



Making

C-Pollution

together

Co-production-
a word used to describe
when people with
different interests come
together to create
change as a group.



Welcome to the Iriss co-production project planner. If you are interested in co-producing a project, but unsure where to start, this guide is for you!

What is co-production

Co-production is a process that creates change. It is a way of working with, rather than doing to, people and communities to achieve better outcomes.

A co-production project sees people who access support as assets and builds on people's existing capabilities. In addition, it breaks down the barriers between people who use services and professionals. Co-production projects are planned, developed and delivered by a group of people who have different backgrounds and interests.

The outputs of a co-production process can be huge - services, processes and pathways, or small - a community hall's furniture, a poster, a blog page. Done well, the co-production process can support organisations and individuals to become agents for change.

This resource focuses on putting ideas into action. If you don't feel confident with the theory and evidence behind co-production yet, then there are lots of great resources you can explore to increase your knowledge before you embark on your project planning. Take a look at the additional resources section at the end of the project planner.

You don't need to be an expert on co-production before you start planning a project. Work through the guide and see how you get on.

When should we co-produce?

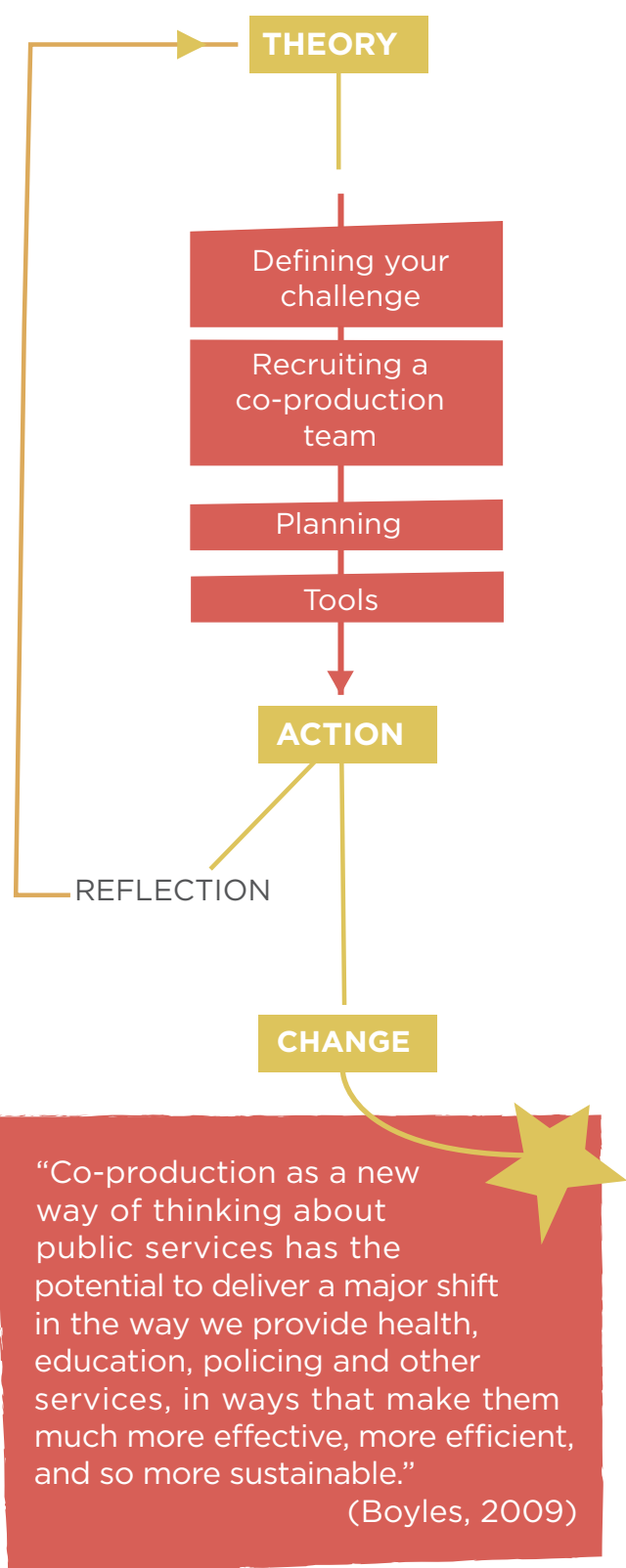
Co-production is an excellent approach to creating outputs, but it is not the only way. Co-production is called for when solutions need to be found that rely on knowledge from multiple sources, where each member of the co-production team has a skill or knowledge that the other team members need in order to find solutions (Durose, 2017).

There must be flexibility in the process for the team members, a certain amount of 'give' in the solutions that are sought. An element of commitment to the project is required from professionals and people bringing lived experience - without this the project will fail, or simply recreate similar power dynamics that would have arisen from other methodologies. Inherent in this commitment is the need for incentives for everyone in the team to continue the project through to fruition. People involved in the co-production process must get something back for having done something for others. These incentives could be as simple as 'the opportunity for officials to get to know citizens and vice-versa in an open and regular forum' (Otrum 1996, p.1082). Some Iriss projects, such as Pilotlight, have therefore, asked for a considerable commitment and offered a paid day rate to non-salaried participants.

