

Workshop Activities: Basic Shape of Co-Design Process

Stage 1: Immerse and Align

Aim: to build safety and connection and to build shared understanding about the purpose of the project and how to work together.

| Time | Activity | Material |
|------|--|----------|
| | Welcome & icebreaker Aim– to make everyone feel at ease, to build safety and connection | |
| | Explain purpose of co-design (brief) and constraints Aim – to introduce project & build shared understanding | |
| | Develop values and norms for co-design Aim – to build shared understanding – values and norms which enable brave conversations | |

Stage 2: Discover

Aim: to build understanding of what we know about the problem. Develop insights that everyone agrees on from the data to inform our design. This is the strength of design as a process – getting these insights. Preparation beforehand is crucial.

Pre-workshop prep: Synthesise: What do we already know about the issue?

| Time | Activity | Material |
|------|---|----------|
| | Immerse co-designers in insights Aim: to allow co-designers to learn from the research we have already done | |
| | Add any additional insights from co-designers Aim: to bring in their lived experience to add to our research | |
| | Work together to prioritise insights & create how might we statements Aim: to synthesis the research, allowing everyone a voice and highlight key insights on which we will base the design | |
| | Create design criteria – what criteria should a good design meet? Aim: to have a clear set of criteria for judging ideas | |

Stage 3: Design

Should build on inspiration, not start from scratch. Need advance preparation about what works or not.

| Time | Activity | Material |
|------|---|----------|
| | Discover inspiration Aim: to find things that work that we can build on | |
| | Design Aim: to design solutions | |
| | Feedback Aim: to give feedback on ideas so they can be refined | |
| | Refine ideas Aim: to improve ideas based on feedback | |

Stage 4: Test and Refine

Need to test ideas to see what might work. Testing and experimentation is core to the design process.

| Time | Activity | Material |
|------|--|----------|
| | Learn about testing and prototyping Aim: for people to understand how to test and prototype to be able to build a test | |
| | Build a test & prototype Aim: to be able to test ideas | |
| | Test the prototype Aim: to learn from experimentation and get feedback | |
| | Review feedback & refine ideas Aim: to improve the ideas | |

Stage 5: implement and learn

| Time | Activity | Material |
|------|--|----------|
| | Decide Aim: to use design criteria to decide collectively which idea to take forward | |
| | Endings Saying goodbye, considering how to continue the collaboration | |

Co-design Workshops Plan

Co-operative membership research project, North Kensington

Before the workshops:

Email: Community researcher to send co-design brief, PIS and consent forms to the participants

Phone discussions: Community researcher to call participants

- Introducing the project: we want to get inspiration and generate ideas together as to how we can make energy co-operatives like CEN more attractive
- Explaining the timeline: we will have two co-design workshops, compensated + date/time, make sure people are available for both workshops
- Arranging participation: Dietary requirements, childcare, transport costs, language barriers, any other barriers?
- Go through ethics form and consent form (consent form to be signed on the day)

First workshop – 2.5 hours

Stage 1: Immerse and Align

Aim: to build safety and connection and to build shared understanding about the purpose of the project and how to work together.

| Time | Activity | Materials & Facilitator |
|------|--|----------------------------------|
| 10' | People arrive – talk about consent – give co-design brief and get consent forms signed | Co-design brief Consent forms |
| 15' | Welcome, introductions & icebreaker <i>Aim- to make everyone feel at ease, to build safety and connection</i> Introductions – what is your favourite place to hang out? What's your name and what does it mean/ where does it come from? | Nasri, Eva facilitating |
| 5' | Explain purpose of co-design (brief) and constraints <i>Aim- to introduce project & build shared understanding</i> Co-design brief: introduction of co-ops, research project and co-design, criteria for our design | Eva presenting |
| 10' | Develop values and norms for co-design | |

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| | <p>Aim – to build shared understanding – values and norms which enable brave conversations</p> <p>Activity: ground rules for how we can work together? Finding different ways to participate</p> <p>Start with some basic rules – Repowering values, rules – <i>we start with 2 or 3 essential ones and they can add to this.</i></p> <p>What makes helps you work together in a group? What should we avoid?</p> | <p>Nasri, Eva facilitating</p> |
| BREAK (10 minutes) | | |
| 1 hour into workshop | | |

