CO-CREATING WELLBEING CURRICULA TRAINING IMPLEMENTATION AND EVALUATION

Lessons learned, challenges and training sustainability

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By: Teresa Vilaça, Daniele Botteri, Gemma Pearce, Frants Christensen, Sandie Bernard, Graça Carvalho, Lisa Camilli, Nikki Holliday, Paul Magee, Zélia Anastácio, Matteo Olivo, Emily Darlington, 2025.

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Acronyms

CCW	Co-Creating Welfare ERASMUS+ Project
CCW2	Co-Creating Wellbeing ERASMUS+ Project
3 Co's	Co-define; co-design; co-refine
COVID-19	Respiratory illness caused by the SARS-CoV-2 virus
UPRIGHT	Universal Preventive Resilience Intervention Globally implemented in schools to improve and promote mental Health for Teenagers
VET	Vocational education and training
WHO	World Health Organization

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1. Co-Creating Wellbeing Training Co-Refinement

1.1. An overview of co-creation in different contexts

Co-creation is a collaborative process where multiple stakeholders, including customers, suppliers, employees, or the public, jointly contribute to creating or improving products, services, or experiences (Ertz, 2024). This concept emphasises active participation and shared creativity throughout various stages of a project, as also argued in the work of Prahalad and Ramaswamy (2004), where co-creation is defined as the "joint creation of value by the company and the customer, allowing the customer to co-construct the service experience to suit her context" (p. 8). They highlighted the shift from a company-centric to a consumer-centric approach, where consumers are integral to the value creation process. Highlighting this concept, Sanders and Stappers (2008) define co-creation as "any act of collective creativity, i.e. creativity that is shared by two or more people" (p.6). This last concept was used as the cornerstone of the Co-Creating Wellbeing Training.

In the context of public health, co-creation involves a collaborative approach to creative problem-solving among diverse stakeholders at all project stages, including jointly determining and defining problems, as well as collaborating through to the final stages of a project (Vargas et al., 2022). The process is initiated by stakeholders who call for collective action, ensuring inclusive and comprehensive collaboration. Co-creation in healthcare involves collaborative efforts among patients, healthcare providers, and other stakeholders to design and implement health interventions and services (Palumbo, 2016). This participatory approach has been linked to enhanced wellbeing by fostering patient engagement, empowerment, and tailored care. Furthermore, a systematic review by Palumbo (2022) developed a comprehensive framework for healthcare co-creation, analysing outcomes and their determinants. The study emphasised the importance of patient engagement and collaborative relationships in achieving positive health outcomes.

Co-creation, involving collaborative efforts among various stakeholders, has been increasingly recognised as a valuable approach to promoting wellbeing across multiple contexts. A systematic review by Messiha et al. (2023) identified several contemporary theories applied in public health research to guide co-creation, co-design, and co-production initiatives. The review identified several theories, including Empowerment Theory which was employed in multiple studies emphasising the enhancement of individuals' control over factors affecting their health. This theoretical framework supports the idea that involving patients in the co-creation process can lead to improved health outcomes and wellbeing. Though less frequently, other theories and frameworks were also utilised, indicating a diverse theoretical landscape underpinning co-creation efforts in public health.

Furthermore, a systematic literature review by Powell and collaborators (2024) explored co-creation in community wellbeing initiatives. The review utilised the definition of wellbeing postulated in Ryan's Self-Determination Theory, which emphasises autonomy, competence, and relatedness as fundamental psychological needs. This theoretical perspective underscores the importance of fostering intrinsic motivation and active participation among community members in co-creation processes to enhance wellbeing outcomes.

These theoretical frameworks provide valuable insights into how co-creation can be structured and implemented to promote wellbeing in healthy settings. By leveraging theories such as Empowerment Theory and Self-Determination Theory, practitioners and researchers can design co-creation initiatives that effectively engage stakeholders, address their needs, and ultimately enhance wellbeing in various contexts. However, it is important to acknowledge that co-creation should not be focused on people in powerful positions trying to 'empower' those in less powerful positions, and instead focus on providing people with a space to harness their power (Pearce & Magee,2024).

A conceptual framework for understanding wellbeing co-creation has been developed in the area of service ecosystems (Landry & Furrer, 2023). This framework highlights the participation of multilevel service actors, suggesting that collaborative engagement across different levels can effectively promote wellbeing within service contexts. Additionally, a co-creation framework for applying co-creation in practice and research called the three co's framework (Pearce & Magee, 2024), ensures that co-creation processes are carried out right from the beginning (co-define), in the development of the solution (co-design) and in finalising and disseminating the output (co-refine).

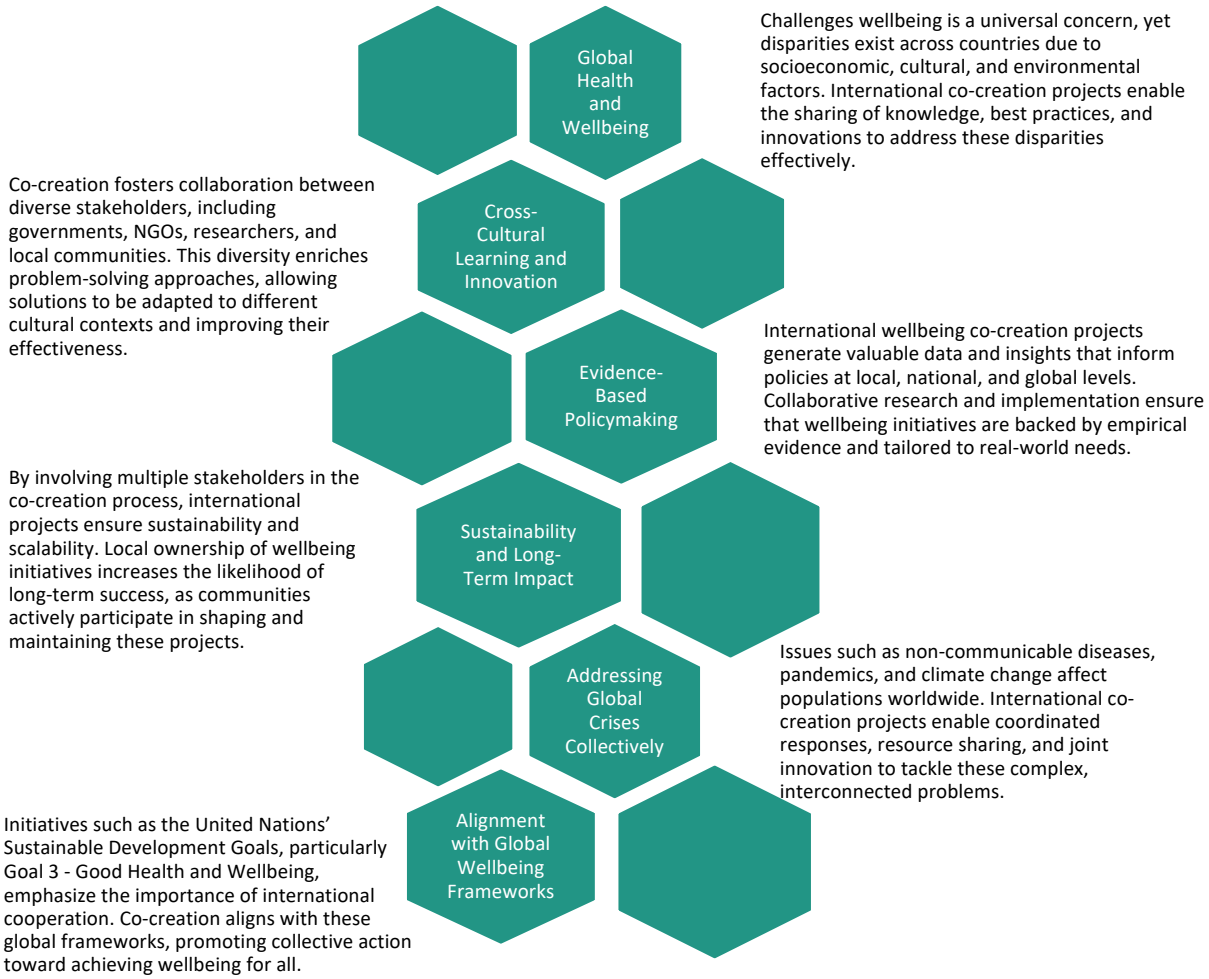
Co-creation in educational settings follows the same co-creation theoretical background involving the active collaboration between students, educators, and other stakeholders to design and implement educational experiences. This collaborative approach has been linked to enhanced wellbeing in schools, as it fosters a sense of ownership, engagement, and community among participants. A systematic literature review by Geurts et collaborators (2024) examined qualitative studies involving students aged 12–20 in co-creation activities related to teaching and learning. The review highlighted that such involvement improves student wellbeing by promoting agency, enhancing motivation, and strengthening relationships within the school community. Furthermore, the Universal Preventive Resilience Intervention Globally implemented in schools to improve and promote mental Health for Teenagers (UPRIGHT) project (Morote et al., 2022) implemented a co-creation and regional adaptation process to adjust a universal whole-school resilience programme to be tailored to the specific needs of each school community, thereby promoting the wellbeing of students by fostering resilience through collaboratively designed interventions. This whole-school approach to work with co-creation in health-promoting schools is also advocated by the Schools for Health in Europe Network Foundation (Vilaça et al., 2019).

In higher education, Lubicz-Nawrocka and Bovill (2021) explored the transformative potential of a co-creation curriculum. Their findings indicated that students who engage in co-creating curricula experience positive transformations, including the development of meaningful relationships, increased engagement, and a heightened sense of belonging, all of which contribute to their overall wellbeing. Bovill's (2020) literature review about co-creation in learning and teaching reinforced these results making a case for a whole-class approach in higher education. The review explored the potential of co-creating learning and teaching with a whole class of students (including face-to-face, blended, and online settings, and including lectures, tutorials, laboratories, and other methods of teaching) and argued that "whole-class approaches to co-creation may be inherently more inclusive of students than other approaches to co-creation and that this approach both relies upon, and contributes towards, building positive relationships between staff and students, and between students and students" (Bovill, 2020, p.1023).

Summing up, these studies in educational contexts underscore the theoretical and practical significance of co-creation in education. By actively involving students in designing and

implementing their learning experiences, schools can create environments that support and enhance student wellbeing. Therefore, there is a strong justification for international wellbeing co-creation projects that instigate collaboration and bring together diverse stakeholders across borders to design and implement solutions aimed at enhancing health and wellbeing. These projects are justified by several key factors represented in Figure 1.

Figure 1. *Importance of international co-creation projects in promoting wellbeing*



These insights underscore the importance of CCW2 project in promoting wellbeing, as it effectively leverages international collective expertise and resources to address global health challenges.

1.2. History of the CCW2 training

The current Co-Creating Wellbeing project (CCW2) is a continuation of the Erasmus+ funded Co-Creating Welfare project (CCW) (KA202-2016-12), which was developed between 2016

and 2019 with the same countries and institutions currently involved in CCW2. Italy joined the consortium in the present CCW2 project by entering the social cooperative LeGO Società Cooperativa Sociale, which greatly enriched it.

The main objective of the first CCW project was developing, testing and proposing efficient ways of implementing a common European set of training materials for professionals across Europe to become qualified to carry out co-creation processes at the local level, who can drive the necessary reorganisation and effectiveness of public welfare. This initial project consisted of four phases: preparation, development, testing and experimentation, and conceptualising a programme training course material to prepare professionals to co-create welfare solutions with citizens. The project activities were as follows (Figure 2): i) engagement with four pilot local authorities in each participating country; ii) development and presentation of a training needs analysis; iii) development, testing and presentation of co-creation course material; iv) training of about 40 professionals in each participating country; v) development and implementation of two local co-creation pilot projects in each participating city hall; vi) transfer of results to two partners outside the partnership; vii) dissemination and multiplication events such as seminars and conferences, newsletters, articles in local media and an academic article in a European academic journal.

Figure 2. *The first CCW project*

Resource: https://ccw.southdenmark.eu/

The CCW results showed the positive effects of training in the co-construction of the concept of co-creation and the development of professionals as facilitators of co-creation of wellbeing and mediators of conflict resolution during co-creation processes in their work contexts. However, the course was a rigid 4-day face-to-face structure and a more flexible overarching curriculum was needed to co-design into bespoke versions for different learning needs, contexts

and competencies. This also needed to respond to the growing need for online and hybrid teaching flexibility, especially in response to COVID-19. The need to create a CCW evaluation model that can be used to document the impact of CCW programmes and projects when applied in very diverse contexts also emerged.

1.3. Co-creation of the CCW2 training

The CCW2 project was co-created to address the key challenges that arose at the end of the previous CCW project. Underpinned by the three co's framework (Pearce & Magee, 2024), we aimed to:

1) Co-define how to work with online and hybrid forms of co-creation with professional practitioners in local organisations.

2) Co-design flexible guidance and training tools iteratively developed with professional practitioners in local organisations. This aimed to develop their co-creation competencies in planning and implementing co-creation across the fields of education, training, youth and sport with citizens, service users, policy makers, commissioners and service providers.

3) Co-refine the newly developed guidance and materials in a format that can be sustainably utilised by organisations and communities across Europe specifically addressing the need for a new approach to local solutions. This included the development and finalisation of a set of standards on how to evaluate co-creation projects.

To address these aims, we decided to apply for the KA220-VET - Cooperation partnerships in Vocational Education and Training (VET) call to attain the three most relevant priorities according to the objectives of our project: i) VET: Contributing to innovation in vocational education and training; VET: Increasing the flexibility of opportunities in vocational education and training; and VET: Increasing attractiveness of VET.

From the beginning of the CCW2, we argue that this project supports the three chosen priorities, and throughout this report, we will provide evidence that reinforces our initial argument. The CCW2 project supports the development of personal and interpersonal skills among professional practitioners working in the healthcare, social care, sports, educational, and youth sectors. These kinds of skills are primordial for the sustainable and inclusive development of the European welfare society, where more multidisciplinary collaboration between departments within the public service and a closer dialogue with citizens and civil society organisations is strongly needed to develop more sustainable and cost-effective wellbeing services.

As the Co-Creating Wellbeing project is based on a robust action learning approach, it was necessary to consider the diversity in local and national cultures, socio-political systems and traditions in the co-creation of the wellbeing curricula. This principle was key for CCW2 implementation because it helps to avoid many conflicts, as the European and the local objectives are considered equally important. The project partners used digital tools extensively in the project, which were directed towards two different areas: project management and learning tools. Therefore, the CCW2 curriculum was co-created by the international co-partners under the leadership of Coventry University, aiming to develop a curriculum for online training to improve the rigid face-to-face course from the previous CCW project to an overarching flexible curriculum

for this CCW2 project. Each of the five project partners then tested this curriculum by co-designing bespoke pilot training for their learner's needs, contexts and competencies.

The objective of the CCW2 project was to develop the previous curriculum further to make it more flexible to the needs and situation of the individual student. To make the concept as flexible as possible, the CCW2 curriculum included different pedagogical tools where, each one intended to support the attendees' learning outcomes, incorporating new pedagogical approaches such as blended learning, action learning and a strong focus on knowledge transfer. Therefore, the CCW2 training curriculum had the following specific objectives:

- Overall, participants will experience a coherent learning programme that has a high degree of flexibility to support the vast majority of attendees' needs to strengthen their competencies around co-creation with citizens;
- Attendees should feel supported in organising a co-creation project in parallel with the training (action learning);
- Attendees should experience that the training is organised in a very flexible way without compromising the quality and the outcome of the training (Principles from blended learning);
- Attendees should find that the training places a strong emphasis on the applicability of the new competencies in their daily lives (Action learning);
- Attendees should find that the training gives them a greater insight into how to deal with the (typically political) context in which co-creation projects take place.

Summing up, to develop this new and flexible CCW2 training curriculum, a minimum of two iterations of pilot testing were carried out and evaluated in five countries. The pilots aimed to provide experience and knowledge of applying the curriculum in multiple ways so that partners were able to co-refine the Co-Creating Wellbeing Curriculum as a final output presented freely to the public via the website.

Objectives of the pilot testing

Evaluation of the flexibility, applicability and deliverability of the new CCW2 curriculum consisted of an assessment of the bespoke training pilots by the attendees and trainers. The two pilots aimed for by each partner contributed to the general objectives of the project and had the following objectives:

- To know the initial needs of attendees regarding co-creation and the features of CCW2 training;
- To understand how the pilot attendees and trainers perceive the more flexible teaching methods used and how they work in practice;
- To analyse if attendees in the training find an example in practice on which they can test the theories;
- To understand if the attendees' case projects have different rates of progression.

The overarching Co-creating Wellbeing curriculum developed was modular, consisting of three key modules: 1) Introduction to Co-creation; 2) Applying the three Co's framework: co-define, co-plan, and co-refine (Pearce & Magee, 2024); and 3) the Co-creation Toolkit (including examples of co-creation methods and case studies alongside synchronous experiential and action-based learning).

1.4. Case studies of the CCW2 pilot training

United Kingdom

The UK partners hosted the first pilot training of the Co-Creating Wellbeing course in June and July 2023 in a hybrid modality. Forty participants took part in the pilot course from all over the UK, from backgrounds including health and social care, academia, charity, and members of the public. The pilot consisted of three online modules and a face-to-face day where attendees could come together to try out co-creation techniques, as well as having the opportunity to network with other people interested in using co-creation in their work and life.

