COP4HL

DEVELOPMENT OF A EUROPEAN COP SUPPORT LAB: MANAGEMENT & FACILITATION (WP6) WITH ONLINE COMMUNITY KNOWLEDGE HUB DEVELOPMENT (WP9)

END REPORT

COMMUNITIES OF PRACTICE FOR HEALTHY LIFESTYLE

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

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INTRODUCTION

The main objective of Work Package 6 (WP6) was to coordinate the development, piloting, publishing, and promotion of open access resources for the creation, maintenance, and enlargement of local communities of practice (COP). WP6 specifically covered providing support and support tools for the practical management and facilitation of a COP. The work package was led and delivered by SPIN. Specific support came from HANZE.

The development of WP6 went hand in hand with the online community knowledge hub development of Work Package 9 (WP9). The main objective of WP9 was to develop an appropriate enabler for the use of the open access material developed and the facilitation of the specifically engaging multi-stakeholder approach towards COP in Healthy Ageing. WP9 was led by PHYSIOCLEM and realized with support from a subcontracted expert for technical implementation. SPIN supported the Hub's strategic set-up and aligned it with WP6 needs and developments.

Both the support processes and tools have been piloted and tested through the implementation of the six local communities of practice in the Netherlands, Spain, Lithuania, Denmark, and Portugal. Thus, it has been possible to co-create and review the support processes and tools in different COP settings and contexts. With it, all COP4HL members have been involved in the co-creation and validation processes of the WP6 and WP9 outputs. This includes the local COP stakeholders. Thereby, more than 30 businesses, 13 higher education institutes and 70 public authorities have been involved in the WP6 and WP9 development.

This helped to develop a facilitation process with support instruments and an accompanying training and mentoring approach that is matching the requirements of local communities of practice, and that is open and can be adapted to the specific needs of a community of practice with the aim to empower a healthy lifestyle of citizens.

To describe the connectivity and outcomes of both work packages comprehensibly, it was decided to present a combined end report that reflects and presents the aligned development steps. Since all developed materials are available separately together with a comprehensive EACEA report, this work package report functions as an inventory of outputs and consolidated guide of processes.

DEVELOPMENT CONSIDERATIONS

Before being able to structure and develop a Facilitation Support Lab and Knowledge Hub for the European level, our project team had to create an underlying thematic concept related to how we understand communities of practice. We had to experience what type of COP and what related support to facilitate them is really needed, and what approach and instruments are feasible in practice under and for the specific circumstances we work in. In the following we present our context and considerations towards implementation through guiding questions.

CONTEXT-INFORMED PERSPECTIVES OF COP

WHAT IS OUR SPECIFIC VIEW ON COP? Through our piloting and benchmarking processes, we have experienced that a community of practice (COP) is a valuable enabler and accelerator to facilitate and drive social innovation towards healthy lifestyle. It builds the social innovation ecosystem to enable social change. We define it as follows:

Communities of practice describe a social learning pathway where people voluntary commit to improve a common concern around a complex social challenge. Its members interact regularly to learn and to co-create innovative solutions. The COP is determined by an active and open learning environment that allows for eye-level exchange and a participatory approach. It leads to action towards social innovation that is openly shared and can be applied in practice. For us, the COP is an instrument for education to anticipate contemporary challenges and gives a structure for lifelong learning.

WHAT IS OUR COP UNIQUE SELLING PROPOSITION? The way learning and cocreation is organized through our communities of practice is opposed to classical knowledge-to-action approaches and more generic public health initiatives. It demands the necessity of the direct involvement and true engagement of end-users and from there the formulation of a common agenda; respectively, no specific outcome targets are set in advance.

In the framework of COP4HL, it has been agreed that our COP must always be based on social innovation. They are operated opposed to knowledge-to-action initiatives and more generic public health initiatives. This was determined as a clear USP and as a demand. This included the necessity of the direct involvement of end-users and from there the formulation of a common agenda; respectively, no specific outcome targets have been set in advance.

Another specific of our communities of practice approach is its connectivity with higher education. For us, communities of practice determine an ideal playground to bring together educational innovators from formal, non-formal and informal learning environments to enable and empower educators and learners to anticipate for the future and challenge the status quo as change agents. It means that students and educators determine an important target group of our capacity-building programmes. Our aim is to empower higher education institutions and their students to develop the right mindset and skills to resolve the complex challenges of healthy lifestyle.

Because of our approach, we managed to bring together more than 30 businesses and 13 higher education institutes with more than 650 students. But also, more than 70 public authorities and 530,000 people have been involved.

WHAT IS OUR COP AIM AND USE? Communities of practice are often also called learning communities or learning networks. They aim to build intentional relationships between like-minded actors to accelerate shared learning, collaborative problem-solving, and collective action. Communities of Practice are often used as forums for the exploration of ideas, experimentation, analysis, reflection, and capacity building that is essential to driving social impact.

Our COP provide a social container or social innovation environment or learning and cocreation environment. This allows for linking and learning between practitioners, knowledge producers and policy processes to analyse, address and explore solutions to problems. They can bring together a range of perspectives on a problem and ensure that relevant knowledge is accessible to those who need it.

Thus, our Communities of Practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. They are formed by people who engage in a process of collective learning in a shared domain of human endeavour. Membership therefore implies a commitment to the domain, and therefore a shared competence that distinguishes members from other people.

HOW ARE OUR COMMUNITIES OF PRACTICE STRUCTURED? COP may take different forms, depending on their size; their homogeneity or heterogeneity (whether they involve a single discipline or several); their scope, both internal (professionals from the same team) and external (clients, partners, etc.); whether they arise spontaneously or are planned; and their relationship with the organization (invisible, unacknowledged until they are institutionalized).

Irrespective of their various forms, our COP share basic features. The first is a field of knowledge or a theme that is defined through complexity and determines their raison d'être. In our case it is healthy lifestyle. The latter is the common concern that brings and keeps the individuals together, guides their learning and defines the identity of the community.

HOW ARE SUCH COP KICKSTARTED AND RUN? We experienced that the key for running our COP was or is to foster their development and running, rather than trying to control them. Because they are about learning, not about fulfilling mandated tasks, they will thrive only when members find them valuable and when they are motivated to participate. Objectives and goals, if helpful, should be set by the members and should remain fluid, with the focus on group learning rather than simply the fulfilment of tasks.

Controlling COP can often stifle and kill them off. What they need is a flexible support structure and resources. This includes dedicated time, a place to meet, and technology support. It is important to help them move their ideas into wider practice and to give them feedback and challenges that might be stimulating. In our case the change agencies take in important role in this flexible support structure. The following conditions are found to be decisive for kickstarting learning and cocreation through COP:

First, a common concern and frame of reference should be established. This facilitates connectivity and ensures that the COP members understand each other. Knowing that everybody is here for the same reasons and using the same terms for the same concepts is vital for accomplishing innovative solutions towards complex challenges. In this respect, it is seen helpful that COP members can meet each other, and to use tools that facilitate co-creation and creativity.

Furthermore, establishing multi-layered relationships is important. This means that the COP membership should avoid silos and instead be determined by openness and diversity. This

includes that COP members come from different contexts and backgrounds (for example form education, business, or public authorities) but also represent different occupational layers (for example from director and management to professionals on the job). It allows to provide knowledge between members from different angles but also for switching in roles between members which creates interdependence in the relation. This will result in more reciprocal interaction and greater trust in future relationships.

In addition, the place determines a major factor for successfully kickstarting a learning and co-creation spirit. If there are no specific makerspace environments available, it is important to allow for variety in the meeting place and the running and interaction style of the meetings.

HOW DO OUR COP DIFFER FROM OTHER FORMS OF COLLABORATION? There is no one concept of structuring and running COP. Single COP can therefore look very different. However, we experienced that what defines a group as a community of practice is not what it looks like from the outside but by how it is run and by what it does, with the emphasis on learning and co-creation for innovative solutions in practice.

Thus, our COP approach is distinct from other types of groups, such as project teams, working groups and social networks in that they are somewhat self-selecting (at least over time), often voluntary (or participation is self-driven) and have fluid goals around learning (in the scope of the common concern and the self-set principles) rather than being pre-determined management objectives.

Our COP are characterised by mutual learning, shared rich practice, and joint exploration of innovative ideas. Many structural aspects are not pre-set or follow a plan, but they emerge from the action of the COP. COP distinguish from think tanks as they take on and spread new knowledge but with a clear focus on implementation in practice, rather than just theory. And they embrace an ongoing cycle of learning and doing through multiple smaller scale initiatives emerging from the overall COP activities.

Because COP are often self-initiated or emerge from existing relationships, they are characterised by a strong community spirit and/or they create trusted relationships. At their best, this leads to the fact that they become somewhat even self-incentivising. This leads to their specific sustainability.

WHAT ARE PHASES OR DYNAMICS INSIDE OUR COP? First, it needs to be mentioned that we experienced that there is no such as a linear development process of a local COP. The reason for it is because it is the openness and dynamic that characterize our COP. However, the following typical phases of communities of practice have been experienced during our development and piloting processes: (1) Initiation; (2) Incubation; (3) Maturing; and (4) Sustaining.

(1) Initiation. As unique as communities of practice are, as differently they may kick off. They can start as a loose network of individuals who become inspired by a shared common concern by time, or they are initiated on purpose around a common concern. Or also through a project initiative, such as our COP4HL project. But regardless how a local community of practice may

have emerged, its initiation becomes easier when the COP members can share a common understanding and vision. And, if one or more members step up to facilitate the establishment and later an eye-level running of the COP. The initiation phase provides orientation about what a COP is and where it could lead.

(2) Incubation. After a COP has been created, the purpose of the incubation phase is to establish a fully functioning innovation ecosystem. In this context, the COP incubation phase is about developing the relationships and the co-creation process. This is when the individual COP members start to come together into a community. The incubation phase is when opportunities are explored. First action and innovative projects may emerge inside the innovation ecosystem of the community of practice.

