

Activity 1.3: Co-Creating the Space

Duration: 60 minutes

Aims:

- To create a training space that supports inclusive learning and sharing
- To set the ‘ground rules’ for people relate to each other in the training
- To model an approach to fostering enabling spaces with communities
- To reflect on the opportunities and challenges of co-creating a research space with communities

Requirements:

Flip chart, post it notes, pens, blu tack

Activities:

Part 1: co-creating the training space

1. Ask participants to individually reflect on what success looks like for this training programme and record their responses on flip chart. (10 minutes)
2. Invite participants to add their post its to a sheet of flip chart/section of wall and to read through other people’s responses. You may like to discuss grouping them into themes if relevant.
3. Facilitate a discussion of what values and practices are needed to enable success, as determined by participants. You might like to capture these on flip chart/post to refer back to throughout the training (see optional follow-on activity).

Part 2: co-creating the space with communities

1. In small groups consider how creating the space might work in a community setting. Different issues and communities will bring different perspectives, experiences and requirements as a result of their lived experience. Consider the following questions:
 - a. How might community needs and goals differ to, or even conflict with those of researchers and practitioners?
 - b. How might we ensure the process and outcomes act in the community's best interests?
 - c. How might we navigate the influence or our organisation's agenda and team’s assumptions on the project?
 - d. How might we enable meaningful participation for communities in the project?
2. Ask small groups to share their reflections with the whole group. Key insights may be captured on flip chart/post its for reference throughout the training.

Resources:

For the original Noisy Cricket slides used in the PEAS in PODs project, please see [here](#).

If the training is being undertaken as a precursor to/part of a community-engaged research project, these slides can be used to deliver a session more focused on project planning, using the guidance below:

Slide numbers	Facilitators Role
1 & 2	Briefly introduce the session
3	Explore what a good “space” might look like from the perspective of the project team and communities. Use post it notes to get participants to identify what a successful space looks like for both the project team and communities and analyse what is the same and what is different.



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4	Explore what participants (members of a project team, researchers, PhD students etc) feel are their fears and concerns in working with communities and also what they hope to achieve. Post-it notes can be used to record answers.
5	The participants should explore how working with communities would work in practice, by examining their own, the projects and the communities' values.
6	The facilitator should perform a deeper dive and explore how community members and research members need to consider their own voice, building trust and what value engaging together might bring. Can be looked at from both an individual and community perspective.
7	Lastly this session explores what success looks like for researchers (the project team) and communities, exploring how they might be qualified or quantified. How might we evaluate success?

Optional follow-on activity:

Creating a 'code of respect'

- One way to ensure that the conversations in Part 1 shape the remainder of the training is to create a 'code of respect'. This is a set of co-produced guidelines that underpin the collaboration and that everyone agrees to uphold. It can include practicalities (e.g. around use of phones in the space) as well as values (e.g. relating to ensuring all voices are heard).
- Each 'guideline' in the code should be agreed on by the group, with associated discussion allowing space to explore tensions and disagreements.
- The code of respect is a living document that should continue to develop with the project. It is useful to put it up in every session for people to refer back to.

Additional resources:

For more reading, please see Noisy Cricket's Principles of Transformational Community Engagement [here](#).

Facilitation notes:

Keep the session open and fluid, allowing for the project team to share insights but also ask questions. Clarifying what's unknown and not currently understood is as important as gaining clarity and sharing insights. This is about exploration and shared understanding and a springboard for further planning and exploring.