After testing this hybrid pilot for the first iteration, with synchronous and asynchronous sessions, the UK chose to test an online-only delivery method and a second hybrid version. Accordingly, they ran all three pilots with attendees having two months of access to the online Aula materials where they could complete the activities in their own asynchronous time, and then they all received a one-day synchronous workshop to experience some co-creation activities and learning. In response to attendee feedback in pilot 1, pilots 2 and 3 also had an initial workshop before the online Aula training started so that they could meet their fellow attendees and for the team of trainers to introduce how the curriculum worked.

In the UK, an open invitation was provided across social media for people who wanted to learn about co-creation in the fields of health and wellbeing. Across the pilots, attendees' backgrounds included healthcare professionals, charity workers and academics. Additionally, in the second set of pilots, local government employees attended too. The first hybrid pilot saw attendees travelling from locations near the host organisation; however, the second hybrid pilot also attracted people from across the UK, and two people flew over from Ireland. For the online-only pilot, in addition to the UK, attendees from Ireland, Australia, Indonesia and Ghana were also allowed to attend.

Summing up, the UK team had 81 trainees, 40 in pilot 1, 21 in pilot 2 and 20 in pilot 3 and they implemented the CCW2 curriculum successfully using different modalities, showing how flexible this curriculum is.

Portugal

In Portugal, the first 25-hour Co-Creating Wellbeing pilot training was implemented between May and July 2023. It involved 15 participants from the northern region, eight early

childhood educators, four teachers from preparatory schools, and three teacher trainers to contribute to innovation in education, developing new pedagogical ways through a blended learning curriculum for professionals. The pilot course structure included a preliminary module on Wellbeing Promotion as requested by participants in the pre-training questionnaire, before delivering the three key modules from the Co-Creating Wellbeing Curriculum. The first two modules were face-to-face in one day of training (7h) in May 2023, and the last two were carried out in a 13 hours-remote classroom (3 sessions lasting 3 hours each and one with 4 hours). At the end of the pilot, a 5-hour session to share the results of the school co-creation projects in a multiplier event occurred at the University of Minho. Between training sessions, attendees put their learning into practice in their schools (25 hours).

The second iteration of the Co-Creating Wellbeing pilot course was carried out between May and October 2024, with 17 kindergarten educators and teachers involved from five different institutions. Between October and December 2024, the third iteration was implemented with 25 professionals from one care residence for children and adolescents in Braga, Portugal. Teacher and kindergarten educators had a 25-hour training course, held at the University of Minho, applying the blended learning modality, started with a synchronous online session (4h) where the course was presented, the results of the needs analysis questionnaire were discussed, and the first module was introduced. Afterwards, two intense, creative and engaging face-to-face Saturdays (14h) were carried out, connecting the most globalising theoretical concepts and the practice underlying modules 2 and 3 of the Curriculum, and co-designing the wellbeing project for each institution. Subsequently, three online sessions were held (7h), spaced out in time, where attendees were invited to use the flipped classroom pedagogical model. This model challenged them to prepare the theoretical part of the course in greater depth, outside the classroom, organised in communities of practice in their schools, based on video conferences, with later sharing of their learnings in Zoom sessions.

The 25-hour face-to-face Co-Creating Wellbeing Course was then delivered as the third pilot in a care residence included educators, psychologists, sociologists, social workers and teachers, volunteers, and staff (canteen, laundry, storage, cleaning). All these caregivers interact daily with the children and adolescents, and all know their needs and behaviours very well. Given the diversity and vulnerabilities of children and adolescents, they realise their job is challenging, where wellbeing has been a discussion target. Thus, this training emerged at a crucial moment and was very timely. The training course started with a meeting with those responsible for each sector of the care residence to define the training schedule. All the CCW2 training activities were face-to-face. During the pilot, the group of residence caregivers co-created a deck of cards with wellbeing messages and agreed to produce more copies of the materials co-created in their typography services to be disseminated and used in other residences. This group also produced three flipcharts, two for workers (one in each residence care unit – general and specialised) and one for children and adolescents.

The 1st and 2nd pilot courses were publicised through e-mail and, in the 2nd pilot, a CCW2 Course presentation video was also sent to teachers involved in health education in schools in the Portuguese northern region. In the 3rd pilot the participants were recruited from people working at one care residence in Braga, Portugal, with whom the trainer usually works.

In synthesis, the Portuguese team had 59 participants (15 in pilot 1, 17 in pilot 2 and 27 in pilot 3) in two blended learning courses (each with synchronous online and face-to-face sessions)

carried out at regional level, including participants from the northern region of Portugal (from the cities of Braga, Guimarães, Porto, Trofa, Vila Verde, and Vila Nova de Famalicão) and one face-to-face pilot at a local level.

Italy

In Italy, partner LeGO, a social enterprise based in Montevarchi, Tuscany, conducted an initial 32-hour Co-Creating Wellbeing pilot between June and November 2023. A group of about 20 people, among whom project managers and workers in the social, cultural, education, and territorial planning fields, were involved. The objective of the training sessions was to introduce good practices, strategies, and tools for working within co-creation processes. The course consisted of face-to-face sessions, each focussing on a specific topic: the co-creation phases, power and relations among cocreators, handling conflicts and design thinking creatively. More specifically, in module 1, Introduction to co-creation, lasted 14 hours. The first two sessions were online (2 hours each), followed by two face-to-face sessions (6 hours+4 hours). Module 2, Co-defining, co-designing, and co-refining, lasted 10 hours, and was organised in two face-to-face sessions (4 hours each) interspersed with an online session (2 hours). Finally, module 3, The Co-creation Toolkit, lasted eight hours, and was organised into two face-to-face sessions (4 hours each). Participants were recruited by sending e-mail invitations to local administrations with whom the Italian team often work. A direct invitation was also made to the members of Umana Persone, a network of Social Cooperatives to which LeGO belongs. Additionally, some participants were recruited directly among LeGO workers. Finally, open/free registrations were collected through LeGO website and social channels.

Twenty participants signed up: six trainees working within local public administrations, six trainees working in private companies (social enterprises), and eight trainees working within LeGO with different roles in different sectors. Most of the trainees live and work in Valdarno (where the Italian project partners are based) and know each other. Some of them come from neighbouring provinces. Of those 20, 15 people attended the whole 1st pilot. The trainers did not suggest co-creation projects to the attendees; however, they were left free to work and reflect on their own ideas, with projects emerging, for example, related to self-financing to develop housing policies.

In the second iteration in Italy, trainees were divided into two groups who worked partly together and partly in parallel based on the topics addressed. As explained earlier, in the first pilot, a broader version was tested, which basically included the entire original version of the CCW2 curriculum; however, the second pilot tested two different, more restricted versions (pilots 2A and 2B), tailored to the specific needs of the attendees, analysed though the pre-training questionnaire and a meeting with the organisation management. The second pilot addressed educators, social workers, psychologists and project coordinators at LeGO. Therefore, this new pilot programme, developed between May and September 2024, included both face-to-face and remote training activities and was divided into two sub-pilots, each focussing on some specific aspects of co-creation and targeting a specific audience. The two sub-pilots shared the first session (online), the introduction to co-creation and the three Co's approach (1 hour, May) and the last one (face-to-face), the debriefing about co-creation and co-evaluation activities (3 hours, September).

Pilot 2A, focussed on the skills for Co-Creation (active listening, emotions, creativity, conflict management, participation) and how to implement co-creation when working with young people. Then two more face-to-face intermediate sessions were conducted: the golden rules of active listening, stereotypes, emotional awareness (6 hours, June) and creative/ lateral thinking (six thinking hats), participation (the ladder of participation), collaboration, creative conflict styles, and negotiation (6 hours, June).

Pilot 2B, focussed on Co-design and Design thinking in the fields of services addressed to vulnerable children and families. Then three more intermediate sessions were carried out: Introduction to Design Thinking: meaning and method (2 hours, June, online); needs analysis (4 hours, June, face-to-face); from needs analysis to planning, and prototyping and evaluation (8 hours, June, face-to-face).

The second pilot (A and B) addressed a group of 38 people, including one company director, 25 educators, three social workers, one psychologist, and eight project managers/coordinators working at LeGO's. The Italian team met with the company directors who had been previously trained (in the 1st pilot iteration) to present the new programme and ask them to select workers to send invites to attend the 2nd pilot. These 38 participants were divided into two groups (the two sub-pilots): one with 18 people (2A) and the other with 20 people (2B). The Italian team found that a group of 18-20 persons was the best number for training. In contrast, in their perception, a group of 38 participants was more difficult to manage for the type of activities proposed (independent of the modality). The trainers did not suggest co-creation projects to the participants, but they were free to work and reflect on their own ideas. Several project ideas emerged, namely: psychological help desk for adolescents, emotion education, and service for Alzheimer's caregivers.

All attendees of the second pilot lived in Valdarno. Although they all work in LeGOs, many did not know each other, either because they held different roles in different services (in different locations) or they were newcomers.

Summing up, the Italian team had 58 people (20 in pilot 1 and 38 in pilot 2) and implemented the original course flexibly with positive results in three groups of professionals.

France

France aimed to launch the first Co-Creating Wellbeing pilot to start in September 2023. The attendees were selected through an invitation sent to various contacts from the French team network in the Rhône-Alpes area. The CCW2 Training was deployed on the Moodle LMS and includes resources (digital teaching materials) and activities (quizzes, forums, etc.). Synchronous online sessions were scheduled within the various modules. The stakeholders invited were people interested in using co-creation in their work and studies: public health students, design schools' students, researchers working in the field of wellbeing, teacher trainers and professionals from the health, social and education sectors. However, it was not possible to deliver this planned pilot. Attendees were invited to register for the training via e-mail, but despite several follow-ups, the French team did not have sufficient attendees.

The second pilot was conducted from mid-October 2024 to the end of December 2024. The three modules (Introduction to co-creation, The three Co's framework and The CoCreation toolkit) were provided on the Moodle Learning Management System (LMS), and included resources (digital teaching material) and activities (quizzes, forums, etc.). Synchronous online sessions were scheduled within the various modules. Two face-to-face sessions were scheduled in early November and mid-December 2024. The online distance learning course continued after the end of the CCW2 project.

This second pilot was included in a second-year Master's programme for public health students in initial training and professionals in continuing education (Nurses, Occupational therapists, Paediatrician, General practitioners, Psychiatry residents, and a Dietitian), some of whom are already professionals from the health, social and education sectors. The distance learning course was scheduled as part of the students' academic curriculum.

The 22 attendees came from Lyon, Saint-Etienne, and Grenoble. Some lived locally, while others were located within a maximum of two hours from the training site. Most attendees were unfamiliar with the principles of co-creation, originally perceiving it as simply consulting with stakeholders. The attendees aim to co-create a project before the summer of 2025 with the organisation hosting them for their Master's internship. One attendee presented the idea of a co-creation project in a children's day care centre involving parents in combating head lice.

Summing up, in France, it was not possible to implement the first pilot aimed at people interested in using co-creation in their work and studies, including public health students, design schools' students, researchers working in the field of wellbeing, teacher trainers and professionals from the health, social and education sectors. In the second pilot, the blended learning training involved 22 participants, some of whom were already professionals from the health, social and education sectors. The pilot was integrated as an additional component in the students' training, outside of the official curriculum. They all enrolled voluntarily because they were interested in the topic and the activities offered.

Denmark

In Denmark, the planned collaboration with six municipalities in Jutland and Funen was cancelled by the municipalities just before the 1st planned Co-Creating Wellbeing pilot training was due to start. Four of the six municipalities had various problems in the strategic top management, so the project was postponed. Instead, the Danish team contacted Kold College, who train chefs. They wanted to do a co-creation project with their students on how to equip their training kitchens. In addition, the Danish team have run a small programme for two other stakeholder organisations, who have attended a day's training and will continue working on their projects at some point. One is a maritime school that wants to co-create better wellbeing with its students. Another is an upper secondary school that wants to co-create a better way to avoid dropout together with their students. However, there were difficulties establishing full testing of the curriculum in the three above-mentioned additional organisations, and so the Danish team only later implemented the 1st full iteration of the Co-Creating Wellbeing pilot in two other contexts.

Pilot 1, carried out between June and September 2024, involved 18 participants who were care staff in one municipality (Sønderborg). The course was face-to-face only and allowed the attendees to contact the teachers in person whenever they wished. Not all of the CCW2 Curriculum was worked on. The Danish team selected parts of it because time was limited. The setting in June 2024 was in one of the municipality's training rooms and it took place as a one-day course. Twenty-five employees were invited to attend, and pre-course questionnaires were sent out in advance so the trainers could prepare based on the attendees' prior knowledge. From the responses received, it was clear that there was a big difference in the attendees' prior knowledge of co-creation and their general education level. The answers to the questionnaire with the attendees' prerequisites and wishes/expectations showed a very large variation, which led the trainers to change the content and approach to teaching.

Firstly, the teaching material was changed significantly compared to the original CCW2 presentation pedagogical materials prepared by the UK team to be more bespoke for the attendee's needs, contexts and competencies. Secondly, there was a need for a division in the approach to co-creation and the two teachers used different approaches to co-creation as a result. One delivered a project-based approach, where co-creation happens as a process that involves several people and extends over a longer period of time. For example, it could be a project to plan a park in a local area, involving the whole neighbourhood. The other teacher used a more individual-based approach where co-creation happens in the actual meeting between the citizen and the representative of the public service provider, for example, in the delivery of care services. Thirdly, the Danish team wanted to achieve some concrete actions/results, so the training also focused on changes towards co-creation in everyday life.

On the training day, 18 attendees showed up and participated in a programme organised in three parts. The first part aligned with the aim of the first module in the Co-creatin Wellbeing Curriculum and consisted of a more theoretical overview of co-creation and its definition. In the next part, the 18 attendees were divided into two groups. One group consisted of attendees who wanted to learn more about the project-oriented co-creation approach, while the other group consisted of attendees who were interested in learning about co-creation in individual service delivery. Finally, time was set aside for the attendees to discuss some ideas for initiating a co-creation process before the next course day. The trainers generally felt that the first day of the course went well, as several attendees commented positively on the final oral evaluation. Therefore, the trainers were surprised that the written evaluations were low compared to the verbal feedback. A total of 13 attendees submitted a written evaluation of the first day. The attendees were informed that they should try to work on the ideas they had for co-creation over the summer, and if they had any questions about the process, they could contact the trainers. They were also informed that a meeting would be arranged at the end of September, where the results of the individual "projects" were supposed to be presented to the management team in the Care Department. Finally, the attendees were informed that at least one meeting would be organised in September to discuss the presentations.

Over the summer, there were no inquiries from the attendees, and the two trainers agreed to offer the attendees a physical follow-up meeting in mid-August (right after the summer vacation). It was arranged at relatively short notice, as the invitation was not to be drowned in all the other e-mails that could be waiting for employees when they returned from vacation. In

August, this event was held at Sønderborg municipality's training centre. Eight attendees showed up, representing 10 of the original attendees. This event was divided into two parts. Firstly, the attendees presented their idea for a co-creation process and discussed it with the other attendees, and secondly, a part where the attendees could work on their own project and get advice and guidance from the trainers. The trainers experienced a high level of engagement and good discussions around the proposed co-creation ideas.

The attendees were also informed that a presentation of their projects to the management was scheduled for September. To best support the attendees, it was agreed that they were welcome to contact the trainers in the intervening period and that they could either send or bring their slides so that the trainers could collect all presentations on a USB stick. It would speed up the transition between the attendees' presentations. No attendees contacted the trainers in the intervening period for advice and guidance, but some groups sent their slides in advance before September 2024.

In the September session, trainers and attendees met about two hours before the presentation to the managers. They went through the presentations and checked that everything was working as it should. This also aimed to give attendees more peace during their presentations to management and get some feedback on what questions might come up during the presentation. All groups from August 2024 had worked on the project idea and prepared presentations. The management who attendees presented to was represented by the top manager and two other managers in the area. The presentations went beyond all expectations. All the participants had very qualified proposals for the co-creation process and were excellent at getting out of the box with their ideas and projects. and the management was very impressed with the result based on the few times and the short time the attendees had had to work with their ideas and also found the chosen topics very relevant for the continuous improvement of the area. Likewise, the dialogue that followed the presentations was very valuable for the different hierarchical layers to understand each other's situation and way of thinking. The event was so successful and fruitful that it was agreed that another one would be held when the attendees were further along with their ideas/projects. The meeting will be held after the official end date of the CCW2 project, but the trainers will try to attend the meeting to catch the last part of the process because it is important to see the progress of the ideas and impact of the CCW2 project.

Much learning has been created in this pilot course. A thorough and well-planned presentation is not always the only prerequisite for successful training. Many other elements need to be in place for the attendees to feel relevant and present. The initial presentation of the curriculum, where the attendees' expectations of the training are created, is extremely important. In this case, an opportunity to "do things again" - albeit with fewer attendees was given, but some attendees then created exciting ideas and projects. In the first pilot, there were several attendees who did not immediately see the point of the training, and certainly not in comparison to the challenges that they have in their daily lives. The Danish team understood it is important to try to create a situation where knowledge is conveyed more through a workshop-like situation than an actual teaching situation. In this way, the knowledge transfer is automatically adapted to the needs and level of the attendees. In this case study, there was a big difference in the preconditions for co-creation that the attendees had on the first day of training. It means that it was very difficult not to run the risk of someone feeling that the pilot was too difficult to follow and others feeling it was too easy to follow. It is necessary to pay close attention to the motivation to engage in the training. In situations where everyday tasks got in the way, this was the main focus and priority of the

attendee, and then it became very difficult to motivate them to relate to something else (or at least theoretically, where they cannot immediately relate the topic to their busy daily lives). Therefore, a bespoke course derived from the overarching flexible Curriculum based on the individual participant's daily life would be ideal. This is recommended as a workshop-based course that can be supplemented with small theoretical presentations.

