



# CHANGE AGENT

## CAPACITY-BUILDING COMPENDIUM



Co-funded by the  
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# CHANGE AGENT CAPACITY-BUILDING COMPENDIUM

## CAPACITY-BUILDING AND LEARNING CONTEXT

Due to increasing globalization, technological advances and sociological changes, the world is becoming more complex than ever. Complexity has gone from large systems, to organizational and individual levels. Today it concerns all aspects of society. The will to take up these complex global challenges, from a sense of agency, requires a mind-shift from individual to organisational levels, accompanied by fundamental systemic changes in societal regimes conceptualised in sustainability transition.

It calls to think and work consistently from a complex ontology which we define as a complexity-orientated approach. We need to rethink what we learn and how we learn to tackle the grand societal challenges of today and to build the future we want. In this perspective, new forms of real-life learning environments and combined complexity-based learning approaches need to be implemented to allow for social change through social innovation.

In our context, social change determines the learning pathway towards tackling the complex challenge of a healthier society. It refers to mid- to long-term developments in society at large that are often accompanied by disruption. This includes more citizens enjoying a (more) healthy lifestyle but also their social environment holding (greater) capacity to enable and value healthy aging.

For us, social innovation is then the process of commonly developing and deploying novel ideas and effective solutions. This includes out-of-the-box-thinking to meet social needs, create social relationships and implement co-creation towards healthy lifestyles. Such social innovations can be products, services, programmes, or models addressing unmet complex societal challenges more effectively.

From our experience, social innovation requires an ecosystem in which all stakeholders collaborate from a multi-actor approach. This innovation ecosystem must have a special emphasize towards collective ownership and active involvement of the end users in all phases of the social innovation process.

In this regard, we have experienced that communities of practice (COP) are one valuable enabler and accelerator to facilitate and drive social innovation. It builds a suitable social innovation ecosystem to enable social change. It means that communities of practice describe a social learning pathway where people voluntary commit to improve a common concern around a complex social challenge, like the health of citizens. Its members interact regularly to learn and to co-create innovative solutions towards the local community.

For it, the COP is determined by an active and open learning environment that allows for eye-level exchange and a participatory approach. It leads to action towards social innovation that is openly shared and can be applied in practice. It means that the COP becomes an instrument for education to anticipate contemporary challenges and gives a structure for lifelong learning.

To exploit the full potential of the community of practice approach, social innovators need not only to understand the grand societal challenges but also how to create a





# CHANGE AGENT CAPACITY-BUILDING COMPENDIUM

functioning and sustainable social innovation ecosystem through the communities of practice approach. This is where the Yanuz change agents step in. It means that our change agents are persons who are skilled to establish, facilitate and sustain change processes through communities of practice and who can encourage people to engage in successful change assignments that lead to local impact.

## CAPACITY-BUILDING AND LEARNING APPROACH

The YANUZ change agent capacity building and learning approach is anchored in the anticipation for the future and the development of the right mindset and skills to resolve the complex challenge of a healthy society. It aims at an active and open learning environment imparted under the same learning and co-creation principles as stipulated for the YANUZ communities of practice.

It is rooted in a complexity-oriented learning and capacity-building philosophy alongside constructivist learning theories that emphasize the learners' critical role in constructing meaning from new information and prior experience. Our learners are empowered towards the anticipation of complexity, and thus they are embracing non-linear causality and the emergent and dynamic characteristics of complex issues.

The YANUZ change agent capacity building approach allows our trainers, mentors, and learners to exploit a flexible but interconnected teaching, mentoring, and learning systematic to reach its superior capacity building goals. With it, the programme is adaptable in its implementation approach and can be tailored towards specific context in practice and individual learning needs.

This alternative design for professional development and personal capacity building provides the advantage to design change agent programmes that are highly learner-centred and reflective. It ensures that the learning is context-oriented and yields at relevant, innovative, and implementable solutions rooted in practice and adapted to the local social innovation context.

The programme imparts down-to-earth content and practical instruments that can be applied straight away. It includes inspiring rich practices of different background and context, together with mentoring opportunities with experienced change agents to help learners to understand how to apply the theory towards impact in practice.

Our learner-centred educational mindset shifts the focus of instruction from the trainer to the learner. It recognizes individual differences in learners, and it emphasizes individual learners' interests, abilities, and learning styles. The approach places our trainers in the position of flexible facilitators of learning for individuals rather than imposing a rigid education programme for an entire group. Therefore, our learning units are not rigidly declined as this would rather constrain our learning approach.

Our programme connects theory and practice by providing a practice-based professional learning environment in which learners share, learn from, and reflect on professional experiences, rather than merely relying on a formal learning or knowledge





# CHANGE AGENT CAPACITY-BUILDING COMPENDIUM

transfer. It develops openness, autonomy, and independence by putting responsibility for the learning path in the hands of learners.

The objectives are to impart to the learners the basic knowledge and skills required to establish and facilitate communities of practice, to empower them towards problem-solving and to support them on their life-long learning pathway to measure up to the specific requirement of the complexity they face in practice.

## CAPACITY-BUILDING AND LEARNING PATHWAY

The capacity-building and learning pathway starts with an introduction to change agencies course. The course presents an introductory overview towards our YANUZ change agencies and communities of practice approach and implementation. It aims at participants of all backgrounds who wish to become a change agent, or who seek to gain an understanding about our approaches and instruments. Course participation is also recommended to communities of practice members. It results in a course participation attestation that is recognised for the change agent certificate.

The YANUZ change agent course results in a certificate and allows to enter the YANUZ change agent accreditation process. The programme aims at prospective change agents but also change facilitators or change managers already active in the field. It allows to deep-dive into the YANUZ change agencies and communities of practice approach. It allows to reflect on the implementation of our change instruments and underlying healthy lifestyle concepts. It develops skills in change facilitation and any associated tasks for successfully initiating and sustaining communities of practice towards healthy lifestyle.





