Co-Creating Welfare Project

IO1 – State of Play and Needs analysis report

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PART 1 - EUROPEAN LEVEL

1. 1 EU Policy level

Going through the DGs of the European Commission, the term "co-creation", as we work with the concept in the Co-creating Welfare project, shows up within DG Employment & Social Affairs (DG EA) and DG Connect (DG C).

On the website of DG EA, a small definition of co-creation is given: "*The principle of co-creation is the process of creating new public policies and services with people and not for them*".

DG EA is, of course, the DG which is the most relevant DG in relation to the CCW project, as, from a general point of view, this DG deals with public services. The DG EA administers e.g. the EaSI programme (European programme for Social innovation) as well as the ESF programme (European Social Fund). Within these programmes, the mission of the DG is stated to be: "<u>helping public administrations and public service providers to become more effective and efficient</u>". DG EA sees it as their role to support skills development of public servants and to support the implementation of modern management systems.

By definition, efficiency and modern management systems, are not necessarily related to co-creation, but as the European Commission in general express the importance of "*open innovation*" and "*involvement of citizens*", and quality and efficiency in public administration as crucial factors to support the socio economic development, it seems like trends are going in the direction of co-creation.

In September 2016, DG EA organized a workshop within the scope of the "*ESF Transnational Platform's expert panel on governance and public administration*", focusing on co-creation, where three essential steps were defined as important to consider in a co-creation process; 1) whom to involve, 2) what is meant by innovation and on what do we innovate and 3) the citizens perspective. As noted in the press release, politicians do not necessarily know what happens on the practical level in relation to public services. The critical question is thus the

following: does this knowledge need to be brought all the way up the political level or should politicians move their perspective all the way down to the level of the citizens...

Within DG Connect, which is responsible for the information society and the digital agenda of Europe, a key question around co-creation is how co-creation and open innovation can be better supported by the introduction of ICT, collaboration platforms, support to living labs and the use of big data.

DG Connect sees co-creation and living labs as a means to support the European innovation system, reaching the goals of the EU 2020 strategy about job creation and economic and inclusive growth.

1.2 EU Programme level

On a European programme level, it is especially interesting to notice the mission and introduction to the Horizon 2020 programme focusing on; "Europe in a changing world – inclusive, innovative and reflective Societies »

The underlying perspective behind the programme is to support the development of new innovative solutions to address complex societal problems. Solutions are designed and hoped to be rooted in the known strengths of Europe, its values, but also hoped to take into account the numerous challenges and obstacles to overcome in such a complex society with organizational, economical, and human stakes.

Important aspects which are highlighted in the programme and calls for 2016 and 2017 are among other things that European local and regional authorities need to deliver high quality public services and that a better link between demand and supply of public services is needed. European societies need to improve their ability to transform ideas and knowledge into concrete services and socio economic values for the European citizens. Innovation and creativity in education, user driven innovation, open innovation and co-creation are seen as means to support the development towards a stronger and more user friendly and relevant design of public services.

Overall, the scope, argumentation and motivation behind the calls include:

- Co-creation as a tool to support policy-making;

- Co-creation as a mean to implicate citizens, promote networking, strengthen existing collaborations;

- Co-creation as a tool to support a more complex analysis of citizen's needs;

- Co-creation as a tool to analyse what the stakes are and uncover hidden levers for the development of society;

- Co-creation as a lever to promote healthy and beneficial processes within society;

- Co-creation as a mean to address some of the new complex challenges and inter-connected social problems of today's society.

Some of the interesting calls from the 2016 – 2017 programme that the CCW project should try to collaborate with are e.g.

- **CO-CREATION-02-2016: User-driven innovation: value creation through design-enabled innovation ;**

- **CO-CREATION-04-2017: Applied co-creation to deliver public services.**

Co-creation as a concept and call subject is no longer directly present in the inclusive, innovative and reflective societies programme for 2018 to 2020, but will be replaced with a subject called; "governance for the future", which also deals with open innovation and delivery of high quality public goods and services.

Focuses in the new programme period are -new forms of delivering public goods and inclusive public services, -involvement of citizens, -open collaboration platforms support by ICT and -the promotion of relevant training. This last item will be particularly relevant for the CCW project.

A call will be open each year within this area, hence it will be relevant for the CCW project to follow this call and eventually create collaboration to new projects.

1.3 EU Project level

In terms of EU Projects, the following may be inspirational for the CCW Project:

ITEMS COVERED AND OF POTENTIAL INTEREST FOR THE CCW PROJECT		
- *Definition*		
- *Tools*		
Name	Co-Creation Project	→ **IDEAS FOR THE DEVELOPMENT OF CREATIVE TOOLS**
URL	https://euroalter.com/projects/co-creation-project	→ **FEEDBACK ON THE CCW APPROACH, THE CCW DEFINITION OF CO-CREATION**
Short description	This Research project funded by the European Commission aims at addressing territorial stigmatization, by bringing together different actors such as researchers, policy makers, residents and artists. Co-creation is used to create common grounds and understanding, and build capacity to address community needs and difficulties.	It could be interesting for the CCW Welfare project partners to attend the conference organized in the course of this project: conference on the role of creativity in challenging exclusion, hosted by the University of Bath in September 2017.
Name	Learning from Innovation in Public Sector Environments	→ **POLICY RECOMMENDATIONS**
URL	http://www.lipse.org/ http://www.lipse.org/userfiles/uploads/LIPSE%20WP2%20Policy%20Brief_20150126_ENG.pdf	→ **GOOD STEPS TO FOLLOW TO PREPARE AN ORGANIZATION TO WORK WITH CO CREATION**
Short description	Research project FP7 The project has developed a European policy brief called; "*Ten policy recommendations for co-creation during social Innovation*"	
Name	Citizen engagement in social innovation	→ **DEFINITION OF CO-CREATION**
URL	http://youngfoundation.org/wp-content/uploads/2013/11/citizen-engage-in-soc-inno.pdf	→ **FOOD FOR THOUGHT, NEW IDEAS**
Short description	Research project report	The report provides definitions of terms as well as case studies which could inform further development of the co-creation project. This review provides an overview of processes, definitions and uses of the term co-creation
Name	The Experience Co-Creation Partnership (ECCP)	→ **DEFINITION OF CO-CREATION**
URL	http://www.eccpartnership.com/home.html	**WORKING DEFINITIONS**

	https://ssir.org/articles/entry/co_creation_in_government		
Short description	The Experience Co-Creation Partnership (ECCP) is an education and consulting firm that specializes in the development and dissemination of the co-creation concepts originally developed by C.K. Prahalad and Venkat Ramaswamy at the University of Michigan's Ross Business School.	This review provides an overview of processes, definitions and uses of the term co-creation	

ITEMS COVERED AND OF POTENTIAL INTEREST FOR THE CCW PROJECT
- *Policy-making*
- *Co-Creation processes*

Name	The REBOOT and UNICEF programme: Policy Co-Creation for Children's Rights	→ **INFORMING WHAT LINKS EXIST BETWEEN CO-CREATION AND POLICY-MAKING** → **INFORMING WHAT PROCESSES ARE INVOLVED ON COMMUNITY-LEVEL**
URL	https://reboot.org/case-studies/policy-co-creation-for-childrens-rights-nicaragua/	
Short description	The inherent complexity in the Nicaraguan context clearly oriented policymaking towards finding a fresh approach to meet the needs of communities. Participatory activities enabled government officials to understand and grasp the complexity of people's needs and tailor adequate policy responses. A Regional Policy for Children was developed to promote empowerment among children and enhance the protection of their rights.	The project report provides case stories that can inform the process of co-creation on both policy-making level and also on community level. Challenges and achievements are described, as well as leads for future development, which could help provide more detailed definitions of working terms in the CCW Project.
Name	RAND Europe	→ **INFORM POLICY-MAKING PROCESSES** → **INFORMING HOW TO CONDUCT RESEARCH ON CO-CREATION (link with how to elaborate working definitions)**
URL	http://www.rand.org/content/dam/rand/pubs/research_reports/RR1500/RR1517/RAND_RR1517.pdf	

Short description	An evaluation of the first phase of Q: engaging the founding cohort in a co-designed approach to healthcare improvement.	→ **REPORTING ON THE FINDINGS** This project could give the CCW project partners ideas as to how to inform policy-making, conduct research on co-creation, and also on how to report about the findings of the project.

ITEMS COVERED AND OF POTENTIAL INTEREST FOR THE CCW PROJECT
- *Co-creation concept*
- *Online Platform*

Name	The Accomplish Project: ACcelerate CO-creation by setting up a Multi-actor Platform for Impact from Social Sciences and Humanities	→ **PLATFORM DEVELOPMENT** → **DEVELOPMENT OF THE CONCEPT**
URL	http://www.accomplissh.eu/mobile.html	This project seems to be relevant for the CCW project in terms of the platform development. We should follow the project to see how they develop the platform and the concept.
Short description	The ACCOMPLISH project deals with the creation of an innovative valorization concept that will strengthen the position and impact generation of a SSH research and contribution to the innovation for a variety of lead users and end users. The project will develop and test instruments to serve as guidelines for valorisation and co-creation.	
Name	Stefan Holmlid from Sweden (researcher and educator in design for service).	→ **CO-CREATION RESOURCES, MATERIAL** → **POTENTIAL KEY STAKEHOLDERS ON EU LEVEL** → **LEADS FOR NOW IDEAS**
URL	www.servicedesignforinnovation.eu Twitter: @shlmld SDIN (Service Design for Innovation Network) Twitter: @SDINnetwork H2020 project	This platform provides resources which could be useful for the CCW project (material, food for thought etc..). Also, it could be an opportunity to engage in networking and collaborations with other teams who also work with co-creation
Short description	SDIN is a research training network that integrates multidisciplinary approaches in services design and service innovation.	

ITEMS COVERED AND OF POTENTIAL INTEREST FOR THE CCW PROJECT	
- Co-creation pilot sites	
Name MISTRA URBAN FUTURES	**→ FACILITATORS TO ENGAGE WITH PILOT SITES**
URL http://www.mistraurbanfutures.org/en/our-research/co-creation	
Short description Mistra is a transdisciplinary and intersectoral consortium of researchers and practitioners working together on urban development.	Mistra have developed a Manual on co-owned collaboration processes that could inform how to engage with pilot sites. http://www.mistraurbanfutures.org/sites/default/files/project_handbook_english_version_may_1_2013.pdf

1.4 EU Association level

A number of European associations can be interesting for the CCW project to collaborate with in relation to dissemination and exploitation of results.

1.4.1 The call for European Commons Assembly

The Call for a European Commons Assembly aims at addressing key societal issues thought to emerge from top-down market oriented decision-making processes. The proposal is an attempt to promote calls on networking, bottom-up initiatives to promote self-managed systems that meet people's needs, which often conflict with existing economical stakes. Strong points include sharing knowledge, co-housing projects, community-based and – owned infrastructures, community management of all types of resources. Participatory democracy and transparency are put forward as levers to the process. Policy development is grounded in solidarity, collaboration, open knowledge, participatory processes in decision-making and monitoring of all forms of action.

https://europeancommonsassembly.eu/call-for-a-european-commons-assembly/

1.4.2 SHE network

The SHE Network uses collaborative work in the form of cooperation, but does not use the term "co-creation". They "cooperate" with different stakeholders, mainly the national coordinators, the research group and WHO. The focus on how our customers/stakeholders experience the cooperation is not central, but could be developed more in the future to "strengthen the cooperation".

▪ **Underlying objectives**

1- Democracy – in using cooperation, stakeholders are involved more actively in order to create a sense of ownership to the SHE Network.

2- Quality – in using cooperation, the quality of the SHE Network's activities is enhanced.

▪ **Strong points and difficulties**

The strong points are the objectives detailed above: Democracy and quality in the SHE's work.

Difficulties:

- It takes time – both work tasks and decision-making;
- It can sometimes be difficult to agree on a joint approach;
- It can be difficult to identify if all stakeholders have a joint understanding of the tasks to be done.

http://www.schools-for-health.eu/she-network

1.4.3 EUPHA

The European Public Health Association is an umbrella organisation for public health associations and institutes in Europe. EUPHA can be interesting for the CCW project as some partners are working specifically with public health issues and health is one of the main sectors in Europe where actors often agree that co-creation processes are beneficial in order to create personalized solutions.

https://eupha.org/index.php

1.4.4 CEMR

The Council of European Municipalities and Regions represents municipalities and regions around Europe and has as objective to advocate for their interest towards the European Union and to create a platform for debate within subjects being relevant for municipalities and regions. Among these subjects are of course governance and active citizenship, where the CCW project could be of interest for the association.

http://www.ccre.org/

1.4.5 EASSW

European Association of Schools of Social Work is an organization that brings together more than 300 schools, universities etc. around Europe that:

- Promotes the development of social work education throughout Europe;
- Develops standards to enhance quality of social work education;

- Encourages international exchange;
- Provides forums for sharing social work research and scholarship.

EASSW can be especially relevant for the exploitation of results and inclusion of the CCW training course material in basic education.

https://www.eassw.org/

1.5 Lessons learnt for the CCW Project

Co-creation, as a concept, a tool or an underlying principle for action exists on the level of EC European projects. However, the concept of co-creation still remains multifarious, with no clear definition, which shows in the research-oriented calls, projects and groups which focus on exploring this innovative alternative for collaborative projects. In EU policies, the term co-creation exists as such, as it is found in existing documents.

