

User-Centred Community Engagement

Facilitation Guide: Caregivers Co-Creation Session

This guide is for field staff who are responsible for running Co-Creation Sessions with adult caregivers of children aged between 5 to 12 years old.




 2hr 15 min (135 minutes)

 Number of participants: 10 caregivers

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-  Helpful tips or Examples
-  Important information to remember
-  Team members' roles

Co-Creation Session agenda:



- | | | |
|----------|------------------------------------|--------|
| 1 | Greetings and session introduction | 5 min |
| 2 | 'My neighbour' game | 10 min |
| 3 | Groups break out | 5 min |
| 4 | Problem tree | 70 min |
| 5 | Snack break | 10 min |
| 6 | Report back and Voting | 15 min |
| 7 | Session closing | 5 min |
| 8 | Session outputs | 15 min |

**2 hr 15 min
(135 min)**

1. Greetings and session introduction

 5 min

Purpose: To make sure that everyone understands what this session is about and what they can expect from participating in this Co-Creation Sessions.

Materials:

- Consent forms, if using



Lead Facilitator

1. Introduce yourself and other staff present.
2. Introduce the ***Aprendiendo Unidos*** programme and explain why we're running the Co-Creation Sessions.
3. Explain how caregivers' ideas will be used by the field team to make programme decisions.
4. Explain that today you will focus only on some aspects of the ***Aprendiendo Unidos*** programme:
 - a. Tell the caregivers that you will talk about problems that were discovered in surveys that you conducted with members of their community.
 - b. Explain that if they tell you about unrelated problems during the session, you will not be able to address them today. However, you will write them down and share them with your team who will be able to help.
5. Explain that while you cannot promise that every idea and solution they propose will be used, your team will do your best to implement as many ideas as possible.
6. Explain that if the caregivers don't understand something, they can ask questions at any moment during the session.
7. Explain that they can stop participating at any moment during the session without penalty.
8. Ask if anyone has any questions and ask for consent if necessary.

2. 'My neighbour' ice breaker

 10 min

Purpose: This activity allows participants and staff to get to know each other and makes participants feel more comfortable in the session.



Lead Facilitator

1. Invite all caregivers and staff to stand in a circle and introduce the activity.
2. Tell everyone in the circle to pair up with a person next to them and ask each other 3 questions:
 - a. *What is your name?*
 - b. *How many children do you have?*
 - c. *Tell me one interesting fact about you.*
3. Give 3-4 minutes for people to answer the questions and get to know each other in pairs.
4. Invite everyone in the circle to introduce their neighbour to the group.



Co-Facilitator and Technical Staff

1. Join the circle to participate in the activity.

3. Groups break out

 5 min

Purpose: Break up all participants into smaller groups.

Lead Facilitator

1. Thank everyone for the warm up and ask the caregivers to split into 2 even groups.
2. Invite the Co-Facilitator to join one of the groups, while you remain with the other group.

4. Problem tree (1 of 5)

 70 min

Purpose: Each group will explore a key problem area related to the *Aprendiendo Unidos* programme to better understand the problems that children experience with this programme and come up with solutions to these problems.



Lead Facilitator and Co-Facilitator in small groups

Step 1: Welcome caregivers to the group and introduce the activity.

1. Remind the caregivers that the problems you're about to explore were identified through surveys with members of their community;
2. Explain the purpose of the activity:
 - a. To better understand the problems that they experience with the *Aprendiendo Unidos* programme; and
 - b. To come up with solutions to these problems;
3. Tell caregivers which aspect of the *Aprendiendo Unidos* programme your group will focus on;
4. Ask the caregivers to pick a name for your group and tell them that they can decorate the Problem Tree poster during the activity by drawing on the poster.

Materials:

- 2 Problem Tree posters
- Colored markers, pencils or crayons
- Sticky notes
- Other craft materials as needed

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4. Problem tree (2 of 5)

 70 min



Technical Staff

1. Move between the groups during the Problem Tree activity to observe the activity.
2. Where appropriate, you can participate by adding more ideas to the ones proposed by the caregivers.

! **Important:** Your role during this activity is to manage expectations while also allowing for the participants to be creative and to suggest a wide range of different ideas. If the participants are suggesting something that may be difficult to implement, you can tell them about it and explain why it may be difficult but **do not discard any ideas at this stage**. You can also suggest more feasible alternatives to the proposed ideas where appropriate.

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4. Problem tree (3 of 5)

 70 min



Lead Facilitator and Co-Facilitator in small groups

Step 2: Discuss the problem areas on the Problem Tree poster:

1. Tell caregivers that from the surveys we know what most children don't like about these problem areas: read the top problems in each problem area from the poster.
2. Then, looking at one problem at a time, start exploring the causes of this problem by asking caregivers this question:
 - *Why do you think this is a problem for many children?*



Tip: If caregivers struggle to answer the initial question, help them out with other guiding questions. For example:

- *What do you think children might not like about this?*
- *Do you dislike anything about this yourself? Why?*
- *Do you think your child might dislike something about this? Why?*

You can also use the **5 Whys** technique to explore the causes in more depth: see *Activity Alternatives and Tips* on p. 12 for details.

3. Discuss answers to these questions as a group. If you as a group agree that something is a possible cause of the problem, add it to the poster. You can invite caregivers to write the causes of the poster or write them yourself.
4. Continue the exercise until you have discussed all problems on your poster and identified at least one possible cause for each.