# CHANGE AGENT CAPACITY-BUILDING COMPENDIUM

The change agent mentor and trainer programmes aim at experienced change agents who seek to support other change agents and to facilitate their learning and facilitation process. Their capacity-building includes additional mentoring and training skills rooted in the YANUZ capacity-building and learning principles.

The capacity-building and learning pathway is complemented by a continuous professional development programme that facilitates the YANUZ (re)accreditation and YCARUS registering process.

## ENTRY RECOMMENDATIONS

The YANUZ capacity-building programmes have been purposely designed to avoid learning siloes and to be inclusive. They are accessible to anybody who love to engage in cocreation and learning processes towards social change, from students to senior professionals.

Our programmes are mission-oriented and context-driven so that they can be tailored to be relevant for everyone working in or for healthy lifestyle globally. And, although there is a content-focus on healthy lifestyle, the learning also suits (prospective) change agents from other industries, especially from education and community development.

Yet, participants are recommended to have experience in healthy lifestyle, because we believe that YANUZ Change Agents shall come from inside a local community of practice and engage with promoting healthy lifestyles at the local level at a regular basis. Participants of the change agent certificate course are recommended to have prior experience in change facilitation or communities of practice approaches or to first participate in the introduction course to change agencies. Participants of the change agent mentor course are recommended to have good theoretical and strong practical experience in change facilitation in the field. And participants of the change agent trainer course must have both strong theoretical and practical experience in the fields of training concerned.

## LEARNING MATERIALS

The YANUZ capacity-building learning materials follow an open access policy and are openly available for download at the YANUZ toolbox. Their use is licensed under the Creative Commons License CC BY-NC-SA 4.0. The materials range from background information to rich practices and worksheets, from documents to presentations and learning games. The learning materials are templates that are adapted by the trainers towards the learning needs and assets at learning group and individual learners' level. They are the same instruments that are later used in practice by the change agents to initiate and facilitate their communities of practice learning and co-creation processes. This approach allows the learner to become familiar and confident with the materials during their own learning process and helps them to understand the possibility and need to adapt each tool towards their own learning and co-creation context.





# CHANGE AGENT CAPACITY-BUILDING COMPENDIUM

## ASSESSMENT PRINCIPLES

A basic premise of our capacity building programmes is to be congruent to the principles of emergence, openness and cocreation based on our complexity-oriented learning approach. This entails the implementation of an assessment for learning instead of an assessment of learning approach. It means that all assessment strategies promote learning and an active engagement of the learners.

Therefore, we focus on a formative assessment approach that occurs on a continuous basis throughout the capacity-building and that encourages our learners to really engage in the learning process.

For it, our trainers and mentors provide the learners with multiple opportunities of group and individual dialogue for supportive feedback and reflection related to the new skills or knowledge acquired. This helps them to deeply dive into the learning. It assists in the development of independent learners and results in deeper thinking and long-term retention of the learned concepts.

This is complemented by a variety of self-assessment opportunities in which the learners assess their own work to improve performance as they identify discrepancies between current and desired performance. Self-assessment is an essential component of cognitive and constructivist theories of learning and motivation. It is important for the knowledge construction and conceptualized in a cyclical, ongoing process of self-monitoring, self-evaluation, and identification and implementation of instructional correctives.

## HIGHER EDUCATION CONNECTIVITY AND TRANSFERABILITY

A specific of the YANUZ communities of practice approach is its connectivity with higher education. For us, communities of practice determine an ideal playground to bring together educational innovators from formal, non-formal and informal learning environments to enable and empower educators and learners to anticipate for the future and challenge the status quo as change agents.

It means that students and educators determine an important target group of our capacity-building programmes. One of our aims is to empower higher education institutions and their students to develop the right mindset and skills to resolve the complex challenges of healthy lifestyle.

At the same time, it is seen as an important asset of our learning that it allows for flexibility and best synergies between its elements of informal and formal learning. Therefore, the learning achieved is primarily recognized through the above-mentioned extracurricular certification and accreditation pathway.

This is also because an evaluative approach for learning in complexity that aligns with current higher education assessment principles, but which is congruent to the principles of complexity-oriented learning, is still seldomly practiced and hardly recognized across European higher education institutions.





## CHANGE AGENT CAPACITY-BUILDING COMPENDIUM

However, the YANUZ capacity-building has allowed kick-starting an evaluative approach for learning in complexity that includes individual and tailor-made assessments that are context-specific and programmatic. It recognizes that the competences of change agents are typically non-determinate, in the sense that it is seldom possible to fully specify what it would mean to be competent in. This includes skills like creativity, leadership, futures literacy or other 21<sup>st</sup> century skills. All these skills are highly context specific and take time to form. And they are often a product of years, rather than of weeks.

To judge performance (assess) we build capacity in our trainers (which are in this case the higher education teachers) to understand the criteria and the conditions under which the specific performance was achieved. For this, our trainings move the classic assessment culture from a high-stake testing culture to a more developmental grow model.

Under this premises, our assessment approach becomes a developmental evaluation focusing on how the students can develop and relate their personal learning process to a collective learning process. It concentrates on how they perform in the community of practice or study contexts that are complex, unpredictable and require new strategic approaches.

At the same time, we recognize that the assessor needs to be able to judge the level of performance to certify. This must be based on a blend of broadly defined outcome criteria from the course which are individualized, specified, and scrutinized in the developmental evaluation process of the student and ideally the collective learning process as well. In addition, we recognize that students need to be able to develop an evaluative judgement themselves, which means the capability to make decisions about the quality of work of oneself and others.

