

COMMUNITIES OF PRACTICE FOR HEALTHY LIFESTYLE





Disclaimer:

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.





Index

INTRODUCTION	4
EVALUATION STRATEGY - INITIAL APPROACH	4
Early focus on outcomes/indicators	5
SHIFT IN APPROACH TO EVALUATION	
Stronger focus on developmental evaluation	6
EVALUATION MODEL: HYBRID AND DYNAMIC	
ROLE OF EMBEDDED RESEARCHERS AND THEIR PLACE IN THE PROJECT	
Capacity building	
, ,	
METHODS	
NETWORK ANALYSIS	
WILDER COLLABORATION FACTORS INVENTORY	
REFLECTIVE PROCESSES	
TIMELINE SESSIONS	
Semi structured interviews	
OTHER COMMUNICATION DOCUMENTS	15
LOGIC MODEL	15
VARIOUS INSTRUMENTS TO EVALUATE LOGIC MODEL	16
KEY INDICATORS OF PROGRAM IMPLEMENTATION	16
TIMING OF ASSESSMENTS — BALANCING ACT	16
ANALYSES	10
ANALYSES	18
RESULTS	21
SIX NARRATIVE CASE DESCRIPTIONS	21
Narrative of the Community of Practice for Healthy Lifestyles - Kaunas	22
Development of the network	22
Collaboration within the network and activities undertaken by the COP	
Reflection on the learning process, including lessons learned	25
Reflection on the impact at different levels	
Narrative of the Community of Practice for Healthy Lifestyles - Portugal Development of the network	
Collaboration within the network and activities undertaken by the COP	
Reflection on the learning process, including lessons learned	
Reflection on the impact at different levels	
Narrative of the Community of Practice for Healthy Lifestyles - Odense	39
Development of the network and activities	
Reflection and lessons learned	
Reflection on impact at different levels	
Narrative of the Community of Practice for Healthy Lifestyle - Malaga	
Development of the network and activities	
Reflection on Impact at different levels	
Narrative of the Community of Practice for Healthy Lifestyle - Groningen	
Development of the network, collaboration and activities undertaken by the COP	
Reflection on the learning process, including lessons learned	
Reflection on the impact at different levels	51
Cross-case analyses	53
GUIDING PRINCIPLES	
Definitions and examples	57
REFLECTIONS ON OUR OWN FACILITATING PROCESS	72
NEI LECTIONS ON OUN OWN FACILITATING PROCESS	12
CONCLUSIONS	74



REFERENCES	. 75
APPENDIX 1: GUIDANCE FOR EMREDDED RESEARCHERS	77





INTRODUCTION

This chapter (internal evaluation report) describes the development of our evaluation strategy (from our initial approach taken until the final strategy, including methodology and the local COP impact measurement model), as well as the findings resulting from this strategy.

We have deliberately included descriptions of changes we made to the approach taken, in order to show the development process of the strategy and model. We also include our own lessons learned during this process as 'evaluators' as well as a reflection of how we would do things differently if we were to do the project again.

In addition to the content presented in this chapter, the report will also include the findings of the external evaluator. This is a stand-alone component, and as such is it is not merged with this chapter but included in the final report as a separate chapter.

Evaluation strategy - Initial approach

In line with the contract, we designed a strategy that contained summative and formative evaluation elements. Our first ideas around a framework for evaluation were based on elements typically drawn upon when evaluating CoPs (e.g. (McKellar, Pitzul, Yi, & Cole, 2014)). The basic idea was to use a model which identified: 1) input/structure; 2) process/activities; 3) short-term outcomes; and 4) longer-term impact (see figure below).

Input / structure	Process / activities	Short-term Outcomes	Longer-term impact
What goes into the project Resources to create COPs Time invested Context	The things we do in this project • Progress of activities, e.g. steps towards establishment of local COPS	 (knowledge)products and services that are the short-term result of activities, e.g. How do we reach parents of children in 	The longer-term impact of short-term results Individual, e.g. • % people who are member of a sports club • Fitness level





The specific	Who is involved	areas with low	Nr of people who
domain,	The way activities	SES	exercise ≥ 2 times/week
practice	are carried out / contributions	How do you engage elderly	Organisational, e.g.
	made	people in	 Number of organisations with a certain policy in
		becoming active	place / taking a certain
			role
			Societal, e.g.
			Healthy life expectations
			 % people who report loneliness

Figure 1. Initial version of the local COP impact measurement model

Early focus on outcomes/indicators

In a survey implemented in April 2018, we asked the CoPs to describe the aims of their networks, and what indicators they expected would be relevant to their networks. In the project plan, it was outlined that CoPs had until May to finish their needs analyses, and based on the results of their analyses, they would be able to determine their exact goals and indicators. We initially hoped to find an outcome measure (e.g. the internationally accepted and validated International Physical Activity Questionnaire (IPAQ) that would fit all CoPs, so that we could compare effectiveness across the five CoPs.

Results of this first survey showed that the CoPs had different overall aims and selected different target populations. Often, the aims were very broad, like 'improving health in the population'. Some focused on the process, e.g. 'taking a holistic approach', 'develop a learning network' etc. Consequently, anticipated outcome indicators or outcome measures varied from 'the use of outdoor equipment' to 'improvement in physical fitness level' and 'quality of life'.

Following the survey, we conducted Skype meetings with CoPs (university leads) in order to clarify some answers they had provided and, more importantly, talk about the process they had followed so far.

Following our conversations, we realized a number of things

1. In the short time span between the survey and the skype meetings, some of the CoPs had changed their focus again. They were all very much in the process of building their networks,



and searching for common ground and focus. So, it was naïve to assume that the CoPs would stick to the timeline, decide upon their aims (following the completion of their needs analyses) and not revise them later.

- 2. This also meant that it was too early to focus on mechanisms of action and indicators
- 3. All CoPs had different aims, so therefore it would be very difficult to find an outcome measure that would be suitable to all CoPs.

Lessons learned

For the researchers and many stakeholders in the COP4HL project, the logical step was to take the classic approach in relation to evaluation; i.e. define specific measurable outcomes, define the intervention and measure the cause-effect. However, our initial focus on outcomes didn't align very well with the emergent and explorative nature of the process of creating a community around a mission statement towards health lifestyle.

This is a process to engage stakeholders, to explore the common agenda and develop the necessary relations to start working towards their long-term goals. An early focus on discrete outcomes and summative evaluation neglects the complexity of the system, and may in fact, hamper innovation (Preskill & Beer, 2012b; Tsoukas, 2017)).

Shift in approach to evaluation

The realization that our initial actions were too much focused on the outcome end of the spectrum also meant that we needed an evaluation framework that would do better justice to the reality of the CoP forming and processes. Hence, we needed an approach with evaluation strategies that are flexible and responsive to complex environments and would help us better understand the mechanisms and the potential value of the CoP networks.

These points are elaborated in more detail in the following paragraphs.

Stronger focus on developmental evaluation

We then shifted priority to methods that would focus more on the process rather than the outcome. As the below figure points out, various strands of evaluation can be best applied in different situations.



What evaluation approach is the best fit for each life stage of an initiative? Initiative is innovating Initiative is stabilizing Initiative is forming and in development and under refinement and well-established **Exploring Improving** Established Creating **Enhancing** Mature Standardizing **Emerging** Predictable > Core elements of the initiative > The initiative's activities are > Implementers are experimenting with different are taking shape. definable and well- established, approaches and activities. > Implementers are refining their and do not change significantly > There is a degree of uncertainty approach and activities. as time passes. about what will work, where, ➤ Outcomes are becoming more ➤ Implementers have significant and with whom predictable. experience with (and an ➤ New questions, challenges, > The context is increasingly increasing sense of certainty) opportunities, successes, and well known and understood. about what works. activities continue to emerge. > The initiative is ready for a determination of merit, worth, value, or significance. Try Formative Try Developmental Try Summative Evaluation Evaluation Evaluation **DECISION POINT:** Is your initiative changing **DECISION POINT:** Are you confident that your from adaptive and emergent to more stable initiative has become stable, and that the and consistent? If yes, then formative activities are standardized and fine-tuned? Are evaluation may be of value. However, some you ready to stop revising and judge its impact or social change efforts never move to this phase, worth? If yes, then a summative evaluation may instead continuing to adapt and innovate for be called for.

Figure 2. Suitable evaluation methods for various stages of development of initiatives (source: (Preskill & Beer, 2012a))

Developmental evaluation informs and supports innovative and adaptive development in complex dynamic environments. Developmental evaluation has five characteristics that distinguish it from other evaluation approaches. These include:

1. the focus of the evaluation,

the duration of the effort.

- 2. the intentionality of learning throughout the evaluation,
- 3. the emergent and responsive nature of the evaluation design,
- 4. the role and position of the evaluator, and
- 5. the emphasis on using a systems lens for collecting and analysing data, as well as for generating insights.





Figure 3. In developmental evaluation, the evaluation itself is constantly informing actions (source: (Preskill & Beer, 2012a))

In essence, evaluative questions are continuously asked. The evaluative data is then used to support project, program, product, and/or organizational development with timely feedback (Patton, 2011). This means that the CoPs can use this information to develop and guide their next steps (collective agenda setting).

Evaluation Model: hybrid and dynamic

The change in our focus needed to be reflected in an update of our evaluation model. In February 2019, in a workshop in Groningen, following discussions with several workpackage-leaders on the above insights, a new version of our evaluation model was developed. The model is 'hybrid' in the sense that it combines a focus on development and process with a focus on formative and summative cause-effect relations. This second model therefore existed of two layers and is shown in the below Table.



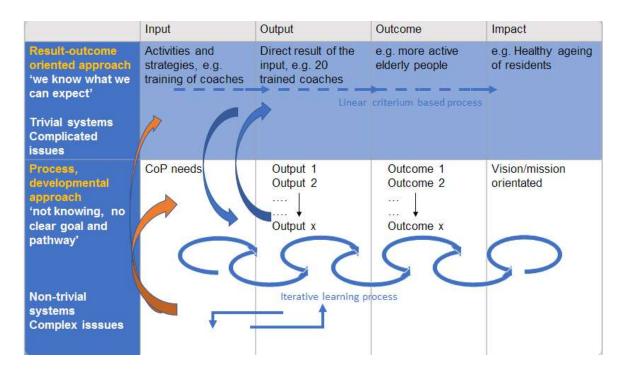


Figure 4. Second version of the local COP impact measurement model

The next few paragraphs explain how we saw the model work. At the start, CoPs are in a developmental phase, which is depicted in the lower layer of the hybrid evaluation model. In this layer, the focus is on the learning processes, i.e. to gain insight in the dynamic process of knowledge generation in co-creative manner. The learning process is an iterative process of doing-reflecting-adapting and is expected to guide decisions around how to progress as well as (changes in) the selection of output and outcomes.

At some point, the learning process may result in enough knowledge to identify a (linear) pattern that lends itself to assumptions regarding how to achieve an outcome-based goal (e.g. the certain determinant (such as self-efficacy) may need to be addressed in order to improve an outcome (e.g. use of training equipment). At this point, the evaluation activities can move to the upper part of the hybrid evaluation model (e.g. formative and summative testing of cause-effect relations).

The results of this 'linear' process are then brought back into the process for sense-making with the stakeholders. For example, it may happen that that the expected relation between output and outcome was not so straightforward and that another process of doing-reflecting-adapting is needed, before another version of a linear model is ready for testing.

So, rather than being just a 'column in a linear process' (as was the case in the first version of our model), this second version of the model acknowledges the central role of 'process and learning focused evaluation' throughout the whole project. This was a big improvement of our model, which



also much better allowed for telling the stories of the development of all COPs, as well as what where the 'effective elements' in their success (lessons learned).

However, we realized another element was missing in this model, which led to the current version. In complex terrain such as COPs working towards innovations, it is important to anticipate and notice 'emergence'; developments or outcomes which were not anticipated. COPs are complex social systems. Complexity is described as "a dynamic and constantly emerging set of processes and objects that not only interact with each other, but come to be defined by those interactions". In fact, emergence is a key feature of complexity which means that -when thinking about effects and impact of COPs- it is critical to notice "the unexpected", and to reflect collectively on what this emergence means for how the COP continuous with its actions. So, emergent results, like results which were derived in the top layer, need to be brought back into the process of reflection and decision-making (middle layer). The notion of constantly 'moving between these layers' is signified by the dotted lines between the layers.

The other component is constant alignment between the actions in the developmental layer and the shared ambitions. As the development of the innovation and/or innovative interventions progresses, it is important to regularly reflect on whether the activities and their results are still in line with the common goal that was formulated by the stakeholders.

These changes are reflected in the third, and current version of the local COP impact model.

Criterionbased Input - output - outcome - impact Input - output - outcome - impact evaluation Process, developmental approach CoP needs Common vision/goal and Iterative learning process & sense making healthy residents assets Anticipating ☐ Emergent findings that will need to be brought into the process of sense-making and noticing emergence

Hybrid impact evaluation model of Communties of Practice; combining traditional and developmental evaluation methods

Figure 5. Current version of the local COP impact measurement model, combining traditional and developmental evaluation methods



Lessons learned

Successful developmental processes make use of constant evaluation to guide the development process. In doing so, it is important to create a learning system, in which data is being collected and then collectively reviewed for meaning (sense-making) and use. This way, data directly feeds back into the process and guides further actions. We view this process layer as the central component of our model. Data collected via criterion-based evaluation methods (top layer in our model) feeds into the process. Likewise, it is critical for the system to anticipate and notice emergent outcomes (bottom layer) and bring them into the sensemaking process as well.

Role of embedded researchers and their place in the project

As indicated earlier, this type of evaluation also means that there is no 'central evaluator' who 'implements data collection tools' from outside the network. Rather, a co-creation approach is needed, where researchers work alongside other stakeholders. Research co-production ideally adheres to the following key principles:

- 1) sharing of power,
- 2) including all perspectives and skills,
- 3) valuing the knowledge of everyone,
- 4) reciprocity and building relationships.

This co-creative, hybrid and dynamic approach to evaluation comes with some challenges, most notably:

- How to capture what happens locally on the ground?
- All COP4HL persons involved in the evaluation need to have skills that enable working with social innovators during the learning process
- The embedded researchers needs the skills to constantly 'switch' between layers depending on what is needed in a certain stage
- Collected data needs to be analysed and interpreted with key stakeholders of each CoP in a timely way to detect how the context is changing, affirm current practices or inform new activities, and guide programmatic and strategic questions regarding the innovation's progress and likelihood of success.



In order to tackle these challenges, in each local COP a so-called embedded researcher was appointed who stayed in close contact with the WP3 partners. These embedded researchers need to be supported in their role, which was planned as described below.

Capacity building

In order to support the embedded researchers, we have been working towards a repository of methods including guidance for the embedded researchers on how to use them. As some of the methods may not be familiar with the (embedded) researchers guidance is being provided (please see appendix).

In February 2019, in the Odense meeting, CoPs were invited to draw their long-term ambitions, and practice with the 'structured reflection methodology' as the latter is a key skill in relation to co-creative developmental evaluation. We realized during this workshop that our instructions were not clear and extensive enough, and more time was needed to practice and reflect.

Lessons learned

Our adoption of the model of the "embedded researcher" had some important consequences for the way we envisioned the evaluation as a whole.

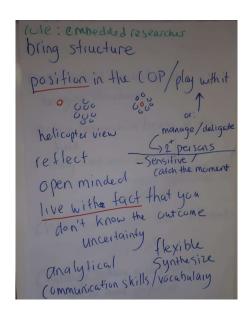
- 1. We realized that many of the methods that we initially intended to implement 'centrally' (by the evaluation team) were in fact much better positioned within all the local COPs.
- 2. This then led to a change in viewing our role: from evaluators who operate as 'project evaluators' actually carrying out most of the analyses, to evaluators who help and guide the embedded researchers where and when they can (capacity building).
- 3. The key point in the capacity building is getting across the *way of working* in a COP, which is different to the way of working most researchers are used to
- 4. Capacity building for evaluation in a co-creative manner is very important and takes time. As the learning goal of the embedded researchers is at the level of skills, (guided) practice is needed followed by reflection and feedback (i.e. this cannot be properly taught be just providing information in a handout).
- 5. It is also very important to start using the 'same language'; people with different backgrounds and skills learn together to make sense of 'new ways of doing things'. This again is a process that does





not happen overnight. Therefore, we realized we needed to plan more time than initially anticipated to work through the training in settings to create opportunities for practicing.

Therefore, we dedicated a full day during the Portugal meeting (April 2019) to the evaluation, the role of the embedded researchers, the skills needed for this role, as well as some of the practicalities involved (e.g. translating summaries of the results for WP3 researchers and upload them to our secure site). In preparation of this meeting, Skype meetings were conducted to talk through the guidance document and explain what methods we were going to discuss in the Portugal meeting and invite them to have a first try-out of these methods prior to coming to the workshop.



