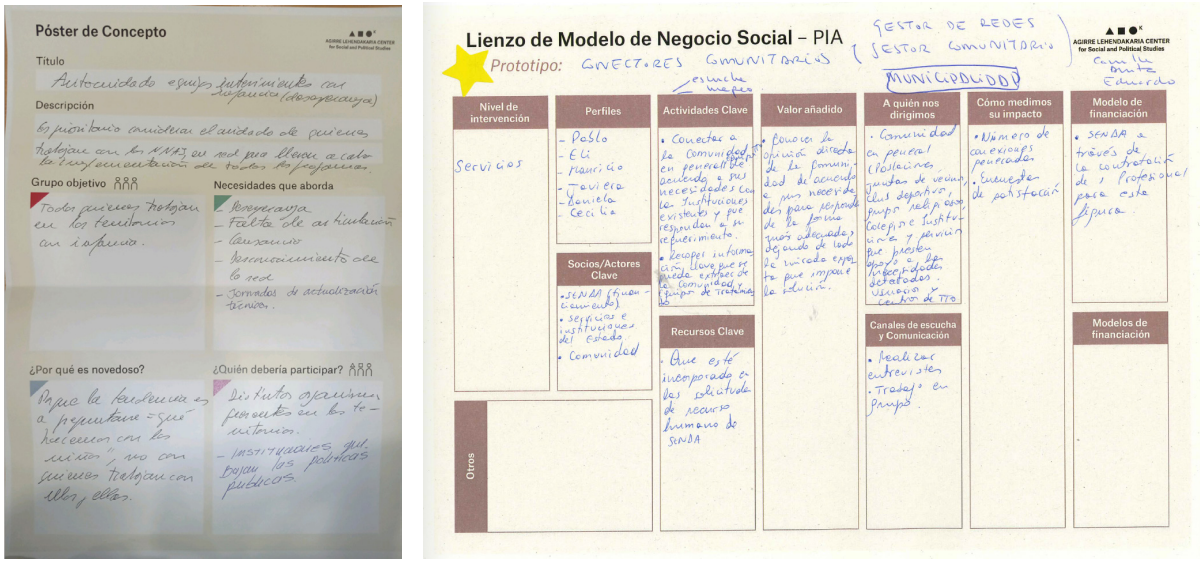


Image 45: Concept poster and social-business model canvas developed by local stakeholders, resulting from co-creation sessions facilitated by SENDA.

Below is the first iteration of the experimentation portfolio in Chile. The 17 prototypes shown below were developed by local stakeholders during co-creation sessions facilitated by SENDA team during the initial months of the process. The graph visualises the interrelationship between the identified areas of opportunity, the perception patterns (represented through ethnographic profiles), and the five levels of intervention. The different levels of innovation are also specified (existing initiatives, pilot schemes operating elsewhere, and prototypes or entirely new ideas). The prototypes operate in an interconnected manner, under the portfolio approach:

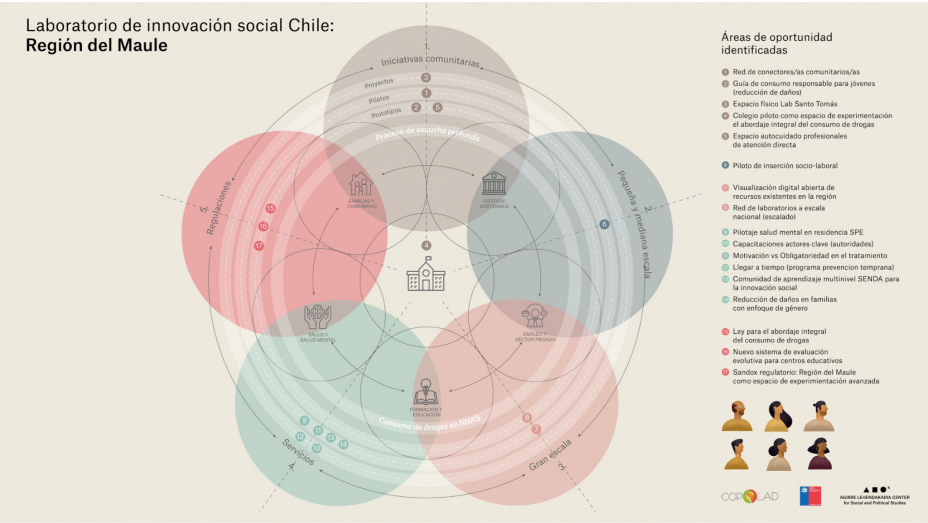


Image 46: First iteration of the experimentation portfolio in Chile.

After successive iterations of mapping, listening, collective interpretation, and co-creation, the second iteration of the experimentation portfolio in Chile delved deeper into the prototypes and their interconnections. Below are the prototypes prioritised by local stakeholders, as well as the complementary prototypes:

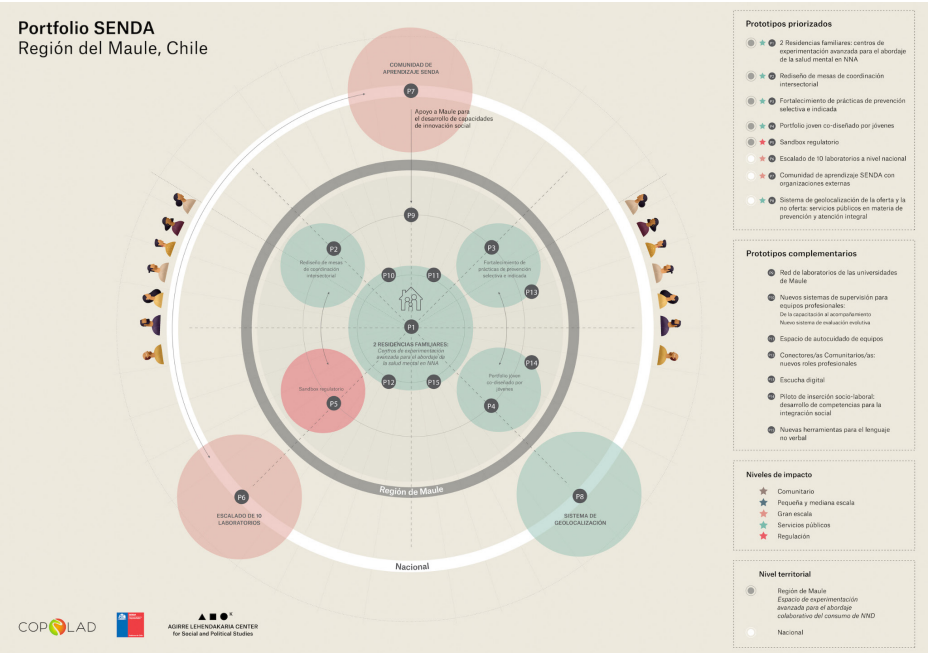


Image 47: Second iteration of the experimentation portfolio in Chile.

The Laboratories also involve innovation in the forms of financing. Chile's portfolio combines the resources (economic, human, and material, etc.) made available by the **COPOLAD III** programme, with SENDA's own resources, existing national and local resources, and new public and private sources of financing. The prototypes prioritised in the contrast and co-creation spaces by local stakeholders are described below:

1. **System for geo-referencing the public services already available in the areas of prevention and comprehensive care** so that all institutions working in this field can offer comprehensive services. In addition to visualising and locating what already exists, this system will also make it possible to visualise 'non-supplies' (needs identified in the listening process that are not covered by existing offerings) or any shortcomings of the present system. Additionally, the new digital tool is expected to automatically propose ways to reinforce the connections between existing services.

2. **Transformation of two residential homes into an advanced experimental center to test new mental health tools for the treatment of children and adolescents.** For example, new tools for preventing problematic drug use, understanding non-verbal communication, promoting self-care systems, and providing new monitoring systems for professional teams, will be tested.

3. **A young portfolio that includes a series of initiatives designed by young people** to help them develop skills for social and labour inclusion. These initiatives were previously designed without their direct participation.

4. **Redesign of the intersectoral coordination tables of the Maule Region**, within Social Innovation Laboratories, to allow the most complex problems to be addressed collaboratively (for example, harm reduction policies). In this way, any institution or public policy innovation laboratory that wants to test more innovative or disruptive solutions can do so in a protected environment.

5. **A learning community** to support the implementation of these prototypes, while also serving to enable other teams and institutions to acquire new skills in social innovation. The goal is for this community to drive the development of 10 new interconnected Social Innovation Laboratories in Chile in the coming months.

Each prototype is fully developed on a canvas that captures the key elements, challenges, and opportunities for activation and prototyping.

Image 48: Example of a prototype family residence as a space for advanced experimentation to address mental health in children and adolescents.

As the Chilean portfolio example shows, the portfolio is not a static photo. The information is updated after each iteration of the listening, mapping, collaborative analysis, and co-creation process. It is essential to constantly compare the portfolio with the needs of stakeholders so that local stakeholders can validate, improve, or discard the prototypes 'in real time'. The iterative nature of the process allows for deeper exploration into the design of new solutions that are more closely aligned with local dynamics and needs.

