

Co-creating Social Support

Case Study about Participants Experience of Co-creation Process on Social Sector in Finland

Jutta Hiltunen

Master's Thesis




August 2017

Double Degree Programme

Master's Degree Programme in Health Care and Social Services Development
and Management

Study Field: Social Services, Health and Sport

Master's Degree Programme in Health Management

	 	Description
Author(s) Hiltunen, Jutta	Type of publication Master's thesis Number of pages 99	Date: 21.08.2017 Language of publication: English Permission for web publication: x
Co-creating Social Support – Case Study about Participants Experience of Co-creation Process on Social Sector in Finland		
Degree programme Master's Degree Programme in Health Care and Social Services Development and Management, Master's Degree Programme in Health Management		
Tutor(s) Klein, Regina: CUAS Carinthia University of Applied Sciences Jaatinen, Kari: JAMK Jyväskylä University of Applied Sciences		
Assigned by: Viitasaari/Social services		
Abstract <p>The revised Finnish Social and Welfare Act requires more client orientated and client-centered services in extensive collaboration with different stakeholders. Co-creation is a development method that involves the different stakeholders, also the clients, in the development process. The purpose of the thesis was to facilitate a co-creation process that would develop social services with different stakeholders. The aim was to describe and analyze the process and to examine the participants' experiences. The main research question was to determine how the participants had experienced this particular co-creation process.</p> <p>The co-creation process was implemented in Viitasaari in autumn 2016 and, four meetings were arranged. There were three different methods of collecting data: observation, videoing the discussions in the meetings and implementing a qualitative survey at the end of the first and the last meeting. The written and transcribed material was analyzed by using inductive content analyses.</p> <p>Co-creation was found to be a useful method in the social sector. The participants' experiences of the process were very positive. According to the participants, the possible benefits and possibilities of co-creation were: new perspectives, extensive collaboration and customer orientation. The participants also saw possible risks and difficulties. A co-creation process needs to be well-planned, and it is important to pay attention to assembling the right group and facilitating the process. When these critical perspectives are taken under consideration, it is possible to build up a successful co-creation process also in the social sector.</p>		
Keywords/tags (subjects) Co-creation, collaboration, customer orientation, participation, social services, case-study		
Miscellaneous		




				Kuvailulehti
Tekijä Hiltunen, Jutta	Julkaisun laji	Päivämäärä 21.08.2017		
	Opinnäytetyö, ylempi AMK	Julkaisun kieli: Englanti		
	Sivumäärä 99	Verkkojulkaisulupa myönnetty: X		
Työn nimi Yhteiskehittämässä sosiaalista tukea – Tapaustutkimus osallistujien kokemuksesta suomalaisten sosiaalipalveluiden yhteiskehittämisen prosessissa				
Tutkinto-ohjelma: Sosionomi (yamk): Sosiaali- ja terveystieteiden kehittäminen ja johtaminen; Master's degree programme in health management				
Työn ohjaajat Klein, Regina & Jaatinen, Kari				
Toimeksiantaja Viitasaaren kaupunki/Perusturva				
Tiivistelmä Suomen uudistettu sosiaalihuoltolaki asettaa vaatimuksia sosiaalipalveluiden asiakaslähtöisyydelle. Vaatimuksena on myös laajan yhteistyön rakentaminen eri sidosryhmien kesken. Yhteiskehittäminen on kehittämismenetelmä joka ottaa kehittämiseen mukaan kaikki sidosryhmät, mukaan lukien asiakkaat. Tarkoituksena on ollut toteuttaa yhteiskehittämisen prosessi, jossa kehitetään sosiaalipalveluita eri sidosryhmien kanssa yhdessä. Tavoitteena oli kuvata ja analysoida prosessia, sekä selvittää osallistujien kokemuksia osallistumisesta. Tärkeimpänä tutkimuskysymyksenä oli selvittää, miten osallistujat kokivat osallistumisensa kyseiseen yhteiskehittämiseen. Neljän tapaamisen yhteiskehittäminen toteutettiin Viitasaarella syksyllä 2016. Tutkimusaineistoa kerättiin kolmella tavalla; havainnoimalla, tapaamisten keskustelut kuvaamalla ja ladullisella kyselyllä ensimmäisen ja viimeisen tapaamisen päätteeksi. Kirjallinen ja litteoitu aineisto analysoitiin aineistolähtöistä sisällönanalyysiä käyttäen. Yhteiskehittäminen todettiin käyttökelpoiseksi menetelmäksi sosiaalihuollossa. Osallistujien työskentelykokemukset olivat erittäin positiivisia. Osallistujien mukaan mahdollisia hyötyjä ja mahdollisuuksia yhteiskehittämisen käytössä ovat uudet näkökulmat, laaja yhteistyö ja asiakaslähtöisyys. Osallistujat havaitsivat myös mahdollisia riskejä ja haasteita. Yhteiskehittämisen prosessi pitää suunnitella hyvin ja oikean ryhmän kokoamiseen sekä prosessin fasilitointiin tulee kiinnittää huomiota. Kun nämä olennaiset seikat ottaa huomioon, on mahdollista rakentaa onnistunut yhteiskehittämisen prosessi myös sosiaalihuollossa.				
Avainsanat (asiasanat)				
Co-creation, yhteiskehittäminen, asiakaslähtöisyys, sosiaalipalvelut, osallisuus, case-study				
Muut tiedot				

Table of contents

1	Introduction.....	5
2	Theoretical basis.....	7
	2.1 Background of the problem	7
	2.2 Co-creation as innovative strategy.....	12
	2.3 Research questions	15
3	Research design.....	16
	3.1 Case study.....	17
	3.2 Co-creation process.....	19
	3.2.1 Innovation management	21
	3.2.2 Diversity management.....	23
	3.2.3 Creative and functional methods of collaboration	24
	3.3 The participative research process in this case study.....	27
4	The co-creation process in this case study	30
	4.1 Four meetings from plan to result	30
	4.1.1 Background work of the process.....	31
	4.1.2 The planning, realization and critique of the first meeting.....	35
	4.1.3 The planning, realization and critique of the second meeting.....	39
	4.1.4 The planning, realization and critique of the third meeting	43
	4.1.5 The planning, realization and critique of the Last meeting.....	46
	4.2 Data gathering methods.....	49
	4.2.1 Discussion at the meetings.....	49
	4.2.2 The questionnaires	50
	4.2.3 The observation	51
5	Data analyses and Results	53
	5.1 Content analyses	53

5.1.1	Analyses and results of the video/discussion data	56
5.1.2	Analyses and results of the questionnaires.....	60
5.1.3	Analyses and results of the participatory observation.....	64
5.2	Research questions and answers	65
5.3	Report for the town of Viitasaari	67
6	Discussion	68
6.1	Discussion about results.....	68
6.2	Ethical issues and credibility of this study.....	73
6.3	Evaluation of the whole process and suggestions for future studies	76
	Literature.....	81
	Attachment 1: Questionnaire at the first meeting	90
	Attachment 2: Questionnaire at the last meeting	92
	Attachment 3: Themes and points of the pink labels	94
	Attachment 4: Report for the town of Viitasaari	95

Figures

Figure 1:	Case study process	20
Figure 2:	De Bono's Six Thinking Hats (Kapeleris 2010)	27
Figure 3:	A ladder of citizen participation (Arnstein 1969).....	29
Figure 4:	Co-creation process at this case study.....	34
Figure 5:	Seven themes when families haven't got the help they've needed.....	42
Figure 6:	Summarized expressions and sub-categories	57
Figure 7:	Content analyses of the discussion material	59
Figure 8:	Possibilities and benefits of co-creation according to the participants.....	61
Figure 9:	Risks and challenges of co-creation according to the participants.....	62

1 Introduction

This Master thesis is a case study about a co-creation process that was implemented in order to develop the social support of families with young children. I had an inspiring double role as a researcher and a facilitator and this paper is a picture of these two intertwined processes and the results of the study. The reader will be able to find out how the co-creation was implemented in this process and what the experiences of the participants were.

In 2014, a new social welfare act was passed in Finland, and after that came instructions how to use this new act. One of the main aims of the instructions was that social services should be provided with a client-orientated approach and that they should be client-centered. The act also states that it takes co-operation of different stakeholders to achieve that goal. (Sosiaalihuoltolaki soveltamisohje 2015, 4-5.) At the end of the year 2015, the town of Viitasaari asked me to help them to find a way of developing social services in the spirit of the new act. The main issue was a need to develop co-operation across the normal boundaries. Because of the goal of client-centeredness and wide co-operation, co-creation seemed to be a method worth trying. Co-creation is a development method that takes all stakeholders in to the development process as equal partners (e.g. Oinonen 2013.) At the time of starting this process, there were no studies available about using co-creation in the social sector. Co-creation has been used in many fields, for example, when developing marketing (e.g. Hakanen & Jaakkola N.d.; Rashid, Varey & Costley N.d.) and environmental technology (Jalkala & Salo 2013), but not so much in the social sector. That is why this study is very interesting and important. This case study is looking for possibilities and benefits as well as risks and challenges in the co-creation process from the participants' point of view. These findings should be taken into account when using co-creation in the social sector. These results are of value to everyone who has plans to do something similar. This is why this will serve not only the town of Viitasaari, but also everyone who is planning to use co-creation to develop social services in the future.

This case study used a qualitative approach to analyze the co-creation process that was implemented in Viitasaari during the autumn of 2016. In this paper, I am describing how everything was planned and how it finally went at the end. In addition to

that, I am exploring how the participants express their experiences of participating in this co-creation process. The data for the study was collected in three ways: from the discussion materials from the meetings, two questionnaires with open questions and observation of the participants' non-verbal communication. The data was analyzed by using inductive content analyses. The participants' point of view was the main perspective in this study. It was important because participants' experiences, motivation and commitment to any development process is a crucial matter of success in the process (e.g. Widmark, Sandahl, Piuva & Bergman 2011). The purpose of this thesis was to describe the co-creation process and to determine whether co-creation could be a usable method of developing social services from the participants' perspective. The goal of this study was to produce information for the town of Viitasaari about the co-creation process as a method of developing social services. The results that were gained in the development process of social support were excluded from this study because of a need to delimitation. Despite the exclusion, it was necessary to write a report about the results for the town of Viitasaari. That report is available in Attachment 4 in Finnish, and there is a short overview of it in English in Chapter 5.3.

As a result of this case study, I am able to describe a positive example of using co-creation in the social sector and point out some benefits and challenges that should be taken in to consideration when planning similar processes. This case study demonstrates, that it is possible to have a successful co-creation process in the social sector. The results that are presented in Chapter 5 are very positive and encouraging, but there are also some critical aspects proposed. No one should think that co-creation is easy to carry out. Instead, this paper points out that the co-creation process should be planned extremely well and that the facilitators must be ready for everything unexpected.

I have a strong background with different aspects of this field. I have worked for over 13 years with children and families in different contexts'. I also have a great deal of experience of working with different kinds of groups and using several kinds of functional methods. This process goes on in my hometown Viitasaari, which is a small town of 6780 inhabitants (31.12.2014) in the middle of Finland (Viitasaari n.d.).

2 Theoretical basis

This chapter presents the theoretical background of this process and the starting point of the whole study. The need of developing client-orientation and participation in the social sector is named and discussed according to both Finnish and international literature. This chapter presents an overview of the knowledge base that was necessary to establish before starting the development process by using co-creation. The research questions of this case study are defined in sub-chapter 2.3

2.1 Background of the problem

Jantunen, Mäkelä & Piippo (2015) present in their article a study that states that authorities and citizens have different kinds of expectations for services. The expectations of different organizations are different from each other, but more importantly, those are almost opposite to the clients' expectations. Because of the big difference with the expectations, it would be important that clients could have a bigger role in the development process of the services. In these days, clients do not have a strong and active role in relation to the service producer. According to the study mentioned above, professionals are not as aware of their clients' needs and hopes, as they might think they are. (Jantunen et al. 2015, 181-186.)

Finland has an on-going social and health care reform. The aim is to create better services that are customer-orientated, more effective and cost-efficient as well as better coordinated (Ministry of social affairs and health Finland. N.d.). The main idea is that services are organized in larger areas, in new provinces, instead of municipalities. The plans also mention a goal of a better integration of services. In this reform, integration is scoped in a very ambitious way by international standards. It includes both social and health care on the basic and specialized levels, organized by public, private and nonprofit organizations (called as the 'third sector' in Finland). (Ministry of social affairs and health Finland. N.d.)

Integrated services can be defined as joined-up services and “a coherent set of methods and models on the funding, administrative, organizational, service delivery and clinical levels designed to create connectivity, alignment and collaboration within and between sectors” (OECD 2015, 16). Integration can be either horizontal or vertical. Another way to define the integrated services is that those are “activities implemented to achieve efficient coordination between services and improved out-comes for service users” (OECD 2015, 16; Montero, van Duijn, Zonneveld, Minkman & Nies 2016, 10). This integration of services is the main point why it was important to have different stakeholders included in the process.

The OECD (2015) report about integrated social services gives an overview of how integrated services might help vulnerable groups of people to gain the support they need and to empower them early enough. The main goal in this OECD report is to explore how services are integrated in the OECD countries and what seems to work with vulnerable groups. The report defines vulnerable groups and integrated services and discusses if more effective support could be produced with less effort by using the new innovations of integrated services. From this case study’s point of view, the most interesting part is the chapter about vulnerable families. The key findings are that integrated services for vulnerable people have the potential to help people in multiple issues simultaneously and reduce the cost. It improves access to services and facilitates information and knowledge sharing between professionals. Integrated services are more collaborative and co-operational, and the quality, outcomes and satisfaction is on a higher level amongst the users and providers. (OECD 2015, 12.)

The report about integrated social services in Europe (Montero et al. 2016) describes and analyses how social services are integrated with other public services across Europe. The report is also interested in the reasons why organizations are integrating services and how integration is actually implemented. The report defines the key elements in integrated services. The key elements can be either barriers or facilitators depending on the situation. The key elements are interprofessional teamwork, ICT, the delivery system, effects measurement, funding, commitment, innovation, learning and sustainability. (Montero et al. 2016, 70-73.)

Health 2020: A European policy framework and strategy for the 21st century (2013) states that a goal of the publication is to 'provide understanding of and inspiration' for the development of social and health services. The main interest is in innovative and evidence-based policies and practices. In this report, health is seen as its wide issue, and collaboration between all parts of society is defined as a key to the best outcome. There are four priority areas defined in the publication. The first is the approach of investing in health through the course of the whole life, and the second one is empowering people. Thirdly tackling Europe's major health challenges: non-communicable and communicable diseases, strengthening people-centered health systems, public health capacity and emergency preparedness, surveillance and response. The fourth area is creating resilient communities and supportive environments. The most interesting aspect from the point of view of this thesis is the priority area of creating resilient communities and supportive environments, mentioned in Health 2020 (2013). The focus is rather on preventing problems, developing communities and environments that are healthy in every way as well as self-correcting.

The target group of this development work was families with small children, and more precisely, when talking about social work, the families who need support in their lives. Many times those families are exactly the same group that is mentioned in the OECD report (2015, 11) as a vulnerable group. In that report, a vulnerable family is defined as a family with children with multiple and complex needs of services. The difference is that in this case the family does not have to have many problems. The idea is that it would be possible to support the family when the problems are not too big. The goal is to find ways to help families not to end up being vulnerable in the spirit of Health 2020 (2013). It has been found that vulnerable families are often in a high risk to end up in extreme poverty and social exclusion. Based on this, the OECD report (2015, 11) stresses that developing integrated services for that particular group is very important.

All these publications discuss about integrated services, collaboration and client-/people-centeredness, and they all state that those are the objectives when developing services for the future. When thinking about the Finnish social and health care reform, it has the same key goals. The integration of services seems to be a viewpoint of great current interest in the social and health care sector. In this Master thesis, the

process is all about integration. The OECD report (2015) contains a finding according to which integrated services have a potential to support vulnerable people more effectively and even with less resources. With this case study, I tried to determine whether the participants felt that co-creation could be a way to build up integrated services for families with young children and increase collaboration between different sectors.

This development work is concentrated on the preventive viewpoint in the social services and service integration. This is why I am using the term social support instead of social work that can be defined as professional and institutional work, which is based on an academic discipline (e.g. International Federation of Social Workers 2017). The definition of social support is ambiguous. It can be defined as actual supportive actions that someone does to help and/or support someone else. On the other hand, the definition can be that social support means personal supposition of how an individual sees a likelihood that someone will be supportive for him. The experienced amount of this kind of social support depends greatly on early interpersonal experiences. (Uchino 2004, 9.) Social support is thought of having positive influences on physical and mental health because of its influences on emotions, cognitions and behavior (Cohen, Gottlieb & Underwood 2000, 10). In this study, social support is seen as actual actions that are taken to give better and stronger support to people who need it. The actions can be taken either by volunteering individuals or professional organizations.

It is not clear what the right term is for a person who is a client in social work. According to Hugh McLaughlin (2009), the terms used are, for example, 'client', 'customer', 'consumer' and 'service user'. In addition, the term 'patient' has also been used. Depending on the term, it describes the relationship between the social worker and the person who is using social services in different ways. McLaughlin also says that there are nuances that are not always clear when the word is checked from a dictionary. (McLaughlin 2009.) According to the Cambridge Dictionary a 'customer' is a person who buys goods and services and 'client' is a customer or someone who receives services. 'Consumer' is defined to be a person who buys goods or services for their own use. (Cambridge Dictionary n.d.) Internationally 'client' is nowadays the most widely used term. In the UK, this term is challenged, and 'service user' is the

most common term. The term 'client' is said to express a relationship where a professional is seen as an expert who knows what the passive 'client' needs. However, a change in trend has made people using social services more active partners in the process. 'Customer' and 'consumer' differ slightly from each other, but both include the idea that a 'customer' or 'consumer' has the ability to know the kind of help that they need and to choose between different options. Using these terms is challenged, and the main reason is that in social work it is not clear that a 'customer' or 'consumer' is always capable of making rational choices. 'Service user' is a term that is connected to the growth of participation in order to ascertain the suitability of the services. 'Service user' can be seen as an expert of services from the user's point of view. Term 'service user' is challenged because one service user cannot usually be an expert of every kind of social service. 'Service user' does not identify the service that is being accessed and it does not make a difference between people who use different services, or not to mention the difference between people who use the same services. According to McLaughlin, it is not clear what the best term is, and it is possible that new terms will appear, but he says that it is important to be aware what kind of language we use in the social services. (McLaughlin 2009.) In this study, I am using the term 'client' because of its common use internationally. Here a client means a person who needs social services. I do not use it in the sense that a client is passive object of actions that professionals produce. In this thesis, a client is seen as an active partner who has knowledge and expertise of his own perspective.

When talking about clients' active role in a development process, there is a significant difference between the Finnish and English language. Sanders and Stappers (2008) open this out by discussing that the user-centered approach is mainly used in the US with a meaning of 'user as a subject'. The participatory approach, the 'User as a partner'-meaning, is mainly used in Northern Europe. (Sanders & Stappers 2008, 5.) In the Finnish language, there is a different term for the both meanings [asiakaskeskeisyys and asiakaslähtöisyys]. In this study, the user/client-centered approach and client orientated approach are used as meaning of 'the user as a partner'. The user is seen as equal member of the group whose views are as important as anyone else's is. As mentioned earlier, in this study, a client is seen as an active participant who has important expertise.

2.2 Co-creation as innovative strategy

The co-creation is collaboration which takes different stakeholders in to the developing process. The stakeholders can be for example the clients, owners, authority, associates, financiers and a media, depending from the target. (Oinonen 2013.) The co-creation can be defined also as an act of collective creativity with two or more people (Sanders & Stappers 2008, 6). The co-creation is a way to client-centered approach, it takes a big step from just considering clients' opinion to get client perspective straight in to the center of development. An important perspective is that at the co-creation process, everyone is a professional from his own point of view. The hierarchy is as low as possible and the result of the process is open. (Wetter-Edman 2013, 106-109.) At the co-creation, the users are seen as possible experts of their experiences. The users might need a help to express their experience, so it is important goal to the facilitator to give the appropriate tools to them. (Sanders & Stappers 2008, 12.)