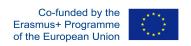


During the Portugal evaluation, workshops were planned to practice with network analyses and timeline methods. Time was only short, so follow-up support was provided.

We also realised that evaluation was a topic that needed to stay on the agenda of project meetings, so all later meetings included time in the schedule to collectively work on this.

In November 2019, during the Groningen Meeting, we focused collectively on the lessons learned in each COP and how we could translate them to guiding principles, which could guide the development and evaluation of future similar initiatives (Patton 2011, Patton 2018). Finally, in the Malaga Meeting (March 2020 – conducted online due to the COVID-related measures) we finalised our draft guiding principles together.





METHODS

We approached the data collection and subsequent analysis as a multiple case design (type 3), with each COP seen as a single case (type 1), see Figure 6.

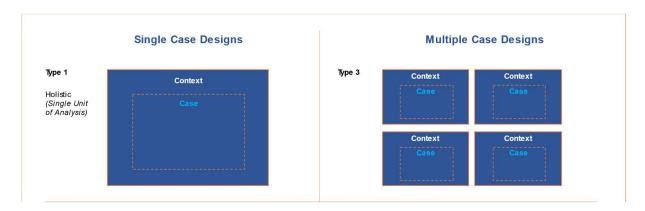


Figure 6. Case study designs, adapted by Kevin McConville from (Yin, 2014).

We had planned to include a range of methods to capture both the learning processes as well as the outcomes and impact of the COPs. To support the embedded evaluators, we wrote a guide with a description of the method and some suggestions regarding how to conduct those.

Below we provide a very succinct description of each method. More extensive descriptions of these methods can be found in the appendix to this chapter.

Network analysis

CoPs were requested to use visualizations of the networks (Wielinga, 2018). These visualizations depict the connections between the different stakeholders in the network and the different positions of involvement. The purpose of drawing such a map is to visualize which relationships need to be prioritized. This can be useful during the start of the initiative or when the CoP experiences stifled progress.

Wilder Collaboration Factors Inventory

The Wilder Collaboration Factors Inventory (Perrault, McClelland, Austin, & Sieppert, 2011) assesses various factors, such as mutual respect and understanding; whether members see collaboration as in



their self-interest; whether there is open and frequent communication among the CoP members; and factors such as flexibility and adaptability in the CoP. Initially, we had planned to translate this questionnaire into the various languages and circulate it to all stakeholders in all COPs. This proved not feasible. Instead, the information was partly collected through interviews.

Reflective processes

Structured reflections provide an opportunity to check regularly about how the COP processes are going. The main goals are to take a moment to discuss, document, and reflect on key activities, events, and changes occurring over the course of time, so that the CoP can learn from these and link the results to their agenda. By repeatedly initiating these reflection processes, data will continuously be gathered about the learning process, the lessons learned will be put to use and the learning process will be promoted.

Timeline sessions

In addition, halfway and at completion of the project, teams will be requested to conduct a timeline session, in which significant moments (experiences, learnings/insights, activities, aha moments as well as outputs) are being mapped on a timeline by various stakeholders (Wielinga, 2012).

Semi structured interviews

Semi structured interviews with local CoP leaders were conducted to hear about (the organization of) activities, collaboration within the COPs, whether certain evaluation methods and reflective processes had been implemented and so forth.

Other communication documents

Minutes of other meetings and/or communication materials can provide insight in levels of cooperation etc.

Logic model

Once CoPs through working with the developmental methods have arrived at a stage where clear outcomes-based goals can be set, they were prompted to provide a description of the of logic model



underpinning their activities (Fielden et al., 2007). Such a model depicts the assumptions regarding the mechanisms of action (i.e. the chain of cause and effect, which can be finalised during formative testing and then summative testing).

Various instruments to evaluate logic model

Once the logic model has been developed, CoP teams will select outcome measures along the causal chain (i.e. selected determinants, output and (behavioural) outcomes). Preferably, validated and reliable instruments will be used or existing monitoring instruments that provide the opportunity to study changes over time (e.g. pre-post design).

Key indicators of program implementation

Formative evaluation helps explaining the findings of the study. For example, when the strategies do not lead to expected effects, it is of importance to know whether the strategies were implemented as intended (in which case the lack of results may be caused by the strategies being ineffective, or the less than ideal selection of strategies).

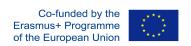
For the formative evaluation key indicators for program implementation may be collected: reach, dose delivered, dose received, fidelity (Linnan & Steckler, 2002).

Timing of assessments – balancing act

Regarding the timing of the assessments we had drafted a timeline. The idea was that most of the methods would be used repeatedly throughout the duration of the project. For many methods however, it was difficult to indicate exactly when they will need to be performed, as this depends very much on the needs of the local CoPs and the phase they are in. For example, some CoPs may not get to the outcome-oriented layer, whereas others will certainly be able to.

Also, COPs ideally decide collectively what data they need in order to make sensible decisions. However, we noticed it was hard for the COPs to build in the time and plan for collective sessions with all stakeholders. Given the fact that we wanted to distil narratives and guiding principles from the data across COPs we needed to ensure that we had some 'minimal data sets', existing of two network analyses and two timeline sessions, followed by reflective processes for sense-making and supported various conversations per phone or Skype (either or not structured), as well as other communication materials such as reports and notes written for other purposes (e.g. in other work packages).





Overview of the suggested timing regarding evaluation during the course of the project

Time	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
Developmental evaluation*												
Network analyses		х				х				X		
Wilder Collaboration Factor Inventory											X	
Reflective processes			х		Х	х	х	х	Х	Х	Х	х
Timeline method						х						х
(Semi-structured) interview				х		х		x		х		х
Collection of other communication materials		X			X			X			X	
Summative / formative evaluation**												
Logic model												
Data collection of key indicators												
Indicators of program implementation												

^{*}suggested timing

The table indicates the approximate timing of assessment in the COPs (e.g. some COPs may have conducted more reflective sessions than others). The elements we considered 'core – as part of our minimal data set' are listed in **bold and italic**. Some elements were not feasible and/or useful after all (they are shown in red crosses in the above Table).

^{**}timing on needs basis



Lessons learned

Ideally, the embedded researchers within the COPs decide in and with their network what data they need to collect in order to be supported in taking decisions on how to progress with their activities. So, decisions regarding what data to collect when are best left to the COPs. However, it takes a lot of time for a new COP to organise the level of collaboration needed and routinely work in this way, and set up a process in which all stakeholders are involved in sense-making of the data. Also, when COP members have not yet experienced the benefits of working in this way yet, they may be less inclined to organise and participate in events to this end.

We experienced that training the COPs to do timeline sessions proved very useful to help overcome some of these issues. A two-pronged approach — with the introduction of the method at an 'all of project meeting' followed by local follow-up working sessions to conduct the timeline methods in their own COP and context, shortly after the training worked well. The timeline method in particular has the advantage that it is relatively simple to conduct, COP members look back at their process, their achievements and are triggered to appreciate what they have done so far. We noticed in most COPs this led to positive energy which confirmed for them that this 'collaborative way of working' was something actually worthwhile.

ANALYSES

Based on the data collected via the various methods -applied at the level of the individual COPs-, several analyses were conducted.

First, **narrative case descriptions** were made, including a description of the characteristics of the CoP and its development regarding partners, goals, activities undertaken, reflection on the learning process and impact. These narratives were based on data from different sources (triangulation) enriched by additional experiences and reflections by the local COP members.

Secondly, **cross-case analyses** were performed on the basis of the six case descriptions that were codeveloped with COP members. These case descriptions were written based on available (qualitative) data collected by the different aforementioned methods. By comparing and contrasting the cases, insight in what works and what not in which circumstances may be generated. We used Worksheet 2 and 4 developed by (Stake, 2006) to summarize and compare the COPs at different themes (see Figure 7). The six case narratives provide information from six distinct contexts and therefore variability in approaches to tackle similar issues but in different contexts.

The analysis remains at a descriptive level and did not aim to prove cause-effect relationships.



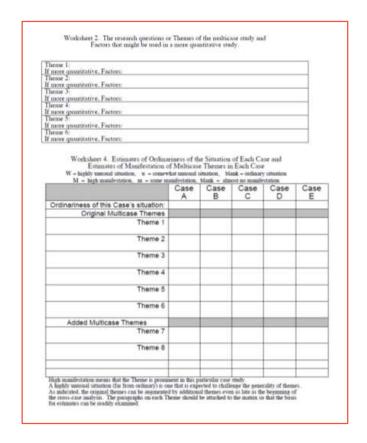


Figure 7. Worksheets by Stake

Thirdly, ultimately, the goal was to identify the 'lessons learned'; the 'mechanisms' that have been successful in several of the CoPs and may therefore be suitable as 'guiding principles' for future CoPs (see Figure 9).

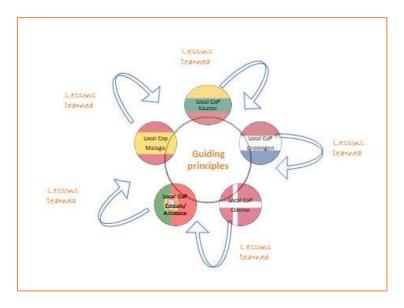


Figure 8. Lessons learned at local level as the starting point for the development of the Guiding Principles



The process for developing our principles consisted of the following steps:

- 1. Using various methods, such as timeline sessions, group discussions etc., all COPs collected 'lessons learned'
- 2. In the Groningen Meeting in November 2019, these were collected and discussed, and a first impression of themes was brainstormed by all participants
- 3. The list was complemented by extracts from the literature that were in line with the issues raised by the participants
- 4. The team members involved in work package 3 'analysed' the list and clustered them into themes
- 5. On the basis of the themes, the same team members then suggested 10 draft principles, using the guidance provided by (Patton, 2018)
- 6. In the Malaga meeting (March 2020; conducted remotely due to travel restrictions in relation to COVID), these drafts were discussed and changes in content or wording were suggested
- 7. The team incorporated the feedback received and drafted the final set of principles (11)
- 8. These 11 principles were then subjected to the 'rules test' * and the 'alternative principles test' **, which led to minor changes in wording of one principle
- 9. Local COPs suggested contextualised examples
- 10. We developed brief descriptions for each principle, and its relevance for social innovation

Principles-focused evaluation: the GUIDE. Michel Quinn Patton, The Guilford Press, 2018.

- * The difference between a rule and a principle is clarified by the following. A rule prescribes precisely. You must do this specifically and precisely (using a cooking recipe analogy: 'use two tablespoons of salt'). Principles must be interpreted and adapted to content ('season to taste'). The test is done by stating a rule that pertains to but contrasts with the principle.
- ** The alternative principles test is meant to test whether a principle provides distinct and meaningful guidance by conceptualizing the opposite or a specific alternative. ¹

1



Both tests were applied by one team member and discussed with two others. After discussing the results of those tests, all principles were scored 'fail' or 'pass' ('fail': further change is needed; 'pass': the principle is fine as it is).

RESULTS

Six Narrative Case descriptions

Below we present the 6 historical narratives that were developed as part of the evaluation processes conducted during the lifetime of the project.

In these narratives, we chronologically describe the development of the network, with a focus on the following themes:

- Development of the networks in terms of (number and nature) of stakeholders and partners;
- Collaboration within the network and activities undertaken by the COP;
- Reflection on the learning process, including lessons learned;
- Reflection on the impact at different levels

The development of the two Portuguese COPs was a very intertwined process; hence they have been described in the same narrative. Five of these narratives have been written by the internal evaluation team in close collaboration with the local COP; one case (the Groningen COP) has been written by the local COP.

Five of the six narratives were written by the internal evaluation team. One narrative was written by the local COP, and summarised by an internal evaluator for the purposes of this report. The entire case description is available from Yanuz.





Narrative of the Community of Practice for Healthy Lifestyles - Kaunas

Development of the network

The initial network (early 2018) consisted of Lithuanian Sports University (LSU; educational sector), ActiveTraining (business) and the Public Health Bureau of the Kaunas Region Municipality (local Government). Lithuanian Sports University, being a leader in evidence based physical activity promotion practice was envisioned to be responsible for the research and data analysis.

ActiveTraining is a private training school providing vocational education qualification and continuing education courses (health and fitness, and sport area) in Lithuania and other countries. They were included in the COP to provide qualified and experienced Fitness Instructors, Aqua and Group Fitness Instructors, and Personal Trainers. It was envisioned they would be involved in practical delivery of physical activity for the community. The Public Health Bureau of the Kaunas Region Municipality is part of Lithuania's national health system. As such, the main aim of including the bureau in this project was to take care of Kaunas region inhabitants' health and improve their quality of life. Their envisioned activities included promoting healthy lifestyle to the Kaunas region population, to provide opportunities for health-related physical activities in community centers, to organize seminars, discussions, and – more generally - to share expertise.

The relation between LSU and the Public Health Bureau was not new. For several years, they had been working together on the bases of some small projects. Within the framework of the project "Promoting physical activity among Kaunas District Communities Using Information Technologies", interactive physical activity programs for communities in the District's 25 settlements were provided and physical fitness of primary school children in the Kaunas Region was evaluated and monitored. More broadly, Kaunas District has played a major role in participation in the network of Health Promoting Regions since 2012.

In terms of focus, it was initially decided primary school children were the main target group and the mission should be to improve their lifestyle. Later, the COP realized that it would be beneficial to also include elderly people. The reasoning behind that was that research showed that people 50+ are among the most passive groups of the population, when it comes to physical activity, and they are often not very active in the community. So, there was potential to increase their levels of activity, and by doing so, also improve their health and contribute to the society. In addition, it was in line with other obligations in the project that funds these training sessions.



So, COP members are responsible for this task anyway; therefore, it was logical to bring these together and make it more manageable. Finally, due to regulations in relation to working with children, expanding the target group meant having more options to do activities.

The shared goal, therefore, was decided: "to provide more opportunities for exercising and physical activity for primary school children and Kaunas district community members older than 50"

This shared goal was agreed upon with the three initial partners.

In 2018, the network grew and new partners were linked in such as the association of Young Leader Association of Kaunas district (who organise physical activity events in schools and kindergartens); 18 communities (18 leaders/contact people), 11 schools, 1 kindergarten; the National Institute of Sports and Wellness (non-governmental organization), followed in 2019, by additional communities (10 leaders). In addition, primary healthcare centres, pharmacies, post office, community & culture centres all participate in dissemination of information about COP activities. Finally, educational institutions (Ugnės Karvelis school, Garliava Jonučiai school, 3rd century university of Kaunas district) and libraries (who provide facilities where people can do sports), the Union of Community Organizations of Kaunas district and active training coaches joined.

Collaboration within the network and activities undertaken by the COP

The three main partners (LSU, ActiveTraining and the Bureau) serve as the backbone. During the first year, there were feelings of uncertainty; there were difficulties in understanding each other's role, in deciding what to do, what result to expect and how to start. Things improved considerably, when a contact person was installed – to serve as a bridge between the overall COP4HL project and all the respective COPs. Following discussions with the contact person, and the implementation of a meeting routine (physical meetings with all three, and informal meetings via phone and email in between), the main goal was established and tasks were clarified. The division of tasks occurred more or less naturally; responsibilities for each COP member were assigned according to their skills and knowledge. LSU is responsible for management activities such as preparing documents, timetables, coordination of meetings (local, international), and evaluation. The inclusion of LSU proved to be key to the practical implementation of innovative, science-based technologies or measures that can improve the health of residents. Active Training as business entity provides recommendations and suggestions in organization of activities, marketing, attracting sponsors, and is provider of





physical activity trainings in communities. And the public health office under Kaunas district municipality is responsible for implementation of activities. They have an executive function and are main link with the final users (kindergartens, schools, communities) and other stakeholders (Municipality, neighbourhoods).

These three partners still serve as 'the main body' of the COP in order to reach out to and involve other participants and collect different ideas, as well as lead through the process in general. In fulfilling duties outside the 'assigned responsibilities', each of the three organisations are using their own human recourses to plan, manage and organize activities.

The COP's search for the new stakeholders was based on previous experience of collaboration (and recommendations from partners) and those that proved to be reliable partners in the past and enthusiastic were involved. Other partners were invited mainly on a 'needs basis'; for example, because they had skills that were needed for activities or they were able to provide access to certain groups. Additional reasons for including other partners were to get a range of different perspectives in relation to the challenge at hand, as well as sharing responsibilities.

A network of community leaders was created, who helped to provide information and monitor attendance of people. In order to spread information to the society, social media (Facebook), local newspapers and radio stations were used.