Stage 2: Discover

Aim: to build understanding of what we know about the problem. Develop insights that everyone agrees on from the data to inform our design. This is the strength of design as a process – getting these insights. Preparation beforehand is crucial.

| Time | Activity | Materials & facilitator |
|------|---|---|
| 5' | <p>Insights gathering</p> <p><i>Step 1 – Break people down into groups of 2 or 3 with a facilitator</i></p> <p>Group discussion to warm up: Think of ways you feel a part of in your community?</p> <p>This could be a sports club, faith group, supporting neighbours, participating in a social media group, being part of a community organisation, being part of a parents’ or schools’ group, fundraising e.g. raising money for Red Nose Day or some other charity.</p> <p>Talk about these different roles. Get everyone to choose one role – one most involved in now or in the past.</p> <p><i>Step 2 – We come together on one big table, background music, people have a big sheet with the prompts and post-its.</i></p> <p>Brainstorm: Think about the role you chose as an example. What was your journey in this role? We alternate between individual notetaking and sharing as a group.</p> <p>Prompts:</p> <ul style="list-style-type: none"> • Getting Involved <ul style="list-style-type: none"> ○ What gave you the idea to do this? ○ How did you get involved? | <p>Nasri, Eva with one group each taking notes</p> <p>Anna, Nayim moving around</p> <p>Eva facilitating</p> <p>A3 sheets with prompts</p> |

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| | <ul style="list-style-type: none"> ○ What motivated you at first to participate? • Being involved <ul style="list-style-type: none"> ○ What did you do? How much time did you spend? How long did you stay involved? ○ What made it meaningful, rewarding, valuable? ○ Did your role evolve and change over time? If so, how? ○ If your role didn't change – why didn't it? Would you have liked it have changed? Would you have liked to have got more involved and taken on more responsibility? What got in the way? ○ What does taking on more responsibility mean or make you think of? • Challenges & Support <ul style="list-style-type: none"> ○ What made it challenging? At what stage(s) in your journey? ○ Did you get any support? ○ Would you have liked more support? ○ What do you think you can bring to your community? | |
|--|---|--|

BREAK (10 minutes)
2 hours 10 into workshop

| | | |
|---------|--|--|
| 20 mins | <p>Immerse co-designers in insights Aim: to allow co-designers to learn from the research we have already done</p> <p>Group discussion</p> <p>Need to group insights from group discussions</p> <ul style="list-style-type: none"> • What are the motivations to participate? • What are the enablers of participation? • What are the barriers to participation? | <p>Eva, Nasri facilitating, Anna taking notes</p> <p>Flipchart paper on wall:</p> <ol style="list-style-type: none"> 1) Barriers 2) Enablers |
| 15 min | <p>How do these change over the standard journey below?</p> <ul style="list-style-type: none"> • <i>First time you heard of it?</i> • <i>First time you did an activity?</i> • <i>Regularly participating?</i> • <i>First time you took on responsibility?</i> | <p>Post it notes</p> <p>Long roll of paper</p> <p>On the roll of paper, write 'awareness' 'first activity'</p> |

| | | |
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| 5 mins | Wrap up – summary and recap of findings | ‘regular participant in activities’ ‘first organisational responsibility’ |
| 10 mins | Evaluation Ask participants to fill out evaluation survey | |

Second workshop – Saturday 4 May

Stage 3: Design

Should build on inspiration, not start from scratch. Need advance preparation about what works or not.

