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## *1. Introduction to the Co-Creating Welfare Training Course*

### **1.1 Introduction**

The Co-creation Welfare training course has been developed within the European ERASMS+ 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-creatin 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.

### **1.2 Participants**

Professionals within the welfare sectors having direct contact with citizens, collaborate with citizens or do in other ways involve with citizens. The target groups among citizens can children, parents, disabled people, unemployed etc. The participants all 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”

### **1.3 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 organisation.

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

### **1.4 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 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:

Level 1: to learn – learning something within a specific professional framework.

Level 2: learning to learn – practice learning that develops through concrete learning situations – the ability to be flexible in structuring of practical processes in different situations. Denoted as practical narrative competence.

Level 3: the third level is challenging. This level signifies the process of going beyond one's conceptions and main narratives. As a professional this can result in the experience of putting one's professional identity on the line. The narratives add up and new narratives occur.

Level 4: Collaborators develop their new co-created realities and new knowledge and solutions occur. The setting must establish a learning environment with specific temporal and spacial structures and concepts to make the shared narratives occur. (Supported by innovative processes). Emergence characterizes this level as new practices develop active interaction. (Expansive 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.

### ***1.5 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 modules 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 its 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?





## ***1.6 Introducing the training to the participants***

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.

### **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.





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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.

### **Programs**

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 tool box and a frame for exemplifying the progress in learning.

It can be send 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.

## ***1.7 Worksheets for Introduction***



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## The Charter

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.

### 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 for participants in the Co-Creating Welfare training

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.

<b>Questions</b>	<b>Please write your answers below If you need more space, please use the back</b>
<b>Which experiences do you have in working with co-creation?</b> <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>	
<b>Which of these experiences will you particularly bring to this course?</b>	
<b>What are you particularly looking forward to in the CCW course?</b>	
<b>Is there anything in particular you are looking forward to in working with co-creation in your practice?</b>	
<b>Is there anything in particular you are worried about in with co-creation in your practice?</b>	
<b>How do you imagine that working (more) with co-creation in your practice can qualify or enrich your professional work?</b>	



## 2 Training Theme 1; Creating a common understanding of co-creation

### **2.1 Learning objective and trainer competences for training theme 1**

The learning objectives for training theme 1 – creating a common understanding of co-creation – is that 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 organisation.

### **2.2 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:**

- 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).
- 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).

**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 organisation currently involve people in decision making, change and service development.
- 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.
- Summarise 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.

### ***2.3 Proposal for timetable for training theme 1***

Time	Activity	Notes to trainer
9.00-9.15	<p><b>Registration, drinks and informal chat</b></p> <p><b>Word cloud</b></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 say how they 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. They will repeat this activity again on training day 4 and then you can compare if how they feel about co-creation has changed.</p>





9.15-9.30	<p><b>Introduction to everyone</b></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	<p><b>Cue cards activity</b></p>	<p>See worksheet</p> <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>The outcomes should be shared back to everyone straight away. 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	<p><b>Case study example</b></p>	<p>See template</p>





		<p>Ask trainees to write in their case study templates</p> <ul style="list-style-type: none"> <li>a) What example they are working on/thinking through today from their practice?</li> <li>b) What their preferred description is on co-creation from the cue cards activity.</li> </ul>
10.15-10.45	<b>Co-creation ladder activity</b>	<p>See worksheet</p> <p>Ask trainees to write in their case study templates</p> <ul style="list-style-type: none"> <li>c) Where does your case study example sit on the ladder? How can you improve this?</li> </ul>
10.45-11	<b>Break / drinks</b>	<p>You may want to order the refreshment to arrive towards the end of the previous activity so that they are ready.</p>
11-11.30	<b>CUbe activity and photograph activity 1</b>	<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 the 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 less 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><b>Feedback from photographs (10 mins)</b></p> <p><b>Feedback from CUbe (10 mins)</b></p> <p><b>Write in case study example (10 mins)</b></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 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><b>Presentation from trainers introducing co-creation</b></p>	<p>See presentation guidance</p> <p>Link this in with the morning's group activities.</p>





12.30-1.15	<b>Lunch</b>	
1.15-1.30	<b>Walk and talk</b>	<p>Short walk round the block.</p> <p>Ask trainees to discuss with each other how what they have learnt this morning fits into their case study examples.</p>
1.30-2	<b>CUbe activity and photograph activity 2</b>	<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 co-creation.</p>
2-2.30	<p><b>Feedback from photographs (10 mins)</b></p> <p><b>Feedback from CUbe (10 mins)</b></p> <p><b>Write in case study example (10 mins)</b></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	<b>Presentation by trainers</b>	<p>See presentation guidance</p> <p>Use examples from your own experience.</p>
3-3.50	<b>Poster activity with refreshments</b>	<p>See worksheet (trainer to order refreshments for this session)</p> <p>This can be a free moving task where people can have refreshments and stretch their legs.</p> <p>Trainees work in groups to pick a problem they wish to solve together and create a poster to represent their solution(s).</p> <p>Trainees present posters to all trainees at the end</p>
3.50-4	<b>Write in case study</b>	<p>Ask trainees to write in their case study templates</p> <p>f) How can the barriers to using co-creation for your specific case study example be overcome?</p>
4-4.20	<b>Working as partners to develop your case studies</b>	<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</p>





