

# Interreg



EUROPEAN UNION

# North-West Europe

# IMAGINE

European Regional Development Fund

THEMATIC PRIORITY



INNOVATION



## A CO-PRODUCTION MANUAL FOR IMAGINE



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# INTRODUCTION

## A. What is IMAGINE ?

IMAGINE is a social innovation project part-funded by the EU Interreg North West Europe. It will last for 45 months from January 2019. It comprises a transnational delivery team of ten partners and sub-partners from Belgium, France, Luxembourg, the Netherlands and the United Kingdom, under the leadership of the Bureau Economique de la Province de Namur (Belgium).

IMAGINE aims to tackle unemployment by creating sustainable job prospects in the horticultu-

ral sector for people aged 18-34 with low-skills who are not in education, employment or training (NEET). The Project is being delivered by partners in areas of North West Europe where many young people face barriers in obtaining employment. Our ambition is to develop, test and implement a series of innovative new models to support our target group into sustainable jobs, sharing the learning from the project so that our work might be replicated across North West Europe over time.

## B. What is the purpose of our co-production manual ?

This is a practical manual to help IMAGINE partners take a co-production approach in the IMAGINE project. It does this by providing :



We believe that if we apply this manual in our work we will be well equipped to achieve the aims of the Imagine programme and make a lasting difference to unemployed young adults across North West Europe.

## C. Who is this manual for ?

It is designed to support anyone involved in, or interested in becoming involved in, co-production activity in the context of the IMAGINE project, with a particular focus on everyone involved in the design, development and delivery of our first social innovation incubation models. This includes all the groups shown in the diagram on the next page : IMAGINE project partners and

participants ; the Interreg Secretariat ; participants' local, regional and transnational networks and links ; businesses, community, charity groups, supporters and local IMAGINE benefactors ; community and organisational decision-makers ; prospective employees of IMAGINE incubation projects ; and other organisations seeking to develop initiatives in the future.



The groups closer to the centre of the target are ones we need to have the closest relationships with and are the primary audience of this manual.

Those in the outer circle are who we need to engage more over time to expand our reach and impact, as the project progresses.

We also think this “target model” is a helpful tool that partners could use to think through who they need to engage in the co-production of our different IMAGINE pilots.

## ***D. How do I use the document in practice ?***

To enable you to find the information you need there are bookmarks on the right hand side of each page, so you can easily click through to the section you are interested in. At the start of each section there are also buttons that take you to the specific parts within each stage.

In the document we have included links to recommended resources to help you apply the approach (e.g. specific tools that provide a starting point or simple examples of what things mean in practice).

## E. What does co-production mean in the IMAGINE project ?

To be successful in co-producing IMAGINE, we first need a clear, shared understanding of co-production that all partners, participants (and their communities), and other organisations involved can adopt.

We have therefore provided : a short **co-production definition** ; six **co-production principles** ; and eight **"I-statements"** that describe what an individual should experience when involved in co-production. Taken together, these provide a basis against which we can review our work and keep ourselves accountable in co-producing the project.

### Our co-production definition<sup>1</sup>

Co-production means **delivering** the Imagine project and incubation models in an equal and reciprocal relationship between IMAGINE employees, participating community members, their families and their neighbours. Where activities are co-produced in this way, both projects and neighbourhoods become far more effective agents of **change**.

### Our co-production principles<sup>2</sup>



### Our co-production "I-statements" and mutual agreement template<sup>3</sup>

The following eight statements describe what an individual should experience when they are being engaged in true and effective co-production. This applies to participants themselves, as much as it does to partners, employees, members of local communities and other organisations who are involved in the co-production process.

We encourage partners to consider these statements practically during their local pilots. To help with this we have provided an example, simple template for an informal **mutual agreement** that can be adapted to suit your local needs.

<sup>1</sup> Adapted from D Boyle and M Harris, 2009s - 'Delivering' and 'change' in italics –reasons

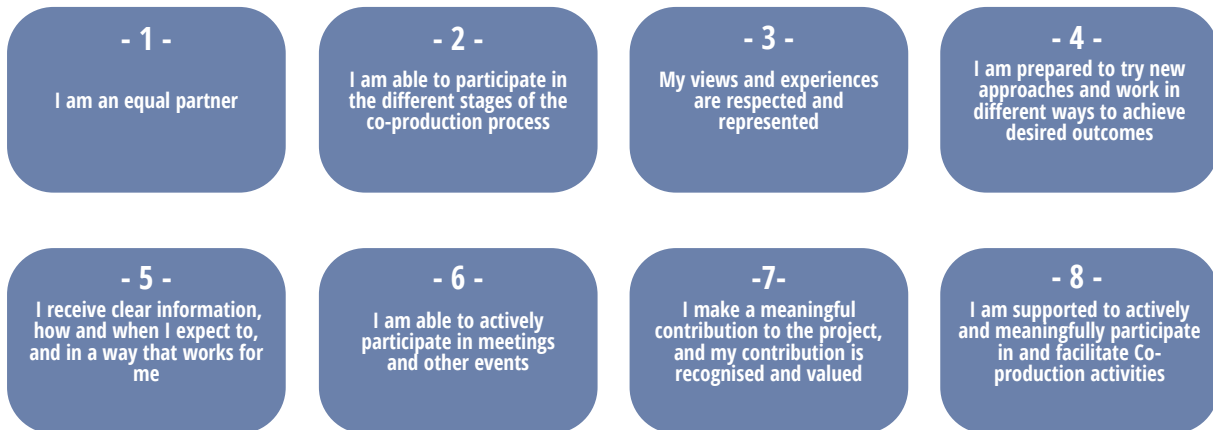
<sup>2</sup> Adapted from altogether better.com

<sup>3</sup> We would like to thank Warwickshire County Council for their work developing these statements

## ➔ Recommended resource : Annex 1 - Co-production mutual agreement template

[https:// url.imagine-future.eu/ENT112A1](https://url.imagine-future.eu/ENT112A1)

It is designed to be shared with everyone involved in the work, to help communicate the ethos of co-production and as a tool to hold one another to account for working in this equal and reciprocal way during the project.



We have also included a co-production mutual agreement review tool that can be used to review together how effectively we are co-producing, using these eight statements.

## ➔ Recommended resource : Annex 2 - Co-production mutual agreement review tool

[https:// url.imagine-future.eu/ENT112A2](https://url.imagine-future.eu/ENT112A2)

## F. Transnational co-production

The principles and practice of an IMAGINE co-production framework model are set out in this Manual document. This section of the Manual will be used to explore the particular transnational dimensions of that practice. The core purpose of European Territorial Co-operation (ETC) programmes such as Interreg North West Europe (NWE) is to support cooperation across national borders. In that sense an Interreg NWE project is an ideal context in which to incorporate an explicit transnational dimension to what it is that the project is seeking to develop and share with others.

Our plan is to update this section of the Manual over the life of the project based upon our own evolving experience of co-producing activities with inputs from partners collaborating across national borders.

Co-production processes can be complex and by their nature entail the involvement of a greater number of actors than might typically be the case. Undertaking this co-production transnationally adds further complexity and richness, but also has clear potential benefits in terms, for example, of:

- ▶ Being able to draw upon a wider range of existing experience and expertise.
- ▶ Being able to test, develop and implement models that transcend linguistic and cultural differences.
- ▶ Being able to test, develop and implement models which can be used within different legislative and governance frameworks – i.e. models with greater value for a larger audience of adopters.

We expect greater complexity when working at the transnational level and we should anticipate the involvement of an even greater number of actors, longer timeframes and a greater number of technical issues related to differences in local working practices.

We will be guided by the standard twin foci of adaptability and transferability. We might usefully look at an early stage at :

- ▶ Examples of where co-production already occurs in trans-border regions.
- ▶ Methods to overcome linguistic difference between actors – and in these instances we can learn from relevant examples of multi-lingual work to date from within individual EU Member States as well as across borders).
- ▶ The ways in which legal and regulatory differences have been overcome in joint initiatives – whether we feel these 100% satisfy our co-production model requirements or not.
- ▶ Any further specific challenges that are identified in co-producing activity transnationally.

Our intention will be to develop a model (or models) of practice that enables us to incorporate transnational working in the different stages and steps of the IMAGINE co-production framework so that **activity is co-designed, co-delivered and co-evaluated across national borders**. Any such model will at the same time need to ensure that the “equal and reciprocal relationships” which we require in developing, testing and implementing our three incubation models are designed in at the transnational as well as local level.

Our working assumption is that a “local” model that might be developed in one place and a “local” model designed to do the same thing in another Member State cannot simply be added together into a model that works at the transnational level. ( $A + B \neq C$ ). Rather “C” will take a distinct form. We will test that assumption as our work within IMAGINE continues.

## Our transnational IMAGINE co-production partners

- ▶ Bureau Économique de la Province de Namur
- ▶ Surrey County Council
- ▶ Association Palme
- ▶ Community de Moussy-Le-Neuf
- ▶ Association de Préfiguration de la Régie de Quartier du 15<sup>ème</sup> arrondissement de Paris
- ▶ Stichting Duurzame Kost
- ▶ Office de wallon de la formation professionnelle et de l'emploi
- ▶ Lycée Technique Agricole Ettelbruck

# A CO-PRODUCTION FRAMEWORK FOR IMAGINE

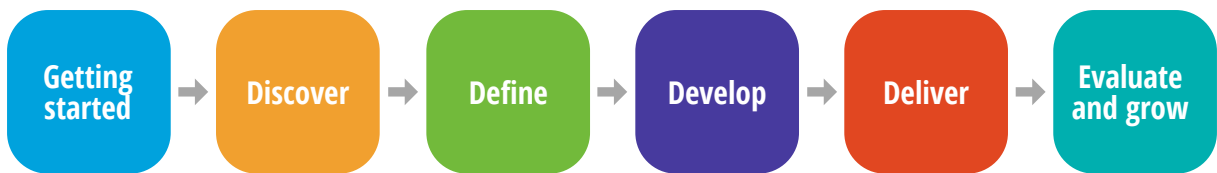
## A. Why do we have a co-production framework ?

This framework has been developed to enable and challenge IMAGINE partners to be bold in their approach to co-producing their incubation models. It demands us to step into a new and exciting relationship with IMAGINE participants, one where we share power and genuinely rely on each other to make decisions and achieve change.

## B. Introducing our co-production framework

### Six stages with four steps

Our framework involves six stages that flow left to right :



Each stage then includes four key steps (except for “evaluate and grow”) – shown as a list of boxes under each stage in our framework diagram – which flow top to bottom.

### Flexibility throughout

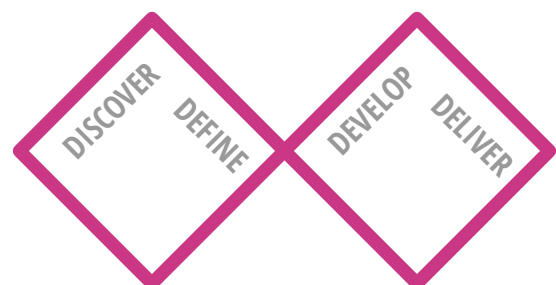
Whilst we’ve set out a logical co-production journey, it is not a rigid plan to be followed. In fact, in the real world, we expect and welcome change to this “logical” order. Flexibility is key as we work alongside IMAGINE participants, in equal, give-and-take relationships. Alongside this, different partners will also need to be flexible in applying the methodology in their different national, cultural and legislative contexts.