In brief, to recruit participants for the first pilot, the Danish team agreed with the municipality, and 25 employees were invited to the teaching: 18 showed up the first time, and 8 showed up the second time. The training day with only 8 persons became very intense, but the dynamic was very good because it was a face-to-face session. However, the trainer team thinks this session could have functioned as a hybrid session, too. The team also considered the session with 18 participants very good. The pilot attendees worked on their co-creation project, and the goal was for them to present it to the leaders at the end of the training. One was taking contact with a nearby school to do a project to establish visiting friends between older people and the oldest classes at school. Another project was establishing contact with a kindergarten next to the nursing home and having them visit once a fortnight. Additionally, another project was to get employees to be more aware of the wishes and needs of people with dementia.

Pilot 2, developed between August and November 2024, was again only a face-to-face course. The target audience was administrative staff from Universities, University colleges and municipalities. Only part of the planned pilot was delivered, not the whole of it because of little time. The course was run in parallel with a formal module at one of UCL's programmes. The course consisted of three teaching sessions of varying lengths between 2 hours and 3:30 hours. The attendees were already students at UCL, and the programme was initiated to see if there was any difference in motivation among the attendees when their motivation was different. The students were already prepared to receive learning, while the attendees in Sønderborg were suddenly taken out of their busy everyday lives to participate in a course that they all had no knowledge of or relationship to. The content of the three sessions was discussed with the students in relation to the overarching Co-creating Wellbeing Curriculum, and their priorities resulted in the three topics being covered. The first session presented the theoretical basis for co-creation and the two different approaches used in the first Danish pilot. The next session involved testing an innovation game developed by Center for Public-Private Innovation (CO-PI) in Denmark (Grove, Jakobsen, & Niss, 2021). By testing the innovation game, the students also had to assess how the game could be adapted to support a co-creation approach to innovation better. The last session contained two topics. Firstly, the theory of evaluation of co-creation projects was discussed, and secondly, a theoretical review of Narrative Theory.

To recruit the attendees, the Danish partner team members asked in one of their training classes if students were interested in some more teaching besides formal education, and they were interested. Six students attended all three sessions, and illness was the only reason for absence. For this little group, some activities from the possibilities that suited this group size were implemented. For example, an innovative game for six players was carried out, and it worked perfectly. In the second session the students did not work with their own projects. An idea-generating process on the last of the three-course times was simulated, but trainers did not go deeper into that, although the students were ready for that.

In summary, Denmark had 24 participants (18 in pilot 1 and 6 in pilot 2) and delivered a face-to-face-only version of the training to the two pilots. The first pilot was aimed at care staff in

a municipality, and the second pilot was aimed at administrative staff from municipalities and higher/further education organisations, such as Universities and University colleges.

A comparative view of case studies

A comparative view of the CCW2 pilot training case studies allow us to observe that the training was implemented with a very different number of training hours, with different modalities (in person, online and blended learning) and involving a wide variety of professionals and local contexts (Table 1).

The contexts of curriculum implementation alone demonstrate their flexibility and interest in their attendance. The practical evidence presented later will also show how this curriculum is valued by the target audience with added value for the implementation of co-creation processes in different contexts and with people of different age groups and backgrounds.

Table 1. *Comparative view of CCW2 pilot training case studies*

	1st Pilot				2nd Pilot				3rd Pilot			
	Attendees		Training modality		Attendees		Training modality		Attendees		Training modality	
	No.	Work sector	Face-to-face	Online	No.	Work sector	Face-to-face	Online	No.	Work sector	Face-to-face	Online
UK	40	• Health and social care • Academia • Charity • Members of the public	*At the end:* 1 day synchronous	*First:* 3 modules (two months online aula asynchronous)	21	• Health/social care • Academia • Charity • Members of public • Local gov.employees	*At the end:* 1 day synchronous	*At the beginning:* Initial synchronous workshop *Middle:* 3 modules (2month aula asynchronous)	20	• Health/social care • Academia • Charity • Members of public • Local gov.employees	_____	*At the beginning:* Initial synchronous workshop *Middle:* 3 modules (2month online Aula asynchronous) *At the end:* 1 day synchronous
PT	15	• Childhood educators • Teachers • Teacher trainers.	*First:* Wellbeing Promotion +1st module(12h)	*At the end:* 2nd and 3rdmodule and co-planning of their own projects (13h)	17	• Childhood educators • Teachers	*First:* 2nd+3rdmodules and co-planning of their own projects (14 h)	1 initial session (4h) + 3 final sessions	27	• Educators • Psychologists • Sociologists • Social workers Teachers	All modules (25h)	_____
IT	20	• Project managers • Social workers • Cultural workers • Education professionals • Territorial planning field	M1-After 2 sessions(10h) M2-2sessions (8h) M3-2sessions (8h)	M1-first 2 sessions (4h) M2-1intercalate session (2h)	18	• Educators • Social workers • One psychologist • Project managers working at LeGO's.	*Sub-pilot 1 (16h)* 2 intermediate sessions (12h) Last session (3h)	1st session (1h)	20	• Company director • Educators • Social workers • One psychologist • Project managers working at LeGO's.	*Sub-pilot 2 (18h)* 2 intermediate sessions (14h) Last session (3h)	1st session (1h)

Table 1. *Comparative view of CCW2 pilot training case studies (cont.)*

	1st Pilot				2nd Pilot				3rd Pilot			
	Attendees		Training modality		Attendees		Training modality		Attendees		Training modality	
	No.	Work sector	Face-to-face	Online	No.	Work sector	Face-to-face	Online	No.	Work sector	Face-to-face	Online
FR	_____	• Public health students • Design schools' students • Researchers working in the field of wellbeing • Teacher trainers • Health/ social/ education sector professionals	_____	3 modules	22	• Public health students in initial training • Professionals in continuing education (Nurses/Paediatricia/ General practitioner)	1 session in early November 2024 1 session in mid-December 2024	All intermediate sessions	__	_____	_____	_____
DK	25	• Care staff in one municipality (18 first session and 8 second session)	Part of the curriculum was worked on. Trainees worked on co-creation projects	_____	6	• Administrative staff from Universities, University colleges and municipalities	3 sessions. Not the whole curriculum was worked on.	_____	__	_____	_____	_____

1.5. Methodological and ethical paths

General procedures

At the beginning of the CCW2 project, different data collection instruments were co-produced to monitor and evaluate the Co-Creating Wellbeing Curriculum pilot training.

The first instrument applied was the Need Analysis Questionnaire (Appendix 1), which aimed to analyse the planned attendees' co-creation understanding, competencies, organisational contexts and training expectations. This questionnaire was applied online before the start of the pilots with the aim of iteratively adjusting the curriculum into a bespoke training course for the planned attendees.

Subsequently, questionnaires were created for trainees to provide feedback on the face-to-face and online training sessions (Appendix 2) regarding the methodologies/ strategies used during the training, the usefulness of the training activities for their practice, reflect on what can be improved from the pilot delivery, and what were the facilitating factors and barriers they encountered during the co-creation learning development. The quantitative evaluation targeted 16 questions that the attendees answered either after or during the training sessions. These questions were focused on the quality of the teaching, the methodologies used, the balance between the co-creation theory and how to use it in practice, the teamwork carried out, the climate, the usefulness of the activities, the clarity of topics, Information and Computer Technologies (ICTs) used, and the teaching materials used (e.g., videos, presentations, etc.). The qualitative evaluation investigated items, namely, the most enjoyable aspects of the sessions, what can be improved, the three most important things that the trainees learned, how they will use the new knowledge, factors that facilitated and created barriers to training sessions, and unexpected things learned.

A questionnaire was constructed to collect the trainers' perceptions at the end of the training to cross-reference the feedback given by the trainees (Appendix 3).

Ethical considerations

At the beginning of the project, all participants were informed about the objectives of the project and the associated evaluation process, clarifying the ethical procedures that would be taken into account.

The expected time for the participation of professionals involved in the training was explained, and no known risks or discomforts were associated with implementing the project and its evaluation process. This preliminary conversation discussed the possible benefits of the CCW2 project.

Finally, permission was requested to use the institution's name in the project documents, and it was emphasised that participation was voluntary and that refusal to participate would not result in any type of action. The subjects' right to withdraw from the project at any time without any consequences was also considered.

After the co-construction and validation of all data collection instruments and the declaration of free and informed consent, some of the partner countries involved received ethical approval for the CCW2 project at their institutional Ethics Committees as required.

Data collection and analysis

Most countries administered the questionnaires online. However, the frequency with which these questionnaires were applied varied in each case study depending on their training modalities and attendees. Some countries found it relevant to apply the pilot course evaluation questionnaires at every session, others at the end of each training modality and others only at the end of the course. For the case studies where the questionnaires were applied at each training modality (face-to-face or online), there are no statistically significant differences in the responses; therefore, the results will be presented for each case study as the average score obtained in each item, regardless of the number of questionnaires completed by each trainee.

Data from questionnaires were translated into English. The open questions in the questionnaires were submitted to a content analysis, and an inductive categorisation system was created. This process was completed with an independent examination by the other countries' CCW2 teams. Consensus was reached throughout.

The presentation and discussion of the results are organised according to the aims of the Co-creating Wellbeing Curricula Pilot testing, and data were synthesised into tables that show results per country. Where appropriate, evidence from practice and other project outputs are presented to reinforce data analysis.

2. Monitoring and evaluating

2.1. Attendees' needs on co-creation before the pilots

The United Kingdom applied the Need Analysis Questionnaire before all three of the CCW2 pilots. Portugal applied it for the first and second pilots, but not the third one. Italy and France carried out the same questionnaire before the second pilot (both 2A and 2B for Italy) but not the first pilots. The reason that Italy did not use this for the first pilot was because they did not receive a final list of attendees until just a few days before the start of the pilot. However, they did have informal individual chats with potential attendees when proposing they joined the course to discuss their learning needs and goals. They also had a meeting with people from other social enterprises in our network (before they asked to join) to present the project and discuss their needs. Before the co-creation training in Denmark, instead of using the formal questionnaire, the planned attendees discussed with the trainers which aspects they found most exciting in relation to co-creation and their daily lives, and the topics for the training were chosen based on this prioritisation. The main results of the questionnaire are presented below.

It was observed that most of the Portuguese and Italian professionals involved in the CCW2 training course had no practical experience in co-approaches (68.0% *versus* 85.3%), unlike

professionals in the United Kingdom and France, where this happened to only 37.5% and 31.8% of participants, respectively (Table 2).

Table 2. *Previous experience of professionals with any of the co-approaches*

Experience on co-approaches	UK (n=79) (1st +2nd+3rd P)		PT (n=25) (1st+2nd P)		IT (n=34) (2nd+ 3rd P)		FR (n=22) (2nd P)	
	f	%	f	%	f	%	f	%
I have heard about co-approaches before	1	1.3					1	4.6
Read about co-creation	6	7.6			1	2.9		
Learned about co-creation at university					1	2.9	5	22.7
Developed a co-creation project	7	8.9	6	24.0			1	4.6
Facilitation of co-creation sessions	1	1.3						
Attended workshops in co-creation	2	2.5					1	4.6
Was trainer in co-design	1	1.3						
Experience in co-design	10	12.7	1	4.0	1	2.9		
Undertaken research into co-approaches	7	8.9					1	4.6
Professional experience in co-creation	3	3.8			1	2.9	9	40.9
Experience in co-production	9	11.4					2	9.1
Experience in co-evaluation	2	2.5	1	4.0			1	4.6
Have no practical experience	18	22.8	17	68.0	29	85.3	7	31.8
Ambiguous answer	1	1.3			1	2.9		

In the United Kingdom and Portugal, professionals who had some experience with co-approaches mainly mentioned developing co-creation projects (8,9% *versus* 24.0%), as the excerpts below show (Q stands for question number in the questionnaire):

> Planning co-creation and a bit of reading about it. (UK, Q1)

> I have read a lot about co-creation and designed a co-creation project which I am currently applying for funding for, but I have no practical experience (UK, Q2)

> Participating in co-creation group sessions for a clinical trial, involving activities and discussions on the recruitment methods, intervention, and outcome measures. (UK, Q24)

> I have already had experience with co-creation in a school approach, which allowed me to realise that most of the time, what did not bring wellbeing to children were situations or attitudes that were very easy to solve with groups made up of children and adults. (PT, Q10)

> I have already had experience in co-creation with colleagues, aiming to build a guiding instrument for internship supervision in initial teacher training. (PT, Q11)

> The co-creation project in an educational context was developed within the scope of a complementary offer to promote wellbeing. (PT, Q13)

Research in co-approaches was mentioned most frequently in the United Kingdom (8,9%), whether as principal investigator, supervisor of master's or doctoral students and as a participating member of research projects:

> I have researched the area and have an academic understanding, but I haven't been involved in any training. I have co-created courses as part of course approvals with students, service users and practice partners. (UK, Q5)

> My master's course included teaching co-production. My final year project included running a focus group with three people to explore their needs for a medical device. Currently in my role, I try to carry this type of work. (UK, Q11)

> I have used experience-based co-design in quality improvement research in the NHS, and am supervising students using co-production. (UK, Q12)

> I have also had the opportunity to work on a service evaluation Patient and Public Involvement and Engagement (PPIE) in palliative care research studies. (UK, Q14)

In France, 40.9% of professionals involved in the second pilot course reported professional experience in co-creation:

> I have experience in the co-construction of a service project (hospital-related). (FR, Q4)

> If I refer to the definition of co-creation in healthcare from HCareCanada, it is described as "a working process involving all stakeholders, from patients to governments included". (FR, Q5)

> During my professional experience as a nurse, I participated in therapeutic education training and observed some sessions with patients. In these sessions, several facilitation tools or popular education methods were used. Techniques such as brainstorming, the Regnier abacus, and envelope methods enabled the co-construction/co-creation/co-production of both scientific and experiential knowledge with participating patients. (FR, Q6)

> I believe I had an experience close to co-creation in my previous job: I participated in creating a protocol for implementing and monitoring a specific treatment for diabetic patients (a closed-loop system), for which we exchanged ideas and involved various stakeholders: the doctor, patients (through three volunteer patients), the hospital management (director of care), the healthcare provider (me), the therapeutic education nurse, the healthcare manager, and the dietitian. (FR, Q7)

> During my M1 internship, I observed examples of co-creation, co-planning, co-production, and co-evaluation, but I did not participate as a main actor. I carried out tasks related to these approaches. However, I have had to create, plan, organise, produce, and even evaluate in a different setting than public health and related projects. As a synchronised swimming coach, I organise various gala events every year, and my role changes depending on the clubs: in one club, I am solely responsible for the section, so I have to organise the gala alone, working closely with the club's board for logistics; in two other clubs, we manage it together, making it a true teamwork effort involving creation, organisation, and planning through various meetings. (FR, Q8)

> Yes, I have experience with several co-approaches while working as a therapist in psychomotor therapy, speech therapy, and neuropsychology in clinical and research settings. First, co-creation in treatment plans: collaborating with patients and other healthcare professionals to develop personalised treatment plans. This can involve incorporating patient feedback on cognitive rehabilitation strategies, therapeutic interventions, or lifestyle changes. Second, co-planning in research and intervention: collaborating with other neuropsychologists or interdisciplinary teams in planning research studies and specific interventions that target all the patient's needs. Third, co-production in Interventions: involving patients in delivering interventions, such as working together on exercises designed to improve cognitive and motor functions. In some cases, family members were invited to co-produce by helping with home-based therapies like ABA therapy or PECS or using Proloquo2go, contributing their knowledge of the patient's day-to-day life to enhance treatment efficacy. Finally, co-evaluation of therapeutic outcomes: collaborating with patients to assess the effectiveness of interventions or therapies by doing a post-test therapy and answering questionnaires in order to get direct feedback on how well they are managing their symptoms, how they perceive the effectiveness of the treatment, and if there are any areas that may need adjustment. (FR, Q10)

In France, it was also observed that about a quarter of the attendees in the CCW2 Course had learned about co-creation at university:

> I don't really have experience in the field of co-creation or other related processes. However, I have had the opportunity to set up small group projects during my studies, which allowed me to get familiar with teamwork, joint reflection, and collaborative production. (FR, Q2)

> I have had experiences with co-approaches through different group projects during my university studies. In my work as a nurse, I have not had the opportunity to apply or use these techniques. (FR, Q3)

> I had already experimented with these approaches during our group projects in class when we had to create a project, plan it, etc. (FR, Q9)

> During my university studies, I had the opportunity to engage in co-planning and co-design through group projects where we collaboratively developed research strategies and solutions. (FR, Q17)

> During my studies, I participated in team-based assignments that required us to collectively define objectives and design solutions, which I believe aligns with co-approach principles. (FR, Q19)

The most frequently mentioned motivations by professionals from all countries for attending the Co-Creating Wellbeing Curriculum pilots were to learn more about co-creation, develop skills in co-creation, and implement co-creation in professional activities (Table 3), as explained below in the words of the professionals themselves:

> I would like to have a better understanding of co-creating within healthcare and how I can best apply it to my role of working within Healthcare Innovation. (UK, Q9)
>
> I want to be able to fully understand the best practices when it comes to co-creation and how to ensure something is truly co-created and not tokenistic. (UK, Q6)

> Education is constantly evolving, and a good professional must invest in their training and learn something new every day to apply in their practices. (PT, Q7)
>
> Find new challenges with a view to promoting a coherent, innovative and reflective practice. (PT, Q11)

I lack educational relationships with teenagers; I would like to become more qualified in this area. (IT, Q24)

Co-creation seems to be a fundamental element in project development within health promotion, as it involves different stakeholders in the process and encourages collaborative work. This course and its learning perspectives are very interesting, and I want to develop this skill. (FR, Q7)

It is a pleasure to be able to collaborate with other professional partners. Further development of skills is achieved through the acquisition of new knowledge and practical knowledge. I am to enrich my research work on the quality of life of health students, more specifically nursing students. (FR, Q15)

Table 3. *Motivation for attending the Co-Creating Wellbeing Course*

Motivation	UK (n=79) (1st +2nd+ 3rd P)		PT(n=25) (1st+2nd P)		IT (n=34) (2nd+ 3rd P)		FR (n=22) (2nd P)	
	f	%	f	%	f	%	f	%
To learn more about co-creation and develop skills in co-creation	29	36.7	9	36.0	10	29.4	18	81.8
To research on co-creation	25	31.6	1	4.0			1	4.6
To implement co-creation in professional activities	7	8.9	6	24.0	3	8.8	4	18.2
To learn from different people's experiences in co-creation	2	2.5						
To implement training in co-creation to professionals	1	1.3						
Starting to participate in a project that already exists in the school cluster	0	0.0	2	8.0				
Learning and implement innovative strategies	3	3.8	3	12.0				
Likes new challenges	1	1.3	1	4.0	1	2.9		
Improving the school community wellbeing			4	16.0				
Because working with young people requires the ability to listen and question yourself					1	2.9		
Following the advice of colleagues who have already done it and recommended it to me					1	2.9		
The staff/ students were invited					25	73.5	17	77.3

UK attendees also often reported that their motivation was to do research on co-creation (31,6%) compared to one professional in Portugal and one in France:

I would like to implement it in my research programme for my PhD. (UK, Q3)

I would like to attend the Co-Creating Wellbeing course as I hope to develop my interest in co-approaches, particularly as I am a strong advocate of participatory research. I would like to develop my knowledge of how to best implement co-approaches in practice and research and further my understanding of the key issues that need to be considered (on the ground) when different stakeholder groups are involved. As someone who conducts research within a health context and observes relations between clinicians and service users/patients, I would like to embed participatory approaches in my research. I believe this course will help develop important learning towards this, and which can help inform research that can be fair, equitable and transparent. (UK, Q20)

I intend to learn how to use resources and deepen the concepts of the proposed approaches, given my new interest in research on health promotion in schools. (PT, Q10)

> My main motivation is to have more information about understanding co-approaches based on information applied in the field of public health and, therefore, incorporate all the clinical and research knowledge that I have in multiple therapies (psychomotor, speech and psychology). (FR, Q12)

Other different motivations were also listed by a small number of professionals in UK and Portugal, for example, to learn from different people's experiences (UK), to implement training in co-creation to professionals (UK), and to improve the school community wellbeing (PT).

In Italy and France, contrary to what happened in other countries, most of the CCW2 Course trainees participated because they were invited to attend the Course as a component of their training as professionals (73.5% in Italy) or as Master's Course students (77.3% in France):

> It was proposed by the Cooperative where I work and the proposal met my interests, as I am always looking for new stimuli to improve my professional skills. (IT, Q31)

> This course is part of our public health training. However, I am interested in discovering these different approaches and implementing them in health projects. (FR, Q6)

> I didn't specifically choose this course, as it is part of my Public Health Master's curriculum. However, I am motivated to attend because it will help me develop important skills in collaboration and co-creation. These are essential in public health, especially in project management, which is a key part of healthcare initiatives. (FR, Q10)

When professionals were asked about the most important topics on co-creation to be included in the training, the outline of how to carry out co-creation stood out as being a common need to three countries (UK=100%; PT=60.0%; IT=52.9%), as well as knowing the different tools/activities that can be used to co-create (UK=50.0%; PT=84.0%; IT=61.8%) (Table 4).

Table 4. *The most important topics selected to be included in the CCW2 training pilots*

Topics	UK (n=79) (1st +2nd+ 3rd P)		PT (n=25) (1st+2ndP)		IT (n=34) (2nd+ 3rd P)	
	f	%	f	%	f	%
The definition of co-creation	22	91.7	10	40.0	10	29.4
The importance of co-creation	16	72.7	11	44.0	10	29.4
The outline of how to carry out co-creation	24	100	15	60.0	18	52.9
The underpinning theory of co-creation	15	68.2	5	20.0	4	11.8
What competencies are needed to facilitate co-creation	7	29.2	17	68.0	13	38.2
Considering the context, system or organisation where co-creation takes place	4	18.2	9	36.0	15	44.1
How to start a co-creation team	2	9.1	14	56.0	14	41.2
How to start the co-creation process	6	27.3	13	52.0	15	44.1
Mediating conflict and dealing with negotiation	3	13.6	17	68.0	24	70.6
How to co-define what problems currently exist that might need a solution	5	22.7	7	28.0	10	29.4
How to prioritise problems and co-design solutions together	5	22.7	13	52.0	23	67.7
How to co-produce solutions and implement actions	3	13.6	13	52.0	19	55.9
How to embed co-evaluation throughout the process	1	4.5	12	48.0	10	29.4
How to iteratively co-refine the process	1	4.5	7	28.0	6	17.7
Considering dissemination and sustainability of co-created outputs	1	4.5	14	56.0	7	20.6
The different tools/activities that can be used to co-create	11	50.0	21	84.0	21	61.8

Notes: 1stP – First Pilot; 2nd P – Second Pilot; 3rd P – Third Pilot

The other most selected topics show a global tendency for English professionals to learn co-creation to deepen theoretical knowledge and for Portuguese and Italian professionals to learn fundamental knowledge about co-creation and its application in professional practices. More than half of Portuguese professionals (56.0%) still consider it important to learn how to disseminate and maintain the sustainability of co-created outputs.

In summary, the main lesson learned from the need analysis was that the co-creation methodologies/strategies to be implemented in the pilots should globally value the different objectives the training groups had for their application in practice. These results confirm the relevance of our aim to build a flexible curriculum that can be adapted to different professional and personal objectives.

2.2. Evaluation of the CCW2 Pilot Course by trainees

The evaluation of different pilot courses in different countries by the trainees was very close with all being highly rated, except in Denmark where the evaluation improved a lot from the first to the second pilot (Table 5).

Table 5. *Average value given by trainees on the quality of training*

	UK			PT		IT		DK	
Aspects of training	1stP (n=28)	2ndP (n=21)	3rdP (n=20)	1stP (n=15)	2ndP (n=17)	1stP (n=10)	2ndP (n=22)	1stP (n=25)	2ndP (n=6)
The process of enrolling on the course	4.6	4.7	4.7	4.9	4.7	4.7	4.3	2.7	3.8
Organisation during the training	4.5	4.6	4.7	4.7	5.0	4.7	4.4	3,9	4.7
Clarity of facilitator(s)	4.6	4.5	4.7	4.9	5.0	4.9	4.9	3,7	4.8
Quality of methodologies/strategies used	---	4.1	4.5	4.8	4.7	4.7	4.6	3.8	4.5
Quality of social climate training	4.8	4.4	4.6	4.7	4.8	4.8	4.7	4.2	4.7
Engagement of trainees throughout the training	4.7	4.2	4.4	4.8	4.9	4.9	4.7	----	----
Quality of teamwork carried out	4.5	4.0	4.6	4.7	4.8	4.8	4.7	3.8	3.1
Quality of learning based on videos	---	4.1	4.6	4.7	4.7	2.0	4.0	----	----
Quality of learning based on PowerPoint presentations	4.4	4.1	4.6	4.7	4.9	2.5	4.5	----	----
Clarity of the topics presented	4.4	4.2	4.5	4.8	4.8	4.9	4.7	----	----
Balance between the co-creation theory and how to use it in practice	3.8	4.1	4.5	4.5	4.5	4.3	4.4	3.9	4.5
Usefulness of the training activities for his/her practice	4.3	3.9	4.7	4.7	4.5	---	---	3.8	3.8
Usefulness of the activities in between the training days for his/her practice (if applicable)	---	---	---	4.7	4.5	4.5	4.4	3.4	4.2
Suitability of the training to his/her needs	4.3	4.1	4.6	4.7	4.5	4.4	4.1	3.5	4.0
The training achieved his/her expectations	4.4	4.1	4.5	4.5	4.8	4.5	4.6	3.3	4.2
The adequacy of training assessment instruments to increase the quality of training in the future	---	4.1	4.5	4.5	4.8	4.3	4.0	3.5	3.9

Notes: 1stP – First Pilot; 2nd P – Second Pilot; 3rd P – Third Pilot; Five-point scale: from low to high

The quality of social climate (average values: UK=4.6; PT=4.8; IT=4.8; DK=4.5) and the engagement of trainees throughout the pilot courses (average values: UK=4.4; PT=4.9; IT=4.8) were the best-evaluated aspects in all courses and countries with values between 4.2 and 4.9 on a 5-point Likert scale (with scores higher than 2.5 being a positive rating and scores above 4 as excellent ratings).

The second-best evaluated aspects, using the same 5-point Likert scale, in the United Kingdom, Portugal, and Italy were the process of enrolling on the course (average values: UK=4.7; PT=4.8; IT=4.5), the organisation during the training (average values: UK=4.6; PT=4.9; IT=4.6); the clarity of facilitator(s) (average values: UK=4.6; PT=5.0; IT=4.9) and the clarity of the topics presented (average values: UK=4.4; PT=4.8; IT=4.8).

Globally, in all countries, the quality of methodologies/strategies used during the courses was well evaluated (average values: UK=4.3; PT=4.8; IT=4.7; DK=4.2), with some variations depending on the strategy used: quality of teamwork carried out (average values: UK=4.4; PT=4.8; IT=4.8; DK=3.5); quality of learning based on videos (average values: UK=4.4; PT=4.7; IT=3); and quality of learning based on PowerPoint presentations (average values: UK=4.4; PT=4.8; IT=3.5).

A very relevant aspect that shows the flexibility and quality of the course are the average and high values attributed to the items related to its application in practice, namely, the balance in the courses between the co-creation theory and how to use it in practice (average values: UK=4.1; PT=4.5; IT=4.4; DK=4.2); the usefulness of the training activities for professionals' practices (average values: UK=4.6; PT=4.6; DK=3.8); and the usefulness of the activities in between the training days for professionals' practices (average values: PT=4.6; IT=4.5; DK=3.8).

In Denmark, the evaluation of the second pilot was very different from the first one. In the second pilot, the participants had a clear expectation of what they should participate in and what they could get out of the programme. In this second pilot there were also only two aspects that were rated below 4, which were "The process of enrolling onto the course" (3.8) and "Usefulness of the training activities for his/her practice" (3.8). The best-evaluated aspects were "Organisation during the training" (4.7); "Clarity of facilitator(s)" (4.8); "Quality of methodologies/strategies used during training" (4.5); "The balance between co-creation theory and how it is applied in practice" (4.5); and "Quality of social climate training" (4.7). Additionally, in the 2nd pilot attendees were faced with a rather complex but enjoyable in-depth task, namely to follow the teaching of the innovation game (Grove, Jakobsen, & Niss, 2021), relate it to the overall approaches that were in the game, and finally come up with suggestions on how the game could be made with co-creation. With the small team in the 2nd pilot, it was easier to be flexible and go into detail with the topics in co-creation.

When trainees were asked what they liked most about the CCW2 Course, seven categories emerged: the modality of the CCW2 training, practical activities, other activities, networking, application of co-creation, social climate of training, and trainer characteristics.

Table 6 shows the number of individuals in each emerging category and subcategory resulting from the content analysis of the open-ended response.

Table 6. *What trainees liked most about the training*

What trainees liked most	UK			PT			IT		FR
	1stP (n=28)	2ndP (n=12)	3rdP (n=11)	1stP (n=15)	2ndP (n=17)	3rdP (n=25)	1stP (n=10)	2ndP (n=22)	2ndP (n=22)
Modality of the CCW2 training		*5*	*7*				*1*		*4*
Online interactive sessions		2							
The face-to-face session		1	5						2
Alternation theory/ practice		1					1		
Flexibility of the course		1	2						2
Developing new knowledge/skills		*1*		*6*	*11*	*1*		*2*	*5*
Learning about 3 Co's		1		5	10				5
Applying theory to practice					1			1	
Exploring new ways of thinking								1	
Reflection on everyday practice						1			
Methodology and strategies used									
Practical activities	*24*	*4*	*4*	*9*	*21*	*3*	*2*	*2*	*9*
Learning new activities/techniques	2		2	1	4		1		
Hands-on experiences	9	4	1		6	2	1	1	9
Usefulness of activities to practice	1								
Creative methods used	2				1	1			
The CUbe	3			4	6				
Story Cubes	2								
The fishbowl activity	1								
Lego activity	3		1	4	4				
Photo activity	1								
The "Six Thinking Hats"								1	
Other activities	*2*	*2*		*1*	*9*	*9*			*5*
Videoconferences		1			9				1
Online material (pre-reading)		1							
Case studies									3
Teamwork	2			1	5	2			1
Application of co-creation		*4*	*3*	*7*	*8*				*1*
Applying co-creation in contexts		3	1	7	7				
Apply the co-creation in research		1	2		1				1
Networking	*16*	*4*		*12*	*5*	*2*		*4*	
Networking	6			11	5	1		1	
Networking face-to-face	3								
Networking online		4							
Sharing co-creation experiences	2			1		1			
Meeting people, exchanging ideas	2							2	
Interactive sessions/activities	3							1	
Good social climate of training	*6*	*1*		*2*	*2*				
Friendly climate	2			2					
The informal nature of the sessions					2				
Feeling engaging in the training	1								
Participants were able to talk freely		1							
Food / Drinks	3								
The trainer characteristics	*1*			*4*	*2*	*4*		*2*	
The trainer methodology used						2		1	
The trainer's friendliness	1			2	1	2			
Trainer's knowledge/ skills				2	1			1	

Notes: 1stP – First Pilot; 2nd P – Second Pilot; 3rd P – Third Pilot; Participants could indicate more than one aspect they liked most.

In the United Kingdom and France, one of the aspects that trainees liked most about the course was the face-to-face sessions (UK=6; FR=2) and the flexibility of the course (UK=2; FR=2), namely: "Being hybrid with a high level of flexibility (UK, Participant 3); and "Learning in his/her own time" (UK, Participant 3).

Developing new knowledge and skills was valued mainly by Portuguese (n=17) and French (n=5) trainees, who placed more emphasis on learning the 3 Co's framework approach (Pearce & Magee, 2024).

CCW2 practical activities were highly valued in all countries (UK=33; PT=33; IT=4; FR=9), with hands on experiences (UK=14; PT=8; IT=2; FR=9), the CUbe (UK=3; PT=10) and the LEGO activity (UK=4; PT=8) standing out. Other activities carried out during the course were also valued, such as videoconferences (UK=1; PT=9; FR=1) and online material (pre-reading) integrated into online training (UK=1); case studies (FR=3); and teamwork (UK=2; PT=8; FR=1).

Applying co-creation in their professional contexts was valued by the attendees in the UK (n=4) and Portugal (n=14) pilot trainees, and applying co-creation in research was mentioned in the UK (n=2), Portugal (n=1) and France (n=1).

Networking was valued in all countries except in France (UK=6; PT=17; IT=1), and some participants specified what type of networking they value, namely, face-to-face networking (United Kingdom=3); online networking (n=4); co-creation sharing experiences (UK=2; PT=2); meeting people and exchanging ideas (UK=2; IT=2); and interactive sessions/activities (UK=3; IT=1). For example, Italian participants explained they appreciated "meeting new colleagues and exchanging ideas and thoughts" and "designing with people who work in LeGO, but whom I had never met".

The social climate of the training was another aspect of the CCW2 pilots that some attendees from the UK (n=7) and Portugal (n=4) pilots enjoyed the most.

In both countries, they valued the friendly climate, in Portugal, the informal nature of the sessions and in the UK, feeling engaged in the training, being able to talk freely during the course, and the food and drinks.

The trainer characteristics were also mentioned by attendees from all countries who completed a questionnaire (UK=1; PT=10; IT=1), except France, as an aspect they valued in the CCW2 Training Course, namely the trainer methodology used, the trainer's friendliness and the trainer's knowledge/ skills.

When trainees were asked whether they had made any unexpected learnings, 48 out of 105 respondents said yes (35.3% UK, 50.0% PT, 63.6% IT) (Table 7).

Table 7. *Unexpected learnings from professionals*

Made unexpected learnings	UK			PT		IT	
	1stP (n=28)	2ndP (n=12)	3rdP (n=11)	1stP (n=15)	2ndP (n=17)	1stP (n=10)	2ndP (n=22)
No	14	7	7	4	4	___	7
Yes	11	5	2	9	7	___	14
No response	3	0	2	2	6	___	1

Notes: 1stP – First Pilot; 2nd P – Second Pilot; 3rd P – Third Pilot.