The co-creation has been used in different sort of projects over the years. It has been used in developing marketing (e.g. Hakanen & Jaakkola N.d.; Rashid, Varey & Costley N.d.) and environmental technology (Jalkala & Salo 2013). In Utrecht, they renovated the central station (Van Oosterom & Schuurman 2013, 132-136) and in UK, they renewed their healthcare system (The Health Foundation 2016). The Agile-project was a cooperation of five Finnish universities in 2014-2015. The goal was to generate new knowledge from the co-creation used in business development. (Agile-ketterät liiketoimintaa edistävät yhteiskehittämisen käytännöt n.d.) The result of the project is an electronic workbook, Agilemobile. The Agilemobile offers the information, hints and examples about five areas of facilitating the co-creation process; equal participation, recognizing different goals, going forward by doing, space and guidance and processing emotions. Even though the Agile-project was planned originally for business environment, the Agilemobile is also usable for the public- and non-profit organizations. (Agilemobile n.d.)

Jalkala and Salo (2013) found out at their study of eight co-creation processes at cleantech-solutions, that there are five imbricated stages at the co-creation process where the customers can participate. At their study, the customers are companies

and they are using the co-creation at B2B environment. They were using the Grounded theory, and their goal was to found out ways to help the organizations at cleantech-sector to use the co-creation on commercialization. Stages were: 1. Defining common goals. 2. Agreement of cooperation. 3. Inter-active brainstorming. 4. Iterative development and testing. 5. Preparation of commercialization. They found out that customers' role at the different stages was different. Typically, the most significant role was on testing. The important result from the study, was that the producers should offer experiences of success and tangible benefits if they want to commit the client to the cooperation. The partners should also have a good motivation and enough resources to participate. (Jalkala & Salo 2013, 22.)

The co-creation and co-designing is based on thinking that everyone should have an opportunity to participate in the decision-making when decisions are influencing to one's services. When talking about the public services, it is possible to see it in a way that everyone is having such a role. Tuulaniemi (2015) presents that the main obstacles in the public services of using the co-creation, is the fear of a chance and taking risks, even though innovations would need exactly that. The reasons for that might be in the lack of experience in the management and that organization culture is not traditionally supportive for inventing new. That is why developing and using new processes is actually innovative on the public services. (Tuulaniemi 2015, 108-109.) It seems, that in the social and health care, supporting the innovation culture is not seen as a major part of daily life work. Maybe there is not the knowledge and the tradition to that. Hopefully this study could encourage the organizations on public services also on taking the customers in to the developing process.

The collaboration and co-operation in the interprofessional team (including the clients) has many challenges. Even if the participants have the same goal and interests and the structural issues are fine, problems usually come from the human side of the collaboration. The different views and experiences of every stakeholder and relational and contextual factors inside the team will bring challenges and complexes to the work. The key is, that everyone must identify and demarcate a "new" role and a task. (Montero et. all 2016, 23.; Reeves, Lewin, Espin & Zwarenstein 2010. 105.) Article of Widmark, Sandahl, Piuva & Bergman (2011) presents the barriers between dif-

ferent agencies at the welfare sector. The frame and the specific target of their research was at the mental care of children and adolescent and the organizations involved, were health care, social services and schools. They have made a summary, based on different studies, about what are the important issues when doing collaboration.

- Joint management of collaborating organizations
- Common interest in collaboration
- Professionals must be motivated for the joint task
- There must exist trust between professionals or it should be build up
- Everyone should be aware what are the things that impede or promote collaboration

Their own research showed that there are three categories in barriers of collaboration; Allocation of responsibilities, confidence and professional encounter. The allocation of the responsibilities include all the aspects that provide difficulties between the professionals on the area of knowing what to expect from other sector. It is important that every-one knows what are the responsibilities of different sectors. The confidence means that there should be trust between the professionals in the different organizations, even though every professional and organization has its own background and basis. The professional encounter means that different organizations have its own way of looking the situation, (e.g. medical, psychological, educational) and to improve the collaboration, this should be visible to all. (Widmark et al. 2011.)

When this particular process started, there was not cases reported from the social sector. Now there are experiences also from developing this area. In Finland, there is a development project of the social rehabilitation (Sosku) going on (Terveyden ja hyvinvoinnin laitos 2016) and recently there has been published a Master thesis where they developed a family collaboration at housing services for disabled adults (Ikäheimo 2016). At Sosku, they are developing methods that could be supportive for people who are for some reason in a need of the social rehabilitation. The social rehabilitation is seen as a service for people with some kind of difficulties in one's life, for example unemployment, mental- or behavioral disorders, different kind of disabilities or experiences of violence. Sosku is developing client-orientated methods for

the social rehabilitation and the development is done by using the co-creation. Co-creative methods include the interprofessional teamwork with the clients. (Sosiaalisen kuntoutuksen kehittämishanke 2016, 5-9.) Sosku includes 12 individual projects. One of these, which is coordinated by Kuntoutussäätiö, has collected a feedback from their three co-creative workshops. The feedback was overall very positive, but it is not possible to compare these results to the results I had from this case study, because of the totally different perspective. Sosku is continuing till 2018, so at this point there are no full results available. (Sosiaalisen kuntoutuksen kehittämishanke 2016, 69.)

At the co-creation (and collaboration) it is important that the participants can feel that they are equal members of the group and their thoughts and points of view are taken seriously and valued at every point of the process (Wetter-Edman 2013, 109). During the co-creation process and the case study, it was crucial to build up the collaboration that considers all these problems mentioned earlier (e.g. Montero et al. 2016, 23.; Reeves et al. 2010. 105.; Widmark et al. 2011). That is why when analyzing the potential of the method, it was important to find out how the members of the group felt and experienced the co-creation process and equality in it.

2.3 Research questions

The purpose of the case study is to describe the co-creation process and to find out if the co-creation could be a usable method of developing the social services from the participants' point of view. The goal of this study is to produce information from the participants' aspect about the co-creation process at the social sector for future use. The research questions are chosen to produce the information for use when planning co-creation processes at the social sector in future. The research questions were clarified a little during the study, but the main point has stayed the same. At the beginning, the questions were wider, but at the end of this process I was able to make the questions more accurate.

The main research question is: **How participants describe their experience in this particular co-creation process?**

- What kind of possibilities and benefits participants are able to name?
- What are the risks and challenges they think should be taken under consideration when using co-creation?
- How participants experience the equality during the process?

3 Research design

This chapter presents the information that was important when planning and preparing this case study. The background knowledge for planning the co-creation process is in Chapter 3.2 and it includes both the important issues in management/facilitation and the creative, and functional methods that were used in this process. Chapter 3.3 describes this case study as participative research.

This case study was a process where I had two different roles. I was a researcher, whose goal was to find out how the participants described their experiences in this co-creation process. I was also a facilitator of a development process of social support. These two perspectives are included in this case study. It would be possible to say that if I had two different roles in this process, the participants had at least three different roles. In the study, they were the target group representing an example of any possible group of participants. In the development of social support, they represented the professionals giving their expertise to this process. The third role was their participation in the research process. The participants in this process were not passive targets. Instead, they had an active role the whole time, because they were implementing a participatory research process.

3.1 Case study

Case studies can be defined in multiple ways. Peter Swanborn (2010) lists properties that are present in most case studies. In case studies, the focus is on a social phenomenon. Important issues are that the study is organized in the case's natural context and carried out in one social system (e.g. organizations, people and local communities). A case study concentrates on a certain period of time and tries to describe and explain the social process between the participating persons or social institutions. In a case study, the researcher must keep eyes open to be able to notice unexpected aspects during the whole process. Usually, a case study uses several data sources. (Swanborn 2010, 12-13.) For case studies, it is typical that at the center of the study there is one single event of a limited process. The aim is to evaluate and describe the process in its own environment. (Saaranen-Kauppinen & Puusniekka 2006.) A case study is suitable for situations in which the author has only a little control over the process and in which the focus is on a contemporary phenomenon (Hakanen & Jaakkola N.d., 5). At the center of this study was the co-creation process implemented in its normal environment. Moreover, control over the process was very limited and the process was on-going at the same moment.

There are three conditions that should be considered when choosing a research method or strategy. The first condition is the type of the research question. The second is investigator's control over the behavioral events, and the third is the degree of focus on con-temporary events. (Yin 1994, 4.) When the research questions are "what", "how" and "why" -questions, the study can be defined as explanatory. In explanatory research, useful methods can be case studies, histories and experiments. (Yin 1994, 5-6.) When the focus is on contemporary events, it leads the researcher to use either a case study or experiments. When taking the investigator's amount of control under consideration, we are able to see that a case study is useful when the study happens in its natural environment, whereas experiments need an environment where behavior can be manipulated. A case study's strength is its ability to deal with multiple kinds of evidence. (Yin 1994, 8.)

Based on Yin's (1994) conditions, it seems clear that a case study was a suitable method for this work. The goal of this research was to examine how the participants

experienced participating in a co-creation process of developing social services and what kind of benefits and challenges they saw. Hence, based on Yin's (1994) conditions, this study can be defined as explanatory research. This was also a unique contemporary process happening in its natural environment. It was not possible to replicate this process. Even with the same participants and same plans, it would have been different from this one. Manipulating of the process would have been impossible. There were no possibilities to test how a change, for example to the environment, would have affected. This kind of a process is unique, so that it is not possible to control it totally. The data of this study was in multiple forms: observation material, discussion and questionnaires, and there were also produced materials. For these reasons, it is possible to say that a case study was a suitable method for this kind of a study.

Swanborn (2010) points out that in case studies it is important to be ready for the unexpected. In this process, it meant that after every meeting, the meeting was critically observed, and based on that, the next meeting's final plans were made. It is not possible to predict the participants' or motivation role in the group, or chemistry between the participants. That is why one needs to be prepared to react to issues that may rise. Another aspect is, that it is impossible to define important research material precisely before the whole material is collected. It is possible that some of the data will not serve the purpose of the study, but it is not possible to predict if that is so.

There are a few reasons why case studies are treated with prejudice when comparing to other methods. One big question is whether a case study is as rigorous and objective as it should. This is an important aspect to take under consideration in every study. The researcher must be open to every finding and not just report the ones that confirm the preconceived notions. When conducting a case study, the researcher needs to be ready to change assumptions. Without complete openness, the study will not be reliable. (Yin 1994, 9-10; Flyvbjerg 2006, 234-236.) In this study, the reliability was deeply evaluated after the whole process (see Chapter 6.2). My double role as a researcher and facilitator was critical from this point of view. I was influencing the process that I was also studying. It was necessary to be able to look at the process also from the outside, not only from the inside.

Another prejudice is that it is impossible to make generalizations based on a single case. When talking about generalization, it can be understood in two ways. In case studies, it means that results are generalizable to theoretical propositions. A case study is not a sample and it is not generalizable to other populations or the universe. (Yin 1994, 10.) With case studies, generalizations might be a successful when doing “falsification”, in the sense of critical reflexivity (Flyvbjerg 2006, 227-228). In this Master thesis, this was one key aspect. One goal was to find out what kinds of limitations there were when using co-creation in developing social services. Finding the critical points that would be wise to take under consideration can give some helpful guidelines also for other similar situations. There are no plans for giving detailed instructions on how to build up a successful co-creation process. This was one experiment, and the possible findings might be helpful to others who are planning to do something similar.

3.2 Co-creation process

The process of this case study (see figure 1) had its start at the end of the year 2015 when the first discussions were arranged with the town of Viitasaari. Because of taking part in the Double Degree Program, the subject needed approvals from both the JAMK University of Applied Sciences in Finland and the CUAS Carinthia University of Applied Sciences in Austria. This happened in spring 2016, and right away started the writing process of the preliminary presentation of the thesis. Summer 2016 was a time of writing the preliminary presentation of the thesis and planning the research and co-creation processes. The participants of the group were also collected at that time. In autumn 2016 started the data collection when the co-creation process started. At the same time, I evaluated every meeting and made detailed plans based on how the evaluation was proceeding.

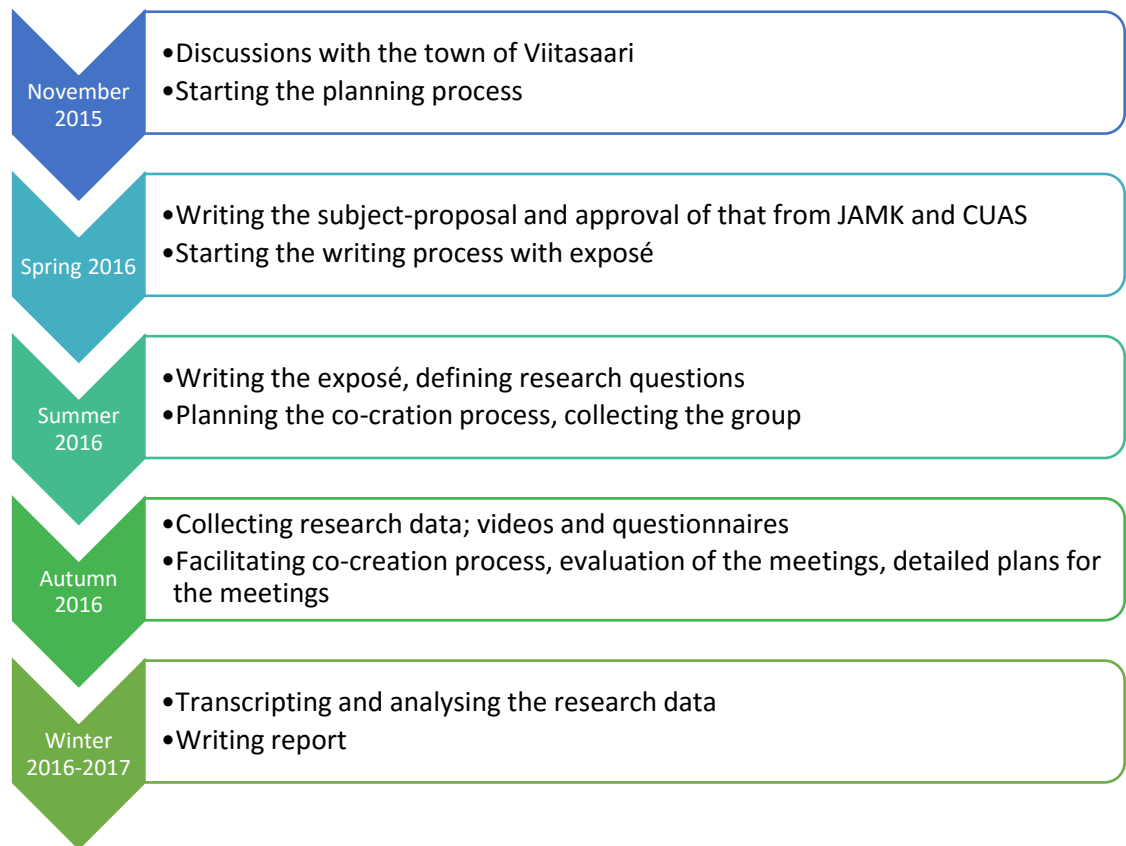


Figure 1: Case study process

After the last meeting in November, started the transcription of the filmed material, and then the analyzing of the data from the film, transcribed text and answers to the questionnaires. Writing of this report continued during the winter and spring 2016-2017.

At this case study, the co-creation is defined as a method of collaboration which includes the professionals, volunteers and clients as equal participants of the developing process. The co-creation process was built considering the challenges and aspects that may bring difficulties to the collaboration. The wider orientation was on the innovation management, diversity management and the creative and functional methods of the collaboration.

3.2.1 Innovation management

An innovation is a process. It is a process, where new ideas are connected to the old knowledge and that is put in to action. It is possible to have a product innovations, a process innovations and a business model innovations. An innovation should always have some financial aspect included. When trying to make new innovations, one must have time. Being innovative, needs reflection, lots of ideas and diversity of the team members. (Piippo, Sankelo, Valtanen & Sinervo 2015, 156; Klokgieters & Chu 2013, 327; Sydän-maanlakka 2009.)

One might say that at the social and health care, there are no innovation management. Having new ideas and getting those in to action, happens mostly by accident or by chance. The supervisors have not clear forms how to encourage and support innovativeness and they do not understand that the innovation management should be a daily part of their work. Some workers also have difficulties to understand that they have the responsibility to develop their work. At the social and health care, the innovation management should be taken seriously. With the right kind of leading, the employee-driven innovations might have a significant role in the organizations. (Sankelo & Heikkilä 2015, 193-194.)

In business, it has become clear that the firms cannot succeed alone, because of the complex and unstable system of the markets, governments, customers and institutions. The literature from the marketing and innovation has started to recommend that some kind of collaboration or interaction is needed between the firm, its consumers and the other stakeholders. The collaboration is seen as a precondition of the innovations, but in order to be contributive, it must be orchestrated properly. In the business context, the collaboration can be seen in five different types. The collaboration can be internal collaboration, consumer collaboration, value network, open collaboration or ecological collaboration. (Thomas & Wind 2013, 1-2.) Thomas and Wind (2013) presents that the most successful innovations usually involve some consumer collaboration. The co-creation at this particular process can be seen as a combination of the consumer collaboration and the value network. The consumer collaboration means a collaboration which takes the consumers in to the innovation process and

the value network is a collaboration where for example the trade partners and suppliers are taken in. (Thomas & Wind 2013, 2).

When trying to create an environment that is successful for being innovative, it is important to define the goals of the whole development process (Klokgieters & Chu 2013, 330). At the planning process of the meetings, I am using the H.A.R.D. -goal setting method of Patrick Furu (2013). His idea is, that "Too concrete, too realistic and measurable goals won't lead to outstanding results, only no more than mediocre." The H.A.R.D. is a method of setting a good goal and a way of defining if the goal is good enough. There is a special meaning for every letter of the word, H.A.R.D. "H" means Heartfelt. A good goal should serve a higher good, not just the money. "A" means Animated. A goal needs to be something that one can picture to himself in a very concrete way on his mind. "R" means Required. A goal must be something really necessary, something that everyone can see is vital. "D" means Difficult. A goal should be hard enough, so the participants will be able to feel that they need to develop and challenge themselves. (Furu 2013)

Klokgieters and Chu (2013) presents the results of the Innovation Leadership Study, that has been implemented at Autumn 2011. There were 260 responses from innovation executives all around the world and from different sectors. Per that study, the important elements of the innovation culture are openness, flexibility and trust. The openness was seen as the most important thing. The openness means being open on sharing the information but also being open for new ideas and being open for the change. Without the openness, it is almost impossible to collaborate with the externals. The innovation projects, have many times higher uncertainty than the existing business. That is why there must be flexibility in the process that allows to change the course if the original plan does not seem to work or some new information is available. The trust as an element of the innovation culture, means that there must be a trust in the organization between the employees and executives. The employees must know that the executives are aware that innovative projects are not always a success. It must be clear that failing in the innovative project is not seen as failing as an employee. The trust is also connected to the openness, if there is no trust, it is hard to be open. (Klokgieters & Chu 2013, 337-338.)

In this co-creation process, the innovation management means that used methods are considered from the aspects mentioned above. The standards of the innovation management according to Sydänmaanlakka (2009) and the elements of the innovation culture (Klokgieters & Chu 2013) will be taken seriously when planning the whole process. The purpose is to spend some time together with this diverse group of people, have lots of ideas and reflect the ideas together.

3.2.2 Diversity management

The diversity is seen as all the things that make everyone different and special compared to others. The diversity aspects are, for example: age, sex, education, social and cultural background and lifestyle. When the management is done successfully, the diversity is a positive thing and increases productivity. (Timonen 2015, 15.) In this co-creation process, the group diversity can be all those things mentioned above, but the thing which was the most important was that the participants' relationship to the social services and families with children from 0 to 6 year-old, was different.

My supposition was that we might end up having some difficulties because of the diversity. I was prepared to some small arguments between the participants and I thought that some misunderstandings might come up. I also thought that some of the participants might express some frustration during the process.

It has been written that to be productive and effective, the diversity needs to be lead (Jaatinen 2015, 37). It is important to see the challenges and opportunities and work with those issues. In this case study, the diversity has been seen as a valuable aspect and the different stakeholders have been specifically looked for to gain the diversity. At the principles of the co-creation, there is a demand of every participant being equal (e.g. Wetter-Edman 2013, 106-109). That is why there is a need for the diversity management in this process. To get the benefits from the diversity, it needs that the participants of the team are committed to the goals of the team (Levi 2011, 23). For this reason, the whole process will be started by setting the goals and defining why everyone is here. At his book, Levi (2011) defines four conditions that are required for the team success. The first is, that there must be a right group of people

involved, depending from the task. The second condition is, that the task needs to be suitable for the teamwork. The third thing is, that the team must be able to combine its resources effectively. The fourth is, that there must be a supportive context. He also writes that the group to become an effective, innovative and productive, needs to have the necessary diversity of knowledge, skills, backgrounds and opinions. (Levi 2011, 22-23.)