This is represented on our co-production framework by arrows that go back and forth between the stages.

### Exploration and focus

A “double-diamond” sits behind our stages. This tried and tested model from “design thinking” shows a repeating learning process of exploration and focus.

During exploration (“Discover” and “Develop”) we think innovatively and openly, learning as much as we can about our work and participants. During focus (“Define” and “Deliver”) we consider what we have learnt, identify what’s important and make decisions about what’s next.





## Different opportunities for co-production

There are three different ways that IMAGINE partners might be able to embed co-production within their incubation models : **full co-production** ; **adaption** ; or **insertion**.

### Full co-production

Every element of the end-to-end process is designed, planned, delivered and evaluated through co-production. Partners establishing a new project from the start have a natural opportunity to do this.

### Adaption

Changing an existing end-to-end process so co-production is embedded throughout. Partners building on an existing model of delivery might use this approach.

### Insertion

Introducing a new co-production stage into an existing end-to-end process. Partners might use this approach if working within constraints, where some elements of the process are outside their gift to change.

## C. Our co-production framework model



## GETTING STARTED

The “Getting started” stage is where we lay the foundations for a project once we have opened ourselves up to the opportunity of co-production.

### A. Understanding the opportunity

This step is about describing the opportunity we have for co-production, so that you can communicate it to the right people in your organisation to get the work underway.

#### Questions to consider

- ▶ *What type of opportunity for co-production is it full co-production, adaption or insertion ?*

##### **Full co-production**

*Every element of the end-to-end process is designed, planned, delivered and evaluated through co-production. Partners establishing a new project from the start have a natural opportunity to do this.*

##### **Adaption**

*Changing an existing end-to-end process so co-production is embedded throughout. Partners building on an existing model of delivery might use this approach.*

##### **Insertion**

*Introducing a new co-production stage into an existing end-to-end process. Partners might use this approach if working within constraints, where some elements of the process are outside their gift to change.*

- ▶ *How did we identify this opportunity ?*

*This means thinking about what brought the opportunity to our attention (for example published research, local data analysis, feedback from local communities, etc.), so we can communicate this to others.*

- ▶ *How would you concisely describe this opportunity to others ?*

*This is about being clear in our own thinking what the key features of the opportunity are.*

- ▶ *Does it focus on any particular communities or groups ?*

*This is about identifying who we expect to be the key participants and also beneficiaries of this co-production opportunity.*

- ▶ *Why is it important to the organisation or community ?*

*This means being able to clearly communicate why we think this opportunity is worth pursuing. Ideally we this will be about both how it will benefit the organisation that is facilitating co-production and the participants that we aim to involve, along with their wider communities.*

## B. Preparing ourselves

This step is about getting our own organisation to a place where it is ready to begin a co-production project.

### Questions to consider

- ▶ *Have I got the authorisation in place to begin this piece of work ? If not, who do I need to speak to ?*

*This is about ensuring we have the right agreements in place to start work.*

- ▶ *What people, skills and resources will I need to undertake this work ?*

*This means thinking through who the key people are you need to involve in the project early on and also clarifying what support and resources you need from your organisation.*

- ▶ *Which partners do I need to work with ?*

*Co-production is very much about partnership, so it is worth thinking through at the start which partners and other organisations you will want to engage and what support you think they might be able to offer.*

- ▶ *How does this project contribute to the outcomes my organisation is seeking to achieve ?*

*Building on the thinking in 3.A, this is about really clarifying how this opportunity for co-production will support your organisations priorities.*

- ➔ **Recommended resource : Annex 3 - Basic Project Initiation Document (PID) template**

[https:// url.imagine-future.eu/ENT112A3](https://url.imagine-future.eu/ENT112A3)

*A Project Initiation Document or "PID" is one way to capture key information about the opportunity for co-production, in line with the questions set out in sections 3.A and 3.B. It can help with informing others about the work and securing agreement from those with decision making authority. This template is intended as a starting point to be adapted by partners to fit their organisation's context.*

### Key definition : outcome

*"A condition of well-being for children, adults, families or communities" Mark Friedman (Or you may prefer to think of an outcome as a positive change in people's lives)*

## C. Considering who to involve

This step is about understanding the people (stakeholders) we will need to work with to get the work started and underway, as well as deciding on the best tools and approaches to employ in securing their engagement.

### Questions to consider

- ▶ *Who are the community members that I am looking to co-produce the project with ?*
  - ▶ *What approaches do I think would be best to begin engagement with these community members in the “Discover” stage and beyond ?*
  - ▶ *Which other stakeholders do we need to engage with (for example partner organisations, community groups, service providers, local businesses, key decision makers etc.) ?*
  - ▶ *What is their level of interest (will they be easy to engage or not) in and influence (will they make decisions) over the project ?*
    - ➔ **Recommended resource : Annex 4 - Stakeholder analysis template – Interest and influence grid**  
[https:// url.imagine-future.eu/ENT112A4](https://url.imagine-future.eu/ENT112A4)  
*The aim of this tool is to help a person or group of people draw out the personal strengths that they have. There are no right or wrong answers, we are just looking to understand and empower.*
- ➔ **Recommended resource : Annex 5 - Stakeholder analysis template – Target model**  
[https:// url.imagine-future.eu/ENT112A5](https://url.imagine-future.eu/ENT112A5)  
*This alternative tool maps stakeholders by how closely they relate to a central project (for example IMAGINE) or a person (for example a participant or partner).*
  - ▶ *What approaches do we think will best engage with stakeholders in the “Discover” stage and beyond ?*
    - ➔ **Recommended resource : Annex 6 - Simple communication plan template**  
[https:// url.imagine-future.eu/ENT112A6](https://url.imagine-future.eu/ENT112A6)  
*This communication plan template is designed to help you think through : who you need to keep informed about the project ; what things they need to know ; and how best and how often to communicate with them.*

## D. Gathering what we know

This step is about capturing what we already know (or at least think we know) about the opportunity for co-production and the communities it relates to, using information and data we already have. We can't really understand the relevant issues without talking to those who are involved, but this step helps us to ensure we are as informed as we can be at the start of the co-production process.

### Questions to consider

- ▶ *What does existing information and research tell us about the key issues and challenges that might be effecting the groups and communities we are seeking to co-produce with now ?*

*If possible, we might want to consider the extent or prevalence of the issue in local communities and how do we think this could change over time.*

- ▶ *What do we know about take-up, usage or coverage of any current similar or related provision locally ?*

- ▶ *What are our initial assumptions about the current system and whether it is effective ?*

*The system describes all the different factors that act together to generate outcomes – for example.*

- ▶ *What do we know about the local horticulture employment market ?*

- ▶ *What qualifications (if any) might be available to help participants secure a job in horticulture ?*

- ▶ *What do we know about the local and national context ?*

*A two tools to help with understanding context are : PESTLE analysis (political, economic, social, technological, legislative and environmental), which focusses on the wider context ; and SWOT analysis (strengths, weaknesses opportunities, threats), which focusses on your own organisation.*

- ➔ **Recommended resource : Annex 7 - PESTLE analysis**

[https:// url.imagine-future.eu/ENT112A7](https://url.imagine-future.eu/ENT112A7)

- ➔ **Recommended resource : Annex 8 - SWOT analysis**

[https:// url.imagine-future.eu/ENT112A8](https://url.imagine-future.eu/ENT112A8)

## DISCOVER

The “Discover” stage is about beginning to work with community members to explore what’s possible through co-production. We would also hope to have gained a more in-depth understanding of the assets, needs and lived-experience of residents and communities.

### A. Engaging the community

This step is about starting to engage with community members to share your ideas and listen to theirs.

#### Questions to consider

- ▶ *What are the best ways to get in touch with the communities that we are looking to co-produce with ?*

*This is about thinking through our starting points for engagement – for example are there existing community networks I can talk to ; are there other organisations that have good relationships with the community ; or are there influential individuals that I can work with ?*

- ▶ *How can I present the opportunity in a way that will engage members of the community and spark discussion ?*

*This is about using what we’ve found out from “getting started” to communicate the opportunity in a positive and engaging way to the community we want to engage in co-production.*

- ▶ *What do they want to talk about ?*

*This is about really listening to what is important to the community – not pushing our own agenda.*

- ▶ *What tools and approaches can we use to better understand ?*

➔ **Recommended resource :**  
**Annex 9 - Approaches for engaging communities**

[https:// url.imagine-future.eu/ENT112A9](https://url.imagine-future.eu/ENT112A9)

Some ideas  
to consider

Focus  
groups

One-to-one  
interviews

Co-design  
workshops

Surveys

Ethnographic  
approaches

- ▶ *Have we addressed ethical considerations in designing our approach to discover ?*

*This means ensuring we are engaging in a way that is appropriate and doesn't inadvertently cause harm to the people and communities we are speaking to.*

- ▶ *How have we ensured our approaches to engagement are accessible to residents and communities with a range of different needs ?*

*Drawing on “getting started”, have we planned our engagement in way that people with different needs can be involved (for example language barriers or those with learning difficulties or disabilities) ?*

## B. Building relationships and understanding social networks

This step is about spending time with community members to understand their ideas, strengths and social networks, as well as the issues and challenges they experience.

### Questions to consider

- ▶ *What ideas do community members have in relation to the opportunity you are exploring?*
- ▶ *What are the strengths and assets individual community members could bring to the work? Are any of these assets particularly relevant to horticulture or IMAGINE?*
- ▶ *Who has shown a particular interest in the work to date and who in the community might be particularly influential?*
- ▶ *What are the social networks of individual community members and how might we draw on and strengthen these through the project?*

*This is about starting to identify who might be actively involved in co-production once the work is fully underway.*

*What knowledge do you have? ("head")*

*What skills do you have? ("hand")*

*What are you passionate about? ("heart")*

- ➔ **Recommended resource : Annex 10 - Heads, hands and hearts tool**

[https:// url.imagine-future.eu/ENT112A10](https://url.imagine-future.eu/ENT112A10)

*The aim of this tool is to help a person or group of people draw out the personal strengths that they have. There are no right or wrong answers, we are just looking to understand and empower.*

- ➔ **Recommended resource : Annex 5 - Stakeholder analysis template - Target model**

[https:// url.imagine-future.eu/ENT112A5](https://url.imagine-future.eu/ENT112A5)

*This tool provides a simple approach (which we shared earlier as a stakeholder mapping tool) can also be used to map the key people in the life of an individual – with the closest or most influential relationships near the centre and those that are less influential nearer the outside. It can be helpful to return to this at different times throughout a project to assess how the network of relationships is changing over time.*

## C. Mapping community assets

This step is about working with community members to understand what assets and resources already exist locally that we can make use of in delivering the project.

