cities changing diabetes

STEP 3
**TASK 3.2**

# Co-create and prioritise activities

A tool to brainstorm, analyse and prioritise ideas

# Overview

## Purpose

- **Helps you to brainstorm** new intervention ideas
- Guides you to **discuss** a list of ideas
- Enables you to **create a shortlist**

## **Who** is involved?

- Core team
- Stakeholders already engaged through the problem identification phase
- Community stakeholders from strategic communities in the target geography.

## **What** is the **output?**

- A shortlist of viable intervention ideas.

## GUIDANCE

# Steps for co-creating and prioritising ideas

**Not to worry, it does not have to be hard!**

Workshops do not need to be formal or complicated engagements. A workshop can be hosted as an online roundtable meeting.

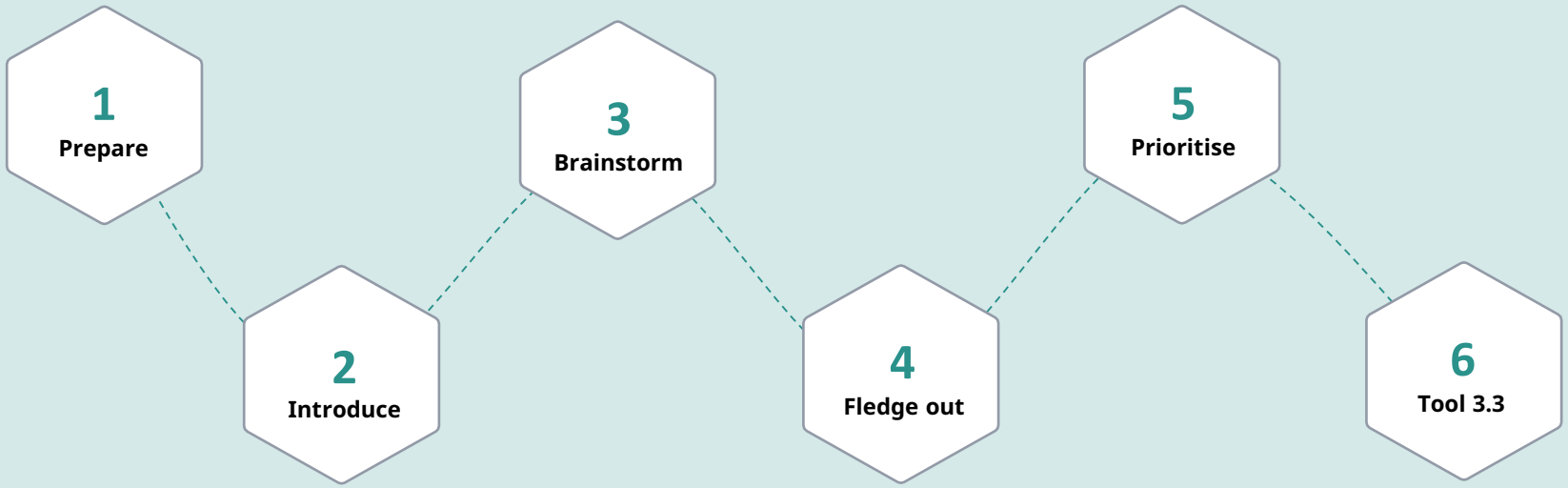
What is important is that someone has the role of moderator and the responsibility for guiding and capturing the discussion.

## Six steps for co-creation and prioritisation

**Prepare the workshop.** Be clear about your goal, examine what has worked in other contexts (see tool 3.1), decide on who should participate in the workshop and select appropriate setting.

**The brainstorming process.** Let people put forward their ideas. Write them down and ensure an open and inviting environment so as not to restrict creative thinking.

**Prioritise the ideas.** Make a shortlist of possible interventions. Use the prioritisation grid on worksheet 3 to help choose the most suitable ideas. Include these in the shortlist of activities in worksheet 4.




**Introduce.** Start by outlining the goal of the workshop. Engage in a discussion about expectations. Consider presenting findings on what has worked in other places, decide criteria relevant to your setting (with the goal in mind) and fill out worksheet 1.

**Link ideas to targets.**
Using criteria from worksheet 1, work in pairs and fill out worksheet 2 with ideas and descriptions to match ideas to targets.

**Utilise tool 3.3** to quality check and provide a more comprehensive description of how the intervention will work in practice.

## WORKSHEET 1

# Create a list of criteria relevant to your context

Set up a series of criteria to help frame the types of intervention relevant to your problem.

The criteria will help guide the brainstorming session and ensure that the ideas put forward are applicable.

| Criterion | How it is measured |
|---|---|
| *Example: the intervention must be accessible and affordable for all children* | |
| | |
| | |
| | |

**Criterion inspiration (page 13)**

## WORKSHEET 2

# Compile a list of potential interventions

Use the worksheet to fill in the ideas from the brainstorming session (add additional ideas if any were created with tool 3.1).