Co-creation is considered a mean to tackle complex problems in a bottom-up perspective:

- People engaging in co-creation are "citizens" rather than end-users of beneficiaries;
- Different processes are involved, different participation levels;
- In terms of outcomes, co-creation is sometimes the desired outcome itself. In other circumstances, co-creation is a means, a tool, a lever to achieve other goals;
- Certain factors and barriers require to be taken into consideration i.e. depending on how citizens are engaged, depending on how co-creation is considered in the country, depending on what type of outcomes is expected from the process etc.

Issues pertaining to setting co-creation as the core of a project, include agreeing on shared working definitions, identifying stakeholders / end-user and categorizing them (citizens?), clarifying processes and outcomes succeeding the use of co-creation.

Co-creation is definitely identified as a key element to innovative projects, especially when aiming for capacity building, and long term societal changes to better citizens' lives. The growing interest around co-creation is mainly due to its efficiency, whether measurable or not, and however difficult evaluation of such innovation may be. This question of evaluation somewhat conflicts with usual evaluation formats used on a project level, but also on the EC level, as mentioned by an EC team staff to one of the CCW partners. Evaluation of co-

creating processes should take place on a long-term scale, and encompass unexpected and broader effects, whereas projects are expected to produce tangible results using widely used and known project evaluation frameworks. To our knowledge, no framework has yet been developed to address this very critical but challenging issue.

PART 2 - CO-CREATION IN PARTNERS' NATIONAL CONTEXT

2.1 Overview

2.1.1 Denmark

Co-creation is in Denmark a highly profiled area. The government and central, national actors present various policies, guidelines and research as well as practice –based examples of "how to" try to answer and frame the "big why".

In 2010 in Denmark the government launched a (new) national civil society strategy which aimed to strengthen the involvement of civil society and voluntary organizations in social work. The issue addressed was the need to rethinking civil society resources and potential for development of the social practice.

2.1.2 France

In France, co-creation is mainly linked with participatory democracy processes, especially in the welfare and healthcare sector. France is a decentralized country. Public strategies originate from the National level, and are dispatched to regional and local levels through policies and guidelines, implemented by regional and local bodies. Agencies, institutions, and structures on regional and local level have a certain power in decision-making.

2.1.3 Portugal

In Portugal, the Co-Creation term is not used currently. It has been introduced recently in transposed European documents. Portugal is a democratic country but with a centralised national structure. The central government, in Lisbon, provides the general strategies for action to be applied in regional and local administrations.

The local communities encompass these general strategies and promote local activities that are adjusted to their respective communities, with the objective of obtaining and satisfying the social sector, the welfare needs, essentially in the areas of health, education and culture.

2.1.4 England

The concept of co-creation is well established in the UK and considered a desirable feature of the development of public services. However, the extent to which co-creation is adopted and practiced in the UK, rather than accepted as a principle of good practice, varies across sectors. There is more evidence of the utilization of co-creation within health services and, to some extent, social care services, than in the youth and education sectors.

The term co-creation is not always used in the UK. The terms co-production, co-design and patient/public/citizen involvement are also used and used interchangeably with the term co-creation.

The subject or target of co-creation activities is most often conceived as the recipients of services. Co-creation as an activity that involves working with a full and wide range of stakeholders simultaneously or in equal measure (funders, public service recipients, and service staff) is less commonly observed.

Responsibility for public service policy and provision in the UK is devolved to the Scottish Parliament, the National Assembly for Wales, the Northern Ireland Assembly, and the Westminster parliament for England. From herein, this report concerns England only.

2.2 Governance and strategies

2.2.1 Denmark

- **Policies, Regulations, and Guidelines**

The Act on Legal Protection and Administration in Social Matters regulates public administration in Denmark. The 4th paragraph of this regulation specifically addresses the rights of citizens, to actively take part in solving matters which require the help of local authorities:

> *"The citizen must be enabled to assist in processing his cause. The local council must organize the causes in such a way that the citizens can take advantage of/exploit his opportunity"*

Locally funded schemes can be found and regulated by paragraph 18 e.g. the local authorities have a formal and regulatory obligation to support civil society organizations within the social area. Depending on local priorities, this may include experimenting with innovative and co-creative partnerships.

In 2010, the government launched a (new) national civil society strategy which aimed to strengthen the involvement of civil society and voluntary organizations in social work. This address was the need for a rethinking of civil society resources and potential for development of the social practice[1].

In 2016, the government identified eight networks of local authorities which are liberated from certain law regulations. ("frikommunenetværk") consisting of a total of 44 different municipalities. They are free to try out new ideas and solutions and put them into practice in the next four years. One of these networks consists of local authorities which are particularly concerned with co-creation. For example, one of the "liberations" addresses the maximum number of hours available for voluntary work during unemployment.

At a local level, professionals engaged in social work and other social services, meet the political visions and strategies which focus on new ways to meet citizen and cooperation with civil society. One of the underlying key relating issues is to find solutions to enhance welfare services in local contexts. Local policy visions and strategies have set an agenda for all professionals working in the social sector, with the launch of new ways to enhance welfare.

In 2016 also, the research institute KORA published a study of "*The co-operation between the municipalities and civil actors. Differences and similarities in expectations, practices,*

July 2017, Developed within the ERASMUS + Project "Co-Creating Welfare" by DARLINGTON, E., BERNARD, S., HANSEN, H., ZOHOU, A., MASSON, J., POYET, F., BERGER, D. and the CCW Project Partners.

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collaborators and experienced outcome"[2]. The research was among other things focusing on policy level and how the tendency to co-operate, collaborate and co-create is reflected in different policy areas, how the administration implements the policies and how they estimate the added value. One remarkable conclusion is that "*Half of the municipalities, which have, relatively speaking, the highest cost pressures, have much stronger overarching policy than the municipalities with relatively low cost pressures. Also larger municipalities, have more of a political framework in this area than smaller municipalities,. There are only a few differences across disciplines*". When it comes to whom the municipalities co-operate and co-create with, the analysis shows that "*There is co-operation especially with local voluntary associations, major nationwide organizations and local volunteers without affiliation to any association. To a lesser extent collaboration with smaller housing associations, volunteer's centres, churches and church leaders, etc. The fewest co-operations take place with mosques and other religious communities*". 60 municipalities contributed to the study (out of Denmark's 98 municipalities).

- **Local level governance and policies**

The most important actor when it comes to advocacy and economic influence on the national government's priorities is The Local Government Association (Kommunernes Landsforening - KL), which is a powerful interest organization representing all the municipalities. The organization is responsible and has the mandate to negotiate and close the yearly economic negotiations with the government on behalf of the local authorities, among other things.

The trend for a wider actor perspective is reflected in the Local Government Association and on the association's website several pages on the theme of co-creation can be found.

KL provides a definition of co-creation:

> "*Co-creation is also about the services produced in a partnership between public and non-public actors in which both parties will contribute significant resources*"

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[2] Identified and available on web via
http://www.kora.dk/udgivelser/udgivelse/i13448/Kommunernes-samarbejde-med-civile-aktoerer

A sub site of KL is dedicated "Future Welfare Alliances" and provides the municipalities with inspiration to work with new welfare partnerships and community based solutions[3].

- **Public health, and Health-related governance and strategies**

Although there is not a unifying national strategy to promote, facilitate or guide the municipalities or the Danish Regions (who are the one single actor being responsible for hospitals, GPs and the primary health sector as a whole) many organizations, network and formal actors being NGOs or municipalities are keen on qualifying ways of assuring patient involvement[4].

The National Health Act has stipulated the patient's right to participate in decisions[5]. However, the act does not say anything about how and to which degree but focuses on the possibility for the patient to give consent.

An important attention to be paid is also that the health, social and occupational area as well as the housing politics and initiatives is very often co-related addressing inequality in health hereby framing health in a broad definition of health.

A significant network named The Healthy City Network (Sundby Netværket) is one of the forerunners when it comes to rethinking the way public health is provided. The network is established in order to support the Danish public health work by creating synergies in cooperation between municipalities, regions, national actors and the WHO[6] and 56 municipalities are now members of the organization/network. Co-creation as a method is incorporated in the strategy 2017-20 of the organization. The purpose of co-creation within the health sector is, according to the strategy, to: "*identify issues and test solutions together with relevant actors. We develop models of co-creation, so we in the municipalities can work for and with the citizens in new ways*".

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[3] E.g.. http://www.kl.dk/menu/Hvad-er-samskabelse-id176104/ and a section reserved for good practise examples including the EVARS project - http://www.kl.dk/menu/Fynske-kommuner-kvalificerer-aldre-til-frivilligt-arbejde-i-EU-projekt-id171627/

[4] See e.g. The National Health Board, https://www.sst.dk/da/puljer-og-projekter/2016/vidensopsamling-patientinddragelse

[5] See §5, https://www.sst.dk/da/puljer-og-projekter/2016/vidensopsamling-patientinddragelse

[6] For further information about the network, see e.g. web http://sund-by-net.dk/om-netvaerket/

Several publications on the theme have been published among these being "Co-creation in Practice". The publication very precisely addresses the need to re-think health and the way resources in the public health sector are being spend. In the foreword, the author highlights the need to re-think issues: "*This essay is the Healthy City Network's presentation of a new way of looking at solutions to health challenges. I believe that part of the solution is a new mind-set for us who provide and deliver healthcare services to the citizens, where we, to a greater extent than before, have to reflect the individual's needs wherever they are. And the need must be defined in cooperation and co-creation with the citizen, and in that collaboration there is a potential for developing new ways of thinking about health services. Society creates a view of the relationship between citizen and municipality, where the municipality is not a provider of services, but instead facilitates a process in which citizens and municipalities jointly find solutions to the challenges of the citizen or the municipality*".

The network sees co-creation as a way of minimizing the health gap and creating more equality. In the network have e.g. 20 municipalities developed and implemented Community Agents (Fællesskabsagenter). The agents work within a frame of a combined health and citizenship approach facilitated by co-creation.

▪ **Social policies governance and strategies**

The Act of Social Service[7] regulates the entire area of social service, and has certain sections on the obligation to involve citizens.

The National Board of Social Service (Socialstyrelsen) is a significant actor when it comes to setting the scene, affecting the directions of the local authorities and the board has the responsibility to develop tools, guidelines and pointing out evidence based methods in order to strengthen the public, national and local performance in the social sector. It sets the scene in relation to co-creation and hold conferences in the field of co-creation.

For example:

https://socialstyrelsen.dk/nyheder/2015/konference-nye-velfaerdsscenarier-2013-

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[7] See the full text at web
https://www.retsinformation.dk/Forms/R0710.aspx?id=186422#id8b0e422c-e1fe-4f1e-b8e7-6e8c6d9de140

fokus-pa-samarbejder-mellem-borgere-og-professionelle

https://socialstyrelsen.dk/nyheder/2016/konference-frivillighed-2016

In January 2017 the Board launched and an anthology with the title: "*Partnerships and cooperation between government and civil society - supporting people with mental health difficulties*".

The anthology aims at pinpointing certain areas of responsibility for the professionals to find, engage in and implement partnership-based solutions together with civil society actors. The anthology also presents research articles which describe the approach, and put the concepts of partnership, co-creation and co-production into perspective. Furthermore, the anthology incorporates knowledge of what the benefits and challenges may be, to use different forms of collaborations between government and civil society. There are also research-based articles included.

Social workers are used to working with co-creation and due to several law regulations, they actually have a formal obligation to work with citizens' own resources. Essentially and basically the *Act on Legal Protection and Administration in Social Matters*[8] regulates the public administration in Denmark and §4 specifically addresses the rights of citizens to actively take part in solving matters regarding how local authorities may be helpful: "*The citizen must be enabled to assist in processing this cause. The local council must organize the causes in such a way that the citizens can take advantage of/exploit this opportunity*".

- **Educational governance and strategies**

Educational policies are formed and executed within the purview of The Ministry of Education. With the latest reform of the primary, public school system in 2013, the public schools now have a by-law regulated obligation to co-operate with local actors outside the school system due to the Open School.

In order to support the schools to find ways of organizing and implemented the new law, the Ministry in 2016 funded 12 municipalities in order to: "*develop cooperation between*

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[8] https://www.retsinformation.dk/Forms/R0710.aspx?id=184120

school and local associations and cultural life and spread the experience to the rest of the country[9]". Many of the projects have a co-creating approach.

- **Intersectoral initiatives and tendencies**

Many other, intersectoral policies, guidelines, projects etc. can be identified. An important area is Integration. At the latest The Board of International Recruitment and Integration, which is a part of the Ministry of Immigration and Integration, has e.g. launched an initiative calling for development of new methods in the ways integration is carried through locally: "*The purpose of the application pool is to support the voluntary integration efforts in civil society and among volunteer associations. Funds are granted to projects that strengthen civil society's contribution to the integration of refugees and re-unificate family members through the development and testing of new ideas, approaches and methods*"[10].

In the area of policies and initiatives within the labour market, the growth of and support for *social enterprises* is significant. Among other things, the public financed, initiated and run National Centre for Social Enterprises[11] was created.

According to the foundation the centre aims at:

• Making it easy for social enterprises to contact and cooperate with the public authorities;

• Strengthening the business foundation for social enterprises and entrepreneurs by providing guidance on the establishment, operation and development of their social enterprises;

• Providing knowledge about social enterprises to partners and stakeholders in the public, private and third sectors;

• Working strategically for improved cooperation between social enterprises and public authorities; and

• Collecting, and sharing knowledge on an ongoing basis, e.g. through socialvirksomhed.dk – the board's shared public portal for and about social enterprises.

