



Co-funded by the
Erasmus+ Programme
of the European Union



Co-creating Welfare

Training course material preparing professionals to co-create welfare solutions with citizens

Authors : The Co-Creating Welfare Project partners

Date : August 2019

Place : Europe (Denmark, United Kingdom, France and Portugal)

Copyright: © 2019, Universidade do Minho. Instituto de Educação. Centro de Investigação em Estudos da Criança

Braga, Portugal, September 2019

ISBN 978-972-8952-61-7 (eBook)





Co-funded by the
Erasmus+ Programme
of the European Union



The Co-Creating Welfare Project Partners are (in alphabetical order)

Dr. Zelia Anastacio

Dr. Sandie Bernard

Pr. Graça Carvalho

Frants Christensen

Dr. Emily Darlington

Henriette Hansen

Dr. Julien Masson

Paul Magee

Dr. Gemma Pearce

Dr. Teresa Vilaça

This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>.



Attribution — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.

NonCommercial — You may not use the material for commercial purposes.

ShareAlike — If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original.





Table of Content

- Introduction to the Co-Creating Welfare Training Course.....7
- 1. Introduction8
 - 1.1 Learning objectives and trainer competences9
 - 1.2 Teaching theories9
 - 1.3 Design of the training modules11
- Introducing the training to the participants13
- 2. Preparing the Course14
 - 2.1 Preparing the Participants.....14
 - Video presentation.....14
 - Purpose14
 - Content14
 - Duration14
 - Welcoming letter (or e-mail).....15
 - Programmes15
 - Content15
 - List of participants15
 - The Charter.....15
 - 2.1 Worksheet to prepare the participants15
 - The Individual Charter16
 - Preparation Form.....17
- Training Theme 1: Creating a common understanding of co-creation19
- 3. Learning objective and trainer competences for training theme 120
 - 3.1 Preparation and follow up for training theme 120
 - Preparation needed before the first training day:.....20
 - List of materials needed for trainers:21
 - What should trainers ask attendees to do before coming to day 1?21
 - On the training day, trainers will need to:.....22
 - After the training day, trainers will need to:22





3.2	Proposal for timetable for training theme 1	22
3.3	Worksheets for proposed activities	6
	Cue Card Worksheet	7
	Activity introduction	7
	Preparation for the activity.....	7
	The activity.....	7
	CUBe Activity Worksheet.....	8
	Purpose	8
	Time	8
	Process.....	8
	Morning Session question to be discussed via the Cube:.....	9
	Afternoon Session question to be discussed via the Cube:.....	9
	Remarks:.....	9
	Ladder Activity Handout	10
	Photograph Activity Worksheet.....	11
	Bridging Activity	12
	Training Theme 2: Initiating the co-creation process through collaborative problem formulation.....	15
4.	Learning objectives and trainer competences for training theme 2	16
4.1	Preparation and follow up for training theme 2	16
	Preparation needed before the second training day:	16
	List of materials needed for trainers:	17
	What should trainers ask attendees to do before coming to day 2?	17
	On the training day, trainers will need to:.....	17
	After the training day, trainers will need to:	18
4.2.	Proposal for timetable for training theme 2	18
4.3.	Worksheets for proposed activities	21
	Collaborative Problem Formulation and the Roles of Facilitators worksheet.....	22
	Objectives	22
	Duration	22
	Material	22
	Process.....	22
	Collaborative Problem Formulation and the Roles of Facilitators handout	23



From Expert To Facilitator	23
Open Dialogue worksheet	26
Objectives	26
Duration	26
Material	26
Process.....	26
Open Dialogue Handout	27
Fishbowl worksheet (version 1).....	28
Objectives	28
Duration	28
Material	28
Process.....	28
Fishbowl worksheet for facilitator (version 2).....	28
Process.....	29
Alternative ways of delivering this fish bowl technique:.....	31
Jigsaw worksheet - Required Skills To Promote Open Dialogue.....	32
Objectives	32
Duration	32
Process.....	32
<i>Jigsaw Teamwork Handout</i>	33
<i>Part I – Forum Theatre</i>	33
<i>Part II – Role-play</i>	33
<i>Part III – Required Skills To Promote Open Dialogue</i>	34
<i>The Forum Theatre Worksheet</i>	37
Role-Play Worksheet on Process Management and Co-Creation Tools.....	38
Objectives	38
Duration	38
Process.....	38
Observation and discussion	42
Poster Activity Worksheet (Alternative activity instead of Role Play).....	45
Process:.....	45
Bridging Activity.....	46



Training Theme 3: Managing the co-creation process	49
5.1 Learning objective and trainer competences for training theme 3	50
5.2 Preparation and follow up for training theme 3	50
Preparation needed before the third training day:	50
List of materials needed for trainers:	51
What should trainers ask attendees to do before coming to day 3?	51
On the training day, trainers will need to:	51
After the training day, trainers will need to:	52
5.3 Proposal for timetable for training theme 3	52
5.4 Worksheets for proposed activities	56
Q-Sort activity worksheet	57
OBJECTIVES	57
Q-Sort presentation guidelines: ideas to introduce in your presentation.....	61
Sticky Notes activity worksheet.....	62
OBJECTIVES	62
Mediation competences worksheet	64
LEGO ACTIVITY worksheet @Agnes_Crepet.....	65
STEP 1: Promoting empathy, and defining needs – 20 Minutes in total	65
PERSONA WORKSHEET	66
STEP 2: PROTOTYPING – 20 minutes	67
STEP 3: ITERATION PROCESS – 15 minutes.....	67
STEP 4: PROTOTYPING – 15 minutes	67
STEP 5: ITERATION PROCESS – 15 minutes.....	67
STEP 6: PROTOTYPING – 15 minutes	67
Try out an activity worksheet	68
Bridging Activity.....	69
Training Theme 4: Dissemination and Communication of the co-creation process and its results	72
6.1 Learning objectives and trainer competences for training theme 4	73
6.1 Preparation for training theme 4	74
Preparation needed before the first training day:.....	74
List of materials needed for trainers:	74
What should trainers ask attendees to do before coming to day 4?	75





On the training day, trainers will need to:.....75

After the training day, trainers will need to:75

6.2 Proposal for timetable for training theme 4.....76

6.3 Worksheets for proposed activities79

 Story Cubes Worksheet80

 Goals of the activity:80

 How to do the activity:80

 Pecha Kucha Worksheet81

 Reflection Activity.....83

- Annexes.....85

- Cube Template85

- Inspirational slides for an introductory presentation about co-creation.....85





Co-funded by the
Erasmus+ Programme
of the European Union



Introduction to the Co-Creating Welfare Training Course



1. Introduction

The Co-creation Welfare training course has been developed within the European ERASMUS+ Project called “Co-creating Welfare”.

The motivation for the development of the training course is a broadly political acknowledged need for re-organisation within the welfare sector in order to obtain a more sustainable and cost effectiveness sector. Organisations that offer welfare services to citizens are often struggling with budget cut-downs, mainly due to consequences of the hardly ended worldwide financial crisis, which has pushed forward the need for looking at new ways of organizing the European welfare offers.

As a response to the need for re-organisation, co-creation has started to become an acknowledged concept to create a more sustainable set-up and organisation of the welfare sector. Co-creation is a new way of thinking about public services which has the potential to deliver a major shift in the way we provide health, education, policing and other services, in ways that make them much more effective, more efficient, and so more sustainable, but professional practitioners need skills and knowledge to work with co-creation. The CCW training course material will provide these skills and knowledge.



Participants

Professionals within the welfare sectors (social, education and health) have direct contact with citizens, collaborate with citizens or do in other ways involve with citizens. The target groups to engage in co-creation activities among citizens can be children, parents, disabled people, unemployed etc. All the participants have direct contact with and deliver service to citizens.

Participants taking part in CCW training modules are expected to adhere to the following values

- Shifting from an expert posture to a process facilitator



- Being humble, curious
- Welcoming “out-of-the-box-thinking”

1.1 Learning objectives and trainer competences

The overall learning objective of the CCW training course is to make professional practitioners within the health and social welfare sector, capable of creating, implementing and evaluating co-creating processes with the citizens benefitting from the welfare services of their organization.

In order to obtain these specific learning objectives, it is important that the trainers have the following general competences

- Knowledge of theory underpinning co-creation.
- Experience of carrying out co-creation in the welfare sector.
- Capacity to work with the training group using co-creation methods and practice (e.g., encouraging ideas and debate, active listening, facilitation without imparting own opinions, development of creativity to bring together shared conclusions across a group).
- Experience of carrying out training, including group facilitation and organization.

For each specific training theme, specific competences for the trainer are mentioned within the material.

1.2 Teaching theories

The course is rooted in the social constructionism/social constructivism. It allows participants in collaboration with facilitators to discover and explore different perspectives and perceptions of practice. And to identify the strength in working actively with these perspectives and perceptions in developing welfare solutions in collaboration with citizens and local stakeholders.

Several tools and methods are applied during the course in order to bring this approach into a practice and present use: narratives through cases from participants’ own practice, the teaching in communication with the use of participatory tools for sharing stories, the Cube as a way of identifying perspectives etc.

A case is a form of narrative. The narrative method is a fixed point in the methodology and is used to document and develop practice reflectively and subjectively. From the point of view of social constructivism, narrative documentation aims to capture the levels of meaning in the narrator's social construction of reality. The reason for working with a practical case is to promote reflection and assure relevant and practise oriented learning. When working with activities such as cases, the narratives constitute the training in the possibilities of the language and communication. Within the understanding of constructionism, language is considered the most important and active tool. For this reason, the course includes training in communication through exercises and dialogue.

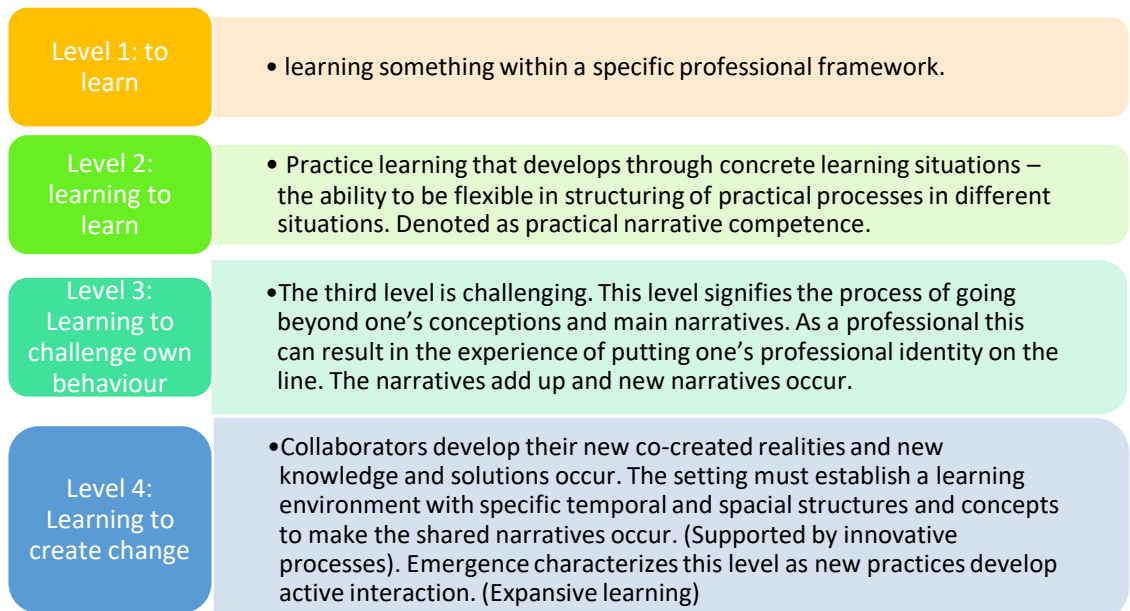


The close relation to and integration of participants’ own practise is further supported by applying the principles of action learning. Participants are given methods and tools they can work with in their own practice or when carrying out suggested tasks between modules. In this way there is a close link between the learning processes set in motion when participants are attending the course and the processes initiated by the participants themselves in their collaboration with and delivering of services to citizens. Learning is hereby applied as contextual: it takes place in a concrete social setting, of which practical implementation is an important element. Throughout the course, exercises and implementation take place not only in the teaching space.

The relational aspect of learning, whether organizational or individual, is considered important when co-creating processes are successful. The SECI model by Nonaka and Takeuchi is often referred to in theories of organizational learning. The aspects in the model are integrated in the course material for the purpose of generating more sustainable and collaborative changes moving from an individual aspect of and responsibility of learning to a focus on social learning. The co-creating approach hereby offering a significant way of participants to appreciative communication and learning.

The co-creating Welfare training course is highly including the learning theory by Bateson who distinguishes between four levels of learning that allow us to establish new understandings in the process of obtaining knowledge and developing new practices.

The four levels of learning:



Applying Bateson’s learning theory allows us to look at the professionals’ challenges in a different way. Bateson argues that exceeding established understandings and conceptions can be existentially dangerous.



Following this line of thought, it is essential to consider whether citizens share the same experience in exceeding their understandings and conceptions.

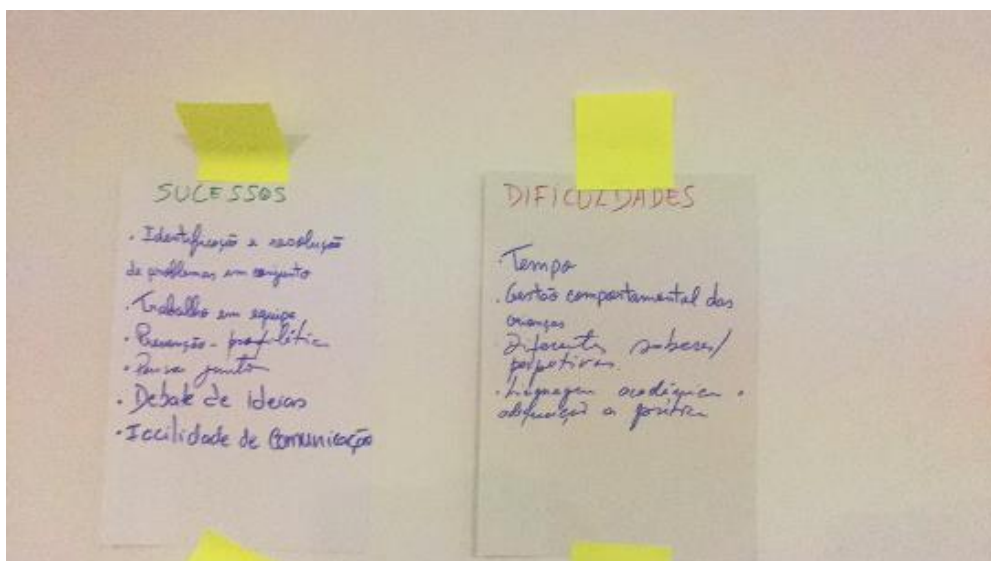
In this learning theory narratives are essential in order to establish coherence.

1.3 Design of the training modules

The CCW training course material is constructed with four overall training themes, which will take the attendee through the entire process of initiating, facilitating and evaluating an entire co-creating process. The four training themes and modules will be linked together through concrete actions and bridging activities between the course days, where the learning subjects will be applied in practice within the attendees' organisations, and brought back within the following training day, to be discussed among the attendees.

The four training themes / course days are the following; 1) Creating a common understanding of co-creation, 2) Initiating the co-creation process through collaborative problem formulation and evaluation, 3) Managing the co-creation process and 4) Dissemination and communication of the co-creation process and it's results. It is important that the attendees participate in all four training modules as they are linked together and provide the attendees with a complete understanding of - and skills to carry out - the entire co-creation process.

After each training course day, a "bridging activity" will be introduced to the attendees, with the objective for them to apply and make their own experiences with the training in the concrete, local context. By using the principles from action learning, the idea is that the attendees will bring back what they have learned and work together with their colleagues and users of the organisation's services. Before returning to the following training course day, the trainer will ask the attendees to consider 4 – 5 questions, which will be discussed in the group, in order to create common learning among the attendees.