(3) Maturing. After having established a functioning innovation ecosystem, the relationships and trust of the COP members grow. The local community of practice concentrate (more) on creating community-centred initiatives. In this context, the COP maturing phase is about co-creating local projects and community-based interventions to improve the healthy lifestyle of the local citizens. At the same time, the local COP may grow in size and scope. The maturing phase is when most innovations emerge. It is when local action and innovative projects are co-created and embedded into the local community setting. To foster the innovation environment and CBI, the creation and running of a Yanuz Makerspace Concept is of great help.

(4) Sustaining. After having co-created and implemented first community-centred initiatives to improve the healthy lifestyle of the local citizens, it is important to sustain the social innovation environment. In this context, the COP sustaining phase is about keeping the dynamic of a community of practice. It is about feeding back the learning from the local healthy lifestyle activities into the COP learning pathway and driving forward the common concern. At the same time, the sustaining phase is when the local COP has usually most momentum and shows highest commitment from its members. It is when COP members have created and taken collective ownership. However, it is also when usually first members drop out or co-creation processes may stall. To sustain the dynamic of your local COP, a focus on stakeholder engagement is needed. Which means that it is important to go beyond stakeholder involvement. One approach to do this is the incubation of social enterprises or the acceleration of social business cases. In addition, the extension of your local makerspace is of help.

In addition, our learning indicates that there is a phase of (5) Boosting and a possible phase of (6) Phaseout that need to be elaborated on. However, this learning is ongoing insofar as all six COP4HL communities of practice are currently running and maintain in the sustainability phase, even after the EU funding period has ended.

CAPACITY-BUILDING PERSPECTIVES TOWARDS COP FACILITATION

WHAT IS OUR COP CAPACITY-BUILDING ENVIRONMENT? Our point of origin for capacity building towards COP in healthy lifestyle is the need to rethink what we learn and how we learn to tackle the grand societal challenges of today and to build the future we want. In this perspective, new forms of real-life learning environments and combined complexity-based

learning approaches need to be implemented to allow for social change through social innovation. In our context, social change determines the learning pathway towards tackling the complex challenge of a healthier society. It refers to mid- to long-term developments in society at large that are often accompanied by disruption. This includes more citizens enjoying a (more) healthy lifestyle but also their social environment holding (greater) capacity to enable and value healthy aging.

For us, social innovation is then the process of commonly developing and deploying novel ideas and effective solutions. This includes out-of-the-box-thinking to meet social needs, create social relationships and implement co-creation towards healthy lifestyles. Such social innovations can be products, services, programmes, or models addressing unmet complex societal challenges more effectively.

From our experience, social innovation requires an ecosystem in which all stakeholders collaborate from a multi-actor approach. This innovation ecosystem must have a special emphasize towards collective ownership and active involvement of the end users in all phases of the social innovation process. In this regard, we have experienced that communities of practice (COP) are one valuable enabler and accelerator to facilitate and drive social innovation. It means that the COP becomes an instrument for education to anticipate contemporary challenges and gives a structure for lifelong learning.

To exploit the full potential of the community of practice approach, social innovators need not only to understand the grand societal challenges but also how to create a functioning and sustainable social innovation ecosystem through the communities of practice approach. This is where our change agencies step in. It means that our change agents are persons who are skilled to establish, facilitate and sustain change processes through communities of practice and who can encourage people to engage in successful change assignments that lead to local impact.

WHAT IS OUR COP CAPACITY-BUILDING APPROACH? Our capacity building approach is anchored in the anticipation for the future and the development of the right mindset and skills to resolve the complex challenge of a healthy society. It aims at an active and open learning environment imparted under the same learning and co-creation principles as stipulated for a community of practice.

It is rooted in a complexity-oriented learning and capacity-building philosophy alongside constructivist learning theories that emphasize the learners' critical role in constructing meaning from new information and prior experience. Our aim is to empower towards the anticipation of complexity, and thus to embrace non-linear causality and the emergent and dynamic characteristics of complex issues.

HOW SHOULD OUR FACILITATION SUPPORT AND TOOLS LOOK LIKE? Our support and tools follow an open access policy and are openly available for download. Therefore, we have decided to license them under the Creative Commons License CC BY-NC-SA 4.0.

The support materials range from background information to rich practices and worksheets, from documents to presentations and learning games. The materials are templates that can be

adapted towards the needs and assets at local level. They are adaptable in their implementation approach and can be tailored towards specific context in practice.

Next to the provision of materials it has become obvious that specific training and mentoring programmes are required as they bring enormous benefit for the facilitation of COP.

Thus, our capacity building approach allows our trainers, mentors, and learners to exploit a flexible but interconnected teaching, mentoring, and learning systematic to reach its superior capacity building goals. This alternative design for professional development and personal capacity building provides the advantage to design change agent programmes that are highly learner-centred and reflective. It ensures that the learning is context-oriented and yields at relevant, innovative, and implementable solutions rooted in practice and adapted to the local social innovation context.

The programme imparts down-to-earth content and practical instruments that can be applied straight away. It includes inspiring rich practices of different background and context, together with mentoring opportunities with experienced change agents to help learners to understand how to apply the theory towards impact in practice.

Our learner-centred educational mindset shifts the focus of instruction from the trainer to the learner. It recognizes individual differences in learners, and it emphasizes individual learners' interests, abilities, and learning styles. The approach places our trainers in the position of flexible facilitators of learning for individuals rather than imposing a rigid education programme for an entire group. Therefore, our learning units are not rigidly declined as this would rather constrain our learning approach.

Our programme connects theory and practice by providing a practice-based professional learning environment in which learners share, learn from, and reflect on professional experiences, rather than merely relying on a formal learning or knowledge transfer. It develops openness, autonomy, and independence by putting responsibility for the learning path in the hands of learners.

The objectives are to impart to the learners the basic knowledge and skills required to establish and facilitate communities of practice, to empower them towards problem-solving and to support them on their life-long learning pathway to measure up to the specific requirement of the complexity they face in practice.

STRUCTURAL AND TECHNICAL CONTEXT TOWARDS DEVELOPMENT

WHO ARE OUR MAIN LAB AND HUB USERS? From the COP4HL piloting, it turned out that the main support lab and knowledge hub users may be grouped as follows: (A) local COP4HL initiators and/or facilitators who are or want to become change agents, (B) Educational institutes, realizing they need to integrate or embed their education and research in (wicked) practice and need support in this; (C) local businesses that wish to engage in community development and that seek to experience new ways towards social business case development (D) local communities (public authorities, social stakeholders and citizens) who seek to bring

forward their communities through COP. (E) Last but not least, the Support Lab can also serve as a recruitment platform for change agents.

As Lab Stakeholders, the team has labelled those participants who are actively involved in supporting and facilitating COP developments. There are five main stakeholder groups identified: (1) COP Support Manager, (2) COP Change Consultant, (3) COP Expert Consultant, (4) COP Change Agent, and (5) Local COP Member.

(1) COP Support Manager. The COP support lab manager runs the COP support lab and the COP knowledge hub. They provide support and training to COP change consultants and COP change agents. They develop the training and information materials for the Lab that are available on the HUB.

(2) COP Change Consultant. The COP change consultant is associated to the LAB. They hold specific expertise to support and inform the local change agents, whereat – ideally – they have been operating as a COP change agent before. They are trained in applying the LAB and HUB material towards the local level circumstances. They act as change agent mentors.

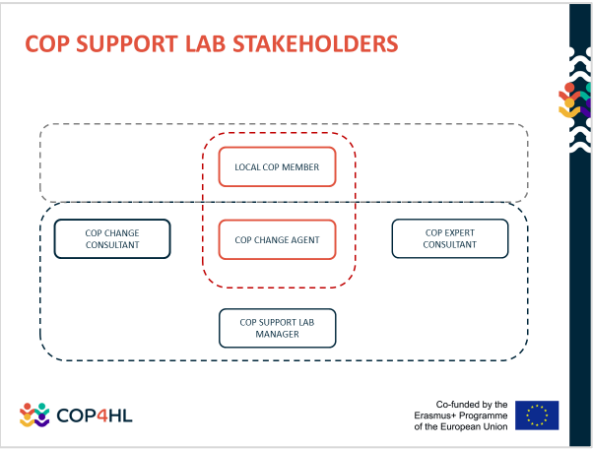
(3) COP Expert Consultant. The COP expert consultant holds specific content expertise related to a topic that is connected to a wicked problem. They understand the concept of the COP. Ideally, the COP expert consultant hold the qualification of a COP change consultant. They act as change agent mentors.

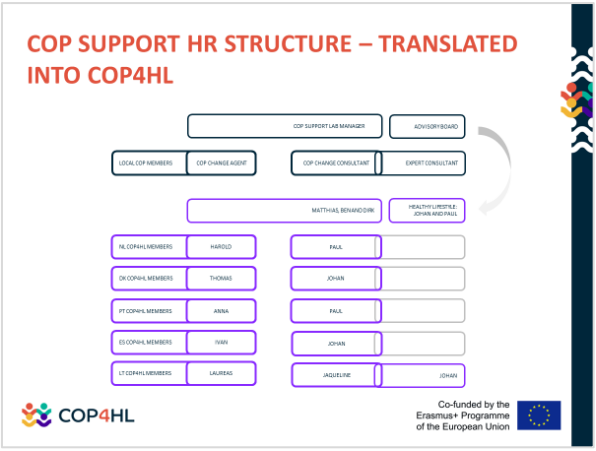
(4) COP Change Agent. The COP change agent is inside the local COP and works at the local level at a regular basis from inside the COP. They can facilitate change through a COP approach related to a certain wicked social problem, which is a healthy lifestyle of citizens. The change agent has diverse roles and responsibilities that requires a variety of skills and knowledge. This implies that the overarching role of a change agent cannot (always) be fulfilled by only one person. If more change agents act as a team of two or more, they form a change agency.