Unexpected learnings from UK CCW2 trainees are described in Table 8, and essentially emphasise exploring co-creation in patient and public engagement (PPI) and the use of new ways and methods for co-creation.

Table 8. *Unexpected learnings from UK CCW2 trainees*

United Kingdom
• The difference between "research" co-creation and "PPI" co-creation (UK, 1stP) • Detailed co-creation information from each other (face-to-face networking) (UK, 1stP) • Learning from the introduction at the beginning of the meeting (UK, 1stP) • Use of techniques that meant people were moving and interactive (UK, 1stP) • New ways and methods for co-creation activities (UK, 1stP) • Prior to this, I saw co-creation and codesign as interchangeable terms. Now, I learnt co-creation to be conceptualised as an umbrella term which incorporates codesign (UK, 1stP) • The different ways of engaging people, fish bowls, Cubes (UK, 1stP) • The above [other people like things I don't! /Consider how to reflect other people's preferences in my work/the online modules were best for me. I think the face-to-face day alone would have put me off co-creation (UK, 1stP) • Activities can be done faster than I thought (UK, 1stP) • Expect the unexpected when co-creating (UK, 1stP) • Lego is difficult if you have little practice (UK, 1stP) • It's easy to think that when you are working with a group of adults that things have to be serious, formal, important feeling etc, but the activities that got the most creativity out of the group were the ones that removed all of that formality, such as the lego activity. I also found it really interesting talking about the activities after we'd completed them, and reflecting on how different types of people may feel and react in those situations (I'm looking at you fishbowl activity!) (UK, 2nd P) • The fish bowl - heard about it but didn't anticipate the harsh 'feeling' it gave as a co-creator in that space. this highlighted the feeling that that could impose on future co-creators in our own work and to be aware of that! (UK, 2nd P) • How metaphors and figurative examples can help to develop the more literal end product (UK, 2nd P) • How to listen (UK, 2nd P) • Variety and scope of co-creation toolkit (UK, 2nd P) • The term 'co-creators' (UK, 3rd P) • Co-creating ground rules (UK, 3rd P) • Sharing responsibility for action points afterwards (UK, 3rd P)

Notes: 1stP – First Pilot; 2nd P– Second Pilot; 3rd P-Third Pilot

In Portugal, half of the participants (16 out of 32) stated that they had made unexpected learnings related to the use of new ways and methods for co-creation and the importance of collaboration (Table 9).

Table 9. *Unexpected learnings from Portuguese CCW2 trainees*

Portugal
• The implementation of co-creation in promoting wellbeing (PT, 1stP) • Knowing specific activities to promote interaction, collaboration and teamwork (PT, 1stP) • Knowing specific activities to listen to children to identify the factors that affect their wellbeing (PT, 1stP) • The meaning of co-creation and wellbeing in a professional context (PT, 1stP) • In our practices, we are often already co-creating moments of wellbeing (PT, 1stP) • Sharing co-creation experiences in different teaching cycles (PT, 1stP) • Techniques for creating a naturally collaborative environment (PT, 1stP) • Deep learning that is carried out with games as pedagogical activities (PT, 1stP) • New ways to organise projects, especially with people of different ages (PT, 2ndP) • Different ways to share knowledge in a group (PT, 2ndP) • To expose new difficulties without embarrassment (PT, 2ndP) • New creative and accessible strategies (PT, 2ndP) • Using Post-it notes for brainstorming (PT, 2ndP) • The importance of collaboration between all participants (PT, 2ndP) • First, I learned to co-create (PT, 2ndP) • The co-creation dynamics/tools are very intuitive, therefore very easy to apply (PT, 2ndP) • How to make other people think "outside the box". (PT, 2ndP) • The (crucial) importance of teamwork (PT, 2ndP) • The importance of creating partnerships (PT, 2ndP) • The role of co-creation in elevating projects to more ambitious levels (PT, 2ndP) • What co-creation and co-creation strategies are (PT, 2ndP) • Project development going through the different stages of the 3 Co's (PT, 2ndP)

Notes: 1stP – First Pilot; 2nd P – Second Pilot.

In Italy, more than half of the trainees (14 out of 32) acquired unexpected learning experiences, mainly related to knowledge and easy collaboration with colleagues from the same institution that they were not familiar with and the learning of new techniques to implement in co-creation processes (Table 10).

Table 10. *Unexpected learnings from Italian CCW2 trainees*

Italy
• The challenge against prejudice (IT, 1stP) • Discovering new elements of visual facilitation (IT, 1stP) • Getting to know colleagues better (IT, 1stP) • Getting to know him/herself better (IT, 1stP) • Learning that it is possible to learn new methodologies in a relaxed atmosphere (IT, 1stP) • Easy collaboration with colleagues (IT, 2ndP) • Expose oneself without embarrassment (IT, 2ndP) • Construction of multidimensional systems (IT, 2ndP) • The importance of humour (IT, 2ndP) • Comparison strategies also applicable in private life (IT, 2ndP) • Arriving at common and shared solutions from different points of view (IT, 2ndP)

- Being more flexible (IT, 2ndP)
- The methodology used gave me a lot of ideas (IT, 2ndP)
- Expose oneself and understand how to improve our attitudes towards people around us (IT, 2ndP)
- New design models (IT, 2ndP)
- The fluidity of shared work (IT, 2ndP)
- The short story "Stone Soup" and its message (IT, 2ndP)
- The "Six Thinking Hats" technique (IT, 2ndP)
- Conflict management techniques (IT, 2ndP)
- The beauty of teamwork (IT, 2ndP)
- New points of view (IT, 2ndP)
- Creativity (IT, 2ndP)

Notes: 1stP – First Pilot; 2nd P – Second Pilot.

When attendees were asked what factors facilitated their participation during the training, the responses varied greatly. Table 11 shows the number of individuals in each emerging category and subcategory resulting from the content analysis of the open-ended response.

Table 11. *Factors that facilitated participation during training*

Facilitating factors	UK			PT		IT		FR
	1stP (n=28)	2ndP (n=12)	3rdP (n=11)	1stP (n=15)	2ndP (n=17)	1stP (n=10)	2ndP (n=22)	2ndP (n=22)
Organization of the training	*17*			*8*	*3*	*4*	*1*	*1*
Diary date with sufficient notice	1							
Online preparation work	1				1			
Face-to-face interaction	2			5		1		
Adequate informal space	1					1		
The training schedule				3	2			
Training location	7							
Small number of participants						1		
Access to co-creation toolkits and digital platforms								1
Trained faculty						1		
No cost	1							
Food/ Free lunch	3							
Car parking free	1							
Paper material that remains to be reused							1	
Trainees' personal and professional characteristics	*9*	*3*	*3*	*5*	*1*		*2*	*1*
Personal characteristics (Extrovert, attentive, respectful participants)							1	
Time availability	2		1					
Professional development				2	1		1	
The desire to apply strategies to promote wellbeing in schools				3				
To work on participatory action-research		1						
To have a leadership role		1						
The research area of doctorate		1						

Notes: 1stP – First Pilot; 2nd P – Second Pilot; 3rd P – Third Pilot; Attendees could indicate more than one aspect.

Table 11. *Factors that facilitated participation during training (cont.)*

Facilitating factors	UK			PT		IT		FR
	1stP (n=28)	2ndP (n=12)	3rdP (n=11)	1stP (n=15)	2ndP (n=17)	1stP (n=10)	2ndP (n=22)	2ndP (n=22)
Greater awareness and value to this method			1					
Collaborating with external stakeholders who have experience in co-creation								1
Content	*2*				*1*			
Content ease to be followed	1				1			
Good content	1							
Methodology and strategies used	*8*		*1*	*1*	*7*		*1*	
Practical activities								
Theory before hands-on activities	1							
Hands-on activities	1							
The use of Cube	1							
The use of Fishbowl	1							
Easy communication	3							
Other activities								
The theoretical in-depth sessions online after watching videoconferences					3			
Prior knowledge of teamwork dynamics				1				
Teamwork			1		4		1	
Networking	*3*		*2*	*4*	*1*	*1*	*2*	
Networking	2			2	1	1	1	
Sharing of ideas and experiences	1		1	2			1	
Flexibility of presenting the tasks carried out			1					
Good social climate of training	*2*		*2*	*3*	*6*	*3*	*5*	*1*
Friendly environment	1			1	1	1		
The atmosphere within the working group					4		1	
Likemindness			1					
Inclusion							1	
Peer relationships at school				2				
Eager to learn			1		1			
Passion to work on co-creation	1							
Engagement of participants						1	1	
Colleagues who are open to collaboration								1
Colleagues active in the same area						1	1	
Plurality of actors involved							1	
The trainer characteristics	*1*			*4*	*1*	*1*	*1*	
The trainer's knowledge	1			1		1		
Trainer clarity							1	
Trainer's ability to engage				3				
The trainer provides pedagogical supervision					1			
Support	*2*	*3*	*6*					*2*
Leadership support	2		4					1
Acceptance of co-creation in the workplace			1					
Many colleagues using co-creation allow trainees to collaborate		1						
Currently there is more group input on co-creation and interaction in the department		1						
To have ring-fence time, imperative to design and deliver more creative/accessible materials		1						
Funding for materials			1					1

Notes: 1stP – First Pilot; 2nd P – Second Pilot; 3rd P – Third Pilot; Attendees could indicate more than one aspect.

The organisation of the training was the first main factor that facilitated the participation of professionals in the CCW2 training in the United Kingdom (n=10), and in Portugal (n=11) and the second in Italy (n=5), with face-to-face interaction being the biggest facilitating factor in these three countries (UK=2; PT=5; IT=1). In Portugal, the training schedule was a facilitating factor for five participants; in the UK, free lunches were a facilitating factor for three participants. Training location was also a facilitating factor for seven UK trainees. Other facilitating factors were also mentioned by one participant in each country, namely: "diary date with sufficient notice; online preparation work; adequate informal space; a small number of participants; access to co-creation toolkits and digital platforms; the prestige of trained faculty; being a free course; car parking free and paper material that remains to be reused".

The second most important facilitating factor during the training in the UK (n=15) and the fourth in Portugal (PT=6) and Italy (n=2) was the personal and professional characteristics of the trainees, which included being an outgoing, caring and respected participant; time availability of the trainee; the motivation for his/her own professional development; the desire to apply strategies to promote wellbeing in schools; working on participatory action-research; to have a leadership role; have co-creation as the research area of the doctorate; have a greater awareness of the value of this method; collaborating with external stakeholders who have experience in co-creation.

The third most important facilitating factor during the training in the UK (n=11) and the first in France (n=2) was the attendees' support, which means leadership, support, acceptance of co-creation in the workplace, many colleagues using co-creation because it allows trainees to collaborate, to have group input on co-creation and interaction within the department, to have ring-fenced time, to be imperative to design and deliver more creative and accessible materials, and to have funding for materials.

The fourth most important facilitating factor during the training in the UK (n=9), the third in Portugal (n=8), and the fifth in Italy (n=1) was the methodology and strategies used in the CCW2 pilots. In the UK, the most common theme was easy communication (n=3); in Portugal, it was the fact that theoretical in-depth sessions had been held online after watching videoconferences (n=3) and teamwork (n=4), the latter also being mentioned in Italy (n=1).

The fifth most important facilitating factor in the UK (n=5) and Portugal (n=5) and the third in Italy (n=3) was networking, the good social climate of training was sixth in the UK (n=4), second in Portugal (n=9) and first in Italy (n=8). The good social climate was mentioned when participants spoke of a friendly environment, good atmosphere within the working group, like-mindedness, inclusion, peer relationships at school, eagerness to learn, passion to work on co-creation; participant engagement; colleagues' openness to collaboration; the fact that colleagues are active in the same area; and the plurality of actors involved.

The trainer characteristics was the seventh most important facilitating factor in Portugal (n=4) and the fourth in Italy (n=2). The trainees valued the trainer's knowledge, the trainer's clarity, the trainer's ability to engage and the pedagogical supervision/ monitoring provided by the trainer to the groups.

Trainees were also asked what difficulties/barriers they encountered in their participation during training. Table 12 shows the number of individuals in each emerging category and subcategory resulting from the content analysis of the open-ended response.

Table 12. *Difficulties/barriers encountered by the trainees in their participation during training*

Barriers/difficulties	UK			PT			IT		FR
	1stP (n=28)	2ndP (n=12)	3rdP (n=11)	1stP (n=15)	2ndP (n=17)	3rd P (n=14)	1stP (n=10)	2ndP (n=22)	2ndP (n=22)
Organization of the training	*9*			*1*	*2*	*4*		*3*	
It was not clearly advertised	1								
Heat	1								
A big group is harder to network	1								
Confusion on parking									
Tightly packed room	1							1	
Moving to different rooms	2								
Distance to home	1								
Training schedule	2				1	3			
Little time to develop the project at school				1					
Excessive hours in two days								1	
Short spacing between sessions to develop the project					1				
No audio-video support								1	
Difficulty in opening the Course						1			
Content			*1*		*2*	*1*			
Misunderstanding what co-creation is			1		2				
Difficulty managing priorities at the content level						1			
Methodology/ Strategies used	*1*	*1*				*1*		*2*	*3*
Getting into this new methodology								1	
Different approaches to the problem								1	
Did not like the Lego/art stuff	1								
Changing from individual to group projects		1							
Dialogue						1			
Involving multiple stakeholders									2
Multiple stakeholders may lead to conflicts									1
Lack of support			*2*						*1*
Lack of resources to implement co-creation in the workplace			1						
Little value given by his/her organization to co-creation			1						
Colleagues/ decision-makers may be hesitant to adopt new approaches									1
The trainer's characteristics						*2*			
Deviation from the expected theme discouraged the group						1			
The inconsistency in the training sessions led to a greater lack of motivation						1			
Trainees' personal and professional characteristics	*9*	*5*	*1*	*2*	*4*	*5*		*3*	*1*
Lack of time	3	2	1	1	1				1
Lack of confidence/ Feeling shy	2				1			1	
Expressing his/herself in large group	1				1	1		1	
English proficiency	2								
Being able to think differently								1	
Lack of media resources to use		1							
Research structures (e.g. ethics committees) are not always flexible		1							

Table 12. *Difficulties/barriers encountered by the trainees in their participation during training (cont.)*

Barriers/difficulties	UK			PT			IT		FR
	1stP (n=28)	2ndP (n=12)	3rdP (n=11)	1stP (n=15)	2ndP (n=17)	3rd P (n=14)	1stP (n=10)	2ndP (n=22)	2ndP (n=22)
Self-assessment and hetero-assessment are always difficult						1			
A fixed-term contract does not allow for the development of long protocols		1							
The training schedule takes time away from family / Childcare	1			1					
Not having a designated class					1				
Trainees' participation						1			
Managing expectations						1			
Absence due to illness						1			
Need for funding		*2*	*1*						*1*
Organization of co-creation in contexts	*1*		*3*					*1*	
Getting people together in institutions	1		1						
Reduced/disproportionate involvement			1						
There is no accessible space to host activities for people with disabilities.			1						
Absence of some social service figures								1	
Did not encounter any difficulties						*3*			

Notes: 1stP – First Pilot; 2nd P – Second Pilot; 3rd P – Third Pilot; attendees could indicate more than one aspect they liked most.

There was a small set of barriers or difficulties indicated by only one person in each Pilot, that emerged in different countries in some pilot training courses, namely: tightly packed room (UK-Pilot1=1; IT-Pilot2=1); training schedule (UK-Pilot1=2; PT-Pilot2=1 and Pilot3=3); misunderstanding what co-creation is (UK-Pilot3=1; PT-Pilot2=2); and, related to trainees' personal and professional characteristics, such as lack of time (UK-Pilot1=3, Pilot2=2 and Pilot3=1; PT-Pilot1=1 and Pilot2=1; FR-Pilot2=1); lack of confidence or feeling shy to interact in training sessions (UK-Pilot1=2; PT-Pilot2=1; IT=Pilot2=1); difficulties in expressing his/herself in large group in training sessions (UK-Pilot1=1; PT-Pilot2=1 and Pilot3=1; IT-Pilot2=1); and the fact that the training schedule takes time away from family or childcare (UK-Pilot1=1; PT-Pilot1=1). The other barriers and difficulties are associated with a specific pilot in each country.

In the UK, in relation to the difficulties experienced, a trainee reported not liking Lego/art stuff (Pilot1, n=1); having difficulty in "changing traditional emphasis on individual work for group thinking projects" (Pilot2, n=1); lacking of resources to implement co-creation in their workplaces (Pilot3, n=1); little value given by his/her organization to co-creation (Pilot3, n=1); lack of media resources to use (Pilot2, n=1); research structures (e.g. ethics committees) are a difficulty because they are not always flexible (Pilot2, n=1); having a fixed-term contract that does not allow for the development of long protocols (Pilot2, n=1); and regarding the organisation of co-creation in his/her context, the reduced/disproportionate involvement of participants is a difficulty when working in co-creation (Pilot3, n=1); and there is no accessible space to host activities for people with disabilities (Pilot3, n=1).