The assessment strategy impacts the learning environments as it creates a critical learning process. It allows to involve all stakeholders focusing on the critical selection and use from a variety of evidence resources available and relevant for the given context at the given time (critical evidence informed epistemology). Such assessment methodology supports a lifelong learning and has the potential to be used in many formal, informal, and non-formal learning activities.

The development of the evaluative approach facilitates the acknowledgement of our capacity-building at higher education institutions. It allows to transfer complexity-oriented education from a currently mostly informal educational offer towards an integrated formal education offer that is transparently and consistently assessed and recognized during study of students at higher education institutions.

To further advance the credentials transferability, the YANUZ family has developed an embracing a complexity orientated learning approach (ECOLA) working group that picks up the status quo and seeks to advance the integration work.





# CHANGE AGENT CAPACITY-BUILDING COMPENDIUM

## HIGHER EDUCATION CREDENTIALS TRANSFERABILITY

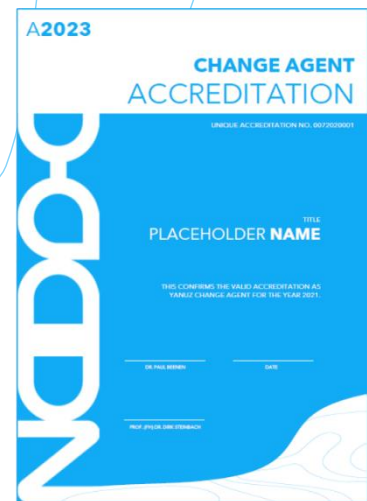
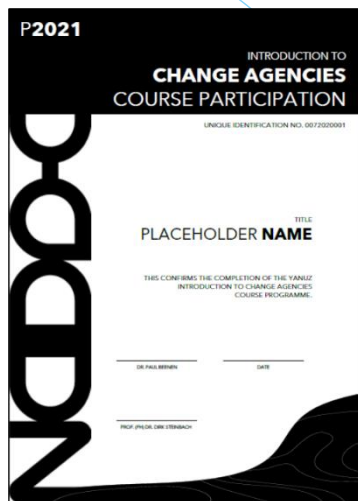
To allow for an immediate integration of our capacity-building programmes into higher education structures, all YANUZ modules are EQF referenced and have a scope of 1 to 2 ECTS each. They include clear learning aims, learning objectives and learning outcomes. With it, our course modules serve educators who teach students in the field of healthy lifestyle, and higher education curriculum developers to update and develop existing curricula. Course modules are currently integrated in the Hanze University of Applied Sciences and the University of Malaga.

## CREDENTIALS

The demand for the recognition or formal visibility of learning is acknowledged through the YANUZ certification and accreditation system. Becoming a certified change agent and being registered as an accredited change agent demonstrates the ability to facilitate and to apply adapted approaches to successfully bring about social change.

Once our capacity-building programmes are completed, participants receive certificates as printed documents and through blockchain technology. The digital certificates can be shared with a single click to more than hundred social media platforms, and they are embeddable on websites.

The YANUZ consortium certificate is currently carried by the COP4HL Knowledge Alliance Consortium which is composed of seven higher education institutes, seven businesses, and three public authorities from seven EU member states.



## CONTINUOUS PROFESSIONAL DEVELOPMENT

One of the features that makes the YANUZ capacity-building a strong and credible certification is that it is not a once and forever credential. Understanding learning as a continual process, we believe in lifelong-learning and a continuous professional development to facilitate social change, especially in a continually evolving discipline like healthy lifestyle.







# CHANGE AGENT CAPACITY-BUILDING COMPENDIUM

Once the change agent certificate is earned, it is in effect for two years. During this two-year period, the change agent can commit to continuous professional development (CPD) activities to maintain their credential for another two years.

For it, they must earn 20 continuous professional development credits (CPDC) picked from different CPD learning offers. If the change agent cannot accumulate the CPDC required within the active certification cycle, their certification will be frozen for one year. Afterwards it expires and a new application must be submitted, starting the process from the beginning, if the credential should be regained.

In this regard, YANUZ offers a variety of options for change agents to learn and grow in their field. The CPD units are open to both YANUZ certified change agents and learners from outside. This includes webinars, masterclasses, conferences, and project collaboration. In addition, there are bi-monthly YANUZ Café Events offered which are informal gatherings for knowledge exchange and support.

The YANUZ project collaboration is a way to both co-create new knowledge and exploit existing learning. Project participants benefit from in-project trainings and adapted mentoring. This includes EU funded project applications. Our webinars are monthly virtual educational sessions open to everybody at every level. The masterclasses are limited, virtual learning experiences consisting of advanced, in-depth sessions ideal for advanced change agents. The interactive conference formats include input sessions, discussions, panels, or workshops, aimed to provide new strategies, data, and information within the field. They are designed to facilitate learning, idea-sharing, and community with content rich information. All formats are engaging, informative, and collaborative. Participation is acknowledged by Certificates of Completion or Certificates of Attendance. In addition.

## ACCREDITATION PROCESS AND REGISTER

YANUZ certified change agents become automatically accredited for two-years and they are registered through the Yanuz Change Agent Registry and Uniting System.

YCARUS is the independent register of YANUZ accredited change agents, change agent mentors and change agent trainers. It transparently tracks the certification and accreditation process outcomes. It recognises knowledge, skills, and continuous professional development and makes them visible.

During the two-year period of initial accreditation, the change agent can commit to continuous professional development activities to maintain their accreditation for another two years. For it, they must earn 20 continuous professional development credits. Then they enter the (re-)accreditation process.