Sharing experiences and constructive collaboration were determined the main features of working together between the COP members. Each member of the COP is a professional in his/her own field and flexible in decision making; it was the cooperation that was the main factor of successfully reaching project goals. In addition to monthly meetings, COP members interact with each other online if they need any help, or a sudden problem occurs and they need advice.

In deciding upon activities, various strategies were used to ensure needs of the end users were met. Firstly, national and regional strategic documents were analysed, second, data about the district was gathered (for example, to find out what infrastructure is already there, and what professionals and other similar activities exist). Third, meetings with leaders of communities from 25 different settlements of Kaunas district were organised in order to identify their needs. Later on, additional meetings were organised from time to time in order to check if their needs had changed.

To find community leaders or sport professionals, social networks were being used. In addition, several times during the year, meetings were organised for the community members, where they can share their experience, to encourage each other to participate in our activities and





change their lifestyle. In order to involve end users into these activities, local celebrities were invited to encourage people to take part in these activities.

Suggestions and requests of end-users let the COP to make one step back in the process and make changes in the activities that better meet the needs of the community. For example, pre-COVID end users indicated to have a preference for face-to-face training rather than online, after which trainers were involved to do live sessions. Preferences for types of training and particular coaches were also take into account.

Activities organised include:

- Weekly training sessions: one live and one online
- Sports events for children
- Brain breaks during school breaks
- Lesson without chairs
- An absolute highlight was the summer camp, organised for Kaunas district community members
- Initiative for primary school children Me and my Grandparent

Reflection on the learning process, including lessons learned

The COP tried to deliberately create a culture in which participants are respected for their views. "All participants should feel free to expose their opinion, share knowledge and practice and even feel free to refuse to participate in the COP in the early stage of creation". Having shared values – physical activity as one of the health-related priority – proved to be a very important starting point to create energy and agency. Also, there was a notion it was important to create a diverse network: "COP members should include representatives from different levels of ecosystem, to decrease the risk of mistakes or wrong decisions". The ecosystem was seen as the main structure which ensured that the targeted groups were reached and the COP activities were visible to society. COP members realized this worked well, as they received feedback from the end-users (word-of-mouth advertising, when end users shared the experience in COP4HL



activities with their relatives, friends), as well as from the highest level politics of the district. In addition, health indicators across the country show that Kaunas district is among the best.

In terms of implementing reflective tools in practice, the implementation of 'timeline sessions' was seen as the most useful, as it was perceived to be a great tool to see what progress had been made, and what issues were reoccurring over time. Meetings were organised once a month with COP members to discuss what positive and negative aspects had occurred since the last meeting.

With respect to measure attendance of activities, a form was implemented which people have to sign every time they attend the activity. In addition, qualitative interviews with some participants were organised in order to know if the COP partners met their needs, so they were asked for recommendations for improvement.

In terms of lessons learned during the journey, the following lessons were mentioned

- We are feeling like students again; openness to learning and being fine with the feeling that
- The importance of personal features be open etc; COP = people
- Importance of including different sectors (don't be afraid to ask the ones that you may not normally work with
- We need analysis for guidance (from various perspectives / actors)
- Remember the end user (receiver) and ensure you know what they need

Reflection on the impact at different levels

- Implementation of ideas resulted into new ideas.
- Some new initiatives like "Me and my Grandparent" were developed.
- The 28 communities (approximately 1000 persons) are participating in live exercising sessions, online exercising sessions, summer camps and swimming pool activities.
- In order to involve end users into these activities, local celebrities were invited to encourage people to take part in these activities.



- Best example of how end-users are benefiting from the COP's ways of working: one
 community received financial support for establishing heating in the facility where they are
 doing sports without COP influence. So, actions are being taken on the initiative of the end
 users.
- Activities are repeated/extended by others for other groups of end users. As a result, not only the number of participants is important to monitor, but also the diversity of them.
- New activities were developed as a result of more end user involvement into activities.
- COP members have found new solutions for expanding. During discussions it was decided
 to involve social media, personal contacts and get into a dialog. It took time to find right
 stakeholders and finally those who were enthusiastic were included. Support from
 stakeholders is very important as they transfer the activities the COP provides to a
 broader set of end users.
- From the current perspective, looking back at the beginning of the project, it is now obvious that our early challenges or problems turned to strengths of the project. By taking the time together when things don't work well to reflect on it and coming up with solutions you make better decisions. This is a valuable way of working, which will be continued into the future (post COP4HL)
- #BEACTIVE project
- The activities of the COP have become noticeable, as the number of invitations to events and practical conferences has increased. COP activities are mentioned nationally in the National Public Health Association
- Outdoor training during the summer attracted new members from the surrounding residential areas
- Grandpa and me, a new form of distribution of information about COP activities (40,000 leaflets distributed in mailboxes)
- The municipality, observing the increase of physical activity in the communities, started to organize outdoor sports grounds, renovate sports halls and playgrounds





Narrative of the Community of Practice for Healthy Lifestyles - Portugal

Development of the network

The two COPs in Portugal started as one; hence this chapter covers both. At some stage, the leads of the project realized that the geographic and cultural specificities of both regions created the need to differentiate in approaches taken (this was for example visible when the name of the initiative was discussed, and it became apparent that the suggested word has different connotations in both regions). Where initially 'local' was seen as 'country level', they realized that, in fact, they operated at a 'hyper local' level, and hence they should be seen as two separate communities (albeit communities who were still in touch with each other and collaborating where they could). So, in the below text, where relevant, we describe the situations for Cascais and Alcobaça separately.

The initial network (early 2018) consisted of the School of Health Sciences of Alcoitão (ESSA) in Cascais representing the higher education sector, and a private company (Physioclem, a clinic providing health services in the community), in Alcobaça. In terms of focus, it was decided teenagers were the main target group and the mission should be to improve their (healthy) lifestyle. This was decided between ESSA and Physioclem during the submission phase of the project. The shared goal of the COP was agreed with various other stakeholders in May 2018 and was formulated as: "develop, organize for and together with the stakeholders and end users (youngsters from 12-24 years old) activities focused on healthy lifestyle (e.g, healthy cooking workshops, parent-child physical activities etc.) embedded in approach GERAÇÃO S+ (aimed at increasing a healthy lifestyle in youth; keywords are + Healthy, + Sustainable, + Social growth, with + Sense). Right from the beginning it was decided that it was important to integrate the concept of wellbeing into the main objective. Well-being integrates mental health (mind) and physical health (body) resulting in more holistic approaches to disease prevention and health promotion.

Cascais

In Cascais, the first year of the project was focused on developing the needs analysis research (e.g. analysis of good practices; studying projects already underway in the region and identifying possible partners and stakeholders). This was carried out without major involvement of (potential) stakeholders. This analysis showed that many local initiatives focused on health





promotion existed (ranging from kindergarten to elderly). Also, it became clear that the largest stakeholder was the Cascais City Hall, in particular the Health Promotion Division, who controls and finances these projects. The partnership with the municipality had been established 15 years ago. However, they were initially not very open to new initiatives, as they had already quite a few projects running (and they operated in a fairly 'bureaucratic' manner). The challenge was to make the existing projects more aligned with COP4HL objectives and increase impact and sustainability. It was felt that, to achieve this, investment in the relationships was needed. In order to facilitate this process, a list was compiled of 'consulting services' that ESSA could offer to the municipality and existing initiatives, which could benefit these initiatives (such as training of trainers and supporting peer-led approaches). Following the completion of the needs analysis and plan of action, contacts with the Municipality of Cascais were initiated, via a relationship established as a result of working together on previous community projects. Via this relationship, the COP was now also in connection with other projects with the same goals as the COP, secondary schools, a platform of community projects and access to community events.

From there, various other partners were added to the network. Based on personal relationships, contact was sought with the Secondary School Marquês do Pombal and the Corpo National de Escutas (national scouting organisation). In addition, Estoril Higher Institute for Tourism and Hotel Studies (Eshte) was invited for a brainstorm about their project. Via them, the COP was brought into contact with the national consumer protection organization (DECO). Other partners included the Faculty of Human Kinetics (Lisbon University), Fnac (a major bookstore chain amongst others), and SIC (a Portuguese television network and media company). These additional partners were invited predominantly as a result of the activities undertaken. For example, in one of the projects, a cook book was produced, which is why major publishers were sought, resulting in the inclusion of Fnac into the network.

Alcobaça

In Alcobaça, the lead partner, a practicing physiotherapist operating from Physioclem, had many different connections locally through the practice. Having a large network with contacts and friends was essential in the first phase, to get people together, build the COP and to have enough credibility to carry out a project of this nature. During the first months of the project the stakeholders included the group of schools in Alcobaça (12 levels; around 4000 students, mainly via the involvement of psychologists and director) and the Local government with direct involvement of the direction board (this was a new connection who later became less



participative). In turn, these stakeholders brought links with others such as the local government for the region and private enterprises "Academia do Sim" (focused on personal development through organizing workshops for community) and 'Pomar de Braços" (psychology, collaboration was sought on organization of workshops).

Over time, the network grew organically. The approach here was be 'on the look-out' for activities and initiatives that seemed to fit with the mission (improving the health of adolescents). When new initiatives emerged / were identified and the lead partner had the impression the COP had the capacity (mainly in terms of time and resources available) to take on additional work and/or talk to people and discuss ways to further each other's activities, discussions were started regarding ways to collaborate. In these discussions, it was the intention to leave the ownership for the activity with the partner rather than 'incorporate' the activity within COP4HL. Therefore, the focus was not so much on 'including' the new partner and branding their activities as COP4HL activities', but rather 'grow and develop the mission and network by collaborating with initiatives that support the same mission' (branding aside). This was deliberately done with the sustainability of the initiatives and activities in mind (e.g. the activities would carry on even if the COP4HL project is finished).

Ultimately, the network also included Coimbra University, rural and professional development school Cister, the student association of secondary school Inês Castro, "Região de Cister", a regional newspaper (who publishes a story on a local initiative on a monthly basis), on online newspaper (Bussola), a radio station from one of the secondary schools, and Bank "Credito Agricola". The latter has a strong history of supporting local initiatives. They were interested in youngsters (as they could be potential new clients), hence they sponsored an activity (which, unfortunately could not take place).

Both COPs were carefully thinking through how to reach their varied audiences. As a result of this, stakeholders in both networks also included different individuals involved in their activities such as young ambassadors, teachers, students, professionals, parents, local heroes, entrepreneurs, and influencers.





Collaboration within the network and activities undertaken by the COP

Cascais

In Cascais, in the beginning, a result-focused approach was taken. Five concrete projects were designed to produce various outputs aiming to benefit the health of youth. Activities undertaken, therefore, were linked to the envisioned end-results of the projects. The 'cocreation approach' was not used extensively until later in the project. Starting from a project focus was logical for many reasons. For example, there was some confusion around the expectations from the project due to the guidance received from the WP3 evaluators in the beginning of the project. This guidance was focused on process, but also on outcomes (COPs were invited in a first survey to think through indicators they expected/hoped to change). In addition, ESSA operates within a large, renowned institute. This brings expectations from the institutional leadership about the 'quality / scientific approach' of projects being undertaken (and therefore, the importance of specifying outcome measures a priori as well). As developmental evaluation / social innovation in health is relatively new, it takes time before institutions are familiar with such ways of working. Unfamiliarity with this way of working (developmental, mission-focused, co-creative) also proved to be a main challenge and a hurdle in attracting new stakeholders to the project, and keeping stakeholders involved. This also includes explaining the difference between striving for project results and outcomes versus striving for longer-lasting impact, as this was a major hurdle in expanding the partnerships. This was evidenced by feedback that was received from one stakeholder for instance, who indicated that although he was interested in the project - he felt it was 'not structured enough' to be presented with other stakeholders. So, the COP leaders felt that the concept of co-creation was still too immature in their COP as it simply was not a common model of working in Portuguese communities. The other major hurdle that was mentioned in involving keeping the stakeholders involved was 'time'. Despite formal invitations to the stakeholders to participate in scheduled sessions, turn up was very low.

A turning point for the ESSA COP, however, was a meeting in November 2019, in which the COP organized a session, facilitated by the change agent, with the municipality and students. During this meeting, presentations were given by the ESSA leads to show the progress and results and deliverables from their 5 projects. In addition, students presented their ideas, and finally, a representative of the Municipality presented options for collaboration. In addition, a timeline was completed with everyone who was present, and the overall approach of the project was



presented (mission-driven, social innovation approach – in contrast to typical outcome-based project approach). The involvement of the students in this day had a positive influence on the COP, as they were very enthusiastic and passionate about the mission and, importantly, they felt comfortable with the approach of mission-driven working (and dealing with the uncertainty that inevitably comes with that). Also, they were creative in coming up with innovative ideas. In addition, the representative of the municipality stressed the fact that the COP activities could be embedded within the existing platform which would lead to a collaboration between ESSA and the municipality in a more formal way). What followed were constructive discussions on how to go from here in a more open form of collaboration with the municipality of Cascais and with involvement of stakeholders that are closer to our end users (e.g. students). Now the challenge had shifted to starting to learn together, and being persistent and flexible in finding strategies to not lose stakeholders who find the project too unstructured and are not comfortable with uncertainty, and connect to new ones. A good example is the relationship with the Hotel School. This relation has become increasingly better since the moment that this stakeholder understood the models of co-creation and the freedom that comes with it. This stakeholder was willing to collaborate in the region of Physioclem and involve other stakeholders. For the projects involved, the realisation that this 'working in a more explorative way' also meant that activities would be more sustainable brought renewed energy to the group. Through working together in implementation of all the activities, the network expects that they will acquire a closer relationship with stakeholders, which will allow for more effective co-creation and snowball effects of actions, which in turn will lead to attraction of more end users and stakeholders. Media exposure, and communication that leads to the feeling that it is "fashionable to be Geração S+" was considered important in this as well.

Cascais & Alcobaça

The collaboration between ESSA and Physioclem changed over time into a more complementary relationship. This was the result of a better understanding of the general approach and context of each other, leading to more trust. Both COPs have been very productive in terms of activities. They include

- several online articles and events via Facebook;
- monthly articles in relation to healthy lifestyles in the local newspaper;
- the website (home to the Geração S+). This space presents articles (written by parents, teachers and students), activities, and access to social networks. The site is always updated





with all the work being done and is seen as an excellent complement to those who dedicate more time to Instagram or Facebook;

- several activities have taken place: book presentation, webinars, information sessions for parents, teachers and students/children, seminars, show cooking, physical activity tournaments, among many others;
- partners / organizers in various events and activities;
- posting of Instagram messages to be close to young people, through clear messages, which
 reinforce a healthy lifestyle: mental health, healthy eating, sleeping well and physical
 exercise;
- We created Emotional Education (Educar EmocionalMente). A moment for the psychologist
 to talk with parents (of children between 6 and 12 years old) and teachers. The main
 objective of the sessions is to involve the entire educational community in the development
 of skills to identify and understand needs, emotions and behaviors that are assumed in the
 contexts in which we are inserted. In the face of Covid-19, the sessions started to take place
 online;
- The emotional education also takes place in a school, with elementary school children, with
 the same psychologist, but only for students. Several jobs are done. The greatest wealth is
 sharing and the opportunity for each child to explain what they feel about the highlighted
 topic;
- We also created the GPS+ | Grupo Para Pais. A space that wants to share, train, deliver and have good and intense conversations. Dialogue is balance, it is an exchange of experiences. It is to allow listening, without filters, without pointing the finger. Active listening can make a difference in someone's life and in ours, too. GPS + is an opportunity for all parents to undergo training, in the Conscious Parenting Area, with the psychologist and facilitator. In the face of Covid-19, the sessions started to take place online.

Alcobaça

In Alcobaça, in the beginning of the project things felt 'very much in the air', and not concrete. There was no 'local project approach' – and hence the feeling of missing 'structure'. Once the website was built which showed what the mission was, who the partners were, and what the first activities were, this improved. Also, it helped to have 'a face of the project' (or leader). The other thing that really helped in working out how to make it work, was the introduction of the





ambassadors; once they were in place, it became clearer what the structure could be. Ambassadors generally are involved in certain topics, and the COP leads try to help them and coordinate things. Lately, it happens more often that ambassadors or partners run activities that have had no involvement from the leads.