You may need a combination of interventions to achieve your targets.

| Target | Determinant | Intervention function (activity) | Description | Notes |
|---|---|---|---|---|
| ***Example***<br>*Eating wholesome, nutritious meals before and after school* | *Habit of eating fast food and snacks before and after school* | *Environmental restructuring* | *Creating breakfast clubs and access to leisure space* | *Will need support from parents and teachers to work as intended* |
| | | *Persuasion* | *Communication of benefits* | |
| | | | | |
| | | | | |
| | | |

## WORKSHEET 3

# Prioritisation grid

Place intervention ideas to shortlist according to relevance and changeability.

Insert names and rank ideas.

1 _____ 2 _____

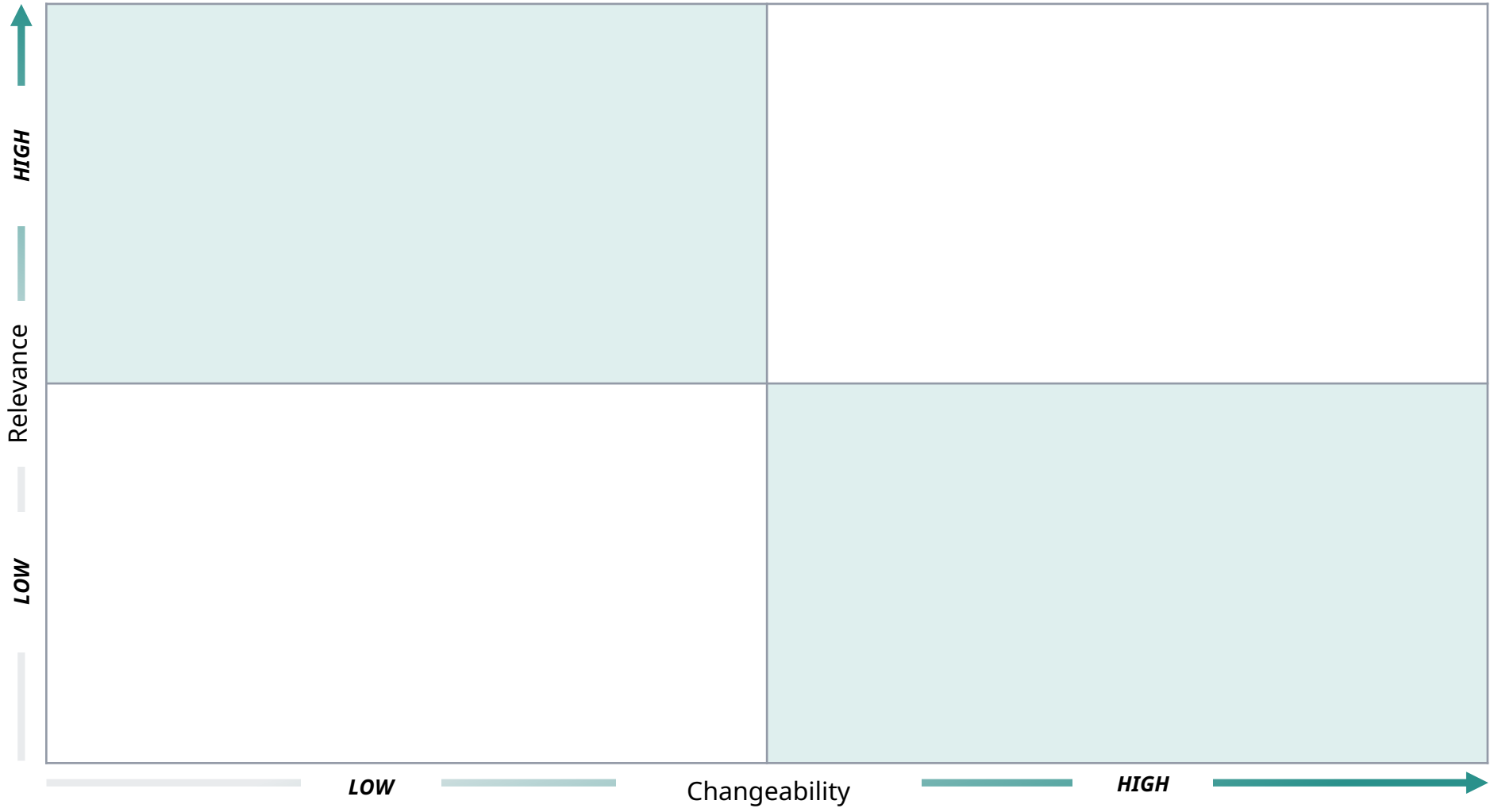
3 _____ 4 _____

5 _____ 6 _____

7 _____ 8 _____

**Relevance**
How effective an intervention is expected to be

**Changeability**
How easy it is for those receiving it to use and how easy it is to adopt for those delivering it



## WORKSHEET 4

# Intervention shortlist worksheet

### Create a shortlist of proposed intervention activities based on the group discussion

Create a shortlist of possible interventions. Discuss according to the criteria defined at the beginning of the workshop.