| Time | Activity | Material |
|---------|--|--|
| 15 mins | <p>People arrive, learn about co-ops and find out what they will be designing</p> <p>Activity: people arrive – Anna greets them, reminds them about ethics, tells them about the purpose of the workshop.</p> <ul style="list-style-type: none"> • Hands out coops flyer (explaining one form of organisation, duties, functions, powers) • Quick explanation and can ask questions. • We hand out volunteer journey to show what we’ll be producing today • We have a table with a big roll of paper and post its, pens, stickers around it where we will be co-creating the journey of co-operation • Before creating the journey, participants will have to discover what being involved in a co-operative currently looks like, working in pairs and moving around the room tables. • They can use their notebook and a blank storyboard to help them start thinking about what they will add to the journey | <p>Coops handouts</p> <p>Copy of Scouts volunteer journey as an example</p> <p>Storyboards</p> |
| 1 hour | Discover & design tables | 4 tables |

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| | <p><i>Aim: to discover insights from the last session and use them to provide design ideas for the journey of cooperation</i></p> <p>Activity: 4 tables are set up themed around the stages of the journey of being involved in a coop – the journey of cooperation. These stages are: first activity; regular participant; taking responsibility; taking a formal management and leadership role.</p> <p>Each table is facilitated by a Repowering team member. Participants work in pairs or 3s and go around each table. They spend 10 minutes at each table, thinking about how they would like participation to look like at each stage. They can take notes in their notebook. They can also start adding post-its to the journey of co-operation, a long roll of paper stuck on the wall.</p> <p>Each table will have a set of activities cards relevant to that stage. These cards will describe the activity and what responsibilities and expectations come with it. These are based on Repowering Coops’ existing activities (there will also be blank cards for people to fill in). At each table facilitators try to get people to think about: <i>What would motivate and support you at this stage? How might we make volunteering family-friendly? How might we create a sense of belonging for volunteers / members so everyone feels welcome and part of the coop? How might we create a culture of respect and recognition? How might we enable participants to learn new skills or new knowledge or gain a qualification? (insights from previous session)</i></p> <p>Nayim & Anna keep time. Ensure that everyone moves every 10 minutes.</p> | <p>4 table names with stages of the journey 4 table clothes different colours Activity cards A3 sheets with questions Insights from research relating to questions in forms of “how might we” questions. Post-it notes Copy of investor offers</p> |
| 20 mins | <p>Feedback ideas to the group</p> <p><i>Aim: for everyone to hear about the different ideas that have been generated</i></p> <p>Each table facilitator feeds back ideas that have been developed at their station.</p> <p>Éva re-introduces idea of membership, what are rights and responsibilities and poses the question about where does membership fit in this process?</p> | |
| 15 mins | <p>BREAK 1h35 minutes at this stage</p> | |
| 1h25 | <p>Generate a collective storyboard, a journey of cooperation</p> | <p>Storyboard handout</p> |

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|------|---|---|
| | <p><i>Aim: to create the full journey of cooperation from the eyes of one participant from first activity to moving to another stage.</i></p> <p>Participants and facilitators come together to create the journey of co-operation based on all the insights generated at the different tables. They use the long roll of paper to add post-its, text, drawings etc.</p> <p>Facilitators help making sure all conversations at their tables are reflected in the journey, and that the different steps become clear as we progress.</p> <p>Once we have enough post-its on the roll of paper, the lead facilitator sits everyone in a circle and we consolidate the ideas into one journey as a whole group. Conversation can be facilitated by doing rounds, and we finish when there is a consensus about the journey.</p> <p>Creative exercise: what metaphor will we use for the cooperation journey?</p> | <p>Pens</p> <p>Example storyboard</p> <p>Big Post-its</p> |
| 2h20 | <p>Evaluation</p> <p>Payment - remember to warn about benefits and tax implications</p> | |

Co-design Workshops Plan

Co-operative membership research project, Newham

Before the workshops:

Email: Community researcher to send co-design brief, PIS and consent forms to the participants

Phone discussions: Community researcher to call participants

- Introducing the project: we want to get inspiration and generate ideas together as to how we can make energy co-operatives like CEN more attractive
- Explaining the timeline: we will have two co-design workshops, compensated + date/time, make sure people are available for both workshops
- Arranging participation: Dietary requirements, childcare, transport costs, language barriers, any other barriers?
- Go through ethics form and consent form (consent form to be signed on the day)

First workshop – 2.5 hours

Stage 1: Immerse and Align

Aim: to build safety and connection and to build shared understanding about the purpose of the project and how to work together.