For each training course day, an evaluation activity is included. This activity is important to provide the trainer with an insight of the attendees' expectations and outcome of the training. For each training course day, an agenda is proposed within the training course material, but the evaluation activity can be used to adjust the activities of the training course if e.g. the attendees ask for more time to discuss and do group work.

The following overall evaluation questions are relevant for each training course day

- 1) How did you experience the prior information about the Co-creating Welfare training day?
- 2) What were your best experiences today?
- 3) When did you learn most today?
- 4) How did the level of the presentations suit you?
- 5) How was the link between the presentations and group work?
- 6) How did you experience the group work (content and communication)
- 7) How was the link between module's theme and the presentations and group work?
- 8) Do you feel ready to use what you have learned today in your everyday work?
Please explain your answer
- 9) How did you experience the practical organization of the training course day?
- 10) What would you like to do/have more of?
- 11) What would you like to do/have less of?
- 12) Do you have any other comments?



Co-funded by the
Erasmus+ Programme
of the European Union



Introducing the training to the participants





2. Preparing the Course

Participants come from a wide range of welfare organizations and welfare areas and have a highly differentiated professional background and the training is planned and carried out differentially (variations in numbers of participants, range of organizations and length of the days etc.). Therefore, the way of introducing the training for participants will vary locally.

Each module comprises guidelines of how to prepare the training. In addition to these preparatory tasks, a few tools can support a coherent course and facilitate a mutual balancing of expectations.

2.1 Preparing the Participants

Video presentation

In line with the narrative approach and a short video presentation of each course day, the trainers and the concept of the whole training (for day one) can help participants to be prepared and feel confident. The videos can be up-loaded and available e.g. at Youtube. A link for the videos can be send to the participants a week before each course day.

Also the video can be used as part of the overall dissemination (locally and nationally).

You can simply use your camera in a Smartphone or if available to you a video camera.

Purpose

- a) To outline the purpose of today's training (and for the first video: a brief view of how the training will support developing co-creating skills and competences)
- b) Making participants feel comfortable with the course
- c) Initiating the creation of relations (by introducing and telling who we are and why we are here as teachers/facilitators; what we "bring to the table")
- d) Dissemination – the videos can be part of newsletters, be presented at subsites in our organizations, used as part of the train-the-trainer material etc.

Content

- a) Short introduction of today's theme (illustrating in what way the theme, the exercises and the theoretical presentations will be helpful to develop co-creating skills and competences. In other words: why is it important)
- b) Who will the teachers/facilitators be (name and professional background)
- c) What are they in particular looking forward to (in this way exemplifying what to expect from the facilitators)
- d) What to do between the one course day and the next

Duration

2½-3 minutes



Welcoming letter (or e-mail)

A welcoming letter or e-mail should be sent to the participants. The welcoming letter is a personal greeting from you and signals the style of communication you will carry out during the course.

In the letter or e-mail you can enclose the link to the video. We suggest the welcoming letter being as short as possible. The letter or e-mail shall be sent to participants no later than a week before course start.

Programmes

By sending a program to the participants they will have a short, written introduction with the most important information of what the single course days are about. The programs for participants can be used in order to frame the course. And as a simple reminder of the course, where to go, and when.

Content

- a) Practical information: the address of the training, parking, public transportation etc.
- b) Names of teachers/facilitators and contact information in case of sending apologies
- c) Information of meals etc. (is it included e.g.)
- d) In short, the themes of the day providing an overview with intended hours including the breaks for coffee and lunch

List of participants

Before the first course day also a list of participants can be provided with names, organization, function, and municipality. If agreed upon also e-mails. The list gives participants a concrete overview of who they will meet at the course. The list is of course most relevant and valuable if the course days are arranged with participation from different organizations.

The Charter

The Charter is a learning map for the participants to be developed and used throughout the course (please see separate file with graphic illustration and further description). It is a personal tool for developing a toolbox and a frame for exemplifying the progress in learning.

It can be sent by e-mail to the participants before the course in order to make them aware of the personal learning potential of the course. By introducing the Charter beforehand, you initiate the learning process as well.

2.1 Worksheet to prepare the participants



The Individual Charter

Note: The word Charter means a treaty that contains a statement of something that you want to accomplish. This charter is an individual charter. In this you write down the questions, intentions and considerations you have in order to develop and implement co-creation in your workplace and daily practice.

During these course days you will be presented to concepts, theories, methods and each other's experiences and considerations etc. The elements that you collect during this course will help you develop and implement co-creation in your own practice. You can use the charter to keep track of your learnings and how you want to apply it into your daily work.

The Charter has three parts.

1. Reflection

You regularly record what is interesting for your practice, e.g.:

- Topics and issues that you recognize from your own practice.
- Subjects and focus areas that can inspire and motivate new initiatives in your practice.
- Follow-up questions for discussions during the course or at your workplace.

2. Between course days

You follow up on the work you have done during the course.

Focus on the narrative: What is the good story since last?

3. Implementation

You must describe:

- As accurately as possible, the considerations you have for implementing your new knowledge for developing collaborative and co-creative processes (e.g. with whom can you share the good stories and how? Who do you engage with when planning “next step”?)
- A concrete description of the actions, perspectives, and ideas that you will take with you - perhaps in cooperation with your colleagues from the course



Preparation Form

To prepare for the course, please fill out this form. The form will help clarifying your expectations and experience in working with co-creation. The form should help you qualify your own role in the teaching and your role as professional in working with citizens and other actors in co-creating processes.

<p>Questions</p>	<p>Please write your answers below If you need more space, please use the back</p>
<p>Which experiences do you have in working with co-creation? <i>Please specify the areas you have the experience (the context) and the results if possible. Who were involved, e.g. citizens being children, parents or elderly, or an organization</i></p>	
<p>Which of these experiences will you particularly bring to this course?</p>	
<p>What are you particularly looking forward to in the CCW course?</p>	
<p>Is there anything in particular you are looking forward to in working with co-creation in your practice?</p>	



<p>Is there anything in particular you are worried about in with co-creation in your practice?</p>	
<p>How do you imagine that working (more) with co-creation in your practice can qualify or enrich your professional work?</p>	



Co-funded by the
Erasmus+ Programme
of the European Union



Training Theme 1: Creating a common understanding of co-creation





3. Learning objective and trainer competences for training theme 1

The learning objectives for training theme 1 is to create a common understanding of co-creation and furthermore theme 1 is aiming to achieve a shift in the training groups thinking using co-creation. Conclusive the participants should be able to:

- Describe their understanding of co-creation;
- State reasons for using co-creation;
- Describe barriers and facilitators to co-creation;
- Apply co-creation to a range of relevant contexts;
- Provide examples of different methods of applying co-creation and where they might be useful.

The following competences will be useful for the trainer to have:

- Knowledge of theory underpinning co-creation.
- Experience of carrying out co-creation in the welfare sector.
- Capacity to work with the training group using co-creation methods and practice (e.g., encouraging ideas and debate, active listening, facilitation without imparting own opinions, development of creativity to bring together shared conclusions across a group).
- Experience of carrying out training, including group facilitation and organization.

3.1 Preparation and follow up for training theme 1

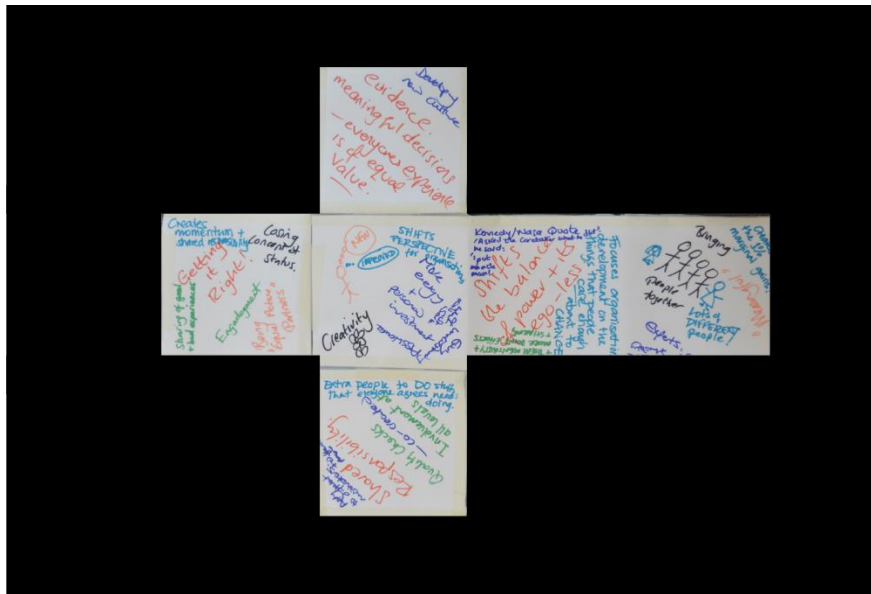
Within this section an overview is given of how the trainer should prepare the first training day, both in relation to practical issues but especially how to prepare the attendees for the training.

Preparation needed before the first training day:

- Organize venue and any catering/refreshments (check if anyone has any special requirements, e.g., catering, access.)
- Finalize the format of the day (choose which options you wish to use), presentation slides (see guidance) and materials for the day (including post-it notes for the word cloud and colour pencils/pens for creative activities).
- Create a film to send out to attendees prior to the training day (optional – see course introduction).
- Send out programme, map, link to project website (for access to training information and tools), pre-reading materials (and film if you have created one).



- If you are using the cue card activity in training day 1, then also complete the pre-training activity for it (see worksheet).
- CUBes need to be created (one per group) before training day 1 (see worksheet and template). Use an A2 sheet of card or similar material.



List of materials needed for trainers:

- Course introduction
- Presentation guidance
- Cue card activity worksheet
- Photograph activity worksheet
- CUBe activity worksheet
- CUBe template
- Ladder activity worksheet
- Poster activity worksheet
- Case study worksheet and template
- Feedback survey form

What should trainers ask attendees to do before coming to day 1?

To send back to trainers before day 1 (for cue card activity):

- Write down how you would describe co-creation (these answers should be sent back to the trainers in advance of day 1 so that they have time to make the cue cards).



- Trainees do not need to spend very long doing this and it does not need to be perfect – just ask them to write down a brief idea without thinking about it for too long – just something to do quickly in 5 minutes.

For trainees to have a think about before coming on the course (e.g., 10 minutes):

- Consider how you and your organization currently involve people in decision making, change and service development (take into consideration that people on the course may or may not know what ‘co-creation’ means at this stage so it can be useful to suggest examples of ‘currently involving people’ or collaborating with people’ here and at the beginning of the first training day.
- Come along to the course with an example from your practice that you would like to develop through using co-creation.

On the training day, trainers will need to:

- Facilitate introduction and rapport building among participants.
- Facilitate discussion and collaborative problem-solving.
- Present information and provide materials for activities.
- Facilitators can write on a white board or similar throughout the day to help summarize and show development of attendees understanding of co-creation. This will support the facilitator to reflect with attendees on their learning.
- Summarize the day and how this will lead into the next training day.
- Set activities to do between training day 1 and 2.
- Hand out and collect feedback forms.

After the training day, trainers will need to:

- Share presentation slides.
- Send round any materials/information of interest that arose during the training course (e.g., based on a conversation, a question might be asked and people want further reading on a topic, and this can be sent round afterwards as a follow up from the day).
- Share artefacts created in day one – e.g., scan them in and email them round to the group.
- Send round information for next session and timetable for when any activities should be completed/submitted prior to training day 2.

3.2 Proposal for timetable for training theme 1



Time	Activity	Notes to trainer
9.00-9.15	<p>Registration, drinks and informal chat</p> <p>Word cloud</p>	<p>This gives people a chance to informally socialise and familiarise themselves with the setting.</p> <p>Give each attendee 3 post it notes each when they arrive and ask them to write a word on each one to express how they initially feel about co-creation. Ask them to put all their post it notes up on the wall. Leave them there for people to see and then take a photo of them and collect them up in the break (these can then be recorded and a word cloud made from the words). This will then form a word cloud that you can send round to attendees after day 1. An idea is to repeat this activity again on training day 4 and then you can compare, if the trainees perception of co-creation has changed.</p> <p>Word clouds can be created for free using websites such as www.wordclouds.com or http://www.wordle.net/</p>
9.15-9.30	<p>Introduction to everyone</p> <p>Share who you are and share either a) or b):</p> <p>a) the current use of co-creation within your organisation;</p> <p>b) an example of what you consider to be good co-creation practice.</p>	<p>How this is achieved is optional. It is aimed as an ice breaker and introduction to everyone on the course. We suggest this is done with the whole room of attendees sharing with everyone in the room. If you want to, you can provide the option that attendees can tell everyone something about themselves that's not about work, e.g., what they are doing at the weekend or a hobby.</p> <p>This can help the trainer to gauge who the more and less reserved members of the group are to aid their facilitation.</p>
9.30-10	Cue cards activity	See worksheet





		<p>This is an ice breaker activity to be carried out in groups, to encourage attendees to think about what co-creation means to them.</p> <p>This continues the sense of sharing ideas and stops people keeping them to themselves or worrying about improving the idea before sharing it.</p> <p>An alternative option here is to use the photograph activity if you are not using this alongside the CUBE activity (revise question 2 in case study template to reflect this change).</p>
10.-10.15	Case study example	<p>See template</p> <p>Ask trainees to write in their case study templates</p> <ul style="list-style-type: none"> a) What example they are working on/thinking through today from their practice? b) What their preferred description is on co-creation from the cue cards activity.
10.15-10.45	Co-creation ladder activity	<p>See worksheet</p> <p>Ask trainees to write in their case study templates</p> <ul style="list-style-type: none"> c) Where does your case study example sit on the ladder? How can you improve this?



