

# ContinueUP

## **CO-CONSTRUCTION GUIDELINES FOR TEACHER CPD PROVIDERS**



Co-funded by  
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

<b>Full project name:</b>	<i>ContinueUP</i>
<b>Project deliverable title:</b>	<i>D.3.3</i>
<b>Submission date:</b>	<i>11/03/2026</i>
<b>Work package contributing to the deliverable:</b>	<i>WP 3</i>
<b>Authors:</b>	<i>Alexandra Almpnidou, Benjamin Hertz, Patricia De la Fuente López, José Miguel Rodrigues de Sousa, Elsa Oliveira, Davor Černi</i>
<b>Editing:</b>	<i>Alexandra Almpnidou &amp; Benjamin Hertz</i>
<b>AI disclosure</b>	<i>The drafting of this document was supported through the use of AI tools for the purposes of clarity, conciseness, grammar, and spelling as well as in the design of the diagrams presented in the document.</i>
<b>Design:</b>	<i>Template was designed by Jonatas Baptista, and the visuals were created by <a href="#">Napkin AI</a>.</i>



# Contents

<b>1. Introduction .....</b>	<b>4</b>
Purpose.....	4
Target audience .....	4
Contexts in which these guidelines can be useful.....	5
Example scenarios where the co-construction guidelines can be applied.....	5
<b>2. Key considerations for setting up successful co-construction.....</b>	<b>7</b>
1. Building effective partnerships .....	7
2. Establishing effective communication .....	9
3. Avoiding risks & challenges .....	10
4. Ensuring ongoing monitoring and evaluation .....	11
5. Specific considerations for international co-construction activities .....	12
<b>3. Co-construction phases .....</b>	<b>14</b>
Phase 1: Preparatory phase and planning - prepare for collaboration and understand the needs/context.....	15
Phase 2: Designing - jointly design the CPD offer and plan its development .....	18
Phase 3: Testing & Refinement - test the CPD offer and refine it based on feedback.....	20
Phase 4: Implementation & Delivery - deliver the CPD offer to the intended audience .....	23
Phase 5: Evaluation & Sustainability - evaluate the outcomes and plan for future use or scaling .....	26
<b>4. Conclusion .....</b>	<b>30</b>

## 1. Introduction

This document presents a set of guidelines for the collaborative development of continuous professional development (CPD) activities for teachers, drawing on the experience of the [ContinueUP project](#). It summarises the lessons learnt during the co-construction and delivery of a massive open online course (MOOC) for teachers by a group of CPD providers from four European countries and translates them into actionable recommendations for organisations wishing to engage in similar collaborative efforts.

By highlighting effective practices, common challenges, and practical solutions, these guidelines provide a roadmap for CPD providers to work together to design and implement CPD activities that are scalable, innovative, and tailored to diverse educational contexts.

The guidelines aim to be relevant regardless of the specific format or context of the CPD activity that is the subject of the co-construction exercise. However, given that the guidelines are based on the experiences of co-constructing and delivering a MOOC as part of a European project, there are some sections of the document that focus on areas that might be less relevant to other types of activities or contexts.

### Purpose

The overall aim of these guidelines is to support CPD providers to co-construct CPD activities in a collaborative, cross-institutional, and cross-national setting. The guidelines are rooted in the belief that joint development can strengthen the quality of CPD offers and also provides important opportunities for CPD providers to learn from each other, establish economies of scale, and more generally result in a more effective and efficient use of CPD providers resources.

By sharing tested approaches, tools, and strategies, the document demonstrates the value of co-construction for creating CPD activities that are both pedagogically sound and adaptable to different contexts. It also underscores the relevance of collaboration as a driver of innovation in teacher professional development, making it possible to pool expertise, ensure cultural and linguistic diversity, and reach wider audiences.

### Target audience

These guidelines are designed for a wide range of stakeholders within CPD provider organisations who are directly or indirectly involved in the design, development, and delivery of CPD activities. They will be particularly relevant to:

- ▶ Teacher educators responsible for creating and facilitating learning experiences.
- ▶ Instructional designers and curriculum developers involved in shaping the pedagogical structure of CPD activities.
- ▶ Project coordinators and managers overseeing training initiatives.
- ▶ Institutional leaders seeking to strengthen their organisation's CPD offer through cross-institutional cooperation.

## Contexts in which these guidelines can be useful

The guidelines can be applied in a variety of contexts where collaborative development of CPD activities is relevant and beneficial. These include:

- ▶ National partnerships among CPD providers aiming to share expertise and resources.
- ▶ Cross-country collaborations where institutions work together to design CPD activities that address common professional development needs while adapting them to each country's context.
- ▶ Small-scale projects where teacher educators collaborate with other educators to co-design CPD activities to address immediate and context-specific professional learning needs.
- ▶ Large-scale projects, such as [Erasmus+ Teacher Academies](#), where CPD providers co-create professional learning offers that combine European perspectives with national specificities.
- ▶ Other initiatives that seek to create scalable, flexible, and inclusive professional learning opportunities for teachers, grounded in principles of co-construction and shared responsibility.

## Example scenarios where the co-construction guidelines can be applied

- 1. Cross-national collaboration for a European CPD activity:** Several CPD providers from different countries work together on a CPD activity that addresses a shared priority, such as digital competences or inclusive education. While the core content is co-created at European level, each partner localises the activities and examples for their national context. The guidelines support the coordination of tasks, the sharing of expertise, and the management of multilingual and multicultural content.
- 2. National consortium of CPD providers:** In a single country, a group of teacher training organisations decides to jointly design a CPD activity on digital competences. By applying the co-construction guidelines, they ensure consistency in instructional design, avoid duplication of efforts, and create a training offer that reflects diverse regional perspectives while being aligned with national standards.
- 3. Partnership between universities and CPD providers:** University faculty collaborate with local CPD providers to create a CPD activity that bridges initial teacher education (ITE) and continuous professional development. The guidelines help align the content with both pre-service and in-service teacher needs, fostering continuity in teachers' professional learning pathways.
- 4. Thematic networks or professional associations:** A professional network of mathematics or language teachers decides to co-develop a CPD activity to address subject-specific challenges. Using the guidelines, the network can coordinate contributions from different experts, structure collaborative workflows, and produce an activity that benefits from collective expertise while maintaining coherence.
- 5. Public-private partnerships:** A CPD provider collaborates with an edtech company to develop a CPD activity that introduces teachers to innovative digital tools. The guidelines provide a

framework for negotiating roles, ensuring pedagogical quality, and balancing technological and educational perspectives in the final product.

- 6. Partnerships with NGOs, ministries, or public bodies:** CPD providers join forces with non-governmental organisations (NGOs), ministries of education, or other public institutions to co-create CPD activities that respond to policy priorities or address pressing educational challenges, such as inclusion, sustainability, or digital citizenship. The guidelines support the alignment of institutional goals, ensure quality assurance, and foster shared ownership of outcomes.