		<p>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>g) Any further ideas from pitching your case study to your partner?</p>
4.20-4.40	<p><b>Reflection</b></p> <p>Share thoughts on:</p> <ol style="list-style-type: none"> <li>key learning you have got from today.</li> <li>how you think this might help you to explore future scenarios and generate new opportunities.</li> <li>Any activities you did or did not like and what kinds of activities you could use in your co-creation.</li> </ol> <p>Complete feedback survey for training day 1</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>
4.40-4.55	<p><b>Activity to do between training day 1 and day 2</b></p> <ol style="list-style-type: none"> <li>Choose one of the co-creation activities that you have used today that you will try using in your organisation.</li> <li>Come up with a plan about how you will do this and who you will do it with.</li> </ol>	<p>Ask trainees to write in their case study templates:</p> <p>h) What co-creation 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 go away and try a co-creation activity themselves in their own welfare settings. They will then feedback at</p>





		<p>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>
4.55-5	<p><b>Close</b></p> <ul style="list-style-type: none"><li>- Summary of what will happen in next session and anything that needs to be done before it.</li><li>- Hand completed feedback forms to trainer.</li></ul>	<p>Collect up all feedback forms (if completed as paper copies).</p>

## ***2.4 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, with the aim of reaching a consensus as a group. It also 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 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).

### 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 which each member of the group thinks describes co-creation the best and why?
- Together as a group, rank the cards from favourite to least favourite.
- 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)?





## CUbe Activity Worksheet

### Purpose

- The Coventry University Cube (CUbe) is an easily handled box (no more than 30cm<sup>3</sup>), 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:





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- 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 Powerpoint 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?

**Afternoon Session question to be discussed via the Cube:**

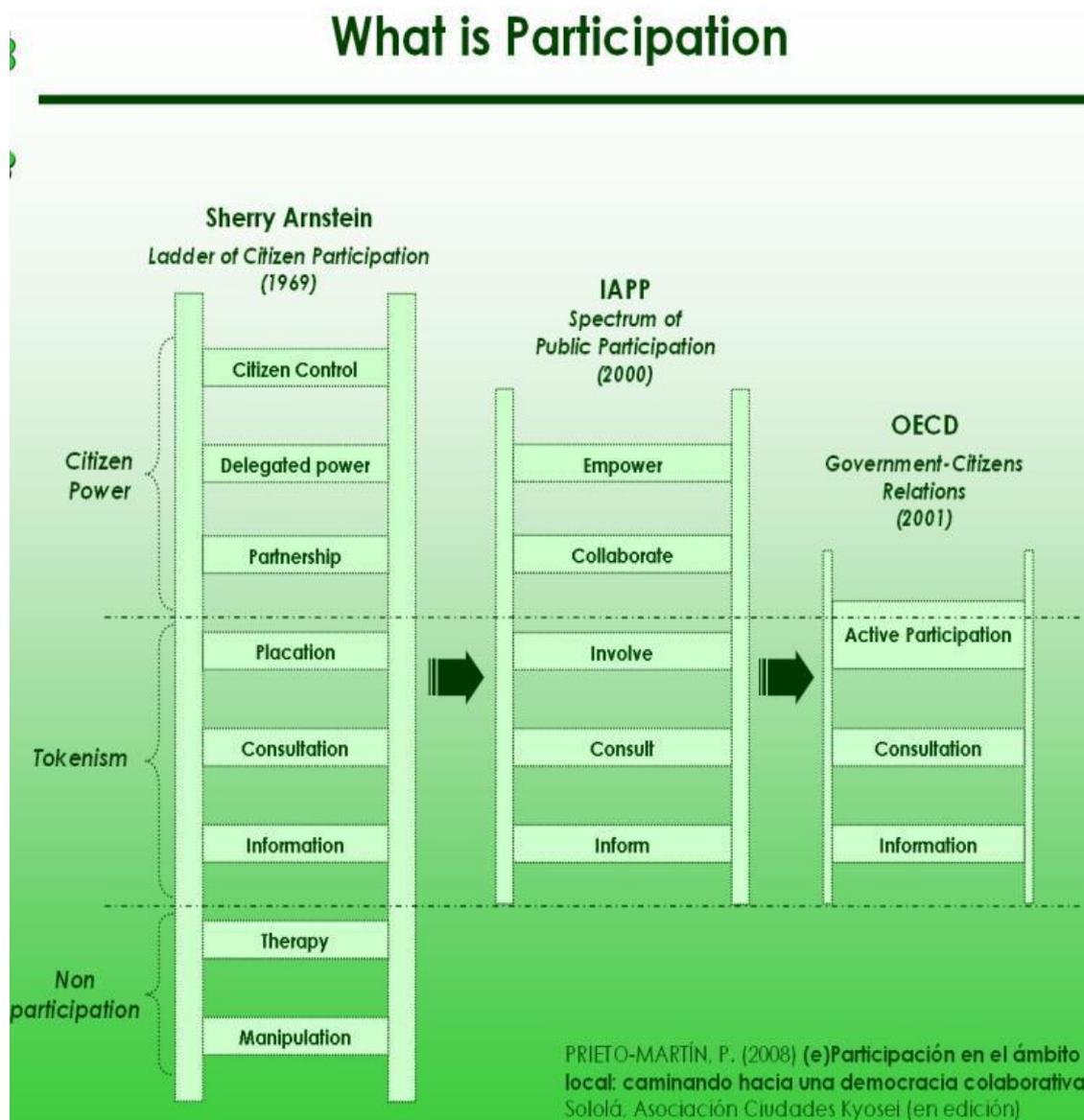
Collaborative problem formulation - What are the problems and barriers to using co-creation in an organisation?