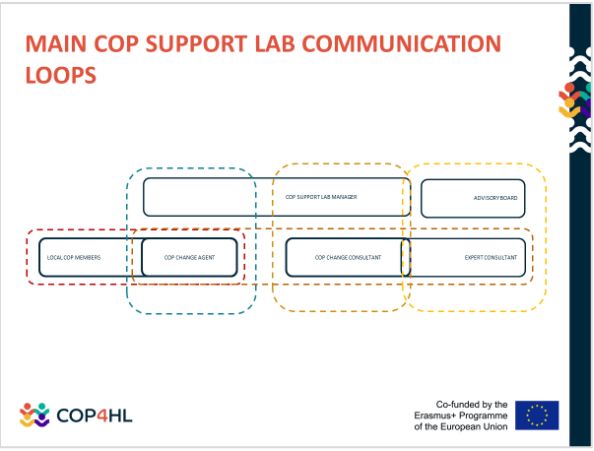
(5) Local COP Member. A local COP member is an individual or organizational representative that seeks to co-create solutions and new ways of learning related to a wicked social problem through a COP at the local level.

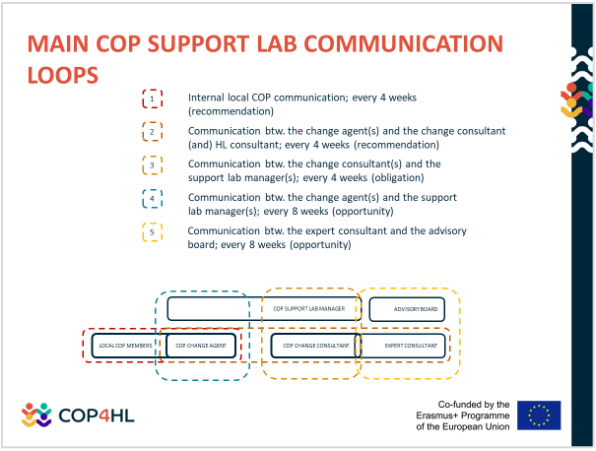
HOW DO LAB AND HUB USERS INTERACT? Our piloting and benchmarking processes made clear that the aspects of communication and regular exchange are key elements to successfully support the establishment and running of COP.

Therefore, five interaction loops have been developed to be considered within the support lab structures. To allow for proper communication, the knowledge hub has integrated a variety of technical solutions, such as video conferencing or blogging instruments (see below).







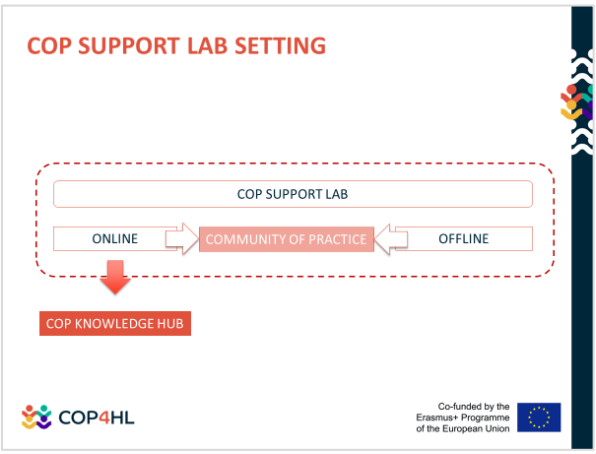


HOW DO THE LAB AND HUB COMPLEMENT? WHERE IS THE EUROPEAN ALLIANCE ANCHORED?

Following the above-mentioned considerations, the project team developed factors towards the structural set-up of the European COP support lab and knowledge hub. In this regard it was important that the structure of the Lab and Hub follows the aim to facilitate the establishment and running of local COPs around the area of healthy lifestyle. This covers support related to the facilitation and management of a local COP and its specific connectivity to education and student entrepreneurship. This report, however, will only focus on the COP facilitation aspects.

It was decided that the Lab provides generic and individualized online and onsite support elements. The Lab's online strand determines the project's Knowledge Hub.

To allow for best exploitation and sustainability of the project work, it has been agreed that the COP Support Lab structure will be generic towards the development of COP and integrates the COP4HL project as a first fully elaborated showcase in the field of healthy lifestyle.



Next to the relationship between the Support Lab and the Knowledge Hub, it was important to consider the relationship between the European Support Lab and the European COP4HL Alliance. The European COP4HL Alliance is the political network that has been formed to sustain and further drive the Knowledge Alliance's outputs.

In this regard, the project consortium decided to develop the lab and hub as independent affiliates to the network. Whereat, the network differs from them as it provides the political umbrella and overarching frame for COP4HL political development aspects, with a clear focus on healthy lifestyle only. However, between the entities a direct learning relationship is established. This means that based on experiences, the support lab and knowledge hub develop and offer support towards social innovation related to healthy lifestyle, which can be exploited by the network's membership.

Therefore, two websites were built. A first comprehensive web platform that hosts the virtual lab strand and the knowledge hub, and a second, independent COP4HL website that hosts the project outputs but also that serves as the home of the European COP4HL Alliance.

Thus, they provide best visibility of the EU KA project but also best prepare sustainability. Because they encourage the exploitation of outputs by other partnerships and other sectors that seek for support when elaborating solutions towards the complex problems they face.

WHAT WERE TECHNICAL CONSIDERATIONS FOR THE LAB AND HUB DEVELOPMENT? Based on the benchmarking and needs analysis processes, it has become clear that the Lab and Hub must be easily accessible and engaging. And the web platform must be built in different layers. Because they serve (A) as a tool for information and learning, and (B) as a platform for exchange and communication.

As regards the design and the technical implementation it was agreed that the web platform must be flexible and agile but concerted. Both global and local, and deeply collaborative. Attractive and functional, and up to date. Capable of being integrated into existing systems. Mobile and specifically engaging. For it, the web platform, for example, includes a forum and a virtual conference system (see below).

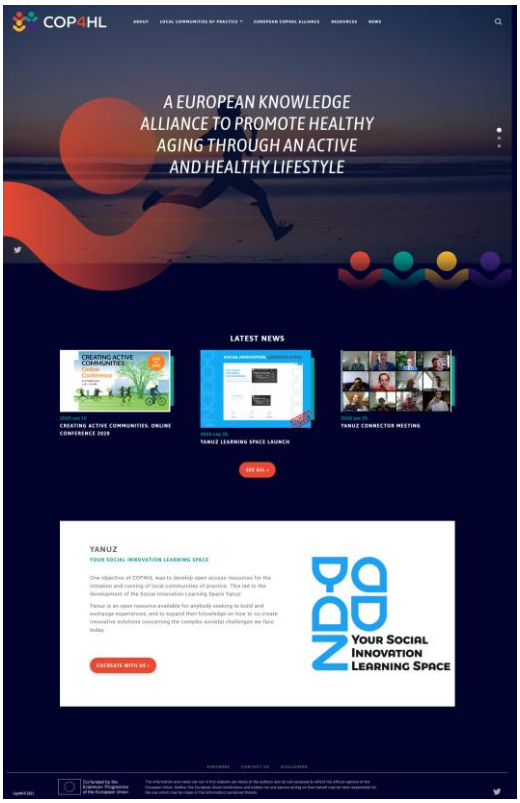
These considerations have been especially useful during the COVID-19 restrictions that hit the partnership in its third year of implementation in early 2020. Because the web platform features have allowed all local COP as well as the COP4HL project consortium, to stay connected and to keep their workflow.

SUPPORT LAB AND KNOWLEDGE HUB IMPLEMENTATION

As described above, two separate websites have been built. A comprehensive web platform that hosts the virtual lab and the knowledge hub – the Yanuz Social Innovation Learning Space, and an independent COP4HL website that hosts the project outputs but also serves as the home of the European COP4HL Alliance. In the following, the main features of both tools are described through screenshots with explanations. This does not represent all pages or sections of the websites. Both websites are openly accessible at www.cop4hl.eu and www.yanuz.eu

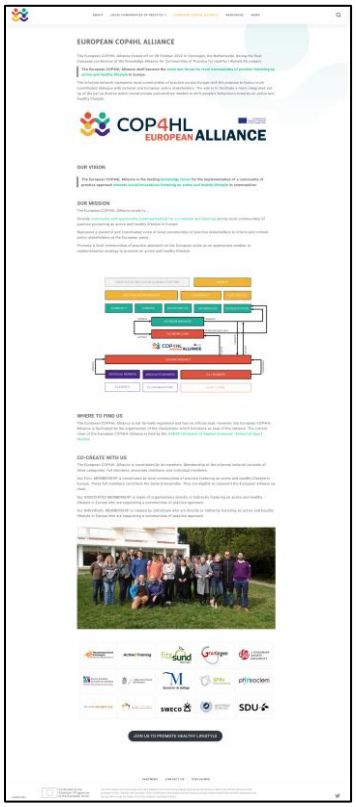
KNOWLEDGE ALLIANCE PROJECT AND NETWORK HUB

The COP4HL Knowledge Alliance web hub hosts the project outputs and serves as the home of the European COP4HL Alliance. It is openly accessible at www.cop4hl.eu. The website is realized in the corporate design of the project. It refers to the Yanuz Social Innovation Learning Space.



The web hub has a clear CI that refers to healthy lifestyle. It refers to the Yanuz Learning Space and provides visibility of the EU funding.

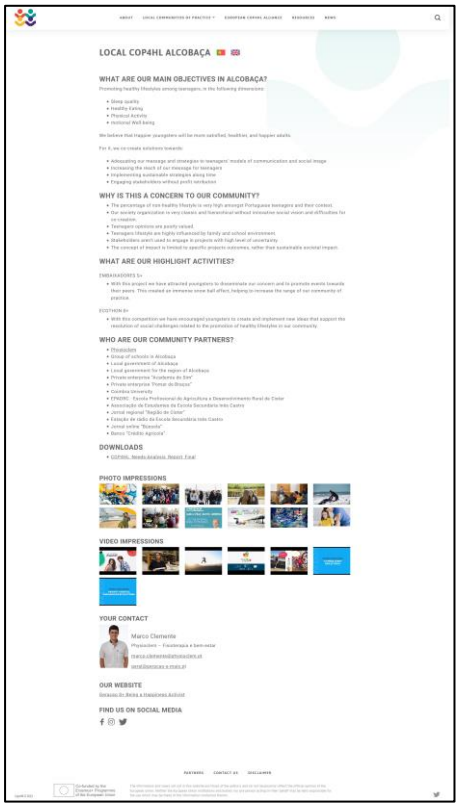
The web hub provides background related to healthy lifestyle and the work approach of the project. It hosts video interviews with project partners.