## 2. Key considerations for setting up successful co-construction

Co-constructing a CPD activity across institutions or countries requires more than simply dividing tasks. It is a collaborative process that depends on shared understanding, trust, clear communication, and well-designed structures that support joint work. This section highlights the key elements that need to be in place before and during the co-construction process to ensure that collaboration is effective, sustainable, and inclusive.

The considerations presented here draw directly on the ContinueUP experience and offer practical guidance for teams working across diverse contexts, timelines, and areas of expertise. Throughout the section, examples from our own experience are highlighted to illustrate how these principles played out in practice and to support readers in anticipating potential challenges and solutions.

By addressing partnership building, communication strategies, risk management, monitoring, and international collaboration, this section provides a solid foundation for any group engaging in the co-construction of CPD activities.

### 1. Building effective partnerships

To ensure successful co-construction, partners must establish a strong foundation of clear objectives, defined roles, and deep contextual understanding. This approach, supported by continuous engagement and diverse skill sets, maximizes mutual value and minimizes the risk of misunderstandings.

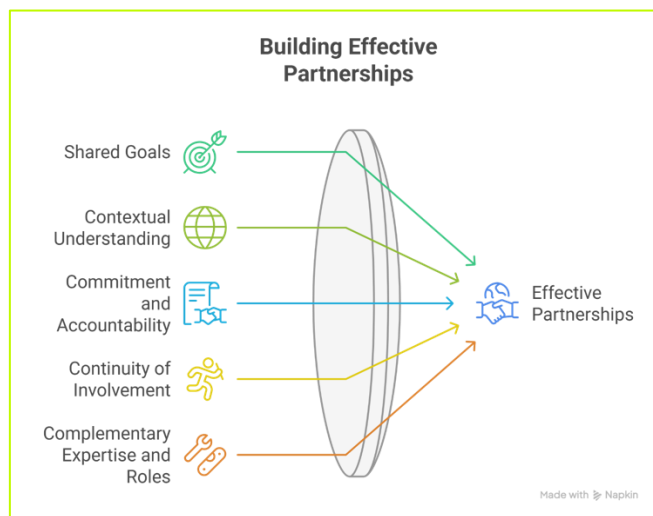


Image created by [Napkin AI](#)

#### Shared goals and needs

Partnerships should begin with a clear articulation of **common objectives**. This includes aligning on learning goals, expected outcomes, and the specific value each partner brings to the co-construction process. Establishing early agreement on **minimum requirements**, frameworks, and programme goals helps ensure a shared vision and reduces the risk of later misunderstandings.

*Example from ContinueUP:* During the initial phase of our project, it became evident that establishing a shared foundation, a common framework to coordinate efforts toward a unified goal that would benefit all stakeholders, was essential. A considerable part of our initial efforts therefore focused on defining and agreeing upon this framework. One of the most time-consuming yet crucial discussions was about determining the appropriate level of competences we would target with our MOOC. This process involved multiple rounds of consultation, discussion, and even voting before consensus was finally reached. The experience underlined the importance of transparent dialogue and collective decision-making in achieving true co-construction.

### Understanding each partner's context

Partners should invest time in **getting to know each other's institutional, national, and cultural contexts**. This includes understanding internal workflows, administrative procedures, policy frameworks, and the broader educational environment in which each operates. Face-to-face meetings, study visits, and informal exchanges, such as “online coffee times”, are effective tools for fostering this mutual understanding and trust.

*Example from ContinueUP:* While defining a common framework was a crucial first step, it soon became clear that this shared structure also needed to allow for a degree of flexibility. Each participating country had specific requirements within its own national context, particularly concerning certification and recognition procedures. Through open dialogue and regular exchanges, the consortium was able to balance common European objectives with the need for local adaptation, ensuring both cohesion and contextual relevance.

### Commitment and mutual accountability

Successful partnerships depend on **clear role definitions, shared responsibilities, and transparent communication**. Agreeing early on ground rules, timelines, and decision-making processes helps foster a culture of trust and reliability. Regular check-ins, progress monitoring, and the use of visual coordination tools (e.g., shared calendars, task boards) can help maintain engagement and accountability across partners.

*Example from ContinueUP:* Commitment and mutual accountability were key throughout the project. Because the work was based on co-construction, delays by one project partner directly affected the overall progress of others, leading to chain reactions in the project timeline. The consortium learned that clear communication, realistic planning, and early warnings about potential delays were essential to maintaining momentum and ensuring fairness in shared responsibilities.

### Continuity of involvement

Continuity is strengthened by **consistent participation, aligned timelines, and shared delivery responsibilities** such as co-teaching or co-authoring content. Involving the same individuals throughout the various phases of the project and ensuring regular updates across CPD teams helps maintain coherence, trust, and momentum.

*Example from ContinueUP:* Due to each project partner's internal workloads and overlapping commitments, maintaining consistent involvement across all phases of the project proved challenging, yet essential. Any lapse in engagement or missed deadline created ripple effects that impacted the work of all others. To prevent this, the consortium held regular update meetings, which played a key role in keeping everyone informed, aligned, and collectively responsible for progress.

## Complementary expertise and roles

Effective co-construction thrives on the **diversity of expertise** among partners. Leveraging different but complementary skills, such as pedagogical design, platform management, communication, or policy expertise, enriches both the process and the final product. Pairing project partners to co-develop modules and assigning lead and support roles within mixed-nationality teams, can strengthen collaboration and foster meaningful mutual learning.

*Example from ContinueUP:* Given the wide range of dimensions involved in our project, it was particularly valuable to work with stakeholders who shared a common professional background in teacher professional development but also brought distinct and complementary skills. Expertise areas included project management and coordination, digital platform administration, legislative and policy knowledge, familiarity with European frameworks on educators’ digital competence, and awareness of data privacy and accessibility standards. This diversity significantly enhanced the co-construction process, ensuring that decisions were well-informed and the resulting MOOC was both pedagogically robust and technically sound.

## 2. Establishing effective communication

Clear and well-structured communication is the foundation of any successful co-construction process. Establishing shared communication norms and tools early on ensures transparency, reduces misunderstandings, and maintains the collaborative momentum throughout all stages of development.

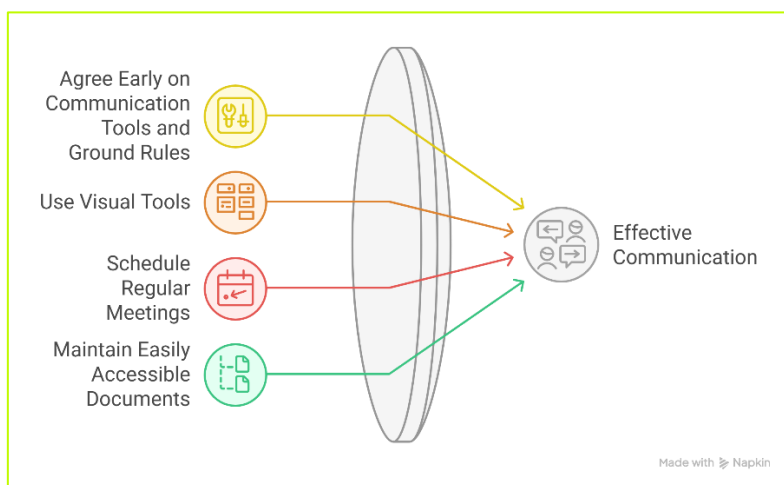


Image created by [Napkin AI](#)

### Agree early on communication tools and ground rules

Partners should co-design a communication approach at the beginning of the collaboration, agreeing on preferred channels, shared platforms, and ground rules for interaction. This includes selecting tools for synchronous (e.g., online meetings, instant messaging) and asynchronous communication (e.g., shared documents, collaborative boards), as well as defining responsibilities for coordination and documentation.

