CAPABILITY-TB

DEVELOPMENT OF A TRAINING PROGRAM FOR IMPROVING INCLUSION AND PARTICIPATION OF PERSONS WITH DISABILITY THROUGH TIMEBANKING

INTELLECTUAL OUTPUT 1 - CO-CREATED METHOLODOGICAL GUIDE

REPORT ON CO CREATION SESSIONS RESULTS

MARCH 2021

CAPABILITY-TB
INCLUSION AND PARTICIPATION

PROJECT NUMBER: 2020-1-ES01-KA204-083082

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Date - March 2021

Co-funded by

*Co-funded by the Erasmus+ Programme
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This project has been funded with support from the European Commission.
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1. EXECUTIVE REPORT

This co creation sessions Report belongs to the ERASMUS + CAPABILITY-TB project "**Development of a Training Program for improving Inclusion and participation of Persons with Disability through Timebanking"** presents the information collected in Co-creation Session 1 and 2 as considered the most relevant to establish the final Training Methodology and Program.

In this project initial phase, AMICA, CECD, CSS FORLI, COPAVA and EDRA were requested to develop Co-Creation Sessions in order to facilitate the collection of expectations and needs of potential trainees and other stakeholders. FORBA oversaw developing co-creation sessions with Timebanking experts.

2. INTELLECTUAL OUTPUT 1 (IO1) INTRODUCTION
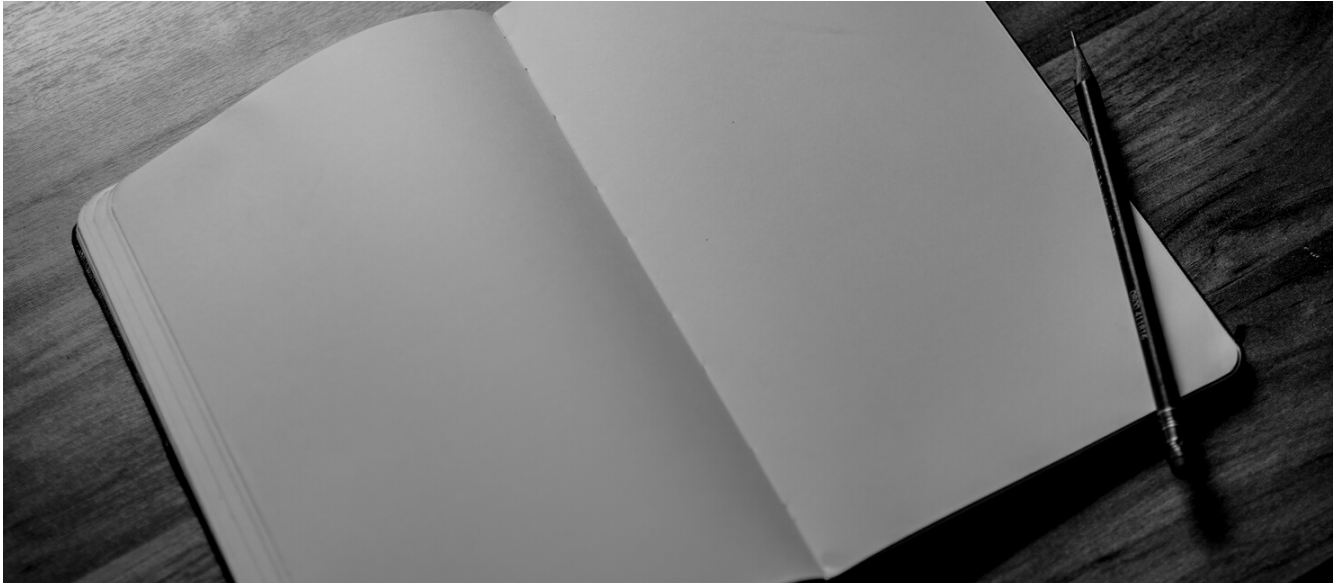
To the purpose of **Developing a Training Program for improving Inclusion and Participation of Persons with Disability through Timebanking**, we stabilized the methodological guide as the first stepstone (IO1) to be complete.

IO1 will be useful for ensuring that the Training Program will be developed according to the requirements, expectations and needs of the PwD and their Supports, considering a country-based analysis, in order to reflect as better as possible, the national needs and specificities in the development. In Austria, our partner organizes and manages a Co-Creation session with experts in Timebanking for collecting potentially important aspects in developing inclusive timebanks regarding the target group of persons with intellectual disabilities.

This guide is developed for optimizing the CAPABILITY-TB Training Program and, in particular, the Intellectual Outputs to be developed in the next stages of the project:
- Timebanking Training Activities (IO2),
- Training Materials (IO3)
- CAPABILITY-TB e-Training Tool (IO4).

Methodological Guide is co-created having direct participation of persons with disabilities, support persons and other end users, with the main objective of discussing and agreeing on the definitive methodologies, contents and tools to be included in the development of the CAPABILITY- TB Training Program.

This document also contains information regarding the Timebank concept and ICT framework nowadays and is based on the main results gathered throughout the analysis of Timebanks genesis and state of art in each partner country, Considerations from experts are presented as way to support in evidence and experience the hypotheses for enhancing inclusion on the implementation of this Not-for-Profit Sharing Economy initiatives through Europe.

3.CO-CREATION SESSIONS: DESCRIPTION

3.1 DEFINITION OF CO-CREATION SESSIONS IN CAPABILITY-TB

Based on Slay & Stephens (2013), we understand co-production to be:

A relationship where professionals and citizens share power to plan and deliver support together, recognizing that both partners have vital contributions to make to improve quality of life for people and communities.

There are six principles which are the foundation stones of co-production. Co-production in practice will involve alignment with all these principles, and they are all underpinned by similar values.

1. **Taking an assets-based approach**: transforming the perception of people, so that they are seen not as passive recipients of services and burdens on the system, but as equal partners in designing and delivering services.
2. **Building on people's existing capabilities:** altering the delivery model of public services from a deficit approach to one that provides opportunities to recognize and grow people's capabilities and actively support them to put these to use at an individual and community level.
3. **Reciprocity and mutuality**: offering people a range of incentives to work in reciprocal relationships with professionals and with each other, where there are mutual responsibilities and expectations.
4. **Peer support networks:** engaging peer and personal networks alongside professionals as the best way of transferring knowledge.
5. **Blurring distinctions**: removing the distinction between professionals and recipients, and between producers and consumers of services, by reconfiguring the way services are developed and delivered.
6. **Facilitating rather than delivering**: enabling public service agencies to become catalysts and facilitators rather than being the main providers themselves.

3.2 EXECUTION PERIOD

Partner	1st co-creation session	2nd co-creation session	Modality
Amica	03/02/2021	03/03/2021	Online
CECD	22/02/2021	08/03/2021	Online
CSS FORLI	04/03/2021	10/03/2021	
COPAVA	18/02/2021	04/03/2021	Online
EDRA	18/02/2021	11/03/2021 - 16/03/2021	
FORBA	---	25/03/2021	
TOTAL	5	6	

3.3 METHODOLOGY

According to Co-creation Sessions Protocol, each partner analysed which persons, matching the profiles described in the scope of this protocol, should be invited to participate in the co-reaction sessions.

This invitation was made through various communication channels: direct communication to target groups, sending online invitation via email and WhatsApp or by phone.

All people were provided with the means to participate in co-creation sessions. Examples of these facilitators included:

- promoting online connection by ensuring that people had at their disposal the necessary means (equipment, connection and link).
- In some cases, direct support has been offered to people most difficult to participate due to limitations in communication and/or understanding of messages.
- Development of accessible presentations and work materials with easy understanding and handling for all people. These resources have even been available before co-creation sessions so that each person or working group could work previously on the ideas to be discussed to conduct a more dynamic and fluid co-creation session.

Due to the situation caused by COVID-19, Consortium has been forced to adapt the co-creation sessions due to the circumstances of each country, in order to ensure its proper implementation, complying with the required requirements, ensuring the health of each person and orienting the work to the promotion of the participation of all people and achieving the results that contribute to advancing and developing the TRAINING program CAPABILITY-TB.

To do this, each partner has combined face-to-face and online sessions. This means that some of the participants were gathered in the same space and in turn connected with other people and other groups online. This combined working methodology has favored the exchange of views, good practices and debate between persons with disabilities, families, experts and other social actors.

3.4 SPECIFIC RESOURCES

As reflected above, for the development of co-creation sessions a number of specific resources have been developed aimed at target groups, thus favoring understanding of the subject and points to be discussed, reflection to promote exchange through examples of good practices, etc...

The resources developed for the co-creation sessions have been:
- Agenda
- Brochure
- Presentations on:
    - Key concepts (Time Bank, Collaborative Economy)
    - Key elements to promote the debate on the design of the CAPABILITY-TB training programme.
- Job sheets as examples of best practices to include in the CAPABILITY-TB training program.

It is important to note that as a result of this process of co-creation, audiovisual material of a didactic nature has been generated that will be included in the Capability-Tb Training Programme to promote the understanding of certain content. These audiovisual materials have specifically been two videos on:

- What is co-creation?
- What is a Time Bank?

These videos are part of the co-creation process and have therefore been jointly prepared by users, families, professionals, experts and other social agents.They are also part of the project's dissemination material.

At this point it is important to note that each partner has collected evidence of the work done through:
- Attendance list.
- Recordings of the sessions
- Pictures
- Certificates of participation
- Individualized conclusions report of each of the co-creation sessions held in each country.
- Satisfaction questionnaires.

All this methodology was described in the co-creation session development **protocol** developed by the leaders of the intellectual output 1, CECD Mira Sintra that has served the rest of the consortium to carry the same line of action.

3.5 ATTENDEES AND PROFILES

Below are data on the number and profile of the people involved in the co-creation sessions developed in each country.

- AMICA (Spain) held the workshop with 25 participants, 12 persons with intellectual and development difficulties, 3 families and 6 professionals, 2 experts and 2 participants as other.

- CECD (Portugal) developed the workshop having 5 persons with intellectual and development difficulties, 3 families and 7 professionals, 2 experts and 1 volunteer.

- CSS FORLI (Italy) held one workshop with 26 participants, 14 persons with intellectual and development difficulties, 1 family, 7professionals, 1 expert and 3 volunteer/other.

- COPAVA (Spain) held one workshop with 28 participants, 12 persons with intellectual and development difficulties, 2 families and 12 professionals.

- EDRA and IED (Greece) enrolled 22 participants, 12 persons with intellectual and development difficulties, 8 professionals, 1 expert and 1 volunteer. Holding two co-creation meetings due to public health imperatives.

