
Co-Creative Wellbeing for Empowering A World of Possibilities

Edited by Tokie Anme



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Introduction

Wellbeing, encompassing peace of mind, happiness, health, and welfare, has long been discussed concerning individual welfare. However, a person cannot achieve and maintain wellbeing alone. We can achieve wellbeing only when we are together with others and with our environment. Indeed, human survival is **supported by Co-Creative Wellbeing that exists with others and with the environment.**

We are therefore focusing on **Co-Creative Wellbeing**, which aims to help various people live happily together. Co-Creative Wellbeing is a way of life based on “**Care**”, in which people care for and cherish themselves, others, and the environment, and “**Creative**”, in which people enjoy their differences and work together to build a better future.

“Care” is consisting of, concern, attentiveness, compassion, and grooming, but originally it meant to move one’s heart and mind not only toward people, but toward all objects, including nature. Derived from the Latin word *cura*, it was used to mean to move the mind toward an object, to be compassionate, devoted, concerned, or worried.

Care, on the other hand, is one of the driving forces of evolution. All living things survive by caring for the next generation in some way, and care for the environment has enabled survival.

In other words, care paves the way for future **evolubility**. Many scientific pieces of evidence shows that we can sustain the global environment not only by caring for our species but also by caring for the ecology of other species and the environment. **Co-Creative Wellbeing** is an effort to realize a sustainable future based on caring for oneself, others, and the environment.

This book delves deeply into this novel way of being and aims to develop a more thorough understanding of the wellbeing and prosperity of Co-survival in the future.

In times of rapid change and uncertainty, Co-Creative Wellbeing represents an innovative approach that allows each individual to shine, bringing joy to people from all walks of life who work hand in hand to build and nurture together. In addition to leveraging an individual’s own strengths, we envision a more powerful and sustainable wellbeing through the collaboration of individuals with diverse backgrounds and wisdom, fostering mutual growth.

The joy of people from all backgrounds living together captures the essence of Co-Creative Wellbeing. Our goal is to promote happiness in communal living and open the door to A World of Possibilities, where the diversity of organizations and societies is celebrated, working together to foster a new form of happiness. This approach aligns with the United Nations Sustainable Development Goals (SDGs), ensuring inclusivity for all.

Co-Creative Wellbeing is an approach that maximizes the potential of each individual while forging a new dimension of happiness through collective knowledge and collaboration. The intention is to spread activities wherein everyone collaborates to create happiness to as many people as possible. For instance, residents, users, professionals, and businesses can collaborate on projects aimed at strengthening connections and infusing new vitality into the community and the organization as a whole. This approach underscores the importance of learning together, leveraging people’s wisdom and experiences. The novel ideas and empathy nurtured through collaborative efforts expand the sphere of happiness and pave the way for a sustainable society.

Co-Creative Wellbeing is effective in a variety of areas. In companies and organizations, it contributes to improving organizational culture and teamwork. For example, when teams adopt the principles of Co-Creative Wellbeing, they can expect to increase productivity and improve member satisfaction by increasing commitment and leveraging abilities and interests.

In education, incorporating the principles of Co-Creative Wellbeing can positively impact the learning environment and personal growth of students. For example, it can promote participatory learning, where educators collaborate with students on projects.

The structure of this document is as follows:

Chapter 1 presents new aspects of wellbeing and touches on the philosophy and principles of Co-Creative Wellbeing and the effective use of empowerment science for Co-Creative Wellbeing. In Chapter 2, we organize the skills for Co-Creative, and in Chapter 3, we organize community building for Co-Creative, along with easy-to-understand tips.

Chapters 4 through 7 outline specific methods of Co-Creative Wellbeing through four fascinating case studies that are implementations of our 40 years of research. Focusing on continuous development and sustainability, we explore our vision for the future by analyzing successful Co-Creative projects and demonstrating practical methods using empowerment science.

In the “Conclusion,” we discuss the essence of a happy future built together.

The first step in Co-Creative Wellbeing is to interact with various people, cultures, and environments. We need to go beyond the boundaries of our existing world, but only one step at a time. A new world lies beyond the boundaries. When you find a beautiful flower on a walk, you take your heart to that flower. I think about what I can do to make it bloom again next year. It doesn't matter if it is just a small step. It is important to take the first step. Start by being mindful of and caring for the different things that lie beyond.

In addition to people, we can find many hints in nature. The knowledge of nature is a never-ending fountain. We need to draw from this well of knowledge to Co-Creative Wellbeing. Let's open a window to the outside world. Breathing in nature's air will energize you. Let's Co-create with the power of nature.

Co-Creative Wellbeing is a new form of happiness that is created by people working together. Through this process, we hope that organizations and communities will shine brighter and open the door to a world of Co-Creative Wellbeing, where each person can walk together towards the future with pride.

Tokie Anme

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What is Co-Creative Wellbeing?

To enjoy happiness is the good but, to have a possibility to give its good to other people is the greatest good.

-Francis Bacon

Section 1 Philosophy and Principles of Co-Creative Wellbeing

Wellbeing originally appeared as the World Health Organization's (WHO) definition of health in 1946. It states that "Health is a state of complete physical, mental and social Wellbeing and not merely the absence of disease or infirmity.

Co-Creative Wellbeing is based on Care, which is the care of oneself, others, and one's environment, and Creative, which is the Creative of something together. In fact, caring for others and the environment is directly related to caring for oneself. This is because the human brain contains mirror neurons that allow us to feel the joy and gratitude of others as our own. This means that we experience joy and gratitude as our own, in other words, we take care of and cherish ourselves. The phrase "mercy is not for other people" is a profound expression of the fact that we are not only showing mercy to those around us, but also bringing joy and purpose to our own lives on the spot.

In addition to care, the main feature of Co-Creative Wellbeing is that we share the activity of creating better wellbeing together. The key element of Co-Creative Wellbeing is not merely to be close and caring, but to have the desire to build a new future together.

We aim to go beyond individual happiness and jointly seek happiness through cooperation and interaction, while being mindful of ourselves, others, the environment, and nature. The philosophy is to work together with people and environments with diverse characteristics, values, and approaches, sharing their knowledge, experiences, and ways of being, in order to Co-create a more inclusive and effective Wellbeing.

The five principles of Co-Creative Wellbeing are as follows:

1. Respect for diverse characteristics, values and approaches

Co-Creative Wellbeing values respecting and actively utilizing diverse characteristics, values, and approaches. The intermingling of different wisdom and experience generates new ideas and creativity and finds solutions from a broad range of perspectives. Our goal is not integration, but the Creative of a new dimension that encompasses diversity in a multilayered and multifaceted way. We maximize the power of Co-Creative by recognizing all participants as great beings.

Diversity is a great driving force. It is natural for people to differ in race, gender, creed, strengths, weaknesses, wishes, and preferences. That is why celebrate diversity, which enjoys differences among people, is our cornerstone. Enjoying differences, recognizing each other's strengths because of those differences, and making the most of those differences are the cornerstones of Co-Creative Wellbeing (Figure 1).

What is unique about Co-Creative Wellbeing is that it deepens understanding of the diversity not only of people but also of their environment, and respects coexistence and Co-prosperity.

Thicket forests are stronger than cedar or bamboo forests. In thickets, various types of trees compete, help each



Figure 1 Let's Enjoy Our Differences Celebrate Diversity

Source: Empowerment Picture Book, Empowerment Research and Education Forum, 2021

other, and cooperate to create a unique ecosystem, resulting in a robust and highly flexible forest. On the other hand, many forests of the same species are artificially created and are vulnerable to disasters. The diversity of people, cultures, and environments encourages Co-Creative.

2. Care (compassion), mutual learning, wisdom sharing

The key to Co-Creative Wellbeing is caring for the thoughts of others, mutual learning, and sharing wisdom. We begin by talking about and getting to know each other's thoughts, learning from each other's knowledge and experiences, and then transferring this back to the whole process. This culture of sharing through care and mutual learning generates new insights and strengthens the foundation for the happiness we build together.

Let me tell you an episode. After the earthquake, people who had lost their families and houses in temporary housing gathered together and started "ochakko" (a chatting session over a cup of tea) where they chatted while working by hand. We made an elephant shape out of towels and named it "The Elephant That Won't Lose". We received many donated towels, learned together and made cute elephants, and used the money to pay for the tea at the ochakko.

Three months later, one of the members suggested that we change the elephant's name. It was a name full of care, a name that would cheer up anyone in the world. I thought, "That's wonderful! We unanimously decided on a new name.

Now, what kind of name do you think it is?

This is the "Dream Come True Elephant" (Figure 2). An elephant that puts its heart into someone's thoughts and wishes for them to come true. It is wonderful, isn't it? By putting our hearts and minds into this project, we, the members of the project, were filled with a sense of happiness. Care Mind brings your happiness and mine together.

Naming is a source of power. Please use it as one method of care (compassion), mutual learning, and sharing wisdom.



Figure 2 From "the elephant that never loses" to "the elephant that dreams come true"

3. Proactive participation and empowerment

Co-Creative Wellbeing is deeply rooted in the concept of empowerment. Empowerment means to give people dreams and hopes, to encourage them, and to give them the power to live that is inherent in them. People's opinions and ideas are respected, and they can contribute to the development of the entire community as well as their own personal growth. Proactive participation is essential to the success of Co-Creative, which leads to the improvement of each person's wellbeing.

In the episodes described in Chapter 4, each member's originality and ingenuity are respected, and they are passed on to their peers for further refinement together. The entire organization shares in this process, fostering an organizational culture in which everyone enjoys new developments (Figure 3).

How can we create toys and games that make children's eyes sparkle? We repeatedly try to find out through trial and error, drawing on all the wisdom we can muster. We consult with our colleagues who are experts in a variety of fields, such as those who are good at playing with their hands, are professionals at making things, or have beautiful smiles, and devise new ways to make things happen. Each participant thinks for himself/herself and participates proactively while making use of his/her own strengths, and at the same time, with the help of his/her peers, he/she will further nurture and grow. This is a cycle of self-empowerment, peer empowerment, and organizational empowerment.

Metaphors have the effect of allowing us to share images and concretely experience the joy of creating together. For example, the word "empowerment" is a Japanese (Chinese) translation of the word "yuku katsu". It is a metaphor for the vitality of life that wells up like a fountain. The



Figure 3 Co-creating wellbeing through new play

rainbow-colored glow of a powerful well of spring water gives you a sense of the unfathomable power of life that is inherent in nature.

4. The pursuit of sustainable results

Co-Creative Wellbeing seeks sustainable results. People chart a long-term path for wellbeing by looking toward the future based on the progress and outcomes of the project. This perspective is the foundation for individuals and communities to experience sustainable Wellbeing.

Sustainable outcomes do not mean a straight line that goes straight up. It can be an expectation that at some point in the future we will see results. It can be a dotted line or a meandering line. There will be peaks and valleys, hardships, and times when we sink to the bottom of a valley and cannot see what lies ahead. Even so, we must have the staying power to look forward to the results. The power of Co-Creative, where we walk together and not alone, will help to power up our staying power.

In the episode introduced in Chapter 7, the residents' thoughts were united to visualize their dreams and realize the desire for sustainable results. The message of realizing everyone's wishes and desires powerfully grabs the hearts of diverse people and brings them together as one.

In 1990, this municipality adopted the banner No. 1 in Japan for health and longevity! the population had not yet aged, and people did not have a high awareness of the future super-aged society. Looking ahead to the future, the city communicated the message of aiming for a town where everyone can live in good health and remain active in their own homes for the rest of their lives. Thirty-five years later, we are striving for sustainable results through exercises and events Co-created by residents, and are aiming for even higher levels of Co-Creative Wellbeing toward Japan's No. 1 healthy longevity.

Raising a sparkling and attractive flag is essential not only for party-driven Co-Creative Wellbeing, but also for leadership to carry out projects together with people.



Figure 4 No. 1 in Japan for Health and Longevity!
Co-Creative Wellbeing

5. Flexibility and adaptability

Flexibility and adaptability are important in Co-Creative Wellbeing. Adapting to changing circumstances and being flexible and adaptable to new challenges and opportunities enables Creative approaches and makes the results of Co-Creative highly versatile. It also creates an enjoyment of Co-Creative that is constantly learning and evolving.

The episode presented in Chapter 5 is a case in which 3- to 5-year-olds thought together and happily realized the participation of a friend with walking difficulties in a relay through flexibility and adaptability.

Flexibility and adaptability are rooted in the nature of things to work on. It is quite different from so-called anything goes. It is nothing but Co-creating new angles of thinking and means based on the essence.

The children Co-created with the essence of “what is a way for friends with walking difficulties to have fun together?” Just because it is a relay, doesn't it necessarily mean that you have to run? If you can't run, you can help in some way. The essence of a relay is to pass the baton to the next person. Friends who have difficulty walking look happy when they pass the baton. So, let's all put the friend on a box and carry him or her along, and let the baton be handed over to the next person. The children discussed the idea with each other, all agreed on it, and it was carried out.

Children grow up with a flexibility and adaptability far beyond the imagination of adults. We, too, should always remember the glue-dish of playfulness and demonstrate flexibility and adaptability with a multi-layered perspective while keeping the essentials in mind.

The latest cognitive science, quantum physics, and environmental science have revealed that human existence is one with nature and



Figure 5 Co-Creative Wellbeing to a field day
enjoyed by all

that the self we perceive as “I” has a multifaceted aspect that changes depending on our perspective of perception. In other words, the subject we are aware of as “I” is merely a relative “manifestation” of ourselves, others, and the environment. We are also approaching the sense of oneness with nature that we have vaguely felt, as well as the ancient Eastern teachings of color equals emptiness, Buddhist thought, and Taoist thought.

Co-Creative Wellbeing can be described as Wellbeing created together by “we,” which are “I,” “you,” and “nature.”

Section 2 Theoretical Background of Co-Creative Wellbeing

Every person has a desire to live better. For many people, the desire to live better means to be free from pain, safe and secure, and contented now and in the future.

As one of the theoretical backgrounds of Co-Creative Wellbeing, I would like to introduce Maslow AH’s Theory of Needs, which organizes people’s wishes from the perspective of their needs (1954).

Maslow initially posited that there are five stages of human needs, with the lower stage needs being satisfied to satisfy the upper stage needs. The most basic needs at the bottom are physiological needs such as eating and sleeping. This is followed by the need for stability, the desire to live without anxiety, the social need to be with others, and the ego need to be accepted by society.

In his later years, he also added a sixth step. He placed the desire to contribute to people and society beyond personal gain at the sixth stage. This stage is now referred to as “desire for self-transcendence,” “altruistic desire,” “desire for community development,” and so on.

And it is known that even if the needs of the lower stage are not necessarily fulfilled, one may still try to fulfill the needs of the upper stage. For example, people who are poor and unable to provide food, clothing, and shelter, but who devote themselves to movements to help others are good examples of people who continue to pursue altruistic needs even when their physiological needs are not fully met.

The meaning of one’s existence cannot be found in a closed world where only one is satisfied. It is only when we exist for the sake of someone else that we can find a solid meaning to our existence.

Humans have a symbiotic desire to be for someone or something. It is the desire to exist with the voluntary will to care for someone else, the desire for self-realization through empathy and compassion, in other words, the desire to be happy together with someone else. Co-Creative happiness is rooted precisely in the desire for self-transcendence and symbiosis.

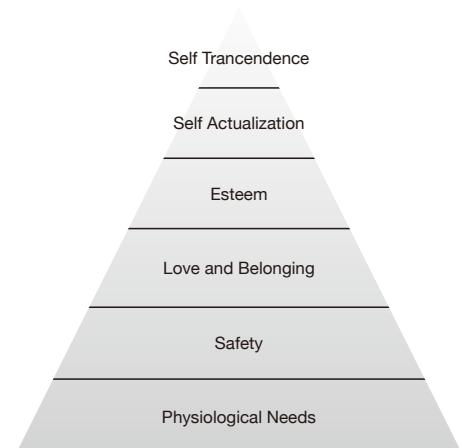


Figure 1 Maslow’s Six Levels of Needs

Section 3 Co-Creative Wellbeing and Empowerment Science

The concept of empowerment is useful in realizing Co-Creative Wellbeing (Amme, 2004-2020). Empowerment, as mentioned above, is to give people dreams and hopes, to encourage them, and to give them the power to live that is inherent in them. It aims to build sustainable happiness and prosperity by empowering people and communities to determine their own direction and act autonomously.

The essence of care, which is the foundation of Co-Creative Wellbeing, is empowerment, the unleashing of the innate power of the object of one’s care, according to Meyeroff (1987).

There are three types of empowerments: Self-Empowerment, Peer Empowerment, and Community Empowerment. The use of a combination of these models is called the Synergistic Empowerment Model (Anme, 2014), which has a significantly greater effect (Figure 1). It is effective to use the empowerment synergy model for Co-Creative Wellbeing.

Community empowerment can be broken into three distinct levels. The first is Organizational empowerment,



Figure 1 Empowerment Synergy Model

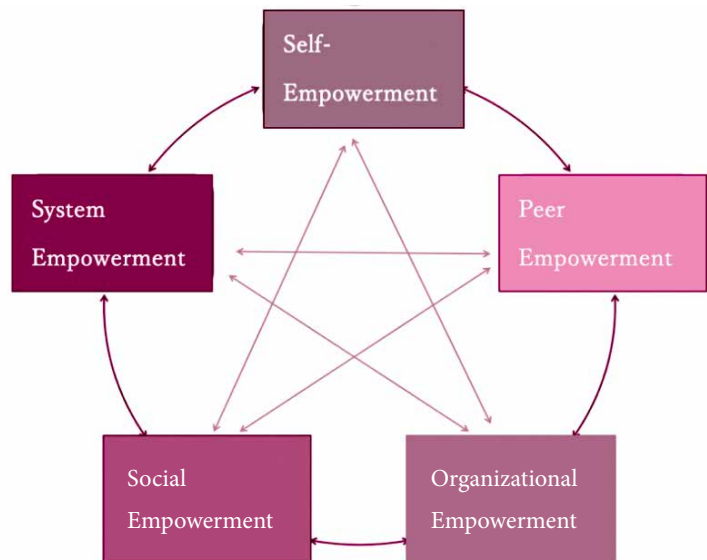


Figure 2 Empowerment dynamic model

focusing on organizations in a more limited scope. The second is Social Empowerment, which is aimed at markets and communities. The third is System Empowerment, which is concerned with systems and structures. When self-empowerment and peer empowerment are included, the total count of elements becomes five. The dynamic interaction among these elements is referred to as the Empowerment Dynamic Model (Figure 2).

The Empowerment Dynamic Model is a model that shows the complex relationship between the five levels of empowerment, which can strengthen or weaken each other. It is similar to the five lines of the I Ching, which describe the nature of symbiosis and rivalry. (Aisogyo means that neighboring elements are in a mutually supportive or strengthening relationship with each other, and junkei means that neighboring elements one level apart are in a restraining or repulsive relationship with each other). Self/peers/organization/society/system empowerment is a series of interconnected circles that influence each other. Thus, each of the five elements is in a symbiotic relationship, helping and strengthening each other. However, there can also be a conflictual relationship, in which the elements are either in tension or repelling each other.

For example, there are the following relationships

1. If an individual is too strong, it weakens the organization.
In organizations where individualism is valued, group decision-making can be difficult.
2. If some organizations are too strong, they weaken the system as a norm.
If a strong organization or department persists in its insistence, it can distort the logic of the overall system.
3. If the system is too strong, it weakens its peers by binding them with rules.
Totalitarian controls, for example, may exclude heterogeneous groups.
4. If the peer is too strong, it creates factions and weakens the society.
Self-interested peer groups may show indifference to the wellbeing of society as a whole.
5. When society is too strong, it weakens the individual.
It may enforce social norms and constrain individual freedom.

Applying this model allows us to comprehensively see things for what they really are and to be flexible about changing circumstances.

For example, in Co-Creative Wellbeing, in addition to the wellbeing of the individual, we can design a system of complex relationships that focuses on the individual's family, peers, organization, and community surrounding the individual, as well as the institutions, systems, culture, and history, and the changes in other related factors as the individual grows and develops and ages (Anne, 2020).

In addition, the development of SNS, a social networking system using the Internet, has drawn attention to methods of working through peers and social organizations. By using the empowerment dynamics model, it may be possible to

construct even more effective Co-Creative Wellbeing strategies.

Below are some of the key elements and practical techniques that promote empowerment.

1. vision setting

We work with the members involved, including the parties concerned, to establish a vision. The vision is the direction in which you want the project to go and what you would like it to look like. It is important that the process be inclusive and respectful of different perspectives and experiences. Through the process of setting and sharing this vision, empathy is generated and the vision becomes Co-Creative. For example, through workshops, forums, etc., ideas are shared and priorities are determined.

2. Promote engagement and participation

To promote active engagement of members, provide an environment where the wishes of all members are respected and where members with different characteristics, values, and approaches can participate easily. It is important to have mechanisms that allow members to proactively express their opinions and be actively involved in the Co-Creative process. Combine a variety of methods, for example, regular workshops, community events, and the use of online platforms and other projects that everyone enjoys.

3. Resource sharing and cooperation

Maximize the resources of the organization and the community as a whole and build mutually complementary relationships through collaboration among members. Develop a system for mapping and sharing resources and skills within the organization and community. Partner with local organizations, businesses, and non-profits to strengthen collaborative relationships. By learning from and supporting each other, sustainable development is promoted.

4. Capacity Building and Education

Capacity building is essential to the ongoing empowerment of individuals and communities. Sharing and developing the knowledge and skills of the organization and the community as a whole makes participation in projects more meaningful and the Co-Creative process more effective (Freire, 2011). Interactive training, training sessions, and online learning platforms are offered to improve members' skills and knowledge. Above all, it is important to foster a caring mindset that is attuned to others and the environment (see Chapter 5).

Developing Co-Creative Skills

Rules for happiness: something to do, someone to love, something to hope for.
Immanuel Kant

Section 1 How to Develop Co-Creative Skills

Co-Creative skills are techniques for achieving Co-Creative Wellbeing. The ability to collaborate with others and create new ideas and value contributes to organizational and individual growth.

Bandura (1977) named collective efficacy, which is based on the belief that belief in the power of the group leads to greater power. Based on social cognitive theory, this refers to the belief in success and sense of efficacy that the group as a whole possesses when group or community members work together on a task. It is the foundation of Co-Creative skills in which each individual is independent and cooperative.

Specifically, the following characteristics are associated with collective efficacy (Hattie, 2021)

1. Group beliefs

Members have confidence that the group as a whole will achieve common goals. This belief is based on the conviction that each and every member can actively contribute as part of the group and jointly achieve our goals.

2. Solidarity and cooperation

As collective effectiveness increases, group members feel a sense of solidarity with each other and are more likely to cooperate. When members feel responsible for the group's success and support each other, they are more likely to face difficult situations.

3. Positive attitude toward challenges

Groups with high Collective Effectiveness are more likely to have a positive attitude toward new ideas and challenging projects. They face failure and difficulties and promote learning and growth.

4. Leadership

Group leaders play an important role in fostering collective effectiveness. Collective effectiveness is enhanced when leaders demonstrate confidence in the group's goals and inspire members.

Collective effectiveness has been studied in a variety of settings, including education, organizations, and communities, and is considered an important factor in group success and effective cooperation (Anme, 2021). Co-Creative skills are the specific skills involved in practicing collective effectiveness.

Below are some approaches to developing Co-Creative skills.

1. The importance of open communication

The first step in Co-Creative is open and effective communication. Create an environment in which ideas and opinions can be freely expressed and encourage dialogue among people with different backgrounds and experiences. Facilitators must be willing to accept feedback and give it in an appropriate form.

2. Respect and use of diversity

In Co-Creative, different perspectives create richness. It is important to respect and leverage diversity within the team and the organization. Recognizing and leveraging different backgrounds, knowledge, and cultural differences as positive elements facilitates the generation of Creative and rich ideas.

3. Cultivating flexibility and adaptability

Flexibility to adapt to unpredictable situations is an important component of Co-Creative skills. It requires being open to new ideas and suggestions and having a positive attitude without fear of change. Fostering a culture that embraces and promotes change throughout the organization promotes flexibility.

4. Establishing a culture of sharing and cooperation

Co-Creative is not a solo effort; sharing and cooperation are essential. It is important to share information and knowledge openly within the team and the organization, and to establish an atmosphere and culture where members help each other. An environment that encourages cooperation in the progress of projects and the development of ideas contributes to the improvement of Co-Creative skills.

5. Introduction of design thinking

To promote Co-Creative, it is effective to incorporate Design Thinking methods. Design Thinking is a method that aims to extract and resolve essential issues from the perspective of the people involved. Also known as the human-centered approach, it is a method that values the feelings and opinions of the people involved. By introducing a party-centered approach and Creative methods for problem solving to an organization or team, members experience the process of sharing problems and jointly deriving solutions.

6. Building a culture that tolerates failure

Failure is inevitable in the process of Co-Creative, but it is important to accept it without fear and view it as a learning experience. By building a culture in which lessons learned from failures are shared and applied next time, members are more likely to be motivated to actively try out new ideas.

Combining these approaches and fostering Co-Creative skills throughout the organization will lead to sustained innovation and improved results. Co-Creative is more than a skill; it is inherently powerful only when it takes root as the color of the organizational culture and community.

Section 2 Tips for Developing Co-Creative Skills

In order to improve Co-Creative skills, in addition to individual efforts, it is necessary to create an environment in which people can easily demonstrate their skills. The following are tips for improving Co-Creative skills.

1. Fostering a sense of self-efficacy (self-efficacy)

The prerequisite for demonstrating Co-Creative skills is that each individual has established autonomy and self-confidence. When one is not proud of oneself, it becomes difficult to enjoy differences with others and to believe in the power of the group (Anme, 2012).

2. Fostering a care mindset

A care mindset that is attentive to others and the environment is foundational to Co-Creative. To focus on things other than oneself leads to taking in the perspectives of others and acquiring new perspectives. The acquisition of new perspectives leads to the development of new ideas, involvement, and Co-Creative.

3. Empathy for a common goal

Successful teamwork requires that all members share a common goal and be willing to work toward it. In Co-Creative Wellbeing, the common goal is to improve the Wellbeing of the community and society as a whole, in addition to the Wellbeing of individuals. When members empathize with each other and work together toward that goal, the power of the group is maximized.

4. Perspectives from Different Backgrounds

Teamwork is inherently powerful when it brings together members with different characteristics, values, and approaches. When different people work together, diverse perspectives and approaches to problems emerge. This allows for deeper understanding and Creative solutions.

5. Facilitating Mutual Learning

The promotion of mutual learning in teamwork is a hallmark of Co-Creative skills. Members share each other's wisdom and experience and gain new skills and insights, thereby facilitating individual growth. Mutual learning plays a part in laying the groundwork for a happy future built collaboratively.

6. Communication and building trust

Effective communication and building trust are essential for teamwork to work. When members openly exchange ideas and respect different opinions and backgrounds, the team as a whole is maximized. When trust is built, failures and challenges can be dealt with constructively.

7. Results from team cooperation

The final outcome is the result of teamwork. The result of Co-Creative Wellbeing is the result of members working together to create new ideas and growing through mutual learning, and the result of joint building. As individual strengths are combined to advance toward a common goal, the path to a sustainable and happy future is paved.

Creating a Co-Creative Community

“Happiness seems made to be shared.”

Pierre Corneille

Section 1 How to Cultivate a Co-Creative Community

To foster Co-Creative communities, the concept of community empowerment can be helpful (Anme, 2005). Below is an approach to building a Co-Creative community.

1. Establishing common goals and vision

When forming a Co-Creative community, it is essential that participants share a common goal and vision. This will enable the entire community to face the same direction and work together to achieve their goals. The clearer and more attractive the vision, the more motivated the members will be.

2. Building an open and collaborative culture

Co-Creative can only thrive in a culture of openness and collaboration. It is important that members respect each other's ideas and skills and actively collaborate with each other. We create an environment where we can learn and grow from each other.

3. Respect for diversity and inclusiveness

Diversity is essential to a Co-Creative community. Providing an inclusive environment that respects different backgrounds, expertise, and cultural differences facilitates the emergence of ideas from a variety of perspectives. By leveraging diversity, more Creative and innovative results can be expected.

4. Promotion of communication and use of tools

Communication is at the core of a Co-Creative community. To promote effective communication, regular meetings and online platforms are used to create an environment where members can easily exchange ideas and share information. Appropriate use of online and social networking tools will make it easier for members to connect with each other beyond geographical limitations.

Picture books, videos, karuta (Japanese playing cards), and games are also effective tools for promoting communication among people of different generations and cultures while having fun at the same time. Please take advantage of the free materials from the Empowerment Education and Research Forum at the end of this booklet.

5. Providing education and skill-sharing programs

A Co-Creative community is also a place where members can continue to grow. We facilitate the sharing of new skills and knowledge through regular workshops and training programs. We will build a mechanism for members to learn from each other by leveraging their expertise and experience.

6. Project transparency and progress management

Project transparency and progress management are essential for a Co-Creative community to achieve success. Appropriate sharing of project progress and achievement of goals with members and feedback on overall policies and results will enable the community as a whole to operate more effectively.

7. Establish a Feedback Culture

It is important to establish a culture in which members give and accept honest feedback to each other. Constructive feedback leads to growth and allows any issues or problems to be addressed quickly.

Section 2 Tips for Creating a Co-Creative Community

The following seven tips for creating a Co-Creative community (Anme, 2019)

Table 1 Seven tips for Co-Creative community building

1. Have clear objectives
2. Enjoy the relationship
3. Create networks of empathy
4. Produce a sense of comfort
5. Offer flexible forms of participation
6. Always aim for development
7. Have a perspective for Evaluation

1. Clarify the objectives

The first step is to create a mechanism to involve the parties involved. The parties involved here include not only those who are directly involved, but also their families, friends, people related to the activity, and all other people with whom they come into contact for the purpose of the activity. Based on the needs of the parties involved, objectives are clearly defined together with the parties. The needs reflect the values of the parties. Values are the standards, policies, etc. that need to be adhered to in the process of achieving the desired state. The values of each person are bundled together to share the basic ideas, principles, action guidelines, and policies of the activity.

By clearly setting forth objectives that are in line with the needs and values of the parties involved, it becomes a mechanism for involving people and leads to a sense of unity and willingness to participate. It is sometimes difficult to gain intrinsic “satisfaction” from temporary, ad hoc exchanges of opinions and shared values. This is because people confirm the “meaning” and “joy” of their existence and work through the process of involvement, as they gain connection and empathy with their peers and other members of society. It is effective for people to recognize each other’s values and the direction that the activities are aiming for, sometimes verbally, while valuing the value of each individual on the time axis of a long-lasting relationship.

Knowledge worth sharing, challenges and new ideas, mutual understanding of future activities, and “empathy-based values” that people feel they can influence are required. These are values added by the participating parties.

It is also effective to have additional, complementary values added by non-participants, such as people in staff positions or outside experts. For example, it is also effective to receive opinions from a variety of perspectives on the social value of the initiative and how it can be further strengthened.

2. Enjoying relationships

Enjoying relationships means enjoying the relationships among people and organizations and the process of working on the theme itself. The most important principle of the Co-Creative community is to “enjoy together. This is because it depends heavily on “self-realization based on empathy” to begin with.

This requires an open atmosphere that encourages spontaneous involvement and enjoyment of relationships, a sense of reciprocity in which people feel they can gain something even if they cannot identify it, and above all, a sense of trust.

Confucius said, “He who knows this is the one who likes this, and he who likes this is the one who enjoys this. In order to accomplish something, it is most effective to enjoy it.”

3. Networking of empathy

Empathetic networking is the feeling of being connected with a sense of both closeness and stimulation. Kinship is a relaxed sense of security, while stimulation is a tense sense of tension. Co-Creative communities are known to be more active when they are hard and soft together, i.e., when they have both aspects of security and tension.

When people's personal relationships are strong and highly intimate, the organization as a whole is more contented in its activities. The trust gained from daily, personal interactions can lead to new activities, or conversely, foster closer one-on-one relationships from the overall activity. On the other hand, the opportunity to belong to several groups on different occasions increases the sense of stimulation. Free from routine relationships, you can gain stimulation from your new position in another organization.

To promote empathic networking, it is effective to intentionally combine regular activities with stimulating new ones. This can be done by creating relationships with people who are different from those you have met in the past, or by expanding a stimulating theme to attract people's attention.

4. Creating a sense of comfort

It has been shown that the human brain has its own rhythm and finds rhythm pleasant. In fact, it has been shown that everything in nature has a rhythm. From the growth rhythms of plants and animals to the expanding rhythms of the universe, there is a common rhythm in the process of growth and development, such as a time to grow and a time to stay, a time to repeat and a time to transform. This is true not only for individual growth, but also for the growth of organizations and societies, including relationships between people, between people and organizations, and with the external society.

One effective way to promote growth and development there is to intentionally create a rhythm. Rhythm promotes growth, both in individuals and in organizations. For example, we often hear of people who have encountered difficulties and have been in a state of limbo, but in the long run, this has provided the impetus for dramatic growth. Lifespan developmental science suggests that vulnerability is what allows us to gain the strength to overcome it and the empathy to care for others.

Rhythm is a heartbeat. In the body, rhythm is the heartbeat, brain waves, and other waves that reliably distribute energy throughout the body. In the same way, rhythm can energize parties, people, and organizations.

To create a sense of comfort, the following efforts are effective

- (1) Balancing the stimulation of exposure to many people with the opportunity to foster close personal relationships.
- (2) Balancing discussion sessions that generate new ideas with training sessions that aim to disseminate existing knowledge.
- (3) Create a rhythm between the coming and going of diverse people and the timing of various activities.
- (4) Create opportunities for people to feel the pulse of exchange and development together.
- (5) It is also effective to intentionally create a rhythm that is appropriate to the time of year.

In order to promote Co-Creative communities, we create a rhythm of time to work on two things: "change" and "ordering. Change" refers to sensitively detecting and adapting to changes in the environment, and "ordering" refers to ordering the methods of adaptation that have been created and expanding them to be more effective, efficient, and expansive.

Change begins with a review of the value standards on which people and organizations usually base their judgments, without consciously considering their assumptions. We determine whether they are desirable or need to be changed, and if so, we modify them flexibly. The "assumptions" of people and organizations must be identified and reviewed.

Change efforts require abandoning old ways of thinking and doing things. In reality, however, many people and organizations are not good at abandonment, and stick to ideas and methods that have worked well in the past. They try to make the past ideas and methods that worked well in the past more effective, without changing the direction that needs to be changed.

The key to any "change" effort is to identify what needs to change and what needs to be brought into order. Ordering means stopping change. Change is the opposite of ordering, i.e., it is the breaking down of established ideas, the object of destruction.

Efforts to “change” involve reviewing the assumptions and frameworks behind the ideas, actions, and decisions of people and organizations, determining whether they are desirable or not, and modifying them if necessary; efforts to “order” involve spreading shared values. The key to success is how to weave “change” and “ordering” together in a beautiful rhythm that gives a living pulse to the Co-Creative community.

5. Flexible forms of participation

In principle, the state and role of people’s participation should be flexible and varied from time to time. It is also important to recognize that participants, timing of participation, and forms of participation can vary according to the circumstances of the time.

For example, there are the following types of participation (Figure 2)

- (1) Coordinator: A person who plays a coordinating role in planning and organization
- (2) Core members: people who are actively involved in planning and management
- (3) Active members: people who are involved in activities on a daily basis
- (4) Supporting members: people who participate when there is interest
- (5) Reference members: people who provide specialized information and skills as needed.

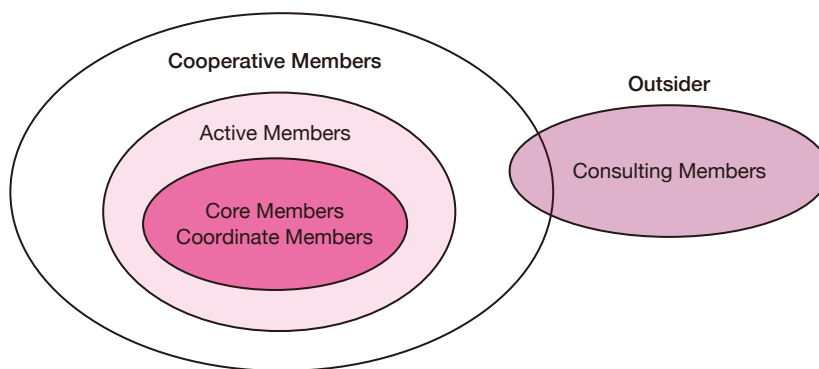


Figure 2 Types of participation

Care should be taken to organize activities that allow for flexible participation, so that members at all levels feel that they can fulfill their roles “whenever” they wish.

To create a successful Co-Creative community, it is effective to create an atmosphere where participation is not mandatory, but rather natural and effortless, like a magnet. It is also important to create a flexible participation structure that can be changed at any time, so that any member can become a core member or an active member as needed.

6. Always moving toward development

People and organizations cannot remain in one state. They are revitalized by moving toward the future and always striving for development. This means being flexible enough to incorporate various members without becoming rigid, and developing dynamic activities that adapt to the environment.

Even very slight changes that seem to make little difference in reality are acceptable. It is important that people share the atmosphere and attitude that we are always thinking of ways to make things better, even if only gradually.

The goal of a Co-Creative community is to nurture “active people, people, and organizations,” so to speak. By bringing out the power that people and organizations inherently possess, we can change people and organizations.

In order to maintain a vibrant perspective for the future, it is important to have “mechanisms for constant development.”

7. Evaluation perspective

In order to feel the significance of an activity, it is necessary to make sense of the activity, i.e., to have an evaluation

perspective. This means clarifying the “value” of the activity. By knowing the meaning of the activity, its goals, results, impact, and cost, we can gain a sense of satisfaction and a perspective for the future.

To promote Co-Creative communities, it is desirable to always visualize the value of activities. If necessary, evaluate the activity during the course of the activity to objectively measure its status. We can identify the extent of excellence and the potential for excellence in the future, as well as the manifest and latent power of the activity. It also recommends new ways of doing things and predicts potential challenges that may arise in the future.

By demonstrating value through evaluation, we can motivate people and organizations to actively participate. Evaluation by both insiders and outsiders who can provide insight into the nature of the community is helpful.

The purpose of the evaluation is to help the community develop its next steps. I have never failed.” Like Edison, who said, “I have never failed, only found 10,000 ways it could go wrong,” we must be willing to use evaluation as a springboard for further development.

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A Case Study on Co-Creative Wellbeing through Mechanisms for Creating Ikigai

Section 1 Co-Creative Skills and Co-Creative Communities

1. Background

In Japan, the average life expectancy for men is approximately 81.4 years, while for women, it is about 87.5 years. However, the duration of good health is shorter, with men remaining healthy for about 72.7 years and women for around 75.4 years. This implies that men experience around 8.7 years and women around 12.1 years with some limitations in daily activities.

In 2019, Japan's Ministry of Health, Labour and Welfare initiated the "Healthy Life Expectancy Extension Plan." The objective is to extend the healthy lifespan of both men and women to over 75 years by 2040. The goal is to create a healthier and more active society for everyone, for a longer duration.

This plan aims to ensure everyone remains healthy, regardless of their health concerns. It seeks to guarantee that individuals can easily access the healthcare they need, no matter where they live or who their insurer is.

The plan focuses on keeping people healthy, whether they frequently think about their health or not. It emphasizes making healthcare easily accessible to everyone, regardless of their location or insurance provider.

There are three primary objectives of the plan: promoting healthier lifestyles, preventing diseases and serious illnesses, and reducing the need for long-term care by addressing issues like frailty and dementia. The plan also highlights the importance of community involvement to ensure healthcare is readily available when needed.

Participating in social activities offers numerous benefits. It helps maintain cognitive function, physical strength, and emotional wellbeing. Additionally, it provides opportunities to learn about health and fosters a positive self-image. Social engagement also reduces the risk of frailty and enhances healthy life expectancy.

However, there's a challenge: not enough older adults are participating. Last year, only about 57% of people over 65 engaged in social activities. Although around half of middle-aged and older adults express a desire to join, only about 22% actually do. This indicates significant barriers preventing social participation. It's not just an issue of old age—how much people socialize during middle age also plays a role. Therefore, staying connected is crucial for everyone, not just seniors.

The project discussed in this chapter focuses on creating opportunities for people to find happiness and purpose, known in Japanese as "ikigai." It involves volunteers called "play guides" who do much more than just play. They act as connectors, linking people to toys and each other, bringing joy to individuals of all ages, from babies to seniors (Photo 1).

These volunteers aren't just there for fun; they also have the chance to learn new things while helping out. They can join groups to handcraft toys, participate in traditional playtimes, attend storytelling



Photo 1 Activities of Toy Curators (Source: NPO 法人 芸術と遊び創造協会 Website)

sessions, and take workshops to enhance their skills. These activities not only facilitate making new friends but also help volunteers improve their abilities.

2. Project Overview

We organized initiatives to create a sense of purpose using “the Empowerment Support Design (支援設計) (Figure 1)” (安梅, 2004), to share the path to Co-Creative Wellbeing with stakeholders and all involved parties.

(1) Outcomes

The key findings of this project include “Increasing interaction among volunteer staff” and “Establishing hubs for Co-Creative Wellbeing network”. Major accomplishments include “Creating an inclusive environment for accessible participation in activities” and “Promoting extended longevity of good health”. The primary effects revolve around “Implementing a Co-Creative Wellbeing framework” and “Strengthening community collaboration frameworks”.

(2) Challenges and Difficulties

Barriers to social involvement include “Difficulty converting the desire to participate into actual engagement”. The main challenges faced in this project are “Limited staff interaction” and “Inadequate communication of activity details”.