Consider other practical, quality and context criteria to help with the prioritisation.

Create a shortlist of activities and fill out worksheet 3.

| Target | Determinant | Intervention function (activity) | Description | Notes |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

# **Other tools available** from the Urban Diabetes Action Framework

**Step 1**
Define the problem

- Problem reflection tool
- Context alignment tool
- Problem statement guide

**Step 2**
Secure commitment

- Stakeholder matching tool
- Build a coalition tool
- Logic model guide

**Step 3**
Design the Intervention

- Intervention options overview
- Brainstorm and analysis worksheets
- Activity description sheets

**Step 4**
Prepare a plan

- Resource and capacity assessment
- Action plan template
- Monitoring and evaluation system guide

**Step 5**
Implement & monitor

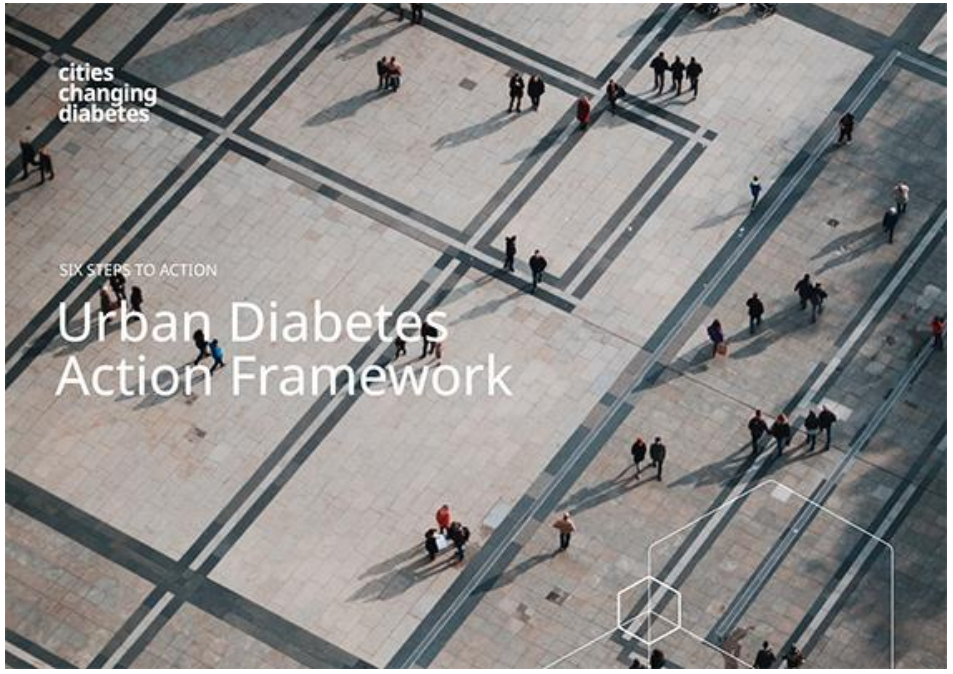
- Communication guide

**Step 6**
Evaluate & sustain

- Guide to sustain and scale up

# More information and feedback

Please share your experience of working with this tool so that we can develop and improve our tools to support the development of effective interventions.




**Get in touch**

**Urban Diabetes Action Framework**

citieschangingdiabetes.com

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REGION H Steno Diabetes Center Copenhagen

UCL

# cities changing diabetes

The Cities Changing Diabetes programme works to map the problem of obesity and type 2 diabetes in cities, share learnings and act as a catalyst for meaningful action, which can help bend the urban diabetes curve.

In partnership, we are calling on every city to ask itself:

> ***'What will it take to bend the diabetes curve in our city?'***

**30+**

More than 30 partner cities

**150m+**

Representing more than 150 million citizens[1]

1. United Nations, Department of Economic and Social Affairs, Population Division (2014). World Urbanization Prospects: The 2014 Revision.