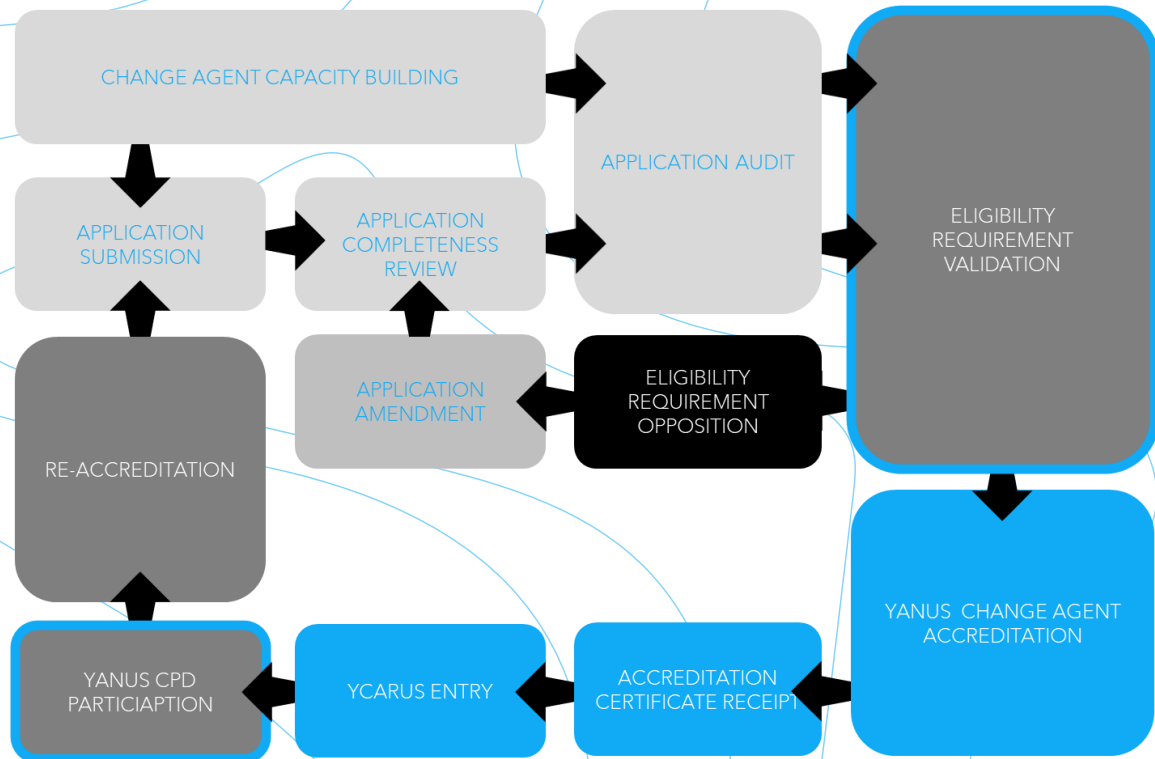
Change agents who do not wish to participate in the YANUZ certification process can still become YANUZ accredited and registered on YCARUS. For application, they enter the YANUZ accreditation process.





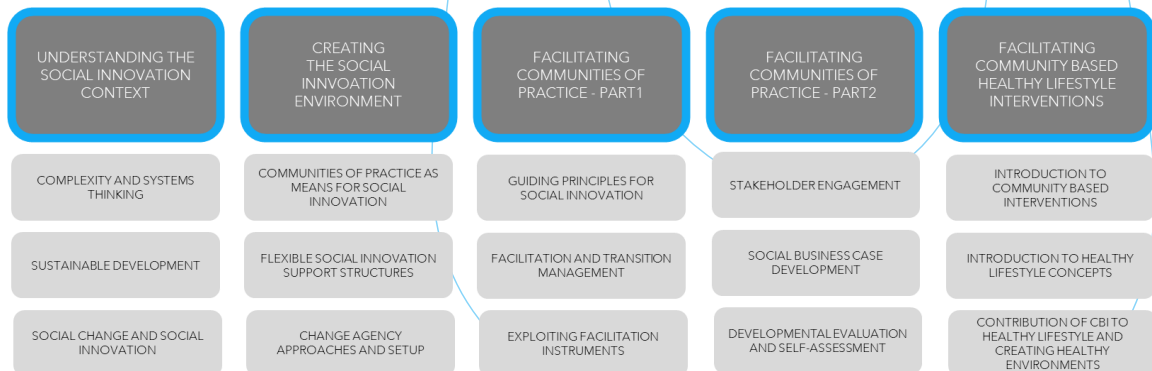
# CHANGE AGENT CAPACITY-BUILDING COMPENDIUM

The (re)accreditation requirements are based on education and practice. The minimum requirements for (re)accreditation are laid down in the YANUZ accreditation form. Applications are reviewed quarterly by the accreditation committee. The deadlines for submission are 31 March, 30 June, 30 September, and 31 December of each year. Before an application can be reviewed, the accreditation fee must be paid. The certificate course fee already includes the accreditation fee.



## MODULE OVERVIEW

YANUZ follows the principle of implementing a flexible capacity-building curriculum, which at the same time provides trainers and learners with a valid framework to establish clear guidance and realistic learning context. For it, the curriculum is broken down in learning modules. The capacity-building modules are instructional units that focus on topics. They include student-centred learning activities and connect to real-life learning landscapes.