10.45-11	Break / drinks	You may want to order the refreshment to arrive towards the end of the previous activity so that they are ready.
11-11.30	CUbe activity and photograph activity 1	<p>See worksheets (and CUbe template to the CUBes and power point presentation to support facilitators with timings)</p> <p>For training sessions with 8 or more attendees, you can run both activities at the same time. Split the room in half so half are doing the CUbe activity (30 minutes) and the other half are doing the photograph activity (they will swap around and try the other activity in the afternoon session).</p> <p>If you have fewer than 8 attendees in the training day, only run the CUbe activity (and you have the option of doing the photograph activity instead of the cue card activity if you would prefer).</p> <p>This CUbe activity focuses on reasons to use co-creation.</p> <p>The photograph activity focuses on finding pictures that trainees think represent co-creation.</p>
11.30-12	<p>Feedback from photographs (10 mins)</p> <p>Feedback from CUbe (10 mins)</p>	<p>Show the group the photographs that people took and ask them to explain why they took it and how it represents co-creation to them.</p> <p>Ask the people who took part in the CUbe to summarise to the other half of the trainees what they think the incentives are to using co-creation – and ask if anyone who didn't</p>





	<p>Write in case study example (10 mins)</p>	<p>take part in the CUbe has anything else to add.</p> <p>Ask trainees to write in their case study templates</p> <p>d) What are the specific reasons to use co-creation in relation to your case study example?</p>
12-12.30	<p>Presentation from trainers introducing co-creation</p>	<p>See presentation guidance</p> <p>Link this in with the morning's group activities.</p>
12.30-1.15	<p>Lunch</p>	
1.15-1.30	<p>Walk and talk</p>	<p>Short walk round the block.</p> <p>Ask trainees to discuss with each how what they have learnt this morning fits into their case study examples.</p>
1.30-2	<p>CUbe activity and photograph activity 2</p>	<p>See worksheets (and CUbe template to the CUBes and power point presentation to support facilitators with timings)</p> <p>Same format as the morning version of this activity, but the groups will swap around so that those that did not do the CUbe will have a go at the photograph activity and vice versa.</p> <p>This CUbe activity focuses on barriers to using co-creation.</p> <p>The photograph activity focuses on finding pictures that trainees think represent</p>



		barriers and incentives to using co-creation in their workplace.
2-2.30	<p>Feedback from photographs (10 mins)</p> <p>Feedback from CUbe (10 mins)</p> <p>Write in case study example (10 mins)</p>	<p>Show the group the photographs that people took and ask them to explain why they took it and how it represents co-creation to them.</p> <p>Ask the people who took part in the CUbe to summarise to the other half of the trainees what they think the barriers are to using co-creation within their organisation – and ask if anyone who didn't take part in the CUbe has anything else to add.</p> <p>Ask trainees to write in their case study templates</p> <p>e) What are the specific barriers to using co-creation in relation to your case study example?</p>
2.30-3	Presentation by trainers	<p>See presentation guidance</p> <p>Use examples from your own experience.</p>
3-3.20	Working as partners to develop your case studies	<p>Work in pairs</p> <p>Ask trainees to pitch their co-creation ideas from their case study example to a partner and then allow the partner to ask question, give feedback and ideas for further development. Then they swap over. (5 minutes a pitch and 5 minutes for feedback each)</p> <p>Trainees can make note of in the case study template:</p> <p>f) Any further ideas from pitching your case study to your partner?</p>



<p>3.20-3.40</p>	<p>Reflection</p> <p>Share thoughts on:</p> <ul style="list-style-type: none"> a) key learning you have got from today. b) how you think this might help you to explore future scenarios and generate new opportunities. c) Any activities you did or did not like and what kinds of activities you could use in your co-creation. <p>Complete evaluation and feedback by using the list of questions from page 12.</p>	<p>Everyone together.</p> <p>Trainers to summarise methods used and review the artefacts created over the day. Place emphasis on the fact that the methods used encourage co-creation.</p> <p>Hand out feedback surveys and ask attendees to complete these now and hand them to you before they leave.</p>
<p>3.40-3.55</p>	<p>Activity to do between training day 1 and day 2</p> <ul style="list-style-type: none"> 1. Choose one of the co-creation activities that you have used today that you will try using in your organisation. 2. Come up with a plan about how you will do this and who you will do it with. 	<p>Ask trainees to write in their case study templates:</p> <ul style="list-style-type: none"> g) What co-creation activity will you try using in your organisation? How you will do this and who you will do it with? <p>The aim of this is for attendees to go away and try a co-creation activity themselves in their own welfare settings. They will then feedback at the beginning of training day 2 how it went, what problems they had and then work together to think about how these could be overcome.</p> <p>As an option, you can ask participants to write down their plans to that you can email them or post their plans to them in between day 1 and day 2 to prompt them to carry out this activity before coming back to day 2 training.</p>





3.55-4	Close <ul style="list-style-type: none">- Summary of what will happen in next session and anything that needs to be done before it.- Hand completed feedback forms to trainer.	Collect up all feedback forms (if completed as paper copies).



3.3 Worksheets for proposed activities



Cue Card Worksheet

Activity introduction

The aim of this activity is to act as an ice breaker and to introduce the topic. The cue cards themselves act as prompts for discussion. This is a useful co-creation activity because it allows trainees to put together what their ideas of co-creation are, and then combine them together to discuss and develop. For the purpose of day 1 this activity allows people to explore where there are similarities and differences of opinion and why this might be (e.g., different experiences and contexts). This is a useful activity to do before the trainer introduces their presentation on co-creation, as the aim is for the trainees to develop and discuss their own ideas first in the spirit of co-creation itself.

Preparation for the activity

- Ask people who will be attending the training course (e.g., by email) to answer the following question with one sentence: "What is co-creation to you?" (The question asked can be changed if a different one is more relevant to the training group's needs).
- Ask to receive replies to this question in advance of the training course so that they can be turned into cue cards for the first training day.
- To make cue cards, create documents with the sentences written on them in a fairly large/bold print (these can be done in word and then printed off). It is preferable if the cards are anonymous and they can be printed on different colour paper but not necessary. Each sentence can then be cut out (and laminated as an additional option for a nicer finish).
- We suggest that you also ask the trainers to have a go at this as well or get a few definitions from the literature and add these descriptions into the mix (it is useful if each group at the training course has a 'good' explanation of co-creation to discuss).

An alternative option is that you can ask people at the time of the training activity (instead of beforehand) to write down their answers on a bit of paper and then these can be discussed within that group or mixed up and handed out to different groups to discuss.

The activity

Split the room up into groups and share the cue cards out among the groups (sitting round a table with cue cards spread out on the tables). Ask the groups to have a look at the cue cards and think about the following questions:

- Discuss what each member of the group thinks of these statements about co-creation and how it relates to their own ideas of co-creation. .
- Were your opinions different or similar?
- What might be the reasons for this (e.g., ideas of co-creation might be different/ similar in different welfare fields/contexts)?
- As an extra option, attendees can also be asked to discuss which definitions are the best and why, and to rank the cards from favourite to least favourite.



CUbe Activity Worksheet

Purpose

- The Coventry University Cube (CUbe) is an easily handled box (no more than 30cm³), passed around a group.
- The CUbe is a tool to capture ideas from everyone in an idea generation session even those who might not normally be able to project their thoughts.
- The surface of the CUbe is intended for writing and sketching.
- Every participant has the opportunity to write/draw on the CUbe surface. As the CUbe is passed around, fast ideas can be generated through upbeat discussion and then these can be written down as they are generated in order to keep a record on the cube. Connections can be made from one idea written on the CUbe to another idea regardless of which side of the CUbe they exist upon (e.g. people can draw arrows between two written notes on the CUbe).
- Once the artefact is opened out flat, it can be scanned to produce a graphic that can be easily emailed to people who took part in the activity.
- It is preferable if this activity is carried out in a different environment to what participants are used to, for example: If participants usually sit down round a table to discuss things, then we recommend they stand up to make it a driven, active experience.
- You may want to choose a different part of the room to stand or leave the room and find a different space (e.g., in a less formal room or outside).

Time

- 30 minutes is the maximum recommended time for the CUbe activity. The session intends to be a short, punchy experience to encourage rapid, out loud idea generation rather than dwelling on thoughts.
- A short explanation of the question to explore should be proposed to the group before the activity starts (maximum 2 minutes).

Process

Split the larger group into smaller teams. Teams of 6 are preferable but this can be done with teams of 4 to 8 people if needed. Be aware that teams of 4 people require more facilitation to ensure an even spread of involvement during the session. More than 8 requires more control from facilitators and may not yield an even spread of contribution across the participating team within the allotted 30 minutes.

How to facilitate the CUbe:

- Before starting the activity, explain that the session will take 30 minutes. After this time the CUbe will be removed from the team by the facilitator.
- Introduce the question (maximum 2 minutes)
- Provide 1 CUbe per team. Provide a pen (team may also use their own if preferred)
- Start the provided CUbe Power Point presentation. This example presentation has pre-set timing intervals that will indicate time elapsed. An audio file may be recorded by the trainer on each slide to announce the timing interval, otherwise there is a graphic indication. The trainer may wish to adjust the timing interval to indicate time remaining instead of time elapsed. Some trainers may wish to



facilitate without the additional support of the presentation. In this case, the trainer will need to announce timing intervals to the group.

- Begin the 30-minute session.
- Let the team know when they have 10 minutes, 5 minutes and 2 minutes left.
- At 30 minutes announce that the session is complete. Remove the CUbe from the team.
- End the Powerpoint presentation.
- Open the CUbe up from the 3D cube shape to its 2D cross shape. Scan or take photo to share with team.
- Ask the participants if they would like to share this co-created image on the CCW website. This is not obligatory.

Morning Session question to be discussed via the Cube:

What are the incentives and benefits of using co-creation in an organisation?

Or

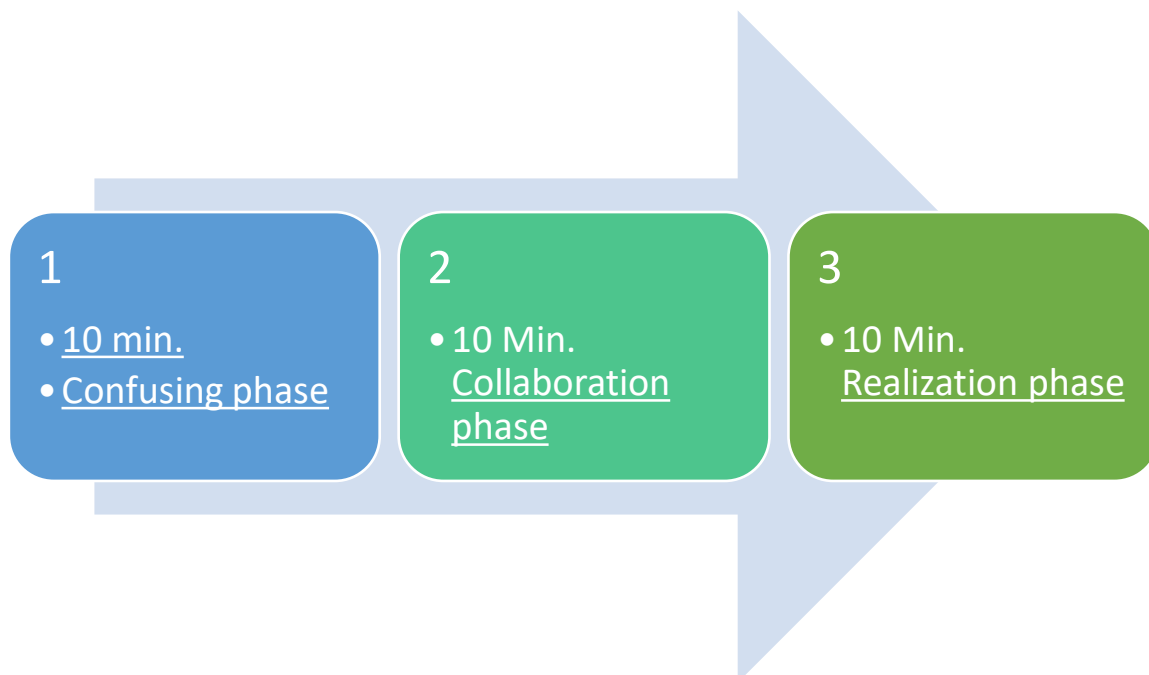
Why would you use co-creation in your workplace?

Afternoon Session question to be discussed via the Cube:

Collaborative problem formulation - What are the problems and barriers to using co-creation in an organisation?

Remarks:

Often a Cube process will run through the following phases:

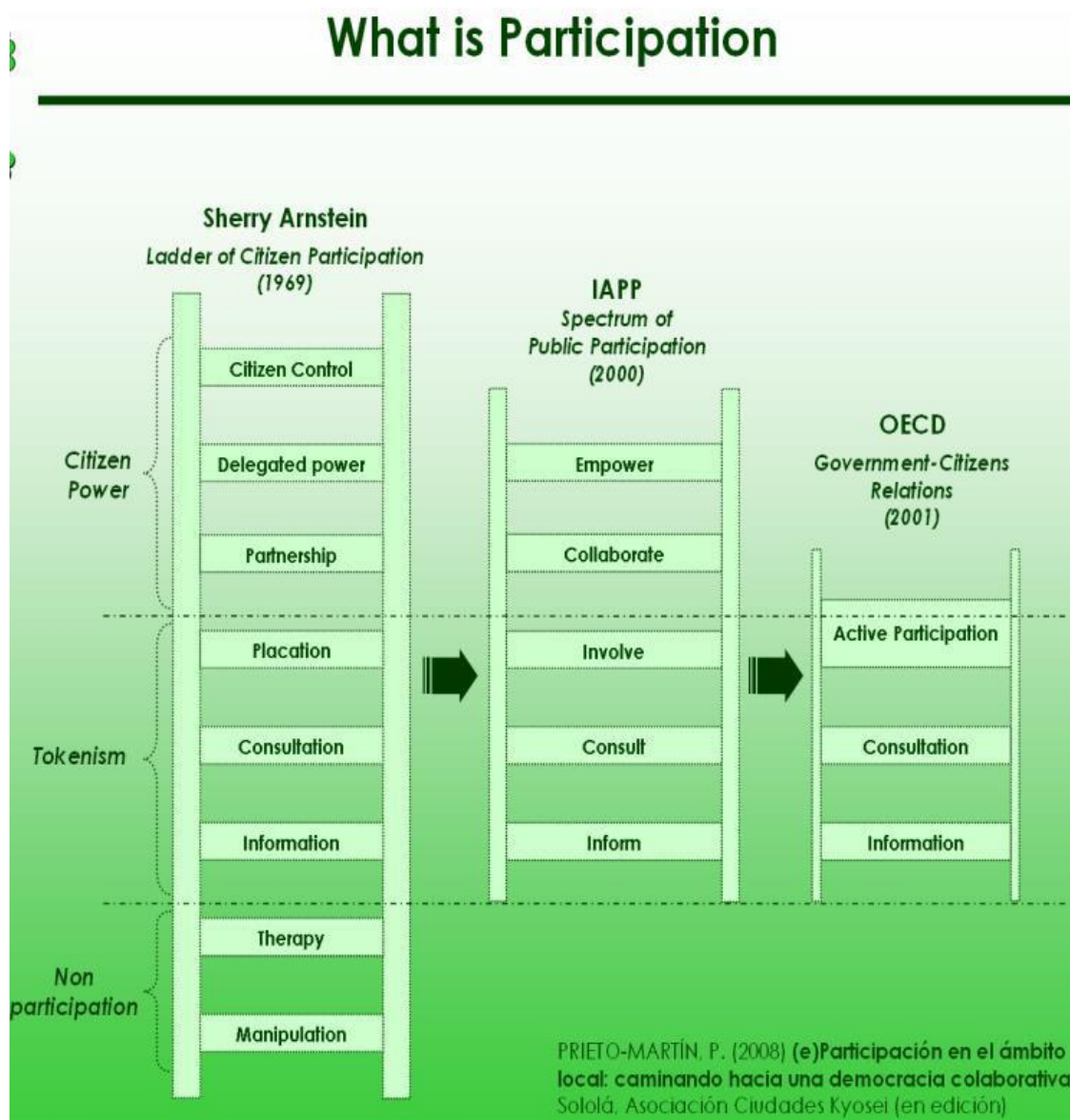




Ladder Activity Handout

1. Using your case study example, where do you currently fit on the ladder with regards to involving stakeholders?
2. Discuss in groups and try to problem-solve together:
 - What do you think each level means?
 - Does this fit with where you thought you were?
 - Where would you like to be and why would this be helpful?
 - How do you think you might get there?

Write your reflections in your case study example handout.





Photograph Activity Worksheet

- Split the people taking part in this activity into groups.
- Ask the groups to go out of the training room and have a look around the building and outside to find a picture that they think as a group best represents co-creation (if you are repeating this task again in the afternoon, a second question can be provided to ask attendees to take pictures of what they think represents barriers and incentives to using co-creation in their workplace).
- Once they have their picture they can email it back to the trainer, and they can upload them on to a powerpoint.
- At the end of the session, the trainer shows the different pictures that were taken and each group explains to the room why they took their photos.
- Give participants the option to include their photographs on the website with a short explanation about what the photos represent (some may not choose this).





Bridging Activity

1. What example from your welfare practice/organization are you hoping to improve co-creation processes in?

2. What is your preferred description on co-creation from the cue cards activity?

3. Where does your case study example sit on the ladder? How can you improve this?



4. What are the specific reasons to use co-creation in relation to your case study example?

5. What are the specific barriers to using co-creation in relation to your case study example?

6. How can the barriers to using co-creation for your specific case study example be overcome?



7. Any further ideas from pitching your case study to your partner?

8. What co-creation activity will you try using in your organization? How you will do this and who you will do it with?



Co-funded by the
Erasmus+ Programme
of the European Union



Training Theme 2: Initiating the co-creation process through collaborative problem formulation





4. Learning objectives and trainer competences for training theme 2

The learning objectives for training theme 2 is to initiate the co-creation process through collaborative problem formulation and furthermore aiming to cover main underlying principles of co-creation, such as active listening, open dialogue, design empathy competences and welfare definitions. Conclusive the participants should be able to:

- Facilitate a process of collaborative problem formulation
- Use and promote collaborative problem-solving activities
- Engage all relevant stakeholders
- Designate roles to all relevant stakeholders in order to create engagement and empowerment in a group of citizens and other relevant stakeholders.

