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Grant Agreement 101155977

**Deliverable 2.2**  
**YEAH Co-Creation Protocol**

Version 1.0 | September 2025

Deliverable Title	YEAH Co-Creation Protocol
Brief Description	This document describes the protocol for the co-creation throughout the YEAH! Project. It constitute a general protocol and adaptation to be made at the specific sites in each of the countries involved in YEAH!.
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## Executive Summary

- **Project Overview**

The YEAH! Co-Creation Protocol establishes a systematic approach to developing context-specific content for a digital health intervention across seven European countries. The project aims to co-create curriculum for behavior coaches who will train adults, children, and adolescents to promote healthy lifestyle choices and social interactions that support youth well-being.

- **Co-Creation Structure**

**Participants:**

- **Group 1:** Children (8-10 years) in France, Netherlands, UK OR Adolescents (14-16 years) in Denmark, Belgium, Greece, Romania (6-8 participants per site)
- **Group 2:** Adults across all sites (6-10 participants) including teachers, parents, health professionals, extra-curricular educators, and YEAH researchers

**Session Framework:**

- 8 total sessions over 6 weeks
- 2 sessions with children/adolescents only
- 2 sessions with adults only
- 4 mixed sessions (combining selected participants from both groups)
- Each session lasting approximately 2 hours

- **Implementation Timeline & Sites**

**Sites:** Glasgow (UK), Grenoble (France), Groningen (Netherlands), Belgian Dutch-speaking area, Odense (Denmark), Larisa (Greece), Cluj-Napoca (Romania)

**Timeline:**

- Preparation: July 2025 - April 2026
- Co-creation delivery: February-April 2026 (Glasgow); May-June 2026 (other sites)
- Post-session evaluation and analysis: Post-June 2026

- **Co-Creation Objectives**

The process will develop content for three intervention modules:

1. **Adults Module:** Training curriculum for behavior change coaches to help adults adopt empowering interpersonal styles with youth, including web-conferencing sessions, mobile app content, and discussion forums
  2. **Peers Module:** Training materials for identified opinion leaders (YEAH! Ambassadors) to mentor peers and promote healthy behaviors through educational team games
  3. **Children/Adolescents Module:** Face-to-face team games and mobile app features designed to promote healthy behaviors through social relationships
- **Methodology & Facilitation**

**Facilitation Approach:**

- Local agencies with cultural and linguistic expertise will lead sessions
- University partners and WP2 members serve as observers and research collaborators
- Standardized methodological framework developed by Glasgow Caledonian University
- Optional AI-assisted facilitation tools in select sites (UK, Denmark, Greece)

**Evaluation Framework:** Based on the PROSECO framework, evaluation will assess:

- **Participation:** Motivation, group dynamics, attendance, facilitation quality
- **Experience:** Expectations alignment and overall experience quality
- **Impact:** Empowerment, personal change, knowledge integration
- **Delivery:** Transparency and adaptive capacity
- **Ethical Considerations & Compensation**

**Ethics:** Full ethical approval through Glasgow Caledonian University Ethics Committee with local institutional sponsorship at each site

**Informed Consent:** Age-appropriate consent processes for children, adolescents, and adults, with parental consent required for minors

**Compensation:** Approximately €50 vouchers per workshop, refreshments, travel reimbursement, and participation certificates

- **Expected Outcomes**

The co-creation process will produce culturally adapted, evidence-based content that enhances intervention acceptability, engagement, and effectiveness. Outputs will directly inform the technical development of the YEAH! digital platform and behavior coach training materials, ensuring local relevance while maintaining scientific rigor across all implementation sites.

## Abbreviations

C&D	Communication & Dissemination
CA	Consortium Agreement
COO	Coordinator
DMP	Data Management Plan
DPO	Data Protection Officer
EC	European Commission
ExCom	Executive Committee
FAIR	Findability, Accessibility, Interoperability, Reusability
GA	Grant Agreement
GDPR	General Data Protection Regulation
GeA	General Assembly
HaDEA	European Health and Digital Executive Agency
HLO	High-Level Objective
KPI	Key Performance Indicator
NDA	Non-Disclosure Agreement
NGO	Non-Governmental Organization
PM	Project Manager
PMP	Project Management Plan
PMT	Project Management Team
PO	Project Officer
RCT	Randomized Controlled Trial
RIPP	Research Integrity Promotion Plan
RPO	Research Performing Organisation
SIAB	Scientific and Industrial Advisory Board
SOP	Standard Operating Procedure
SOPs4RI	Standard Operating Procedures for Research Integrity
SpO	Specific Objectives
WCAG	Web Content Accessibility Guidelines
WP	Work Package
WPL	Work Package Leader

## 1. Introduction

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### 1.1 Background

The YEAH! project, a Horizon project that aims to co-create an innovative intervention, using behaviour coaches and digital solutions, to promote social interactions that empower children and adolescents to make lifestyle choices that benefit their health and well-being. Specifically, the project will be developing a material and a digital platform to support behaviour change coaches in training and engaging adults, children and adolescents to improve youth well-being.

### 1.2 Purpose of the deliverable

The YEAH co-creation protocol aims to co-create context-specific content for YEAH!'s intervention, specifically the curriculum for the behaviour coaches, in seven countries with local users and stakeholders, with the aim of increasing the:

- (1) acceptability of and engagement with the intervention;
- (2) impact of the intervention on the identified targets (i.e., individual and interpersonal determinants of health behaviours in children and adolescents), and
- (3) impact of the intervention on the health behaviours and health indices considered in this project.

The purpose of the protocol is to have an evidence based and systematic approach to co-creating context aware curriculum in each country while maintaining the same methodology, governance and rigour in implementation.

## 2. Co-creation

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### 2.1 Definition

In YEAH!, co-creation will be defined as a collaborative process where individuals or groups work together to understand a problem and develop solutions, whether in the form of tools, products, or ideas. Collaborators typically include stakeholders with a vested interest in the issue or its resolution. This approach encompasses the entire research process, from

problem identification and analysis to the design, implementation, evaluation, and refinement of initiatives (Longworth et al., 2024; Agnello et al., 2024; Vargas et al., 2022). We aim to plan, implement, and evaluate the intervention accordingly.

## 2.2 Aims and objectives

In order to follow a systematic approach, we defined the aims and objectives of the current study in the frame of the PRODUCES model (Leask et al., 2019): Using evidence-based co-creation, the logic model of change, and empowerment theory (Design), we aim to develop (Objective), and test (Evaluation) a digital intervention to support behaviour coaches in training adults, children and adolescents (Co-creators) to improve youth healthy behaviors and well-being (Problem) of children and adolescents aged between 8-10 and 14-16 years old (End-users).

Based on the cascade model proposed by Leask and colleagues (2019) and on recommendations by de Boer, Longworth, Delfmann et al. (2025), we aim to adapt the co-creation process and related intervention to 7 European countries and related intervention areas. The co-adaptation phase of the co-creation process plan will be undertaken with local stakeholders to ensure the co-creation process is feasible and relevant to the specific context.

We aim to conduct both the effect evaluation (effect of co-created intervention on health behaviours, mental, social, and physical health, in children (8-10y) and adolescents (14-16y), through WP5-7, and as well as a process evaluation of (a) the co-creation process (WP2), and (b) how the intervention is perceived (WP8).

## 3. Co-creation overview

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### 3.1 Groups composition



**Figure 1: The co-creators group composition**

Following the RCT structure and focus on target groups, each country will engage with a specific target group (children or adolescents).