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[9]https://uvm.dk/aktuelt/nyheder/uvm/udd/folke/2016/dec/161222%203%205%20millioner%20kroner%20til%20udvikling%20af%20aaben%20skole%20samarbejder

[10] For further information see web http://uim.dk/puljer/aktuelle-puljer/udviklingspuljen-til-den-frivillige-integrationsindsats-1

[11] For further information of the center see web http://socialvirksomhed.dk/en

Hereby the centre contributes significantly to the collaboration between sectors, promoting new ways of pooling resources for a more sustainable labour market by specifically addressing the need for a more flexible and participatory mobilization of the potential of the most vulnerable citizens.

2.2.2 France

▪ **Public action and Public services governance and strategies**

A national strategy exists in relation to co-creation. A service in the French government is dedicated to the modernization of public action: the SGMAP[12] (Secrétariat Général pour la Modernisation de l'Action Publique).This organization, which is under the authority of the Prime Minister, tries to transform the government's will to reform organizational structures into concrete action. In order to do so, co-creation processes and other techniques based on design-thinking methodologies are often used. Innovation is hoped to simplify public services[13]. Consultation, concertation, co-construction, the use of co-design tools as well as digital services to the users, are put forward as clear levers to promote the process. As are numerous regional or local administrations services, national government is theoretically aware of the importance of listening to users and working with the users; the aim being to provide better and sustainable services and solutions for the people. Despite the difficulties to cause quick changes in such a cumbersome structure, that is National Administration in France, several initiatives take place on national, regional and local levels.

▪ **Public health, and Health-related governance and strategies**

Health-related public policies originate from the Ministry of Solidarity and Health at national level. Ministry have created the COOP-PS programme, which aims at promoting collaboration between healthcare professionals. Public health strategies are developed by the National public Health Agency, which itself was created in a "social dialog and co-construction perspective"[14]. Also, the multiplication of Fab-Labs, Living-Labs, and other

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[12] Website SGMAP : http://modernisation.gouv.fr/le-sgmap

[13] http://modernisation.gouv.fr/les-services-publics-se-simplifient-et-innovent

[14] Bourdillon, F., 1Oèmes Journées de la prévention et de la santé publique – Ouverture des Journées

kinds of "Labs" is the mirror of an existing drive to develop and strengthen collaborations, and somewhat change people's level of decision-making and participation.

During The Prevention Day Event in 2015, organized by national agencies (INPES, INVS, amongst others), participation was put forward as a lever to promote successful process AND increase impact of programmes on health[15]. Underlying principles and values include social justice, and democracy, to reduce social health inequities. One of the strategies is to balance "expert knowledge", with "layman knowledge".

On a regional level, Regional Agencies for Health design strategies to promote "democracy in health"[16], based on social dialog and consultation. However, in the strategy, consultation and dialog are presented with professionals on local levels.

On regional level, the following structure aim to promote "Health democracy":

- La Conférence Régionale de la Santé et de l'Autonomie (CRSA): Regional Conference on Health and Autonomy, created with the Hospital, Health, Patient, Territory Law (21st July 2009).
- Le Conseil Territorial de Santé (CTS): The Territorial Council for Health.

These bodies use public debates to provide feedback on policy and strategic planning.

Eleven Territories for Health Democracy were designated in Rhône-Alpes Region, which is consistent with the Regional Health Project 2018. Public debates will be organized to give citizens a voice in upgrading the coherence of Regional strategies with citizen's needs.

Another example is that collaboration is also found in the baseline and core competency framework for Therapeutic Education under the term "therapeutic alliance" to designate collaboration between healthcare professionals and the patient. It is defined as mutual collaboration and partnership[17].

▪ **Social policies governance and strategies**

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[15] Evaluation d'Impact sur la Santé : opportunités et défis pour l'action en promotion de la santé, M. Dubreuil.

[16] Démocratie sanitaire : https://www.ars.sante.fr/quest-ce-que-la-democratie-sanitaire-10

[17] Référentiel de compétences pour dispenser l'éducation thérapeutique du patient dans le cadre d'un programme, INPES 2013

Following a report on participation, recommendations were put forward by the Ministry of Solidarity and Health to increase citizen's participation and promote collaborative processes[18]. Terms used on the website include participation, collaboration, but not co-creation. Recommendations include the design and implementation of tools to facilitate collaborative processes, and increase citizen participation, a reflection on facilitators of networking activities and network creation, with the provision of funding schemes to support this. A report by the DREES (Board of Research, Studies, Evaluation, and Statistics, which is under the Ministry's governance) raises the question of how local implementation of strategies influences levels of citizen participation[19]. One interesting point in this report is that citizen participation can be used to legitimize professional action. Also, levels of power inevitably change with re-alignment of citizen participation, from vertical to horizontal.

- **Educational governance and strategies**

Educational policies originate from the Ministry of Education. The reform of secondary school education initiated by the Minister of National Education[20] emphasizes the importance of collaborative action in secondary schools: collaboration between teachers from various disciplines, collaborations between pupils AND collaborations between pupils and teachers. Also, another core guideline is the Health Education Policy, which materializes through the obligation of schools to implement school projects which include health and well-being objectives in addition to educational objectives. Projects focusing on health-related objectives are supported by a specific instance called the "School Health Promotion Committee" (SHPC). Members of the SHPC include teaching staff, school health staff (nurse and doctors), social staff, management team, parents and community stakeholders. This local body therefore clearly calls for collaborative methods, especially co-construction, even though processes are not specified as such in overarching policies and guidelines. Terms such as co-construction, co-production, co-design, but most importantly co-education are to be found in official guidelines. It is interesting to notice that in the term

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[18] http://social-sante.gouv.fr/ministere/documentation-et-publications-officielles/rapports/lutte-contre-l-exclusion/article/rapport-inet-la-participation-des-usagers-dans-les-politiques-sociales
[19] http://drees.social-sante.gouv.fr/IMG/pdf/rfas200404-art07.pdf
[20] http://www.education.gouv.fr/pid32484/college-2016.html

co-education, two aspects are implicitly described: part of the process (co-) and one of the specific objectives of the collaboration (education).

2.2.3 Portugal

The term co-creation (or "cocriação") has not been found in common policies and official guidelines. However the co-creation strategy may have been used with term "partnership", which is used in governmental guidelines, such as those on health education from both Health and Education sectors.

Other recent documents transposed from Horizon 2020 are now using the concept "cocriação" indicating that this term is being introduced in the Portuguese lexicon. One interesting example is the "Training programme for social investment" of the "Operational Programme for Social Inclusion and Employment", where the word "cocriação" appears only 5 times in the document of 23 pages.

Some examples of partnerships that may be assumed as co-creation are referred below in education sector, health sector and social sector.

- **Educational sector**

The Education Ministry and Health Ministry Joint Order No. 734/2000 determines that both Ministries maintain partnership to foster the sustained development of the process of expanding the National Network of Health Promoting Schools (NNHPS), ensuring that schools or groups of schools and health centres assume complementary responsibilities in promoting the wider educational community health.

Between 2001 and 2003, the Ministry of Education signed protocols with three non-governmental organizations - the "Family Planning Association" (2001 and 2003), The "Community against AIDS" (2003) and the "Movement for the Life Protection" (2003) - in order to participate in the training activities to be carried out by the Ministry of Education structures, to collaborate in the implementation and development of sex education in schools, namely in raising awareness and promotion of: involvement of parents in school projects; actions for students' sensitization and training; support to school structures in the

implementation of projects; teachers' specific training; technical support and providing teaching materials; designing and development of future projects.

The parliamentary law 60/2009, which establishes the regime of application of sex education in school settings, reinforces the Education sector and health sector partnership by saying in Article 9 – Partnerships:

> *"1 - Health education and sex education must be followed up by health professionals at the health facilities and their local community.*
> *2 - The Ministry of Health ensures the cooperation conditions of health units with groups of schools or non-grouped schools.*
> *3 - The Ministry of Education and groups of schools and non-grouped schools may also establish Partnership protocols with duly recognized and specialized non-governmental organizations in the field, for the development of specific projects, in a manner to be regulated by the government".*

At local level, the Municipality of Braga is promoting the "5 A Day" programme that aims to promote the daily consumption of 5 fruits and/or vegetables by school children. This programme is developed in close collaboration/partnership with the Supply Market of the Region of Braga (MARB), the "Association 5 A Day", the Regional Health Administration of the North (ARSN), Regional Direction of Education of the North (DREN), Regional Direction of Agriculture and Fisheries (DRAP), the Agrarian School of Ponte de Lima and the University of Minho (UMinho).

https://ominho.pt/6-a-edicao-do-programa-5-ao-dia-arrancou-esta-quarta-feira-em-braga/

- **Health sector**

The health sector acts in partnership with the education sector. The "Healthy Eating Program in School Health" programme (PASSE) of Regional Health Administration of the North (ARSN) works in partnership with the Regional Direction of Education of the North (DREN). It aims health professionals' specific training for promotion of healthy diet. These PASSE teams work in partnership with the school teachers to implement the PASSE program. It also covers the whole educational community and key elements of the extra-educational community. Friends, family, and structures around the school work together to create health-promoting environments. All partners are welcome, including local

authorities to commerce, transport companies, clubs, food companies, NGOs, among many others.

http://www.passe.com.pt/abrir/programa_passe

In the academic year 2014/2015 the General Directorate of Education (DGE) developed the Education for Health Promotion Support Program (EHPSP), in order to help schools, incorporate the concept of health promoting schools, aiming to: encourage schools to improve health literacy, promote attitudes and values that support healthy behaviours, value behaviours of healthy lifestyles and create environmental conditions for a health promotion school. In August 2015 the National School Health Program (NSHP) was approved by the Directorate-General for Health (DGS) with the purpose of contributing to better health, more education, more equity and greater participation and accountability for children's and young people's well-being and quality. Health and Education sector work complementarity, namely in three priority areas: body hygiene and oral health; sleeping habits and resting; and postural education.

There is also a large number of non-governmental programmes in the health sector. An example is the project "Hospital dos Bonequinhos" ("*Hospital of little toys"*), which consists of a hospital model, built at the scale of young children, that aims to raise awareness about health issues and to combat the "white coat fear" through the creation of moments of closeness and familiarization of pre-school children, with all the surrounding medical practice, in a playful and learning environment. It is the fourth consecutive year that the event takes place at the Main Entrance of the Hospital de Braga. The initiative works in partnership with several institutions, such as the Câmara Municipal de Braga (CMB) or the Civil Protection of Braga.

https://www.hospitaldebraga.pt/EventoDetalhe/10%C2%AA+Edi%C3%A7%C3%A3o+Hospital+dos+Bonequinhos/177

▪ **Social sector**

Projects that aim at the well-being of the population are implemented locally. One example is the "Urbact - Boosting Social Innovation" program, a European-wide multi-sectoral initiative with an impact on cities to promote strategic local development actions. In this

program there are four specific areas such as Inclusion, Economy, Environment and Governance. The social network of Braga will focus its actions giving contributions to Inclusion and Economy, developing a social innovation model to be implemented locally.

https://www.cm-braga.pt/pt/0201/home/noticias/item/item-1-4545

2.2.4 England

▪ **Public health, and Health-related governance and strategies**

Health-related policies and legislation are the responsibility of the Department of Health. The Department of Health works with 15 'arm's length bodies' (partners and agencies) that fund, guide and direct health services in England. Consultation-level involvement with patients and the public is an established part of all Department of Health partner and agency activity and integral to all new initiatives and reviews. Some organisations move beyond the consultation level of engagement. For example, the National Institute for Health and Care Excellence (NICE) produces national guidance and advice for health and social care in England using a partnership approach. All guidelines produced by NICE which include recommendations for what and how treatment is provided in the health services, are developed and written by a multi-stakeholder committee comprising health professionals, patients and carers, and academics. NHS England, which funds the National Health Service, has reported that NHS organisations should invest in patients as leaders (partnership/delegated power) and make patient leaders an integral part of formal and informal decision making. Providers of NHS services vary in the extent to which they adopt this spirit of co-creation and utilise co-creation in their decision-making. National data is collected on the extent to which patients are involved in decisions about their own care but not on the extent to which they are involved in decision making about services.

▪ **Social policies governance and strategies**

Personal social services, social housing, and community development are the responsibility of local government in England, with funding from both local and national taxation and oversight by the Department for Communities and Local Government. The Local Government Association represents over 415 local government organisations. It supports

the involvement of communities in planning and delivering services and refers to this as 'community action' The Association has published 6 guiding principles to support their co-creation approach, with resources relevant to each principle. More recently SOLACE, the organisation representing senior staff in local government, have published new discussion papers which aim to move further than the traditional 'top-down versus bottom-up' debate about citizen engagement, and instead call for a disruptive approach to solving 'wicked' (multi-factorial, cross-disciplinary) problems, characterised by intensive co-creation.

- **Educational governance and strategies**

Educational policies and legislation are directed by the Department for Education. Compulsory education has previously been the responsibility of local government but current national policy is to remove schools from local government control and fund them centrally. Co-creation is not a significant feature of, or term used, within education policy and guidance. Citizen engagement within education is largely at the consultation stage, particularly at

school level. All schools have parent governors elected by parents of the school. Many schools involve pupils in decision making via mechanisms such as school parliaments, but this practice varies and the extent to which this results in actual pupil involvement in key decision making regarding school policy is unclear. All schools are inspected periodically and performance is evaluated. All school inspections involve feedback from pupils and parents in addition to teachers.