### Use visual tools

Visual management tools such as shared calendars, infographics, or progress dashboards can be particularly effective for clarifying responsibilities, deadlines, and dependencies. These tools help all partners maintain an overview of ongoing activities and identify at a glance which tasks require attention.

### Schedule regular meetings

Regular contact among partners is key to maintaining engagement and ensuring coherence across tasks. In addition to a handful of face-to-face meetings throughout the project, weekly or bi-weekly online catch-up meetings help sustain collaboration and address emerging issues promptly. Additional ad-hoc meetings can be scheduled when specific topics require deeper discussion or joint decision-making.

*Example from ContinueUP:* Since the beginning of the project, we established a shared spreadsheet within a collaborative folder to serve as a central overview of the entire work plan. This tool proved invaluable for tracking completed tasks, monitoring progress, and planning upcoming actions. In parallel, a shared calendar was used to coordinate weekly online meetings, allowing partners to select suitable time slots and receive invitations in advance. These regular meetings provided a dedicated space for discussing updates, resolving issues, and maintaining team cohesion despite geographical distance.

### Avoid document duplication and facilitate access

To ensure efficiency, it is essential to maintain a clear and accessible record of all project documents. Creating an indexed list of files, with links or instructions on where and how to access them, helps prevent duplication, confusion, and information loss. This simple but powerful measure saves valuable time, ensures version control, and fosters a sense of shared ownership over the project’s knowledge base.

## 3. Avoiding risks & challenges

Key risks and challenges	Mitigation strategies
<p><b>Lack of shared understanding: misalignment on goals, terminology, and expectations between CPD partners.</b></p>	<ul style="list-style-type: none"> <li>▶ <b>Co-planning from the start:</b> define ground rules, roles, and responsibilities early, including shared timelines and tools.</li> <li>▶ <b>Foster informal exchanges:</b> online coffee times, 1:1 meetings, and face-to-face workshops help build trust and cohesion.</li> </ul>
<p><b>Uneven task division and timelines: different national schedules and deadlines can lead to delays and coordination issues.</b></p>	<ul style="list-style-type: none"> <li>▶ <b>Use visual tools:</b> shared calendars and collaborative timelines improve clarity and coordination.</li> <li>▶ <b>Discuss expertise early:</b> Engage in open discussions before assigning tasks to ensure that distribution reflects each partner’s expertise and capacity.</li> <li>▶ <b>Consider national schedules:</b> develop a work plan and a timeline that accommodates different</li> </ul>

	national schedules, including variations in the school year, holidays and periods with high workloads for teachers, among others.
<b>Limited communication and feedback loops: infrequent updates and inaccessible documents may hinder collaboration.</b>	<ul style="list-style-type: none"> <li>▶ <b>Maintain regular meetings:</b> even short check-ins to maintain momentum and clarity.</li> <li>▶ <b>Have alternative communication tools:</b> technical problems may hinder access to communication and feedback tools, as well as to shared project documents. Therefore, it is advisable to have alternative means to communicate, share documents and provide feedback (e.g.: mailing lists for regular updates)</li> </ul>
<b>Insufficient time for decision-making: fast-paced decisions may sometimes exclude quieter voices or lead to superficial consensus.</b>	<ul style="list-style-type: none"> <li>▶ <b>Build in review cycles:</b> allocate time for structured peer feedback and revisions to ensure quality and coherence.</li> </ul>
<b>Fragmented content and structure: without clear editorial oversight, modules risk inconsistency in tone and format.</b>	<ul style="list-style-type: none"> <li>▶ <b>Assign clear editorial roles:</b> appoint dedicated editors to harmonise structure, language, and content across modules.</li> <li>▶ <b>Use shared templates:</b> Develop common templates and formatting guidelines early to ensure consistency and coherence across all outputs.</li> </ul>

#### 4. Ensuring ongoing monitoring and evaluation

Continuous monitoring and evaluation are crucial to maintaining coherence, and quality throughout the co-construction process. They allow teams to identify challenges early, ensure the flow of information, and introduce timely improvements.

##### Monitoring tools for information flow and accessibility

- ▶ **Collaborative documents** with tracked changes and comments are essential, but they should be used with care to avoid overload. Reserving time for individual review helps maintain clarity.
- ▶ **Shared calendars and visual timelines:** tools such as visual dashboards, Gantt charts, or online corkboards improve coordination and help partners stay aligned on deadlines and milestones.
- ▶ **Regular document snapshots** can be shared when real-time collaboration is not feasible, ensuring all partners have access to the latest version.

- ▶ **Tools to monitor progress:** instruments like RASCI tables (Responsible, Accountable, Supporting, Consulted, Informed) can be highly effective in clarifying roles, tracking task progress, and recording achievements over time.

### Evaluation activities for ongoing improvement

- ▶ **Structured review cycles:** reserve time for editors to harmonise structure and language across modules, ensuring consistency.
- ▶ **Involve end users:** including student teachers, educators, and other relevant stakeholders in focus groups or feedback sessions helps ensure that the CPD activity content remains relevant, usable, and grounded in real professional needs.
- ▶ **Cross-country co-authorship:** pair partners from different countries to co-develop and co-evaluate sections, enriching content and fostering mutual learning.

*Example from ContinueUP:* CPD partners from one country used the expertise of colleagues abroad when developing modules or activities. This collaboration took place through informal exchanges, online meetings, or email communication, providing opportunities for reflection, shared problem-solving, and enhancement of content quality.

- a) **Learning spy or resident roles:** assign individuals to observe and report on progress across teams, enhancing feedback loops and cross-team understanding.

*Example from ContinueUP:* In our project, the introduction of the learning spy role, where team members temporarily observed other teams' processes, was initially welcomed as a way to foster mutual learning. However, several challenges soon emerged:

1. **Lack of continuity:** the learning spy role rotated every few weeks, making it hard for each person to grasp the team's context and maintain consistent feedback.
2. **Limited coordination:** absences and short rotations disrupted the flow of observations and reporting.
3. **Unclear representation:** feedback from the spy didn't always reflect the views of their entire team.

Based on this experience, several improvements were identified:

4. Assign **one learning spy per team** for the full duration of the project to ensure deeper understanding and continuity.
5. Introduce the role early in the process to **allow time for building trust** and establishing effective communication channels.
6. Implement a **structured feedback loop**, where learning spies first report back to their own teams to gather collective input before sharing consolidated feedback with others.