At this co-creation process the most important thing at the beginning was to collect the right group of people and plan the meetings considering the diversity and its possibilities and challenges. The participants were not all familiar with me or the other participants. That is why it was not possible to predict how the team will work. Working in the inter-professional team, which this definitely was, needs commitment from the group. The participants need to agree to work beyond their own sectors and perspectives. It can also be possible that this sort of teamwork may not be successful. There may occur too big differences and ambiguity of the roles. The inter-professional teamwork is mentioned to be easier to say than do. (Montero et al 2016, 22-23.)

3.2.3 Creative and functional methods of collaboration

The co-creation is all about being creative together (e.g. Sanders & Stappers 2008). From the beginning, it was clear that at this process, the creative and functional ways of working together will be the key element of the meetings. That was because according to Sanders and Stappers (2008, 12), the participants might need support to express their experiences and the creative working of a group can be courage by using different techniques. It is possible to use roleplaying or other methods that support the creativity. The stimulating material should be considered based on the purpose of the group. (Valtonen 2014, 237-238.) At this process, the Futures Workshop was the main method and the de Bono's Six Thinking Hats was a method for the Futures Workshops Implementation phase. These methods seemed appropriate for this process, the reasoning is described below.

At the co-creation and co-designing, which are many times used as synonyms in these days, the role of the researcher is quite different compared to the traditional development process. The researcher (and a designer) is a facilitator instead of being a translator between the users and the designer. The facilitator needs to be aware that different people need different kind of encouragement to their creativity. Depending from the person they might need leading, guiding, providing scaffolds or offering clean slates. Using different kind of approaches, it is possible to get everyone involved to the creative process. (Sanders & Stappers 2008, 6, 13-14.)

Futures workshop

The futures workshop is originally Robert Jungk's and Norbert R. Müllert's method. It helps people to sketch possible and desirable images about the future together. The starting point is at the problems of this moment and the goal is to solve what are the participants' possibilities to make the desirable future real. By this method Jungk and Müllert wanted to give the people more possibilities to influence to their environment and future. Important issue is, that when participating to the futures workshop, participants can have fun, their self-confidence can increase and they can feel being important part of the process. (Jungk & Müllert 1989.) These requirements show that the futures workshop could be functional tool to the co-creation process because of the very similar goals.

The futures workshop includes four phases. The first is the Preparation phase which includes both, the preparation of the room and the participants. The participants must be informed about the principles and the schedule. The second is the Critique phase. The actual working starts by defining and investigating the problem/-s. At the Critique phase, all the critique and negative aspects are written to the papers and organized to themes. The third is the Fantasy phase. It is time to vision the possible ways of solving the problems and influencing the future, even the crazy ideas are allowed. The most interesting ones of these ideas, are chosen for the further development. The fourth is the Implementation phase. The ideas are checked and evaluated from the different perspectives. (Jungk & Müllert 1989; Lauttamäki 2014.) Through

the years, the Futures workshop has been used in many different ways, and these phases have been implemented differently. In this co-creation process the Futures workshop was also used in an applied manner (see Chapter 4).

De Bono's "Six thinking hats"

Edward De Bono (1990) presents a lateral thinking method, which is based on different colors and the images that those colors create. The colors and the descriptions are presented at the Figure 2. De Bono's idea is, that when you are thinking something, you put on an imaginary colored hat and that defines the way your mind goes. De Bono's method attempts to develop our thinking skills. It does not really give an answer how to do it, but it gives the tools. When the thinking-process needs aspects from the different point of views, De Bono suggests that one should "put on a thinking hat" and the color of the hat should depend on what issues should be taken under the consideration. The supposition is that when one puts on a hat, he starts to "playact" of being a thinker and the color of the hat guides in to the wanted direction. (De Bono 1990, 1-19.) The method helps to look the problem from the different directions and to see it out of the box. Using this method, instead of conventional thinking, one can find new issues and opportunities. (Rao 2015, 13.)

Even though, the de Bono's method has been developed more than 30 years ago, it has been used at many researches in past few years (e.g. Stanislavovna & Leopoldovna 2015; Rao 2015; Baid 2011). That is why I did not hesitate to use the Six Thinking Hats at this process. In this co-creation process, the Six Thinking Hats was used as a part of the Futures workshop. The Six Thinking Hats was a method to the Implementation phase to encourage the participants to think and discuss about their ideas from the different perspectives.







COLOURED HAT	THINK OF	DETAILED DESCRIPTION
	White paper	The white hat is about data and information. It is used to record information that is currently available and to identify further information that may be needed.
	Fire and warmth	The red hat is associated with feelings, intuition, and emotion. The red hat allows people to put forward feelings without justification or prejudice.
	Sunshine	The yellow hat is for a positive view of things. It looks for benefits in a situation. This hat encourages a positive view even in people who are always critical.
	A stern judge	The black hat relates to caution. It is used for critical judgement. Sometimes it is easy to overuse the black hat.
	Vegetation and rich growth	The green hat is for creative thinking and generating new ideas. This is your creative thinking cap.
	The sky and overview	The blue hat is about process control. It is used for thinking about thinking. The blue hat asks for summaries, conclusions and decisions.

Figure 2: De Bono's Six Thinking Hats (Kapeleris 2010)

3.3 The participative research process in this case study

Participative research can be defined as a study that makes people, whose life or actions are under examination, participants in implementing the study. Participative research combines theory and practice and tries to have benefits from both sides.

There are a few principles that need to be followed when planning participatory research. Democracy is seen as a precondition to participatory research, because the social and political context must be open for participation. The second principle is that there needs to be a “safe space” for the participants. Participative research needs openness, and that is possible to achieve only if the participants are not intimidated or do not feel need to be guarded. The third principle discusses who should be involved, in other words, who the participants are. In general, those persons, groups and organizations that are directly affected by the research theme, should be included in the participatory research process. The fourth principle is the degree of participation. That question can be answered in different ways. Participation can be

implemented differently in the different stages of study, but an important aspect is that there is no participation without being involved in the decision making. (Bergold & Thomas 2012.)

In this case study about a co-creation process, which can also be defined as participatory research, creating a “safe space” was an important aspect of the planning process. Co-creation’s principles underline equality, and these goals seem to be very close to each other. These aspects were also pointed out from the beginning to the participants. The concrete actions to create a “safe space”, were, for example, organizing coffee and other refreshments for the first meeting and arranging time to learn to know to each other at the beginning. Moreover, the small size of the group was helpful in that matter. The participants were told that confidentiality was an important value in this group and that no-one outside the group would know who said what during the meetings.

Defining the participants was one of the first factors to consider when planning the process. Viitasaari is quite a small town, so there are not so many different stakeholders when talking about families with young children as a target group. The principles of participatory research (e.g. Bergold & Thomas 2012), the theory of co-creation (see 2.2) and the structure of services in Viitasaari were the perspectives that were discussed. The conclusion was that in addition to the customers, there should be a representative from the association called Mannerheimin lastensuojeluliitto (MLL) [The Mannerheim League for Child Welfare], from the local parish and from the different sectors of public services. From the public services there should be a representative from early childhood education, from social work and from health services.

The form of participation was defined based on the theory of co-creation. Low hierarchy and equality of all participants (e.g. Wetter-Edman 2013) were values that were taken seriously when planning the process. The participants were seen as experts (e.g. Sanders & Stappers 2008), and their knowledge was valued. My role as facilitator was to help the participants to express their thoughts and opinions, and to give them the tools for the development work. Decision making during the process was shared. My responsibility was to plan the meetings and make decisions about

the working methods that were used. The participants made the decisions about the development work: what the ideas would be that would be taken to further development and what the results of the process would be.

In Sherry R. Arnstein's (1969) article "A ladder of citizen participation" (see Figure 3), citizen participation is defined as citizen power. It is a way how people who have been excluded (have-nots) from the decision making process, can have an opportunity to be included. The "Have-nots" are the groups of people who traditionally have fewer opportunities to participate in decision making, even though they might represent the biggest number of the citizens. Arnstein's main point is that participation must not be an "empty ritual", but, instead, enable real influence on the outcomes.

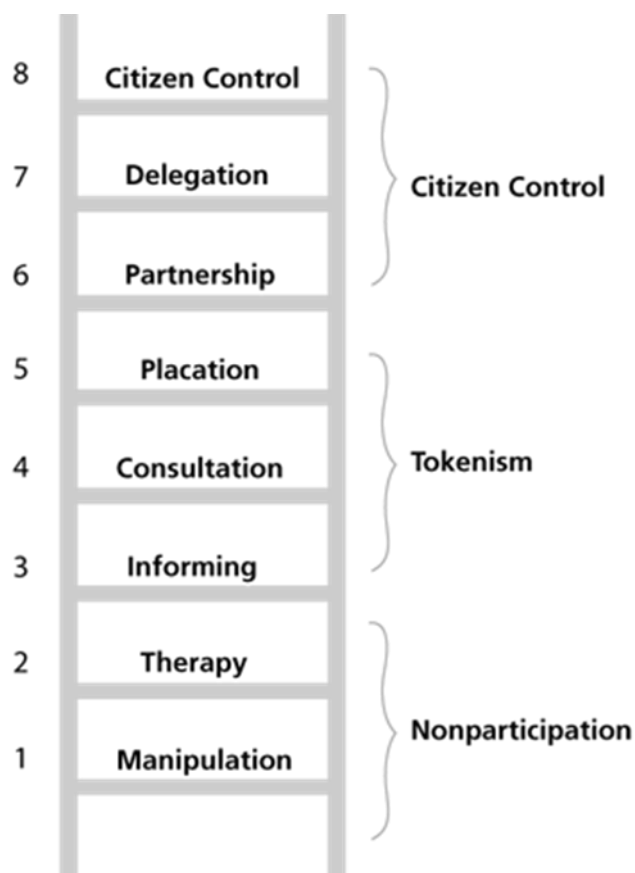


Figure 3: A ladder of citizen participation (Arnstein 1969)

The ladder of citizen participation includes eight levels of participation. (see Figure 3.) The first two rungs describe the levels of “non-participation”. The participants are seen as objects of education or cure. The next three steps represent tokenism. The participants have the possibility to talk and listen, but they do not have any real influence on the outcomes. Even though the participants are allowed to give advice to the power holders on the fifth rung, the power holders are still making all the decisions. When going to the top, the real power of the citizens (have-nots) increases. On rung six, the citizens have an opportunity to negotiate and at the top two rungs, the have-not citizens have the most or all the power in decision-making. (Arnstein 1969.)

4 The co-creation process in this case study

This chapter presents the whole co-creation process from planning to the data collection. The two intertwined processes of development and research are also presented here. Chapter 4.1 discusses the facts of this particular co-creation process and how it was planned and implemented. After describing every meeting, the sub-chapters 4.1.2 to 4.1.5 contain a critical discussion on what the issues are that could be learned from these experiences. Subchapter 4.2 describes the three data collection methods that were used in this case study.

4.1 Four meetings from plan to result

This sub-chapter starts with information about defining the target group and the stakeholders that should be included to the co-creation process. Later on, this sub-chapter describes how the four meetings were planned and finally realized (from 4.1.2 to 4.1.5). Here the reader can find detailed information about the meetings and some critical discussion after every meeting.

4.1.1 Background work of the process

There was limited amount of time and resources to use for this process and that was why it was necessary to concentrate on one target group. Moreover, it was not possible to take the whole social sector under consideration. Thus, together with the manager of the social and health care in the town of Viitasaari, we decided to concentrate on families with children from 0 to 6 years old. Families with young children were chosen because we both agreed that children are one of the most important groups of people who need special protection. Children and families are seen as a potential vulnerable group of people. Vulnerable families are defined as “families with children facing multiple needs, which increase the likelihood of poor family outcomes and heighten the risk of extremely poverty and social exclusion” (OECD 2015, 11-12). Integrated social services for vulnerable families can also lead to lower costs if identification happens earlier and smaller support is needed. To prevent intergenerational inequality, it is more effective to use resources for early interventions and concentrate on vulnerable children and families. (OECD 2015, 11-12; OECD 2009, 11.) Because of the cumulative and enduring effects of the experiences in the early years of life, different from other vulnerable groups, families have a unique potential of taking advantage of integrated services. There is a good chance to prevent cycles of disadvantage and development of other vulnerabilities later on in their life. (OECD 2011, 174; OECD 2015, 38.)

Choosing this target group was more like a side issue to this case study because I chose to concentrate on the participants’ perspective. The main point, where this was considered, was the moment when defining the stakeholders that should be involved. In addition, the actual working and generating new ideas was connected to the target group, and that is described more in the report for the town of Viitasaari (see 5.3 & Attachment 4).

All participants in the development group were personally invited to become members of this group. The invitation process started by clarifying what the stakeholders were in Viitasaari that should be taken in (see 3.3). The stakeholders should have a significant role and contact to the life of the target group: families with small children. After defining the stakeholders and their background organizations, I contacted

the leaders of the organizations. The idea about who might be interested in taking part in the process came mainly from the leaders, and permission was always asked from the superior.

The main problems when collaborating with inter-professional teams in social work are the motivation for and common interest in collaboration. (Widmark et al. 2011). For this reason, the main criteria, when choosing the representatives from the stakeholders group, were that they had to have a clear contact to the target group and that they needed to be really motivated for both developing social services and being part of this co-creation process. An important aspect of finding the group was also meeting the requirements of an effective, innovative and productive group as Levi (2011) has presented. According to him, there needs to be right group of people involved depending on the task, and the group needs to have the necessary diversity of knowledge, skills, backgrounds and opinions. As a result of this background work, the group included four participants from the town of Viitasaari (one from social care, one from health care and two from early childhood education), two representatives from non-profit organizations (the local parish and one association) and a client representative. Every participant had also experiences of being a parent of 0 to 6 year-old children, and some of them were living that part of life at the time of the study. Moreover, for some of them, there had been a while from that. All the participants happened to be women. It was not intended so, but other aspects, as mentioned earlier, were seen more important than gender. Facilitating and planning of the co-creation process was partly shared with one of the participants, called the co-facilitator from here on, so that there was also another point of view available all the time. The co-facilitator was called for this duty because she had knowledge that was useful for the process. She is an expert on creative working methods and that was why she had good additional knowledge for the process. The co-creation process was implemented in Viitasaari which is a small town of 6780 inhabitants (31 December 2014, Viitasaari N.d). Moreover, the participants of the group were not all familiar to each other. Everyone had somebody whom they knew better, but none of them knew all, and also for me, most of the participants were new acquaintances.

In this co-creation process, 4 meetings were arranged for the same participants with different themes. I made the decision about four meetings, in order to help the participants on having courage to make the commitment. I was afraid that if there would be more meetings, some of the participants might feel it too time consuming and binding. The participants participated voluntarily, the only reward for them, was the possibility to help families with small children. Many of them came after a day in work and some were forced to make some arrangements for their family responsibilities. That is why I did not have courage to plan more meetings than four, and for these same reasons the meetings were planned to last maximum of 90 minutes. Based on my previous experiences of these kind of processes, I understood that one or two meetings would not be enough to achieve proper results. After serious thinking and reading about the futures workshop, and making raw plans for the meetings, I decided that I will organize four meetings in this process. The futures workshop is possible to organize in one longer meeting, but for this process that was not an option. It seemed reasonable to arrange four stages of futures workshop to four meetings. At this point, I was not sure if four meetings would be enough, but after those meetings we would be wiser if that was enough or not.

At the beginning, it was important to build process that supports openness, flexibility and trust between the participants. Per Innovation Leadership Study (Klokgieters and Chu 2013) these three elements are the most important, when new innovations are wanted. Sydänmaanlakka (2009) says, that being innovative needs reflection and enough time. Different kind of working methods can encourage creativity and stimulate participants on being innovative (e.g. Valtonen 2014, 237-238). Openness and trust were seen as very important things, in order to help the participants to venture to the process and express even funny ideas to each other. For these reasons, the creative and functional methods were used at the meetings.

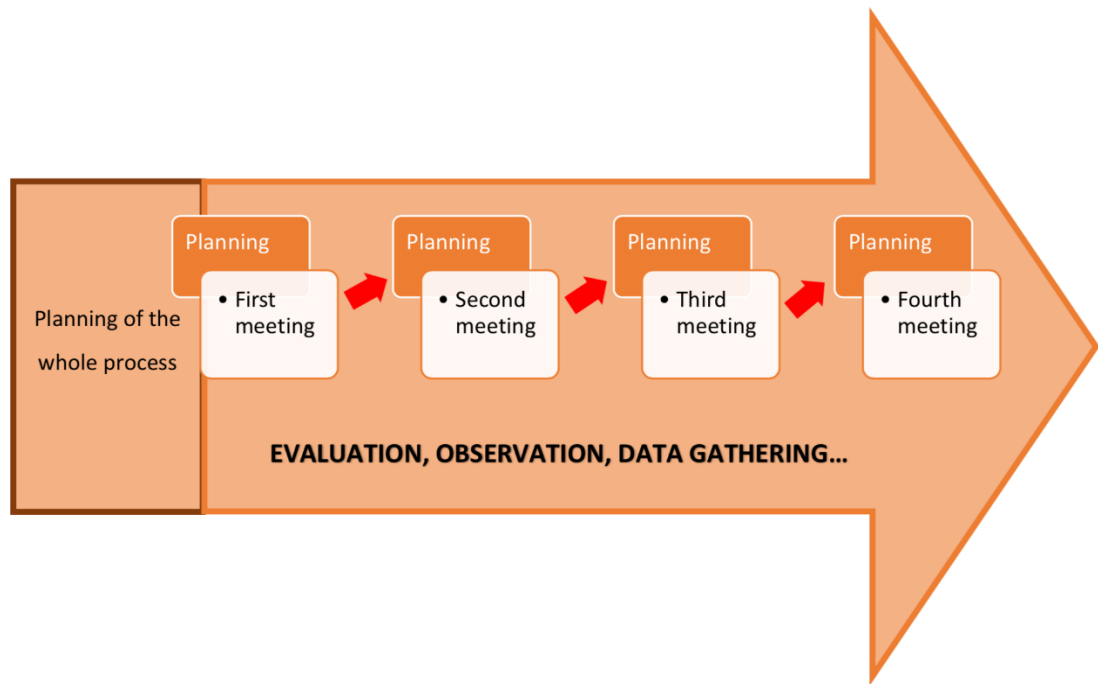


Figure 4: The Co-creation process at this case study

All the meetings were planned before starting the process. The guidelines for the planning came from the theory of the co-creation, the innovation and diversity management and from the methods of the Futures workshop and Six Thinking Hats. These plans were not even supposed to be final. It was important to have a full picture of the whole process, but from the beginning there was an intention to make an evaluation after every meeting. The evaluation of the meeting was the first-round analyses per the observation. The next meetings final planning was made considering the results of the evaluation from the previous meeting (see Figure4). The co-creation process started with planning the whole process. Plans for the first meeting needed to be done without any exact experience of the participants. Figure 4 presents how the process went on. During the meetings, there was an evaluation and observation going on and the information from the meeting was used when planning the next meeting. The data collection started also right away in first meeting and continued till the last meeting.

Different people need different kind of support on expressing their creativity (Sanders & Stappers 2008, 14.). That is why it was important to plan meetings and working methods in a way that supports creativity of different kind of persons. At this raw

plan, there were no exact ways of using the methods named and mentioned yet, but the idea was to use working methods that were based on discussion but also methods that needed individual working. The more accurate plans can be read from the sub-chapters 4.1.2 to 4.1.5.