Need a time keeper to help people move on from activities: Nayim.

| Time | Activity | Materials & Facilitator |
|------|--|----------------------------------|
| 10' | People arrive – talk about consent – give co-design brief and get consent forms signed | Co-design brief Consent forms |
| 15' | Welcome, introductions & icebreaker | |

| | | |
|-----------------------------|--|--|
| | <p><i>Aim– to make everyone feel at ease, to build safety and connection</i></p> <p>Introductions – what is your favourite place to hang out? What’s your name and what does it mean/ where does it come from?</p> | Ruth, Patricia facilitating |
| 5’ | <p>Explain purpose of co-design (brief) and constraints</p> <p><i>Aim– to introduce project & build shared understanding</i></p> <p>Co-design brief: introduction of co-ops, research project and co-design, criteria for our design</p> | Ruth & Patricia presenting |
| 10’ | <p>Develop values and norms for co-design</p> <p>Aim – to build shared understanding – values and norms which enable brave conversations</p> <p>Activity: ground rules for how we can work together? Finding different ways to participate</p> <p>Start with some basic rules – Repowering values, rules – <i>we start with 2 or 3 essential ones and they can add to this.</i></p> <p>What makes helps you work together in a group? What should we avoid?</p> | Ruth & Patricia facilitating Sheet with 2 or 3 initial rules Slide with RL values |
| BREAK (10 minutes) | | |
| 1 hour into workshop | | |

Stage 2: Discover

Aim: to build understanding of what we know about the problem. Develop insights that everyone agrees on from the data to inform our design. This is the strength of design as a process – getting these insights. Preparation beforehand is crucial.

| Time | Activity | Materials & facilitator |
|------|---|-------------------------|
| | <p>Insights gathering</p> <p><u>Step 1</u> – <i>Break people down into groups of 2 or 3 with a facilitator</i></p> | |

| | | |
|-------------------------|--|--|
| <p>5'</p> | <p>Group discussion to warm up: Think of ways you feel a part of in your community? All the different ways, from big things to little things.</p> <p>This could be a sports club, faith group, supporting neighbours, participating in a social media group, being part of a community organisation, being part of a parents' or schools' group, fundraising e.g. raising money for Red Nose Day or some other charity.</p> <p><i>Don't ask the person who seems the most involved in their community to speak first.</i></p> <p>Then get everyone to choose one role from their own experience – one most involved in now or in the past.</p> <p><u>Step 2</u> – <i>We come together on one big table, background music, people have a big sheet with the prompts and post-its.</i></p> <p>Brainstorm: Think about the role you chose as an example. What was your journey in this role? We alternate between individual notetaking and sharing as a group. Facilitator makes post-it notes on shared themes.</p> <p>Prompts:</p> | <p>Patricia, Ruth Nasri, Anna with one group each taking notes</p> <p>Anna, Nayim timekeeping, moving around Valeria, join and support a group</p> |
| <p>5' individually</p> | <ul style="list-style-type: none"> • Getting Involved <ul style="list-style-type: none"> ○ What gave you the idea to do this? ○ How did you get involved? ○ What motivated you at first to participate? | <p>1 set of A3 sheets of paper for each group with the 3 columns sets of prompts stuck on top. Rows for each individual to write about their own experiences</p> |
| <p>10' individually</p> | <ul style="list-style-type: none"> • Being involved <ul style="list-style-type: none"> ○ What did you do? How much time did you spend? How long did you stay involved? ○ What made it meaningful, rewarding, valuable? | |