2.3 Lessons learnt ant conclusions

2.3.1 Overview in each country

DENMARK	
OVERVIEW	Co-creation is in Denmark a highly profiled area. The government and central, national actors present various policies, guidelines and research as well as practice –based examples of "how to" try to answer and frame the

	"big why".
SECTORS INVOLVED	From this mapping, it seems that co-creation is most used and addressed in the social sector hereby reflecting professional's role in meeting citizens. Due to several law regulations, social workers are used to having a formal obligation to work with citizens' own resources. So-called expert professionals tend to use co-creation less. *MAIN SECTORS: Social sect, Educational Sector and cross-sector initiatives*
FRANCE	
OVERVIEW	In France, co-creation is mainly linked with participatory democracy processes, especially in the welfare and healthcare sector. However, the processes described refer to consultation rather than participatory democracy processes.
SECTORS INVOLVED	*MAIN SECTORS: Social sector, Education, Public Health and Healthcare, Research* In terms of overarching policies, the term or concept of co-creation is most used in the social, educational, public health and healthcare sector independently or to initiate cross-sectoral collaborations. Co-creation, or at least collaborative work using high levels of participation, clearly manifest as guidelines, and directions for the implementation of field initiatives. However, the format or methodology to carry out such initiatives, as well as underlying perspectives are not always clearly set. Also, when it comes to policy making, citizen participation levels seem too often differ from what had originally been intended (e.g. consultation or public debate vs engagement of citizens at the start of the process). Moreover, the rationale supporting this approach was not clear in the search.
PORTUGAL	
OVERVIEW	The term co-creation (or "cocriação") has not been found in current official guidelines and policies. It is however possible that the concept is used in practice under term "partnership".
SECTORS INVOLVED	*MAIN SECTOR: Educational sector, health sector, Social sector.*
ENGLAND	
OVERVIEW	Co-creation is found in many policies and guidelines from all sectors. Its use is however sometimes unclear.
SECTORS INVOLVED	*MAIN SECTORS: Health and social care, Education and youth services, Research*

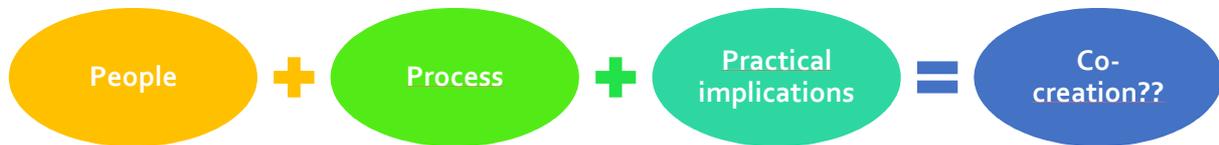## 2.3.2 Keywords and definitions encountered in the different sectors

From the various key words encountered within the sectors involved, 3 categories emerge (see table below):

- The people for which implementation of co-creation is relevant
- The processes involved in the implementation of co-creation
- And formulated definitions of what co-creation entails

When referring to the people benefitting from the process, it seems the term used depends on the sector involved, e.g. pupils when in the educational sector, patient when in the field. Other terms seem to refer to the use of different levels of organizational structures, i.e. society, community, people; or levels of decision-making, i.e. people "as partners", citizens, members of the public.

The choice of a term to designate the people who are thought to potentially benefit form co-creation processes is clearly a key issue, which carries meaning and also points towards the underlying processes used.

In terms of the processes involved, they were categorized according to

- underlying Perspective

- Values

- Collaboration principles

- Strategy/ Approach

- Participation levels

Which clearly puts forward the complexity in providing a definition for such a complex and multifarious process, which depends on the views and background of the people who intend to implement it.
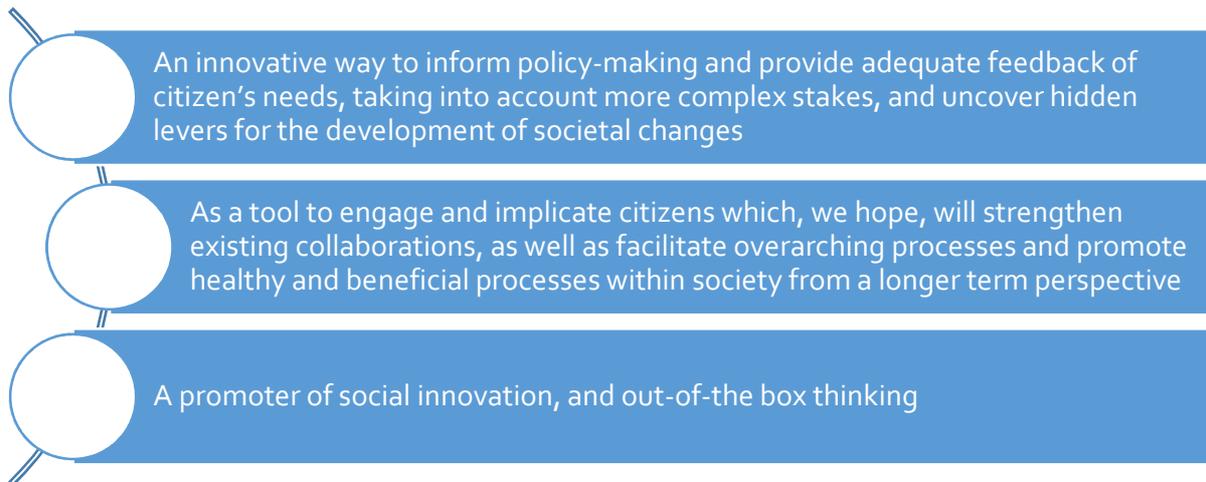
The definitions highlighted in the overview emphasize the links between the different categories presented above.

2.3.3 Key lessons learnt

- The term "co-creation" is not always explicitly used. In Portugal for example, it is nowhere to be found. Also, when the word co-creation is used, it refers to different types of collaboration modes, including low levels of participation such as consultation or partnership.

- Different terms refer to co-creation: co-production, co-design, co-construction or co-intervention. Differences between all the terms are not always clear.

- Co-creation seems a "desirable" feature to add to policy making strategies, in hope to increase local stakeholders' participation. However, it may also be used as a flagship to legitimize future actions.

- Co-creation is used in all sectors, but depending on the sector, a variety of processes are put forward:
  - E.g. social sector: social democracy, public debates;
  - E.g. health sector: commissioning, consultation;
  - E.g. education sector: collaborative projects, negotiated goals.

- In terms of the "so-called end users", they designate the "recipient" of the "service". Different terms used refer to different layers of social structures: society, citizens, community or identified groups of citizens: patients, public, pupils...

- The name given to the end-user implicitly describes a relationship with the professionals implementing co-creation, e.g. patient vs carer; pupil vs teacher; public vs professionals.

In the CCW project, co-creation is used as:

An innovative way to inform policy-making and provide adequate feedback of citizen's needs, taking into account more complex stakes, and uncover hidden levers for the development of societal changes

As a tool to engage and implicate citizens which, we hope, will strengthen existing collaborations, as well as facilitate overarching processes and promote healthy and beneficial processes within society from a longer term perspective

A promoter of social innovation, and out-of-the box thinking

Challenges in the use of co-creation include agreeing on a clear and stable definition of what co-creation entails, and what elements it includes. Also, evaluation is a key but critical issue which requires reflexion in terms of timeframe (When to evaluate? Will effects be identifiable short-term? Long-term?) and also nature (expected vs unexpected effects? How can we evaluate both?).

2.3.4 Suggestions for further development of the CCW project

- Use one term only to designate "end users" AND professionals: **citizens**, which will clearly set the grounds for horizontal decision-making processes;
- Clarify the processes involved in what refers to co-creation in the project: An idea to provide a definition would be to include the following components:

Participation level

Strategy / approach

Collaboration principles

Value

Perspective
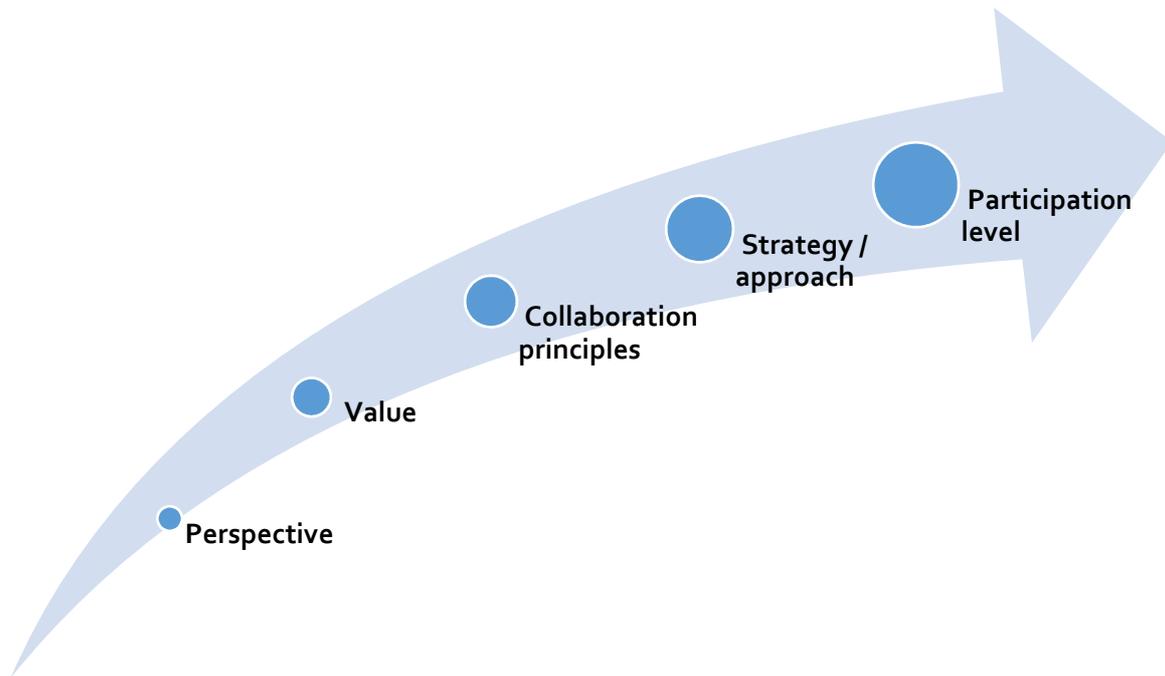
Interactions and balance between each item, as well as between all citizens involved (i.e. professionals vs "recipients of a service", implementers vs participants, high-level decisions-makers vs low level decision-makers) also requires clarification in its form and measure (equal? Balanced? Fair? Accepted? Convenient? Negotiated? Efficient?)

PART 3 - KEY STAKEHOLDERS AND DECISION MAKERS IN PARTNER COUNTRIES

The following networks and stakeholders were identified in each partner country as key for dissemination and further developments of the CCW project and approach.

DENMARK	
National level	Local Government Denmark (KL). The organization has referred to the EVARS project as an example of best practice on co-creation (as presented on web) and will most likely be interested in the CCW project as well. All municipalities in Denmark are members of KL and the organization is well-reputed among most important players as the place to find examples, guidelines etc. for best as well as next practice within the entire welfare sector. **The National Board of Social Service** (Socialstyrelsen). The Board has shown interest in the results of the EVARS project and UCL is represented in several networks initiated by the board. The board is the single most important actor in developing the social sector. **Monday Morning** (Mandag Morgen). The think tank is one of the largest and most influential players in public innovation. The think tank holds many conferences, hosts many network, publish articles and easy-to-read publications on innovation among other things. Yearly the conference The Welfare Innovation Day has about 1.200 participants. In 2015 UCL presented the results from EVARS at the conference. Every year all the seven **Danish University Colleges** arrange a national conference for professionals working with children. The conference presents and facilitates discussions on new and up-coming tendencies within the field of welfare for children. The forum is an important platform for dissemination of research, project results etc. from the university colleges and their partners.
Regional level	University College Lillebaelt – as well as partner in the CCW project UCL is one of the largest, regional players when it comes to developing the welfare sector. 700 employees and 7.000 students provide a solid platform for dissemination etc.

Local level	**Each of the four local authorities in the CCW** project is representing important stakeholders. Each partner has an infrastructure that is well suited for information about the project. UCL works closely together with all municipalities at Fuen and within the geographical coverage range of UCL. In addition **UCL have partnership agreements** with almost all local authorities within the geographical area. **Volunteer Centre of Nordfyn** (Frivilligcenter Nordfyn) is a close partner of UCL in project design within the field of co-creation.
FRANCE	
National level	**Santé Publique France:** Direction de la prévention - promotion de la santé: governmental agency in charge of health promotion and prevention policy-making and implementation **Education and Solidarity Network:** promoting health and well-being for the educating community: Network (NGO) bridging stakeholders from education, health and the social and welfare sectors. **Unirès Network:** network of health promoting teacher training colleges
Regional level	**Agence Régionale de Santé Rhône-Alpes-Auvergne**: Government agency in charge of disseminating and implementing health and prevention strategies. **Rectorat de Lyon**: Academic district **PRESAGE prevention center:** aiming to address the reduction of health inequities, and control of health costs **Centre Hygée:** inter-regional cancer prevention platform : health promotion, prevention and education
Local level	**Primary School teachers** in St Didier en Velay : especially one teacher involved in a project co-created with children **Masters' students from the teacher training college in Lorraine** (Pedagogy and educational engineering) who would like to experiment with the training **Réseau Cap2S:** Network for therapeutic education and patient support
PORTUGAL	
National level	DGE – Direção Geral de Educação // DGS – Direção Geral da Saúde // MTSSS - Ministério do Trabalho, Solidariedade e Segurança Social
Regional level	DREN – Direção Regional de Educação do Norte // ARSN – Administração Regional de Saúde do Norte // Quadrilátero (CMB, CMGuimarães, CMBarcelos, CMFamalicão)
Local level	Agrupamento de escolas Agrupamento de centros de saúde Câmara Municipal de Braga ISS – Instituto de segurança Social de Braga
ENGLAND	

National level	NHS England, SCIE, Local Government Association, SOLACE, King's Fund, Health Foundation, Public Health England, Coalition for Collaborative Care, Skills for Care, Think Local Act Personal, Skills for Health, Health Professional Bodies and Regulators .
Regional level	N/A (?? No information provided)
Local level	Local clinical commissioning groups, NHS Providers,

REFERENCE GROUP IN EACH COUNTRY:

Each partner country has set up a reference group as a support team for the project.