(3) Background

We highlighted government initiatives like the “Health Life Extension Initiative” and efforts by the Ministry of Health, Labour, and Welfare to “Establishing an environment for accessible health resources”. I also emphasized the unique aspects of our project, including “Building community through circle activities” and “Workshops for skill enhancement”. However, poor communication about activities hampers understanding of their current status, making it difficult for people to transition from wanting to participate to actually engaging. This issue hinders progress under the national Health Life Extension Plan. Additionally, within our project, activities aimed at community-building and skill enhancement through workshops face limited engagement due to inadequate sharing of activity details and insufficient staff interaction.

(4) Factors Influencing Outcomes

The key factors influencing the outcome are: “Enhancing the sharing information regarding activities,” “Training mentors to develop volunteer staff,” “Making activities more enjoyable and inclusive by involving various groups,” “Promoting community collaboration to ensure everyone’s involvement,” and “Presenting results supported by scientific evidence of participation and effort”.

(5) Strategies

Our approaches include: “Promoting sustainable social participation,” “Effectively communicating activity information through personal connections,” “Expanding the volunteer staff network,” “Facilitating interaction platforms for volunteer staff,” and “Implementing a mentorship system”. Additionally, we will conduct “Conducting regular surveys to assess needs and showcase outcomes”.

(6) Explanation

The rationale for this support design is based on the concepts of “Social Capital,” previous studies on the “Community Empowerment Effect,” and existing research on the “Co-Creative Wellbeing Effect.”

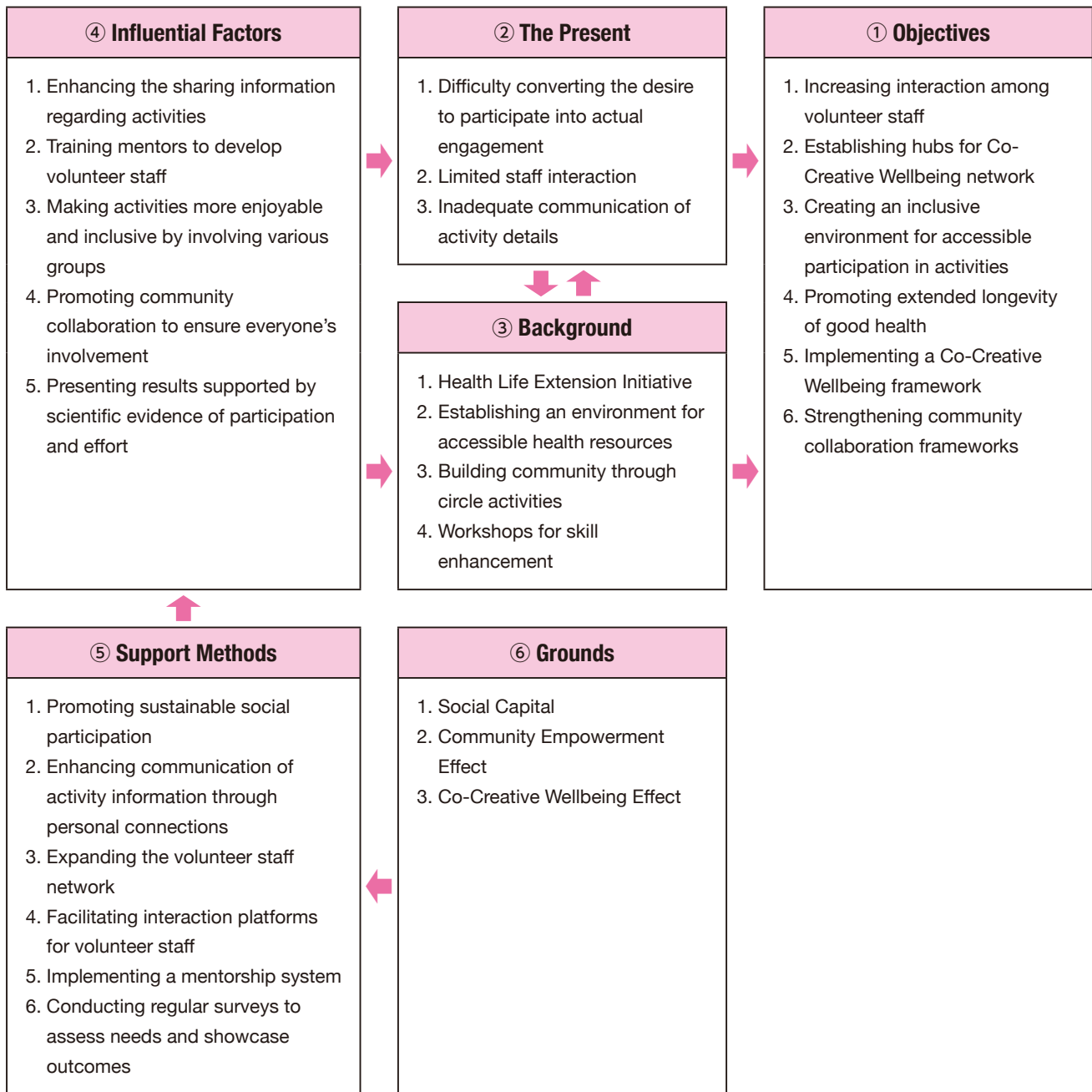


Figure 1 Empowerment Support Design for Creating a Sense of Purpose

3. Skills and techniques developed through Co-Creative include technologies, procedures, and approaches to thinking

Opportunities to demonstrate your abilities enhance your sense of purpose and help you connect with others by sharing information and asking advice. As these connections strengthen, a culture of mutual support develops, increasing your motivation to contribute to society. The outcomes of activities fostering a sense of purpose manifest as positive feedback, such as praise for your actions and skills, all within trusted, close relationships.

4. Initiatives, organizations, and cultures developed within the Co-Creative community

Social capital consists of three key elements essential for building a sense of purpose: “networks” with others, social “norms” of reciprocity, and “trust” relationships. These elements focus on the aspects of our interaction that enhance societal function by fostering teamwork (Putnam, 1993). It’s akin to the strength derived from mutual assistance and support within communities.

In this section, we focus on sustained social involvement as part of our strategy. We present research findings (Matsumoto, 2023) that identify factors promoting continuous social participation that contribute to extending healthy life expectancy and keeping volunteer staff engaged and fulfilled in their activities.

1. Direct Feedback

The study involved 33 volunteer staff members, referred to as toy curators, from a recently opened interactive museum located in a large shopping complex catering to people of all ages. Their ages ranged from the twenties to the eighties, comprising 10 men and 23 women. Group interviews, each lasting 30 minutes, were conducted as a part of the research.

Surveys took place in a calm, private room, where participants consented to having their discussions recorded via an IC recorder. The survey focused on three main areas: understanding volunteers' motivations and sources of fulfillment, identifying their ongoing needs for fulfillment, and gathering ideas to increase volunteer participation. Prior to commencing the survey, the participants received a briefing on the study's purpose and ethical considerations during the interview request, and their consent to participate was obtained.

A summarizing content analysis approach was employed, meticulously transcribing the IC recorder recordings. Analysis involved reviewing participants' responses as captured in the recordings, identifying themes, and extracting significant points. This process included verification by multiple analysts to ensure accuracy in identifying key points and extracting subcategories and main categories. Expert guidance from experienced group interview analysts was sought to ensure alignment between identified key points and categorized themes.

2. Participant Perspectives

Our analysis revealed five primary areas (Table 1) related to reasons for participating in volunteer activities and the resulting satisfaction: [Opportunities for Engagement] [Interactions with Others] [Attraction to Activities] [Positive Feedback], and [Desire to Contribute to Society]. Additionally, we identified two key aspects (Table 2) concerning what is necessary to maintain satisfaction: [Co-Creative with Peers] and [Opportunities to Utilize Skills]. Furthermore, we identified three main areas (Table 3) regarding strategies to encourage increased participation: [Visibility of Activity Content] [Connections with Others], and [Goal Setting for Self-Realization]. In subsequent explanations, primary areas will be denoted by [], subcategories by ⟨ ⟩, and key points by < ⟩ symbols.

In terms of what motivated volunteer staff to engage in activities and what they found fulfilling, the importance of interpersonal connections emerged as a significant factor in enjoying the activities, highlighted by [Interactions with Others], such as ⟨Interacting with Others⟩ and ⟨Establishing Friendships⟩. Statements like <Seeing others happy brings me joy>, <Everyone leaves here with a smile>, and <I become deeply involved in the activities> indicate that as connections deepen, feelings of empathy and solidarity foster trust, leading to [Positive Feedback] such as encouragement and empowerment for each volunteer's efforts. Furthermore, the existence of social networks, including relationships that provide ⟨Enjoyment in Activities⟩, helps sustain a sense of purpose.

The significance of [Co-Creative with Peers], essential for volunteer staff to maintain fulfillment, refers to involvement of "peers" who are more than mere friends formed through ⟨Establishing friendships⟩. These peers, highlighted by ⟨Collaboration with Peers⟩ and ⟨The Presence of Close Peers⟩, are individuals with whom one can <learn from and collaborate with each other>, <seek advice>, and <exchange ideas>. Volunteer staff emphasized that having peers with whom they can openly share thoughts and feelings is crucial for sustaining their engagement in social activities.

Furthermore, the significance of [Opportunities to Utilize Skills] indicates that volunteer staff seeks roles that match their abilities, as evidenced by statements like <I need more opportunities to discover where I can apply my skills effectively>. Research suggests that taking on roles that align with one's strengths helps sustain and enhance a sense of purpose. This desire underscores the enthusiasm and dedication of volunteer staff toward continued social engagement.

Meeting the needs for sustained fulfillment among volunteer staff involves considerations related to self, peers, and organizational empowerment. Empowerment can manifest in three forms: self-empowerment, peer empowerment, and community empowerment, and when combined, they form synergistic effects (Anme, 2014). Furthermore, empowerment strengthens interpersonal connections, and fostering an environment where these connections flourish is crucial (Anme, 2005). Essential prerequisites include acceptance and trust, as treating others as equals forms the basis for empathy (Anme, 2004). Additionally, community empowerment is grounded in shared enjoyment, particularly in multi-generational interactive museums where individuals actively participate in central activities, thereby promoting social engagement and contributing to the sustainability of these initiatives.

When developing initiatives to attract more participants, volunteer staff actively involved in the project identified factors that increase interest in participation, such as “《Highlighting Attractiveness》 and 《Implementing Innovative PR Methods》, which contribute to [Visibility of Activity Content]. Additionally, aspects like 《Having Close Peers Nearby》, 《Interaction with Others》, and 《Recognition of Participation》 enhance [Connection with Others].

Interactions aimed at mentoring successors are essential aspects of generativity, a developmental stage identified by Erikson for middle and later adulthood. Generativity plays a pivotal role in nurturing talent and fostering collaboration across generations, and understanding the interconnected relationships among current volunteer staff is crucial for ensuring the continued success of activities.

Alternatively, when examining the motivations driving volunteer staff to participate in activities, we identified a need for [Goal Setting for Self-Realization]. This encompasses actions such as ⟨clarifying what brings fulfillment⟩ within the context of 《Establishing Goals》, and the significance of 《Supporting Goal Setting》, which involves initiatives like ⟨implementing programs to foster awareness⟩ and ⟨coordinating efforts⟩, based on insights gained from the perspectives of new participants in the activities.

3. Co-Creative Wellbeing Insights

(1) Building Relationships

Our research identified a central theme: “connections between people,” which underlines “understanding volunteers’ motivations and sources of fulfillment”, “identifying their ongoing needs for fulfillment”, and “gathering ideas to increase volunteer participation.” Our findings reveal distinct types of connections. To sustain motivation, it involves 《collaboration with peers》 and 《The Presence of Close Peers》, representing relationships where genuine thoughts and feelings can be openly shared. Conversely, for fulfillment derived from activities, it focuses more on 《interacting with others》 and 《building friendships》. Additionally, in creating opportunities for participation, it includes 《The presence of peers》, 《Interaction with Others》, and 《Recognition of Contributions》, emphasizing connections forged through training, interactions with senior volunteers, and mutual respect, which foster shared goals and acknowledge each other’s contributions.

For the volunteer staff at the Multigenerational Exchange Museum (Toy Curators), connections between people manifest in various forms: “acquaintances”, formed through interactions and friendships; “companions”, who openly share thoughts and feelings; and an “organizational network”, where members collaborate with shared goals and mutual respect to enhance activities. While many connections are currently at the “acquaintance” level due to the museum’s recent establishment, there is a strong sense of teamwork among the volunteer staff. They are actively striving to cultivate deeper “companion” relationships and strengthen the “organizational network.”

(2) Teams and Team Building

The success and innovation of an organization hinge significantly on the effectiveness of its teams, which are considered the core driving force. A team comprises individuals working collaboratively toward shared objectives, aiming to achieve more collectively than they could individually. Team building is the process by which team members strengthen their connections as they work towards common goals. By enhancing teamwork through team building activities, individuals can unleash their full potential, enhance collaboration, and attain superior outcomes.

According to Beckhard (Beckhard, 1972), team building aims to achieve four main objectives: 1) defining goals and priorities, 2) assessing and assigning tasks according to each member's roles and responsibilities, 3) establishing protocols, methods, standards, and decision-making procedures, and 4) fostering camaraderie among team members. This framework, known as Beckhard's Model, encompasses four critical elements: Goals, Roles, Procedures/Processes, and Interaction/Relationships. It suggests that teams should subsequently address these elements—beginning with Goals, followed by Roles, then Procedures/Processes, and concluding with Interaction/Relationships—to cultivate a cohesive team environment.

At the heart of team efforts lie “Goals.” This aspect focuses on the clarity of the team's objectives and vision, including specific metrics, timelines, and the degree of commitment from all members. Challenges arise when team goals lack clarity, feasibility, consensus among members, or fail to inspire intrinsic motivation. These hurdles can diminish motivation and hinder collaborative efforts. The initial step in cultivating effective teamwork and cooperation involves collective discussion and clarification of goals among all members, ensuring alignment and shared commitment to objectives.

In the “Roles” dimension, tasks and responsibilities are assigned to accomplish the team's objectives and vision. It is crucial to define what needs to be accomplished, communicate this to the entire team, and assign specific roles to each member. Understanding the strengths and weaknesses of each member facilitates effective role assignment. Additionally, addressing any role gaps and considering training opportunities to fill these gaps is important. Ambiguous roles often result in tasks lacking ownership, while overly rigid roles can hinder collaboration. Therefore, finding a balance—clearly defining and sharing roles and responsibilities while allowing flexibility for members to support and adapt to each other's roles—is vital for successful team building and collaborative efforts.

In the “Procedures/Processes” dimension, the team establishes the steps required to achieve their objectives and vision. This includes evaluating the suitability of the procedures, clarity of communication, decision-making processes, and member management. Clear and well-communicated procedures among team members facilitate collaboration. However, in a top-down leadership approach, it can be challenging for team members to participate in decision-making and reach consensus.

The “Interaction/Relationships” aspect highlights communication within the team. Key factors include the frequency of team members' interactions, the level of trust, and the ability to openly discuss and resolve issues. It is crucial to cultivate respectful discussions where everyone's opinions are valued and taken seriously. Creating a respectful and trusting environment is essential for effective teamwork.

Finally, we will assess the volunteer staff's collaboration skills in this case study using Beckhard's Model.

Regarding “Goals,” the trained curators, who use toys to interact with visitors, share a common objective aligned with the organizational culture. Therefore, we can conclude that this aspect has been successfully addressed.

Goals: In this case, the volunteer staff, who are curators trained to “play with visitors using toys,” have a clearly defined and shared goal. This goal aligns with the organization's vision and is well understood among the members, indicating that this dimension is successfully achieved.

Roles: The need for ongoing engagement, such as the desire to participate in activities that align with one's strengths, suggests that the roles are not optimally assigned. The lack of suitable roles for each volunteer may be affecting their motivation. This indicates a challenge in role distribution that needs to be addressed to further enhance the team's collaborative effectiveness.

Table 1 Reason for participating volunteer activities and rewarding aspects

Important Category	Sub Category	Important Items	
Opportunity for engagement	Creating a Sense of Belonging	As people age, my connections with society may weaken, and I find myself fewer conversations when I stay home. However, when I come here, I can engage in discussion.	
		This place has become where I feel I belong.	
		I'm delighted to have somewhere to visit	
		This place has become my 'home base,' the anchor of my life right now.	
	Securing Roles for oneself	I'm thrilled to have been given a business card from the museum. It validates my role and brings me great joy.	
		I can leverage the experiences I've gathered thus far.	
Interactions with Others	Interacting with Others	I chose to participate because I desired to engage with individuals from diverse backgrounds.	
		Sharing ideas with people I wouldn't typically encounter is personally enriching.	
		It's fulfilling to empathize with others and reflect on the significance of my actions.	
		I also values the chance to impart my expertise to beginners or those facing challenges in my field.	
	Establishing Friendships	I joined because I believed I could form friendships with likeminded individuals who are passionate about volunteering.	
		It's great to forge friendships while participating in activities.	
		Volunteering introduces me to a diverse range of people and fosters a sense of connection.	
		Many fellow volunteers share common values, which facilitates collaboration.	
	Appeal to Activities	Self-Improvement	I'm actively involved in activities, striving to gain knowledge.
			I'm participating with the goal of acquiring new insights.
I participated to expand my perspective.			
I joined to deepen my understanding of the activities.			
Interests and Concerns		I participated because of my genuine interest	
		I joined engage in activities I find enjoyable.	
		The recruitment advertisement caught my interest	
		Since I value interacting with people, I have made a decision to join.	
Positive Feedback	Positive Changes in Visitors	I feel energized when visitors enjoy themselves.	
		I gain satisfaction from interacting with visitors.	
		Other's happiness brings me joy.	
		Interacting with visitors is enjoyable for me.	
	Enjoyment in Activities	I'm enjoying myself.	
		Everyone who visits here, regardless of age or gender, leaves with a smile.	
		I don't see this as "working," but as "coming here to engage.	
		I do it because it brings me joy, not just for others' sake.	
	Refreshment	By immersing myself in volunteer activities, I completely set aside everyday stress and negative thoughts.	
		It's therapeutic.	
		It provides a rejuvenating break from the usual routine.	
	Desire to Contribute to Society	Desire to Contribute to Society	I aspire to contribute positively to this town, offering my service where possible.
I am to engage in activities that benefit society.			
My intention in joining is to discover meaningful ways to contribute to the community.			

Procedures/Processes: The volunteers derive value from their activities by utilizing their experiences and engaging in what they enjoy, indicating a collaborative management style rather than a top-down approach. They appreciate opportunities to share their passions and teach their strengths, suggesting a supportive and cooperative environment. However, the need for ongoing engagement includes a desire for quick advice and consultation, highlighting the importance of having accessible support and opportunities to discuss concerns and questions. Addressing this need is essential to ensuring that all team members are aligned and effectively working towards common goals.

Interactions/Relationships: As a newly established organization, it is in the initial stages of network formation. Volunteers have expressed a desire for more opportunities to share opinions and strengthen peer connections. This indicates a need for further network expansion, both within and outside the facility. Enhancing these relationships will not only improve team collaboration but also help the organization function as a community network hub.

Table 2 Needs Required to Sustain Motivation

Important category	Sub category	Important Items
Co-Creative with Peers	Collaboration with Peers	It would be beneficial to learn from one another and collaborate.
		I believe it would be wonderful to share the satisfaction of our achievements and celebrate collectively.
	The Presence of Close Peers	Having clubs or groups for such purposes would be fantastic.
		I aim to establish a group.
		I've often pondered about seeking advice from individuals involved in early childhood education or school education.
		Occasionally, I find myself unsure and in need of consultation.
		Opportunities for exchanging opinions would be valuable.
		Building horizontal connections with others would be highly beneficial.
		Acknowledging and supporting each other, extending reach to provide comfort and solace.
There's a need for spaces where we can openly discuss, "How do you handle situations like this?" and realize that "Everyone has similar experiences."		
Opportunities to Utilize Skills	Opportunities to Utilize Skills	I won't know where I can apply my skills until I try, so I'm seeking more opportunities to experiment.
		I want to engage in activities that resonate with my strengths and passions.

Table 3 Strategies to Encourage Participation in Activities

Important category	Sub category	Important Items
Visibility of Activity Content	Highlighting Attractiveness	I find it effective to encourage hesitant individuals by emphasizing, “We’re having a great time.”
		Whenever possible, I consistently share with others, “Volunteering is fulfilling.”
	Implementing innovative PR Methods	I believe more people would be inclined to join if we promoted with the message, “Joining is simple. Even if you’re unfamiliar with childcare, just playing with children can be part of the experience.”
		Simplifying the process of participation could inspire more individuals to consider volunteering.
Connections with Others	Having Close Peers Nearby	I believe continuing would be enjoyable if I could forge friendships along the journey.
		Developing friendships with peers who have undergone training
	Interaction with Others	Reflecting on it, I realized that the catalyst that prompted me to consider deeper engagement with human relationships and interactions.
		During the training course, observing senior volunteers moving about and engaging in communication sparked my desire to do the same interacting while completing tasks.
Recognition of Participation	Recognizing everyone’s aspiration to try new things. Whether children or adults, everyone desires recognition.	
Goal Setting for Self-Realization	Establishing Goals	It’s important for individuals to contemplate what brings them fulfillment
		At times, we might underestimate our capabilities.
		Even if we’re not proficient at something, the desire to improve or engage remains strong.
		I found that acknowledging “everyone pursues their own goals” reduces barriers.
		Considering its benefits for dementia prevention and interacting with young children, I applied with these factors in mind.
		Ultimately, I seek activities that bring me happiness.
	Supporting Goal Setting	It’s important for individuals to recognize their aspirations and initiatives should be in place to facilitate this awareness.
		Imagine if each community had coordinators who gathered the interests of potential volunteers and their true desires. Wouldn’t this streamline their participation?

1. Diversity & Inclusion: Self Wellbeing

Diversity involves having different individuals with unique characteristics, while inclusion focuses on leveraging their diverse strengths and contributions within the organization. Diversity and Inclusion is not just about having a variety of people; it's about fostering an environment where everyone's abilities are fully utilized, benefiting the organization as a whole.

In this context, the need for [Opportunities to Utilize Skills], essential for sustaining satisfaction, aligns with the concept of creating an environment where each person's strengths are effectively utilized. This enhances personal wellbeing by fostering enthusiasm, motivation, and a sense of purpose in their activities.

2. Introduction of a Mentorship Program: Peer Wellbeing

Experienced senior volunteer staff (mentors) assist junior volunteer staff (mentees) in problem-solving and addressing concerns through bi-directional dialogue, fostering individual growth. Mentors do not issue instructions or evaluations as authoritative figures but support mentees from a lateral position, enabling them to make decisions and take actions towards resolution independently.

In this context, the need for [Co-Creative with Peers], crucial for sustaining satisfaction, aligns with the introduction of mentors and mentees working together. Additionally, casual conversations and interactions, both within and outside of activities, foster peer wellbeing, contributing to psychological stability and a sense of camaraderie.

3. Formation of Network Hubs: Organizational/Community Wellbeing

Putnam, who advocated for social capital, argued that vertical networks, such as those between superiors and subordinates, cannot sustain social trust and cooperation, regardless of their density. In contrast, he suggested that denser horizontal networks, like those in neighborhood groups or sports clubs, promote cooperation for mutual benefit.

The formation of network hubs, where people gather, serves multiple roles: facilitating exchange, preventing isolation by providing a sense of belonging, fostering talent, and offering opportunities for self-expression and self-improvement. These hubs not only connect individuals but also bridge individuals with communities. Actively utilizing internal and external networks contributes to Co-Creative Wellbeing.

Social capital, a relatively new concept alongside physical and human capital, indicates that individuals and groups can derive resources and benefits from their connections with others. The relationship between collaborative wellbeing and connections among individuals can be inferred from this.

In this context, connections between individuals inspire volunteer staff's motivation, alleviate concerns, and provide psychological stability, all essential for sustaining activities. This process is believed to generate collaborative wellbeing.

To achieve collaborative wellbeing, it is essential to establish spaces where individuals can connect, engage freely in activities, and foster bonds that create new capabilities through interaction. Developing an organization that builds such connections is expected.

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Everyone is the Protagonist! The Diversity Cases of Co-Creative Inclusive Wellbeing

Section 1 Co-Creative Skills and Co-Creative Communities

1. Background

The shape of families is changing, and it is said that existing communities are collapsing, with connections in local communities becoming weaker. However, it is undeniable that each of us lives while belonging to various communities such as schools, workplaces, families, friends, and go-to restaurants.

Within each community, there are various smaller units of communities. In the case of schools, there are classes within the community unit of grades, and within classes, there are communities of friendships. Not only grades but also extracurricular activities, student councils, and communities formed by teachers contribute to the formation of the school as a collection of various communities.

Communities not only have vertical connections but also horizontally connect and interact with each other. Families, schools, companies (workplaces), and local communities (such as neighborhood associations) exist in a mutually influential manner, and there is no community that exists independently.

This applies to children as well. They grow up in various communities such as families, friends, kindergartens, and local communities.

In this chapter, we will introduce childcare cases of Co-Creative Wellbeing for children.

2. Project Overview

The social welfare corporation Rokoukan was established in 1972, with the acceptance of children with disabilities as its impetus. It has since expanded its services widely, beyond children with disabilities, to include nighttime certified childcare centers for children in need of evening care, childcare support services, and disability welfare services.

Both children with and without disabilities are nurtured together and encouraged to live together in the same community. This practice, which emphasizes the importance of living together, is referred to as **“inclusive childcare for children with disabilities.”**

Over the course of more than 50 years, the concept of inclusive childcare for children with disabilities has expanded. It has evolved from a mere practice to an activity that questions how people should interact in various communities. Inclusive childcare for children with disabilities aims **to create communities where everyone is welcome and can be themselves.** This aligns perfectly with the principles of Co-Creative Wellbeing.

3. Engagement in Practices of Co-Creative Wellbeing

(1) Acceptance of Children with Disabilities and Intergenerational Childcare

We actively welcome children with disabilities. Classes, which are the units of daily life, are organized without separating children by age, i.e., by grade, and instead mix children aged 3 to 5 years old (see Photos 1-3). Various troubles arise from the fact that diverse children, including those with disabilities, live together in groups.

Both caregivers and children face difficulties and conflicts in a group that does not always go as they wish. They learn to focus not only on themselves but also on others, to consider the perspectives of others, and to think about how to act not just for “themselves” but for “ourselves.” In this process, both caregivers and children must confront not only considerations for the group but also their own ways of being.



Photo 1 A 5-year-old gently patting the back of a 3-year-old to help them fall asleep.



Photo 2 A 5-year-old teaching Origami to 3- and 4-year-olds.



Photo 3 There are two children with disabilities. Rather than aiming for the same abilities, we recognize everyone's differences and embrace everyone together. The presence of children with disabilities does not cause any discomfort for the other children.

Inclusive childcare for children with disabilities is not just about childcare for children with disabilities. It is an activity that confirms the ideal state of everyone, including children without disabilities, caregivers, and parents, as taught by the presence of children with disabilities. There, everyone acknowledges their own weaknesses, seeks help from others, and learns the importance of lending each other strength.

Caregivers realize that they need to know more about each individual child and that they need to work harder because there are children with disabilities. However, no matter how hard caregivers try, it is challenging to bring the group of children together. They realize that children know more about children with disabilities than caregivers do. Three- and four-year-old, who may not listen to caregivers no matter how hard they try, readily obey the instructions of five-year-old.

It is through the collective efforts of caregivers and children that the cohesion of the class is established, rather than solely through the efforts of caregivers.

(2) Event planning focused on children taking proactive initiatives

Events serve as opportunities for children to enjoy themselves and for parents to see the results of children's practice. However, we place greater emphasis on children taking proactive participation and Co-Creative.

During outings, there are children who lose interest and stop walking, during sports festivals, there are children who cannot run like others due to disabilities, and during presentations, there are children who are surprised and start crying at their first experience. How do they encourage each other and empower each other? How do they overcome each event together without excluding anyone? Children face challenges, consult with each other, and overcome each event through trial and error.

After completing events or activities, we always provide opportunities for children to reflect on the event and discuss with each other. Children form a circle and take turns sharing their thoughts. At the beginning of the new school year, there are many expressions like "I tried so hard, it was so much fun." As events progress, there are more caring words directed towards others, such as "○○ tried so hard, □□ helped me, △△ looked so happy," reflecting a focus on others.

With each event, both individual children and the group of children grow. It can truly be said that this is the Co-Creative Wellbeing created together.

(3) Childcare that encourages children to face troubles together

As diverse children live and work together towards common goals, various troubles may arise among them. In such

situations, what role should caregivers play? We believe it is important not to avoid or solve troubles in advance, but rather to encourage children to confront and address the troubles themselves, to think independently, and to take action towards resolution.

During trial and error, there are instances where children in distress may blame specific individuals, saying things like “It’s because of ○○ -kun that things aren’t going well.” At such times, caregivers do not use platitudes to persuade the children, saying things like “You shouldn’t say that, you should get along with ○○ -kun.” Instead, caregivers accept the children’s feelings as they are and might respond with statements like “Then maybe you should leave ○○ -chan behind” or “Maybe we should just stop the event.” Sometimes, through selective responses, caregivers offer statements that might seem contrary to building relationships within the group. Rather than encouraging children to suppress their feelings and solve problems, caregivers encourage children to honestly express their feelings and then consider how to act as a group.

While accumulation of group activities is essential, by listening to the true feelings of the children, including their complaints and dissatisfactions, and by responding with questions like “What do you think we should do?”, caregivers prompt children to seriously confront the issues as their own problems. Caregivers know that children will only express their desire to include others, like saying “I want ○○ -chan to join us,” when it comes from within themselves, not because they were told to do so.

This caregiver attitude is strongly reflected in organizational management as well. Rather than the principal conveying decisions to the staff, we operate on the principle of each staff member actively participating in organizational management as an integral part of the team. To share the path towards Co-Creative Wellbeing with children, parents, professionals, and members of the community, I have organized our efforts in inclusive childcare using the Empowerment Support Design and Evaluation Design (Anme, 2004).

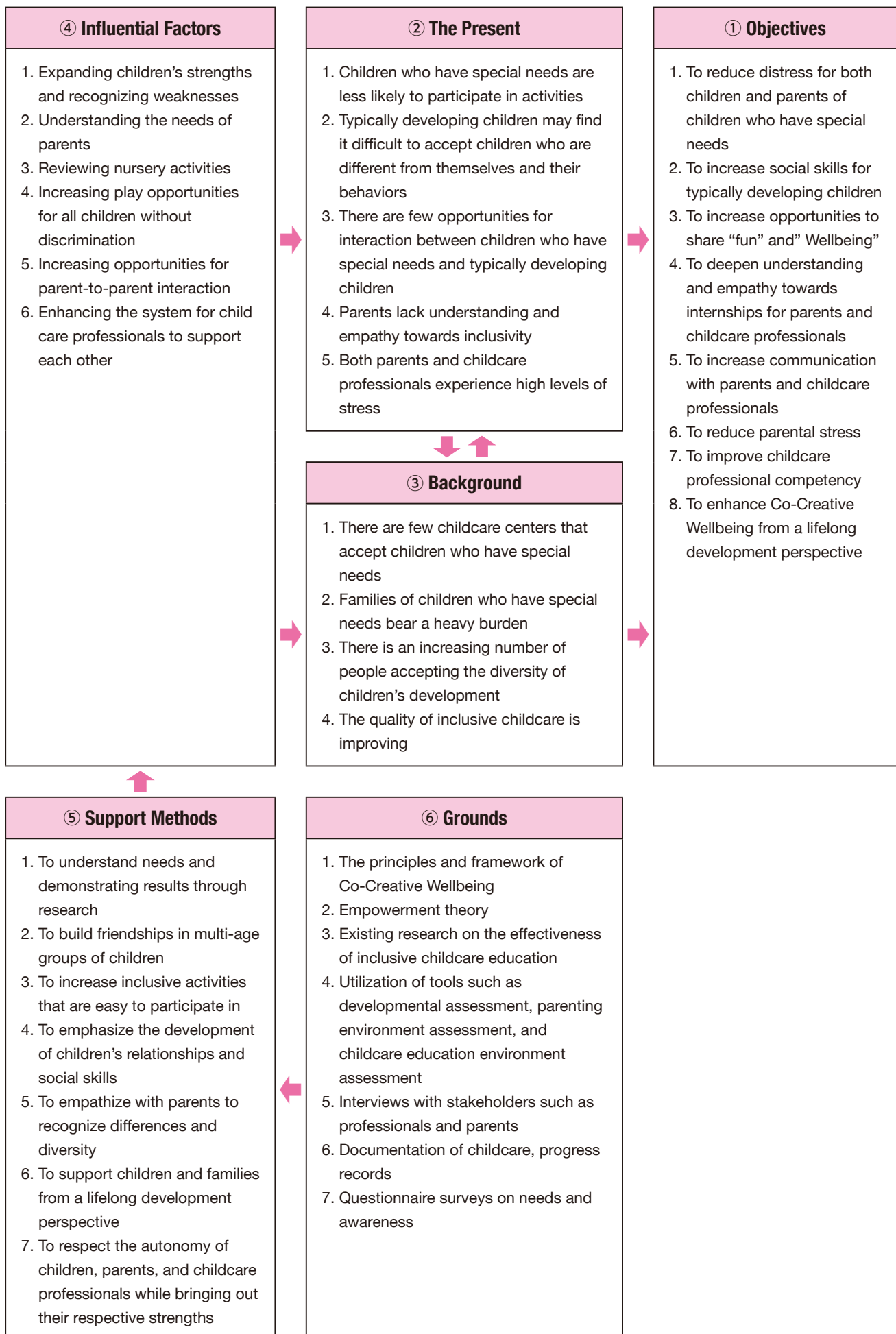


Figure 1 Empowerment support design for inclusive childcare

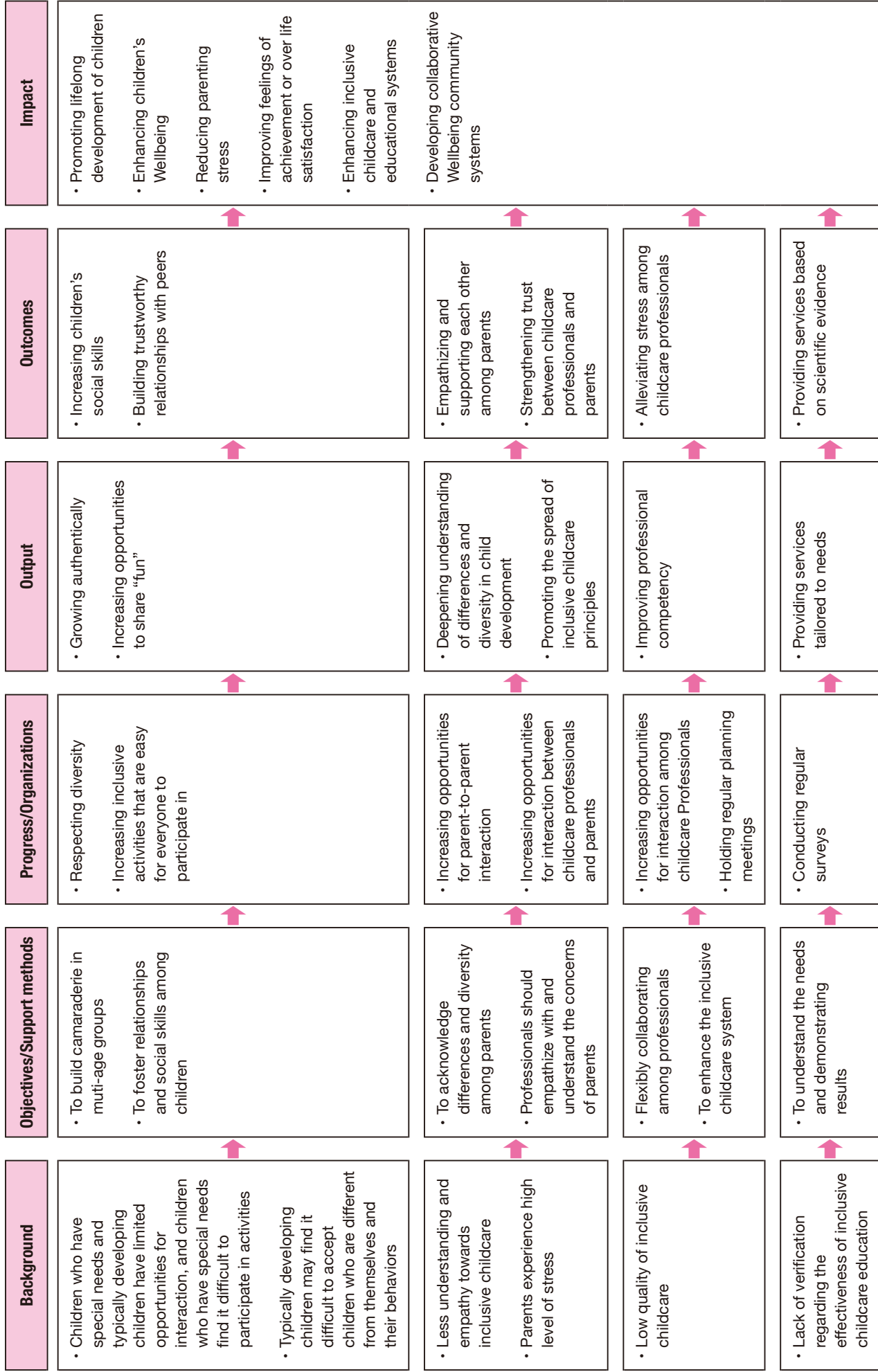


Figure 2 Empowerment Evaluation Design for Inclusive Childcare

Inclusive childcare goes beyond merely respecting diversity. They aim for each child to demonstrate their unique qualities while recognizing and coexisting with each other's strengths. Inclusive childcare, where everyone acknowledges and accepts one another without discrimination, has been shown in existing research to be related to the development of non-cognitive abilities such as empathy and the Wellbeing of children. However, in Japan, there is a lack of scientifically based reports on the effects of inclusive childcare education.

Our work is not only based on the practice, but also based on the academical evidences. We participate an on-going population-based study named the Child Care Cohort Study (CCC), which welcome all children aged 0-6 and their families if they want to participate from different types of childcare centers and kindergartens across Japan. The aim of CCC is to empower children, families, and childcare facilities and contributing to childcare quality and child development outcomes since 1998. We childcare centers participate in investigations every year. The investigations include child development, children's social skills, home-rearing environment, center-based childcare environment, and so on. We could get the feedback from the academical analysis, and improve ourselves based on the scientific evidences.

As we mentioned in the above sections, a Co-Creative inclusive childcare environment has been built so that the entire social environment supports each child to thrive and build respect and valuing of diversity. Under the background, characteristics of children and their home-rearing environment under such Co-Creative inclusive childcare environment were explored using the resource in CCC. The inclusion criteria of the study were (1) children aged 0-6 years old, and (2) with agreement of participation of at least one parent. The exclusion criteria were (1) having missing data in developmental outcomes, and (2) parents reject providing home-rearing information. The childcare professionals evaluated children's social skills by a well-developed tool named The Social Skill Scale (SSS; Anme et al., 2013) while the parents were requested to answer the demographic information of their families and the home-rearing environment. The home-rearing environment was evaluated by the Index of Child Care Environment (ICCE; Anme et al., 2013). The ICCE consists of 13 items, such as "how often do you play with your child (stay with child face to face)?" "how often do you go shopping with your child?" and so on. The demographics included children's age, gender, family structure, and if they have siblings or not. All participants provided written consent for participation and retained the right to withdraw from the study after being informed of the study and its objectives. In addition, data were collected using a personal identification system to keep participants' identities anonymous, and their personal information confidential. Ethics committee approval for this study was obtained from the University of Tsukuba in Japan.

The research achievements of Rokoukan have been summarized in three main points as follows.

1. At Rokoukan, a culture has taken root where children cultivate mutual trust, respect diversity, recognize each other's strengths, and work together, through the longstanding efforts and support of professionals. This leads to the enhancement of children's social skills.
2. The professionals provide ample support, and parents cooperate to jointly support the better development of the children.
3. According to the truth of the character "共 (joint)" in "共同保育" (joint childcare), Rokoukan has been building a "Co-Creative Wellbeing" which is the power to nurture together.

Using an evaluation tool mentioned above called SSS (Social Skill Scale), children's "cooperation," "self-control," and "self-expression" could be observed and evaluated objectively. These aspects are the most commonly used in research worldwide. The social skills of Rokoukan's children are higher compared to other daycare centers nationwide. Specifically, children in Rokoukan showed better performance in the following relevant items from the three categories of "cooperation," "self-control," and "self-expression". An asterisk (*) indicates that the result is statistically correct with a 95% probability. A plus (+) indicates that the result is statistically correct with a 90% probability.

1. Cooperation

“Cooperation” refers to the ability to work towards achieving a common goal while collaborating with people who have different positions, opinions, or ways of thinking. Rokoukan’s children demonstrate high levels of cooperation. Within the aspect of “cooperation,” the items “Bring cheer to friends who look lonely” and “Cheers up and comforts a person who fails” were significantly higher compared to the national average.

It is evident that the children at Rokoukan, who have experienced joint childcare, have a high ability to empathize with and support the emotions and needs of other children.

2. Self-Control

“Self-control” refers to adjusting one’s emotions and behaviors according to the situation. In the aspect of “self-control,” the children at Rokoukan scored higher than the national average on items such as “Shows compassion to others” and “Share toys or food with others.”