### Group 1: Children (6 to 8 kids) /Adolescents (6 to 8 adolescents)

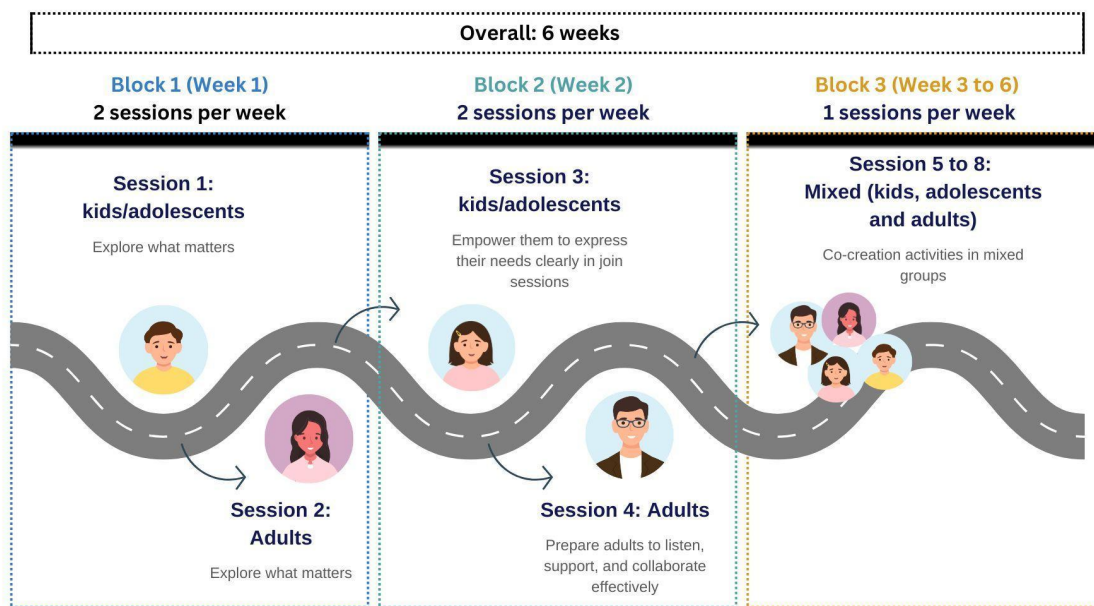
- **1.a:** children (8-10 years); Countries: France, Netherlands, UK
- **1.b:** adolescents (14-16 years); Denmark, Belgium, Greece, Romania

### Group 2: Adults (6 to 10) – all sites

- Teachers
- Parents
- Health professionals (e.g. GPs, school nurses, in-school counsellors)
- Extra-curricular educators (e.g. youth workers, scouts)
- YEAH co-creation researchers

The adult groups' stakeholders will be identified through stakeholder mapping conducted by each partner – see section stakeholders' mapping.

### 3.2 Sessions structure



**Figure 2: The co-creators' session structure**

The iterative process with feedback loops between child and adult group sessions will be conducted in total of 8 sessions over 6 weeks. **While the co-creation format may be adapted according to local contexts, in discussion with local actors** (i.e., the facilitation agency and related institutions), all sessions will follow a common methodological framework developed by GCU. This includes guidance on session aims and objectives, facilitation methods, and evaluation tools.

#### **Total sessions: 8**

- 2 sessions with children

Session 1: Understand what children want

Session 2: Empower them to express this in the mixed session

- 2 sessions with adults

Session 1: Identify the needs of both children and adults

Session 2: Prepare adults to listen and engage appropriately

- 4 mixed sessions (4 children and 3 adults)

This will involve a selection of adults and kids from the first 4 sessions.

#### **Other notes**

- Aim for gender balance and slightly more children than adults
- Branded materials and use of creative tools:
  - E.g. T-shirts, tote bags – these will be developed in due time
  - Printed cards and materials for the interactive sessions – these will be developed in due time

### 3.3 Co-creation sites

Country	Facilitation agency	Co-creation sites	Period
UK	Health CASCADE	Glasgow	February - April 2026
FR	VIF	Grenoble Metropolis	May - June 2026
NL	WAAG	Groningen	May - June 2026
DK	Health CASCADE	Odense	May - June 2026
BL	WAAG	Dutch-speaking TBC	May - June 2026
GR	iED	Larissa	May - June 2026
RM	Fundația Inocenți	Cluj-Napoca City	May - June 2026

**Figure 3: The co-creation sites**

The co-creation process will be facilitated by various organisations across seven countries, each with designated venues and timelines. In the UK, Glasgow Caledonian University (GCU) will lead facilitation at a site in Glasgow between February and April 2026. In France, the facilitation will be conducted by Vivons en Forme in the Grenoble, running from May - June 2026. WAAG will coordinate activities in Groningen, in the Netherlands, and in Belgium in a Dutch-speaking area, to be yet identified. Health CASCADE will manage the co-creation in Denmark's site in Odense and in Greece, the co-creation will take place in Larisa by iED. In Romania, activities will be centred in Cluj-Napoca City with facilitation Fundatia Inocenti. All sites except the UK will carry out their co-creation sessions between May - June 2026.

## 4. Co-creation timeline

**Table 1: Timeline for 5 sites**

Activity	Timeline
Adapting the co-creation protocol to local context	July – October 2025
Co-creator recruitment	Nov 2025 – Mar 2026
Facilitator training & materials' translation check	Feb – Apr 2026
Collect informed consents	April 2026
Co-creation	May – June 2026
Evaluation support	Post-June 2026

**Table 2: Timeline for Glasgow site**

Activity	Timeline
Co-creator recruitment – Glasgow	Sep – Dec 2025
Collect informed consent – Glasgow	Jan 2026
Co-creation in Glasgow	Feb – Apr 2026

## 5. Co-creation profiles

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This section outlines the co-creators' profiles involved during the co-creation, target number of participants and outlines how they will be identified and recruited.

### **Children and adolescents:**

Children aged between 8 and 10 years old and adolescents aged between 14 and 16 years old at the start of the study will be recruited for the co-creation sessions.

**Target:** 6 to 8 children, and 6 to 8 adolescents

**Important note:** Participation in the sessions will still however depend on whether the parents' informed consent have been collected for all. Before students are able to participate in the study, informed consents need to be signed by the students themselves and one parent or guardian. This can be collected in paper, through distributed informed consent, collected and received by facilitators and signed by the children's parents.

The children and adolescents should be available for the full co-creation process, except in cases where unforeseen professional or personal circumstances prevent participation. In this case, the team will aim to recruit another child/adolescent.

### **Teachers**

Teachers who work with children (8–10y) and/or adolescents (14–16y) will be recruited to participate in co-creation sessions. This includes primary school teachers and secondary school subject teachers. Teachers are not necessarily teachers of the children involved. Preference will be given to the involvement of teachers who are not the children's teachers.

**Target:** 2/3

Participation will depend on each teacher's informed consent and the ability to attend the full co-creation process.

### **Parents**

Parents or guardians of children (8–10y) and/or adolescents (14–16y) will be recruited to participate in co-creation sessions. This includes mothers, fathers, or primary caregivers,

regardless of whether their own child is participating in the sessions. Preference will be given to the involvement of parents who are not the caregivers of the participating children.

**Target: 2/3**

Parents are not necessarily parents of the children involved. Preference will be given to the involvement of parents who are not the children's parents.

**Health professionals:**

Health professionals who work directly or indirectly with children (8–10y) and adolescents (14–16y) will be recruited to participate in co-creation sessions. This includes professionals such as school nurses, paediatricians, psychologists, general practitioners, mental health practitioners, or public health workers involved in youth health promotion, prevention, or care. Health professionals are not necessarily health professionals linked to the children involved. Preference will be given to the involvement of health professionals who are not involved with the children engaged.

**Target: 1/2**

Participants will be selected to ensure a diversity of perspectives in terms of professional background, years of experience, and the populations they serve (e.g., vulnerable or under-resourced communities). Professionals who are currently involved in services or initiatives related to mental well-being, physical activity, or digital health will be prioritised.

Health professionals will be identified through a stakeholder mapping exercise conducted by the local team, following a set of instructions that will be provided by GCU in due time.

Participation will depend on each professional's informed consent, and on the availability of time or institutional approval (if required) to engage in the sessions. Selected professionals should be available for the full co-creation process, except in cases where unforeseen professional or personal circumstances prevent participation.

**Extra-curricular educators:**

Extra-curricular educators who work with children (8–10y) and/or adolescents (14–16y) outside of formal classroom settings will be recruited to participate in co-creation sessions. This may include, for instance, youth workers, sports coaches, arts or music facilitators, after-school programme staff, or educators involved in community-based health or well-being initiatives.

**Target:** 1/2

Extra-curricular educators will be identified through a stakeholder mapping exercise conducted by each project partner, following standardised guidance that will be provided by GCU in due time.

Participation will depend on informed consent and availability to attend the full co-creation process, except in cases where unforeseen personal or professional circumstances prevent participation.

**Researchers:**

Researchers involved in the YEAH! project will participate in co-creation sessions. This includes both core YEAH! researchers and, where appropriate, additional researchers with specific expertise relevant to the topic areas (e.g., behaviour change, digital health, sleep, youth engagement), if such expertise is required to support the process.

**Target:** YEAH researchers (with optional inclusion of additional experts as needed).

Researchers will contribute by providing theoretical, methodological, and practical input throughout the co-creation process. Their role may include supporting the development of content, ensuring scientific rigour, and aligning intervention features with existing evidence and results from WPI.

## 6. Co-creators' recruitment

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Facilitation agencies will lead on the co-creators' recruitment, with support by the local University and WP2 members. Co-creation recruitment is supposed to run between November 2025 and March 2026 so that informed consents can be collected in April 2026 and the co-creation process is ready to start in May 2026. Recruitment will focus on engaging a balanced mix of children, adolescents, and adult stakeholders, depending on the country-specific target group. Each site will aim to recruit 6–8 children or adolescents and 6–10 adults, including parents, teachers, health professionals, and youth workers. Recruitment strategies may include outreach through schools, community organisations, and local networks and will vary according to each site's location and context.