The following specific competences will be useful for the trainer to have:

- Knowledge about collaborative problem formulation and solving.
- Knowledge about empowerment principles.
- Knowledge about brainstorming methods.
- Knowledge about design methods.
- Capacity to facilitate an open dialogue.
- Capacity to facilitate a “fishbowl”

4.1 Preparation and follow up for training theme 2

Preparation needed before the second training day:

- Organise venue and any catering/refreshments (check if anyone has any special requirements, e.g., food allergies, access.)
- Finalize the format of the day (choose which options you wish to use), presentation slides (see guidance) and materials for the day (including post-it notes for the word cloud and coloured pencils/pens for creative activities).
- Create a film to send out to attendees prior to the training day (optional – see course introduction).
- Send out programme, map, link to project website (to access training information and tools), pre-reading of materials (and film if you have created one).
- Material for case study on behavioral problems and commitment needs to be prepared (one per group) before training day 2.
- Role-play activities need to be created before training day 2 (see worksheet).



- “Day-2 pre-training questionnaire” (online, if possible) needs to be created before training day 2 (see worksheet).
- “Day-2 post-training activity” needs to be created before training day 2 (see worksheet).

List of materials needed for trainers:

- Course introduction
- Cardboard
- Colored markers
- Role play activity cards and template
- Collaborative Problem Formulation and the Roles of Facilitators worksheet and handout
- From Expert To Facilitator worksheet
- Open Dialogue worksheet and handout
- Fishbowl worksheet (there are two different versions of this activity that the facilitator can choose)
- Jigsaw - Required Skills To Promote Open Dialogue worksheet and handout
- Part II – Role-play worksheet
- The Forum Theatre Worksheet
- Role-Play Worksheet on Process Management And Co-Creation Tools
- Role Play Worksheet
- Post-training activity

What should trainers ask attendees to do before coming to day 2?

- Send the questionnaire to the attendees, collect and reflect on the bridging activity that they have been working on between training day 1 and 2. Questions to the attendees could be;
 - o Which activity did you work with and what did you do?
 - o Was the training from training day 1 relevant and helpful for you to work with the activity?
 - o What did you find difficult in the process? Why
 - o What did you find easy? Why?
 - o Which concrete experience would you like to bring into the discussion on training day 2?
- Ask the attendees to return their answers one week before the training day so that you can prepare the day based on their concrete experiences.
- Select and read one of the case studies available.
- Read and prepare the implementation of the Role-play activities.

On the training day, trainers will need to:

- Facilitate participants’ sharing about their experiences, motivations and expectations.



- Trainers’ presentation of data obtained from the questionnaires.
- Present information and provide materials for the case study and the role-play activities.
- Summarize the day and how this will lead into the next training day.
- Set activities to do between day 2 and 3.

After the training day, trainers will need to:

- Share presentation slides.
- Send any materials/information of interest that arose during the training course (e.g., based on a conversation, a question might be asked and people want further reading on a topic, and this can be sent afterwards as a follow up from the day).
- Share artifacts created on day two – e.g., photograph them and email them to the group.
- Send information for the next session and timetable for when any activities should be completed/submitted prior to training day 3.
- Deliver the “Day-2 post-training activity” to be filled in by attendees between training day 2 and 3.

4.2. Proposal for timetable for training theme 2

Time	Activity	Notes to trainer
08:45 – 9:00	Registration, refreshments and informal chat	This gives people a chance to informally socialize and familiarize themselves with the setting.
09:00 – 10:00	Bridging Activity	Based on the answers that the attendees have returned, you prepare a poster where you cluster the difficulties and the success that the attendees have experienced. Based on this clustering, you discuss the 4 most common experiences allowing app. 15 minutes for each discussion.
10:00 – 10:45	What is Collaborative Problem Formulation?	Presentation from the trainer about subjects such as; What collaborative problem formulation is, from expert to facilitator; how to engage individuals from the very beginning of the process (see Collaborative Problem Formulation and the Role of Facilitator Handout) and what the principles of open



		dialogue are (see Open Dialogue Handout). (app. 45 minutes)
10:45 – 11:00	Break	
11:00 – 11:30	Introduction to activities to support Collaborative Problem formulation	Short introduction to activities (see Jigsaw Worksheet) a) Forum Theatre b) Fishbowl
11:30 – 12:00	Exercise: Applying the principles from Open Dialogue (1)	THE FORUM THEATRE INTEGRATING ONE OF THE FOUR CHALLENGES/PROBLEMS Start with the presentation of the cases to participants (The Forum Theatre Worksheet). Ask participants to form small groups and prepare one case to dramatize, using the principles of Open Dialogue.
12:00 – 12:30	Lunch	
12:30 – 13:00	Summing up in plenum from exercise: Applying the principles from Open Dialogue	
13:00 – 14:00	Exercise: Applying the principles from Open Dialogue (2)	Fishbowl: PROCESS MANAGEMENT AND CO-CREATION TOOLS Start with the presentation of the Fishbowl tool (see Fishbowl Worksheet). Ask participants to organize themselves into groups of 3-4 persons of the same institution. Explain that what is intended with the activity is that participants of the same institution share with others how they will trigger the process of collaborative problem formulation regarding welfare in their own institution/context.
14.00 – 14.15	Break / refreshments and discussion	



<p>14:15 – 15:15</p>	<p>THEORETICAL PRESENTATION</p> <p>Theory on evaluation in a participatory approach, part 1.</p> <p>Reflections on <i>added value</i> in the case presented in the Forum Theatre and the Role Play activity</p>	<p>Ask participants to share in the large group, the difficulties encountered in the accomplishment of the simulations by the group, and the ways used to overcome them.</p> <p>Discussion in small groups, to further think about using co-creation, discussing and answering the following questions:</p> <ul style="list-style-type: none"> ▪ How do you engage people and work WITH them? ▪ How do you work with everyone’s opinions and show value in everyone’s contributions? ▪ How will you know if co-creation is happening / working? ▪ How do you overcome other barriers that were written down on the cubes?
<p>15:15 – 16:00</p>	<p>Activity to do between training day 2 and day 3</p> <p>a) Choose one of the collaborative problem formulation activities that you have used today that you will try using in your organisation.</p> <p>b) Come up with a plan about how you will do this and who you will do it with.</p>	<p>Ask trainees to write in their case study templates:</p> <p>h) What collaborative problem formulation activity will you try using in your organisation? How you will do this and who you will do it with.</p> <p>The aim of this is for attendees to try out a co-creation activity themselves in their own welfare settings. They will then provide feedback at the beginning of training day 3 discussing how it went, what problems and successes they had and then work together to think about how these could be overcome.</p> <p>As an option, you can ask participants to write down their plans so that you can email or post their plans to them in between day 2 and day 3, in order to encourage participants to carry out this activity before returning to the day 3 training session.</p>





16:00 – 16:30	Close <ul style="list-style-type: none">- Check out activity – what did I learn today....- Summary what will happen in the next session and anything that needs to be done beforehand.- Hand out completed feedback forms to trainer.	Collect all feedback forms (if completed as paper copies).
------------------	--	--



4.3. Worksheets for proposed activities



Collaborative Problem Formulation and the Roles of Facilitators worksheet

Objectives

- a) To deepen previous learning about the framework for value co-creation and the co-creation collaborative process.
- b) To understand how to carry out the collaborative problem formulation process;
- c) To self-evaluate their own competencies as facilitator;
- d) To analyse how to engage individuals from the very beginning of the collaborative problem formulation process.

Duration

15 minutes

Material

- PowerPoint presentation
- Handout

Process

Use a PowerPoint presentation, which can be elaborated on the basis of the handout, to question the participants about: the framework for value co-creation and the co-creation collaborative process; how to carry out the collaborative problem formulation process; what competencies each of them as future facilitators of welfare co-creation processes in their institutions need to develop more; and how to engage individuals from the very beginning of the collaborative problem formulation process.



Collaborative Problem Formulation and the Roles of Facilitators handout

The **framework for value co-creation** consists of a collaborative dialogical problem solving process that serves as a managerial tool to determine critical resources and the roles of participants facilitating joint activities and optimizing resource utilization. **The co-creation collaborative process is made up of activities such as:**

- Diagnosing needs
- Collaborative problem formulation
- Creating solutions
- Identifying resources
- Co-designing actions to implement solutions
- Managing value conflicts
- Implementing and evaluating the planned actions.

In collaborative problem formulation, co-creation begins with an identification of needs and the goals for the exchange of ideas. After diagnosing the needs, the parties undertake a negotiation process to specify the problem. Typically, the facilitator uses his/her specialist knowledge and experience to help participants to identify in the diagnosis phase, their problems and needs in depth.

From Expert To Facilitator

In the context of the co-creation, facilitation is a process to “make easier” the flow of discussions and dialogues encouraging all participants to participate in some way and stay on the task, increasing the collective value of the entire team to guide it through a collaborative process that produces a problem solving. Therefore, several aspects of the role of facilitator are presented below.

Roles of facilitators

1. Preparing and planning the meeting agenda in advance

Prepare the work in advance taking into account the "who", "what", "why" and "where", to decide "how" to carry out the meeting. Be careful, because it is easy to over-schedule activities and not incorporate enough downtime for the participants. Distribute the meeting agenda in advance. It helps both facilitators and participants know what to expect and how to prepare themselves for the meeting.

2. Clarifying the objectives of each activity and section of the training, as well as the expected time that will be spent on each activity

Participants will be better prepared to contribute and help to achieve the goals of the meeting if they know what they are, and understand how the activities will be carried out in order to achieve them.



3. Co-creating community rules to establish appropriate ways to interact with each other during the meeting. These rules may include sentences of the following type:

Participants:

- Contribute to the co-creation community through their experiences, skills and time;
- Distribute leadership responsibilities and collectively share co-creation community management;
- Engage in insightful and non-threatening discussions of ideas and experiences;
- Be respectful and use appropriate language in team discussions;
- Listen and respond to each other with open and constructive minds;
- Be willing to share challenges, lessons learned, constraints / barriers faced and successes;
- Not be afraid to respectfully challenge each other by asking questions;
- Will refrain from personal attacks;
- Be committed to build on each member's strengths;
- Be committed to help others to improve areas that need further development;
- Use short, clear sentences and avoid using obscure expressions without an explanation;
- Be committed to search for opportunities for consensus or compromise, and for creative solutions;
- Be willing to contribute to an atmosphere of problem solving;
- Promote their personal and professional goals through participation in the co-creation community.

(Centres for Disease Control and Prevention, 2016)

4. Keeping the discussion moving

You should be aware of the discussion and learning that is taking place, looking around the room at all participants, listening and encouraging all participants to contribute to the team. The methodology you choose may vary, but the methods you use should include all members in the discussion to prevent someone from feeling excluded from the dialogue.

5. Monitoring the time of activities

The co-creation team may include people who are very involved with the problem and the community and very knowledgeable about the contexts and scope of the problem. Therefore, it is easy to deviate to accessory topics to the problem that is being solved. In these cases, you should refocus the group back onto the specific agenda item that is being



worked on and help the group stay focused on the topic being developed. It is important to try to close the accessory topic or decide with the team to develop it later.

6. Close the meeting and renew the action items for the future.

Make a final synthesis with participants to ensure that all points of the meeting were accurately dealt with, and that action items were noted and will be followed by other actions in the future as a follow-up to someone.

Key-references:

- Center for Community Health and Development at the University of Kansas (2017). *Community tool box*. Kansas: KU Center for Community Health and Development. Retrieved from: <https://ctb.ku.edu/en/table-of-contents>
- Centres for Disease Control and Prevention (2016). *Public Health Information Network Communities of Practice. Resource Kit*. Atlanta: CDC. Retrieved from: <https://www.cdc.gov/phcommunities/resourcekit/index.html>
- Luckin, R., Baines, E., Cukurova, M., & Holmes, W., Mann, M. (2017). *Solved! Making the case for collaborative problem-solving*. England and Wales: Nesta.
- Vianna, M., Vianna Y., Lucena, B., & Russo, B. (2012). *Design thinking: Business innovation*. Rio de Janeiro: MJV Press.



Open Dialogue worksheet

Objectives

- a) To understand what the principles of Open Dialogue are.
- b) To analyse the potentials of Open Dialogue to engage individuals from the very beginning of the collaborative problem formulation process.

Duration

60 minutes

Material

- PowerPoint presentation
- Handouts

Process

Use a PowerPoint presentation, which can be elaborated on the basis of the Open Dialogue Handout, to question the participants about: what Open Dialogue is; what the principles of Open Dialogue are and how it is possible for participants to apply them in collaborative problem formulation in the Welfare co-creating process in their institutions; and how Open Dialogue engages individuals from the very beginning of the collaborative problem formulation process.



Open Dialogue Handout

A crucial challenge in **the collaborative problem formulation** phase is the parties' ability to communicate and be active. In this phase, the parties may lack a mutual understanding of the goal to attain, and the diverse benefits and sacrifices attached to different solutions. Therefore, **dialogue is needed** to choose the path that prefigures the best possible balance between the value to be achieved and the sacrifices needed for it. **Open Dialogue**, is a **dialogic practice** and a **community-based integrated work system**, which **engages individuals, families, professionals and institutions** from the beginning of the problem solving stage. **The principles of Open Dialogue are the following:**

- *Immediate response.* Respond promptly to people when they make contact. Everyone participates since the first meetings. The team manages to create an emphatic atmosphere by responding quickly and listening attentively to all topics the participants bring up.
- *Social network perspective.* Social networks can be seen as relevant in helping to define the problem. Key people can be involved by asking the participants already involved: Who is concerned about the situation? Who could be of help to solve the problem? Are they able to participate in these meetings? Who would be the best participants to invite?
- *Flexibility and mobility.* This is achieved when the solution of the problem is a response to the specific needs of each community, their specific language and their way of living
- *Psychological continuity.* The co-creation team takes responsibility for the process of problem solving for as long as needed.
- *Responsibility.* A good rule is to follow the principle that the professional who is contacted takes responsibility for organizing the first meeting and inviting the team. Typically, two Open Dialogue practitioners are involved in a network meeting, with more practitioners involved if there are higher levels of concern.
- *Tolerance of uncertainty.* Open-dialogue practitioners make great efforts to support networks experiencing the problem to initiate the dialogue with uncertainty, when no one yet knows the reasons for the problem or the solutions for it, rather than react prematurely to contain the problem, trusting that the network's wisdom to solve it will emerge through dialogue. This allows more time to understand the problem.
- *Dialogicity.* In the meetings, the members who have taken the initiative for organizing them take charge of promoting dialogue and only secondarily on promoting changes to solve the problem. Dialogue is seen as the forum through which stakeholders are able to acquire more feeling of agency in their own lives through discussing the problem.

Key-reference: Center for Community Health and Development at the University of Kansas (2017). *Community tool box*. Kansas: KU Center for Community Health and Development. Retrieved from: <https://ctb.ku.edu/en/table-of-contents>



Fishbowl worksheet (version 1)

Objectives

- a) To discuss how to apply the process of a collaborative problem formulation in their community
- b) To apply principles about how to carry out the collaborative problem formulation process;
- c) To analyse how to engage individuals of their community from the very beginning of the collaborative problem formulation process.

Duration

60 minutes

Material

- Before the training, place the tables in such a way that participants can carry out work in small groups and so that the groups form a circle.
- Inside the circle, place the tables for a small group. The number of chairs should be equal to the number of members of the first group plus an empty chair.