It is evident that the children at Rokoukan have a high ability to adjust their emotions and behaviors according to the situation in their interactions with other children. This is an important skill in social interactions.

3. Assertion

“Assertion” is the ability to convey one’s feelings to others and clearly express oneself. In the aspect of “self-expression,” the children at Rokoukan scored higher than the national average on items such as “Participates in a play group (company) when asked” and “Makes eye contact when speaks to him/her.”

It is evident that the children at Rokoukan, who have experienced joint childcare, have a high ability to understand others’ expressions and emotions and to build effective communication. “Participates in a play group (company) when asked” signifies the ability to enjoy activities with others. “Makes eye contact when speaks to him/her” is an important part of good communication skills.

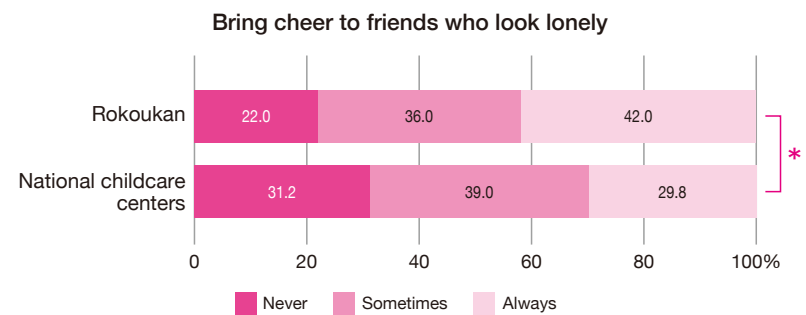


Figure 3 The results of comparing between Rokoukan and National score item “Bring cheer to friends who look lonely”

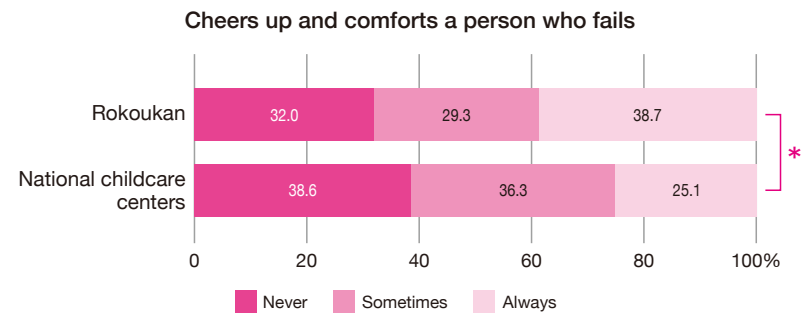


Figure 4 The results of comparing between Rokoukan and National score item “Cheers up and comforts a person who fails”

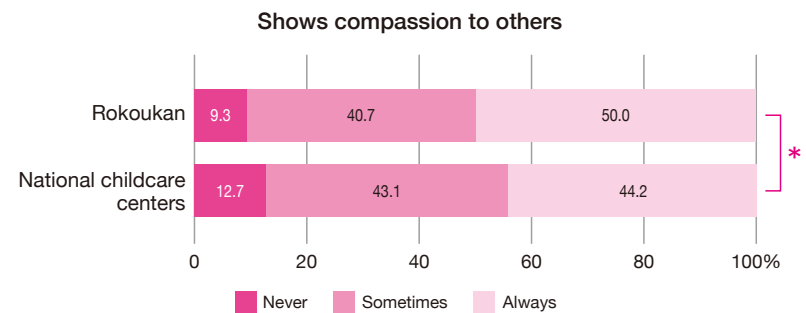


Figure 5 The results of comparing between Rokoukan and National score item “Shows compassion to others”

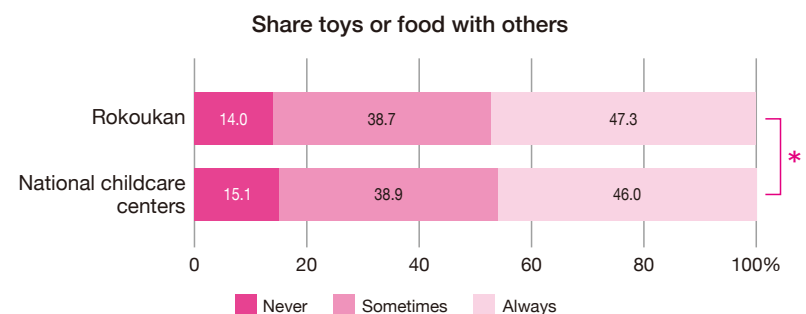


Figure 6 The results of comparing between Rokoukan and National score item “Share toys or food with others”

The high social skills demonstrated by the children at Rokoukan can be attributed to the Co-Creative inclusive childcare environment. One of the reasons should be that children aged 3 to 5, including those with disabilities, think together, live together, and share many experiences of overcoming various challenges. Typically developing children understand the individuality of children with disabilities and live empowering each other while demonstrating their own strengths. This fosters high social abilities and helps them acquire the power of Co-Creative Wellbeing for the future.

Co-Creative inclusive childcare has the potential to provide a high-quality child-rearing environment not only for children but also for their families. Parents of children who experience Co-Creative inclusive childcare tend to visit friends and relatives more often with their children, respond to their children's failures without intervening or scolding, and receive more assistance from others (spouses, neighbors, childcare professionals, etc.) in child-rearing. For example, partners are more frequently involved in childcare, and by discussing their children among parents, a supportive child-rearing environment is realized.

Participates in a play group (company) when asked

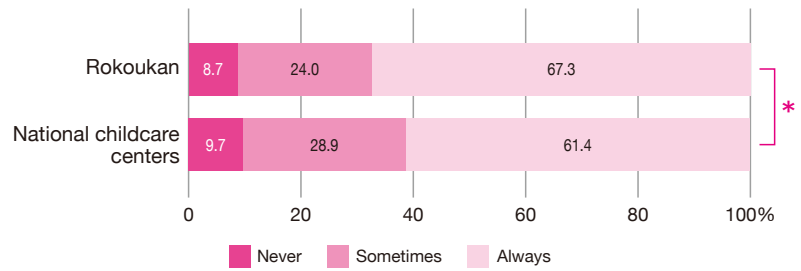


Figure 7 The results of comparing between Rokoukan and National score item "Participates in a play group when asked"

Makes eye contact when speaks to him/her

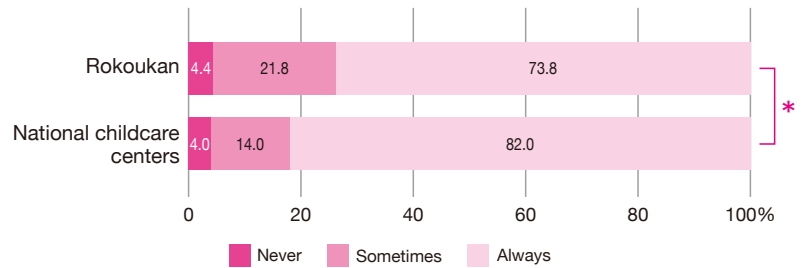


Figure 8 The results of comparing between Rokoukan and National score item "Makes eye contact when speaks to him/her"

The degree of involvement in child-rearing

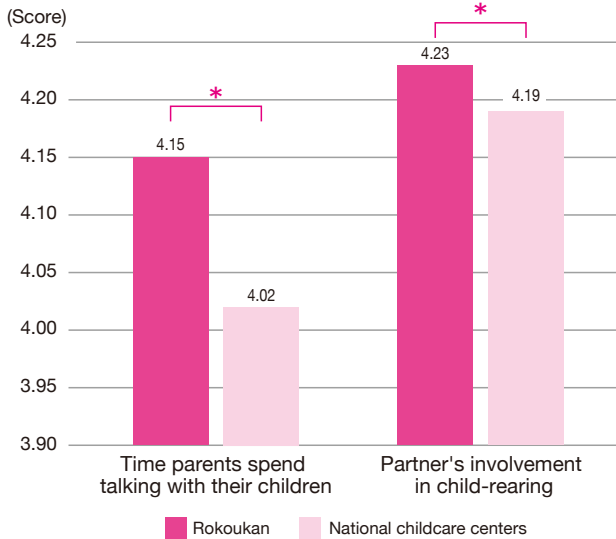


Figure 9 The results of comparing between Rokoukan and National score item "The degree of involvement in child-rearing"

Percentage of child-rearing supporters

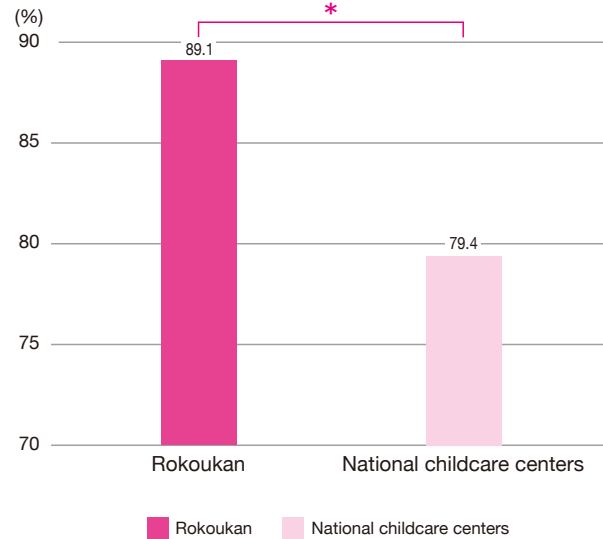


Figure 10 The results of comparing between Rokoukan and National score i "Percentage of child-rearing supporters"

According to scientific evidence from the childcare cohort studies, Co-Creative inclusive childcare has beneficial effects not only for children with disabilities but for all children. For example, at Rokoukan, interactions between children with disabilities and typically developing children were compared to interactions among typically developing children only. It was found that when interacting with children with disabilities, typically developing children showed higher levels of "Expressing language thoughtfully based on the other's understanding" and "Asserting oneself logically" compared to interactions among typically developing children only.

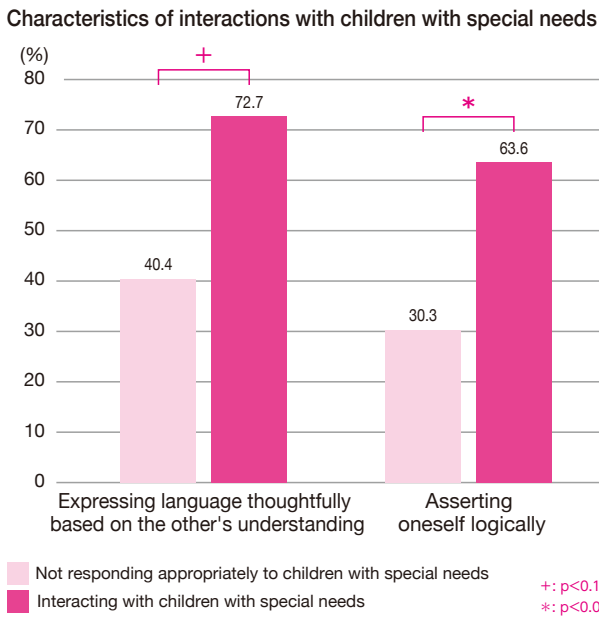


Figure 11 The results of comparing between Rokoukan and National score Characteristics of interactions with children with special needs

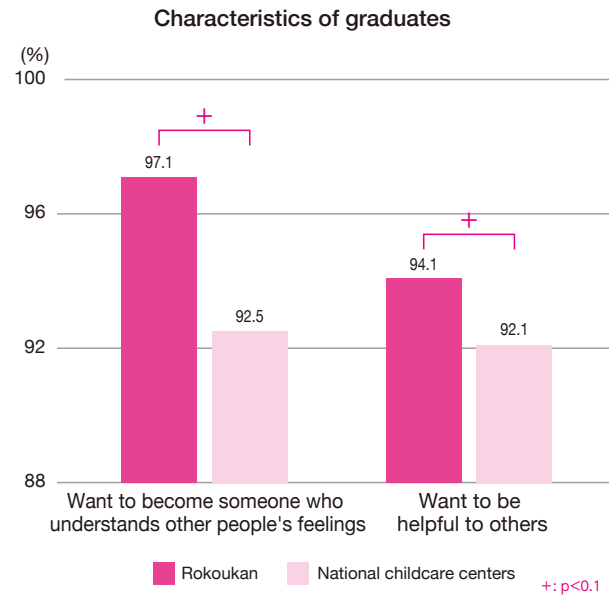


Figure 12 The results of comparing between Rokoukan and National score Characteristics of graduates

The effects of Co-Creative inclusive childcare last a lifetime, even after graduation. To examine the long-term effects, we studied the development of children after they graduated. Graduates of Rokoukan were found to have a higher percentage of responses such as “I want to become someone who understands other people’s feelings” and “I want to be helpful to others” compared to the national average. This demonstrates that Co-Creative inclusive childcare leads to higher levels of prosocial behavior and social role awareness even after graduation.

Co-Creative inclusive childcare shares the value of Co-Creative Wellbeing and supports parents. This is especially reassuring for parents of children with disabilities or those who have concerns. Parents raising children together with professionals, the community and also solving problems together no matter what challenges they face is the greatest charm in Co-Creative inclusive childcare.

Section 3 Tips for Achieving Co-Creative Wellbeing

1. Valuing yourself

(1) To Believe in Growth

In early childhood education, there are inevitably children who face difficulties and struggle with their environment. While experiences in early childhood are crucial for the development of a sense of self-worth and non-cognitive abilities, it is a fact that some children lack the sense of valuing themselves due to less favorable environments.

However, it is never too late to cultivate a sense of valuing oneself. It is a mistake for childcare professionals and those around them to label children who struggle to value themselves as having “low self-esteem” or similar. Non-cognitive abilities and social skills are believed to continue developing throughout one’s life. It is important to believe that it is possible to nurture a sense of valuing oneself even from now on.

(2) To Express Your True Self

The sensitivity to value oneself develops within relationships where one can express their thoughts to others and feel understood. Are we holding back ourselves, worrying about how others might react? While it might make things smoother in superficial relationships, if we truly value ourselves, it’s important to sometimes express our genuine feelings, our true selves, even if it means conflicting opinions.

(3) To Value Positive Feedback

In gatherings of diverse individuals, clashes of opinions are inevitable when everyone strives to be their authentic selves. But is that necessarily a bad thing? Upon reflection, conflicting opinions often lead us to discover perspectives we hadn't considered and admirable qualities in others that we lack ourselves.

By giving each other feedback that appreciates the admirable qualities and areas where the other person excels, we should nurture the sensitivity to value ourselves as we develop mutual respect.

(4) To Set Close Ones as Goals

Children sometimes mimic adults' behaviors. You might find students at school trying to act like their teachers.

In groups composed of children of different ages, younger ones often look up to and set goals based on older peers who are more familiar to them. They learn about valuing themselves from the behaviors of older peers who treat themselves with care.

By being in such an environment, even if initially one may feel reliant on others due to disabilities, as they grow older, they will come to feel that they want to support others as a leader, rather than just seeking help themselves.

2. Enjoying Differences**(1) Do not do Judgments Based on Personal Experience**

Do childcare professionals sometimes judge children based solely on a single aspect, saying things like "because they have a disability" or "because they're three years old," without truly understanding the child? Children themselves don't approach others with such predetermined notions. That's why it's important to not view differences with a sense of "something to be fixed or corrected," but rather accept them as natural variations, embracing each other as unique individuals.

It's often we adults who struggle to appreciate differences. Let's take a moment to reflect on ourselves.

(2) Do Not Jump to Conclusions Based on Limited Information

Some people may form opinions about others based solely on a single encounter. When the initial impression is negative, it's easy for people to stick with that perception. However, let's pause and think for a moment. How much do we truly know about the other person? There are likely many aspects we have yet to discover. By showing interest and taking a closer look, we may uncover many admirable and remarkable qualities in the other person.

(3) To Face Troubles alone bravely

In any interaction with others, it's natural for various troubles to arise. In such moments, do we find ourselves wishing for someone else to come and solve the problem? Whether it's children expecting adults to solve their problems or employees expecting their supervisors to do so, are we not sometimes assigning responsibility for troubles to others?

Troubles within interactions with others arise precisely because these interactions involve people with different perspectives. The responsibility for addressing troubles lies not with someone in a position of authority but with each member of the community. Let's face troubles as participants, devising solutions together. Through this process, we'll likely make various discoveries. Even if the trouble itself isn't resolved, through these discoveries, we should come to realize that differences with others are not problems to be avoided but rather essential elements for our growth.

3. Believing in the Power of the Group**(1) Being Part of a Trustworthy Group is Essential**

To trust a group, it's important to first recognize oneself as a member of that group. This sense of belonging can also be referred to as a sense of affiliation. Affiliation is something that's difficult to feel alone; it's only when there's a group willing to accept you that you truly feel part of it.

As a member of the community, are you demonstrating an attitude of acceptance towards newcomers and those who are different from you? As we change, so too will the consciousness of those who once felt isolated within the community.

(2) Cultivating the Desire to Become a Leader in the Future

While I mentioned setting close ones as goals, three-year-olds become four-year-olds over the course of a year, and

then five-year-olds over another year. They may aspire to become leaders among the five-year-old and want to become leaders themselves, but becoming a leader overnight is not feasible. Within a group of diverse individuals, they'll experience a change in their position over time and learn what's necessary to become a leader.

This is an important lesson that they won't learn among peers of the same age.

(3) The Role of a Facilitator

In any community, there are always people in positions of leadership. Whether they are childcare professionals at a childcare center, teachers at schools, or supervisors in the workplace, there are individuals who hold positions of respect and authority. Even in communities where leadership may seem to rotate, such as neighborhood associations, there will always be individuals who have experienced leadership roles within the organization or who are respected for their seniority.

Rather than taking on the role of instructing or guiding, those in positions of leadership should play the role of facilitators within the community. It's important to encourage dialogue among members and to listen to the opinions of others. To realize a better community, it's necessary for each member to contribute their opinions and express their individuality, rather than simply following someone else.

4. The Synergistic Effects of Co-Creative Wellbeing

(1) The Influence of Children's Behavior on Childcare professionals and Parents

In childcare centers, the community of children influences the community of childcare professionals, and vice versa. The same applies in reverse. Co-Creative Wellbeing within one community spreads to nearby communities.

As children grow together and create Wellbeing, it also affects the relationships between childcare professionals. Inspired by the behavior of children, childcare professionals may question whether their approach to childcare is sufficient. They become more aware of the challenges within their community.

This influence extends not only to groups of childcare professionals but also to relationships between parents. As children experience daily challenges and growth, discussions between parents increasingly include topics about other children.

When parents realize that their children are growing within the community of children, they naturally engage in more conversations with each other. Through conversations about parenting challenges, a community of parents is formed, where they can discuss personal struggles beyond just parenting, including work and friendships.

Children are the future of society, and both childcare professionals and parents belong to various communities outside of childcare centers, such as families and local communities. Co-Creative Wellbeing, as a human endeavor, spreads and expands in all directions, from the present community to future communities.

(2) The First Step of Co-Creative Wellbeing Begins with Oneself

For managers who wish to achieve Co-Creative Wellbeing within their company, as well as for childcare professionals beyond childcare education, start by fostering Co-Creative within the community of managers themselves and strive for Wellbeing. This will inevitably spread to the entire workforce.

For those striving for Co-Creative Wellbeing in their local community, start by aiming for Wellbeing within the staff community. This will undoubtedly spread to the wider community.

The path to Co-Creative Wellbeing is built step by step, starting with what we can do and Co-create.

It's about believing in the potential for small acts of Wellbeing to spread and grow, reaching further and further into the future. Taking this step is something we can do right now.

The author is a member of a social welfare corporation community. Those directly involved in childcare and support include childcare professionals who live alongside children in need of welfare services.

However, the goal of our activities is not only to improve the lives of children and service users but also **to achieve the Co-Creative Wellbeing in a community where everyone can live together**. We hope to overlap and collaborate with those working towards Co-Creative Wellbeing in other areas, fostering a larger sense of Wellbeing together.

Co-Creative Wellbeing Case Study of Co-Creating and Enjoying Childcare Together

Section 1

Co-Creative Skills and Co-Creative Communities

1. About Evidence-based Childcare, Empowerment Skills for Childcare Professionals

An environment for the future of children is an environment that empowers child development draws out the child's strengths and nurtures the child's growth (Anme, 2019). Protecting the "future full of hope for children" is the desire of all those involved in childcare, and it is the role of society. With the aim of creating a society in which all people can realize their dreams, and to improve the quality of childcare, the Evidence-based Childcare, Empowerment Skills for Childcare Professionals is committed to research and practice. Professionals, researchers, and practitioners who are interested in the realization of wellbeing for children, families, and all the people, are sharing and Co-Creative of wisdom.

The three main activities of the Evidence-based Childcare, Empowerment Skills for Childcare Professionals are: 1. holding training sessions and science cafes (Mirai Empowerment Café), 2. developing and disseminating evidence-based support tools to support children's healthy growth, and 3. empowering children's ability to grow and the ability of caregivers to raise their children, based on follow-up research on children's development (Picture 1-3).

In this chapter, we will introduce the skills to support professionals and researchers which is based on research and practical efforts since 1998 and consider the innovations and tips for community building that realize Co-Creative Wellbeing.

2. Co-Creative skills born from partnership: 5 tools to use in support

In 1998, a national survey was conducted in collaboration with the National Federation of Nighttime Daycare Centers and researchers who wished to clarify the effects of nighttime and extended hours of daycare on children and improve the quality of care. The results of the study, which examined what influences children's development, their involvement in childcare practices and the childcare environment at their home, showed that when children use high-quality childcare, it is not the length of time they spend at the daycare center but the quality of their involvement at home, such as the opportunity to eat with their families and whether caregiver has somebody to talk to about childcare, and the support caregivers receive influences the child's development (Tanaka et al., 2012). The Japanese data showed that, even for a short period of time, the high-quality of the relationship between children and caregivers, and high-quality childcare and support for caregivers lead to children's healthy development. The research results were from Co-Creative of professionals throughout Japan who are involved in the practice of childcare, research professionals, and children and caregivers. This research is continuing to the present day, more than 100 daycare centers, and kindergartens throughout Japan have participated.

The study also examines the effects of using childcare services, including support for caregivers. In a study comparing a group that used high quality childcare services with a group that did not use such services, we focused on the parenting behavior of caregivers of children under three years old and found a tendency of the behavior of child slapping improves one year later when they were using childcare services. And it has been shown that through improving parenting behavior of caregivers, it leads to healthier development of children (Amme et al., 2016). The provision of childcare is not merely care for children, but also supports the social activities of people who are active in society while raising children, and in that meaning it is related to national socioeconomic policies, furthermore it

nurtures the next generation which will carry the future and has a significant effect on the revitalization of society as a whole. Research on childcare and the application of the results to practice will enhance the power of society as a whole, and social significance is high.

The **five evidence-based tools** were developed to accumulate findings from these ongoing surveys as scientific evidence and to support childcare by professionals (Evidence-based Childcare, Empowerment Skills for Childcare Professionals, 2022).

The five evidence-based tools are used to understand the state of children's development, evaluate the childcare environment and childcare environment at home and utilize this information to support childcare professional and caregivers. The five evidence-based tools are (1) Child Development Scales, (2) Index of Childcare Environment, (3) Index of Center-Based Childcare Environment, (4) Checklist for Children with Difficulties, and (5) Social Skill Scale.

The Child Development Scales checks motor development, social development, vocabulary development, etc. from six domains to ascertain the child's developmental status. The Index of Childcare Environment asks caregivers about their child-rearing situation at home, and links this to support caregivers and child-rearing. The Index of Center-Based Childcare Environment evaluates the environment of childcare center, such as the content of childcare, and the management of childcare center, which makes children grow up in a healthy and enriched environment. The Checklist for Children with Difficulties is a tool that focuses on the child's own sense of trouble, lightens the sense of trouble, and results in empowerment of the child, the caregiver, and the professional.

Social Skill which are fostered in daily life which include playing, are viewed from the three aspects of assertion, self-control, and cooperation, these are attracting worldwide attention as one of the non-cognitive skills. Social Skill Scale is designed to assess children's social skills, such as telling their own feelings, understanding the feelings of others, and behaving in accordance with the situation, by observing children at childcare center. We support a child's ability to live with others by utilizing his or her strengths.

3. Approaches to implementing Co-Creative Wellbeing

Evidence-based Childcare, Empowerment Skills for Childcare Professionals developed an evidence-based tools from the findings of the research study. Furthermore, we worked on visualization of the results and created a mechanism that leads to nurturing each other. As a mechanism that leads to empowerment, we are working on a mechanism to utilize the tool from both the hardware (utilization of the web) and software (holding training sessions, writing textbooks). The following three perspectives will be introduced as key points.

(1) Creating and visualizing scientific evidence from the field

Creating scientific evidence from the field of practice means using survey research to collect data on the voices of children, caregivers, and professionals to identify factors that lead to the healthy development of children and the healthy parenting of caregivers, and to link the practical knowledge possessed by professionals to scientific findings using survey research methods. Particularly, visualization of the results of survey research leads to ease of understanding and motivation to apply the results to practice.

For example, in terms of social skills, assertion, which is the act of expressing one's feelings and asserting one's will to others, such as "expresses happiness when someone does something for him/her", is developed before self-control, which is the act of behaving according to the situation, such as "Does not interrupt another's speech", and cooperation, such as "Bring cheer to friends who look lonely". Protecting opportunities to develop during infancy leads to the development of self-control and cooperation later in life (Fig1. Development of Social Skills). The ability to communicate one's feelings to others, to understand

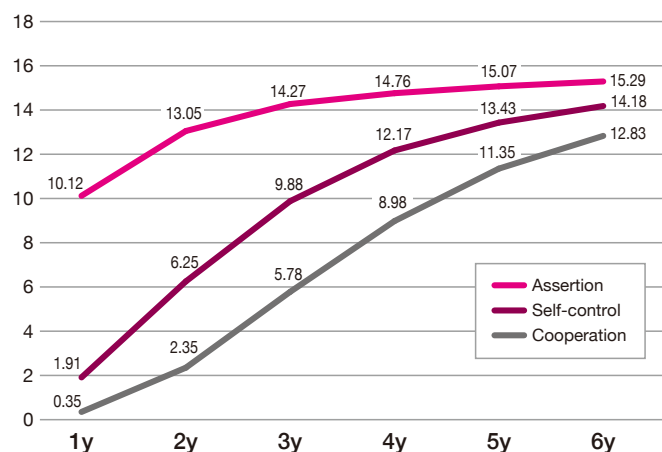


Figure 1 Development of social skill (Tomisaki, 2013)

the feelings of others, and to adapt one’s behavior to situations does not develop overnight, but is nurtured through experience interacting with caregivers, friends, childcare professionals and other people close to them.

By using these tools, childcare professionals can learn the characteristics of each child, recognize children’s needs, and provide support to them timely. Furthermore, they can learn the characteristics of the class and the childcare center, which can be used to provide appropriate support and confirm the results.

(2) Involving the parties

The parties involved here include childcare professionals as well as children and caregivers. Childcare professionals who are familiar with children’s daily situations, Childcare professionals who are familiar with children’s daily situations, using evidence-based tools, lead to the utilization of children’s own abilities and sense of support. We have been working on both the hardware and software aspects of creating a system to utilize the tools as a mechanism that leads to empowerment. Furthermore, we have always emphasized the importance of utilizing the tools together with the people involved.

In childcare practice, ICT technology is being used to reduce workloads and allow people to direct more of their time and activities toward improving the quality of childcare. Evidence-based Childcare, Empowerment Skills for Childcare Professionals has also developed an Internet-based childcare support system (Child care supporting system on the web) to visualize the quality of childcare and support childcare practice (Fig2. Child care supporting system on the web).

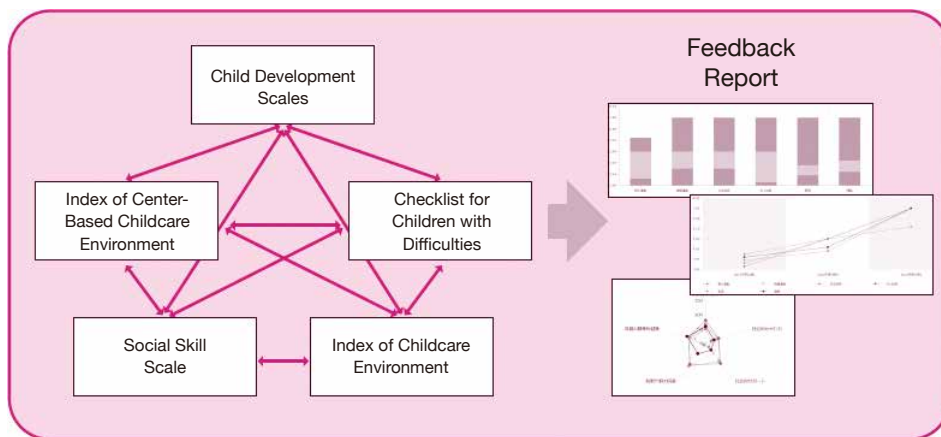


Figure 2 Child Care supporting system on web
Reference: Advanced lecture on Childcare Professionals Society, Society for Research on Child Care, 2022 P37

With the development of the Child Care supporting system on web, five evidence-based tools can be used on the web, and when a child’s situation is answered at the childcare center, the results are immediately shown in a graph. This makes it easier and more convenient to make support plans, sharing information with caregivers, and sharing information among other professionals.

For example, the Social Skill Scale displays a graph showing the average score by age for each childcare center and the national average score, indicating that social skills are growing every year. In addition, the characteristics of each childcare center can be easily seen and shared among staff members, such as the development of “cooperation,” which is a strength of the childcare center compared to the national average. By visualizing the results, we have heard comments from childcare center using the web system such as, “It makes it easier for us to think about initiatives that matches the characteristics of our childcare center and to check the results together” (Figure 6-3: Example of visualization).

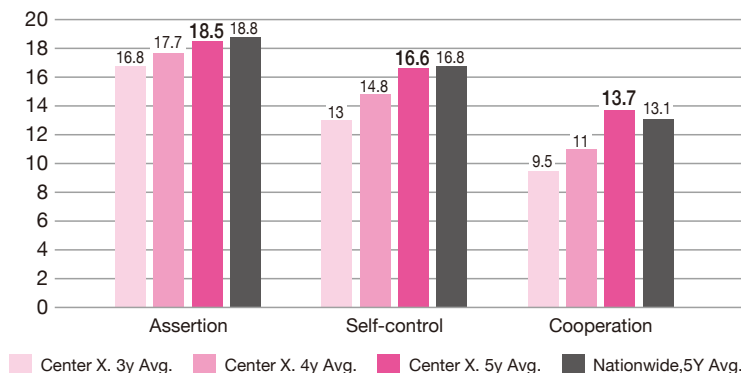


Figure 3 Examples of visualization

(3) Continue to work together to empower each other

The tools we made and the systems we developed are available to everyone. Making them better as we use them, leads to growing together and drawing strength from each other. We are engaging in a variety of activities to empower each other.

For example, we regularly update (revise) the web system we have developed, incorporating feedback from childcare professionals who actually use the system.

In addition, as a software effort, the members of the Evidence-based Childcare, Empowerment Skills for Childcare Professionals are taking the lead in creating textbooks that explain in detail how to utilize the tools, and in planning and holding workshops on a regular basis. The textbooks have been revised through discussions between researchers involved in the development of evidence-based tools and childcare professionals who actually use the evidence-based tools. “Techniques of Evidence-Based Childcare Practice (National Federation of Nighttime Daycare Centers. 2006)” compiled in 2006 to “the Basic edition of the Childcare Power Up Lecture” in 2007 and “the Practical edition of the Childcare Power Up Lecture” in 2022.

Based on questions and opinions received at our annual training sessions, we have revised the text in adapting to the times. Furthermore, while presenting scientific evidence we have aimed to make it easy to understand for both the childcare professionals and the students who will become childcare professionals. By enriching the text with case examples, we have made it easier to imagine practical situations.

In order to share the path to Co-Creative Wellbeing with all concerned parties, we organized using the Empowerment Support Design and Evaluation Design (Anme, 2004). This may lead us to help caregivers and make them enjoy child-rearing (Figure 6-4 and 6-5).

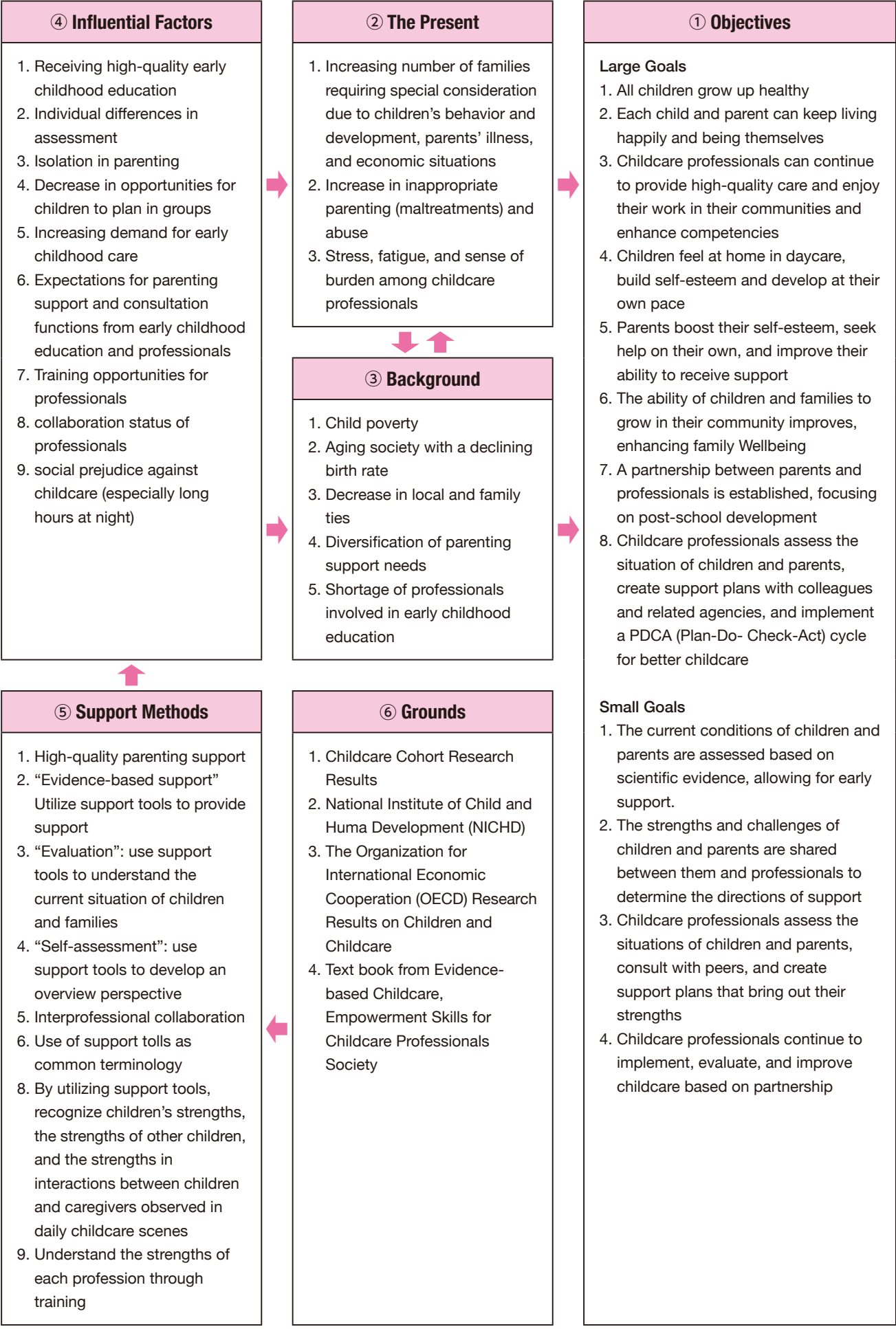


Figure 4 Support Design for Empowering Children, Parents, and Caregivers Based on Co-Creative Wellbeing

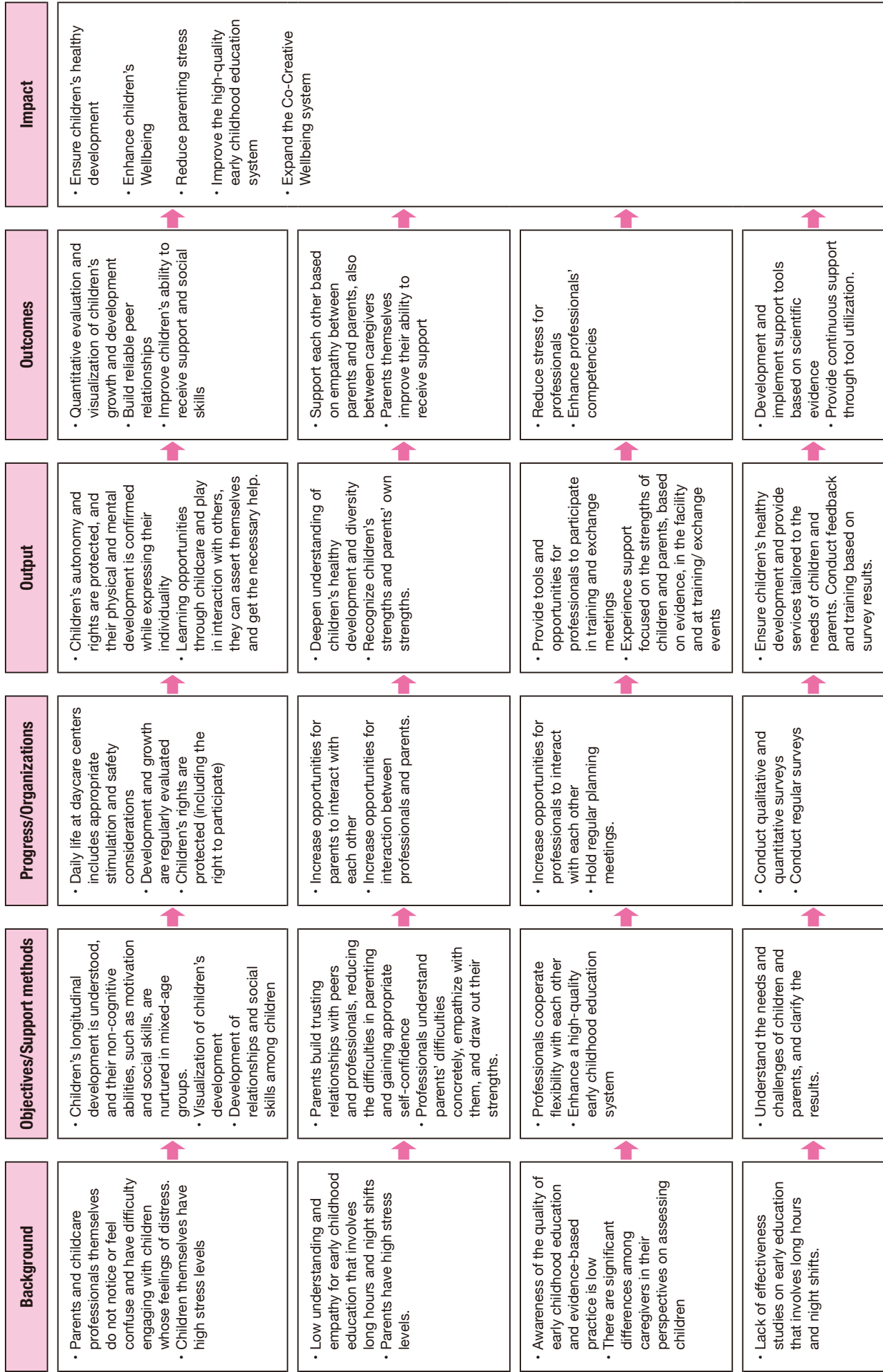


Figure 5 Evaluation Design for Empowering Children, Parents, and Caregivers Based on Co-Creative Wellbeing

1. Effects on quality of engagement and children's social competence

The national and local governments are taking various policy measures to address the growing need for childcare, such as eliminating children on the waiting list for childcare centers and childcare and child education subsidies. On the other hand, the importance of ensuring that all children have access to high-quality childcare services has not yet been adequately discussed and addressed, despite many concerns, their remains an issue for the future.

The quality of childcare is not limited to the involvement of children in childcare centers, but also to the support provided to caregivers through the provision of childcare. Based on 18 years of follow-up research, we have confirmed that high quality childcare supports children's development and nurtures caregivers' parenting skills. We will introduce one of our findings, (1) the long-term effects of quality of involvement on children's social competence and (2) the effects of using high-quality childcare.

Here, we define "quality of involvement" as the daily involvement of the caregiver and the presence of someone to help the caregiver. "Quality of involvement" includes such things as singing songs, reading books, praising their child and not hitting the child, having support from a partner, interacting with friends.. Having someone to consult someone to consult about their child.

(1) Effects of quality of involvement on children's social competence

Child study was conducted as a cohort study designed to identify "factors influencing the cognitive-behavioral development of Japanese children." It was conducted to ascertain the effects of genetic and environmental factors on the future behavior of children, taking into account the factor of time.

Our team followed more than 400 parents and their children from 4 months old to 42 months old, specifically looking at the relationship between involvement at 18 months old and social competence at 42 months.

The questionnaire asked about their daily interactions whether they actually engage in thoughtful interactions with their children, such as praising them at the age of 18 months.

Social skills at 42 months old were measured and data were collected on children's behavior observed during parent-child interaction; behavior in which the child attempts to communicate his or her feelings and thoughts to the caregiver (autonomy), ability to relate well to the caregiver's involvement (responsiveness and empathy), and their ability to control themselves depending on the situation (motor regulation and emotional regulation). We conducted a gender-adjusted correlation analysis on 174 pairs who were followed up to 42 months.