### 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.





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### **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.
- 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).



### Case Study Examples

1. What example from your welfare practice/organisation 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?

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

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

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

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## Poster Activity Worksheet

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 organisation 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-judgemental 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 galvanise 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.



### *3 Training Theme 2; Initiating the co-creation process through collaborative problem formulation*

#### **3.1 Learning objective and trainer competences for training theme 2**

The learning objectives for training theme 2 – Initiating the co-creation process through collaborative problem formulation – is that 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 role-plays.

#### **3.2 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., 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).
- Material for case study on behavioral problems and commitment needs to be prepared (one per group) before training day 2.
- Role-playing needs 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 questionnaire” needs to be created (online, if possible) before training day 2 (see worksheet).





**List of materials needed for trainers:**

- Course introduction
- Pre-training questionnaire
- Cardboard
- Color marker
- Role playing activity cards and template
- Post-training questionnaire

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

- To send the questionnaire to the attendees, collect and reflect on the bridging activity that they have been working with 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 in 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-playing.

**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-playing activities.
- Summarise 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 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 two – e.g., photograph 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 3.
- Deliver the “Day-2 post-training questionnaire” of self-evaluation to be filled in by attendees between training day 2 and 3, regarding: i) self-esteem, assertiveness and resilience in relation to the CCW project.

### 3.3 Proposal for timetable for training theme 2

Time	Activity	Notes to trainer
08:45 – 9:00	<b>Registration, drinks and informal chat</b>	This gives people a chance to informally socialize and familiarize themselves with the setting.
09:00 – 10:00	<b>Bridging Activity</b>	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. 15 minutes for each
10:00 – 10:30	<b>What is Collaborative Problem Formulation?</b>	Presentation from the trainer about subjects such as;  From expert to facilitator, engaging individuals from the very beginning of the process, principles of open dialogue etc.....
10:30 – 10:45	<b>Break</b>	
10:45 – 11:15	<b>Introduction to activities to support Collaborative Problem formulation</b>	Short introduction to activities such as a) Lego Activity b) Forum Theatre c) Role Play
11:15 – 12:00	<b>Exercise: Who are we collaborating with?</b>	Lego activity (Worksheet)





12:00 – 12:30	Lunch	
12:30 – 14:00	<b>Exercise: Applying the principles from Open Dialogue</b>	<p>Chose between one of the activities</p> <p><b>THE FORUM THEATRE INTEGRATING ONE OF THE FOUR CHALLENGES/PROBLEMS</b></p> <p>Start with the presentation of the case to participants (Worksheet). Ask participants to form small groups and prepare the case to dramatize, using the principles of Open Dialogue.</p> <p><b>THE ROLE-PLAY: PROCESS MANAGEMENT AND CO-CREATION TOOLS</b></p> <p>Start with the presentation of the case to participants (see Worksheet). Ask participants to form small groups and distribute one role to each group preparing the simulation. Realization of the simulated situation by each group using the principles of Open Dialogue.</p>
14.00 – 14.15	<b>Break / drinks and talk</b>	
14:15 – 15:15	<p><b>THEORETICAL PRESENTATION</b></p> <p><b>Theory on evaluation in a participatory approach , part 1.</b></p> <p>Reflections on <i>added value</i> in the case from Forum Theatre and the Role Play activity</p>	<p>Ask participants to share in the large group the difficulties encountered for the accomplishment of the simulations by the group and the ways used to overcome them.</p> <p>Discussion in small groups, to further thinking about using co-creation, discussing and answering the following questions:</p> <ul style="list-style-type: none"> <li>▪ How do you engage people and work WITH them?</li> <li>▪ How do you work with everyone’s opinions and show value in</li> </ul>





		<p>everyone's contributions?</p> <ul style="list-style-type: none"> <li>▪ How will you know if co-creation is happening / working?</li> <li>▪ How do you overcome other barriers that were written down on the cubes?</li> </ul>
15:15 – 16:00	<p><b>Activity to do between training day 1 and day 2</b></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>i) 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 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 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 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>
16:00 – 16:30	<p><b>Close</b></p> <ul style="list-style-type: none"> <li>- Check out activity – what did I learn today.....</li> <li>- Summary of what will happen in next session and anything that needs to be done before it.</li> <li>- Hand completed feedback</li> </ul>	<p>Collect up all feedback forms (if completed as paper copies).</p>





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	forms to trainer.	
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### ***3.4 Worksheets for proposed activities***



## OPEN DIALOGUE Worksheet

### The principles of Open Dialogue

1. The fundamental characteristics of Open Dialogue (a Dialogic Practice and a community-based, integrated work system that engages individuals, families, professionals and institutions from the very beginning of problem solving)
2. The principles of Open Dialogue (Immediate help, social network perspective, flexibility and mobility, psychological continuity, responsibility, tolerance of uncertainty, and dialogism).
3. Required skills to promote Open Dialogue (e.g. active listening, empathy, respecting, doubting, to value the opposites, to consider options, reflecting).