## 5. Specific considerations for international co-construction activities

- ▶ **Align timelines and workloads with national contexts:** different countries have varying academic calendars, teaching schedules, teaching loads and regulatory frameworks, which can affect participation. Joint planning of timelines and workload distribution is essential to avoid bottlenecks and ensure fairness.
- ▶ **Use face-to-face meetings for content production:** in-person meetings play a key role in international co-construction, as they allow partners to engage in intensive work sessions,

strengthen relationships, and make complex pedagogical or strategic decisions more efficiently. These meetings are ideal for collaborative content creation, peer review, and alignment activities that benefit from real-time discussion and immediate feedback. They also provide valuable opportunities to better understand each partner's institutional culture and national context, which can help prevent misunderstandings during later stages of online collaboration. Whenever possible, partners should use these meetings to co-develop or refine key sections of the CPD activity, test materials together, and plan upcoming phases.

- ▶ **Establish a shared understanding early:** partners should co-plan not only the content but also the working arrangements, including terminology, roles, and expectations. This helps avoid confusion and builds trust across diverse contexts.
- ▶ **Pair cross-country authors:** assigning lead and supporting roles to partners from different countries enriches content and fosters mutual learning. This also helps balance national perspectives within a European framework.
- b) Include international elements in national activities:** for example, invite partners from other countries to moderate national CPD activities to promote cross-border networking and engagement.
- c) Terminology and structure:** agree on common terminology and structure across modules to avoid confusion and ensure coherence for end users.
- d) Team building and informal exchange:** use informal activities (e.g., online coffee times, study visits) to build trust and deepen understanding of each partner's context.
- e) Micro co-construction exercises:** start with small collaborative tasks (e.g., co-designing a one-hour lesson) to build cohesion and shared understanding before scaling up to full modules.

### 3. Co-construction phases

Co-constructing a CPD activity is a dynamic, iterative process that unfolds across several interconnected phases. Each phase builds on the previous one, moving from initial planning and relationship-building to content development, testing, delivery, and evaluation. Understanding these phases helps partners coordinate their work more effectively, anticipate challenges, and maintain coherence throughout the entire development cycle.

This section outlines the five phases that shaped the co-construction process within the ContinueUP project. For each phase, we describe the key activities, roles, expected outcomes, and practical considerations that supported collaborative progress. Examples from our experience are included to illustrate how these steps were implemented in practice and to offer concrete insights that can guide future co-construction efforts.

Together, these phases provide a structured roadmap that supports transparency, shared ownership, and high-quality outcomes in collaborative CPD development.

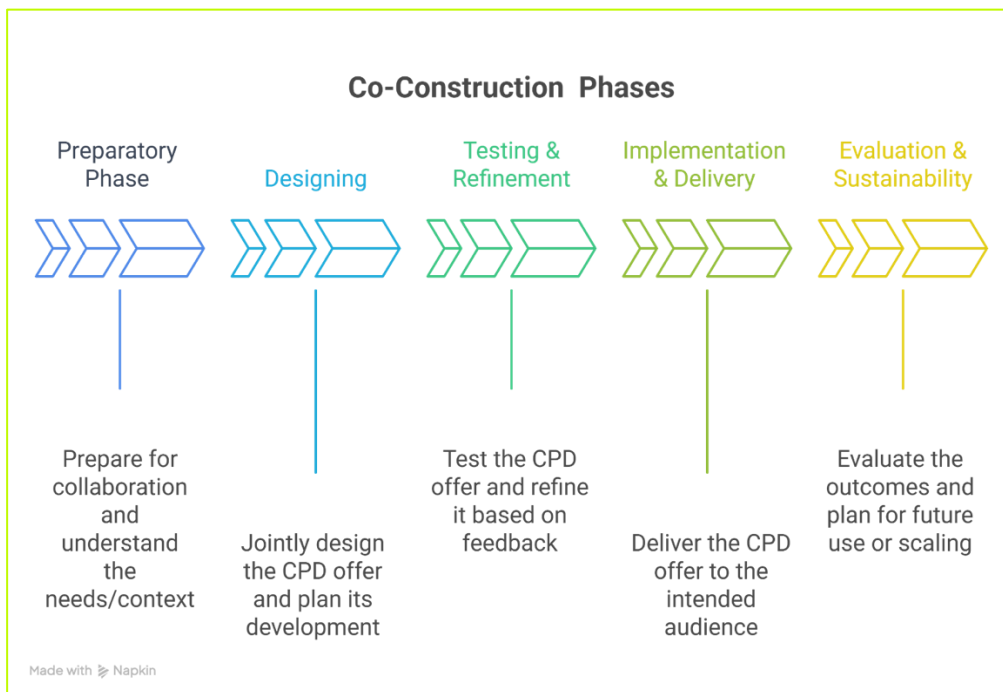


Image created by [Napkin AI](#)

## Phase 1: Preparatory phase and planning - prepare for collaboration and understand the needs/context

This phase focuses on laying the foundation for effective co-construction by building trust, aligning expectations, and establishing the practical and strategic framework for collaboration. It includes team-building activities, understanding institutional contexts, and agreeing on goals, terminology, and communication methods.

<b>Key activities</b>	<ul style="list-style-type: none"> <li>▶ <b>Introductory meetings:</b> Hold initial meetings to build trust, clarify objectives, and understand each partner's organisational and educational context.</li> <li>▶ <b>Team-building activities:</b> Organise informal sessions such as online coffee breaks, study visits, brainstorming workshops, or in-person breakout sessions to strengthen group cohesion.</li> <li>▶ <b>Agree on common goals and language:</b> Define shared learning objectives, minimum requirements, and a common terminology to ensure consistency across teams.</li> <li>▶ <b>Review existing practices:</b> Examine each institution's previous CPD activities, processes, and workflows to identify good practices and possible synergies.</li> <li>▶ <b>Set communication protocols:</b> Agree on collaboration platforms, tools, and ground rules for communication and document sharing.</li> <li>▶ <b>Align timelines and milestones:</b> Develop a joint work plan that takes into account the national calendars and workload of each CPD team.</li> <li>▶ <b>Address compliance and licensing:</b> Ensure early agreement on key elements such intellectual property rights, GDPR compliance, and accessibility standards newly created or existing materials.</li> </ul>
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>▶ <b>A shared understanding of goals, roles, and working arrangements</b> <div data-bbox="375 1512 1332 1870" style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><i>Example from ContinueUP:</i> Two study visits were organised to allow CPD partners to observe practices in the host countries. However, these visits alone were not enough to reach full alignment. Progress required flexibility and compromise to find common ground among the different national needs. To support this process, we recommend using tools such as:</p> <ul style="list-style-type: none"> <li>✓ <b>The 'traffic lights' method</b>, where partners agree to proceed with planned steps as long as at least an orange light is achieved.</li> <li>✓ <b>Exit polls</b> conducted at the end of a meeting to ensure all stakeholders are aligned.</li> <li>✓ <b>Voting.</b></li> </ul> </div> </li> <li>▶ <b>Clear planning structure and timeline for co-construction</b></li> </ul>

*Example from ContinueUP:* A visual collaborative timeline and shared calendar were created to record meetings, milestones, and deadlines. Weekly meetings helped ensure continuity, motivation, and accountability.