# CHANGE AGENT CAPACITY-BUILDING COMPENDIUM

## CAPACITY-BUILDING MODULES AND TOPICS DESCRIPTIONS

MODULE	1 UNDERSTANDING THE SOCIAL INNOVATION CONTEXT										
CONTEXT	<p>Societies have become more complex than ever. Change agents need to understand the concepts of complexity and systems thinking, and the principles of how learning in complexity can be facilitated. They need to be aware of current social, political, and economical contexts, from where these originate and where these trend to. Change agents need to be aware about the principles of sustainable development and the variety of grand societal challenges we are facing, as they are for example summed up by the United Nations Agenda 2030 Sustainable Development Goals. They need to be aware what it needs to take up these wicked challenges, from a sense of agency, and that this necessitates a true mind-shift accompanied by fundamental systemic changes in societal regimes conceptualized in sustainability transition. They need to understand what social change means and what it takes towards it. They need to understand what social innovation is and that in several respects it is an ambiguous term. The change agents need to know how social innovation is used as an instrument towards social change and what role communities of practice and change agencies play within.</p>										
TOPICS	<table border="1"> <tr> <td data-bbox="549 822 624 887">1.1</td> <td data-bbox="624 822 1402 887">COMPLEXITY AND SYSTEMS THINKING</td> </tr> <tr> <td data-bbox="549 887 624 952">1.2</td> <td data-bbox="624 887 1402 952">SUSTAINABLE DEVELOPMENT</td> </tr> <tr> <td data-bbox="549 952 624 1032">1.3</td> <td data-bbox="624 952 1402 1032">SOCIAL CHANGE AND SOCIAL INNOVATION</td> </tr> </table>	1.1	COMPLEXITY AND SYSTEMS THINKING	1.2	SUSTAINABLE DEVELOPMENT	1.3	SOCIAL CHANGE AND SOCIAL INNOVATION				
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1.2	SUSTAINABLE DEVELOPMENT										
1.3	SOCIAL CHANGE AND SOCIAL INNOVATION										
LEARNING OBJECTIVES	<p>Participants will ...</p> <ul style="list-style-type: none"> <li>➔ learn that complexity concerns all aspects of life</li> <li>➔ learn the principles of systems thinking</li> <li>➔ understand the need towards sustainable development</li> <li>➔ be made aware that social innovation is one instrument towards social change</li> </ul>										
LEARNING OUTCOMES	<p>Participants shall ...</p> <ul style="list-style-type: none"> <li>➔ know the basic premise of complexity theory</li> <li>➔ be able to explain principles of systems thinking</li> <li>➔ be able to apply principles of complexity-based learning approaches</li> <li>➔ be able to identify characteristics and trends towards sustainable development</li> <li>➔ be able to distinguish between aims of and instruments towards social change</li> </ul>										
LEARNING MATERIAL EXAMPLES	<table border="1"> <thead> <tr> <th data-bbox="549 1637 727 1668">TYPE</th> <th data-bbox="727 1637 1402 1668">TITLE</th> </tr> </thead> <tbody> <tr> <td data-bbox="549 1668 727 1709">VIDEO</td> <td data-bbox="727 1668 1402 1709">SOCIAL CHANGE THROUGH INNOVATION</td> </tr> <tr> <td data-bbox="549 1709 727 1749">GAME</td> <td data-bbox="727 1709 1402 1749">THE CUBE COMPLEXITY GAME</td> </tr> <tr> <td data-bbox="549 1749 727 1792">PRESENTATION</td> <td data-bbox="727 1749 1402 1792">EMBRACING A COMPLEXITY ORIENTED LEARNING APPROACH</td> </tr> <tr> <td data-bbox="549 1792 727 1848">VIDEO</td> <td data-bbox="727 1792 1402 1848">WHAT ARE THE SUSTAINABLE DEVELOPMENT GOALS</td> </tr> </tbody> </table>	TYPE	TITLE	VIDEO	SOCIAL CHANGE THROUGH INNOVATION	GAME	THE CUBE COMPLEXITY GAME	PRESENTATION	EMBRACING A COMPLEXITY ORIENTED LEARNING APPROACH	VIDEO	WHAT ARE THE SUSTAINABLE DEVELOPMENT GOALS
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CREDITS	20 CPDC or 1-2 ECTS										





# CHANGE AGENT CAPACITY-BUILDING COMPENDIUM

MODULE	2 CREATING THE SOCIAL INNOVATION ENVIRONMENT										
CONTEXT	<p>A social innovation environment constitutes the playground where social innovation emerges, and in which it is facilitated towards action so that real social change can be enabled. It is the ecosystem where intentional relationships between like-minded actors are built to accelerate shared learning, collaborative problem-solving, and collective action. In this context, communities of practice allow for linking and learning between practitioners, knowledge producers and policy processes to analyse, address and explore solutions to complex challenges. They facilitate mutual learning and co-creation that is opposed to classical knowledge-to-action approaches. Ownership and self-guidance are important aspects in how this system operates. In addition, a flexible, credible, and skilled backbone is seen as a fundamental requirement. This backbone, in form of a flexible social innovation support structure, supports building relationships and trust; coordinating and aligning activities; sharing rich practices and ideas; creating agency; and ensuring eye-level communication. Change agencies play an important role in this ecosystem. A change agency is made by a team of change agents that have the complementary knowledge and skills to commonly – and sustainably – facilitate their local community of practice towards social innovation for a (more) healthy local society. Change agents need to understand their ecosystem and the role they are playing within.</p>										
TOPICS	<table border="1"> <tr> <td data-bbox="512 808 624 898">2.1</td> <td data-bbox="624 808 1402 898">COMMUNITIES OF PRACTICE AS MEANS FOR SOCIAL INNOVATION</td> </tr> <tr> <td data-bbox="512 898 624 965">2.2</td> <td data-bbox="624 898 1402 965">FLEXIBLE SOCIAL INNOVATION SUPPORT STRUCTURES</td> </tr> <tr> <td data-bbox="512 965 624 1043">2.3</td> <td data-bbox="624 965 1402 1043">CHANGE AGENCY APPROACHES AND SETUP</td> </tr> </table>	2.1	COMMUNITIES OF PRACTICE AS MEANS FOR SOCIAL INNOVATION	2.2	FLEXIBLE SOCIAL INNOVATION SUPPORT STRUCTURES	2.3	CHANGE AGENCY APPROACHES AND SETUP				
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2.3	CHANGE AGENCY APPROACHES AND SETUP										
LEARNING OBJECTIVES	<p>Participants will ...</p> <ul style="list-style-type: none"> <li>➔ understand the importance of new forms of real-life learning environments</li> <li>➔ learn principles of how to exploit communities of practice for social innovation</li> <li>➔ understand the importance of flexible social innovation support structures</li> <li>➔ understand the importance of a change agency approach</li> <li>➔ be made aware of the unique, context-driven setup of change agencies</li> </ul>										
LEARNING OUTCOMES	<p>Participants shall ...</p> <ul style="list-style-type: none"> <li>➔ know what communities of practice are and how they are framed</li> <li>➔ be able to exploit social innovation support structures</li> <li>➔ be able to facilitate the establishment of a social innovation makerspace</li> <li>➔ be able to identify rich practice of real-life learning environments</li> <li>➔ be able to identify roles and choose pathways of change agencies</li> </ul>										
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PRESENTATION	COP CHANGE AGENCY ROLES AND PATHWAY										
CREDITS	20 CPDC or 1-2 ECTS										