1. Immediate help
2. Social network perspective
3. Flexibility and mobility
4. Psychological continuity
5. Responsibility
6. Tolerance of uncertainty
7. Dialogism



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## The LEGO Activity Worksheet

??????



## THE FORUM THEATRE Worksheet

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

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





## ROLE PLAY Worksheet

### PROCESS MANAGEMENT AND CO-CREATION TOOLS

*The attendees use and practise the principles from the theoretical discussion and presentation of Open Dialogue.*

#### Characters

The community leader:	Joana
The doctor:	Frederic
School principal:	Maria
Social worker	John

#### The problematic situation

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 it became aware that there are three families in the community who, despite the social security aids, live with many economic needs.

She explains that after talking to some families, she managed to have ten of them giving 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 money 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 is being distributed by the three families and what is 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 discuss together with others whether it will be possible to organize your work using tools that enable the co-creation team to achieve the following main objectives: (i) to develop a co-creative design and facilitation process of the follow-up of families; ii) to promote interactive participation among all participants in the co-creation





team; iii) to plan a discussion in progress after the meeting where you are currently taking part face-to-face.

Now the community leader suggests that after deciding whether you collaborate, or not, in this co-creation team, you could take the guidelines that she has developed to facilitate the organization of this co-creation teamwork. She also explains that you will have approximately 40 minutes to carry out your work before you meet again to share it with all the people you consider appropriate.

### Main characteristics of the role of each character in the simulated meeting

<p><b>The community leader</b></p>	<p>You have the concern of taking stock of the knowledge and concerns shared by the team. You write in the list “<b>What we know</b>” 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 in the list of “<b>the facts you need to know</b>”. You write in this list, for example: “Who are the family members?; What are their ages, genders, clothes sizes?; What do they most need?; What are the academic qualifications of family members? What is their professional experience? From this list you could encourage the group to list the “<b>things to investigate</b>” in order to move forward with problem resolution, for example: understanding the money families spend on medicines and if there are cheaper alternatives; understanding how to buy consumer goods at a discount; understanding the amount of money they spent 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 “<b>plan of action</b>” in which they list the steps to take to get the new information.</p>
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<p><b>Doctor</b></p>	<p>You say that in your 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.</p>
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<p><b>School</b></p>	<p>You know that two of the families have school-aged children and</p>
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<b>principal</b>	<p>teenagers. You are afraid that they will lower your academic achievement. You point out several reasons why this might happen and you suggest strategies to support these students.</p> <p>When the co-creation team finishes the plan of action, you could remind the team that they are now in a position to list the "possible solutions". Write these possible solutions in the 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 to consider the possible solutions that have been co-created. List the "defensible solutions" and ask your colleagues to co-create the "plan of action" in which you list 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.</p>
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<b>Social worker</b>	<p>You are worried because you do not know if families have children or how many children each family has. You remind the staff that this year there will be low temperatures and children may probably not have clothes because they are growing. 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.</p>
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### Characterization of families to collect information

<b>Family 1</b>	<p>Mother: Rita, is a biology teacher, she is 25 years old and is unemployed.</p> <p>Father: Ricardo is a freelance journalist, is 30 years old. Although he tries to work hard, his jobs are not well paid.</p> <p>Daughter: Margarida is six months old and has a fragile health that makes her go to medical appointments several times.</p>
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<b>Family 2</b>	<p>Father: Alberto, is a nurse, he is 45 years old and is unemployed.</p> <p>Father: Fernando is carpenter. He is 55 years old. Although his work is well paid, in recent years he has hardly worked because he is</p>
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	<p>Daughter:</p> <p>Son:</p>	<p>very ill.</p> <p>Marta is 15 years old and is in the 10th grade. She has always been a good student and has not had any health problems.</p> <p>Paulo 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.</p>
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<b>Family 3</b>	<p>Father:</p> <p>Mother:</p> <p>Son:</p>	<p>Pedro is 76 years old. He has no source of income. He has Alzheimer's disease and is increasingly dependent on the family.</p> <p>Carmo is 85 years old. She is retired and receives monthly 600 euros. Her health has age-related weaknesses.</p> <p>Ricardo is 60 years old and is barber. His salary is not enough to pay for the parents' medication and the caregiver's salary.</p>
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**Suggestion of guidelines to support the co-creation of a welfare promotion plan**

**Phase 1 – Understanding the problematic situation**

What we know	The facts you need to know	Things to investigate



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**Phase 2 - Co-creating a “plan of action”**