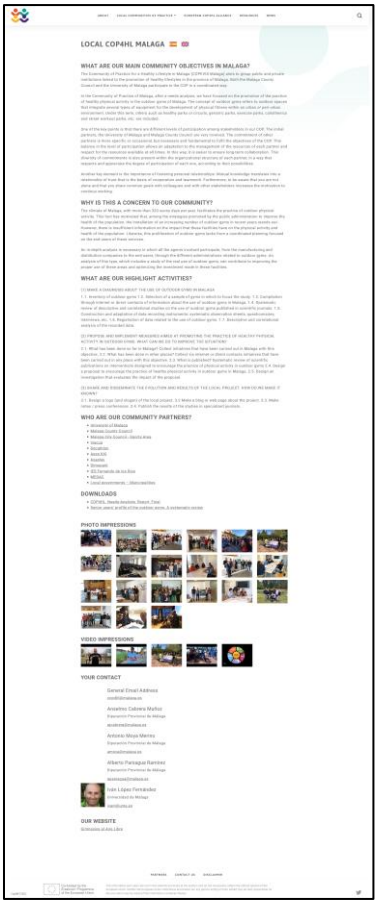


The European COP4HL Alliance kicked off on 08 October 2020. The web hub serves as its home. This means that the site will be sustained after the project funding period.

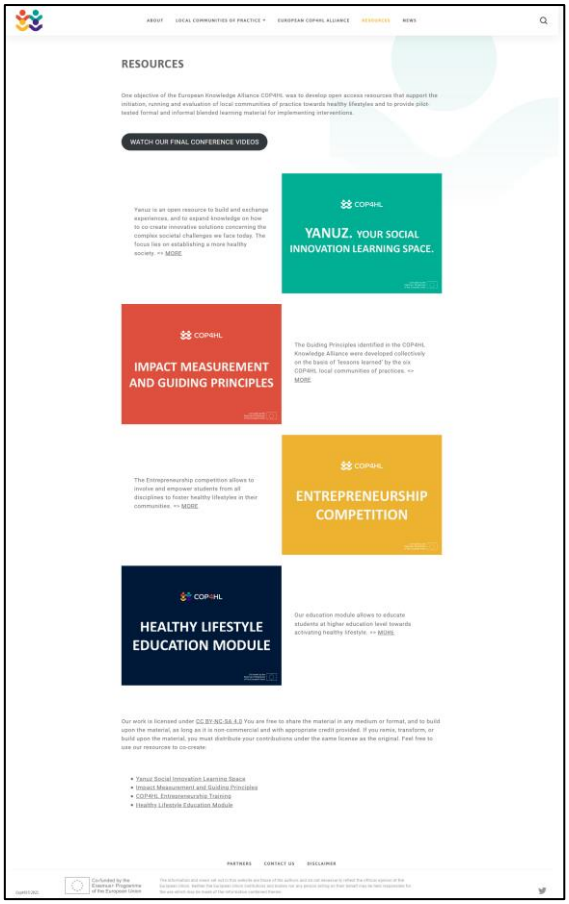
The website hosts sections for all six local communities of practice established during the project period. This is an example of the local community of practice in Alcobaça, Portugal.

These sections are bilingual to a) serve as a rich practice for international users and b) inform local stakeholders and citizens. This section is also connected to the Yanuz Learning Space.



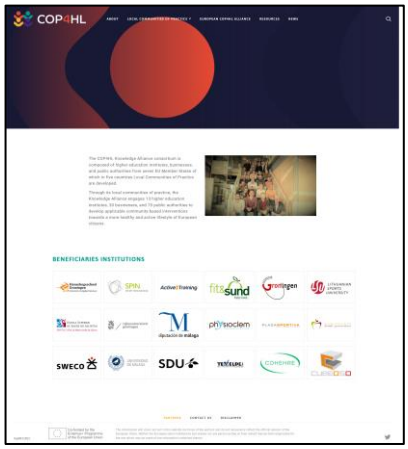


This is an example of the local COP established in Malaga, Spain. It is also bilingual. Whilst it follows the same structure as the one about Alcobaca, there are specific elements like local videos and local studies that make the section applicable to the local context.



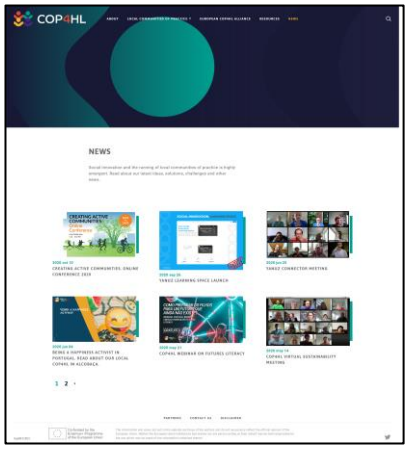
The web hub hosts all outputs developed during the project period. The site is fully mobile applicable.

The web hub describes single outputs and their development. It makes links to in depth information where needed.



The web hub provides visibility to the project partnership and the EU funding.

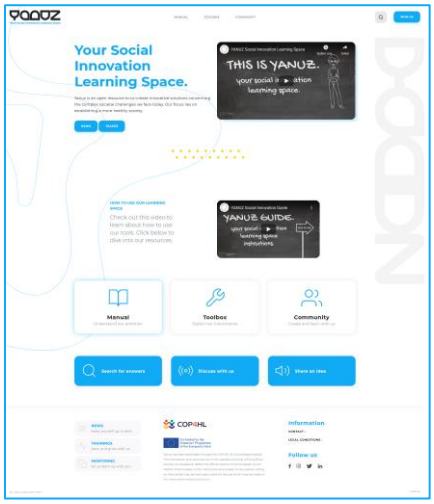
The web hub includes internal and external news.



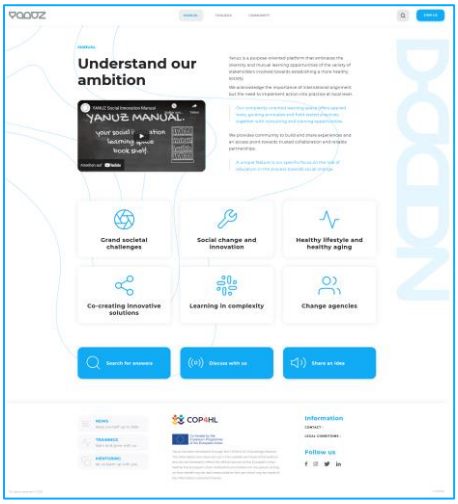
YANUZ SOCIAL INNOVATION LEARNING SPACE

The Yanuz Social Innovation Learning Space is an open resource to co-create innovative solutions concerning the complex societal challenges we face today. Its focus lies on establishing a (more) healthy society by promoting a healthy lifestyle. The comprehensive web platform hosts the virtual lab and the knowledge hub. It is openly accessible at www.yanuz.eu.

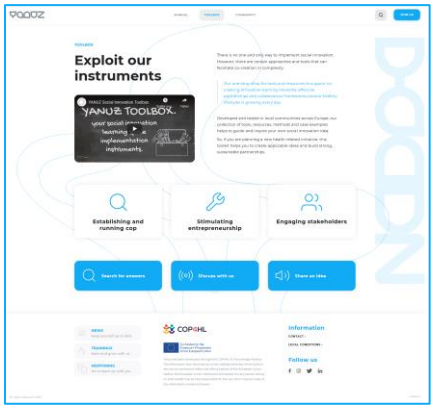
LEARNING SPACE



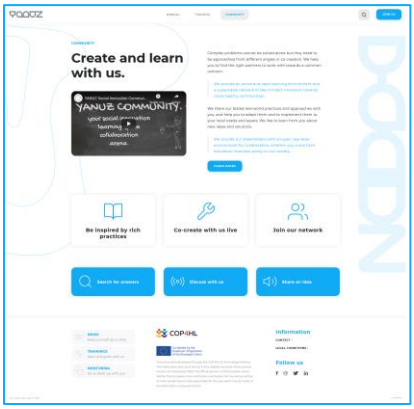
The web platform has a lean, easy to follow structure that is guided through explainer videos. The 3 main sections are the 1) Manual, 2) Toolbox and 3) Community



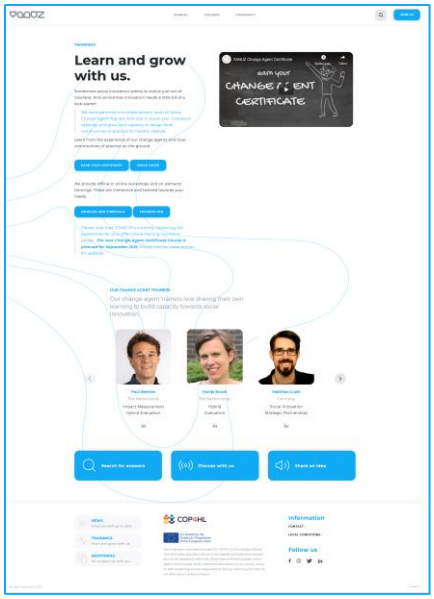
The manual contains 6 sections that provide background: 1) Grand Societal Challenges, 2) Social Change and Innovation, 3) Healthy Lifestyle & Healthy Aging, 4) Cocreating innovative Solutions, 5) Learning in



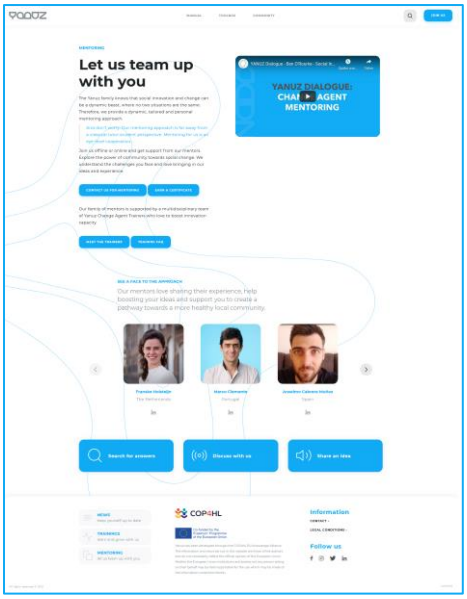
The toolbox is a one-stop-shop for tools and resources to support co-creating innovative learning networks, effective partnerships and collaboration frameworks.