If your project can offer flexibility, commitment and incentives, then co-production may well be an appropriate choice of methodology.

The six principles of co-production

Nesta has developed a set of six principles which they believe underpin co-production. Some of these principles are distinct practices in their own right, and some – such as peer support and asset-based approaches – have their own emerging evidence base. This service-focused view of co-production can be helpful for organisations planning projects, as a way of determining whether they are bringing these principles together to deliver truly transformative co-production (Nesta, 2012).



Assets: transform the perception of people from passive recipients of services and burdens on the system to one where they are equal partners in designing and delivering services.

Capacity: alter the delivery model of public services to one that recognises and grows people’s capabilities and actively supports them to put them to use at an individual and community level.

Mutuality: offer people a range of incentives to engage with, enabling them to work in reciprocal relationships with professionals and with each other, where there are mutual responsibilities and expectations.

Networks: engage peer and personal networks along with professionals as the best way to transfer knowledge.

Blur roles: remove tightly defined boundaries between professionals and recipients, and between producers and consumers of services, by reconfiguring the ways in which services are developed and delivered.

Catalysts: enable public service agencies to become facilitators rather than central providers.

Recruiting a co-production team

Co-production begins with a co-production team. This team will be made up of professionals and individuals who have lived experience of the area that is being explored. This group meet together and define the research question. Usually this question already has some direction from initial project ideas, funding directives or recognised need, but ideally everyone in the group has a chance to contribute. When the focus has been agreed, the group can embark on the project.

To begin your co-production process, you need to recruit a co-production team - a collection of people that represent all the stakeholders in the project. It could include staff of relevant organisations, people with lived experience, managers, key decision makers, family members, carers - the mix will be different for each project. Co-production can only work if you have all the right people in the room, so make sure you leave plenty of time in your plan for recruitment in order to have a group with the right balance of skills and experience. Aim for equal numbers of 'professionals' and individuals with lived experience (including carers, family members etc).

Finding people with lived experience can be difficult if they face barriers to inclusion. By identifying these barriers before you begin recruiting, you will have more chance of overcoming them. Recruiting people who have influence over the implementation and funding of ideas can take a long time and involve winning trust. You may be looking to answer a question that people have very different opinions about. Taking time to make sure you have representatives from all camps is essential to your project's success.

Think about the size of the group - beyond twenty is too many, less than six too small. The recruitment process will differ from project to project. The most important thing is to be proactive and ensure your recruitment process is accessible. Take a look at the inclusion checklist in the tools section - this can be sent out to anyone who is interested in joining the group. Send it to 'professionals' as well as people with lived

experience- anyone can have access needs. You may have to try lots of different avenues to recruit people. Don't give up. With perseverance you'll very likely find your participants. If recruitment is challenging you might want to adjust elements of the project - group sizes, timing, commitment levels etc. If this doesn't work, you might need to consider an alternative approach to co-production.

Anticipating barriers to inclusion

Socio Economic Status and class

Being inclusive across class means prioritising the needs of people who have been consistently told by society that they matter less. It is also about recognising the financial pressures of precarious work and unemployment. Some people may not be able to get time off work, so accommodate them by being flexible with time and location of your meetings. If you are working with people who have children then provide childcare. Cover travel expenses for your participants, and it is best practice to provide travel costs up front or provide a prepaid taxi. If you can, pay your non-salaried participants a day rate. If the professionals in your group are being paid to take part then everybody should be. Be aware of the impact that payments and volunteering can have on people's benefits, and find creative ways to navigate these systems. If you are working with people who are cautious of authority then work may be required to build trust. Reassure people that their details will not be shared. In some situations people may prefer not to give their personal information at all.

Language and literacy

Literacy levels are also an important consideration in recruitment and throughout the project, so avoid jargon and use plain English. Not only is this inclusive, but it supports and builds understanding between professions from different sectors and across boundaries between professionals and non-professional boundaries. If the group have varied literacy skills try alternative forms of media such as radio or video. Providing a phone numbers is always helpful. There is more to making a project accessible to people without English as a first language than just translating the call-out. You will need to be able to respond to questions and provide interpretation if your participants don't speak the same language as you. Think about using local dialect or languages like Scots or Gaelic.

Cultural

In the community you are recruiting from, is decision-making done as a family, a community or individually? You may need to reach out to key community members to help. Are their significant cultural events you could recruit at? Are there festivals or events you should avoid for your workshop dates?

Race

It is everyone's responsibility to make sure the voices of BME communities are heard. In the 2011 census in Glasgow City, 12% of the population were from a minority ethnic group, in City of Edinburgh and Aberdeen City it was 8% and Dundee City it was 6%. Your co-production team should reflect this and include BME people. Prioritise the needs of your BME participants over others. This will help to counteract the inherent barriers to inclusion that they face generally in society.