### Questions to consider

- ▶ **What can individuals contribute ?**

*You might want to draw on any work you have done using the “Heads, hands and hearts” tool or similar approaches earlier in “discover”.*

- ▶ **What community groups and associations are there ?**

*This question helps us to identify what informal or formal groups and networks there might be in the community that can support or participate in co-production.*

- ▶ **What local public services or institutions might be interested in the work ?**

*This is about exploring what formal bodies (for example local authorities, health services, schools, colleges, local charities, or training providers) there are in the local area.*

- ▶ **What physical assets are there that we could use ?**

*Examples might include community buildings, green spaces, community transport vehicles, equipment etc.)*

- ▶ **What businesses are there locally that might be interested ?**

*In particular we might want to consider horticultural businesses, but equally other local businesses might have resources to share in terms of funding, sponsorship or staff who would be willing to volunteer.*

- ➔ **Recommended resource : Google MyMaps**

[https:// www.google.com/maps/d](https://www.google.com/maps/d)

*Google MyMaps is one example of a free online system you can use to build up an interactive map of assets that there might be in communities. This can be a useful aid to planning but also one way of demonstrating the reach you have had in a local community. It can be used by and shared with anyone who has a Google account. Whilst much of the information you’ll want to capture will be publicly available, if you do want to map any data about individual participants, please do ensure you get their consent before doing so and comply with the relevant legislation for your area in terms of data protection.*



## D. Exploring what might be possible

This step is about exploring what might be possible with the community, both drawing on what we have heard from community members but ideas we have come across by looking nationally and internationally. The aim is to be open and inquisitive as new ideas emerge from your conversations or your research – there are no bad ideas at this stage of the process.

### Questions to consider

- ▶ *What ideas have members of the community come up with about what could be possible through the opportunity for co-production through the IMAGINE project ?*

*As you begin to engage with potential participants and their communities around the IMAGINE project, it is inevitable that ideas will be shared. Although early in the journey, it is important to capture these ideas so that they can be further explored later in the process.*

- ▶ *Are there any obvious ideas and opportunities that have emerged through our discussions to about what assets there are in the local community ?*

*These could be related to both physical assets, like land, local horticultural businesses or equipment, or they might be individuals in the community who have skills, knowledge and capabilities to share with the project.*

- ▶ *What innovative ideas have we come across from elsewhere nationally or internationally that we could learn from ?*

*These might be related directly to horticulture, social innovation, co-production or re-engaging NEET young adults, but equally there might be ideas from other related areas that we can build on and learn from.*

- ▶ *How have we shared our thinking about what might be possible transnationally and have we sought to learn from what our IMAGINE partners in other countries are doing ?*

*This about ensuring we are working transnationally as we explore ideas about what might be possible.*

## DEFINE

The “Define” stage is where we pull together what we’ve learnt to date, consider with one another what is important and decide what we will focus on in the project.

### A. Reviewing what we have learnt

This step is about firstly drawing together and then sharing what we have learnt with community members to test our thinking and help decide what we focus on next.

#### Questions to consider

The following questions are about helping us to summarise what we have found out during “Discover” :

- ▶ *What have we found out about the assets and resources that there are in the local community ?*
- ▶ *What have we found out about the assets of individuals who might want to participate in the IMAGINE project ?*
- ▶ *What have we heard about what community members would want to change for themselves and their community ?*
- ▶ *What ideas have we identified so far about what might be possible from ideas within communities ?*
- ▶ *What innovative ideas have we identified from looking elsewhere nationally and internationally, including through sharing learning with our transnational partners ?*

The next few questions are about testing these findings out with communities and building consensus :

- ▶ *What approaches will we use to test out our findings with communities ?*

- ➔ **Recommended resource :**  
**Annex 9 - Approaches for engaging communities**

[https:// url.imagine-future.eu/ENT112A9](https://url.imagine-future.eu/ENT112A9)

Some ideas  
to consider

Deliberation  
events

Focus  
groups

Co-design  
workshops

One-to-one  
interviews

Surveys

- ▶ *Are there any key decision-makers for our organisation, partners or the local community who we need to ensure we involve in the discussion ? (You might want to refer back to your stakeholder analysis in “Getting started”).*
- ▶ *Do community members and other stakeholders agree with the things we’ve found out ? If not, why not ?*
- ▶ *What do we all agree are the most important things we have learnt ?*

## B. Confirming our participants and resources

This step is about confirming which community members will become IMAGINE participants (both young adults who are NEET, others within their social network and other parties in the local community), what resources all parties, including ourselves, will make available to the work, and make a shared commitment to the approach through the co-production charter.

### Questions to consider

- ▶ *What resources have we already identified through our individual discussions and wider exploration with the community?*

*It is important at this stage to consider who we need to speak to so that we can confirm the resources can be made available to the project.*

- ▶ *What resources will we (the host organisation) contribute to the work?*

*As co-production is an equal and reciprocal process, we (the organisation hosting and facilitating the co-production process) may well need to share our key findings and ideas internally, to ensure the resources we need to progress are made available to the project, alongside those from the community.*

- ▶ *What ground rules and initial agreements do IMAGINE participants support putting in place to ensure commitment to the next stage of the work?*

- ▶ *Have IMAGINE participants been invited to consider and sign-up to the suggested co-production mutual agreement template, that sets out how we will work together to co-produce the project?*

*This is about ensuring we are working transnationally as we explore ideas about what might be possible.*

- ➔ **Recommended resource : Annex 1 - Example co-production mutual agreement template<sup>4</sup>**

[https:// url.imagine-future.eu/ENT112A1](https://url.imagine-future.eu/ENT112A1)

- ➔ **Recommended resource : Annex 2 - Co-production mutual agreement review tool**

[https:// url.imagine-future.eu/ENT112A2](https://url.imagine-future.eu/ENT112A2)

*These documents describe how we want to work together as part of the IMAGINE project and enable us to review our progress. Our ethos is that every person is involved in the project, participates and is respected as an equal partner who has many things to bring, share and contribute – with an equal share of responsibility for the progress of the work.*

<sup>4</sup>We would like to thank Warwickshire County Council for their work developing these tools

## C. Setting our outcomes

This step is about agreeing with IMAGINE participants the outcomes (positive changes) they want to bring about for themselves and their communities as a result of the work.

### Questions to consider

- ▶ *What outcomes have IMAGINE participants and members of the wider community told us they want to achieve through the co-production opportunity and how do these link with aims and ambitions of the IMAGINE project ?*
- ▶ *What tools or format will we use to capture these outcomes in a way that all participants and community members can support ?*
- ▶ *How do we think we could measure these outcomes ?*
- ▶ *Is there anything that needs to happen that is outside our control that we need to be aware of we want to realise our outcomes ?*

*This about ensuring we are working transnationally as we explore ideas about what might be possible.*

- ➔ **Recommended resource : Annex 11 - Example of a simple logic model to describe our project outcomes**

[https:// url.imagine-future.eu/ENT112A11](https://url.imagine-future.eu/ENT112A11)

*This template provides one example of how you can capture the outcomes we are looking to achieve through the IMAGINE project and how the activities we plan to undertake might contribute to these outcomes. It is based on the “logical framework” approach is a tried and tested planning tool within international development.*

### Key definition : outcome

“A condition of well-being for children, adults, families or communities” Mark Friedman (Or you may prefer to think of an outcome as a positive change in people’s lives)

## D. Agreeing our design principles

This step is about working with IMAGINE participants to define what we want the work we do together to look and feel like as it gets developed. This will draw together the work we have done to date and help us make decisions during the next stages.

### Questions to consider

- ▶ *What will relationships between IMAGINE participants look and feel like during the next stages of the work ?*
- ▶ *What values and ways of working are important to IMAGINE participants ?*  
*These two might relate back to our co-production principles and mutual agreement*
- ▶ *How would IMAGINE participants like other people to describe the work once it is up and running ?*  
*This is about trying to create a shared vision of what the project will look and feel like*
- ▶ *For **full co-production** opportunities, have IMAGINE participants identified any particular areas of work within the horticulture sector that we would like to focus on ?*  
*This should draw on any insight gained during the “discover” stage.*
- ▶ *For **adaptation** opportunities, have IMAGINE participants identified any ways in which existing end-to-end processes might change to enable greater co-production ?*  
*This should draw on any insight gained during the “discover” stage.*
- ▶ *For **insertion** opportunities, have IMAGINE participants identified any overall opportunities to build a stage of co-production into the project ?*  
*This should draw on any insight gained during the “discover” stage.*

## DEVELOP

The “Develop” stage is about exploring different ways we can work together to achieve our outcomes, being innovative and creative along the way, and learning by doing as we test some ideas out.

### A. Generating new ideas

This step is about enabling IMAGINE participants to be innovative and creative in exploring what could be possible within the parameters of this opportunity for co-production. This stage is non-judgemental (i.e. no idea is a bad idea) and is about generating a wide range of possibilities, before we work out together which ones to try.

#### Questions to consider

- ▶ *What creative tools and approaches might we be able to use to help us think differently ?*
- ➔ **Recommended resource : DIY Toolkit – Practical tools to trigger and support social innovation, NESTA**

[https:// www.nesta.org.uk/toolkit/diy-toolkit/](https://www.nesta.org.uk/toolkit/diy-toolkit/)

*This toolkit includes a range of approaches and tools to generate creative thinking and new ideas.*

Some specific questions you could try to get participants thinking differently are :

- ▶ *What is the worst possible idea you can come up with ?*
- ▶ *How would a famous company / celebrity approach this project ?*
- ▶ *Can I build on an idea that someone else has suggested by :*
  - Replacing one bit with another ?*
  - Combining it together with another idea ?*
  - Changing the context or location the idea is in ?*
  - Modifying the idea itself to strengthen it further ?*
  - Eliminating a bit of the idea ?*
  - Reversing a part of the idea so it went the other way ?*

## B. Developing and testing ideas

This step is about trying out some of your new ideas with IMAGINE participants and community partners. We are hoping to learn by doing, seeing what works as we go.

### Questions to consider

- ▶ *What ideas to IMAGINE participants want to try out ?*

*Whilst we may start with ideas we think we want to explore, it is important to consider the wishes of our participants in terms of shaping the direction of the work.*

- ▶ *How can we try these out quickly, creatively and cheaply ?*

- ➔ **Recommended resource : Designing for public services, IDEO / Design for Europe / Nesta**

*This toolkit includes a range of ideas in section 4 that you might find helpful for testing out your ideas through prototyping.*

[https://media.nesta.org.uk/documents/nesta\\_ideo\\_guide\\_jan2017.pdf](https://media.nesta.org.uk/documents/nesta_ideo_guide_jan2017.pdf)

- ▶ *Who do we need to involve in testing out our ideas ?*

*In particular we might want to consider whether there is anyone outside our core participants who we really want to involve in the process. For example, it might be helpful to review your stakeholder analysis and engage some of your key decision makers in the process.*

- ▶ *What things will we be looking for to help us evaluate our ideas ?*

*This is about agreeing in advance with participants what things you would want to assess the different ideas against. It would be helpful to think about both the design principles and agreed outcomes we identified during Define to help with this.*

## C. Reviewing what worked

This step is about exploring which of the ideas you tried out worked best and seeking to understand why. It might be that you need to change and try something different as part of this.