A major hurdle in collaborating was the difficulty to find the time to meet. Therefore, ideas and knowledge were shared and discussed mainly online. In order to be able to do this effectively, communication structures were improved within the network. WhatsApp is being used in the wider network, Trello and Slack are being used with a smaller group (to plan and keep track to tasks). Although online communication was not always ideal, through working together, over time, trust, openness and the feeling of 'psychological safety' grew (and therefore the willingness to learn with and from each other), which brought improved teamwork as a result of this. This also helped stakeholders to understand the need to do the project differently than usual, requiring a co-creation and innovation approach. The main partners were very involved and committed; they all shared the same common vision. The COP has taken advantage of opportunities to fulfil their mission, and activities have been very diverse. In particular, the projects that have emerged on the part of young people hardly used the name Geração S + (but their own name). At the same time, it also happens that new partners now seek contact with Geracao+ when they want to organise activities/initiatives as they see benefits in being part of the 'Geracao+ movement'.

Activities were tailored to the various audiences. For example, Facebook is being used to communicate with educators (parents); Instagram is being used to reach young people. This communication component was an important element in this network. It was felt that the challenge was to find ways of communication that truly allow for space to debate and exchange ideas: "Although young people indicate they are very communicative, especially on social networks, there was realization that they do this essentially for more futile issues and not as an instrument for learning or shaping their way of being and growing. The challenge of promoting a healthy lifestyle has to be addressed by many different strategies if it is to be truly effective".

The above suits with the ambitions of the network (both COPs) for the future: "We want to focus more and more on the mission and not on the name of our project, so that we can really be aggregators and not just another project. We will evolve in the sense of being a platform for communicating what is done from young to young with the mission of promoting a healthy lifestyle and in the sense of being an engine for the emergence and development of these same projects".



Reflection on the learning process, including lessons learned

For both COPs, through working together, trust grew. Investing in the network and taking the time to collaborate was seen as crucial. Also, the inclusion of young people into the network brought important insights in both COPs. In Alcobaça, this was visible in a meeting (April 2019, COP4HL general meeting), in which psychologists involved in the COP were discussing a questionnaire they had designed. A young psychologist was very passionate about the need to not decide for young people what they find important – but to involve them into the discussions, and -even better- let them drive actions and activities (give them ownership). This message was very powerful – coming from an "not so long ago end user"; she was very persuasive in her plea. From then on, end users were much more involved for example in the role of ambassadors (the young psychologist being the first one after this meeting). In Cascais, as mentioned, including students in the activities was seen to have a very positive impact. In total, about 10 'official' ambassadors are now involved, and many more 'informal' ones.

Other lessons learned were:

- Think differently; have a beginner's mind be open to see changes
- Have a growth mindset
- Let everyone flourish
- Hear every voice also the ones that don't talk much
- Know how to listen
- Create ownership (mission not name)
- Have clear common goal (know your motivation)
- Be kind to everybody
- Be clear (say what people will need to do and will gain)
- Embrace diversity; different cultures and colours are important
- Being visible is important, it may have flow on effects
- Include holistic (Hubert-positive health) perspective on health
- Empower people, let them use their ow language, let them develop their own activities
- Celebrate small successes on the way with the people involved





In terms of how activities were evaluated, and reflections were embedded in the processes, in Cascais, as of the November meeting, continuous tracking of activities in timeline format was completed; for each session it was discussed what went well, what could be improved and what these insights meant for future activities. In Alcobaça, activities were mostly evaluated afterwards in an informal way, mainly by talking to co-organisers and discussing what went well, what could be improved, and how to transfer the lessons to future activities. As for the future, it was felt that more attention for more formal ways of evaluation (e.g. via timeline sessions) would be useful.

In terms of the support received from COP4HL (e.g. WP3 leads), both COPs indicated that they felt more support from COP4HL would have been helpful. For example, how to measure and increase impact should have been clarified at the start. Not knowing the expectations in this regard made it more difficult to connect and explain to partners. It would also have helped if the 'co-creative character' (everyone can contribute), as well as expectations in each phase of the project (including attending meetings etc.) had been clearer from the start.

Reflection on the impact at different levels

The below reflection has been written by the leads of the COP and has been left unchanged.

Impact of COP4HL and Geração S+ (Cascais and Alcobaça)

New perspectives, getting to know the world of bicycles and sustainability closely and personally, contact with other forms of teaching / presentation, contact with extraordinary people, training the language of the world (English), study, study and study in an area of knowledge that is very dear and familiar to me but which now has even more meaning because it's being put into practice, an huge increase in the network and contacts, new opportunities, a giant interaction with the community, the advantage of exercising missionary work, the pleasure of touching many lives, the satisfaction of showing the way that makes sense. These were some of my gains. The impact of COP4HL on me.

Around here, in a company that created new business opportunities, the school that gained a new dynamic and new projects, the University that found an opportunity to get closer to the population and to implement a scientific project with young people, the Students Association which won a new advisor and followed some of the proposals, a new group of young people who found the support to put their ideas into practice and be challenged by so many others, the





regional newspaper that started to pass on new information of great public utility, a local bank that found an opportunity to reach out to its potential future customers some young people who listened and transformed, a group of parents who initiated change with an impact on their children ... the community that started to hear much more about healthy lifestyle.

The impacts are many and diverse, to the point that it is impossible to measure in concrete where we touch, where this wave is already going. It is true that we want to change the world, but not being possible all at once, at least we are certain that we are contributing strongly to change some worlds, at least our own. I feel like I've grown up. A lot.

The impact has been direct, on young people, through messages on Instagram, through

workshops, by being ambassadors and living the mission, by being organizers of entrepreneurship actions. At the Design Thinking workshop, it was impressive to hear one of our young boys propose a solution that included the healthy mind plate, a proposal that Geração S + brought a short time ago and integrated into the event Ecothon. In a different context the young boy applied the concept. Impacts that we will never know and that can make all the difference in the person's life. Eventually we may know about one or the other,



Design of Healthy Mind

sometimes. Two young girls who, when doing work on drugs, began to act directly on themselves and on the friends around them. A young girl who gave wings to her dream. Another young boy who gave meaning to what he lived and started to pass his example to others. A group of young people who have experienced mission work. Other young people who have not acted but at least had the intention to do something, and who knows in the future (maybe the seed grows up) ... What will be the impact of these changes on the lives of these young people and their friends? This is the profound impact that we will never know.

Yes, we can translate it into numbers. Number of partners in the project, number of people involved in the mission, number of people to whom some information has reached, number of actions taken, number of participants in each action, number of followers on social networks, numbers of the engagement with the social networks, number of young people who say they know Geração S + or even the data collected from completing an impact assessment questionnaire (with all limitations and biases) that this method has). But we will never get to know the truly impacting numbers. Those who will make a big difference, in each person.



A few days ago, an ambassador told me "I will start doing 30 minutes of exercise a day", after listening to the lecture I gave. What an impact!

A new group from another city liked the project and contacted us, and with that a new COP will be born with the same mission ...

With this work a new idea come up that and, with that, a new COP in this same region will grow, dedicated to the promotion of healthy lifestyles in adults ...

The wave grows and advances. Where will it go?

What if we hadn't done anything?

We are being the change we want to see in the world. And the world changes.





Narrative of the Community of Practice for Healthy Lifestyles - Odense

Development of the network and activities

At the start of the COP development, early in 2018, the COP consisted of the university of Southern Denmark and Fit&Sund, including elderly/senior people who are participating in the Fit&Sund offers. The initial aim of the COP was to promote physical activity among community dwelling elderly people (65+), especially those who are socioeconomically badly off. Promotion of physical activity would be done by establishing an in-house and reach-out initiative and by establishing a tailored educational program. The 'in-house' aspect refers to activities performed at the place where they will be physically active (e.g. location of Fit&Sund). The 'reach-out' aspect refers to activities in a home workout format. The in-house programs were planned in Esbjerg, where a Fit&Sund location is available. Whereas the in-house activities were planned in Odense where Fit&Health does not have a center (yet).

Later on, the aim shifted slightly to a stronger focus on the intermediate process, meaning focusing on professionalizing the PA & Health professional through the development and implementation of study modules. Future trainers are students in the university, university college students and fitness professionals. By means of an Active Aging Training (AAT) module, trainers will be better equipped to reach the target population. During the course students learn about the latest evidence regarding physical activity and aging, especially about the loss of muscle power and strength.

This change in idea was the result of several talks with Fit& Sund. After this shift, the subsequent activities were conducted with this end result, i.e. a certified educational program, in mind and as a clear goal. The development of the educational program was performed by an expert from the Department of Sports Science and Clinical Biomechanics (USD) and by an experienced fitness instructor from and Fit&Sund. The module needed to cover topics that were not included in other courses or modules, such as behaviour change.

In the developing process municipalities, students and representatives of the target group, i.e. elderly/seniors were involved.

Fit&Sund already had experience with programs for 55+, but those were more autonomous and independent compared to the current target population. However, the new program can build further on these experiences. Elderly were also consulted about the content of the module at the start of the project and during the piloting.





The involvement of the end-users, i.e. students and elderly/seniors, was through interviews and pilot-testing the educational module. Students were students from the master of Sport Science and some were physiotherapists. Later on, neighbouring municipalities were approached and employees working with the elderly were consulted.

For the accreditation, it is necessary that the module was pilot tested. For this, master students in Sport Science participated, they could participate in this course as an addition to the regular curriculum. During the pilot testing elderly people were invited. It was aimed to invite a diverse group of elderly people, but as the ones who participated were at least able to come to the university, they are likely more active than the elderly population in general.

The module has been tested and is now accredited by Europe Active. This accreditation is important for the sustainability of the program as it can now be used by USD and the private fitness franchise Fit&Sund. Meetings with employees from different domains of the municipalities addressed whether these employees could also benefit from (parts of) the AAT module and support them in their work with the elderly population. Workshops to more interactively explore this had to be cancelled due to the Corona crisis but are planned for fall 2020.

Reflection and lessons learned

Reflections on the learning process were made within the COP itself, but also in comparison with other COPs in the COP4HL project. One of the conclusions of the members of the COP was that in their perspective reflective methods such as timeline sessions were too much focused on the past. From the beginning, the COP Odense took a more result-focused approach. This fits with the conclusion (and lesson learned) that it is important to determine what kind of COP you want to be, i.e. broad versus narrow. How this is determined is related to the main aim. In this case, the main aim was to develop an AAT module for which it was important to have the university with a lot of expertise on this area and a fitness company on board. At this moment, there was no need for other partners.

This is in line with, the lesson learned that 'you need to think about who you invite in and when', only invite those who can actually contribute to your aim or shared goal. (Employees of the) municipalities were invited not from the start, but that was fine, they were invited at the right moment. When looking back, relevant NGO's working with elderly could have been included in the COP for their expertise with working with elderly, however, at this point it is not expected that this would have made a crucial difference in the developed AAT module.





To reach the aims of this COP, i.e. the development of a AAT module, a narrow COP fitted very well.

Along the way the COP also realized that end-users needed to invited in and that 'end users have their interest at heart'

Reflection on impact at different levels

Individual level

Seniors/elderly: seniors/elderly participated in the activities organized by the COP. This was at the start of the project to get information about their wishes and needs, so that the new module could take that into account. Later on, they were again consulted for the fine tuning of the content.

In addition, if the module is widely implemented and more seniors will be reached, more seniors will be active and be/remain in better health

Students: 20 students participated in the piloting, later on ... students participated in the study. By participating in the pilot, they developed new skills and competences. By actually working with the elderly population, they learned how to communicate with them and how specific exercises work or do not work for this population. By working with the elderly, the students appreciated this much more than in advance.

Researchers:

Within the COP researchers learned about when and how to invite partners in, e.g. the municipalities.

Accreditation of the AAT module

Business:

The business partner, in this case a fitness company learned how to involve their clients in the development of an educational module.



COP level

The partners learned about which role they could take and what expertise they had to bring in, in order to contribute to the main aim

Accreditation of the AAT Module was a major achievement of the COP.

Organizational level

For one of the key stakeholders, the Fit&Sund company, the development of the AAT module has impact on the training of their staff and subsequently on how to approach and support in important group of the clients, i.e. seniors/elderly. They made a change by including this module in their port folio

Society

When the AAT is widely implemented and more fitness companies will be able to make use of the module to train their staff, it may have impact on the number of seniors/elderly that engage in physical activity and subsequently on their health and wellbeing. Even more so, if employees from municipalities working with seniors could also follow (parts of) the module.





Narrative of the Community of Practice for Healthy Lifestyle - Malaga

Development of the network and activities

At the start of the COP development, early in 2018, the COP consisted of the university of Malaga and the municipality of Malaga. The initial aim of the COP was to promote healthy lifestyle trough physical activity among the residents of Malaga. Physical activity was the common background of the partners.

In order to achieve this broad goal, the COP would assess motivational factors among residents and develop interventions using the equipment as a strategy to improve effectiveness of the outdoor equipment (i.e. an environmental intervention). Despite the apparently clear goal, it was not immediately clear to the COP how to start. There were many questions unanswered, much time was spent on financial issues. In the first half year, not so many actions were undertaken, the group felt a bit lost. In June 2018 Johan de Jong and Mathias visited Malaga which facilitated to make more focus and to come to a shared decision-making process regarding the overall goal of the local COP. During that meeting it was decided to focus on the use of outdoor equipment. This was a turning point and lead to stepwise plan outlined in a strategic plan. Consequently, it was also clear that other partners needed to get involved. The COP grew with new business partners such as Inacua (Fitness Center), Axaplay (manufacturer), Dimopark (Distributor) ASES XXI, INACUA, MEDAC, Decathlon. That business partners entered the COP was a big change. They were identified as important stakeholders as they manufacture the equipment that has to meet specific requirements. Also, so-called Sports Technicians needed to be involved as they have a key role in teaching residents how to use and activate the outdoor equipment.

It was the first time for the partners to work together in such a diverse group. The process was not smooth from the beginning, as they did not share a common ground and shared values, but all parties learned to cooperate. They all had specific roles, e.g. the University of Malaga (UMA) had the task to coordinate the COP, the training and provide scientific input (reviews, questionnaires, research design); Malaga municipality supported in the coordination and the practical implementation of the actions by contacting the end-users, the sport technicians, complete surveys, recruit participants etc. The other partners had specific tasks related to their scope, e.g. providing guidance, training, helping out with rules and regulations (Axaplay) and all partners provided feedback and suggestions.





Another positive change was the recruitment of Anselmo Cabrera Muñoz in September 2018 to work for the municipality. He could spend more time on the COP.

The COP as a whole performed many activities. The student competition was a major event that also gained a lot of attention in the local media (trending topic). In total 150 students participated in the competition. As a result of putting much effort in building relationships, the partners cooperated much better and more effectively. The business partners realized that being part of the COP was an opportunity to increase sales by having more contacts and a better visibility.

Another major event was the training course for Sport Technicians on how to use and promote outdoor fitness equipment. Besides knowledge transfer, there were other aims such as creating a network of Municipal Sport Technicians. Many sport technicians were present and followed the training. Also, other stakeholders, including local government and businesses were present. Also, residents were involved when performing training sessions using the outdoor equipment. The meeting got a lot of media attention

Reflection on the learning process and lessons learned

Reflections on the learning process were made within the COP itself, but also in comparison with other COPs in the COP4HL project.

During the timeline sessions held with most partners import issues and lessons learned came forward. All partners mentioned that they learned how to cooperate and communicate with different partners. A very interesting learning point came from a business partner, who mentioned that through the student competition and work of student he and his company learned that including the voice of the end-users, i.e. citizens who are actually going to use the equipment is of main importance. From that point on, this company changed their developing processes by structural including the end users.

Despite many positive moments and the positive development of the COP, there are still issues left. E.g. how to deal with politicians. Politicians play an important role, especially in agenda setting, making budgets available, etc. How to deal with politicians is still a challenge but the approach will be to align goals from politicians (more votes) and the COP (active citizens) and giving visibility to what the COP does.



Looking back, the COP learned that many factors are important for developing a COP and that you need them all. They mentioned that you should have an open mind, keep positive, be flexible, show empathy, support commitment and put the end-users at the centre.

Reflection on Impact at different levels

Individual level

Citizens:

Citizens were actively involved and consulted about their needs, e.g. wishes regarding lighting, shade, toilets, water taps, etc. They participated in activities that involved use of outdoor equipment but also walking activities. In addition to physical activity, participation in the activities resulted in new contacts, building new relationships etc, so it had a social impact.

Students:

A total of 140 students from the University of Malaga and two other higher education institutions were lectured about COP4HL and the local COP Malaga developments. In May 2019, over 150 students from 3 different HEI actively participated in the entrepreneurship competition. Teams of students were formed and tasked with real-life problems and questions regarding outdoor fitness. At the end of the competition the groups handed in innovative solutions, product or service. After a staged selection procedure, the best prototype will be chosen.

Sport technicians:

Municipality sport technicians were trained in how to use outdoor equipment and became part of a network of sport technicians. Sport technicians are still in contact with each other through this network, and have the possibility to follow a training program during the year.