In Portugal, in addition to the difficulties mentioned by individuals in other countries already mentioned, in Pilot 1, according to a trainee, there was a short time to develop the project before the end of the school year (n=1); in Pilot 2, the short spacing between sessions did not allow better development of the projects (n=1), and when the teacher did not have a designated

class, she/he would not develop the class-focused wellbeing co-creation project (n=1). In Pilot 3, a trainee reported that they felt difficulties in the dialogue (n=1), the deviation from the expected theme discouraged the group (n=1), there was an inconsistency in the training sessions that led to a greater lack of motivation (n=1), self-assessment and hetero-assessment were considered always difficult (n=1), as were trainees' participation (n=1), managing expectations (n=1) and having to be absent due to illness (n=1).

In Italy, in addition to the difficulties mentioned by individuals in other countries, a trainee of Pilot 2 mentioned the difficulty of participating in an excessive number of hours in two days (n=1), the need to have audio-video support (n=1), the difficulty of getting into this new methodology (n=1) and into the different approaches to the problem (n=1) and being able to think differently (n=1). Regarding the organisation of co-creation in their professional contexts, one attendee reported that the absence of some social service figures in the institution could hinder the development of co-creation processes in the institution.

Finally, attendees were asked to indicate what could be improved in the CCW2 Training pilots. Responses were again focused on the organisation of the training, content, methodology/strategies used and trainees' personal and professional characteristics. The categories "better strategies for participant engagement" and "more participant reflection" emerged for the first time. Table 13 shows the number of individuals in each emerging category and subcategory resulting from the content analysis of the open-ended response.

Table 13. *What can be improved in training*

Improvements	UK			PT			IT	
	1stP (n=28)	2ndP (n=12)	3rdP (n=11)	1stP (n=15)	2ndP (n=17)	3rd P (n=14)	1stP (n=10)	2ndP (n=22)
Organization of the training	*6*	*2*	*3*		*2*	*11*		*3*
Outdoor time	1							
Unable to find course on Aula	2							
Do not constantly change rooms	2							
A larger space is needed								1
More online interactive sessions	1	1						
More face-to-face sessions		1			2			
50% online and 50% face-to-face								
Have a 2-days course			2					
Dilute training over time								2
Prompts to remind trainees to work through the online materials			1					
Greater spacing between sessions for better project completion					1			
Do not coincide with festive times						1		
No very long breaks between sessions						3		
Be smaller groups						1		
Training schedule						1		
The largest number of sessions						1		
Be more consistent in terms of sessions						1		
Make materials available in advance						1		
Punctuality, cadence and commitment.						1		
End the course with a space for integration and sharing						1		

Table 13. *What can be improved in training (cont.)*

Improvements	UK			PT			IT	
	1stP (n=28)	2ndP (n=12)	3rdP (n=11)	1stP (n=15)	2ndP (n=17)	3rd P (n=14)	1stP (n=10)	2ndP (n=22)
Better strategies for engagement	*3*							*1*
Adding an icebreaker only if there is time.	1							
Agreeing rules of engagement	1							
Creating mixed professional groups								1
How to open the room for engagement	1							
Content	*1*		*1*		*3*	*2*		*1*
Increasing the theoretical basis of training			1		3			1
Address other important topics						1		
More of a recap of the theory behind activities	1							
How content was transmitted did not always involve participants.						1		
Methodology/ Strategies used								
Practical activities	*5*	*2*	*1*					
More co-creator experiences	1							
Hands-on activities	1		1					
Linking the tools to examples	1							
Link between co-creation activities and doing these online	2		1	1				
Other activities	*11*	*12*				*1*	*2*	*2*
PowerPoint with more visible images						1		
Increased use of video media								1
Increasing simulations								1
Time for debate			1					
More teamwork			1					
Mix teams not only with people you know	2							
Offer more handouts/materials							1	
Add a Q&A session	1	1						
Applying the activities to research	1							
More application to practice	2							
More focus on reporting of results	1							
Plurality of roles and tasks							1	
Less time on some activities	1							
Using the methods with more tangible problems	1							
Adapting activities to meet diverse needs	1							
Variations on the activities to facilitate discussions from different perspectives	1							
More participant reflection	*5*							
More reflective feedback after each activity	4							
Time to reflect back to your own research	1							
Trainees' personal and professional characteristics	*2*	*1*				*5*	*1*	
Personal experiences of using co-approaches	1							
If training is research focused could be a bit intimidating for non-researchers	1							
Meet participants' expectations						2		
Difficulty in using technologies		1						
Courage to react in the moment						1		
Encourage the participation of a wider range of public and private stakeholders							1	
Nothing						2		

Notes: 1stP – First Pilot; 2nd P – Second Pilot; 3rd P – Third Pilot; Attendees could indicate more than one aspect.

With the exception of suggestions such as that there should be more face-to-face sessions on the Course (UK=1; PT=2), increasing the theoretical basis of training (UK=1; PT=3) and increasing the link between co-creation activities and how doing these online (UK=3; PT=1), there are no suggestions for improvements to the CCW2 Curriculum Training which cross multiple countries. However, relevant data for curriculum improvement have emerged specifically in each of the countries, because the curriculum was carried out differently between countries, and in same country between different pilots (See section 1.4).

In the UK, regarding the training organisation, individual attendees explained that Pilot 1 access to the course in the Aula could be improved (n=2), the room should always be the same (n=2), and there should be more online interactive sessions (n=1). In Pilot 2, individuals only suggested more interactive online sessions (n=1) and more face-to-face sessions (n=1) as improvements. In Pilot 3, the only suggestions were a 2-day course (n= 2) and to receive prompts to remind them to work through the online materials (n=1).

Attendees in the UK Pilot 1 provided interesting suggestions for improving strategies for trainee engagement, namely agreeing on rules of engagement (n=1). They also suggested improvement strategies more of a recap of the theory behind activities (n=1), sharing of more co-creator experiences (n=1), more hands-on activities (n=1), greater linking of tools to practical examples (n=1), creating a link between co-creation activities and doing these online (n=2), forming mixed teams not only with people they know (n=2), adding a Q & A session (n=1), applying the activities to research (n=1) and more to practice (n=2), more focus on reporting of results (n=1), and less time on some activities (n=1). They further added that methods should be used with more tangible problems (n=1), activities should be adapted to meet diverse needs (n=1), and there should be variations on the activities to facilitate discussions from different perspectives (n=1), there should be more reflective feedback after each activity (n=4) and time to reflect back to their own research/use in real life (n=1). It is important to note that one trainee argued that "if training is research focused, it could be a bit intimidating for non-researchers".

In UK Pilot 2, the trainees also suggested adding a Q&A session as an improvement, (n=1) and attention was drawn to the fact that trainees may have difficulty using technologies as a personal limitation (n=1). In UK Pilot 3, trainees suggested, as in Pilot 1, doing more hands-on activities (n=1) and more teamwork (n=1), adding that more time for debate should be left (n=1).

In Portuguese Pilot 1, the trainees only suggested improving the link between co-creation activities and doing these online (n=1). In Pilot 2, they argued that the course would be better if it had more face-to-face sessions (n=2), greater spacing between sessions for better school project completion (n=1), and a better theoretical basis for the training (n=3).

In Portuguese Pilot 3 there were a large number of suggestions for improvement, particularly in terms of the organisation of the training. They argued that no day of the course should coincide with festive times (n=1), there should not be very long breaks between sessions (n=3), groups should be smaller (n=1), the training schedule should be changed (n=1), and there should be a larger number of sessions (n=1). Furthermore, they considered that the course could be improved if it were more consistent in terms of sessions (n=1), the materials were made available earlier (n=1), and there was a space for integration and sharing at the end of the course (n=1). It was also suggested addressing other important topics in the course (n=1) and, that the content be transmitted in a way that always involves the attendees (n=1). The trainees also

suggested that the PowerPoint presentations should have more visible images (n=1) and that the course should meet attendees' expectations (n=2).

In the Italian Pilot 1, trainees considered that the Course should offer more handouts/materials (n=1), there should be a plurality of roles and tasks among trainees (n=1), and trainees should be encouraged to promote the participation of a wider range of public and private stakeholders in the co-creation processes in their contexts (n=1). In the Italian Pilot 2, trainees explained that a larger room was needed for the sessions (n=1), the training should be spread out over time (n=2), the training groups should be mixed professional groups (n=1), and the theoretical basis of training (n=1), the use of video media (n=1) and simulations (n=1), should be increased.

2.3. Evaluation of the CCW2 Pilot Course by trainers

Trainers were asked for feedback on the adequacy of the material provided by the course organisers, using a 5-point Likert scale from "Not useful at all" to "Extremely useful". In the UK, Portugal, Denmark and France, the trainers were the same people as the project partners responsible for creating and developing the Curriculum. In Italy, trainers were hired to deliver the training (see list of acknowledgments above). Table 14 shows the average values given by the CCW2 trainers in each country.

Table 14. *Average rating given by trainers in each country to the usefulness of the materials provided by the CCW2 Course organisers*

Teaching material	UK	PT	IT	FR	DK
Initial information material	5	4.5	4	5	4
Module 1: Introduction to co-creation	5	5	4.3	5	4
Module 2: The 3 CO's framework	5	5	5	5	3
Module 3: Co-creation toolkit	5	5	5	5	4

Note: 5-point Likert scale from "Not useful at all" to "Extremely useful": 5-Extremely useful, 4-useful, 3-neither useful nor not useful, 2-not useful, 1-not useful at all

The UK trainers found the introductory material and the teaching materials for the three modules extremely useful because "the materials have been developed and co-created over the course of the project with input from trainees on the course". The French trainer had the same perception, explaining that "the course provided concrete methods and frameworks that people can apply in real-life projects. Although the Portuguese trainer had the same opinion regarding the extreme usefulness of the teaching material for the three modules, in CCW2 Pilot 1 she considered that how the project and training were disseminated was not ideal, as shown in the following excerpt:

> The initial information was disseminated by e-mail and I received a lot of questions. Therefore, for Pilot 2 I will disseminate sending a video by e-mail. The materials were co-created by all country members, respecting the contexts of each country. Some specific material has been added for the Portuguese group,

> according to participants' interests on wellbeing. For this 2nd pilot in Portugal, all PowerPoint presentations were transformed into videoconferences to organize the asynchronous work included in the online course phase based on the flipped classroom methodology. (PT)

The Italian trainers considered that the initial information material (mean=4) and the pedagogical material of the first module on the introduction to co-creation (mean=4.3) could be improved, explaining:

> The material inside the slides was very useful and allowed us to follow a logical flow with respect to the contents of the project, with further explanations in the description below. It would have been better if the descriptive documents proposed to support the construction of the training path had had a more synthetic and effective form at a communicative level. The functioning of some tools was not clear as there were no supporting visual illustrations and the systematisation of the information was confusing. (IT)

The Danish trainers generally evaluated the teaching material as useful, with the exception of module 2 on the 3 Co's framework, which was rated neutral as 'neither useful nor not useful'. They justified this assessment by saying: "We refined some of the basic material and adapted it to the length of our teaching. We spent time getting participants to think about theory, and they were good at reflecting on the theoretical aspects" (DK). The sections in the Danish pilots closest to the second and third module of the curriculum were those focused on using the 'co-creation game' developed by their COI stakeholders and considering co-creation case studies and projects together.

To understand whether the working conditions in the CCW2 Training Course were adequate, trainees were asked to quantify, on a 5-point scale, how many times technical support related to the online and face-to-face teaching they implemented occurred (Table 15).

Table 15. *Average rating given by trainers in each country regarding how many times technical support worked well in the online and face-to-face CCW2 training modalities*

Technical support	UK	PT	IT	FR	DK
The devices/computer programmes used worked well	5	5	4	5	5
Participants were able to access the online material easily and intuitively.	5	5	4	5	*
The image and sound quality have been adequate.	5	5	4	5	*
The communication tools provided were effective for communication between participants	5	5	4	5	*
The communication tools provided were effective for communication between participants and teachers	5	5	5	5	*
The training platform used was adapted to the needs of the participants	5	5	5	5	*

Note: 5-point Likert scale from "Never" to "Always"; * Not applicable

Trainers from all countries where applicable, considered that the trainees' accessibility to online technologies and their use was always good, considering that the devices/computer programmes used worked well, participants were able to access the online material easily and intuitively, the image and sound quality were adequate and the training platform used was adapted to the needs of the participants. Furthermore, there was unanimity across all countries regarding the quality of the communication tools that were 'always' effective between participants and between participants and teachers (all rated this aspect 5/5 where applicable).

Table 16 shows the average value given by trainers on the quality of different aspects of CCW2 training.

Table 16. *Average value given by trainers on the quality of training*

Aspects of the training	UK	PT	IT	FR	DK
The process of enrolling on the course	4	4.5	4.6	*	5
Organisation during the training	5	5	4.6	5	3
Clarity of trainer(s)	5	5	5	*	4
Quality of methodologies/strategies used during training	5	5	4.6	5	4
Quality of social climate training	5	5	4.4	5	5
Engagement of trainees throughout the training	4	5	4.2	4	4
Quality of teamwork carried out	5	5	5	*	3
Quality of learning based on videos	5	5	5	4	3
Quality of learning based on PowerPoint presentations	5	5	4.6	*	4
Clarity of the topics presented	5	5	4.8	5	3
Balance between the co-creation theory and how to use it in practice	5	4.5	5	4	4
Usefulness of the training activities for his/her practice	5	5	4.6	*	4
Usefulness of the activities in between the training days for his/her practice (if applicable)	5	5	4.6	*	3
Suitability of the training to trainees' needs	5	5	5	5	4
The training achieved trainees' expectations	5	5	5	4	4
The adequacy of training assessment instruments to increase the quality of training in the future	5	5	5	5	3

Notes: 1stP – First Pilot; 2nd P – Second Pilot; 3rd P – Third Pilot; Five-point scale: from low to high.

Trainers from the United Kingdom, Portugal and Italy evaluated all aspects of the training as being of high quality (between 4.5 and 5). The French trainer also rated most aspects of training as high (5 points) but rated the engagement of trainees, the quality of learning based on videos, the balance between the co-creation theory and how to use it in practice and the achievement of the expectations of the trainees with the course not with high quality but only above average (4 points).

The Danish trainers were the ones who evaluated the quality of the training provided as the least achieved in view of the items under analysis (mainly between 3 and 4). However, the trainers explained that this may be because of less structured training compared to the other partner countries and the need to respond better to the training needs of the attendees and their life and work contexts.

Overall, all countries rated the pilot courses they provided as very good, with the exception of Denmark, who rated good (Table 17).

Table 17. *Trainers' assessment of CCW2 course quality*

Assessment	UK	PT	IT	FR	DK
Good					✓
Very Good	✓	✓	✓	✓	

Finally, trainers were asked to provide recommendations for improving the CCW2 curriculum moving forwards. The UK and Portugal teams stressed the importance of continuing to

implement the CCW2 curriculum in a tailored manner, and refining it with both trainees and the international CCW2 team, as shown in the following excerpts:

> Continue to co-create and adapt the course to suit the needs of the trainees. (UK)

> Maintain the international co-creation team to continue developing evidence-based theory of project implementation, to continuing offering the CCW2 Training Course, and refine it with input from participants. (PT)

In the perception of Italian trainers, trainees should be selected differently, there should be fewer trainees in the training sessions, and they should continue to work together for longer, with one trainer also stating that it would be better for the course to be carried out as intensive in-person workshops with a minimum of 3h/4h. Below are the voices of the Italian trainers:

> Select the target audience more accurately in relation to the objectives. (IT)
>
> Broaden the target to key subjects of co-design, such as public officials and administrators in general. Also, through ad hoc invitations to participation sessions to highlight the aspects not only of personal training but also of impact on the territory. (IT)
>
> Customize the training path according to the target group you are addressing, using a questionnaire with questions before the training to focus on the themes that reflect their needs. (IT)
>
> Prefer intensive in-person workshops with a minimum of 3h/4h. (IT)
>
> Maintain the continuity of the group throughout the training path in order to do work that delves into themes, relationships and group processes. (IT)
>
> Reduce the number of people attending the course and involve the management levels of the organization. (IT)

The French trainer recommended that in the future, there should be more interactive online materials and that co-creation projects should be carried out during their CCW2 course delivery to reflect what happened in the successful delivery of some the other partner countries involved: "Include more interactive elements such as quizzes embedded within the theoretical slides and co-create directly a real or fictional project during the training" (FR).

Finally, the Danish trainers suggested including the CCW2 Curriculum in university courses, explaining it as follows:

> To make a bigger course in the same way as organising it by allowing students already in education to take a formal module where co-creation is the central element. Here, participants will have the optimal motivation to learn about the innovation method. (DK)

2.4. Conclusions regarding the quality of the CCW2 curriculum pilot training

Summing up, the trainees' perception of the CCW2 pilots does not differ from that of the trainers and allowed us to draw the following conclusions:

- The initial needs of trainees regarding co-creation were not the same in different countries but were globally met with the overarching CCW2 curriculum. Most Portuguese, Italian and Danish professionals had no practical experience in co-approaches, unlike trainees from the UK and France pilots. However, at the end of the training, trainees from Portugal and Italy experienced the development of co-creation projects (See section 3). In Denmark and France, trainees shared co-creation experiences and started new co-creation projects. Trainees from the UK pilots continued to develop projects using co-approaches to respond to problems in the contexts or simultaneously for the purposes of research, policy-making and in practice (See section 3).
- At the beginning of the project, in all countries, most professionals felt the need to learn more about co-creation, develop skills in co-creation and implement co-creation in their professional activities within practice and policy settings. Some trainees on the UK, Portugal and France pilots also wanted to take the training course to do research using a co-creation approach. The need to share experiences in co-creation, to subsequently become trainers of their peers in co-creation and to use co-creation to promote wellbeing in their professional and social contexts was also expressed. In the perception of trainees and trainers, these training needs were met.
- At the beginning of the project, most of the trainees of the CCW2 pilots wanted the course to have as its main features the teaching of the outline of how to carry out co-creation and the tools/activities that can be used to co-create (See Table 4). After the training, the trainees stated that the pilots met their expectations with engagement scoring above average or in very high, except the first pilot in Denmark (See Table 5). Trainees considered that the topics presented in the pilots were clear. Overall, although high, slightly lower values were attributed to the usefulness of the training activities for their practice and to the balance between the theory of co-creation and how to use it in practice (See Table 5), with trainees giving suggestions for improvement such as the use of better strategies for engagement, increasing the theoretical basis of training, more hands-on co-creation activities, how to do co-creation activities online and more time for trainee reflection (See Table 13). The trainers' perceptions aligned with the trainees (See Table 16).