### 6.1 Stakeholders'

### mapping

As part of the preparatory phase for the co-creation process, each country team is asked to complete a short stakeholder mapping exercise (see Annexe 1). This task will be sent by GCU to the local team in due time.

The stakeholders mapping aims to identify 6-10 relevant stakeholders, such as teachers, parents, health professionals, and extra-curricular educators, who may inform or actively participate in the co-creation sessions.

## 7. Co-creation branding and communications materials

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To support participant engagement and create a sense of shared identity, co-creation sessions may include branded welcome packs. These could feature practical and welcoming items such as tote bags, notebooks, pens, or water bottles, co-branded with the project logo and visual identity. The exact contents and design of the welcome packs will be adapted to each site in collaboration with facilitation agencies, ensuring they are age-appropriate, culturally relevant, and aligned with sustainability values wherever possible. Branding materials will be developed in collaboration with the YEAH's Communications WP representatives and WP2.

### Branding materials:

- Tote bags;
- Notebooks;
- Pens;
- Water bottles;
- T-shirts for adolescents, children and facilitators for mixed sessions.

### Communications materials:

#### Recruitment:

- Project information leaflet for children, adolescents and adults (A4 and tri-fold brochure format);

#### For co-creation sessions:

- To be defined according to the methods selected.

**Evaluation:**

- Format baseline questionnaire, after sessions surveys and final survey in a visually pleasing format for kids, adolescents and adults.

## 8. Compensation

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Participants in the co-creation sessions may receive vouchers (e.g. €50 per workshop – precise amount to be discussed and adapted to each site) as a form of recognition for their time and contributions. These may include widely usable options such as supermarket vouchers, bookshop vouchers, cinema vouchers, or other types of gift cards. The specific form of compensation will depend on each site and will be discussed during the local adaptation of the co-creation process to ensure relevance.

In addition, refreshments may be provided during sessions, such as lunch for daytime workshops or light snacks for evening meetings. Travel costs may also be reimbursed to help reduce participation barriers. Participants may request certificates of participation and may be acknowledged in project outputs, such as reports or publications, where appropriate. They will also be offered the opportunity to take part in the implementation of the subsequent randomised controlled trial (RCT), should they wish to remain involved.

## 9. What will be co-created

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WP2 is not to co-create the UX of the platform, the videoconferencing, or data collection mechanism (what the platform looks like and how the interaction with adults or peers is) but rather to **co-create the content of the coaches' training and the material the coaches will discuss/deliver with adults and peer leaders.**

Specifically, YEAH! intervention will include a module targeting **peers**, a module targeting **adults**, and a module targeting **children (8-10 y) and adolescents (14-16 y)**, for **12 weeks** (the exact duration will be set following evidence-based co-creation).

**In the adults' module:**

- Adults will follow **training sessions** through web-conferencing **with behaviour change coaches**, aimed at training them to adopt an empowering interpersonal style with children and adolescents and develop their psychosocial skills.

- A **mobile app and website** will be developed to complement these activities, including:
  - o a discussion forum with other parents, healthcare professionals, teachers, and educators (adults' interface), or adolescents (adolescents' interface)
  - o a chat module with behaviour change coaches, scientific information on risk factors.
- **A secure module to access children and adolescents' health behaviours data** will be provided to them, to their parents, and to the behaviour change coaches, allowing the latter to personalise parents' training content to their children and adolescents' individual needs.

**In the peers' module:**

- **Opinion leaders** (called YEAH! Ambassadors) within each class will be identified based on social network analysis, a tool designed to reveal quantitative and qualitative connections between social actors (e.g., pupils in a classroom). This task is based on a questionnaire that will be developed by the consortium (UBB / UGA / UHEI). Questionnaire administration will be done either by behavior change coaches or by the PhD students in charge of the measurements.
- They will attend **training sessions delivered by behaviour change coaches**, aimed at empowering them to adopt healthy lifestyles and to act as role models and mentors for their peers. These project ambassadors will play a driving role in encouraging their class peers to participate in the **educational team games** proposed in the programme.

**In the children and adolescents' module:**

- Face-to-face **team games** will be proposed during the programme to educate them to adopt healthy behaviors in a playful way.
- Adolescents will also be provided with a **mobile app** aimed at promoting healthy behaviors through social relationships (e.g., outing planning, social media around health behavior's topics).

**Table 1. Basis for intervention development (final content will be determined following evidence-based co-creation)**

		Children and adolescents	Adults (teachers, parents) and peer leaders
What?	Objectives	<ul style="list-style-type: none"> <li>. Create engagement</li> <li>. Promote social support</li> <li>. Prevent stigma biases</li> <li>. Make the behaviors enjoyable</li> <li>. Build confidence</li> <li>. Monitor own behaviors</li> <li>. Increase health and digital literacy</li> <li>. Provide info about health consequences</li> <li>. Repeat actions</li> </ul>	<p><b>Adults:</b></p> <ul style="list-style-type: none"> <li>. Adopt an empowering style</li> <li>. Develop psychosocial skills</li> <li>. Increase health and digital literacy</li> <li>. Prevent stigma biases</li> </ul> <p><b>Peer leaders:</b></p> <ul style="list-style-type: none"> <li>. Learn peer mentoring techniques</li> <li>. Develop psychosocial skills</li> <li>. Increase health and digital literacy</li> <li>. Prevent stigma biases</li> </ul>

	<b>Activities</b>	<p><b>Children and adolescents:</b></p> <p>Team games promoting healthy behaviors, for example:</p> <ul style="list-style-type: none"> <li>- treasure hunt (e.g., geocaching)</li> <li>- mobility challenge</li> <li>- educational team games</li> <li>- music listening and music creation to disseminate health messages</li> </ul> <p><b>Adolescents:</b></p> <p>Social media challenges (e.g., share one health promotion photo per day)</p>	<p><b>Adults and peer leaders:</b></p> <p>Training programme with behaviour change coach including:</p> <ul style="list-style-type: none"> <li>- Scientific knowledge on empowerment (or peer mentoring) and stigma</li> <li>- Scenario analysis based on empowerment (or peer mentoring) and stigma theories</li> <li>- Conception of empowering (or peer mentoring) strategies (e.g., autonomy-supportive style, cooperative learning, positive self-evaluation, stigma reduction)</li> <li>- Daily-life and role-playing experimentation of strategies</li> </ul> <p><b>Adults:</b></p> <ul style="list-style-type: none"> <li>- Discussion forum with other participating adults</li> <li>- Information / tips on health and how to adopt an empowering style with children and adolescents</li> <li>- Guidelines / kit on health and how to adopt an empowering style[cs4]</li> </ul>
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	<p><b>Tailoring</b></p>	<p>Activities adapted to each local context and age group based on the co-creation process</p>	<p><b>Adults:</b></p> <p>Training programme personalised to each child and adolescent based on their health behaviors data.</p> <p><b>Peer leaders:</b></p> <p>Identification of peer leaders in each class based on social network data.</p> <p>Note that this will be developed based on existing data - We can co-create the tailoring mechanism based on some behaviour typology/archetypes.</p>
<p><b>How?</b></p>	<p><b>Mode of delivery</b></p>	<p><b>Children and adolescents:</b></p> <p>Team games delivered face-to-face by adults (e.g., teachers, extra-curricular educators) and peer leaders at school, home-school travel, green parks.</p> <p><b>Adolescents:</b></p> <p>App and website for:</p> <ul style="list-style-type: none"> <li>- game planification</li> <li>- social media</li> </ul>	<p><b>Adults and peer leaders:</b></p> <p>Training sessions delivered either face-to-face (e.g., teachers' continuing education) or through videoconferencing.</p> <p><b>Adults:</b></p> <p>App and website for:</p> <ul style="list-style-type: none"> <li>- videoconferencing</li> <li>- chat with behaviour change coach</li> <li>- discussion forum</li> </ul>

			<ul style="list-style-type: none"> <li>- information / tips</li> <li>- privacy-preserving and secure access to children and adolescents' health behaviors' data</li> </ul>
<b>Who?</b>	<b>Providers</b>	<ul style="list-style-type: none"> <li>. Adults (e.g., teachers, extra-curricular educators)</li> <li>. Peer leaders</li> </ul>	Behavior change coach
<b>How much?</b>	<b>Dose</b>	2 hours	
	<b>Frequency</b>	3-4 sessions	
	<b>Duration</b>	12 weeks	
<b>When?</b>		<p>Timing of activities determined following the cocreation process (e.g., during classes, recess, extra-curricular time)</p>	<p>Training programme includes training sessions and daily-life implementation of the programme between the sessions</p>

## 10. Co-creation's facilitation

The process will be facilitated by a local agency with knowledge of the language and context. The YEAH! WP2 research team will attend as observers, for support, as note takers supplemented by AI technology developed by the Health Cascade project, for workshop transcription and synthesis, question, and answer service to ensure the integrity of the process and guide its dynamic tailoring (adjusting workshops depending on outcome of previous work) as the teams advance through the workshops.