- FORBA developed a Co-creation Session with 5 Timebanking Experts

In total, in all partners both Co-creation's Sessions we had 124 persons participating as following:

PARTNER	PWD	FAMILIES	PROFESSIONALS	EXPERTS	OTHER	TOTAL
AMICA	12	3	6	2	2	25
CECD	5	3	7	2	1	18
CSS FORLÍ	14	1	7	1	3	26
COPAVA	12	2	12	2	0	28
KSDEO EDRA AND IED	12	0	8	1	1	22
FORBA	---	---	---	5	---	5
TOTAL	55	9	40	13	7	124

CECD held co-creation sessions during a period of lockdown due to COVID-19 pandemic safety measures,so the number of persons with Intellectual disabilities available with their families or with autonomy was restricted to 5 persons involved and able to join the meeting online.

EDRA has not involved families into the co-creation session because the families of the people supported from the entity are very larger. According to this reason, many of the people did not have at their disposal technological tools and there was opportunity to offer them to them given the circumstances (fear, health risk...)

Edra and CSS Forlí invited 1 expert each of them, instead of 2, to the co-creation session because of the adversity they faced in the middle of the 2nd wave of COVID-19 pandemic.

Regarding Timebank expert's participation, in all partners we had 12 persons participating as following:

AMICA
- Maria Nikolopoulou, General Manager of ADBdT (Association for the Development of Time Banks of Spain) and Manager of Banc de Temps de Sants-Barcelona
- Amaya Sánchez, Manager of Banco de Tiempo de Valladolid

CECD
- Eliana Reis, National Time Banking coordinator, GRAAL
- Elsa Nogueira, Coordinator, Banco do Tempo do Lumiar

CSS FORLI
- Luciano Pizzigati, ex-president of Time Bank of Forlì.

COPAVA
- Maria Nikolopoulou, General Manager of ADBdT (Association for the Development of Time Banks of Spain) and Manager of Banc de Temps de Sants-Barcelona
- Amaya Sánchez, Manager of Banco de Tiempo de Valladolid

FORBA
- 2 experts from music and arts university in Vienna.
- 1 expert at the general university in the UK.
- 2 experts from the general university in Vienna.

All selected experts are teachers or regular members of the scientific staff. Topics represented by the interviewees include economics, sociology, pedagogical, inclusive musicology.

4. QUALITATIVE CONCLUSIONS

According to the information provided by each partner through the **conclusions report of each co-creation session conducted by each organization**, it is presented below main opinions and points of view of the attendees.

For the collection of unified information by partners, a structured information collection report was developed in different areas of interest that will then be analyzed.

This information's will support the **Design of Training Methodology and Program.**

Question 1
MAIN BARRIERS AND DRIVERS ATTENDEES FIND/IDENTIFY WHEN TRYING TO PARTICIPATE IN TIME BANKS?

MAIN BARRIERS

AMICA
1. Lack of understanding about what a Time Bank is its management and operation.
2. Lack of reflection at the group and individual level (identification) what aspects can be exchanged through the Bank of Time: Knowledge, skills, services... what can I contribute?
3. Lack of reflection on the individual needs of the person regarding the Time Bank What do I need? What would I like to be offered?
4. Lack of strategies and/or difficulties in building relationships with others based on trust, respect and security.
5. This can lead to a lack of participation if there is fear of the unknown.
6. Platform management issues.
7. Sustainability difficulties, mainly economic, medium and long term, for the maintenance of the Bank of Time.
8. Mismanagement of the initiative.

CECD
1. Fear of the unknown.
2. Fear of knowing if we will be able to help each other.
3. Lack of time
4. Security
5. Identify what I want to offer

CSS FORLÍ
1. Lack of understanding about what a Time Bank is and how it works.
2. Lack of understanding about what kind of contribute that could be made (Pwd: what can I offer? What am I able to do it? What can I ask?)
3. Need of support

KSDEO EDRA AND IED
1. They didn't know the meaning and service of a Time Bank (hearing the concept of a bank reduced money)
2. Concerns and reference with the use of the concept of "racism" and their acceptance in relation to their disabilities.
3. Report in relation to the issue of risk. Fear of strangers.
4. Questions related to time management. If there is a specific condition for the availability of time and services.
5. Difficulties in relation to the management of electronic applications.

COPAVA
1. Need of support (from a user)
2. Protection of Personal Data. Security of personal data, but also need for security from the moment that the exchange involves face-to-face contact with unknown persons (general).
3. I do not know how can I contribute (from users). It is necessary that PIDs analyse what their capabilities really are and how they can be provided to other persons.
4. I do not know how a Time Bank works (general).
5. Considering physical barriers (from users).
6. Time banks can be mistaken for volunteer activities and they shouldn't, they are different.

MAIN DRIVERS

AMICA
1. It is an equal space, accessible, inclusive for all people.
2. Mutual support initiative.
3. Everyone has capabilities and needs. Everyone can "give and receive."
4. Creation of social networks, of a support group.

CECD
1. Time banks are receptive to the participation of people with their capabilities
2. Offer what I like that will cause me enthusiasm and motivation
3. If there is a time bank in the CECD for consolidation

CSS FORLÍ
1. Interesting in Time Bank and in participating (general)
2. Motivation in sharing time and skills
3. Motivation in learning new skills (especially digital skills)
4. Opportunity to meet new people and new friends
5. Opportunity to do new activities
6. Opportunity to spent my time

KSDEO EDRA AND IED
1. It is a place where everyone could function and co-exist.
2. Motives for socialization and interaction.
3. Strengthening and enhancing the concept of competence and what I am capable of doing?
4. Enhance time and activities.
5. Enhancement and / or development of skills.

COPAVA
1. Interest in participating (general)
2. Motivation in demonstrating their capacities, without fear (from a user)
3. Opportunity to meet new people (general)
4. It can be funny (general)
5. Opportunity to create a trusted circle (general)
6. To be able to help others (from users)
7. Opportunity to learning new things (from users)
8. It is for free, no money to pay (from users)

Question 2
REGARDING THE GENERAL INTEREST, MOTIVATION AND SKILLS DEVELOPMENT.

Are they interested in receiving training about these issues?

AMICA
Participants showed a high interest in knowing what the Time Bank is. The participation of the 2 experts in the event brought great value and allowed to feed the debate from their knowledge and experience through practical examples in relation to Banks of Time. This fact aroused the curiosity of the participants who asked many questions and offered their views regarding this tool based on the shared economy, until now unknown to them. This curiosity was general, regardless of the Target Group. Interest and motivation were unanimous in both people with disabilities, families and professionals. In turn, Time Bank experts showed interest in the Capability-TB approach. They consider that it can be a great tool to promote and provide greater value and quality to the current Time Banks, in this case in Spain.

CECD
Yes. It is a space of giving and receiving freely. We receive and understand our skills and the potential that we have and that exist in the collective. Bank of Time National Coordinator sharing was very interesting, especially regarding existing experiences of visually impaired person participating.
The concept was a novelty for all the group. They did not know about the existence of this type of social economy banks. The presentation was very appreciated.

CSS FORLÍ
Yes. Participants (people with disabilities, relatives and educators) showed enough interest in knowing what the Time Bank is and how it works.
They didn't know that there was a Time Bank in Forlì and it has been working for many years. Indeed, the participation of its expert allowed to understand better and the participants asked many questions about what they can offer and receive and some examples.
On the other hand, the expert was happy to participate and showed interest in the project. He asked us to be informed about next steps.

KSDEO EDRA AND IED
In general, all the participants, while initially didn't know of what a Time Bank is and what it can offer, showed enough interest and participation. What helped a lot in terms of their understanding were the references they made to Greek culture and the countryside. With this principle, they started to express their ideas and how we can organize them and implement them, but also to express any questions during our discussion in the meeting.

COPAVA
They are mostly interested and ask questions about how to participate.

Question 2
REGARDING THE GENERAL INTEREST, MOTIVATION AND SKILLS DEVELOPMENT.

What do they think about such initiatives?

AMICA

Experts believe that...
- the development of a training program to boost the participation of people with disabilities through the Time Banks is a good initiative, since normally this target group is usually excluded from such initiatives due to the lack of knowledge of both professionals, as well as members of time banks and even the misinformation and lack of opportunities offered to people with disabilities.
- CAPABILITY-TB will allow people to increase their knowledge of, as well as their commitment to, the Time Banks. It will allow them to become better aware of their capabilities and put them at the service of the community, as well as to know their needs, that is, what they can receive from others. It will increase your self-esteem and strengthen community support networks.

Persons with disabilities consider that...
- These kinds of initiatives are very positive as it is an opportunity to contribute and participate actively in the community. They claim to have many skills that can help make other people's lives easier. For example: make small errands, iron, take the dog for a walk, and wash the car.... Providing such services will allow them to feel more valued and allow them to establish new relationships with the people around them.

Relatives believe that...
- The training program will help to develop new knowledge and skills, promote their autonomy and participate more in the community, as long as the good use and rules of operation of the Time Bank are learned.

Professionals consider that...
- CAPABILITY-TB is a great opportunity to consolidate a community support network. It will enhance the right to participation of people in their environment through the development of equitable and inclusive resources.
- It will allow breaking false myths and stereotypes linked to disability, promoting a positive vision of people. It will allow people's capabilities to be valued.

CECD

- Some relatives expressed they had a generic idea about TB, after research and exposure I realized the concept. Feel that is a very interesting way of sharing desires helping each other as people. It seems to have less burden than volunteering. It's a mean of empowering people so that they can know what solidarity is. Taking advantage of what each one can give and according to the need that we all have to receive. They urge CECD as an entity to take this forward.
- Other relative refer that I found it interesting, I had always in my mind to volunteer, but I think volunteering is different from TB , it has a much larger burden and is complicated. The time bank is less time and it is different from volunteer which logic is of receiving nothing and giving everything ... I would like to better understand the part of family reconciliation and how it can also be used to help those who lack time.
- The volunteer shared that people are still thinking in an old-fashioned way and think that only people who have 100% capabilities are the ones who can help! I have a brother who has disability and I know that he can do many things and help me a lot! The example of the blind person that was given is incredible. It is very good to make our time available to help any type of person, even if it is talking to each other! Sometimes I also need someone to talk to...
- These are new experiences; it seems to be cute. It is good to go to help the person and have the feeling of helping others.
- Experts stated they are open to have persons with IDD participating, exploring capabilities and needs among participants of each regional TB agency.

CSS FORLÍ They think it is a good opportunity to do something new and to meet new people and friend.
It could contribute to improve:
- development of skills;
- participation in the community;
- autonomy;
- self-esteem.