► **Clear distribution of roles and responsibilities**

*Example from ContinueUP:* Each partner was initially responsible for one or more MOOC modules. As the project evolved, it became clear that appointing an editor was essential to maintain consistency and coherence across all content.

► **Strengthened group cohesion and mutual trust**

*Example from ContinueUP:* Informal activities in face-to-face meetings helped partners understand each other's contexts and build trust. These activities complemented formal meetings and presentations.

► **Defined communication strategy and tools for collaboration**

*Example from ContinueUP:* Early agreement on preferred communication platforms and formats helped streamline collaboration. Visual tools like infographics and shared timelines made key dates and milestones visible to all partners.

**Roles**

At the start of the co-construction process, it is essential to clearly define the roles and responsibilities of all partners. This ensures transparency, prevents duplication of work, and helps maintain accountability throughout the project. Roles are typically agreed upon during the preparatory phase, once partners have reached a shared understanding of goals, timelines, and available resources. They may be refined as the project evolves, particularly after the first few collaborative meetings when team dynamics and workload distribution become clearer.

In smaller teams, or when resources are limited, the same person may take on multiple roles (for example, serving as both a lead author and a content coordinator). This can help streamline communication and decision-making. However, in larger, multi-partner projects, assigning too many roles to one individual may reduce objectivity, especially when a role requires oversight or editorial independence, such as that of the pedagogical coordinator, editor, or external critical friend.

Clarity and balance are key: defining who is responsible, accountable, consulted, and informed for each area of work (for instance, using a RASCI matrix) supports efficient coordination and prevents overlaps.

<b>Role</b>	<b>Main Responsibilities</b>
<b>Lead Authors / Supporting Authors</b>	Develop content for each module or section of the CPD activity, ensuring pedagogical quality and consistency.
<b>Content Coordinator</b>	Oversee structure and alignment between modules; ensure coherence with the overall course design.
<b>Editor</b>	Review and harmonise style, language, and format across all contributions.
<b>Learning Spy</b>	Monitor progress across teams, provide constructive feedback, and support reflection and improvement.
<b>Communication Facilitator</b>	Coordinate updates, manage meeting logistics, and ensure smooth information flow.
<b>Pedagogical Coordinator</b>	Oversee key processes (content development, evaluation, accessibility, GDPR, licensing) and ensure overall pedagogical coherence.
<b>Module Coordinator</b>	Lead the design and development of specific modules; coordinate contributions from different authors.
<b>External Critical Friend</b>	Offer impartial feedback on materials, helping teams maintain perspective and focus on quality.
<b>Delivery Coordinator</b>	Oversee the implementation and scheduling of activities during the delivery phase.
<b>Moderator</b>	Support participants during delivery, moderate discussions, and maintain engagement.
<b>Technical Support Team</b>	Provide technical assistance for platforms, access, and troubleshooting.
<b>Communications Officer</b>	Manage promotional activities and communication with participants.
<b>Data Analyst</b>	Track participation and engagement data to inform later evaluation.

## Phase 2: Designing - jointly design the CPD offer and plan its development

This phase involves the collaborative creation of the CPD activity. The main goal is to create a coherent, engaging, and pedagogically sound learning experience that draws on the combined expertise of all partners. Building on the foundations established during phase 1, the partners work together to define learning outcomes, structure the CPD activity content, select appropriate materials, and agree on a common instructional approach. Close coordination during this stage ensures that the CPD activity remains aligned with the shared vision and objectives defined in the planning phase.

### Key activities

- ▶ **Initial design meeting:** Led by the Pedagogical Coordinator, this meeting gathers all partners to align on the vision of the CPD activity, define the target audience, and agree on the pedagogical approach and learning objectives. The Delivery Coordinator contributes by outlining technical and scheduling considerations, while partners discuss evaluation tools and formats.
- ▶ **Division of responsibilities:** The Pedagogical Coordinator and Delivery Coordinator facilitate task distribution so that each partner (or country) is responsible for one or more modules. In contexts where two partners share a module, the Module Coordinators arrange regular online working meetings to ensure smooth collaboration.
- ▶ **Define learning objectives:** Each Module Coordinator, with input from the Pedagogical Coordinator, develops specific learning objectives aligned with the overall course goals. Partners review and validate these collectively to ensure coherence and comparability across modules.
- ▶ **Mapping and structuring:** All partners work on the development of the overall structure, ensuring logical flow and pedagogical progression. Each Module Coordinator maps their module content accordingly, aligning with the agreed structure.
- ▶ **Select supporting resources:** The Authors and Module Coordinators, supported by the Pedagogical Coordinator, identify relevant resources (articles, videos, tools) and verify their suitability for use in different national contexts.
- ▶ **Content development:** Authors and Module Coordinators co-create materials such as presentations, case studies, and interactive exercises. The Pedagogical Coordinator ensures pedagogical coherence, while the Editors later harmonise tone and structure.

	<ul style="list-style-type: none"> <li>▶ <b>Ensure pedagogical consistency:</b> The Pedagogical Coordinator, in collaboration with Module Coordinators, ensures that all content aligns with adult learning principles and the agreed instructional approach. Partners also agree on assessment formats and procedures.</li>   <li>▶ <b>Finalisation of materials:</b> The Editors and Module Coordinators review and prepare all materials for the testing phase, checking clarity, accessibility, and alignment with objectives. The Pedagogical Coordinator validates final readiness.</li>   <li>▶ <b>Cross-country collaboration:</b> The Pedagogical Coordinator organises regular online meetings for authors from different countries to exchange feedback and align on tone, structure, and pedagogical coherence. Partners participate actively to maintain consistency and ensure a unified design.</li> </ul>
<p><b>Expected outcomes</b></p>	<ul style="list-style-type: none"> <li>▶ <b>A fully structured CPD activity design with clear modules (sections) and learning paths</b></li> </ul> <div data-bbox="375 952 1364 1079" style="border: 1px solid #d9ead3; padding: 5px; margin: 5px 0;"> <p><i>Example from ContinueUP:</i> Each partner developed their assigned module using a predefined layout with structured fields. This ensured consistency in format and helped define logical learning paths throughout the CPD activity.</p> </div> <ul style="list-style-type: none"> <li>▶ <b>A complete set of high-quality training materials ready for use</b></li> </ul> <div data-bbox="375 1164 1364 1303" style="border: 1px solid #d9ead3; padding: 5px; margin: 5px 0;"> <p><i>Example from ContinueUP:</i> When selecting tools and resources, partners first reviewed their functionalities, limitations, and suitability within their national or regional contexts to ensure appropriateness and inclusivity.</p> </div> <ul style="list-style-type: none"> <li>▶ <b>A shared understanding of the CPD activity’s pedagogical approach</b></li> </ul> <div data-bbox="375 1400 1364 1538" style="border: 1px solid #d9ead3; padding: 5px; margin: 5px 0;"> <p><i>Example from ContinueUP:</i> Several remote meetings were held to review design progress, discuss methodological choices, and agree on a unified pedagogical strategy.</p> </div> <ul style="list-style-type: none"> <li>▶ <b>A centralised repository of all resources and documentation</b></li> </ul> <div data-bbox="375 1624 1364 1787" style="border: 1px solid #d9ead3; padding: 5px; margin: 5px 0;"> <p><i>Example from ContinueUP:</i> One partner compiled a list of shared resources according to agreed criteria. Other partners contributed additional items as needs for the module they are developing, ensuring the repository remains collaborative and up to date.</p> </div>