### Questions to consider

- ▶ *What have we learnt from the ideas we have tried out ?*

*This is about being specific about some of the key things we have learnt by testing out that we need to consider building into our future plans for deliver.*

- ▶ *Have we seen anything to tell us that the ideas help with our agreed outcomes ?*

*This is about exploring participants views about whether they feel the ideas we have tried out are the right ones to work towards the shared outcomes we agreed in "Define".*

- ▶ *How do the ideas we have tested out compare to the design principles we agreed in define ?*

*This is about ensuring we are keeping in mind the things that we all agreed were important as part of the "agreeing our design principles" step.*

- ▶ *What aspects worked and what didn't ? Why was this and is there anything we need to change and try out again ?*

*It is good to try learn from what we have done and try again, so that we are getting ideas to the best possible stage before "Deliver".*

## D. Deciding what we will do

This step is about considering the different ideas we have tried and deciding together which ones we will take forward into deliver. We have provided an example template that you could use to compare a number of different options, but what approach is suitable in your context will depend a lot on the participants you are working with and what you have learned from “developing and testing ideas” and “reviewing what worked”. For example, it might be that one or two ideas have clearly emerged, in which case you may be able to proceed by mutual agreement. If however a number of different ideas that are mutually exclusive remain on the table, we will need a fair way to decide between them. Our proposed approach is particularly meant to help with this sort of situation, but, depending on the group dynamics, it may that more informal discussion can be equally effective.

### Questions to consider

- ▶ *Which ideas do we want to finally consider for deliver, having gone through “developing and testing” and “reviewing what worked”? Is there a clear idea or set of ideas to take forward that we all agree on or do we need to take some decisions together?*

- ▶ *What things do we want to take into account when making the decision? Are all these things equal or are some more important than others?*

*It would be good to base these on our design principles, our outcomes and the level of resources we have identified is available to the project.*

- ▶ *How can we ensure everyone has an equal voice in the process?*

*If there are competing views it will be important to ensure that everyone does have a voice in the process – for example, this might be achieved by giving everyone a vote or asking each person to score the different ideas, giving these scores an equal weighting.*

- ▶ *Which ideas have emerged as the ones we will take forward?*

➔ **Recommended resource : Annex 12 - A simple options analysis template using a number of criteria**

[https:// url.imagine-future.eu/ENT112A12](https://url.imagine-future.eu/ENT112A12)

*This template is designed to provide an example of a simple options appraisal tool you might wish to use with participants. It is based on a multi-criteria analysis approach.*



## DELIVER

This stage is about setting up and starting doing the things that we've together developed and agreed – doing what we need to, to get the work underway.

### *A. Setting out our proposal*

This step is about enabling IMAGINE participants to be innovative and creative in exploring what could be possible within the parameters of this opportunity for co-production. This stage is non-judgemental (i.e. no idea is a bad idea) and is about generating a wide range of possibilities, before we work out together which ones to try.

#### Questions to consider

- ▶ *What has the journey been like to get to this point ?*
- ▶ *What are the key headlines from what we have learnt so far that have informed our thinking ?*  
*What have we found out about the assets of Imagine participants and their community ?*  
*What have we found out about the lived experience of Imagine participants and their community ?*  
*What have we found out about the needs of Imagine participant and their community ?*
- ▶ *What ideas have we decided to take forward-through co-production ?*
- ▶ *What will the ideas look like when they are up and running ?*
- ▶ *How do we think they will help us to achieve our agreed outcomes (the idea of a "theory of change") ?*
- ▶ *Which groups are we hoping to work with to deliver and why ?*
- ▶ *Is there anything that we (the host organisation) need to change or do differently (in terms of structures, processes, culture or ways of working) in response to what we have learnt ?*
- ▶ *Is there anything that our partners need to change or do differently in the future in response to what we have learnt ?*

## B. Getting others on board

This step is about securing support from the people who either make decisions about the resources we need to use or will help us deliver successfully.

### Questions to consider

- ▶ *Who are the key people who have influence over the success of what we plan to deliver and how do we plan to get their support ?*
- ▶ *How will the work help them to realise the priorities they have for themselves or their community (we might think about both improved outcomes and financial benefits) ? What can they contribute to this ?*
- ▶ *Who are the key people we need to work with in delivering the work and how do we plan to get their support ?*
- ▶ *How does will the work help them or their community and how can they be involved ?*
- ▶ *What journey have we been on to arrive at these conclusions and how have we co-designed our approach with Imagine participants ?*
- ▶ *What stories have we heard about the lived experiences of our residents and communities that support our case for change ?*
- ▶ *What options have we considered and explore before finalising our ideas ?*

➔ **Recommended resource : Annex 13 - A simple template for making a compelling case**

[https:// url.imagine-future.eu/ENT112A13](https://url.imagine-future.eu/ENT112A13)

## C. Preparing to deliver

This step is about thinking through the things we need to get done, who is responsible for doing them and when they need to happen by to get our ideas up and running.

### Questions to consider

- ▶ *What are the key tasks that we need to get done to get the work underway ?*
- ▶ *Who is best placed to do each of the tasks ?*
- ▶ *When do they need to be done by ?*
- ▶ *Are there any tasks that can only be started once others are finished ?*
- ▶ *What resources do we need to put the plans into practice ?*
- ▶ *How will we work together to review the progress of the project and make decisions about key issues as they come up ? What approaches might help us to do this ?*

➔ **Recommended resource : Annex 14 - Basic action plan template**

[https:// url.imagine-future.eu/ENT112A14](https://url.imagine-future.eu/ENT112A14)

*This simple template provides one approach to planning out a project, thinking through : what the big things are we want to achieve ; the specific steps we need to undertake ; who is responsible for them ; and when they need to have happened by.*

## D. Beginning delivery

This step is where we start putting the plans we have worked together to develop into practice.

### Questions to consider

- ▶ *Have we informed everyone we need to in the community and local area that we are starting to deliver ?*
- ▶ *Are all project participants clear about their roles and responsibilities ?*
- ▶ *Have we agreed how we will monitor progress of the work over time ?*
- ▶ *What tools and approaches can we use to generate interest in and support for the project as it gets underway ?*

➔ **Recommended resource : Annex 5 - Simple communication plan template**

[https:// url.imagine-future.eu/ENT112A5](https://url.imagine-future.eu/ENT112A5)

*This communication plan template is designed to help you think through : who you need to keep informed about the project ; what things they need to know ; and how best and how often to communicate with them.*

## EVALUATE AND GROW

The “Evaluate and grow” stage is where we monitor and review how the work is progressing, seeking to share learning and improve our understanding as we go. This will be done in an equal and reciprocal relationship with all participants.

### Questions to consider

- ▶ *What tools do we plan to use to understand the journey of Imagine participants, in terms of their motivation, skills and competences ?*
- ▶ *How are we planning to map the development of the network of relationships and community assets that we are developing through the project ?*
- ▶ *How are we planning to capture and share stories about the impact of the work in local communities ?*
- ▶ *How are we checking that we are continuing to apply a co-production approach ?*
- ▶ *How are we going to share progress and learning through the work with our transnational partners ?*

- ➔ **Recommended resource : Annex 15 - Co-production self-assessment checklist**

[https:// url.imagine-future.eu/ENT112A15](https://url.imagine-future.eu/ENT112A15)

- ➔ **Recommended resource : Template tools for capturing the journeys of participants (to be developed during project)**
- ➔ **Recommended resource : Google MyMaps**

[https:// www.google.com/maps/d](https://www.google.com/maps/d)

*Google MyMaps is one example of a free online system you can use to build up an interactive map of assets that there might be in communities. This can be a useful aid to planning but also one way of demonstrating the reach you have had in a local community. It can be used by and shared with anyone who has a Google account. Whilst much of the information you'll want to capture will be publicly available, if you do want to map any data about individual participants, please do ensure you get their consent before doing so and comply with the relevant legislation for your area in terms of data protection.*



# Interreg



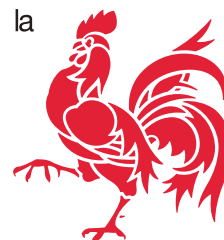
EUROPEAN UNION

## North-West Europe

### IMAGINE

European Regional Development Fund

Avec le soutien de  
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## TEMPLATE - IMAGINE Co-production mutual agreement *(Please note this document is intended to be edited locally)*

This document describes how we want to work together as part of the IMAGINE project. Our ethos is that every person is involved in the project participates and is respected as an equal partner who has many things to bring, share and contribute – with an equal share of responsibility for the progress of the work.

We believe that, if we are working in this way, everyone involved in the work should be able to answer “yes” to the following eight statements.

1) I am an equal partner

2) I am able to participate in the different stages of the co-production process

3) My views and experiences are respected and represented

4) I am prepared to try new approaches and work in different ways to achieve desired outcomes

5) I receive clear information, how and when I expect to, and in a way that works for me

6) I am able to actively participate in meetings and other events

7) I make a meaningful contribution to the project, and my contribution is recognised and valued

8) I am supported to actively and meaningfully participate in and facilitate Co-production activities

We hope that we can use these statements to mutually encourage and challenge one another about the work we are doing, throughout the IMAGINE project.