Educators (professionals) thinks that these kinds of initiatives can break stereotypes about disability

KSDEO EDRA AND IED Unfortunately, in our country, there is a great lack of opportunities for people with disabilities. The common acceptance, however, is that such an action motivates the development of skills and initiatives, to strengthen the concept of the whole (at team level), but also the sense of belonging to a community and their most active participation in this (at the individual level) resulting in the development of their self-esteem.
Most importantly, there will be a development in their communication skills, beyond the limits of a therapeutic process. (the co-existence of individuals, to get closer).
The greatest goal for all, and their autonomy.

COPAVA Taking into account that there was a complete lack of knowledge about TBs, and from their comments it can be deduced that they think it could be interesting and funny, they looked motivated.

Have they had previous experiences? What?

AMICA Generally, the group has had no previous experiences in initiatives based on Time Banks and sharing economy. A family member comments that she is volunteers in an NGO, selflessly dedicating her time. In relation to professionals, they collaborated from a community participation project at Time Bank in Santander City Council (Cantabria, Spain) which is currently inactive. On the part of people with disabilities they have participated in intergenerational programs through which they have been able to establish relationships with others and share interests. The experts of the Bank of Time, have a long professional career in this field, valued their experience in a positive way. An example of this is that they have managed to maintain assets and with a good level of participation and presence in the community the Time banks they manage.

CECD The volunteer had already heard of time banks in a sociology class in their education assistant course. Didn't remember what it consisted of.
One professional, in 2000 contacted the Municipality of Sintra's time bank trying to organize exchange with people who could come to play music, but the experience did not materialize. She didn't have no answer in return.
One professional, in their personal time, in 2002 collaborated on a time bank and made exchanges around a hobby - crochet!

CSS FORLÍ They have had no previous experiences in Time Banks and they didn't know there was Time Bank in Forlì.

KSDEO EDRA AND IED There is no experience with organized services of a Time Bank.
There was a report from a participant that when he was hospitalized he was charged the service to water the flowers and offer him things. There were also reports such as the exchange of services and activities between the members of the structure and with organized groups such as the scouts and the Open Elderly Protection Centers, but in the context of socialization programs.

COPAVA No. Only one person (a relative) says that she has heard about it

Do attendees consider that they can participate and contribute their skills in this type of initiative?

AMICA
Participants believe that they would be willing to participate in this type of initiative since all people have capabilities. Some of them already have their strengths identified, that is, those services that they can offer to others

CECD
Participants said:
- I would like to participate on a personal level and also for the service of the Residence. I could offer, as I already offer, time to do LGP translations.
- Yes, I could help support HR issues. Helping to transport to weekend activities at CECD. Make time available at the weekend, relieving employees and thus helping supported people to have opportunities to participate. These recommendations should be disseminated and promoted among stakeholders.
- People can start by coming after they would also give.
- Time bank gives us the opportunity to realize what we like to receive, and that broadens our interests and social participation.

CSS FORLÍ
Yes! Most of them started thinking about what to share and what to receive.
"I am very happy if I can share my time and my sewing ability with someone! We can help each other and talking too. Why not? When can we start?"

KSDEO EDRA AND IED
They think they can offer. In fact, many who already have some skills developed or used to work, could use them in a participatory action like this.

COPAVA
In general, yes. But they admit they need information, training and support, as we can infer from their comments. A user says that he does not know how it goes, he is a beginner, a "rookie".
As said before, they see themselves in the position of giving more than receiving (helping an older person to carrying shopping, etc.).

What would you need to participate in a Time Bank?

AMICA

All people agree on the need to:
- Perform a previous self-knowledge work that allows you to reflect on your skills and needs.
- Understand the operation of the Time Bank and the tools that make up it.
- Promote experiences that actively increase the options of participating in the community and engaging others (Generating a revitalization movement around the Time Banks).
- Develop spaces that promote the cohesion of the group, get to know each other in advance to generate a climate of trust, understanding, respect and promoting safe relationships that do not pose a risk to people.
- Know mediation/conflict resolution strategies that may arise due to contact between people.
- Increase people's level of awareness of disability from a positive approach.

These contributions are common to target groups. It's a common necessity.

CECD

Existence of an team, someone to ensure the functioning and support members, recieve requests and fulfill the answers so that there is no discouragement of not getting an answer.
It is a responsibility that we assume. It is necessary to have autonomy and responsibility.
I would benefit from a framing workshop.

CSS FORLÍ

Someone that inform and support me.
Training about rules and conditions of the Time Bank.
Understanding of what skill, they can offer

KSDEO EDRA AND IED

Because the concept of "racism" has been mentioned a lot, the idea was to create awareness groups so that they can get to know them better and accept them. This will promote, in addition to the fact that there is a wider and better awareness of disability issues, and the elimination of any concerns about their non-acceptance.
The terms and conditions of operation of a Time Bank service.
Categorize the skills / services they can offer.
Encouragement from professionals and their referents, until their autonomy.
Categorization of benefits that can be offered

COPAVA

Information, training and support.
They admit they do not know what skills they can contribute.
A user asks: Are there things in a TB that suit me?

Would this initiative be of interest to them? Would it contribute to its development?

AMICA

This initiative is interesting for all participants.
They believe that this initiative will contribute to:
- Develop your capabilities.
- Feeling more valued
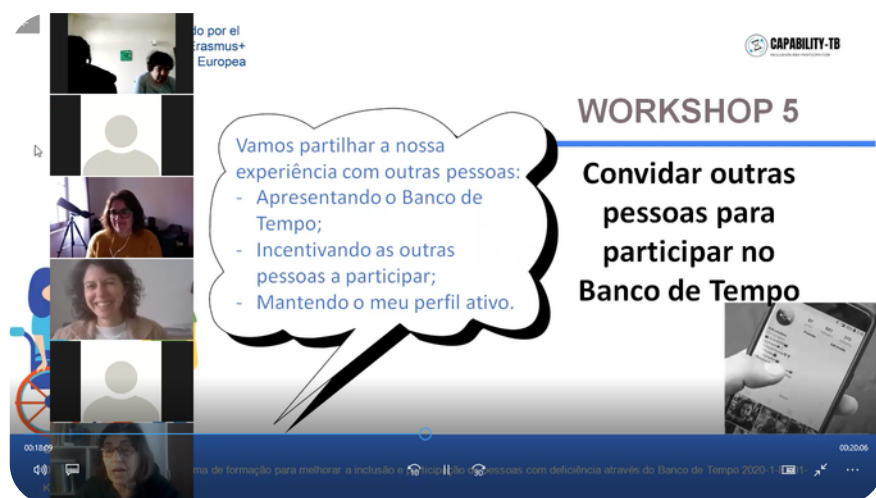- Participate in the community.
- Encourage social relations.

Participants believe that their contribution to the Time Bank will contribute to
- Their personal enrichment.
- Feel part of a group, a community.
- Develop your skills.
- Lead an active life.
- Promote your emotional well-being
- Exercise your rights
- Involve more people
- Be an active part of a project that is created together, from co-creation.

CECD

Everyone showed interest on TB. Suggestions were made such as:
- *A list of what is needed should be drawn up and people would contribute as they could.*
- *I could give time to help others.*
- *In TB, in addition to giving to help others, I would also receive.*
- *Having computers competences, I could help other people.*
- *Since I know how to talk and keep company, it is also something that can help others.*

CSS FORLÍ

Everyone would be interested in such an initiative.
It will contribute to a better understanding of their abilities and to the development of their potential.
Greater participation in a social whole.
Their involvement in the provision of services also increases the feeling of empowerment. (by providing care you receive emotional and moral satisfaction)
The result is that they come close to each other or others.

KSDEO EDRA AND IED

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The result is that they come close to each other or others.

COPAVA

From the comments from professionals and relatives, a Bank Time would be a way to participate in the community, to meet others and to go out of the near circle

IO1. CO-CREATED METHOLODOGICAL GUIDE
REPORT ON CO-CREATION SESSIONS RESULTS

Will your opportunities to participate more actively in the community improve?

AMICA

CAPABILITY-TB will give people more opportunities to actively participate in the community.
CAPABILITY-TB and the Time Banks is a resource that if used properly and understood as a collaborative and co-created project based on different profiles and taking into account the individual characteristics of the people; increase opportunities to contribute and participate in the community.

CECD

Yes, if the issue of Internet access to reach the time bank is taking cared. Although there are many people with whom we still have, above all, to communicate by phone, there are people who want talents and learn more and there it can also be remotely and electronically. Currently, there are many people who want to share their knowledge online. A face-to-face modality should also be maintained with the possibility of distance. As 3 must exist: telephone, online, face to face.

CSS FORLÍ

All of participants admitted that through this initiative could be feel more involved in the community. It allows to realize that everyone has something to do and to share.
Yes, in general, our opportunities to participate actively and to create a group improve

KSDEO EDRA AND IED

It gives people a lot of opportunities to feel more active and involved in a society.
It also gives the opportunity to realize that everyone can coexist and offer, without insisting on diversity but on accepting and adapting services to the target group we are referring to.

COPAVA

From the general comments, it can be deduced that it will

Will it improve their options to become a Time Bank member?

AMICA

This initiative is interesting for all participants.
They believe that this initiative will contribute to:
- Develop your capabilities.
- Feeling more valued
- Participate in the community.
- Encourage social relations.
- Participants would be interested in being part of a Time Bank and getting involved in CAPABILITY-TB. He understands that this project will allow acquiring strategies and skills necessary to be part of a Bank of Time, making proper use of it.

CECD

It is important to start for an TB agency in the CECD, consolidate its structure and dynamism and then leave for a structure in the community. We should go in parts, start with a consolidation basis. Think about how the time bank is going to do.

CSS FORLÍ Yes, in general.

KSDEO EDRA AND IED

They are interested in carrying out the project and becoming a member of a Time Bank, because they stated that it will help them in their autonomy, in the development of their skills, and even in the recovery of any lost skills.

COPAVA

From the general comments, it can be deduced that it will
Other ideas that came up at the meeting:
- A professional ask: Bank Times are only for individuals or also an association can participate?
- A professional ask about the age range that participate the most. The experts say that between 40-60 are more participative and young people from 18 to 25 are less interested.
- Experts say that the main services are helping people and repairs.
- Experts say that participants are mainly men.
- A professional ask about the difference between a Bank Time and a "chain of favors", and experts answer that the difference is the computation of the hours.
- The difference between a Bank Time and volunteering is that a volunteer offers his time but he does not receive anything in return. A Bank Time values the work
- Experts says that people participating in a Bank Time should be flexible, because it is not a professional activity, so the conflict management and resolution should be focused on tolerance and respect
- Experts says that it is important to keep the activity in Bank Times, so some of them require to participate in at least two exchanges per year

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Are participants interested in receiving training about these issues?