- Trainees in all countries gave a high score for the organisation of the training, the clarity of teacher(s), the topics presented, and the quality of methodologies and strategies used, except for Pilot 1 in Denmark (See Table 5). This was the case even though the pilots were implemented in a different sequence, training modalities and number of hours in the various countries and the same country between the various Pilot Courses (See section 1.4), showing the high flexibility for bespoke tailoring and successful usability of the CCW2 Curriculum. The trainers' perception regarding the different Pilot Courses they taught were in line with the trainees' perception, although they attributed a slightly higher overarching score (See Table 16).

3. An overview of professionals' co-creation processes

This section aims to serve as a showcase to invite you to learn from the project website by clicking on the link

Depending on the area of interest of the readers, they can find co-creation projects in the areas of education, health and social services. These projects were developed by the professionals involved in the Pilot Courses of the CCW2 ERASMUS+ project and are valuable evidence of the flexibility and impact of the curriculum co-created and refined over 27 months. Below are some successful co-creation case studies that were included in our four newsletters across the duration of the CCW2 project (these can be viewed on the website too). We also have a list of co-creation projects carried out by our pilot trainees since attending the training on the website. Where people talk about co-creation methods, more can be found out about these on our website here.

3.1. Golden Lane Housing: An experience from an employee from Golden Lane Housing, UK

As a Regulated Social Housing Provider, Golden Lane Housing constantly looks 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 Co-creating Course at the Coventry University, I was able to put into practice new and creative ways to engage with both our current tenants and any prospective tenants of Golden Lane Housing.

Details of case study. Since July 2023, I have developed consultation resources for Golden Lane Housing to work with current and prospective tenants. The aim of developing these

new resources was to make conversations about housing more accessible, to engage with more tenants, and to help our tenants develop better ways of communicating with 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 in their home – for example, showing they wanted a bath, not a shower, or that they did not want a bedroom upstairs. One prospective tenant, who I was told always threw anything in front of him, sat with me the whole time while I showed the Lego rooms and people (Figure 3).

Figure 3. *Using prebuilt houses to help explain the role of the Landlord and tenants, who are autistic people and people with a learning disability, can tell what is important to them in their future home*

I used the mini figures to explain who comes to the house, how Golden Lane Housing works and check when people come to the door (Figure 4).

Figure 4. *Using minifigures in the house as a way to make discussions about housing accessible to autistic people and people with a learning disability*

It 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 card idea to use photos of everything related to looking after your home. It was created into a flipbook that tenants can use to tell us about any issues they have with their home. The idea was to help tenants communicate about their homes without having to rely on their staff. As part of the pilot, we could see what pictures worked and did not; in particular, we wanted to ensure that the tenants understood and could talk about the pictures.

Developing and trying new ways of co-creating our resources led to more self-advocacy and autonomy by tenants. It allows tenants, alongside their circle of support, to explore and discuss their housing needs. It means that our tenants can 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.

3.2. Co-creating a pedagogical garden: Challenges to be happier in a Portuguese Kindergarten

An early childhood educator, Adosinda Cabrita, the CCW2 facilitator in her school, and her colleagues attended the first pilot at the University of Minho. They wanted to improve kindergarten children's happiness. To this end, they organised a co-creation group formed by themselves, the President of the Parish Council, the President of the Parents' Association and the parents or guardians of a group of 11 children aged 4 to 6 (Figure 5).

Figure 5. *Children involved in the project*

To collate collective narratives from adults, they had to use different co-creation tools than those used with children. Furthermore, there were limitations on the time adults could come to school. Thus, the collaborative formulation of the problem had to be done in two phases of co-creation. First, discussions were initiated with the group of co-creator adults. Then, discussions were shared with the children, who developed the ideas more deeply and passed them on to the initial adults' group, using the "pass the parcel" methodology. They decided that the Coventry University CUbe activity would be a good instrument for this purpose. The collaboratively constructed the appropriate questions to use for these activities in the CCW2 pilot training. The children could then co-create answers to the factors that were conditioning their wellbeing and identify the problems that needed to be solved.

The presentation of the idea to the children for the co-creation project began with a conversation in a large group during their daily routine. The facilitator of the co-creation process explained to the children that she would like to carry out a project with them to help the children at the kindergarten feel happier and feel that their body and mind were well. She explained that this was called wellbeing.

Then, using the Coventry University CUbe activity, she asked each child to say, "What mascot would you like to have at school as a symbol of a child who is a friend of wellbeing?" The kindergarten teacher then wrote down what the child had said on a large sheet of paper placed in the centre of the room and asked the child to throw the CUbe to another child, repeating the process. The group's final decision was that the mascot should be a girl. Using the same activity as the CUbe, the group decided what they wanted the girl to be like and what she should be called. The early childhood educator designed the prototype based on the students' ideas. The children started building a 3D version of the mascot from the 2D prototype, which became a part of the group of wellbeing-friendly puppets and selected what they would wear (materials provided by the Erasmus+ CCW2 project team) (Figure 6).

Figure 6. *The joy and motivation during the construction of the mascot Kika*

Then, the CUbe was presented with the selected questions from families and the adults involved in the class (Figure 7).

Figure 7. *The CUbe activity at the kindergarten*

]

The CUbe was used to collaboratively define the problem as a group, using two initial trigger questions: "Do you like coming to school? What makes you feel good at school?" The Early Childhood Educator read the first question from the CUbe and threw it to a child who answered. Then this child passed the CUbe to another, and so on. The children invited their classmates from the 1st cycle (6-7 years old) to write on the "ideas sheet" the ideas the younger children wanted to share (Figure 8).

Figure 8. *The CUbe activity with the older children invited to write on the "ideas sheet" the ideas of the younger children*

For the next co-design phase, children were invited to share suggestions on proposed changes to the school to solve the problems initially identified by the group, which included three questions: 1) "What would you change at school to feel happier? 2) Tell me some people or things that make you happy. 3) What are the words or gestures that make you feel good?" This phase was about co-designing the solutions, including how they will be made and by whom. Several suggestions were given to improve the educational environment to make them feel happier at

school: "I didn't eat in the school cafeteria and would eat at home; we would go to the court more often to play football; we want animals at school; we needed a trampoline during recess; Have more balloons at friends' parties; have tables during recess to have a snack and play games; change the friends who hit; spending more time in the pedagogical-garden and during recess." After some debate among the children, they reached a consensus that they wanted to start by improving the pedagogical garden.

The CUbe activity continued to be used, but this time, they discussed how to organise the pedagogical garden: "How are we going to organise the pedagogical garden? Who will collaborate in preparing the space? Who will collect the seeds and plants? Who will help install an irrigation system?"

Figure 9 shows some aspects of the pedagogical garden and the use of its food by children in activities that aimed to promote a healthy and environmentally friendly diet education.

Figure 9. *Pedagogical garden and the use of its food by children to promote healthy nutrition and consumption of environmentally friendly food*

3.3. How to make our Italian town more inclusive and child-friendly with co-creation

The citizens of Rignano Sull'Arno (province of Florence, Central Italy) participated in a co-creation experience to find 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 discussing with community members 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 organised within the project "Spazi Infiniti" funded by Con i Bambini, an organisation that funds projects aimed at preventing educational poverty at the national level. Some of the LeGO's workers who had taken part in the CCW2 training course participated in this co-creation experience.

In a series of four co-creation meetings (named "A walk in town", "The community and its dreams", "From dream to reality", and "Getting ready for the event"), a group of citizens had the opportunity 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 reported were: promoting intergenerational and intercultural dialogue, improving the accessibility and aesthetics of places, increasing green areas in the town, organising events attractive to young people, and ensuring safety.

Some of the ideas that the group co-designed have been realised: thematic benches, small boxes to collect the children's ideas, open-air games for adults and children (Figure 10), improvement of the lighting in the streets, street artworks, and open-air cinema.

Figure 10. *Open-air games for adults and children co-designed*

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

Figure 11. *The co-created event called "The place of beauty and talents"*

3.4. Co-creating resources in the United Kingdom for informal supporters of survivors of sexual violence and abuse

The case study on survivors of Sexual Violence and Abuse (SVA) was developed by Sarah West (Coventry University) after attending the first UK Pilot Course. The SVA rely on survivors' informal support networks, comprising friends, family, and partners, for enduring assistance. However, the emotional toll on these 'informal supporters' can be challenging as they grapple with understanding the most effective ways to respond and evaluate the helpfulness of their actions. This project aimed to address these challenges by collaboratively developing a digital intervention to guide informal supporters in conjunction with survivors, supporters, and professionals in the SVA field.

The project adopted a three-cos approach (Pearce & Magee, 2024), providing a clear framework for the co-creation process, acknowledging the constraints of limited time and resources inherent in this PhD study. This constraint has been communicated transparently to co-creators since the project's inception. So far, eight co-creators (4 survivors and 4 supporters) have engaged with co-define workshops. Critical to the intervention's success, professionals contribute separately to manage potential power differentials and the sensitive nature of the subject matter. Workshops have been conducted face-to-face and online, enabling participation from co-creators from across the UK and those facing challenges attending in person due to health issues and other responsibilities.

Both workshop formats incorporated innovative tools such as card sort activities to understand co-creator priorities and guide subsequent sessions, as well as a snakes and ladders game to explore the barriers and facilitators associated with addressing these issues through digital tools. In person, the CUbe facilitated an energy boost for reflective and generative discussion on the qualitative study findings and the antecedents for the identified issues (Figure 12).

Figure 12. *Card sort activities and the CUbe to promote informal supporters of survivors of sexual violence and abuse*

Feedback from the workshops has been very positive, with co-creators keen to engage in the subsequent phases.

In-person facilitation demanded strong people management skills to balance relationship building while keeping co-creators focused and progressing through activities within the allotted time. Conversely, online sessions featured less chatting, but co-creators contended with external distractions and required additional support to overcome technical challenges.

3.5. Conclusions regarding the progression of co-approaches during the CCW2 pilot training

This section aims to show evidence that the individual or team projects the trainees have conducted are cases of different progression rates. The data presented above on co-creation projects during the CCW2 Training Course and the data collected by analysing the documents published online by the different countries on the project Website (See Website), allows us to conclude that trainees involved in the pilot training found examples of concrete problems in practice on which they tested the theories of co-creation implementing them with different rates of progression, as described below.

In the UK CCW2 Pilots Courses, co-creators devised their own projects to work on. Some did not have current projects to work on but were learning the methods and techniques so that they could apply them to future projects.

In Pilot 1, the trainees carried out the following co-approaches:

- A physiotherapist used co-creation methods to develop virtual patients with artificial intelligence tools as an educational resource to train the next generation of healthcare students.
- A charity worker used co-creation methods to explore the impact of the landlord change within a housing association property for people with learning disabilities.

- A hospital cardiac nurse co-created a health service intervention to support people in managing postural orthostatic tachycardia syndrome.
- A psychologist hosted co-created workshops to develop an online information resource to support people with Chronic obstructive pulmonary disease (COPD) in using smartwatches to arrange their conditions.
- A student used co-creation methods to explore the needs of people providing informal support to survivors of sexual violence and the role of digital interventions in meeting those needs.
- A psychologist used co-creation to develop a digital intervention for positive mental health and wellbeing in university students.
- A psychologist used co-creation methods to develop a digital yoga-based intervention for postgraduate researchers.

In the Pilot 2, the projects described below were developed:

- A sport scientist hosted co-creation workshops in November 2024, working with grassroots football coaches to develop how a coach development programme may be implemented.
- A physiotherapist developed a protocol to host workshops in early 2025 to co-create a rehabilitation programme for adults with complex fractures following traumatic injury.
- A student hosted co-creation workshops to explore culturally adapting a resistance training intervention for teenage Muslim girls.
- Two students planned to use co-creation in workshops in 2025 to co-create resources on sexual wellbeing and intimacy for people with acquired brain injury.
- One psychologist planning to use co-creation in workshops to develop resources to support educators working with children with traumatic brain injury

In Portuguese Pilot Courses 1 and 2, participants were grouped by schools and, between sessions, organised their projects to co-create wellbeing at school. Two teachers who were alone in their school in CCW2 training Pilot 2, decided not to develop a project. During the online sessions, teachers implementing projects received feedback from their colleagues and the trainer. In Pilot Course 3, due to lack of time until the end of the international project, participants created creative material to develop their co-creation projects later.

In the Pilot 1, in addition to the project described in the previous section, the trainees' team of each institution experienced the following projects:

- A group of seven childhood educators from three different kindergartens, located in Fermentões-Guimarães and Trofa, co-created the project "Happiness+". Different results emerged in the different kindergartens, which included increasing outdoor and nature activities, the hug chair, the sensory table and drawing a sad face on the palm of their hand to show a classmate that what he/she was doing made them sad.

- A teacher of the Pegada school, Guimarães, co-created with 24 children of a 3rd-grade class (8 years old) the project "Green happiness: wellbeing through nature activities". The project results showed an increase in children's wellbeing and simultaneously promoted children's health and environmental sustainability.
- Three teachers from a 7th grade class (students aged 12-13) at the Pedome Basic School, Vila Nova de Famalicão, developed the project "Revitalisation of the school grounds: co-creation of pleasant and ecological spaces in the context of an Integrative Learning Project".

In the Pilot 2, the following projects were carried out:

- Two professionals continued the project, called in this second year "Happiness++". Children complained in the previous school year of physical and verbal aggression by some classmates inside the kindergarten. In both kindergartens, they co-designed a different action plan, but included the creation of a mascot, outdoor activities with and without parents, games in the classroom and puppet theatres.
- Another project that was born with children and four childhood educators as co-creators was carried out in kindergartens of the School Cluster of Vila Verde and ended up involving parents, Parish Council leaders and science teachers in the co-creation group. The problem was the desire to improve the school's educational pond because children liked to play in the outdoor space and considered it unpleasant. The pond was left just the way the children wanted and began to be used for educational purposes to encourage children to develop scientific processes and investigative skills while having fun and protecting nature.
- Six childhood educators from four different kindergartens, from the School Cluster Terra do Ave, Vila Nova de Famalicão, using a game to identify students' wellbeing determinants, understood the children needed to have more moments of relaxation to reduce their agitation. The children presented their drawings to adults about what the multisensory room should look like. The Snoezelen room was created and the children evaluated the space in a very positive way.
- A Visual Arts teacher at a primary and secondary school in Guimarães worked with her students of the 12th grade (16-17 years old) to "Build and decorate their car for the allegorical procession of the "Maçãzinhas (Little Apples)" in a creative and ecological way". The car was co-designed by the students and teacher using recycled materials and won the competition for best car in the "Macãzinhas" procession.

In Italy's Pilot Courses 1 and 2, the trainers did not suggest co-creation projects to the trainees, but they were left free to work and reflect on their own ideas.

In pilot 1, various ideas for co-creating projects emerged, namely self-financing to develop housing policies.

After Pilot 2, more ideas for co-creating projects were presented, namely:

- A team of two educators is starting using co-creation to involve young adults in a participatory process in their local community
- A team of three educators is starting using co-creation methods to develop a training program supporting parental skills
- A secondary school class has already been involved in the production of a podcast and a boardgame about the UN Sustainable Development Goals using co-creative approaches and techniques
- In general, LeGO has started to systematically embedded co-creative approaches in the training course for its workers (about 270 people working in several wellbeing fields).

In France's 2nd Pilot, one trainee presented a project involving parents in combating head lice in a children's daycare centre.

In the 1st pilot in Denmark, attendees worked on their co-creation project, and the goal was to present it to the leaders at the end of the teaching. In the second iteration, the students did not work on their own projects, but instead trainers simulated an idea-generating process on the last of our three sessions.

In the Pilot 1, the following projects were carried out:

- One trainee made contact with a nearby school to make a project to establish visiting friends between elderly people and the oldest classes at school.
- One trainee established contact with a kindergarten next to the nursing home and had them visit once a fortnight.
- One trainee developed a project to get employees to be more aware of the wishes and needs of people with dementia.

4. Lessons learned

CCW2 main conclusions for the pilots: A past that underpins the project's sustainability for the future

First, a pre-training Need Analysis Questionnaire was created that aimed at understanding the expectations of planned trainees on co-creation, as well as on the organisation of the curriculum testing pilots. The main lesson learned from the needs analysis was that the partners should carefully take into consideration the different objectives and expectations that the trainee groups had. These results confirm the relevance of our concern in building a flexible curriculum that can be adapted to different professional and personal objectives.