Age

Communicating with young people, adults, or older adults requires different approaches. For example, you wouldn't rely on social media to recruit older

people with dementia. Think about where these communities are and consider the best ways to engage them.

Geography

Think about specific commitments people may have based on their geography. For example, In very rural areas, don't recruit during lambing. Try to arrange your workshops so that they are held in a neutral space, such as a community centre. Avoid places that are associated with the 'professionals' in your co-production team. Avoid venues that serve alcohol. Choose somewhere that is easy to get to by accessible public transport. Provide transport expenses up front, and have a budget for taxis for those who need them.

Gender Identity and sexuality

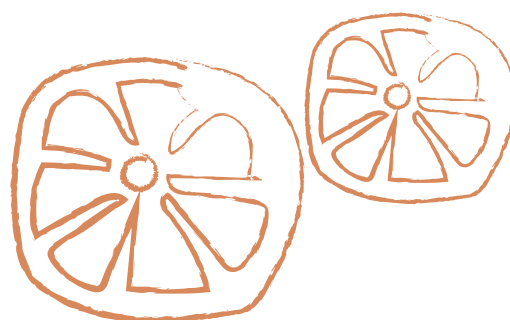
Be sure to make your recruitment process LGBTQI friendly. Use the inclusion form to ask people to include their pronoun (he / she / they) with their name so that you don't misgender participants. Do not let other members of the group misgender participants and have a zero tolerance approach to sexist and homophobic comments. Create a women only co-production team for groups who need a safe space, but never exclude trans women from these spaces. When discussing support networks, ask questions like 'who are the significant people in your life?'. Don't focus on people's partners or children.

Project focus

Is there stigma associated with the project subject? For example, substance misuse, dementia, mental health and HIV issues can be stigmatized in families and in the community. People with particular conditions may be less willing to participate for fear of others finding out. One option is to keep the name of the project neutral. The Pilotlight project looking at SDs and early onset dementia was named 'Living well'. This meant that participants could choose whether to disclose their diagnosis or not. Ensure you have people's explicit consent before sharing photos or identifiable information.

Project planning

When you have recruited a co-production team, the following checklist from Evaluation Support Scotland (ESS, 2017) outlines some practical lessons that can be used to improve engagement with them.



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- Find out in advance about the capacity of people to engage.
 - Build time to understand people's readiness to engage before the start of the co-production project.
 - Ensure that the involvement of partners, particularly people with lived experience, benefits the person before benefitting the project.
 - Consider what is feasible to achieve with the 'people assets' and other resources available - focus on what you can do, not what you can't.
 - Be flexible in terms of timescales, resources, partner availability, and even the final destination of the work. This will help to clear blockages to genuine joint working.
 - Start conversations from what individuals and communities need.
 - Ask people how and to what degree they would like to be involved - involvement should feel comfortable and should make the most of people's capabilities.
 - Create opportunities for people to work towards a shared aim, interest and passion.
 - Provide opportunities for reciprocity: giving and receiving builds trust and mutual respect, and helps build bridges.
 - Make use of community assets and resources already available.
 - Provide peer support opportunities for people. Reciprocity is an important motivator for volunteers. The most effective volunteers are trained and well supported.
 - Be prepared to have assumptions challenged. Bring out any uncertainties or questions into the open and explore any disconnect or ability to contribute. View these as opportunities to learn.
 - Take time and make the best use of tools available to share experiences and build relationships and trust to form your community of learners and improvers; bring their assets out into the open.
 - Explore how any planned outputs from the project relate to improving person-centred care in the local area before investing resources.
 - Working in a co-produced way takes time and cannot be unduly rushed. Be flexible and have fun along the way.

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Iriss co-production resources

Keeping it Personal

Keeping It Personal (KiP) used of person-centred approaches to design improvements to the delivery of health and social care services. This project assumed that a person-centered approach may align instances when the health and social care sectors have been engaging with not dissimilar issues from their own perspectives. It aimed to create and share evidence of how co-production and improvement methodology can be used to design and deliver person-centred support. Website: blogs.iriss.org.uk/keepingitpersonal/

Pilotlight

Pilotlight was a five-year programme funded by the Scottish Government as part of the implementation of self-directed support. The project has co-designed, tested and refined a model for successful power sharing, produced tools and resources, and developed solutions for the implementation of self-directed support.

Website: pilotlight.iriss.org.uk

Hospital to Home

Iriss's Innovation and Improvement team led this 30-month project, from July 2013 until January 2016, redesigning the pathway from hospital to home for older people across Scotland. They worked with health and social care practitioners, older people, their families and informal carers to identify issues and improve care pathways from hospital to home and enable a more positive experience for all. They used a co-production methodology and tools.

Website: content.iriss.org.uk/hospitaltohome

Iriss tools

iriss.org.uk/resources/tools

Using Iriss tools

iriss.org.uk/resources/irisson/using-tools-enhance-engagement-social-services