AMICA

In general, everyone would be interested in participating in a CAPABILITY-TB training course if the following conditions are met:

- Good atmosphere of collaboration and cooperation.
- Positive environment.
- Accessible for all.
- The person taking the course generates enthusiasm in the participants.
- Good structure.
- Dynamic activities, both as a group and individually.
- Learn about practices and experiences about Time Bank members.
- objective and purpose of the course can be implemented.
- Promote the understanding
- Face-to-face course to the fullest extent and whether it is online to use a simple platform

CECD

Yes, participation in a course on time banks was considered an added value, representing an opportunity to develop skills and prepare participants for practical experience.

CSS FORLÍ

All the participants showed enough interest in participating in a training course. They said that a training course is necessary to understand what to share. They asked when they can start.

KSDEO EDRA AND IED

For the most part, the participants expressed their interest in participating in the training having as main requirements to be easy to understand, friendly and happy, to motivate them to continue and wait for the next training, not to be long and tedious. As for the part of electronic applications, to be easy to operate and accessible with the greatest possibility of conciliation with other persons through a camera.

COPAVA

75% of participants in the co creation session show a great interest in receiving more information and also training about Time Banking. They seem highly motivated and keen to start exchanging time and services. The rest of participants (25%) show interest in time banking and would like to participate in training. They comment that the training is necessary to have a full and satisfactory participation in a Time Bank

Can it be interesting for them in order to develop competences to participate on a Time Bank?

AMICA
In general, they consider that it can be interesting since it can allow them to discover those aspects that they can contribute and need; discover their capabilities; share experiences and exchange opinions. In relation to relatives, they believe that they would have to do more in-depth self-analysis since they do not have so identified what they can contribute in a Time Bank and it has to be compatible with their time availability. These should be aspects to consider in the development of the training course. An approach also oriented to each of the target profiles, taking into account their specific characteristics.

CECD
Yes, as long as the schedule is adjusted and is guaranteed help to participate for those who need it.

CSS FORLÍ All the participants comment that it can be interesting in order:
- To develop new skills (especially digital skills)
- To develop new relationships;
- To discover capabilities.

KSDEO EDRA AND IED
As a first reference, they talked about the moral satisfaction that their participation can offer them, but also the recognition of their already abilities and skills or even their evolution. Also, their main need is satisfied, their socializing with other people, and their offer to other people where it will make them feel more accepted.
They also referred to the creative use of their time.

COPAVA
Most of participants think that the training could be interesting in order to develop competences, especially competences related with:
- digital skills by using Time Bank applications,
- developing interpersonal relationship,
- learning new things,
- etc.
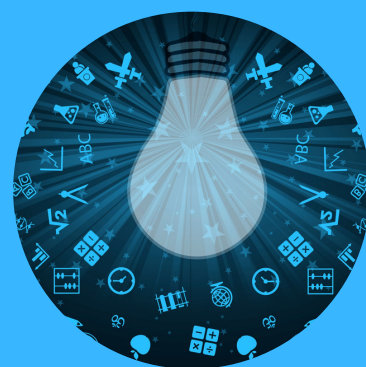
Will it improve their options to become member on a Time Bank?

AMICA

They comment that taking the course would improve the use and function of the Time Bank, since it would allow them to know how it works, what services and/or skills to offer or request, manage the platform properly, relate positively to other people.

At this point, participants reflect together on the requirements that those who participated in the CAPABILITY-TB course should have.

These basic requirements would be
- Have interest and be motivated.
- Be empathetic.
- Have initiative and be able to share skills and ideas.
- Be responsible.
- Have a good attitude.
- Show commitment and respect.
- Be honest and have good intentions.

In this regard, they also emphasize some high-value aspects reflected below:
It would be interesting if everyone could participate, without distinguishing age li
- If minors want to participate, they should do so under the supervision of the parent, support person or family member.
- It is necessary that if aid and/or adaptations are needed, this need can be addressed. It would be advisable to ask during the registration process and also when the person will be part of the Time Bank

CECD

Yes, the participants in the session felt more secure knowing that they would have the opportunity to develop their skills to participate in a time bank.

CSS FORLÍ

All of participant comment that a training improves their options to become member on a Time Bank. Through it they can discover what to do and to share, how to do it and rules and conditions.

KSDEO EDRA AND IED

They often refer to the fact of their personal development in their day-to-day life and skills, either socially or technically using a platform.
There is a general confession, once again, of the moral satisfaction and importance of the offer, where this improves the self-image and self-satisfaction side, feeling part of a community.
Also, a great basis is given to the acquaintance with other people, and as they had mentioned "to know me and to know them", "to encourage me and to encourage them", "to share expectations, opinions and experiences".
This is for everyone, as the main purpose, to have a more positive attitude towards life and to see things with their most optimistic look.

COPAVA

Almost all participants think that with a good previous training they will increase their options to become a participant in a Time Bank, in fact, they don't see themselves participating in a Time Bank without previous knowledge about how it works and how they can deploy their previously identified capabilities.
They also need to know how to deal with the needs that they could have and how the other members of the Time Bank will give the service they need.

Do they think that the workshops cover all necessary knowledges and skills necessary to boost? Will they a something?

AMICA

During the co-creation session, the trainer presented the structure of experience workshops that will be part of the course structure. In this way, the participants value that the contents of the course are very complete but propose a series of modifications:

- First, they would change the order of the workshops. The first workshop on self-knowledge would put it second and the workshop on deepening what a time bank is and the sharing economy would second. This would follow a logical order similar to that occurred during co-creation sessions which has also been a learning process for all the people who have been part of these actions.
- Secondly, put an attractive name and accessible to the workshops.

The structure is then proposed, taking into account the logical order agreed by the group as well as the incorporation of content and proposal of activities that could be incorporated into each of the workshops:

- **Thematic block 1: Time Bank and sharing economy** (In the original planning this would be the second workshop but the group proposes to place it first). It would focus on resolving these issues
  - What is the Time Bank?
  - How does it work
  - What do I want and how can I contribute interesting things?
  - What do I need from others?

For the development of this workshop, it is proposed that experts from the Time Bank collaborate in the session to work on these aspects. It would be considered as a first information workshop for anyone who wants to collaborate and who does not know what the Time Bank consists of.

- **Thematic block 2: Social inclusion, community participation and self-knowledge (Capabilities and needs).** *(In the original planning this workshop appeared first and in this case it is proposed that it be placed in second position once the course participants already have prior knowledge of what a time bank is).*

The proposed approach to the development of the workshop would be as follows:

  - Identify what capabilities I have (self-knowledge through a questionnaire, sheet or self examination). The co-creation group is put into position and produces a simple and accessible tab for all people that can serve as an example: In this first phase of identifying skills and contributions, it is proposed that people be left at home or elsewhere to reflect on the issues raised, i.e. this first sheet should be offered as a task proposal. During this period of individual reflection, some people may need help due to difficulties in identifying skills and aspects to be demanded. Therefore, each individual person should be offered support in this period to contribute to the identification of these aspects.
  - Once the identification and self-information sheet is completed, a workshop can be carried out in which people have the opportunity to share their reflections, that is, those aspects identified in relation to the skills, knowledge that they can contribute through a Time Bank and what they can request from other people.

After this sharing, each person can draw up their own plan, their roadmap How can I implement it? It's possible? Do I need anything? In this block it would also be interesting to incorporate certain contents about:

  - Knowledge of the environment, of the context.
  - Existence of Community resources that can be used to carry out the exchanges.
  - Personal and social skills needed to promote good social relationships with others with which exchanges occur.
  - How to resolve issues and/or problems that may arise.

- **Thematic Block 3: Time Bank Laboratory.**
  - In this kind of laboratory we will practice and learn how to act, how to relate, collaborate and learn what my functions are.
  - It would be interesting to test/simulate situations among group members to find both positives and difficulties.
  - Find the right space for these tests and commissioning.
  - Good results would require the experience of other time banks.

- **Thematic Block 4: Online Time Bank.**
  The contents that are suitable for this workshop would be:
  - Use the online platform
  - Create my profile
  - Offer my service
  - Request/order something I need.

AMICA

- **Thematic Block 5: Invite to others**
  The contents that are suitable for this workshop would be:
  - Share our experience with others by presenting that it is the time bank through testimonies, sharing good practices. In fact, as part of the process of developing the Capability-TB project; the first testimonies can now emerge as an engine to encourage a new group of people to participate.
  - Keep the profile on the active platform...

  With regard to the **evaluation and/or passing of the course**, the group states that in order for a person to overcome it must meet a number of requirements such as:
  - Put it into practice correctly and be able to live this experience.
  - Have a profile created and keep it active in the Time Bank.
  - Require a minimum of assistance.
  - Demonstrate that you have met the prerequisites.
  - Once the course is completed, a small test could be carried out on certain notions about what worked on the course and offer a diploma of passing the course.

CECD

Workshop 1 - Was considered useful by everyone. Think about 15 minutes for each person present herself, being 6 to 8 people in the group, estimate 90 minutes for the session. It must be given online.

Workshop 2 - All people agree with the existence of this theme. In terms of duration up to one hour. It can be online.

Workshop 3 - It is a good topic, all participants approve of its existence. As for time, there should be a time gap for demands to exist, to make the exchange of time or deliver the requested service and to collect feedbacks. Imagined as it will be an internship having experimental practice. Should be between one week to fifteen days. The regime should be mixed

Workshop 4 -If this subject requires people having the possibility to access through a computer with Internet, some people might have not a computer. Through the mobile phone, it will be easier to have access. Should be combined with previous experience of workshop 3. We should first do the Time Bank face-to-face experience and then train online through an app. First an experience that is mixed and then the online experience.

Workshop 5 - Approved by everyone. In duration they estimate one hour and in online regime

CSS FORLÍ

The workshops have been explained to the participants and they commented that it could be enough to understand and learn about Time Bank and themselves too.
They did not have to add or remove any of the topics mentioned even if it is very difficult to imagine their realization.
They asked the intervention of experts in workshops of "Time Bank – Sharing Economy" and some practical examples.
They were very happy for the workshops "Invite to others" and they would share their experience with friends.

KSDEO EDRA AND IED

They believe that the workshops cover all the needs needed to understand and enhance their skills. They did not have to add or remove any of the topics mentioned.

In each topic, however, they developed some ideas on how they could be better shaped.

On the subject of **skills-needs,** they recommended to imprint in writing so that they have a guide on how each one can individually offer others and receive any service, both individually and as a group, and then discuss them with experts how they can and if they can be implemented.
In the thematic Time Bank - Social Economy, the discussion with experts and members is proposed, where opinions and experiences can be shared.