| | | |
|--|---|--|
| <p>10' individually</p> <p>10' small group</p> | <ul style="list-style-type: none"> ○ Did your role evolve and change over time? If so, how? ○ If your role didn't change – why didn't it? Would you have liked it have changed? Would you have liked to have got more involved and taken on more responsibility? What got in the way? ○ What does taking on more responsibility mean or make you think of? <ul style="list-style-type: none"> ● Challenges & Support <ul style="list-style-type: none"> ○ What made it challenging? At what stage(s) in your journey? ○ Did you get any support? ○ Would you have liked more support? ○ What do you think you can bring to your community? <p>What are the enablers of participation from your experiences?</p> <p>What are the barriers?</p> <p>What are similarities and differences across experiences?</p> | |
| <p>BREAK (10 minutes)</p> <p>1 hour 50 into workshop</p> | | |
| <p>20 mins</p> | <p>Immerse co-designers in insights</p> <p>Aim: to allow co-designers to learn from the research we have already done</p> <p>Group discussion</p> <p>Need to group insights from group discussions</p> <ul style="list-style-type: none"> ● What are the motivations to participate? ● What are the enablers of participation? ● What are the barriers to participation? | <p>Patricia and Ruth facilitating, Anna taking notes, Nayim timekeeping.</p> <p>How can we questions from NK</p> <p>Themes from Newham</p> |

| | | |
|---------|--|---|
| 15 mins | <p>How do the motivations, enablers and barriers change over the journey below?</p> <ul style="list-style-type: none"> • Getting Involved <i>First time you heard of it?</i> <i>First time you did an activity?</i> • Being Involved <i>Regularly participating?</i> <i>First time you took on responsibility?</i> | <p>volunteers’ workshop</p> <p>Flipchart paper on wall:</p> <ol style="list-style-type: none"> 1) Barriers 2) Enablers <p>Post it notes</p> <p>Long roll of paper, On the roll of paper, write ‘awareness’ ‘first activity’ ‘regular participant in activities’ ‘first organisational responsibility’</p> |
| 5 mins | <p>Thinking about it as a journey – introduce the Scout map. Introduce the different stages.</p> <p>Introduce coops here.</p> <p>Let us know if there is anything more you want to know about energy coops or if you have any questions. We will go deeper into this next time.</p> <p>Wrap up – summary and recap of findings</p> | <p>Bring ‘what is a co-op’ cards for each participant</p> |
| 10 mins | <p>Evaluation</p> <p>Ask participants to fill out evaluation survey</p> | |

Second workshop – 3 Hours

Stage 3: Design

Should build on inspiration, not start from scratch. Need advance preparation about what works or not.

| Time | Activity | Material |
|---------|--|---|
| 5 mins | <p>People arrive and learn about coops</p> <p><i>Aim: Discover inspiration to find things that work that we can build on – what is a coop and how it works</i></p> <p>Activity: people arrive – Anna greets them, reminds them about ethics, tells them about the purpose of the workshop.</p> <ul style="list-style-type: none"> - Hands out coops flyer (explaining one form of organisation, duties, functions, powers) - Quick reminder and can ask questions. | <p>Patricia talks about coops.</p> <p>Coops Handout</p> |
| 10 mins | <p>People find out what they will be designing</p> <ul style="list-style-type: none"> - We hand out volunteer journey to show what we'll be producing today - We have a table with a big roll of paper and post its, pens, stickers around it where we will be co-creating the journey of co-operation - Before creating the journey, participants will have to discover what being involved in a co-operative currently looks like, working in pairs and moving around the room tables. - Explain about what is on the tables and what they should expect - Talk through How can we questions - They will create storyboard to help them start thinking about what they will add to the journey | <p>Copy of Scouts volunteer journey as an example</p> <p>Ruth & Patricia to explain</p> |
| 1 hour | <p>Discover & design tables</p> <p><i>Aim: to discover insights from the last session and use them to provide design ideas for the journey of cooperation</i></p> | <p>4 tables</p> <p>4 table names with stages of the journey</p> |