Agreements, including a list of tasks for the facilitation (see below), will be signed with each facilitation agency.

### Facilitation agencies

List of requirements for recruitment:

- ability to recruit stakeholders in a given city (list to be determined): pupils, teachers, after-school care staff, parents (list to be specified)
- ability to facilitate co-creation workshops
- willingness to follow scrupulously the process that will be communicated to them and to which they will have to be trained (2-3 days)

#### 10.1 Facilitation agencies for each site

Facilitation of the co-creation sessions will be led by local partner institutions in each participating country.

- **Scotland** – Health CASCADE
- **Denmark** – Health CASCADE
- **France** – VIF
- **Romania** – Fundația Inocenți or Appeal - to be confirmed
- **Greece** – Institute of Entrepreneurship Development (iED) - to be confirmed
- **Belgium** – Waag Future Lab
- **The Netherlands** – Waag Future Lab

## **11.Responsibilities – local universities, agency and WP2**

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### **11.1Facilitation’s agency responsibilities**

#### **11.2 Workshops**

- Facilitate 8 workshops (2 hrs each)
- Attending 2 days pre co-creation training by GCU
- Briefing & debriefing after each co-creation session
- Adaptation (a series of hours before recruitment starts dedicated to adapting and discussing methods, venues and logistics planned by GCU but to be adapted to the local site)
- Materials translation check (a set of hours dedicated to ensure translation provided by GCU is accurate)

#### **11.3 Workshop prep**

- Ensure communications material is available – e.g. name badges, welcome packs (all communications materials will be prepared by GCU)
- Familiarise with agendas and session flow, and rehearse with co-facilitators.

#### **11.4 Recruitment of co-creators and establishing local co-creation lab**

- Coordinate recruitment
- Outreach to participants (emails, phone calls, flyers) – communications material will be provided by GCU
- Send reminders & updates to participants

#### **11.5 Project administration**

- Liaise with central research team at GCU
- Manage timeline and logistics

#### **11.6 Evaluation**

- Facilitation agencies will administer evaluation materials (e.g. questionnaires, surveys and collect co-creators information).
- Submit structured reflections per session (all evaluation materials and instructions for evaluation will be prepared by GCU).

- Schedule and conduct evaluation interviews (potentially around 5 to 8 interviews - this will be highly supported by GCU as it will be following a structured evaluation questionnaire, but we might need to involve the facilitation in conducting the interviews in the local language).

### 11.7 Local Universities' responsibilities

- Support the recruitment of the school/venue and co-creators, working jointly with the facilitation agency.
- Attend co-creation sessions as active observers and research collaborators (not facilitators).
- Collaborate with WP2 to ensure that input collected during sessions is organised and presented in a way that supports the development of the final intervention. WP2 will support input collection by preparing and presenting the methodology to the research team.
- Translation intermediary in any interview/focus group.

### 11.8 WP2 responsibilities

- Draft the central protocol;
- WP management, ensuring timeline and deliverables are submitted and respected;
- Identify, select and recruit facilitation agencies and set up agreements;
- Monitor progress, ensure deliverables are met, and provide troubleshooting support across all sites;
- Guide the adaptation of the process to local context, involving local Universities and facilitation agencies;
- Provide all core workshop materials, communications content, evaluation tools, and facilitation guides.
- Lead training sessions for facilitators and researchers to ensure alignment and capacity for co-creation delivery.
- Follow the co-creation sites progression to ensure smooth execution of the co-creation.

## 12. Co-creation sessions objectives

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Taking into account the co-creation objectives and product, the co-creation process aims and objectives are summarised in Table 1 (sessions kids and adolescents), 2 (sessions with teachers and parents) and 3 (health professionals and extra-curricular educators) and described in more detail below.

**Table 1: co-creation sessions aims**

<b>Aims per session</b>							
<b>Session 1: Needs assessment (kids and adolescents )</b>	<b>Session 3: Needs assessment (adults)</b>	<b>Session 2: Relationship building (kids and adolescents )</b>	<b>Session 4: Relationship building (adults)</b>	<b>Session 5: First Exchange (mixed)</b>	<b>Session 6: Sharing ideas (mixed)</b>	<b>Session 7: Developing and Refining (mixed)</b>	<b>Session 8: Finalizing &amp; Reflecting together (mixed)</b>
Knowledge sharing and upskilling the cocreators about results, evidence and theory (WPI).	Knowledge sharing and upskilling the cocreators about results, evidence and theory (WPI).	To understand what matters most to the children in relation to the topic, their needs, concerns, ideas, and everyday experiences.	To understand what matters most to the children in relation to the topic, their needs, concerns, ideas, and everyday experiences.	Build trust and mutual understanding between children and adults.	To develop early ideas and solutions together, drawing on the perspectives and contributions of both children and adults.	Shaping and refining ideas.	To agree on shared outcomes or prototypes.
To understand what matters most to the children in relation to the topic, their needs, concerns, ideas, and	To understand what matters most to the children in relation to the topic, their needs, concerns, ideas, and	To help children reflect on their ideas from the first session and develop the confidence, language, and tools to	To prepare adults to listen openly to children's ideas, reflect on power dynamics, and build the mindset and practical	Developing early ideas and solutions together, drawing on the perspectives and contributions of both	Prioritizing most promising ideas	Agreeing on shared outcomes.	Reflect on the joint process, and celebrate the contributions of both children and adults.

everyday experiences.	everyday experiences.	express these clearly in the upcoming mixed sessions.	skills for respectful and productive intergenerational dialogue.	children and adults.			
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**At the start:**

**The process will start with knowledge sharing and upskilling the co-creators about the:**

- Evidence: Synthesis about determinants of health behaviour and about intervention features (WPI).
- Theories and tools guiding the development of behaviour change intervention (Behaviour change wheel) and social marketing (CBE).

## 13. Co-creation methods

The co-creation methods section will be developed once the structure, composition, flow, and objectives of the sessions are approved. Agendas and facilitation guidance for the co-creation sessions will be drafted in due course and included as annexes. This section will be adapted in collaboration between each facilitation agency and the university responsible for the corresponding co-creation site.

### 13.1

**Experimental study on the use of AI-supported tools**

Potentially, subject the interest and alignment with GCU PhD candidate’s interest and research plan, we will conduct an experimental study investigating whether AI-assisted tools, such as real-time summarisation, idea clustering, and visual synthesis, could improve the quality, inclusivity, and participant satisfaction in intergenerational co-creation sessions. The use of the HEALTH Cascade developed AI-assisted tool for co-creation, cocreatewithai, will be used.

A randomised design will be used with two groups: one facilitated using traditional methods (e.g. sticky notes, flipcharts, manual synthesis), and the other using AI-supported facilitation (e.g. AI-generated clusters, visual summaries, or suggestion prompts). Currently, the co-creation groups identified to work with AI support are the sites in UK, Denmark and Greece.

The study will test three hypotheses. First, that AI-assisted sessions would produce more diverse and refined ideas, as measured through independent coding of outputs. Second, that participants, particularly children, would report higher levels of perceived inclusion and confidence in contributing. Third, that facilitators would experience reduced cognitive load and report improved synthesis quality when using AI tools.

## 14. Ethical considerations

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As co-creation involves a diverse range of individuals, including children, adolescents, teachers, parents, health professionals, and extra-curricular educators, ethical considerations are fundamental to how the YEAH! project is designed and delivered. One key issue is the distinction between co-creation and consultation. As researchers, we must remain constantly aware of how we define co-creation (Messiha, 2021), and we must strive to uphold this definition in both principle and practice. Co-creation is more than simply asking for feedback; it entails “integrating participants into the process of product and service ideation and execution” (Chrifou, 2022).

The teams will need to consider the existing power dynamics and the issue of who holds decision-making authority. In the YEAH! project, action groups composed of students and professionals will be treated as key decision-makers throughout the co-creation process. Researchers are responsible for ensuring the overall feasibility, relevance, and adherence to the broader aims of the project. If researchers determine that a decision made by an action group must be revised, they will provide a clear explanation and work collaboratively with the group to develop an acceptable alternative.

The co-creation process will seek ethical approval by GCU’s Ethics Committee and collect local sponsorship supporting the co-creation at each site. The local sponsorship letters will be signed by the local University and report that the institution agrees to support the local implementation of the co-creation process and be the local legal sponsor, which will be facilitated in collaboration with local teams. Specifically, this will include providing institutional recognition and support for the research activities conducted at their site,

ensuring that the research is carried out in line with national legislation, institutional research standards, and any applicable local compliance requirements, and taking local responsibility for the day-to-day conduct of the co-creation process.