Added value	Findings and challenges
• The management and activation of the prototypes designed within the Maule Laboratory are the result of a concerted effort by multiple stakeholders to address drug-related issues. • Rather than understanding projects as an end in themselves (specific initiatives whose definition and implementation do not consider the other activities in the system), the portfolio approach transforms the management of already existing actions into an integrated, multi-level experimentation strategy. Under the portfolio approach, prototypes operate in an interconnected manner and respond to the social perceptions identified in the listening process.	• A significant number of the prototypes prioritised by SENDA are aimed at creating a new, permanent, social innovation infrastructure within the institution. These efforts have allowed SENDA to position itself as a pioneering institution, both nationally and within the LAC region, in the creation of spaces for advanced experimentation and new models of adaptive governance in the area of drug policy. This new infrastructure is intended to complement, not replace, the institution's existing management systems. • The portfolio approach allows for joint management of the risks associated with experimentation, enabling new ideas to be tested in a controlled environment before being implemented on a large scale.

• Co-creation directly involves beneficiaries (adolescents and young adults in the case of the youth portfolio) in the design of their own solutions, transferring leadership to them. • Co-creation allows existing initiatives to be adapted to amplify their impact, rather than creating duplication. For example, the prototype for the redesign of the intersectoral roundtables integrates core social innovation capabilities into existing roundtables, rather than creating new ones.	• This space provides value for institutions that wish to generate new learning in addressing the most complex issues, which can be perceived even from opposing perspectives. This is the case, for example, of harm reduction programmes and strategies for youth, which deviate from the classic abstinence-only approach. • One of the prototypes prioritised by SENDA is the redesign of intersectoral coordination tables as potential spaces for listening and experimentation. The roundtables are designed as spaces where stakeholders can experiment with adapting national guidelines to the local context and generating lessons learned that inform the design of drug policies in real time. These lessons learned and good practices could even be replicated in other contexts or regions.

An example of an experimentation portfolio in the Peruvian Laboratory

The main objective of the Social Innovation laboratory in Peru is to design and conceptualise an Early Warning System (EWS) to protect the human rights of local indigenous communities, using the Flor de Ucayali community as a pilot project. This EWS is structured on the basic elements of the social innovation approach (mapping, listening, collective interpretation, and co-creation) and based on four main phases:

- **Anticipation/Prevention:** identification of emerging risks by analysing patterns and potential threats.
- **Alert:** early activation when faced with new threats or situations that may generate a negative impact.
- **Quick Response:** agile mechanisms for immediate intervention in critical situations.
- **Compensation and Development:** measures to mitigate the effects of threats and promote the development of affected communities.

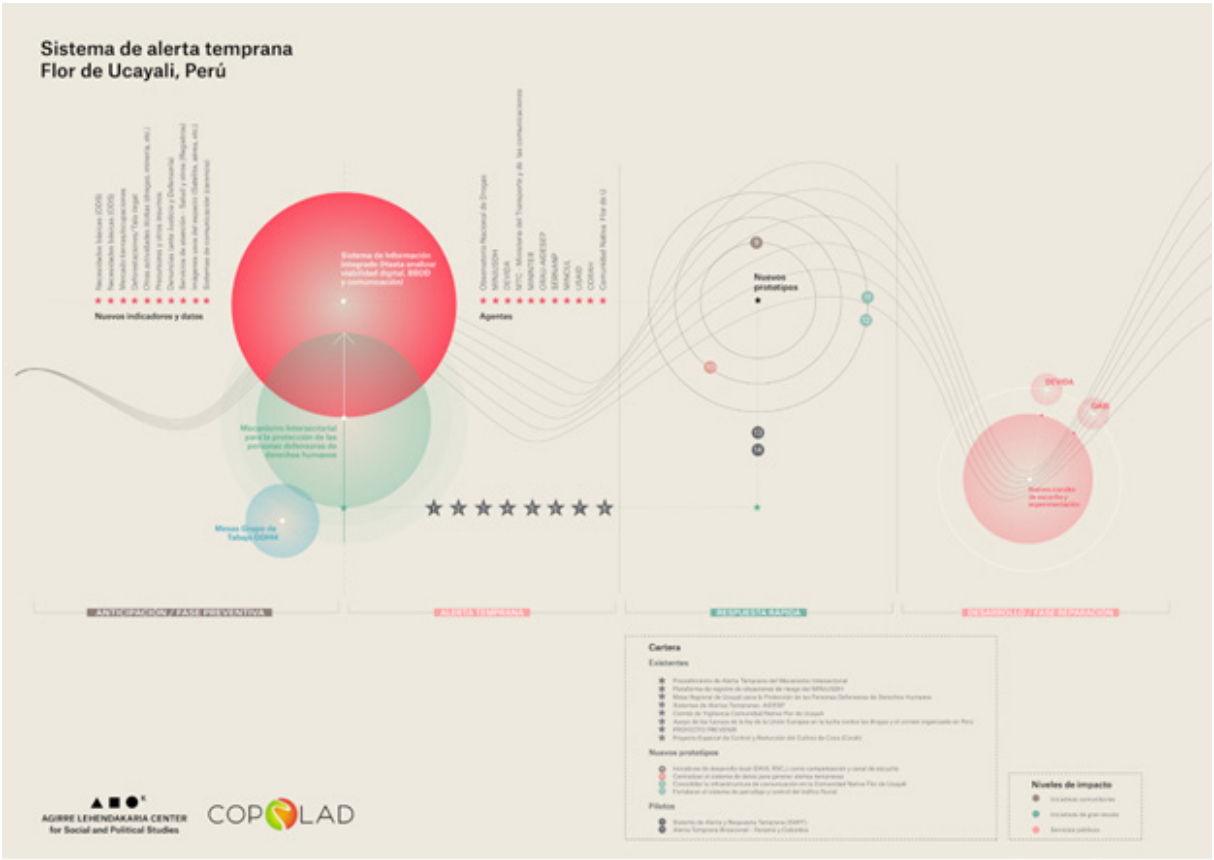


Image 49: An Early Warning System, Flor de Ucayali, Perú.

Image 50: First meeting of the technical assistants with the traditional leaders, elders, and authorities of the Flor de Ucayali native community.

Below are the prototypes prioritised in the EWS experimentation portfolio, which each operate interconnectedly at different intervention levels:

- **Information and Telecommunications System.** Development of a digital system that allows monitoring alerts in real time and coordinating rapid responses to emergencies, facilitating connection between key stakeholders and offering an accessible communication platform for the community. The goal is to provide the community with an infrastructure that facilitates a swift and efficient response to any threat identified in the community, connecting key stakeholders at the local and national levels.

- **Strengthening Coordination, Monitoring, and Control Mechanisms.** Design and implementation of a specific working group for the EWS within the existing intersectoral coordination mechanism, in order to improve monitoring and control of threats to human rights. The objective is to systematise a formal space for collaboration and coordination between the various public and private entities working to protect human rights in the region.

- **Local Compensation and Development.** Creation of a Comprehensive Plan for Local Compensation and Development, based on sustainable agroeconomic projects that strengthen community autonomy and prevent the growth of illicit activities (these projects include productive activities such as fish farming, cocoa and fruit cultivation, and reforestation, as well as improving access to basic services such as health and education). The goal is to increase the community's capacity to counter drug trafficking through sustainable development alternatives.

Diseño e implementación de una plataforma de comunicación en la Comunidad Nativa Flor de Ucayali

QUIÉN	FINANCIACIÓN	PROXIMOS PASOS	VALOR AÑADIDO	NECESIDADES
Co-lideran: MINJUSDH MTC **Lidera:** ORAU y Centro de información satelital indígena Imenko Tsiroti **Otros implicados:** Comunidad Nativa Flor de Ucayali Proetica IDL MINCUL SERNANP AIDESEP Proetica (antigua proveedora de conexión a la comunidad) Rainforest (facilita el acceso a Internet en la Amazonía peruana utilizando tecnología de **Starlink)**	**En la primera fase, se activará con recurso Asistencia Técnica del Programa COPOLAD III** En una segunda fase, para garantizar la sostenibilidad, MTC, RSC empresas privadas, otros.	Activación recursos asistencia técnica Programa COPOLAD III MINJUSDH contacta con el MTC para contrastar su rol para garantizar la sostenibilidad de la iniciativa. Identificación de posibles acciones inmediatas para iniciar el diseño y desarrollo del sistema de comunicación (MINJUSDH y MTC).	Acceso a la conectividad en las CCNN para mejorar la capacidad de respuesta rápida ante vulneraciones de derechos humanos o amenazas. Fortalecimiento de la capacidad de reacción ante amenazas. Mejora de la conexión entre las comunidades y las autoridades locales para una respuesta rápida ante situaciones de riesgo.	-Revisar y validar los factores y tipos de datos que permitan anticipar o prevenir amenazas o violaciones de DDHH. **-Mapeo de las iniciativas y esfuerzos existentes en materia de comunicación** en la comunidad, identificación de lagunas y carencias en el sistema. **-Identificar las fuentes de información** en cuanto a su confiabilidad y frecuencia de registro/actualización de datos. -Diseñar una **base de datos y establecer indicadores** de situación que apoyen la toma de decisiones. -Definir **especificaciones técnicas** y opciones de los servicios de telecomunicaciones en la zona. Valoración de presupuestos y financiación. -Identificar, establecer criterios de valoración y participar en la selección de **proveedores de servicios de comunicación** en la zona. **-Asistencia técnica** y capacitación a los responsables de la Comunidad y a las unidades de enlace en la **instalación, operación y mantenimiento** de los sistemas de comunicación.