COUNTRY	DESCRIPTION OF REFERENCE GROUP		OBJECTIVE OF THE REFERENCE GROUP
DENMARK	**Local authority of Kerteminde**: Head of the Department of the child and youth guidance service, Cecilie Konrad + one **Local authority of Odense**: Head of Centre of Civil Society, Anna Marie Hangaard + one **Local authority of Faaborg-Midtfyn:** Head of the mobile Health Centre, Ulrik Skyum Christensen + one **Local authority of Middelfart:** Head of the Health Department, Lis Huge + one		Each local partner appoints two representatives who will constitute a professional/technical reference group as well as a platform for assuring local sustainability. The reference group will also host members with a specific knowledge
FRANCE	Unirès Network	Frederic Forestier: director of the network Lela Bencharif (*): vice-director of the network	The French reference group was created with one or two people from each pilots (*). Reference group meetings will support the conception of the CCW training modules in a co-creation perspective.
	Globe 42	Malika Lebbal (*): director of Globe 42 and officer in charge of health promotion programmes	
	Atelier Canopé 42	Arnaud Zohou (*): director of the Atelier Canopé 42	
	Teacher training College	Sandie Bernard (*): assistant professor and researcher Olivier Morin: assistant professor and researcher Julien Masson: assistant professor and researcher	

PORTUGAL	School Group Alberto Sampaio (SGAS)	Principal of Group of schools: João Andrade	The Portuguese reference group was created with the CIEC – UMinho research group and one facilitating person from each pilots.
	Hospital de Braga	Head of Paediatrics Service: Almerinda Barroso	
	Oficina de S. José	Head of the Childhood and Youth Foster Care Home: Serafim Araújo	
	Braga Municipality	Councillor for Education and Culture: Lídia Dias	
	CIEC of University of Minho	Graça Carvalho Zélia Anastácio Teresa Vilaça Deise Rocha	
ENGLAND	Representatives from: • NHS England, Patient Experience Team • Macmillan Cancer Support • Birmingham South Central Clinical Commissioning Group Cardiac Rehabilitation Team, University Hospitals Coventry and Warwickshire NHS Trust		The England reference group was created with people from each of the pilots sites. The group will ensure that the England contribution to the project and England activity is co-created by national, regional and local organizations.

PART 4 - IDENTIFICATION OF EXISTING MATERIAL

4.1 Co-Creation (co-production) Projects and existing course material in Denmark

DENMARK	
EVARS	
A European project aimed at qualifying elderly in the field of cross sector volunteering. A rather large pool of different resources is including, among other things a course material, guidelines for implementation, links to relevant references etc. Available in four languages (Danish, English, German and Slovakian) on web: http://www.evars.eu/	
How can this be used in the CCW project	As inspiration for didactic and design of training material to be used in a various of sectors, collaborations and among a huge variation among participants and stakeholders
How should the material / tool be adapted for the CCW project	(Most likely) in the references. It can give new learners valuable inspiration specifically when it comes to collaboration with elderly.
Toolbox/co-creation - Articles and free courses	
The Danish national center of voluntary, social work provides a comprehensive range of courses specifically aimed at qualifying the volunteers. The theme co-creation is of course also at the agenda of the center, e.g.: http://frivillighed.dk/kurser/samskabelse-der-virker-den-gode-metode-til-samskabelse. The center provides free courses for volunteers and arrange conferences etc. for the whole social welfare sector. It has developed a tool-box, articles and guideline, see e.g.: http://frivillighed.dk/guides?field_topic_tid=32&kategori=66&keys=&items_per_page=10	
How can this be used in the CCW project	As inspiration (for Danish speaking partners…)
How should the material / tool be adapted for the CCW project	As inspiration and to mentioned in the Danish parts of the references. The guidelines are valuable to the CCW project when it comes to develop guidelines for implementation.
Kit for Voluntariness in Schools	
The local authority of Vallensbaek provides teachers with a comprehensive and practice focused material to teach voluntariness in primary schools. The material is pretty much hands-on with tools and descriptions of how-to. http://frivilligeogforeninger.vallensbaek.dk/service-kultur-fritid-og-frivillighed/events-og-arrangementer/kit-frivillighed-paa-skoleskemaet	
How can this be used in the CCW project	Particularly as inspiration for the Danish partners who include the school sector in the CCW project
How should the material	To be part of the Danish references in the supplementary literature

/ tool be adapted for the CCW project	

Catalogue of ideas, good practice examples, cases and other kind of tools including tools for management level	
The local authority of Skjern works with co-creation and innovation. Skjern has prioritized education of the management level as well as professionals. Material localized at web: http://itoppen.dk/ http://itoppen.dk/hent-hjaelp/uddannelse-i-samskabelse The site contains a number of initiatives to realize culture and competence to create new ideas and solutions. As a special feature of the site citizens and private organizations and businesses are welcome to send ideas and solutions.	
How can this be used in the CCW project	As a very well described example of how to communicate practice experience and learning by sharing.
How should the material / tool be adapted for the CCW project	To be part of the Danish references in the supplementary literature and to be part of the meetings with the reference group.

Making the world better through design	
Making the world better through design: http://www.designafrelationer.com/blog/?page_id=162 A project ending 2013 aiming at developing more non-paid relationships that will enhance job satisfaction for employees and higher quality of life for the resort's residents. The project incorporate a series of prototypes being tested by residents and staff within the project's two years and regularly evaluated by the National Board of Social Services.	
How can this be used in the CCW project	As a helpful reminder for the project teams to incorporate the significant importance of working with relations
How should the material / tool be adapted for the CCW project	To be mentioned in the references and to be incorporated as an approach to meet the participants and to promote a relational perspective in the local organizations.

Green generation	
The project aims to contribute to the development of a sustainable society through education. Project goal: to engage the 10 municipalities in developing local strategies to promote Education for Sustainable Development (ESD) and thereby Green Generations Method for co-creation of users (co-creation). The goal of Project Green Generation (GG) is that the 10 participating municipalities to develop strategies to promote ESD. ESD is complex and the strategy process will cross-existing municipal structures. To ensure the local strategies, and anchoring, the project will test the co-creation (co-creation) as a method. As part of the project coordinators may have needed to practice working with co-creation and user as a method. https://grongeneration.wikispaces.com/Samskabelse https://grongeneration.wikispaces.com/%C3%98ve+brugercentreret+design	
How can this be used in the CCW project	A focus on the importance of the strategic level in organizations. A typology of innovation projects can help us to keep in mind that co-creation is just one approach to sustainable innovation. Four types of participants might also inspire us to formulate mutual expectations within different kind of focus areas within the pilot's activities.
How should the material / tool be adapted for the CCW project	In the local/national references and to be part of the meetings with the reference group.

The Toolbox for Innovation and Entrepreneurship in Teaching	
A toolbox for anyone working with workshops facilitating, teaching, traning etc. which call for new ways of engaging people across sectors, professional competences etc. https://innovation.sites.ku.dk/ https://innovationenglish.sites.ku.dk/ **(for an English version)**	
How can this be used in the CCW project	As concrete methods for involving the participants in the teaching
How should the material / tool be adapted for the CCW project	A reference and in facilitating parts of the training/workshops and even in the reference group. Good examples of how to start up a co-creating process.
Medborger.net	
For teachers, material "to-go" and easy use/implement in teaching. The objective of the project is that teachers, school boards and managements of the schools involved get tools to: ensure effective and meaningful lessons and activities that promote active citizenship, so that students increasingly become aware of the principles on which Danish democracy is based and the students use and activates the freedoms, rights, duties and responsibilities they have in school and in the community. http://medborger.net/ressourcer/undervisningsmaterialer.html	
How can this be used in the CCW project	The tools are specifically for teachers, but the idea and conceptualizing of the term citizenship is an important aspect of co-creation as well. If an objective of a local partner is to promote citizenship, the toolbox is valuable.
How should the material / tool be adapted for the CCW project	As a reference especially for teachers. The teachers in the project will find helpful and valuable inspiration for further developing their practise.

The list above shows examples of projects which are oriented towards existing tools, training activities, course material resources and other kind of material which could be useful when we are going to develop the Co-Creating Welfare Course material. Please also note the list of good practice examples elsewhere.

However, only three projects/organizations provide a course material available without attending a course etc.: the EVARS-project and the Danish Center of voluntary, social work with several examples for free download.

Course material is not often seen at websites, and most likely you will have to attend a course in order to be trained etc. Two exceptions from this tendency are:

The EVARS project which provides a comprehensive course material for co-production in English as well as in three other languages: Danish, German and Slovakian.

The Vallensbaek training material for volunteering teaching in schools (developed by the Danish national center of voluntary, social work)

The other examples have in different ways included perspectives from the following areas:

Multidisciplinary co-operation

Collaborative work

Co-Creation

Design methods/design thinking

The wide range of projects, of which this is only a short list! – give however an impression of the range of co-creation in the Danish welfare sector. Together with the description of national and local guidelines we have a broad and on-going focus on sustainability in the welfare sector as well as in education and health sector. The four communities in the CCW-projects also provided us with local initiatives (to be found in chapter 4).

4.2 Co-Creation (co-production) Projects and existing course material in France

FRANCE	
Launchbox workshops	
Hands on tool to develop transdisciplinary collaboration from scratch. This creative thinking method was developed by a French School of Engineering in St Etienne (Mines Saint-Etienne), a design school in Milan, Italy (Politecnico di Milano) and a University in London, UK (Brunel University). It is called "the LaunchBox Workshop". More information and a short description of the method can be found at https://www.youtube.com/watch?v=qRMRrsAgLMI	
How can this be used in the CCW project	Relevance for CCW: This method, which was created for students at first, could easily be used in a social innovation context, on health-related issues context, which could be an experiment in the CCW project.
How should the material / tool be adapted for the CCW project	Selection of participants and overall objective should be made on the basis of its relevance to: - Support dissemination for the CCW project - Support initiation of co-creation projects involving new collaborations
Lego4DesignThinking	
Creative thinking activity which supports Innovation Management, Co-creativity and User-centred Design. 5 big steps are involved: empathize, define, ideate, prototype and test.	
How can this be used in the CCW project	This activity could be used to support competence 4 for the CCW project: 4) Collaborative problem formulation and problem-solving. It could also be used as an activity that trainer could use when promoting co-creation projects.
How should the material / tool be adapted for the CCW project	This activity is designed to be adaptable and adapted to the needs of the trainer.

Psychological wellbeing of teaching staff: Les ateliers de la parole, by Atelier Canopé 42

Once a month, the atelier Canopé 42 in Saint-Etienne invites teachers for an afternoon chat, workshops and information sessions. These activities are open to all, regardless of their institution or field of education. This open space is designed to listen and embrace the different voices expressed, share experiences, and reflect on the teaching profession. The key idea is to try and find together new keys and insights, in order to better understand teachers' and teaching situations in our society. It is also a space to come up with new ideas and alternative ways to work with children, students and adults. The art of conversation is used here for the benefit of psychological wellbeing, providing keys and leads to be able to address the new challenges teachers and trainers are faced with, during their teaching practice.

How can this be used in the CCW project	This format of activity could be used to develop competences in the training: 1 - Promoting sense of legitimacy among the participants in the co-creation process 4- Collaborative problem formulation and problem-solving 5- Process management and co-creation tools 6- Promoting mediation competences It could also be used as an activity that trainer could use when promoting co-creation projects.
How should the material / tool be adapted for the CCW project	This activity could be adapted to a practice-based "workshop" based on informal conversation, which could be one of the targets for the CCW training. It could be included in the training as an activity that trainers would get familiar with in order to use it when collaborating on new projects. Objectives and themes covered would have to be adapted to the specific purpose of the CCW project.

Q-Sort activity

This activity is a simulation of collective and collaborative work which puts participants in a situation of negotiation. At the end of the activity, they are able to identify the difficulties in creating a common language, sharing objectives and balancing different or even conflicting stakes.

How can this be used in the CCW project	This activity could be used to support competences 3- Creating a shared understanding of co-creation processes 4- Collaborative problem formulation and problem-solving
How should the material / tool be adapted for the CCW project	This activity could be used as it is or proposed definitions of collaborative work could be changed to suit the specificity of the CCW project.

Forum Theatre

The Forum Theatre aims to explore problem situations (which may be of any kind); It allows the spectators to play roles to open up perspectives, to "put oneself in the place of", to experiment the possibilities, to mix the points of view and to put them into action. These elements are realized from a predetermined situation (the model) in which the general frame of the scenario and the camps (protagonists - antagonists) are defined.

How can this be used in the CCW project	This activity could be used to support competences 4- Collaborative problem formulation and problem-solving
How should the material / tool be adapted for the CCW project	This activity is designed to be adaptable and adapted to the needs of the trainer. By principle, nothing is obligatory in a forum theatre session.