#### 14.1 Informed consent

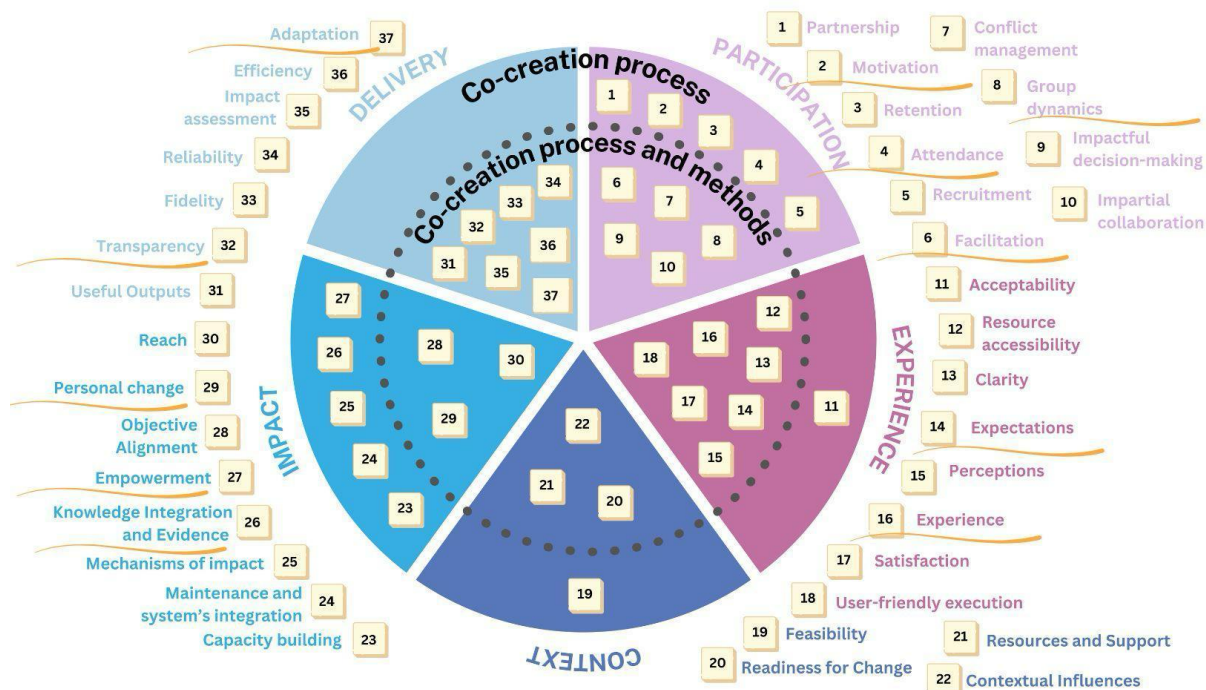
- Informed consent for adults (Annexe 2) + information leaflet for adults
- Informed consent for adolescents (Annexe 3) + information leaflet for adolescents;
- Informed consent for kids, signed by parents/guardian (Annexe 4) + information leaflet for kids and information leaflet for parents, which is to be developed.

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## 15. Evaluation of co-creation process

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Based on **Figure 1** from the PROSECO framework, several key components can be selected to evaluate the co-creation process within the YEAH! project.



**Note**

**Co-creation process:** Evaluation components that can be used to evaluate the overall co-creation process;

**Co-creation process and methods:** Evaluation components that can be used to evaluate the overall co-creation process and the methods used within the co-creation sessions

The evaluation of the co-creation process will be guided by selected components from the PROSECO framework. Specifically, the evaluation will focus on a subset of underlined elements across five domains. From the Participation domain, we will assess **motivation, group dynamics, attendance, and facilitation**. In the Experiential domain, the focus will be on **expectations and experience**. From the Impact domain, we will explore **empowerment, personal change and knowledge integration and evidence**. Lastly, from the Delivery domain, **transparency and adaptation** will be a key area of interest. These components have been chosen to reflect both the quality of the process and its potential to support meaningful engagement and outcomes.

**Evaluation research questions:**

**Participation**

- What factors influence participants' motivation to engage in co-creation activities?

- How do group dynamics affect the quality of interaction and idea development during co-creation sessions?
- In what ways does facilitation shape inclusivity and engagement among participants?
- What patterns of attendance emerge, and what barriers or enablers affect continued participation?

### **Experience**

- To what extent do participants' expectations align with their actual experiences in the co-creation process?
- How do participants evaluate the overall quality and meaningfulness of their co-creation experience?

### **Impact**

- How does participation in co-creation influence participants' sense of empowerment and agency?
- What types of personal change (e.g. confidence, awareness, skills) are reported following co-creation sessions?
- How do participants integrate shared evidence and knowledge into the co-creation process?

### **Delivery**

- How do participants perceive transparency in the facilitation and decision-making processes?
- To what extent is the co-creation process able to adapt to participant needs and contextual changes?

To evaluate these components and research questions, we will employ a combination of methods implemented at various stages of the co-creation process and through different tools. Annexes will be graphically adapted at a later stage to enhance visual appeal and appropriateness for each target group. For kids, especially, the evaluation tools will include more graphical elements.

At the beginning, during the first session, co-creators will complete:

- A baseline questionnaire (Annexe 5), to capture initial expectations and motivation.
- For adults (Annexe 6),
- For adolescents (Annexe 7)
- For kids (Annexe 8);

This will be collected in paper format and should take between 5 - 10 minutes.

**During the co-creation process**, several tools will be used after each session:

- A short participant survey - after each session, to capture experience and satisfaction.
  - For adults (Annexe 9);
  - For adolescents (Annexe 10);
  - For kids (Annexe 11);
  - For mixed session - kids and adults (Annexe 12);
  - For mixed sessions - adolescents and adults (Annexe 13)

This will be collected in paper format and should take between 3 to 5 minutes.

- A facilitator's diary - after each session (Annexe 14), which will be developed in due time, to capture delivery, adaptation and facilitation.
- Observer's notes (Annexe 15) from observers (who may be researchers from the local site implementation or WP2 members) and an observer's facilitation's reflection survey (Annexe 16) - after each session, to capture attendance, group dynamics, facilitation and transparency.
- A tracking template (Annexe 17) during and after each session for the observer to note down relevant quotes, and to use during the intervention's development, to capture knowledge integration and evidence.

**Following the final co-creation session**, co-creators will:

- Complete a final questionnaire to capture personal change and empowerment.
  - For adults (Annexe 18);
  - For kids (Annexe 19);
  - For adolescents (Annexe 20).

- Selected participants will take part in qualitative interviews, following a semi-structured interview guide (Annexe 7 – which is to be developed) to capture experience, transparency, empowerment, personal change, group dynamics, expectations and facilitation.
  - For adults (Annexe 21);
  - For kids (Annexe 22);
  - For adolescents (Annexe 23).

### Empowerment and personal change

The evaluation planning involves the use of semi-structured interviews and a final questionnaire, both developed based on literature from empowerment theory, to explore participants' experiences of the co-creation process in relation to potential empowerment and personal change. The end-of-process questionnaire will involve self-assessment using child-friendly tools such as emojis, a 1–10 scale, or the scale ruler method for children, with appropriate alternatives for adult participants.

Selected participants will also take part in qualitative interviews (as outlined above), designed to explore key dimensions including experience, transparency, empowerment, personal change, group dynamics, expectations, and facilitation. As part of the interviews, we will examine empowerment and personal change by inviting co-creators to reflect on any knowledge or skills they feel they have developed, such as greater awareness of healthy habits or improvements in communication and presentation.

In addition, we are considering the use of speech analysis on session transcripts to examine how empowerment and engagement are expressed throughout the co-creation process.

## 15.1

### 15.2 How to integrate co-creation input into technical development

When planning the aims and objectives of the co-creation sessions, a series of meetings will be arranged between WP2 and WP3, which is responsible for developing the YEAH! digital solution. These meetings will ensure that key elements of the digital intervention are integrated into the co-creation process and that needs in relation to intervention components and features are appropriately discussed and shaped through the co-creation process.

To ensure that insights from the co-creation sessions meaningfully inform the technical development process, we will analyse transcripts and field notes to identify direct quotes, observations, and action items. This approach adapts the method illustrated in Figure 3 of [Arcia's et al. 2024 study](#), where a structured note template is used to organise co-creation input in real time and during post-session analysis. The template includes columns for direct quotes, action items, and general observations. The YEAH template for live annotation and post-session debrief can be found in Annexe x and x, which will be developed in due time.

