



# Cocreation and Regional Adaptation of a Resilience-based Universal Whole-school Program in five European Regions

Roxanna Morote, Odin Hjemdal, Frederick Anyan

*Resilience Centre  
Norwegian University of Science and Technology (NTNU)*



# What is Cocreation?

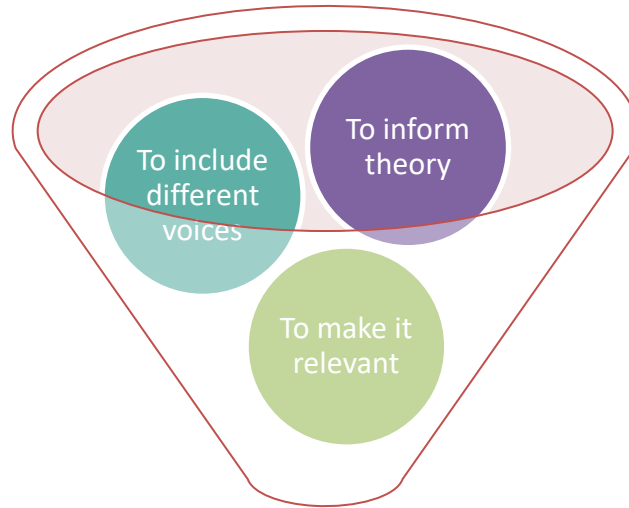


- Cocreate means developing processes for **understanding**, **developing**, and **supporting** mutual learning between multiple participants in **collective decision-making** and **design**.
- People's involvement as **experts**: scientists, users, citizens.
  - Therefore, cocreation is a learning process and must foster inclusive practices.
- **Why to cocreate?**
  - Stakeholders' motivation, commitment, and responsibility.
  - Creation of links and networks.
  - Increase efficiency and satisfaction.
  - Ethical aspects: inclusion, democracy, justice.
- Challenges:
  - Social and procedural complexity: history of relations, cultural practices, material interests, etc.
  - Resources for transparency, communication, know-how.



**Co-creation of  
educational services**

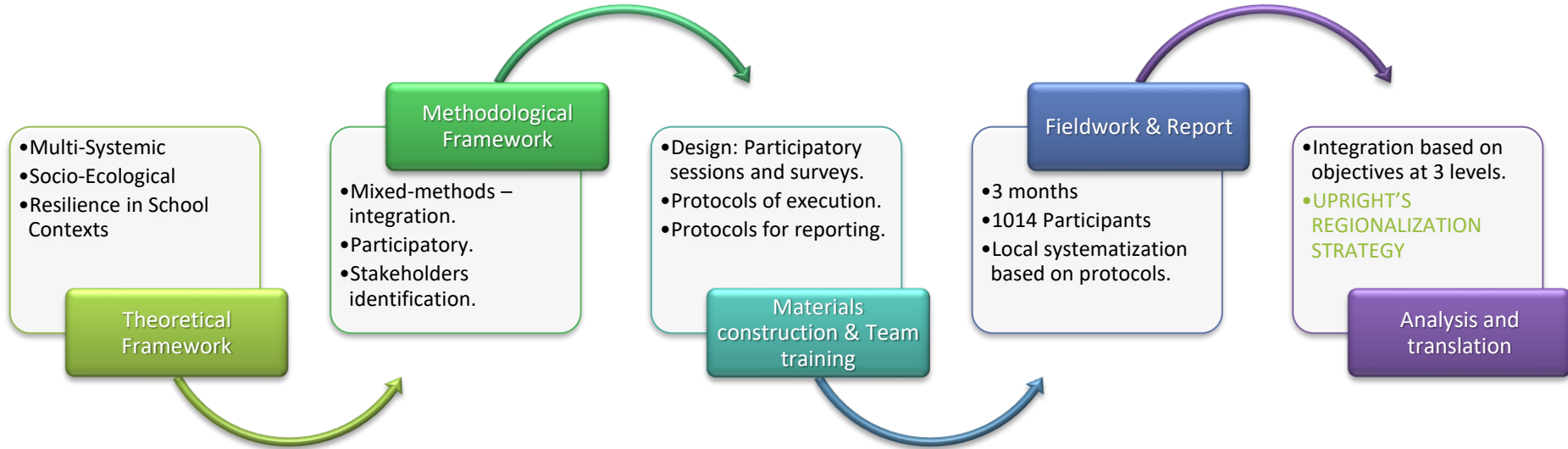
**UPRIGHT**  
***Universal and Whole-  
School intervention for  
five countries***