| | | |
|----|--|---|
| | <p>Activity: 4 tables are set up themed around the stages of the journey of being involved in a coop – the journey of cooperation. These stages are:</p> <p>First activity; Nasri Regular participant; Ruth Taking responsibility; Eva Taking a formal management and leadership role. Patricia</p> <p>Each table is facilitated by a Repowering team member. Participants work in pairs or 4s and go around each table. They spend 10 minutes at each table, thinking about how they would like participation to look like at each stage. They can take notes in their notebook. They can also start adding things to the journey of co-operation.</p> <p>Each table will have a set of activities cards relevant to that stage. These cards will describe the activity and what responsibilities and expectations come with it. These are based on Repowering Coops’ existing activities (there will also be blank cards for people to fill in). At each table facilitators try to get people to think about:</p> <p><i>What would motivate and support you at this stage? How might we make volunteering family-friendly? How might we create a sense of belonging for volunteers / members so everyone feels welcome and part of the coop? How might we create a culture of respect and recognition? How might we enable participants to learn new skills or new knowledge or gain a qualification? (insights from previous session)</i></p> <p>Nayim & Anna keep time. Ensure that everyone moves every 10 minutes, but extra time for the first table.</p> | <p>4 table clothes different colours Activity cards A3 sheets with questions on participation, motivations, benefits, support. Insights from research relating to questions in forms of “how might we” questions. Post-it notes Copy of investor offers</p> |
| 10 | Feedback ideas/highlights to the group | Roll of paper |

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| mins | <p><i>Aim: for everyone to hear about the different ideas that have been generated</i></p> <p>Each table facilitator feeds back ideas that have been developed at their station.</p> <p>Éva re-introduces idea of membership, what are rights and responsibilities and poses the question about where does membership fit in this process?</p> <p>Move sheets to wall – hang in order (first hear, - taking responsibility) for the journey to visualise the journey and clear tables for next activity</p> | Put post-it notes on it. |
| 15 mins | BREAK 1h35 minutes at this stage | |
| 20 mins | <p>Storyboarding</p> <p><i>Aim: to create the full journey of cooperation from the eyes of one participant from first activity to moving to another stage.</i></p> <p>Activity: participants work in groups of 3 to 4 to create a storyboard of the journey of cooperation and membership from first activity to potentially coming a director (with the understanding that not everyone will want to go on every stage of the journey). One facilitator at least per group. Warn the team that one person will have to tell the story to the group.</p> | Ruth & Patricia Storyboard handout Pens Example storyboard |
| 30 mins | <p>Present the stories to the larger group – move tables to the side and set up a circle in the middle of the room</p> <p><i>Aim: to learn from each other and get feedback to then build one communal storyboard.</i></p> <p>Activity: Each team will present their story.</p> <p>The others listen and give feedback – what do they like, what could they build on?</p> | |
| 2h25 | | |
| 40 mins | Ask the small group and also the larger group, what do you like about the story – what should we add, where should we add it, what can we build on? | 2 nd Big roll of paper with collective storyline. |

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| | <p>Refine and generate a collective storyboard – a journey of cooperation</p> <p><i>Aim: to collect ideas together to create one single storyboard / diagram to represent the journey of cooperation building on previously presented ideas and feedback. To create the full journey of cooperation from the eyes of one participant from first activity to moving to another stage.</i></p> <p>Activity: Collectively generate 1 final storyboard telling the journey of cooperation</p> <p>On a table in the middle, participants and facilitators come together to create the journey of co-operation based on all the insights generated at the different tables. They use the long roll of paper to add post-its, text, drawings etc. Facilitators help making sure all conversations at their tables are reflected in the journey, and that the different steps become clear as we progress. Creative exercise: what metaphor will we use for the cooperation journey?</p> | |
| 2h55 | <p>Evaluation</p> <p>Payment - remember to warn about benefits and tax implications</p> | |



Co-design brief

For our co-operative membership research project

Who are we?

We are a small team of **community organisers** and **researchers**. We work for **energy co-operatives** in North Kensington and Newham through [Repowering London](#), and on topics relating to social entrepreneurship and renewable energy.

Energy co-operatives are created by people coming together to invest time and money to develop renewable energy projects (e.g. installing solar panels on a school). The people involved are members of the co-operative, making decisions on how the business is run and its profits distributed. It's a way of taking back control of our energy system, currently in the hands of energy companies. It's about building a new system based on community and co-operation.