Image 51: Design and implementation.

Added value	Findings and challenges
• The Early Warning System (EWS) in the Flor de Ucayali native community was designed through a process of dialogue and contrast between the community, its leaders, and various institutional and social stakeholders. This approach ensures that local needs and perspectives are integrated into the design and implementation of the system. • The prototypes are developed as part of an interconnected portfolio, ensuring they work together to strengthen their capacity to respond to threats to human rights.	• The leadership of institutions and the local community is essential to promoting the EWS. One of the challenges is the need to consolidate local leadership that can maintain the prototypes, which is often exacerbated by political changes. • The main challenge is the lack of infrastructure in the community to guarantee an efficient and well-maintained communications system that ensures the operation of the system and the transmission of relevant information about potential threats. One of the prototypes that make up the EWS is aimed at improving connectivity in the region, facilitating real-time communication between the community and authorities. This prototype aims to provide indigenous leaders with digital tools so they can conduct their own monitoring and generate information on the risks they face.

• In a context marked by complexity, system implementation must be flexible. The evaluation of the prototypes will be ongoing, with periodic feedback from the communities and key stakeholders involved. Developmental evaluation allows prototypes to be adjusted and improved in real time, ensuring they adapt to changing local dynamics. • This model strengthens the capacity of communities to manage their own safety and security while also ensuring effective collaboration with authorities and external stakeholders, creating a robust and sustainable system.	• Prevention strategies include the collection and ongoing updating of data to help detect trends in violence, illicit drug trafficking, and other threats, enabling strategic decisions to mitigate risks. Therefore, proper design of the data catalogue that feeds the digital system is essential for the functioning of the EWS. This catalogue must include reliable and up-to-date data on threats. The use of cross-referenced data, such as deforestation heat maps, facilitates better identification of trends and prioritisation of interventions. • Another key challenge to the success of the EWS is the insufficient presence of the State in the region. Law enforcement capabilities must be strengthened, particularly in terms of river control. This includes staff training, improving logistics, and creating infrastructure to ensure a consistent and effective presence.

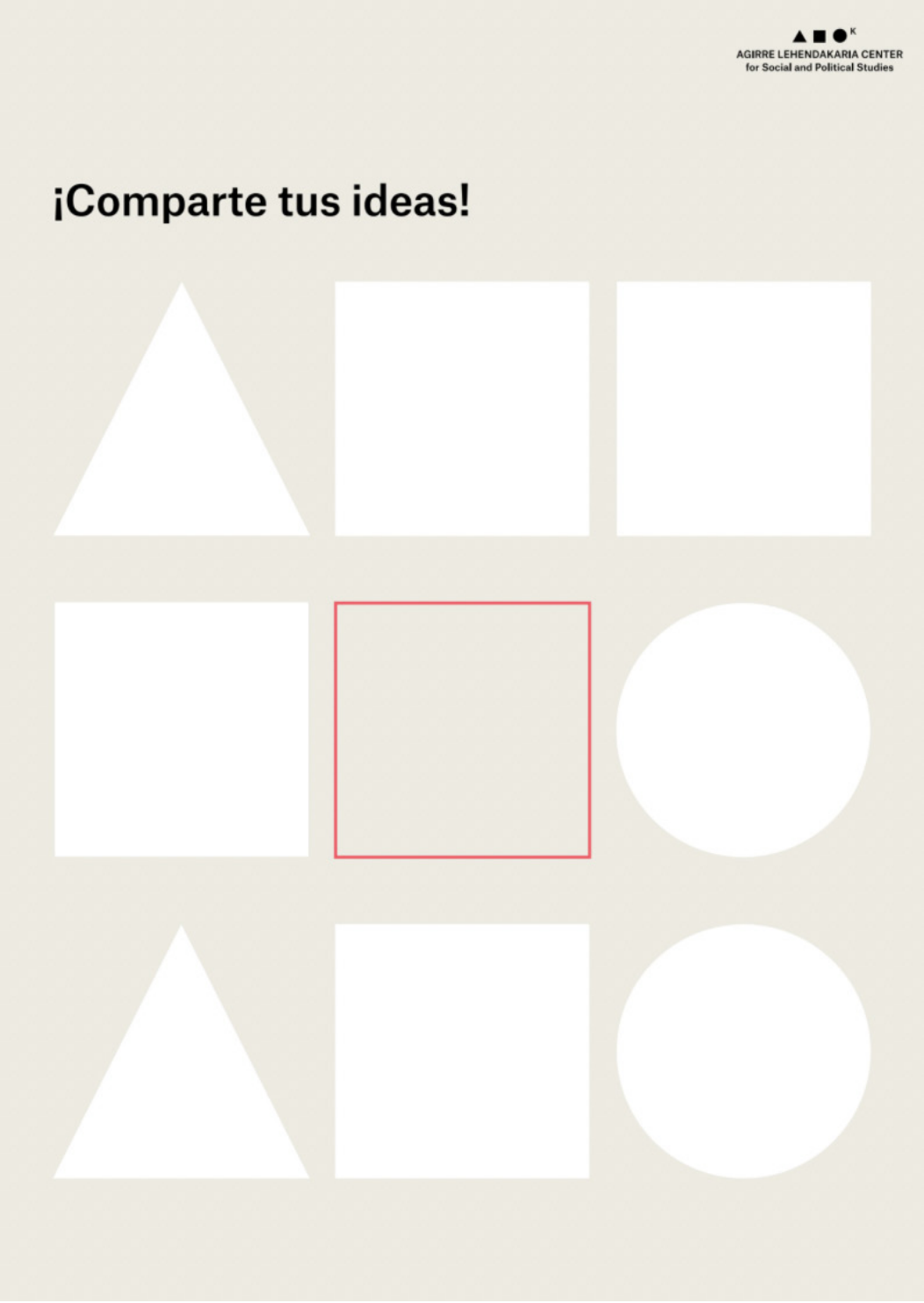
SUMMARY OF MODULE 3. CO-CREATION

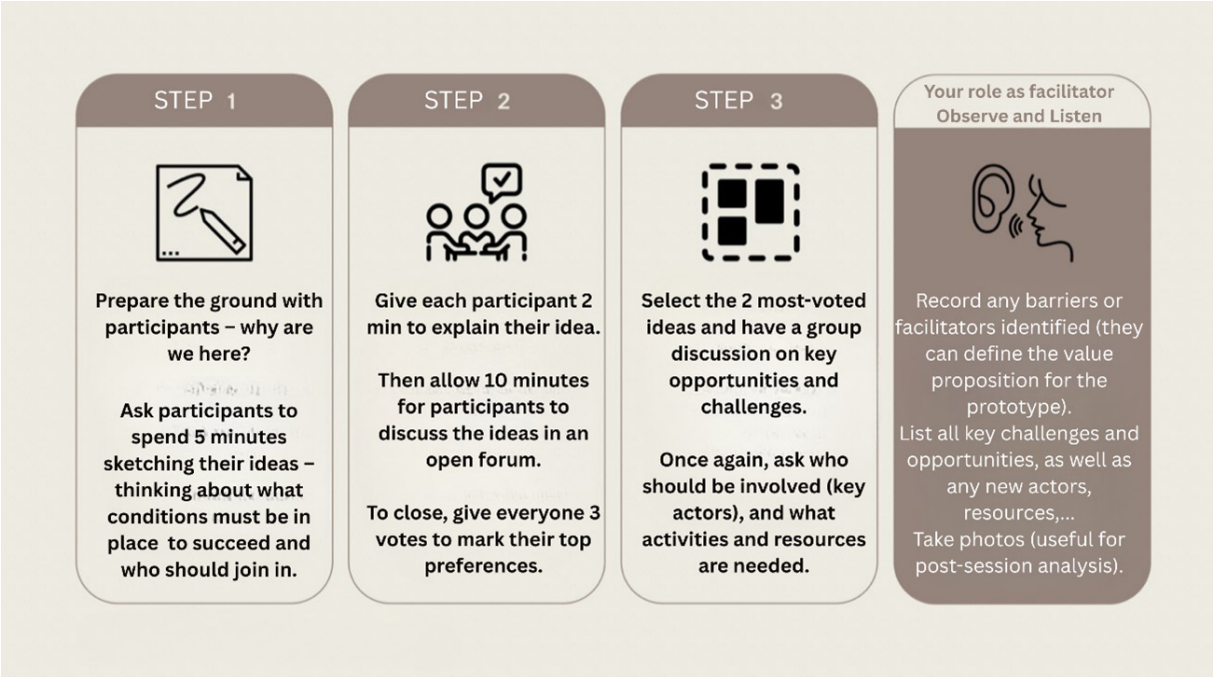
	Added value	Challenges	Minimum requirements
Co-creation approach	It facilitates the joint design of practical solutions adapted to the local context, directly involving stakeholders. This approach allows institutions to respond in a differentiated way to the diverse narratives of a territory, adapt to changes, and develop experimentation portfolios instead of isolated projects.	- Coordination between stakeholders with conflicting approaches or different priorities. - There is a risk that prototypes do not align with the local needs if the mapping is not linked to the narrative patterns detected by listening.	- Involve stakeholders from all five impact levels and representatives from the early stages. This information is provided by mapping. - Ensure that each prototype responds to the ethnographic profiles validated in the collective interpretation.
Experimentation portfolios	These allow for risk management and testing of solutions in a controlled environment, generating learning for public policies.	-Institutional resistance to experimenting with more innovative and experimental prototypes. - Difficulty effectively managing multiple interconnected prototypes.	- Prioritise prototypes that combine innovation and local adaptability.
Prototype diversity	Combines new prototypes, existing projects, and adapted pilots, ensuring a systemic and impactful approach.	- There is a risk of ending up replicating initiatives that we already know well, without adding significant value.	- Balancing prototypes in response to different levels of intervention (community, private, and public). -Use co-creation and co-design tools to define tailored solutions.