4.3 Co-Creation (co-production) Projects and existing course material in Portugal

PORTUGAL	
CESMEMI	
This action-research project includes a training course in order to develop teachers' and caregivers' skills for sexuality education of young people, based on the identification of their perceived needs. After the diagnostic step, the training course is carried out simultaneously with the intervention by professionals near the young people. The trainer discusses with the professionals and supports them to analyze and solve the difficulties encountered.	
How can this be used in the CCW project	This training model can be useful in the CCW project: - to develop competencies in the interveners - to search conjointly for solutions of the problems faced to consolidate action skills for all the participants as it is appropriate to be implemented along several months
How should the material / tool be adapted for the CCW project	The plan of the training course (that is accredited in order to promote professionals' progress in career, aiming to motivate their participation) can be adapted for the CCW project. - Also the planning of the individual sessions can be adapted for the specific contents of the CCW project.

4.4 Co-Creation (co-production) Projects and existing course material in England

ENGLAND	
NHS England	
A toolkit for creating one specific form of change within health services. The toolkit contains everything needed for any healthcare organization to plan, run, deliver and evaluate a co-designed change programme for health services concerning always events. Always Event toolkit available here: https://www.england.nhs.uk/ourwork/pe/always-events/	
How can this be used in the CCW project	Example of resources that can be created and used across a number of organizations (in this case health services, but the same method would work in schools, youth services) to implement a tried and tested co-creation activity to achieve service change.
How should the material / tool be adapted for the CCW project	CCW could adapt any useful materials in the toolkit. Plus the whole package serves as an inspiring example to other organizations of how small, local changes can be supported and disseminated at national level.
Coalition for collaborative care: co-production model	
A 1 page, overview of co-production values, behaviour, model and 'how to' guide for co-producing	

	health, accessed here: http://coalitionforcollaborativecare.org.uk/catherine-wilton/a-co-production-model-five-values-and-seven-steps-to-make-this-happen-in-reality/
How can this be used in the CCW project	If adapted, could serve as a template for a bright, visual reminder resource of the key principles, values, aims and approach of CCW. Useful for introducing people to the CCW approach and as a reminder to the approach.
How should the material / tool be adapted for the CCW project	Replace existing text/logos etc. with relevant CCW text

SCIE (Social Care Institute of Excellence	
Set of resources for co-producing social care	
How can this be used in the CCW project	6 films available and 1 easy read guide to co-producing social care. Available for free download
How should the material / tool be adapted for the CCW project	With permission, the films and easy read guide could be used in CCW training.

Change School Programme	
A set of reports from the Creative Partnership programme which sought to increase youth participation in schools through 'co-construction'. This document focuses specifically on pupil involvement in co-creation: https://www.anewdirection.org.uk/knowledge/resources/young-people-taking-the-lead	
How can this be used in the CCW project	There are fewer examples of co-creation in schools and youth settings that involve young people themselves. This programme is a clear example that it can be done.
How should the material / tool be adapted for the CCW project	Use this as an example of schools-based co-creation in the training programme

Kings Fund	
Toolkit of resources for conducting experience-based co-design, available here: https://www.kingsfund.org.uk/projects/ebcd	
How can this be used in the CCW project	Resources for undertaking co-design that could be utilized by participants in pilot sites
How should the material / tool be adapted for the CCW project	CCW could seek permission from Kings Fund to use these resources or link to them (are freely available in the public domain).

PART 5 - PILOT PROJECTS

5.1 Presentation of the pilots

5.1.1 Denmark

The four pilots in Denmark consist of four local authorities/municipalities, all engaged in revising the public sector services towards a wider engagement with civil society, volunteers and private sector actors.

- **Middelfart**

In Middelfart the Center of Voluntariness is the key to collaboration partner between the public welfare system in the local community and the citizens. In Middelfart, a new theme of the welfare agenda addressing the collaboration between civil society organizations and local authority is whether specific issued within the local authority require to be addressed or solved; e.g. how voluntary organizations (which are all somehow economically supported by the public sector) meet new volunteers? One of the unspoken stakes is that not all new volunteer have the feeling of being welcome in well-established organizations. An overall theme motivating for entering the project is how to spread experiences and results from one sector to another. The school sector, the job center and the handicap/psychiatry area are most likely to be included in the project.

- **Odense**

In Odense, the Center of Civil Society and the Volunteer Center are the key collaboration partners between the local public welfare system and the citizens. A new theme of the welfare agenda in Odense is how day-care can benefit from schools experiences with volunteers and Odense's other approaches to co creation. Two other sectors are likely to be paid attention to in the CCW project: The elderly - handicap sector is hardly addressing any kind of co-creation initiatives. The attention in this sector is on how the heads in the department can support the employers and assure development of and support to collaboration with volunteers and networks.

In the employment department they want to change the employee's mind-set to see the citizen as a resource in the Civil Society and as a partners in the rehabilitation.

- **Kerteminde**

A political decision has been adopted – Community in Kerteminde. The projects orientation is towards this strategy. In Kerteminde, the term co creation/co production is somehow not used that much. The community is however concerned about sustainability and new welfare solutions in a cross sectoral perspective. The central administration actively seeks new ways to organize dialogue. The local volunteer center plays an essential role in this. For the formal professionals whatever profession they may hold is a shift from acting mainly as experts towards a more facilitating role.

- **Faaborg-Midtfyn**

In Faaborg-Midtfyn the strategic and political management team is the key collaboration partner between the local public welfare system and the citizens. The CCW project is most likely to be anchored a collaborative construction including the mobile health center and the general approach to volunteering. A theme of the welfare agenda in Faaborg- Midtfyn is how the local authority can change the level of responsibility of citizens and share it better between them; e.g. how can voluntary organizations (which are all somehow economically supported by the public sector) and the local authority meet each other? Most volunteers seem to have an understanding of the local authority as the body which can provide economic support for volunteering, but the support from the local, public sector should be much more than an economic issue.

5.1.2 France

- **Unirès Network: http://unires-edusante.fr/**

The Unirès Network is a non-profit, non-governmental organization of general interest, which brings together trainers, educators, and researchers and citizens involved in the development of health education and promotion among the 32 public teacher-training colleges in France. Since its creation in 2005, the French Network for Health Promoting Universities has developed an action plan around 5 main targets:

- Developing cooperation between teacher-training colleges around health education ;
- Developing teacher-training in health education (online courses, support to projects and activities, promoting inter-sectoral and transdisciplinary collaborations, advocacy);
- Creating tools for health education activities ;
- Disseminating and developing transdisciplinary research on health education;
- Communicate on health education in and outside schools.

The underlying purpose of the Network is to promote transversal interdisciplinary approaches to health education centred on enhancing awareness, relational capacities, sense of responsibility and ability to make enlightened choices with regards to social and health related issues.

▪ **Globe 42: https://globe42.wordpress.com/**

Globe 42 is a community center for ageing North African migrants, created under the non-profit, non-governmental organization of public interest regulation. It is a resource center, which is co-animated and run by North African women and professionals from the healthcare, the social, and the arts and culture sectors. Its main objectives are to facilitate access to cure and care, to social rights and culture by implementing specific actions for and with ageing migrants and their families. Underlying principles and values include openness to all, promoting exchanges mixing social backgrounds, gender and generations, as well as specific actions for North African Women and ageing populations. In terms of methodology, Globe 42 uses co-creation, high participation levels, and knowledgement, in coherence with the principles of community health, community education, and health promotion.

▪ **Health education and Promotion teaching team at the teacher training college in Lyon 1:**

This pilot was chosen as a means to experiment, develop and disseminate co-creation techniques on different levels of education: trainers, researchers, students and citizens. The team is in charge of health education and promotion teaching for Masters' students in education. This pilot is interconnected with the Unirès Network, and the atelier Canopé, as well as other European projects which use co-creation (ACTECIM project). Co-creation is used, within the team, to develop teaching curricula and research projects but participation

to the CCW project was seen as an opportunity to include students and citizens in the development and implementation of tools and resources. Also, the students which would be involved in the testing of the course are in the process of becoming teachers, educators. As put forward in Educational policies, setting up and implementing transdisciplinary and inter sectoral collaborations will be a compulsory part of their practice. A number of team members were involved in brainstorming about further developments of the CCW project along the way as a means to initiate co-creating processes from the start.

- **Atelier Canopé 42:**

Canopé is a national network for pedagogical creation and support. It is a public structure related to the French Ministry of Education. It designs, produces and distributes multi-format and transmedia educational resources, which meet the needs of the educating community (teachers, school librarians, managerial staff, students, parents, associations and educational and political local authorities).

The "Atelier Canopé 42", based in Saint-Etienne, near Lyon, is one of the hundred teams dedicated to education within the Canopé Network. The team yet has an atypical focus: for several years, the Atelier Canopé 42 has proposed a multitude of resources and activities, which connect the fields of both Education and Design. The Atelier Canopé tries to provide new services to teachers through experimentations. Two main experimental subjects are explored:

- Bringing innovation to schools through the use of Design

- Using mediation to bring psychological support and welfare to teachers.

5.1.3 Portugal

- **School Group Alberto Sampaio (SGAS)**

The public school group Alberto Sampaio is located in the Municipality of Braga. This group includes urban/semi-urban schools and a few schools from rural areas. In total, there are thirteen schools from pre-school to secondary school and vocational education. The number of students with special educational needs (students with significant limitations in their activity and participation in one or several domains of life resulting from permanent

functional changes) in this School Group in 2015/2016 was 1.7% of the total number of students.

The Educational Project of the School Group Alberto Sampaio for 2016-2018 advocates as fundamental guiding the following values: freedom and responsibility, humanism and equity, quality and transparency, knowledge and concern, fraternity and sustainability, and participation and motivation. Educational goals are organized into two main areas: educational success, and school organization and management. Therefore, in addition to the formal curriculum, the school develops various extra-curricular and leisure activities, such as activities in which students voluntarily enrol in clubs, such as: School sports; Theatre Office; Robotics Club; Club of Environment, Club on Language and Culture; Astronomy Club; Music Office; Film Club, etc.

http://www.esas.pt/

- **Hospital of Braga – Paediatrics service (HB-P)**

The Hospital of Braga intends to become a reference hospital for the entire National Health System, with a variety of objectives:

(1) Assuring the performance of health services, the availability of the 24-hour Emergency Service, (2) performing palliative actions, (3) promoting health, (4) preventing and tackling diseases and (5) collaborating in teaching and scientific research in order to contribute to people's physical, mental and social well-being. It is already a reference hospital for the Minho Region, ensuring the required conditions for the practice of pre-graduate medical education and scientific research as a University Teaching Hospital.

Paediatrics is the medical specialty that accompanies children and youngsters development. It seeks to spread its ideals and objectives throughout society to ensure the preservation of the health of children and young people, as well as to promote research, encourage the teaching of medicine and carry out activities in the municipality and region. In this sense, the objectives of the Paediatrics of Hospital Novo de Braga are:

A) Maintain a commitment to the preservation of the life, well-being and health of children and adolescents, in accordance with the Statute of the Child and Adolescent;

B) Promote research related to health, somato-psychic development and the social well-being of children and adolescents;

C) Improve the level of child and adolescent care through the dissemination of expertise in congresses, courses, paediatric meetings and community activities;

D) Maintain permanent exchange with interested entities, public or private, governmental or otherwise;

E) Ensure respect for professional ethics and regulation of the practice of specialty, to obtain better conditions of performance, dignity and professional defence of the Paediatrician;

F) Support, stimulate and collaborate with the teaching of Graduation and Post-Graduation of Paediatrics;

G) Actively participate in campaigns aimed at protecting the Child and Adolescent in all aspects and dignifying the exercise of Paediatrics.

https://www.hospitaldebraga.pt/Especialidade/Pediatria/52

- **Home for children and youth "Oficina de São José" (OSJ)**

Oficina de São José (OSJ) in Braga is an institution that welcomes "at-risk" children and young men. It welcomes more than 40 boys aged between 2 and 18 years old. The institution technical professional staff includes educators, psychologists, and social workers. Boys are allocated to the institution by mandate of the court or of the "Commission of Protection of Children and Young People at Risk". OSJ is often chosen because it is characterized as a welcoming home with affectivity.

The institution works in close partnership with the national Institute of Social Affairs, having as reference its guide for quality and having integrated the DOM Plan of this entity. This DOM plan has two lecturers and researchers of higher education institutions as supervisors and collaborators. OSJ has also established other partnerships with several universities for students practice training. These students are mainly from courses in Education, Psychology and Social Work.

OSJ has developed intervention projects with other institutions such as the Calouste Gulbenkian Foundation that financed the "Autonomy Project".

http://www.oficinasjose.org/

- **Câmara Municipal de Braga – Culture and Education sectors (CMB)**

The Municipality of Braga (CMB) gives a reinforced attention in building a cohesive, inclusive and participatory society. It seeks to develop its municipal activity in a transversal and coordinated way, by interacting and integrating the various educational agents, so as to make Braga the opportunity for education to happen throughout the citizens' life, under the light of the principles of the "Charter of Educating Cities", of which Braga has been a member since 2000.

Therefore, CMB assumes not only the functions that are legally entrusted to it by the Central Administration, but also those that allow it to respond to other challenges that arise when the goal to be achieved is Education for All: equity in access to education; building an inclusive school; Integration and cooperation between the entire educational community; support to students, educators and caretakers; creating an awareness of belonging to the community.