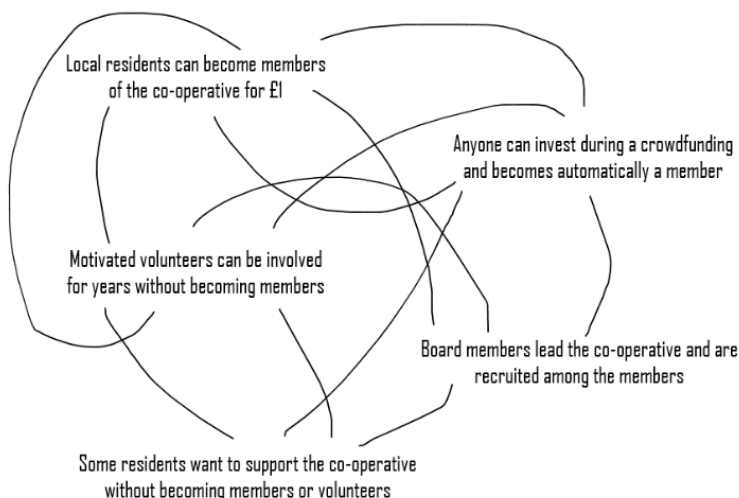
What is the research about?

We started this project because we noticed that some of London's diverse communities aren't currently well represented in energy cooperatives. A co-operative is owned and driven by its members, and so we want **more people to join energy co-operatives as members**.

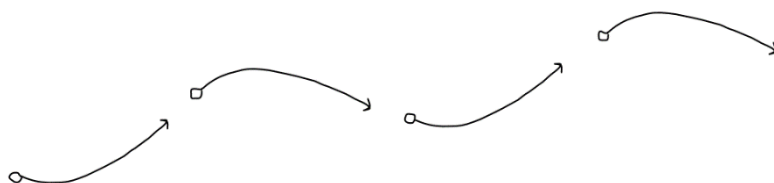
With this research, we're exploring new ways to make joining energy cooperatives more appealing and accessible to a wider range of Londoners. To this purpose, we need to better define **how people can get involved** in our energy co-operatives, and **what our membership offer is**.

What are we designing?

A **membership journey**. Currently the way people get involved in our energy co-operatives is a bit messy:



We want to change this and create a clear, compelling, attractive journey – with different roles and benefits. Something that would look a bit more like this:



This journey and the offer could be communicated in the form of a poster, a map, a drawing and more. We can take inspiration from other cultural or commercial memberships around us, such as [Nike](#) or the [Tate](#) museum.

There are some constraints for our design. Co-operatives are operating within a legal framework and have some duties as organisations. We must also consider the resources that co-ops such as North Kensington Community Energy and Community Energy Newham have available for community and member engagement.

What is co-design?

In co-design, people with the relevant skills and experience **come together to create** a product, like training materials, information booklets, a new service, organisational policies, or service specifications.

Co-design brings together lived experience, lived expertise and professional experience to learn from each other and make things better – by design. Co-design involves centering care, working with the people closest to the solutions, sharing power, prioritising relationships, being honest, being welcoming, using creative tools, balancing idealism and realism, building and sharing skills.

Timeline

We will be running **four co-design workshops** in person, two in North Kensington and two in Newham, in the first half of May 2024. We expect around 5-10 participants in each area, who will be attending both workshops as they will be complimentary. Participants will be compensated for their time and be invited to get involved in their local energy co-operative. The designs we produce will be used by the local energy co-operatives from summer 2024. We will also be sharing our designs and our research process with the wider co-operative sector.

How are we going to work together?

We'll be agreeing values to guide our collective work. We can borrow from such as collaboration, care, ingenuity, inclusion and integrity. We want to create a safe atmosphere where people feel free to speak their minds and be heard without fear of judgment. We value all contributions– of energy, enthusiasm, knowledge, time, vision, humour, skill and care.

We will be discussing as a group on how to do this best when we start the workshops.

If you have any questions, don't hesitate to get in touch with Eva at eva.goudouneix@repowering.org.uk or on 07 549 874 906.