After each session, the local implementation team will debrief and summarise key issues in bullet points, which will then be substantiated with quotes drawn from the session transcripts. The inclusion criteria for notes will remain deliberately broad, allowing even tangential or off-topic comments to be captured, as these may reveal patterns or insights in aggregate. Where necessary, additional notes may be drawn from session audio-recordings, especially when clarifying unclear participant input or when no real-time notes were taken, although this method is more time-intensive and may not fully capture non-verbal cues. This process will help translate participant feedback into concrete technical requirements and guide iterative improvements in the design and development of project outputs.

## 16. Annexes

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### Annexe 1: Stakeholder mapping

# Stakeholder Mapping

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To be completed by project partners in each country  
Objective: Identify 6–10 stakeholders (2–3 teachers, 2–3 parents, 1–2 health professionals, 1–2 extra-curricular educators) who can inform or participate in the project.

## 17. Step 1: List Potential Stakeholders

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Please identify individuals or representatives from each of the following groups. Aim for diversity in geography, age group served, and institutional setting (e.g. urban/rural, public/private).

Group	Name/Organisation	Location	Contact Info	Notes on Selection

## 18. Step 2: Assess Stakeholder Value

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Briefly describe the potential added value of each stakeholder.

Name	Expertise/Experience	Influence/Networks	Alignment with Project Goals

## 19. Step 3: Type of Input Needed from Each Stakeholder

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identify what kind of input you need them to provide — based on their lived experience, professional expertise, or access to target populations. This helps guide interactions and ensures their involvement is meaningful and focused.

Name	Input needed	Why This Matters

## 20. Step 4: Suggest Engagement Specific Needs

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Propose how to engage each stakeholder, considering availability and relevance.

Name	Engagement needs	Justification

Deadline for completion: [Insert deadline]

Return to: [Insert GCU contact person/email]

### Annexe 2: Informed consent for adults



Participation in the YEAH! Co-creation

### Consent form

		Please initial box
1.	I confirm I have read and understood the information sheet for this study and have had the opportunity to ask questions and have had these answered satisfactorily.	
2.	I understand my participation is voluntary and I am free to withdraw at any time without giving a reason.	
3.	I understand that the workshops will be video- and audio-recorded, and that the interviews and focus group will be audio-recorded.	
4.	I understand information collected about me will be used to support other ethically approved research in the future and may be shared anonymously with other researchers.	
5.	I understand that anonymised quotes may be used in publications about the research however it will not be possible to identify me from this information.	
7.	I confirm I am aged 18 or over.	
9.	I consent to take part in this study.	
10.	I agree to partake in all the assessments that have been described in the PIS (e.g., questionnaires, interviews, focus groups, wearable devices)	
Name of participant (print)	Signature	Date DD/MM/YY

Person taking consent (print)		Signature		Date DD/MM/YY
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### Annexe 3: Informed consent for adolescents



#### Participation in the YEAH! Co-creation Consent form

		Please initial box
1.	I have read the information about this project. I had the chance to ask questions, and I understand what the project is about.	
2.	I understand that taking part is my choice, and I can stop at any time without giving a reason.	
3.	I understand that the workshops will be video- and audio-recorded, and that the interviews and focus group will be audio-recorded.	

4.	I know that some of what I say may be used (without my name) to help other researchers in the future.			
5.	I understand that short quotes from me might be used in reports or presentations, but nobody will know they are from me.			
6.	I agree to take part in this project.			
Name of participant (print)		Signature		Date DD/MM/YY
Person taking consent (print)		Signature		Date DD/MM/YY

### Annexe 4: Informed consent for kids, signed by parents/guardian



## Participation in the YEAH! Co-creation

### Parental consent form

We are inviting your child to take part in the YEAH! co-creation project. Please read the statements below and tick or initial each box to show your agreement. If you have any questions, feel free to contact the research team.

		Please initial box
1.	I have read and understood the information sheet about the project and have had the opportunity to ask questions.	
2.	I understand that my child's participation is voluntary, and that they or I can withdraw them from the project at any time, without giving a reason.	
3.	I understand that the workshops may be video- and audio-recorded, and that any interviews or group discussions involving my child may be audio-recorded.	
4.	I understand that information collected about my child will be used for this study and may also be used anonymously in future ethically approved research.	
5.	I understand that anonymised quotes may be used in reports, presentations, or publications, but my child will not be identified.	
6.	I give permission for my child to take part in this project.	

Name of participant (print)		Signature		Date DD/MM/YY
Person taking consent (print)		Signature		Date DD/MM/YY

## Annexe 5: A baseline questionnaire

YEAH! Co-Creation Project

To be completed before the first co-creation session

### Section A: About You

1. Name and surname: \_\_\_\_\_
2. Age: \_\_\_\_\_
3. Gender: \_\_\_\_\_
4. Organisation (if applicable): \_\_\_\_\_

### Section B: Motivation to Participate

5. Why did you decide to take part in the co-creation process?  
(Open-ended)
6. What do you hope to contribute to this process?  
(Open-ended)

7. What do you hope to gain from this experience?  
(Open-ended)

8. How motivated do you feel to participate in the full co-creation process?

Not at all motivated (1)

Slightly motivated (2)

Moderately motivated (3)

Very motivated (4)

Extremely motivated (5)

### Section C: Expectations

9. What are your expectations of the co-creation sessions?  
(Open-ended)

10. What kind of outcomes or changes would you like to see come from this process?  
(Open-ended)

11. How confident do you feel about collaborating with children or adolescents in this process?

Not confident (1)

Slightly confident (2)

Moderately confident (3)

Very confident (4)

Extremely confident (5)

## Annexe 6: A baseline questionnaire for adults

YEAH! Co-Creation Project

To be completed before the first co-creation session

### Section A: About You

1. Name and surname: \_\_\_\_\_

2. Age: \_\_\_\_\_

3. Gender: \_\_\_\_\_

4. Organisation (if applicable): \_\_\_\_\_

### Section B: Motivation to Participate

5. Why did you decide to take part in the co-creation process?  
(Open-ended)

6. What do you hope to contribute to this process?  
(Open-ended)

7. What do you hope to gain from this experience?  
(Open-ended)

8. How motivated do you feel to participate in the full co-creation process?

Not at all motivated (1)

Slightly motivated (2)

Moderately motivated (3)

Very motivated (4)

Extremely motivated (5)

### Section C: Expectations

9. What are your expectations of the co-creation sessions?  
(Open-ended)

10. What kind of outcomes or changes would you like to see come from this process?  
(Open-ended)

11. How confident do you feel about collaborating with children or adolescents in this process?

Not confident (1)

Slightly confident (2)

Moderately confident (3)

Very confident (4)

Extremely confident (5)

## Annexe 7: A baseline questionnaire for adults

## Annexe 1 – Baseline Questionnaire (Adults)

YEAH! Co-Creation Project

To be completed before the first co-creation session

### Section A: About You

1. Name and surname: \_\_\_\_\_
2. Age: \_\_\_\_\_
3. Gender: \_\_\_\_\_
4. Organisation (if applicable): \_\_\_\_\_

### Section B: Motivation to Participate

5. Why did you decide to take part in the co-creation process?  
(Open-ended)
6. What do you hope to contribute to this process?  
(Open-ended)
7. What do you hope to gain from this experience?  
(Open-ended)
8. How motivated do you feel to participate in the full co-creation process?  
 Not at all motivated (1)  
 Slightly motivated (2)  
 Moderately motivated (3)  
 Very motivated (4)  
 Extremely motivated (5)

### Section C: Expectations

9. What are your expectations of the co-creation sessions?  
(Open-ended)
10. What kind of outcomes or changes would you like to see come from this process?  
(Open-ended)

11. How confident do you feel about collaborating with children or adolescents in this process?

- Not confident (1)
- Slightly confident (2)
- Moderately confident (3)
- Very confident (4)
- Extremely confident (5)

## **Annexe 7: A baseline questionnaire for adolescents**

[This content is to be formatted into graphics]

YEAH! Co-Creation Project

To be completed before the first co-creation session

### **Section A: About You**

1. How old are you? \_\_\_\_\_
2. What is your gender? \_\_\_\_\_
3. What school or organisation are you part of (if any)? \_\_\_\_\_

### **Section B: Why You're Taking Part**

4. What made you want to join the co-creation sessions?  
(Write a few words or sentences)
5. What would you like to share or help with during the sessions?
6. What do you hope to get out of the sessions?
7. How excited are you to join the sessions?
  - Not excited at all (1)
  - A little excited (2)
  - Kind of excited (3)
  - Very excited (4)
  - Super excited (5)

### **Section C: What You Expect**

8. What do you think the sessions will be like?  
(Write a few words or sentences)
9. What would you like to see happen or change because of these sessions?
10. How comfortable do you feel about working with adults in the sessions?
  - Not comfortable (1)
  - A bit comfortable (2)
  - Comfortable (3)
  - Very comfortable (4)
  - Completely comfortable (5)

## Annexe 8: A baseline questionnaire for adolescents

[This content is to be formatted into graphics]

### Annexe 1 – Baseline Questionnaire (Children 8–10)

YEAH! Co-Creation Project

To be filled in before the first co-creation session (with help if needed)

#### Section A: About You

1. How old are you? \_\_\_\_\_
2. Are you a:  
( ) Girl ( ) Boy ( ) Other: \_\_\_\_\_
3. What school or group are you part of? \_\_\_\_\_

#### Section B: Why You're Here

4. Why do you want to join the sessions?  
(You can draw or write)
5. What do you want to share or help with during the sessions?
6. What are you hoping to do or learn in the sessions?