Raw version of themes to the four meetings:

- 1 Getting to know each other + Why are we here! = The preparation phase of the Futures Workshop
 - Important thing was to get everyone achieve an understanding about the idea of the co-creation (for example it's principles of equality)
 - The actual job of the first meeting was to define the goal, better support for the families with children of 0 to 6 year-old, and to help participants have a personal relationship and interest (a fire) for that. H.A.R.D. -goal setting (Furu 2013) is considered in order to help the participants.
- 2 The futures workshop part 1.
 - Defining the problems = Critique phase of the Futures Workshop
 - Dreaming about the ideas = Fantasy phase of the Futures Workshop
- 3 The futures workshop part 2.
 - Continuing with the ideas from last meeting, now also the real life within = end of the Fantasy phase and the beginning of the implementation phase of the Futures Workshop
- 4 The conclusions
 - Evaluation of the ideas. What is useful, what needs more time to work with... Using De Bono's "Six thinking hats" = The implementation phase of the Futures Workshop
 - Were we able to achieve our goals? How do we continue?

4.1.2 The planning, realization and critique of the first meeting

The planning of the First meeting

Before the first meeting, I met with the co-facilitator and we discussed how we will conduct this process. We agreed, that I will be leading the main parts of the meetings, and she will take responsibility of some practices and be the other ears and eyes for the rest of the time. We discussed about the co-creation as a method and the intertwined goals in this process. It was important to help her to understand the

whole picture. At the meeting, I introduced my plans for the first meeting to her. Together we discussed about the plan and some ideas, and agreed that I will write down the final plans and send it to her before the meeting.

The first meeting was sort of an introduction to the process. From the principles of participatory research came the idea of creating a “safe space” for the participants (e.g. Bergold & Thomas 2012). To make this space a safe to the participants, we wanted to have coffee and tea and something to eat at the beginning, to make everyone feel themselves welcomed and valued. Participants were not all familiar to each other, so it also felt important to have easy beginning when everybody might feel excited and little nervous (e.g. Valtonen 2014, 231, 234). The main purpose for the first meeting, was to get to know each other and have the co-creation process started. I also wanted to hear participants’ expectations. Decision was to use art pictures to combine the two parts; getting familiar with each other and participants’ expectations. Pictures that we used, were postcards with painted pictures or photographs. After having a coffee and welcoming everybody, the participants were told to choose two art pictures from large variety. One should implement the relationship or relationships to our target group and other should implement the feelings about participating this group at the moment. One at a time, everyone was asked who they were and to tell, by showing the pictures, what those pictures present to them. This exercise was planned to realize by co-facilitator, and facilitator and co-facilitator were also going to be participating to this exercise.

After the first exercise, the participants were going to be told what this was all about: why we were gathering together, what is the co-creation and what were the goals of this process from the different perspectives. The participants were planned to be told about the study, filming of the meetings and about the questionnaires. We were going to discuss about the confidentiality, equality and the value of every perspective. The important part of the first meeting was when we were talking about the goals of this process and in that point, the H.A.R.D. goal setting of Furu (2013) was used. As a part of the goal setting, we had a plan to discuss, if time, about what kind of picture of future we see if/when we are able to give better social support for families. This question came from Furu’s (2013) thought that a good goal needs to be animated and the participants must be able to create a concrete picture of the goal. In the end of

the meeting, we were going to decide when will be the next three meetings and where. Before going home, participants were going to be asked to answer to the first questionnaire (Attachment 1). This part of the meeting was going to be led by the facilitator.

The realization

Before the meeting, facilitators came to arrange the place. The meeting place was a meeting room at social work office. There was a large ellipse table which was possible to divide in parts. There was a kitchen nearby where it was possible to make some coffee and tea. We decided to take one part away from the table, to make it smaller and to have a place for the art pictures. Before the participants came, the cameras were put on their places. There was a coffee, tea, juice and mineral water available and some fruits, Carelian pies and some biscuits.

The first meetings plan was reasonable, and almost everything went as planned. One of the participants had difficulties to find the meeting room, but thanks to the mobile phones, she was able to call us. At the exercise with the art pictures, everybody told quite openly about their relationship to the target group; families with 0 to 6 year-old children. Everybody had a personal contact by being a parent and some had many contacts from work (now and before) and/or volunteer work or hobby. The middle part of the meeting was mainly listening the facilitator's speech. The participants were told what the co-creation was, and how and where it has been used. When discussing about the goal of this group and the "steps" of the H.A.R.D. goal setting, there was time for a little discussion of animating the goal. The participants were asked how they see the future when better support is available and what kind of life that is for families. The conversation went slightly sidetracked. The discussion was mostly about supportive and helpful community as a goal of better support for everybody. Some participants talked more and some less, but the more silent ones were especially given space to express their thoughts by facilitators.

The discussion about next meetings went on easily. Everybody seemed motivated to participate so they were ready to be flexible with their own schedules. The decision

was to change the day, so no-one would not need to pass too many choir rehearsals etc. The participants felt the place suitable for the other meetings also, so we decided to stay in this place. The participants were told about the questionnaires and why their name is asked in it. I told that for my study I might need to be able to connect the answers from the both questionnaires and the discussion and observation during the meetings together. I also told that none of this information will be public. No-one had any comments considering that. Before going home, everybody, including the co-facilitator, filled in the questionnaire (see Attachment 1).

The critique after the First meeting

It was good that there was also the co-facilitator involved in order to have two perspectives, four eyes and four ears. In a situation where some participants were more talkative than others, the co-facilitator, who did not have responsibility of going on with the program, had an opportunity to notice that. Since that, she was able to ask if the more silent ones wanted to say something also before we go on. Considering this, it is good that there are plans to use also other methods than talking in the process. By writing and working in pairs, there might be more space for the silent ones too and that way the equality could be realized better. It also might be, that in first time some participants just do not want to take such a big role. When asked, the more silent ones had plenty to say aloud also. The important notice from the first meeting was, that every participant had a huge need to share every kind of experiences and thoughts. It would be possible to use every meeting on that, but it might not take this particular process any further. Since the limited amount of time, we needed to be very careful to stay in topic. The group had special meaning and goal on developing and having new ideas, so it was not possible to stick on past and discuss how things are now. Maybe if we would have had more time, we could have had introduction to the topic by talking more freely at the beginning. I am wondering if there are enough possibilities to interprofessional discussions in the normal working life. The interprofessional discussion and sharing seemed to be really needed for the participants.

Facilitators role was an interesting issue. There definitely was a challenge to stay in topic. At the short discussion about the future where better support for the families would be available, the participants talked about important things, but it was not completely the thing that they were asked to talk. The important question is, how the facilitator can control the process and still give enough space for creativity. It is also important to lead the participants to see things “out of the box”: how one can see the challenges clearly and sort of forget the current practice as an only way of doing it and how to remove the obstacles from the new innovations. Hopefully the answer comes clearer at the next meetings when the creative methods will be used.

4.1.3 The planning, realization and critique of the second meeting

The planning of the second meeting

The planning of the second meeting started based on the original plans and the evaluation of the first meeting. At the first meeting, we noticed that some of the participants were not so open at the group discussion. That is why it was good that we had a plan to use also the independent working methods. If we would have planned to use the group discussions also at the second meeting, we might have changed the plans. As we already had suitable plans for the second meeting, there was no need to change that. The second meeting was going to include the second and third phases of the Futures workshop: The Critique phase and the Fantasy phase (Jungk & Müllert 1989). We had a plan to meet with the co-facilitator before the second meeting, but because of the circumstances it cancelled. Thus, I made the planning and sent the plans to the co-facilitator.

In the beginning of the second meeting, there was a plan of having a short round of talks about the experiences and feelings of both: that particular day and meeting and the first meeting. That was supposed to be a way to get everybody in a same “level”. The intention was that the participants can say things that are on their mind, so it might be easier for them to concentrate on the coming tasks. At this point, the participants were going to be told that at today’s meeting, we were really going to start the working process and that there will be two sections of mostly independent work.

The first part was the problem statement part, the Critique phase. That was going to be started by going back to everyone's memories. The facilitator was going to ask everyone to take time and think what kind of situations they know where some family has needed help or support and for some reason have not got it, at least not enough or not right kind of help. The situations could be from their own personal history or from some situation they have been able to see closely. The important thing to mention to participants was, that there is no need to think who should have done something differently or name the one who is responsible. The goal was to find the situations that should be taken to more accurate consideration. Every single finding was going to be asked to write to a different yellow self-adhesive label. The co-facilitator was going to choose and play appropriate music in the background and the participants were having a plenty of time. When everyone seemed to be ready, the participants were going to be asked to wrap the labels to the wall.

Dreaming about the solutions, the Fantasy phase, was planned to start by asking the participants to go next to the wall and read all the yellow labels. There should be no talking, just reading everything that was found. After this, the facilitator was going to tell that now it is time to let imagination flow. Everybody had a goal to invent solutions: what can be done to prevent these kinds of situations. There was no need to think if it was possible or how it would be possible or how much money it needs. The goal was to put as many ideas as possible to pink self-adhesive labels. The participants were also going to be told that ideas can be crazy and wild and no self-criticism is needed. The co-facilitator was going to put a music at the background and participants were given lots of time. When the participants felt ready, they were going to be asked to put the labels to the wall, short distance away from the yellow labels. There was also going to be time for everyone to read all the pink labels. At the end, everyone was having a turn to tell how she experienced the meeting, what kind of thoughts arose. There was not going to be any conversation or commenting after each turn, just the possibility to let out the emotions.

The realization

Before the second meeting, the facilitators came early and talked a little bit about the plans for the evening. The place was also organized and the cameras put on their places. There was a mineral water available for the participants. The second meeting went like it was planned. There were no problems in following the plan. The participants seemed really motivated to get in action. In the beginning, at the round of talks, the participants shared their thoughts about the last time and that way everyone also had an opportunity to recall the reason why we were getting together. After the round of talks, the participants were told what the next step will be.

When working with the Critique phase, the participants were very concentrated on working and they wrote many yellow labels. When time was out and everyone was ready, participants put the self-adhesive labels on the wall. After the Critique phase, started the Fantasy phase. Introduction to that phase was reading the yellow labels. After that and the instructions, the participants wrote a huge number of pink labels with new ideas and put those also to the wall.

After the meeting, I worked with the produced material and made a short analysis from the material of both phases, by putting material in to similar themes. From the critique phase, I was able to find seven themes from the yellow labels (see Figure 5). All these issues came from the participants. These are situations that can lead a family with small children in to a situation where they need help, but for some reason end up leaving without it.

When analyzing the material of the Fantasy phase, there were three themes to find. The first included everything that has something to do with communication; listening to each other, giving hope, giving time, inviting to come along, caring. The second included things that were targeted to different organizations: more information available, quick help, one-stop shop/family center, support for children too, possibility to have some amount of child care also to taking care of regular things like dentist or hairdresser, professionals should ask from the customers. The third theme included issues that were targeted to the communities and volunteers: peer support, helping one and another, support person or -grandma, caring about neighbor.

Sickness and disabilities	Parent/-s, child, mental, physical
Financial difficulties	Unemployment, bankruptcy
Interpersonal difficulties	Divorce, arguments, betrayal
Loneliness	A lack of a support network, no relatives or friends
Death	Parent, child, someone close
Issues at upbringing	Setting limits, learning disabilities, challenging behavior
Wrong kind of help	Trying to fix with money when something else is needed

Figure 5: Seven themes when families haven't got the help they've needed

At the end, everyone had an opportunity to share their feelings. Everyone used that possibility and said something about that days working. Before going home, we changed the date of the last meeting, because there has become an obstacle for one of the participants.

The critique after the second meeting

It was not a problem that the facilitator and the co-facilitator was not able to meet before the meeting. E-mail and a quick meeting before the participants came, was enough. The whole meeting went well, and the set and the timing was almost perfect. The participants produced a great deal of material. At this point, it seems that

the criteria about how to choose the participants, was successful. Everyone seemed to take the tasks seriously and felt motivated.

The music was good at the background. It was easy to stay silent when there was some sound. It was important that music was not too loud and that the feeling at the music was quite same than the atmosphere in the room. The co-facilitator did a good work with that. The participants felt quite sad after first part, they were emotional. It obviously was not easy to them to jump from the deep levels to crazy ideas. Maybe there should be something between these phases. On the other hand, because they felt emotional, maybe they were also extra motivated on finding solutions. It was obviously good, that the participants had an opportunity to share their emotions in the end. There were no other chances of sharing at this kind of meeting, no discussion. The participants did not give any feedback about it at the end, but I remained to think if it was ok or not, because last time it was so clear that they had a need of sharing.

4.1.4 The planning, realization and critique of the third meeting

The planning of the third meeting

The third meetings goal was to continue with the ideas of the previous meeting. The purpose was to choose the couple of ideas and go on with those, now also some real life included. This was sort of continuing with the Fantasy phase and a start of the implementation phase of the Futures workshop. I made the final planning also in this time and send the notes to the co-facilitator. This meeting was also going to start with a short round of talks about feelings after the last meeting. After that, I was going to introduce what I had done since last time, the grouping with the pink labels of the ideas and thoughts. There were three bigger themes to find (see Chapter 4.1.3). At the planning process of the third meeting, I noticed, that those three themes were too wide to go on, so it was important to do more typing. At the end, there was fourteen different types of suggestions or ideas (see Attachment 3.).

After that, the participants were going to have time to explore what are the types and to memorize what we did last time. At the futures workshop, choosing the ideas for further working is many times done by voting (e.g. Lauttamäki 2014). At this workshop, everyone had ten points to give for those themes they feel most promising or important. Four points to the most important one, three points to the number two, two points to the number three and one point for the number four. After that, the points were going to be counted and two or three most popular were chosen for future development. If one round would have left too many options, there would have been other round between those who had most of the points.

The participants were going to be shared in two or three groups/pairs depending how many participants will be able to come to the meeting and how many themes were picked up. When doing the grouping, I was keeping on mind that the participants with similar backgrounds should be on the different groups, because the diversity is needed to support the innovative circumstances (e.g. Sydänmaanlakka 2009; Timonen 2015). That meant, that the professionals from the same organization should have been on different groups. Each group was going to have one theme for the further development. The instruction for the group work was going to be, that they should go on with the ideas of their theme. Group was told to think and discuss, what should be done to make these ideas real, and who should do it. The idea was, that the group invents or picks one idea from their theme and goes on with that. Groups was going to have the pink labels from their themes with them and they were going to have about 45 minutes to work on. I decided that the facilitators should not participate to this part of the process in order to support the equality in this matter. After working in the groups, we were all going to come together and each group will share their results. Before going home, we would be checking that everybody is available for the last meeting.

The realization

The facilitators came early also in that time. We discussed about the plans and decided that I will lead the process and the co-facilitator will support when needed.

One participant was not able to come along this time, but she called before the meeting started, so we were able to tell that to the other participants and we did not need to wait and think if she is going to come or not. The discussion about the last time and the feelings of today, created a good conversation that helped everybody to remember the last times working. The participants went to see and read the fourteen themes I had constructed. I told that there might be another way to do this, that this is just one way of grouping their ideas. The participants had no other suggestions, so we decided to use these themes. After giving the points to the themes, the points were counted and two themes had more points than others. Those two were "Peer support" (14p) and "Helping our neighbors" (15p). "Giving time and listening" and "Helping line, 24/7" were next at the points with twelve points (see more in attachment 3.). We decided to have two groups to work on with "Peer support" and "Helping our neighbors". The other group had three participants and other had two. The groups went to the different rooms to have peaceful place to discuss.

After 45 minutes of working, when getting back together, we found out that both groups had several ideas instead of one. The both groups told what they had done and how their ideas had been born. The other participants were excited to hear others ideas, and it would have been easy to go on with those ideas right away. By that time our ninety minutes' limit was almost full, so we told that next time we will continue with these. At the end, we checked that everybody was able to get to the last meeting.

The critique after the third meeting

The opportunity to talk the main things thru at the beginning feels important in every time. It is sort of a transition into this process from home, from work or where ever participants came from at that particular day. That helps participants to remember where we were last time and gives them also an opportunity to say that today I am tired because of the hard day at work. It is also obvious, that the participants are getting to know each other better and the comfortable feeling between one another is

visible. The feeling is easygoing and the participants feel free to say that this day was hard or I am feeling restless right now.

I was surprised about what were the themes they choose. Not the easiest ones and definitely not the ones that I thought (financial aspects or immediate help and quick decisions). It is an interesting aspect, that we went on after some new ideas and actually found something old that we have lost in our society, power of the community. The major question might also be, that is it always necessary to invent something totally new and would it be possible to concentrate on doing existing things better and developing those. Sometimes there could be existing structures that can be used, why start from the beginning when something is already there.

In this point, there comes a question if four meetings is enough. On the other hand, it forces us to go on and push the process forward. However, do we really have enough time. Probably we should ask what is the purpose of the group, do we want to have something ready or is this just a beginning. Also because of the limited time resources it has become clear, that it is important to plan the meetings extremely well. Otherwise it would not be possible to move on so quickly and take such a big steps every time.

4.1.5 The planning, realization and critique of the Last meeting

The planning of the last meeting

The last meeting's goal was to use the de Bono's Six Thinking Hats to view the ideas from the different perspectives. This was the implementation phase of the Futures Workshop. The original plans seemed quite suitable also at this time. The planning of the last meeting was made partly at the previous meeting. When participant worked with groups, the facilitators had time to discuss about the process and how we should work at the last time. I made the final planning after the third meeting and sent it to the co-facilitator. In the beginning, there was going to be the round of talks again. Because of the absence of the one participant at last time, we thought that there should be more accurate overview about last meetings work, so she would be

able to get to the same level with the rest. Last time, the groups had more than one ideas that they went on with the small groups. We thought that ninety minutes of this last time will not be enough for going thru very many ideas, so it would be necessary to choose one idea from both groups. Groups were going to hold the power of deciding which idea will be picked.

Before going on with the “Six Thinking Hats” of Edward de Bono, we wanted to help participants to leave behind all the worries of life and work and family, so they would be able to concentrate on being creative. That is why we wanted to use a physical practice, the Chase’s circle, at the beginning, to help the participants feel free to express their creativity. The co-facilitator was familiar with the Chase’s circle, so she took a responsibility of that. The Chase’s circle is a method of the dance movement therapy. It helps on creating an atmosphere where everyone can feel being seen and accepted as he is and free to express the feelings and thoughts. (Koch, Gaida, Kortum, Bodingbauer, Manders, Thomas, Sieber, von Arnim, Hijrak & Fuchs 2016, 2.) The Chase’s circle was going to be accomplished in a lobby which is more open than the meeting room. At the time when the meeting was arranged, there were no others at the social office. That is why the lobby was also peaceful place to use for a practice like this.

The actual working part was going to start with a short briefing about the method of the de Bono by the facilitator. We were going to have a small paper hats of each color to represent the view of the each participant. Everyone will also have a copy of the picture where the spirit of every color is explained (see Figure 2 at chapter 3.2.3). There were eight of us and six colors, so the two without a hat were going to be free to choose which hat they wanted to use. We were going to have two ideas to talk about, and we were going to change the hats two times between the discussion of the each idea, so there was going to be six different perspectives for each participant to present during the whole discussion.

In the end of the meeting we were going to go back to where we started at the first meeting. We were planning to take the art pictures again and everyone was going to be asked to take two pictures, one for both question. Questions were: what will you take with you from here and what kind of experience this has been. Everyone was

going to have a turn in free order to tell others about the picture and her thoughts considering the questions. The co-facilitator was going to be responsible for this part. In the end, the participants were going to be asked to answer to the final questionnaire. After answering to the questionnaire, I was going to thank everyone personally of taking part to this process and being committed and open to everything.

The realization

The facilitators came early and made some arrangements for the place, tables etc. and there was also some mineral water and snacks available. When the participants came, we had the round of talks at the beginning. After that, we went back to the previous meeting and both groups introduced their ideas again. We also showed the themes where we had started last time to the one participant who was unable to attend then. At this point, we had the Chase's Circle as planned. After that, the both groups decided what was the idea that will go for further development today. After going thru with the idea of the "Six Thinking Hats", we started the discussion. Both ideas had its turn and everybody had two hats in use during the both ideas, so there were four different perspectives for every participant instead of six like planned.

Working with the art pictures was familiar to all, so it did not need much of an explanation. The pictures were all around the side table and after telling the questions, everyone picked up the pictures they thought were suitable to express their thoughts. The questions were; what will you take with you from here and what kind of experience this has been. After sharing one's thoughts about the experience by using the pictures, all six participants and the co-facilitator answered to the questionnaire. After that, I said my thanks to all about being important part of the process of my master thesis and gave a little bit of chocolate to everyone as a gesture of gratitude from my behalf.