Process

- Ask participants to organize themselves into groups of 3-4 persons of the same institution.
- Explain that what is intended with the activity is that participants of the same institution share with others how they will trigger the process of collaborative problem formulation regarding welfare in their own institution / context.
- Ask participants to discuss in their small groups what they intend to do at their own institution/context (app. 10 minutes).
- After 10 minutes, invite the members of the first group to sit in the centre of a discussion group.
- Explain to the participants that during the sharing of ideas of the group that is in the centre of the circle, other participants should ask questions to better understand what is being explained or to help them better reflect on the process they are thinking of implementing in the future. Emphasize that if someone in the outer circle has good ideas to help the group inside the circle to improve their action plan or to answer the questions participants are asked, he/she should sit in the free chair in the group inside the circle. Once he/she has given his/her collaboration, he/she must return to his/her place of origin.
- When the group inside the circle finishes, the centre will be occupied by the second group and the methodology will be repeated

Fishbowl worksheet for facilitator (version 2)



The fishbowl technique was developed largely in clinical psychology practice as a new co-creative think tank helping people to get from insight, to ideas, to evaluation of those ideas in just a single session.

In the traditional Goldfish Bowl a small group of people discuss a scenario or case study whilst being observed by an outer ring of people, who reflect on the discussion individually from their own perspectives. The groups then swap over, with the outer group coming into the middle and sharing their thoughts on what they saw, heard and felt during the discussion. Finally, the whole group discusses the issue, capturing key learnings and conclusions.

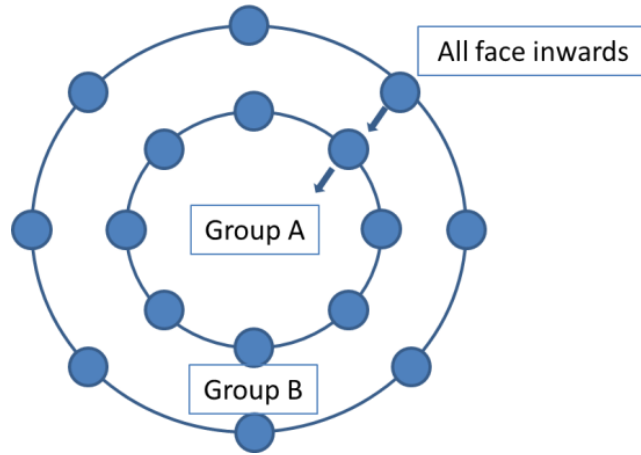
The fishbowl is a technique to enable simultaneous internal and external observation. By switching observational points of view, the range of perspectives can be increased. Gathering the perspectives together at the conclusion of the fishbowl, provides a rich data set and greater insight.

There are many different versions of doing the fishbowl activity, and this worksheet is one of the ways to do it. This method was chosen because it involves all in the room together in one activity and allows everybody the opportunity to speak, listen and make decisions. It encourages reflection and promotes understanding of individual perspectives.

Process

The room needs to be set up with chairs in two circles (or whatever shape fits in your room) with the same amount of chairs in the inner and outer circle. Ask all attendees to sit on the chairs all facing inwards (e.g., a group of 40 people should have 20 in each circle). Ask participants to have their notepads and pens with them.

Fishbowl start set up



<p>Phase 1 (10 mins)</p> <ul style="list-style-type: none"> - Group A (inner circle) discusses question 1 together: <i>“What are the difficulties of working with your co-creators?”</i> - Group B (outer circle) listens and makes notes 	
<p>Phase 2 (10 mins)</p> <ul style="list-style-type: none"> - Group A and B swap places - Group B (inner circle) discusses question 2 together (in light of group A’s discussion): <i>“What competencies are needed to support and mediate communication with co-creators?”</i> - Group A (outer circle) listens and makes notes 	



<p>Phase 3 (10 mins)</p> <ul style="list-style-type: none"> - Group B turns their chairs to face group A - Group A and B discusses the final task together (in light of group A and B's discussions): "Decide on the top 5 competencies you think is needed to support and mediate communication with co-creators". 	

The facilitators can then turn these top 5 competencies into a word cloud if they wish.

Alternative ways of delivering this fish bowl technique:

1. This fishbowl technique has also been used so that group A are one type of co-creator (e.g., patients or students) and group B are a different type of co-creator (e.g., staff). In this scenario, usually group A and B are asked to discuss the same question in phase 1 and 2 (this often helps to emphasise people's needs and constraints as separate groups), and then come together in phase 3 to agree on solutions together (taking into consideration the needs and constraints discussed).
2. If you are tight for space you can try splitting the room up and arranging smaller groups (for example around the already existing tables).



Jigsaw worksheet - Required Skills To Promote Open Dialogue

Objectives

- a) To understand why the forum theatre and role-play activities enhance co-creation.
- b) To analyse the potentials of these activities to develop skills to promote Open Dialogue.

Duration

30 minutes

Process

- Divide participants into groups of three.
- Explain that the general topic is divided into three smaller interrelated pieces.
- Assign to each member of a team a puzzle piece to read (e.g., Part I or Part II, and so on) and become an expert on a different piece.
- After each person has become an expert on their piece of the puzzle, they teach the other team members about that particular puzzle piece.
- After each person has finished teaching, the puzzle is reassembled and everyone in the team knows something important about every piece of the puzzle.
- Ask each group to share what they learnt with others.





Jigsaw Teamwork Handout

Part I – Forum Theatre

The technique of the forum theatre was originally developed as part of the *Theatre of the Oppressed* by Boal (Koreň, 2014), as a political tool for change. It consists of a performance of a short play or sketch, usually indicating some kind of oppression, which initiates with the dramatization of real situations faced by the participants and that ends with the protagonist(s) being oppressed. Then, the performance is repeated and any member of the audience ('spect-actor') is allowed to shout "Freeze", and take the place of one of the oppressed characters, showing how they could change the situation to enable a different outcome. One of the first things that spect-actors realize is that, as in life, if they don't intervene, nothing will change. Several alternatives may be explored by different spect-actors. The other actors remain in character, improvising their responses. A facilitator (Joker) is necessary to enable communication between the players and the audience. After an intervention, the Joker may ask, "What were the objectives of this activity?", "Was it realistic?", "Can you do this in real life in your co-creation project?". Therefore, the Forum theatre becomes a laboratory to simulate the exercise of democracy, in which anyone can speak or act, experimenting different courses of action, as happen in society, with similar situations happening in different contexts or/and with different people. The forum theatre is not a theatre of advice, which means its aim is not to show what other people should do, but to discover collaboratively what we can do.

Key-reference: Koreň, L.de H. D. (2014). *Art for art's sake: an introduction to the use and value of forum theatre*. Lund, Sweden: Trans Europe Halles Resource.

Part II – Role-play

Role-play is a quick activity to test an experience or to collect ideas to solve a problem. The objective is for participants to get into the character of people involved, developing their empathy regarding the character they are role-playing. Role-play is a type of prototype that is pretty easy to build and helps participants to get an idea or experience in front of all team members on the efficiency of the co-creation process. The main goal of prototyping is that participants present an idea perceptible enough on the situation portrayed in order to elicit a collaborative problem formulation and problem solving. In structuring a role-play activity, the "choice of scenarios", the "choice of roles" the "implementation of the role-play activity" and the "concluding discussion" have specific characteristics to promote the use of the required skills to promote Open Dialogue in an inspiring, democratic, collaborative and creative atmosphere. The scenarios might be common daily life scenes or task-oriented, such as solving a specific problem. The roles, that can range from very closed (e.g., including ideas to be defended and all the personal and social characteristics of the character) to more open (providing just some background information) must be defined. The roles give actors a framework within which they build their characters and so, they need some time to prepare them. The facilitator can assume the role of "facilitator", for example to encourage open dialogue, creativity and sharing of ideas; "actor", because sometimes getting involved and taking part assuming a critical role is adequate; or "spectator" since watching the role-play he/she can present data collected during the practice to help the team reflect on the role-play and propose improvement strategies to introduce in real situations similar to the one simulated. It is also crucial to keep the role play activity real and relevant by bringing situations of life and roles to play as real as possible, which could include using some descriptions about the local culture or social networks involved. Role-play needs to be followed by a debriefing for the participants to share what they have learnt and to reinforce this learning. For example, as participants



practise the role-play activities, they might find that they have difficulty in promoting open dialogue. The process of finding the new type of questioning and/or ways of interaction should offer more participants autonomy, so after the practice stage you could ask participants to reflect on strategies to develop their Open Dialogue skills. It is also possible to record the role-play activities so that participants can have the opportunity to listen to the dialogue again and reflect on their skills.

Key-reference: Bowman, S.L. (2010). The functions of role-playing games: how participants create community, solve problems and explore identity. New York: Shutterstock Ed.

Part III – Required Skills To Promote Open Dialogue



Value stakeholders and their ideas



Promoting mutual respect among the team members



Using questions:

- *A closed question* (e.g., Do you feel ready to use what you have learned today in your everyday work?) is answered with a factual knowledge or a single word. A misplaced closed question can lead to silence, therefore is best to be avoided when a conversation is in full flow. However, a closed question is adequate:
 - to make a decision (e.g., Do we all agree that the second activity is the best activity to do between training day 2 and day 3?)
 - to test your understanding (e.g., When you say it will be good to involve a sexual health professional, do you refer to a doctor? or If I understand well...)
 - to summarise the other person's ideas or to serve as a mirror (e.g., it seems to me that in your opinion... Is that what you said?)
 - to know specific facts (e.g., What factors influence people's wellbeing in your context?)
- *An open question* (e.g., What happened at the meeting?) asks the participants for their knowledge, feelings and opinions and implies longer answers. They usually begin with “What is the meaning of...?”, “What is ...?”, “Why ...?”. An open questions is adequate to:
 - To develop an open conversation (e.g., How did the problem arise?)
 - To find out the other person's opinion or concerns (e.g., What do you think about the role play carried out?)
 - To ask for more detail to ensure you have the whole story and that you understand it thoroughly (e.g., As a facilitator, you might be dealing with inattentive participants who are engaging in side-bar conversations. What you can do is to use gentle and appropriate humour



to redirect them to the focus of the meeting; When you say ..., you refer to ...? Can you explain it better?)

- To help to find solutions to problems (e.g., what can we do? How can we solve this problem? What strategies seem most appropriate?)
- To negotiate (e.g., What will happen if we take this attitude? ... What are the advantages of this strategy? And the disadvantages? ... Which solution will be better?)



Encouraging participant to continue talking

Use expressions such as “go, go...”, “Continue...”, “And then? ...”, “So? ... “Great!”



Responding to stakeholders’ utterances:

The skill of responding is a three-part process: stakeholder’s initial utterance; the facilitator’s response to that utterance; and the response to the response given.




Never impose a solution to the team




Be an active listener to improve communication and address controversial and difficult issues:

- Active Listening is not just listening, but showing our attention with our eyes and bodies and in the ways we react to each other. By using this technique we become more involved with the person who is speaking, we are valuing what they are saying and we are showing that we value the person and his/her ideas.
- Strategy for Active Listening:
 - Do not interrupt but wait for participants to say what they need to say.
 - Be critical regarding what your body language and posture are saying to participants.
 - Summarise the content and feelings regarding what participants are expressing to make sure you understood them and to help the participants to organize their narrative.
 - Ask participants to say more about their experiences or feelings in a way that shows you are interested in what they are sharing.
 - Help participants reflect on their emotions and the content of these emotions (e.g., “You are happy”, “You are happy because your co-creating process is being carried out”).



 *Elicit multiple viewpoints and value opposite opinions to consider options.*

Open Dialogue values the collaborative exchange among multiple and equally valid points of view, that weaves new and more shared understandings to which everyone contributes.

 *Being transparent and reflecting*

This is the ability to engage in an open, participatory, transparent, and jargon-free conversation with the co-creation team in meetings, clarifying issues, bringing out viewpoints and synthesizing differences.



The Forum Theatre Worksheet

Integrates one of the four challenges/problems in the cases below

<p>Case 1. Behavioural problems and commitment</p>	
<p>Case 2. Kindergarten exposed to repetitive vandalism by local youth</p>	
<p>Case 3 Nursing home seeking solutions to help prevents isolation among the residents</p>	
<p>Case 4 The local school is met with severe budget cuts and the headmaster is particular worried about the maintenance of sports</p>	



Role-Play Worksheet on Process Management and Co-Creation Tools

Objectives

- a) To understand how role-play activities enhances co-creation.
- b) To self-evaluate and co-evaluate the competencies of actors to promote Open Dialogue.
- c) To analyse the potentials of this activities to develop skills to promote Open Dialogue.

Duration

90 minutes

Process

- Organize the room to carry out the role-play: in the centre of the room place a table with material (pen, sheets size A3) and a computer. Put a flipchart and a multimedia projector in the room.
- Divide participants into seven groups if you decide to use the three families, which means seven different characters. If the number of participants is small, it is suggested to use only one family in the Role-play, which means five different characters.
- Start with the presentation of the case to participants (see case in the Role-play Worksheet).
- Distribute one role to each group in order for them to decide who will play it, and prepare the role in order to use the principals of Open Dialogue during about 20 minutes (see roles in the Role-play Worksheet). Emphasize that the information contained in the role assigned to the group is just a starting point to inspire the preparation of the character's action.
- Explain that the other participants will observe the actors and collect data to discuss the potentials of the activity at the end of the theater. Distribute the "Observation and discussion" part of the Worksheet (see observation and discussion in the Role-play Worksheet).
- Start the simulated situation by group, which should take about 20 minutes, encouraging them to use the principles of Open Dialogue.
- At the end of the simulation invite actors to self-evaluate their roles (app. 10 minutes), using questions of the following type:
 - What did you like most about playing your role?
 - What did you like least? Why?
 - In your opinion, what principles of the Open Dialogue did you apply?
 - What were the two skills to Promote Open Dialogue that you evidenced more while playing your role? Why do you have this perception?
- Ask the groups, for about 20 minutes, analyzing the data collected individually.
- In the last 20 minutes of the activity, ask each group to share with all their conclusions. To facilitate this sharing you can use the "Observation and Discussion Worksheet".

Characters



The community leader:	Joana	School principal:	Maria
The doctor:	Frederic	Social worker:	John
Representative of the 1st family:	Rita		
Representative of the 2nd family:	Alberto		
Representative of the 3rd family:	Ricardo		

Case

The community leader where you live invited you to a meeting to help her to resolve a troublesome situation that is happening in the community. Some time ago, she became aware that there were three families in the community who, despite social security aid, live with many serious economic needs.

The first family has three members. The second family is constituted by Alberto, married to Fernando who have two children. The third family consists of an elderly couple with age-related illnesses and their 60-year-old son who is a barber.

The community leader explains that after talking to some families she has managed to have ten of them give a percentage of their monthly salary for a year to help these needy families. The goal is to give them time to try to improve their living conditions. The total monthly amount available is 1800 Euros.

Families who are sponsoring the three most deprived want to remain anonymous, but they demanded to be informed during those twelve months about how the money was being distributed by the three families, and what was being done to improve their living conditions so that they can return to a balanced economic situation.

The community leader explains that she invited you, because you have different professions and / or skills, which can contribute to a more effective joint collaborative work. She asks that if you agree to be part of this co-creation group to promote the well-being of these disadvantaged families, you will discuss together with others to achieve the following main objectives: (i) to develop a plan of action to help these families to minimize their problems; ii) to plan a strategy to monitor the action plan.

Now the community leader suggests that after you think about the role you can play in this group, you will come back to the meeting to solve together with the families their problems.

Roles

The community leader

You are the facilitator of the meeting. You have the job of taking stock of the knowledge and concerns shared by the team. You write on the list “What we know” all the facts that the team is sharing about these families. During this discussion, you highlight the information that is missing and you can write it down on the list of “the facts you need to know”. You write on this list, for example: who the family members are; their ages, genders, clothes sizes; what they most need; What are the academic qualifications of the family members; and what their professional experience is. From this list you could encourage the group to list the “things to investigate” in order to move forward with problem resolution, for example: understanding the money the families spend on medicine and if there are cheaper alternatives; understanding how to buy consumer goods at a discount; understanding the amount of money they spend on food; new employment opportunities; how to enable families to (re)



shape their lives, etc. etc. Remind the team that in order to carry out their research, they should co-create a “plan of action” in which they list the steps to take to get the new information.

