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CO-CREATING WELLBEING

An Erasmus+ Project about co-creation in wellbeing



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REFINING THE CURRICULUM

What we learned from the 1st testing of our course

The organization of the 2nd edition of CCW training course started from the analysis of the strengths and weaknesses of the 1st edition, which the partners concluded in the past months or will conclude shortly. In this process of reflection, feedbacks from participants and trainers collected through questionnaires and through direct exchanges are crucial.

In the UK piloting, for instance, some of the participants felt **lack of communication and engagement** with others whilst completing online course. Accordingly the organizers will introduce a project kick off meeting to introduce course participants to each other and encourage networking. Some of the changes will involve the **connection between theory and practice**: in the next iteration, more resources about the different ways co-creation is carried out in practice will be provided.

In Italy, some participants would have preferred to focus more on **application of co-creation to their specific professional field**: accordingly, in the second edition, the organizers will create shorter course, each focussing on some specific aspects of co-creation and targeting a specific audience/needs.

THE PARTNERS' MEETING IN ITALY

Three days to reflect on what we are doing and co-creating the next steps

CCW's partners, including LeGO from Italy, UCL University College from Denmark, Coventry University from UK, Université Lyon 1 Claude from France and Universidade do Minho (UMinho) from Portugal, convened in Italy for a productive transnational project meeting held on June 17th, 18th and 19th. The meeting took place in Montevarchi and was hosted by LeGO Officina Sociale.



During the first day of the meeting, the partners updated each other on their experiences about the 1st and 2nd pilot testing.

They also focused on the Changes in the curriculum and the Evaluation of the training thanks to the data, materials and stories collected and shared.

The day concluded with a tour of Montevarchi old town and a visit to Campo Base, a LeGO's Educational Center.



The second day of the transnational project meeting, June 18th, began with a guided tour of Nido La Farfalla, a LeGO's kindergarden, followed by a summary and reflection on the previous day's discussions. The team discussed another important part of the project, the development of the Evaluation model. The model is now under construction, we hope to complete it by this autumn. Furthermore, the partners focused on tools sharing the most popular ones during the pilots, online workshops across countries and sustainability.

The transnational project meeting concluded on June 19th discussing about reporting, project's dissemination and planning next period. Final stop: Lyon in December.



CCW CASE STUDY: GOLDEN LANE HOUSING

An experience from an employee from Golden Lane Housing, UK

As a Regulated Social Housing Provider, Golden Lane Housing is constantly looking at ways to improve our consultation and involvement with tenants. As we work directly with autistic people and people with a learning disability, we are constantly looking at ways to make discussions about their housing accessible. After attending the CoCreating Course at the Coventry University, I was able to put in practice new and creative ways to engage with both our current tenants and any prospective tenants to Golden Lane Housing.

Details of case study. Since July 2023, I have managed to develop consultation resources for Golden Lane Housing to use in working with current and prospective tenants. The aim of developing these new resources were to make conversations about housing more accessible, to engage with more tenants, and to help our tenants develop better ways of communicating to us about their homes.



LEGO - I created separate rooms and used prebuilt houses to help explain our role as Landlord. By doing this families and tenants could tell me what is important for them in their home – for example showing they wanted a bath not a shower or that they didn't want a bedroom upstairs. One prospective tenant, who I was told always throw anything in front of him, sat with me the whole time while I showed the Lego rooms and people.

I used the minifigures to explain who comes to the house, how Golden Lane Housing works and checking when people come to the door. This helped raise our tenant's awareness further about how to keep safe. I also used small tubs of loose Lego to get prospective tenants and their circles of support to talk about living with other people and shared housing, this meant having good open discussions and lots of laughter.

Talking Boards – I adapted the story cards idea to use photos of all of the things related to looking after your home. This was created into a flip book which can be used for tenants to tell us about any issues they have with their home. The idea was to help tenants communicate about their home without having to rely on their staff. As part of the pilot we were able to see what pictures worked and didn't work; in particular we wanted to make sure that the tenants understood and could talk about the pictures.

By developing and trying new ways of cocreating our resources this has led to more self-advocacy and autonomy by tenants. It is allowing for tenants, alongside their circle of support, to explore and discuss their housing needs. This means that our tenants are able to provide valuable feedback and insight into what they want their housing to be. Thus in turn shaping the housing options that Golden Lane Housing are providing across the country for autistic people and people with a learning disability.



HOW TO MAKE OUR TOWN MORE INCLUSIVE AND CHILD FRIENDLY WITH CO-CREATION

An experience from Italy



In the course of 4 meetings (A walk in town, The community and its dreams, From dream to reality, Getting ready to the event), the participants had the occasion to explore the area surrounding a park in their town and interview the people who normally live in those places to understand the positive and negative aspects.

Some of the needs emerged from the process were: promoting intergenerational and intercultural dialogue and exchange, improving the accessibility and aesthetics of places, increasing green areas in the town, organizing events attractive to young people, ensuring safety.



The citizens of Rignano Sull'Arno (province of Florence) have taken part in a co-creation experience aimed at finding ways to make their town more inclusive and child-friendly. The methodology used has been so-called "Oasis Game": starting from the observation of the social context and by interviewing the member of the community about their dreams for the place where they live, the co-creators were able to outline replicable and generative urban regeneration actions.

The experience was organized within the project "Spazi Infiniti" funded by Con i Bambini - an organization funding projects aimed at prevent educational poverty at national level. Some of the LeGO's workers who had taken part in the CWW training course have participated.



Some of the ideas that the group co-designed have been realized: thematic benches, small boxes to collect the children's ideas, open-air games for adults and children, improvement of the lighting in the streets, street art works, open-air cinema.

Finally the group co-planned an event with the aim of focussing the citizens' attention on the needs of the children and young people and, at the same time, enhancing the involvement of young people in the life of the local community. The event, called "The place of beauty and talents", was held on 27th June 2024 and included: open-air workshops, a picnic area, a free space to perform with musical and theatrical performances.



INNOVATING EDUCATION WITH CO- CREATION

An experience from Portugal

Portuguese co-creating wellbeing course involved 8 early childhood educators, 4 teachers from preparatory schools and 3 teacher trainers to contribute to innovation in education, developing new pedagogical ways through the development of a blended learning curriculum for professionals.

The course structure included a preliminary module on Wellbeing Promotion, as requested by participants in the pre-training questionnaire, plus three key modules: introduction to cocreation; the structure of the three co: co-define-co-plan-co-refine; the co-creation toolkit. The first two modules were face-to-face (8 hours) and the last two were online (13 hours).

Between training sessions, participants put their learning into practice in their schools (25 hours). All schools were able to initiate wellbeing co-creation projects involving the promotion of health and environmental sustainability, as shown in a teacher's portfolio:

"One of the activities proposed by the students to feel good at school was a trip to Penha Mountain. We went up by cable car and discovered the mysteries of that fabulous space".

The dissemination of good stories was considered by the teachers an added value for the sustainability of the project.