The critique after the last meeting

The physical practice was very good at the beginning. It was clearly visible that the participants' courage was growing during the practice. The co-facilitators knowledge and experience was a good addition to my own in this process. Timing of the meeting was good, 90 minutes' promise was almost kept, like every time. That was an important thing from the beginning. The participants must know how much time they need to schedule for this. The overall feeling about the last meeting and the whole process was very positive and like some participants said, also little wistful. It was clear that process was not ready. It would have been important to have couple more meetings to get something really done properly. More of this discussion about the whole process is written on the Chapter 6.3.

4.2 Data gathering methods

There are three types of research data at this study; the filmed material from the meetings, the questionnaires from the first and the last meeting and the material from the research diary concerning the observation. These three are all important when evaluating the results of this study. The triangulation means that there is more than one method used at the study (Saaranen-Kauppinen & Puusjärvi 2006). This case study uses the data-triangulation to have more accurate picture of the phenomenon.

4.2.1 Discussion at the meetings

One part of the material collection happened during the meetings. The participants discussion and interaction was seen as an important way of studying their experience of this process. Using the group discussion as a research material is a way of exploring participants' opinions and attitudes to the phenomenon that is on target (Valtonen 2014, 226). Some part of every meeting, usually at the beginning and at the end, was planned to give the participants a chance to say aloud how they feel about the

working process and what are their experiences for now on. This part of the meetings, could be called also a group interview. At the first and the last meeting, we used the art pictures as a tool to encourage the participants. These questions that were used with the pictures are presented at chapter 4.1.2 and 4.1.5, when every meeting is described completely.

The meetings were filmed, and the filmed discussions were transcribed selectively. In the meetings, there were a lot of talking about the social services and ideas for the development work. The participants worked on with the social services and the problems on that area and discussed issues that were not important from this particular case study's perspective, participants' experience of the co-creation process. That is why I decided that it was not necessary to transcribe all 6 hours of the filmed material completely. The transcription was made word by word from those parts of the material that was essential from this thesis' point of view, participants' experience about the co-creation. When there was other discussion on the filmed material, it is mentioned at the transcription. At the transcriptions, I decided to start using the pseudonyms to protect the participants' privacy. The transcribed material was written in Times New Roman, size 12 and row spacing 1,5. There was 14,5 pages of transcribed material

4.2.2 The questionnaires

After the first and the last meeting, there was a qualitative semi structured questionnaire with few open questions (see Attachments 1 & 2). Open questions allow the participants to express themselves in their own words and it shows what are the important things in the participants' mind (Hirsjärvi, Remes & Sajavaara, 2009, 201). The questionnaires were planned in order to have answers to the research questions. Main task to the questionnaires was to find out how the participants experienced the co-creation process; are they able to see the co-creation as a usable method of developing the social services, what kind of risks and challenges or possibilities and benefits they are able to see at using the co-creation and how they experienced the

equality. The questionnaires were almost the same at the first meeting and the last meeting. Some changes were made because of the changed perspective.

The participants were asked to write their name in to the questionnaires in order to make possible to connect the answers of both questionnaires and the material that came from the discussion at the meetings. That information stayed only in my hands. Participants background information is not available to make sure their privacy is secured. In a small town like Viitasaari, every information might allow someone to connect the answers in to a particular person.

The answers were collected in to a one file and coded. The answers from the first meetings questionnaire were marked with F at the end and the answers from the last meetings questionnaire were marked with L at the end, for example Lisa's first meetings questionnaire was marked (LisaF) and Lisa's last meetings questionnaire was (LisaL). There were seven answers to both questionnaires, so 14 in total. Every participant answered to the both questionnaires.

4.2.3 The observation

When talking about an observation on data gathering, that should be defined more accurate. David Plowright (2011) describes B.H. Junker's definition of sharing observation in to four categories depending of the researchers' role. 'Full-observer' is researcher who is totally outside of the situation, he has no contact to the participants of the study. The participants are not aware of being examined. 'Observer-as-participant' is a researcher who is visible at the situation where the research is been done, but he doesn't take part in the action in any way. The researcher has been introduced to the participants and they are aware of being examined. 'Participant-as-observer' is a researcher who takes part to the action equally with the participants. The participants are aware of taking part in the study. 'Full-participant' is a researcher who is totally inside the group of the participants without them knowing his role as the researcher. 'Full-observer' and 'Observer-as-participant' presents a way where the researchers role as the researcher is emphasized and 'Participant-as-observer'

and 'Full-participant' presents a way where the researchers role as the participant in emphasized. (Plowright 2011, 66-72.)

When being an observing-participant, it is very important for the researcher to be aware of his own preconceived thoughts. The researcher must take subjectivity seriously and examine his role at the group. The researcher's role and point of view must be defined at the report. (Colorado State University N.d.) In this study, the researcher's role as the participant is emphasized and the participants were aware of being part of the study. That is why it is possible to say that in this study the researcher's role can be defined as 'Participant-as-observer'. At this process, I did not have special connections to the participating organizations or people, so I do not need to have the results that suits for anyone's mind. My expectation was that we might experience some small arguments between the participants and some of the participants might express some frustration during the process. Misunderstandings might happen and some of the participants will be more active than others.

Every meeting was evaluated afterwards and next meeting was planned based on the evaluation. The evaluation was made by observing the conversation and the interaction at the meetings from the perspective of the research questions. I used a research diary where I was able to write down the findings and thoughts straight away. The meetings were filmed so it was possible to get back to the real experience also after the meeting. Because the meetings were filmed, I had an opportunity to concentrate on facilitating the meeting instead of trying to observe on the same time. The main responsibility of facilitating was on me, so the observing in a same time would have been a problem.

In observation, the main interest was on interaction between the participants. When using the observation, it is important to decide what things are the ones we are interested in and what is the accuracy of the observation (Saaranen-Kauppinen & Puusniekka 2006). In this study and at the observation part, I was interested how the participants express themselves non-verbally during the meetings: how they talk and what is their body language telling. I wanted to know how they experience being part of the process. Non-verbal communication can be shared in different types of expres-

sions. (e.g. Tidwell N.d.) At this study, the most important aspects of non-verbal communication were proxemics, kinesics and paralanguage. The proxemics is about the physical contact to other people and distance, one aspect of this is the personal space. The kinesics include the facial expressions, eye contact, movement and body positions. The paralanguage is about how someone is saying things, vocal qualifiers, vocal segregates and vocal characterizers. (Tidwell N.d.; Salo-Lee 2006.)

By observing, the researcher might be able to find out things that participants feel uncomfortable or impolite to tell (Kawulich 2005). I wanted to find out if there was or wasn't a conflict between the participants' own answers and the observation concerning their experiences. I thought that participants might not want to tell straight to me if they feel frustration or irritability towards one another or the process. Because of that, the observation was also an important tool of evaluating the reliability of this study.

5 Data analyses and Results

This chapter presents the method of the content analyses and describes how the analyses was made in this case study and what kind of results were found. There are three types of data and every analyses and results are first presented separately. In the sub-chapter 5.2. the results are collected together and considered with the research questions. The last sub-chapter is a short overview to the report that was written in Finnish to the subscriber.

5.1 Content analyses

At content analysis, the main idea is to analyze the research data by specifying and finding differences and similarities from the data (Saaranen-Kauppinen & Puusniekka

2006). A goal of the content analyses is to organize the material in a new, more compact and clear form, without losing the information. The purpose of the content analyses is to increase knowledge by finding the clear and meaningful information from the diffuse material, provide the knowledge and new insights, the representation of facts and a practical guide to action. (Tuomi & Sarajärvi 2009, 108; Elo & Kyngäs 2008, 108.) The data of this study was collected from six hours of discussion and 14 questionnaires. There was a need for a tool to find the important information from this material. This study is about exploring the participants' experiences when using the co-creation at developing the social services. The content analyses were chosen to be a method of analyzing this research data. The reasoning was, that at this study it was important to organize the material so it was possible to find the meaningful information that was clear and that would not leave anything out.

The content analyses and specially the category application can be either inductive or deductive. The inductive category application is based on the research material, and the categories should be formulated from the material. The deductive category application has strong theoretical background. The categories arose from theory and the analyzing brings the theory and the material together. (Mayring 2000.) This study is focused on the participants' experience and there are no previous studies from the same perspective. Because of this new perspective on studying the co-creation, it felt important to start without limitations and be as open to the data as possible. Elo & Kyngäs (2008, 109) write at their article that if there is a lack of knowledge of the phenomenon, the inductive category application is recommended. That is why I decided to use the inductive category application in this study.

In the content analysis, first thing is to define what kind of issues we are interested on and what is the unit of analyses. The inferences can be made by based on the aspects about the communicator (ones' opinions, experiences etc.), the situation where the text is produced, the socio-cultural back-ground, the text itself or to the effect of the message (Mayring 2000). Depending from the research question, the unit of analyses can be for example a word, a sentence or portion of pages (Elo & Kyngäs 2008, 109). This study is about the participants' experience, so the main interest is on the expressions that describe and relay the participants experience. Because of this goal, the unit of analyses was chosen to be the expression of experience.

There were no special words or expressions that were chosen to be important, instead the thought behind the words was. The sentences that included more than one thought, were divided. Some summarized expressions (see Figure 6) are not always very clear to interpret, that is why the whole transcribed data needed to be on the background when the analyses were made.

When doing the actual analyzing, it is important to go on step by step and follow the procedure rules of the content analyses. Three main steps of the inductive content analyses are the open coding, the clustering/creating categories and the abstraction. Despite the procedure, there are no systematic rules. At the inductive content analyses the material will be organized to the categories which can be found from the research data during the analyzing process. Looking at the research questions while analyzing helps to keep the main interest on mind. (Mayring 2000; Elo & Kyngäs 2008, 109.)

After the transcription of the discussion data, the analyzing started by processing the text ('open coding'). In the beginning, the text was read few times carefully and then the original expressions related to the topic were picked up. Every expression that described the participants experience of this particular process, were picked up. These original expressions were summarized in to a more compact form by using generalization, construction and integration. The generalization is summarizing where the original text is summarized in to a more abstract and general form. The construction means summarizing where the original text is expressed in a shorter and more common way. The integration is similar to the construction, but it only uses the expressions that exists also at the original text. (Mayring 2014, 35-36.) After the summarizing, there was 52 expressions that were translated from Finnish to English. At this stage, summarized expressions were coded according the participants' pseudonyms.

The clustering and abstraction of the each data type is described below at subchapters 5.1.1 to 5.1.3.

5.1.1 Analyses and results of the video/discussion data

During the analyses of the discussion data, the transcribed and summarized material was categorized in to the sub-categories, the top-categories (generic categories) and the main categories. In the content analyses, the categories are the main instrument of analyses and it also gives an opportunity to reconstruct or repeat the analysis (Mayring 2014, 40). When reading the transcribed data, all parts, where the participants expressed any comments about their experience about the ongoing co-creation process were marked. After this 'open coding', these original expressions were summarized as discussed at Chapter 5.1. There were 52 summarized expressions about the participant's experience, collected from the transcribed material. I was able to organize the summarized expressions in to a 14 sub-categories (see Figure 6).

Summarized expressions	Sub-categories
Laura: Thoughts arose after meeting.	I have been thinking these issues outside the meetings
Tina: Remained thinking; how much I could help	
Laura: Remained thinking challenging situations.	
Tina: I have been thinking this a lot since last meeting.	
Mia: This has been a flower chain, so colorful and rich.	I've had new thoughts and ideas
Sally: Lots of new ideas	
Lisa: New thoughts to own work	
Sally: Good conversations	
Laura: I have had a lot of new ideas and thoughts	
Laura: Not doing the same things that before	
Tina: It would be great to help people	I'm feeling desire to help
Tina: Lots of thoughts, what can I do	
Lisa: I can do a lot to help the others	
Mia: I've decided to do one thing by my self	
Lisa: I could do something to help at my neighborhood.	
Tina: I have a feeling that I could help	
Sarah: Huge feelings arose.	I'm having different kind of emotions
Sarah: Emotions came	
Sarah: Sad feeling to think those families.	

Lisa: I almost began to cry	Sad feelings because of difficulties that families have
Mia: Yellow labels are tragic	
Laura: Understanding that own life is quite easy, thankful of that	
Mia: How great are those pink labels	Hopeful feelings for better future
Mia: Pink labels gave me hope	
Sally: Getting different kind of people together is great	Seeing benefits on vide collaboration
Sally: It's good that we are from different places.	
Sally: It would be so good to collect people together, a lot of mileage.	
Tina: Crazy ideas are good to work on when people do it together	
Sally: We should connect more	
Sally: New ideas from new viewpoints	Interest to other viewpoints
Laura: Interesting to hear what other participants are thinking.	
Laura: Different perspective, same goal	
Mary: I've loved these new methods	Enjoying the working methods
Laura: Brilliant working method	
Sarah: I've loved the working method	
Sally: Very nice meetings	
Lisa: Easy to be together, like home	Feeling easy to be with each other
Sally: Easygoing and hearty	
Sarah: Good spirit at the group	
Lisa: This has been like a dance.	
Lisa: Working has been easygoing.	Nice to work together
Sally: Well-functioning group	
Sally: Even if it has been a very busy day, it was clear that I will come.	Desire and motivation to come
Sarah: Glad I was able to make it today	
Lisa: Even after a heavy day at work it has been nice to come.	
Tina: Nice to get out from the hurry	
Mary: Very good feeling.	Positive thoughts about participating
Tina: A good feeling.	
Mary: Nice to come again	
Tina: Happy to be in this.	Enjoying the possibility to participate
Tina: Happy to be here	
Sally: Happy to be in.	

Figure 6: Summarized expressions and sub-categories

On making these 14 sub-categories, I went thru these 52 summarized expressions and made them in to groups when there was some noticeable similarity on the expression. At this point, it was clear that some summarized expressions were not so clearly formed, that it was necessary to use the original expressions also to know what was the true meaning of those expressions. After going forward with the analyses and the expressions, eventually there were 14 sub-categories to present the experience that participants expressed.

From the 14 sub-categories, it was possible to construct five top-categories and abstract those five in to two main categories (See Figure 7.). Five top-categories were found by analyzing the sub-categories and by trying to find similarities, that were connected to the research questions, between these sub-categories. The constructed top-categories express that the participants had a thinking process that went on also outside the meetings and that they became emotional while participating. The participants saw the benefits and potential of the co-creation extremely well and they were happy to be able to participate to this process and to the group.

The participants told that they were having new thoughts and ideas during the meetings, and that these things have come to their mind also outside the meetings. The participants were having strong emotions during the process; they had sad and hopeful emotions and they felt desire to help. The participants saw that the wide collaboration was a good thing and they were interested on others view points'. From these three top-categories I abstracted a main-category of 'Participants express that profound process has started on their mind'. The working methods and the group was described to be brilliant and hearty and the participants felt good to be with each other. Participating to the group was seen important and the participants were happy to have this opportunity. From these two top-categories I abstracted a main-category of 'Participants experienced that participating to this process, has been a positive possibility and experience'.

Sub-categories	Top-categories	Main categories	
I have been thinking these issues outside the meetings	Thinking process has been going on, also outside the meetings	Participants express that profound process has started on their mind	
I've had new thoughts and ideas			
I'm feeling desire to help	Participating to this process has made me emotional		
I'm having different kind of emotions			
Sad feelings because of difficulties that families have			
Hopeful feelings for better future			
Seeing benefits on vide collaboration	I have started to understand the potential of having different perspectives		
Interest to other viewpoints			
Enjoying the working methods	Working with the group has been enjoyable		Participants experienced that participating to this process, has been a positive possibility and experience
Feeling easy to be with each other			
Nice to work together			
Desire and motivation to come	I've felt happy of the possibility of being part of this process		
Positive thoughts about participating			
Enjoying the possibility to participate			

Figure 7: Content analyses of the discussion material

The main research question was about how the participants describe their experience on this particular co-creation process. This original (translated) expression underlines the participants experience from that perspective:

I think that in everything we talk here we notice that we should build connections to everywhere. Like this group shows that when you collect people from different places together, you will have new thoughts outside your own perspective. Thoughts that you just never thought before. So, important thing is, no matter in what issue, that we should have many perspectives and that we should invite people to discuss things. That would be a great benefit. (Sally)

5.1.2 Analyses and results of the questionnaires

At the analyses of the data from the questionnaires, the data were gathered in to a one file and all the answers were divided in to pieces that included one point, which was the unit of analyses. At this stage, there was 115 expressions. By reading the expressions thru, and doing the analyses, I was able to construct these expressions in to the sub-categories. After continuing with the analyses, it was possible to construct four top-categories that were very different with each other. When comparing these four top-categories to the research questions, I noticed that these top-categories were clearly connected to those four questions. These four top categories are 'Experiences of participating to the group', 'Benefits and possibilities', 'Risks and challenges' and 'Experiences of equality'. The 'Possibilities and benefits' subcategory is presented below at Figure 8 and the 'risks and challenges' subcategory at Figure 9. Later on, there are examples of the original (translated) expressions that are included in to a 'Benefits and possibilities' and 'Risks and challenges'.

Subcategories of the possibilities and benefits are (see Figure 8): having new perspectives from wide viewpoint, working can be inspiring and emotional, client orientation included and having lots of new ideas. Some possibilities were also mentioned as conditional, for example "If participants are committed, this is a great way of working." (SallyL) and "Working group-dynamics – there will be results!" (SarahL).

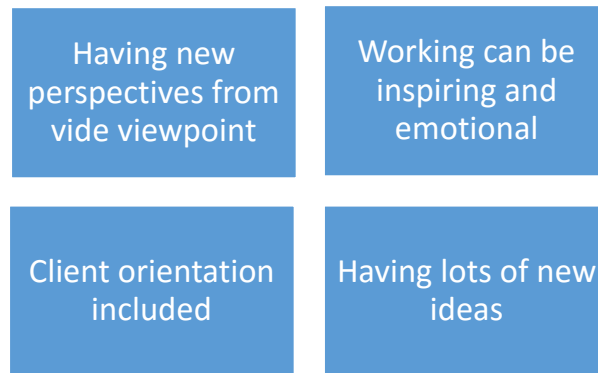


Figure 8: Possibilities and benefits of co-creation according to the participants

Examples of the original expressions from the sub-categories that are included in to the top-category of Benefits and possibilities

Having new perspectives from vide viewpoint:

“Definitely very fruitful when different perspectives are available” LisaL

“This should be used more because of the vide viewpoints.” LauraL

“It’s always good to look things from different viewpoints.” MaryF

Working can be inspiring and emotional:

“Strongly inspiring in some moments” MiaL

“Raising emotions...Heart beating...Just positive.” SarahF

Customer orientation included:

“It is important that service users are also heard.” TinaF

“It’s important that customer orientation is also included.” MaryF

The risks and challenges that the participants mentioned were slightly different at the first and second questionnaire. At the first meeting, they wondered how the ideas will go to real life: “Challenge is, if it is possible to have new ideas transferred to real life.” (LauraF) and “Ideas, even the good ones, might stay as ideas if they

aren't processed forward." (SallyF) The other risks and challenges mentioned, were (see figure 9): Lack of equality/Group chemistry, Finding participants and Commitment of the participants. There was one larger aspect that was mentioned in several answers, the facilitator. Participants saw that the facilitator should have time to plan the meetings well to be able to organize the meetings properly, and that the facilitator need to have a strong control over the group so everyone has space to express their thoughts and the strong ones will not go over the silent ones.

The participants' answers were overall very positive. Their experience was good and they all felt comfortable about the participating. They expressed their experience like this for example; "Good, positive atmosphere. Valuing and honoring working method. I felt being important part of the group." (SarahF) and "Strong and well-functioning group. Good way to have different perspectives visible." (TinaL) They also said that "group spirit was awesome" (LisaL), it was "interesting to hear about others perspectives, (this was) open and comfortable group – easy to be part of it" (MiaF) and "(I experienced this) very positive and very "vide" because there are participants from so many places." (LauraF) In the first questionnaire some participants were not so sure yet about using the co-creation at the social sector and this croup. For example, Mia wrote that "Hard to say yet, next time I can say more." and Sally "Hard to say, but I think this might work."