# CHANGE AGENT CAPACITY-BUILDING COMPENDIUM

MODULE	3 FACILITATING COMMUNITIES OF PRACTICE – PART 1												
CONTEXT	<p>Societal challenges are complex, systemic, interconnected, and urgent. They require insights from many perspectives, and they do not have outcomes which can be predefined. Initiatives that are innovative are often in a state of continuous development and adaptation, and they frequently unfold in a changing and unpredictable environment. Rather than sticking to a linear, predictable pathway, they adapt within and navigate the turbulence and uncertainties of complex system change by adhering to principles. In this context, guiding principles for social innovation provide change agencies with direction in their facilitation process. They are inspirational but also useful in making choices and decisions. Next to guiding principles, hands-on approaches and tools are needed to facilitate. Change agents need to build agency in working towards more desirable futures through nurturing innovation. They need to know about approaches to transition management, facilitation of transition processes, and communication. They need to understand how to create collaborative relationships, plan appropriate co-creation and learning processes, create and sustain participatory environments, and guide groups to appropriate and useful outcomes.</p>												
TOPICS	<table border="1"> <tr> <td>3.1</td> <td>GUIDING PRINCIPLES FOR SOCIAL INNOVATION</td> </tr> <tr> <td>3.2</td> <td>FACILITATION AND TRANSITION MANAGEMENT</td> </tr> <tr> <td>3.3</td> <td>EXPLOITING FACILITATION INSTRUMENTS</td> </tr> </table>	3.1	GUIDING PRINCIPLES FOR SOCIAL INNOVATION	3.2	FACILITATION AND TRANSITION MANAGEMENT	3.3	EXPLOITING FACILITATION INSTRUMENTS						
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3.3	EXPLOITING FACILITATION INSTRUMENTS												
LEARNING OBJECTIVES	<p>Participants will ...</p> <ul style="list-style-type: none"> <li>➔ Learn about guiding principles for social innovation and how to exploit them</li> <li>➔ be confirmed in their positive attitude to empower and facilitate change</li> <li>➔ learn principles of approaches to transition management, facilitation of transition processes, and communication in communities of practice</li> <li>➔ be empowered in the use of communities of practice facilitation instruments</li> </ul>												
LEARNING OUTCOMES	<p>Participants shall ...</p> <ul style="list-style-type: none"> <li>➔ know guiding principles for social innovation and be able to exploit them towards their own context specific needs</li> <li>➔ be able to explain approaches to transition management and the facilitation of transition processes and be able to communicate appropriately</li> <li>➔ be able to identify matching facilitation instruments and to adapt them towards own local context and settings</li> <li>➔ be able to create collaborative relationships, plan appropriate co-creation and learning processes, create and sustain participatory environments, and guide groups to appropriate and useful outcomes</li> </ul>												
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CREDITS	20 CPDC or 1-2 ECTS												





# CHANGE AGENT CAPACITY-BUILDING COMPENDIUM

MODULE	4 FACILITATING COMMUNITIES OF PRACTICE – PART 2										
CONTEXT	<p>Knowledge development through communities of practice fosters social innovation. It allows co-designing innovative and effective community-based interventions that are aligned with the values, needs and expectations of society. However, it implies that societal actors must co-create through reciprocal and sustainable relationships on an equal footing. Dynamic and sustainable stakeholder engagement is needed that allows for mutual-beneficial, both collective and individual agenda setting for co-creating innovative and effective CBI. At the same time, it must be ensured that the considerable investment in these processes is viable from multi-stakeholder perspectives. This requires anchoring entrepreneurial thinking into the co-creation processes of the community-based health interventions to ensure both feasible as well as viable social business cases. The change agent must be aware of the principles of stakeholder engagement and social business development to facilitate a community of practice that brings forward relevant and sustainable initiatives. They need to be aware of developmental evaluation principles to facilitate and guide the community of practice's learning to action transfer.</p>										
TOPICS	<table border="1"> <tr> <td>4.1</td> <td>STAKEHOLDER ENGAGEMENT</td> </tr> <tr> <td>4.2</td> <td>SOCIAL BUSINESS CASE DEVELOPMENT</td> </tr> <tr> <td>4.3</td> <td>DEVELOPMENTAL EVALUATION AND SELF-ASSESSMENT</td> </tr> </table>	4.1	STAKEHOLDER ENGAGEMENT	4.2	SOCIAL BUSINESS CASE DEVELOPMENT	4.3	DEVELOPMENTAL EVALUATION AND SELF-ASSESSMENT				
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LEARNING OBJECTIVES	<p>Participants will ...</p> <ul style="list-style-type: none"> <li>➔ learn that stakeholder engagement is vital for social innovation and how it differs from stakeholder involvement</li> <li>➔ learn principles of social business case development</li> <li>➔ be confirmed in their positive attitude to</li> <li>➔ learn basic codes of behaviors to avoid</li> <li>➔ understand the importance of an accompanying developmental evaluation and learn the principles of its facilitation</li> </ul>										
LEARNING OUTCOMES	<p>Participants shall ...</p> <ul style="list-style-type: none"> <li>➔ know and be able to explain the importance of stakeholder engagement</li> <li>➔ be able to identify matching stakeholder engagement approaches related to their context and facilitate mutual-beneficial agenda setting</li> <li>➔ be able to support anchoring entrepreneurial thinking into the communities of practice co-creation processes</li> <li>➔ be able to facilitate basic social business case framing and scoping instruments</li> <li>➔ be able to frame and facilitate an accompanying developmental evaluation</li> </ul>										
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CREDITS	20 CPDC or 1-2 ECTS										