Plan of action	TO INSPIRE THE TEAM... Some tools to promote the co-creation process
	<p><b>Open Circle</b> The participants are seated in a circle, facing each other, so that everyone feels free to participate. There is no leader and the main roles will be shared. When someone has the lead or asks to talk, the group is expected to give full attention to that individual.</p> <p><b>Open Space</b> This allows attendees to help develop the agenda for a given session (or a whole workshop) rather than being given an already developed agenda by the workshop/conference organisers.</p> <p><b>Mapping</b> This involves collecting information verbally from attendees on a given topic area of interest, and then recording it on a flipchart or some type of ‘map’ that the group can logically follow.</p>



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**Phase 3 - Co-create the plan to choose action strategies to help to solve the problem**

Possible solutions	New list of additional information	Defensible solutions



#### 4 Training Theme 3; Managing the co-creation process

##### **4.1 Learning objective and trainer competences for training theme 3**

The learning objectives for training theme 3 – Managing the co-creation process through – is that 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
- 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
- Design an evaluation framework that is adapted to the specificities of their audience, AND the specificities of the co-creation approach

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

##### **4.2 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)
  - Ask participants to send between 3 and 5 ppt slides. On each slide, they have to write one expectation / need for this training session. Collect the ppt slides from participants and synthesize the results. Make a synthetic list of competences and expectations from the slides, categorize the ideas and make a mindmap to present the synthesis
  - 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.
  - Find out 4 – 5 questions about the activity that the attendees have been working with between training day 2 and 3
- ⇒ What is the follow-up activity after day 2?

#### List of materials needed for trainers:

- sticky notes and pens
- 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
- “Making of” Activity worksheet, and the “Try out an activity” worksheet to be printed for each participant
- 1x Metaplan activity worksheet
- 1x mediation competences worksheet
- 1x “Evaluating learning” Worksheet
- 1x “Project evaluation” 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.

#### 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.

**4.3 Proposal for timetable for training theme 3**

Time	Activity	Notes to trainer
08:45 – 9:00	<b>Registration, drinks and informal chat</b>	This gives people a chance to informally socialize and familiarize themselves with the setting.
09:00 – 10.00	<b>Bridging Activity</b>	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. 15 minutes for each
8.45 - 10.15	<b>Q-SORT activity</b>	See worksheet 1 on how to organize and moderate a Q-Sort Session
10.15 - 10.30	<b>BREAK</b>	
10.30 - 11.30	<b>Sticky notes ACTIVITY</b>	See worksheet 2 on how to organize and moderate a Sticky notes session. This activity will focus on the project management process
11.30 - 12.15	<b>BRAINSTROMING ACTIVITY</b>	Ask participants to focus on the following questions: <ul style="list-style-type: none"> <li>➤ What role de we have in the process? (introduce training and mediation)</li> <li>➤ What kind of competences do we need to facilitate the co-creation process?</li> <li>➤ What type of tools can we use?</li> </ul>
12.15 - 13:00	<b>Lunch</b>	
13.00 - 14.00	<b>A focus on evaluation Part 1 - Co-creation as a learning process</b>	The trainer will have to prepare a presentation and moderate discussions on how to evaluate learning. <ol style="list-style-type: none"> <li>1. Discussions: the trainer can moderate discussions by drawing from participants' experiences of learning. We suggest you ask the following question: "can you tell us about one of your learning experiences? How did you evaluate how well you learnt or not during this experience?" write suggestions on the board</li> <li>2. Use worksheet 4 to prepare the presentation on Kolb's cycle, and the different evaluation modes</li> <li>3. Ask participants how they could facilitate and promote co-created strategies to evaluate learning during a co-creation process. Synthesize ideas</li> </ol>





		into a few bullet points on the board
14.00 – 14.15	<b>Break</b>	
14.15 – 15.15	<b>A focus on evaluation Part 2 – Co-creation as the grounds to create a project:</b>	<p>First introduce the topic of this activity by asking the following questions (10 minutes):</p> <p>What are the stakes and issues relating to project evaluation in general?</p> <p>What are the stakes and issues relating to the evaluation of co-created projects?</p> <p>The trainer will write down participants' answers on the white board.</p> <p>Then split participants into 2 discussion tables. Put a paper tablecloth on each table. Ask two participants to act as moderators on each table. Round 1 will be 10 minutes.</p> <p>Focus for table 1 can be the following: Identifying underlying objectives:</p> <ul style="list-style-type: none"> <li>➤ Why did we come up with the new solution?</li> <li>➤ What were we addressing?</li> <li>➤ Writing objectives (SMART)</li> </ul> <p>Focus for table 2 can be the following: Evaluating achievements?</p> <ul style="list-style-type: none"> <li>➤ Evaluating the process: specificities of co-creation? Was the project in line with co-creation principles?</li> <li>➤ How to construct a self-evaluation tool?</li> <li>➤ Evaluating impact /outputs / outcomes: How to co-create an evaluation tool?</li> </ul> <p>During the discussions, participants</p>