Medical Doctor

You say that in your medical consultations you have already received an elderly couple from one of these families and you have consulted a baby of three months from another of these families. You are concerned about the families' lack of money for the medication the elderly people you consulted should take. You are also concerned about the emotional wellbeing of the people who are part of these families, especially with the possibility of their social isolation or the diminishing of their optimism, perseverance and commitment to seek solutions to improve their living conditions.

School principal

You know that two of the families have school-aged children and teenagers. You are afraid that their economic situation will have a negative effect on their academic achievement. You point out several reasons why this might happen and you suggest strategies to support these students.

When you consider adequate, you could remind the team that you are now in a position to list the "possible solutions" to solve this problem. Write these possible solutions in a list. You could explain to the team that this list may require the development of a "new list of additional information" that has to be put together to consider whether or not it is possible to implement the possible solutions that had been co-created previously. List the realistic "defensible solutions" and ask your colleagues to co-create the "plan of action". List in the plan of action the steps to implement the solutions that you advocate, and the ways to evaluate whether these actions have resulted in the desired changes in the lifestyles and living conditions of the family members.

Social worker

You are worried. You remind the staff that this year there will be low temperatures and children may probably not have clothes because they are growing. Also, you are worried about money for heating the home of the elderly. You ask the team how the money will be distributed: Will it be the same for the three families or will the families with the largest family receive more? You present your opinion in detail.

Rita

You are 25 years old and you have training to teach biology. You are currently unemployed. Ricardo is your husband. He is 30 years old and is a freelance journalist. Although he tries to work hard, his jobs are not well paid. You have a daughter, Margarida who is six months old and has fragile health that causes her to seek medical attention several times.

You went to the meeting to share your problems and try to find a solution for them. You believe that the people who are at the meeting will keep information about your family's situation secret.



Alberto

You are married to Fernando. You are 45 years old and you are a nurse. However, you are currently unemployed. Fernanda a carpenter is 55 years old, and although her work is well paid, in recent years she has barely worked because she is very ill. Your daughter, Marta is 15 and is a 10th grade student. She has always been a good student and has not had any health problems. Paulo, your son, is 18 years old and is in the 2nd year of the university in the course of Mechanical Engineering. He is a good student, practices a lot of sport and is very healthy.

You went to the meeting to share your problems and try to find a solution for them. You believe that the people who are at the meeting will keep information about your family situation a secret.

Ricardo

You are 60 years old and you are barber. Your salary is not enough to pay for your parents' medication and the caregiver's salary. Your father, Pedro, is 76 years old. He has no source of income, has Alzheimer's disease and is increasingly dependent on the family. Your mother, Carmo, is 85 years old, is retired and receives 600 Euros monthly. Her health has age-related weaknesses.

You went to the meeting to share your problems and try to find a solution for them. You believe that the people who are at the meeting will keep information about your family situation a secret.



Observation and discussion

1. Recall part IV of the Jigsaw Teamwork Handout “*Required Skills To Promote Open Dialogue*”, and **record in column 2** of the table below the evidence that shows the use of the skills listed in the column 1, and **in column 3** the actor who shows this skill (CM= The community leader; MD= Medical Doctor; SP=School principal; SW=Social worker; R= Rita; A=Alberto; R=Ricardo).

Skill	Evidences	Actor
Values stakeholders and their ideas		
Promotes mutual respect among the team members		
Uses closed questions		
Uses open questions		
Encourages participants to continue talking		



Responds to actors' utterances		
Never imposes a solution to the team.		
Makes active listening		
Elicits multiple view points		
Values opposite opinions to consider options		
Is transparent in his/her reflections		

2. Were there any details that emerged in the role-play activities that surprised you?

2.1.If yes, what were they?



- 2.2. In your opinion, would these details have arisen if it were not a simulated situation? Why?

3. In your opinion what are the potentials of the role-play activity to develop skills to promote Open Dialogue?

4. To what extent do you consider that the role-play activities enable actors to develop their creativity?

5. In your opinion, is role-play useful for testing a co-created solution to solve a problem? Why?



Poster Activity Worksheet (Alternative activity instead of Role Play)

This activity will encourage participants to create an artefact that illustrates the participants understanding of Co-Creation and the way in which they can use the process to solve the issue of barriers in their workplace.

The poster activity at the end of the day celebrates the learned experience, it is not highlighting the shortfalls within an organization but rather expressing a personal experience of it.

A poster, in essence, is a visual piece of art that is shown. Ultimately, co-creation requires an external perspective. The chance to share the poster is in keeping with the open collaborative and non-judgmental process that is co-creation. Sharing the poster at trainee's own workplace would be useful to try out the new skills. Showing the poster during the training day and receiving feedback will help to galvanize its meaning and enable the participant it to better explain to other colleagues.

The trainer will need to encourage an environment where people do not have to worry about polished artefacts, but to care more about what the posters represent and the learning they get from creating them.

It is recommended that drinks are available during this activity to promote a free environment where participants can walk about.

Process:

- Split the group into pairs.
- Provide arts-based materials (e.g., paint, crayons, magazines and glue for collage).
- Provide poster paper (A3 minimum, A1 maximum).
- Explain the topic to be explored (e.g., in groups, pick a problem that you discussed during the CUbe activity and create a poster that shows how to solve that problem).
- At the end, ask participants to explain the thinking behind their poster.
- Ask participants to display their poster afterwards.
- Give participants the option to include their poster on the website (some may not choose this).
Also ask participants to write a short description to support the poster on the CCW website.



Bridging Activity

1. Who are the co-creators that you will be co-created with?

--

2. What are the rules of co-creation that you have used in the past? What rules do you think are important to use in the future? How will you co-create these?

--

3. What are the difficulties of working with your co-creators?

--



4. What competencies are needed to support and mediate communication with the co-creators in your case studies?

5. What are the potential risks in your co-creation case study and how might you deal with them if they arise?

6. What are some solutions to some of your co-creation barriers?



7. What activity will you try using in your organisation? How you will do this and who you will do it with?



Co-funded by the
Erasmus+ Programme
of the European Union



Training Theme 3: Managing the co-creation process





5.1 Learning objective and trainer competences for training theme 3

The learning objectives for training theme 3 is to manage the co-creation process all way through and additionally aim shift thinking to organisational level and embedding what has been learned in context. This is actually a good opportunity to reflect on the beginning of the course and evolve training based on outcomes of bridging activity. Conclusively the participants should be able to:

- Understand the different types of collaborations and relating stakes, challenges and opportunities
- Know of the different stages of project management
- Be able to select and use co-creation activities
- The participants are able to shift and apply cocreation in their contexts
- Know of the specificities of co-creation project management
- Be able to anticipate potential process facilitators
- Support the design of co-created programme evaluation which includes impact evaluation of the new solution when it is implemented
- Support collaborative project development
- Promote a shared creation of tools

The following specific competences will be useful for the trainer to have;

- Capacity to show empathy, listening skills with no judgement
- Capacity to show interest in what a person can bring and think, promote exchange and communication
- Capacity provide positive and constructive feedback, develop motivation
- Capacity to debate, without manipulating
- Capacity to develop critical thinking, and skills to synthesize different opinions
- Capacity to develop constructive dialog, constructive confrontation of ideas and debate
- Capacity to embrace the emotions which may emerge from collaborative situations
- Capacity to stimulate people's enthusiasm to find new solutions, develop creativity
- Capacity to create and share a vision, federate and promote coherence in efforts

5.2 Preparation and follow up for training theme 3

Preparation needed before the third training day:

- Organise venue and any catering/refreshments (check if anyone has any special requirements, e.g., catering, access.)



- Finalise the format of the day (choose which options you wish to use), presentation slides (see guidance) and materials for the day (including post-it notes for the word cloud and colour pencils/pens for creative activities).
- Create a film to send out to attendees prior to the training day (optional – see course introduction).
- Send out programme, map, link to project website (for access to training information and tools), pre-reading materials (and film if you have created one).
- Design a Q-Sort worksheet with a list of statements, and prepare the Q-sort activity (See worksheet 1)
- Prepare the Metaplan and brainstorming activities (see worksheets 2)
- Prepare a presentation about mediation competences (See worksheet 3). Find examples of how to develop them, and critical issues to initiate discussions from.
- Send out 4 – 5 questions about the activity that the attendees have been working with between training day 2 and 3 – See **“Try out an activity worksheet”**

List of materials needed for trainers:

- sticky notes and pens
- Lego for the Lego activity
- paper board and white board
- videoprojector and screen
- paper table cloth for the discussion tables activity
- Q-Sort sheet with a list of statements to be printed for each participant
- “Try out an activity” worksheet to be printed for each participant
- 1x Sticky Notes activity worksheet
- 1x Mediation competences worksheet
- Lego activity persona worksheet

What should trainers ask attendees to do before coming to day 3?

- Ask participants to send between 3 and 5 ppt slides.
- On each slide, write one expectation / need for this training session.
- Emphasize the fact that only ONE idea should be written on a slide
- Ask participants to bring the case study they have been working with in days 1 and 2.

On the training day, trainers will need to:

- show empathy, listening skills with no judgement
- show interest in what a person can bring and think, promote exchange and communication



- provide positive and constructive feedback, develop motivation
- debate, without manipulating
- develop critical thinking, and skills to synthesize different opinions
- develop constructive dialog, constructive confrontation of ideas and debate
- embrace the emotions which may emerge from collaborative situations
- facilitate discussions

After the training day, trainers will need to:

- Share presentation slides.
- Send round any materials/information of interest that arose during the training course (e.g., based on a conversation, a question might be asked and people want further reading on a topic, and this can be sent round afterwards as a follow up from the day).
- Share artefacts created in day one – e.g., scan them in and email them round to the group.
- Send round information for next session and timetable for when any activities should be completed/submitted prior to training day 2.
- Something about the concrete activity between training day 3 and 4 I don't understand what is expected here. The trainees will be doing the follow-up activity. They will get the info at the end of the training. I don't think the trainer will have anything to do about that before the next day.

5.3 Proposal for timetable for training theme 3

Time	Activity	Notes to trainer
08:45 – 9:00	Registration, drinks and informal chat	This gives people a chance to informally socialize and familiarize themselves with the setting.
09:00 – 9.30	Bridging Activity	Based on the answers that the attendees have returned, you prepare a poster where you cluster the difficulties and the success that the attendees have experienced. Based on this clustering you discuss the 4 most common experiences and give app. 5 minutes for each
9.30 -10.30	Q-SORT activity: experiencing co-creation: process / barrier / facilitators	The Q-Sort is a simulation activity. Participants are put into a group



		<p>activity during which they will experience the barriers and levers to co-creation. Co-creation is forced through consensus. See worksheet 1 on how to organize and moderate a Q-Sort Session</p> <p>See “Q-SORT Presentation guidelines”</p>
10.30 – 10.45	BREAK	
10.45 – 11.00	Introducing “Mediation competences”	<p>Introduce and discuss the following ideas:</p> <ul style="list-style-type: none"> ➤ Based on the barriers and facilitators identified in day 1 and this morning, what role do we have in the process? <ul style="list-style-type: none"> ⇒ introduce training and mediation ⇒ Refer to the case study in day 1 ➤ What kind of competences do we need to facilitate co-creation processes? <ul style="list-style-type: none"> ⇒ Make a presentation based on the “mediation competences” worksheet ➤ What type of tools/activities can we use to act as mediators? <ul style="list-style-type: none"> ⇒ List activities on a paperboard sheet
11.00 – 11.45	Sticky notes ACTIVITY: setting the grounds for project management and identifying the specificities of co-created projects	<p>See “Sticky notes activity” worksheet</p> <p>This worksheet details how to organize and moderate the Sticky</p>



		<p>notes session. This activity will focus on the project management process</p>
<p>11.45 – 12.30</p>	<p>Evaluating achievements</p>	<p>Split participants into 2 discussion tables. If working with a large group, you can have 3 or 4 tables.</p> <p>Put a paper tablecloth on each table.</p> <p>Ask two participants to act as moderators on each table.</p> <p>Focus for table 1 can be the following: What are the stakes and issues relating to project evaluation in general?</p> <p>Focus for table 2 can be the following: What are the stakes and issues relating to the evaluation of co-created projects?</p> <p>Round 1 - 10 minutes</p> <p>During the discussions, participants write down their ideas on the tablecloth.</p> <p>Then participants swap tables for round 2.</p> <p>Round 2 - 10 minutes</p> <p>Ask table moderators to sum up discussions in round 1. Participants are then asked to follow up on discussion starting from what what said in round 1.</p> <p>At the end of round 2, each moderator synthesizes discussions (5 minutes to prepare, 5 minutes to present)</p>



		Spend the last ten minutes continuing discussions on how this could be used in a future project.
12.30 – 13:30	Lunch	
13.30 – 14.45	LEGO ACTIVITY: Defining a problem together and creating a solution STEPS 1 TO 4	Introduction: 5 minutes The following activity aims to cocreating a solution. The focus for this activity will be: “how can we evaluate a cocreated project? How can we evaluate the benefits of cocreation?” Ask participants to draw on situations they have worked with in their case study. In what situation would they be using cocreation? What would they be using it for? See Lego activity Worksheet STEPS 1 TO 4
14.45 – 15.00	Break	
15.00-15.45	LEGO ACTIVITY: Co-creating an evaluation activity/tool using design thinking Steps 4 to 6	See Lego Worksheet – Steps 4 to 6
15.45-16.00	Debrief of Lego activity	Ask participants’ impressions on the Lego activity
16.00 – 16.15	Activity to do between training day 3 and day 4 a) Choose one of the process and negotiation activities that you have	Give participants the “Try out an activity worksheet” The aim of this is for attendees to go away and try a process and



	<p>used today that you will try using in your organisation.</p> <p>b) Come up with a plan about how you will do this and who you will do it with.</p>	<p>negotiation activity themselves in their own welfare settings. They will then feedback at the beginning of training day 4 how it went, what problems they had and then work together to think about how these could be overcome.</p> <p>As an option, you can ask participants to write down their plans to that you can email them or post their plans to them in between day 3 and day 4 to prompt them to carry out this activity before coming back to day 2 training.</p>
16.15-16:45	<p>Close</p> <ul style="list-style-type: none"> - Checking out activity – what did I learn today? - Any remaining questions to be answered - Summary of what will happen in next session and anything that needs to be done before it. - Hand completed feedback forms to trainer. - Thanks yous 	<p>Collect up all feedback forms (if completed as paper copies).</p>

5.4 Worksheets for proposed activities



Q-Sort activity worksheet

OBJECTIVES

Experimentation of collaborative work, negotiation and collective problem-solving. People are presented with several statements about collaboration. All statements are in the form of “collaboration is...”. Statements are designed to be open for discussion. One of the aims of the activity is to put forward the importance of sharing a common language and identifying the fact that citizens with different backgrounds may not spontaneously share a common understanding of what collaboration is. Also, this activity underlines the fact that even though people may seem to disagree on the definitions at first, the issue is in fact to clarify how participants understand words.

TARGETED SKILLS (examples)

CAPACITY TO SHOW INTEREST IN WHAT A PERSON CAN BRING AND THINK, PROMOTE EXCHANGE AND COMMUNICATION

CAPACITY TO DEBATE, WITHOUT MANIPULATING

CAPACITY TO DEVELOP CONSTRUCTIVE DIALOG, CONSTRUCTIVE CONFRONTATION OF IDEAS AND DEBATE

HOW TO ORGANIZE THE SESSION

Recommended duration: 1 hour

Recommended number of people: 20

Material, props: printed Q-sets of 30 statements to create (e.g. to collaborate is to have shared objectives; when you collaborate the role of each partner must be clearly defined; to collaborate is to be engaged in a common production...)

HOW TO CARRY OUT THE ACTIVITY

STEP 1: Individual work: 5-10 minutes

The Q-set is given to people in the form of a pack of randomly numbered cards, each card containing one of the statements. If you want to make your own set of statements, you need to remember that each statement **MUST** be subject to interpretation (to identify barriers in collaboration). In the presented Q-SORT activity, all statements are about collaboration.

Individually, people are invited to select 3 statements with which they ‘completely agree’ and 3 with which they ‘completely disagree’ with.

A RULE TO EMPHASIZE: each participant **MUST** work individually. Step 2 should not be presented before step 1 is completed.