## TEMPLATE - IMAGINE Co-production mutual agreement review tool

This template provides a simple tool that can be used to review the extent project participants feel we are collectively living up to our eight commitments in the co-production mutual agreement. There are no right or wrong answers, but instead it provides a starting point for discussion and reflection within the project team

Each statement can be scored from 1 to 5, with the scores meaning the following:

Score	What this means?
1	I completely disagree with the statement
2	I mostly disagree with the statement
3	I neither agree nor disagree with the statement
4	I mostly agree with the statement
5	I completely agree with the statement

Statement	1	2	3	4	5
1) I am an equal partner					
2) I am able to participate in the different stages of the co-production process					
3) My views and experiences are respected and represented					
4) I am prepared to try new approaches and work in different ways to achieve desired outcomes					
5) I receive clear information, how and when I expect to, and in a way that works for me					
6) I am able to actively participate in meetings and other events					
7) I make a meaningful contribution to the project, and my contribution is recognised and valued					
8) I am supported to actively and meaningfully participate in and facilitate Co-production activities					

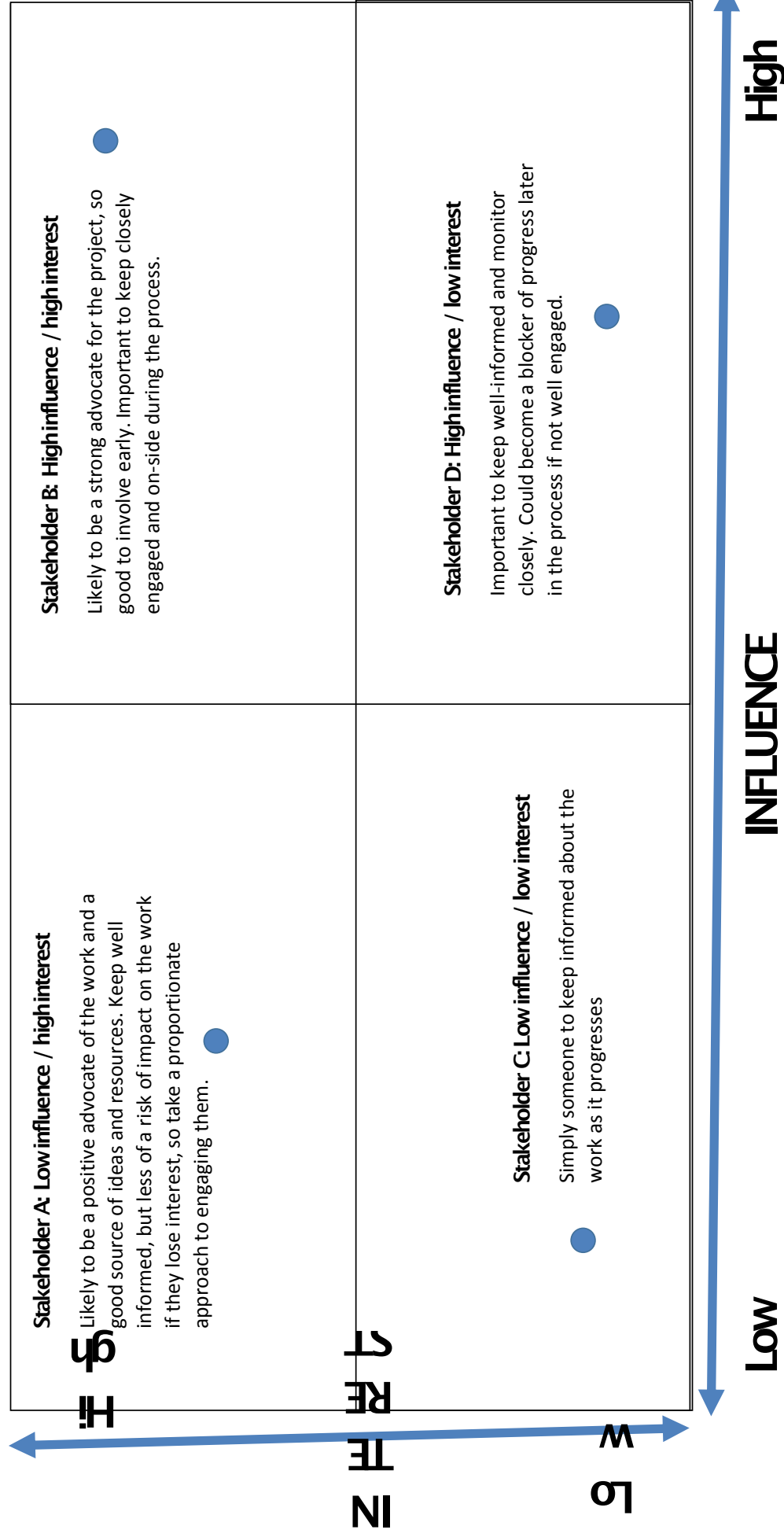


<b>Title</b>	What do you want to call the work?		
<b>Description of what will be delivered</b>	<i>[Space to provide a high-level description of what the project aims to deliver, potentially including a small number of key deliverables]</i>		
<b>Sponsor</b>	<i>[Who is the sponsor of the project? The sponsor is the person who oversees the work, is accountable for what gets delivered and agrees resources for the work]</i>		
<b>Manager</b>	<i>[Who is the manager of the project? This is the person who will take day to day responsibility for the work and ensuring things progress]</i>		
<b>Start date</b>	XX/XX/XXXX	<b>End date</b>	XX/XX/XXXX
<b>Purpose</b>	<i>[What is the project for and why is it important? This should refer to the overall aims of the IMAGINE project]</i>		
<b>Scope</b>	<p><i>[This is the opportunity to set out some clear boundaries for the work, including what it's focussing on but also what things are not in scope. To help with this you might want to consider:]</i></p> <ul style="list-style-type: none"> <li>● Explanation of the IMAGINE project and it's aims and objectives</li> <li>● Which IMAGINE target population groups are we focussing on?</li> <li>● What is the geographic scope of the work e.g. local, regional etc.?</li> <li>● Are there any key links to other services or partners that need to be highlighted here?</li> <li>● Are any particular legislation or statutory frameworks relevant?</li> </ul>		
<b>What will we deliver?</b>	<p><i>[This is the opportunity to spell out in more detail the more tangible things that we expect the project to deliver. This is intended to focus on both products that will be delivered and, if possible, what will be different for the communities we are working with. Please note that for some pieces of work (for example where you are taking a full co-production approach) these will be harder to define than others.]</i></p> <ul style="list-style-type: none"> <li>●</li> </ul>		
<b>Dependencies</b>	<p><i>[This the opportunity to identify any other projects, programmes or areas of work that the delivery of this project is affected by or that are significantly affected by this project]</i></p> <ul style="list-style-type: none"> <li>●</li> </ul>		
<b>Work Breakdown Structure</b>	<i>[What, at a summary level, are the key phases of work that we anticipate will need to be delivered and by when? Please note that for some pieces of work (for example those that are fully co-produced) these will be harder to define than others and they may shift over time.]</i>		

	<ul style="list-style-type: none"> <li>●</li> </ul>
<b>Resources</b>	<i>[In defining resources required you might want to consider: the level of budget that might be needed; which partners you might need to work with; and people you might need to draw on to deliver the work, including the skills you might need and the level of input]</i>
<b>Acceptance criteria</b>	<p><i>[Acceptance criteria are the key things that the project sponsor will use to assess the project's success. Typically these might cover a combination of cost, quality and time, but also might include specific criteria related to the key deliverables we have set out.]</i></p> <ul style="list-style-type: none"> <li>●</li> </ul>
<b>Key assumptions</b>	<p><i>[This is the opportunity to set out any key assumptions that have been made in beginning the work, on which the current project approach is based. If these assumptions do not hold true then it may be that the proposed approach needs to change. Typical assumptions may be about the authorising environment, or the way in which staff, partners and communities may respond to our approach, but there may also be other assumptions that are relevant. Some initial examples to consider are included below.]</i></p> <ul style="list-style-type: none"> <li>● Project deliverables are not changed after the point at which this proposal is signed off (if requirements change then time, resources and/or quality may also change)</li> <li>● Dependencies are delivered on time and to sufficient quality</li> <li>● There is scope to seek additional resources should invest to save opportunities be identified</li> <li>● There is sufficient Senior Management commitment to respond to the proposals identified by this project</li> <li>● Partners will be supportive of engagement to make changes, provided they are well engaged and there is a clear rationale that demonstrates how the change will achieve better outcomes</li> <li>● Providers will want to work with us to respond to the views of local communities in relation to key areas of service development</li> <li>● Good practice is identified elsewhere that can be learned from in our local work.</li> </ul>
<b>Key stakeholders</b>	<p><i>[Who are the key individuals and groups that we need to work with and engage during the project?]</i></p> <ul style="list-style-type: none"> <li>●</li> </ul>
<b>Review process and governance</b>	<i>[This is the opportunity to set out how progress of the work will be reviewed and decisions made. For example, in addition to the project sponsor, will there be a project working and/or steering group established, and will progress be reported to particular governance boards?]</i>

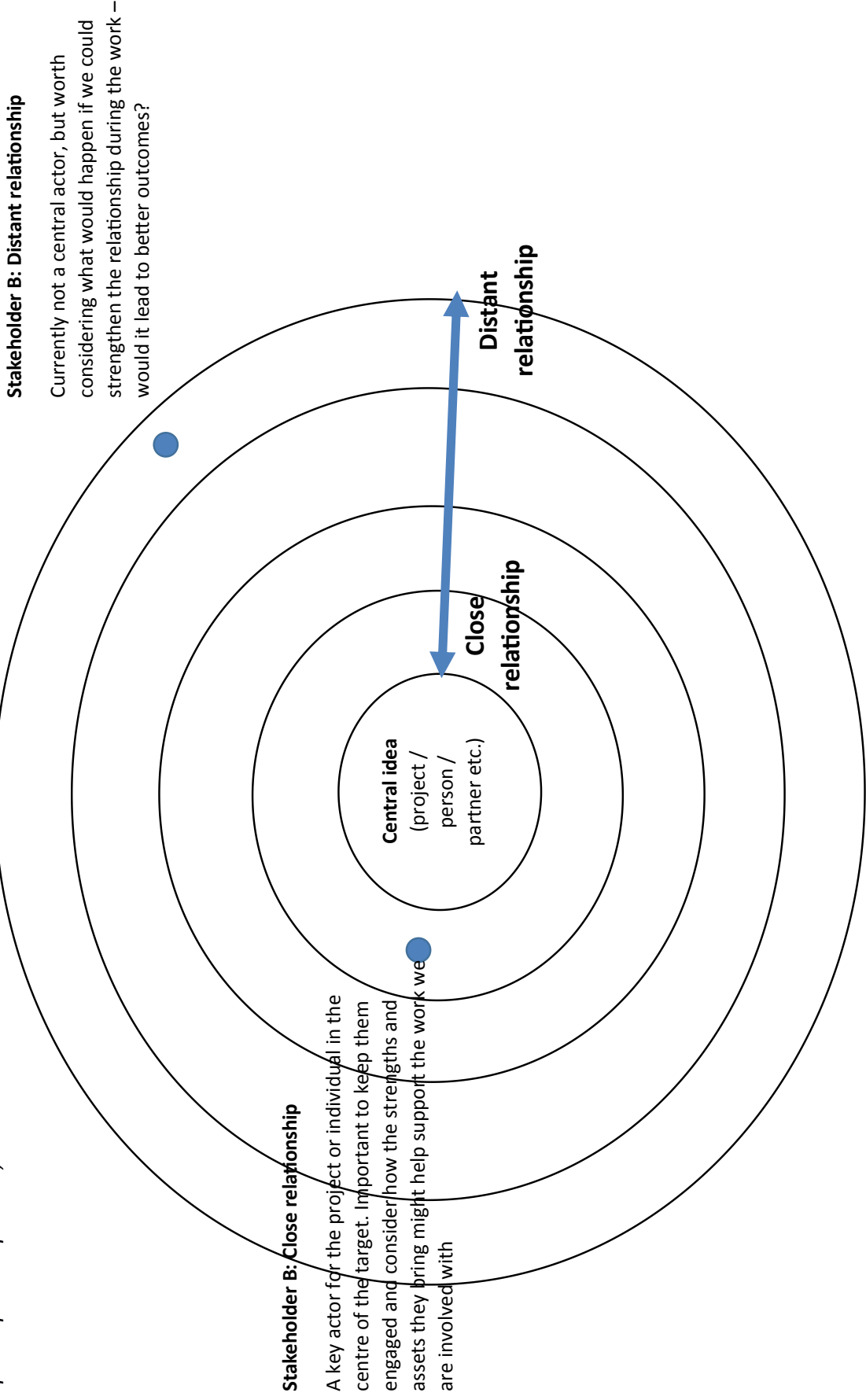
## Example stakeholder analysis template – Interest and influence grid

You can use this tool to map the different stakeholders in this grid to show how interested and influential they are – this will give you a good idea of who you might need to talk to first and who your key supporters might be.