Overall, the quantitative evaluations of the CCW2 Pilot Courses by trainees were very positive with most ratings across all countries being either 4 or 5 out of 5. The final evaluations of trainees and trainers were very positive overall for all the learning units and the type of material provided (videos, PowerPoint presentations, activities, etc.). We collected qualitative feedback

from the trainees during the delivery and used it to improve the materials within the pilots, as well as informing the final version of the curriculum now provided on the website (led by the UK team).

The project developed a curriculum based on the principles of blended learning because the target audience need a high degree of flexibility in relation to their learning needs and the organisation of their daily work. It was observed that different countries applied blended learning training with different sequences and duration in face-to-face and online modalities with great success, showing the great flexibility of the curriculum created and its suitability to different contexts, as it was always evaluated very positively. These results underpin the sustainability of curriculum specifically, and project overall in the future.

CCW2 contributions to innovation in VET: Developing new pedagogical ways of imparting knowledge

Regarding the pedagogical approaches, the project developed a curriculum based on the principles of blended learning, with specific strategies adapted by each country in different ways. For instance, Portugal tested flipped classrooms during their piloting, France and the UK made learning materials available for their students over a determined period of time, Italy made a handbook of tools and activities (including those tested during the training) available in Italian for their learners. Another key point of the pedagogical approach adopted was action learning. Although not all participants were able to start a co-creation project during the training period, most countries proposed a set of case studies and real or fictional scenarios where the participants could try to use the 3 CO's framework (Pearce & Magee, 2024) in practice. Combined with blended learning and action learning, teamwork was another key delivery aspect. 90% of UK answers about what was the most enjoyable aspect of the training mention group work. High rates for this item came from Italy and Portugal as well. On the other hand, in Denmark, group work was not a key aspect of the delivery because of the small size of the group of trainees. The French pilot test provided further interesting suggestions on the delivery modes to ensure regular feedback with attendees to encourage those who may be progressing more slowly or using more gamification tools (progress bar, badges).

Regarding the assessment of the composition of the learning activity on each day, in several countries, the attendees asked for in-person sessions to work more interactively with their colleagues. In some cases, this led to changes in the structure of the pilot from the first to the second iteration; for example, the UK chose to test a hybrid delivery method alongside the online one. The results of the UK final assessment in this regard are particularly interesting: for none of the investigated items, the difference between the rating given by the participants to the online version of the course and the rating given in the hybrid one was statistically significant, suggesting either that there are no significant differences in the quality perceived by the trainees or that each version of the training met the needs of their attendees.

As for a general assessment of the curriculum, although no dramatic changes were needed, most countries tested further materials which they found relevant to the needs of the trainees based on their profile and level of experience. This, therefore, added to the richness of the curriculum's flexibility.

These results show that new pedagogical ways of transmitting knowledge were developed and were positively evaluated by trainees and trainers.

CCW2 contributions to improve the flexibility of opportunities in VET: New ways of supporting practices in contexts

As we argued in the project application, the most common Vocational Education and Training course is still the traditional one, where the participants must attend a certain place at a certain time. CCW2 challenged this traditional way of doing things, innovating other VETs by testing how guidance works regarding VET courses. CCW2 shows much evidence that creating online spaces to share practices and promote self-reflection and peer reflection, as well as receiving feedback from peers and/or training facilitators, improves practices and increases self-confidence in developing co-creation processes.

Therefore, CCW2 showed how to improve the flexibility incorporating the VET courses even more in the participants' practice, resulting in a higher impact than traditional courses. Regarding the degree of flexibility, the original version of the curriculum was flexible enough to be easily adapted to different contexts. For most of the activities, both online and face-to-face modes of delivery were provided; for some activities, we provided several options of implementation, depending on the size of the attendee group, their interests (more theoretical or more practice-oriented, for instance) and previous experience, the available time, etc. For instance, in Denmark, UCL chose to involve a very small group as they found it easier to be flexible and go into detail. Italy involved a larger group for their 2nd pilot but split them into two subgroups for most training.

The creation of this curriculum responded to the current need to increase online learning tools and materials while still using co-creative techniques, showing that new ways of supporting practices in contexts were successfully tested. In CCW2, blended learning and action learning were combined, so students brought their work assignments to the course and developed knowledge based on their own cases. In all countries, evidence of good practices of action-oriented co-created projects in different areas of wellbeing promotion were collected (See the link "In Action" on the website).

CCW2 contributions to increasing attractiveness of the VET courses: Greater real-world knowledge transfer and course engagement

At the end of our first attempt to create a Curriculum in the previous CCW ERASMUS+ Project, we found during the project evaluation that it could be improved in many ways to make it more effective in contributing to innovation among user groups in society.

At the end of the CCW2 ERASMUS+ Project, in the co-refined CCW2 curriculum, evidence was collected that the trainees will get a higher yield out of a VET course through a flexible and modular overarching curriculum, where learning objectives and delivery modalities can be chosen to apply to the needs and competencies of the learner. Alongside this, a bank of resources has been co-created with tools for applying co-creation and the curriculum (handbook, cards and videos) and an evidence-based further reading list organised by literature theme.

Participation in the pilot allowed the trainees to acquire knowledge and skills in different fields of co-creation. In the different national contexts, specific interests emerged, depending

among others, on whether the attendees were students or people already professionally engaged in the various sectors of wellbeing and on their level of previous knowledge (for instance, most of the Portuguese professionals involved had no practical experience in co-approaches, unlike professionals in the UK, where this only happened to a small number of participants).

Although the curriculum, in its flexibility, worked on both the theoretical and practical dimensions, it was mainly focused on the transferability of the knowledge gained into practice. In this regard, in the UK, Portugal and Italy, almost 90% of the trainees responded that they would use what they learned from training in their daily work. Another interesting result came from Denmark, where they learned from the first iteration that it is not always the most thorough preparation that provides the best evaluations and learning, but instead the preparation must focus on gathering the trainees needs, expectations and motivations to attend the training to increase the liklehood they will benefit from it and not drop out from the course delivery.

Individualisation, where the participant can decide when it suits him or her best to see a training session, will also make the courses more attractive to potential course participants. Concerning the employers, the VET will be more attractive if they can see an actual and direct benefit to employees and organisations as a whole, which will have more impact in supporting them to reach their strategic aims.

5. CCW2 Training sustainability

Experiences with this type of teaching was considered important for it' s successful delivery and the final version of the overarching flexible curriculum is freely available on our final website for implementation.

The project partners carried out the project based on a broad democratic process, with sufficient room for local flexibility in the project implementation. As the Co-Creating Wellbeing project is an action-learning-oriented project, during the project, the partners applied the project in a variety of professional contexts where they worked, for example, in schools, social and health institutions, university classes, doctoral theses or community intervention, involving leaders whenever possible, showing that they created conditions for the sustainability of projects in the contexts involved.

Furthermore, making all the material produced available on the website and the reflection and evaluation documents could encourage other contexts to initiate co-creation processes individually or with the support of the current team of this international project, if and when appropriate.

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Appendices

Appendix 1. Need analysis questionnaire

PRE-COURSE QUESTIONNAIRE

This questionnaire aims to understand what your previous experiences with co-creation, or similar co-approaches, and what your expectations for this course are. The questionnaire ends with the collection of some demographic data. The questionnaire is voluntary and anonymous.

Thank you very much for your collaboration!

INFORMED CONSENT DECLARATION

1. By answering 'Yes' below, you indicate that you voluntarily accept to complete this questionnaire, confirming that you have been informed about its conditions. To stop, simply close the browser window.

   O Yes

   O No

GENERATION OF ID CODE

Your answers to these questions will remain anonymous and will be linked with other anonymous feedback provided over the course. Please generate a code that allows this to happen. Please build the code as follows:

Provide the first two letters of the place of birth, the last 3 digits of your phone number and the first two letters of your month of birth. This should create a 7-digit/letter code. For example, someone born in Braga with a phone number 253123456 and born in June would have the code BR456JU. For any unknown answers, please write X.

2. Code

QUESTIONS ABOUT CO-CREATION AND THE COURSE

3. Have you had any previous experience with any of the co-approaches (including co-creation, co-defining, co-planning, co-design, co-production, co-evaluation, co-refining). If so, please provide some information on your previous experience.

4. Why have you chosen to attend this 'Co-Creating Wellbeing' course? What is your motivation for attending?

5. What would you like to learn from the course? What are your expectations?

6. Are there any aspects of the course that you would like to be prioritised or focused on that can help you to carry out co-creation?

7. Are there any barriers to carrying out co-creation that you are currently aware of, which could be useful to cover on the course?

8. Do you know or work with any other' s who are attending this course? If so, please provide more information.

9. Do you feel supported to attend this course, for example by your organisation? Please explain your answer (either why you do not feel supported or how you are supported).

10. Do you have any specific needs that we can support you with by making reasonable adjustments during this course?

DEMOGRAPHICS

We would like to collect information about your demographics to gain an overarching summary about the people who have attended this course.

11. Please specify what welfare sector you work in.

☐ Education ☐ Health care ☐ Social care

☐ Youth service ☐ Sport ☐ Other (please state)

12. Please indicate your profession.

13. Please specify your current employment status.

☐ Full time ☐ Part-time ☐ Voluntary

☐ Other (please state)

14. Please specify your education level.

☐ Preparatory school

☐ Secondary school

☐ Bachelor's degree

☐ Postgraduate education at the University (e.g., Masters level),

☐ Doctorate level at the University (e.g., PhD)

☐ Other (please state)

15. Please specify your sex at birth.

☐ Female ☐ Male ☐ Intersex ☐ Prefer not to say

☐ Other (please state)

16. Please specify your age (provide numerical value): years old.

ADDITIONAL QUESTIONS

17. Would you like your course to be delivered using

☐ online delivery only
☐ in-person face-to-face delivery only
☐ a mixture of both.

18. Would you like your course to be delivered using:

☐ asynchronous teaching and learning activities (for example, where you can access pre-recorded and prepared materials in your own time at your convenience)
☐ synchronous teaching and learning activities (for example, where you attend live sessions with your trainer)
☐ a mixture of both.

19. Below is a list of topics which could be included in the course. Please drag and drop the statements to put them in the order of Most Important for Inclusion (top) to Least Important for Inclusion.

The definition of co-creation	☐
The importance of co-creation	☐
The outline of how to carry out co-creation	☐
The underpinning theory of co-creation	☐
What competencies are needed to facilitate co-creation	☐
Considering the context, system or organisation where co-creation takes place	☐
How to start a co-creation team	☐
How to start the co-creation process	☐
Mediating conflict and dealing with negotiation	☐
How to co-define what problems currently exist that might need a solution	☐
How to prioritise problems and co-design solutions together	☐
How to co-produce solutions and implement actions	☐
How to embed co-evaluation throughout the process	☐
How to iteratively co-refine the process	☐
Considering dissemination and sustainability of co-created outputs	☐
The different tools/activities that can be used to co-create	☐

20. Do you have any other comments that you would like to add?

Thank you for completing this. We look forward to seeing you on the Co-Creating Wellbeing course!

Appendix 2. Pilot Course Evaluation for Trainees

This questionnaire was created to ask for your feedback on training modality. It is anonymous and its purpose is to improve the material of the Training Course. Therefore, we would appreciate if you could give the answers as sincerely and completely as possible. The questionnaire is voluntary and anonymous.

Thank you very much for your collaboration!

INFORMED CONSENT DECLARATION

1. By answering 'Yes' below, you indicate that you voluntarily accept to complete this questionnaire, confirming that you have been informed about its conditions. To stop, simply close the browser window.

○ Yes ○ No

GENERATION OF ID CODE

Your answers to these questions will remain anonymous and will be linked with other anonymous feedback provided over the course. Please generate a code that allows this to happen. Please build the code as follows:

Provide the first two letters of the place of birth, the last 3 digits of your phone number and the first two letters of your month of birth. This should create a 7-digit/letter code. For example, someone born in Braga with a phone number 253123456 and born in June would have the code BR456JU. For any unknown answers, please write X.

2. Code

TRAINING QUALITY

3. Please indicates **how would you rate the quality** of the following aspects of training.

Aspects of training	Low 1	2	3	4	High 5
1. The process of enrolling onto the course	○	○	○	○	○
2. Organisation during the training.	○	○	○	○	○
3. Clarity of trainer(s).	○	○	○	○	○
4. Quality of methodologies/strategies used during training	○	○	○	○	○
5. Quality of teamwork carried out.	○	○	○	○	○
6. Quality of learning based on videos	○	○	○	○	○
7. Quality of learning based on the PowerPoint presentations	○	○	○	○	○
8. Clarity of the topics presented	○	○	○	○	○
9. Balance between the co-creation theory and how to use it in practice.	○	○	○	○	○
10. Quality of social climate training.	○	○	○	○	○
11. Engagement of trainees throughout the training	○	○	○	○	○
12.Usefulness of the training activities for your practice.	○	○	○	○	○
13. Usefulness of the activities in between the training days for your practice (if applicable)	○	○	○	○	○
14. Suitability of the training to trainees needs.	○	○	○	○	○
15.The training achieved your expectations.	○	○	○	○	○
16. The adequacy of training assessment instruments to increase the quality of training in the future.	○	○	○	○	○

4. What did you enjoy most in this training?

5. What do you think can be improved?

6. What are the **three most important** things you learned on this training?

7. Was anything you learned unexpected?

- ○ No
- ○ Yes

8. If you answered yes, please briefly describe **three** unexpected learnings.

9. Will you use what you learned from this training in your daily work?

- ○ No
- ○ Yes

10. If you answered yes, how will you use these learnings?

11. What factors **facilitated** your participation during the training?

12. What **difficulties/barriers** did you encounter in your participation during the training?

13. Do you have any other comments you would like to add in the space below?

Thank you for giving your feedback about the Course. We look forward to continue seeing you on the Co-Creating Wellbeing course!

Appendix 3. Pilot Course Evaluation Feedback for Trainers

1st / 2nd iteration (cross out what doesn't matter) **Date**:___/___/___

This questionnaire was created to ask for your feedback on training. It is anonymous and its purpose is to improve the material of the Training Course. Therefore, we would appreciate if you could give the answers as sincerely and completely as possible. The questionnaire is voluntary and anonymous.

Thank you very much for your collaboration!

INFORMED CONSENT DECLARATION

1. By answering 'Yes' below, you indicate that you voluntarily accept to complete this questionnaire, confirming that you have been informed about its conditions. To stop, simply close the browser window.

O Yes O No

TRAINING QUALITY

2. How did you hold your lessons?

O in person
O asynchronous online
O synchronous online

3. How long did your training last? (hours)

4. How do you rate the adequacy of the material provided by the course organizers?

	1 Not useful at all	2	3	4	5 Extremely useful	It does not apply to me
Initial information material	O	O	O	O	O	O
Module 1: Introduction to co-creation	O	O	O	O	O	O
Module 2: The 3 CO's framework	O	O	O	O	O	O
Module 3: Co-creation toolkit	O	O	O	O	O	O

5. Justify the options you choose for the question 4.

6. Please rate how often the following conditions occurred.

	1 Never	2 Rarely	3 Sometimes	4 Often	5 Always	I don't know/not applicable
1.The devices/computer programs used worked well	○	○	○	○	○	○
2. Participants were able to access the online material easily and intuitively.	○	○	○	○	○	○
3.The image and sound quality have been adequate.	○	○	○	○	○	○
4. The communication tools provided were effective for communication between participants	○	○	○	○	○	○
5. The communication tools provided were effective for communication between participants and teachers	○	○	○	○	○	○
6.The training platform used was adapted to the needs of the participants	○	○	○	○	○	○

7. How would you rate the quality of the following aspects of the training session you conducted?

Aspects of training	Low 1	2	3	4	High 5
1. The process of enrolling onto the course	○	○	○	○	○
2. Organisation during the training.	○	○	○	○	○
3. Clarity of trainer(s).	○	○	○	○	○
4. Quality of methodologies/strategies used during training	○	○	○	○	○
5. Quality of teamwork carried out.	○	○	○	○	○
6. Quality of learning based on videos	○	○	○	○	○
7. Quality of learning based on the PowerPoint presentations	○	○	○	○	○
8. Clarity of the topics presented	○	○	○	○	○
9. Balance between the co-creation theory and how to use it in practice.	○	○	○	○	○
10. Quality of social climate training.	○	○	○	○	○
11. Engagement of trainees throughout the training	○	○	○	○	○
12.Usefulness of the training activities for your practice.	○	○	○	○	○
13. Usefulness of the activities in between the training days for your practice (if applicable)	○	○	○	○	○
14. Suitability of the training to your needs.	○	○	○	○	○
15.The training achieved your expectations.	○	○	○	○	○
16. The adequacy of training assessment instruments to increase the quality of training in the future.	○	○	○	○	○

8. Overall, how do you rate the quality of the course?

Very poor	Poor	Acceptable	Good	Very Good
○	○	○	○	○

9. What was your favourite part of the course? Why?

10. What was your least favourite part of the course? How could it be improved?

11. What factors facilitated the realization of the course from your point of view?

12. What barriers made the course more difficult to implement from your point of view?

13. How did you overcome these barriers/difficulties?

14. Do you think that participants will be able to use the tools and strategies provided in their daily professional practice as a result of participating in this course? Why?

15. What are your recommendations for improving this course?

16. Do you have any other comments you would like to add in the space below?

Thank you for giving your feedback about the Course!