STEP 2: Work in small groups: 20 minutes

The group must assign the following roles to participants: a) A master of time ; b) A presenter who will present the statements selection at the end of the activity; c) A secretary who takes notes ; d) A moderator who ensures that communication is equal, non-aggressive and that everyone can put their point of view across ; e) An observer who presents the process in each group (how did you reach a consensus). Each group decides how the different roles are assigned. They will account for this during the feedback.

When this is done, give the group the following assignment:

The group must find a CONSENSUS on 3 statements they all completely agree with, and 3 statements they totally disagree with.

Each group will have to justify the choice of statements and also explain the processes that took place during this task.

DO NOT TELL THE GROUPS THAT THEY WILL HAVE TO NEGOCIATE, as they will have to come to this conclusion themselves.

STEP 3: Feedback with the whole group: 30 minutes

In turn, the rapporteur in each group presents the selection of statements (statements are noted on the board). Observations are made on the different statements: do all groups agree with each other? Did some groups put the same statement in opposite categories? How can we explain this?

- ⇒ Identify differences in representation, language, meaning of words, professional identity etc.

In turn, the observer presents the process for each group; Difficulties and levers are noted on the board.

- ⇒ Identify that a negotiation process took place that stakes may have differed between participants, objectives may have differed to, and that negotiation is a solution to reach a common solution.

Alternative version: Add constraints cards to emphasize the points you consider most relevant eg the difference between stakes and goals, language an vocabulary barriers etc...)

STRONG POINTS	POTENTIEL DIFFICULTIES, LIMITATIONS
<ul style="list-style-type: none"> ➤ It is basically a systematic study of participants of viewpoints ➤ Negotiation process that emerges 	<ul style="list-style-type: none"> ➤ The trainer must resume the definition of consensus and introduce the notion of mandatory negotiation

Sources :





1. Job van Exel (2005). Q methodology: A sneak preview.
https://www.researchgate.net/publication/228574836_Q_Methodology_A_Sneak_Preview
2. Mérini, C. (1999) *Le partenariat en formation: de la modélisation à une application*. Harmattan. 223p.

3	11
Cocreation is real when it's on a voluntary basis	Cocreation's first step is meeting people

19	27
Cocreation requires people to talk about their opinions	Cocreation contributes to people's trademark

6	14
Real cocreation requires financial means	Cocreation is real when you experience numerous arguments

22	30
Cocreation requires people to confront their ideas	Cocreation requires a very rigorous organization

8	16
In order to cocreate, people need to know exactly what their role is	Cocreation aims to changing people's vision

24	32
Cocreation is networking	Cocreation contributes to informing decision-makers

2	26
Cocreation allows people to swap roles, of even be replaced by someone else	Cocreation enables people to have specialized practices

4	12
Cocreation requires to be evaluated regularly	Sustainable cocreation requires institutionalization of the partnership

20	28
Cocreation means implementing a joint intervention	Cocreation promotes information

1	9
Cocreation is an opportunity for innovation	Cocreation opens new perspectives

17	25
Cocreation creates space for creativity	Cocreation transforms decision-makers

23	7
Cocreation is a means to articulate social practices with people cultural background	Cocreation means 'to have common goals'

15	31
Cocreation can have unexpected effects	Cocreation can lead to exclusion

5	13
Cocreation is mainly joint action	Cocreation means that the stakes are the same for everyone

21	29
Cocreation brings a new vision	Cocreation is a means to change the political system

18	10
Cocreation requires training	Cocreation means that people engage in a common deliverable

Inspired from *Mérini, C. (1999) Le partenariat en formation : de la modélisation à une application. Harmattan. 223p.*



Q-Sort presentation guidelines: ideas to introduce in your presentation

- High level collaboration / cocreation means that people share something that brings them together. It is a specific mode of interaction, which brings various people together to solve a common issue or address a common aspiration.
- It is about building common grounds based on people's differences.
 - o Differences in competences
 - o Differences in hierarchical status, social status and so on
 - o Differences in decision power
 - o Differences in the stakes involved
- Often, such differences are barriers to overcome
- Everyone needs to have an interest in the collaboration, there needs to be a shared problem, issue, question to address. This shared issue needs to be acknowledged by all, as this will promote motivation.
- Common objectives need to be pinpointed, even though the stakes will be different for each institution / participant. This is where the negotiation process takes place, to be able to agree on common goals, and accept other peoples' reasons to be part of the project. Negotiation is key to take differences into consideration.

Ref: Mérini, C. – P35-47. CHAPITRE 2. Les dynamiques collectives dans le travail enseignant : du mythe à l'analyse d'une réalité (2007) livres : Coordonner, collaborer, coopérer. De Boeck. 208p.



Sticky Notes activity worksheet

OBJECTIVES

Group animation technique that enables the trainer to structure group discussions, quickly and easily gathering all the ideas of a group. This technique enables the trainer to synthesize the information collected and consolidate it in a consensual form leading the group to visualize the richness and complementarity of their opinions or to consider all aspects of an issue.

TARGETED SKILLS (examples)

CAPACITY TO SHOW INTEREST IN WHAT A PERSON CAN BRING AND THINK, PROMOTE EXCHANGE AND COMMUNICATION

CAPACITY TO PROVIDE POSITIVE AND CONSTRUCTIVE FEEDBACK, DEVELOP MOTIVATION

CAPACITY TO DEVELOP CONSTRUCTIVE DIALOG, CONSTRUCTIVE CONFRONTATION OF IDEAS AND DEBATE

HOW TO ORGANIZE THE SESSION

Recommended duration: 1 hour

Recommended number of people: 20

Material, props: post'it of different colors, marker pens, stickers

HOW TO CARRY OUT THE ACTIVITY

1. Preparation: write "what do you know about project management?" on the board. Give out the Sticky notes and markers.
2. Participants are invited to write ONE IDEA ONLY on each sticky note, using simple and short statements, drawings, or words (explicit, which do not require comments).
3. Answers are collected and placed on the board or table. Sticky notes are then categorized in groups (answers which relate to the same idea). The categories are then named.
4. If the group is trying to answer a question (vs outline a subject) an extra step can consist of weighting the different ideas: participants are invited to get up and place two stickers on the groups that seem to better answer to question (prioritization).

This Sticky notes activity will be carried out in 6 different rounds on the following themes:

1st round: What do you know about project management?

Try and sort ideas, and make any required additions. You want to be able to have the following categories for next rounds:

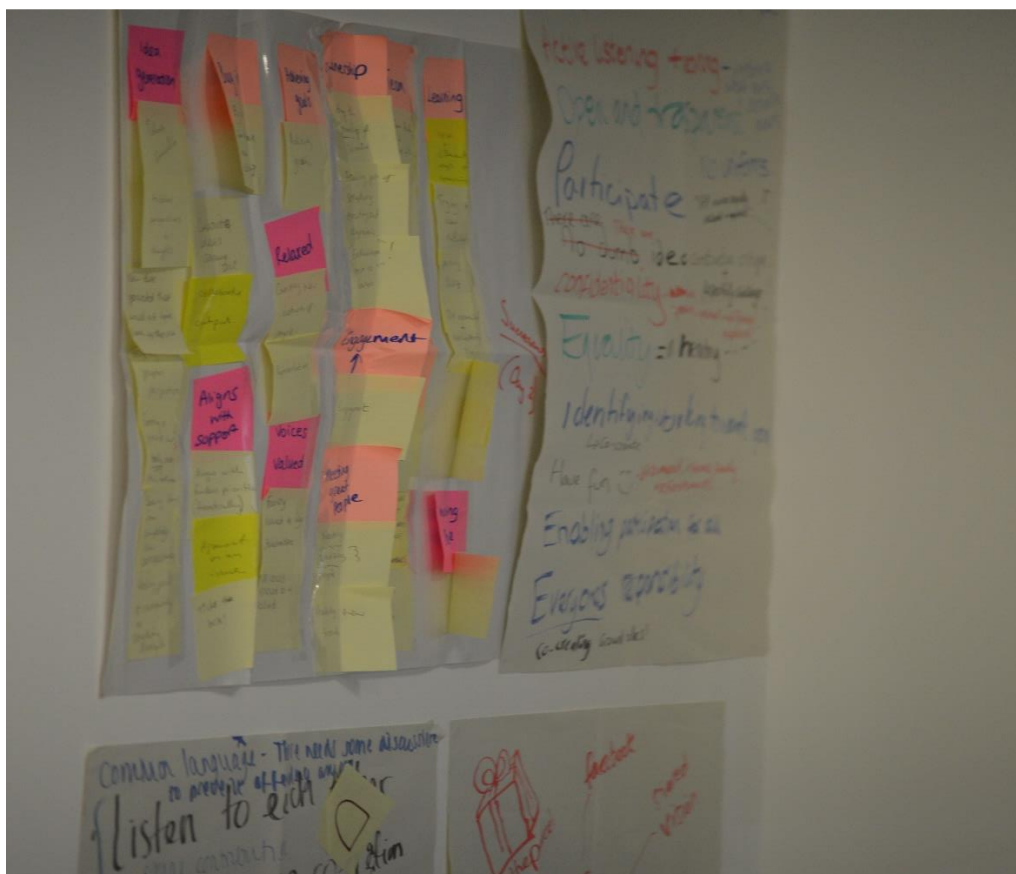
- Setting up a team
- Needs analysis



- Strategic planning
- Evaluation
- Communication / sustainability

For each additional round, either focus on one of the steps, or on a category of ideas, e.g. "write down ideas on how to set up a project team", or "write down any tools you know". Then categorize the ideas and take a picture for future reference.

STRONG POINTS	POTENTIAL DIFFICULTIES, LIMITATIONS
<ul style="list-style-type: none"> ➤ Create a dynamic that forces everyone to participate ➤ Generate a lot of ideas ➤ Create a consensus around the interpretation of an issue 	<ul style="list-style-type: none"> ➤ One idea per post-it (make short sentences)





Mediation competences worksheet

Mediation competences require to understand the stakes relating to the different sectors involved, individually, but also grasp the potential stakes, challenges and opportunities relating to inter-sectoral collaboration.

Using mediation competences requires to adhere to the following values

- Shifting from an expert posture to a process facilitator
- Being humble, curious
- Welcoming “out-of-the-box-thinking”

Examples of mediation competences are found below

- Capacity to show empathy, listening skills with no judgement
- Capacity to show interest in what a person can bring and think, promote exchange and communication
- Capacity provide positive and constructive feedback, develop motivation
- Capacity to debate, without manipulating
- Capacity to develop critical thinking, and skills to synthesize different opinions
- Capacity to develop constructive dialog, constructive confrontation of ideas and debate
- Capacity to embrace the emotions which may emerge from collaborative situations
- Capacity to stimulate people’s enthusiasm to find new solutions, develop creativity
- Capacity to create and share a vision, federate and promote coherence in efforts



LEGO ACTIVITY worksheet @Agnes_Crepet

If working with a large group, split in groups of 10-12.

STEP 1: Promoting empathy, and defining needs – 20 Minutes in total

Aim of this step: enabling participants to put themselves in users/patients/citizens place

Each participant is asked to create 2 personas, who represent the users / citizens they work with. (See Persona Worksheet for inspiration). – 10 minutes

Use Legos to represent the persona, and sticky notes to provide a short description of the person.




When all the personas are created, ask everyone to introduce their personas. The facilitator writes the main issues/ problems/ stakes on the board at the same time. At the end of this phase, participants should have a good idea of what type of problem they are dealing with, what issue they are trying to address-10 minutes



PERSONA WORKSHEET

NAME _____

 PERSONA TEMPLATE

AGE _____

OCCUPATION _____

STATUS _____

LOCATION _____

TIER _____

ARCHETYPE _____

IMAGE

QUOTE

MOTIVATIONS (Shade bar to desired level)

Incentive _____

Fear _____

Acheivement _____

Growth _____

Power _____

Social _____

GOALS (The objectives this person hopes to acheive)

- _____
- _____
- _____

FRUSTRATIONS (The pain points they'd like to avoid)

- _____
- _____
- _____

BIO

PERSONALITY

Extrovert _____ Introvert _____

Sensing _____ Intuition _____

Thinking _____ Feeling _____

Judging _____ Perceiving _____

TECHNOLOGY

IT and Internet _____

Software _____

Mobile Apps _____

Social Networks _____

BRANDS



STEP 2: PROTOTYPING – 20 minutes

Each team of 10-12 splits into groups of 3-4 people. They then generate ideas to find a solution to the problem identified in step 1 and prototype it. -15-20 minutes max

STEP 3: ITERATION PROCESS – 15 minutes

Each group of 3-4 pitches their idea to the group of 10 people in 3 minutes.

Then each participant puts forward the strong points, ideas they liked, as well as the weaker points or changes to be made. This is done very quickly (1 minute per person)

STEP 4: PROTOTYPING – 15 minutes

Each group of 3-4 people works on their prototype again taking comments into consideration.

They then generate new ideas and a new prototype. -15 minutes max

STEP 5: ITERATION PROCESS – 15 minutes

Each group of 3-4 pitches their idea to the group of 10 people in 3 minutes.

Then each participant puts forward the strong points, ideas they liked, as well as the weaker points or changes to be made. This is done very quickly (1 minute per person)

STEP 6: PROTOTYPING – 15 minutes

The whole group then prototype a new solution together.



Try out an activity worksheet

“Try out one of the activities we did today, and prepare feedback on it”

CHART THAT COULD BE USED FOR FEEDBACK IF THE PARTICIPANT USED AN ACTIVITY

NAME OF ACTIVITY USED

<i>SHORT DESCRIPTION OF HOW YOU USED IT?</i>	
<i>HOW DID IT GO?</i>	
<i>WERE THERE ANY DIFFICULTIES?</i>	
<i>WERE THERE ANY FACILITATORS?</i>	
<i>HOW SUCCESSFUL WAS IT?</i>	
<i>HOW DID YOU ASSESS THE SUCCESS OF THIS ACTIVITY?</i>	
<i>DID YOU MAKE ANY ADAPTATIONS?</i>	
<i>DO YOU HAVE ANY RECOMMANDATIONS TO MAKE?</i>	

CHART THAT COULD BE USED FOR FEEDBACK IF THE PARTICIPANT COULD NOT USE AN ACTIVITY

NAME OF ACTIVITY YOU COULD USE

<i>SHORT DESCRIPTION OF HOW YOU COULD USE IT?</i>	
<i>WHAT DIFFICULTIES WOULD YOU EXPECT?</i>	
<i>WHAT FACILITATORS COULD YOU USE?</i>	
<i>HOW WOULD YOU ASSESS THE SUCCESS OF THIS ACTIVITY?</i>	
<i>WHAT ADAPTATIONS WOULD YOU MAKE?</i>	
<i>DO YOU HAVE ANY RECOMMANDATIONS TO MAKE?</i>	



Bridging Activity

1. What assumptions and agendas may need to be made explicit and negotiated in your local context?

2. What project management tools can you use with your case study and co-creation in general from the different methods presented?

3. Who might you need to present the case for co-creation to and what can you include in your case?



4. How will you generally evaluate your project and how will you evaluate the success of the co-creation?

5. How does the solution you developed in the Lego activity relate to your co-creation case study?



6. What further reflections do you have from the day overall that relates to your co-creation case study?

7. What activity will you try using in your organisation? How you will do this and who you will do it with?



Co-funded by the
Erasmus+ Programme
of the European Union



Training Theme 4: Dissemination and Communication of the co-creation process and its results





6.1 Learning objectives and trainer competences for training theme 4

The learning aims for training theme 4 is that the participants is able to create storybased dissemination to encourage sustainability and to inspire co-creation as something that can be achieved in reality (and co-create confidence to achieve!). Furthermore it is an objective to complete a common reflection on bringing all learning together and what it means in practice, consequently that the participants can be trainers too! Conclusively the participants should be able to:

- apply a narrative- and practice-oriented approach as a method for communicating with collaborators and stakeholders.
- identify, communicate, and engage with different stakeholders – political and practical with the narrative approach. Identifying and presenting the good story to stakeholders, citizens, colleges.