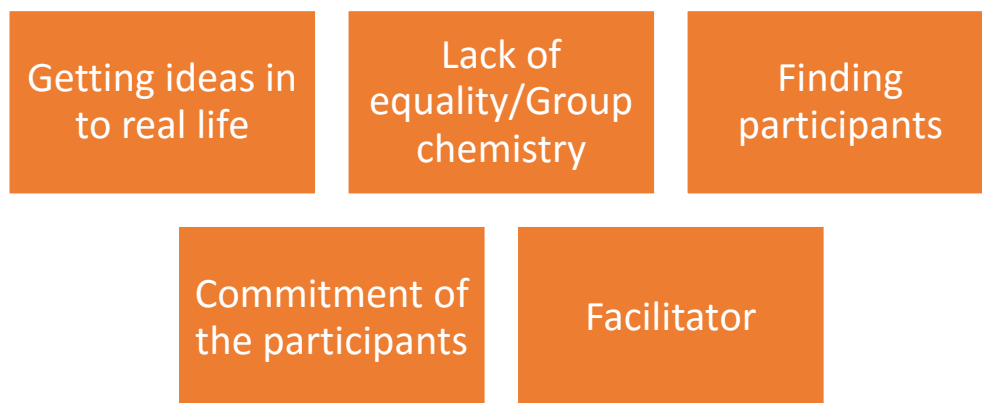


Figure 9: Risks and challenges of co-creation according to the participants

Examples of the original expressions from the sub-categories that are included in to the top-category of Risks and challenges

Getting ideas in to real life:

- “How are we able to have good ideas in to action?” LisaF
- “Challenge is if new ideas can be transferred in to real life.” LauraF

Lack of equality/Group chemistry:

- “If there would be someone who goes over others opinions, how the working could succeed.” LisaL
- “Impossible to predict group chemistry.” SarahL

Finding participants:

- “Finding group.” LauraL

Commitment of the participants:

- “If participants are committed, splendid way to work.” SallyL
- “Risk is a lack of commitment.” LauraL

Facilitator:

- “This needs a very strict guidance.” MaryL
- “I assume that facilitator must plan the meetings well. That can also be a risk and challenge.” MiaL

The equality is mentioned as a basic thing when talking about co-creation. That is why it was important to explore how the participants experienced that. According to the participants, the equality came true very well and there was no difference on this between the first and the last meetings questionnaires. They expressed experiences of equality for example like this: “Very equal group” (LisaL) and “The group was surprisingly equal. Working roles was left behind – humanity was strongly present.” (MiaL).

5.1.3 Analyses and results of the participatory observation

The non-verbal communication was explored by observation, concentrating on kinesics, proxemics and paralanguage. The material for the analyses was collected to research diary straight after the meetings and from the filmed material afterwards. I looked the films several times, to be sure to notice everything. I had some technical problems with filming at first and second meeting. I planned to film all meetings with two cameras, but unfortunately other camera did not work so well. The first meeting was double filmed only for first 30 minutes, and from the second meeting there is only one film available. That is why it is possible that there would have been some non-verbal communication that is not available for the study. The third and fourth meetings are double filmed completely.

Surprisingly it wasn't possible to find any negative expressions or body language of frustration, like I presumed (see chapter 4.2.3). The non-verbal communication was overall very positive. The kinesics that was found from the data was for example nods and smiles, the paralanguage was laugh and the vocal characterizers that expressed positive joining to someone's talking. The proxemics was very neutral, no special findings.

The reason why the observation was included from the beginning was to find out if there is some conflict between the non-verbal communication and the discussion and the questionnaires. This was because of a need to find out the whole picture of the phenomenon and for evaluating the reliability. There was no noticeable conflict between the non-verbal communication and the participants' talking and answers to the questionnaires. That is why there was no need to analyze this data more deeply. This is not unusual thing at case studies. Swanborn (2010) says that at the case studies one should be prepared to surprises, things may change during the process. In this study, that meant for example that it was not possible to predict what kind of data was useful and in what manner.

The value of the observation of the non-verbal communication at this study, is that it seems that the participants were open on their discussion and answers. There is not

any sign of this being negative experience to any of the participants. This also confirms the reliability of the results of this study.

5.2 Research questions and answers

The main research question was: How participants describe their experience on this particular co-creation process? The sub-questions one and two were about possibilities and benefits and risks and challenges that the participants were able to see. The third sub-question was about the participants' experience of equality during the process.

The participants experienced the co-creation to be a rewarding developing method that makes people shine and helps them to give their best. They felt that this process made them to understand that different stakeholders have a different perspective and the same goal, and that it really can be a benefit that should be used. This group was well-functioning and the participants had lots of ideas, also for their own work. In observation, there came no negative issues, just positive or neutral non-verbal communication. The participants non-verbal communication, their answers to the questionnaires and the discussion at the meetings was very much alike with each other. According to the participants, their working experience was extremely good and they thought that the co-creation could be a useful tool when developing the social services. The participants expressed that the process encouraged emotions and helped them to see things from the different perspectives. The OECD report (2015, 12) discusses about the integrated services and it says that the service integration facilitates knowledge and information sharing between the professionals. This can be understood to be similar with the result of participants' experience on understanding perspectives of other professionals better. The different stakeholders being included to the process, was very important according to the participants. They experienced that they had new perspectives and new ideas to their own work.

The first sub-question was about the possibilities and benefits that the participants were able to name. The participants expressed that the profound process started on

their mind. They were having a great amount of ideas and working was inspiring and emotional. They saw that the wide viewpoint was giving them new perspectives and that client orientation was easily and naturally included. The Health 2020 (2013) defines the collaboration between different parts of the society as a key to best outcome, when discussing about the innovative culture. The participants of this co-creation process saw this too.

The second sub-question was about the possible risks and challenges that participants see and which should be taken into consideration when managing the co-creation process at the social sector. There were no risks mentioned at the discussion data. That might be because the participants experience was so positive. In the questionnaires, where that was particularly asked, the participants were able to point out what they think might be the potential risks and challenges (see 5.1.3). The participants were unsure, if the ideas that are developed would end up in practice. It would be a waste of the time if things are just discussed. They also saw that there could have been problems with the equality between the participants and the issues with group chemistry. Finding the participants, who are really committed to process like this, was seen as a potential challenge too. The facilitator and his ability to plan the process and be responsible of the whole process was mentioned as a potential risk too. The facilitators role was seen challenging and very important for the successful process.

The third sub-question was about the participants' experience of equality during the co-creation process. The participants expressed at discussions that they felt easy to be with each other and they were happy about participating. In the questionnaires, they were asked about their experience about the equality and every answer was positive, the participants experienced the co-creation process to be very equal. They felt that they had an opportunity to say what was on their mind and that others had that too, no-one was left out and there was respectful atmosphere. The observation of the non-verbal communication confirms this result.

5.3 Report for the town of Viitasaari

This Master thesis is about the co-creation process and the participants' experiences. From the beginning there existed another goal for this process than this Master thesis. The town of Viitasaari asked me to develop the social services for families with 0 to 6 year-old children. The second goal was that they wanted to find a developing method that is client-orientated and presents the wide collaboration. This Master thesis is concentrated more to the second part. Because of a need to delimit the perspective, the first part, results of the development process have been left out. That is why there was a need to write the another short report (see Attachment 4.) about the results of the development process. This sub-chapter gives a short overview about that report that is only available in Finnish.

The report discusses about the co-creation process that was implemented in Viitasaari during the autumn 2016. There are parts of the things that are presented also in this report but the most important things are the results of the working process. The group was able to develop three tangible suggestions that could help the families with young children. The main thing was, that the participants thought that communities should be strengthen, people should help each other.

The first suggestion was to develop the existing Family café which have had problems of finding volunteers to take responsibility. In Viitasaari, the Family café is organized by the association, and ones in a week it's open for the adults and children that are home at daytime. There are coffee and juice and some cake available and the main idea is to offer the children an opportunity to play together and for the parents an opportunity to meet the others. Sometimes there are some visitors presenting something. Nowadays the volunteers that are responsible of the café are also the mothers of young children. The group suggested that there could be some other volunteers taking the responsibility so the ones organizing would not have the own children to take care also. The other suggestion was that there should be organized the "Everyday life Tupperware parties", where the hints and information about taking care of home and living economically would be shared with a cup of coffee and nice talks. The third suggestion was that families who move to Viitasaari should be welcomed personally, so everybody would have some contact to the locals from the beginning.

The subscriber of this process was the town of Viitasaari and it was surprising that there were no straight wishes or requirements for the town. That is why I decided to give some recommendations how the town could support the main thought behind the suggestions. I suggested that the authorities of the town should seek new ways how to support for example the different associations that organizes volunteer work. It is not wise to compete, but doing together as equal partners and making new contacts, could really make a difference. The report includes also some information about integrated services and the experience of using the co-creation in developing the social services.

6 Discussion

This chapter is about discussion. The first chapter is discussion about the results of the study and the connection of these results to previous knowledge represented at the Chapters 2 and 3. The second sub-chapter (6.2) is discussing about the ethical issues and the credibility of this study. At the end (sub-chapter 6.3) there is the evaluation of the whole process.

6.1 Discussion about results

The results from the questionnaires and the content analyses from the discussion, were both very positive and similar about using the co-creation in the social sector. One big difference was that the risks and challenges did not come out at the discussion at all, there were no negative or suspicious expressions. In the questionnaires, where those were asked, it is clear that also that perspective came out.

In the discussions, there were lots of expressions where the participants told that working together has made them to think these issues also between the meetings.

They also told that this process has raised emotions, this came out at questionnaires too. Patrick Furu (2013) writes that people need to have a goal that is heartfelt for them. It seems that this goal, the better social services for the families with young children was heartfelt enough for this group. The participants' commitment to the process also tells that this is an issue that felt important to them. Another Furu's (2013) thoughts, for the group being innovative, was that the group needs to feel the goal required. I think that the passion that the participants showed for the goal, by committing, having emotions and thinking this outside the meetings, was mainly because of the desire to find the better ways to support these families. The creative and functional methods probably helped participants also, to find personal contact to the target group.

Sanders and Stappers (2008, 6) defined the co-creation as an act of collective creativity with two or more people. Based on the results of this study, the participants felt this to be true. All participants expressed that they were having new ideas and new perspective because of the wide collaboration. This seemed to be the main realization of the process for the participants, that the new perspectives of the different stakeholders can really make a difference, also in the social sector. The participants expressed that they had ideas also for their own work, not just for the case that was under development. That might be one thing why the participants felt so motivated and committed to the process. They had a feeling that participating was also a benefit for themselves.

This process had some connections to the key elements that are named at report of the integrated social services in Europe (Montero et al. 2016, 70-73). According to the report, these key elements can be either facilitators or barriers. The important key elements that came visible also in this study were the interprofessional teamwork, commitment, innovation and learning. The interprofessional teamwork was seen both a facilitator and a possible barrier. In this process the interprofessional teamwork was seen as a success and a benefit by opening the new perspectives for the participants, but the participants were aware that it also might end up being a barrier. In the results of the questionnaires the commitment of the participants was seen as a possible risk for the process. The participants saw that there might be a lack of commitment. The goal for the development work was to improve the social

support of the families with young children. This process didn't bring so much new, but the participants still experienced that they had the new ideas during the process. That is why it is possible to say that the innovation was included in this. The participants expressed that they learned new things during the co-creation. Word learning was not used, but instead the participants talked about the new perspectives from wide viewpoint.

One of the main points of the co-creation is equality and low hierarchy. (Wetter-Edman 2013, 109) In this process, it was in a very important role from the beginning till the end. The equality was one of the most important aspects when the planning started. It seems that in this process, the equality was obtained very well. Every participant felt that they were equal, both in first meetings questionnaire and last meetings questionnaire. One participant said, that: "I think that exactly this thing was something that really was a success." (MaryL) and other, that the "Group was surprisingly equal." (MiaL) This was also a potential risk that the participants saw. They thought that it would be a problem if there would be someone at the group who would not respect the others. It is impossible to say why the group was so equal and respectful to each other. The equality was one of the main things that was discussed at the first time when presenting what this was all about. The working methods were also chosen to support the equality. I felt, that the equality became like an unwritten rule to the group.

The inter-professional teamwork is not always so easy. There might appear difficulties between the participants and the problems might come up on finding roles at the group. (Montero et al 2016, 22-23.) The participants of this process saw this too. They pointed out that it could be possible that there would be someone in the group that pushes on with his own ideas and opinions. If that happens, the facilitator has a big challenge on addressing the problem. The working methods might help on that, and it might be necessary to talk straight to the particular participant. This study does not give answers why we did not have such problems this time, or why this group worked so successfully.

The interesting thing was that there was not really so much new on the ideas of the group and surprisingly they found out the same ideas that are pointed out in th

Health 2020 (2013). The main point was that the communities should be strengthened. That is one of the important points in the Health 2020 (2013). It says that one of the major health challenges in Europe is that we should build up the resilient communities and the supportive environment. In the report for the town of Viitasaari, there are few ideas from the group how to create the more resilient and supportive community. Other connections to this case study and the Health 2020 (2013), are that in the Health 2020, there are goals of empowering the people and strengthening the people-centered health systems. All the ideas of the group are parallel with these.

The main purpose of this study was to find out what kind of potential there is in the co-creation when developing the social services. The perspective of this study was on the participants' experience. Based on this study, it is possible to say that there is the potential. This particular process was a success as far as it went, but based on this study, it is impossible to say if the process could be implemented in to concrete results. The participants understood that having changes really done would also be a challenge. The participants were worried if any of these ideas will end up in the real use even though they had good suggestions. That might be a problem when the real power holders are outside the group. When planning this kind of development, it would be good to have some commitment from the people who make the decisions that things will be done, a commitment that there will be at least an experiment where the ideas are tested.

In this case study, the level of the participation (according to Arnstein's Ladder of Participation) is seen differently depending from the point of view. If thinking about the developing process, one can say that the participants had all the power or almost no power at all. In this process, the participants had all the power to decide together in what direction they wanted to go. The result of this developing process was on their hands totally. And from that point of view it is possible to say that the participation was on a very high level. On the other hand, the real influence of this process is depending from the power holders who are not participating to the developing process. The real authority of deciding whether to take it or leave it, the proposals of the group, is still somewhere else. So, it is also possible to say that this is just tokenism.

The working process went as it was planned and we had measure proposals. There definitely are things that should be taken under serious consideration when planning the co-creation process. I could say, that planning is the crucial point of this process, and more particular, continuous planning. Because of the challenges that the group might bring to the process, it is impossible to make plans before and then just follow it. Like Klokgieters and Chu (2013) presents, the flexibility is one of the most important elements in the innovation culture. It must be possible to change the plans if it is needed to gain results. The facilitator must stay awake and be ready to tackle to the problem early enough, before the difficulties become too big.

The participants found the co-creation to be eyes opening experience and they were happy to be able to participate. Everybody found out that learning and hearing about the other perspectives can be fruitful also for themselves. According to Sydänmaalakka (2009) being innovative needs the diversity of team members. The participants of this process understood this. For me personally, this was one of the best outcomes of this process; the participants' realization that other point of view is important and opens new ways to think, that by connecting to the other stakeholders (including clients) there can be benefits that are impossible to reach otherwise. Hopefully this Master thesis can encourage organizations also in the social sector to do more external collaboration.

The main thing that we could learn from this, is that we should have more courage to take the different stakeholders in to the development processes also in the social services. There are risks that should be taken seriously, but more than that there are possibilities and benefits. Taking the clients and other stakeholders perspective seriously and valuing it, might be a way to open up new ways of thinking for all. This thesis presents only one co-creation process, but this has been a successful one. When planning is made properly, the participants are motivated of participating and working methods have been chosen carefully, the co-creation can work also in the social sector.

6.2 Ethical issues and credibility of this study

One part of the research ethics is the research integrity. The Finnish Advisory Board on Research Integrity (2012) set a code of conduct about the research integrity. According to that, the violations against responsible conduct of research can be divided in to two categories; Research misconduct and Disregard for the responsible conduct of research. The research misconduct includes any kind of false data or results and the disregard for the responsible conduct of research includes negligence and carelessness at the research process. (Finnish Advisory Board on Research Integrity 2012, 32-33.) In this study, these issues have been taken seriously. The analyses have been made as carefully as possible, step by step, and there has been no space for presuppositions during that.

The research ethics include also perspectives about choosing the target of the research and protecting the participants of the study (Tuomi & Sarajärvi 2009. 129-132). This study is about finding out if the co-creation could be a good tool to develop the social services. When talking about the social services and the clients, we are moving on a very sensitive area (e.g. Kuula 2006, 135-136). Peoples private life is on a target and many times the social services are needed when people are on their weakest. At this study, we did not have anyone's personal cases on target. The participants were never asked if their thoughts came from their own life experiences or not. The participants shared some personal information during the meetings, but everyone could choose how much she wanted to share. The confidentiality was also a thing that was discussed at the beginning, everybody agreed that the personal things that are discussed in the group, will not spread to other people. The participants were voluntarily in the process and they were aware that the meetings were filmed, what this study was about and how the results will be published and used (e.g. Kuula 2006, 102). The filmed material and the questionnaires are in a good safe, where only I can reach them.

Like mentioned before, the participants background information is not available at this study. Viitasaari is a small town and if any information would be shared it might be possible to know who said what. Only the author of this thesis knows who is behind the pseudonyms. I actually think, that it suits very well for the co-creation and

the equality in it, there is really no matter who said what, no-one's experience is more important than others. I cannot see how the results of this study could be used to harm anyone. It is not possible to connect the answers to the particular participant. Encouraging experiences about using the co-creation at developing the social services seems to be only a positive possibility, not a threat in any way or any one.

It is important to evaluate the trustworthiness of every study. The traditional way of doing it, is to discuss about the research's validity and reliability. This is sometimes questioned when talking about qualitative research. In qualitative research, it is also possible to evaluate Credibility, Transferability, Dependability and Confirmability. (Tuomi & Sarajärvi 2009, 136-139; Simons 2009, 128.) Both Tuomi & Sarajärvi and Simons are referring to Guba and Lincoln who set these concepts. In this study, I am more following the concepts of the Guba and Lincoln when evaluating the trustworthiness of this particular study.

The credibility can be seen as a perspective that discusses if researcher's reconstruction is equivalent with the participants original meaning (Tuomi & Sarajärvi 2009, 138). This perspective is very important when doing conclusions from the answers. In this particular co-creation process, the research material was collected from the meetings and from the questionnaires. Especially at the meetings discussion, the participants had a great possibility to express their thoughts in a long way. When summarizing the original expressions, the whole text was read to make sure that the meaning is fully understood. My professional knowledge about the stakeholders' perspective and about the target of the study, also helped to confirm the analyses. During the meetings, there were no special professional language used, so it was easy to understand to all. I learned to know the participants during the meetings quite well and that helped when doing the reading of the material and summarizing original expressions. Filmed material helped to get back to the original situation, so expressions that included some joke, were not taken too seriously and possible hidden meanings were easier to see (e.g. Kallio 2014, 37). Getting to know participants well can also be a risk. It might be possible to put some words to their mouth that would seem to fit, but actually were not there.

The transferability is seen as a perspective that discusses if these results can be transferred in to a different environment (Tuomi & Sarajärvi 2009, 138). This is a case study, and typical “problem” with case studies is that there are arguments if results could be generalized (Yin 1994, 10). It is impossible to draw a connection between these results and every other co-creation process. That was not even the intention. This study’s purpose was to find out if the co-creation could be a usable method of developing the social services from the participant’s perspective. One point was to solve also the risks and potential difficulties that participants were able to see. This study’s transferability means that these results can be used when planning the other co-creation processes. At this process, everything seemed to be more like success, but also the critical points were found. This study can point out aspects that should be taken under consideration when planning a co-creation process, at least in the social sector or in the other sector’s where the stakeholders’ hierarchy is traditionally high. This study can also be encouraging to everybody who are thinking to use the co-creation at the social sector.

In this study, the triangulation on the data collection was one way of making sure that the confirmability of this research was on a high level. It was important to find out if there would have been a difference between the answers of the questionnaires and the discussion at the meetings. Possible risks and difficulties did not come up at the discussion, but otherwise results were very similar.