The results showed that the behavior of asking for eye contact from the caregiver to the child at 18 months was significantly associated with autonomy at 42 months ($r = 0.17$, $p < 0.05$). In addition, there was a significant association between caregiver not yelling at the child at 18 months and autonomy at 42 months ($r = 0.18$, $p < 0.05$), caregiver responding to the child's in a soft voice with kind words at 18 months and emotional regulation at 42 months ($r = 0.15$, $p < 0.05$), caregiver praising the child for his/her efforts at least once at 18 months and motor regulation at 42 months ($r = 0.19$, $p < 0.05$), caregiver's explanation of the task tool at 18 months and motor regulation at 42 months ($r = 0.16$, $p < 0.05$), even after controlling for gender.

In other words, the following specific behaviors were shown to be associated with children's development of social skills: caregivers seeking for eye contact with the child, not yelling, and taking care of the child considering feelings and need, praising the child's efforts, explaining in words of the tools they use, such as building blocks, and responding softly when the child speaks to them (Table 6-1,6-2).

In addition, not only an observation of parent-child interaction in the laboratory, but also we conducted a questionnaire survey to understand the daily involvement of caregivers with their children at home. From the questionnaire, we confirmed the relationship between daily caregiver involvement at home and the children's development of social skills.

The results showed that having an opportunity to read books to their child at 18 months tended to be associated with motor regulation at 42 months ($r = 0.18$, $p < 0.05$), and if their spouse, partner, or other care giver help with the

Table 1 Correlations between relationship between children and caregivers at 18 months and social skills at 42 months

Item	Social Skill (42M)		
	Autonomy	Motor Regulation	Emotional Regulation
Parenting behavior (18M)			
Keep eye-contact	0.17*	-0.04	-0.07
Verbally praise to child	0.03	0.19*	0.08
Respond with kind words	0.09	0.13	0.15*
Do not yell	0.18*	0.08	0.06
Explain the properties of tools	-0.01	0.16*	0.06

*: p<0.05

Table 6-2 Correlations between daily involvement at home at 18 months and social skills at 42 months

Item	Social Skill (42M)		
	Autonomy	Motor Regulation	Emotional Regulation
Daily involvement (18M)			
Reading book with child	0.11	0.18*	-0.06
Parenting support from partner	0.17*	0.05	0.05
Going to park with child	-0.04	0.03	0.18*

*: p<0.05

childcare at 18 months tended to be associated with empathy at 42 months ($r = 0.17, p < 0.05$). Furthermore, having an opportunity to go to a park with their child at 18 months tended to be associated with emotional regulation ($r = 0.18, p < 0.05$) at 42 months. In other words, the following specific behaviors were shown to be associated with children’s development of social skills: read books together, go to a park, and childcare support. These involvement in daily life with their children were important (Figure8).

The results point in the same direction, which is the quality of the caregiver’s involvement with the child influences the development of social competence. From the perspective of childcare professionals, the results of this research indicate that it is important for childcare professionals to empower caregivers so that they can have a good involvement in daily life. Their caregivers’ interactive behavior nurtures children’s social development indicates the significance.

(2) Effectiveness of using a high-quality childcare

Support from partners and friends is said informal support, using childcare center and receiving care from childcare professionals is a formal support. Here, we will introduce a study comparing the effects of using childcare center and those of raising children at home, furthermore a study on the effects of using childcare center.

Prior research has indicated that social environments such as employment and factors such as “a sense of loss of control (a feeling that the child’s condition is out of one’s control)” over the child increase caregiver stress (Murakami, 2005). There are concerns about the sense of burden and difficulty in raising children while working.

On the other hand, it has also been found that the more support from partners, childcare professionals, and friends, lower the “sense of burden” in child-rearing, and having support from spouses also reduces “anxiety about how to raise children” (Aramaki, 2008). Our study also confirmed a tendency for mothers to be less stressed 3 years later when they have the cooperation of their partners in child rearing (Iijima, 2022), these indicate that spousal cooperation in child rearing is related to stress in the caregivers.

We have already mentioned that daily involvement and support for caregivers affect the development of children’s social skills, but in order to examine the effects of childcare, it is necessary to examine the differences in involvement with children between caregivers using childcare center because of working and those who are raising children at home.

In fact, a comparison of the two showed that caregivers who use childcare center had less inappropriate behavior such as slapping their children compared to caregivers who raise their children at home (Figure 6).

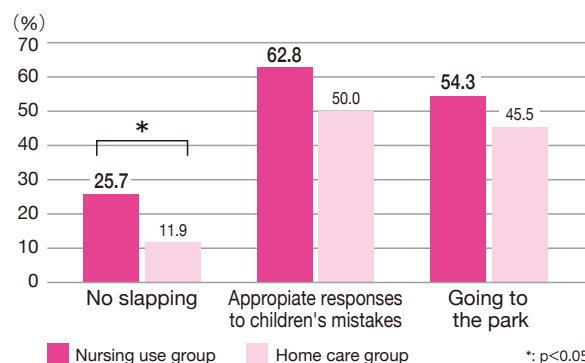


Figure 6 comparison between caregivers using high-quality childcare and caregivers who raise their children at home

A follow-up study of changes in caregivers who started to use childcare center showed that many caregivers who had been inappropriately involved with their children improved after one year.

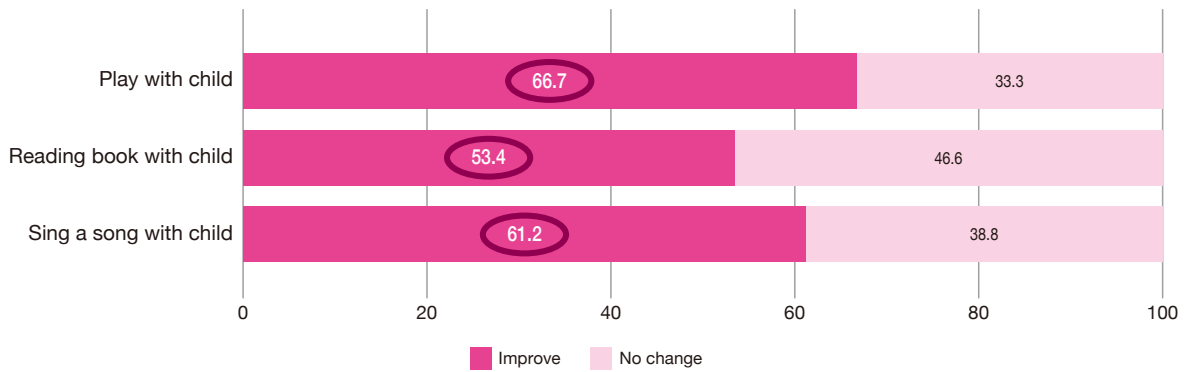


Figure 7 Changes in the involvement of caregivers using high-quality childcare

Caregivers who were less involved like playing with their children, reading books to them, and singing songs together, improved in involving one year later to 66.7%, 53.4%, and 61.2% (Figure10).

Particularly, 61.4% of caregivers who reported “slapping” stopped slapping after one year (Figure11).

And more than half of the caregivers who reported they have no one to talk to about childcare had somebody to talk, and more than half of the caregivers who reported they lack confidence in raising children had improved after one year.

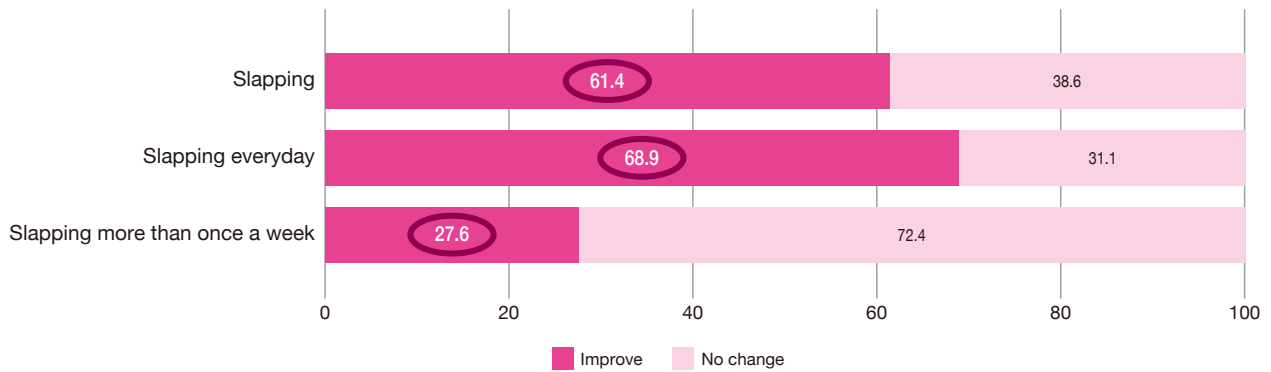


Figure 8 Improvement of caregiver slapping through using childcare center

We also examined factors that change caregivers’ “slapping” behavior (Figure 9). The results indicated that improvements in “more opportunities to talk about children with a spouse,” “opportunities to read books to children,” “opportunities to sing songs together,” and “opportunities to go to the park” were associated with not slapping.

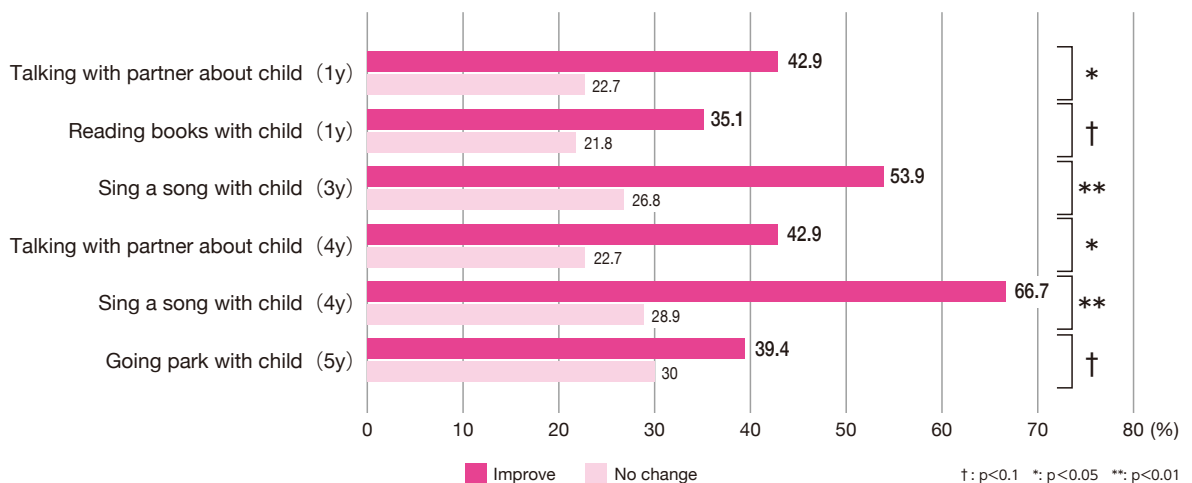


Figure 9 Factors that alter caregivers’ “slapping” behavior

In other words, we found out that “high-quality childcare” enhances the “involvement” in home. The circumstances of families raising children are varied and changes constantly, and the needs for childcare are also diverse. This is why the “quality of childcare” and “quality of involvement,” is becoming increasingly important.

These research findings indicate that the partnership between childcare professionals and caregivers has a positive effect in the quality of time spent at home, which is the foundation on which children grow up.

2. Involvement in early childhood and effects on school-age children and adolescents

(1) Relationship between involvement in infancy and social adjustment in school-age children

A follow-up study was conducted to examine the effects of caregivers’ involvement with their children during infancy on the children’s development in school-age. Let’s look in the results of our analysis using data from a national survey that followed children who used childcare center, and data from a survey that followed all residents, including children and caregivers, in a certain region.

The data analysis of the national survey used a database of children and caregivers in childcare center, with over 50,000 cases from 1999-2016, and used statistical analysis (univariate and multivariate logistic regression analysis) to examine the impact of social involvement on the social adjustment of children after graduating childcare center one year.

A survey of residents living in a certain region similarly examined how social engagement during infancy influences social adjustment during school age, using approximately 1,000 data from 2000-2017. Data for this study, we delivered questionnaires to eligible families and asking them to respond in 2000, 2003, 2006, 2009, 2011, 2014, and 2017.

In this study, social involvement was defined as the social involvement item of the Index of Child Care Environment (Anme), and children’s using childcare center social adaptation was scored using the Social Skills Scale (Shinohara et al.). Statistical analysis was performed for each, with scores sorted in order to lower 25th percentile value as risk.

Social adjustment in school-age was scored by using the Strengths and Difficulties Questionnaire (SDQ), and statistical analysis was conducted with the lower 25th percentile value as risk.

The results of multivariate logistic regression analysis, in which social involvement in infancy was entered as an explanatory variable, subsequent social adjustment as an objective variable, and target attributes as adjustment variables, indicated a 2.6 times higher risk one year later when the child had poor opportunities to go shopping with their caregivers. The risk in school-age pro-sociality was 3.8 times higher when there were fewer opportunities to interact with meet with friends or relatives who had children of the same age, 1.4 times higher risk when there were fewer opportunities to go shopping with caregivers, and 2.7 times higher risk when there were fewer opportunities to go to the park with caregivers, indicating an increased stress in school-age children (Figure 10).

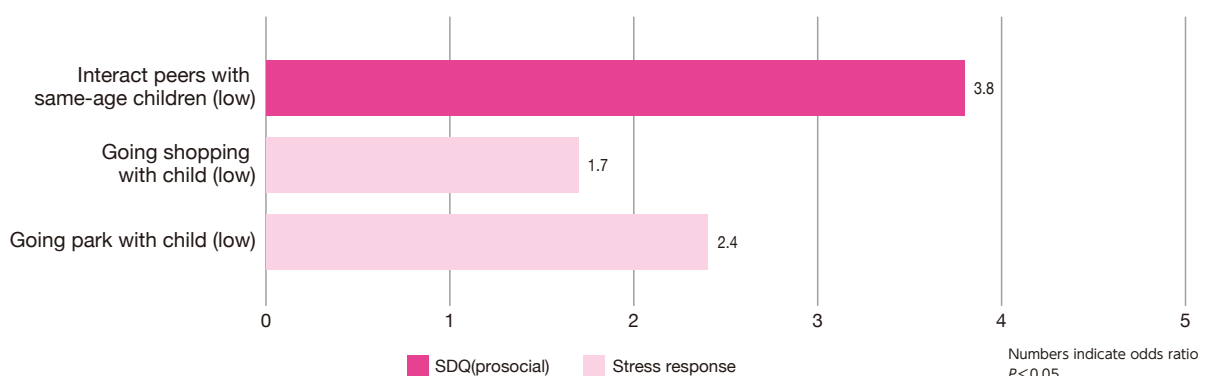


Figure 10 Factors Affecting Social Adjustment in School-Age Children

Thus, the results of two 18-year periods of survey data examining the effects of early childhood involvement on social adjustment in school-age children indicate that good social involvement in infancy may reduce the risk of social adjustment in children at school-age.

For example, creating places where people of all ages can go out and interact with others safely, and trying to create

a social environment that takes diversity into account for everyone together can lead to early support and prevention of maltreatment in fostering children. This may develop social adjustment in children.

In fact, experienced professionals are providing counseling to children and caregivers who are having problems such as truancy, and there are places for children after-school. Many efforts to support children and their caregivers are not only during infancy but also school-age children. These are being made by local governments, local welfare facilities, companies, and private NPOs.

At childcare center, there have been many situations in which caregivers and children themselves have consulted about problems such as mental and physical illness or truancy from graduate children. These are based on the relationship between the child, family, and community that was fostered during the child using childcare center. From these experiences some projects emerged, such as project-based education that emphasizes nature experience and aims to promote children's assertion and family wellbeing.

Examples of connections between schools and the resources that local communities have, like mechanisms that provide enriching experiences for children, foster children's sense of self-esteem, and support caregivers' sense of difficulty in working and raising children, are gradually spreading throughout the community. The involvement of senior citizens living in the community with diverse skills, experiences, and great personalities, as well as people from different cultural backgrounds, can create a place for the next generation of children. These places may open up youths' future, which may create a community where the next generation of parents can be active while raising their children.

Research using a life course approach, which has a developmental perspective over people's lifetime, is useful. Research that tracks changes in people's physical and mental health, development, and wellbeing from pre-birth through infancy, school-age, and adolescence, examines the factors that contribute to changes, these provides various clues to guide our activities.

Through research, to examine the interaction between the environment in infancy and long-term social adaptation and health, we expect leading to the construction of highly effective community child-rearing support systems.

(2) Effects of high quality nighttime childcare

The following study is a result of how nighttime childcare center affects to children's daily feelings after they graduate from childcare center. The results of the study showed that what affected the children's daily feeling even after graduating childcare center was not the time of childcare center use, but the quality of involvement at home and whether caregiver have somebody to talk to about childcare (Figure 6-11).

When caregivers had nobody to talk to about childcare during the early childhood, when the children's get in the school-age, 8.4 times more likely to report that they were "somehow worried" in their daily feelings. Furthermore, when caregivers lacked opportunities to sing songs with their child together during infancy, children were more likely to experience feelings of anger and difficulty concentrating on things, such as "Annoying" "cannot work too hard," and "wanting to throw out my anger at someone." When caregivers lack opportunities to read book to their children during infancy, children were more likely to report depressive feelings such as "Loneliness" and have difficulty concentrating such as "I can't work too hard" during school age. Supporting the quality of daily interactions during infancy may support children's healthy development into school age and beyond.

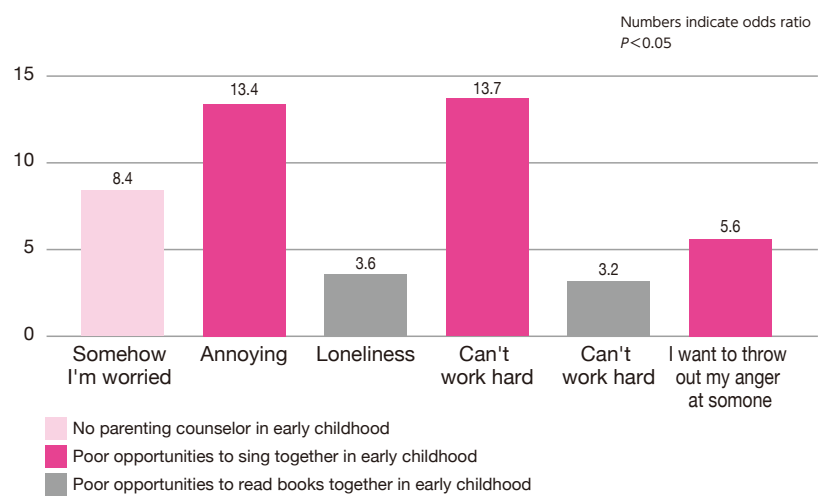


Figure 11 Early Childhood Factors in early childhood effecting School-Age Children's daily feeling

The school-age children's responses regarding their feelings of "grumpiness and anger" were divided into two groups using 50% tile values to examine the influencing factors. The results showed that when the children had not been "slapping" in early childhood and when they "talk frequently with their family" at school-age, had lower responses of "grumpiness and anger" (Figure 12).

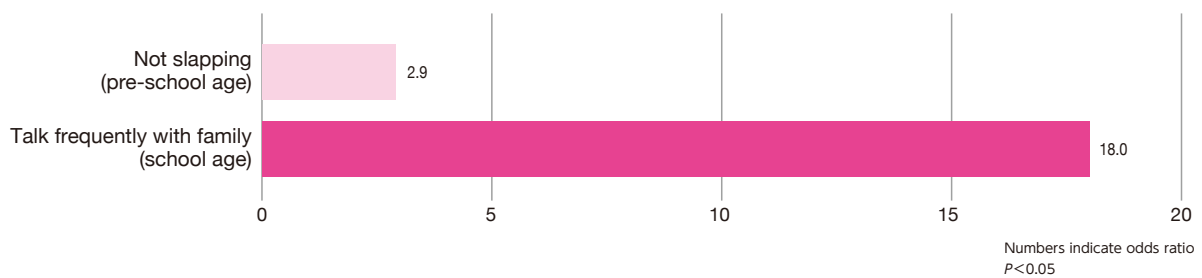


Figure 12 The factor affect grumpiness and anger in school-age

Studies that have followed children's long periods have shown that "quality of childcare" is about to taking care of caregiver's difficulties and have a safe environment to the child, regardless of the length of time of use of childcare center. Furthermore, the use of high-quality childcare brings out the strengths of the child and the family.

Furthermore, these studies show that "high quality childcare," which caregivers involvement improves, ensures the "daily growth" and their "healthy growth."

At a time when the need for childcare is increasing and free early childhood education is being discussed, we need ideas and initiatives to universalize the system for providing high quality childcare. The wisdom and power of the childcare professionals must be used in society to support child and caregiver. These will make rich future of our children.

3. Effect of the efforts of Evidence-based Childcare, Empowerment Skills for Childcare Professionals

As expectations for diverse childcare that supports children and caregivers increase, disparities in both content and quality are of great concern not only to caregivers but also to childcare professionals. The Evidence-based Childcare, Empowerment Skills for Childcare Professionals, which began to improve the quality of childcare over long hours at night, conducted a survey and research to consider what kind of system would lead to a continuous and universal system for improving the quality of childcare.

We would like to introduce our research, which has qualitatively organized our past experiences and clarified the essential points in developing high-quality nighttime childcare and the direction for the dissemination of high-quality childcare. In particular, we would like to contribute a universal system to improve the quality of nighttime childcare that guarantees the healthy development of children, in response to the current situation in society where there is a large disparity in nighttime childcare, ranging from baby hotels to licensed childcare centers.

In 2009, a focus group interview survey was conducted with 10 childcare professionals involved in childcare center during the nighttime, and the results obtained were organized qualitatively. Focus group interviews are a research method in which small groups of people with certain commonalities are formed and each group are interviewed using group dynamics.

This method takes a format that encourages group dialogue by having the interviewer speak freely to the participants, and these are often conducted for one to two hours. The group dynamics and interactions that are created only in a group setting are utilized, and the "real voices" of the other members stimulate discussion among the participants, allowing a wider range of opinions and ideas to be gathered in a relatively short period of time than would be possible with just one person.

The survey was organized qualitatively through group interviews lasting approximately 1.5 hours, with participants' opinions narrowed down to two main points: what is essential for the development of quality childcare including nighttime, and what is needed for the spread of quality childcare education.

In fact, the results of the discussion, based on the real voices of the childcare professionals, were obtained from two areas: “Individuals” and “Environment”.

The essential aspects of “individual” which means what individual staff most valued in involvement included “guaranteeing safety, security, and hygiene,” “play and education,” “stabilizing the child’s own emotion,” “providing support services that reflect local characteristics,” “understanding individual support needs,” “understanding and supporting the parent-child relationship,” and “family Wellbeing perspectives”.

In terms of guaranteeing safety, security, and hygiene, it was said “the current level is the minimum and must not be lowered”. Furthermore, that it is essential that safety, security, and hygiene is a foundation, and that the quality of childcare is built on top of this.

It was also emphasized the need for all professionals to have the concept that “education is part of childcare and leads to learning in elementary school,” the necessity for daily childcare to be developed on this basis, and the need to be involved so that the child’s own emotional stability can be maintained.

As for the “ providing support services that reflect local characteristics,” it was mentioned that there are local differences in support needs, and that “understanding and supporting the parent-child relationship,” is important. Such as support for foreign caregivers and the families with rapidly changing circumstances, these situation makes professionals themselves to learn about local status, and to strengthen caregivers and children themselves.

In this context, it is essential to “accept parents as they are,” “children cannot be happy unless their parents are happy,” and “support the independence of children and families,” from “ family Wellbeing perspectives”. This perspective supporting the healthy happiness not only of children but also the entire family, is based on the experience of childcare professionals who had supported children and families for many years (see table 3).

The essential aspects of “Environment,” which means the environment of supporting involvement in childcare, included “improving expertise in childcare,” “maintaining quality standards in childcare,” “building a backup system in case of emergency,” “securing and developing human resources,” “providing evidence for nighttime childcare,” and “collaborating with the community and society” were discussed.

It is well known that even infants and toddlers recognize the childcare center as “outside” and show a different face from that of their home, as seen in the example of “eating vegetables with other children at the childcare center when they would never eat them at home. On the other hand, due to the nature of nighttime childcare center, children spend a lot of time at the childcare center, and it is difficult for them to maintain an “outside” face, so they naturally have more opportunities to show their true face.

Table 3 Needs for the Development and Dissemination of High-Quality Night-Time Childcare and Education (Real voices from the professionals)

Individual

Category	Important Items	Category	Important Items
Guaranteeing safety, security, and hygiene	We must not let the current standards fall any lower. It is a problem when baby hotels are dirty and cannot ensure children's safety, or when they fail to protect children's basic rights. Safety, security, and hygiene must be comprehensively improved first, and only then can the quality of childcare be enhanced.	Improving expertise in childcare	Children spend long hours at daycare, they show their true selves, the need to understand family situations for proper childcare, requiring different expertise and responsiveness than during the day.
Play and education	Education is embedded within childcare. We aim to ensure that children play thoroughly and learn to think for themselves, our approach connects to their learning beyond elementary school, etc.	Maintaining quality standards in childcare	Lowering standards further through deregulation raises concerns about maintaining safety, creating an environment where people end up working longer hours automatically, leading to accumulated fatigue. Costs necessary for daycare life, the sense of burden on childcare workers, maintaining the standards of childcare quality, balancing the best interests of children with the interests of parents, creating a daycare that satisfies both working staff and families.
Stabilizing the child's own emotion	A place where children can show their true selves, feel comfortable, live calmly leads to emotional stability. It's important to provide an environment where children can spend long hours together like siblings.	Building a backup system in case of emergency	There is no backup system for emergencies during weekends and nights. At night, the government offices are closed, so we cannot seek guidance. Challenge is how to handle situations when there is an accident involving parents or other issues that require picking up the children.
Providing support services that reflect local characteristics	Regional differences in support needs, identifying support that doesn't become excessive, single-parent families, families with specific circumstances, families of foreign nationality, families experiencing rapid changes in their situation, etc.	Human resource recruitment and development	Increasing the number of childcare workers. The standards for staffing at daycare centers cannot be the same for day and night. Prejudice against childcare workers employed at night-time daycare centers (including prejudice from the parents of the childcare workers). a system to support and evaluate the growth of staff.
Understanding and supporting the parent-child relationship	Parents are the main players in child-rearing and we are their support, finding ways to create time for parents and children, how to work after children start school, relationships with supervisors, creating safe spaces for children, empowering both children and parents.	Providing evidence for nighttime childcare	Survey on the needs for baby hotel usage, academic research, impact on children's development afterwards, and the effects and outcomes of childcare.
Family Wellbeing perspectives	Children cannot be happy unless their parents are happy, support the independence of children and families, accepts parents as they are.	Collaborating with the community and society	Promoting mutual understanding, reducing prejudice against night-time childcare, bridging recognition gaps, fostering mutual understanding with parents and society, recognizing night-time daycare in the community as a premise for mutual assistance, sharing common experiences of night-time childcare, providing after-school spaces, and utilizing existing resources (such as childcare support workers and concierges).

The need to be involved after understanding the family situation, such as children are under high stress due to their home situation, and the situation that requires a different level of responsiveness than during the daytime, made it essential to improve the environment and support for the childcare professional.

In addition, as the need for childcare increases and various deregulations are implemented to expand the amount of care accepted, including requirements for staff and the physical environment, it is necessary to maintain a standard that can protect safety, including reducing the burden on the childcare professionals who are the bearers of care.

Furthermore, the reality that childcare is provided on holidays and during the nighttime makes it necessary to

establish a backup system for communicating with local authorities in case of emergencies and responding to accidents and other emergencies. The characteristics of nighttime childcare make it difficult to provide adequate care with the same staffing which is standards of daycare. And there are concerns that prejudice against professionals working in nighttime childcare center, the caregivers and children who use the nighttime childcare center, these are hindering the recruitment of human resources. The needs for a system to support and evaluate staff development. The need to provide evidence for nighttime childcare. Finally, the need to collaborate with the local community and society were discussed.

Thus, the needs for the development and dissemination of high-quality nighttime childcare were examined qualitatively from the real voices of childcare professionals whom had many experiences. The results of the study revealed what is needed to develop quality childcare for children and families with diverse needs. First, an understanding of individual support needs, including the relationship between children and caregivers. At the same time, the qualitative research study showed the importance of supporting professionals involved in childcare center management, as well as Co-creating wellbeing initiatives that promote understanding and collaboration with the community and society.

The real voices of the childcare professionals involved in this research are utilized in the academic research and professional support undertaken by the Evidence-based Childcare, Empowerment Skills for Childcare Professionals. With regard to care for nighttime childcare, we have thoughts and means-based techniques based on the essence of child and caregiver support that have been cultivated through our efforts over the years. In order to provide quality childcare education to all children and caregivers who need it, our members share knowledge and skills, learn from and support each other, and continue to work toward further evolution.

The vision of creating a universal system to improve the quality of childcare during nighttime has led to the activities of the Evidence-based Childcare, Empowerment Skills for Childcare Professionals, such as improving the skills of childcare professionals to empower children and families, providing interactive training to support childcare supporters, and creating a community of learning and support for each other. Putting children in the center, and nurture children's healthy development are not limited to childcare but are connected to activities that bring happiness to people of all generations living in the community.

The results of research and the activities of the study group can be used in cooperation with others issues that are related. For example, the local efforts to mitigate disasters, and community revitalization through the power of multi-generational exchange. Not limited to childcare, the participation of a diverse range of people is expected to provide a positive stimulus to each other and contribute to improving the quality of childcare for all children and realizing Co-created wellbeing.

Section 3 Tips for Achieving Co-Creative Wellbeing

1. Listen to the child's voice

The UN Committee on the Rights of the Child, adopted in 2005, states that "respect for the views and feelings of the young child" is essential to the realization of everyone's wellbeing. Childcare professionals know that even infants express their feelings of comfort or discomfort through their cries and smiles, and this is an important part of daily childcare. For childcare professionals to listen to the child's voice and value the child's perspective will protect the child's dignity. Through the accumulation of experiences in which the child feels that he or she is respected and valued, will foster a sense of self-affirmation and lead to the valuing of both oneself and others.

Listening to the child's voice and noticing the thoughts behind the child's behavior will lead to child-centered care.

2. Recognizing differences, enhancing ability to receive help, and increasing power together.

We live in a world where people differ in, what they like, what they don't like, what they eat, what they wear, what they play, etc., and the family forms, the language they primarily speak, culture and values also vary. Knowing and

respecting the various differences helps us to value ourselves and others.

Receptivity is the readiness and skills to ask for and receive help. In disaster, it has become known after the Great East Japan Earthquake so that the affected area needs to accept the support of volunteers. Among the empowerment support tools of the Evidence-based Childcare, Empowerment Skills for Childcare Professionals, there are referring to the power of receiving help, such as telling feelings to others and helping others.

When children, caregivers, and professionals recognize each other's differences and increase their ability to ask for help when they need it, they also increase their ability to reach out for help when asked for it. The relationships that are not one-sided but mutually influential, such as between children, between caregivers, and between children and adults, these relationship respecting differences and join toward the future which is aspire to, will lead to the Creative of relationships that draw strength from each other. Childcare professionals themselves being empowered and empowering each other will lead to the provision of high-quality childcare, which will lead to empowerment caregivers and children, and is the key to achieving Co-created wellbeing.

3. Create a better community working interprofessional based on evidence.

Scientific evidence is the fruit of Co-Creative, which comes from examining facts in practice in a scientifically valid way. Utilizing empowerment support tools and having scientific evidence on our side is also about gaining a common language that can be understood by multiple professions. By aligning the scientific evidence with the childcare which we have valued, we will be able to explain the rationale of our support to other professions and government officials.

The network supporting the wellbeing of children and caregivers includes not only childcare professionals but also people from the community. Knowing each person's role and what they can do, and collaborating with multiple professionals will lead to support child and caregiver centered on.

Nor does it need to be limited to support for children and caregivers. When the circle of collaboration expands to include local professionals of all ages, corporation initiatives, NPOs, and resident leaders, these will lead to build better community.

4. Synergistic effects of Co-creating wellbeing

The Evidence-based Childcare, Empowerment Skills for Childcare Professionals believes that everyone is born with wonderful powers and that they can demonstrate their wonderful powers throughout their lives.

Our members, who have diverse backgrounds and experiences, not limited to childcare, but also include supporters of special needs and professionals of community health promotion, bring together their concerns and thoughts from their fields of practice and work together to find solutions. Co-creating wellbeing, which is thinking of ourselves, others, and the environment working together to create ways to approach solutions, can transform the worries and fatigue that arise from daily care into joy and vitality of improving our skills to move toward a better future.

We would like to continue to expand our circle to realize Co-created wellbeing, by giving each other dreams and hopes, encouraging each other, and bringing forth and manifesting the wonderful, power of life that people have interactions with each other.

We are always looking forward to your participation in our study groups. We look forward to working together with you.

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Participatory Community Development Co-Creative Wellbeing Case Study

Section 1

Co-Creative Skills and Co-Creative Communities

1. Background

With the rapid decline in birthrates and aging of society and changes in social structure, the role of the community in supporting the health of its residents is becoming increasingly important. The Ministry of Health, Labour and Welfare (MHLW) is promoting the establishment of a comprehensive community care system to realize the involvement of the elderly in maintaining their dignity and supporting independent living, so that they can continue to live their own lives to the end of their lives in their familiar neighborhoods as long as possible. The local government itself is required to create a community-based comprehensive care system based on local autonomy and independence, and in accordance with the characteristics of the community.

Tobishima Village in Aichi Prefecture has been conducting a cohort study for multi-generational community empowerment for 30 years since 1991, aiming to create a community where all residents share the joy of living together. Based on evidence from long-term follow-up surveys, residents, government, practice, and research have worked together to realize residents' Wellbeing longevity.

This section introduces the “Creative, dissemination, and effectiveness verification of original exercises” from among these efforts. This initiative is an ongoing effort to create and disseminate original exercises, mainly by local volunteers, as a community-wide health promotion program involving multiple generations, with the aim of realizing healthy longevity for all residents.

2. Outline of the Project

1. Objectives

The results of this project are organized into major goals, subgoals, time of achievement, and evaluation methods for the time of achievement.

The major goals were defined as “healthy longevity for all residents,” “resident-oriented health promotion,” and “Creative and dissemination of exercises,” while the minor goals were defined as “raising health awareness of each resident,” “residents taking an interest in health,” “resident-oriented activities,” “residents and professionals working together,” and “residents influencing other residents. In addition, the achievement period was set in two phases: “up to Creative: from conception to one year” and “dissemination: from Creative to continuation (verified every one year). The evaluation method for the achievement period was based on quantitative and qualitative surveys, with the focus on “changes in awareness,” “changes in habits,” “changes in health status,” and “changes in relationships with others,” assuming that various changes would occur through the Creative of the gymnastics program.

2. The present

The three presents are “lack of experience in proactive approaches,” “lack of ideas for health promotion,” and “decrease in opportunities for multi-generational interaction,” in light of the impact of the weakening of ties.

3. Background

The backgrounds are “healthy longevity,” “party-oriented,” “multigenerational exchange,” and “Creative, dissemination, and verification of effectiveness.

4. Influencing factors

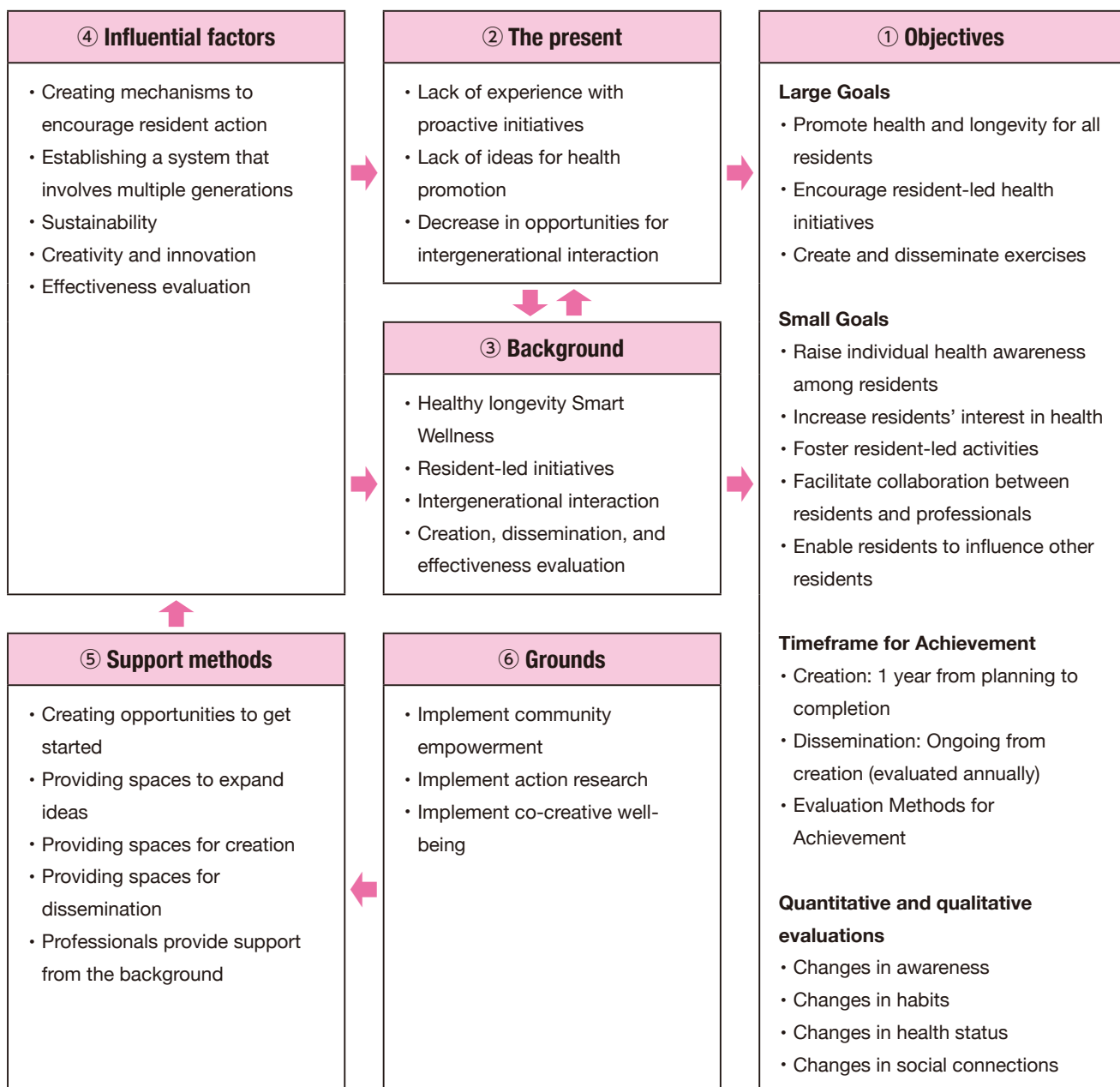
Influencing factors were defined as “creating an incentive for residents to take action,” “system to involve multiple generations,” “sustainability,” “creativity,” and “verification of effectiveness,” from the Creative of the system to the final verification of effectiveness.

5. Support methods

The Support methods were to provide an environment for continuous efforts, starting with “creating opportunities,” followed by “providing a place to expand ideas,” “providing a place to create,” and “providing a place to disseminate,” with an awareness that “professionals will provide logistical support.

6. Grounds

The three rationales were “utilization of community empowerment,” “utilization of action research,” and “utilization of Co-Creative Wellbeing.



Creating Exercises for Promoting Residents' Health

3. Techniques, procedures, and ideas created as Co-Creative skills

The Creative of mechanisms that allow residents to be proactively involved in the realization of their own health development as a party has brought about changes in residents' health awareness. From Creative to dissemination, continuous activities are possible while utilizing empowerment skills and Co-Creative Wellbeing skills. The awareness of always acquiring their own health by themselves has created a positive cycle in which they feel the need to collaborate with others and receive feedback for what they have been able to implement.

4. Mechanisms, organization, culture, etc. created as a Co-Creative community

By creating a mechanism to “create by ourselves,” forming an organization to “create leaders among residents” led by municipal sports promotion committee members and dietary habit improvement promotion staff, and incorporating the activity into local events as a popularization activity rooted in residents' daily lives, the activity will gradually become a part of the daily life of residents. It will be possible to integrate them into the culture of the municipality.

5. Case Studies

1. What is Kirari-Tobishima Nobi Nobi Exercise?

The “ Kirari-Tobishima Nobi Nobi Exercise “ were created as a mechanism to promote intergenerational exchange and improve the health of residents in order to realize a “healthy longevity village,” which is one of the priority issues of the “Second Health- Tobishima 21 Second Plan. The exercises are designed to provide everyone, from children to the elderly, with a healthy and enjoyable way to exercise while feeling a sense of hometown.

The appeal points of Kirari-Tobishima Nobi Nobi Exercise are: “created mainly by sports promotion committee members and diet improvement promotion staff,” “residents' votes decided exercise movements, titles, and lyrics,” and “there are basic (standing) and seated versions, which can be enjoyed together by everyone from children to elderly people.

2. Creative

The Creative of the project began with the initiative of a dietary improvement promoter who is engaged in volunteer activities in the municipality. This activity involved a sports promoter, who is also engaged in volunteer activities, and became the core of the residents' leadership (Photo #1).