**A mixed, participatory, whole-school Research  
Process**

**A Regional Adaptation Strategy**

# Research Process



## Research Objectives

1. To **involve** young people and other stakeholders in UPRIGHT's design.
2. To confirm that participants' **understanding** of UPRIGHT theoretical model.
3. To **prioritize** the most relevant **resilience skills**.
4. To **prioritize** the most relevant **areas of concern** for adolescents' mental wellbeing.
5. To identify relevant and feasible **methodologies** for implementation.
6. To identify collectively the main **challenges and needs** for implementation.
7. To identify collectively the main **resources and expectations**.
8. To explore the **school social ecology**: inclusion, participation, relationships, belonging, mental health awareness → *'School Resilience'*
9. To adapt and co-customize the **UPRIGHT program to regional needs** and research purposes.

# Results of the Research Process



## Program and Model (4 components, 18 skills)

- For the stakeholders, mental health prevention in schools is **highly relevant, useful, opportune, and applicable**.
- **Similarities and differences** across countries/participants: skills' prioritization.

## Adolescents' concerns: A context for mental health prevention

- There are contextual (countries), and generational differences in priorities.
- Adults: Socio-emotional development and life skills

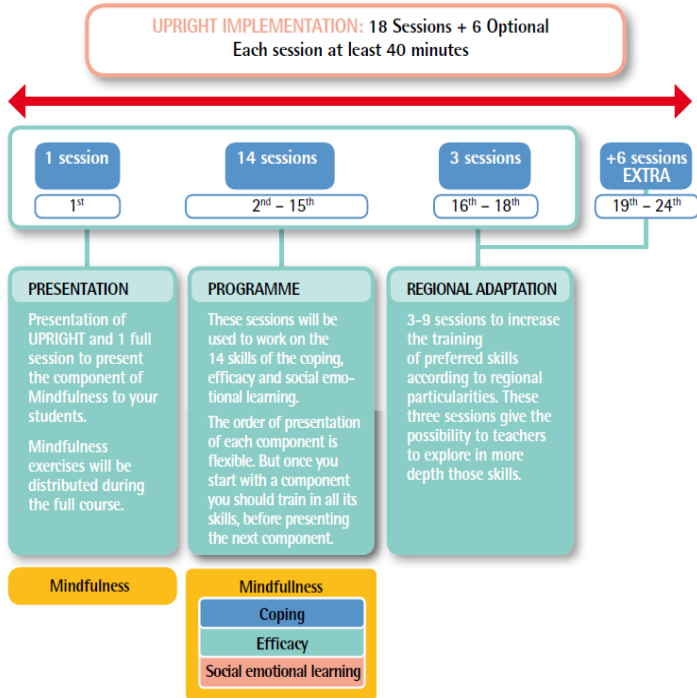
## Methods: Central role and challenge

- Countries similarities and differences in expectations, antecedents (Ql.), and preferred methods of implementation (Qt.). The program should ...
  - *be innovative, creative, diverse and participatory.*
  - *connect different actors/communities,*
  - *include activities outside classrooms,*
  - *incorporate new technologies (training, implementation, & connection).*

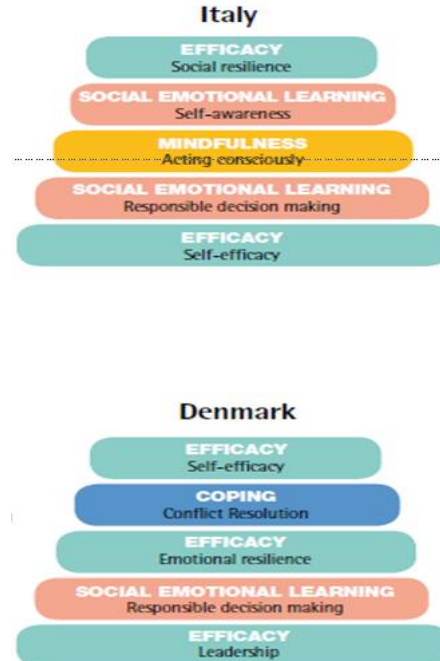
## School Social Ecology

- Families and teachers evaluate consistently the Relationships, Participation, Inclusion, Belonging and Mental health awareness → *'School Resilience'*
- Mental health awareness is the least developed strength of the school communities.