**Example stakeholder analysis template – Target model**

*This tool maps stakeholders by how closely they relate to a central project (for example IMAGINE) or a person (for example a participant or partner).*



[Project name] - Communications Plan

**1. Background**

*[Information on project, timescales, objectives, context]*

**2. Communication Objectives**

*[What are the key things we need to achieve through communication in order to support the project's aims?]*

**3. Audiences / Stakeholders**

*[Who are the key groups we know about who are involved in or affected by our project and what is their attitude to the work (see stakeholder analysis if already done)? What influence do they have over the project and what do they need to know about?]*

**4. Communications approach and messages**

*[What are the key messages and methods of communication we need to use to communicate with our different key groups to support the project's aims?]*

**5. Tactics and resources (see Comms action plan)**

*[For each key group think about: what do we need to do, who will do it and by when?]*

**6. How will we know if we have been successful?**

*[What things will we measure and keep track of to know whether our communication plan has been effective?]*

## Communications action plan

Our key groups	What messages do we need to communicate with them?	What methods will we use to communicate with them?	How often to do we need to communicate with them?	Who will be responsible for this?

## PEST Analysis Template

Situation being analysed:

---

PEST analysis (political, economical, social, technological) assesses a market, including competitors, from the standpoint of a particular proposition or a business.

<p><b>criteria examples</b></p> <ul style="list-style-type: none"> <li>ecological/environmental</li> <li>current legislation</li> <li>future legislation</li> <li>international legislation</li> <li>regulatory bodies and processes</li> <li>government policies</li> <li>government term and change</li> <li>trading policies</li> <li>funding, grants and initiatives</li> <li>home market pressure-groups</li> <li>international pressure-groups</li> <li>wars and conflicts</li> </ul>	<p><b>political</b></p>	<p><b>economical</b></p>	<p><b>criteria examples</b></p> <ul style="list-style-type: none"> <li>home economy</li> <li>economy trends</li> <li>overseas economies</li> <li>general taxation</li> <li>taxation specific to product/services</li> <li>seasonality issues</li> <li>market/trade cycles</li> <li>specific industry factors</li> <li>market routes trends</li> <li>distribution trends</li> <li>customer/end-user drivers</li> <li>interest/ exchange rates</li> <li>international trade and monetary issues</li> </ul>
<p><b>criteria examples</b></p> <ul style="list-style-type: none"> <li>lifestyle trends</li> <li>demographics</li> <li>consumer attitudes and opinions</li> <li>media views</li> <li>law changes affecting social factors</li> <li>brand, company, technology image</li> <li>consumer buying patterns</li> <li>fashion and role models</li> <li>major events and influences</li> <li>buying access and trends</li> <li>ethnic/religious factors</li> <li>advertising and publicity</li> <li>ethical issues</li> </ul>	<p><b>social</b></p>	<p><b>technological</b></p>	<p><b>criteria examples</b></p> <ul style="list-style-type: none"> <li>competing technology</li> <li>development</li> <li>research funding</li> <li>associated/dependent technologies</li> <li>replacement</li> <li>technology/solutions</li> <li>maturity of technology</li> <li>manufacturing maturity and capacity</li> <li>information and communications</li> <li>consumer buying mechanisms/technology</li> <li>technology legislation</li> <li>innovation potential</li> <li>technology access, licencing, patents</li> <li>intellectual property issues</li> <li>global communications</li> </ul>

Note: PEST analysis can be useful before SWOT analysis because PEST helps to identify SWOT factors. PEST and SWOT are two different perspectives but can contain common factors. SWOT stands for strengths, weaknesses, opportunities, threats. SWOT analysis explanation and templates are at [www.businessballs.com/swotanalysisfreetemplate.htm](http://www.businessballs.com/swotanalysisfreetemplate.htm)

## SWOT Analysis Template

Situation being analysed: \_\_\_\_\_

This SWOT example is for a new business opportunity. Many criteria can apply to more than one quadrant. Identify criteria appropriate to your own SWOT situation.

<p><b>criteria examples</b></p> <p>Advantages of proposition? Capabilities? Competitive advantages? USP's (unique selling points)? Resources, Assets, People? Experience, knowledge, data? Financial reserves, likely returns? Marketing - reach, distribution, awareness? Innovative aspects? Location and geographical? Price, value, quality? Accreditations, qualifications, certifications? Processes, systems, IT, communications? Cultural, attitudinal, behavioural? Management cover, succession? Philosophy and values?</p>	<p><b>strengths</b></p>	<p><b>weaknesses</b></p>	<p><b>criteria examples</b></p> <p>Disadvantages of proposition? Gaps in capabilities? Lack of competitive strength? Reputation, presence and reach? Financials? Own known vulnerabilities? Timescales, deadlines and pressures? Cashflow, start-up cash-drain? Continuity, supply chain robustness? Effects on core activities, distraction? Reliability of data, plan predictability? Morale, commitment, leadership? Accreditations, etc? Processes and systems, etc? Management cover, succession?</p>
<p><b>criteria examples</b></p> <p>Market developments? Competitors' vulnerabilities? Industry or lifestyle trends? Technology development and innovation? Global influences? New markets, vertical, horizontal? Niche target markets? Geographical, export, import? New USP's? Tactics: eg, surprise, major contracts? Business and product development? Information and research? Partnerships, agencies, distribution? Volumes, production, economies? Seasonal, weather, fashion influences?</p>	<p><b>opportunities</b></p>	<p><b>threats</b></p>	<p><b>criteria examples</b></p> <p>Political effects? Legislative effects? Environmental effects? IT developments? Competitor intentions - various? Market demand? New technologies, services, ideas? Vital contracts and partners? Sustaining internal capabilities? Obstacles faced? Insurmountable weaknesses? Loss of key staff? Sustainable financial backing? Economy - home, abroad? Seasonality, weather effects?</p>



## Different approaches to consider for engaging the community

### Focus groups

#### What are they?

Focus groups are group discussions, conducted on a specific topic with a small group of participants (typically 6-10).

Each focus group would typically focus on a particular group of people related to an issue or project (for example young people, local businesses, representatives from a particular community etc.), so it would be common practice to run a number of separate focus groups reflecting the different groups affected by the issue you are exploring, to build up a rounded picture.

#### Key consideration in preparing for and running a focus group?

A topic guide would usually be prepared and circulated in advance, to provide some background to the issue and areas we will be looking to explore in the discussion.

When recruiting participants they need to be given clear information about the research process they are being asked to participate in so they can give their informed consent to take part.

The venue needs to be accessible and convenient for all. The facilities provided and the incentives offered, including the reimbursement of travelling expenses, should encourage attendance, 'no shows' can be a problem of focus group research.

A suggested duration for a focus group discussion is 1-2 hours.

Ideally, focus groups would be run by skilled facilitators with experience of managing group discussions. They will ask participants to reflect on specific issues related to the area you are wanting to explore. Participants can voice their opinions, explore their reactions to others' experiences and views, compare and contrast views, test their reactions and generate ideas.

To document the discussion it would be helpful to have both a note-taker, so this isn't the responsibility of the facilitator and to record the session (with the consent of participants).

Focus groups should be run by skilled moderators and recorded accurately for data analysis purposes, using audio recorders. It is helpful to have a note taker present at the group, to take accurate notes whilst the moderator facilitates the group discussion. Good notes will help to determine who said what when the recording is transcribed.

In considering using focus group interviews, you should consider whether the topic is suitable for discussion in a group of people not known to one another, whether a group discussion is appropriate for the sample group and whether the group dynamic will add value to the data collected. If you want consensus on a topic, a focus group is not the most suitable research method, in a group discussion the aim is to understand differences in perspectives.

## One-to-one interviews

### What are they?

Qualitative interviews are an exploratory one-to-one conversation between a researcher and a participant.

The key strength of this approach is that it allows space to explore interviewee's experiences and perceptions in-depth and gain a full understanding of how they feel.

### Key consideration in preparing for and running an interview

Interviews can be face to face or by telephone / skype and structured, semi-structured or unstructured. The approach that works best will depend on who you are looking to engage and the questions you want to answer.

A structured interview follows a particular set of predetermined questions prepared by the interviewer in advance that does not allow one to divert, whilst a semi-structured interview is more open, allowing new ideas to be brought up during the interview as a result of what the interviewee says. A topic or discussion guide is written in advance by a researcher for structured and semi-structured interviews, to help to guide the conversation and enable the participants to think about the issues in advance. An unstructured interview is more informal and one in which the questions to be asked to the participants are not set in advance.

In qualitative interviews the researcher can check their understanding of what participants describe by reflecting back their comments. This conversational approach provides both the researcher and participant with the opportunity to build rapport and have a flexible discussion.

Qualitative interviews are particularly appropriate if you are looking to explore issues that are sensitive and would be suited more to a one-to-one discussion, e.g. exploring mental health service users' experiences.

As with focus groups, thought needs to be put into finding a suitable venue, somewhere comfortable and quiet that is suitable for the participant, and where the interview can be recorded. A skilled researcher / interviewer should conduct the interview if possible, although this should not be a barrier – in either case careful thought and preparation will be needed.

Certain ethical considerations should be adhered to whilst conducting interviews, such as the protection of participants' rights and well-being. The issues of informed consent, confidentiality and anonymity are of great importance. Potential participants should be given adequate information about the aims of the research, what the information they provide will be used for, so to allow them to make an informed decision about consenting to being interviewed. Participants should be asked for their consent to have the interview recorded prior to the interview starting. Should sensitive issues arise and a participant becomes distressed, it is important the interviewer considers the well-being of the individual and ask if they wish to stop the interview.

Qualitative interviews generate a lot of data that is very time consuming to analyse. As with focus groups and open questions in surveys, consideration should be given to how the data will be analysed and what skills and resources are available to do this.

## Co-design workshops

### What are they?

Co-design workshops are about bringing together a group of people who are interested in and/or affected by the work you are undertaking, to work together with them to genuinely shape the way forward.

They are about creativity, openness, curiosity and seeking to understand one another views and perspectives. In undertaking a co-design process, you need to be willing to give up at least some of the power in making decisions about the work you are undertaking. Their ideas, insights and perspectives on the direction you are taking. If you aren't willing to give up some of the power about where you take things, then you are probably talking about general engagement and feedback rather than co-design.

### Key consideration in preparing for and running a co-design session

Co-design events can vary in the number of people you involve, but you may struggle to really get to grips with an issue if you involve many more than 20 people in any given session (although more is possible) – without the support of a number of other well briefed and skilful facilitators to allow you to manage the session in smaller chunks.