As a “mechanism,” as many residents as possible participated in the Creative process, and through their involvement in the Creative process, the gymnastics program was positioned as something irreplaceable for the residents and the community. It was important for the residents to take the initiative from the Creative of the gymnastics plan to the decision-making process.

Specifically, the resident leaders created eight types and five patterns of exercises, held a “gymnastics selection meeting,” and created a basic version through a vote by the residents.

Resident voting boxes were set up at selection meetings and public institutions, and residents were asked to submit phrases they would like to incorporate into the exercise. Resident leaders carefully picked up, integrated, and combined their voices to complete the melody. The completed exercises were performed at a municipal sports festival, where they were experienced together with the residents, leading to their popularization.

Through the Creative activities, the resident leaders themselves became empowered and were able to empathize with their fellow leaders. The project has also developed with residents expressing a desire to develop it into an elderly version and a children's version. Through these efforts, the professionals have been influenced and moved by the enthusiasm of the residents to move forward.



Picture 1 Planning and facilitation by volunteer resident leaders

3. Dissemination

We conducted dissemination activities that were rooted in the lives of local residents and those that were mediated (Picture 2).

In the activities rooted in the daily lives of residents, we created opportunities to perform the exercises at local festivals, at community cleanups and gatherings of senior citizens' clubs, and at daycare centers (kindergartens), elementary schools, and junior high schools.

In the promotion activities utilizing the media, we created a music box version of the exercises and used the music in the morning announcements, used it as background music in stores and facilities, and created opportunities for people to hear the exercises on a daily basis, created DVDs of oral exercises for the elderly and incorporated them into care prevention projects, and created PR videos of the exercises with the participation and implementation of local residents and uploaded them to YouTube. We also created a PR video of the exercises with the participation of local residents and uploaded it to YouTube.



Picture 2 Multigenerational Co-Creative of Wellbeing at a Municipal Sports Festival

4. Effectiveness verification (quantitative and qualitative)

To evaluate the promotion activities, we conducted a questionnaire survey of all residents and interview surveys of gymnastics participants and resident leaders involved in Creative and promotion, and based on the analysis results, we decided to develop further activities led by resident leaders.

Questionnaire Survey

We asked all residents, from children to the elderly, about their awareness of Kirari-Tobishima Nobi Nobi Exercise and how often they do it. 3314 residents responded. The level of awareness of the exercises (Figure 1) was 62.7%, with more than half of the residents indicating that they were aware of the exercises. However, the rate of implementation differed by age group (Figure 2). While the children's generation tended to participate once a week to once every 2.3 months, more than 60% of adults and the elderly had never practiced gymnastics, indicating that the issue is to promote gymnastics among those who do not participate in local government events and senior citizens' clubs.

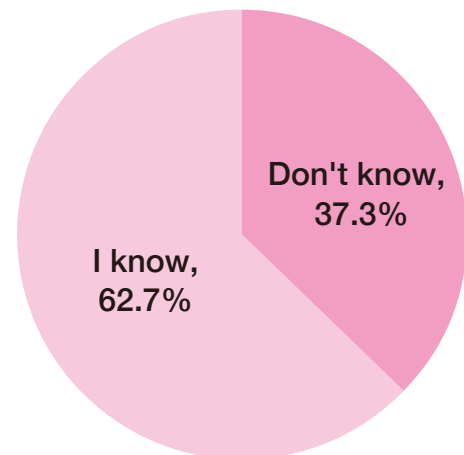


Figure 1 Awareness of Gymnastics

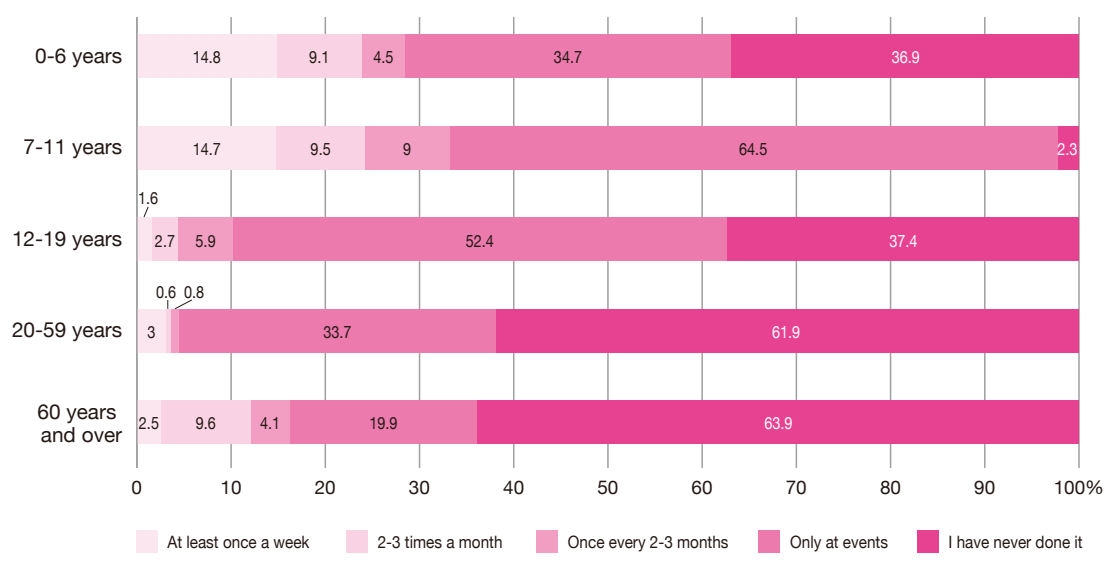


Figure 2 Frequency of Gymnastics

Interview Survey

In order to develop future gymnastics promotion activities, we used a qualitative survey of residents and volunteer leaders involved in the implementation of gymnastics. Focus group interviews were used as the survey method to reflect the real voices of the respondents fully. The survey was conducted over a three-year period in 2015, 2016, and 2017. Each group was asked about their impressions of participating in the exercises and their ideas for promoting Kirari Tobishima Nobi Nobi Exercise. For the analysis of the content of the statements, a verbatim transcript was made from the IC recorder recordings, and a qualitative content analysis was conducted by extracting important items and classifying them into important categories.

The changes (key words) and live voices of each year's statements are shown in Tables 1-4.

(1) Impressions of participating in the exercises

Table 1 Impressions of Kirari-Tobishima Nobi Nobi Gymnastics (general participants)

Many participants expressed their pleasure at the enjoyment and ease of doing the exercises and the sense of togetherness they experienced.

Important Categories Familiarity with gymnastics	Important item		
	2015	2016	2017
Realization of benefits	Fun Ease of Engagement Wide range of subjects	Fun Ease of Engagement Wide range of targets Local Attraction	Fun Ease of Engagement
Creative of opportunities for interaction	Realization of physical benefits Opportunities for gross physical activity	Realization of physical effects Mental Health Benefits	
Realization of popularization of gymnastics		Family Interaction Interaction among all residents	
Expectation of promotion to each generation		Establishment of the pretense	Realization of popularization among children's generation and senior citizens' clubs
Important Categories			Realization of increased awareness

2015

I enjoyed it.

I can do it for everyone from small children to the elderly.

I have not been able to do it before because of my physical condition, but I am glad to have a sitting position and I like it.

It made me feel warm all over.

I am glad that I can use my whole body more than in radio calisthenics.

2016

'It was fun, the songs are good, the DVDs are fun, I should keep doing them.'

It's not too hard, it's easy.

It's not difficult, it's easy, and everyone can do it.

'I really like that it incorporates local characteristics such as the rowing motion.

I started sweating, so I think it's effective.

"It stretches the body in many areas."

"It was refreshing."

It was good to see the children learning and teaching their parents.

It's good to have everyone together. It's more of an experience than last year.

It's good to get together and do it together, it was a great experience compared to last year.

2017

The exercises are easy and fun.

My grandson dances and is very familiar with it, even my 2-year-old can dance.

Both young children and the elderly move their bodies naturally.

The awareness of the program is increasing (I was told by an acquaintance that he/she had seen the YouTube video). “Awareness is low among people in their 20’s and 30’s. Children are great, but my generation feels a difference in temperature.

Table 2 Kirari-Tobishima Nobi Nobi Gymnastics (Comments by Resident Leaders)

As the gymnastics became more popular, they experienced a sense of accomplishment and increased their motivation for further activities.

Important Categories	Important item		
	2015	2016	2017
Familiarity with gymnastics	Fun	Fun Ease of Engagement Wide range of subjects	Fun Ease of engagement Attachment to gymnastics
Creative of opportunities for interaction	Interaction with all residents	Family Interaction Interaction among all residents	Realization of multi-generational exchange effects
Realization of popularization of gymnastics		A sense of the establishment of the pretense Sense of accomplishment and fulfillment in spreading gymnastics	Realization of popularization among children’s generation and senior citizens’ clubs Sense of increased awareness Sense of accomplishment and fulfillment in promoting gymnastics
Expectation of promotion to each generation		Need to promote to the middle-aged population	Need to promote to the middle-aged population

2015

I had a lot of fun.”

I saw the three generations doing gymnastics together, and I realized that “Tobishima is amazing! I realized that Tobishima is amazing!

2016

“I felt that many villagers knew the exercises.

I was impressed by the fact that so many villagers knew about the exercises.

I feel that awareness of the gymnastics is increasing.

2017

“Every year, the Tobishima Gymnastics Festival is held in Tobishima.

I am glad that more and more people are participating in Tobishima Gymnastics at the sports Festival every year.”

“I feel that our ties have become stronger, and our motivation for the activity has increased even more.”

Table 3 Ideas for Dissemination of Kirari-Tobishima Nobo Nobo Gymnastics (general participants)

In addition to the Creative of various versions and the provision of incentives, opinions on the development of the spread of the exercises changed concretely, including the need for collaboration with multiple organizations and institutions and the need to clearly state the purpose of the exercises and their effects.

Important Categories	Important item		
	2015	2016	2017
Gymnastics Version Enhancement	Age-appropriate versioning Ability-based versioning Improved music	Age-appropriate versioning Ability-based versioning Improved music	Age-appropriate versioning Ability-based versioning
Devising gymnastics promotion activities	Use of CDs, exercise guides, etc.	Use of DVDs and the Internet	Use of the Internet Advertisement and collaboration with other organizations Clarification of objectives and health benefits
Creative of gymnastics opportunities	Use in Educational Institutions Utilization for community events Creative of events	Use in Educational Institutions Utilization for community events Creative of events	Use in Educational Institutions Utilization for community events Creative of events
Continuation of efforts		Continued implementation at events Commitment from an early age	Continued implementation at events Commitment from an early age
Incentives	point system	point system	bonus

“We will spread the program to sports associations and other organizations.” “To increase awareness, we will visit companies and other organizations to conduct on-site exercises and distribute CDs and DVDs.”

“Communicate in an easy-to-understand manner; that’s what the exercises are for.”

Table 4 Ideas for spreading Kirari-Tobishima Nobi Nobi Exercise (Resident Leaders)

Important Categories	Important item		
	2015	2016	2017
Gymnastics Version Enhancement	Age-appropriate versioning Ability-based versioning Improved music	Age-appropriate versioning Ability-based versioning Improved music	Age-appropriate versioning Ability-based versioning Improved music
Devising gymnastics promotion activities	Use of CDs, exercise guides, etc.	Use of DVDs and the Internet	Utilization of the Internet
Creative of gymnastics opportunities	Use in Educational Institutions Utilization for community events Creative of events	Use in Educational Institutions Utilization for community events Creative of events	Use in Educational Institutions Utilization for community events Creative of events
Cooperation with multiple institutions		Collaboration with other organizations and committee members	Cooperation with other organizations and committee members Cooperation with government officials and others
Continuation of efforts		Continued implementation at events Commitment from an early age	Continued implementation at events Commitment from an early age

Many proactive opinions on specific initiatives, including the need for collaboration with multiple organizations and institutions, have been heard. I would like to increase the number of supporters and increase the number of people of all ages who cooperate with our promotional activities. If we can get these residents involved, I think we will be able to expand the scope of our activities.

We are working together with diet improvement promoters, sports promotion committee members, and lifelong learning promoters, and it would be good if we could further improve the coordination among them.

These are the changes in statements by group. Through the continuous activities to promote the original gymnastics, both general participants and local volunteers expressed their perspectives on specific activities to promote the gymnastics. Continued promotion of resident-centered gymnastics will continue to generate a sense of fulfillment and responsibility through role fulfillment, and local volunteers are expected to take on the role of connecting residents as a team. The FGI survey revealed the need for the use of local resources, media, event planning, and incentives for the future promotion of gymnastics. The FGI survey showed that the FGI may have promoted participation in gymnastics promotion activities by building a sympathetic network of community leaders, and by building relationships among them. Community empowerment involving residents is expected to be effective not only for health promotion among residents but also for intergenerational exchange, as it draws out the proactive efforts of resident leaders. In the future, it is expected that the circle of resident leaders will expand through the spread of gymnastics, and through enjoyment, the sense of unity will be further strengthened and multigenerational exchanges will be considered, leading to further relationships among residents and “community building.”

1. Effects of Co-Creative Wellbeing on social engagement

(1) Yearly changes in social involvement (Figure 3)

The “Social Relevance Index” was used to evaluate changes in social involvement. This index consists of 18 items in 5 domains: “independence in life (adaptation to social life),” “interest in society (e.g., subscribing to newspapers),” “involvement with others,” “familiar social participation,” and “sense of security in life. In accordance with the index criteria, the overall score (out of 18 points) was calculated for each item, with 0 points given for the least frequent item, “rarely,” and 1 point given for other items such as “yes,” “fairly often,” and “occasionally.”

The region-wide average score for social involvement of the elderly increased predominantly over the 20-year period from 1994 to 2014 (Watanabe 2017).

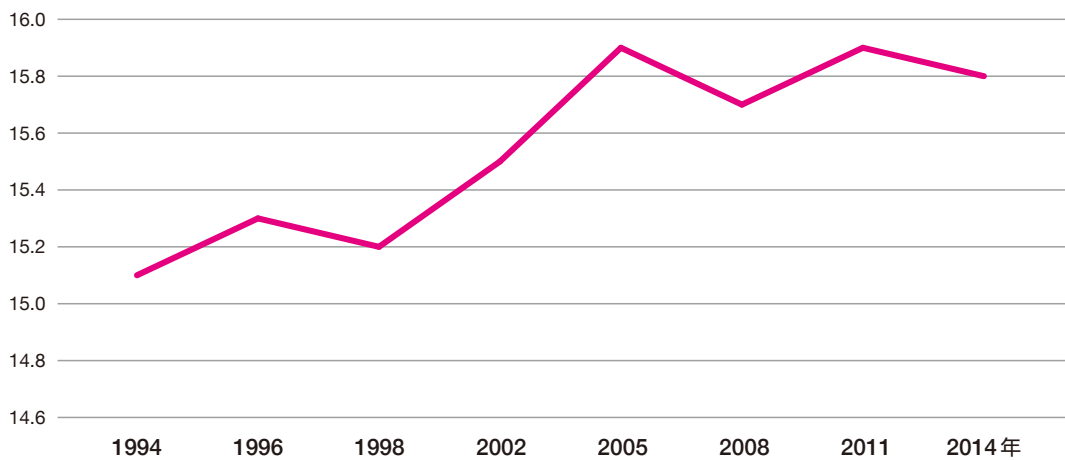


Figure 3 Yearly changes in social involvement

(2) Factors associated with maintaining social involvement (Figure 4)

The maintenance of social involvement was higher among users of municipal health-related facilities (over the three-year period from 2011 to 2014), with those who used municipal health promotion facilities 3.6 times more likely to maintain social involvement than non-users, and those who used health centers and community comprehensive support centers 6.7 times more likely to maintain social involvement than non-users. The results show that those who use health promotion facilities are 3.6 times more likely to maintain social relations than those who do not.

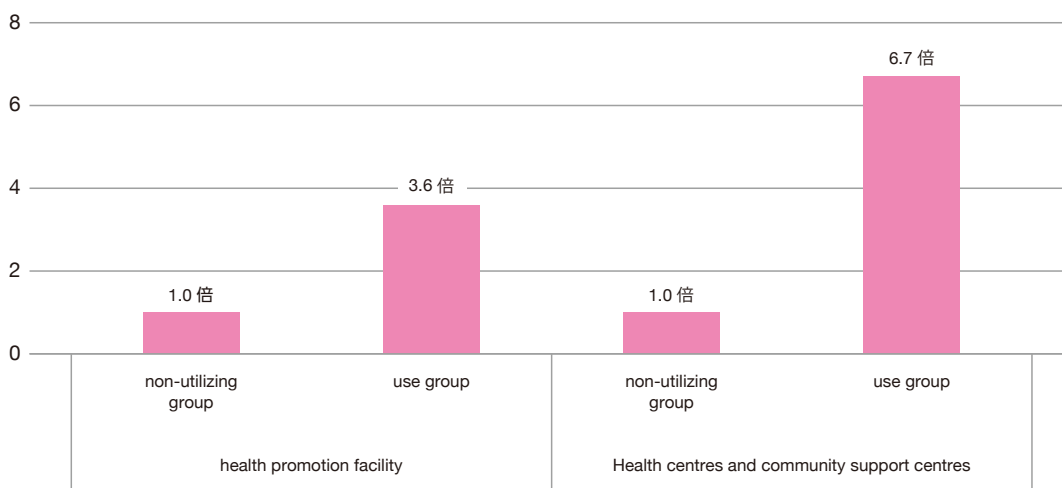


Figure 4 Factors Related to Maintaining Social Involvement

2. Effects of lifestyle enrichment through Co-Creative Wellbeing on independence in personal activities and sense of Wellbeing

(1) Relationship between lifestyle and independence in personal activities (Figure 5)

We examined the relationship between independence in personal activities and the status of daily life. The results showed that independence in personal movements was associated with the following: practicing Kirari-Tobishima Nobi Nobi Exercise, not being depressed, having hobbies and roles, having social roles, having club activities such as hobbies, having sports and other activities, and having an exercise habit. The results indicated that being proactive and active in one's daily life may have a positive influence on personal independence.

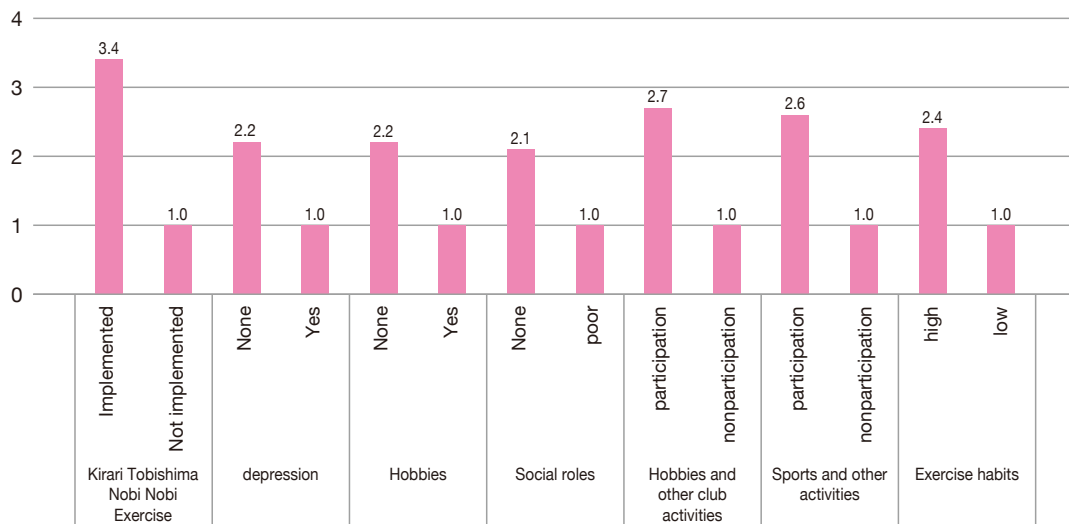


Figure 5 Relationship between lifestyle and independence in personal activities

(2) Relationship between lifestyle and sense of Wellbeing (Figure 6)

A sense of happiness was associated with Kirari-Tobishima Nobi Nobi Exercise, having a purpose in life, having roles and social stimulation, club activities, and participation in community events. We examined the relationship between feeling a sense of happiness and the situation in one's daily life. The results showed that a high sense of happiness was associated with having Kirari Tobishima Nobi Nobi Exercise, having a sense of purpose in life, having a social role, having intellectual proactivity (the ability to tackle new things), having club activities such as hobbies, and participating in festivals and events. The results indicated that being engaged in daily life with opportunities to interact with others may have an impact on the sense of Wellbeing.

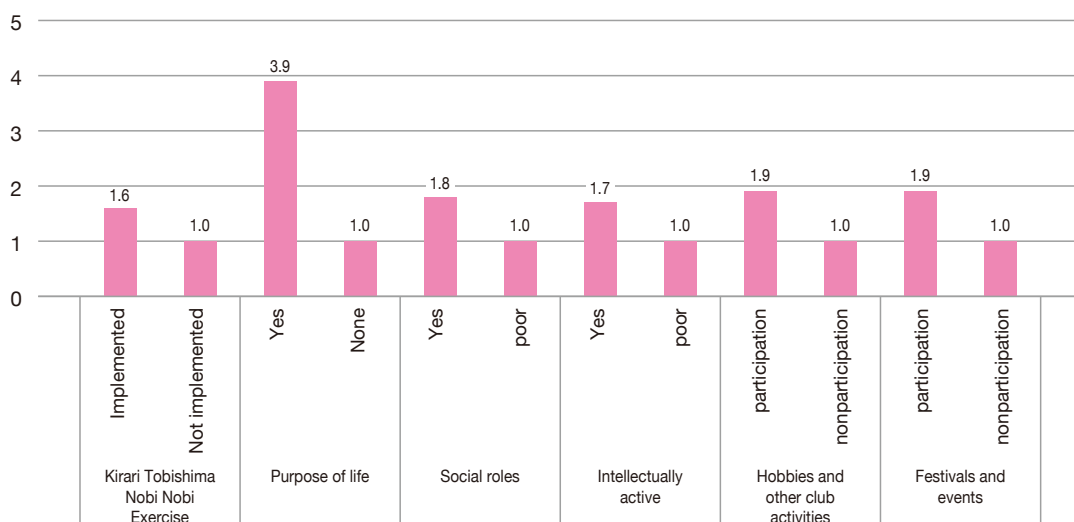


Figure 6 Relationship between lifestyle and happiness

1. Party-oriented

The activity was designed to be an activity in which residents think independently about their own health, take action, and create and disseminate ideas, so that they can share the joy of giving shape to their ideas while creating a mechanism to turn the ideas of the people involved into action. By setting challenges that are a little difficult for them, they have experienced the joy of overcoming and creating, which has increased their awareness of their own activities and their motivation to make them even better.

2. Community-wide health promotion involving multiple generations

Through the spread of our activities, we have been able to involve multiple generations and develop them into community-wide health promotion activities. This has increased the potential for the realization of health improvement and healthy longevity for all residents.

3. Sustainable activities: sustainable Wellbeing

The residents' ideas have enabled activities that are deeply rooted in their daily lives, and have become sustainable activities with continuity, not just event-based activities. While setting challenges, overcoming them, and sharing the enjoyment of being able to continue with others will lead to the Wellbeing of the people involved.

4. Evaluation perspective

It is important not only to implement the activities, but also to look back, re-evaluate, and correct the course of the activities. Frequent opportunities for feedback from others and visualization will help to make minor adjustments and ensure that the activities take root as sustainable activities.

Tobishima Original Gymnastics" is one of the mechanisms for community-wide health promotion that involves multiple generations. The residents of Tobishima have taken the initiative from its Creative to its popularization, and it continues to be popularized to this day. In the process of Creative and dissemination, activities are evaluated for further development, and awareness is expanded to the entire community. Through the continuation of resident-led gymnastics promotion activities, more and more residents have become familiar with gymnastics and feel a sense of unity, while the resident leaders have experienced a sense of accomplishment and have become more proactive and proactive.

The gymnastics activities have further strengthened the bonds between residents. In this way, it will become increasingly important to create a community where residents can nurture their connection with society. The continuation of the activities and clarification of the effects are expected to promote the spread of gymnastics and Co-Creative Wellbeing further.

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Creating Method to Bundling the Dreams: Co-Creative Wellbeing Case Study

Section 1

Co-Creative Skills and Co-Creative Communities

1. Background

The existence of the 2040 problems has come into focus in Japan, and various discussions and measures are being taken in response to the expected rapid decline in the population. The population of Japan, which peaked at 128.08 million in 2008, has begun to decline, is estimated to 112.84 million by 2040.

In rural areas in particular, the population is decline rapidly, and the decline of local communities is expected to continue. The greatest challenge for the management of social welfare corporations in the future will be the serious shortage of human resources as well as the decline in population. As labor force constraints increase due to the rapid decline in the working-age population, securing human resources to provide medical care, nursing care, welfare, and support for children and child rearing is a serious problem in practice.

According to the Ministry of Health, Labour and Welfare, the number of nursing care workers needed in the fiscal year (FY) in 2025. is estimated to be approximately 2.43 million, which is an increase of about 320,000 compared to FY2019. According to an estimate of the number of medical care workers, 10.65 million workers are expected to be needed in FY2040, and the number of medical care workers is expected to surpass the number of workers in the manufacturing industry by FY2030. The medical and long-term care field will be the most seriously affected by the shortage of human resources. The situation for serious human resources is already difficult, but it is expected to become even more serious.

2. Project Overview

Social Welfare Corporation Houkokuai was established in 1970 by Teruyoshi Akaba, a medical doctor. Starting with nursing homes for the elderly, it has established special nursing homes, nursery schools, medical care facilities for the physically handicapped, facilities for severely mentally and physically handicapped children, health care facilities for the elderly, and rehabilitation facilities for the mentally handicapped in Koga City (formerly Sowa Town and Sanwa Town) and Yuki City, located in western Ibaraki Prefecture, and currently has 480 employees.

The shortage of human resources is no exception at Houkokuai. In order to secure the human resources needed by welfare and long-term care facilities, which are considered labor-intensive industries. Houkokuai is focusing on hiring foreign workers by utilizing the EPA (Economic Partnership Agreement), technical training and other systems, in addition to hiring elderly and disabled workers.

3. Efforts to practice Co-Creative Wellbeing – dream flower workshop

Among human service workers, many cases have been reported in which people who has been working normally until now suddenly lose motivation, take a leave of absence, and eventually leave their jobs, as if they had burned out (Kubo 2007:54). The field of social welfare is no exception, and it has been reported that 30% of those involved in the care of the elderly are in a high state of burnout (Watanabe & Ishikawa 2012:17).

Therefore, in this chapter, Houkokuai introduces the practice of “Dream Blossom Workshop,” which realizes as Co-Creative Wellbeing based on Care that was created together.

1. Subject

Twenty-four employees of social welfare corporations with multiple functions such as welfare of children and persons with disabilities, welfare of elderly, and welfare of children within Houkoukai were targeted (see table 1).

Table1 Demographics of the Subjects

Gender	17 males and 7 females
Age group	2 in their 20s, 17 in their 30s, 4 in their 40s, 1 in his 50s
Position	Yes 14 No 16
Job Type	Social Worker 7, Office Worker 3, Care Worker 10, Nurse 1 Rehabilitation Occupations 1, Researcher 2
Affiliations	Disability Welfare 15, Elderly Welfare 6, Judicial Welfare 1, other 2

2. How the dream flower workshop was conducted

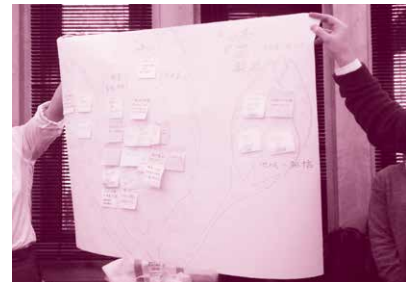
(1) Shared the Purposes and Philosophy

All the members shared the purpose and philosophy of the workshop. The object was set as “to become an irreplaceable social welfare corporation that can maximize the power of its current and future users, local residents, and professionals, including other institutions. We have set (1) Empowerment, (2) Inclusion, and (3) Innovation as the principles to realize this goal.



(2) Group composition and environment

We arranged five groups, each lasting six hours, for four days, in a quiet room, with five sheets of paper and a colored magic marker.



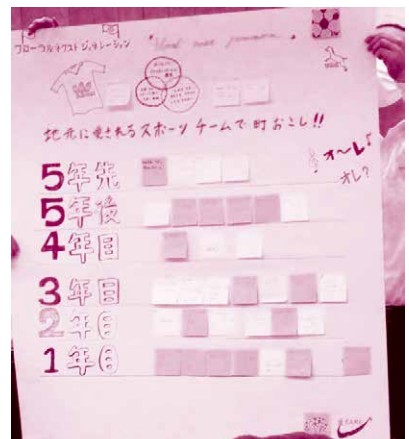
(3) Extraction of dream flower ideas

Dreams for the realization of the objectives were written on sticky notes, discussed among the members, and classified. The classified dream clusters were compared to flower petals, and dream flowers were drawn with magic pens on imitation papers.



(4) Identification of available resources

To realize our goal, we wrote currently available resources on sticky notes and organized them through discussion among the members. The organized available resources were represented as leaves, and leaves and stems were drawn with magic pens on imitation paper.



(5) Search for necessary resources

Members discussed and shared resources that were needed but not available. These wares then used as roots, and the roots were drawn with magic pens on imitation paper.

(6) Process design for realization

We have organized a roadmap of how we will procure and realize resources on an annual basis, with the goal of achieving this goal in five years.

(7) Create the visualization of the results

We visualized the completed results and created an easy-to-understand illustration that communicates the excellence to current and future users, local residents, and professionals, including other organizations.



3. Method of evaluation of effectiveness

After the workshop, a self-administered questionnaire was used to evaluate the effectiveness of the program.

The questionnaire items were developed with reference to Horino’s (1987) components of achievement motivation and other factors. Respondents were asked to answer the questions about “awareness” and “peer relations” before and after program implementation using a 7-point scale ranging from “very applicable (7points)” to “not applicable at all (1point)”. The data analysis for each variable was tested, and since the data did not follows a normal distribution, the mean and median were calculated and changes were tested using Wilcoxon’s rank sum test. A significance level of $p=0.05$ was adopted and SAS 9.3 was used for the analysis.

Regarding “peer relations,” scores were significantly higher after implementation for 15 of the 16 items, including “the atmosphere among is comfortable and easy to talk to, “with the exception of” the atmosphere among peers is pleasant” (see table 2). Regarding “awareness,” scores were significantly after implementation for 31 of the 33 items, including “activities are useful to society” and “activities are fun” (see table 3).

Table 2 Change in peer relationships before and after implementation

Items	Pre		Post		p
	Mean	Median	Mean	Median	
The atmosphere among the peers is friendly	4.74	5.00	5.83	6.00	< 0.001
The atmosphere among friends is gentle	5.35	5.00	6.04	6.00	< 0.001
The atmosphere among friends is bright	5.30	5.00	6.09	6.00	< 0.001
The atmosphere of fellowship is relaxing	5.00	5.00	5.65	6.00	< 0.001
The atmosphere among the group is lively	5.01	5.00	5.61	6.00	< 0.001
The atmosphere among friends is warm	5.57	6.00	6.26	6.00	< 0.001
The atmosphere among colleague is friendly	5.52	5.00	6.35	6.00	< 0.001
The atmosphere aiming the group is proactive	4.70	5.00	5.35	5.00	< 0.001
The atmosphere of fellowship is soothing	4.39	4.00	5.10	5.00	< 0.001
The atmosphere of fellowship feels good to the body	4.26	4.00	4.78	4.00	0.004
The atmosphere among friends is lively	4.48	4.00	5.17	5.00	< 0.001
Dining with friends is delicious	4.61	5.00	5.30	5.00	< 0.001
The atmosphere among friends is fun	4.87	5.00	5.65	6.00	0.169
The atmosphere among friends is pleasant	4.61	4.00	5.43	5.00	< 0.001
The atmosphere among colleague is easy to talk to	4.65	4.00	5.74	6.00	< 0.001
Easy to contact other colleagues	4.32	4.00	5.00	5.00	< 0.001

Table 3 Change in awareness before and after implementation

Items	Pre		Post		p
	Mean	Median	Mean	Median	
Understands the wishes of the user	4.96	5.00	5.17	5.00	0.060
Understands the intentions of his peers	4.63	5.00	5.25	5.00	<0.001
Activities are useful to society	4.75	5.00	5.71	6.00	<0.001
It is a meaningful activity	4.58	5.00	5.67	6.00	<0.001
I enjoy doing activities	4.50	4.00	5.25	5.00	<0.001
I have a role to play	5.00	5.00	5.58	6.00	<0.001
What I do is helpful	4.46	5.00	4.88	5.00	0.002
Opportunities to participate in activities	4.71	5.00	5.21	5.00	0.001
Actively participating in activities	4.58	4.50	5.04	5.00	0.002
I am respected	4.58	4.00	4.88	5.00	0.031
Others are getting special treatment	5.63	6.00	5.58	6.00	1.000
Feedback	4.04	4.00	4.75	4.50	0.001
Reflects the intentions of various people	4.83	5.00	5.38	6.00	0.001
Can be done in a variety of ways	4.46	4.50	5.38	5.50	<0.001
Can work with different members	4.78	5.00	5.43	6.00	0.002
Can devise activities to suit the situation	4.46	4.00	5.38	5.00	<0.001
We would like to continue our activities in the future	4.79	5.00	5.38	5.00	0.001
Expand your dreams for the future	4.58	4.00	5.54	6.00	<0.001
I use networks and resources	4.42	5.00	5.17	5.00	<0.001
Willingness to engage in activities	4.50	5.00	5.10	5.00	<0.001
I always want to have some kind of goal	5.46	5.00	5.75	6.00	0.031
I want to make the most of my individuality in a given job	5.00	5.00	5.50	5.50	0.002
I'd rather make the most of myself than compete	4.54	4.00	4.83	5.00	0.016
I like to be a little Creative	4.63	4.00	5.08	5.00	0.004
Hard work is more important than winning	5.46	6.00	5.79	6.00	0.063
I want to do great things that make everyone happy	5.38	5.00	5.79	6.00	0.008
I want to do the best I can with whatever I work on	5.46	5.00	5.79	6.00	0.031
I want to do something that only I can do	4.71	5.00	5.25	5.00	0.001
I don't care about the outcome, I just want to try my hardest at something	4.63	5.00	5.17	5.00	0.005
I want to learn many things and deepen myself	5.42	5.00	5.92	6.00	0.004
Thinking about what to do for the day is fun	4.71	5.00	5.00	5.00	0.031
I'm willing to make the effort, even if it's difficult	5.00	5.00	5.42	5.00	0.008
I get excited when I think about wanting to do something like this	4.71	4.00	5.01	5.00	0.008

Section 3 Tips for Achieving Co-Creative Wellbeing

In developing the “Dream Blossom Workshop” as an empowerment program, we followed the Seven Tips for Empowerment (Anme & Houkokuai institute 2014: 17-22) by Anme et al, in order to effectively promote empowerment.

As a result, the seven tips had a positive impact on the awareness and peer-relationship of the participants.

(1) Clarify the purpose

All members should share their purposes throughout the entire process. By clarifying the purposes and create the environment, in which the members could work consistently without wavering, the members motivation can be maintained.

(2) Enjoy the relationship

We created a concrete roadmap as a 5-year plan for the realization of the dream flower. Within the roadmap, each member was encouraged to proactively discuss how to get involved in concrete ways. By obtaining a role in the realization of the goals, each participant was able to proactively participate in the discussion and inspire each other.

(3) Networking of empathy

We intentionally divided the participants into five groups so that there would be no overlap in facility affiliation or job type, and this grouping continued until the end of the program. Until now, staff members within the same corporation have rarely interacted with each other beyond the facilities they belong to. At the beginning of the workshop, we felt a sense of tension and stimulation. However, after spending a great deal of time together in discussion, we were able to open up and gain a sense of familiarity with each other as like-minded people. It was effective to intentionally create a moderate sense of stimulation and familiarity.

(4) Comfort

The workshop proceeded with a good rhythm of discussion and presentations. We used different rhythms, for example, by having a time to enjoy a meal and talk frankly in between workshops. By intentionally creating a rhythm, the members were able to proceed with the discussion in a comfortable manner.

(5) Flexible participation patterns

After each group's presentation, oral and written feedback was always given by all members of the other groups. Each group's dream flower was reflected in the other group's dream flowers, as members of the other groups were also involved as peripheral members of the group. This flexible structure was effective in that members felt as if they were participating in several groups.

(6) Always moving toward development

All participating members understood that the development of the corporation is not limited to providing support to service users, but also to contributing to the community. The meeting provided an opportunity to look at how to carry out more meaningful and future-oriented activities, taking into account the historical background, and was effective for the future development of the corporation business.

(7) Evaluation perspective

This workshop was conducted over four days, but there was an approximately four-month gap between the first two days and the second two days. During this period, the participating members continued to meet on their own initiative to examine the issues, etc., but the fact that they were able to look back calmly and objectively on the blossoming of the dream that their group had created gave them a sense of satisfaction, and allowed them to look ahead to the next stage of the project.

During this period, each participating member gave a presentation of the dream flower at his/her facility and received evaluations from staff members other than the participating members. This helped them to see the value of drawing and realizing the dream flower, and motivated them to get involved in the corporation in the future. The content of the presentation and the inclusion of external evaluation perspectives have been energizing.

There are three types of empowerments at the base of Co-Creative Wellbeing: self-empowerment, peer empowerment, and community empowerment. The synergistic empowerment model is a model that combines these three and promotes them with stronger power.

The foundation of empowerment is the Creative of structures and teams. We create the conditions and environment for people, organizations, and communities to draw out and demonstrate their strengths as structures and teams. It is important to create the conditions for three mechanisms and teams to continuously demonstrate their power.

Utilizing the synergistic empowerment model, we utilized the Dream Blossom Workshop to create a mechanism to keep member involved, focused on motivation and building good peer relationships, and evaluated the effectiveness

of continuity.

In terms of “awareness,” it was confirmed that there were positive changes before and after the implementation of the program, and motivation to realize an irreplaceable social welfare corporation was achieved.

In light of the “Eight Elements for Creating Empowerment Environments” by Anme et al. (Anme & Houkoukai Institute 2014: 15-17), the following elements were also identified: empathy (understanding the intentions of peers, etc.), self-actualization (activities are useful to society, etc.), inter sectoral (I have a role to play, etc.), participation (I have opportunities to participate in activities, etc.), equality (I am respected, etc.), multi strategy (I can devise activities, etc.), plasticity (I can devise activities that fit the situation, etc.), innovation (expending one’s dreams for the future, etc.)(see Table 4).

Regarding “peer relations,” the relationship deepened in diverse aspects, including “peer atmosphere is friendly,” “peer atmosphere is kind,” “peer atmosphere is soothing,” “peer atmosphere is comfortable,” and “peer atmosphere is easy to talk to.”

The implementation of the Dream Blossom Workshop enabled interaction among the members to function and Co-create Wellbeing. In fact, we were able to catch a glimpse of members who had previously left things to others and waited for someone else to do it for them, engaging in the Dream Blossom Workshop with great joy in coming up with ideas and making changes on their own.

Table 4 Eight elements of empowerment

Eights elements of empowerment	Change in awareness before and after implementation
Empathy	Understands the wishes of the user Understands the intentions of his peers
Self-actualization	Activities are useful to society It is a meaningful activity I enjoy doing activities
Inter sectoral	I have a role to play What I do is helpful
Participation	Opportunities to participate in activities Actively participating in activities
Equity	I’m respected Others are getting special treatment Have feedback
Multi strategy	Reflects the intentions of various people Can be done in a variety of ways
Plasticity	Can work with different members Can devise activities to suit the situation
Innovation	We would like to continue our activities in the future Expand your dreams for the future

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Development of the Co-Creative Wellbeing Scale

Section 1

Co-Creative Skills and Co-Creative Communities

1. Background

The COVID-19 pandemic, which began in November 2019 and continues to this day, has triggered an unprecedented global crisis. On January 31, 2020, the WHO declared it a Public Health Emergency of International Concern, and by March 12, it was officially labeled a pandemic by the Director-General. Countries worldwide have implemented various measures to prevent the spread of the virus. In Japan, the government declared a state of emergency four times, primarily targeting the Tokyo metropolitan area, in April 2020, January 2021, April 2021, and July 2021. As a result, the 2020 Tokyo Olympics and Paralympics were postponed, concerts and other events were canceled, schools and kindergartens were temporarily closed, online classes and remote work became the norm, and restaurants faced restrictions on alcohol service and business hours. These measures disrupted the societal fabric, making it challenging to maintain social connections in both healthcare settings and everyday life.

During these difficult times, efforts were made to keep communities connected and address issues collectively. In-person interactions involved using hand sanitizers, checking temperatures, maintaining social distance, and limiting group sizes. Additionally, virtual interactions, such as online meetings and messaging, became commonplace. High school and university students, supported by social welfare councils and local volunteers, sent letters and messages to elderly individuals to express concern for their wellbeing. Informational leaflets about COVID-19 were distributed to seniors to raise awareness, fostering new connections and cooperation ignited by the pandemic. Neighbors also engaged in mutual surveillance, establishing the networks to each other's wellbeing and organizing outdoor exercise sessions to stay active and healthy.

These efforts to maintain connections among people, society, and the environment created new opportunities for interaction, collaboration, and community-driven initiatives. Interaction facilitated better communication between individuals, collaboration fostered empathy and information sharing, and community-led efforts focused on mutual support and maintaining physical health, all aimed at enhancing overall wellbeing. In essence, maintaining these connections during the COVID-19 pandemic embodied the concept of Co-Creative Wellbeing.