5. Appendices:

Tools for co-creation

Ideation and co-creation





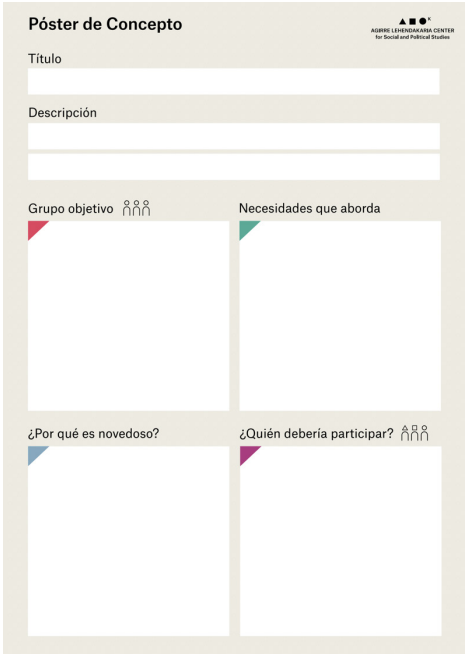
The aim of brainstorming is to generate concrete ideas in a structured way, after having identified a specific challenge or need. This is an open process in which all ideas are welcome.

With this tool, it's possible to generate questions from working groups and thus, view possible solutions from a different perspective. The questions will follow the "How is it possible or how could we…?" model.

Steps:

1. Place the design question or challenge in the center of the matrix.
2. Reflect for three or four minutes on an idea based on the design question in the center of the matrix. Write down the idea on a Post-it and place it in one of the empty boxes in the matrix.
3. After reflecting on the first idea, the entire group should read the ideas that have emerged and develop them or generate new ones, adapting previous ideas or writing new ones. This process is repeated until each matrix is complete.
4. By the end of the brainstorming session, many new ideas will have emerged.
5. Prioritise brainstorming results: Based on the results of the brainstorming session, each person should vote for the idea or proposed solution they liked the most and explain why.

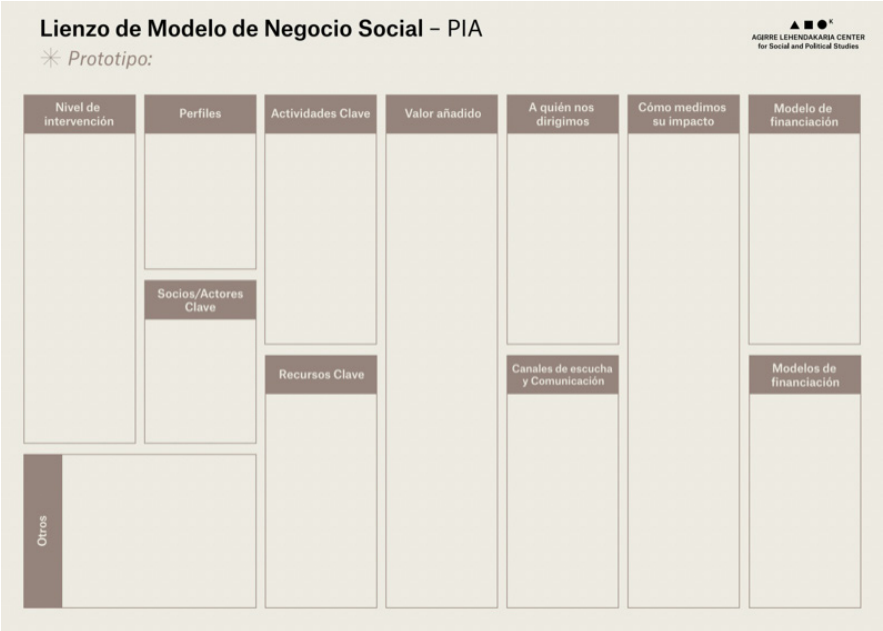
Co-design



With this tool it is possible to make ideas or solutions more specific. In conceptual design processes, we move from working with a large number of ideas to grouping them together to move in a single direction. **The conceptual poster** is the first step to realising these ideas. Working with this tool can also serve as a preliminary step to preparing proposals in canvas format.

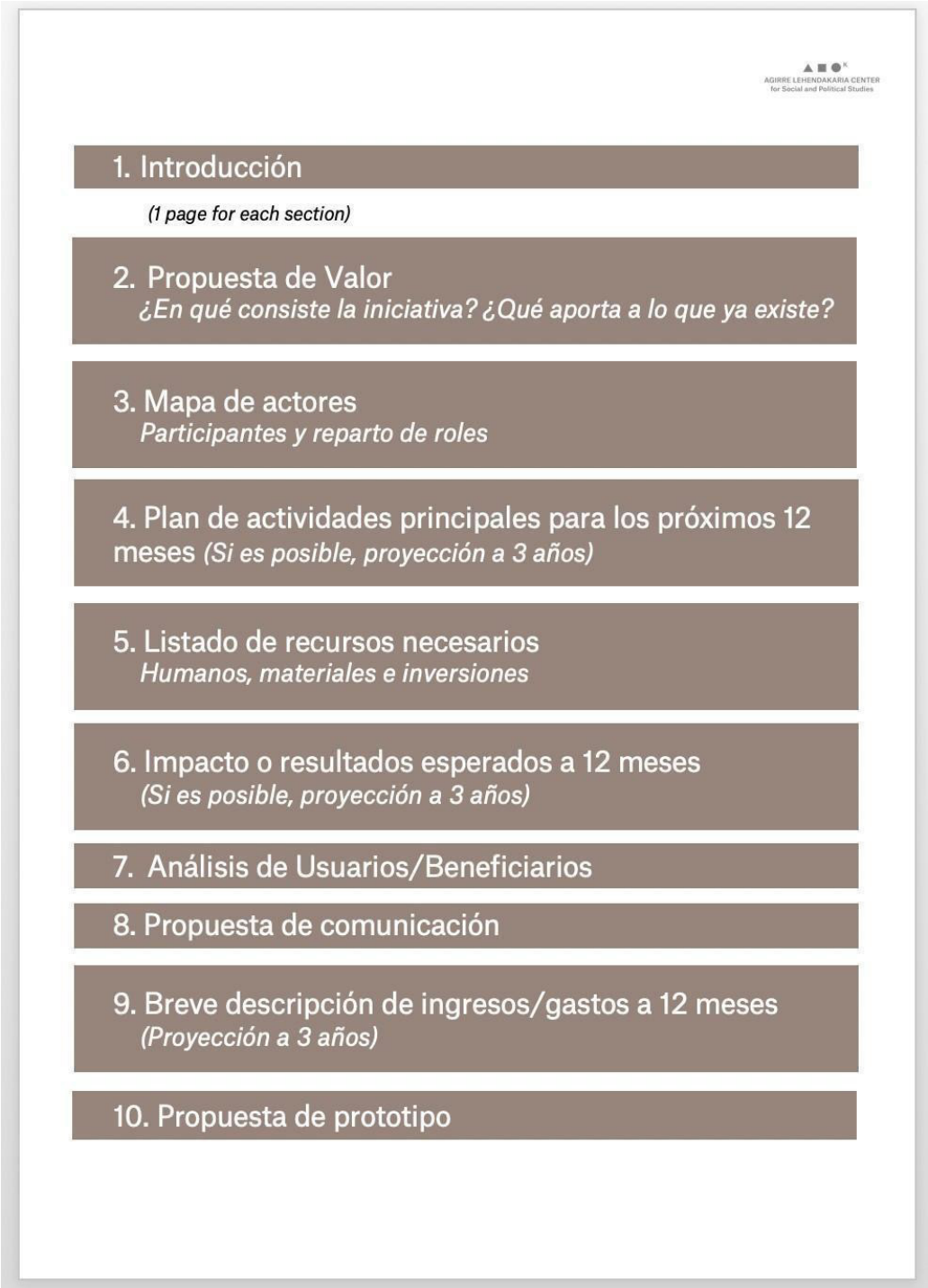
Steps:

1. Select which groups of ideas or specific ideas could be developed.
2. Start by choosing a title that summarises the essence of this concept.
3. Briefly describe the elements that should be part of this concept. What services does it include? What's innovative about it? What makes it original?
4. Identify the target group for this concept and describe how it relates to the profile and needs of this specific group. To do this, it may be helpful to identify up to three target groups and describe them in detail.
5. Describe the value and effects that this concept or idea can have for the group or groups it is directed towards.
6. Start making a list of key stakeholders: think about the stakeholders who are crucial to making this concept a reality.
7. Describe the business potential of this concept (for prototypes that have a business character). Who would be willing to finance it? What new business model does this entail? What is its growth potential? Community prototypes do not necessarily have a business model.
8. Analyse how this idea can be connected to existing initiatives and knowledge in the system (mapping).
9. List the three most important steps to be taken next to bring this idea or concept to fruition.