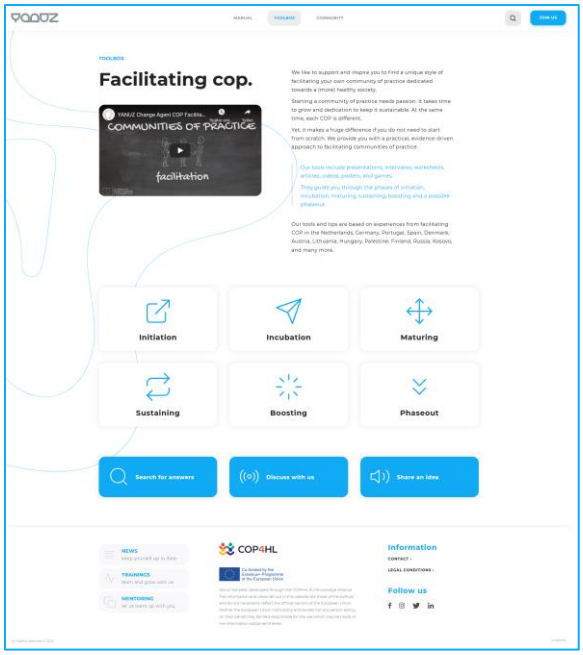


The community section provides an active and open learning environment and a sustainable network of like-minded innovators towards more healthy



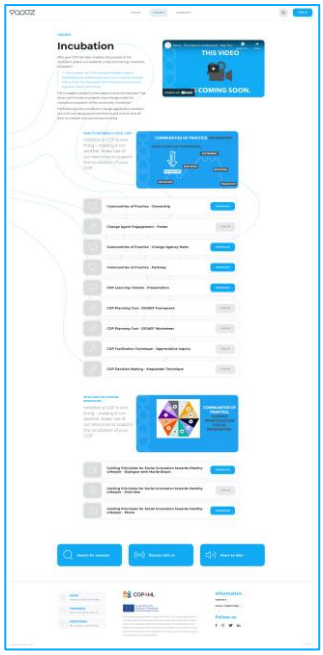
Training and mentoring is an important part of the capacity-building. The learning space has actually seven trainers and seventeen mentors from seven European countries

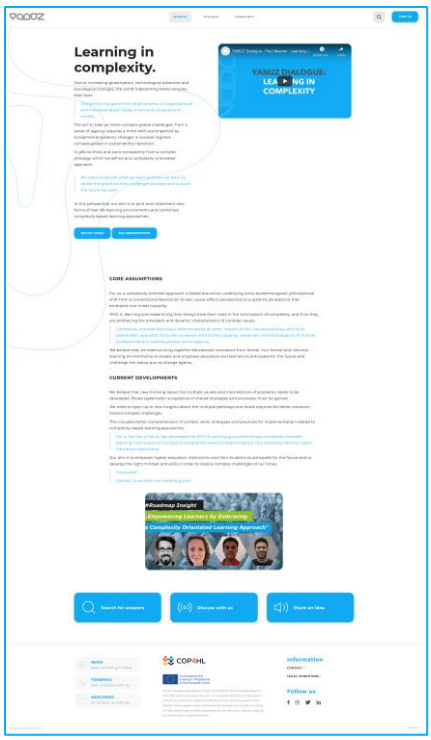




The facilitation toolbox is a main element of Yanuz. The presentation of tools follws the six COP phases elaborated through COP4HL: From initiation to phaseout.

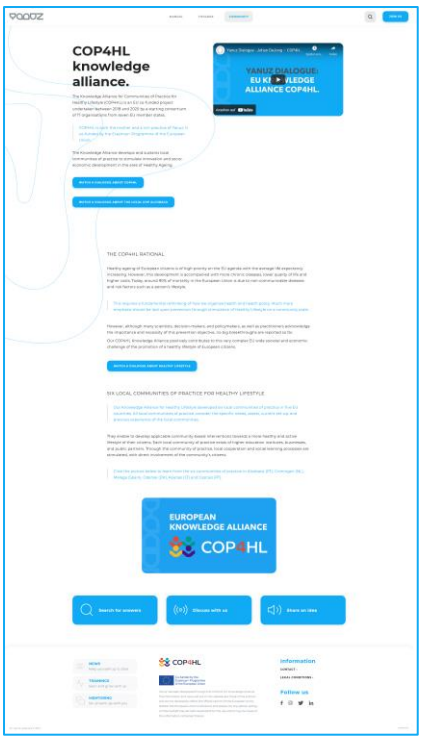
For each phase, the tools are presented for download. All are freely available. For worksheets, an email address needs to be provided to improve future offering and sustainability of the platform.

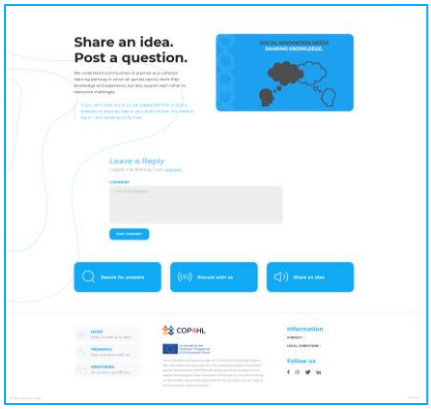




The learning space is more than a toolbox. Therefore, it is important to inform about background information and to drive foward new developments. Through the COP4HL project, a Learning in Complexity Working Group has evolved. The learning space provides an opportunity to connect and exchange.

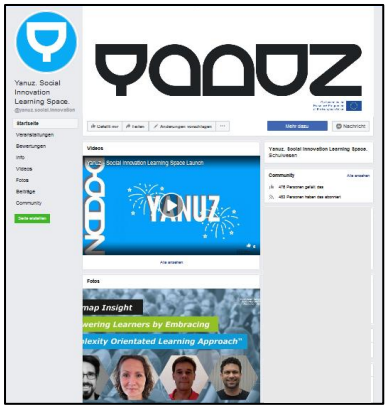
The COP4HL is both the “mother” and a “child” of the Yanuz Learning Space. Whilst Yanuz derived from the project work, COP4HL now serves as a rich practice on the it. There is already a second project connected to the platform.

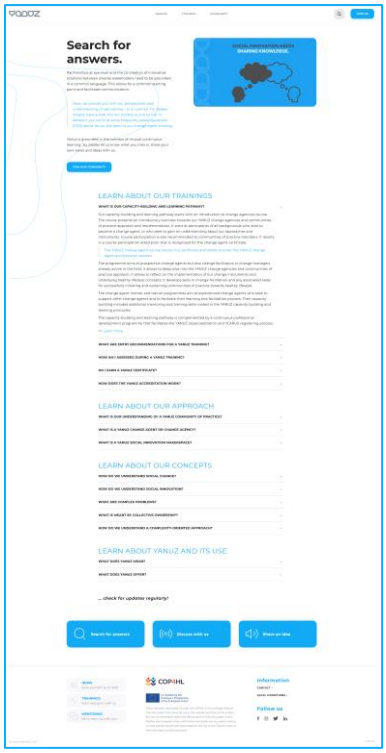




Sharing knowledge and ideas is one of the key principles of social innovation. The learning space provides a blog opportunity in which all parties openly share their knowledge and experience, but also support each other to overcome challenges.

A social media community brings the project and learning space content to a wider community of hundreds of followers worldwide.



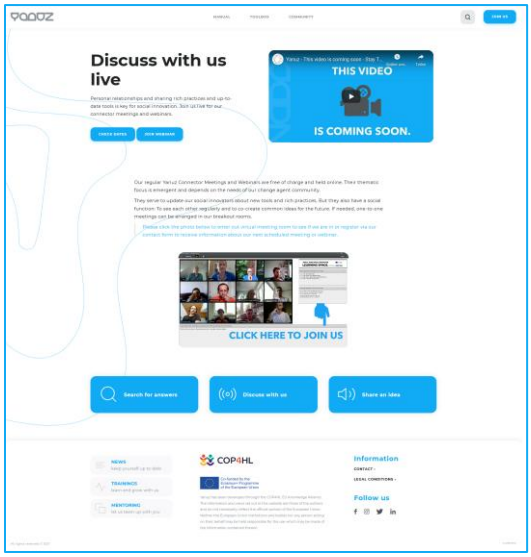


Next to the specific info sections, a search for answers section collects frequently asked questions.

The news section connects the learning space with other platforms and informs the users about other initiatives and tools that help their social change ambition.

COLLABORATION SPACE

Complex problems cannot be solved alone but they need to be approached from different angles in co-creation. For it, we provide an active and open learning environment. Therefore, a specific Yanuz workshop and training space has been established. It hosts regular Yanuz Webinars but also Connector Meetings. They are free of charge.



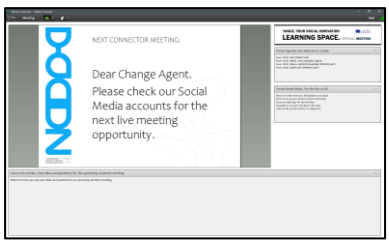
They serve to update social innovators about new tools and rich practices. But they also have a social function: To see each other regularly and to co-create common ideas for the future. If needed, one-to-one meetings can be arranged in breakout rooms.

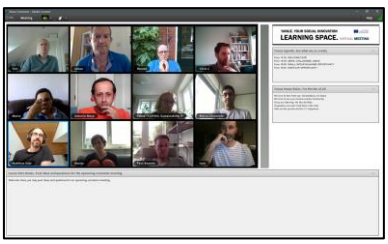
This virtual workshop and meeting space has been especially useful during the COVID-19 restrictions that hit the partnership in its third year of implementation in early 2020. Because the features have allowed all local COP as well as the COP4HL project consortium, to stay connected and to keep their workflow.