In the theme of the **Workshop for participation in a Time Bank**, the joint cooperation of the specialists and the professionals was discussed so that some groups for strengthening the skills, socialization and simulation practices were made.

In the theme with the **electronic Time Banking platform**, the participants suggested several ideas on how they would be more attractive and accessible to management.

For example, to create their own profile individually and to upload their data but also to reshape them from time to time depending on the evolution of their skills and any change in their needs.

To add videos and manuals to the platform on a permanent basis, where they can refer at any time to watch them, to have the option of translating into foreign language videos, but also the choice of a chat or video calling application for any question that arises.

In the topic related to the **Participation and others,** in addition to maintaining and having an active presence in the profile, they also referred to its advertising, even with traditional methods such as, invitation for presentation and participation by the social services of the municipalities, commercials, notify the actions on social networks that some participants may have.

COPAVA

The workshops contents have been explained to the participants, but they do not have a clear answer to this question, because it is difficult for them to imagine how these 5 workshops will be in practice, what was clear is that they agree with the hands-on approach from WS3 onwards.

A participant says that it would add more digital activities.

Two participants with ID say that it would be interesting to promote the idea on the Internet and share it with groups of friends or relatives and invite them to participate

Two participants would like to link the training with other activities that allow them to spend time with other trainees

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How long should be the course for them to engage on it and become a trainee?

AMICA See below

CECD The participants defined between 1h and 1h30 as the ideal duration time for each workshop session, except for workshop 3, having been considered that it should be developed during 15 days.

CSS FORLÍ 80% of participants would prefer between 20 and 30 hours but short sessions.
20% of participants would prefer more hours but ever short sessions.

KSDEO EDRA AND IED They do not have to specify the specific hours at which the lessons could take place.
What they mentioned is that for each lesson it should not exceed 2-2:30, with a break, for everything that has to do with a face-to-face lesson and 1-1: 30 for the on-line.

COPAVA About 25% of participants think that it would be convenient a training between 20 and 32 hours, and, 25%, between 32 and 48 hours.
20% of participants do not know the answer.

WORKSHOP	TOPIC/SESSIONS	LENGTH	TOTAL DURATION
W1. Bank Time and sharing economy	Talk to gain knowledge about what a time bank is and learn examples of good practices	**Face to Face:** Between 2h – 02h30min hours. **Online:** Maximum 01h30min hours. (In this case it can also be distributed in sessions: • Session 1: Talk about what a Time Bank is). • Session 2: Examples of good practice	**Face-to-face option:** Maximum 2:30h **Online Option:** 2 sessions x 1:30 hours x 3 hours
W2: Social Inclusion, community participation and self-examination (capabilties and needs)	• **Session 1 of self-knownness.** (Presence or online) Capability Sheet (individual work as a task) • **Session 2 sharing of reflection (**Presence or online) • **Session 3 roadmap development** (Develop my plan) • **Session 4 Knowledge of my environment and community resources.** (Presence or online) **Session 5 Personal and social skills**. • **Session 6 Act in problematic situations** and/or incidents.	**Session 1:** · ☒ Face to Face: 2 hours · ☒ Online: 1:30 h. Home work + individual support session if needed: 4 hours **Session 2:** · Face to face: 2 hours · Online 1:30 a.m. **Session 3:** · Face to face: 2 hours · Online 1:30 hours. **Session 4:** · Face-to-face: 2 hours (more hours if we go out to the community) · Online: 1:30 hours. **Session 5:** · Face-to-face 2 hours · Online 1:30 hours. **Session 6:** · Face-to-face 2 hours · Online: 1:30 hours Between 13 -18 hours	
W3: Time Bank Lab.	• Promote practical activities and simulations (online and presencial) (center and/or community)	20 hours	20 hours
W4: Online Time Bank	• **Session 1**: Presentation and familiarization of the platform. • **Session 2:** Profile creation within the platform. • **Session 3**: Contact others to offer and/or request. • **Session 4:** Complete practice through the platform.	**Session 1:** · Face to face : 2 hours · Online: 1:30 hours **Session 2:** · Face to face 2 hours · Online: 1:30 hours. **Session 3:** 2 hours Session 4: 2 hours.	Between 6-8 hours
W5: Let's invitate to other people	• Exchange of good practices and testimonies • **Session 1:** Preparation of testimonies and good practices. • **Session 2: T**alk to share the experiences.	• **Session 1:** Face to face: 2:30 hours Online: 1:30 hours. • **Session 2:** Face to face: 2 hours Online: 1:30 hou	Between 2:30 – 4:30 hours
		TOTAL ESTIMATED TIME	**Between 35 – 55 hours**

Will it help if the training methodology is face to face or online?

AMICA Taking into account current circumstances, the course can be flexible and that each entity when implementing it adapts it to their needs. In this sense they plan to design all activities taking into account both face-to-face and online modalities so that they can develop in both ways.

Therefore, in the training program 3 methodological itineraries can be developed:
- Face-to-face course
- Online course.
- Flexible course: Combination of both working methodologies.

Some activities, at the discretion of the organizing entity, can be implemented in person complemented by others online.

CECD The preference for an online mode was unanimous, however it was foreseen the need to perform a part in person, while participating in the time bank laboratory.

CSS FORLÍ 80% of participants would prefer a combination of training methodologies: both face-to-face and online sessions.
20% would prefer a face-to-face course. They think it is better to create a group, to understand better and work together.

KSDEO EDRA AND IED Everyone would prefer a face to face learning basically, because they think it will be more attractive to them, but considering the period we are experiencing and the demands of modern society, they believe that the online should be taken into account.
In conclusion, they refer to both methods

COPAVA About 25% of participants think that it would be convenient a training between 20 and 32 hours, and, 25%, between 32 and 48 hours.
20% of participants do not know the answer.75% of participants would prefer a mixed training with both face-to-face and online sessions.
13% would prefer full face-to-face courses. One participant insists that he prefers face-to-face courses because he really wants to go out and meet people.
12% would prefer full online courses.

If doing face to face training what shall include?

AMICA

- Group dynamics
- Collaborations of experts who can participate in person or online.
- Role playing activities
- Practice and not theory.
- Concrete examples

Some of the outreach materials that are being created in the co-creation phase may be part of the training program, for example the video what co-creation is? Participants point out that there is no need to get too complicated to develop this type of training. The simpler the better.

CECD

The preference for an online mode was unanimous, however it was foreseen the need to perform a part in person, while participating in the time bank laboratoryThe face-to-face part includes participation in the time bank internship, depending on the type of tasks that each participant may have to offer in the time bank.

CSS FORLÍ

80% of participants would prefer a combination of training methodologies: both face-to-face and online sessions.
20% would prefer a face-to-face course. They think it is better to create a group, to understand better and work together.

KSDEO EDRA AND IED

- Creating teams that will promote cooperation and self-esteem through games
- Free dialogue discussions to resolve questions and exchange views
- In case of presentations, do not be long

The teams should also include members from a time bank for acquaintance and inspiration.

COPAVA

All of them think that a manual would be necessary (sheets with explanations).
All of them think that Talks with people involved in Time Banks would be also interesting.

If doing online training what shall include?

AMICA
- Participation of experts and other people.
- Concrete examples
- Clarity in exhibitions.
- Avoid monologues. (Discussions)
- Interactivity.

Some of the outreach materials that are being created in the co-creation phase may be part of the training program, for example the video what co-creation is?

CECD   All themes can be tariffed online with the exception of the time bank internship (workshop 3). It may be the case that there are people who do not have access to the computer.

CSS FORLÍ   All of the participants prefer a practical approach. If it is necessary to learn theoretical knowledge, they should be funny.

KSDEO EDRA AND IED
- Conciliation and free dialogue
- They point out that there should be no lengthy presentations here either
- More videos
- Multi-participation, as in a face-to-face training.

COPAVA   Most of them agree that video tutorials would be interesting.
All of them would like to participate in an online chat to share information, questions and experiences with the others about Time Banks.
Some participants ask if quiz activities such as 'Kahoot' could be used in the course.

Would they like have a practical course, a theoretical one or should we combine both approaches?

AMICA
The whole group agrees that for the course to be attractive it must be practical, applied to real life. If it is necessary to acquire knowledge theoretically, they should be shown in an attractive, agile and dynamic way avoiding long exposures and / or readings.

CECD
Especially a course that is accessible to all participants, in a pleasant environment, the trainers must be motivating, pleasant to deal with and attentive to the needs of the participants.
Course in which people are treated by name, a pleasant environment so that you can learn from each other.
That at the end of the training each one can explain what the Time Bank is, which exists and are able to say with what can contribute. Having a goal, for example, each person needs to invite at least one person to the Time Bank.

CSS FORLÍ
80% of participants would prefer a combination of training methodologies: both face-to-face and online sessions.
20% would prefer a face-to-face course. They think it is better to create a group, to understand better and work together.

KSDEO EDRA AND IED
Practical training is preferred because it will be more interesting and understandable to them, as they say.
As for the theory, they would prefer to refer to it in the form of a video and a simple discussion in relation to it. They do not want long presentations.

COPAVA
95% of participants think that a combination of both practical and theoretical activities would be the best option. But in fact, they would like to have the approach of getting (theoretical) knowledge by putting it into practice, so practical training is the preferred approach.

What sort of training materials do they expect?

AMICA
- Exhibition videos.
- Short, clear and accessible presentations.
- Simple training sheets.
- Material that promotes collaboration and joint construction of a plan, an idea both at the group and individual level.

CECD
Were proposed to have some tasks or activities to try during the week or out from the course moments and bring our experience to the group. All suggested ideas were approved - video, talking to experts, online meetings, and activities to do individually or in groups.
Having small leaflets to give to whom we will invite and to share with others.

CSS FORLÍ
Digital materials (tutorials, presentations, app) and physical materials (billboard, manual).

KSDEO EDRA AND IED
- ·No lengthy presentations
- Presentation videos and service presentation videos.
- Simple and understandable manuals.

COPAVA
A combination of physical materials (manual, etc.), digital materials (video tutorials, online chat…) and the use of apps in order to boost the training sessions

If they would like to participate as trainees, which will be the main problems they would have to become trainee?

AMICA
- Check that the course will not be practical.
- Make it overly theoretical.
- Lack of organization from the beginning.
- Difficult accessibility to content.
- Low participation.
- Very long sessions.
- The platform is difficult to use.
- Lack of support for the person

CECD
Have time availability. The schedule should be adequate and so that we could organize ourselves to have time available. Be held in the afternoon. Do not be too long, since it is online. At most an hour and a half, an hour and a quarter of an hour.
Ensuring access, providing support to those who do not have IT support
Everyone agrees to involve more people in the community in training.
Course schedule disseminated not in short notice, so that commitment is possible, and availability is disposal.
Have the possibility to attend asynchronous sessions. It would help to keep attention, since would be available the possibility to see again, if necessary.
If necessary, ask for help and access it.