The process of this study included some critical points where there could have been problems from the credibility’s perspective. The meetings were intended to film with two cameras. Because of the technical problems, in the first meeting the other camera filmed only for the first 30 minutes and in the second meeting, the other camera did not work at all. From the third and fourth meetings, there are two films available. Fortunately, the other camera worked the whole time, so there was the whole material available for the transcription. In the first time, the participants were very aware of the cameras, but it was clear how they got used to it. At the end of the last meeting, one participant asked if I had remembered to put on the cameras, so it was obvious that it was not on their mind anymore. That is one thing that should be discussed, are the cameras and a knowledge about being under observation change the participants’ actions. Like mentioned, during this process the cameras seemed to lost

their meaning for the participants. In the first meeting, some participants joked that is my hair ok and how do I look. That did not happen since. That was a thing that also Kallio (2014, 37) noticed in his study. Benefit on having several meetings and the same participants is that the significance of being filmed seems to get smaller.

6.3 Evaluation of the whole process and suggestions for future studies

This process has been very interesting from the beginning. The most important issue for me, when trying to find the topic of this Master thesis, was that it should be useful in real life. The requirements from the international publications (e.g. Health 2020 2013, Montero et al. 2016 & OECD 2015) and the social welfare act of Finland and the goals of social and health care reform, discusses same things; the integrated services that are client-orientated. Based on those publications and my own experience the need of development in this area was clear. That is why this topic made me really excited from the start. More I read, more I learned, the more I knew that this is really needed. There are not many reported experiences about developing the social services by using the co-creation. Although using the co-creation on developing the social services is increasing, reports that are available now, are concentrating on the result of the developing, not really to the participants' experience or evaluating the process. It would be useful to have other experiences to compare if there is a difference how the participants experienced the co-creation. Until then this is just a single case that proved that it is possible to build up a successful process also in the social sector.

Surprisingly, there were no noticeable conflicts between the participants. At the beginning, I thought that the diversity of the group would bring some problems, for example arguments and expressions of frustration. I also thought that the different background of the participants might cause misunderstandings. None of this happened. I think that the respect to one another and the equality of the group was so strong, that there was no room for this kind of negative issues. Based on this study, it is impossible to say why we did not have such problems. This thing was the main reason why I thought that the observation of the non-verbal communication would be

important. At this point I could say that it was important. Not for the original reason I thought, which was that I wanted to find out if the participants will not be honest about their experience and particularly the negative experiences. Instead, observation of the non-verbal communication was important because there were no negative expressions in any data. That is why the observation worked as I thought, it was increasing the reliability of this study. As the triangulation is supposed to do.

In this process, the original plans of the meetings were quite good, not so much changes were needed. The main structure and the ideas of implementation stayed the same. One reason why the original plans happened to be so useful was probably my experience of this kind of processes. I have been working with the groups and using the creative and functional working methods many times during my working experience. I already had the knowledge about the critical aspects and I was able to consider those things during the planning process. I also believe that my personal strengths on communication and on organizing made this easier to succeed. At some point of this process I struggled because there were no problems.

The co-facilitator was very important for the process. It did not only help the facilitator by being responsible of some parts of the meetings. She was an important partner during the planning and also when discussing the critique after every meeting. It was fruitful to have someone to talk to who was little more in this process than the participants. Her feedback and comments were a good mirror when evaluating previous meeting and the plans.

The futures Workshop was suitable form for this kind of process. There were clear phases to follow, but also enough freedom for implementation. It would be interesting to find out if this kind of process would be possible to carry out without any working methods on background. Would there be a difference on participants' experience? If the whole process would be based on talking, could the participants feel themselves equal? Comparing these results to other results will be very difficult because of the different people and different circumstances, but that is the nature of case studies.

The participants of the group were very motivated and committed. Amount of commitment and motivation was a surprise even though it was one of the main points when looking for the participants. One participant was not able to come one time and it showed how important it is that everyone is involved in every stage. It influenced to that particular meeting, her expertise was not available, but also to the next meeting when we were supposed to continue with the previous meetings issues. It took time when we tried to tell her everything important, but nonetheless I do not think she had the whole picture. In this process, collecting the group was a success, but based on this experience and the participants' expressions, this is the part that should be given a great effort when using this at some other situation. The participants are one of the most important factors in a process like this.

There were not so many alternative options when choosing the composition of the group. Small town like Viitasaari was easy on that matter, there are limited amount of organizations that can be defined as stakeholders when talking about families with small children. Only the client representative could be chosen from larger group of people. When talking about the group and the chemistry between the participants, it is impossible to predict the chemistry beforehand and also impossible to evaluate why things went so well afterwards. If the town would be bigger, it might be more difficult to say who are the stakeholders and how the representatives should be chosen.

Eight people at the group, including the facilitators, was well functioning combination. There was just one participant representing each group of the stakeholders. If participants' commitment would not have been so strong, it might have been a problem. Every time someone is missing, the one perspective is missing and a one part of expertise is missing. That was a thing we were able to notice in this process also. It is impossible to say how the one participant missing one time influenced to the suggestions that this particular group made. On that kind of situation, it would be possible that some very important perspective is forgotten or some great idea is never invented. At least if there are many times when someone is missing. Collecting bigger group of people where there is for example two representatives from every stakeholder, might help controlling this risk, but it might also reduce the commitment. The participants might feel being less important member of the group. These participants

expressed also that the group should be small enough to work this well. This would be interesting thing to explore, how does the size of the group influence to the participants' experience.

Four meetings were not enough. When planning to have something really done, it would have taken longer time. At four meetings, we were able to have good ideas, make new plans and evaluate those, but the real work for getting these ideas in to action, would have taken at least four meetings more. Maybe last few times could have longer time between the meetings so there would be time to test some ideas already and it would not be too overwhelming to the participants. This really needs to be explored in future. It would be important to found out if it is possible to have a result that is carried out in real life, and what kind of limitations, difficulties and risks there are. The participants felt desire to help, but is the desire strong enough so they would be ready to make the commitments on doing something?

Like mentioned before, it was important that every meeting started with a short round of talks. That was the point when we got back to the previous meetings talks and issues. That was the point when everyone had an opportunity to say what is on mind and then leave it behind and concentrate in to this process. Using different kind of working methods was a good choice. The methods almost forced everyone to be equal, especially those that were not just based on talking. I had a strong feeling that the elements of innovation culture that Klokgieters & Chu (2013) presented, openness, flexibility and trust, were there. At the first meeting the process started and further we went, more visible these elements came.

Very interesting aspect was that while participating to this group, the participants felt desire to help. Based on this research it is not possible to say if it was because of this group, but the timing was convenient. This desire of helping others came up also to those who were more in a position of client or potential client, in a meaning of involving to the target group. This made me thinking that maybe the co-creation in the social sector could be a way to the active citizenship in other target groups also. At least in Finland, there is lot of talks that volunteers are hard to find and in a same time the volunteers are needed more and more. Maybe the co-creation could be a way to provoke citizens on helping one another. Maybe the main thing is that the

people should have chance to the real participation to be motivated and to be ready to make the commitments (see Arnstein 1969.).

Literature

Agile-ketterät liiketoimintaa edistävät yhteiskehittämisen käytännöt n.d. University of Turku. Accessed on 14 December 2016. Retrieved from <http://www.utu.fi/fi/yksikot/tse/sivustot/agile/Sivut/home.aspx> (Briefly in English: <http://www.utu.fi/fi/yksikot/tse/sivustot/agile/Documents/AGILE%20briefly%20in%20English.pdf>)

Agilemobile n.d. Accessed on 14 December 2016. Retrieved from <http://www.agilemobile.fi/>

Arnstein, S. 1969. A ladder of citizen participation. *Journal of the American Institute of Planners*. 35, 4, 215-224.

Baid, H. 2011. The objective structured clinical examination within intensive care nursing education. *Nursing in Critical Care*. 16, 2, 99-105. Accessed on 15 November 2016. Retrieved from <http://web.b.ebsco-host.com.ezproxy.jamk.fi:2048/ehost/pdfviewer/pdfviewer?sid=f20a4a5e-7637-4cbe-b580-f62ab7724642%40sessionmgr105&vid=8&hid=115>

Bergold, J. & Thomas, S. 2012. Participatory Research Methods: A Methodological Approach in Motion. *Forum: Qualitative Social Research*, 13(1), Art. 30. Accessed on 31 January 2017. Retrieved from <http://www.qualitative-research.net/index.php/fqs/article/view/1801/3334>

Cambridge dictionary. N.d. Accessed on 14 May 2017. Retrieved from <http://dictionary.cambridge.org/>

Cohen, S., Gottlieb, B. & Underwood, L. 2000. *Social Support Measurement and Intervention. A Guide for Health and Social Scientists*. Oxford University Press: New York.

Colorado State University. N.d. Steps and Methods used in Qualitative Observational Research. Accessed on 29 September 2016. Retrieved from <http://writing.colostate.edu/guides/page.cfm?pageid=1354&guideid=63>

De Bono, E. 1990. Six Thinking Hats. Penguin: London.

Elo, S. & Kyngäs, H. 2008. The qualitative content analysis process. *Journal of advanced nursing*. 62, 107-115.

Finnish Advisory Board on Research Integrity. 2012. Responsible conduct of research and procedures for handling allegations of misconduct in Finland. Finnish Advisory Board on Research Integrity: Helsinki. Available in e-form http://www.tenk.fi/sites/tenk.fi/files/HTK_ohje_2012.pdf

Flyvbjerg, B. 2006. Five Misunderstandings About Case-Study Research. *Qualitative Inquiry*. 12, 219-245.

Furu, P. 2013. *Jazzia johtamiseen: Anna osaajien loistaa. [Jazz to the management: Let the experts shine.]* Sanoma Pro: Helsinki.

Hakanen, T. & Jaakkola, E. N.d. An empirical investigation into value co-creation in b-to-b service networks. Accessed on 16 August 2016. Retrieved from http://www.vtt.fi/files/sites/verso/hakanen_jaakkola_an_empirica_investigation_into_value_co_creation_in_b_to_b_service_networks.pdf

Health 2020 A European policy framework and strategy for the 21st century. 2013. World Health Organization. Regional office for Europe.

The Health Foundation. 2016. Co-creating health. Completed programme. Accessed on 16 April 2016. Retrieved from <http://www.health.org.uk/programmes/co-creating-health>

Ikäheimo, H. 2016. *Yhdessä omaisten kanssa. Yhteiskehittämisellä uusia innovaatioita Silvonrinteen asumispalveluyksikössä. [Together with the family. Co-creating new innovations at the housing service unit of Silvonrinne.]* Master's thesis. JAMK Univer-

sity of Applied Sciences. Degree programme in Health Care and Social Services Development and Management. Accessed on 14 December 2016. Retrieved from <http://urn.fi/URN:NBN:fi:amk-2016060712265>

International Federation of Social Workers. 2017. Global Definition of Social Work. Accessed on 22 February 2017. Retrieved from <http://ifsw.org/policies/definition-of-social-work/>

Jaatinen, K. 2015. Työorganisaation moninaisuus ja moninaisuusjohtaminen – katsaus käsitteen ja tutkimuksen kehittymiseen. [Diversity and diversity management of work organization – review to the development of the concept and research.] In a Timonen, L., Mäkelä, J. & Raivio, A. (Eds.) 2015. Moninaisuus on hyvän työyhteisön ominaisuus. [Diversity is a feature of a good workplace.] Publications of JAMK university of applied sciences 213. 25-43.

Jalkala, A. & Salo, J. 2013. Cleantech solutions. Co-creating environmental solutions with lead customers. In Tutkimustuloksista arvoa liiketoimintaan. Tutkimusprojektijulkaisu 2013. [Value to business from research results. Research publication 2013.] Tekes. 22-25. Accessed on 18 January 2016. Retrieved from www.tekes.fi/globalassets/julkaisut/serve_tutkimusprojektijulkaisu_2013.pdf

Jantunen, S., Mäkelä, T. & Piippo, J. 2015. Viranomaisyhteistyön ja tausta-ajatteluiden problemaattisuus [Problems at authority collaboration and background thinking]. In Saarisilta, J. & Heikkilä, J. 2015. (ed.) YHDESSÄ INNOVOIMAAN – osallistuva innovaatiotoiminta ja sen johtaminen sosiaali- ja terveysalan muutoksessa. Osuvatutkimushankkeen loppuraportti. [COLLABORATE TO INNOVATE – participatory innovation process and its management during the health and social care reforms. Final report for Osuva research project.] National Institute for Health and Welfare (THL): Helsinki. Accessed on 19 January 2017. Retrieved from <http://urn.fi/URN:ISBN:978-952-302-433-5>. 179-187.

Jungk, R. & Müllert, N.R. 1989. Tulevaisuus verstaat [Futures workshop.] Keskinäisen sivistyksen seura: Kerava.

Kallio, P. 2014. Esimiehen muuttuvat identiteetit - Narratiivinen tutkimus keskijohdon identiteeteistä ja samastumisesta organisaatiomurroksessa [Shifting identities of managers. - A narrative study on the identity and identification of middle management in a transition phase of an organization]. Publications of the University of Eastern Finland. Dissertations in Education, Humanities, and Theology; 54. University of Eastern Finland: Joensuu.

Kapeleris, J. 2010. Six Thinking Hats. Blog. Accessed on 15 November 2016. Retrieved from <http://johnkapeleris.com/blog/?p=418#comments>

Kawulich, B. 2005. Participant Observation as a Data Collection Method. Forum: Qualitative Social Research, 6(2), Art. 43. Accessed on 29 August 2016. Retrieved from <http://nbn-resolving.de/urn:nbn:de:0114-fqs0502430>

Klokgieters, K. & Chu, R. 2013. Creating an Environment for Successful Innovation: A Management Consultant's Perspective. In a Brem, A. & Viardot, E. 2013. Evolution of Innovation Management: Trends in an International Context. 327-347. Electronic publication. Accessed on 12 January 2017. <https://janet.finna.fi>. Ebsco.

Koch, S., Gaida, J., Kortum, R., Bodingbauer, B., Manders, E., Thomas, E., Sieber, M., von Arnim, A., Hirjak, D. & Fuchs, T. 2016. Body image in autism: An exploratory study on the effects of dance movement therapy. Autism Open Access Vol. 6: Issue. 2. Accessed on 11 January 2017. Retrieved from <http://dx.doi.org/10.4172/2165-7890.1000175>

Kuula, A. 2006. Tutkimusetiikka – Aineistojen hankinta, käyttö ja säilytys. [Research ethics – Acquisition, use and storage of material]. Vastapaino: Jyväskylä

Lauttamäki, V. 2014. Practical guide for facilitating a futures workshop. Finland Futures Research Center. Turku School of Economics. Accessed on 2 December 2016. Retrieved from <https://www.utu.fi/fi/yksikot/ffrc/kehittamispalvelut/futuresfocus/Documents/futures-workshops.pdf>

Levi, D. 2011. Group dynamics for teams. 3rd ed. Sage Publications: USA.

Mayring, P. 2000. Qualitative Content Analysis. Forum: Qualitative Social Research. Vol. 1, No. 2, Art. 20. Accessed on 28 October 2016. Retrieved from <http://www.qualitative-research.net/index.php/fqs/article/view/1089/2385>

Mayring, P. 2014. Qualitative content analysis: theoretical foundation, basic procedures and software solution. Accessed on 31 December 2016. Retrieved from http://www.psychopen.eu/fileadmin/user_upload/books/mayring/ssoar-2014-mayring-Qualitative_content_analysis_theoretical_foundation.pdf

McLaughlin, H. 2009. What's in a name: 'Client', 'Patient', 'Customer', 'Consumer', 'Expert by experience', 'Service user' – What's next? The British Journal of Social Work. 39, 1101-1117. Accessed on 14 May 2017. Retrieved from <https://academic.oup.com/bjsw/article-lookup/doi/10.1093/bjsw/bcm155#24641445>

Ministry of social affairs and health Finland. N.d. Accessed on 3 April 2016. Retrieved from <http://alueuudistus.fi/en/social-welfare-and-health-care-reform/about-the-reform>

Montero, A., van Duijn, S., Zonneveld, N., Minkman, M., Nies, H. 2016. Integrated social services in Europe. European Social Network: Brighton.

OECD. 2009. Doing Better for Children. OECD Publishing: Paris. Available on e-form http://www.keepeek.com/Digital-Asset-Management/oecd/social-issues-migration-health/doing-better-for-children_9789264059344-en#.V76dLZiLTIU#page1

OECD. 2011. Doing Better for Families. OECD Publishing: Paris. Available on e-form http://www.keepeek.com/Digital-Asset-Management/oecd/social-issues-migration-health/doing-better-for-families_9789264098732-en#.V77A15iLTIU#page176

OECD. 2015. Integrating Social Services for Vulnerable Groups: Bridging Sectors for Better Service Delivery. OECD Publishing: Paris. Available on e-form http://www.keepeek.com/Digital-Asset-Management/oecd/social-issues-migration-health/integrating-the-delivery-of-social-services-for-vulnerable-groups_9789264233775-en#.V7q6d5iLTIU

Oinonen, S. 2013. Yhteiskehittämisen keinoin Living Lab-toimintaa: Periaatteita, keinoja ja esimerkkejä. Living Lab palvelumuotoilun menetelmänä –seminaari 23.4.2013 [Living Lab by using co-creation: principles, ways and examples. Living Lab as a way of service design – seminar 23 April 2013.] . Accessed on 18 January 2016. Retrieved from <http://docplayer.fi/4798299-Yhteiskehittamisen-keinoin-living-lab-toimintaa-periaatteita-keinoja-ja-esimerkkeja-living-lab-palvelumuotoilun-menetelmana-seminaari.html>

Piippo, J., Sankelo, M., Valtanen, E. & Sinervo, T. 2015. Luottamuksen merkitys innovatiivisuudelle ja luovuudelle [The importance of confidence on innovativity and creativity]. In Saarisilta, J. & Heikkilä, J. 2015. (ed.) YHDESSÄ INNOVOIMAAN – osallistuva innovaatiotoiminta ja sen johtaminen sosiaali- ja terveysalan muutoksessa. Osuvatutkimushankkeen loppuraportti. [COLLABORATE TO INNOVATE – participatory innovation process and its management during the health and social care re-forms. Final report for Osuva research project.] National Institute for Health and Welfare (THL): Helsinki. Accessed on 19 January 2017. Retrieved from <http://urn.fi/URN:ISBN:978-952-302-433-5>. 153-166.

Plowright, D. 2011. Using Mixed Methods. Frameworks for an Integrated Methodology. SAGE Publications: London.

Rao, H. 2015. Workers Can't Find Jobs, Jobs Can't Find Workers: Solving the Talent Paradox. *Journal for Leadership and Instruction*, 14, 2, 12-17. Accessed on 15 November 2016. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1080600.pdf>

Rashid, Y., Varey, R. & Costley, C. N.d. Features of value co-creation process: A multiple actors view. Accessed on 18 August 2016. Retrieved from <http://www.naplesforumonservice.it/uploads/files/Rashid,%20Varey,%20Costley.pdf>

Reeves, S., Lewin, S., Espin, S., Zwarenstein, M. 2010. Promoting Partnership for Health: Interprofessional teamwork for Health and Social Care. Wiley-Blackwell.