<b>Roles</b>	<p>As the design process advances, some roles defined during Phase 1 will become more active, while new roles may emerge to support the development and review of materials. The roles below are particularly relevant during this stage.</p> <ul style="list-style-type: none"> <li>▶ <b>Pedagogical Coordinator:</b> Oversees the content development process, ensures alignment with the instructional approach, monitors accessibility, and guarantees coherence across all modules.</li> <li>▶ <b>Module Coordinator:</b> Lead the design and development of specific sections of the CPD activity, facilitate collaboration among authors, and ensure that the content meets agreed learning objectives.</li> <li>▶ <b>Learning Design Advisor:</b> Provides expert guidance on instructional strategies, learner engagement, and assessment design. This role may be internal or filled by external specialists.</li> <li>▶ <b>External Critical Friend:</b> Offers independent, constructive feedback on content quality, relevance, and coherence. Experts on the module’s topic may be invited to review specific sections as needed.</li> </ul>
--------------	--

### Phase 3: Testing & Refinement - test the CPD offer and refine it based on feedback

This phase focuses on testing and improving the CPD activity before its official implementation and delivery. Teams collaboratively test selected components of the course, such as activities, materials, and flow. The aim is to ensure clarity, coherence, and engagement while refining the design based on evidence and collective feedback.

This iterative process highlights the value of co-construction, where collective insights and shared responsibility among team members lead to a more robust and meaningful final version of the CPD activity.

Depending on the context and needs of the partners, different testing methods can be used. In some cases, conducting a pilot in one country and sharing the results with the wider partnership may be the most effective approach.

<b>Key activities</b>	<ul style="list-style-type: none"> <li>▶ <b>Internal Meetings:</b> Led by the Pedagogical Coordinator and involving all partners, this activity takes place at the start of the testing phase. Partners collectively walk through the CPD activity, simulating the learner experience to identify gaps, inconsistencies, or unclear instructions. Each Module Coordinator presents their section, while the Pedagogical Coordinator ensures that observations and improvement points are recorded.</li> <li>▶ <b>Pilot Testing:</b> Coordinated by the Module Coordinators and supported by Facilitators and Observers, this step occurs midway through the testing phase. Selected modules or activities are tested with a small</li> </ul>
-----------------------	--

group of participants (teachers, peers, or learners). Observers document participants' engagement, difficulties, and reactions to both content and platform.

- ▶ **Feedback Collection:** The Feedback Facilitator designs and manages the feedback process, supported by the Pedagogical Coordinator and Observers. Structured feedback is gathered immediately after pilot testing using surveys, interviews, or group discussions. The goal is to capture both participant impressions and technical or pedagogical issues.
- ▶ **Analyse Feedback:** The Feedback Facilitator and Data Analyst, in collaboration with Content Editors, analyse the collected data to identify patterns, key findings, and areas that need refinement. This task is carried out before the review meetings to ensure decisions are evidence-based.
- ▶ **Feedback Review Meetings:** Organised by the Pedagogical Coordinator after feedback analysis, these meetings bring together all partners to discuss results, identify strengths and weaknesses, and prioritise actions for improvement.
- ▶ **Refine Content and Activities:** The Content Editors, Module Coordinators, and respective Authors update materials, revise instructions, and adjust the timing or sequence of activities. This is done iteratively based on the agreed feedback and under the guidance of the Pedagogical Coordinator.
- ▶ **Update Documentation:** Managed by the Editors and Communication Facilitators, this task runs throughout the refinement process. All changes are recorded in the shared repository, ensuring version control and easy access to the latest materials.
- ▶ **Final Review Meeting:** Convened by the Pedagogical Coordinator at the end of the testing phase, this meeting allows partners to present refinements, share final comments, and confirm that all updates have been implemented before delivery.
- ▶ **Final Quality Check:** Conducted by the Pedagogical Coordinator with support from the External Critical Friend, this step takes place immediately before the delivery phase. The review focuses on ensuring

	<p>coherence, accessibility, compliance with GDPR and licensing requirements, and overall pedagogical quality.</p>
<p><b>Expected outcomes</b></p>	<ul style="list-style-type: none"> <li>▶ <b>A validated and refined version of the CPD activity</b> <p><i>Example from ContinueUP:</i> Collaborative testing and shared reflection helped partners ensure consistency and cohesion across the different components of the CPD activity. The refined learning materials and activity design enhanced overall participant engagement and clarity.</p> </li> <li>▶ <b>Improved coherence and usability of learning materials</b> <p><i>Example from ContinueUP:</i> Careful testing of resources and learning situations developed by partners allowed for fine-tuning of instructions and pacing, resulting in smoother learning flow and higher engagement.</p> </li> <li>▶ <b>A record of feedback and implemented adjustments</b> <p><i>Example from ContinueUP:</i> The team maintained a shared document logging all feedback, the actions taken in response, and the outcomes of revisions. This record provided transparency and supported continuous improvement.</p> </li> <li>▶ <b>Shared confidence among partners in the activity’s readiness for delivery</b> <p><i>Example from ContinueUP:</i> A final review meeting was important in order to confirm that all partners were aligned and confident in the quality, consistency, and relevance of the final CPD activity.</p> </li> </ul>
<p><b>Roles</b></p>	<p>As the CPD activity moves into testing and refinement, some roles become more central to managing feedback, implementing changes, and ensuring quality.</p> <ul style="list-style-type: none"> <li>▶ <b>Pedagogical Coordinator:</b> Organises and oversees pilot sessions, ensures alignment with learning objectives, and conducts final quality checks for coherence and consistency.</li> <li>▶ <b>Feedback Facilitator:</b> Designs feedback tools (e.g., surveys, interview guides), gathers input from participants, and compiles results for analysis.</li> <li>▶ <b>Content Editor:</b> Implement revisions, refine materials, and ensure language, structure, and tone remain consistent across all modules.</li> <li>▶ <b>Observers:</b> Monitor pilot sessions, take notes on participant engagement and reactions, and document qualitative observations.</li> </ul>

## Phase 4: Implementation & Delivery - deliver the CPD offer to the intended audience

This phase focuses on delivering the collaboratively developed CPD activity to the intended audience. The goal is to ensure that the learning experience is accessible, engaging, and effectively supported through facilitation, communication, and technical reliability. Successful implementation depends on smooth coordination among partners, technical readiness, active participant engagement, and efficient systems for real-time troubleshooting and support.