CSS FORLÍ   All of the participants answered they need support.

KSDEO EDRA AND IED
- Difficult to use electronic platform
- Long theoretical lessons - Possible drop out
- Not to be friendly and pleasant
- No support from caregivers.
- No flexibility in time (in case there are no videos uploaded to the platform)

COPAVA
Some of the participants admit that they would need support, but, generally, they seem to be really motivated and eager to start soon.

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4.2 EXPERTS CO-CREATION SESSION

The experts interviewed so far pointed us to several potentially important aspects in developing an inclusive timebank, in particular regarding the target group of persons with intellectual disabilities or learning difficulties:

The project being aimed at developing an inclusive timebank implies that the development process itself should also be as inclusive as possible. Regarding didactic concepts and learning materials, it is thus crucial to make them as accessible for all participants as possible and to employ suitable concepts like simple language, avoiding written texts, signs indicating „go faster ", „go slower ", etc. It is also important that the trainers either have experience with the target group or are open to adapt their ways of teaching to persons with disabilities. The spirit of the self-advocacy movement that has gained traction among persons with disabilities in many countries invites steps going beyond that, e.g., by employing persons with disabilities as trainers, or rotating the chairing of sessions among the participants. In any case, for achieving a maximum level of inclusivity it is important to counteract the emergence of hierarchies both among the participants and between participants and trainers.
In a prior project aimed at developing an inclusive timebank, participants with learning difficulties were very worried about going online for fear it might not be safe, they might be contacted by evil people who use the timebank to groom them into abusive situations, etc. It may thus make sense to include a primer on how to stay safe online (and how to strike a balance between sensible safety measures and panicking) into the curriculum.

Depending on how heterogeneous the participants in the timebank are (e.g., only persons with disabilities or also without, persons with physical and/or learning disabilities, persons with different degrees of learning difficulties), the basic principle of timebanks to use time as the common denominator, and thus as a means of equalization, could turn into a means which on the contrary highlights the heterogeneity between participants: For example, participants with learning difficulties might fear that while they would like to offer a certain service, they would need more time to complete it than other participants and could thus be reluctant to offer it. This challenge could be met by making clear from the outset that the principle of every hour being equal within the timebank does not imply that every hour is expected to be equally productive or efficient, but that everyone is entitled to their own mode and speed of activity. Another possibility would be to use a point system which grants an identical number of points for a service offered regardless of the time actually used.

For persons with more pronounced learning difficulties, it may be difficult to fit their potentials into a timebank's logic of offering clearly defined and well-established services. In order to maximise the time bank's inclusivity, it is thus important to widen the concept of what may be offered and include more open formats like „spending time with…", „listening to…", „having fun together" etc., also encouraging participants to come up with their own ideas for new formats. This broadened scope can enrich the timebank for all participants.

In the prior inclusive timebank project mentioned above, the participants with learning difficulties did not have either of the two potential difficulties described above, i.e. they were not reluctant to offer a service nor were they at a loss coming up with ideas for offers they wanted to make. What did register as a potential problem was an overall imbalance between supply and demand, i.e., offers substantially exceeded needs. According to research on timebanks, it is often observed that participants in timebanks are more inclined to offer than to seek help, which on aggregate can put the viability of a timebank into jeopardy. A way of dealing with this in the course may be to stress that it is not only okay to not only offer but also make use of help, but crucial to do so for making the timebank work.

What also came about as a potential learning from the prior project is that while a non-hierarchical structure is important for inclusivity, the viability of a timebank profits from specifically assigning the role of maintaining and updating the timebank. This would be particularly important for the time after the course.

Lastly, it could also be of interest to widen the focus of the project beyond timebanks and also explore other types of exchange relevant for PwD, e.g. new forms of cohabitation where students live together with persons with disabilities at a comparatively low rent but with the obligation of a certain weekly amount of care work for their flat mates.

5. OVERALL RESULTS OF CO-CREATION SESSIONS

After each co-creation session conducted by each of the organizing entities, each participant had the opportunity to complete a form to evaluate the co-creation session.

## 5.1 Overall results of the first co-creation session.

The results obtained by the group of partners organizing the co-creation sessions, a total of 5 entities of the consortium have been as follows:

TARGET GROUP

A total of 119 people have participated in the co-creation process, despite the health alarm situation and the circumstances of each country.

The involvement of this number of people is positively valued, as it is in accordance with the indicator established at the beginning of the project.

Another positive factor is the involvement of persons with disabilities, families, support people, experts and other social actors. Stressing that the largest number represented has been that of persons with disabilities thus increasing the opportunities for participation and inclusion in this decision-making process with great impact in the other phases of the project.
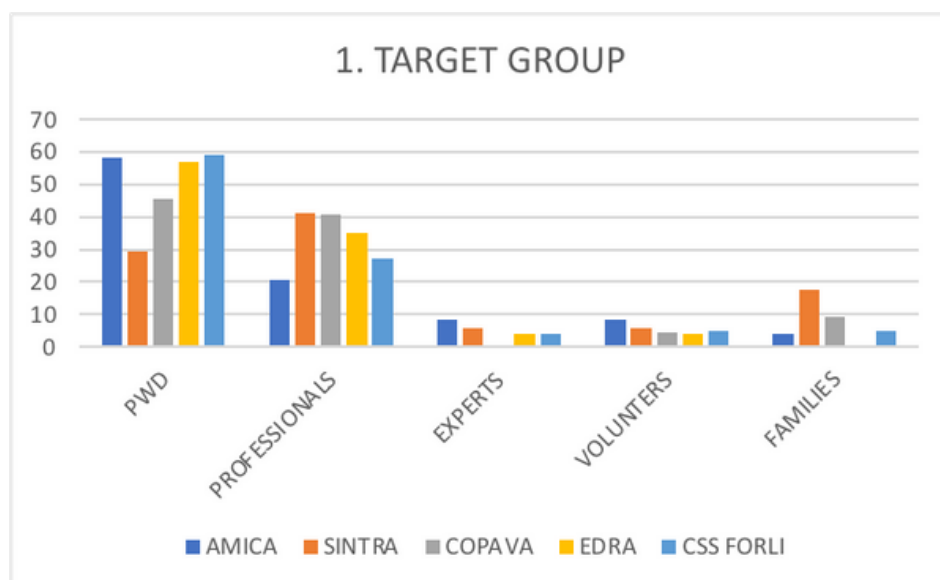
OVERALL ASSESSMENT OF THE SESSION

Most participants make a positive assessment of the meeting in all countries. However, as reflected in the comments, most people would have liked this type of meeting to be face-to-face.
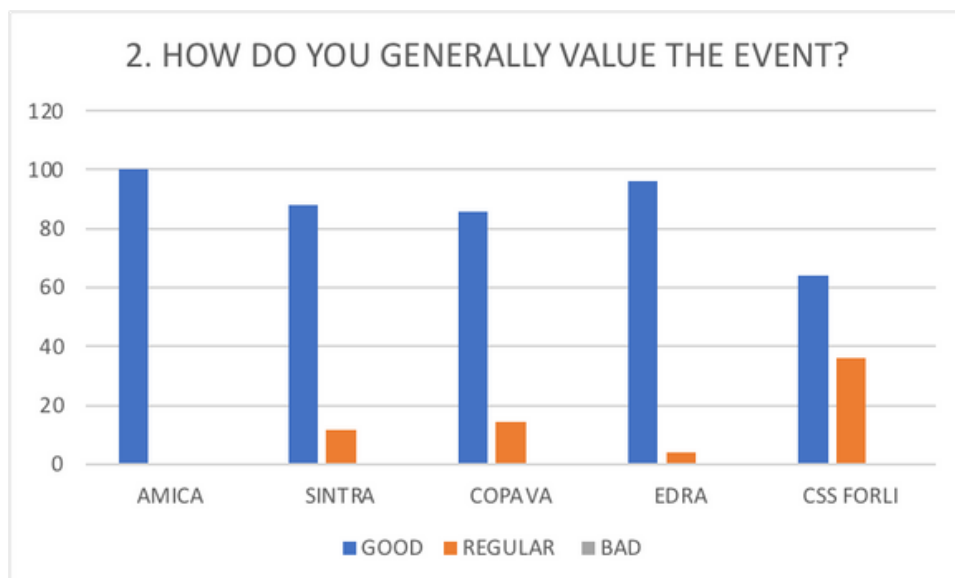

TOPICS

Most of the people participating in this first co-creation session are satisfied with the topics covered by what a time bank is, what the sharing economy is, and what CAPABILITY-TB is.

ORGANIZATION

The organizing entities have proven to be very creative in carrying out the co-creation sessions, combining different methodology and dynamics and offering the necessary supports both to promote understanding of topics, promote active participation and ensure good access to technological means. This fact has been positively valued by the participants of the sessions, as reflected in the graph.

4. HOW DO YOU RATE THE ORGANIZATION OF THE MEETING?
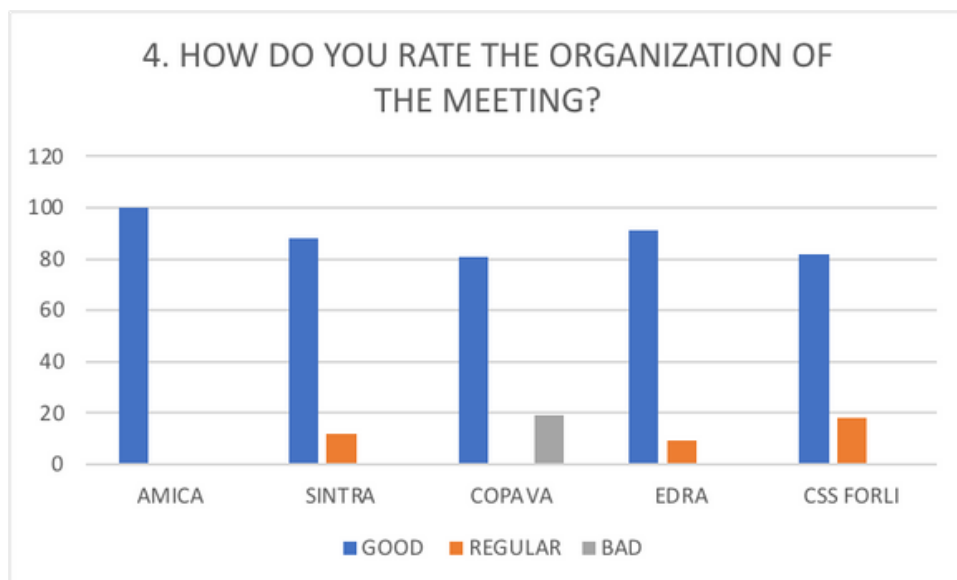
DURATION

In general, the duration of the session had been considered appropriate to discuss the proposed issue. However, in some particular case, participants refer to the more brief online sessions than if they were face-to-face since it is more difficult to maintain attention time.