Participants will obtain theoretical knowledge about and be able to use in practice:

- the narrative approach in communication.
- practice narratives in working with citizens and collaborators.
- citizens' and collaborators' conception of practice, visualizing different perspectives.
- practice narratives as documentation and the good story – a collaboration between stakeholders and participants.
- knowledge sharing ("Capacity building").

The result is a road-map and dissemination plan for each participant (or group of participants if they belong to the same organization and are working with the same daily tasks), hereby supporting a sustainable implementation of concrete co-creation actions in the local practice.

The following specific competences will be useful for the trainer to have:

- Experience in teaching communication.
- Experience in cooperating with civil society actors.
- Experience in facilitating innovation with co-creation as an approach.
- Experience in and competences to work with/support cross-sectorial implementation of innovation.



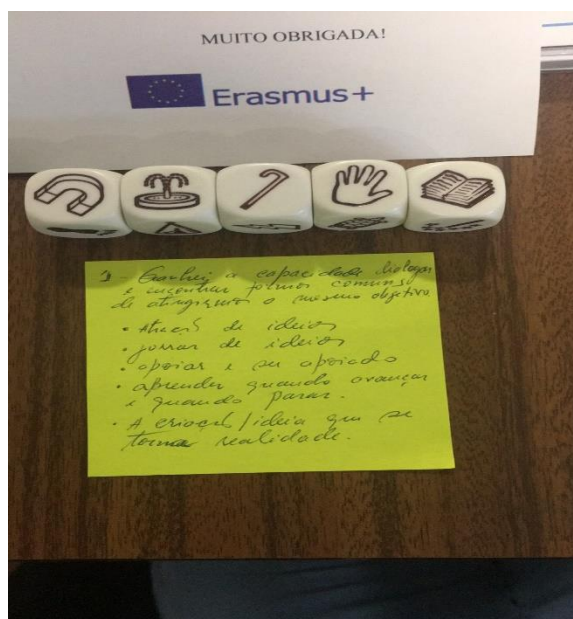
6.1 Preparation for training theme 4

Preparation needed before the first training day:

- Organize venue and any catering/refreshments (check if anyone has any special requirements re catering, access, etc.)
- Finalize the format of the day (choose which options you wish to use), presentation slides and materials for the day.
- Create a film to send out to attendees prior to the training day (optional – see course introduction).
- Send out program, map, link to project website (for access to training information and tools), pre-reading materials (and film if you have created one).
- Prepare the Padlet platform
- Make sure you have the Story Cubes.
- Make sure attendees can have access to wifi for the up-load at Padlet.
- Send out a link to an example of a Pecha Kucha presentation, e.g. from Youtube.
- Send out 4 – 5 questions about the activity that the attendees have been working with between training day 3 and 4. See “Try out an activity worksheet” from training day 3.

List of materials needed for trainers:

- Sticky notes and pens
- Paper board and white board
- Video projector and screen
- Story cubes for the story cubes activity
- An example of the pecha kucha presentation



What should trainers ask attendees to do before coming to day 4?
Participants should bring along their Charter which they have completed as far as possible.

Besides this, each participant should write down their own narrative of a/the co-creation project/process they are working with in their own practice. Each narrative must not exceed 1000 characters. We suggest the narratives being presented are shared with the other participants before the module on the Padlet.

On the training day, trainers will need to:

- Hand out evaluation forms with the following questions;
- How will this course affect your future meetings with collaborators facilitating co-creation?
- Do you feel prepared to apply the narrative approach in your practice at work?
- Do you feel insecure about anything?
- If so – how will you deal with this?

NOTE: the evaluation should preferably connect closely to the preparation form which the participants receive before the course day.

After the training day, trainers will need to:

- Share presentation slides.
- Send round any materials/information of interest that arose during the training course (e.g., based on a conversation, a question might be asked and people want further reading on a topic, and this can be sent round afterwards as a follow up from the day).
- Share artefacts created in day one – e.g., scan them in and email them round to the group.



6.2 Proposal for timetable for training theme 4

Time	Activity	Notes to trainer
8:30 AM	Welcome, introduction of today's program and learning objectives by facilitators	
8:45 AM	Theoretical frame and presentation of today's theme:	A narrative approach to communication Themes: narrative approach, conceptions of learning, practice narratives.
Break 9:15 AM		
9:30 AM	Group activity: Create a shared narrative.	<i>Story Cubes</i> are used in order to establish a common narrative of the co-creation process and outcome. Yet, on the course day, the focus of the exercise will be a common narrative of the CCW project. The cubes support sharing the good story not only by words but also by the use of pictograms. The cubes enable us to create a narrative with the use of a creative and innovative approach. Reflections often come while telling the story and reveal new perspectives for the narrator. By categorizing the different perspectives of the group members into overall themes, the group has created the basis of a shared narrative that they can communicate to the surrounding world. See Story Cubes worksheet.



<p>10:10 AM</p>	<p>Theoretical presentation and discussion: Challenges and possibilities in developing a shared narrative. The concept of BA, bringing tacit knowledge as a resource to the table, creating a space for sharing knowledge.</p>	
<p>Break</p>		
<p>10:40 AM</p>	<p>Group discussions: Identify and discuss challenges in prepared practice narratives – in pairs. The Story Cubes can be used again.</p>	
<p>10:55 AM</p>	<p>Theoretical presentation and discussion: Dissemination, shared ownership and anchorage of shared narrative</p>	<p>How to move from an individual perspective to a common, shared narrative and understanding (within the local authority, community, organization, institution...). How to work strategically with narratives becomes an organizational opportunity and responsibility.</p> <p>Tacit knowledge versus explicit knowledge – the potential of sharing knowledge and making the tacit knowledge visible, concrete and present.</p> <p>The Padlet is used as an example of a platform as the participants have uploaded their own stories here. Preferably also the facilitators have uploaded a story which can inspire the participants. The Padlet is helpful for visualizing how tacit knowledge can be – more – visible.</p>
<p>11:30 AM</p>	<p>Lunch</p>	
<p>12:15 PM</p>	<p>Group discussions and activity: The good story about a solution developed in co-creation. From individual experience to an organizational narrative.</p>	<p>The facilitator gives a short presentation of the Pecha Kucha tool, 10 minutes and shows an example. Examples can be found at http://www.pechakucha.org/watch</p> <p>The participants create a pecha kucha presentation of their experience with the CCW project based on the shared narrative that they have previously laid</p>



		<p>the foundation of through the story cubes activity.</p> <p>Each pecha kucha are presented to the other participants.</p>
<p>14:15 PM</p>	<p>Preparing the action to be trained in participant's own practice.</p>	<p>Identification of who can help and support, who will you contact and how? Relational approach to the action. The overall question being: how can co-creation be integrated and further qualified as well as integrated in my organization?</p> <p>The Charter is a central tool helping to clarify what have been important experiences and learning during the course. At this very last day of the course the Charter is helping the participants to summarize and focus on methods, tools and ways of anchoring the new competences in the daily practice. The Charter is hereby also a personal tool box.</p> <p>Network based approach. Each participant (or groups of participants depending on how they are organized and perhaps are working together) make their own plan of engaging and bringing co-creation in to their practice by answering:</p> <ul style="list-style-type: none"> a) What to do? b) Why is it important to co-create and not use the usual approach? In which way will the result differ from what I know of (identifying the <i>added value</i>). c) Who will I engage with? d) How will I do so? e) When?! <p>If possible, the management team in each organization is invited to this final part of the course day. They will be listening and perhaps sharing their ideas and reflections as well.</p>



Co-funded by the
Erasmus+ Programme
of the European Union

15:00 PM	Evaluation	
15:30 PM	Goodbye	

6.3 Worksheets for proposed activities



Story Cubes Worksheet

40 minutes

Goals of the activity:

To create a shared narrative about what you have gained from participating in the CCW project (if the group has participated in the same co-creation project, then the shared narrative can be on that project instead of) through an exploration of one's own and the other participants' perspectives.

How to do the activity:

Make groups of 5-6 participants

Choose one facilitator who will note down the perspectives shared and lead the process of agreeing on themes (the person should also be given the opportunity to throw the cubes and share his or her perspective).

Choose one person to keep track of the time.

The question to be answered: *What have you gained from participating in this project?*

- Take turn throwing the cubes.
- When it's your turn, choose 5 of the images and use them to share your perspectives re the question above with your group members.
- The group facilitator will write down your perspectives in headwords on sticky notes, one perspective on each note. **20 minutes in total.**
- When all group members have had their turn, agree on a way to divide all the perspectives on the sticky notes into 4-5 overall themes and place them on a poster. This part is led by the group facilitator. **15 minutes in total.**
- The themes agreed upon will be the basis of your shared narrative of the co-creation process (or in this case, the experience of participating in the CCW project). The next step is to agree on a way to present your shared narrative e.g. by making a Pehca Kucha presentation.



Pecha Kucha Worksheet

2 hours.

The word Pecha Kucha is Japanese and means chit chat. It is also a presentation style in which 20 slides are shown for 20 seconds each – this means that your presentation takes in total 6 minutes and 40 seconds. This format keeps presentations concise and fast-paced, but it also encourages you to think more creatively about how to get your message across to your audience.

The Pecha Kucha method is effective when you need to present an idea very shortly. The exercise focuses on how the personal enthusiasm can be transformed and made visible for a larger group/organization. The presentation in Pecha Kucha can help in a very concrete way to engage other people, share knowledge, get new perspectives etc.

10 minutes: Short presentation by facilitator, what is the purpose, how to and perhaps one example. When making a Pecha Kucha presentation for the first time, it's common to become frustrated by the tight format and to struggle getting the timing between speech and slides right. This information could be shared with participants to make them prepared to become frustrated.

50 minutes: Each group that created the shared narrative in the Story Cubes activity prepares one presentation. Due to the time limit they might have to shorten their presentation to less than 20 slides.

In order to make a Pecha Kucha presentation, you should:

- Start by finding out what your message is. You might have many messages that you would like to share with the audience, but due to the tight format you will have to choose a few.
- Then build up your story. You might want to make a template like the one below. For each slide you have time for what corresponds to approximately 2 or 3 sentences written in the word computer program. You can choose to spend more than one slide on a specific point or topic – that's up to you.
- When making a Pecha Kucha, you can put images, pictures, cartoons, headwords etc. on your slides. Avoid too many words on the slides as the audience won't have time to read it. Remember: Images speak louder than words.



- Then create your slides. In order to keep to the tight format you are encouraged to set the slideshow to automatically change slides every 20 seconds. Now it's time to practice your presentation. And it does take practice, you might feel stressed about the format to begin with, but do not despair. It will get easier along the way and you will make some great presentation that your audience will love to listen to and look at and not the least - presentations and messages that they will remember.

- You can find some great pecha kucha presentations on Youtube in order to get some inspiration of how to do it. Good luck working on your new, creative, and effective presentation style.

60 minutes. Each group hereafter presents their narrative for the whole group of attendees. Feedback from attendees and facilitator focuses on how the presentation is conceived and what the presentation could perhaps comprise at the next step in practice.



Reflection Activity

1. How can you incorporate the 'us' and 'now' into your story?

--

2. What other stories can you create?

--

3. How might you use story cubes to co-create a story in your local context?

--



4. What circumstances can you use the pecha kucha method of communication?

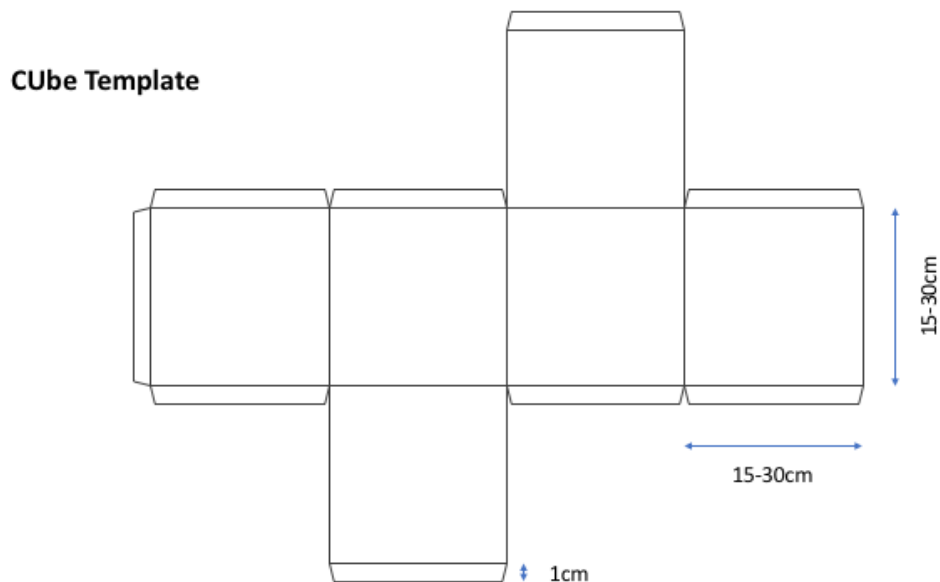
5. Who are you going to stay in touch with and how?

6. How will you continue your co-creation habit?



- Annexes

- Cube Template



- Inspirational slides for an introductory presentation about co-creation

Co-Creation definition:

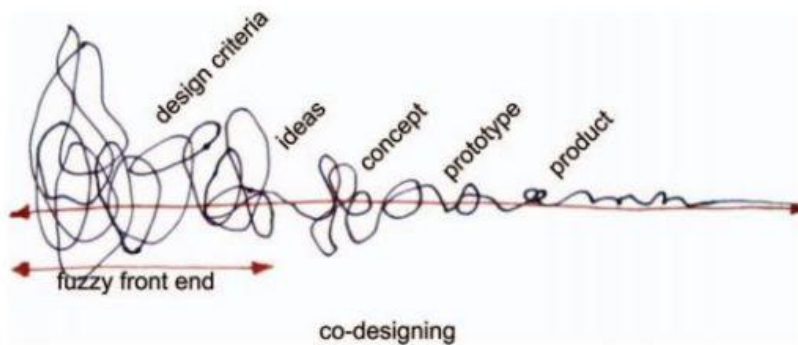
“collective creativity, i.e. creativity that is shared by two or more people”

Sanders and Stappers (2008)



Key-points of Co-Creation

- end-users; seek and value their experience
- mutual development of solutions / identification of problems
- based on Participatory Action Research (PAR) methods
- appears to be messy but is a process



(Sanders, E. and Stappers, P. 2008 Co-creation and the New Landscapes of Design

CoDesign 4(1):5-18 . DOI 10.1080/15710880701875068)

- central to solution development
- applicable to product, service, organisation, urban design... etc

Aims of Co-Creation

- gather people with a shared goal
- share different approaches product development and services
- explore new ways of working within existing constraints
- user-centred; seen through the user's eyes
- all end-users are involved in creative activities
- create physical artefacts to represent ideas
- a process, not a snap-shot of user experience



Advantages of participating in Co-Creation

- experience makes users, the 'expert'
- inclusive – all users participate and have their say
- empowering
- relaxed, informal environment with playful atmosphere
- better understanding of other's problems and solutions (as well as one's own)
- efficient process

Outcomes of Co-Creation

- better understanding of user needs, leads to successful result and:
- development of a product/service that users truly want
- empathy for user relationship with products, services
- persuasive – data gives powerful words and pictures
- allows innovation in the right direction
- avoids taking too many wrong turns

Summary of Co-Creation introduction

- efficient
- effective
- empowering



Co-funded by the
Erasmus+ Programme
of the European Union



This document has been developed as part of the ERASMUS + Project

Co-Creating Welfare

For more information please look at

www.ccw-project.eu

The content of this documents does not reflect the official opinion of the European Union.
Responsibility for the information and views expressed in the document lies
entirely with the author(s).

Reproduction is authorised provided the source is acknowledged.

This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>.



Partners in the Co-Creating Welfare Project are:



**SOUTH DENMARK
EUROPEAN OFFICE**



Universidade do Minho
Instituto de Educação
Centro de Investigação em Estudos da Criança