7. How do you feel about joining the sessions?

😞 Not excited 😐 A little excited 😊 Okay 😄 Excited 🥳 Super excited

### Section C: What You Think

8. What do you think we will do in the sessions?

(Draw or write)

9. What would be something good to come out of these sessions?

10. How do you feel about working with adults in the group?

😞 Not comfy 😐 A little comfy 😊 Comfy 😄 Very comfy 🥳 Super comfy

## Annexe 9: Short Participant Survey (Adults)

YEAH! Co-Creation Project

To be completed by adult participants after each co-creation session

### Section A: Experience of the Session

1. How would you rate your experience in today's session?

Very poor  Poor  Neutral  Good  Very good

2. Did you feel your opinions were heard and respected during the session?

Not at all  A little  Somewhat  Mostly  Completely

3. How comfortable did you feel participating in today's session?

Not comfortable  Slightly comfortable  Neutral  Comfortable  Very comfortable

### Section B: Satisfaction and Suggestions

4. What did you like most about this session?

(Open-ended)

5. What could be improved for the next session?

(Open-ended)

6. Is there anything else you'd like to share about your experience today?

(Open-ended)






## Annexe 10: Short Participant Survey (Adolescents)

YEAH! Co-Creation Project

To be completed by adolescent participants after each co-creation session

### Section A: How Was the Session?

1. How did you feel about today's session?

 Not good  Okay  Good  Very good  Amazing

2. Did you feel like your voice was heard?

Not at all  A little  Somewhat  Mostly  Yes, definitely

3. How comfortable did you feel joining in and sharing?

Not comfy  A little comfy  Kind of comfy  Very comfy  Super comfy

### Section B: Your Thoughts

4. What did you like the most about today?

5. What could we make better next time?

6. Anything else you want to say about today's session?

## Annexe 11: Short Participant Survey (Adolescents)






[This content is to be formatted into graphics]

YEAH! Co-Creation Project

To be filled in after each session (with help if needed)

### Section A: How Was the Session?

1. How did you feel about today?

 Not happy  Okay  Good  Very good  Super fun

2. Did you feel like you could share your ideas?

Not at all  A little bit  Yes  A lot  All the time

3. Were the adults listening to you?

Not really  A bit  Yes  Mostly  All the time

### Section B: Tell Us More

4. What did you like most about today? (Draw or write)

5. What could make the next session even better? (Draw or write)

6. Is there anything else you want to tell us?






## Annexe 12: Short Participant Survey for mixed session – kids and adults

YEAH! Co-Creation Project

To be completed after each mixed child–adult co-creation session

### Section A: Your Experience Today

1. How did you feel about today's session?

 Not good  Okay  Good  Very good  Amazing

2. Did you feel like you could share your ideas?

Not at all  A little bit  Yes  A lot  All the time

3. Did everyone (kids and adults) get a chance to speak and be heard?

Not really  A bit  Yes  Mostly  All the time

4. Did working together with kids and adults feel easy and fair?

Not at all  A little  Somewhat  Mostly  Completely

### Section B: What You Think

5. What was the best part of today's session?

6. Was anything difficult or confusing today?

7. What could we do to make the next session better?

8. Is there anything else you want to tell us about working together today?

## **Annexe 13: Short Participant Survey for mixed sessions – adolescents and adults**

YEAH! Co-Creation Project

To be completed after each mixed adolescent–adult co-creation session

### **Section A: Your Experience Today**

1. How would you rate today's session?

☹️ Not good   😐 Okay   😊 Good   😄 Very good   🌟 Excellent

2. Did you feel that your opinions were heard and respected?

Not at all    A little    Somewhat    Mostly    Completely

3. Did you feel comfortable working and sharing ideas with people of different ages?

Not at all    A little    Somewhat    Mostly    Completely

4. Did you learn something new from others in the group?

Not really    A little    Yes    A lot    Definitely

### **Section B: Reflections and Suggestions**

5. What part of the session worked best for you?

6. Was there anything difficult or unclear today?

7. How could we make future sessions even better?

8. Any other thoughts or comments you'd like to share?

## **Annexe 14: A facilitator's diary**

Group process	
The goal of the meeting was clear	(--, - , 0, +, ++)
Everyone participated	(--, - , 0, +, ++)
Everyone could give their opinion	(--, - , 0, +, ++)
The atmosphere/vibe was good	(--, - , 0, +, ++)
Creativity	(--, - , 0, +, ++)
Capacity building: the children learned something new	(--, - , 0, +, ++)
What went well? (group level)	[text]
Which qualities arose within the group?	[text]
How can we promote the qualities within the group more?	[text]
What can be improved according to the group process?	[text]
Role of the facilitator	
I felt I was clear	(--, - , 0, +, ++)
I felt I involved everyone	(--, - , 0, +, ++)
I felt I had a positive influence on the group atmosphere	(--, - , 0, +, ++)

What went well (individual level)	[text]
Which personal qualities arose during the meeting?	[text]
What can be improved according to my facilitator's role for the next sessions?	[text]

## Annexe 15: A facilitator's diary

YEAH! Co-Creation Project

To be completed by external observers after each session (excluding facilitation-related feedback)

### Section A: Session Information

Date: \_\_\_\_\_

Observer Name: \_\_\_\_\_

Location: \_\_\_\_\_

Session Number: \_\_\_\_\_

### Section B: Attendance

1. Number of participants present:

- Children/adolescents: \_\_\_\_\_

- Adults: \_\_\_\_\_

2. Were any expected participants missing? If so, who?

(Open-ended)

### Section C: Group Dynamics

3. How would you describe the interaction between participants?

4. Did participants engage actively in the activities? Please describe.

5. Did you observe any tensions or barriers to collaboration? If yes, please explain.

### Section D: Transparency

6. Was it clear how decisions were made during the session?

7. Did participants appear to understand the process and goals of the session?

8. Were the roles of participants and facilitators clearly communicated?

## Annexe 15: A facilitator's diary

### Facilitation reflection survey

Group process	
The goal of the meeting was clear	(--,-,0,+,++)
Everyone participated	(--,-,0,+,++)
Everyone could give their opinion	(--,-,0,+,++)
The atmosphere/vibe was good	(--,-,0,+,++)
Creativity	(--,-,0,+,++)
Capacity building: the children learned something new	(--,-,0,+,++)
What went well? (group level)	[text]
Which qualities did arise within the group?	[text]
How can we promote the qualities within the group more?	[text]

What can be improved according to the group process?	[text]
<b>Role of the facilitator</b>	
Facilitators were clear	(--, -, 0, +, ++)
Facilitators involved everyone	(--, -, 0, +, ++)
Facilitators had a positive influence on the group atmosphere	(--, -, 0, +, ++)
What went well (individual level)	[text]
Which personal qualities arose during the meeting?	[text]
What can be improved according to the facilitator's role?	[text]

### Section E: Additional Observations

9. Please share any other observations that may be relevant to the evaluation of attendance, group dynamics, or transparency.

### Annexe 16: Observer's facilitation's reflection survey

<b>Group process</b>	
The goal of the meeting was clear	(--, -, 0, +, ++)
Everyone participated	(--, -, 0, +, ++)
Everyone could give their opinion	(--, -, 0, +, ++)

The atmosphere/vibe was good	(--, - , 0, +, ++)
Creativity	(--, - , 0, +, ++)
Capacity building: the children learned something new	(--, - , 0, +, ++)
What went well? (group level)	[text]
Which qualities arose within the group?	[text]
How can we promote the qualities within the group more?	[text]
What can be improved according to the group process?	[text]
<b>Role of the facilitator</b>	
I felt I was clear	(--, - , 0, +, ++)
I felt I involved everyone	(--, - , 0, +, ++)
I felt I had a positive influence on the group atmosphere	(--, - , 0, +, ++)
What went well (individual level)	[text]
Which personal qualities arose during the meeting?	[text]
What can be improved according to my facilitator's role for the next sessions?	[text]

## Annexe 17: Tracking template

### YEAH! Co-Creation Project

To be used during and after each session by the observer to record relevant participant quotes and reflections that may inform the development of the intervention.