5. HOW DO YOU VALUE THE DURATION OF THE MEETING
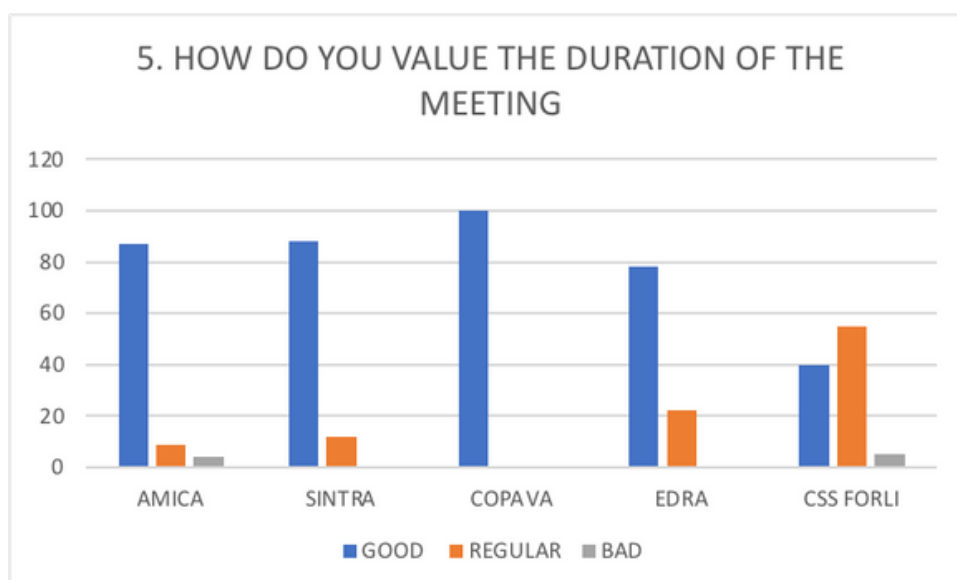
OPERATION OF THE TECHNICAL MEANS

In general, it is considered that the technical means made available to the session have worked correctly and have therefore enabled adequate communication to be established, although in some specific cases there has been some kind of impact that participants have reflected through the views of the satisfaction surveys.
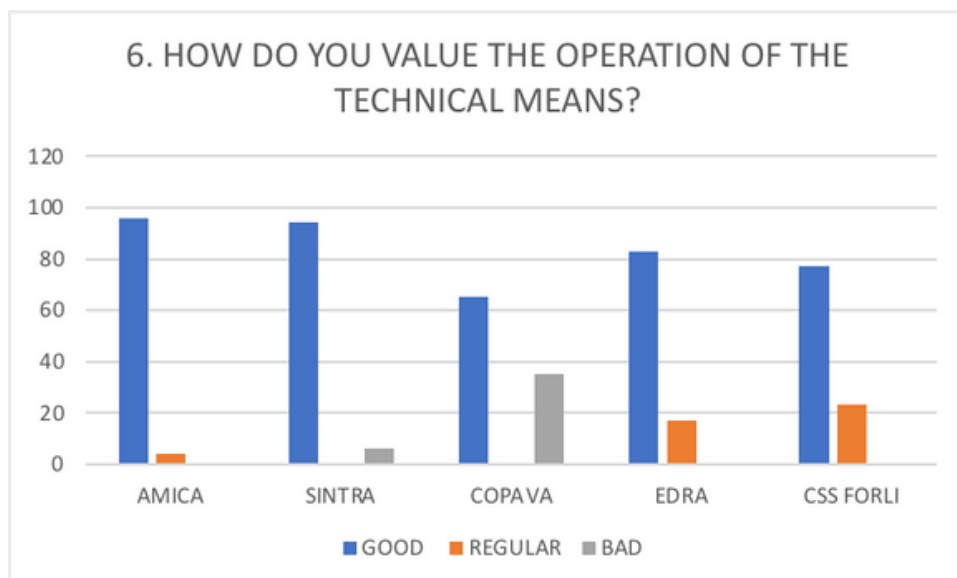
MEETING FORMAT

Generally speaking, the format of the sessions in which the face-to-face mode has been combined with the online modality has been successfully valued although the participants see this type of dynamics as the perfect excuse to create a space for social meeting and exchange from close proximity, through face-to-face sessions.
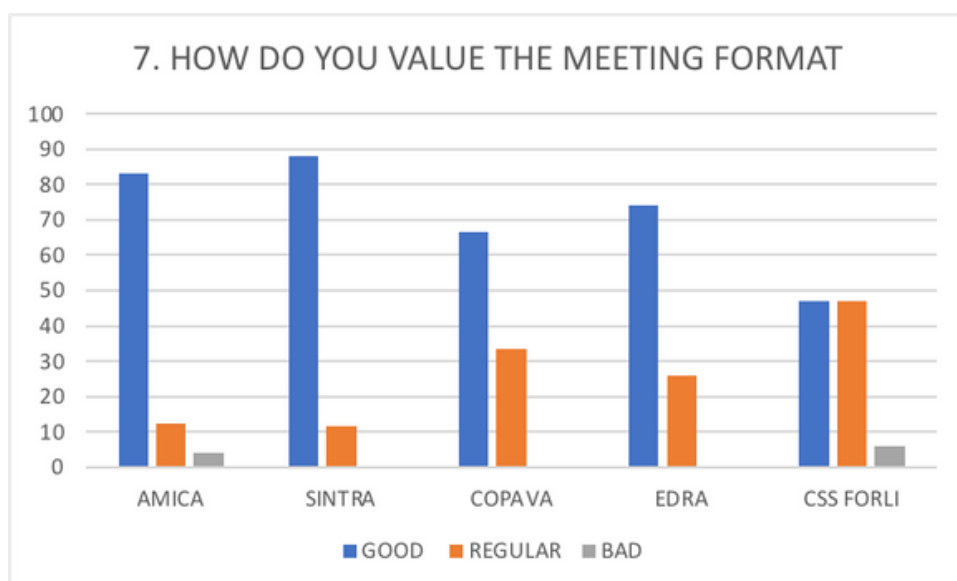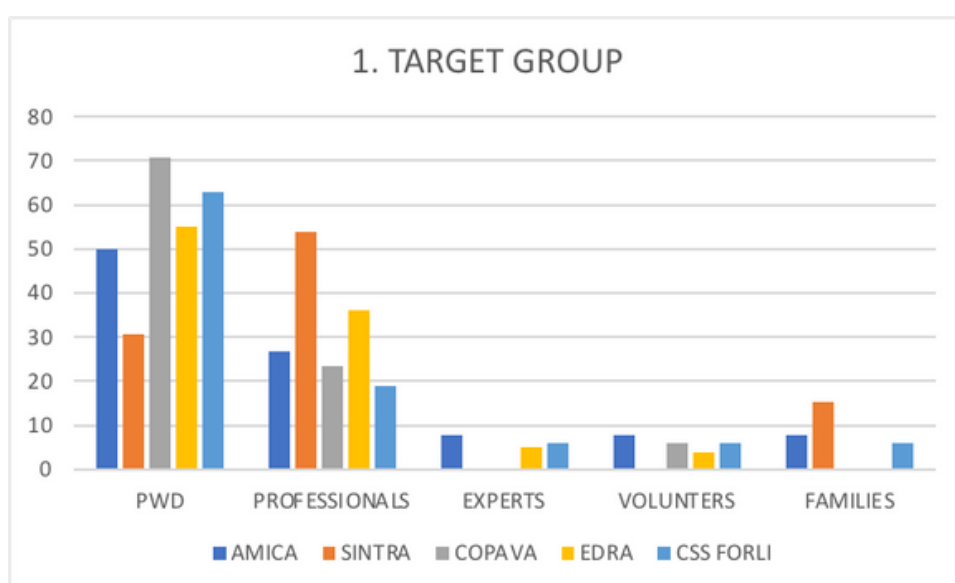
5.2 Overall results of the second co-creation session.

The results obtained in the satisfaction questionnaires for all the organizing entities in the second co-creation session are better results than those obtained in the surveys of the first co-creation session. Organizations took into account previous experience in incorporating improvements in time adjustments, technical media operation and including innovative dynamics such as Kahoot and other activities that promote collaboration and knowledge building.

TARGET GROUP

In the second session, there was representation of all target groups with the highest incidence of persons with disabilities.
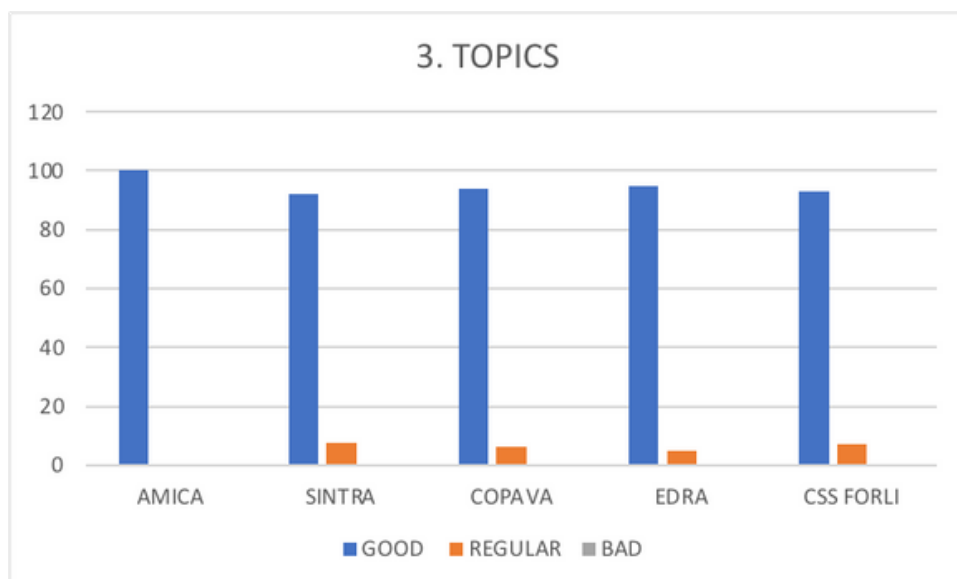

1. TARGET GROUP

OVERALL ASSESSMENT OF THE SESSION

Almost all participants have highly appreciated this second co-creation session.