# CHANGE AGENT CAPACITY-BUILDING COMPENDIUM

MODULE	5 FACILITATING COMMUNITY BASED HEALTHY LIFESTYLE INTERVENTIONS										
CONTEXT	<p>Around 90% of mortality in the European Union is due to non-communicable diseases and risk factors such as a person's lifestyle. This requires a fundamental rethinking of how we approach health and lifestyle. More emphasis should be laid upon the stimulation of a healthy lifestyle on a community scale. Lifestyle describes complex individual and group behavioral strategies concerning routines, attitudes, values, and norms in a specific social context. A healthy lifestyle is a way of living towards physical, mental, and social wellbeing. It includes a holistic view on physical activity, nutrition, sleep, unhealthy substance use, mental well-being, and social interaction. Community-based healthy lifestyle interventions refer to multicomponent interventions that generally combine individual and environmental change strategies across multiple settings. They have the aim to promote health and well-being among citizen groups in a local community context. They represent an innovative and effective approach to the challenges faced to support citizens to follow a (more) healthy lifestyle - if they are well facilitated. However, the terms community-based and interventions both have a wide range of meanings. Learning about healthy lifestyle and CBI concepts provides the change agents with context towards the COP's concern so that facilitation strategies can be more meaningful. A critical analysis of past CBI is integral to their support to design more effective interventions in the future.</p>										
TOPICS	<table border="1"> <tr> <td>5.1</td> <td>INTRODUCTION TO COMMUNITY BASED INTERVENTION</td> </tr> <tr> <td>5.2</td> <td>INTRODUCTION TO HEALTHY LIFESTYLE CONCEPTS</td> </tr> <tr> <td>5.3</td> <td>CONTRIBUTION OF COMMUNITY BASED INTERVENTION TO HEALTHY LIFESTYLE AND CREATING HEALTHY ENVIRONMENTS</td> </tr> </table>	5.1	INTRODUCTION TO COMMUNITY BASED INTERVENTION	5.2	INTRODUCTION TO HEALTHY LIFESTYLE CONCEPTS	5.3	CONTRIBUTION OF COMMUNITY BASED INTERVENTION TO HEALTHY LIFESTYLE AND CREATING HEALTHY ENVIRONMENTS				
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LEARNING OBJECTIVES	<p>Participants will ...</p> <ul style="list-style-type: none"> <li>➔ learn what community-based interventions are and understand the typology of community-based interventions</li> <li>➔ learn about concepts of health and healthy lifestyle</li> <li>➔ be confirmed in their positive attitude towards implementing healthy lifestyle</li> <li>➔ understand the importance of community-based interventions to facilitate healthy lifestyle and to create healthy environments</li> </ul>										
LEARNING OUTCOMES	<p>Participants shall ...</p> <ul style="list-style-type: none"> <li>➔ know and be able to explain what community-based interventions are</li> <li>➔ know basic codes of behaviors to foster healthy lifestyle and be able to facilitate community-based healthy lifestyle interventions</li> <li>➔ be able to identify rich practices of past community-based interventions and identify new trends towards healthy lifestyle</li> </ul>										
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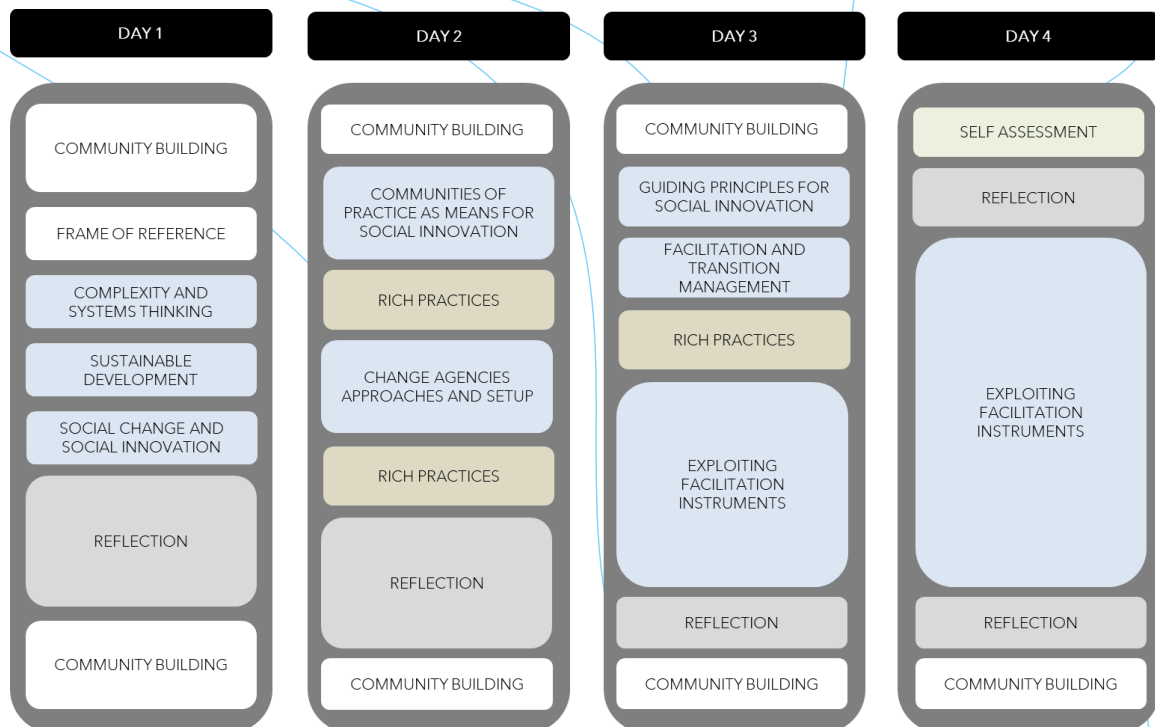