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4. Problem tree (4 of 5)

 70 min



Lead Facilitator and Co-Facilitator in small groups

Step 3: Discuss ideas

1. Ask the caregivers to look over all the problems and causes that you identified as a group.
2. Ask them to think about what can be done to address some of the key problem causes they put on their poster.
3. Invite the caregivers to suggest some ideas for solutions out loud and discuss as a group.
4. Write down each idea that you agree on as a group on a separate sticky note and place the ideas next to the cause(s) they relate to.
5. Once you have discussed all ideas and solutions proposed by caregivers in your group and placed them on the Problem Tree poster, the activity is finished.

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4. Problem tree (5 of 5)


 70 min

Activity Alternatives & Tips:

 Try using the *5 Whys* technique to explore the problem causes in more depth.

Sometimes a problem cause that can be easily identified is not the most important cause. If it makes sense, try using the *5 Whys* technique to get to the deeper cause of the problem. Once a caregiver suggests a possible problem cause, ask them ‘*Why do you think many children might dislike this?*’ or a similar Why question again, but now about the cause they suggested. Modify the Why question as necessary based on the discussion context. You may need to ask several Why questions, sometimes up to 5 times, to get to the real cause of the problem.

Example: Caregivers say that they don’t like that the programme location is far away from their home. When you ask them why the first time, they might say that it’s because they don’t like that their children have to use the bus to get to the programme. If you then ask them a why question again - e.g., *Why don’t you like taking the bus?* - they might say that they worry when their children take the bus. And if you ask them why a third time, they might tell you that they’re worried about their children getting lost, or that they’re worried about criminals, or something else entirely. Their answers might really surprise you and highlight opportunities for interesting and creative programme improvements. Remember: there are no right or wrong answers!

 If a caregiver hesitates to speak out or if some are speaking more than others, you can call on participants in your group one by one in a circle to make sure everyone has a chance to speak.

5. Snack break


 10 min

Purpose: Participants and staff get a short break.



Lead Facilitator

1. Invite everyone to take a 10 minute break and give out some snacks and drinks.
2. Ask the caregivers to remain in the session location so that you don't lose some of the participants during the break.

 **Important:** Do not give out snacks and drinks before the end of the Problem Tree activity. If some caregivers are still engaged in activity while others are starting to have snacks and drinks, they will be distracted and rushed.

6. Report back and Voting (1 of 2)

 15 min

Purpose: Each group presents their Problem Tree poster to others. After the presentation, all caregivers vote on their favourite ideas from the group's poster.

Materials:

- Post-it notes and markers to record additional ideas



Lead Facilitator

1. Ask everyone to return to their seats after the break.
2. Invite one of the groups to the front of the room and ask them to present their Problem Tree poster.
3. Ask the group to say which part of the ***Aprendiendo Unidos*** programme they looked at, which problems they talked about, and what ideas they came up with.
4. Give the group 5-7 minutes to present their poster.
5. Once the group finishes their presentation, ask others in the room if they have any additional ideas for solving some of the problems on the presented poster. If they do, write the new ideas on sticky notes and add them to the poster.
6. Next, explain the voting rules: **each caregiver can only vote 1 idea per problem.**
7. Start reading ideas from the poster one by one, asking caregivers to raise their hand if they like an idea.
8. Count and write down the number of votes next to each idea on the poster.
9. Once all ideas have been voted on, tell the caregivers which ideas got the most votes.
10. Repeat the activity with the next small group.

6. Report back and Voting (2 of 2)

 15 min

Technical Staff

1. Observe the activity.
2. If you see that an idea is may be difficult to implement in the project context, tell everyone why it could be difficult but **do not reject** the idea at this time. If possible, suggest a more feasible alternative.

7. Session closing

 5 min

Technical Staff

1. Thank the caregivers for their ideas and explains what will happen next:
 - a. All ideas will be ranked by the number of votes and the most popular ideas will be prioritised for implementation.
 - b. All ideas will also be rated by how easy or difficult they are to implement.
 - c. The team will consider available budget, time, staff and resources when reviewing the ideas.
 - d. The most popular and feasible ideas will be implemented.

Lead Facilitator

1. Tell the caregivers that this is the end of the session.
2. Remind them that while we cannot promise that every idea from today will be used, we will do our best to implement as many as we can.
3. Thanks the caregivers for participating and helping the field team to come up with ideas for improving the Aprendiendo Unidos programme, and encourage them to engage in similar exercises in the future.

This is the end of the Co-Creation Session. Participants can now leave. Staff stay to complete Activity 8: Session Outputs (see next page).

8. Session outputs

 15 min

Purpose: Collect session outputs to ensure all participants' ideas are recorded and can be used by the project team in the Decision-Making Session.



Lead Facilitator

1. Take photographs of all posters to keep a digital record.
 - a. Share these with the Project Manager.
2. Write down all ideas from each Problem Tree poster in the Ideas Lists (one list per Problem Tree) and return the lists to the Project Manager. He/she will take the ideas into the Decision-Making session.
3. Collect all posters and give them to the Project Manager.



Lead Facilitator, Co-Facilitator and Technical Staff

1. Take 15 minutes to talk about the session as a team. Talk about:
 - a. *What went well?*
 - b. *What didn't go well?*
 - c. *What could be done differently next time?*