The **Social-Business Model (canvas)** is a tool for creating a solid business model around a social enterprise. It is also a collaboration tool that helps communicate with different business models and stakeholders and brainstorm to create new ones. These are the key elements:

- **Key Resources:** What resources do you need to carry out your activity?
- **Partners and stakeholders:** Who are the key stakeholders or people who should be involved in the development of the idea? (Specifically, who are these key stakeholders and people). Do you need special permits?
- **Key activities:** What key activities will be carried out? (with the greatest level of detail).
- **Intervention type:** What is the format of your intervention? A workshop? A service? A product?
- **Channels:** How will you be reaching your users and customers?
- **Segments:** Who are the beneficiaries?
- **Customers:** Which organisation will be paying for your service/product?
- **Value proposition:** What is the added value of the idea you are developing?
- **Impact measurement:** How will you demonstrate that you are creating a social impact? What indicators, both traditional and qualitative, do we use to measure its impact?
- **Cost structure:** What are your main areas of cost? How do they change depending on the scale?
- **Surplus:** Where will you invest the profits?
- **Income:** Describe your sources of income in percentages (%).



The **10-page document** brings together ten key elements to develop the information captured on the canvases in greater depth. The prototypes will then be ready for activation, indicating the likely opportunities and challenges for their development.

Conclusions

Social innovation laboratories for the design, implementation, and evaluation of public drug policies: lessons learned, challenges, and recommendations.

- As noted above, the most pressing global challenges, such as drug-related phenomena, are multi-factorial issues that no single solution can solve. Due to their complex nature, they require an experimental approach and collective intelligence to be addressed as a whole. Institutions addressing these issues have highlighted the need to develop new digital and social innovation capabilities.

- The institutions promoting the Laboratories in the LAC region have developed basic social innovation capacities through the systematisation of spaces for contrasting, co-creation, mapping of stakeholders and initiatives, and deep listening. The Laboratories have allowed us to lay the foundations for generating **new management systems for addressing complex drug-related problems.** This new infrastructure (understood as the set of capabilities and methodologies that allow institutions to integrate new ways of working) complements, but does not replace, the management systems already in place in institutions. This new management system helps institutions respond differently to the diverse narratives operating in a given territory, constantly adapt to changes, and develop experimentation portfolios rather than isolated projects. **This is what is called an adaptive management system.**

- Institutions that have experimented with the social innovation approach have highlighted the importance of strengthening and deepening the connection between public policies and the communities and target groups with which they work (beneficiaries). This requires **new tools and measurement systems**, beyond impact or quantitative indicators, which incorporate the cultural dimension of the transformation processes (understood as a community's values, beliefs, needs, and aspirations). Although there is still resistance to incorporating qualitative information into decision-making, institutions are beginning to **value sustained listening processes to generate a greater impact on all of their interventions**.

- **The confluence of different institutional voices and fields contributes to a more complete reading of reality and to defining more focused, more comprehensive responses that are better adjusted to the complex reality.** The listening process in the territories has revealed the narratives that influence communities' perceptions of the possibility of change. Institutions currently lack the mechanisms to incorporate this information into the design of their public programmes and policies. Perceptive analytics enables local, regional, and national governments to make more informed decisions aligned with the needs of key stakeholders and beneficiaries.

- One of the narratives shared among the five laboratories is the priority of proving inter-institutional coordination to address drug policies in an articulated and transversal way. The implicit narrative is that existing intersectoral coordination mechanisms are not producing the expected results (such as the intersectoral coordination tables used in Maule, Chile, to address the needs of minors in care, or the Early Warning Systems groups in the Flor de Ucayali native community, Peru). The initiatives or activities currently promoted by institutions operate as isolated projects and do not allow for a comprehensive approach to the phenomenon. In this sense, institutions value **new tools to visualise the entire ecosystem**, generate new connections, and amplify the impact of existing actions.

- Regional and local governments demand **new spaces to safely experiment with the most complex** issues related to drug policies. These safe spaces are characterised by shared risk management of the most innovative initiatives. These spaces can be very useful for issues where the solution is not known in advance, or for those whose solution may be perceived from contradictory perspectives (for example, harm reduction focused on young people in Chile, possible solutions for women who do not want to leave micro-trafficking in Uruguay, more experimental initiatives such as medical cannabis dispensaries in Colombia, or new forms of collaboration with the private sector in general). The current intersectoral coordination mechanisms in these countries are presented as spaces of opportunity that can fulfil this function. **These existing mechanisms can be articulated as Laboratories, constituting learning spaces in which the risk of experimentation is shared among the different stakeholders.**

- One of the shared challenges is the **management and activation of experimentation portfolios as a whole.** The portfolio approach involves moving away from project logic or the idea of a single solution and starting to manage all existing actions as a true multi-level experimentation portfolio. In the long term, it is a new management model for institutions that implies ceasing to understand projects as an end in themselves (for example, a protocol that does not take into account the other initiatives in the system for its definition and implementation). The goal is for experimentation portfolios to serve as learning spaces for stakeholders involved in drug issues, allowing the joint extraction of lessons that can inform the design of public policies, while collaboratively interpreting what is working and what isn't.

- Social Innovation Laboratories need to meet certain **basic requirements to ensure their deployment and sustainability.**

  - Thus, it is essential to have a team comprising committed local organisations willing to dedicate time and human and financial resources to their development.

  - These organisations should be interested in strengthening their social innovation capabilities and be open to incorporating and experimenting with this focus on their internal structures and practices.

  - Furthermore, the process involves accepting a degree of uncertainty inherent in experimentation. It is critical that the Laboratory team recognises that there are challenges for which the solution is not known in advance and which can only be addressed through collaboration with others, because these problems go beyond individual capabilities. These complex challenges are precisely the core of innovation Laboratories, spaces designed to foster collective experimentation and learning.

Appendix: The K-tool

Mapping in the K-tool

In the mapping module of the K-tool, we insert the data on **external entities** that we have mapped and the **initiatives** that are carried out.

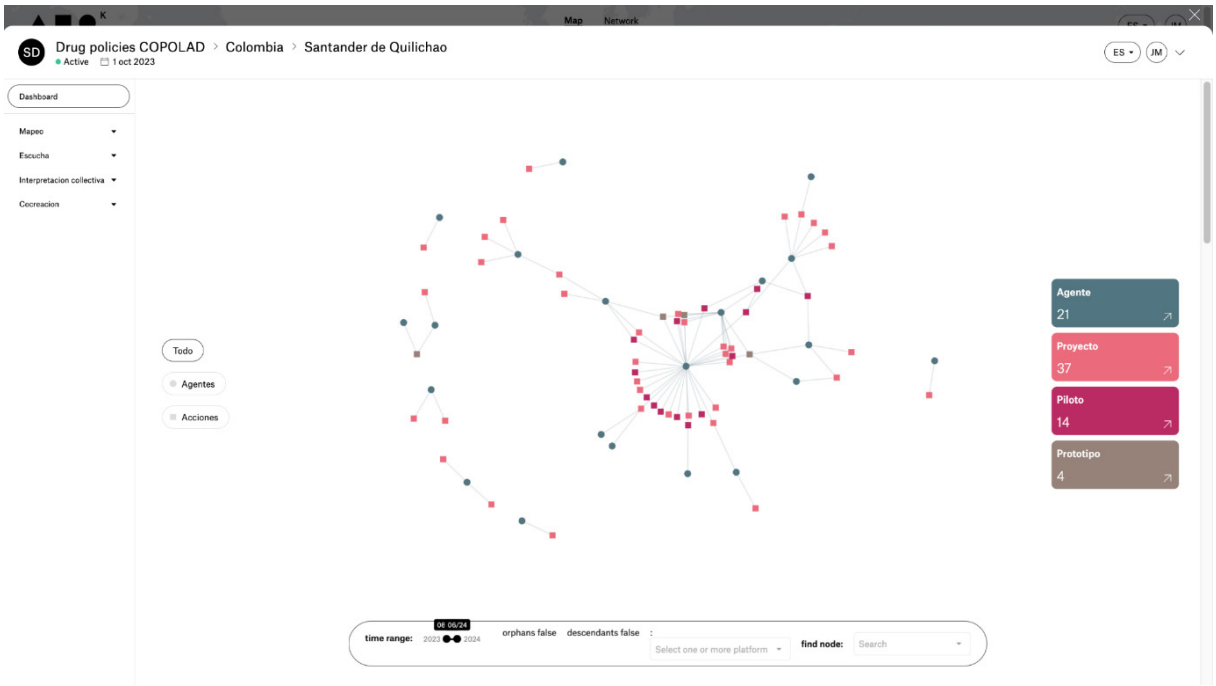


Image 52: An example of the K-tool visualisation from the Santander de Quilichao

Add a new stakeholder:

The criterion for adding stakeholders is that they are relevant to the thematic areas or are key in the territory.

Step 1. Connect to the K-tool.

Step 2. Enter the 'Mapping' section.

Step 3. Click 'Add Stakeholder'.