Because the project involves multiple partners and contexts, this phase also takes into account different delivery scenarios:

- ▶ **Co-delivery:** Two or more partners jointly deliver a module or activity, sharing facilitation and moderation responsibilities. This approach fosters collaboration and cross-cultural exchange during delivery.
- ▶ **Parallel delivery:** Each partner delivers the same module independently within their national context. This allows for comparability of experiences and outcomes while respecting local needs and schedules.
- ▶ **Delayed or staggered delivery:** One partner delivers the CPD activity first, while others follow later, integrating lessons learned and improvements identified during the initial implementation.

By recognising and accommodating these delivery variations, phase 4 promotes flexibility, adaptability, and the wider transferability of the CPD activity across different educational systems and contexts.

### Key activities

- ▶ **Agree on the delivery scenario and coordination mechanisms:** At the start of the implementation phase, all partners, led by the Pedagogical Coordinator and Delivery Coordinator, jointly decide on the delivery model: *co-delivery*, *parallel delivery*, or *delayed delivery*. Together, they define facilitation responsibilities, communication protocols, and coordination mechanisms to ensure clarity across all contexts. This shared decision-making process is unique to co-construction settings, as it requires balancing joint ownership with flexibility to adapt to national realities.
- ▶ **Final technical check:** Conducted by the Technical Support Team, with oversight from the Delivery Coordinator and Pedagogical Coordinator, this step takes place immediately before launch. It ensures that the learning platform and materials work reliably across all partner contexts and language versions. In a co-construction setting, this task involves coordination between partners to guarantee a consistent participant experience, even when different national platforms are used.
- ▶ **Pilot or soft run:** Organised collaboratively by the Pedagogical Coordinator and Module Coordinators, the pilot allows the partnership to

identify and resolve any technical or pedagogical issues before the full rollout. This small-scale test may take place in one or more countries, depending on the delivery scenario, and partners share results to compare outcomes and adjust accordingly. In co-delivery contexts, the pilot is also used to fine-tune how facilitation and communication are shared between partners.

- ▶ **Full rollout and promotion:** The Delivery Coordinator oversees the rollout, supported by the Communications Officer and all CPD provider partners. Promotion combines a coordinated European-level campaign with local dissemination tailored to each national context. In a parallel or co-delivery scenario, partners synchronise their launch schedules and messaging to maintain coherence while allowing contextual adaptation.
- ▶ **Facilitation and participant engagement:** The Facilitators or Moderators, guided by the Pedagogical Coordinator, are responsible for maintaining participant interaction and engagement throughout the CPD activity. They monitor forums, respond to questions, and encourage participation through interactive tasks, webinars, or collaborative discussions. In co-delivery settings, facilitators coordinate across countries to share insights, align moderation practices, and foster a European learning community.
- ▶ **Coordinated technical and pedagogical support:** The Technical Support Team, in close collaboration with the Pedagogical Coordinator and Facilitators, provides ongoing support throughout the delivery phase. Issues encountered in one context are logged and shared in a joint troubleshooting document, allowing solutions to benefit all partners. This collective problem-solving process strengthens consistency and efficiency across contexts.
- ▶ **Monitoring participation and engagement:** The Data Analyst, in collaboration with the Delivery Coordinator, Facilitators, and Pedagogical Coordinator, monitors enrolment, progress, and completion rates using the learning platform's analytics tools. In co-construction projects data are collected using common indicators and formats to enable comparison and joint evaluation across partner contexts.
- ▶ **Documenting delivery experiences:** All partners contribute to documenting the delivery process, coordinated by the Delivery Coordinator. This includes recording challenges, adaptations, and successful solutions in real time. These shared reflections ensure transparency and continuous learning, especially valuable in delayed delivery scenarios, where later-implementing partners can build on the lessons learned from earlier implementations.

<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>▶ <b>Seamless and timely delivery</b> of the CPD activity to the target audience.</li> <li>▶ <b>High levels of participant engagement and satisfaction</b>, supported by active facilitation and prompt communication.</li> <li>▶ <b>Early identification and resolution</b> of technical or pedagogical challenges through ongoing monitoring and support.</li> <li>▶ <b>Reliable participation and performance data</b> collected for evaluation in the next phase.</li> </ul> <div style="border: 1px solid #92d050; padding: 5px; margin-top: 10px;"> <p><i>Example from ContinueUP:</i> The combined efforts of facilitators, technical staff, and coordinators ensured that any issues encountered by participants were quickly resolved. The active presence of moderators in discussion spaces encouraged engagement and built a sense of community among participants.</p> </div>
<b>Roles</b>	<ul style="list-style-type: none"> <li>▶ <b>Pedagogical Coordinator:</b> Oversees the pedagogical quality and coherence of the CPD activity across all delivery contexts. Ensures that facilitation practices, communication, and participant engagement strategies align with the shared pedagogical approach. Coordinates across partners to resolve pedagogical or design-related issues that may arise during delivery.</li> <li>▶ <b>Delivery Coordinator:</b> Manages the overall implementation process and timeline, ensuring smooth coordination between partners during rollout. Leads decisions on the delivery scenario (co-delivery, parallel, or delayed) together with the Pedagogical Coordinator. Monitors progress, ensures consistency across versions, and facilitates communication between delivery teams.</li> <li>▶ <b>Module Coordinator:</b> Support the implementation of specific modules, liaising with facilitators and technical staff to ensure that content functions as intended. In co-delivery scenarios, they collaborate across partner teams to ensure alignment in moderation and learner support.</li> <li>▶ <b>Moderator:</b> Engage directly with participants throughout the delivery phase. They moderate discussions, answer questions, and foster interaction within and across partner contexts. In co-delivery settings, they coordinate with other facilitators to harmonise moderation practices and share participant insights.</li> <li>▶ <b>Technical Support Team:</b> Ensures the technical stability of the learning platform(s) used in different partner contexts. Provides troubleshooting</li> </ul>

support to participants and facilitators. Coordinates with other technical teams to share and resolve platform-related issues collectively.

- ▶ **Communications Officer:** Manages all dissemination and communication activities related to the rollout. Works with partners to synchronise promotional messages across countries and adapt communication materials to local audiences while keeping a coherent project identity.
- ▶ **Data Analyst:** Collects and analyses data on participation, engagement, and completion rates. Ensures that data are gathered using common metrics across all delivery contexts to enable comparison and evaluation in the next phase.
- ▶ **External Critical Friend:** Provides impartial feedback on the delivery process, focusing on participant experience, consistency, and inclusiveness across partner implementations. May also support reflection and documentation for later improvement.