# CHANGE AGENT CAPACITY-BUILDING COMPENDIUM

## MODULE GLOSSARY

CONTEXT	The context section addresses the question of why does the participant require the knowledge which is delivered through the specific module? The context of the topic is described, explaining the benefits of the learning outcomes to the participant in a broader sense, making associations to applicability where appropriate.
CREDITS	CPDC means continuous professional development credit and refers to the YANUZ accreditation system. ECTS means European Credit Transfer and Accumulation System and refers to the transferability of the module learning into higher education curricula.
LEARNING OBJECTIVES	Learning objectives are specific steps that take the learners from where they are towards the module's learning aim. Objectives are intentions in measurable terms and are stated as intentions.
LEARNING OUTCOMES	Learning outcomes are what results from a learning process. They are specific measurable achievements and are stated as achievements of the learner. Learning outcomes specify the differing minimum standards depending on the ability within the group of learners. Clearly stated learning outcomes can help to understand what is expected of learners and what they shall achieve. Learning outcomes are split into the ability to Recall, the ability to Describe, and the ability to Explain and Apply.
TOPICS	The Topic section relates to the specific, pre-designated area of learning which make up the module structure.

## CHANGE AGENCY INTRODUCTION COURSE - INTENSIVE PROGRAMME

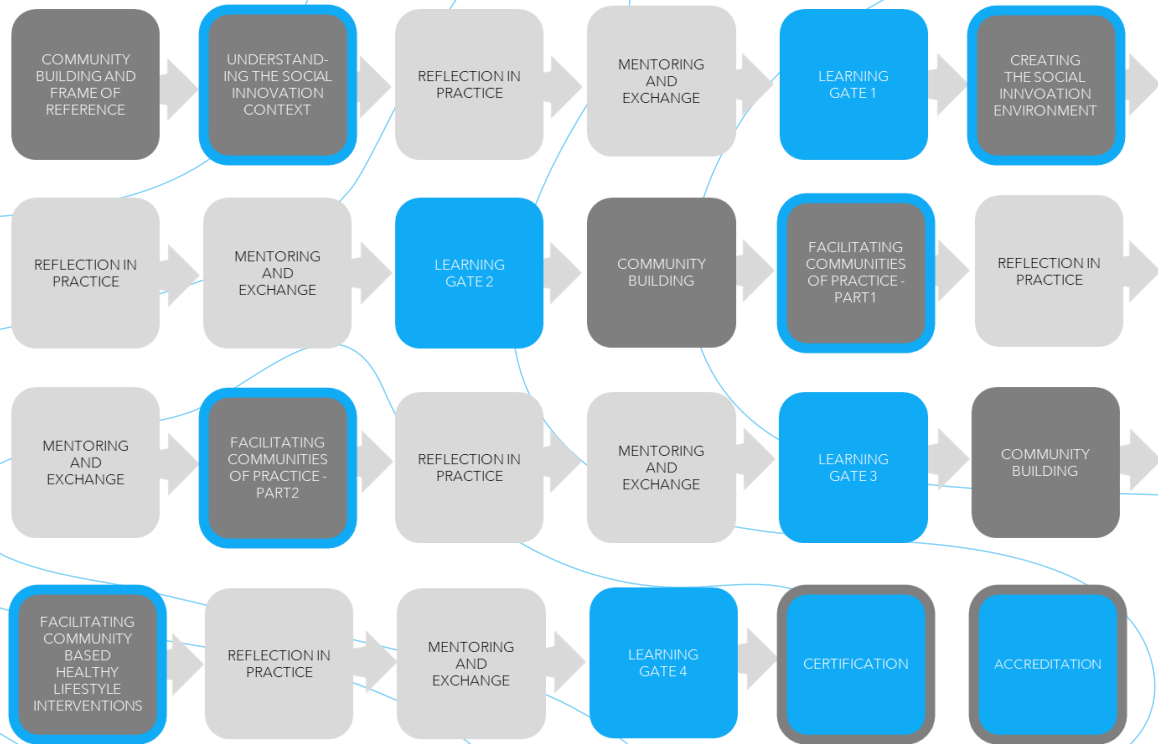






# CHANGE AGENT CAPACITY-BUILDING COMPENDIUM

## CHANGE AGENT CERTIFICATE - CURRICULUM SCHEDULE



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Editors of the compendium are Matthias Guett (SPIN Sport Innovation), Paul Beenen (HANZE University of Applied Sciences) and Dirk Steinbach (SPIN Sport Innovation). The certification, accreditation, and registry are anchored at SPIN Sport Innovation. Individual authorship of single paragraphs and resources may be asked from the editors. The content is licensed under the Creative Commons License CC BY-NC-SA 4.0 I Attribution-NonCommercial-ShareAlike 4.0 International. You are free to share our compendium material in any medium or format, and to build upon the material, if it is non-commercial and with appropriate credit provided. If you remix, transform, or build upon the material, you must make reference and distribute your contributions under the same license as the original.

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