Step 4. Fill in the required fields:

1. Stakeholder's name
2. Identification date
3. Location
4. Description
5. Contact (email or phone number of the initiative's reference person(s))
6. Type (a drop-down menu with the different types of stakeholders will open)
7. Thematic area (a drop-down menu with the different thematic areas will open)
8. People involved
9. Investment volume
10. Capabilities of the entity
11. Relevant initiatives and actions carried out by the entity
12. Interconnections with other stakeholders. The interconnections will be made by linking together files already created in the K-tool by other stakeholders and will allow us to visualise the social fabric of the territory in which the Laboratory operates, from most to least cohesive. They will also identify isolated stakeholders and possible opportunities for complementarity with the prototypes promoted by the Laboratory. Indicate the degree of relationship with related entities, between low (in initial discussions), medium (negotiating an agreement), and high (signed agreement) and explain the relationship.

Step 5. Click 'Create'.

Step 6. Periodic review of interconnections.

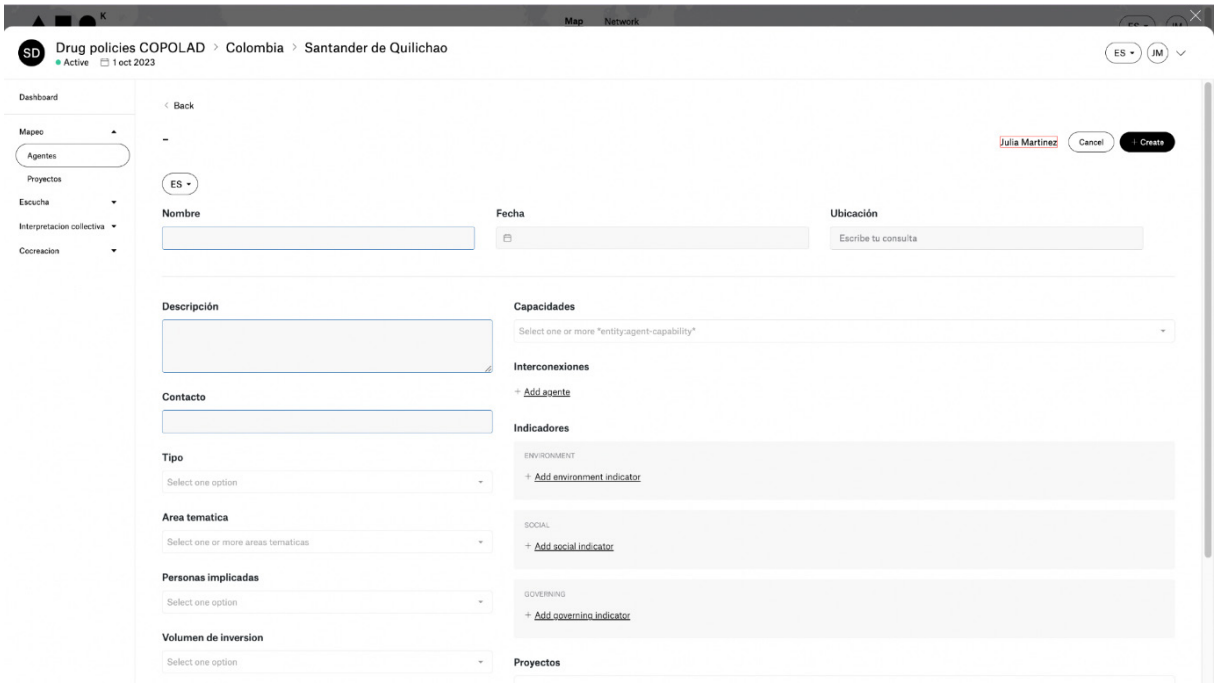


Image 53: Systematisation of stakeholder mapping in the K-tool.

Add a new initiative or project:

The criterion for adding stakeholders is that they are relevant to the thematic areas or are key in the territory.

Step 1. Connect to the K-tool.

Step 2. Enter the 'Mapping' section.

Step 3. Click 'Add Stakeholder'.

Step 4. Fill in the required fields:

1. Stakeholder's name
2. Identification date
3. Description
4. Type (a drop-down menu with the different types of stakeholders will open)
5. Thematic area (a drop-down menu with the different thematic areas will open)
6. Stakeholders (other stakeholders participating in the initiative)
7. Impact level (based on the five levels of intervention proposed by Agirre Center)
8. Sector

9. Partners

10. Thematic area (a drop-down menu with the different thematic areas will open)

11. Associated budget

12. Capabilities of the entity

13. Relevant initiatives and actions carried out by the entity

14. Interconnections with other initiatives or prototypes. Interconnections will be made by linking files already created in the K-tool by other agents and initiatives. The interconnections will allow us to visualise the social fabric of the territory in which the Laboratory operates, from most to least cohesive. They will also identify isolated stakeholders and possible opportunities for complementarity with the prototypes promoted by the Laboratory. The degree of relationship with other initiatives and prototypes should be indicated (low, medium, or high) and the relationship explained.

15. Indicators (a drop-down menu with social, environmental, and governance indicators will open).

16. Perceptions. Interconnections will be made by linking ethnographic profiles already created in the K-tool.

17. Images and files. Possibility of uploading images and files.

Step 5. Click 'Create'.

Step 6. Periodic review of interconnections.

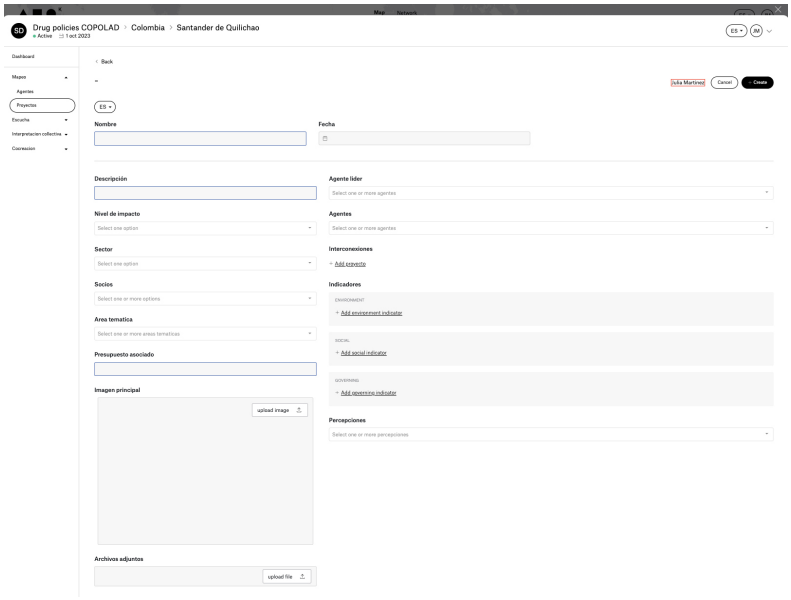


Image 54: Systematisation of project mapping in the K-tool.

Listening in the K-tool

In the K-tool listening module, we insert information about the listening sessions conducted, the ethnographic profiles identified, and the contrast sessions that summarise all the listening work undertaken.

Add a listening channel. After identifying each listening channel:

Step 1. Connect to the K-tool.

Step 2. Enter the 'Listen' section.

Step 3. Click 'Add New Listening Channel'.

Step 4. Fill in the required fields:

1. Means/medium
2. Channel code
3. Description
4. Source type (primary/secondary)
5. Accessibility (new/existing)
6. Listening channel (in person/digital)
7. Volume of information
8. Main image

Step 5. Click 'Save' and return to the home page.

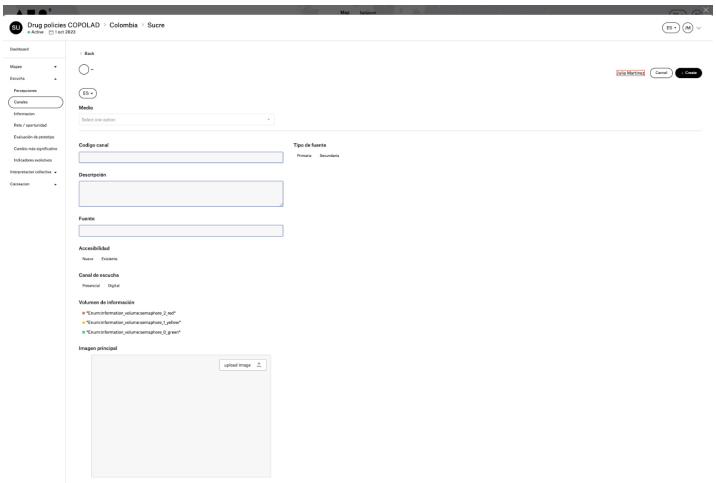


Image 55: Systematisation of listening channels in the K-tool

Add information (primary and secondary sources). After monitoring a channel/ listening session:

Step 1. Connect to the K-tool.

Step 2. Enter the 'Listen' section.

Step 3. Click 'Add New Information'.

Step 4. Fill in the required fields:

1. Reference number
2. Date of information collection
3. Listening channel code
4. Thematic area (a drop-down menu with the different thematic areas will open)
5. Subareas (a drop-down menu with the different subareas will open)
6. Values (values associated with this piece of information)
7. Tags
8. Patterns (what pattern it contributes to or responds to)
9. Power dynamics (brief explanation)

Step 5. Click 'Save' and return to the home page.