		<p>write down their ideas on the tablecloth.</p> <p>Then participants swap tables for round 2. Round 2 will be 10 minutes.</p> <p>Ask table moderators to sum up discussions in round 1. Participants are then ask 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> <p>Spend the last ten minutes continuing discussions on how this could be used in a future project.</p>
<p>15.15 – 16.15</p>	<p><b>Activity to do between training day 3 and day 4</b></p> <ul style="list-style-type: none"> <li>a) Choose one of the process and negotiation activities that you have used today that you will try using in your organisation.</li> <li>b) Come up with a plan about how you will do this and who you will do it with.</li> </ul>	<p>Ask trainees to write in their case study templates:</p> <ul style="list-style-type: none"> <li>a) What co-creation activity will you try using in your organisation? How you will do this and who you will do it with?</li> </ul> <p>The aim of this is for attendees to go away and try a process and 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</p>





		between day 3 and day 4 to prompt them to carry out this activity before coming back to day 2 training.
16.15- 16:45	<b>Close</b> <ul style="list-style-type: none"><li>- Checking out activity – what did I learn today?</li><li>- Summary of what will happen in next session and anything that needs to be done before it.</li><li>- Hand completed feedback forms to trainer.</li></ul>	Collect up all feedback forms (if completed as paper copies).

#### ***4.4 Worksheets for proposed activities***





## Q-Sort activity worksheet

### OBJECTIVES

Experimentation of collaborative work. People are presented with a number of statements about a topic. This sample is called the Q-set. People are asked to rank order the statements from their individual point of view, according to their preference, judgement or feeling about them.

#### 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 :** The Q-set is given to people in the form of a pack of randomly numbered cards, each card containing one of the statements from the Q-set. Each statement **MUST** be subject to interpretation (to identify barriers in collaboration).

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

**STEP 2: Work in small groups :** the group must define the following roles: 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 ensure 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).

The group must find a **CONSENSUS** on 3 + statements and 3 - statements.

**STEP 3: Full group:** The rapporteur in each group presents the selection of statements (statements are noted on the board) ; The observer presents the process for each group ; Difficulties and levers are noted on the board.

The trainer gets the trainees to identify that a negotiation process took place in order to reach a consensus. Also, if the statements relate to collaboration, the trainer and the group can discuss the different representations of collaboration in the group, the lever (e.g. negotiation...) and barriers (common language, shared understanding etc..)

#### STRONG POINTS

#### POTENTIAL DIFFICULTIES, LIMITATIONS





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- |  |   |
|--|---|
| ➤ It is basically a systematic study of participants of viewpoints | ➤ The trainer must resume the definition of consensus and introduce the notion of mandatory negotiation |
| ➤ Negotiation process that emerges                                 |   |

**Sources :**

1. Job van Exel (2005). Q methodology: A sneak preview.  
[https://www.researchgate.net/publication/228574836\\_Q\\_Methodology\\_A\\_Sneak\\_Preview](https://www.researchgate.net/publication/228574836_Q_Methodology_A_Sneak_Preview)



## 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)	
<input type="checkbox"/> CAPACITY TO SHOW INTEREST IN WHAT A PERSON CAN BRING AND THINK, PROMOTE EXCHANGE AND COMMUNICATION <input type="checkbox"/> CAPACITY TO PROVIDE POSITIVE AND CONSTRUCTIVE FEEDBACK, DEVELOP MOTIVATION	<input type="checkbox"/> CAPACITY TO DEVELOP CONSTRUCTIVE DIALOG, CONSTRUCTIVE CONFRONTATION OF IDEAS AND DEBATE

HOW TO ORGANIZE THE SESSION
<b>Recommended duration:</b> 1 hour <b>Recommended number of people:</b> 20 <b>Material, props:</b> post'it of different colors, marker pens, stickers

HOW TO CARRY OUT THE ACTIVITY
<ol style="list-style-type: none"> <li>1. Preparation: write the question or the issue / theme on the board. Give out the Sticky notes and markers.</li> <li>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).</li> <li>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.</li> <li>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).</li> </ol>

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





## 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



## Evaluation learning worksheet

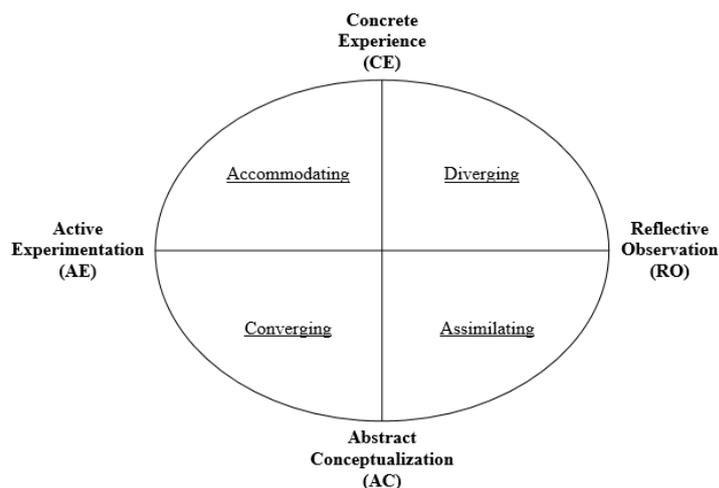
Co-creating a project can be seen as a learning process for all participants. It is important to assess what type of knowledge and competences have been developed at some point in the process. This worksheet will provide trainers and participants with food for thought on how to evaluate learning from a dynamic, and operational perspective.