### Phase 5: Evaluation & Sustainability - evaluate the outcomes and plan for future use or scaling

This phase focuses on evaluating the impact, quality, and potential sustainability of the collaboratively developed CPD activity. The goal is to assess its effectiveness in meeting learning objectives, identify areas for improvement, and determine how the materials and processes can continue to add value beyond the project’s lifetime.

Because the CPD activity was developed through co-construction, the evaluation process must consider both the learning outcomes and the collaborative dynamics that shaped its creation and delivery. Partners jointly reflect on what worked well, what challenges emerged, and how co-construction contributed to quality, innovation, and professional growth.

While scalability can be a valuable outcome of co-construction, its extent depends on the goals and priorities of the partners involved. Some partners may wish to adapt or expand the activity for new audiences, while others may focus on sustaining and reusing materials within their existing contexts. The collaborative nature of the project nonetheless makes future adaptation and scaling feasible if desired.

#### Key activities

- ▶ **Agree on common evaluation standards:** Before collecting data, partners, led by the Pedagogical Coordinator and Data Analyst, agree on shared definitions, indicators, and data formats. This ensures that evaluation results from different national or institutional contexts can be compared and combined meaningfully.

- ▶ **Collect participant feedback:** Coordinated by the Pedagogical Coordinator and Moderators, this task involves gathering structured feedback through surveys, focus groups, forum analysis, or short interviews. In a co-construction context, it is important to balance institutional feedback tools (e.g., national MOOC platform surveys) with a common feedback framework agreed among partners. This unified approach allows results to be analysed collectively while respecting each platform's requirements.
- ▶ **Analyse platform data:** The Data Analyst, with input from the Pedagogical Coordinator and Delivery Coordinator, examines platform analytics to identify completion rates, engagement levels, and drop-off points. Using the previously agreed indicators and definitions ensures that findings are comparable across partners. The analysis highlights both the learning impact and the effectiveness of the collaborative design.
- ▶ **Evaluate learning outcomes:** The Pedagogical Coordinator, together with Module Coordinators, Authors, and Facilitators, reviews evidence of participant learning through self-assessments, peer reviews, or pre-/post-tests where relevant. Partners discuss how learning outcomes differ across contexts and what factors influenced these results.
- ▶ **Reflective partner review:** Organised by the Pedagogical Coordinator, this debriefing meeting brings together Moderators, Authors, Module Coordinators, and other contributors to reflect on the process. The discussion focuses on lessons learned from the co-construction and delivery phases, identifying what enhanced collaboration and what could be improved in future projects.
- ▶ **Document best practices:** The Pedagogical Coordinator, supported by Editors and all partners, compiles successful approaches and innovative practices into a shared knowledge base or case study. These insights serve as a reference for future co-construction initiatives and institutional capacity building.
- ▶ **Plan for sustainability:** All partners, coordinated by the Pedagogical Coordinator and Delivery Coordinator, identify next steps for maintaining and updating the CPD activity. In a co-construction setting, reusing or adapting existing materials is highly recommended, given the time and effort invested in their collaborative creation. Partners define who will maintain, update, and host the resources, and explore funding or institutional support for continued use.
- ▶ **Explore scaling opportunities:** Depending on their goals, partners may consider scaling the CPD activity to new audiences, languages, or formats (e.g., blended or hybrid). Scaling is not essential but can naturally arise from the diverse expertise and shared ownership built during co-construction.

<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>▶ <b>Evidence-based understanding</b> of the CPD activity’s effectiveness and collaborative process.</li> <li>▶ <b>Actionable recommendations</b> for improvement and refinement of both content and workflow.</li> <li>▶ <b>Documented lessons learned</b> and best practices for future co-construction initiatives.</li> <li>▶ <b>A sustainability plan</b> outlining how materials will be maintained, reused, or updated.</li> <li>▶ <b>Optional scaling opportunities</b>, depending on partner priorities and resource availability.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Example from ContinueUP:</i> In our case, partners agreed to reuse key components of the MOOC, such as video lectures and interactive activities, in future national courses. This approach ensured long-term value and reduced duplication of effort while maintaining the spirit of co-construction.</p> </div>
<b>Roles</b>	<ul style="list-style-type: none"> <li>▶ <b>Pedagogical Coordinator:</b> Leads the overall evaluation process, ensuring that both learning outcomes and the collaborative process are assessed. Coordinates the definition of common evaluation standards and feedback frameworks. Oversees reflective partner reviews and facilitates the development of recommendations, sustainability plans, and, where relevant, scaling strategies.</li> <li>▶ <b>Delivery Coordinator:</b> Supports the evaluation of the implementation and delivery processes. Gathers logistical feedback from partners and participants, contributes to the analysis of delivery data, and helps plan for the ongoing maintenance or reuse of materials after the project’s end.</li> <li>▶ <b>Data Analyst:</b> Works closely with all partners to agree on shared indicators and data definitions before analysis begins. Collects, processes, and compares data across platforms to produce evidence-based insights into participation, engagement, and completion. Contributes quantitative input to the final evaluation report.</li> <li>▶ <b>Module Coordinators:</b> Review module-specific outcomes, gather insights from participants and facilitators, and contribute to reflective partner discussions. Help identify elements of the CPD activity that can be reused or adapted in future offerings.</li> <li>▶ <b>Moderators:</b> Collect qualitative feedback through discussions, surveys, and observation. Summarise participants’ perspectives on engagement, clarity, and learning effectiveness, feeding this information into the final evaluation and lessons learned.</li> <li>▶ <b>Communications Officer:</b> Supports the sustainability and scaling plan by helping to identify dissemination opportunities and target audiences for future use. Ensures visibility of evaluation outcomes and success stories across partner institutions.</li> </ul>

- ▶ **External Critical Friend:** Provides an impartial review of the evaluation findings, ensuring methodological rigour and objectivity. Offers final recommendations on sustainability, reuse of materials, and the potential for scaling, based on external perspective.

## 4. Conclusion

The co-construction of CPD activities is both a complex and deeply rewarding process. It requires shared commitment, open communication, flexibility, and a willingness to learn from one another across institutional, cultural, and national contexts. The guidelines presented in this document bring together the key lessons, principles, tools, and strategies that emerged from the ContinueUP experience and translate them into **practical recommendations for future collaborative initiatives.**

By outlining the foundational considerations, the phases of co-construction, the roles involved, and the challenges that teams may encounter, this document aims to support CPD professionals in designing training offers that are more coherent, innovative, and sustainable. The examples drawn from our experience demonstrate that while co-construction can be demanding, it also creates opportunities for deeper professional learning, stronger partnerships, and richer outcomes for educators and learners alike.

As teams apply these guidelines in their own contexts, they are encouraged to adapt them, expand on them, and enrich them with new insights from their own collaborative journeys. Co-construction is not a fixed model but an evolving practice, one that thrives when partners continue to exchange knowledge, reflect together, and build shared solutions. Ultimately, the hope is that these guidelines will not only support effective project implementation, but also inspire a broader culture of collaboration in teacher education and professional development across Europe.

# ContinueUP



**Co-funded by  
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.