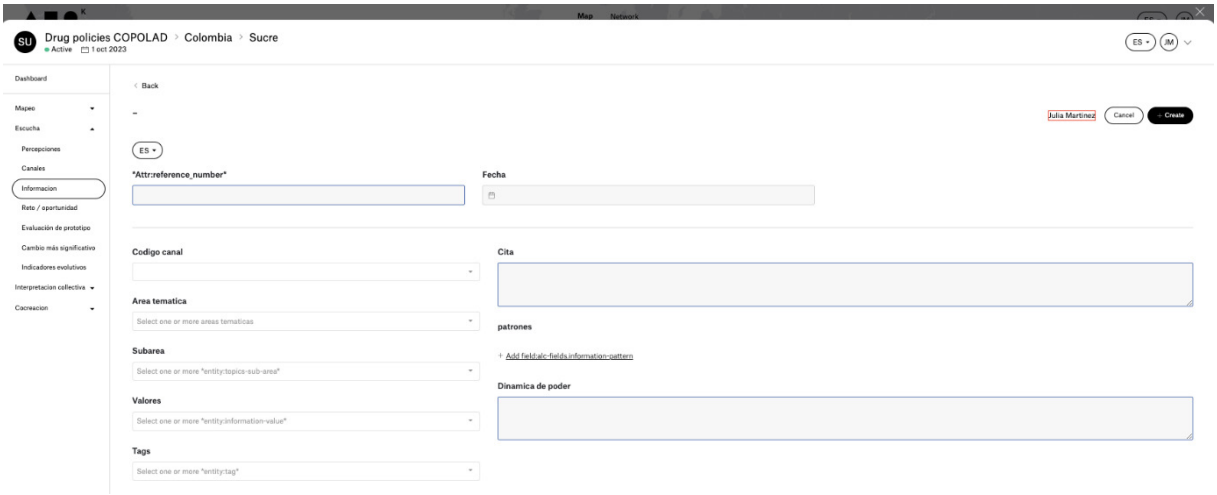


Image 56: Systematisation of primary and secondary sources in the K-tool.

Add an ethnographic profile. The criterion for adding an ethnographic profile is that it has been built based on information collected by the Laboratories during their listening process with the communities.

Step 1. Connect to the K-tool.

Step 2. Enter the 'Listen' section.

Step 3. Click 'Add Ethnographic Profile'.

Step 4. Fill in the required fields:

1. Profile name
2. Profile creation date
3. Quote
4. Gender
5. Occupation
6. Visible narrative, hidden narrative, and meta-narrative
7. Challenges and associated opportunities
8. Opposing views

Step 5. Click 'Save' and return to the home page.

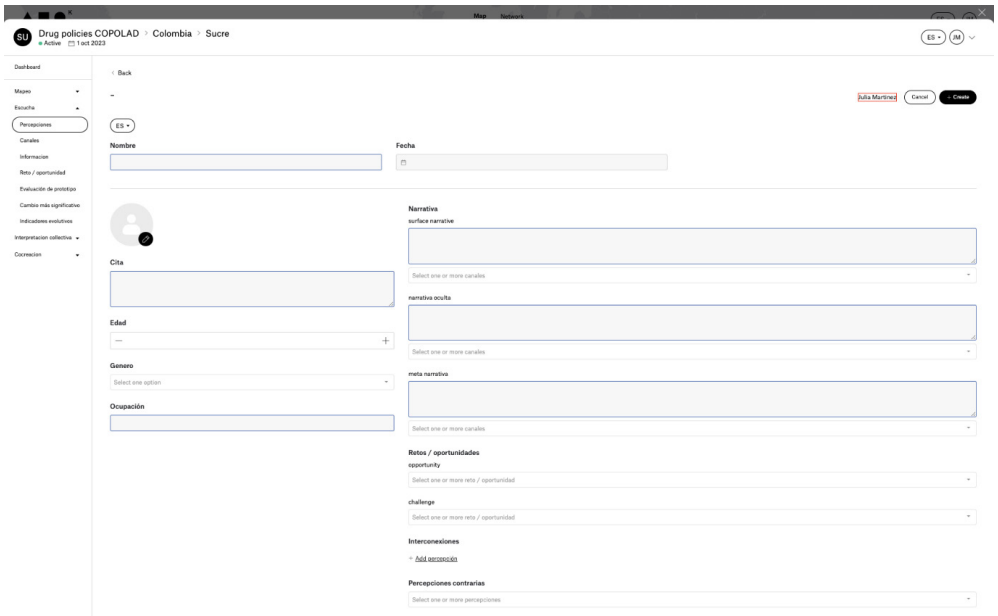


Image 57: Systematisation of perception patterns (ethnographic profiles) in the K-tool.

Add a challenge or an opportunity. After monitoring a channel/listening session:

Step 1. Connect to the K-tool.

Step 2. Enter the 'Listen' section.

Step 3. Click 'Add a New Challenge or Opportunity'.

Step 4. Fill in the required fields:

1. Name
2. Date
3. Description
4. Impact and urgency indicators to measure priority
5. Thematic area
6. Type (challenge/opportunity)
7. Quotes

Step 5. Click 'Save' and return to the home page.

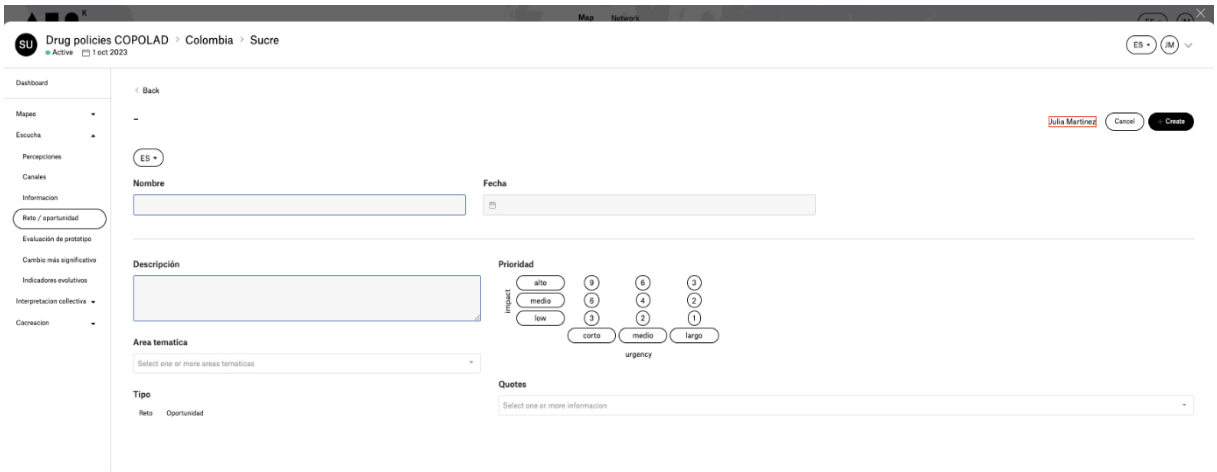


Image 58: Systematisation of the pattern of challenges and opportunities in the K-tool.

Add a contrast session. After each collective interpretation session:

Step 1. Connect to the K-tool.

Step 2. Enter the 'Listen' section.

Step 3. Click 'Add New Contrast Session'.

Step 4. Fill in the required fields:

1. Session name
2. Format (in person/digital)
3. Participatory balance (low/medium/high)
4. Number of participants
5. Diversity of attendees based on the indicators
6. Validated profiles
7. Interconnections

Step 5. Click 'Save' and return to the home page.

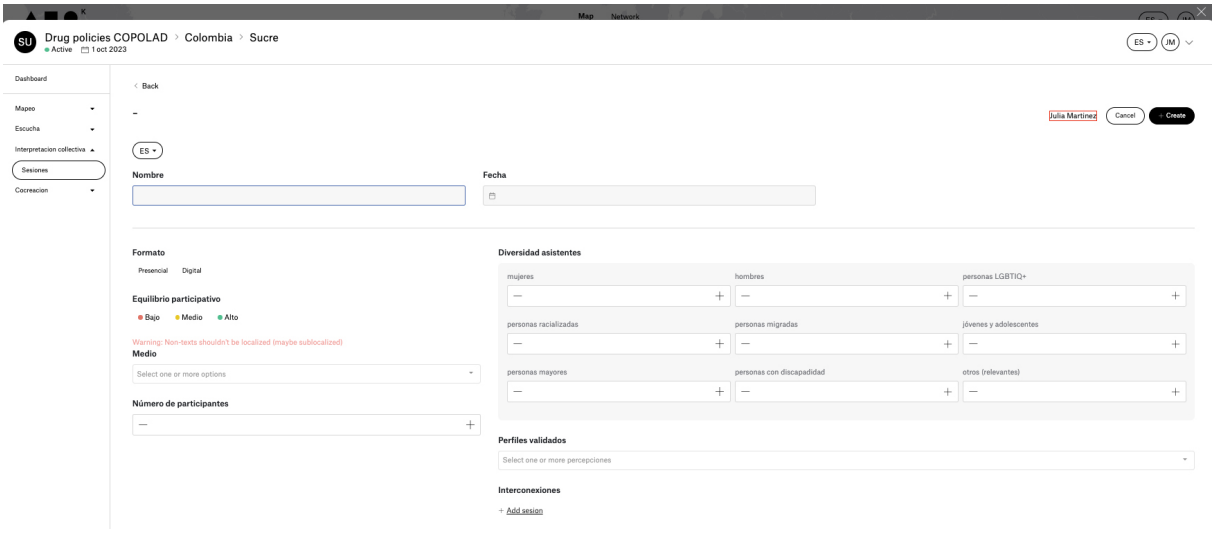


Image 59: Systematisation of contrast or collective interpretation sessions in the K-tool.