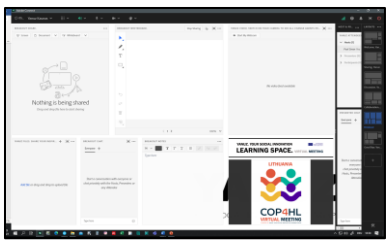
The system is fully branded towards the COP4HL project and the Yanuz Learning Space but run through Adobe Connect. It can be reached through Yanuz.

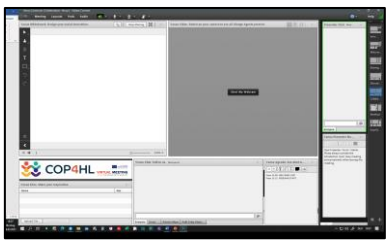
Adobe Connect is built to build a virtual classroom that enables the true power of virtual, beyond basic video conferencing or physical classes. It enables to design and deliver stellar virtual experiences for our diverse audience. It delivers our training, webinars, and meetings so that they are not instructor-led monologues with a screen-share and a webcam only system. It allows for interactivity and to capture our learners' cognitive attention through modern learning methodologies like Flipped Classrooms, Blended Learning and active learning in big and small groups. Some features include:

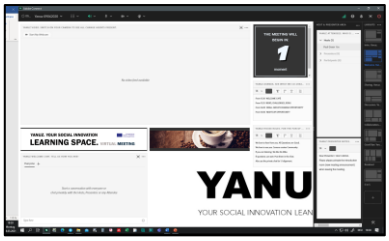
The Yanuz virtual workshop and meeting space allows to create storyboards to guide our participants' visual attention. It can be light up with images, multi-media, interactive courses, polls, quizzes, chats, or notes. It also allows our participants to browse content at their pace, while our trainers or mentors can keep the group moving forward. Our trainers, mentors or project meeting hosts, but also participants can just walk-in to persistent reusable rooms, set up ahead of time. In addition, the virtual workshop and meeting space allows to split our primary learning and cocreation room into multiple smaller rooms. It allows to assign participants or use automatic even split. It bring the breakout content back to the main room to discuss and learn with the larger group. A virtual backstage area for multiple hosts or mentors allows to collaborate discreetly and effectively, as well as edit the onstage experience on the fly. It includes attendee lists, agenda, mentors' chat, engagement dashboard that are only available in this backstage area. The prepare mode enables our hosts to continue stage setting during live delivery but in stealth mode, without impacting the ongoing presentation for trainers or participants. A central content repository in the cloud allows us to share content natively from any device. Native sharing, as an alternative to screen sharing, needs a fraction of bandwidth, allowing participants to join even with low connectivity or low-performance devices. The virtual workshop and meeting space allows participants who watch a recoding (after the live event) and to still access web links, download files, and participate in polls, quizzes, and simulations, just like during our live session. For it, no app or add-ins must be downloaded. It leverages almost all capabilities with a single click, right from the browser. It means that no IT policy may prohibit downloads as it is often the case at larger businesses or higher education institutions.

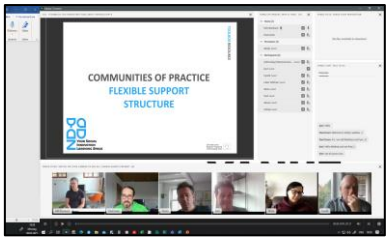










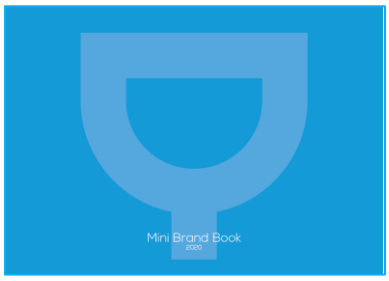


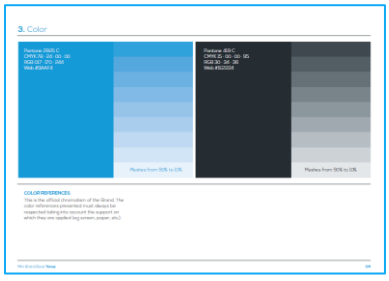
CORPORATE DESIGN

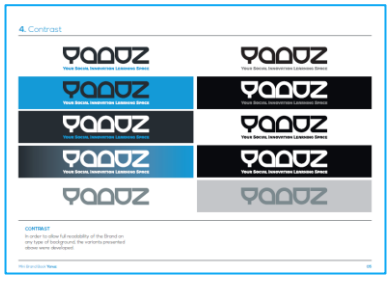
Brand identities with a unique corporate design are extremely important to an initiative's culture. It adds personality and value. Corporate design helps to improve communication, increase engagement, and inspire innovation. It creates a recognisable environment for sustainable collaboration.

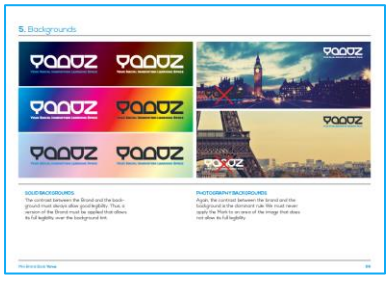
The Social Innovation Learning Space Yanuz is named after the ancient Roman god Janus who in myth symbolized change and transitions. However, with its unique form of writing, it creates and emphasizes its very own, sustainable identity.

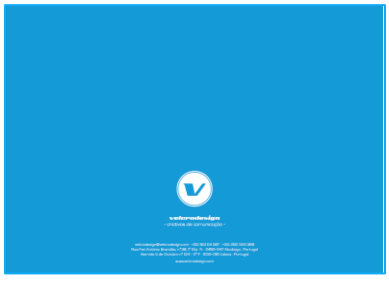
The colour blue represents both the sky and the sea. It is associated with openness, freedom, intuition, imagination, and inspiration. Blue also with depth, trust, confidence, and wisdom. It is said that the colour blue has positive effects on the interplay of the mind and the body.









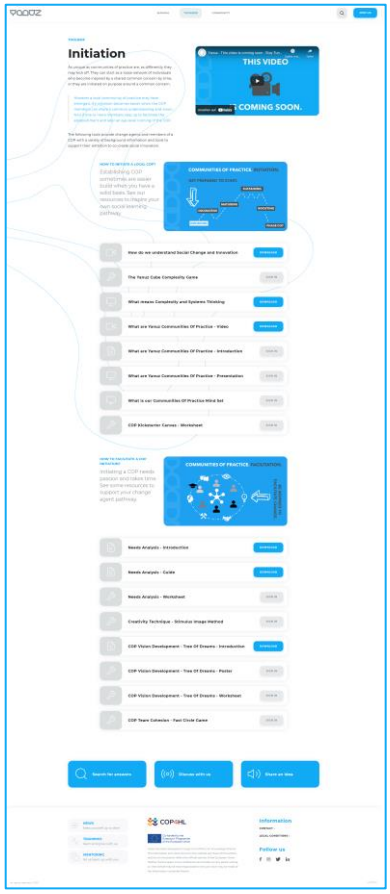


COP FACILITATION RESOURCES

The YANUZ facilitation resources follow an open access policy and are openly available for download at the YANUZ toolbox. Their use is licensed under the Creative Commons License CC BY-NC-SA 4.0.

The materials range from background information to rich practices and worksheets, from documents to presentations and learning games. For the download of the worksheets, the registration by email is required. This helps us to connect to the users and to improve the quality of the resources.

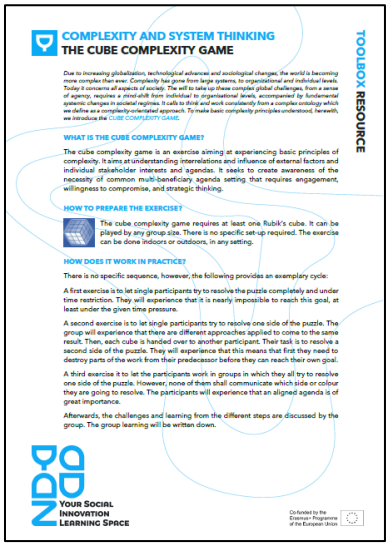
The facilitation materials are templates that can be adapted by the change agents towards their local needs and assets to best initiate and facilitate their communities of practice learning and co-creation processes.

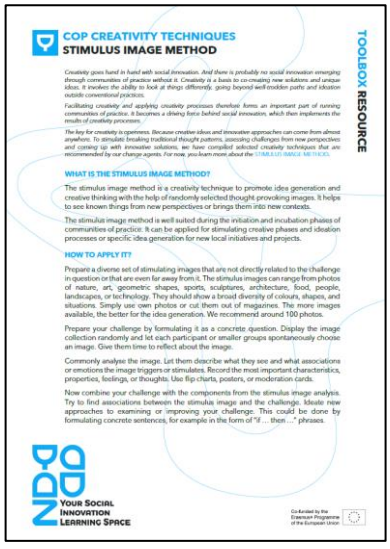


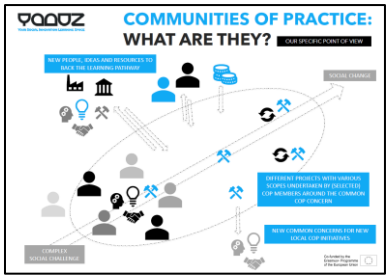
The presentation of the facilitation resources follows the six typical phases of communities of practice that have been experienced during our development and piloting processes: (1) Initiation; (2) Incubation; (3) Maturing; (4) Sustaining; (5) Boosting; and (6) Phaseout.

All material has been developed through a piloting and process benchmarking approach. The benchmarking provided critical context for our COP facilitation goals by establishing what is the status quo. For it, more than 20 local communities of practice from the Netherlands, Germany, Portugal, Spain, Denmark, Austria, Lithuania, Hungary, Palestine, Finland, Russia, and Kosovo have been analysed.