Researchers:

The researchers gained a lot of experience in working with other partners, especially partners from the business.



Individually, each researcher developed new skills, such as presenting in English, applying new methodologies.

Business:

The business partners learned about the value and importance to consult residents/end-users

COP level

As a community, the partners learned about how to cooperate, to have an open mind, develop a shared a goal and commitment.

Organizational level

Especially, for business organizations the learning that involving end-users and citizens was so important will have impact on their future work for which they will consult end-users more often.

Society

As outdoor equipment is available for everyone, actual use by citizens may have a great impact on physical activity levels and health of those using the equipment. The UMA is working on an evaluation of this in cooperation with the Malaga municipality





Narrative of the Community of Practice for Healthy Lifestyle - Groningen

The Europark COP was in many ways the COP where the ideas for the methodology were developed and tested. In that sense, their narrative reflects the broader developments reported upon in this report.

Development of the network, collaboration and activities undertaken by the COP

Europapark is a twelve year old neighbourhood which is characterized by a large MBO campus, many companies, a football stadium and an increasing number of residents. At the start of the project, the COP existed, like the others, of Knowledge institutes (Hanze), local government (Municipality Groningen), a health service (Plaza Sportiva Euroborg) and a company (Sweco). Initially, the common goal was phrased by the project group

The challenge was to get a representative reflection of the neighbourhood involved. Because there were already a number of -mainly external- stakeholders in the project group and because the learning community had started without end user ownership in the area, a 'false start' was inevitable; the COP started with a result-oriented project approach. A nice illustration of this was the first concrete action of the project group to identify the needs in the neighbourhood. This was done first by means of a standardized survey. The lack of response immediately showed the inability to actually reach the people in the neighbourhood, let alone get them involved by means of a survey drawn up from the frame of the project group members. This certainly also applied to the mapping of the present (potential) qualities/capacities (assets) in the neighbourhood. This made the project group stand still and realize that in this way they could not form a real local group with ownership.

The result-oriented project approach (starting with a survey asking for desired outcomes) was abandoned in favour of a more relational approach. This process started after a relatively long period of six months in which the aim was to increase the response rate to the questionnaire. This also marked the transition from the 'project group' to the 'direction group'. The aim of this group was to encourage movement based on the voice and energy of the residents in the neighbourhood (in a bottom up fashion). In practical terms it meant a lot of 'coffee-drinking moments', kitchen table discussions and (inspiration) meetings. The lack of output orientation and embracing the associated uncertainty initially gave a sense of loss of control to many professionals and companies who wondered what the direct added value of their participation was. What helped in overcoming this was the shared awareness of how little people actually knew about the real meaning that end-users gave to services/products.



Following these reflections, the COP wanted to grow into a much more diverse COP. Because the neighbourhood is characterised by a diversity of residents and daily visitors, the aim was to create a mixed group that, together, wanted to invest time and energy in this mission and also wanted to contribute to the knowledge development of this project. In addition to the neighbourhood residents and passers-by, such as employees and students, the project also actively involved more companies in this learning community (see Figure 9).

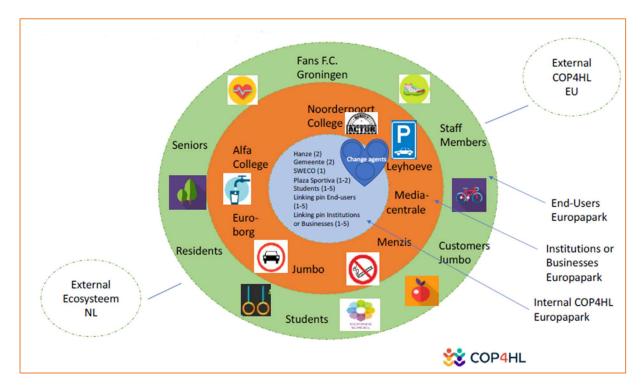


Figure 9. Ecosystem of COP4HL Europapark Groningen

A striking realisation that followed was that the role of partners on the periphery played at least as important a role as the direction group in the learning community. Whereas the original project group focused on more exercise and a healthy diet, the interest of the neighbourhood was more in safety, the parking problem, more greenery and also (moving) recreation in the neighbourhood. Also, by including partners such as SWECO much more focus was placed on the environment than initially anticipated. This led to a concept that represented the objective of paying attention to and improving the hardware, software and orgware of the community (Hoyng, J., & Eck, M.,2019). Hardware is the hard infrastructure (roads, squares, park, etc.). The software is the programs executed by (aspiring) professionals who respond to the active health wishes of the end users (Yoga, walking evening etc.) and orgware in the innovative way we organize and learn together.

At three quarters of the project's duration, half of the direction group members departed. This initially caused a delay, due to socialization and induction of new members. However, as soon as the new members were 'on board' they immediately provided new impetus and energy.



Reflection on the learning process, including lessons learned

The learning process of this learning community consisted of a number of phases and elements.

Phase 1 was characterized by the shift in thinking from linear, project-based working to a relationship-driven way of working. The scope was widened considerably, many more stakeholders were included, and the beneficiaries needs were put central. This was accompanied by the development of the developmental impact model (reported elsewhere in this report), which could guide the developmental process and capture results and impacts at the same time.

In Phase 2, many different initiatives were developed in sub groups. It appeared that there was a great need for identity building and more community spirit in the neighborhood. The young age and a continuous transformation of the neighborhood (new construction) created a desire to get to know each other better, to meet each other and to develop joint initiatives. 50 kitchen table discussions were held with residents to collect their wishes. Following a presentation of these wishes, all sorts of working groups spontaneously arose that wanted to shape the conditional climate for an active and healthy lifestyle (in the four areas that were identified where residents felt the need to see changes; safety, green, parking and recreation). Residents in these working groups usually didn't know each other yet; so many new connections were made. These groups were coached using design thinking, and in a second round of meetings they presented prototypes and self-designed opportunities for improvement of the neighborhood in which they were supported by various professionals. For example, the landscape architect helped draw a more safe traffic alternative (traffic circle) and a future city beach where many of the residents' wishes were implicitly represented. For example, sports students of various, the local MBO and the local fitness club were used to organize all kinds of activities in the neighborhood. These groups developed WhatsApp groups that kept the working groups lively between the central meetings and also provided new initiatives such as neighborhood parties, etc. Also, the working groups contacted each other in order to achieve even better coordination and there is contact with companies and the municipality to make initiatives succeed. This has led to first concrete results in the neighborhood.





In tandem with the activities, a continuous process of formal and informal evaluation methods and moments was set up by the COP; listed below (for the entire duration of the project).

Formal evaluation within the project duration

- Core team meetings (16x)
- Timeline measurements (3x)
- Sharing of project results with European partners (8x) (www.COP4HL.eu)
- Photo story
- Evaluation of guiding principles (2x)

Informal evaluation

- WhatsApp Groups (4)
- Exploratory talks at the borders of innovation (20x)
- Diary with all meetings (160x)

Lessons learned derived from these methods included:

- Appoint contact persons in every organization to make communication manageable
- Being able to choose partners is important.
- Start with partner profile Embrace diversity
- Keep end users in mind and manage their expectations (they may expect too much

So, over time, many ideas and initiatives arose within the COP. At the same time, there were also institutions and companies outside the learning community that supported the initiated movement. In **the third phase**, in order to keep the overview and better align activities, the direction group asked all initiatives (from February 2019 onwards) to work together on contributions to the yearly Healthy Ageing Week (HA-week). This is a week where the Hanze University, the University of Groningen, the municipality, the Alfa-college and the Noorderpoort have been concentrating workshops, lectures, projects in one week (2nd week of October). This made sense to the stakeholders; being part of a larger movement of Healthy ageing in the region was motivating; contributed to the scaling up of ideas and activities; and offered an opportunity for feedback. Also, importantly, it was seen as an 'anchoring point', which could hopefully contribute to sustainable actions (as this HA-week will also take place after the COP4HL project seizes the exist).



So, in this phase the direction and coaching shifted mainly to aligning the initiatives outside the learning community with the moonshot. Each contribution should address the three building blocks: hardware, software and orgware explicitly and especially in renewed coherence and cocreation with each other. In addition to the evaluations and focus points of the HA-weeks, two other strategies were used to align subprojects with the moonshot. Temporarily having a linking pin from an external project group join the direction group or temporarily having a member from this group join the external project group. The other strategy was to explore indicators of system boundaries. The hardware limits were that new initiatives needed to relate to (new) infrastructure of the Europapark. In the case of software, a demand-driven approach needed to be in place. As far as orgware is concerned, the goal stayed to create new combinations (of collaboration) between institutions and/or end users within the neighbourhood.

Reflection on the impact at different levels

In this COP, working from the perspective of a social innovation has led to a large number of initiatives aimed at lifestyle from the neighbourhood. In first instance, these initiatives were not directly the results that the project was aiming for, but they were close to the wishes of the neighbourhood. During the process, the number of initiatives increased sharply, the majority of which were unplanned.

It also led to the awareness that a real paradigm shift was needed of which the majority of the project group was still unaware in the early stages of the project. It also gave an awareness of the necessity of, paradoxically, navigating between, on the one hand, the well-defined project goals and, on the other hand, a 'mindset' in which a bottom-up social innovation was strived for and the additional insecurity was embraced.

Through the development process, people learned from all kinds of roles (end user, private, public, professional, etc.) to jointly innovate their own living environment in a sustainable way. This is individual and collective learning and has added great value (impact) both locally and through transfer in other contexts (e.g. in talking to the other COPs in this project). Because people worked together from diversity, new ideas, initiatives and strategies arose spontaneously. This is also impact and it is important to evaluate these different forms of impact in order to be able to continue developing, to coordinate different activities and certainly to account for investments in social innovation.



Manager local fitness club

"Since I have been involved in COP4HL, I have been talking to the church much more than all those years before...".

Architect Municipality of Groningen

 $^{\prime\prime}$ COP4HL accelerates the execution of my own work. Especially when it comes to the dialogue initiated by COP4HL".

Project Manager Business Partner SWECO

"I take the ideas with me to a new project in Emmen" (which has been awarded partly because of this).

Europapark Area Manager

"Those two youngsters have managed to get the dialogue with the neighbourhood going. We as Municipality have never achieved this ourselves..." (Youngsters refers to Students Master Healthy Ageing Professional, Hanze University of Applied Sciences).

Student Master Healthy Ageing Professional Hanze

"Without really talking to all these parties, I would never have been able to see how complex the issue is and I would never have learned so much! You can't learn this from a book".

Figure 10. Quotes illustrating impact at different levels



Cross-case analyses

By comparing the cases regarding the first theme, i.e. the development of the COP, we observed that all COPs started as a relatively small COP with only a few members, mostly an academic partner and a private and/or public partner. This was to be expected, as the COPs were instructed to start this way, in line with to the original plan. With respect to the aims of the COP, most COPs formulated an initial goal which was later adapted. The intention was to start with a relatively small COP and work together towards a common goal or moonshot. This process has been challenging for most COPs, likely as a result of the fact that most partners were used to work in a project-based manner and a lack of guidance early on in the project in relation to 'how to formulate a shared moonshot in your ecosystem'. Some differences in approach were observed. For instance, the Danish COP acted very straight forward and only slightly changed its initial goal. They started to work on that goal with a relatively small COP. They deliberately decided to stay small in order to work efficiently together. All partners had clear roles which led to the development of a module in an efficient way.

In contrast to the Danish COP, other COPs spent more time on redefining their goal. They had several discussions within their COP and later on a COP contact person joined and guided these discussions. The support from the contact person was perceived as a turning point in Malaga and Kaunas, i.e. it helped to define the main goal and bring the focus they felt was needed and lacking. The approach in Groningen was different again. Here, the needs expressed by citizens as well as the views of some stakeholders led to a much broader definition of health and therefore a much more encompassing moonshot. Likewise, the Alcobaça COP explored what issues were important for the local schoolchildren and adolescents and defined the long-term goal inspired by these issues.

Most COPs grew in the number of partners (either private or public). In terms of bringing new stakeholders into the networks and organising activities some interesting differences were observed too. For example, some COPs (like Cascais and Kaunas) reasoned what activities they wanted to organise and then contacted new stakeholders if they felt they were needed for the success of these activities. In contrast, the Alcobaça COP was on the look-out for initiatives and activities that already existed were serving the same purpose as the COP, and contacted them to see whether they were interested to start collaborating. Some COPs (e.g. Cascais) expressed that unfamiliarity with the 'social innovation approach in working' (e.g. the feeling that 'the project was not concrete enough' was a barrier to talk to potential stakeholders regarding participation in the network. In general, the COPs with many partners had a wide range of activities while the small COP in Denmark worked a well-defined task, i.e. the development of a module for coaches.





The expansions of COPs in terms of number of partners brought new challenges in relation to collaboration. In most COPs, it took time and effort to work out how to work together. For example, in Malaga, after private partners joined the collaboration was not smooth in the beginning likely due to the fact partners were new to each other and were used to a different ways of collaborating. After defining the roles for each partner, the collaboration much improved. Also in Kaunas, having clear roles for each partner worked well. That each partner had clear roles did not result in working individually towards the goals. The COPs organised several meetings with all partners in which they worked together in the development of tools, articles or activities. Working in co-creation was not a naturally approach for the COPs, as they were not used to working this way. In some COPs (like Cascais and Groningen), students were explicitly mentioned to have had a role in adopting and stimulating a cocreation approach. One factor seemed to be the fact that they were more open to a different way of working. This led to unexpected insights and results, which in turn led to new energy and enthusiasm about working in this way. In Groningen, the students were very instrumental in giving residents a voice which was leading in defining goals and designing activities. Of course, for a co-creative approach, a collective learning process is needed in which partners collectively decide on how to progress. When we asked COPs to reflect on this topic, all COPs but one, i.e. the Danish COP, experienced the timeline method as a useful method for reflection. Most reflections concerned the creation of a learning climate where everyone felt comfortable and safe to contribute. Having an open mind and growth mindset was mentioned by Malaga, Kaunas, Cascais, Alcobaça and Groningen (see also Guiding Principles). In addition, the timeline methods was seen as very useful as it provides insights into achievements and issues. However, finding the time to schedule sessions has proven difficult for most COPs.

The final theme for comparison was impact at different levels. Impact was assessed in a subjective way and for some COPs enriched with quantitative indicators. Regarding the latter, this mostly concerned the number of students involved in activities and competitions. Here, it is hard to conclude anything across cases. In addition to these quantitative indicators of reach and impact, most COPs stressed that working in this COP had great impact on them as a person and/or on the organisation. They learned new skills, especially related to collaboration and co-creation, working with people and organisations they were not used to working with. Furthermore, most COPs expressed the usefulness of experiencing this way of working (as for all COPs this was new), in particular the insight that a diverse system in combination with an end-user focus leads to better results. The insight that having an open mind is key for the learning process and thus for the development of the COP was also mentioned by these COPs. Lastly, a very important insight from private partners was that actively involving end-users





actually helped them in their business. This is an important result from the collaboration between various types of partners.

Guiding principles

Figure 11 shows the 11 GPs identified in the COP4HL project.

The question mark in the figure indicates that these principles will be subjected to evaluation themselves and therefore, they will not be a static set, but in fact will change and develop in the future.

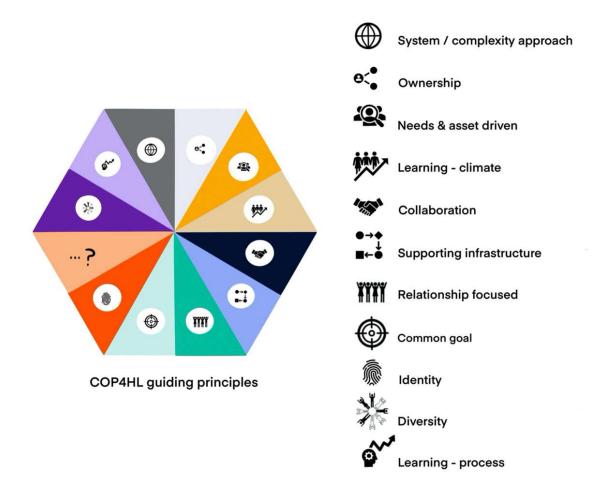


Figure 11. 11 COP4HL guiding principles



In full, our COP4HL principles read:

- Anticipate and act based on systems thinking and the complexity of the innovation context.
- Develop ownership of the innovation in all stakeholders
- Act evidence informed in the innovation process, building on needs and assets from the local individual to the wider society
- Create a learning climate that is safe to experiment and facilitates reflection
- Maximize alignment, collaboration and co-creation between stakeholders in all phases of the innovation
- Create a flexible support structure to develop agency, and to plan, manage and communicate the innovation
- Invest heavily in building relationships to grow a lasting and inclusive community
- Establish and embrace, with and for the community, an inspiring common long-term goal
- As a community, nurture your own shared identity and culture
- Strive for diversity in the composition of the community and use a variety of resources
- Embed developmental evaluation in the innovation to guide decisions and actions and to interpret impact

Assumptions regarding the principles

- They can be (partly) overlapping, or even paradoxical
- It is likely you need all of these principles in order to achieve your goals
- They are distinguishable principles but should be seen in relation with each other.
- Some may be more important in certain phases of the existence of the COP. For example, when a new COP is being created it is very important to focus on building relationships first.
- They are not a static set of principles, but they will evolve as a result of applying them to and evaluating them in future situations and initiatives

Intended future use of these principles: evaluation of these principles



In the future, these principles can guide further development of the existing networks as well as future ones. These principles are therefore, -by definition-, drafts until they have proven their use. Other groups are welcome to use these principles, which will be freely available from Yanuz, our online Social Innovation Platform. The platform also offers support in the operationalization of the principles. This will be organised via monthly seminars, in which each seminar will deal with one principle in detail).