# From research to UPRIGHT Regionalization Strategy: The Teachers' Manual



"... Once you have completed the training of 14 skills with your students, you can use extra sessions for these skills. In general, we suggest that you pay particular attention when you conduct these skill sessions. The students understood the concepts and found them useful in their everyday life..."



# Regionalization in The Teachers' Manual



*How to implement the program?*

## Denmark

Teachers, parents and students suggested to have innovative and active exercises, different than to be 'seated in classes.'

Students prefer outdoor activities, activities where they can use their 'brain and body' (i.e. involving physical activity appropriate for young people), games (e.g. board games), group work, or activities with electronic devices (computer, tablets, and phones).

Teachers also encourage creativity, outdoor activities and to involve parents in activities with the students. They recommend to keep in mind that students have different intelligences and learning styles.

Teachers mentioned the importance of having enough time to plan, revise, and exchange ideas, therefore it is important to organize your sessions thoughtfully.

## Spain

Parents and students suggested diverse educational activities, including games (e.g. computer games, competitive games), outdoor activities ('to get to know new places', to have contact with animals, to learn about different cultures, workplaces), media resources (e.g. youtube channels).

They would like to have more school activities that involve the community such as 'gymkhanas', theatre plays or cultural events.

Students want to have fun while learning, and make their teachers happy.

Teachers think that relaxation, breathing, laughs, and work with emotions are important for implementing UPRIGHT.

Teachers also consider important activities are sports, learning groups, concerts, workshops (i.e. interpersonal relationships), cooperative games, drawing contests, and new projects oriented to services (entrepreneurship) or projects with social consciousness.

*What kind of concerns are relevant in your context?*

## Italy

Adolescents	Parents or families	Teachers and school staff
<ul style="list-style-type: none"><li>• Life purpose</li><li>• Bullying</li><li>• Physical health</li><li>• Future plans</li><li>• Supporting others, spirituality</li><li>• Self-harm, suicide</li></ul>	<ul style="list-style-type: none"><li>• Anxiety</li><li>• Cyberbullying</li><li>• Bullying</li><li>• Anger</li><li>• Loneliness</li><li>• Alcohol or drugs</li></ul>	<ul style="list-style-type: none"><li>• Anxiety</li><li>• Bullying</li><li>• Cyberbullying</li><li>• Loneliness</li><li>• Anger</li></ul>

## Poland

Adolescents	Parents or families	Teachers and school staff
<ul style="list-style-type: none"><li>• Self-harm and suicide</li><li>• Depression</li><li>• Love, relationships</li><li>• Life purpose</li><li>• Bullying</li></ul>	<ul style="list-style-type: none"><li>• Cyberbullying</li><li>• Bullying</li><li>• Stress</li><li>• Anger</li><li>• Depression</li></ul>	<ul style="list-style-type: none"><li>• Cyberbullying</li><li>• Anger</li><li>• Bullying</li><li>• Self-harm and suicide</li><li>• Loneliness</li></ul>



# Some lessons learned and useful in the context of Covid-19:

- Cocreation generates ‘bottom-up’ knowledge that is relevant to adjust research and intervention agendas **to meet changing demands**, based on theory, evidence-based science, and daily-life knowledge of people involved.
- In a school-based intervention, a cocreation processes allows individuals, especially **adolescents, to act as agents of transformation** despite difficult contexts.
- School communities, and especially adolescents, want educational programs that target not only educational attainment, but **personal, emotional, social and community wellbeing and resilience skills**.
- Their voices are relevant, creative, innovative and crucial to prioritize and contextualize **what is needed and how to implement solutions**.



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# Thank you!



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