Creating Co-Creative Wellbeing during the pandemic provided people with courage, encouragement, and the potential to achieve their dreams. However, the full extent of Co-Creative Wellbeing and the factors that enhance it are not yet fully understood. To address this gap, the authors are developing a Co-Creative Wellbeing Scale. This chapter will outline that process.

Section 2

Research Findings on Co-Creative Wellbeing

1. Development Process of the Co-Creative Wellbeing Scale

To develop this scale, we employed three primary methods:

(1) Literature Review

We conducted a thorough search and reviewed existing research papers and publications related to our topic to gather existing knowledge.

(2) Delphi Method

We convened a panel of experts' multiple times to discuss and provide feedback on potential solutions. Through this iterative process, the experts eventually reached a consensus.

(3) Focus Group Interviews

We conducted interviews with small groups of participants to gather direct and unfiltered information. These interviews provided valuable qualitative insights that quantitative surveys cannot capture, offering a layered, comprehensive view of the topic that individual interviews alone could not provide.

By combining these three methods, we developed the Co-Creative Wellbeing Scale.

2. Co-Creative Wellbeing Derived from the Literature Review

The literature review gave an overview of the concept of Co-Creative Wellbeing. "Co-Creative" involves collaborating with others to create something rather than doing it alone, while "Wellbeing" refers to being physically, mentally, and socially healthy. From a Co-Creative perspective, wellbeing extends beyond individual health to include how we interact with others in our communities and organizations. Achieving Co-Creative Wellbeing requires fostering collaborative interactions among people to promote physical, mental, and social wellbeing together.

Drawing on Bronfenbrenner's ecological model of human development (1979), Co-Creative Wellbeing can be viewed as a dynamic system.

In this framework:

(1) Microsystem

Involves interactions with family, friends, relatives, and neighbors.

(2) Mesosystem

Encompasses broader factors such as resources, community conditions, and institutions that directly affect the microsystem.

(3) Exosystem

Includes organizations in areas such as healthcare, agriculture, business, and the environment, which influence the mesosystem by providing resources, personnel, and support, thereby indirectly affecting the Microsystem.

(4) Macrosystem

Includes the culture, history, values, and social norms of the community.

(5) Chronosystem

Represents sustainable development over time.

By understanding Co-Creative Wellbeing through these interconnected systems, we can appreciate how different levels of interaction and influence collectively contribute to overall Wellbeing.

According to this framework, we delineated five categories: "Individual," "Co-Creative with Peers," "Co-Creative with Society," "Co-Creative with the Environment," and "Sustainable of Co-Creative." Leveraging these categories, we devised an initial scale for assessing Co-Creative Wellbeing, drawing insights from established Wellbeing scales (Linton et al., 2016; Cooke et al., 2016; Lindert et al., 2015) as benchmarks.

3. Refining Co-Creative Wellbeing Using the Delphi Method

In this study, the participants consisted of six men and nineteen women with 4 to 35 years of experience in health and welfare services from Japan, China, the United States, Germany, and Switzerland.

Each expert thoroughly reviewed and offered feedback on the categories, subcategories, and subscales of the preliminary scale developed from the literature review. While no recommendations were made to add or modify the categories or subcategories, suggestions were provided for adding items and revising the classification of certain subscales.

Co-Creative Wellbeing with Toy Curators

(1) How to Use Their Voices

The participants in this study were 71 volunteer staff members (24 men and 47 women), ranging in age from 20 to 80, who serve as toy curators at an intergenerational facility. The previous research identified this facility for the utilization of social capital and Co-Creative in activities, motivated volunteers to join and find purpose in their work. Social capital, recognized by the OECD as a resource for future wellbeing alongside natural, human, and economic capital, underpins the facility's ethos.

The interview questions were in the volunteers' motivations for participating and the rewards they perceived. Each interview session lasted approximately 60 minutes. The ethical considerations and study's purpose were clearly explained to the participants before inviting them for interviews, and their consent was obtained.

We conducted a summarizing content analysis approach, meticulously transcribing recordings from the IC recorder. Participants' reactions were examined within the recordings, and themes were identified, extracting key points while ensuring accuracy through verification by multiple analysts. Expert guidance from experienced group interview facilitators was sought to correctly identify key points, extract subcategories, and establish main categories, ensuring alignment between identified meanings and categorization.

From a summary content analysis of the reasons and rewards for participating in volunteer activities, we identified five key categories: [Opportunities to Contribute], [Interaction with Others], [Appeal of Activities], [Motivation to Continue], and [Desire to Contribute to Society] (Table 1). Hereafter, key categories will be described using [], subcategories using ⟨ ⟩ , and important items using ⟨ ⟩ .

Using the content of Table 1 and the framework for Co-Creative Wellbeing based on Bronfenbrenner's ecological model suggested by the literature review, here are the characteristics and structure of Co-Creative Wellbeing.

In the Microsystem, the element of [Appeal of Activities] encompasses components such as ⟨the joy of learning⟩ and ⟨enhancing skill⟩ , categorized under ⟨Self-Improvement⟩ , as well as ⟨interest in the activities⟩ under ⟨Interests and Concerns⟩ . Furthermore, the [Motivation to Continue] includes aspects like ⟨personal enjoyment⟩ and ⟨forming connections through fun activities⟩ under ⟨Enjoyment in Activities⟩ , which also pertains to the [Desire to Contribute to Society] within this dimension.

In the Mesosystem, [Interactions with Others] includes aspects like ⟨having members who share the same values⟩ under the category of ⟨Opportunities to Meet Others⟩, ⟨meeting various people and feeling connected through activities⟩ under ⟨Establishing Friendships⟩, and ⟨enjoyable interactions through toys⟩ under ⟨Interacting with Visitors⟩. [Interaction with Others] starts with the ⟨Interests and Concerns⟩ in the microsystem, becomes ⟨Enjoyment in Activities⟩, and directly influences ⟨Self-Improvement⟩ and the ⟨Desire to Contribute to Society⟩ by sharing the enjoyment with others. Additionally, [Opportunities to Contribute], like ⟨Having a designated place⟩ and ⟨Being central to current life⟩, falls under ⟨Creating a Sense of Belonging⟩, and ⟨utilizing personal strengths⟩ falls under ⟨Ensuring Roles⟩, which affects the microsystem by providing an environment for activities. Furthermore, [Appeal of Activities], like ⟨teaching others⟩ and ⟨practicing together⟩, falls under ⟨Mutual Support Among Curators⟩, and [Motivation to continue], like ⟨ensuring visitor enjoyment⟩, falls under ⟨Positive Changes in Visitors⟩. These aspects influence the

microsystem as positive feedback from the activities.

In the Exosystem, [Motivation to continue] encompasses factors like (having minimal rules) and (allowing freedom) under the category of «Enhancing the Organization’s Support System», which indirectly affects the Microsystem.

Table 1 Reasons for Participating in Volunteers Activities and the Rewarding Aspects

Important Category	Subcategory	Important Item	
Opportunities to contribute	Creating a Sense of Belonging	As people age, my connection with society may weaken, and I find myself fewer conversation when I stay home. However, when I come here, I can engage in discussion	
		I feel like I belong to this place	
		I’m delighted to have somewhere to visit	
		This place has become my home base, the anchor of my life right now	
		I feel like I’ve discovered a place I can access anytime	
	Ensuring Roles	I’m thrilled to have been given a business card from the museum. It validates my role and bring me great joy	
		Distributing a business card while mentioning “I volunteer at this organization”	
		I can leverage the experiences I’ve gathered thus far	
		Because the member treats us with professionalism, I find the interaction here to be positive experiences	
		Having a place where I can utilize my strengths is crucial in my opinion	
Interaction with others	Opportunities to Meet Others	I choose to participate because I desired to engage with individuals from diverse background	
		Sharing ideas with people I wouldn’t typically encounter is personally enriching	
		It’s fulfilling to empathize with others and reflect on the significance of my actions	
		I also value the chance to in part my expertise to beginners or those facing challenges in my field	
		Interacting with individuals from diverse professions is intellectually stimulating	
		All members upholds identical values	
	Establishing Friendships	I joined because I believed I could form friendships with like-minded individuals who are passionate about volunteering	
		It’s great to forge friendships while participating in activities	
		Volunteering introduces me to be a diverse range of people and fosters a sense of connection	
		Many fellow volunteers share common values, which facilitates collaboration	
	Interacting with Visitors	Engaging and communicating through toys is delightful	
		It’s wonderful how interaction with toys can foster connections among people	
		Toys serve as a non-verbal bridge, facilitating communication effortlessly	
		Given the focus on toys at the facility, playing with them often naturally initiates communication	
		Curators play a vital role in facilitating interaction between people and toys	
		Interacting with visiting children has become a source of joy and learning for me	
		Engaging with guest and playing with them enriches my personal experience	
		Exploring the unexpected behaviours of children is enjoyable	
		When I engage with children, I feel like it activates my own way of thinking	
	Appeal to the Activities	Self-Improvement	I’m actively involved in activities, striving to gain knowledge
			I’m participating with the goal of acquiring new insights
			I participated to expand my perspective
			I joined to deepen my understanding of the activities.
			I find in joy in learning and discovering how enjoyable it can be
I joined with the intention of exploring current toys and re learning activities like juggling that I had once mastered.			
We create opportunities for connection because everyone seeks enjoyment or learning.			
I make it a point to inquire about topics that interest me, and I ask a lot of questions			
Given the need for spontaneous interaction, I often find myself asking, “What should I do?” and then listening intently			
Even at my age, I cherish the chance to learn new ways of playing and feel a sense of accomplishment when I succeed, especially when visitors are present			
The Toy Museum provides numerous opportunities for training and skill development			

Appeal to the Activities	Mutual Support among Curators	Sharing ideas and asking everyone. “Is there anyone who can help with this?”
		You get to interact with fellow curators and staff, expanding your knowledge and building relationships.
		Talking about toys leads to meeting more experts, having more conversations, practicing together, and building connections one step at a time.
		Everyone can share and access information together.
		Teaching others gives me a sense of purpose.
		Explaining things to new comers and seeing them succeed brings joy to both the teacher and the learner. It’s a wonderful opportunity.
		When someone teaches you, “This is how you do it” and you try it and succeed, it’s a happy moment for both the teacher and the learner.
	Interests and Concerns	I participated because of my genuine interest
		I joined engaging activities, and I find them enjoyable.
		The recruitment advertisement caught my interest
		Since I value interacting with people, I made a decision to join.
Motivation to Continue	Enhancing the Organization’s Support System	There’s a welcoming atmosphere where everyone feels included.
		One of the best aspects of being a toy curator is the low barrier to entry, allowing almost anyone to participate.
		They encourage volunteering with a message of “If you want to volunteer, please do,” enabling gradual learning of various ways to engage and play with toys.
		With minimum of rules, it feels like the most accessible environment to join in, I suppose
		The staff organizes a “thank you” gathering for us, providing a day to enjoy, which we deeply appreciate
		The aspect of acceptance is truly wonderful. It’s not about conforming to a certain mold, but rather, there’s room for everyone to be themselves and pursue their interests. It’s okay to be quieter less coordinated, and it’s okay if your movements aren’t as fluid as you’d like. There’s an atmosphere of acceptance just for being present. Within the museum’s community, no one is excluded from forming connections.
		Instead of feeling compelled to participate do it command. we come here willingly to engage in enjoyable interactions, playing, and conversing with everyone.
		I appreciate the opportunity for each of us to show case our strengths through programs, enriching each other’s experiences and delighting visitors.
		This place cherishes the value of aging, recognizing that every experience holds significance and contributes to our growth.
		Acknowledging and appreciating what one does is a high light of this museum.
		It places great i portance on fostering connections among people.
		During activities, there’s a sense of freedom without strict rules, allowing natural engagement.
		Taking on this role naturally brings to light aspects of oneself that were dormant or unnoticed before.
	Being recognized, regardless of age, serves as a personal motivator.	
	Positive Changes in Visitors	I’m enjoying myself.
		Everyone who visits here, regardless of age or gender, leaves with a smile.
		I don’t see this as “working,” but as “com ng here to engage.
		I do it because it brings me joy, not just for others’ sake.
	Enjoyment in Activities	I’m enjoying myself.
		Everyone who visits here, regardless of age or gender, leaves with a smile.
		I don’t see this as working.” but as “coming here to engage.”
		I can enjoy and spend my time happily here.
		Since volunteer work thrives on enjoyment, it’s crucial to have fun oneself first.
		I think the most important thing is to prioritize having fun.
		People naturally gravitate toward enjoyable environments.
		When we genuinely enjoy ourselves and get excited about learning new ways to play, we attract more people.
		Fun fosters connections between people.
		When we live joyfully, others see our happiness and want to join in, leading to an expanding circle of friends.
		I do it because it brings me joy, not just for others’ sake.
	Desire to Contribute to Society	I aspire to contribute positively to this town, offering m y service where possible.
		I am to engage h activities that benefit society.
		My intention in Joining is to discover meaningful ways to contribute to the community.

1. Maximizing Participant Capabilities: Microsystem

The ecological systems theory discussed in the section 2 focuses on the microsystem and its interactions with other dimensions. Applied to Co-Creative Wellbeing, the participants' wellbeing within the microsystem evolves through ongoing interactions across various dimensions.

For instance, this relationship highlights how participants derive wellbeing from visitors through engaging in play activities, as exemplified in 《Interacting with visitors》 with aspects like 《discovering that children do things I never imagined》 and how 《interacting with children rejuvenates one's own thinking》.

2. Creating a Co-Creative Society through Shared Reality: Mesosystem

Shared reality is a concept that embodies the innate human desire to Co-experience a reality with others. This shared reality not only attracts mutual actions such as “embracing challenges” and “exploring new endeavors together” but also fosters individual wellbeing through shared experiences and relationships where mutual wellbeing is achieved, which is essential for cultivating a Co-Creative society.

For instance, this concept encompasses 《Mutual support among curators》, where aspects like 《“If you do it this way, it works” and experiencing “it worked” together is gratifying for both parties》. Additionally, it includes 《Opportunities to meet others》 involving aspects like 《having opportunities to mentor beginners or those less skilled in one's area of expertise》.

3. Expanding External Networking: Exo system

When examining Co-Creative Wellbeing through the lens of ecological systems theory, it is crucial to consider dimensions beyond the Exo system that indirectly affect the microsystem, supporting it as a cohesive system. This perspective underscores the importance of collaboration not only within organizations but also with external entities. These interactions between internal and external organizations are expected to enrich community, societal, and environmental Co-Creative Wellbeing.

For example, initiatives like 《Desire for Social Contribution》 naturally involve sharing knowledge gained from intergenerational exchange facilities with external communities among toy curators. This expansion of Co-Creative Wellbeing from self to others, communities, society, and the environment is anticipated to foster holistic growth and impact.

Co-Creative Wellbeing in Indonesia's Inclusive Early Child Education

Section 1

Co-Creative Skills and Co-Creative Communities

1. Background

The field of early childhood education (ECE) has had a remarkable shift in recent years, with a growing emphasis on fostering Co-Creative Wellbeing for all children, regardless of their diverse backgrounds and abilities. By placing the children at the center of their learning experiences and recognizing them in the construction of knowledge, educators can create dynamic, child-focused approaches that integrate early childhood theory and child growth as well as their development (Cade et al., 2022). Education is a right for every Indonesian citizen. It is guaranteed in the 1945 Constitution of the Republic of Indonesia Article 31 Paragraph 1 which states that “Every citizen has the right to obtain decent education” (Nadziroh et al., 2018).

In Indonesia, children with special needs (disabilities) as part of community have been provided with right to education. Special education that is tailored to a specific degree and type of limitation is referred to as a special school, often known as Sekolah Luar Biasa (SLB). Nevertheless, this special education system has created a barrier of exclusivity for children with special needs. Thus, the barrier of exclusivity has made the between children with special needs and typically developing children more difficult. Consequently, special needs groups develop into communities that are isolated from society. People are not familiar with the lives of children with special needs. Meanwhile, children with special needs perceive that their presence does not hold significant importance in the lives of those around them (Darma and Rusyidi, 2015). To overcome these challenges, the government implemented inclusive schools in every stage of education in Indonesia. The implementation of inclusive education should also commence with early childhood education institutions, as children with special needs possess the same right to education as those who are in typical development.

Inclusive schools are ideal for both children with and without special needs. Inclusive education provides a positive stimulus for child development (Asmawati, 2014). The environment created is very supportive for children with special needs; they can learn from spontaneous interactions with their peers, especially from social and emotional aspects. Meanwhile, for typical children, it provides opportunities for them to learn empathy, be helpful, and care.

Based on the regulation of the Minister of National Education of the Republic of Indonesia number 70 of 2009 Article 1, it is stated that inclusive education is an education delivery system that provides opportunities for all students who have disabilities and have the potential for intelligence and special talents to participate in education or learning in one educational environment together with students in general (Ministry of Education and Culture, 2018). The implementation of inclusive schools, which poses a new challenge for educational institutions and society, greatly relies on collaboration among multiple stakeholders, including the government, schools, and society. Therefore, the adaption process requires support from all parties involved. The aim of establishing an inclusive educational institution is to enhance comprehension and embrace all types of diversity, with the goal of eradicating discrimination in the future.

It is known that there are 40,164 schools in Indonesia that have students with special needs (Dian Ihsan, 2024). Apart from that, there are gaps regarding the implementation of regulations and in real conditions at schools. To overcome this gap, the government discussed with professionals and issued a Basic Level Inclusive Education Module for Inclusive Education in Indonesia. Additionally, engaging in proactive involvement by seeking the opinions of others, particularly professionals, will be beneficial in making a progressive involvement in the school and facing the challenge.

To create this supportive collaboration, and to achieve optimal implementation of inclusive school in early education, Co-Creative Wellbeing is necessary. In Co-Creative Wellbeing, diversity refers to a multilayered form of assistance, rather than just integration into one. In Indonesia it is common to find a school with high-diversity student due to rich cultural and values. Thus, it is important to find the same understanding and commitment to support the implementation of inclusive schools.

2. Implementation of Inclusive early child education

Many kindergartens in Depok City, West Java, Indonesia provide education education for children with special needs (inclusive school), one of them is TKIF AI-Fikri. This school is a reference school for inclusive early child education. Children with special needs become a part of TKIF AI Fikri students with the same curriculum and programs adapted to their condition. The school is equipped with supporting facilities and human resources to optimize the learning process.

Based on guidelines for the implementation of inclusive early childhood education from the Indonesian Ministry of Education, the maximum number of special needs children in each class is two children (Ministry of Education and Culture, 2018). There are varying numbers of children with special needs registering in TKIF AI-Fikri, as mentioned in Figure 1, and each class has one or two special needs children.

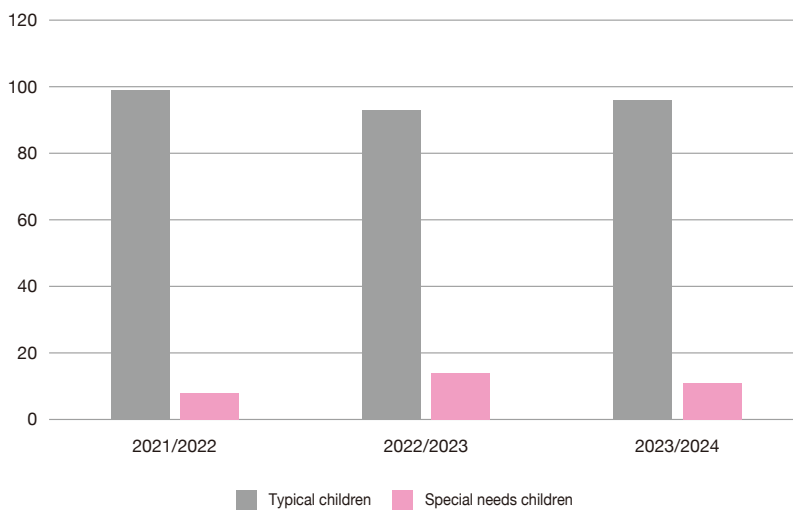


Figure 1 Number of typical and special needs children at TKIF AI-Fikri

TKIF AI-Fikri has a consistent enrollment of 107 students per academic year. Each year, the number of special needs children varies, with 8, 14, and 11 children being recorded in consecutive years. To support them, the Learning Support Center (LSC), as a part of TKIF AI-Fikri, is designed to enhance the effectiveness of teaching and learning activities for children with special needs. The primary objective of LSC is to address the requirements and offer assistance to children with special needs and their caregivers. LSC will monitor the child's development and set schedules for regular meetings between teachers, psychologists, teachers' companions (aides), and parents to prepare programs, conduct evaluations, and complete problems encountered during the learning process.



Picture 1 Outdoor playground at TKIF AI-Fikri



Picture 2 Indoor playground with "I am happy to play at school" note.



Picture 3 Center-based learning

Students with special needs can learn with or without help from an aide teacher, depending on the student's condition. The learning process is facilitated by a comprehensive program/curriculum that is collaboratively designed with relevant stakeholders, such as the supporting teacher (aide), primary teacher, psychologists, and parents. At school, the children learn together in center-based learning. They play based on the theme therefore the learning feels fun for them.

There are only 5,956 schools, or 14.83 percent of the total schools, that have teachers' aides for children with special needs (Dian Ihsan, 2024). The teacher and aide are crucial to accommodate the learning process in inclusive education. Teachers

should be able to understand student's needs and characters. Moreover, inclusive education provides opportunities for all students who have disabilities and/or special potential to learn in the same educational environment as typical students. Thus, the teacher and the aide teacher must be able to determine the suitable learning models for all.

There are growing numbers of both teachers and aides in TKIF Al-Fikri despite the same total number of students every year. It is to support the school's philosophy that every child is unique, and the school has to provide opportunities for each student to develop their intellectual, emotional, physical, and social abilities.

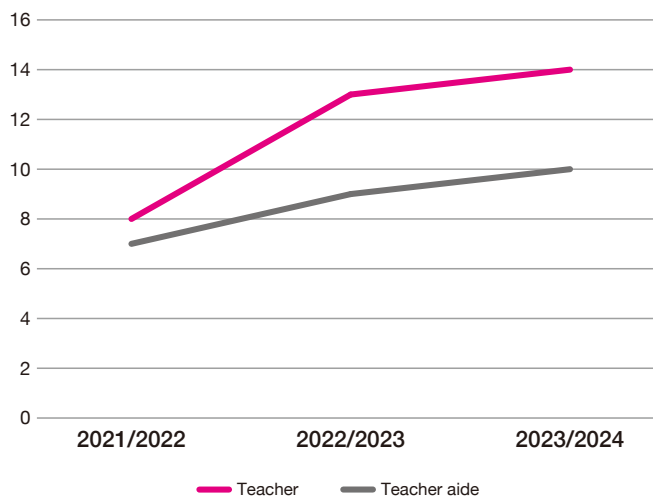


Figure 2 Number of teacher and teacher's aide at TKIF Al-Fikri

3. Empowerment support design for development of inclusive education

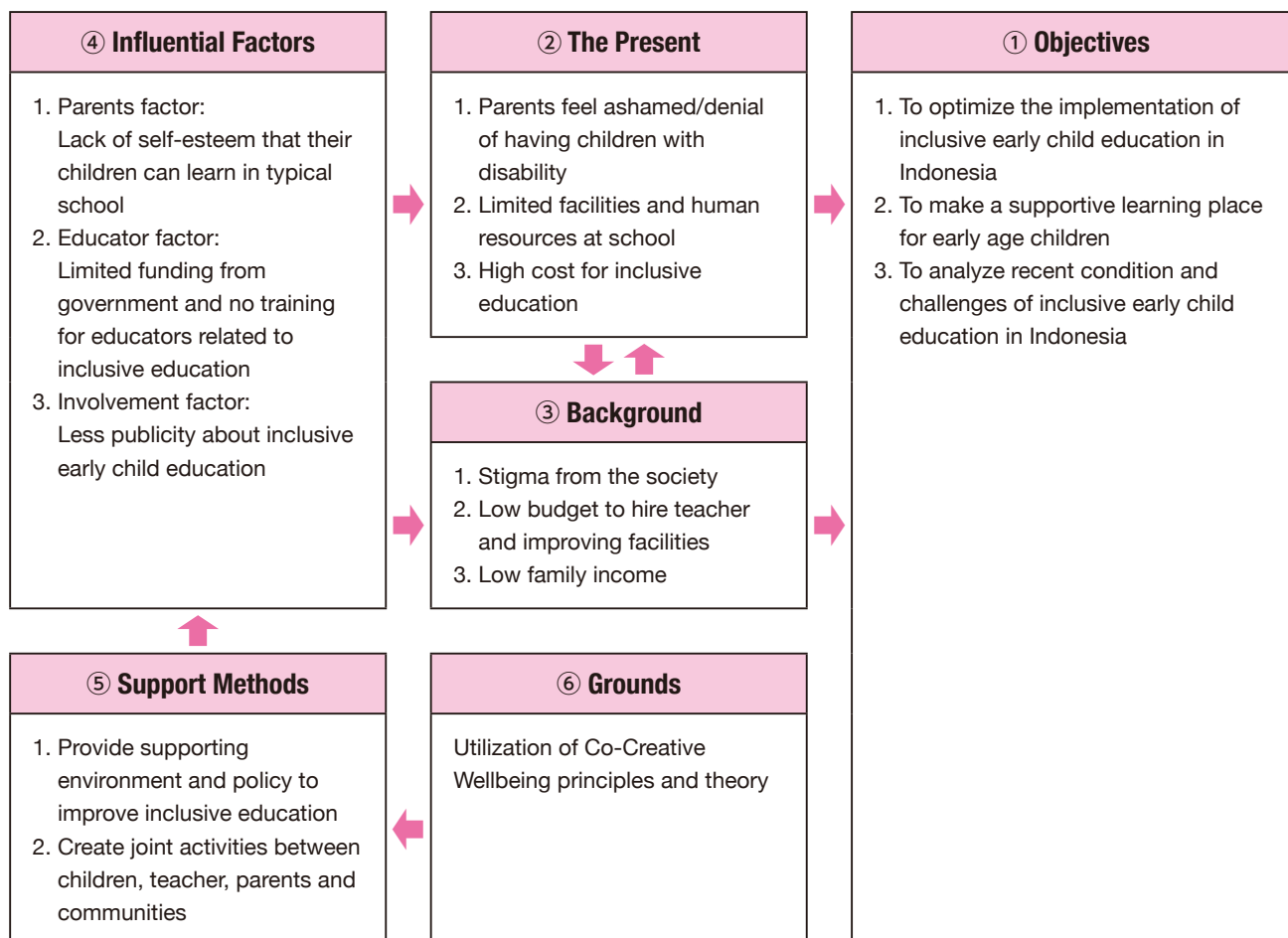


Figure 3 Design of empowerment for early childhood education in Indonesia

To establish inclusive early childhood education in Indonesia, it is necessary to address multiple challenges in order to ensure that all children, including those with disabilities, are able to access high-quality education. To gain a comprehensive understanding of the present state and develop a strategy, a grand design of empowerment can be used (Anme and McCall, 2008). There are other factors to consider when establishing inclusive ECE in Indonesia:

(1) Developing and advocating policies:

Policy Framework: Establish comprehensive education policies that require and facilitate early childhood education for all children, irrespective of their ability or surroundings.

(2) Infrastructure and Resources:

- Enhance the existing ECE facilities or construct new ones that are designed to accommodate children with impairments, incorporating features such as ramps, wider doorways, and accessible restrooms.
- Educational Materials: Provide comprehensive educational resources and tools that accommodate a wide range of learning requirements.

(3) Teacher Training and Support:

- Professional Development: Provide comprehensive training to early childhood education (ECE) teachers and staff on inclusive teaching methodologies, effective ways for assisting children with disabilities, and fostering accessible classroom environments.
- Support Systems: Implement support systems, such as teaching assistants or resource teachers, to effectively address the requirements of students with disabilities.

(4) Community Engagement:

- Parental Involvement: Foster parental and caregiver engagement by promoting their understanding of the significance of inclusive Early Childhood Education (ECE) and their important role in facilitating their children's learning.
- Community Engagement: Collaborate with local communities to enhance understanding of inclusive education and diminish stigma towards children with disabilities.

(5) Modification of the curriculum:

- Adaptable Curriculum: Create a curriculum that can easily adjust to fit various learning styles and abilities.
- Individualized Education Plans (IEPs): Enforce the implementation of IEPs for students with special needs to establish specific learning objectives and track their advancement.

(6) Collaborations and Financial Support:

- Collaborate with non-governmental organizations (NGOs), international organizations, academic sectors/ universities, and community groups to utilize resources and specialized knowledge in the implementation of inclusive early childhood education (ECE).
- Financial Support: Allocate adequate financing from government budgets to support inclusive Early Childhood Education (ECE) efforts, encompassing infrastructure development, teacher training, and provision of resources.

Indonesia may progressively establish inclusive early childhood education by prioritizing these factors. As a ground, the Co-Creative Wellbeing will help overcome challenges and achieve goals. It also would guarantee that all children, regardless of their disabilities or underprivileged backgrounds, have equitable chances to acquire knowledge and flourish in a nurturing setting.

1. Implementation of Co-Creative Wellbeing in early child education in Indonesia

The concept of inclusive education emerged along with the growing number of children with special needs. Students with special needs should receive adequate education in accordance with their rights. Organizing inclusive schools for children with special needs should create an environment that is fun and friendly and can foster students' self-confidence. This can be achieved by implementing Co-Creative Wellbeing measures in the school. This research aims to determine aspects related to Co-Creative Wellbeing in early childhood education.

2. Method

The research used a qualitative descriptive approach with a case study design. The qualitative data was obtained by interviewing the parents and teachers at TKIF Al-Fikri. The participants were given informed consent to protect their privacy and ensure the anonymity of the data.

The participants were selected using purposive sampling, which was based on specific criteria. The inclusion criteria are parents or Teachers of students at TKIF Al-Fikri who have been interacting with the inclusive education system and special needs children and who agree to participate as research respondents. Participants were given the opportunity to engage in open discussion directed by these questions:

- For the teacher aide

1. What kind of things make you feel happy working in the inclusive childcare environment?
2. How can we make more people feel happy in an inclusive childcare environment?
3. What can be done regarding the mechanism or system to make more people feel happy together in the inclusive childcare environment?

- For the parents

1. What kind of meaningful things do you get as the parents of children in the inclusive childcare environment?
2. What can be done to encourage more parents to receive an inclusive childcare environment?
3. What can be done regarding the mechanism or system to make more parents positively receive an inclusive childcare environment?

3. Results and discussion

Seven teachers attended the focus group interview (FGI) for teachers, and five parents attended the FGI for parents from both typical and special needs children.

A. Impressions of teacher's interview

Table 1 Teacher aide's impressions of the implementation of Co-Creative Wellbeing in inclusive education.

Category	Codes	Items
Things makes working happy	Always learn new things	Various ways of children empathize with special needs children Every child is unique
	Happy and fun environment	It has the main goal of achieving children's happiness and ensuring they are happy.
Ways to make other people happy	Togetherness and support from communities	The importance of being sensitive and attentive to children with special needs
	Understand the circumstances	Understand the differences and characteristics of children
Mechanism or system aspect to make people happy together	Policies to support safe and friendly environment for all children	Add more supporting facilities and training
	Increasing the socialization of inclusive education	Increase the number of inclusive educations Actively carry out joint programs to invite other people to understand the condition of special children

B. Impressions of parents' interview

Table 2 Parents' impressions of the implementation of Co-Creative Wellbeing in inclusive education

Category	Codes	Items
Meaningful things as parents in inclusive ECE	Acceptance of special needs children by the environment (friends, teacher, staff)	Use of hearing aid make it easier to communicate (supporting facilities)
		Feel the empathy and support between typical and special needs children
		Children often tell the parents ways to behave towards special needs children
	Sense of togetherness	Feel like family so that children has to protect each other
	Appreciate the diversity	No stigma towards special needs children
Adapt with the condition and no discrimination		
Ways to encourage parental acceptance of inclusive ECE	Education of disability's types	Understand that every child has their own condition and challenges
		Learning in a supportive environment make an improvement of the children's condition
	Increase the understanding regarding inclusive ECE	Provides an understanding that limitations are not only physical but there are also invisible ones such as autism and dyslexia
		Tell the characteristics and symptoms of special needs children
		Differentiate between inclusive schools and special schools
Mechanism or system aspect to gain more positive acceptance of inclusive ECE	Support from the government	Provide examples of the benefits of sending children to inclusive school
		Socialization of inclusive school to the communities
	Increase the number of inclusive schools	Special needs children can master specialized things, therefore they need to go to the school
Mechanism or system aspect to gain more positive acceptance of inclusive ECE	Encourage government to fund the cost of inclusive education	Inclusive education is relatively expensive due to facilities and assistance of the special needs children
	Support from the government	Government should give clear guideline and supported facilities to the school
	Increase the number of inclusive schools	Limited number of inclusive ECE especially in rural areas

It is crucial to achieve sustainable outcomes in every activity of a Co-Creative Wellbeing program, including efforts to optimize inclusive early child education. Schools' staff, children, parents, and communities can work together to create a program that involves everyone, including disabled children. Moreover, the program should have flexibility and adaptability to the child's condition to facilitate all the student's participation.

The implementation of inclusive education in Indonesia has resulted in significant improvements in ensuring that all children, including those who have special needs, can obtain high-quality education (Astuti and Sudrajat, 2020). Nevertheless, the objectives of inclusive education still need to be entirely achieved due to insufficient socialization and programs that promote acceptance and appreciation for differences among all stakeholders, including teachers, parents, communities, and policymakers.

In 2018, the index measuring early childhood development in Indonesia was comparatively lower than that of other developing countries. This finding suggests the necessity of adopting a more comprehensive approach to facilitate child development. The Co-Creative Wellbeing model is ideal to support inclusive education. It entails recognizing and highlighting one's unique abilities and discovering a meaningful direction in life, accepting diversities and inclusiveness. Furthermore, a Co-Creative Wellbeing model promotes relationships where everyone feels welcomed and appreciated.

Conclusion

According to the findings of the focus group interviews, there are several important codes from the teachers. Learning new things and having a happy environment are the things that make them feel happy in inclusive ECE. The

feeling of support and togetherness, as well as understanding the circumstances, can be done to make other people feel happy about inclusive ECE. Moreover, supportive policies and socialization regarding inclusive ECE are also needed.

Additionally, the important codes from the parents are acceptance of the children, a sense of togetherness, appreciation of the diversity, and positive progress of the children. Education, increased understanding, and motivation about the future of special needs children can be done to encourage the other parents. Funding from the government, socialization, and an increase in the number of inclusive schools are some mechanisms that can be used to achieve higher acceptance in communities. The study demonstrates that Co-Creative Wellbeing is essential to the implementation of inclusive early child education.

Section 3 Tips for Realizing Co-Creative Wellbeing

There are several tips to foster the Co-Creative Wellbeing in the inclusive education setting:

1. Active listening: Listen attentively to others while refraining from interrupting. Understand their perspectives and needs since every child is unique.
2. Encourage open and interactive communication: Establish an environment that promotes the open expression of ideas and concerns by all individuals. The happy and fun environment is important for both children and teacher in the learning process.
3. Embrace diversity: Appreciate diverse perspectives and varied cultural experiences. Diversity enriches creativity and problem-solving especially in inclusive schools setting.
4. Foster a positive environment: Encourage optimism, appreciation, and proactive approach to problem-solving among teacher, students, parents, and communities.
5. Continuous Improvement: Consistently assess teamwork processes and actively seek input to identify areas that can be improved.

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The Seniors School Cempaka Medistra: An Urban Society Community Development Initiative to Enhance the Wellbeing of the Elderly in Indonesia

Section 1 Co-Creative Skills and Co-Creative Communities

1. Background

The geriatric population in Indonesia is steadily growing each. Based on data from the Indonesian National Statistics (Direktorat Statistik Kesejahteraan Rakyat, 2023), the proportion of senior individuals in Indonesia has risen to 10.48% of the total population in 2022, and further grew to 11.75% in 2023. This statistic is distributed among multiple age groups. A total of 63.59% of the elderly population falls between the age range of 60-69 years, which is considered the category of young elderly. A total of 26.76% of senior individuals fall between the age range of 70-79 years or middle elderly. Meanwhile, the remaining 8.65% consist of those who are elderly or aged 80 years and above. Among the aged population, women make up 52.28% based on gender. The percentage is more than that of older men, which stands at 47.72%. The distribution spans across all provinces, ranging from 6% to 15%, except a few major provinces. Yogyakarta has the greatest proportion of senior inhabitants, specifically 16.02%. East Java and Central Java had percentages of 15.57% and 15.05% respectively.

The rise in the senior population is also driven by an increase in the life expectancy of Indonesian society from 2022 to 2023. The life expectancy for women has risen from 73.83 to 74.18, while for men it has increased from 69.93 to 70.17 (Direktorat Statistik Kesejahteraan Rakyat, 2023).

Unfortunately, the expansion in the senior population has not been met with a corresponding level of preparedness within the society, resulting in the emergence of numerous issues. According to a source from the Indonesian government (Humas Ditjen Rehabilitasi Sosial, 2021), 44% of elderly individuals in Indonesia have comorbidities. The most prevalent comorbidity is hypertension, affecting 63.5% of the elderly population. Dental problems are also common, affecting 53.5% of the elderly. Other comorbidities, such as rheumatism, oral problems, diabetes, coronary heart disease, stroke, kidney failure, and malignant diseases like cancer, have lower prevalence rates.

Health issues encompass not just physical ailments, but also psychological conditions. Dementia and depression are the prevailing mental health diseases among individuals in this age bracket. In 2016, there were around 1.2 million individuals in Indonesia who suffered from dementia. This number is projected to rise to 2 million by 2030 and 4 million by 2050 (Alzi, 2019). Common mental ailments that frequently afflict elderly individuals include amnesia, insomnia, sleep apnea, and Alzheimer's disease.

The existence of health issues, encompassing both physical and mental ailments, detrimentally affects the overall Wellbeing of the elderly population. This issue is further aggravated by the restricted physical environment available for elderly individuals to express themselves and engage with others. Indeed, there are several physically fit senior individuals who retire from their jobs but are compelled to remain at home without engaging in meaningful activities, so putting them at danger of developing post-retirement syndrome or other health complications.

In light of the aforementioned circumstances, it is imperative to provide senior Indonesians with beneficial endeavors that enable them to maintain their physical and mental engagement, achieve their full potential, and foster social connections. One method is the utilization of the elderly school program, which is an informal educational initiative specifically designed for senior citizens.

The seniors' school has been implemented as a means to enhance the autonomy and competence of the elderly,

enabling them to remain empowered and self-sufficient in their daily lives. The community and experts actively participated in the education of the elderly through the establishment of the seniors' school in collaboration with the Indonesia Seniors-Friendly – Indonesia Ramah Lansia (IRL) organization and stakeholders in Bekasi City. Bekasi City has implemented a program in compliance with Bekasi City Regional Regulation No. 03 of 2022, which focuses on the Wellbeing of the elderly. As part of this initiative, The Seniors School Cempaka Medistra (SSCM) is being established by STIKes Medistra Indonesia.

IRL is a Non-Profit Organization (NPO) that aims to enhance the Wellbeing of the elderly in Indonesia by developing a seniors-friendly environment and implementing a sustainable program approach. Commenced by scholars and specialists in the domain of aging. In collaboration with STIKes Medistra Indonesia and Bekasi City, our aim is to actively participate in the management of the older population, promoting their independence and empowerment.

2. Program Overview

The Seniors' School Cempaka Medistra (SSCM) embraces the idea of Lifelong Learning to serve as a platform for seniors to attain successful aging. The SSCM is located in the Sepanjang Jaya sub-district and takes place on a monthly basis. The teaching staff at the elderly school consists of lecturers from STIKes Medistra Indonesia, as well as local representatives who have undergone training by the Indonesia Friendly-Elderly – Indonesia Ramah Lansia (IRL) team in West Java and have obtained official certification.



Picture 1 Participants of SSCM actively involved during the class

The activities were conducted in accordance with the curriculum of the elderly school, which has been structured as Rencana Pembelajaran Semester (RPS) – a Semester Learning Plan. These activities aimed to optimize the capabilities of the senior group in order to successfully accomplish the objectives of the elderly school activities. The content for each activity has been meticulously crafted by the committee and will be given by either internal or external individuals from STIKes Medistra Indonesia.

The principal of The SSCM is a Health Cadre in the community who has been appointed through a collaborative agreement with community partners. In addition to their academic pursuits, the elderly also received regular medical check-up from STIKes Medistra Indonesia in collaboration with Sepanjang Jaya Community Health Center. Upon completion of the activity, the senior participants would be awarded a certificate as a tangible acknowledgement of their involvement in the elderly school program.

3. Theory of Empowerment

In order to capture an overview of the current condition and develop the plan, we created a grand design based on empowerment theory (Anme & McCall, 2008). This grand design consists of 6 elements: objectives, the present, background, influential factors, support methods, and grounds (see figure 1).

4. The Process, Organization, Culture, etc. Dedicated to Co-Creative Community

The management of SSCM compiled a curriculum to facilitate the learning process and ensure the evaluation procedure. The level of SSCM itself has 3 parts: S1 (bachelor), S2 (master), and S3 (doctor). Each level has its own curriculum and graduation. If the participants graduate from one level, they may pursue the next level.

The all-learning process, not only require the cooperation from the participants (elderly), but also from the lecturer or facilitators. Therefore, the IRL also created the training of trainer (TOT) for the lecturer and facilitators regularly in 6 months.