The choice of a framework to evaluate learning very much depends on the type of learning theory underpinning the process of learning. When it comes to co-creation processes, two approaches seem relevant:

### EXPERIENTIAL LEARNING - KOLB'S LEARNING CYCLE :

Figure 1

The Experiential Learning Cycle and Basic Learning Styles (Kolb, 1984).



**Kolb describes learning as a process in 4 steps based on experience and practice.**

- Concrete experience, which requires to engage in a new experience
  - Reflexive observation, which requires to take a step back on one's own experiences, and use different perspectives to reflect on them
  - Abstract conceptualization, which requires to use concepts, and logical theories to explain the experience
- ⇒ Active experimentation, which requires to use the relevant theories identified in the previous to solve new problems

### QUESTIONS FOR MODULE 3 :

- How to use this cycle in a co-creation process?
- How to use this cycle for evaluation?



A reminder of how to get through the theories of evaluation  
Different types of evaluation can be used depending of what you want to assess and why for:

**KEY REFERENCE : Bonniol J-J., Vial M. (1997). *Les modèles de l'évaluation, textes fondateurs avec commentaires, Bruxelles, Ed. De Boeck.***

<b>Why ?</b>	Certify acquisitions Rank Position relative to a reference	Regulate learning Identify strengths and weaknesses understand mistakes Help planning aid	Making a student actor in his assessment Regulating Student Learning Strategies Make him aware of what he is doing
<b>How ?</b>	Score performance according to criteria Check for acquisitions Rating Verify Ranking	Successive designations of objectives Differentiated evaluation Valorisation of learners feedback	Building evaluation criteria Explicit criteria Highlighting achievements Differentiated correction Co-construction of evaluation criteria
<b>When ?</b>	Before beginning / After	Repeatedly during the learning process	Throughout learning
<b>Who for ?</b>	teacher / student / parents / institution...	Teacher / student	Student
<b>Teacher's role</b>	Assess Interprets the results Inform parents and institutions	Evaluating skills Builds an adapted assessment offre une retroaction à l'élève	be understood Unveils its requirements Help student understand what she/he is doing
<b>Student's role</b>	Study sit the exams	Keeps track of its progress Reacts to feedback	interact converse communicate Verbalizes its strategies

**Auto-evaluation:** The trainee controls the production of this type of evaluation. For example, a reference grid can be used. This type of evaluation is “self-reported”. You can use likert scales to guide participants and help them assess their achievements themselves. This type of evaluation is usually based on asking participants to assess whether and how they agree with a series of statements.

**Peer-assessment:**

**KEY REFERENCE : Stiggins, R. J. & Chappuis, J. 2012. *An introduction to student-involved assessment for learning, 6e. Upper Saddle River, NJ: Pearson Education.***

In this case, the evaluation criteria are identified with the trainees. In this type of evaluation, trainees assess each other.

**Co-evaluation :**

**KEY REFERENCE : Allal, L. et Michel, Y. (1993) *Autoévaluation et évaluation mutuelle en situation de production écrite, in Allal, L., Bain, D. et Perrenoud, Ph. (dir.) Évaluation formative et didactique du français, Neuchâtel et Paris, Delachaux et Niestlé, pp. 239-264.***



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Co-evaluation (ie joint student and teacher evaluations) allow a dialogue between the teacher and the pupil/trainee. This can be done using a deliverable or a set of deliverables which are produced during a learning session.



## Making – of activity worksheet

The general idea is to collect traces of the training, on the procedures / processes at play during the session, on how participants feel about the training, and to produce a "deliverable", in order to:

- Take a step back on the training
- Produce elements of good practice
- Promote the sharing of experience and reflexivity on co-creative working

### HOW TO CARRY OUT THIS ACTIVITY:

Ask participants the following questions:

- Tell the story of the training session
- How can you use what you have learnt?

- Work can be done in small groups (2/3 max) if and when applicable
- A co-creation approach is to be applied to the making-off activity itself
  - o Engage participants in how they think they should describe the training (format, content, deadlines etc..)

### POTENTIAL DELIVERABLES

- To be uploaded on an online tool e.g. online multimedia presentation
  - o Microsoft SWAY (free, <https://sway.com/> )
  - o Storytelling tools like Pow Toon (access is not free but it is very easy to get accounts for a class, <https://www.powtoon.com/> )
  - o Storyboard (eg <https://www.storyboardthat.com/education/learn-more-about-classroom-edition> ).