CMB also assumes cultural dynamism as essential to the regional and international affirmation of the city. In this sense, the intervention strategy adopted in this area involves the development of a set of projects and initiatives that, based on increasingly solid institutional synergies and progressive investment in cultural equipment, open the door to a city with a diversified and appealing cultural program, which is centred on the community welfare.

https://www.cm-braga.pt/pt

5.1.4 England

- **National commissioner: NHS England**

NHS England leads the National Health Service (NHS) in England. As part of its strategy to improve the welfare system, NHS England puts forward empowerment: "*We set the priorities and direction of the NHS and encourage and inform the national debate to improve health and care. We want everyone to have greater control of their health and their wellbeing*

and to be supported to live longer, healthier lives by high quality health and care services that are compassionate, inclusive and constantly-improving".

https://www.england.nhs.uk

▪ **Local commissioner: Birmingham South Central Clinical Commissioning Group**

Birmingham South Central Clinical Commissioning Group is a commissioning organization appointed by the Government to design and buy local health services for approximately 302,000 people in the south and center of Birmingham in the United Kingdom.

http://bhamsouthcentralccg.nhs.uk

▪ **National charity providing local services: Macmillan Cancer Support**

Macmillan Cancer Support is a voluntary sector organization across the United Kingdom aimed at supporting people affected by cancer from diagnosis and beyond. The charity includes people affected by cancer, supporters, professionals, volunteers and campaigners.

https://www.macmillan.org.uk/

▪ **Local community health service: The Cardiac Rehabilitation Team, University**

   Hospitals Coventry and Warwickshire NHS Trust

The Cardiac Rehabilitation Team are part of University Hospitals Coventry and Warwickshire NHS Trust based across local sites in Coventry and Rugby in the United Kingdom. Patients with the following cardiac conditions are offered cardiac rehabilitation; heart attack, Cardiac Surgery (Bypass or valve), angioplasty/stent, heart failure, ICD. The Rugby site is based in the local Rugby hospital (St Cross) and leisure centre (Queen Diamond Jubilee Centre). The Coventry site is based at Atrium Health, a not-for-profit social enterprise community centre.

Rugby: http://www.cardiac-rehabilitation.net/programme.htm?id=2553

Coventry: http://www.atrium-health.co.uk/

5.2 Experiences from pilot sites

In the following section, experiences and case stories from each pilot site will be detailed. Arnstein's[21] ladder of citizen participation was used to characterize collaboration in each case story.

8- Citizen control	Increasing degrees of decision-making, from negotiation (partnership) to majority (delegated power) or full decision-power (citizen control)	**CITIZEN POWER**
7- Delegated Power		
6- Partnership		
5- Placation	Stakeholders have a voice, and hear recommendations from power holders. With placation, stakeholders may advise, but power holders still have the power to decide.	**TOKENISM**
4- Consultation		
3- Informing		
2- Therapy	Objective is to enable power holders to educate or cure stakeholders	**NONPARTICIPATION**
1- Manipulation		

5.2.1 Denmark

The overarching policy framework detailed above applies for Odense in the strategy New Reality, New Welfare transforming the political vision of sustainability by:

> *"Developing and assuring the future welfare requires that everybody contributes. This means that we must all show solidarity and participate with the competences each of us have Solidarity hereby is the background for the creation of network across society hereby creating safety for the people engaged in the networks. All of us must contribute to create attractive, visible and ease to reach possibilities and frames for citizens so they will be motivated for and are able to the see the purpose of being part of the network hereby contributing to the work with developing and assuring the future welfare"*

In Faaborg-Midtfyn the local authority in 2014 launched the Strategy for Faaborg Midtfyn as a community. By the launch of the strategy, co-creation was no longer just the political

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[21] Arnstein, Sherry R. "A Ladder of Citizen Participation," JAIP, Vol. 35, No. 4, July 1969, pp. 216-224

agenda but an active document inviting the local society to think and work in a common effort to create a meaningful community developing the local welfare:

"*The strategy is based on the wish to increase the collaboration with the use of the term the active citizen, also including voluntary work as well as the wish to establish closer and more mutually ties to local business. It is all about the need for the local authority, the citizens and the local businesses to develop and assure new models for welfare in Faaborg-Midtfyn. Some of the tools will be dialogue and budget delegating for the citizens in order to assure this involvement. The strategy will by the use of dialogue as a method be able to promote a mutual respect and understanding between the partners and it will contribute to the exploration of collaboration and co-creation*".

The local authority of Nordfyns Kommune has with the launch of the political Vision 2021 prepared a "*beacon*" when it comes to" *creating health, link and co-creation with and for the citizens*". The Welfare policy is addressing the elderly and adult area of the local authority, which is created in a broad cooperation between citizens, NGO's, welfare professionals, politicians and others.

- **Middelfart**

1. In the job center the voluntary mentors are recruited, trained and continuously being supervised by the job center. However, in order to take more direct ownership of the mentorship the mentors have established an association. Hereby they actively take care of the social dimension in the mentorship and they meet in a more equal way.

2. A group of citizens had some frustrations in the meeting between the health sector and them as relatives to a certain category of patients. They established a voluntary group of guides for other relatives. The idea was qualified by the health department in Middelfart (despite the obvious need the group did however not succeed to help each other – but the idea and concept is noticed as valuable by the head of the health department and can inspire other groups of citizens)

3. A local group of women with migrant/refugee background have established a meeting forum in which they address and discuss everyday themes like how to understand and meet the Danish day care system, the Danish system of children's lunch packets, the

labour market etc. They cooperate with different groups of professionals being e.g. pedagogues – the initiative is problem based and has a strong dimension of networking across social and cultural belonging. "*It is not a group of women who meet to knit nor sew*".

▪ **Ode*n*se**

1. The Elderly citizens:
   - The action of the local authority, *Eating Friends* and *Mealguides* which are developed with the volunteer association *Dane Age.* The *Dane Age* got the coordinator function and the Elder – Handicap department run the dissemination.
   - Matchmaking where the Elder – Handicap department link a person with dementia to the local *Walking Group.*
   - Grounded in the Marselisborg Research about lonely elderly people the Elderly – Handicap department linked a group of professional to a group from DaneAge. They are equivalent of the steering committee.
   - Two times a years are the 14 senior houses together for networking – also with professionals.

2. The yearly dialogue public meeting about the civil community strategy with politicians, volunteer associations and actors of civil community.

3. The Volunteer Center honours every year the volunteers into a gala and the local authority awards an enthusiasts. This year they made a jollity together driven by volunteers.

4. Bazar where refugees, volunteer organizations and the social – employer department participate. The Social – and Employment department follow after 14 days up that or if the refugees and the volunteer organizations have been matched. The relational competences between the participants are very important.

▪ **Kerteminde**

1. Jesper had an ambition to integrate the children's perspective of being *in flow* while playing in to a project focusing on refugees in the day care institutions. What are the children preoccupied with when their own initiative is the motivation? And how can this perspective help a cultural approach to social integration within the setting of a day care

institution? Via an application for the Ministry of Culture Jesper raised money to a project where linguistic competences among the parents were positive assessments rather than being obstacles. He initiated a process where museums, citizens and parents, the library, the day-care institutions and more were invited to create new locally based initiatives within the framework of sustainable, social integration.

2. The Department of Politics and Strategy has initiated a number of meetings with parents in order to create a new model for boards in the day care institutions. The meetings are organized in a co-creative way.

3. Better road safety in the center of/down town Kerteminde. Citizens were complaining about horrible conditions for parking etc. Instead of finding a compromise, the technical department asked the citizens to find a solution. "*We have no money – what do you suggest?* " The result was creative and sustainable – now implemented.

▪ **Faaborg – Midtfyn**

1. A *patient progress* which started with the citizens needs and later on with the professional perspective. It is slowly underway with more involvement of the citizen about how to prevent diabetes. There will be three workshops with 100 citizens every time and collaboration with 3600 practicing doctors. Two workshops have already been carried out. The challenge of the citizen is how to relate more generic to their disease story. As well as how the professional facilitate the process when the doctors are present as the experts.

2. *A good leisure* where volunteers from Save the Children speaks to families, who wants to into the local community. The volunteers show the way and follow the families.

3. *Follow Friends* are mentally and lonely citizens, where the strength is in the *small* meeting. It is for citizens, who not just come to a public meeting.

4. *Polymeren,* an old shoe-sole factory. The local authority has in *Polymeren* provided frameworks available and an employer to run it a few hours. The citizens has taken the factory with variated activities. It is a success because there is a good facilitator, who identifies the needs of the citizens and the local community. There is an open agenda

and the groups around the activities are all news and different in purpose and composition.

5.2.2 France

- ▪ **Unirès Network**

In their daily activity, Unirès associate stakeholders from all sectors in grassroots and participatory modes of collaborations based on empowerment. One of the aim of Unirès is to combine high-level collaborations modes within social experimenting and citizen-driven action. Examples of this include the creation of tools with end-users, open access online resources and the development and monitoring of a "Mutualisation and resource center" (Pôle mutualisation et ressources).

- ▪ **Globe 42**

Citizen control (Arnstein's ladder)

The association maintains strong links with local prevention networks which are systematically associated to activities. Globe 42 gains from their expertise and also contributes to connecting prevention networks with end- « users ». Citizens are involved in all decision-making bodies within the association, they are involved in steering meetings, and in the choice and organization of all activities. Examples of activities and workshops created with end-"users" include "Chat about Health", "Chat about social issues", "Repairing broken utilities together", "Thursday meal" to fund the association.

- ▪ **Psychological wellbeing of teaching staff: Les ateliers de la parole, by Atelier Canopé 42**

Delegated power and Partnership (Arnstein's ladder)

The Atelier Canopé 42 use co-design methods, creative thinking on a daily basis. The aim is to bring innovation to schools through the use of Design-thinking.

Examples include the "Atelier de la parole experiment", which uses mediation techniques and conversation workshops to support psychological and welfare among teachers. Also, the book "Bringing innovation to schools through the use of Design", published by the

Atelier Canopé 42 in March 2017, takes its roots from the comprehensive State of Art by the French designer Clémence Mergy. Financed by the Réseau Canopé, this State of Art publication describes, in over 800 pages, the emerging issues relating to teaching and teachers' practices. It is also an overview of existing pedagogical innovations in schools, and additionally, pinpoints and emphasizes teachers' needs.

Another example is Edumix, which is a collaborative event, during which a huge creative workshop is organized around the theme of education, with a multidisciplinary group of participants (teachers, designers, mediators...). This year, six challenge activities will be proposed.

- **Teacher Training team**

Delegated power and Partnership (Arnstein's ladder)

The teacher training team is part of a research unit which focuses on how to measure the impact of differences in health literacy levels using co-constructed interventions aiming to enhancing health literacy. Researchers from the field of medical and social sciences are involved together. Another example is the ACTECIM project, Community professionals and stakeholders working together to promote citizenship education on a global level (ERASMUS + project coordinated by Lyon 1 University). This project is part of the strategic partnership call 2015-2018.

5.2.3 Portugal

- **School Group Alberto Sampaio (SGAS)**

The school principal identified the health promotion and education project as a co-creation project. This project is part of the global educational project, and is planned cooperatively by the Group of Schools and the Health Centre of the locality. The Educational Project of the group of schools is one of the instruments with which its autonomy is exercised, so it is the document that establishes the educational orientation of the group of schools. The Educational Project is elaborated by the Pedagogical Council (made up of the coordinators of all curricular departments and other pedagogical coordination, supervision and educational orientation structures, ensuring a multidisciplinary representation and a

different formative offers, being the director its president), and approved monitored and evaluated in its execution by the General Council for a horizon of three years. The General Council is composed of representatives of the teaching and non-teaching staff, the Parents' Association, the Students' Association, the municipality (CMB) and the local community, such as local institutions, organizations and activities of economic, social, cultural and scientific character. The director participates in the meetings of the general council, without voting rights. The idea is that the Group of Schools, the Municipality (CMB), the Parents' Association, the Students' Association and other community bodies co-create and evaluate the educational project together. The school principal has taken on the personal belief that a school ideal is possible, with the ultimate aim of constructing, with quality, full citizenship, in a path and context of happiness. In his opinion: "*a student should be happy in school, not only because he/she knows that the school is very significant and important for him/her and is genuinely concerned about his/her future, but also because, from a young age, he/she is motivated in his/her specific context and limitations, to respond with increasing quality to the challenges that the school is putting in a growing path of responsibility*".

In general, the activities are developed at the 7-Delegated Power level of the Arnstein's ladder.

- **Hospital of Braga – Paediatrics service (HB-P)**

The Director of the Paediatric Service of the Hospital of Braga believes that, in addition to the medical work already established in the Service, the interdisciplinary component is important, which involves the collaboration of other specialists such as educators, psychologists and researchers of related areas, as well as volunteers, so that they can respond to the needs of the ill children and young people. He also says that when these skills are shared and, above all, when they are received by the children and primary caregivers, they end up creating children's and young people's greater comfort and well-being.

In general, the activities are developed at the 2-Therapy level of the Arnstein's ladder.

- **Home for children and youth "Oficina de São José" (OSJ)**

The OSJ team expects to approach something very appropriate in order to promote children's well-being, without spending a lot of time and adding something to what is already being done. The new concept of co-creation and the innovation of this process is one of their expectations. Regarding innovative strategies, and based on one previous project they had, the team refers to the need to have financial support for requalification in order to have smaller houses to promote a more familial environment for children and young people.

Given the new needs they have found and the idea to improve familial support, both in terms of prevention of the familiar risk and positive parenting as concerning the mediation with the families they are contacting, they also expect to have training in the domain of parental education and/or involvement, as well as for education of children before the age of 6, because currently they welcome children of these ages to not separate siblings. They also plan to do it in partnership (or co-creation) with social security, health services, schools and the whole community.

In general, the activities are developed at the 4-Consultation level of the Arnstein's ladder.

- **Câmara Municipal de Braga – Culture and Education sectors (CMB)**

The CMB Councillor for Education and Culture believes that all the activities offered by her department, when shared, and especially when received by the community, in general and educational, as something that will benefit this community, creating this sense of Well-being. For her, these challenges that the local service supports, develops and launches to the community are indeed the factor that makes the difference in the people's well-being and success. The Co-creation process may help to improve the CMB projects to be developed with the local community.