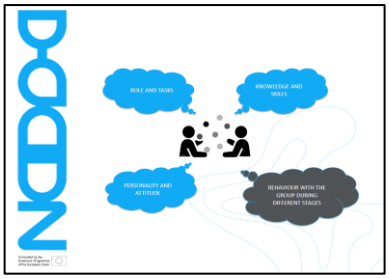
Currently there are more than 50 facilitation resources available in addition to the information provided in other sections of the Learning Space.



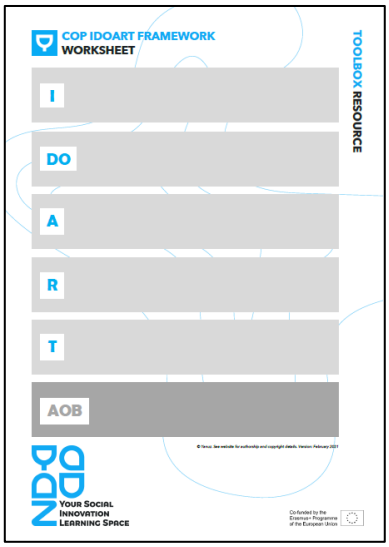



COMMUNITIES OF PRACTICE:
WHAT ARE THEY?
OUR SPECIFIC POINT OF VIEW

COMMUNITIES OF PRACTICE:
WHAT ARE THEY?
OUR SPECIFIC POINT OF VIEW
WISH FOR IMPROVEMENT
EXPERIENCING KNOWLEDGE
COMMITTMENT FOR REGULAR INTERACTION
OPENESS FOR LEARNING
GROUP OF DIVERSE PEOPLE
OPENESS FOR SHARING
SHARED PASSION
SOCIAL INNOVATION
ACTION AT LOCAL LEVEL
APPLICATION IN PRACTICE
CO-CREATION


ROLE AND TASKS
KNOWLEDGE AND SKILLS
PERSONALITY AND ATTITUDE
BEHAVIOUR WITH THE GROUP DURING DIFFERENT STAGES

CHANCE AGENT ENGAGEMENT
TAKING THE FIRST STEP
TOOLBOX RESOURCE
Who wants change?
Who wants to change?
Who wants to lead the change?
Source unknown. Yanuz licenses its learning material under the Creative Commons License CC BY-NC-SA 4.0.
Your Social Innovation Learning Space


COP IDOART FRAMEWORK
WORKSHEET
TOOLBOX RESOURCE
I
DO
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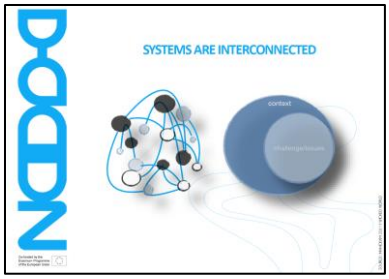
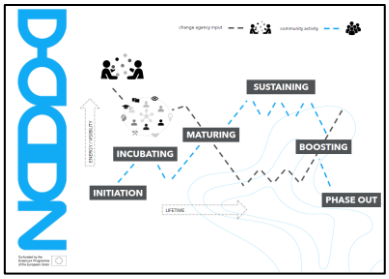
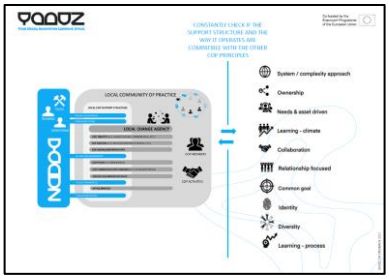
R
T
AOB
Your Social Innovation Learning Space

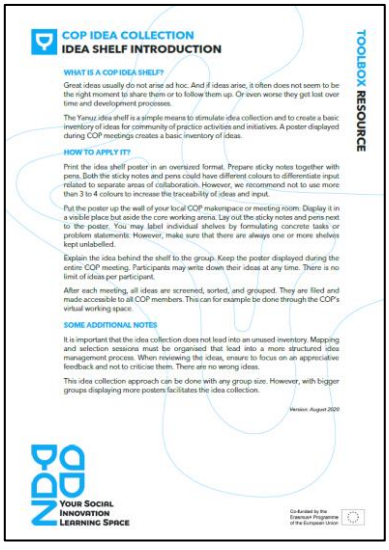
GUIDING PRINCIPLES
COMMUNITIES OF PRACTICE
TOOLBOX RESOURCE
CREATE A LEARNING CLIMATE THAT IS SAFE TO EXPERIMENT AND FACILITATES REFLECTION
MAXIMIZE ALIGNMENT, COLLABORATION AND CO-CREATION BETWEEN STAKEHOLDERS IN ALL PHASES OF THE INNOVATION
Your Social Innovation Learning Space


SYSTEMS ARE INTERCONNECTED
context

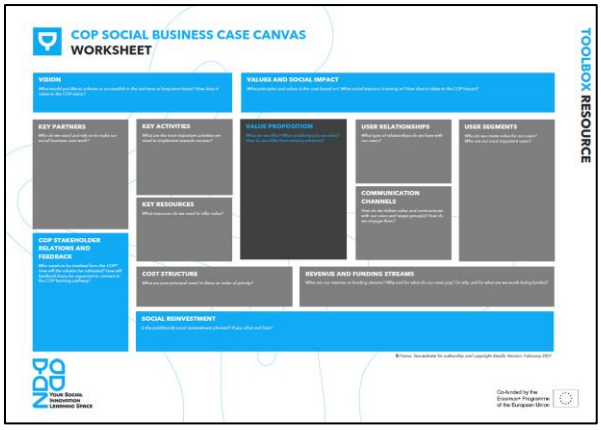

SUSTAINING
MATURING
INCUBATING
BOOSTING
INITIATION
PHASE OUT

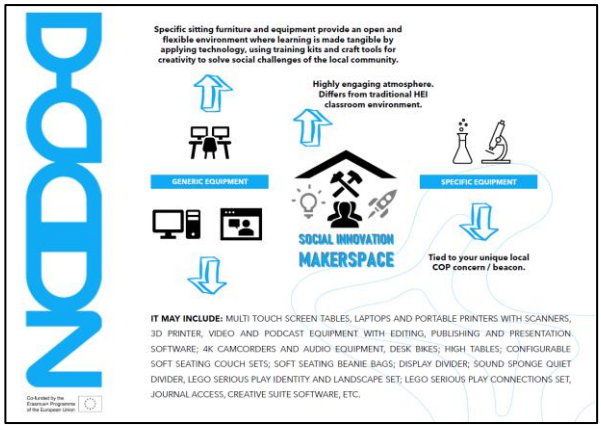


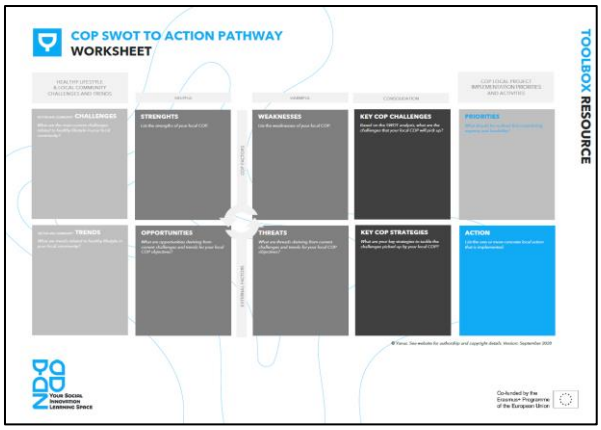
COMPLEXITY AND SYSTEM THINKING
LEGO OUTDOOR FITNESS PARC GAME
TOOLBOX RESOURCE
WHAT IS THE LEGO OUTDOOR FITNESS PARC GAME?
HOW TO PREPARE THE EXERCISE?
HOW DOES IT WORK IN PRACTICE?
Your Social Innovation Learning Space

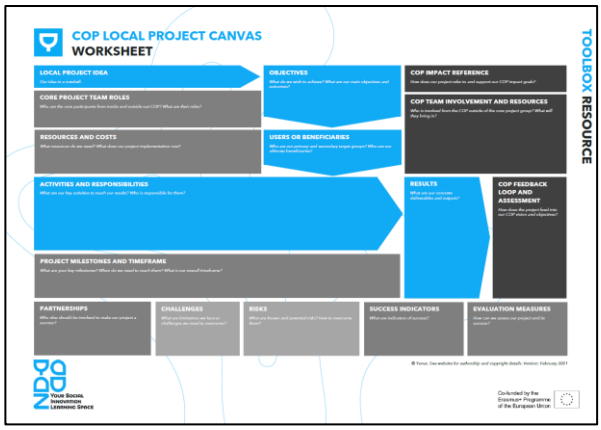

COP IDEA COLLECTION
IDEA SHELF INTRODUCTION
TOOLBOX RESOURCE
WHAT IS A COP IDEA SHELF?
HOW TO APPLY IT?
SOME ADDITIONAL NOTES
Your Social Innovation Learning Space

COP IDEA COLLECTION
IDEA SHELF - POSTER
TOOLBOX RESOURCE
Your Social Innovation Learning Space