Definitions and examples

The next session provides definitions for our principles, as well as localised examples. These examples may take various forms (for example quotes, descriptions of situations etc.).





Anticipate and act based on systems thinking and the complexity of the innovation context.

In social innovation, new and alternative values and practices are collaboratively explored and experimented with in an (eco)system of actors in a specific environment (innovation context). A 'system' is created when the relation between actors fosters interdependence on one another; the action of one actor can have broader implications for the other connected actors. A system becomes 'complex' because the interdependencies that define the system also render it highly dynamic. Complex systems therefore have 'fuzzy boundaries'; their interacting agents operate on the basis of internal rules that cannot always be predicted; and they adapt, interact and co-evolve with other systems. This makes that they are subject to the so-called 'law of unintended consequences'. This means, complexity cannot be understood by only using deterministic approaches as the dynamics always lead to a whole which is more than the sum of its parts. This also makes it impossible to predefine outcomes and subsequent criteria and actions. Crucially, complexity is a feature of the system(s), not merely a characteristic of interventions. Change happens by building and leveraging a social system to embark on a learning journey by enabling ideas to emerge and spread across the system. In doing so, it is important to keep an open mind and see what is needed along the way, as needs are emergent and unpredictable.

Contextualised example

"We keep an open mind regarding our plans. We are flexible to change our work strategy regarding the political changes, unpredicted extreme situations (like corona virus), as well as changed needs of beneficiaries".

Kaunas COP





Develop ownership of the innovation in all stakeholders

In social innovation, we strive for sustainable change by creating long-term systems for change. In contrast to 'projects' these systems can be continuous; with a network of actors who work towards initiatives and activities that are in line with a common direction, and self-driven by community members. The relational character of the network emphasizes distributed agency. For this, power often needs to be shifted from the system leaders (backbone) to actors and community members who are direct beneficiaries of the innovation activities. Social innovation initiatives often strive to create spaces where individuals can feel empowered, whilst simultaneously striving for collective empowerment.

In the Groningen COP, 'kitchen table talks' were initiated by the Hanze University of Applied Sciences. Students visited citizens at home to collect their views on what should change in their neighbourhood. Sixty of these visits were completed. Collecting information and starting dialogues in this manner meant that COP members had a broad and valid view on the needs of the beneficiaries as well as any assets present. In addition, this way of working created a lot of ownership. In fact, these visits turned out to be the most important action for the creation of the community and start of the intervention. It was felt, this could not have been achieved by, for example, inviting citizens to provide their views in a postal questionnaire. These discussions led to the creation of four locally led working groups which still exist. The local government supported the working groups with a budget to pay for a facilitator.







Act evidence informed in the innovation process, building on needs and assets from the local individual to the wider society

In social innovation, the system works to develop the agency to address the needs of the actors involved in the system and -if necessary- to rethink this same system, while keeping in mind common goal(s). Actors find creative ways of using (often underused) assets (for example necessary expertise, talents, resources or ability to impact the behaviour of groups) in the system and within border crossing activities. The system works evidence-informed. Different resources (stories, art, science, experts and so on) are weighted critically within the context and a priority/wise decision as to how to proceed is formulated in a collective process with all actors.

Both in the Portuguese COPs and in the Kaunas COP it was mentioned that 'local heros' were identified to be involved in spreading messages and reaching the targets groups. So, this is an example of 'linking up with' people who already with influence, and bring them into the network.

In the Alcobaça COP, the approach here was be 'on the look-out' for activities and initiatives that seemed to fit with the mission (improving the health of adolescents). When new initiatives emerged / were identified and the lead partner had the impression the COP had the capacity (mainly in terms of time and resources available) to take on additional work and/or talk to people and discuss ways to further each other's activities, discussions were started regarding ways to collaborate. In these discussions, it was the intention to leave the ownership for the activity with the partner rather than 'incorporate' the activity within COP4HL. Therefore, the focus was not so much on 'including' the new partner and branding their activities as COP4HL activities', but rather 'grow and develop the mission and network by collaborating with initiatives that support the same mission' (branding aside). This was deliberately done with the sustainability of the initiatives and activities.





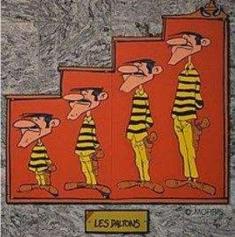
Create a learning climate that is safe to experiment and facilitates reflection

In social innovation, a resilient system makes use of the perspectives of all actors involved and assists learning from each other. This requires a culture that fosters relationships, trust and respect across actors, and a space and process for experimentation, learning and reflection together. In a playful environment, actors should feel safe to mention ideas and express needs that may be deviant from those of others. Critical thinking (evaluating various perspectives and 'pieces of evidence' in light of the context and goals) is an important aspect in how the system determines upon actions. Action, then, is characterised by a process of experimentation and reflection — in light of common goal(s). Short, iterative learning cycles are guiding future actions and constantly update theories and assumptions underpinning the actions.

Contextualized example

Malaga cop







We try to have fun when we are working, not taking everything very seriously and laughing, and telling jokes when necessary. Thanks to this work atmosphere, we are not frightened to be wrong and we come up with new ideas.





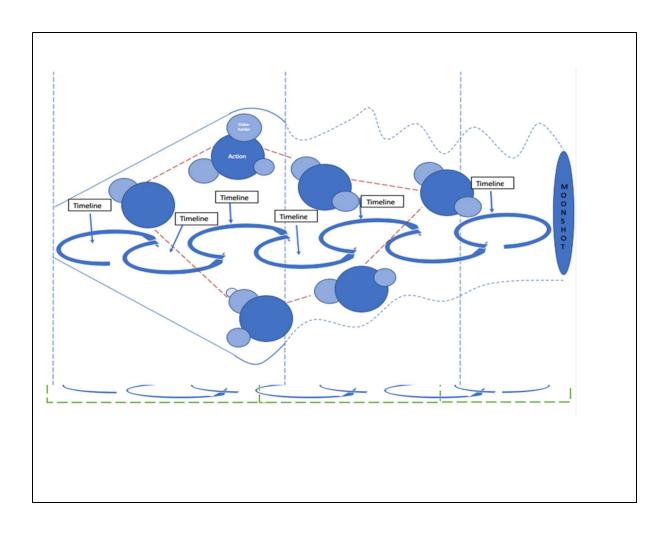


Maximize alignment, collaboration and co-creation between stakeholders in all phases of the innovation

In social innovation, sustainable solutions are developed in co-creation by and with all actors; not for. Collaboration rather than competition is the basic attitude. To ensure the many actors in the system, who may have different perspectives and needs, are still working towards the shared, common goal, and the activities are still mutually reinforcing each other, constant alignment is needed between actors and activities. This can be done by keeping track of a common agenda (seen as one of the foundational requirements of social innovation) and organising regular reflective sessions to discuss issues on that agenda (for example: emergent developments/findings (and how to act on those); whether activities lead to the desired results; whether changes in direction are needed and so on).

The Dutch local CoP has learned that by dividing the core team into smaller subprojects, the team was more effective and efficient. At the start of the project there was a phase where the team diverged. This was done to determine the scope of the local CoP and so that relevant topics that fit within this scope can be established – in line the overall aims regarding active and healthy lifestyle (the 'moonshot'). It was important for the change agent to check regularly whether all subprojects (still) contribute to the moonshot and to make sure that the movement towards that moonshot continued. After the subprojects were established, teams converged and gradually narrowed the scope of the CoP that was initially formulated. Through the development of multiple subprojects and engaging with end-users to increase their ownership and input, the moonshot became clearer over the course of the project. All subprojects had their own network with stakeholders, an agenda and a shared goal. This meant it was very important to communicate regularly with the core team, and to align all the agendas with the overall one from the local CoP.









Create a flexible support structure to develop agency, and to plan, manage and communicate the innovation

In social innovation, a network of actors is working towards achieving the common goals. Ownership and self-guidance are important aspects in how the system operates. However, a flexible, credible and skilled backbone (composed of one or more organisations) is often seen as a foundational requirement. This 'backbone' may be tasked with building relationships and trust; coordinating and aligning activities; sharing data and organising reflection upon and interpretation of the data; creating agency; and ensuring two-way communication. Specific tasks may vary according to the stage of development of the innovation and the respective needs of the actors involved.

Alcobaça COP

In Alcobaça we felt this need. Until we had a website where it became clear what the mission was, who the partners were, what the first activities were, it seemed that everything was very much in the air, without being concrete. It was also noticed that having an aggregating element (or leader), a face of the project, made it more palpable. We also created a communication structure, where we tailor the channel to the users. For example, we use WhatsApp between most of the group and Trello between a smaller group. Among some ambassadors we use Slack. The other thing that really helped in working out how to make it work, was the introduction of the ambassadors; once they were in place, it became clearer what the structure could be. Ambassadors generally are involved in certain topics, and the COP leads try to help them and coordinate things. Lately, it happens more often that ambassadors or partners run activities that have had no involvement from the leads.





Invest heavily in building relationships to grow a lasting and inclusive community

In social innovation, actors commit to working together towards long-term goals. Often, key drivers of success and systems changes are early changes related to partnerships, including the deepening of the relationships, the expansion of the relationships, and the degree of commitment and engagement. Trust can be built based on shared interests and honest interactions. Particularly in new initiatives, it takes a long time to build these relations, however, this process, including the design of the common agenda is a prerequisite for starting the results-oriented activities and needed in order to maximise the scale and scope of the changes possible.

Kaunas

COP = people

Alcobaça COP

I totally agree that investing time in building relationships is crucial. In Alcobaça, for example, this network that I had was essential in the first phase,

to get people together and have enough credibility to carry out a project of this nature.

Having a large network of contacts and friends, it was easier to create the COP.





Establish and embrace, with and for the community, an inspiring common long-term goal

In social innovation, people work on pressing challenges to create true value for society. In order to ensure commitment and continued support from all actors, for this often long-term process, it pays off to take the time upfront to discuss shared values, dreams and agree upon a societal mission' which resonates with everyone, creates a sense of urgency and purpose and is ethical. In working towards the mission, often smaller goals are developed. The dynamics of the process, in which constant alignment is taking place between activities and goals as well as individual and collective values, can lead to refining and redefining the common goal.

Kaunas COP

Suggestions and requests of beneficiaries let the COP to make one step back in the process and make changes in the activities that better meet the needs of the community. This meant that we had to broaden our goals.

Groningen COP

In first instance, when the COP had only a few partners, the goals of the COP were quite 'narrow', e.g. physiological and behavioural goals in relation to obesity for example. After the COP diversified to include for example landscape architects and residents, the goal broadened as well. Their input led to a much broader view of 'health'. This led to actions targeting 'hardware' (infrastructure), 'software' (activities), and 'org ware' (way of learning and working together) — with much more focus on shaping the conditions for healthy behaviours by targeting the environment than initially anticipated.





As a community, nurture your own shared identity and culture

In social innovation, as in any initiative, it helps if people who are part of a 'fluid network' feel they are part of something special, a movement they want to belong to. This can be done by nurturing a collective identity and culture (aspects of which may be reflected in language, behaviours, safety, habits and rituals and even physical locations within the community).

Groningen cop

During the last timeline session of the Groningen COP it was discussed how the COP could sustain its momentum after the 'project' finishes. It was then felt that -for the community to sustain their actions and stay in touch- it is important to have a (physical and/or digital) space where -in addition to a way to coordinate the activities- also the 'culture' that was developed during the lifetime of the project can be continued. What followed was a brainstorm of things that this could include: examples were: use of language, safety, rituals (e.g. the things someone would learn if the join the COP for the first time).





Strive for diversity in the composition of the community and use of a variety of resources.

In social innovation, people work on pressing societal challenges. These challenges are complex, systemic, interconnected, and urgent. The learning process and the necessary creativity towards innovation only thrives in a climate where a variety (potpourri) of perspectives are the bases of the creation and experimentation of alternatives. For this, a community needs to welcome people representing diversity in terms of background, domain, culture and role and systematically use a variety of evidence resources. For example, poverty cannot be solved without attention to the interconnections between nutrition, health, infrastructure, and education, as well as redistributive tax policy. Therefore, a resilient system is one where all perspectives can be represented; heterogeneity is key. Out-of-the-box and truly innovative solutions are more likely to stem from a diverse system.

Malaga cop



The inclusion of different types of stakeholders and several points of view breaks paradigms and opens the mind.



Kaunas

COP members should include representatives from different levels of ecosystem, to decrease the risk of mistakes or wrong decisions.





Embed developmental evaluation in the innovation to guide decisions and actions and to interpret impact

The assumption of complexity in social innovation means that the community deals with "a dynamic and constantly emerging set of processes and objects that not only interact with each other but come to be defined by those interactions". The long-term, mission-orientated processes of working towards goals can be viewed as a continuous and collective learning process. Developmental evaluation supports this learning process and offers a framework to explicate its impact. It directs contemporary action, gives directions towards learning goals and aligns small scale and short term innovations and experiments to the long term mission orientation. It also offers the opportunity to integrate, when opportune, a criterium output and outcome based evaluation as well as evaluation of emergent impact throughout the process. Data in this process is being used intentionally to inform innovation in progress and to show impact for audit purposes. Development evaluation combines the rigour of evaluation (evidence-based, objective) with the role of organisational development coaching (change-oriented, relational). In order to do this, the evaluator is often part of the team working on solutions.

Kaunas cop

The best method that we implemented in practice was 'timeline session'. These sessions are really great to see what progress you've made, and what issues are repeating during the time. We organized meetings once a month with COP members and discussed what positive and negative aspects we had since the last meeting. Also we organize qualitative interviews with some participant in order to know if we meet their needs, and to ask for recommendations for improvement.





REFLECTIONS ON OUR OWN FACILITATING PROCESS

Looking back we have learned a lot about how to evaluate social innovation initiatives. Our own lessons learned have been included throughout this chapter. Based on those, we would like to share our thoughts regarding recommendations for future, similar, initiatives.

Recommendation for future initiatives

- Clarify form the start that this way of working is relationship-focused and driven by a collective learning process. We noticed that in this project, there was a lot of confusion in the first phase because COPs were not properly prepared for this 'new way of working'. They felt it was very unclear what was expected of them, and how this project was supposed to work. This was strengthened by the fact that the evaluators were pointing them in the wrong direction. Ideally, COPs are prepared from the start for this 'wayfinding' so as to prevent them from thinking that the project is failing because there is no clear plan. Here the message would be: "There will be a plan; the plan just looks different than what you are used to in other projects. The plan is all about building your eco-system, deciding the moonshot and facilitation of learning together".
- In line with the previous point, in new initiatives, from the start, the process of building the necessary relations should take centre stage. Success is very much dependent on participation of all stakeholders 'within the system. Only then will it reach its full potential. For this to happen, it is important stakeholders understand the need to work together
- In guiding the above processes, our 11 Guiding Principles could help. Future Initiatives could consider using (some) of these principles and evaluate 1) whether they are indeed acting based on the adopted principles, and 2) where this takes them (i.e. what results from working in a way that is consistent with the intend of the principle).
- Collectively deciding what data to collect and collective sense-making requires both an understanding of the workings and importance of this way of working -in which the process of learning is central- as well as planning for it (e.g. organising working sessions in which the relevant stakeholders can either participate in methods such as timeline sessions, or participate in the collective sense-making of data collected). Ideally, COPs are supported in and trained for this task. This support should also include tools such as a dashboard which can help to visualise data and actions.