# Appendix

Find inspiration for intervention types and criteria

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# Intervention types overview

## Inspiration for what types of intervention activity could be relevant

| Intervention type | Definition | Examples |
|---|---|---|
| **Education** | Increasing knowledge and understanding by informing, explaining, showing and providing feedback | Providing information to promote healthy eating |
| **Persuasion** | Using words and images to change the way people feel about a behaviour to make it more or less attractive | Using imagery to motivate increases in physical activity |
| **Incentivisation** | Changing the attractiveness of a behaviour by creating the expectation of a desired outcome or avoidance of an undesired one | Using prize draws to induce attempts to quit smoking |
| **Coercion** | Changing the attractiveness of a behaviour by creating the expectation of an undesired outcome or denial of a desired one | Raising the financial cost to reduce excessive alcohol consumption |
| **Training** | Increasing the skills needed for a behaviour by repeated practice and feedback | Offering advanced driver training to increase safe driving |
| **Restriction** | Constraining the performance of a behaviour by setting rules | Prohibiting sales of solvents to people under the age of 18 to reduce their use for intoxication |
| **Environmental restructuring** | Constraining or promoting a behaviour by shaping the physical or social environment | Providing on-screen prompts for GPs to ask about smoking behaviour |
| **Modelling** | Showing examples of the behaviour for people to imitate | Using TV drama scenes involving safe-sex practices to increase condom use |
| **Enablement** | Providing support to improve ability to change in a variety of ways not covered by other intervention types | Offering behavioural support to quit smoking, medication for cognitive deficits, surgery to reduce obesity or prostheses to promote physical activity |

Michie, S., van Stralen, M.M. & West, R. The behaviour change wheel: A new method for characterising and designing behaviour change interventions. *Implementation Sci* **6**, 42 (2011). https://doi.org/10.1186/1748-5908-6-42

# Quality criteria overview

Establish quality criteria for evaluating interventions and different ideas. Examples of possible criteria are available to the right.

## Practical criteria

- Relevant
- Affordable
- Acceptable
- Practicable
- Likely to have an impact.

**Planning team perspective**

## Context-matching criteria

- Political fit
- Systemic fit
- Acceptability (target group, deliverers)
- Practicable.

Intervention **context perspective**

## Other quality criteria

- Affordability
- Practicability
- Effectiveness/cost-effectiveness
- Acceptability
- Side effects/safety
- Equity.

Intervention **activity perspective**

# Practical criteria – checklist

**Use a workshop or roundtable meeting format to collaborate with stakeholders to assess the list of ideas**

| Criterion | Question | Answer | | Action: address 'no' answers |
|---|---|---|---|---|
| **Relevant** | Is the intervention activity relevant for addressing the problem? Does it link to the problem? | *YES* | *NO* | |
| **Affordable** | Can the activity be funded with the current budget and resources available? | *YES* | *NO* | |
| **Practicable** | Does the team have the necessary skills and competences to implement the activity? | *YES* | *NO* | |
| **Independence** | Can the activity achieve the desired outcome alone without being supported by other activities? | *YES* | *NO* | |

# Context matching checklist

**Use a workshop or roundtable meeting format to collaborate with stakeholders to assess the list of ideas**

| Criterion | Question | Answer | | Action: address 'no' answers |
|---|---|---|---|---|
| **Political fit** | Does the activity fit with the political priorities? Does it support the current political priorities? | *YES* | *NO* | |
| **Systemic fit** | Can the activity be integrated into the current system of similar activities or services? | *YES* | *NO* | |
| **Acceptability (among target group and delivery staff)** | Will the activity be well received by the target group? Does the activity have the support of those who will deliver it? | *YES* | *NO* | |
| **Practicable/feasible** | Is it easy for the target group to use it and for staff (or the system) to deliver it? Is the level of maintenance high? | *YES* | *NO* | |

# Context matching checklist

**Use a workshop or roundtable meeting format to collaborate with stakeholders to assess the list of ideas**

| Criterion | Question | Answer | | Action: address 'no' answers |
|---|---|---|---|---|
| **Acceptability** | Is it acceptable to key stakeholders (target group, potential funders, practitioners delivering the interventions and relevant community and commercial groups)? | ✓ *YES* | – *NO* | |
| **Practicability** | Can it be implemented at scale within the intended context and material and human resources? Is the intervention sustainable? | ✓ *YES* | – *NO* | |
| **Effectiveness/cost-effectiveness** | Is the intervention effective in achieving the policy objective(s)? Will it reach the intended target group, and will it have a great effect on those who are reached? | ✓ *YES* | – *NO* | |
| **Affordability** | Can it be afforded when delivered at the scale intended? Can the necessary budget be found for it? Will it provide a good return on investment? | ✓ *YES* | – *NO* | |
| **Side effects** | Is there a risk that it will lead to unintended adverse outcomes? | ✓ *YES* | – *NO* | |
| **Equity** | Will it increase differences between advantaged and disadvantaged sectors of society? | ✓ *YES* | – *NO* | |