Saaranen-Kauppinen, A. & Puusniekka, A. 2006. KvaliMOTV - Menetelmäopetuksen tietovaranto [Data bank of the research methods]. Accessed on 12 August 2016. Retrieved from <http://www.fsd.uta.fi/menetelmaopetus/kvali/sisallys.html>

Salo-Lee, L. 2006. Proxemics, kinesics, and artifacts. University of Jyväskylä. Accessed on 1 February 2017. Retrieved from <https://moniviestin.jyu.fi/ohjelmat/hum/viesti/en/ics/26>

Sanders, E. & Stappers, P. 2008. Co-creation and the new landscapes of design. *CoDesign*. Vol.4. No.1. 5-18. Accessed on 13 December 2016. Retrieved from <http://dx.doi.org/10.1080/15710880701875068>

Sankelo, M. & Heikkilä, J. 2015. Johtaminen ja osallistuvan innovaatiotoiminnan toteutuminen sosiaali- ja terveysalalla [Management and participatory innovation in social and health care]. In Saarisilta, J. & Heikkilä, J. 2015. (ed.) YHDESSÄ INNOVOIMAAN – osallistuva innovaatiotoiminta ja sen johtaminen sosiaali- ja terveysalan muutoksessa. Osuvatutkimushankkeen loppuraportti. [COLLABORATE TO INNOVATE – participatory innovation process and its management during the health and social care reforms. Final report for Osuva research project.] National Institute for Health and Welfare (THL): Helsinki. Accessed on 19 January 2017. Retrieved from <http://urn.fi/URN:ISBN:978-952-302-433-5>. 188-196

Simons, H. 2009. Case study research in practice. Sage: Los Angeles

Sosiaalihuoltolaki Soveltamisopas.[Social welfare act. Instructions for the application.] 2015. Accessed on 3 April 2016. Retrieved from <http://stm.fi/documents/1271139/1352015/Sosiaalihuoltolain+soveltamisopas.pdf/cb12a5c4-9bfa-4983-adf6-94ca18815f1b>

Sosiaalisen kuntoutuksen kehittämishanke [Development project of social rehabilitation]. 2016. Accessed on 21 May 2017. Retrieved from https://www.thl.fi/documents/10531/3149614/SOSKU_V%C3%A4liraportti_I_181116.pdf/713b2ce4-18a5-4fb9-9c9f-0b56cb72d552

Stanislavovna, V. & Leopoldovna, K. 2015. Adaptation of Foreign Students to the Foreign Culture Learning Environment Using the Six Thinking Hats Method. *International Education Studies*, 8, 6, 124-131. Accessed on 15 November 2016. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1067794.pdf>

Swanborn, P. 2010. Case study research. Sage: London

Sydänmaanlakka, P. 2009. Jatkuva uudistuminen – Luovuuden ja innovatiivisuuden johtaminen. [Continuing regeneration – Management of creativity and innovation.] Talentum: Helsinki

Terveyden ja hyvinvoinnin laitos. 2016. SOSKU kehittää sosiaalista kuntoutusta. [SOSKU developing social rehabilitation.] Accessed on 18 August 2016. Retrieved from <https://www.thl.fi/fi/tutkimus-ja-asiantuntijatyo/hankkeet-ja-ohjelmat/sosku>

Thomas, R. & Wind, Y. 2013. Symbiotic innovation: Getting the Most Out of Collaboration. In a Brem, A. & Viardot, E. 2013. Evolution of Innovation Management: Trends in an International Context. 1-31. Electronic publication. Accessed on 12 January 2017. <https://janet.finna.fi>. Ebsco.

Tidwell, C. N.d. Non-verbal communication modes. Accessed on 1 February 2017. Retrieved from <https://www.andrews.edu/~tidwell/bsad560/NonVerbal.html>

Timonen, L. 2015. Moninaisuus-Hyvän työyhteisön ominaisuus? [Diversity-Feature of a good workplace?] In a Timonen, L., Mäkelä, J. & Raivio, A. (Eds.) 2015. Moninaisuus on hyvän työyhteisön ominaisuus. [Diversity is a feature of a good workplace.] Publications of JAMK university of applied sciences 213. 15-23.

Tuomi, J. & Sarajärvi, A. 2009. Laadullinen tutkimus ja sisällönanalyysi. [Qualitative research and content analyses] Tammi:Jyväskylä.

Tuulaniemi, J. 2015. Palvelumuotoilu osallistuvan innovaatiotoiminnan menetelmänä [Service design as a method of participatory innovation]. In Saarisilta, J. & Heikkilä, J. 2015. (ed.) YHDESSÄ INNOVOIMAAN – osallistuva innovaatiotoiminta ja sen johtaminen sosiaali- ja terveysalan muutoksessa. Osuvatutkimushankkeen loppuraportti. [COLLABORATE TO INNOVATE – participatory innovation process and its management during the health and social care reforms. Final report for Osuva research project.] National Institute for Health and Welfare (THL): Helsinki. Accessed on 19 January 2017. Retrieved from <http://urn.fi/URN:ISBN:978-952-302-433-5>. 103-117.

Uchino, B. 2004. Social Support and Physical Health. Understanding the Health Consequences of Relationships. Yale University Press: London.

Valtonen, A. 2014. Ryhmäkeskustelut – Millainen metodi? [Group discussions – What kind of method?]. In Ruusuvuori, J. & Tiittula, L. Haastattelu – Tutkimus, tilanteet ja vuorovaikutus [Interviewing – Research, situations and interaction]. Vastapaino: Vantaa.

Van Oosterom, A. & Schuurman, T. 2013. Case Utrecht central station: Service innovation through co-creation. In Miettinen, S., Valtonen, S (Eds.) Service design with theory. Discussions on change, value and methods. Lapland University Press: Rovaniemi. 131-136.

Viitasaari. N.d. Tietoa Viitasaaresta. [Information about Viitasaari.] Accessed on 30 December 2016. Retrieved from <http://www.viitasaari.fi/kaupunki-ja-hallinto/tietoa-viitasaaresta>

Wetter-Edman, K. 2013. Relations and rationales of user's involvement in service design and service management. In Miettinen, S., Valtonen, S (Eds.) Service design with theory. Discussions on change, value and methods. Lapland University Press: Rovaniemi. 105-114.

Widmark, C., Sandahl, C., Piuva, K. & Bergman, D. 2011. Barriers to collaboration between health care, social services and schools. *International Journal of Integrated Care*. Jul-Sep. 11. Accessed on 28 October 2016. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3225277/>

Yin, R.K. 1994. Case study research. Design and Methods. 2nd edition. Sage: London.

Attachment 1: Questionnaire at the first meeting

Kysely ensimmäisen tapaamisen yhteydessä

Nimi *[Name]*: _____

Miten koit ryhmän ensimmäisen kokoontumisen? *[How did you experience the first meeting?]*

Mitä ajatuksia co-creation menetelmän käyttö herättää... *[What kind of thoughts you have when thinking co-creation as a...]*

... perheiden sosiaalipalveluiden kehittämismenetelmänä? *[... developing method of social services for families?]*

... tämän ryhmän työskentelytapana? *[... working method of this group?]*

Millaisia hyötyjä ja mahdollisuuksia uskot co-creationin käytössä olevan? *[What kind of benefits and possibilities you think co-creation might have?]*

Millaisia riskejä ja haasteita arvelet co-creationin käytössä olevan? *[What kind of risks and challenges you think co-creation might have?]*

Miten koit ryhmän toiminnan tasa-arvoisuuden ja tasavertaisuuden näkökulmasta? *[How did you feel the working of this group from the perspective of equality?]*

Attachment 2: Questionnaire at the last meeting

Kysely viimeisen tapaamisen yhteydessä

Nimi *[Name]*: _____

Miten kuvailisit ryhmän toimintaa koko prosessin aikana? *[How would you describe the working of this group during the whole process?]*

Millaisia ajatuksia sinulla on tällä hetkellä co-creationin (=yhdessä kehittämisen) käytöstä...*[What kind of thoughts you have at this moment when thinking co-creation as a...]*

... perheiden sosiaalipalveluiden kehittämismenetelmänä? *[... developing method of social services for families?]*

... tämän ryhmän työskentelytapana? *[... working method of this group?]*

Millaisia hyötyjä ja mahdollisuuksia näet co-creationin käytössä olevan? *[What kind of benefits and possibilities you see at co-creation?]*

Millaisia riskejä ja haasteita näet co-creationin käytössä olevan? *[What kind of risks and challenges you see at co-creation?]*

Miten koit ryhmän toiminnan tasa-arvoisuuden ja tasavertaisuuden näkökulmasta? *[How did you felt the working of this group from the perspective of equality?]*

Attachment 3: Themes and points of the pink labels

Helping our neighbors	15p
Peer support	14p
Giving time and listening	12p
“Helping line”, 24/7	12p
Keeping up hope	7p
Wider daycare	2p
Straight talk	0p
Help from the one door	0p
Education	0p
Financial resources, familywork etc.	0p
Financial support for the family	0p
Immediate help, quick decisions	0p
Events for the families	0p
Asking what is needed and hoped	0p

Attacment 4: Report for the town of Viitasaari

Yhteenvedoa Co-creation työskentelystä pikkulapsiperheiden sosiaalipalveluiden kehittämiseksi

Co-creation on kehittämismenetelmä, jossa olennaista on kaikkien sidosryhmien tasaveroinen ja tasa-arvoinen osallisuus kehittämisprosessissa. Co-creationin avulla kehittämistyö voi olla, ei vain asiakaskeskeistä vaan asiakaslähtöistä. Sidosryhmien edustajilla nähdään olevan arvokasta asiantuntemusta omasta näkökulmastaan käsin, eikä kenenkään osaaminen tai tieto ole tärkeämpää tai arvokkaampaa kuin toisen. Co-creationin käytössä keskeistä onkin palveluiden käyttäjän mukaan ottaminen tasaveroisena kehittäjänä, osallistujien välisen hierarkian tulee olla mahdollisimman matala.

Viitasaarella prosessi toteutettiin syksyn 2016 aikana ja kokoontumisia oli yhteensä neljä. Yhden kokoontumisen kesto oli n. 90 min. Kehittämissyöryhmässä oli mukana edustajia sosiaali- ja terveystoimesta, varhaiskasvatuksesta, kolmannelta sektorilta sekä palveluiden käyttäjistä. Kaikilla osallistujilla oli lisäksi omakohtaista kokemusta pikkulapsiperheiden elämästä. Ryhmässä oli yhteensä kahdeksan jäsentä toiminnan fasilitoijat mukaan luettuna. Osallistujien valinnassa keskeisiä tekijöitä olivat osallistujan tiivis yhteys kohderyhmään, motivaatio kehittää ko. palveluita sekä halu ja mahdollisuus sitoutua ja heittäytyä luovaan ja toiminnalliseen neljän kerran prosessiin. Alusta lähtien oli selvää, että osallistujien motivaatiolla ja sitoutumisella on keskeinen merkitys prosessin onnistumisen kannalta.

Kehittämissyöryhmän toiminnassa käytettiin luovia ja toiminnallisia menetelmiä (Futures Workshop: Jungk & Müllert, Six Thinking Hats: de Bono). Tavoitteena oli rakentaa ryhmäläisten välille luottamusta ja näin mahdollistaa tasa-arvoinen työskentely, jossa ammattiroolit ja niihin liittyvät asetelmat jäävät taustalle. Neljän kerran prosessin karkea suunnitelma tehtiin kerralla, ja kokonaisuuden ja kunkin kerran tavoitteet

määriteltiin selkeästi. Menetelmät ja työskentelytavat suunniteltiin tavoitteiden pohjalta. Jokaisen kokoontumisen jälkeen tehtiin arviointia ja seuraavan kokoontumisen tarkka suunnitelma laadittiin sen pohjalta.

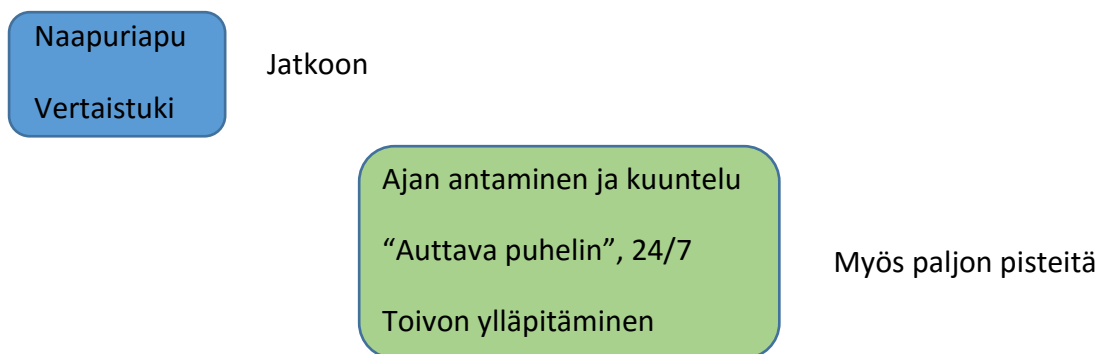
Kipupisteiden tunnistaminen

Prosessissa löydettiin seuraaviin teemoihin liittyviä elämäntilanteita, joiden yhteydessä on riski, että tarvittava apu jää perheeltä/perheen jäseniltä saamatta. Saattaa olla, että jonkinlaista apua saadaan, mutta apu on riittämätöntä, vääränlaista tai kohdistuu puutteellisesti. Esille nostetut teemat ovat siis sellaisia, joihin osallistujat olivat jossain muodossa elämänsä aikana törmänneet ja todenneet avun/tuen puutteellisuuden. Tässä sai harrastaa myös jälkiviisautta 😊

Sairaudet ja vammat	Vanhempi/vanhemmat, lapsi, fyysinen, psyykinen
Taloudelliset vaikeudet	Työttömyys, konkurssi
Vaikeudet ihmissuhteissa	Ero, riidat, pettäminen
Yksinäisyys	Tukiverkoston puute, ei sukulaisia tai ystäviä
Kuolema	Vanhemman, lapsen, jonkun läheisen
Vaikeudet kasvatuksessa	Rajojen asettaminen, oppimisvaikeudet, haastava käytös
Vääränlainen apu	Yritetään korjata rahalla kun jotain muuta tarvittaisiin kipeämmin

Ratkaisujen unelmointi ja jatkotyöskentelyyn valinta

Ongelmien tunnistamisen jälkeen vuorossa oli ennakkoluuloton ratkaisujen unelmointi. Ajatuksia syntyi paljon ja niistä on teemoiteltu seuraavia kokonaisuuksia. Jatkotyöskentelyyn valittiin kaksi teemaa osallistujien jakamien pisteiden perusteella.



Esille nousseita muita teemoja

Mahdollisuus asiointihoitoon lapsille	Suora puhe
Apu yhdeltä luukulta	Koulutus/tiedottaminen
Taloudelliset resurssit (esim. perhetyö...)	Perheen taloudellinen
Nopea apu, nopeat päätökset	tukeminen
Tapahtumia perheille	Kysytään käyttäjiltä, ei oleteta

Konkreettiset ratkaisut

Kahden jatkotyöstöön valitun teeman pohjalta syntyi kaksi konkreettista ehdotusta, sekä bonusehdotus.

1. Perhekahvilatoiminnan kehittäminen

Tuntui mielekkäältä lähteä kehittämään toimintaa, joka on jo olemassa. Nykytilanteessa on ollut haastavaa löytää vastuunkantajia toimintaan ja pitkäjänteinen kehittäminen on vaikeaa, kun vastuunkantajat ovat itsekin kohderyhmää ja usein pystyvät sitoutumaan vain lyhyeksi ajaksi. Kävijöiden määrä on myös ollut viime aikoina aika pieni. Ryhmäläisten mukaan toiminnan maineessa voisi olla parantamisen varaa, liikkeellä on juttuja kokemuksista joiden mukaan perhekahvilatoiminta olisi pienen piirin toimintaa ja siellä ei ”vieraat” koe itseään tervetulleiksi tai mukaan otetuiksi. Toisenlaisia kokemuksia tietenkin on myös, mutta toisinaan käsitykset istuvat sitkeässä. Tarkoituksena olisi kehittää toimintaa niin, että vastuuta voisivat kantaa muut kuin pienten lasten äidit, esim. eläkkeellä olevat vapaaehtoiset. Uudistettu toiminta voisi sisältää enemmän ohjelmallista toimintaa, tapahtumia ja uusia toimintamalleja. Uusia mukaan otettavia toimintamalleja voisivat olla esim. varamummo-toiminta, äitibrunssi, lapsiparkki, nyyttäri-toiminta ja kirppis/vaihtotori.

2. Matalankynnyksen ”koulutusta” perheille.

Opastusta mm. arjen hallintaan, edulliseen perusruoan valmistukseen. Toimijana esim. Martat, Opisto... Ideana nousi esille myös kodeissa järjestettävät Arjen hallinnan ”Tupperware”-kutsut. Tärkeää olisi panostaa markkinointiin ja toiminnan edullisuuteen/maksuttomuuteen. Kokoontumisissa tulee toteuttaa myös arjen ja ideoiden jakaminen.

3. Kolmantena konkreettisena asiana esille nostettiin paikkakunnalle muuttavien tervehtiminen. Tähän kaivattiin konkreettista käyntiä ja pientä muistamista, esim. kahvipaketti tai vaikka leipä. Samalla voisi tietoa viedä kaupungin palveluista ja auttaa etsimään tahoja mitä kautta juuri kyseisen muuttajan tarpeisiin voisi hakea tietoa, apuja ja tukea. Tämä liittyy tiedottamiseen jonka puutteista erityisesti ulkopaikkakuntalaiset kärsivät. Kaikki eivät tiedä asioita jotka alkuperäisasukkaalle ovat itsestään selviä, eivätkä ymmärrä tietoa välttämättä etsiäkään.

Havaintoja ja ehdotuksia

Mielenkiintoista oli ”aineettomien” tekijöiden runsaus ehdotusten joukossa. Korostus kohtaamisen ja yhteisöllisyyden merkitykseen oli huomattava. Keskustelimme mm. siitä, että ”Hyväntahdon Viitasaari”-teema liittyy tähänkin aiheeseen tiiviisti. Tärkeäksi koettiin, että ihmisillä, sekä ammattilaisilla että rinnalla kulkijoilla, olisi halua ja aikaa kohdata toinen ihminen lämmöllä, sydämellä, ajan kanssa ja todella kuunnellen. Paljon on kiinni asenteista ja käytännöistä!

Kaupungin näkökulmasta varsinaiset ehdotukset vaativat suoraan aika vähän panostusta. Toimenpide-ehdotuksena voisikin esittää, että kaupungin toimialat etsisivät jatkossa enemmän yhteistyömuotoja muiden toimijoiden kanssa, ennakkoluulottomasti! Miten voitaisiin tukea muiden toimijoiden toimintaa joka täydentää palvelukokonaisuutta keskeisellä tavalla? Järkevää ei ole järjestää kilpailevaa toimintaa, vaan yhteistyön kautta voitaisiin saada hyötyä koko yhteisölle.

Palveluiden integraatio on keskeinen tavoite useissa hyvinvointipalveluiden linjauksissa (mm. WHO:Health 2020, Montero, van Duijn, Zonneveld, Minkman, Nies 2016: Integrated social services in Europe, Sote-uudistus) ja integraation hyödyt ovat tutkitustikin nähtävissä (mm. OECD. 2015. Integrating Social Services for Vulnerable Groups: Bridging Sectors for Better Service Delivery). Palveluiden integraation toteuttaminen vaatii kuitenkin yhteistyön kehittämistä yli perinteisten rajojen.

Tässä prosessissa käytetty co-creation voi olla yksi menestyksekkäs tapa kehittää yhteistyötä. Positiiviset kokemukset tässä prosessissa rohkaisevat käyttämään menetelmää jatkossakin. Co-creation prosessin eteenpäin vieminen vaatii fasilitaattorilta paneutumista ja hyvää suunnittelua. Prosessia ei pysty toteuttamaan kevyesti, vaan ryhmän ohjaamiseen ja tasa-arvoisen ja -vertaisen ilmapiirin luomiseen on paneuduttava. Tämä haaste nousi esille mahdolini-

sena riskinä myös tähän prosessiin osallistuneiden keskuudesta; entä jos porukassa joku jyrää, entä jos porukassa ei arvostetakaan toista. Tärkeää onnistumisen kannalta onkin panostaa prosessiin. Tässä co-creation toiminnassa todettiin myös, että neljä kokoontumiskertaa on liian vähän. Neljään päädyttiin alun perin siksi, että kertoja pitää olla useita, mutta ei kuitenkaan haluttua nostaa osallistumiskynnystä liian korkeaksi, sitoutuminen esim. seitsemään kokoontumiseen ”vapaaehtoistyönä” olisi voinut olla kynnys osalle. Tässä prosessissa osallistujat olivat hyvin sitoutuneita, mikä mahdollistikin neljän ker-
ran hyvän hyödyntämisen. Prosessissa mukana oleminen herättikin monella ajatuksen, että mitä minä voisin tehdä auttaakseni. Tämäkin on syytä nähdä tärkeänä näkökulmana; osallistuminen kehittämistyöhön voi nostaa motivaatiota ja sitouttaa osallistujia omalla paikallaan kiinnittämään asioihin huomiota. Voisiko toimijoita löytyäkin paremmin sitä kautta, että otettaisiin ihmiset mukaan kehittämään, eikä tarjottaisi valmiita hommia? Sekä ”ammattilaisten” että vapaaehtoisten keskuudesta.