In general, the activities are developed at the 4-Consultation level of the Arnstein's ladder.

5.2.4 England

- **National commissioner: NHS England**

NHS England has a number of initiatives which demonstrate the innovative ways it seeks to involve citizens and drive improvements that are co-created by providers and patients. For example, NHS England commissioned a suite of digital patient and staff stories. These are used as a catalyst for innovation or service redesign. A significant, recent example of co-creation activity is the development of the Always events toolkit. Always events is a methodology developed by the Institute of Healthcare and Improvement and Picker in America. Always events are things that are just so beneficial they should happen each time, every time for someone that comes into contact with that service. The toolkit provides a co-design methodology for working with patients, carers and families to identify collectively for a service or a team or a ward or a department, what their always events are going to be and how to then design, develop, implement and evaluate them.

▪ **Local commissioner: Birmingham South Central Clinical Commissioning Group**

The organization uses a number of engagement and consultation methods to involve citizens. They include, patient participation groups in each general practice; including a patient experience story at governing body meetings, intended to ensure that the meeting remembers its purpose is serving patients; and involvement of lay members of the community in committees and decision making. The organization also arranges public consultations when it is considering making changes to services. For example, when changes were under discussion regarding the 0-25 years mental health service, a big consultation process was undertaken which involved experts by experience, children and young people who helped with the service redesign.

▪ **National charity providing local services: Macmillan Cancer Support**

Macmillan Cancer Support are a citizen-led charity that use a number of approaches to ensure that citizens direct the activities of the organization. 2000 cancer patients/carers are signed up to 'Cancer voices' which is an online portal, enabling people to be involved by sharing their experience, applying for vacancies about involvement, e.g., applying to be a patient representative of a steering group. Macmillan Cancer Support also runs an annual conference for about 200 people where people share their experiences and stories. This is then used to direct funding, investment and new activity in the organization, to meet the

needs of people with cancer as expressed by people with cancer. The also run 'Open space' meetings which provide a flexible open space to share and develop ideas. These bring together patients, carers, facilitators – sometimes also health care professionals, other voluntary organizations and academics. Topics and discussions are determined by participants.

- **Local community health service: Cardiac Rehabilitation Team, University Hospitals Coventry and Warwickshire NHS Trust**
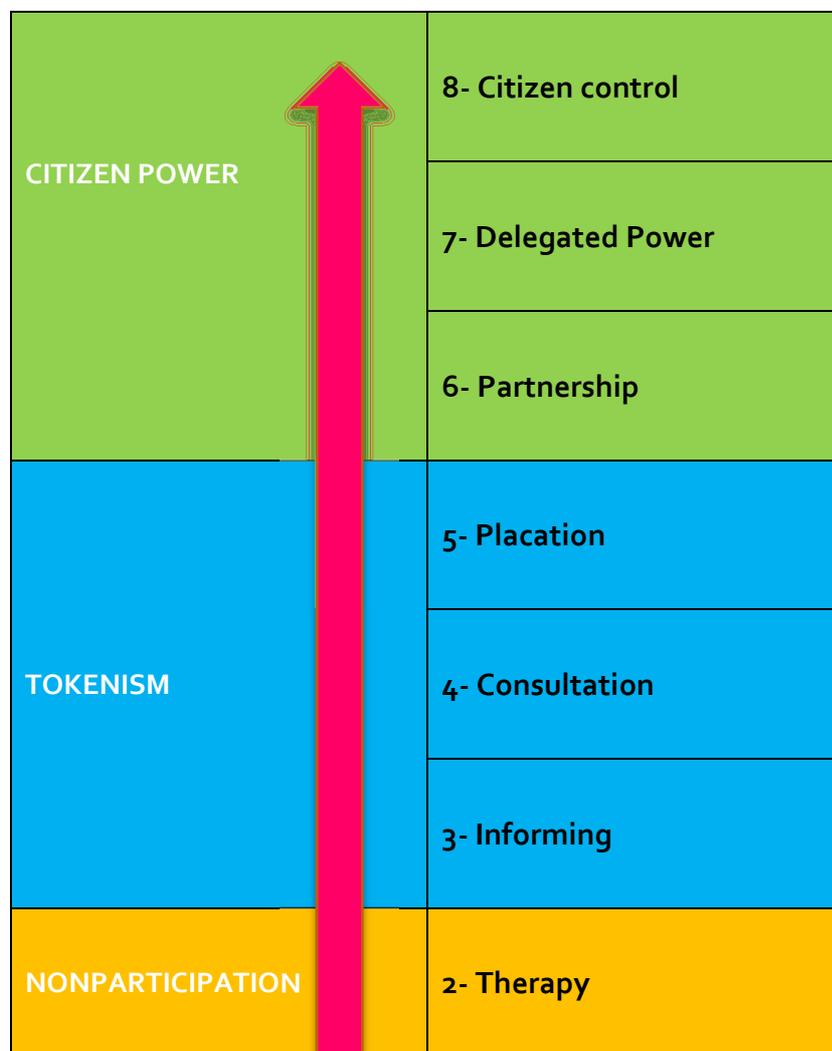
This local rehabilitation service has had a member's support group dating back to when it was first established 20 years ago. The group has approximately 450 members, with a core committee of about 10 members that ensure that users of the service are involved in decision making for the organization. The service also seeks feedback on specific aspects of their provision, for example, it recently changed that way in which people transition out of hospital services and are referred to sports centres on the basis of feedback from service users. It partners with other voluntary organizations and services to ensure that it is fully integrated into local services and communities.

PART 6 - CONCLUSION: LESSONS LEARNT FOR THE CCW PROJECT

6.1. Overview of collaboration in the pilot sites

CITIZEN POWER	8- Citizen control
	7- Delegated Power
	6- Partnership
TOKENISM	5- Placation
	4- Consultation
	3- Informing
NONPARTICIPATION	2- Therapy

July 2017, Developed with the ERASMUS + Project "Co-Creating Welfare" by DARLINGTON, E., BERNARD, S., HANSEN, H., ZOHOU, A., MASSON, J., POYET, F., BERGER, D. and the CCW Project Partners.

	1- Manipulation	

PILOT SITE	WHERE THEY ARE IN TERMS OF COLLABORATION	WHAT THEY HOPE TO ACHIEVE WITH CCW
DENMARK		
Middelfart	Partnership	To promote a common understanding among different sectors and professional backgrounds letting the good results and experiences can be spread from one sector to another. And to support a shift from defining citizens by their needs to a more resourced focused approach and partnership based solutions.
Kerteminde	Consultation and delegated power	A special focus and interest of Kerteminde is communication with the target groups and how to actually work with empowerment. Kerteminde is also interested in a focus on strengthening personal competences among the professionals. Also the need to have a common understanding of Co creation/co production is essential. The concern might be that co creation is just another way of implementing budget cut downs. So what is actually the added value of co-creation? What's in it for me? For the organization and for the citizens.
Odense	Partnership	Odense is looking for new methods on how to define and understand the problems to be solved. An how to see documentation as a *good friend* and in a meaningful way. The good effect of volunteering (the documentation) – must be obvious and logic for both the formal departments and the organizations/citizens involved.
Faaborg- Midtfyn	Partnership	Faaborg-Midtfyn is concerned with how to define success criteria and evaluation design in co creation processes. Especially Faaborg Midtfyn is concerned with - End objective and result based evaluation - Process-oriented evaluation Faaborg Midtfyn is also eager to somehow produce their own catalogue of methods for co-

		creation. Starting from a political, professional and citizen perspective. E.g. methods in citizen meetings.
FRANCE		
Unirès Network	**7-Delegated Power / 6-Partnership**	Unirès wishes to implement co-creation techniques and tools which involve a variety of stakeholders (NGOs, Universities...). Also this process is hoped to initiate training activities using a variety of innovative formats. The main objective still remains the support to social change with a hybrid training pack, which shall take into account the needs and expectations of the end-users (trainees who will become trainers at a later stage), and second stage trainees also.
Globe 42	**8-Citizen control**	The core of Globe 42's participation is to create prevention tools in collaboration with prevention professionals and stakeholders. Also, collaboration with CCW will strengthen Globe 42's local network, advocate for co-creation and high level participatory methods. Finally, one of the objectives is to test the tools they have created themselves, for themselves.
Atelier Canopé 42	**7-Delegated Power / 6-Partnership**	Atelier Canopé 42 intends to carry out experimentations during the collaboration with the CCW project. Participation to CCW is hoped to provide new leads and tools to strengthen and enhance existing co-creation and design-thinking processes.
Teacher training team	**7-Delegated Power / 6-Partnership**	The main objective is to train, within the framework of a master's degree, health education professionals (future trainers) to the techniques and tools developed by the project.
PORTUGAL		
SGAS – School HGroup Alberto Sampaio	**7-Delegated Power**	Analysing students' perceptions about their wellbeing at school and discussing these results as a starting point for the co-creation, implementation and evaluation of a school-based wellbeing project in the group of schools.
HB-P – Hospital de Braga, Paediatrics	**2-Therapy**	Improve the interdisciplinary of proposals and achieve better results of activities with hospitalized children and young people in order to improve their wellbeing
OSJ – Oficina de São José	**4-Consultation**	The OSJ team expects to approach something very appropriate in order to promote children's well-being, without spending a lot of time and adding something to what is already being done.

		They also expect to have training in the domain of parental education and/or involvement, as well as for education of children before the age of 6, because currently they welcome children of these ages to not separate siblings.
CMB – Câmara Municipal de Braga	4-Consultation	They believe the co-creation process may help to improve the CMB projects to be developed with the local community. It is expected the process can improve the proposals and the outcomes of the activities with the general public.
ENGLAND		
NHS England	6-Partnership	There a number of options under consideration including ways of utilizing social media for co-creation, and involving patients and staff simultaneously in improvement activities.
Birmingham South Central Clinical Commissioning Group	4-Consultation	For this organization, taking part in the pilot will be a mechanism for creating time, capacity, and energy for focusing on co-creation in order to develop resources and local expertise.
Macmillan Cancer Support	7-Delegated power	Macmillan Cancer Support currently have a strong collaborative ethos in the majority of their activity. They are seeking to extend their reach and involvement of their activities to be more inclusive to seldom heard groups, to find ways for Macmillan to reach out to seldom heard groups and ensure that existing provision is inclusive. In so doing, they hope to be more consistent in ensuring whole communities are involved.
Cardiac Rehabilitation Team, University Hospitals Coventry and Warwickshire NHS Trust	6-Partnership	This organization has found that it has closer relationships with some local health and care partners than others. It would like to use involvement as a pilot partner as a way to focus on greater involvement with primary care services and staff, a need they had already identified.

6.2 Overview of the needs analysis: areas and competences to consider for the training

Based on the needs expressed in the different pilot sites, the following outline was identified for the training. It follows steps of collaboration, from initiation of the process to

its evaluation, and includes underlying principles of co-creation as defined in the CCW project.

UNDERLYING PRINCIPLES	
Promoting stakeholders' sense of legitimacy in the process	Promoting Equality in decision-making Promoting Equality in different types of knowledge (expert vs individuals' experiences) Learning to "step back"
PROMOTING EMPOWERMENT	Citizen-power and control approaches Promoting ownership Including citizens in decision-making processes Learning about methods to implicate end-users from the start
INITIATING THE PROCESS	
Creating a shared understanding of co-creation processes	Identifying the stakes for all stakeholders Shifting from consultation and tokenism
Starting where people are	Pinpointing expectations, constraints, challenges, opportunities and resources Clarifying the meaning of the process for citizens
IMPLEMENTING THE PROCESS	
Collaborative problem-solving	Mentoring Active Voluntary groups Welcoming "out-of-the-box-thinking" Creative thinking methods, Co-design methods Learning to ask questions rather than look for answers Being able to pinpoint ideas and knowledge from selected evidence, and adapting it to local context Turning challenges into opportunities for out-of-the-box thinking
Supporting project development	Project management skills Knowledge of different types of collaborations and relating stakes, challenges and opportunities Promoting motivation Creating adequate and tailored evaluation frameworks Promoting new partnerships Learning about how to adapt existing methods, or methods they use
Sharing the creation of tools	Promoting equality in needs analysis Understanding the stakes for all citizens involved Creative thinking methods
FACILITATING THE PROCESS	
Promoting mediation competences	Taking into account the overarching context, constraints and needs (policy, professional practice, social context etc...) Supporting the creation of adequate and tailored tools and solutions Shifting from an expert posture to a process facilitator Understanding the stakes relating to the different sectors

	Developing constructive communication skills Being humble, curious Changing perspective Learning about what process facilitator, potentiators may promote co-creation processes
Disseminating the approach	To address variability among stakeholders (horizontal relationships) and within the overarching systems of policies (vertical relationships) Improving consistency and developing a shared vision of co-creation processes Supporting advocacy for co-creation in order to promote the value and potential of the process
Using existing resources	Evidence-based knowledge New technologies Funding Institutional and political support Existing tools Being able to select adequate resources and adapting them to local context Supporting the use of resources

From this needs analysis, a list of competences to be included in the training course were drawn by the CCW project partner team:

1) Promoting sense of legitimacy among the participants in the co-creation process

   a. Putting the co-creation process into the relevant context

   b. Find the relevant (existing) resources

   c. Internal mobilization and motivation

2) Promoting empowerment

3) Creating a shared understanding of co-creation processes

4) Collaborative problem formulation and problem-solving

5) Process management and co-creation tools

6) Promoting mediation competences

7) Dissemination and communication

8) Evaluation and impact

   a. Evaluating the process together with the participants