#### Section A: Session Information

Date: \_\_\_\_\_

Observer Name: \_\_\_\_\_

Session Number: \_\_\_\_\_

Location: \_\_\_\_\_

#### Section B: Relevant Participant Quotes

Write down any quotes or paraphrased comments from participants that express important needs, opinions, or ideas that could help shape the intervention.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

#### Section C: Why This Matters

Explain why the quotes above are important for the intervention (e.g. they show a common challenge, a creative idea, or an unmet need).

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Section D: How This May Translate into the Intervention

Note how the quotes or reflections might be translated into features or content in the intervention. This section can be completed at a later stage.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Section E: Additional Reflections

Write down any extra thoughts about what was said or done today that could help in developing the intervention.

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## Annexe 18: final questionnaire - Adults

YEAH! Co-Creation Project

To be completed by adult participants after the final co-creation session to explore personal change and empowerment.

### Section A: Reflections on Participation

1. What has changed for you as a result of participating in these sessions?  
(Open-ended)
2. Do you feel more confident sharing your opinions after these sessions?  
 Not at all    A little    Somewhat    Mostly    Completely

3. Do you feel your contributions had an impact in the group?

Not at all  A little  Somewhat  Mostly  Definitely

### Section B: Empowerment

4. I feel I can make a difference in decisions that affect my community.

Strongly disagree  Disagree  Neutral  Agree  Strongly agree

5. I feel more capable of working together with others to create change.

Strongly disagree  Disagree  Neutral  Agree  Strongly agree

6. I now feel more motivated to take part in other community or youth projects.

Strongly disagree  Disagree  Neutral  Agree  Strongly agree

### Section C: Skills and Learning

7. What new skills or knowledge do you feel you've gained (e.g. communication, teamwork, understanding young people)?  
(Open-ended)

8. Was there anything unexpected that you learned from children or adolescents during the process?  
(Open-ended)

### Section D: Final Thoughts

9. What would you like to see happen next with the ideas that came out of this co-creation?  
(Open-ended)

10. Do you have any suggestions for how future co-creation sessions could be improved?  
(Open-ended)

## Annexe 19: final questionnaire - Adults

YEAH! Co-Creation Project

To be filled in after the last session (with help if needed) to learn about what changed and what was learned.

### Section A: How You Felt

1. Did anything change for you after doing the sessions?  
(Write or draw your answer)

2. Do you feel better sharing your ideas now?  
😞 No 😐 A bit 😊 Yes 😄 A lot 😂 Totally!

3. Do you think your ideas helped the group?  
😞 No 😐 A bit 😊 Yes 😄 A lot 😂 Totally!

### Section B: You Can Make a Difference

4. I can help make things better in my school or community.  
 No  Not sure  Maybe  Yes  Yes, a lot!

5. I feel happy working with others to do something important.  
 No  Not sure  Maybe  Yes  Yes, a lot!

6. I want to do more projects like this.  
 No  Not sure  Maybe  Yes  Yes, a lot!

### Section C: What You Learned

7. What are some things you learned or got better at?  
(For example: talking, listening, sharing, drawing, coming up with ideas)  
(Draw or write)

8. Did you learn anything new or surprising from the adults?  
(Draw or write)

### Section D: Looking Ahead

9. What would you like to happen with the ideas we made?  
(Draw or write)

10. Is there something that could make the sessions better next time?  
(Draw or write)

## Annexe 20: final questionnaire - Adolescents

YEAH! Co-Creation Project

To be completed by adolescents after the final co-creation session to explore personal change and empowerment.

### Section A: How You Felt About Participating

1. Has anything changed for you because you joined the sessions?  
(Write or draw your answer)

2. Do you feel more confident sharing your ideas with others now?

Not at all  A bit  Kind of  Mostly  Yes, definitely

3. Do you think your ideas helped the group?

Not at all  A bit  Kind of  Mostly  Yes, definitely

### Section B: Feeling Empowered

4. I feel I can make a difference in things that matter to me.

Strongly disagree  Disagree  Not sure  Agree  Strongly agree

5. I feel better about working with others to make something happen.

Strongly disagree  Disagree  Not sure  Agree  Strongly agree

6. I now want to be part of more projects like this in the future.

Strongly disagree  Disagree  Not sure  Agree  Strongly agree

### Section C: What You Learned

7. What did you learn or get better at? (For example: talking in a group, listening, coming up with ideas)

(Open-ended)

8. Did you learn anything surprising from the adults?

(Open-ended)

### Section D: Final Thoughts

9. What do you hope happens with the ideas from the sessions?

(Open-ended)

10. Do you have any ideas to make future sessions even better?

(Open-ended)

## Annexe 21: Interview – adults

## A semi-structured interview guide for exploring co-creation experience

### Interview questions

What motivated you to be a part of the workgroup?

- Did you have any other reasons for joining?

What were your expectations about taking part in co-creation and what it would entail?

- Were these expectations met? How?

What keywords come to mind to describe your experience of co-creation and the workshops?

- How did these experiences influence your participation in the workshops?

Thinking about from when you decided to take part and coming to the first workshop, can you remember how you initially felt?

- How did these feelings change over the course of your involvement in the process, if at all?
- How do you feel now, that you've completed the last workshop with us?

What did you enjoy most/least about the workshops or the process as a whole?

- How did this experience influence your participation in the workshops?

How did you find working as a group?

- How do you think collaborations with the others helped the process or hindered the process?

To what extent do you think there enough opportunity to speak up?

To what extent did you feel that you were listened to during the workshops?  
(by ourselves as facilitators and by the others?)

To what extent did you feel that you had some control over the direction the  
workshops were taking?

Do you think decision making was done collaboratively?

What sort of benefits, if any, do you think you gained?

- What kind of things did you learn from the workshops, if anything?

Can you tell me about any challenges you faced?

- How did that feel? How did this experience impact your participation in the workshops?

If you were taking part in the process again, what changes would you like to see made?

## **Annexe 22: Interview – adults**

YEAH! Co-Creation Project

This guide is for talking with children (ages 8–10) who took part in the co-creation sessions. The goal is to understand how they felt, what they experienced, and what they enjoyed or found challenging. Questions should be asked in a simple, friendly way.

### **Interview Questions**

1. Why did you want to join the group?
2. Did you have any other reasons for joining?

3. What did you think the sessions would be like?
4. Were they how you expected? How so?
5. What words would you use to describe your time in the group?
7. How did you feel before the first session?
8. Did those feelings change during the sessions?
9. How do you feel now that the sessions are finished?
10. What did you enjoy the most?
11. What did you enjoy the least?
13. What was it like working with others in the group?
14. Did working together help or make it harder? Why?
15. Did you get a chance to speak and share your thoughts?
16. Did others listen to what you said?
17. Did you feel like you helped decide what happened in the sessions?
18. Did you make any decisions together with the group?
19. Did you learn anything new or feel more confident?
20. Can you remember something interesting that you learned?
21. Was there anything that was hard or made you feel unsure?
22. How did that make you feel? Did it affect how you joined in?
23. If we did these sessions again, what would you change?

## **Annexe 23: Interview – Adolescents**

YEAH! Co-Creation Project

This guide is designed for exploring adolescents' experiences of taking part in the co-creation workshops. It includes a set of semi-structured interview questions to support reflection on their expectations, experiences, and perceived impact.

### **Interview Questions**

1. What motivated you to be part of the group?
2. Did you have any other reasons for joining?
3. What were your expectations about being involved in the co-creation sessions and what they would involve?
4. Were those expectations met? How?
5. What words come to mind when you think about your experience of co-creation and the workshops?
6. How did those experiences affect the way you took part?
7. Thinking back to when you first joined and came to the first session, how did you feel?
8. Did your feelings change over time as you took part in more sessions?
9. How do you feel now that the last session is done?
10. What did you enjoy the most about the workshops or the co-creation process?
11. What did you enjoy the least?
12. How did those experiences affect how much you participated?
13. How was it working in a group?
14. In your opinion, did working together with others help the process or make it harder?
15. Do you feel there were enough chances for you to speak up?
16. Do you feel you were listened to during the workshops - by the facilitators and by the others?
17. Do you feel like you had some control over what happened in the sessions?
18. Do you think decisions were made together?
19. What kind of benefits, if any, do you think you got from being part of the workshops?
20. What kind of things did you learn?
21. Can you tell me about any challenges or difficult moments you experienced?
22. How did that feel? Did it affect how much you wanted to participate?
23. If you were doing something like this again, what changes would you want to see?

**Title level 3**