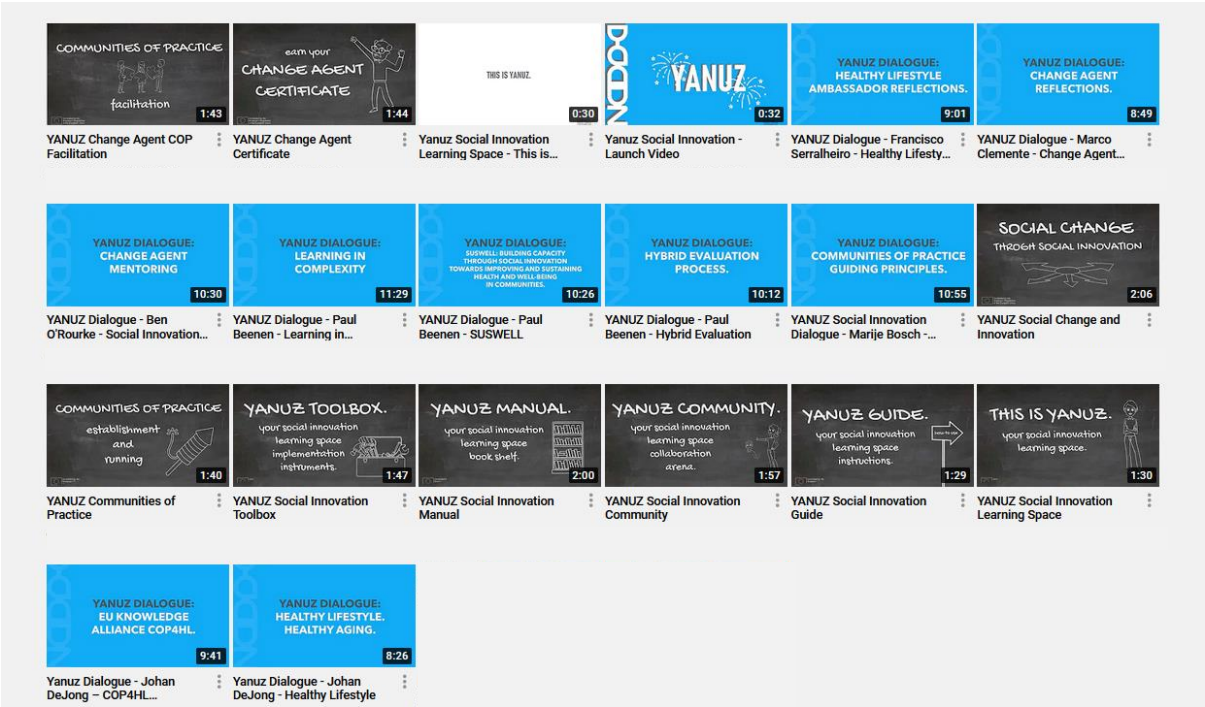








Next to the resources outlined above, Yanuz provides videos to facilitate learning. It includes explainer videos and dialogues. The use of video in educational settings is accelerating rapidly as there is evidence that learners are more likely to watch a video instead of reading a document. Videos grab attention, spark curiosity, and provide value to the written content. Videos can also show real life examples or rich practices, and explainer videos can simplify concepts by visualizing them.

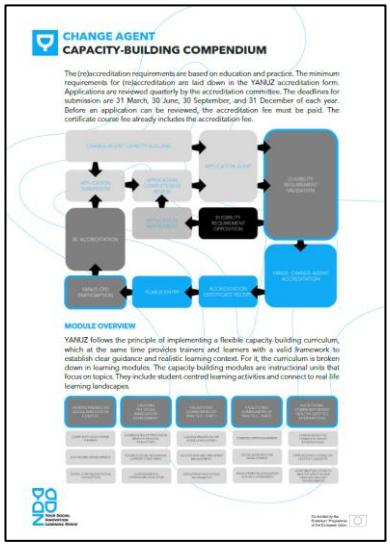


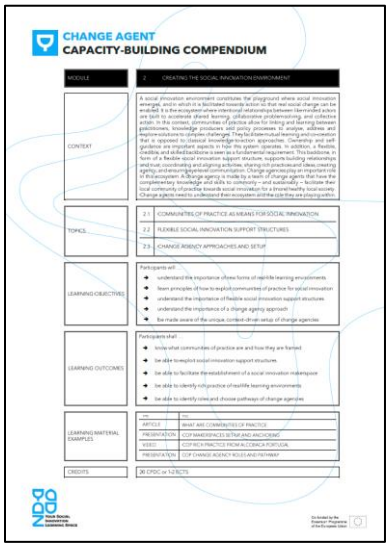
CAPACITY-BUILDING – TRAININGS AND MENTORING

As an additional element of the COP4HL project, a change agent training and mentoring programme has been developed. The aim is to train change agents and to sustainably support them. The objectives are to impart to the learners the basic knowledge and skills required to establish and facilitate communities of practice, to empower them towards problem-solving and to support them on their life-long learning pathway to measure up to the specific requirement of the complexity they face in practice.

The first trainings included the COP4HL project's own local COP "chairs" and selected local COP members, but also students from the participating higher education institutes. More than 50 trainings and mentoring interactions took place during the project funding period. In the following, main elements of the capacity building are highlighted. The full information is provided in the Yanuz Change Agent Capacity Building Compendium.

WHAT IS OUR CAPACITY-BUILDING APPROACH? The change agent capacity building and learning approach is anchored in the anticipation for the future and the development of the right mindset and skills to resolve the complex challenge of a healthy society. It aims at an active and open learning environment imparted under the same learning and co-creation principles as stipulated for the communities of practice.

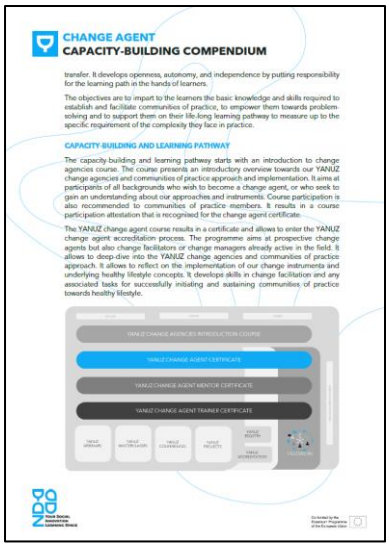




It is rooted in a complexity-oriented learning and capacity-building philosophy alongside constructivist learning theories that emphasize the learners' critical role in constructing meaning from new information and prior experience. Our learners are empowered towards the anticipation of complexity, and thus they are embracing non-linear causality and the emergent and dynamic characteristics of complex issues.

The change agent capacity building approach allows our trainers, mentors, and learners to exploit a flexible but interconnected teaching, mentoring, and learning systematic to reach its superior capacity building goals. With it, the programme is adaptable in its implementation approach and can be tailored towards specific context in practice and individual learning needs.

WHAT IS OUR CAPACITY-BUILDING PATHWAY? The capacity-building and learning pathway starts with an introduction to change agencies course. The course presents an introductory overview towards our change agencies and communities of practice approach and implementation.



The next level is a full change agent course that allows to enter a certification and accreditation process. It allows to deep-dive into the change agencies and communities of practice approach. It allows to reflect on the implementation of our change instruments and underlying healthy lifestyle concepts. It develops skills in change facilitation and any associated tasks for successfully initiating and sustaining communities of practice towards healthy lifestyle.

The change agent mentor and trainer programmes aim at experienced change agents who seek to support other change agents and to facilitate their learning and facilitation process.

WHAT ARE OUR ASSESSMENT PRINCIPLES? A basic premise of our capacity building programmes is to be congruent to the principles of emergence, openness and cocreation based on our complexity-oriented learning approach. This entails the implementation of an assessment for learning instead of an assessment of learning approach. Therefore, we focus on a formative assessment approach that occurs on a continuous basis throughout the capacity-building and that encourages our learners to really engage in the learning process. This is complemented by a variety of self-assessment opportunities in which the learners assess their own work to improve performance as they identify discrepancies between current and desired performance.

HOW TAKES HIGHER EDUCATION TRANSFERABILITY PLACE? A specific of our communities of practice approach is its connectivity with higher education. For us, communities of practice determine an ideal playground to bring together educational innovators from formal, non-formal and informal learning environments to enable and empower educators and learners to anticipate for the future and challenge the status quo as change agents. It means that students and educators determine an important target group of our capacity-building programmes. One of our aims is to empower higher education institutions and their students to develop the right mindset and skills to resolve the complex challenges of healthy lifestyle.

To allow for an immediate integration of our capacity-building programmes into higher education structures, all modules are EQF referenced and are scoped with 1 to 2 ECTS each. They include clear learning aims, learning objectives and learning outcomes. With it, our course modules serve educators who teach students in the field of healthy lifestyle, and higher education curriculum developers to update and develop existing curricula. Course modules are currently integrated in the Hanze University of Applied Sciences and the University of Malaga.

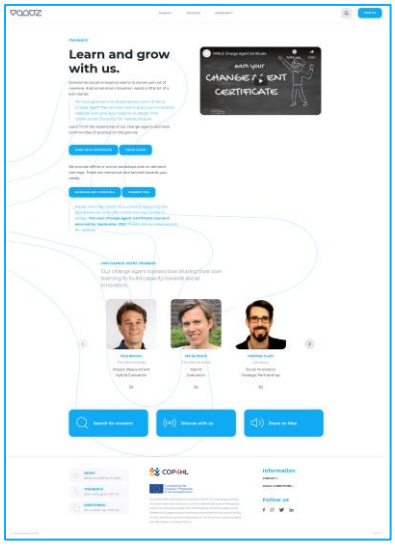
HOW IS THE CAPACITY BUILDING CERTIFIED? The demand for the recognition or formal visibility of learning is acknowledged through a certification and accreditation system. Once our capacity-building programmes are completed, participants receive certificates as printed documents and through blockchain technology. The consortium certificate is carried by the COP4HL Knowledge Alliance Consortium.

The digital certificate is issued by Accredible, a full-service digital credentialing solution for blockchain credentials. Accredible's digital credentials allow to share achievements and prove their credibility. It is a seamless and simple user experience. It requries no user account, no login, and no claiming for recipients to receive and engage with certificates.

HOW IS THE CAPACITY BUILDING MAINTAINED? As outlined in the application, the consortium has developed a social business case around the facilitation of COP and the capacity-building of change agents. This connects to the certification, accreditation, and re-accreditation of the change agents, which are paid services if they are realized outside funding strands. This helps to further develop quality training and facilitation tools.

HOW IS THE TRAINING AND MENTORING OFFERED? The training and mentoring opportunities are offered through the Yanuz website. A multidisciplinary team of Change Agent Trainers has been gathered who love to boost innovation capacity and grow capacity to design local communities of practice for healthy lifestyle.

The learning materials are templates that are adapted by the trainers towards the learning needs and assets at learning group and individual learners' level. They are the same instruments that are later used in practice by the change agents to initiate and facilitate their communities of practice learning and co-creation processes. This approach allows the learner to become familiar and confident with the materials during their own learning process and helps them to understand the possibility and need to adapt each tool towards their own learning and co-creation context.



The trainings are provided through offline or online workshops and on-demand trainings. They are interactive and tailored towards context and needs.

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