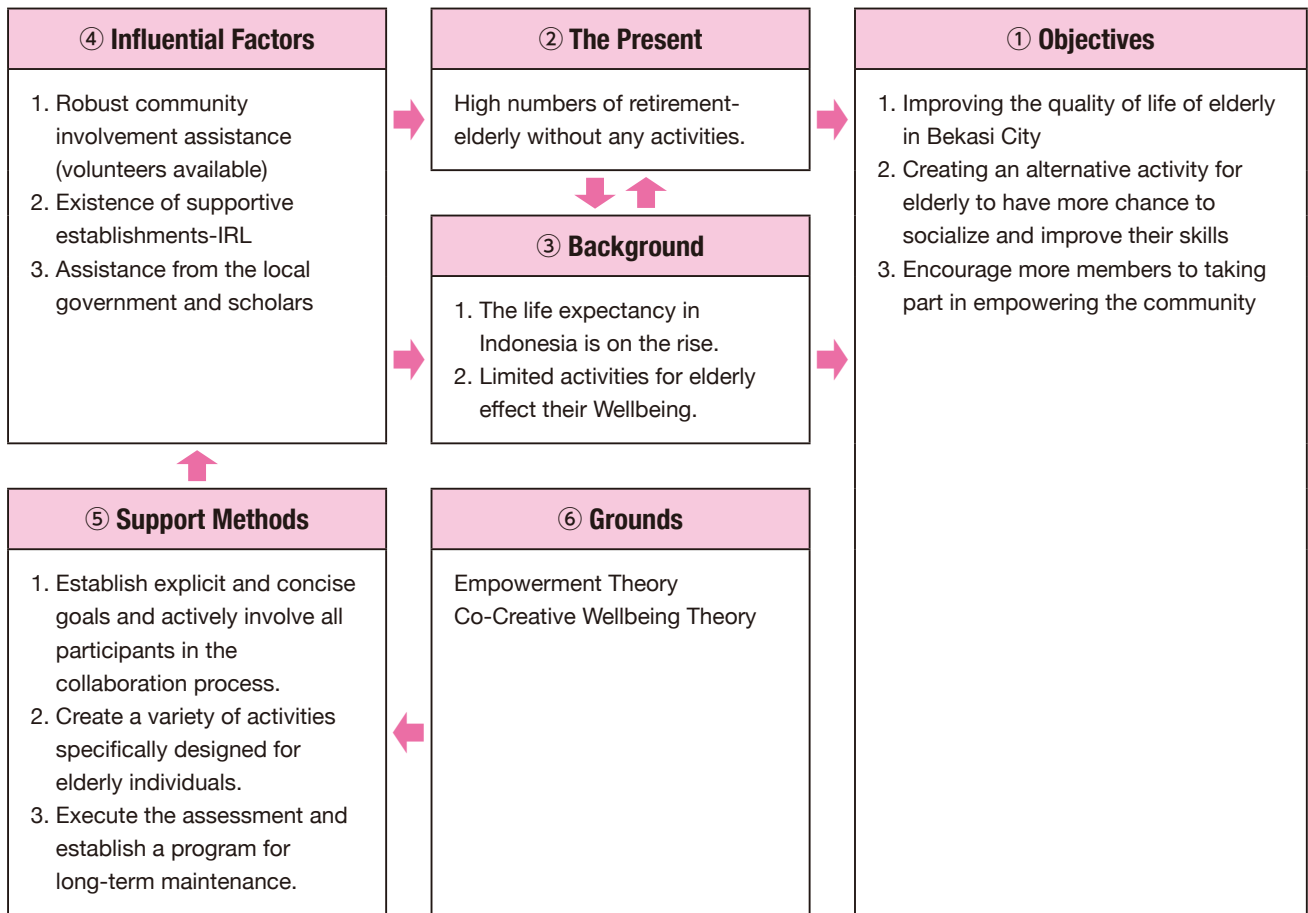


Figure 1 Design for Supporting Empowerment

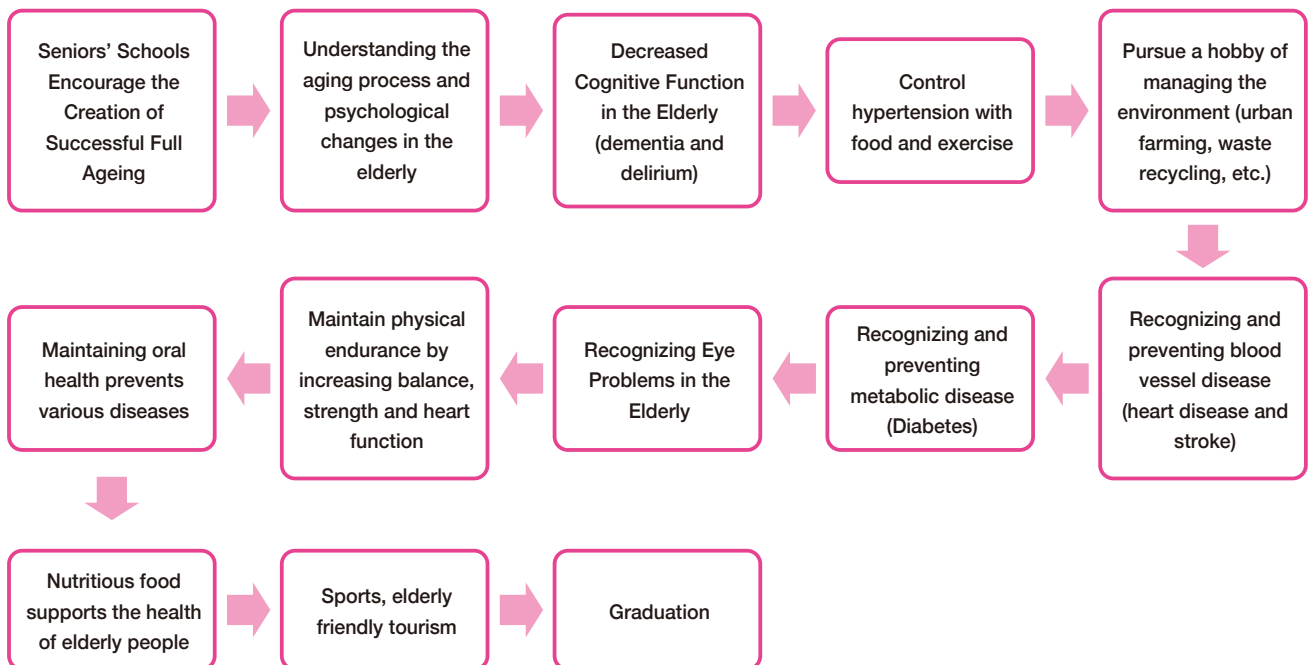


Figure 2 Learning process of level S1 Seniors School Cempaka Medistra

5. Case study

As mentioned in the early chapter about the approaching to develop a Co-Creative community, The Seniors School also came up with this concept:

(1) Establishing common goals and vision

IRL and Medistra Indonesia Health College had realized the problem that faced by Indonesia's seniors. Therefore, we decided to develop a place that seniors can actively involve in the community and improve their Wellbeing.

(2) Building an open and collaborative culture

Since IRL is an established organization in West Java that focuses in elderly's Wellbeing, and wanted to expand their positive results into other areas, one of them is Bekasi City. In order to do that, IRL needed another organization that visible to approach the community in Bekasi and has same vision to support elderly in the community. Medistra Indonesia Health College as an educational institution in Bekasi has been working in health field for every element of the community, including elderly. Hence, they have decided to collaborate together to pursue a bigger outcome.

The collaboration kept going on between other element in the community, like the local government, the health cadres, as well as the elderly. Each part has their own role and has been working as a team to achieve the vision.

(3) Respect for diversity and inclusiveness

Respect to the diversity is the key success of this program. All senior citizens residing in the Sepanjang Jaya region were eligible to enroll as participants in the school. It did not preclude seniors from other regions from participating. This diversity of backgrounds and characters is what contributes to SSCM being a place with a diverse individual. This fosters the development of tolerance and facilitates mutual understanding of each participant's character. In addition, the organizers offer transportation services for senior individuals with mobility issues, including those who need wheelchairs or canes. Even during sedentary activities, participants can still actively engage in various tasks while remaining seated. Inclusiveness has been there since the very start.



Picture 2 Participant with wheelchair in the graduation ceremony



Picture 3 Male-participants happily joined an exercise class together

(4) Promotion of communication and use of tools

As for the improving the diverse of the activities, the SSCM also utilized many kinds of tools. For example, employing traditional musical instruments that are inexpensive and accessible to all participants. Alternatively, engaging in physical activities together in an outdoor setting (see picture 4).



Picture 4 The training of trainer activity for lecturers and facilitators



Picture 5 The outdoor class for the participants

The diverse range of activities contributes to a more engaging atmosphere. In the future, we expect the provision of additional amenities, such as the accessibility to literature tailored for the aged.

(5) Providing education and skill-sharing programs

SSCM offers a diverse range of educational programs that cater not only to the elderly but also to lecturers. Lecturers receive training as a facilitator from IRL before implementing the program, as well as multiple follow-up training sessions (pic 5). Meanwhile, the curriculum outlines the monthly activities for seniors, which include health class, music class, and craft class.

Seniors have the opportunity to interact with one other not only during class, but also in the different offered activities. During the graduation trip, two to three seniors were accommodated in the same room, allowing for more focused and in-depth discussions to foster better mutual understanding. By engaging in mutual sharing and appreciation, individuals can enhance their Wellbeing.

(6) Project transparency and progress management

All the evaluation process carried out by the lecturers and staff from IRL. Besides, the local government also was informed about the progress and plan to create more seniors school in other area.

Section 2 Co-Creative Wellbeing Research Outcomes

(1) Method

In order to gather evidence-based information about the SSCM activities, qualitative data was obtained through the use of focus group interviews (FGI). A Focus Group Interview (FGI) was conducted on six participants (4 females and 2 males), with one moderator leading the session. The selection of participants was carried out via purposive sampling, based on the following criteria: 1) have been involved as a SSCM participant from the very start; 2) participated in all the activities throughout the series; 3) willing to be a research respondent. The FGI was conducted using the Zoom platform, and the entire procedure was recorded with the participants' consent.



Picture 6 The participants of FGI to evaluate the benefit of SSCM

Participants were asked the following question and allowed to discuss freely for 60 minutes. Does the existence of an elderly school improve your Wellbeing? If yes, what kind of things did you feel? During the discussion, all participants were actively involved and shared their opinions without any hesitation.

(2) Results and Discussion

The results of FGI were developed to concepts and codes. Generally, the participants felt so happy towards the SSCM and implied their Wellbeings have been improving since join the activities.

The participants enjoyed to improve their knowledge and skills through the classes, learnt many things they never had before. They not only acquired knowledge, but also had the chance to showcase their skills in front of SSCM guests. This enhances the participants' sense of empowerment and appreciation from a wider audience, resulting in increased Wellbeing.



Picture 7 Participants of Seniors School Cempaka Medistra Playing Anklung (Traditional Musical Instrument from Indonesia)

The participants not only enhance their capabilities, but they also engage in more social interactions with others through SSCM. Interacting with neighbors can lead to forming connections with individuals from other regions who possess varied cultural and social backgrounds. Participants eagerly wait for the chance to engage in discussions, exchange experiences, or simply narrate uncomplicated anecdotes during each meeting.

Table 1 Items and Codes of the FGI's Results

Codes	Items
Improving knowledge and skill	Get to know about diseases and the risk factors
	Learn new skill: music instrument, craft, stand-up comedy, etc
Improving the chance to interact with others	Chance to learn and share together with friends
	Get to know neighbors from different sub-district
	The monthly activities at SSCM are much awaited
Improving health status	Change into healthy lifestyle: some outdoor activities
	Can prepare healthier food for family
Feeling appreciated	Happy to see other's laughing at my own jokes
	Buy homemade goods (brooch, food, etc) between participants
Respect to the diversity	Be more tolerance
	Learn about different characteristics

(3) Conclusion

According to the findings of the focus group interviews, participants reported experiencing significant advantages and from SSCM. The important codes are participants feel happy to improving knowledge and skill; improving the chance to interact with others; as well as improving their health status. Other viewpoint of joining SSCM, they could feel more appreciated and learn further to respect the diversity. The previous instance demonstrates how the implementation of SSCM initiatively enhances the overall Wellbeing of the individuals involved.

Section 3 Tips for Achieving Co-Creative Wellbeing

By implementing the current Co-Creative Wellbeing, several tips that might be useful for future intervention will be shared in the following:

1. Understand the community

It is really important to know the community well. Identify all elements exist which potential to involve in developing the better programs. Do the observation and interview around to assess the problems and the solutions that currently needed.

2. Build the clear objectives

Once the problems in the target community have been established, it is essential to set the objectives. A good objective should fulfill SMART criteria: specific, measurable, achievable, reliable, and time-limit.

3. Mobilize the resources

Following the assessment is complete and all prospective counterparts have been identified, we can attempt to initiate collaboration in order to achieve a more substantial impact. Examine the process of splitting duties and strive for efficiency.

4. Facilitate the participation

As mentioned in the early chapter of the book that one strategy to create a CCWB is “Offer flexible forms of participation”. The more participation, the better CCWB that we can create. Be open to all kinds of engagement and let them enjoy their parts.

5. Evaluate the process

The last but not least, do the evaluation to see how effective our program is. Never hesitate to acknowledge the mistake and try to do the improvement again and again. It is really the key of creating CCWB.

Acknowledgment

Susiana Nugraha, Lina Indrawati, Dinda Nur Fajri Hidayati Bunga, all lecturers and participants of SSCM.

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Empowering Early Childhood Development: Co-Creative Strategies for Enhancing Children Wellbeing in Nepal

Section 1

Co-Creative Skills and Co-Creative Communities

1. Background

Early childhood refers to the age of child birth till 8 years and also the time of developing self-learning positively to understand themselves (Colilles 2023). It is an unrepeatable process of behavioral, emotional, and social development (Bekir 2020) during which children seek the understanding of relationship with surrounding and various ways to learn sharing their thinking process towards the world (Trevarthen 2011). Early childhood development (ECD) plays a crucial role in laying the foundation for Co-Creative Wellbeing. By providing children with a strong foundation in physical, cognitive, social, and emotional development, and by fostering environments that encourage creativity and collaboration, societies can cultivate individuals who are well-equipped to engage in Co-Creative processes and contribute to the collective Wellbeing of their communities. Investing in ECD is an investment in the future of Co-Creative and resilient societies.

Recent studies contextualized in different societies have shown that the home-rearing environment, including factors such as involvement of parents is related with early childhood development and that better quality of home-rearing environment in early childhood results the better functional ability in later life (Della Porta et al., 2022; Ellis et al., 2022). Children pick up knowledge by watching and copying their parents and caregivers. The behaviors they witness at home, including how conflicts are resolved, how emotions are expressed, and how interactions take place, serve as a model for their own social and emotional behavior. However, it is essential to recognize that the interplay of these factors is complex, and individual differences among children may exist as well as their responses to the home-rearing environment can vary. Additionally, external factors such as school experiences, peer relationships, community and cultural influences can also play a role to children's overall social and behavioral development.

There is little evidence of social and behavioral developmental research on children, especially in low-and middle-income countries (LMICs) like Nepal. In LMICs children under 5 years are 43% in risk to not have their prospective development (Lu et al., 2017). Roughly 90% of children worldwide reside in LMICs, where the environmental and social factors like poverty and insufficient mental health services for children increases the risk of mental illness (United Nations 2017). Therefore, supporting evidence for child care can be strengthened by demonstrating children's social and behavioral issues and the risk factors that go along with them. Having evidence from social and behavioral developmental research on children can significantly enhance Co-Creative Wellbeing by informing practices and policies that support holistic development. Studies of this kind can help in the development of interventions tailored to the specific needs of Nepalese children which could include necessary parenting programs, educational initiatives, or community-based interventions. These evidence-based interventions can address developmental delays and behavioral issues early on, ensuring children develop the skills needed for collaboration and creativity. It also highlights the importance of activities and curriculums that promote empathy, cooperation, and social interaction, which are some of the essential components of Co-Creative behavior. Fostering a cohesive, resilient, and inclusive society which can strengthen mutual support, cultural inclusivity, empower education systems, enhance health and Wellbeing, promote social cohesion, and ensure sustainable child-rearing practices is crucial to realize a Co-Creative community. By understanding and promoting these aspects, Nepal can build a more collaborative and thriving society that

leverages the strengths of its diverse cultural heritage and community-oriented values.

2. Nepal's approach to Child Care Education

The history of early childhood education centers in Nepal, such as kindergartens, began with the establishment of the first kindergarten in Nepal in 1950s. As of now there are a total of 35,991 early education centers nationwide (Bhandari 2018). Since 1997, the government of Nepal has been implementing policies to support early childhood development such as the Education for All National Plan of Action (2001–2015), Tenth Five Year Plan (2002–2007), and School Sector Reform Plan (2009–2015).

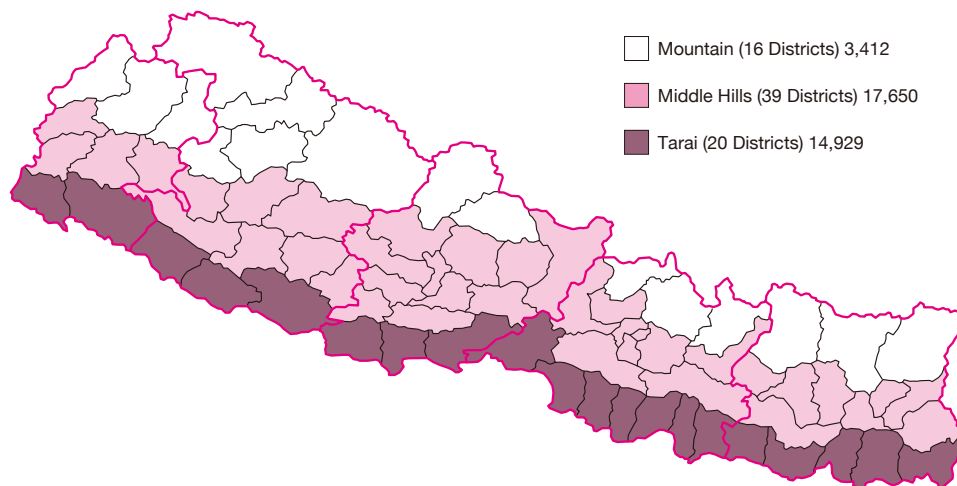


Figure 1 Early childhood education center distribution in Nepal

Early Childhood Education is provided by the government of Nepal and the privately owned kindergartens across the country. Government ECD are government funded, free of charge, but at the same time has challenges such as inadequate infrastructure, high child-teacher ratio, insufficient educational materials, inappropriate class-room arrangements, and inadequate health care. In the private kindergartens “the cost of attending is a major barrier to access” (Education International 2010). The Department of Education, Early Childhood Development Section has prepared a curriculum handbook for all private schools, community schools, and ECD centers in order to make children capable in all areas of development which includes learning about ECD environment, fundamental learning, subject-wise learning, and theme-wise activities. Table 1. Shows the daily age-wise activity distribution for childhood development in ECD centers in Nepal.

Table 1 Daily age-wise activity distribution for childhood development in ECD centers

SN	Area	3 years	4 years
1	Acquisition and establishment of health habit, moral norms and values and life skills development	30 mins	40 mins
2	Free game	60 mins	45 mins
3	Linguistic expressions	45 mins	60 mins
4	Planned social activities	30 mins	45 mins
5	Gross motor development	45 mins	30 mins
6	Planned learning activities	30 mins	60 mins
	Total time	240 mins (4 hrs.)	270 mins (4.5 hrs.)

ECD programs are increasing in number, but quality varies according to area. In urban area there are different qualities of ECD program - expensive, well equipped, and low qualities with few facilities. In rural and remote areas, ECD centers do not have trained teachers and enough learning materials for children which means that the early childhood education and development services are not fully developed within the Nepali context.

3. Empowerment Support Design for Early Childhood Development

Empowerment means giving people hopes and dreams, offering them encouragement, and prompting them to generate within themselves the wonderful potential strength to live that everyone essentially has (Anme, 2018). Empowerment theory offers a comprehensive framework for promoting the Co-Creative Wellbeing of children by fostering three important pillars of empowerment i.e., self-empowerment, peer empowerment, and community empowerment as shown in Figure 2.

By applying this theory in schools, communities, and families, we can create environments where parents and children feel empowered to contribute meaningfully to their own development and the Wellbeing of their communities. In order to foster early childhood development through Co-Creative strategies, we created a grand design based on empowerment theory (Anme & McCall 2008). This grand design consists of 6 elements: objectives, the present, background, influential factors, support methods, and grounds as illustrated in Figure 3.



Figure 2 Types of Empowerment (Anme, 2021)

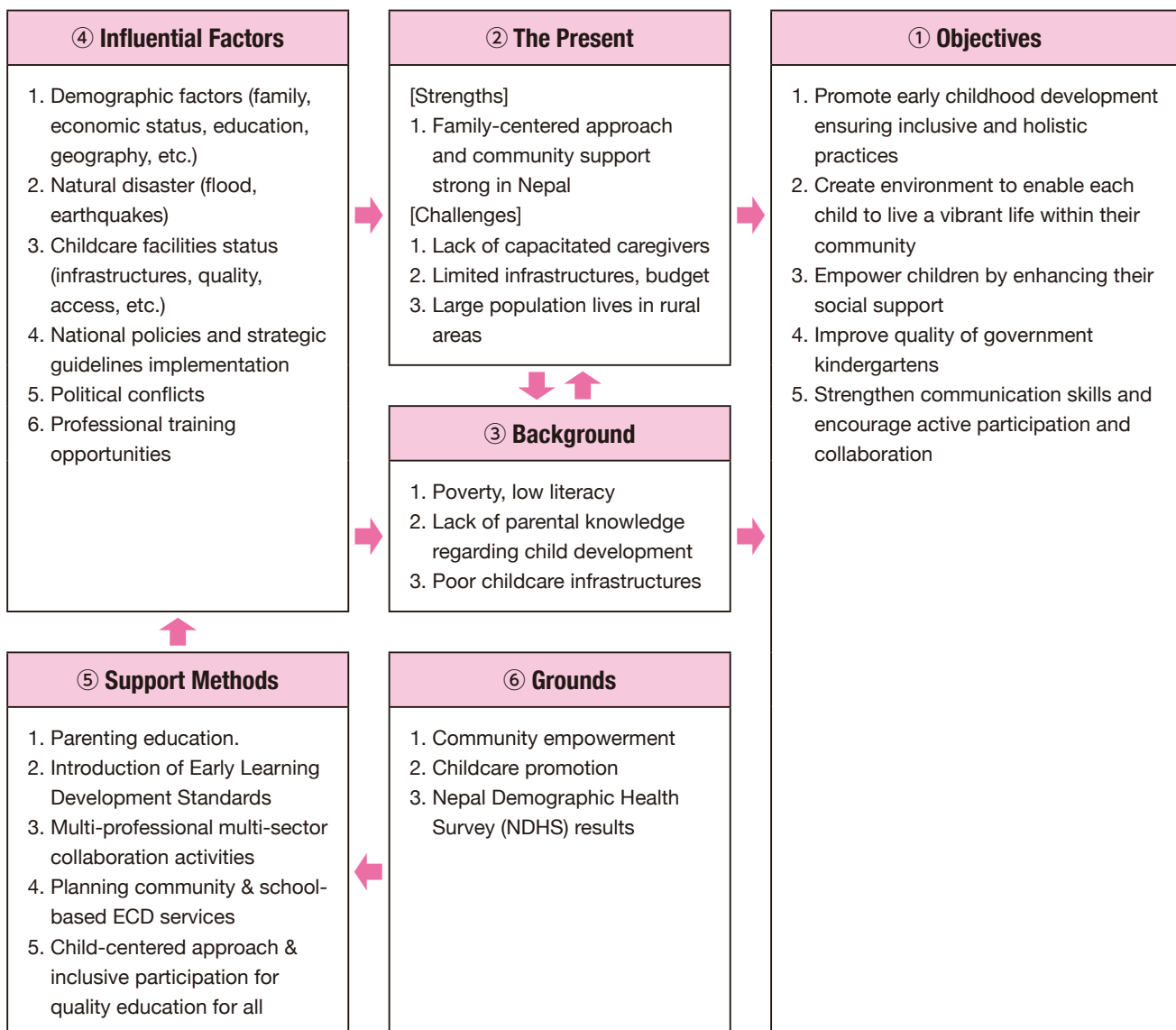


Figure 3 Design for Supporting Empowerment

1. Methodology

In order to examine the current state of children’s social skills and behavioral development as a function of home-rearing environment and its implications for fostering Co-Creative Wellbeing, a cross-sectional study design with a self-administered questionnaire survey was conducted among 256 Nepalese Kindergarten children aged 2 to 6 years. The respondents were the teachers and parents of the children. The teachers filled in the Social Skill Scale (SSS) to investigate child’s social skills, while the parents filled in the Strength and Difficulty Questionnaire (SDQ) and Index of Child Care Environment (ICCE) to investigate child’s behavioral difficulties and home-rearing environment respectively.

The demographics included children’s age, gender, presence of sibling(s), relationship with the child, family structure, parental education level, parental occupation, monthly income, and cultural background. A written consent form was provided to the participants outlining the study purpose, procedures, possible risks, benefits, and rights of the participants to freely participate or withdraw at any time from the survey. In addition, data were collected using a personal identification system to keep participants’ identities anonymous. Ethics committee approval for this study was obtained from the University of Tsukuba in Japan and Nepal Health research Council.

2. Results

2.1 Home-rearing environment, children’s social competency, and behavioral difficulties conditions

The study subjects in the study were split into two groups: the sufficient group and insufficient group in case of ICCE and normal group and risk group in case of SDQ and SSS. To categorize the study subjects into normal group and risk group, a 10% cut-off percentile depending on the distribution of each subscale was used for SSS and SDQ. Figure 4 and 5 shows the normal and risk group percentage for each sub-scales of Strength and Difficulty Questionnaire and Social Skill Scale questionnaire respectively. Likewise, Figure 6 shows the percentage of sufficient and insufficient group for 13 items of Index of Child Care Environment questionnaire for the collected samples. From Figure 4 it can be seen that the percentage of children with behavioral difficulties ranged between 7% to 15% in the five different sub-scales of SDQ including total behavioral difficulties. Likewise, Figure 5 shows that the percentage of children with lower social competency ranged between 8% to 13% in the three different sub-scales of SSS including total social competency. Similarly, from Figure 6 it can be seen that the percentage of children who receive sufficient home-rearing environment (except for “no physical discipline” and “having consultation about childcare”) ranged between 82% to 98%. For home-rearing environment items where parent do not imply physical discipline and have consultation about childcare the percentage of children were on the lower sides with 68% and 56% respectively.

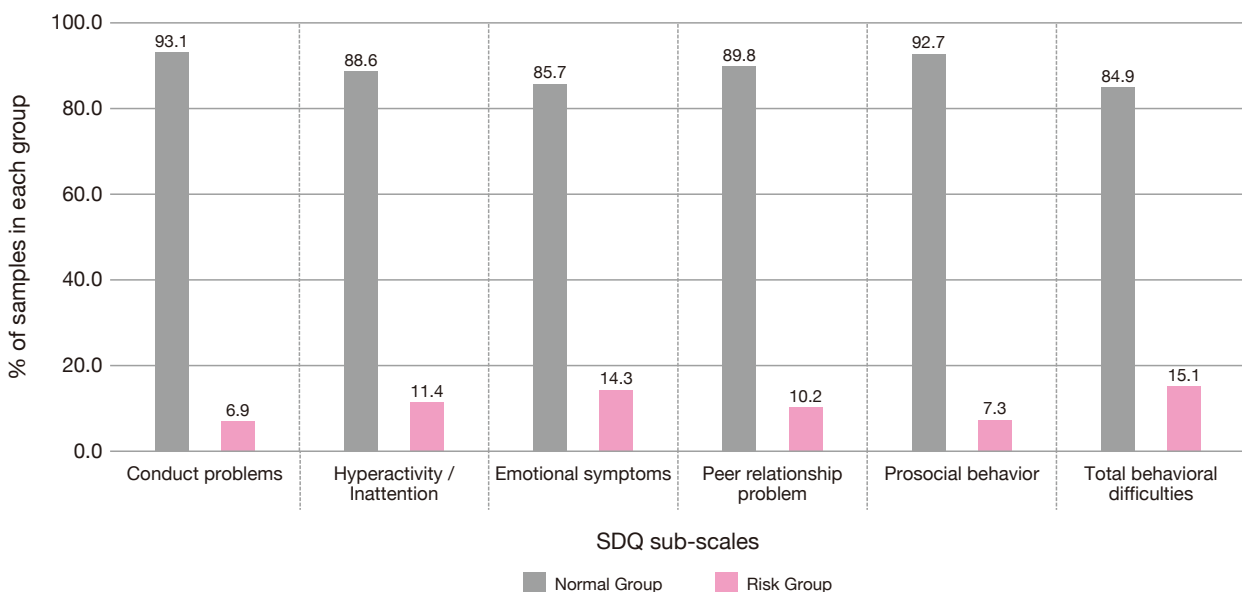


Figure 4 Normal and risk group of five sub-scales and total behavioral difficulties of Strength and Difficulty Questionnaire

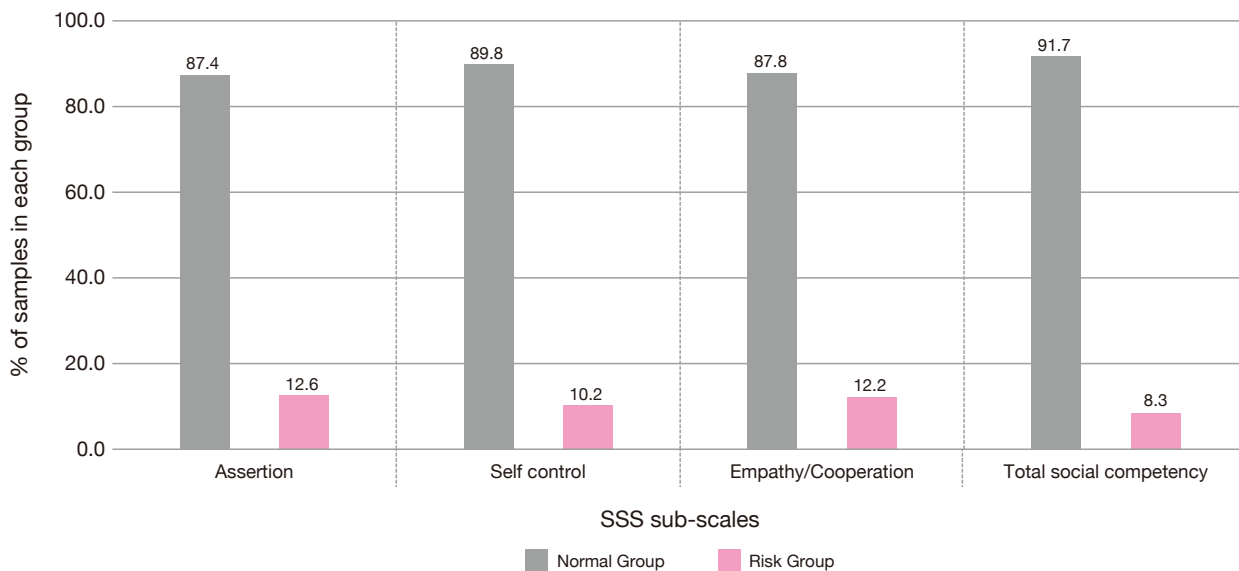
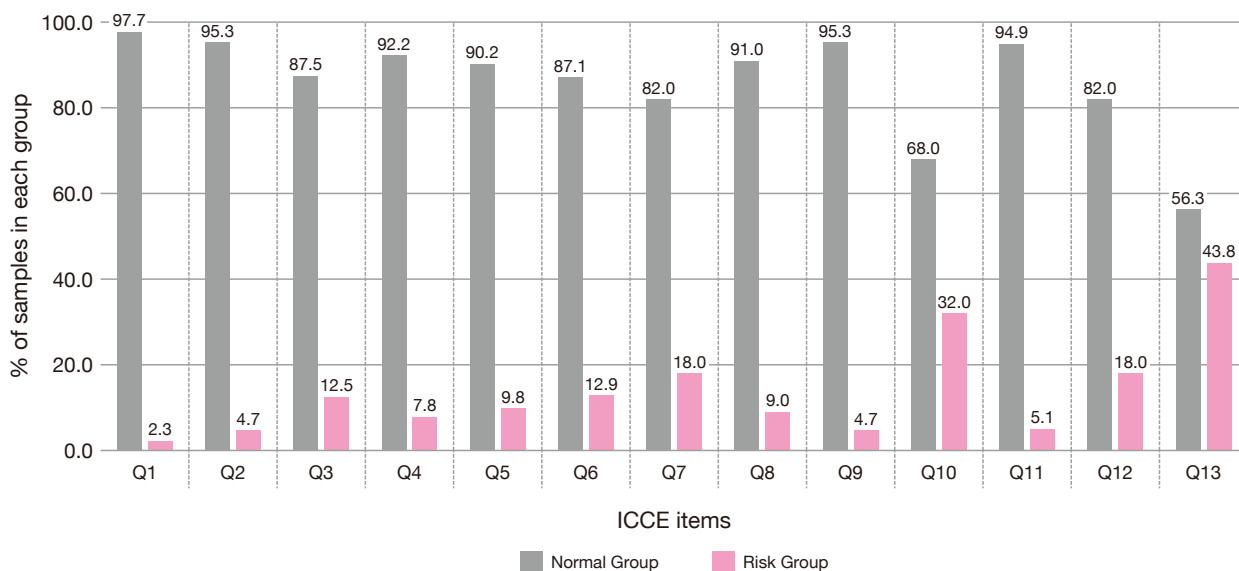


Figure 5 Normal and risk group of three sub-scales and total social competency of Social Skill Scale Questionnaire



Q1: Play with child	Q7: Go to park together with child
Q2: Read to child	Q8: Visit friends or relative
Q3: Sing song with child	Q9: Response to child's mistakes
Q4: Spouse, partner, or other care giver help with the child	Q10: Punishment
Q5: Eat meals together with child	Q11: Talk with spouse/partner about child
Q6: Go shopping together with child	Q12: Support for childcare
	Q13: Have a consultation about childcare

Figure 6 Sufficient and insufficient group for 13 items of Index of Child Care Environment Questionnaire

2.2 Binary association of items related to home-rearing environment with behavioral difficulty and social competency

Figure 7 shows the results of the Fisher exact test to examine the association of items related to home-rearing environment with total behavioral difficulty and total social competency. For total behavioral difficulty, all items of home-rearing environment were found to be significantly associated. Likewise, for total social competency, “eating meals together with child” ($p = 0.042$), “talking with spouse/partner about child” ($p = 0.002$), and “support for childcare” ($p = 0.032$) were found to be significantly associated.

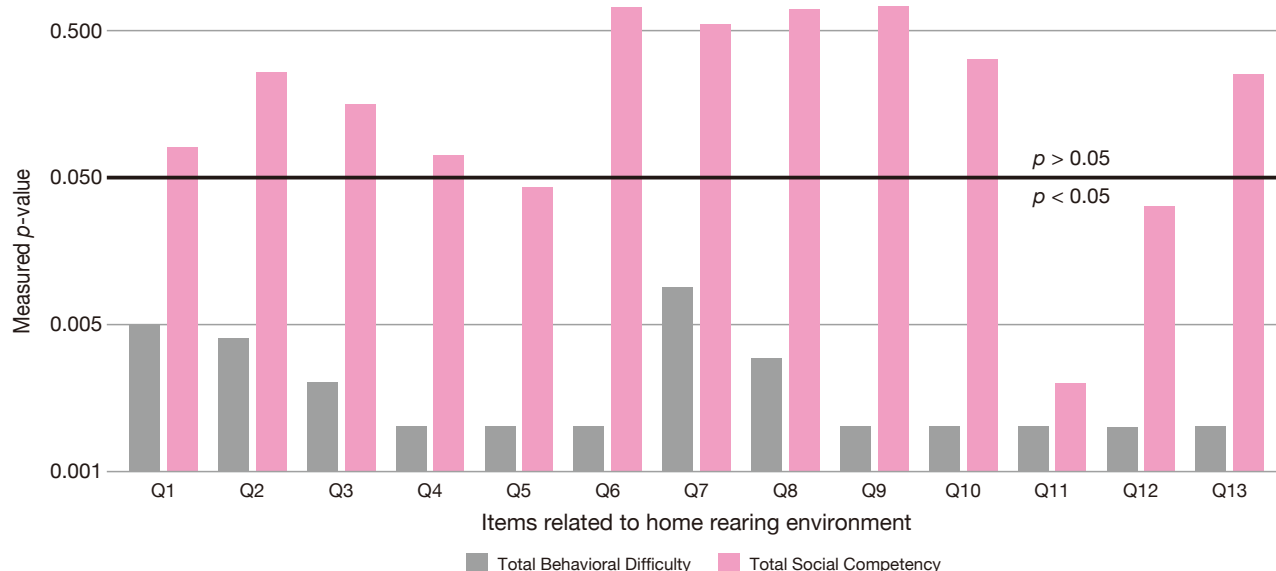


Figure 7 Association between items related to home rearing environment with total behavioral difficulty and total social competency (n = 256)

2.3 Multiple logistic regression analysis for items of home-rearing environment with behavioral difficulty and social competency

Table 2 Sufficient home rearing environment relating to low risk of total behavioral difficulties in children ($p \leq 0.001$, n = 220)

Home Rearing Environment Items	OR	95% CI	p
Spouse, partner, or other care giver help with the child	9.59	2.840 – 32.394	<.001
Eat meals together with child	7.11	2.320 – 21.758	<.001
Go shopping together with child	5.22	1.949 – 13.999	.001
Do not Hit / scold upon child's mistakes	5.93	2.311 – 15.228	<.001
No physical punishment	6.81	2.828 – 16.377	<.001
Support for childcare	7.02	2.801 – 17.609	<.001
Have a consultation about childcare	4.31	1.789 – 10.359	.001

Table 3 Sufficient home rearing environment relating to high total social competency in children ($p \leq 0.001$, n = 225)

Home Rearing Environment Items	OR	95% CI	p
Eat meals together with child	10.50	3.024 – 36.448	<.001

Note: OR = Odds Ratio; CI = Confidence Interval; p = p-value

Table 2 and 3 indicates the results of multiple logistic regression analysis to see the effect of home-rearing environment on behavioral difficulty and social competency respectively after adjusting for control variables deemed to be significant on Fisher exact test. It can be seen that sufficient home-rearing environment characterized by parents' involvement with child such as "frequently eating meals together" was significantly associated with better social competence (OR = 10.50, 95%CI [3.02,36.45], $p < .001$) and reducing behavioral difficulties (OR = 7.10, 95% CI [2.32,21.76], $p < .001$). Likewise, creating an environment where parents do not imply harsh restrictions on children such as "no physical discipline" (OR = 6.80, 95% CI [2.83,16.34], $p < .001$) or "positive attitudes towards children's mistakes" (OR = 5.94, 95% CI [2.31,15.23], $p < .001$) was also associated with reducing behavioral difficulties.

3. Conclusion

These findings strongly suggest that sufficient home-rearing environment, especially in the form of eating meals together with child, talking with spouse/partner about child, avoiding parental physical discipline, and social support for childcare have significant positive impact in social and behavioral development of children. The presence of sibling(s), family structure, parents' education, occupation, and monthly income were also found to be significantly correlated. Based on the findings of this study, it is evident that home-rearing environment play a pivotal role in shaping children's social and behavioral developments. Parents should foster this environment by spending quality time with their children, engaging in activities that encourage bonding, listening actively, avoiding physical discipline, and seeking guidance and support through consultations.

Section 3 Tips for Achieving Co-Creative Wellbeing

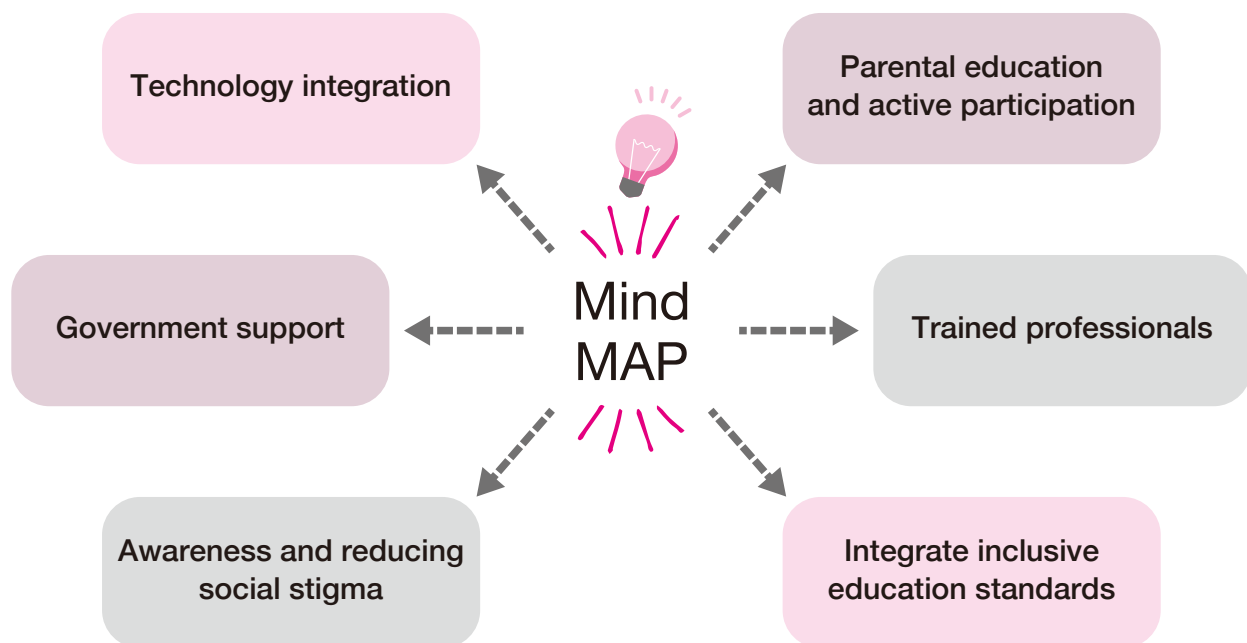


Figure 8 Mind map illustrating strategies for achieving Co-Creative Wellbeing

The mind map depicted in Figure 8 illustrates a comprehensive overview of strategies and focus areas to ensure the Co-Creative Wellbeing of children. It emphasizes collaboration, inclusivity, and continuous improvement in policies and practices.