2. OVERALL ASSESSMENT

TOPICS

On this occasion, there has been full agreement with the topics covered concerning the configuration of the workshops that will be part of the CAPABILITY-TB training programme.
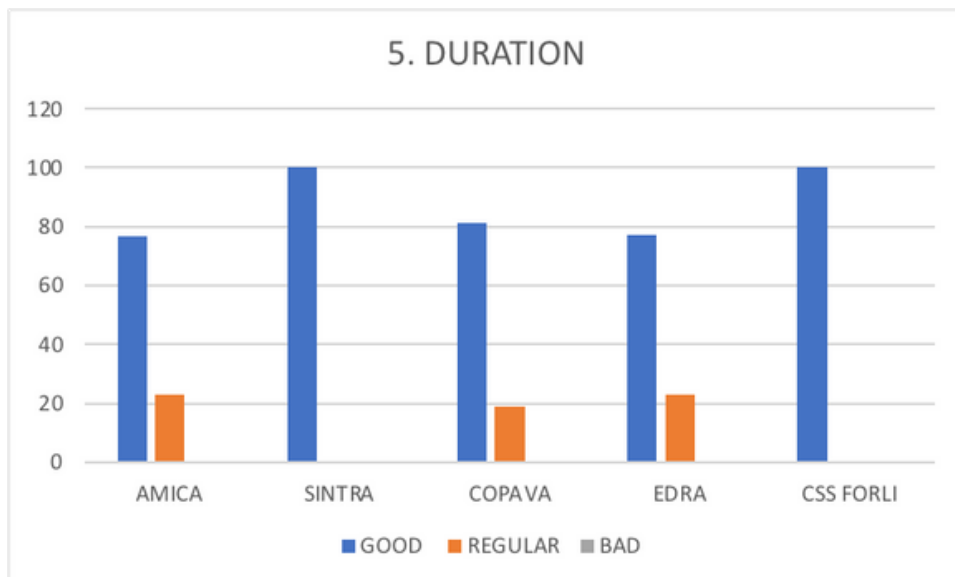

ORGANIZATION

The assessment in terms of the organization of the meeting (support provided, previous information, explanations, schedules, etc...) is very good.

DURATION

Due to the improvements made by the partners, compared to the first session, the work has been more dynamic and the times more adjusted to people's needs. This fact has been positively assessed.


OPERATION OF THE TECHNICAL MEANS

IWith regard to the first session, improvements in this aspect were also incorporated and this was reflected in the evaluations that remained favourable and satisfactory.
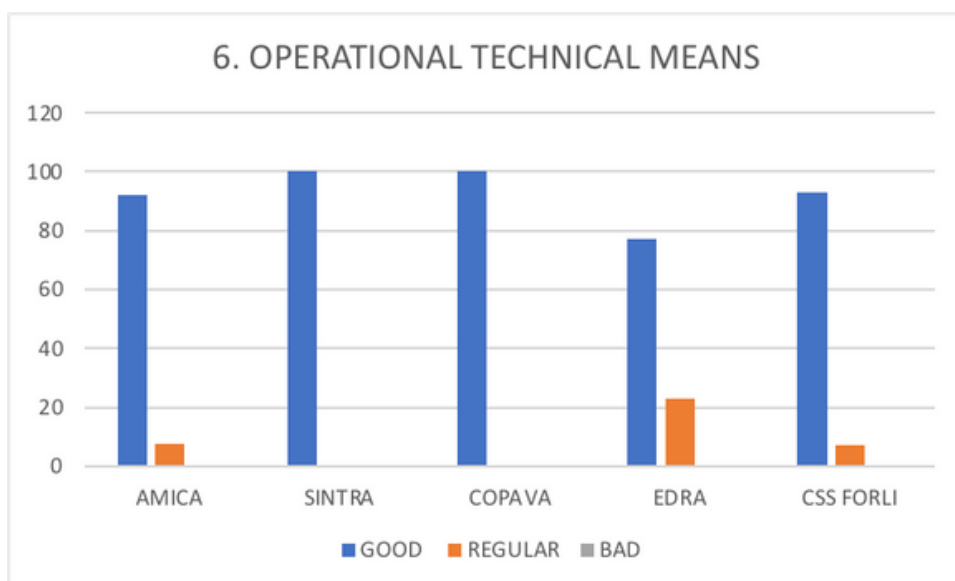
MEETING FORMAT

The assessments are positive but as reflected again in the comments, participants continue to prefer the face-to-face modality to promote social contact. They feel like relating!
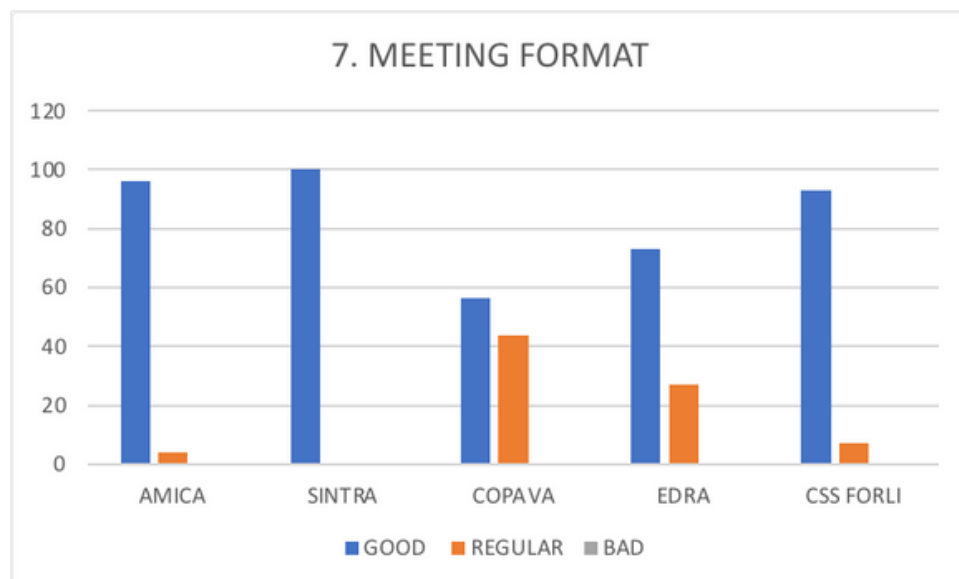
In conclusion, both in the first and second co-creation session the participants have expressed their satisfaction and satisfaction in participating in this process, feeling at ease and positively rated all the aspects mentioned above. They consider the initiative innovative and creative and these two sessions have allowed them to increase their knowledge of this modality of collaborative economy for many unknown, feeling motivated to face this challenge together with all CAPABILITY-TB entities.

6. FINAL CONSIDERATIONS

Taking into account all the contributions contained in the co-creation sessions following joint work between persons with disabilities, families, professionals, experts and other social actors, the following conclusions can be drawn:

- A time bank is an opportunity for participation and inclusion for people.
- It allows to value people's capabilities based on the idea that all people have talent and capability.
- It's an opportunity to put people's capabilities at the service of the community.
- It offers a space for social relationship and expanding the support network in the community.
- It allows us to continue to develop personally and socially, through the acquisition of new knowledge, skills and experience of new experiences.
- It contributes to an active and productive life and self-esteem.
- It can be a fun experience.

However, it is important to consider some key aspects to make the Time Bank participation experience a success. The following aspects will be key points in the development of the CAPABILITY-TB Training Program.

- It's important for everyone to understand what a time bank is and how it works.
- Support is needed to promote participation as a way to overcome people's constraints.
- It is important to promote individual reflection on those aspects that each person can contribute and/or demand in a resource bank.
- It is essential to promote people's digital competence in order to make use of the Time Bank platform where exchanges are promoted.
- Important to work relational aspects with others in order to avoid risks and possible dangers.
- Encourage the need for collaboration and cooperation.
- Organizations should continue to deepen the functioning of time banks with the aim of defining well the lines of action in relation to the management, the role of each person, the necessary resources..

Incorporating these elements into the training program will be a boost for participation since all the people involved in the co-creation sessions have shown a great level of interest in getting involved in this type of initiative. There are two elements that have been especially motivating and that will also be important to take into account in the design of the training program:

- The participation of experts in time bank and collaborative economy who have contributed to the understanding of both concepts.
- Show examples of good practices based on testimonies and motivating experiences for others.

A remarkable and common fact in co-creation sessions is that time bank experts are very interested in people with disabilities being involved in such experiences, since it is not common in this sector because regular users of the time bank have certain beliefs, stereotypes, knowledge, fears or difficulties in supporting people with disabilities according to their needs. Undoubtedly, they see **CAPABILITY-TB as an opportunity to train others to develop truly inclusive time banks based on equal opportunities.**

4 basic pillars of Capability-TB:
1. Promote a positive approach to the capabilities of people, of all people;
2. information;
3. training;
4. support tailored to each person's needs.

including elements that motivate people to participate in the training course as a basis for promoting the participation and involvement of people in the time bank: Good atmosphere of collaboration and cooperation; Positive environment; Accessible for all; The person taking the course generates enthusiasm in the participants; Good structure; Dynamic activities, both as a group and individually; Learn about practices and experiences about Time Bank members; objective and purpose of the course can be implemented; Promote the understanding; Face-to-face course to the fullest extent and whether it is online to use a simple platform

Regarding the length or duration preferred by co-creation sessions attendants, is 20 till 35 hours. Concerning the distribution between face to face and online sessions, in the design of the training sessions, the global results show that participants believe that the best option is a mixed methodology, having face to face moments to put in common concepts, share experiences and online training as well, having the necessary tools and support being assured in advance.

In current circumstances, the course must be flexible and each entity when implementing it adapts it to their needs. In this sense all activities should be planed considering both face-to-face and online modalities so that they can develop in both ways.

Therefore, in the training program 3 methodological itineraries can be developed:
- Face-to-face course
- Online course.
- Blended course: Combination of both working methodologies.

Regarding the attention that should be paid to practice and theory in the design of the training sessions, a combination of methodologies should be developed having preferably practical approaches. Concrete examples of Time Bank experiences and collaborations of experts who can participate in person or online are valuables approaches.

Regarding the possible and foreseen training materials they should be very visual and practical and useful to enhance inclusive learning spaces. The main to be used should be group dynamics; role playing activities, collaborations od experts, and real time banks supported experiences of exchange. Supports such a manual and a flyer should exist and must be very visual so they can be used by people with low literacy levels. The methodology should be applied while you do it. Hands on approach, because is not the same explaining a concept that put it into practice, materials should facilitate a hand on approach. Should be taken in consideration that among attendees there are many technological barriers, in terms of knowledge, skills and accessibility, to use ICTs.

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