The venue is important, as you want a space where there is room for people to express themselves, undertake creative activities and capture feedback as you go.

In terms of participants, you might want to focus on a particular group (a bit like you would for a focus group), although you might seriously want to consider how you can bring together a wide range of different stakeholders and contributors to the work. This can really help the group to think differently, be innovative and challenge one another – the process itself also has the potential for wider benefits as you don't know what benefits will come from the connections and relationships that you form by bringing a diverse group together.

Effective co-design relies on maintaining momentum and enthusiasm in the discussion. This means you probably want to think about sticking to 2 hours or less, or, if you want to run a longer session, make sure that you have a range of different activities for people to engage with. A range of creative approaches that work for different learning styles is important – for example writing things down, drawing pictures, making models and role playing might help to unlock people's thinking.

High-quality facilitation is important and you might want to consider involving someone from outside the core project team who can provide a more objective external perspective to encourage open thinking and balance the different voices in the room.

## Deliberation events

### What are they?

Deliberation events involve bringing together a wide range of stakeholders with different ideas and views on an issue, to collectively consider the evidence and findings that have emerged to date from a project and identify what is most important going forward. The focus is on sharing, discussing and making sense of things together.

### Key consideration in preparing for and running a deliberation event

Deliberation events can be small groups, but also lend themselves to larger groups of stakeholders – 50 to 100+ with the right approach and facilitation.

Like in co-design workshops, the venue is important, as you want a space where there is room for people to express themselves, undertake creative activities and capture feedback as you go.

Preparation is particularly important, as you will need to ensure you have key information available and ready to share on the day. This is often done through more visual approaches, like infographics, that are easy to digest on the day and where key messages can be clearly picked up by participants.

In terms of participants, you want to draw together a wide range of participants representing different groups, communities, partners and levels of seniority (for example community members, front-line workers, senior managers, local representative from the charitable sector, business groups etc.). This will ensure the key messages get considered from a range of perspectives and you can build a representative consensus about what is most important from the day.

In terms of format, you need to allow sufficient time for people to consider the information you want to share, deliberate and reflect on this, discuss it with others and then reach some shared conclusions. This does mean you might be looking at a longer session of perhaps half a day or more. You are also likely to need well briefed facilitators to run small group discussions as part of the day's activities.

High-quality facilitation is important and you might want to consider involving someone from outside the core project team who can provide a more objective external perspective to encourage open thinking and balance the different voices in the room.

## Surveys

### What are they?

Surveys involve asking a range of standard questions to a large number of people and can be delivered online, by researchers on the street or on paper (or a mix of all three). They are about breadth of information rather than depth – enabling you to get a little insight into what lots of people think, but you probably won't get the same richness of information as you would through a more interactive or participatory process (like an interview, focus group or co-design session).

### Key consideration in preparing for and running a survey

In planning your survey, you will need to make sure that it produces results suitable for analysis. For example, open questions, while they generate a rich depth of response, are notoriously difficult to categorise and analyse (and therefore need more resource). Closed questions, with a range of boxes to tick - for example Strongly agree / Agree / Neither Agree nor Disagree / Disagree / Strongly Disagree / Don't Know - are far easier to analyse, but elicit less detailed responses than open questions. So the balance needs to suit the issues you are looking to explore.

You might want to seek external help to run a survey and there are a range of agencies that would support this, but you can develop robust and worthwhile approaches yourself – it just requires sufficient time, thought and effort.

You will need to also consider how you can promote your survey to different groups and whether there are any incentives you want to offer to encourage feedback (for example entry to a prize draw).

In preparing questions for the survey, it is advisable to get as many people as possible to read over and try out your consultation questions, to see how usable the form is. As well as colleagues with knowledge of the proposals, this should include other partners and members of the public (family and friends can be a useful resource).

To ensure a representative approach, you will need to give appropriate consideration to how people with different needs (e.g. those with visual impairments or speakers of other languages) can access your survey and how you might engage a range of groups that are affected by the issue you are considering – so you don't just hear from one part of the population.

## Ethnographic approaches

### What are they?

Ethnography is a research approach that is built on observation of people's lived experiences, to understand what it is like to be in the situations they are in. It can help us to empathise more with others and tailor our work in response.

### Key consideration in preparing for and running a co-design session

Ethnography is an approach that typically uses observations, diaries and interviews to explore and understand people, their behaviour and the culture they are part of a given environment.



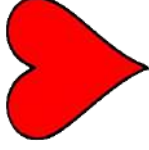
Some of the key tools used by ethnographers are:

- **Natural observation** – observing people (with appropriate consent) in their everyday context, as they go about their lives, and recording what you observe. The researcher is normally one step removed from the situation – i.e. observing but not participating. This can be a really helpful way of gaining an insight into people's lived experiences, the issues and challenges they encounter and how they respond. For a bit more information about this approach you might want to read this article from [verywellmind.com](http://verywellmind.com) – [Naturalistic Observation in Psychology](#).
- **Participant observations** – this approach is about actually spending a typically extended period of time (with appropriate consent) with a specific group and engaging in their lives, in a more immersive and interactive way than natural observation. For a bit more information about this approach you might want to read this article from [thoughtco.com](http://thoughtco.com) – [Understanding Participant Observation Research](#).
- **Contextual interviews** – during contextual interviews, researchers watch and listen as a person operate in their own environment. They are more natural and informal than conventional interviews mentioned earlier. They provide a chance to both talk about what is going on and observe people's experiences. For a bit more information about this approach you might want to read this article from [usability.gov](http://usability.gov) – [Contextual interview](#)
- **Peer-led approaches** – there are ways members of the community we are seeking to engage might apply some of these approaches themselves. For instance, it might that a young adult could record a video diary themselves about their experiences that they would be willing to share or they might be able to note down their own observations and thoughts about a particular experience and share these to inform our work. Whilst these sort of approaches do mean giving up control they can give a very real insight into what is important to the people concerned.

Ethnographic approaches can be used to explore and evaluate questions around a specific issue, service or policy and can be used to understand how these issues change over time. To be done well these approaches tend to require a great deal of reflection and, ideally, training to enable the research to conduct rigorous and high-quality research and analysis. This doesn't however mean that people who are not trained researchers shouldn't take an ethnographic approach, becoming more reflective and observational in their approach, but it is worth considering what support and advice might be needed to conduct the research in a robust, ethical and helpful way. This might mean considering securing support from someone with professional experience of this kind of research.

### Example - Heads, hands and hearts tool

The aim of this tool is to help a person or group of people draw out the personal strengths that they have. There are no right or wrong answers, we are just looking to understand and empower.

<p><b>Heads</b></p> <p>What do you know about?</p> 	<p><b>Hands</b></p> <p>What can you do?</p> 	<p><b>Hearts</b></p> <p>What are you passionate about?</p> 
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## Template - A simple “logic model” to describe outcomes we are hoping to realise

This template provides one example of how you can capture the outcomes we are looking to achieve through the IMAGINE project and how the activities we plan to undertake might contribute to these outcomes. It is based on the “logical framework” approach is a tried and tested planning tool within international development.

The below template is pre-populated as a simple example to illustrate the sort of approach you could take. The overall approach is also shown as a diagram later in the document to visually represent how the model is meant to work. The idea is that each level of the framework contributes to the one above (i.e. if we deliver our activities we will contribute to our outcomes; and our outcomes contribute to our overall IMAGINE project goal). It also includes space to include measures for each level of the framework and space for assumptions (these are things that might affect the success of our project that are outside of our control).

	<b>Description</b>	<b>How will we measure this?</b>	<b>Are we making any assumptions?</b>
<b>Overall goal of IMAGINE</b> <i>(as set by Interreg)</i>	Create sustainable job prospects in the horticultural sector for unemployed young people aged 18-34	Number of IMAGINE participants who secure employment	Unemployed young adults will be interested in horticulture
<b>Locally agreed project outcomes</b> <i>(typically developed and agreed with participants in the “Define” stage)</i>	Participants self-confidence is increased	Progress measured using a self-reported distance travelled tool (e.g. 0-5 scale)	Self-confidence is an important factor that prevents young adults from finding employment
	Participants skills and knowledge in horticulture is increased	Number of participants assessed as having the skills needed for employment in horticulture	The level of skills required in
<b>Activities</b> <i>(typically co-designed with participants during</i>	Horticultural job opportunities are created locally	Number of local employers offering job opportunities as a result of the project	Involving employers in co-production of IMAGINE will encourage them to offer job opportunities
	Participants enabled to prepare land for planting of tomatoes with expert support and advice from local	Preparation of land is assessed by IMAGINE project team to ensure it is ready for planting	The available land will be suitable to grow tomatoes



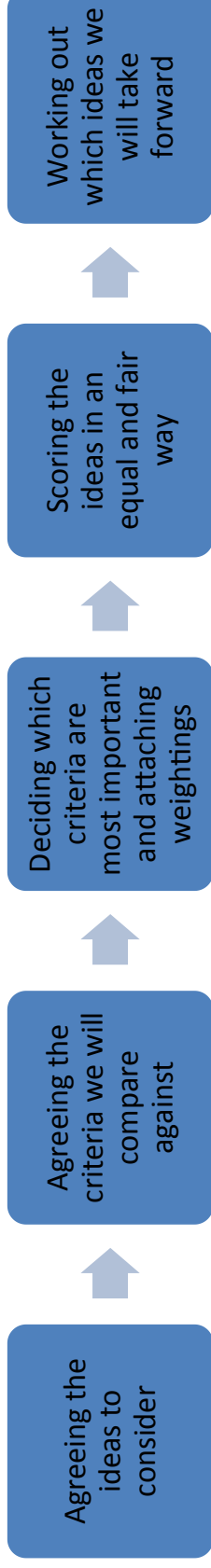
<p><i>the Develop and Deliver stages)</i></p>	<p>employers Participants work together to cultivate tomatoes to ensure they grow and remain healthy</p>	<p>% of plants that produce a crop</p>	<p>The weather conditions do not effect growth of tomatoes</p>
<p>Tomatoes are harvested, stored appropriately and distributed to the local community</p>	<p>Tomatoes are harvested, stored appropriately and distributed to the local community</p>	<p>Number of tomatoes produced Number of tomatoes given to the community</p>	<p>The community will make use of tomatoes once grown</p>
<p>Have we identified any wider community benefits we might also hope to see as a result of co-production?</p>	<p>Local older people with skills in horticulture are able to volunteer their time to support the project, increasing wellbeing Increased community cohesion as a result of young adults being seen to contribute positively to the community</p>	<p>Hours of time volunteered by members of the community Qualitative assessment of how “target diagrams” to map participants social networks have changed through the project</p>	<p>There are individuals with interest in horticulture in the community who will be willing to share their expertise That young adults being seen to make a positive contribution to the community will be welcomed and valued</p>

**A further idea to consider** – in discussion with project participants, you might wish to write your outcomes as “i-statements” to enable members of the team to relate this to their everyday life. For example, you could write “Participants self-confidence is increased” as “I feel more confident in myself”.