- Embedded researchers and COPs need to be trained and supported in this new way of working, ideally right from the start. We organised an all-of-project training session. We felt it works best to organise meetings in which the COP stakeholders attend and can work jointly. As this new way of working is a lot to take in and organise, we noticed it is worthwhile instigating some follow up local workshops (e.g full day working sessions in the local COPs) in which the embedded researchers practice locally, within their own context and importantly- all participants *experience* the benefit of coming together for example for a timeline session which made them realise the benefits of this. This may lead to greater buy-in from stakeholders, who then might be more inclined to participate the next time as well.
- Finding the time to organise regular evaluation sessions themselves after training sessions has proven a challenge for all COPs (some more so than others) therefore, scheduling some as part of 'the project' -but locally, in their own language- seems a good idea. This may help to start a routine. Although we did not analyse reasons was this was the case, finding the time to do so seemed a factor. In general, it is a balancing act to 'steer' COPs in order to get results, and to let the process be led locally. Also, it is important not to underestimate the time and practice needed to truly embed new evaluation methods in the local processes.
- Capacity building is an ongoing process. It is important to plan for an agile support system in this respect as well, so that it is possible to address questions and support questions as and when they arise.
- Including end-users in the regular evaluations remained an issue. Future projects should focus on how their role can be facilitated and fortified.
- As for the assessment of impact, it is important this is internalised by the COPs themselves.
 COPs should use all their stakeholders to collectively decide what they consider 'success' and 'impact' and they should be supported with tools and methods, such as contribution analysis (working backwards to work out what may have attributed to certain outcomes) and outcome harvests (asking the system to list any outcomes (planned or unplanned) as a result of the innovation.
- Data collection needs to have an agile set-up, anticipating on what is needed, which may change over time
- When evaluating innovation efforts within a COP, a developmental approach (Patton, 2011) is recommended (see also Figure 2).
- If an additional aim is to learn from comparisons of different COPs (e.g. by means of a cross-case analysis), then it is important that in all COPs ample data is collected regarding development, learning processes, activities, and impact, but also regarding the context in





which the COP operates. This supports the analysis of what works well in which contexts, in line with a realist approach². In this approach contexts matters in drawing conclusions on what works.

• In addition, to capture processes, impacts as well as key mechanisms in each CoP in a uniform way, using an adapted version of a 'social impact framework' in all 'cases' is recommended (Beckett, Farr, Kothari, Wye, & Le May, 2018). This helps to capture the information in a standardized way at varies levels (e.g. individual, CoP or organizational, societal), which will enable the comparison between cases. This framework also has a component in relation to the degree the CoPs members have implemented the principles of co-design in their evaluative processes and whether this in itself has led to particular results or impacts.

CONCLUSIONS

This report depicts the development of our evaluation strategy (from our initial approach taken until the final strategy, including methodology and the local COP impact measurement model), as well as the findings resulting from this strategy. It is complemented by the external evaluation report.

² https://www.betterevaluation.org/en/approach/realist evaluation





REFERENCES

- Beckett, K., Farr, M., Kothari, A., Wye, L., & Le May, A. (2018). Embracing complexity and uncertainty to create impact: exploring the processes and transformative potential of co-produced research through development of a social impact model. 0, 1–18. https://doi.org/10.1186/s12961-018-0375-0
- Fielden, S. J., Rusch, M. L., Masinda, M. T., Sands, J., Frankish, J., & Evoy, B. (2007). Key considerations for logic model development in research partnerships: A Canadian case study. *Evaluation and Program Planning*, 30(2), 115–124. https://doi.org/10.1016/j.evalprogplan.2007.01.002
- Linnan, L., & Steckler, A. (2002). Process Evaluation for Public Health Interventions and Research. In

 L. Linnan & A. Steckler (Eds.), *Process evaluation for public health interventions and research*(pp. 1–23). https://doi.org/10.3184/096034012X13268719563662
- McKellar, K. A., Pitzul, K. B., Yi, J. Y., & Cole, D. C. (2014). Evaluating communities of practice and knowledge networks: A systematic scoping review of evaluation frameworks. *EcoHealth*, Vol. 11, pp. 383–399. https://doi.org/10.1007/s10393-014-0958-3
- Patton. (2011). *Developmental Evaluation Applying Complexity concepts to Enhance Innovation and Use*. New York: The Guilford Press.
- Patton, M. Q. (2018). *Principles-focussed evaluation the guide* (M. Q. Patton, K. McKegg, & N. Wehipeihana, Eds.). New York: The Guilford Press.
- Perrault, E., McClelland, R., Austin, C., & Sieppert, J. (2011). Working together in collaborations: Successful process factors for community collaboration. *Administration in Social Work*, *35*(3), 282–298. https://doi.org/10.1080/03643107.2011.575343
- Preskill, H., & Beer, T. (2012a). Evaluating social innovation. *Center for Evaluation Innovation*, 1–24. Retrieved from https://www.fsg.org/publications/evaluating-social-innovation
- Preskill, H., & Beer, T. (2012b). Evaluating Social INNOVATION.
- Tsoukas, H. (2017). Don't Simplify, Complexify: From Disjunctive to Conjunctive Theorizing in Organization and Management Studies. *Journal of Management Studies*, *54*(2), 132–153. https://doi.org/10.1111/joms.12219
- Wielinga, H. E. (2018). Dynamics of Living Networks.
- Yin, R. K. (2014). Case Study Research: Design and Methods (5th ed.). Thousand Oaks, USA: SAGE



Co-funded by the Erasmus+ Programme of the European Union

Publications.



APPENDIX 1: GUIDANCE FOR EMBEDDED RESEARCHERS

COP4HL: guidance on evaluation

Appendix to Evaluation Report

This manual is intended to help you to embed evaluation methods in your processes.

This document will be expanded and updated over time.

Following evaluation activities, please upload the results in a protected area in teamwork (in English).

For this, go to teamwork using the following link:

https://hanze.teamwork.com/#/projects/229963/files?catid=802845

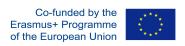
When you upload your file, please under the button "privacy" tick the names of your own team

members (anyone who may need access to your findings) + Marije Bosch + Saskia te Velde

Please, also ensure we receive an email notification a document was uploaded 😌

THANK YOU!!





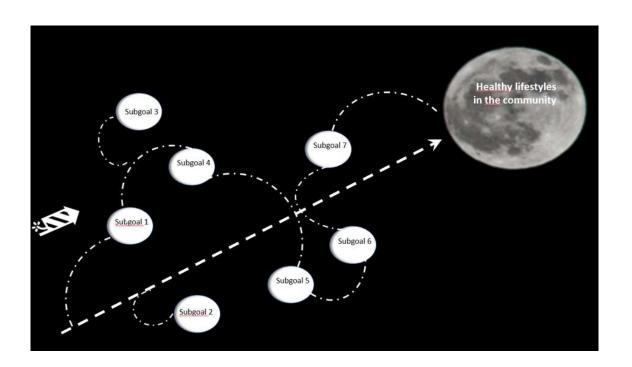
Definitions

Community of Practice

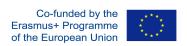
Groups (networks) of people who share a concern and a passion for something they do and learn how to do it better as they interact regularly. They have a common ambition (e.g. stimulating healthy eating in children in region X). To reach their ambition, this network of people works together in a co-creative manner (with active involvement of stakeholders) and the process must be seen as a learning process. They use each other's experience of practice as a learning resource. This network can change over time in size and members.

Common ambition ('Moonshot')

The common ambition is the greater goal the CoP members are working towards. Often, this goal is quite abstract/distant, and activities may take place in smaller 'sub projects'. Therefore, this ambition can be seen as a Moonshot, which is used as a metaphor for an ambitious project that is divided in sub-projects and sub-goals in order to reach the final greater goal or ambition. For example, one sub-project or sub-goal may be improving the quality of food in schools by providing school lunches. Not all sub-goals will be reached; some will make it; some won't.







CoP agenda setting

Setting (sub-)goals or outlining the activities of the CoP: e.g. what do we want to do or achieve with the CoP members in the next month? What will be prioritised? The agenda contains any items the CoP members want to discuss and do within the CoP; e.g. items for planning, actioning, evaluation etc. It also contains items that emerged and may be 'parked' for a while; topics that may not be suitable for (immediate) action for whatever reason, but need to kept on the agenda in order to regularly evaluate if they need actioning at some stage or not (e.g. if they turn out not important for the CoP after all).



Possible format of an agenda. This is a **living document** that can be extended by new goals and activities. Of course, you can use other formats as well. The point is that you review this document **regularly** to ensure you're not missing important points or losing track of things.

	Write down the main ambition (the Moonshot), e.g. schoolchildren are more physically active, more residents use outdoor fitness equipment				
Sub-goals	•		,		Reflection and evaluation



1 write down	Brief description	Briefly	Briefly write
sub-goals that	of the activity,	summarize what	down the
might help to	e.g. organising a	actions are	evaluation, was
reach the final	parent meeting	needed and who	it successful?
ambition		does what	Will it be
			continued, will it
			be adapted
2			
3			
4			



Purpose of evaluation – setting the scene

As part of the COP4HL project, we are interested in the outcomes of the project. However, as we are evaluating (complex and developing) Communities of Practices, in which – by default – outcomes are hard to predict, we will need to capture learning and iterative processes. We therefore need to apply evaluation strategies that fit this developmental process and thus are more flexible, and more focused on the learning process. This is why a large component of the evaluation will consist of a so called 'developmental evaluation'.

In developmental evaluations:

- The primary focus is on learning rather than accountability
- The purpose is to provide real-time feedback and generate learnings
- The evaluators are embedded in the initiative as a member of the team

Core competencies needed in developmental evaluations (and therefore ideally present in your CoP) are:

- Strategic thinking help the group develop a sense of direction
- Pattern recognition grouping similar phenomena to create meaningful categories
- Relationship building help group capitalise on their strengths; sustain a productive team environment; need to be able to ask difficult questions; deal with tensions
- (Servant) leadership: support the work; don't drive your own (personal) agenda

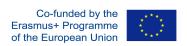
Many methods are available to capture learning in networks. We have a selected a few that we think may be particularly helpful for evaluating CoP processes; network visualisations and structured reflection. Below follows some guidance regarding how to conduct these.

Language and sharing your results



You can obviously conduct the methods listed in this document in your own language. However, it would be great if you could provide us with an English version of the results.

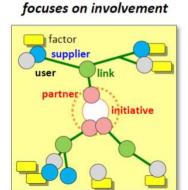




Network analysis – visualising your CoP (adapted version of H.E.Wielinga (2012): The Spiral of Initiatives. LINK Consult: www.toolsfornetworkers.nl)

A very helpful way to gain insight into the development of your CoP network is to visualise it. It is a fairly simple and quick method.

The Network Analysis



The Network Analysis puts an initiative (which is another term for the common ambition, or 'Moonshot') in the middle. This model takes the perspective of people who join forces to realise an initiative, such as realising the ambition of your CoP. For realising an initiative a variety of actors is involved. The partners determine who needs to be linked into the network in order for them to be successful in achieving their common ambition. The way in which actors are involved will differ. Visualising the network and the different positions of involvement by drawing a map of it allows for prioritising relationships to work on. For example, the partners may realise that some essential links are missing. Therefore, this analysis may help to identify priorities for strengthening links. This is useful —not just at the start of an initiative- but throughout the course of the project; for instance, it can help to identify causes for stifled progress. Also, expectations of different actors are different, and it takes different actions to get all these actors involved. The analysis reveals which connections are weakly developed or missing, and leads to a plan of action.

Actors are involved in different ways. Crucial factors in the success of an initiative are represented by those who adopt different positions of involvement:

• Users will benefit from the initiative. They are the reason the initiative exists. So, in the case of your CoP they may be school children, elderly or adults in a particular municipality.





- Suppliers are required to contribute something that's needed to realise the initiative (e.g. products, knowledge, experience etc.).
- Partners feel ownership towards the initiative they are the ones who will fight to make it
 work. If others leave the network, they will actively look for ways to continue
- Links connect partners to suppliers and users.

During the process, some questions which need to be answered are:

- What is the initiative?
- What is needed?
- Who should be involved?
- Who can make connections?
- Which connections should be improved?

Steps for creating a Network Analysis. To create a network analysis, please follow the following steps (please use different colour cards or pens – in line with below suggestions):

- 1. The Initiative is placed in the centre of a large piece of paper (e.g. flip-over, paper table cloth), since this is the reason for the existence of the network/COP. An initiative reflects an ambition, shared by the partners. In the theory of living networks, genuine ambitions create energy that is serving the collective good. So, money and power are not ambitions but means to an end (e.g. they may be needed to reach the initiatives goals, but they can't be the goal itself; "fundraising" as an initiative is not good enough. In an analysis session a flipchart or a paper table cloth can be used.
- 2. Factors that Matter are placed in a wide circle around the initiative. They can be more abstract (e.g. safety, social cohesion) or more concrete (e.g. funds, knowledge). They are institutions or things that are needed to make things happen. Participants brainstorm all factors they can think of. The ones that really matter will appear later on. It is practical to write on cards, and stick them on the paper. This way, you can either replace some cards later in the process, or add to them.
- **3.** Actors who can connect these factors to the initiatives are given a face. Who should move, to realise this initiative? Think of *people* who represent this factor. Add them to it. The more



specific you can be about people (as opposed to organisations), the clearer it becomes who to get involved in the initiative. Actors can have different positions of involvement, depending on the context. You might need someone as a supplier, user, link or partner. Discuss for each actor in what position you need their involvement.

- **4. Users** are people who will benefit if the initiative happens (e.g. school children). Indicate these actors in the outer circle **in black**.
- 5. Suppliers are sources (people or institutions) of things required for the initiative. They are the ones who need to be mobilised to make the common ambition possible. Indicate those actors in the outer circle in blue. Sometimes users can be suppliers as well.
- 6. Partners who owns the intiative? Who carries on if others quit? Who feels responsible? People can be either involved via their organisations, or on their own behalf. In case of the former it may be informative to know what position others in the same organisation take towards the initiative.
- 7. Links are people who are able to provide the partners access to suppliers and users. This is a crucial step in the analysis. Partners cannot connect with all actors in the outside ring (the users) directly. Their effectiveness depends on their relationships with those who can make the connection. They can be service providers, such as consultants, or people who have a good reputation with actors who the partners are wanting to connect with. Write links on green cards, and indicate what connection they maintain. The quality of the analysis increases when links indicate names of people.

The boundaries of the network are not fixed. The initiative may require involvement from actors who do not feel a part of it. This notion of a network differs from the common understanding of social networks, with members who recognise each other as such.



Structured reflections

Structured reflections are intended to provide an opportunity to check regularly about how the COP processes are going. The main goals are to take a moment to discuss, document, and reflect on key activities, events, and changes occurring over the course of time, so that you can learn from these and link the results to your agenda.

Please read through the instructions before setting-up a reflection session.

WHAT:	During this session we will ask you and your team members to think back about what the aims were of your CoP and about the activities that were undertaken.
WHY:	By reflecting on your past activities and how they relate to the aims, you can learn what has worked and what did not work. Based on this you want to continue or to change activities. You will not be evaluated or judged based on these reflections, there is nothing wrong with activities that did not work out as intended. It is part of the learning process.
HOW:	Invite your core team and maybe some important CoP members that play a role in conducting activities to take part in a reflection session. When you invite them, ask them to prepare for this session by thinking back of the activities that have been conducted. When you sit together, you follow the protocol described below.
WHEN:	Please set up a first reflection session in March 2019 and perform this session regularly, preferably each month.

Guidance for reflection





Your role: Your role as the change agent (and/or embedded researcher) of your COP is to facilitate the reflection session by chairing the session. For this you have to:

- Make sure that only one person at the time is talking;
- Make sure that all team members had the opportunity to react;
- Make sure that only activities that relate to the COP's aims are discussed;
- Make sure that solutions are discussed and plans made for activities that does not seem to work.

Please use the template below and do the following. Write down your notes in the template.

For each session, please, record

- Date
- Participants names / roles

Then start the session

- 1. Please read aloud the introductory text to the participants to set the stage for the purposes of observing, documenting and reflecting on activities and events and what can be learned from those. In the first reflection session give a more elaborate explanation about what the team is asked to do. In later sessions, you can give a brief reminder of the goals of the reflection session, i.e. learning from the past activities.
- 2. Please ask someone to start with providing a brief status update.

(What are the main activities at the moment? How is it going?)

3. Then move into the 'what'; 'now what', 'then what' questions and make sure that all members have the opportunity to react.

Have there been any changes to intended actions/steps in the past month or so?

Have there been any stakeholder engagement efforts in the past month or so?

Have there been any recent changes in the context / environment of the CoP that may impact its developments or success?

Have there been any surprises or unexpected events lately?





What have been the key people involved in recent activities? What have been their primary concerns, hopes, and/or suggestions?