In general, the strategies for achieving Co-Creative Wellbeing can be realized in 3 different levels as below:

At community level:

- Initiate community projects focused on improving children's Wellbeing, such as building playgrounds and libraries.
- Hold community awareness raising events, parent-teacher associations and support parents and guardians to access government social security allowances for their children.
- Develop community-based programs that focus on child Wellbeing, such as after-school programs and sports clubs.
- Foster partnerships between local communities, NGOs, and government bodies to leverage resources and expertise.

At system strengthening level:

- Ensure access to quality education with trained teachers and appropriate learning materials.

- b) Promote inclusive education for children with disabilities and special needs.
- c) Invest in early childhood education programs to give children a strong start.
- d) Integrate digital learning tools and resources in schools to enhance learning experiences.
- e) Regularly evaluate the impact of various programs on children's Wellbeing to ensure effectiveness and make necessary adjustments.

At governance and policy level:

- a) Schools, local and national government need to commit to scale up inclusive education in Nepal.
- b) Build the evidence-based studies for increased government funding for inclusive education and ensuring equal opportunities for all.
- c) Work with local authorities to ensure that regulations support Co-Creative Wellbeing initiatives.
- d) Invest in teacher training programs to equip educators with the skills to support the holistic development of children.

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Co-Creative Wellbeing for Empowering the Parents of Children with Disabilities and Professionals. Lessons Learned from the Case Study in Mongolia

Section 1

Co-Creative Skills and Co-Creative Communities

1. Background

Environments that are safe, stimulating, responsive, and caring are important for young children's social development, social competence, and social control. This type of family setting not only prevents challenging behaviors and serves as an early intervention for infants, toddlers, and preschoolers with and without disabilities, but it also promotes the family's overall wellbeing. For promoting family wellbeing, Co-Creative approaches and empowerment-based interventions and activities need to be designed and implemented for the neediest populations such as those living in rural Mongolia.

Mongolia is a landlocked country in East and Central Asia and bordered by Russia to the north and the People's Republic of China to the south, east and west. The current population of Mongolia is 3,457,548 as of 2022, based on National Statistic Office Mongolia. The life expectancy at birth rate is 75.8 years for women and 66.1 for years for men. In 2020, the fertility rate per 1000 population was 23.4. The population dependency ratio was 59 dependents per 100 working age population by 2020 (NSO Mongolia, 2024). Mongolia is one of the least densely populated countries in the world (2 people per sq km). The urban population represents 70% of the country's population. According to the 2020 Household Socio-Economic Survey, the national official poverty rate in 2020 was 27.8 percent. Among the poor, 43 percent lived in the Ulaanbaatar in 2020. The number of children in Mongolia is currently at 1.2 million, accounting for 35.4 percent of the country's total population (NSO Mongolia, 2024) and from those, 11,835 are disabled children (FCYD Mongolia, 2023). These estimates in Mongolia shows that about one in 12, or about 1 % of all the children have a one or more development disabilities.

As the lifestyles of people change, it influences the local culture. The changing culture has an inescapable influence on all parts of people's lives, including parent and child relationships. In this above-mentioned given situation, it would be interesting to figure out how to find out a way to empower the local families and improve the quality of the child and parent relationships. Parenting in Mongolia has its own unique characteristics, just like in any other country, but more study and initiatives are still needed on effective ways to parent and how to foster positive parent and child relationships. Therefore, the issues about the parent and child attachment and nurturance need to be addressed more for their family wellbeing. Promoting parent and child relationships not only helps the parents and caregivers to improve their parenting skills and responsiveness to their children, but it also benefits their children's cognitive and psychosocial development as well as it will be the cost-effective way of promoting family wellbeing and achieve the Millennium Development Goals.

2. Overview of community based participatory research program

A community based participatory research program has been carried out since February 2023 in Khovd provinces in rural Mongolia, where 997 children have received social welfare benefits and are officially listed as disabled. The overall goal of the program was to improve the child-rearing environment for disabled children, empower their parents, and engage local professionals like kindergarten and elementary school teachers, social workers, and psychologists. In order to successfully implement the program, the project team conducted a brief situation analysis so as to provide a

comprehensive and systematic understanding of children with disabilities based on the available data, secondary project documents, the experiences of other agencies, and relevant local authorities. The situation analysis describes the current situation of children with disabilities in regard to their rights to access social, health, and educational services, identifying common obstacles, such as negative attitudes, communication, and environmental barriers. The study results led the project team to prioritize and address the issue of parent and caregivers' participation and involvement. Furthermore, the disabled children may face a greater risk of violence in comparison to their peers without disabilities. Many disabled children tend to stay at home while their parents go to work, and their siblings have classes at their schools. They are usually isolated and excluded from the rest of their community.

When implementing a community based participatory research program for improving the childcare environment and empowering the local community, the theories always help. Theory of empowerment (Anme, 2008), Bronfenbrenner's social ecological model (Bronfenbrenner, 1977), Theory of change (Weiss, 1995), Social inclusion model (De Greef et., 2015) and 'Co-Creative Wellbeing' approach (Anme, 2019) may be more effective for strengthening the vulnerable members of the community. Theories explain the social phenomena and help the team members in determining what to target and how to do things correctly. The above-mentioned theories and models address disabilities in various ways, therefore applying just one of them to the intervention activities may not be acceptable. Therefore the program have used the Theory of empowerment and Empowerment Support design (Tokie Anme, and McCall 2008), Co-Creative Wellbeing approach (Anme, 2021) and Index of child care environment (Anme, 2013) as a ground theory and approaches. (Figure1).

3. What are the needs of the community?

The community's overall objective is happiness. When it comes to narrowing down, all parents want to be happy with their children and family members. Family happiness starts with the quality of the family members relationships, communication and emotional connections. In order to improve the wellbeing of the families and their happiness, it must encourage parental participation and involvement. People in the community are also eager to offer their resources to bring happiness.

4. Team building and what the team can do for the community?

For being happy and support each other, the parents need to find their community, where they all felt included, valued and having a wider support network through shared experiences. The community members also give people a sense of purpose, feeling less alone, and contributing their altruistic goal. In order to fulfill this compassionate goal and needs, the community based participatory research team members made the decision to promote and create support groups among the parents of the disabled children. During the first steps of creating support groups, the research team members decided to work as support group facilitators. During the first several months, it took some time to attract core members even though the support groups were accessible to everyone. The support groups provide an opportunity for people to empower each other.

5. Reciprocity and collaborative culture

It is necessary to promote diversity and cultural awareness in the community in order to reduce ableism and cultural barriers. Diversity includes all aspects of life, including age, gender, and race. However, this is not how most people in the project's target areas see disability. Thus, the support groups tried to create collaborative culture, where they can share ideas, skills, and efforts. Culture changes our lives, and the culture itself can be changed.

6. Evaluation and aims for further empowerment

As the community's participatory based activities and support group grow, internal and external evaluations were conducted to understand their work effectiveness. Assessments also had done to generate recommendations to make things even better for their growth. The evaluation confirmed that this kind of Co-Creative based support groups enhanced hope, confidence, social connectedness and subjective wellness as well as increasing the quality of child and parent relationships. Support groups had a beneficial role in narrowing the service gap, the strain on and demand

for statutory services for counseling, as well as encouraging the wellness of the family and the quality of child and parents' relationships. In the future, the support groups intend to become increasingly self-sufficient from other groups and organizations. But as a supporting method, they also emphasized the value of experts, academics, and regional government organizations.

Section 2 Research Evidence for Co-Creative Wellbeing

1. Research methods, results and discussion

In May 2023, the research team used quantitative and qualitative approaches to explore the child rearing environment among the local communities of Mongolia. A paper-based survey was conducted among the parents of children with disabilities in Khovd Province, Mongolia. A total of 75 parents of children aged 2 to 10 years completed the questionnaire survey. The study excluded missing data, lowering the overall sample size of the quantitative survey to 69 respondents. Of those, 69 respondents were parents of disabled children, accounting for 86% of all disabled children aged 2 to 10 years, living in the capital of Khovd Province. A total of 15 parents from different socioeconomic backgrounds were interviewed to gain a deeper understanding of parents' views and assess their child care environment. The Index of child care environment (ICCE) scale developed by Anme et al. (2013) was used for this study to evaluate the childrearing environment among parents of disabled children in Khovd Province, Mongolia. The ICCE consists of 13 questions in four subscales: human stimulation, avoidance of restriction and punishment, social involvement, and social support. The child care setting questions were interesting according to survey respondents, and no one had previously looked into or questioned them.

The study showed that the quality of the child care environment was not sufficient for the selected parents. Items about human involvement, such as taking children outside, shopping, singing songs with them, and reading books to children, were considered insufficient, which had negative impacts on the development of children. For instance, 46.4% of the parents generally said they rarely sing songs with their kids and hardly ever read books to them. Furthermore, out of all the respondents who took part in the quantitative survey, 44.9% stated that they very never played with their children and 27.1% said they rarely went shopping with them. On the other hand, parents expressed their lack of knowledge about how to raise and care for their children at home.

The research team had a number of community meetings with small groups and disseminated the research results. During these dissemination meetings, the research team had noticed that the parents are willing to know more about child care environment and family wellbeing and family happiness. The parents also want to learn from each other, share their thoughts, and happiness. Therefore, the research team encouraged the parents to suggest the next phase of the study.

The parents were specifically requested to provide their opinions and worries regarding the community participatory research. The team members asked the parents for recommendations on what should do for intervention. The parents stated that they preferred support groups since they desired to experience greater mental and social support, in addition to the fact that these groups are simpler and more direct. To ensure that the Co-Creative approach was sensitive to diversity groups and cultural differences, parents were asked to indicate any activities or other issues that they believed were culturally inappropriate. The final design of the community based research was based on the suggestion and input of the parents and local professionals, such as social workers, kindergarten and school teachers. In all, five support groups included forty-two parents. and the average size of each group is eight parents. During the participatory research, each support group members participated in four workshops and completed pre- and post-intervention surveys. The research team planned a more study to include nearby communities as a result of the successful outcomes of the participatory research.



Picture 1 Social workers and teachers are attending the training.



Picture 2 The local youth are at the workshop



Picture 3 Mothers in their support group



Picture 4 The local child and family development center

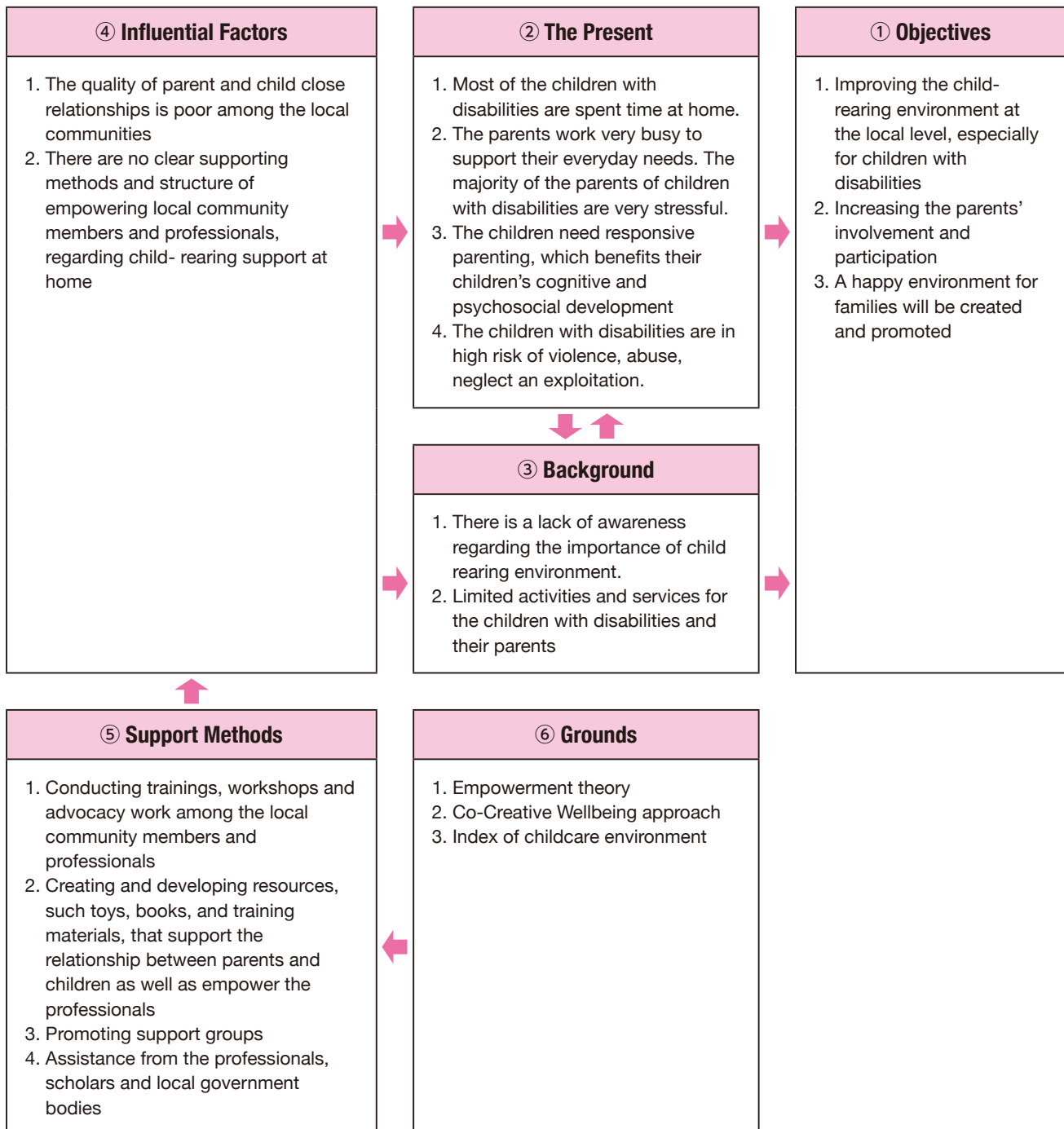


Figure 4 Empowerment support design for the program to improve child and parent relationships

The following tips are developed based on our participatory based study with the goal of empowering individuals and others to make progress towards Co-Creative Wellbeing:

1. Identifying the issues and having clear objectives based on the community needs

Problems can arise from any aspect of community life and can occur throughout a community. Perhaps the real cause of a problem may not be immediately apparent. Therefore, in order to identify the root cause, it is advisable to work with researchers and use one or more analytical techniques. Analyzing the problems that the community faces will help you understand the local culture as well as the resources you need.

2. Understand the community and culture

If there is not having a general understanding of the local cultural norms and respect cultural sensitives, it will be difficult to engage the community members with respect and dignity.

3. Creating an atmosphere that attracts people

This kind of atmosphere and enjoying relationship create opportunities for members to share their voices. It also helps community members in trying to interact with others while fostering respect for one another. Participation in the community event is an excellent way to build lasting relationships with the local communities.

4. Learn from the best

Learning was a key part of the community for creating wellbeing. And learning from the best and on the other hand learning best always keep the community members as awake as possible.

5. Work with good leaders

In many small groups within a community, there will be some members who are considered leaders. The leaders are the coordinators or core members, who motivate and show the right direction to the team. A leader also fosters a non-competitive environment and ensures that their team feels safe. The leaders can take on new roles as consultants or cooperative members once the community has a better understanding of their motivations, strengths, and use of resources to bring about meaningful changes.

Conclusion

The purpose of this community based participatory research program was to bridge the knowledge gap between the acquisition of knowledge through research and the translation of that knowledge to interventions to make the family happier by strengthening the relationship between parents and children. The success factor of the program was engaging partners and local communities across Co-Creative approaches and tips. The parents received the program well, felt they learned important information, wished to teach other families and community members the program content, and desired to conduct group sessions with their friends on the child rearing environment topics taught in the program. Every member of the support group stated that empowerment-based interventions and parent training improved their home environment and child rearing practices. Even though support groups are quite new in their community, the members of the support group are also satisfied with the activities they participate in. To support the Co-Creative Wellbeing of the neighboring communities, these programs need to be extended and continued, as well as regularly evaluated and modified in response to feedback and performance.

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Co-Creative Wellbeing in the Health Sector of Bangladesh

Section 1

Co-Creative Skills and Co-Creative Community

1. Introduction

1.1. Country context

Bangladesh is a small country located in South Asia, with a population of about 170 million in an area of 148,460 square kilometers. It shares borders with India and Myanmar. Bangladesh is known for its rich culture, delicious foods, traditional arts, colorful handicrafts, and vibrant festivals. Despite being one of the smallest and densely populated countries, Bangladesh is known for its resilience and remarkable progress in various sectors.



1.2. Overview of the Health Sector in Bangladesh

In the last few years, Bangladesh has advanced significantly in healthcare. Life expectancy has increased to 73.82 years in 2024, a 7.2-year increase from the year 2000, and the infant mortality rate has decreased to 22.61 deaths per 1000 live births in 2022, a 4.28% decline from 2020 [1,2]. Thanks to Oral rehydration therapy (ORT) and overall success in Child immunization. However, challenges remain. Despite the improved access to basic healthcare services, Bangladesh is facing a growing burden of non-communicable diseases (NCDs) like heart attacks, strokes, chronic respiratory diseases, cancers, and diabetes, as well as infectious diseases such as diarrhea, tuberculosis, dengue, malaria, etc. [3]. Furthermore, there is still a lack of medical professionals, an estimated 6.7 doctors for 10000 populations in Bangladesh in 2021 [6].

The healthcare system in Bangladesh is highly pluralistic, involving a number of stakeholders comprising the government, the private sector, donor agencies, and non-governmental organizations. Particular initiatives are implemented for immunization, family planning, maternal and childcare, etc. At both the community and national levels, the Ministry of Health and Family Welfare provides primary, secondary, and tertiary care services; non-

governmental organizations (NGOs) assist community health workers in providing priority services to households. Private hospitals offer modern facilities and specialized medical care; however, their high cost restricts the access of those with limited financial resources [3, 7].

1.3. The Need for Co-Creative

In this context, Co-Creative appears to be a promising strategy to enhance Wellbeing in the Bangladeshi health sector where Co-Creative refers to a collaborative approach among healthcare providers, policymakers, and community. Co-Creative is advocated as a collaborative method to develop solutions, such as interventions aimed at enhancing public health while making sure that these measures meet the needs and preferences of the target population as well as stakeholders [8]. Moreover, Co-Creative matters because people foster a genuine and deeper connection when they become a part of the solution rather than being an observer.

Section 2 Research Evidence Related to Co-Creative Wellbeing

2.1 Co-Creative Wellbeing in the Healthcare sector (conceptual framework)

Beyond the conventional patient-provider dynamic, the Co-Creative approach in healthcare holds immense potential to improve the Wellbeing of individuals and the healthcare sector. It involves a shift toward a model that is more participative and collaborative. For instance, doctors would have more freedom to make decisions about their patients' care, while patients would be actively involved in choosing their treatment and sharing feedback. This way, everyone benefits! Doctors gain more control, patients feel empowered, and the community can share their knowledge and needs within their cultural background. In this model, peers support each other in time of need. Alongside, stakeholders will take part in ensuring that Co-Creative efforts reach all communities in addition to resource allocation and the stakeholder can bridge the gap between policymakers and the community.

This approach can enhance Wellbeing by:

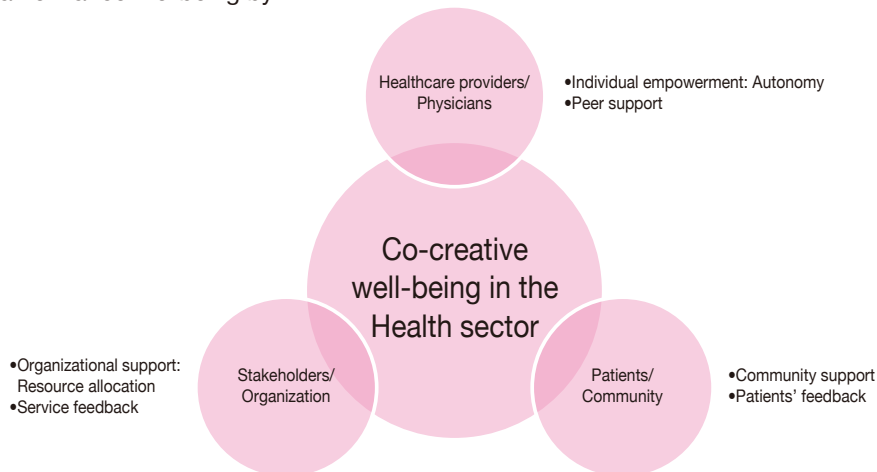


Figure 1 Proposed Co-Creative Wellbeing model in the healthcare sector

Empowering individuals and empowering communities: Empowering individuals as well as communities to organize something together, or to work toward a common goal can give a sense of pride as well as the power to believe in the capacities of groups [9].

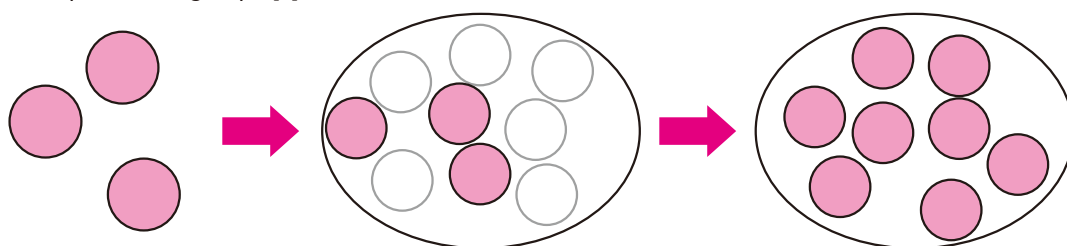


Figure 2 Empowered Individual

Integrating into the Community

Empowered Community

A sense of ownership and sustainability: Minimal community engagement in healthcare planning, research, and delivery leads to budgetary waste, target failure, and dissatisfaction in the communities toward the programs that are intended to help them. Engaging communities – in the planning, delivery, and assessment of healthcare initiatives from inception promotes transparency, accountability, and a sense of ‘ownership’. In that context, they are more likely to take ownership and ensure their long-term success [10, 11].

More effective interventions and service delivery: A Co-Creative approach in healthcare encourages a continuous feedback system. Feedback systems and interventions tailored to specific needs can ensure more effective intervention and service delivery. Also, community insights inform solutions that are culturally appropriate and address local challenges [8, 11].

Improved health outcomes: Co-Creative healthcare approaches recognize the importance of addressing mental and emotional Wellbeing alongside physical health. This holistic approach can improve the overall satisfaction of the healthcare providers as well as their patients. Also, Co-Creative empowers communities to take charge of their Wellbeing, leading to positive behavioral changes and improved health outcomes [9, 12].

3. Research evidence related to the Wellbeing of Bangladeshi Physicians

The promise of Co-Creative in fostering Wellbeing resonated deeply within our research. We recognized its potential to cultivate a powerful sense of peer and community support among physicians, a population often burdened by heavy workload, busy schedule and isolation. Co-Creative, by its very nature, empowers autonomy, allowing physicians to actively participate in shaping solutions that are directly connected to their mental Wellbeing. Intrigued by this interplay, our study aimed to illuminate the specific relations between these aspects of Co-Creative and the mental Wellbeing of physicians.

We did a cross-sectional survey among Bangladeshi physicians during November 2023 to January 2024. We obtained the data from 353 physicians working in different private and public healthcare facilities in Bangladesh.

The questions are as follows:

Peer support
Q1. My colleagues are adequately supportive and friendly
Community support
Q2. Most often I experience friendly relationships and support from people in the community
Organizational support
Q3. There are adequate supplies of resources
Autonomy
Q4. I have the freedom of choosing methods to treat patients
Feedback
Q5. There is an established performance feedback system from the management level
Q6. I often get patients’ feedback that conveys recognition of how well I am doing my job
Mental Wellbeing
Q7. Emotional state- Good (Normal, mild, and moderate level of stress) & Poor (severe, and extremely severe stress)*

*Stress levels have been measured using the DASS scale, which has been categorized into binary in this analysis.

The answers represent strongly disagree to strongly agree in a Likert scale of 1 to 5, except Q7 which is considered as binary.

3.1 Results

From our results, we found,

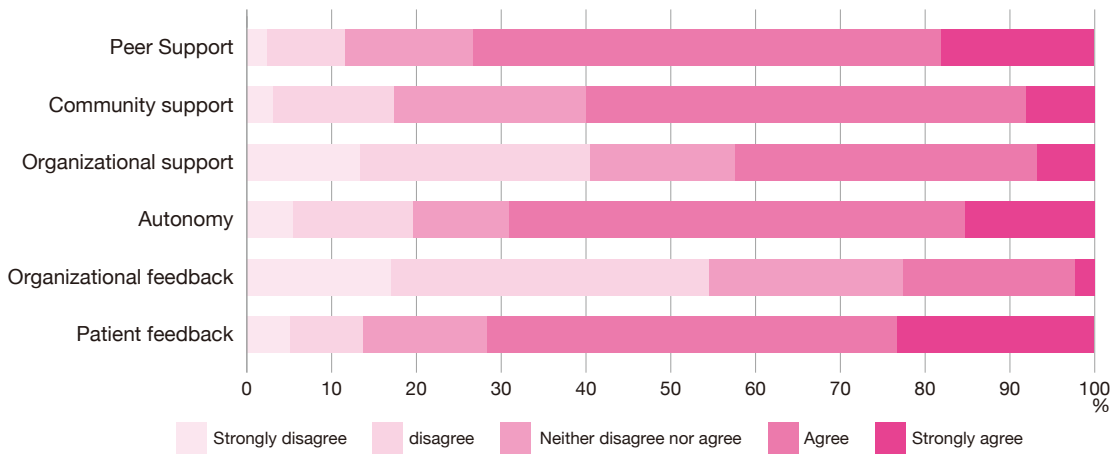


Figure 3 Percentage of the responses in each questions (N= 353)

About the percentage of emotional states of the physicians

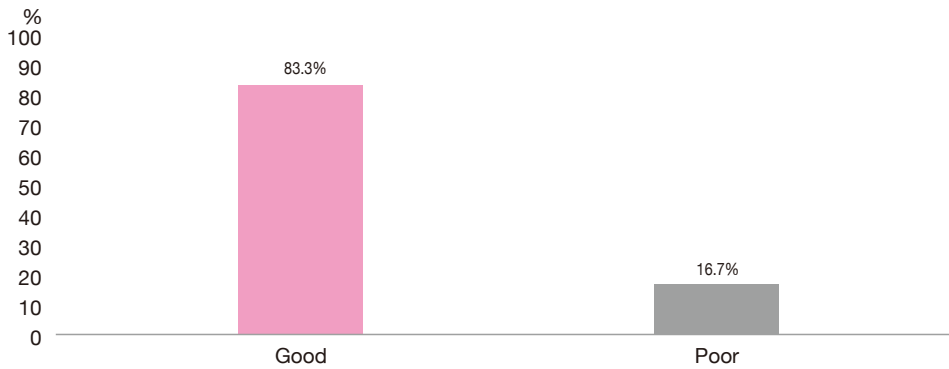


Figure 4 Emotional state of the physicians (N= 353)

The association of emotional states of the physicians with their peer, community, organizational support, autonomy and feedback system is as follows:

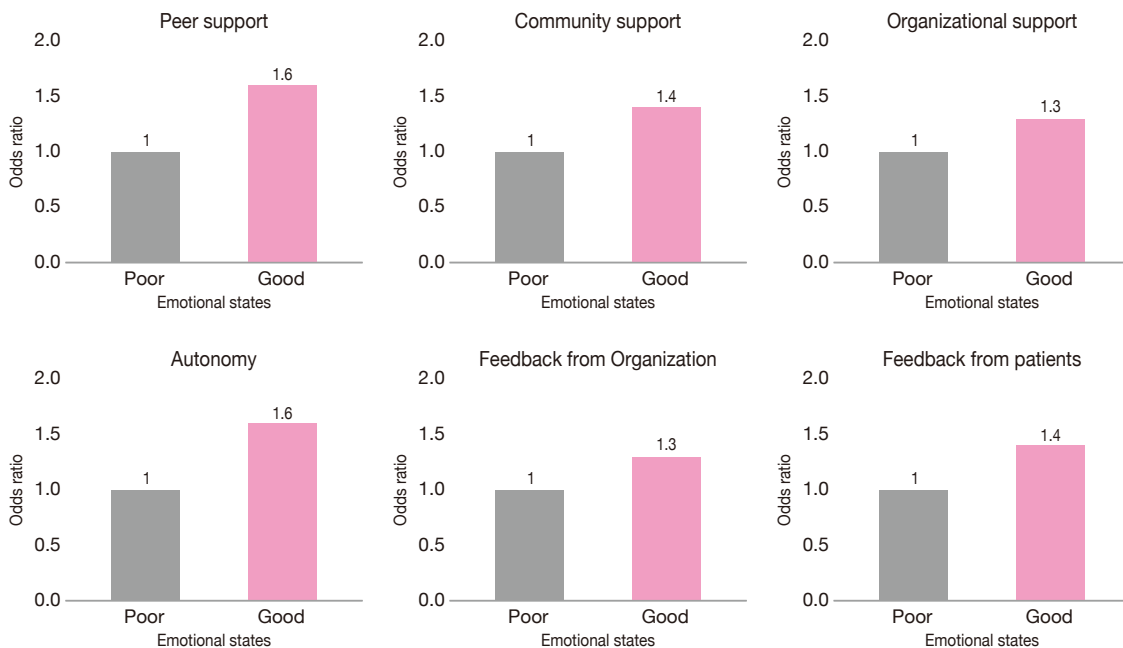


Figure 5 The association of co Creative elements and physicians' emotional states

3.2. Discussion

Our results provide a compelling picture of how Co-Creative profoundly affects physician’s emotional health by emphasizing autonomy, peer support, community support, and organizational support with feedback mechanisms. Our findings align with previous research suggesting that increased peer support [13, 15], organizational support [14, 15], community support [16], autonomy [17] and feedback system [12] are all associated with improved emotional state among healthcare professionals. And a good emotional state is an essential part of Wellbeing. Thus, these factors should be given more attention for Co-Creative Wellbeing in Bangladesh. However, there are some limitations in our study. We took the opinion only from the physicians. In future, Co-Creative design studies, patients’ opinion and stakeholders’ opinions need to be included to obtain an overall picture of multiple players.

4. Empowerment Support design for the Wellbeing of healthcare providers

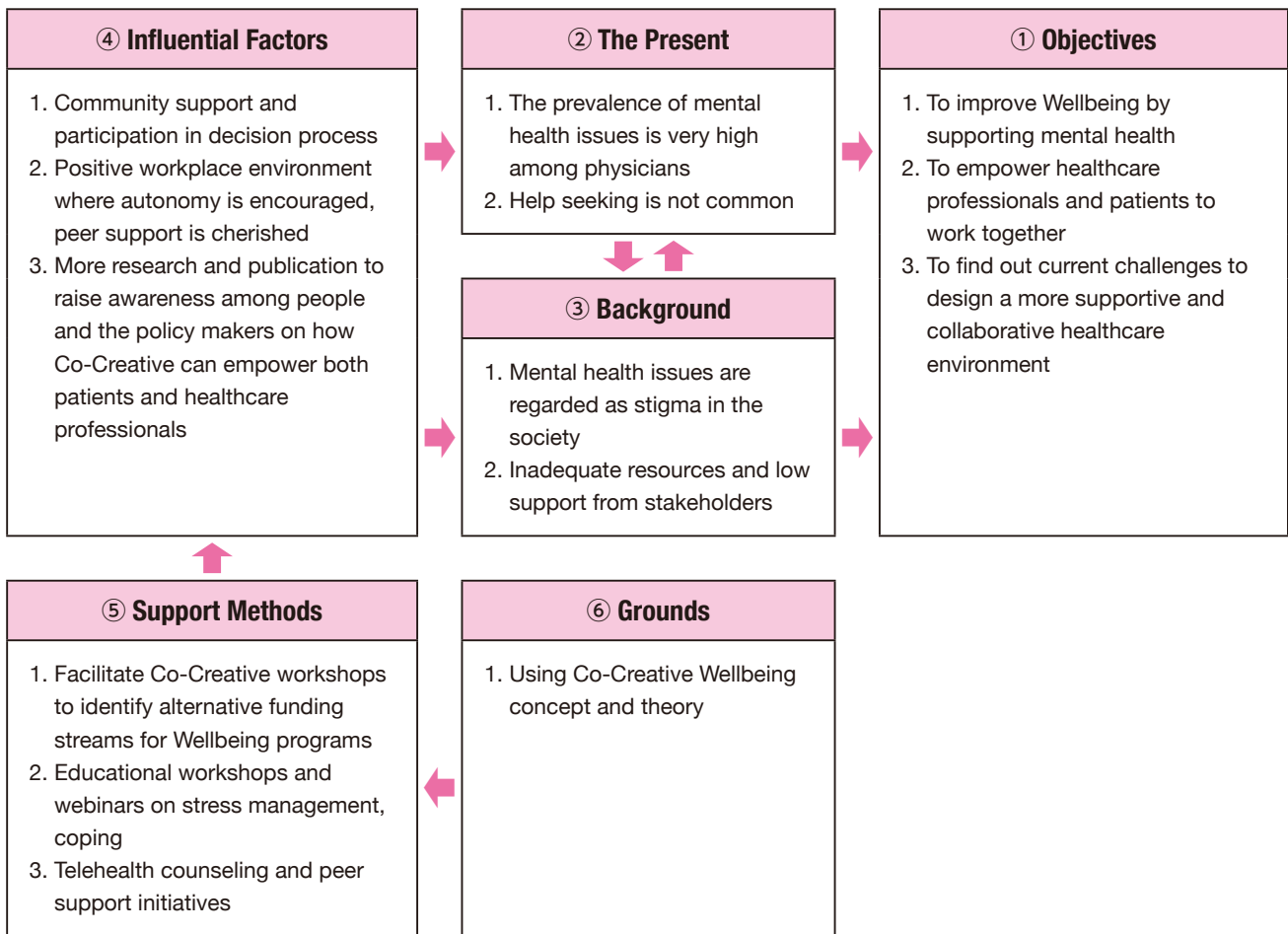


Figure 6 Empowerment support design to improve wellbeing among physicians

5. Conclusion

Living in low- and middle-income countries (LMICs) like Bangladesh can put people at the intersection of multiple vulnerabilities that may reinforce each other and create an intricate network of challenging circumstances [8]. However, in these challenging situations, the Co-Creative approach can become a promising solution by empowering individuals, peer and community to contribute their knowledge and expertise, ultimately leading to the best utilization of existing resources, networks, and systems.

Section 3 Tips for Achieving Co-Creative Wellbeing

There are several tips for Achieving Co-Creative Wellbeing:

- Increase autonomy in healthcare jobs through self-empowerment: Self-empowerment is key to achieving greater autonomy. For instance, If physicians believe in their abilities, well communicate their desires with the stakeholders, and take initiative, they may effectively advocate for increased autonomy in their job which will help to achieve greater satisfaction and Wellbeing.
- Enhance peer and community support in healthcare jobs through peer empowerment and community empowerment: By empowering and equipping peers with necessary skills and knowledge, physicians can provide valuable support, and foster a sense of community. For instance, physicians can utilize the existing peer support groups where they can share their experiences, offer advice, and provide emotional support.
- Improve organizational support through regular feedback, appreciation, and encouraging work-life balance: Regular feedback between employees and the organization, along with recognizing and appreciating employees, can enhance organizational support. In addition, encouraging work-life balance in healthcare jobs is crucial for achieving quality care and better Wellbeing.

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Conclusion: Towards a Happy Future Tied Together

Some cause happiness wherever they go; others whenever they go

Oscar Wilde

Co-Creative Wellbeing is about building a new form of happiness by maximizing the power of each and every one of us, and then bringing that power together. In addition to the happiness of each individual, we aim to make organizations, communities, and society as a whole one big community of happiness.

The following five points are the key points for realizing the practice of Co-Creative Wellbeing.

1. Co-Creative exists only when each individual has the initiative

The major source of energy for Co-Creative is the exercise of individual initiative. Co-Creative is not about suppressing individual initiative. This is a point that should be noted carefully. It is only through Co-Creative by individuals with initiative that results can be achieved in a new dimension that is neither planned harmony nor pandering.

2. The determination of the criterion is based on the parties involved

When we are unsure of how Co-Creative Wellbeing should be, the criteria for determinant are “whether or not the subjectivity of the parties involved has been realized.” The best possible outcome is not the criteria of determinant. The important criteria are whether or not the Co-Creative Wellbeing respects the human rights, humanity, and thoughts of each person involvement, and whether or not the ethics of the parties involved are respected.

3. Gratitude for the miracle of being alive

Our lives are nurtured by an immeasurable number of lives, and we are here today. We also support and nurture more lives than we can imagine at the same time. We are living this precious life now, and we will continue to connect it to the future. We are grateful for this miracle, and we care for the world, someone, or something that keeps us alive.

4. You are amazing to be able to care for someone or something!

I can't do anything. We all feel that way at times. First of all, we start with a bail and a light greeting. Then try to say “wow”, “beautiful”, “nice”, and other words that move you. Thank you” is another magic word that supports the heart. If you can care for someone or something, you have the full power of Co-Creative Wellbeing!

5. Start from your immediate surroundings

The same goes for Co-Creative Wellbeing. The first step is to take action, no matter what it is, and start doing it. Let's take action from a familiar place, based on the basic ideas and examples introduced in this book. You will surely enjoy new discoveries and encounters with people.

The tips for successful implementation of Co-Creative Wellbeing are the following three steps.

(1) Finding Strengths

First, find as many strengths, good points, great points, and areas you want to develop in various aspects of yourself, people, and the environment around you. Express them in words.

(2) Accept

We share and recognize each other's various strengths by saying, “We have these strengths. By being aware of and recognizing each other's strengths, a sense of trust is created, leading to empathy.

(3) Sharing enjoyment

Once you feel a slight sense of trust and empathy, devise opportunities to share fun, such as events. By sharing fun, it becomes easier for everyone to see the path to Co-Creative Wellbeing. Please take advantage of the cartoons, games, picture books, dances, and other activities at the end of this booklet.

A World of Possibilities, a society where everyone can realize their dreams, must be developed based on the following three points.

1. Cherish the physicality of living in harmony with nature. We cherish life by feeling the warmth and the changes in nature.

Life is a physicality that is one with nature. And it is always changing. Let's think about what is important for your life and mine, as well as for our environment, while considering the wellbeing of the future in addition to the wellbeing of the present.

2. Diversity is the source of power. Leeway, room to grow, and flexibility are the key to developing Co-Creative Wellbeing.

Inclusion of diversity is a source of power. Let's organically connect diversity to warm wholeness (holistic). Diversity is a source of margin and leads to growth, flexibility, and further growth.

3. Care mindset starts with being close. We, together, play the harmony of enjoyment.

The essence of care is to be close, and the essence of care is empathy to accompany. The essence of care is empowerment. We use the word "we" and devise ways to enjoy together with all parties involved.

In order to continuously realize Co-Creative Wellbeing, it is important to improve the evolvability of each person, group, and environment. Evolvability is the ability to continue to create mutations to Co-create wellbeing in a changing environment and under conditions where mutations are always occurring in the genetic type.

In addition to the 17 Sustainable Development Goals (SDGs) set by the United Nations, let us live with care and Creative, Co-Creative Wellbeing, which fosters the possibility of our own evolution into a better being.

This book is the foundation for a new beginning. We hope you will enjoy Co-Creative Wellbeing in your daily life.

Co-Creative Wellbeing Promotion Tools

Empowerment Research and Education Forum WEB *Free materials Anyone is free to use.

<http://plaza.umin.ac.jp/~empower/eref/>

1. Empowerment Picture Book (18 languages)

Tips edition, Exploration edition, Resilience edition

2. Empowerment Comic Book

For Toddlers, Elementary school students, Junior high and Senior high school students

3. Empowerment Video

Empowerment Story Worksheet

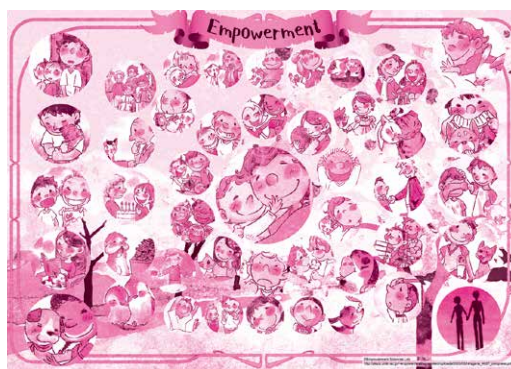
4. Empowerment Karuta

5. Empowerment Card Game or Board Game

6. Empowerment Song and Dance



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