Version 0.1

## A simple options appraisal template

This template is designed to provide an example of a simple options appraisal tool you might wish to use with participants. It is based on a multi-criteria analysis approach. This involves:



### Summary of the approach

#### Agreeing the ideas to consider

Through the “developing and testing ideas” and “reviewing what worked” steps we have hopefully identified a shortlist of ideas we need to decide between. This step may be very straightforward or it might need some careful negotiation with participants. If there are still lots of ideas on the table then we probably need to get down to a shortlist of perhaps five to take through the process.

#### Agreeing the criteria we will compare against

Based on your agreed outcomes and design principles, as well as the level of resources we have identified are available for the project you will need to agree the criteria you are going. You probably want around three to seven criteria (although there are no set in stone rules), with five probably being a good number.

Some examples of criteria to consider (although this can be totally co-designed with participants) could be:

- Do we think the idea will help with our agreed outcomes?
- Can we do it within the resources we have available?

Version 0.1

- Will the wider community be supportive of the idea and will it help them?
- Do we think our key decision makers will support the idea?
- Are we excited by the idea?
- Does it enable us to make good use of resources in our local community?

### **Deciding which criteria are most important and attaching weightings**

Whilst we might think all the criteria are equally important, participants might feel that certain ones are more important than others. In this case it is worth thinking about adding some weightings. A simple way of doing this would be to say, for the most important criteria they will count double (for example if you are scoring from 1-3 you might say a score of 3 for an important criteria actually contributes 6 points to the total).

### **Scoring the ideas in a fair an equal way**

It is important to ensure that each participant has an equal voice in the process. You might be able to do this by getting participants to score the different ideas individually or by managing a group discussion about scoring, giving everyone an equal vote, for example.

### **Working out which ideas to take forward**

Having undertaken a process to score the different ideas, you will need to draw this together and work which ideas have emerged as the ones that most participants want to take forward. This may be straightforward if a strong consensus has emerged or it may be further discussion is needed, Hopefully however all participants will have felt like they have taken part in a fair and inclusive process, so they can get behind the ideas for the deliver stage.

Version 0.1

### Example of a simple options appraisal template

Description of idea Level of importance	Criteria 1	Criteria 2	Criteria 3	Criteria 4	Criteria 5	Total score
	High / Low*	High / Low	High / Low	High / Low	High / Low	
Idea A	0-3	0-3	0-3	0-3	0-3	
Idea B	0-3	0-3	0-3	0-3	0-3	
Idea C	0-3	0-3	0-3	0-3	0-3	
Idea D	0-3	0-3	0-3	0-3	0-3	
Idea E	0-3	0-3	0-3	0-3	0-3	

\*Score for criteria that are "High" importance count double

## Making a compelling case – Template

This template provides a simple structure for setting out a proposal and making a case for why this is needed. It is intended to provide a starting point in terms of areas to focus on, but will need to be tailored and adapted to suit the decision makers you are looking to engage and the proposal you are making.

### **What is our proposal?**

*This is where you can provide a short, impactful summary of your proposal and why you think it is important*

### **What decisions are we seeking?**

*It is usually helpful to make clear what specific decisions it is you are seeking – for example do we need additional resources, do we simply want their endorsement or authorisation to proceed and do we want them to participate further in the work?*

### **How does this proposal support our priorities / contribute to our outcomes?**

*This key section is about explaining why we think it makes sense for our decision-makers to support this proposal – this might be about the difference it will make the communities involved in terms of outcomes; how it supports any broader strategies or plans that they might have; and whether there are any financial benefits that will be realised (this might be savings now or future costs that are avoided)*

### **Background and context**

*This is a chance to give some more background to our ideas and explain the context that has led to be thinking about this proposal*

### **Our co-production journey**

*This is a chance to summarise the co-production approach we have used and the journey we have been on to get to this point, for example: who have we spoken to and worked with; and what key things have we done together?*

### **Our key findings**

*This is where we can set out the key things we have learned that have informed our proposals. This will probably involve a combination of hard facts (for example data about where unemployed young people are and their characteristics) but also real experiences and examples of what this means to members of the community. We should think about both the needs that we might want to respond to and also the assets and strengths that we have uncovered through the work that we will draw on.*

### **Which alternatives have we considered?**

*It is often worth setting out the different alternatives we have considered in reaching our final proposals. We want to show that we have thought about a range of different possibilities and genuinely sought to find the best way forward. In doing this you might want to explore the strengths and weaknesses of different possibilities.*



## Our IMAGINE co-production self-assessment framework

This tool enables IMAGINE participants to assess how far they are applying our six co-production principles within their work. It is best used by a range of professionals, partners and participants in parallel, so that we get a variety of views and a more rounded picture of co-production within the work.

### Our co-production principles<sup>1</sup>

#### Build on people's existing capabilities

To seek out what they can do, not define people by what they can't do.

#### Deliver in a way that depends on reciprocal relationships

Between project employees and community participants, or organisations and communities

#### Encourage mutual support networks among community participants

Especially to provide support for the participants at the point at which paid employees move on when the project finishes

#### Blur the distinctions between employees and participants

#### Be catalysts for broader benefits in communities

#### Recognising participants as assets to the projects and the wider community

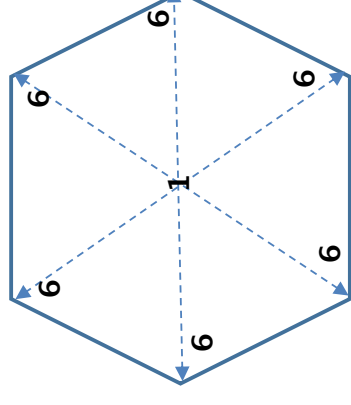
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<sup>1</sup> Adapted from [altogether better.com](http://altogetherbetter.com)

### How to use the tool

The tool invites you to score six statements from 1 (lowest) to 6 (highest). These statements relate to different aspects of our co-production principles.

You are then asked to plot your score for each statement on a star chart, which gives a visual representation of your results.



### Interpreting the results

The scores given provide a rough indication of how co-production might be going from the perspective of the person completing the assessment, either “basic”, “getting there” or “excellent”. You probably won’t find the descriptions against each of the statements exactly match your opinion, so you’re looking to judge which most closely matches your view.

To complete the process, it will be helpful to invite a number of professionals, partners and participants to score the template from their perspective and see how they compare. You will also need to supplement this with conversation and discussion if you want to explore what the scores really mean and how the project needs to adapt in response.

#### High scores

High scores should be seen as positive, as they suggest a good understanding of co-production and a drive to work in line with our principles and approaches. It might be helpful to speak further to those awarding high scores in particular areas to understand what they felt was working well that we can learn from and do more of.

#### Low scores

Low scores may indicate a lack of understanding of how to work in a co-produced way or a lack of confidence to implement the approaches. Again, further discussions will probably be helpful to understand why scores are low and what might help to improve them in future.

#### Discrepancies

Differences in scores between any professionals and participants may highlight a lack of understanding or communication, but are also often a good starting point for joint discussion and a present genuine opportunities to learn and improve our approach to working together.



Which principles are supported?	Co-production indicator	Basic		Getting there		Excellent	
		1	2	3	4	5	6
<p>How do people's existing capabilities and cognising participants as assets to the projects and the wider community</p>	<p><b>Valuing on assets</b> – the assets of all involved are understood and central to the design and delivery of the project</p>	<p>Paid staff work in a way that shows they value participants, but definitely could do more. Some aspects of the project respond to participants' skills and interests.</p>		<p>Most participants are asked about what they know, what they can do and what's important to them (heads, hands and heart). This directly informs decisions and they have a range of ways to contribute to the work.</p>		<p>Participants are asked about what they know, what they can do and what's important to them (heads, hands and heart). It is very clear that these assets are central and integral to the design and delivery of the whole project.</p>	
	<p><b>Your score</b></p>	1	2	3	4	5	6
<p>How do people's existing capabilities and cognising participants as assets to the projects and the wider community</p>	<p><b>Valuing an equal voice</b> - everyone has an equal voice in the running of the project</p>	<p>Participants are listened to and their views taken into account, but decision making rests largely with paid staff.</p>		<p>Participants' ideas help to meaningfully shape decisions within the project, but staff retain ultimate responsibility for decisions that are made.</p>		<p>Participants have a constant, active and equal part to play in running, directing, and evaluating the project. The opinions of participants, partners and professionals have an equal weight in decisions.</p>	
	<p><b>Your score</b></p>	1	2	3	4	5	6
<p>How do people's existing capabilities and cognising participants as assets to the projects and the wider community</p>	<p><b>Valuing responsibility</b> - everyone has an equal share in responsibility for delivering the project</p>	<p>Responsibility for the delivery of the project rests largely with paid professionals, with participants having few clear responsibilities for the projects delivery</p>		<p>Participants are given some clear areas of responsibility within the project, but overall responsibility for delivery rests with paid professionals</p>		<p>Participants, partners and professionals genuinely have shared responsibility for the entirety of the project, with success dependent on the individual and collective contributions of all participants</p>	
	<p><b>Your score</b></p>	1	2	3	4	5	6

<p>cognising participants as assets to the projects and the wider community</p>	<p><b>celebrating each other</b> – the contribution of others to the work is recognised and celebrated throughout the work</p>	<p>Participants' contributions are restricted due to factors such as policies, processes, regulations or risk management or, in cases where they are able to contribute, their input is not acknowledged.</p>		<p>Participants have opportunities to contribute and know when they get involved that it will be acknowledged and celebrated.</p>		<p>Participants' contributions are systematically and routinely recorded, celebrated and rewarded. Their contribution is seen as vital to the project.</p>	
		1	2	3	4	5	6
<p>courage mutual support networks among community participants</p> <p>catalysts for broader benefits in communities</p>	<p><b>encouraging mutual support</b> – creating opportunities for participants and community members to connect with and support one another.</p>	<p>The ability of participants to connect and support one another is partly or totally restricted due to factors such as policies, processes, regulations or risk management.</p>		<p>Some informal opportunities for mutual support and networking are generated through the project for participants, community members and partners connected to the work, but these are not always a central priority for the project</p>		<p>ting social networks are mapped and formal opportunities for mutual support to strengthen social networks, make new connections and build relationships are actively invested in, promoted and monitored as a key priority within the project</p>	
		1	2	3	4	5	6
<p>catalysts for broader benefits in communities</p>	<p><b>realising broader benefits</b> – everyone involved seeks to achieve wider benefits for others in the community</p>	<p>Participants, partners and professionals focus largely on how the project can help them achieve their personal or organisational aims</p>		<p>Participants, partners and professionals listen to the views of others and actively consider how the choices they make might strengthen the broader community.</p>		<p>Participants, partners and professionals pro-actively seek out opportunities to create broader benefits in their local communities as a key part of everything they do and this is discussed and monitored throughout the project.</p>	
		1	2	3	4	5	6
	<p><b>Your score</b></p>						

### The self-assessment matrix