What worked well what didn't work well? (look for things going right & wrong)

When answering these questions, don't forget to take into account the perspective of evaluation and the agenda.

TEMPLATE (based on (Finley et al., 2018)

Main component	Rationale and guidance
Introduction	
Goals and Focus: These reflections are intended to provide an opportunity to check in regularly about how implementation efforts are going. Our main goal is to take a few minutes to discuss, document, and reflect on key activities, events, and changes occurring over the course of implementation.	Sets stage for core goals of observing, documenting, and reflecting on implementation-related events and phenomena. Serves as instructive language during early reflections, helping participants become accustomed to the process. In later sessions, provides an orienting reminder of the goals of the activity.
Date	
Completed by reflection lead	By providing a date, this can later be related to the phase of the COP. Periodic reflections provide a means to gather repeated, consecutive information regarding activities and achievements and conditions occurring at specific moments over the course of development of the COP. For evaluation purposes, the reports can be reviewed retrospectively to reveal changing activities and plans over time, and, in longitudinal analyses, can aid in understanding the learning process that was needed to reach the aims of the COP.



Participant Names/Roles	
Completed by reflection lead	Provides information on the role of participating team members. Key agents may vary across time according to changing teams or study needs, phase of development, or site involvement.
Status update	
Please write down what the current main activities for the project are and how it is going, including barriers and problem solving activities, but also achievements.	Invite someone to start. Give an open-ended invitation to discuss the activities within the COP generally, including major activities and current sense of challenges and successes. Prompts may be used as needed to encourage discussion of day-to-day efforts, recent accomplishments and completed tasks, as well as barriers that have arisen and problem-solving that has occurred in response. Open discussions may help the group to strengthen connection and gain new insights on recent events. When multiple team members are participating, open dialogue and turn-taking is encouraged.
Adaptations to Intervention (if relevant)	
Have there been any changes to how the intervention is delivered in the past month or so? Please note down the adaptations, refer to documents, summarize the reflections regarding the adaptations	Observing, documenting, and reflecting on adaptations to the intervention aids in understanding mechanisms and outcomes of program impact.
Adaptations to (implementation)plan or agenda	
	Observing, documenting, and reflecting on adaptations to the implementation plan, with value for understanding what implementation strategies were undertaken and how agents responded.



documents and summarize the reflections on why changes were made	Reflecting on this will help in refining plans for later scale-up and spread.
Stakeholder Engagement	
Have there been any stakeholder engagement efforts in the past month? E.g. think about involvement of residents, patients, children, health professionals, etc.	This reflection provides an opportunity to capture formal and informal activities aimed at supporting interdependencies with local partners.
Environment/Context	
Have you seen any recent changes in the local or national environment that you think may have impact for implementation?	By reflecting on this you acknowledge the unpredictability of settings, as well as how changing conditions across multiple levels (local, regional, national) can impact the success of efforts for the development of a COP. You can prompt to contextual conditions and supporting opportunities.
Planning	
What are the next steps going forward?	This topic provides the opportunity for discussing expected activities over the coming weeks, helping to link discussion of recent activities and their success or failure to plans for future action.
Additional Prompts (for use as needed)	
 Have particular barriers/concerns have arisen recently? What solutions have been tried? How is that going? Who have been the key people involved in recent activities, efforts, and discussions? What have been their primary concerns, hopes, and/or suggestions? 	



•	Have there been any surprises lately, or		
	unexpected events?		
•	What lessons have been learned?		



Timeline Method

The Timeline is a method for participative monitoring and evaluation in a network. It uncovers the history of the network, as seen through the eyes of those involved. The result is a story about the networks existence, which pinpoints the most important moments in the story. It's relatively straightforward and not too time consuming to create a Timeline. It basically includes two steps: 1. Filling the timeline, and 2. Discussing and reflecting.

The session typically includes the people engaged in the network, ranging from researchers, health professionals, trainers, project managers, business people, to representatives of the target population. The participants in the timeline session explicitly take some time to reflect on their own process and discuss patterns, which may otherwise go unnoticed (as they are often implicit). This method also helps to get everyone within the network (irrespective of the duration of their involvement) on the same page.

Timeline Preparation

Inviting participants

When you organise a timeline session, please ensure that you invite as many different 'types' of COP members as possible. Ideally, always include some 'end users' as well. They will have a different perspective on things when compared to the 'core team' and therefore their input is very important. So, invite a variety of different 'types of COP members' (and vary over time – depending on what you would like to achieve in each meeting).

Preparing the timeline itself

The Timeline is visualised on a series of flipcharts attached to each other. The number of flipcharts depends on the number of participants (for 10 participants: use 4 sheets, for 20 participants: 6, for 30 participants: 8).

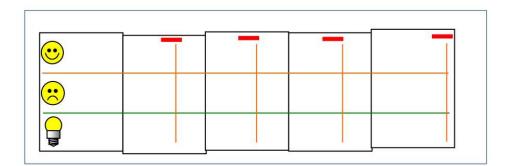


The papers are hung vertically (portrait style), attached to each other. You may use wallpaper, wrapping paper or paper tablecloths as well if these are easier to acquire. It's best to hang them on a long empty wall. If this is not available, use tables, or lay them out on the floor. What matters is that everyone can see what is being written on the Timeline.

Divide the paper horizontally, into three sections running from left to right, by drawing two lines.

- The upper row is for Positive moments (indicated by a smiley).
- The middle row is for Negative moments (sad smiley).
- The bottom row is for Flash moments (flashing lightbulb).

Divide the Timeline vertically into periods of time that make sense for understanding the history of this network, from the start (or before if relevant) until present. If you know a lot about the network you can do this before the session. You can also do it with the participants at the start of the session, by asking for important milestones.



For each participant you need a marker and about ten Post-it stickers (ideally 12.5x7.5 cm). Post-its are handy, because they are self-adhesive, but you can also improvise with pieces of paper and tape. What counts is that what's written on the stickers is easy to read from a distance. You might choose to use post-its in different colours, so that it is easier to recall who made which statement.



- Explain why the Timeline is made.
- Explain the expected result of this session (the "... and then" story).
- Invite participants to recall all the moments they consider most significant in the history of the COP, from the start of the network (or their involvement) until the present day.
- Moments are categorised in three ways:

o Positive: adding energy

Negative: taking energy away

o Flash: when new insights broke through or new opportunities arose

Points of attention while writing the stickers:

- one card per moment
- write a statement, rather than just one word
- use a marker and write clearly so it is legible from a distance

When participants are ready, they go to the Timeline and stick the Post-its at the appropriate time and place (eg. Positive, Negative or Flash). Invite one participant at a time to come forward and put one sticker at the timeline. Ask them to provide a short explanation. Ask them to place three sticker and keep the rest (if they have more) with them. Invite participants in random order but do not start with the leader of the initiative.

Afterthoughts are allowed. If someone gets another idea while reading contributions from others, they simply make another card and stick it on the Timeline.

Instructions and writing notes usually takes 20-25 minutes.

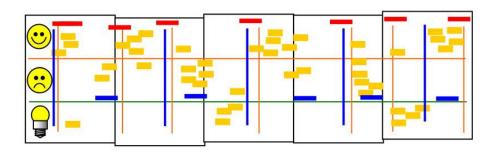
TIP: Please, ensure that the person who speaks first is NOT the COP leader, or the people from the 'core team'. It generally works best to start with participants from external partners or with endusers.



How to write statements

Suppose that a capacity building event in Accra is seen as a moment with positive impact. Don't just write down "Accra", but what you found so good about what happened there: "We began to understand each other." "The atmosphere was playful." A statement is always a sentence. At the same time, Post-its are small, so they impose brevity (rather like the 160 characters allowed on Twitter). Reduce things to their essence.

Milestone events, such as important meetings or signing a contract etc. can be written on the Timeline directly, as points of orientation for participants.





Define the results

After the last participant has stuck their statements on the Timeline, the facilitator reviews the result with the group. It usually works best when they all leave their chairs and tables and stand around the Timeline so that everyone can read the cards.

The idea is to arrive at a common understanding of what has been written down. This part of the session has three components:



- General impression
- · Reading the cards
- Points for further discussion

General Impression

Ask participants what they see at first glance. In some periods you will see more positive cards, in others more negative ones. Do they recognise this? And where do you find most of the flash moments? A Timeline can be read as a kind of barometer of the energy level in the network. Often you will find the flash moments after difficult periods.

Reading the Cards

Read the cards from the beginning to the present, and make sure you understand their meaning. When there are many participants and many cards there might be clusters of similar statements. They don't all have to be read one by one. If cards have been placed in the wrong row, ask permission to move them to where they belong.

A card cannot be removed because someone else contests its validity. Participants might have different opinions on what moments were relevant or how they contributed to the development of the network. Discussions on what is right or true are not permitted. Every opinion counts. If someone sees things differently, they can write another statement. Different opinions should be appreciated.

Points for Further Discussion

At the end of the reading, ask what thoughts it generates about the continuation of network. List them on a flipchart, so that you can discuss them in order of priority after the Timeline session, or wherever it fits in the agenda.

Interviews For Supplementary Information

The Timeline gives a general impression that can easily be shared, but there are always more stories behind it that do not appear. Sometimes this is because they just don't fit into short statements on a Post-it. Other issues require a bit more trust before people can speak about them. A skilful facilitator



will feel which statements on the Timeline require further investigation to better understand the process this network has gone through.

Information generated through interviews can fill in the gaps in the story. It is not necessary to interview everyone. Just select those who might provide important additional insights. Stakeholders who may not have attended the Timeline session can also be helpful.

There is no specific format for the interviews. Participants are invited to explain on their statements on the Timeline in further detail. Other stakeholders are asked about their involvement in the network, the importance of the network for them, and relevant moments in the past. The format of the Timeline can also be used as a basis for the interview.

It is important to separate observations from interpretations and conclusions. The Timeline focuses on perceptions to fill the narrative story: things that happened, that are seen as important.

Preparing a Draft Narrative Story for the Feedback Session

After the Timeline session and additional interviews, the facilitator and the key person in the network sit down together to make a draft narrative story. This story will be told during the feedback session with participants or circulated. The narrative story provides the material for the Timeline report, which serves as a basis for analysis.

If you approach the Timeline as a movie script, you now have to divide it into scenes that describe the most important events for the network. Usually you can recognise such scenes by concentrations of cards on the Timeline. Four to six scenes is common.

A scene has:

- a beginning; a situation
- a major development that might have been caused by outside forces or things that happened within the network
- interventions by network members that made a difference
- an ending; a situation which is different from the start



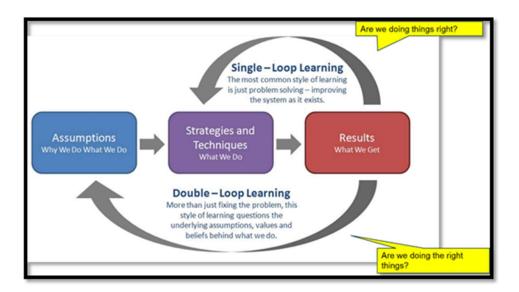


TIP: It is recommended to take pictures of the flipcharts after the feedback session. Audio recordings of the reading and the feedback session are also helpful when writing the report. If you make recordings of any kind, tell participants that they are for internal use only, and that personal statements will be made anonymous in the report. And of course keep your promise.

Products of a timeline session:

- 1. A <u>brief narrative summary</u> of your results/ timeline session (1 page in English + feel free to include photos)
 - Please include a description of the beginning of the period the timeline session addressed (this does not necessarily mean the start of the COP or project), major developments and their consequences, and a description of the current situation. Please also indicate who was in this session (e.g. names and/or organisation of the people involved)
- 2. Your impression of the <u>lessons learned</u> (i.e. experiences/insights/learnings/key mechanisms distilled from all processes and/or data in the COP (or project) that should be actively taken into account or avoided in the future
- 3. If during the timeline session any <u>concrete outputs</u>, <u>outcomes or results</u> popped up, e.g. citizens participating in organized physical activities, schoolchildren eating healthier lunches, parents showing more awareness of the importance of outdoor play, please mention them as part of the summary or as an additional list or paragraph
- 4. A <u>reflection on the process</u> of conducting these sessions. You may find chairing these sessions not easy; but you will gain experience by doing them more often. We would like you to reflect on your own learning process after each session, by answering a few questions (see below). This way we can all learn from our collective experiences
- 5. A <u>brief reflection</u> on what the results of the timeline session mean for your future activities, processes, way of working (i.e. your agenda). Please add a few lines regarding this to your summary
 - It is particularly valuable to aim for 'double loop learning' so questioning your assumptions rather than just your actions.





Remember the questions you can ask yourself for sensemaking and reflection.

		Now what?
	So what?	
		What are the implications
	What sense can we make	
	of it	How do you take these
What?		insights into account going
Wilde.	what are the things that	forward?
	contributed to success or	
A description of an	failure?	What do you take back to
event/insight/finding/emergi ng pattern		the COP?
ng pattern	what were new insights	
		How do you incorporate
	what did we learn from	this into your common
	this activity/action/event,	agenda
	etc	
		How will you continue?



way you work;
· · · · · · · · · · · · · · · · · · ·
The way you communication
The way you engage wit
partners;
Do you need to change v
you work with

Also, it is useful to reflect on your own role and the process of conducting the session:

Reflection on the process

What went really well?

- Were there any end users involved in the session? Please, explain why (not).
- Did you manage to let the end-users speak first and give everyone a chance to contribute?
 Please, explain why (not).
- Did you manage to identify moments/insights/learnings at various levels (e.g. planned, emergent, individual, group, organization, society)? Please, explain why (not).
- Did you manage to include the relational side of things (how do you achieve collective learning processes / cooperation)? Please, explain why (not).
- Did you manage to put together a summary that captures the most important '/ influential insights, moments and events? Please let us know your experiences? For example, was it easy or hard to decide on what elements to include?
- Did you manage to extract key mechanisms from the story? Please let us know your experiences? For example, was it easy or hard to decide on what they were?

Logic Model

Once CoPs through working with the developmental methods have arrived at a stage where clear outcomes-based goals can be set, they will be prompted to provide a description of the of logic



model underpinning their activities (see Figure 12) (Fielden et al., 2007). A logic model depicts the assumptions regarding the mechanisms of action (i.e. the chain of cause and effect). The development of such a logic model will be facilitated by the embedded researcher who will be trained for this.

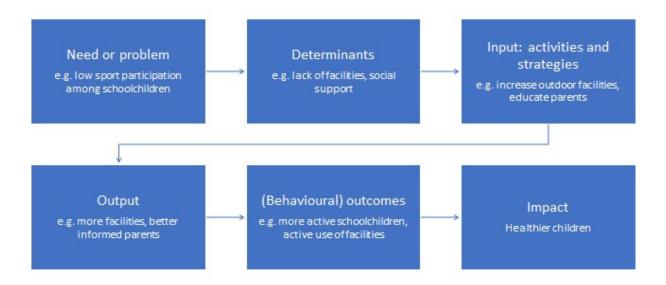


Figure 12. Logic model

Instruments

Once the logic model has been developed, CoP teams will select outcome measures along the causal chain (i.e. selected determinants, output and (behavioural) outcomes). Preferably, validated and reliable instruments will be used or existing monitoring instruments that provide the opportunity to study changes over time (e.g. pre-post design).

For example, if the aim is to increase the number of adults who are actively using outdoor fitness equipment, then we would intend to measure the number of residents who use their local equipment both prior to and following implementation activities. Embedded researchers will work closely with WP3 to discuss options and –importantly- feasibility.

Key indicators of program implementation

Formative evaluation helps explaining the findings of the study. For example, when the strategies do not lead to expected effects, it is of importance to know whether the strategies were implemented





as intended (in which case the lack of results may be caused by the strategies being ineffective, or the less than ideal selection of strategies).

For the formative evaluation key indicators for program implementation may be collected: reach, dose delivered, dose received, fidelity (Linnan & Steckler, 2002).

Concept	Definition	Method
Reach	The proportion of intended target audience that participates in an intervention. If there are multiple interventions, then it is the proportion that participates in each intervention or component.	Registries of attendance
Dose delivered	The number or amount of intended units of each intervention or each component delivered or provided. Dose delivered is a function of efforts of the intervention providers	Logbooks kept by intervention providers
Dose received	The extent to which participants actively engage with, interact with, are receptive to, and/or use materials or recommended resources. Dose received is a characteristic of the target audience and it assesses the extent of engagement of participants with the intervention.	Questionnaire items completed by the target population
Fidelity	The extent to which the intervention was delivered as planned. It represents the quality and integrity of the intervention as conceived by the developers. Fidelity is a function of the intervention providers	Questionnaire items or interview items regarding whether activities were conducted as planned