Listening in the K-tool

Add a contrast session.

Step 1. Connect to the K-tool.

Step 2. Enter the 'Co-Creation' section.

Step 3. Click 'Add New Co-Creation' session.

Step 4. Fill in the required fields (date, format, means/medium, participants, and diversity of attendees, participatory balance, ideas generated, connections, and profiles to which it corresponds).

Step 5. For the new ideas generated, a canvas will be displayed. Fill in the required fields (Sustainable Development Goals [SDGs] addressed, target groups, added value, expected impact, business model, supporting appointments, estimated cost, potential obstacles and how to overcome them, connections to other initiatives, and others).

Step 6. Click 'Save' and return to the home page.

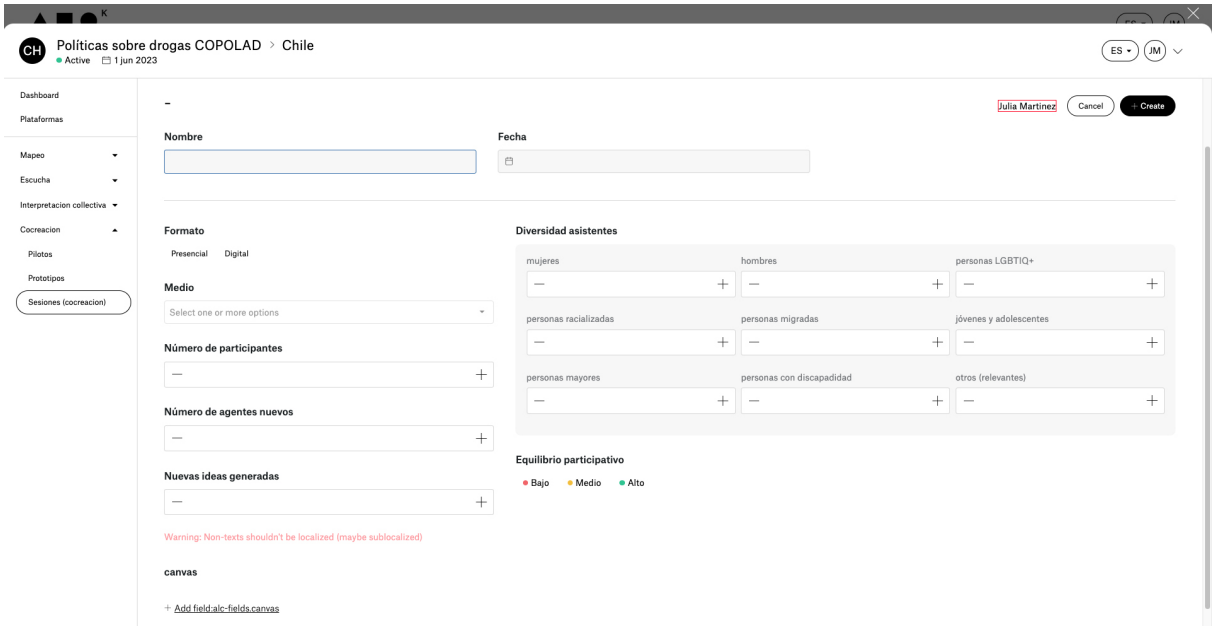


Image 60: Systematisation of co-creation sessions in the K-tool.

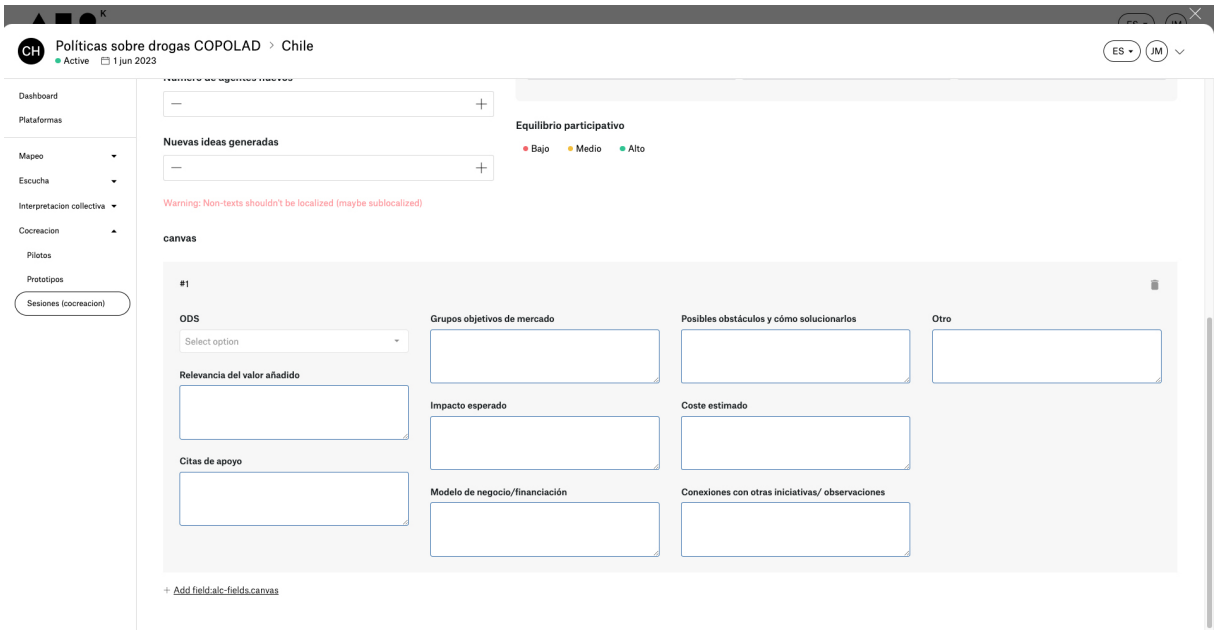


Image 61: Systematisation of co-creation sessions in the K-tool.

Add a pilot or prototype:

Step 1. Connect to the K-tool.

Step 2. Enter the 'Prototype' or 'Pilot' section, depending on the degree of innovation of the co-created initiative.

Step 3. Click 'Add Prototype/Pilot'.

Step 4. Fill in the required fields (area, subject area, typology, partners, and sector, etc.).

Step 5. Click 'Save' and return to the home page.

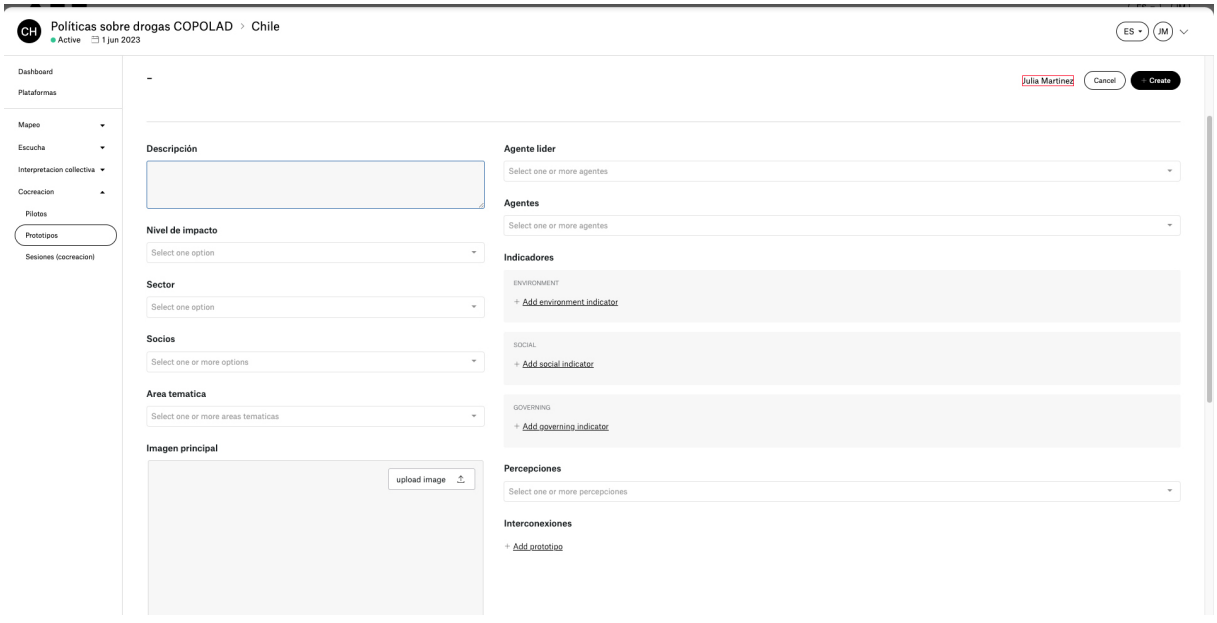


Image 62: Systematisation of prototypes in the K-tool

Innovation guide for the design and management of drug policies more connected to social dynamics

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