### 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

***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 RECOMMENDATIONS TO MAKE?</i>	



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

### **5.1 Learning objective and trainer competences for training theme 4**

The learning objectives for training theme 4 – Dissemination and Communication – is that 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
- using practice narratives in working with citizens and collaborators
- identifying citizen's and collaborator's conception of practice visualizing different perspectives
- using practice narratives as documentation and the good story – a collaboration between stakeholders and participants (Danish: "den gode fortælling")
- sharing knowledge ("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 with teaching in communication
- Experience with cooperation with civil society actors
- Experience with facilitating innovation with co-creation as an approach
- Experience and competences to work with/support cross-sectorial implementation of innovation

### **5.2 Preparation for training theme 4**

**Preparation needed before the first 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 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 either have the Story Cubes
- Make sure attendees can have access to wifi for the up-load at Padlet
- Send out 4 – 5 questions about the activity that the attendees have been working with between training day 3 and 4

#### List of materials needed for trainers:

#### What should trainers ask attendees to do before coming to day 4?

Participants bring along two practice narratives (cases) with the title: *Describe a collaboration situation with a professional or a citizen where your effort made a difference*. Each narrative must not exceed 1000 characters. We suggest the narratives being presented share with each other before the module at the Padlet.

The narrative must include a main character, an act, a description of the intension behind this act and a description of the setting and location.

The first narrative must be written by the professional and the second narrative must be written by a citizen.

#### 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 preferable 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.
- Send round information for next session and timetable for when any activities should be completed/submitted prior to training day 2.
- Follow up on activities and learning activities among the participants own organisations

### 5.3 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	
8:40 AM	Checking in at the tables:	<p>1. Participants share what and how they have been working with the tool(s) from the former modules.</p> <p>2. Common and brief discussion of expectations for today etc.</p> <p>After 15 minutes the groups' report if they are ready to begin.</p> <p>The reflections will intentionally focus on the process in practice by visualizing the changes in everyday practice. The reflections are the based on the concrete actions between this course day and the previous.</p>
8:55 AM	Theoretical frame and presentation of today's theme:	A narrative approach to communication Themes: narrative approach, conceptions of learning, practice narratives
Break		
9:40 AM	Group discussions 1: Analyze prepared practice narratives in pairs.	<i>Story Cubes</i> is used in order to establish a common language in the narrative and a common understanding. The cubes support sharing the good story not only by words but also by the use of



		<p>pictograms. And the cubes enable us to create a narrative with the use of creative and innovative approach. Reflections often come while telling the story and reveal new perspective for the narrator.</p>
<b>10:20 AM</b>	<b>Theoretical presentation and discussion:</b> 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.	
<b>Break</b>		
<b>10:50 AM</b>	<b>Group discussions 2:</b> Identify and discuss challenges in prepared practice narratives – in pairs. The Story Cubes can be used again.	
<b>11:35 AM</b>	<b>Lunch</b>	
<b>12:05 PM</b>	<b>Theoretical presentation and discussion:</b> Dissemination, shared ownership and anchorage of shared narrative	<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 becoming an organizational opportunity and responsibility. 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>
<b>12:35 PM</b>	<b>Group discussions 3 and training:</b> The good story about a solution developed in co-creation. From individual experience to an organizational narrative.	<p>The facilitator gives a short presentation of the Pecha Kucha tool, 15 minutes and shows an example. Examples can be found at <a href="http://www.pechakucha.org/watch">http://www.pechakucha.org/watch</a></p>





<p><b>14:00 PM</b></p>	<p>Preparing the <b>action</b> 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 has 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"> <li>a) what to do?</li> <li>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>).</li> <li>c) Who will I engage with?</li> <li>d) How will I do so?</li> <li>e) When?!</li> </ul> <p>The management team in each organization is invited this final part of the course day. They will be listening and perhaps sharing their ideas and reflections as well.</p>
<p><b>15:00 PM</b></p>	<p><b>Evaluation</b></p>	
<p><b>15:30 PM</b></p>	<p><b>Goodbye</b></p>	

### 5.4 Worksheets for proposed activities





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## Story Cubes Worksheet

40 minutes.

The cubes can be used in groups of two-three persons.

In groups with three persons:

One person *throws the dice* and pick up four-nine cubes which inspire to tell the story (in maximum five minutes). One person is hereafter asking questions in order to clarify or elaborate on the story. In common the most important learning is discussed. It takes max. 15 minutes pr. story.

One is observing and taking notes focusing on what makes this telling/narrative different from others? What is the potential of creating and sharing a common understanding by the use of pics?

An *alternative to Story Cubes* might be photographs of everyday life situations etc. that can facilitate the narrative. In case of using photographs the narrator pick up a photo of own choice that inspires her to tell the story and stresses what is the most important theme/point.

Facilitator support the process by asking questions – e.g.: what is the learning potential of this situation? What are the common focal points to be highlighted?



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## Pecha Kucha Worksheet

1 h 15 min.

Use the method Pecha Kucha in order to practice a short and effective presentation. The Pecha Kucha presentations are shared and made available at the Padlet. The Pecha Kucha method is effective when you need to present an idea very shortly. The exercise focus 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, sharing knowledge, getting new perspectives etc.

10 minutes. Short presentation by facilitator, what is the purpose, how to and perhaps one example.

15 minutes. Groups prepare a common narrative choosing from the pool of narratives the group brings to today's course day.

30 minutes. Each group – preferably consisting of participants from the same organization – prepares and presents one presentation. The groups have 30 minutes to this exercise – and you might need to shorten the presentations to only 5-10 slides.

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



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## 5. Annexes

### 5.1 *Cube Template*

5.2 ????

5.3 ????