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Better Community Engagement Resource Pack

2012

'Community Planning is a process which helps public agencies to work together with the community to plan and deliver better services which make a real difference to people's lives.'

Scottish Government website, February 2011

Inform, Consult, Engage

Contents

Foreword
by
Councillor Rory Colville

Welcome to Argyll and Bute Community Planning Partnership Community Engagement Resource Pack

I am delighted to be introducing this resource pack for community engagement. Although originally designed for our local community planning groups, this pack has lots of information for anyone wanting to get the views of their communities, and to work together to improve services.

Community engagement needs to take place at both grass-roots and strategic policy levels. This pack is designed to help ensure people at any level or in any community, whatever their skills and abilities, have the opportunity to have their voices heard and to influence decision-making bodies.

This resource pack is full of:

- 'Community Engagement' techniques and resources

- Ideas for evaluation – not just evaluation or assessment forms, but lots of interactive and innovative exercises

- Information on Argyll and Bute's Community Planning Partnership structures and how to engage with them

I would urge all our Community Planning partners at all levels to make use of this pack - not only to use it, but also to add to it. We have all tried different ways of engaging with communities, so let's use this resource as a means of sharing what works. That way we can ensure that all our communities in Argyll and Bute can benefit together.

Councillor Rory Colville
Chair of the Third Sector and Communities CPP Sub-group
Third Sector and Communities Spokesperson for Argyll and Bute Council

January 2012

Introduction

This pack has been produced as part of the national Better Community Engagement Project[1] with a focus on rural areas, to reflect the particular challenges we face in Argyll and Bute.

The most important consideration in community engagement is not only *what* we do, but *how* we do it. Involving communities right from the start in deciding the best way to reach as many people as possible, is vital. Engaging communities in a way that is approachable and easy to understand is what this resource pack is all about.

Through involving communities in ways that are approachable, practical, easily understood and fun, people of all ages, abilities and backgrounds can have the opportunity and the confidence to make their voices heard.

The pack is divided into three parts to make it easier to use. Inside are a variety of useful tools and exercises which can be adapted to suit different needs. Additional support materials for many of the exercises are also available from Argyll and Bute Council Community Development Team or from Community Planning partners.

The intention is that this resource pack complements, rather than duplicates, the Community Consultation Toolkit[2] and partners may wish to refer to this for additional information.

This pack has been designed as an online resource, with the intention of updating it regularly, and adding useful tips, resources and ideas that partners contribute. Partners may already be familiar with some aspects of the pack, but we hope that everyone can find something useful.

For advice and support on any of the resources and exercises in this pack, please contact the Community Development Team at *communitydevelopment@argyll-bute.gov.uk*.

'Suggestion tree'
Photo courtesy of Islay & Jura CVS

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PART 1

Community Engagement Resources

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1.Community Engagement

1.1 What is Community Engagement?

'Developing and sustaining a working relationship between one or more public body and one or more community group, to help them both to understand and act on the needs or issues that the community experiences'.

National Standards for Community Engagement 2005

Community engagement is now a core policy priority for all public sector services and this is reflected in the make up of the community planning structures at national, local and community levels.   The main principles behind this are defined in the 10 National Standards for Community Engagement[3] that were developed as part of the Scottish Government's community empowerment agenda.

The principles highlight the importance of:
- equality
- recognising the diversity of people and communities
- a clear sense of purpose
- effective methods for achieving change
- building on the skills and knowledge of all those involved
- commitment to learning for continuous improvement

Community Engagement is a broad term that covers different ways of interacting with communities:

[4]

Inform ➡
Consult ➡
Involve ➡
Collaborate ➡
Empower

The Spectrum of Community Engagement[5]

		PURPOSE	EXPECTATION
I N F O R M	Information Giving	To provide people with information about our plans and services to assist their understanding.	That information will be accurate, balanced, appropriately timed, and updated as necessary.
C O N S U L T	**n ormation at ering**	To collect information about attitudes, opinions and preferences that will assist our understanding and decision making.	That information gathered will be treated and used responsibly and reported honestly.
	Consu tation	To ask people for their views on specific policies, proposals, services.	That feedback will be taken seriously, decisions will be influenced, and people will be informed of the influence they have had.
E N G A G E	**n o ement**	To discuss what the issues and priorities are. To actively involve people and facilitate participation.	That people will be able to shape the process, that it will be transparent throughout and that they will have some influence over decisions.
	Co a oration	To work together to improve and design new services.	That decision-making will be shared and some resources will be held in common.
	Em o erment	To place final decision making in the hands of the community.	That communities will make decisions for themselves.

1.2 National Standards for Community Engagement

The National Standards underpin community engagement but can only be meaningful if an opportunity is created for all voices in all communities to be heard. The ten standards adopted by the Scottish Government are:

1. INVOLVEMENT: We will identify and involve the people and organisations who have an interest in the focus of the engagement.

2. SUPPORT: We will identify and overcome any barriers to involvement.

3. PLANNING: We will gather evidence of the needs and available resources and use this evidence to agree the purpose, scope and timescale of the engagement and the actions to be taken.

4. METHODS: We will agree and use methods of engagement that are fit for purpose.

5. WORKING TOGETHER: We will agree and use clear procedures that enable the participants to work with one another effectively and efficiently.

6. SHARING INFORMATION: We will ensure that necessary information is communicated between the participants.

7. WORKING WITH OTHERS: We will work effectively with others with an interest in the engagement.

8. IMPROVEMENT: We will develop actively the skills, knowledge and confidence of all the participants.

9. FEEDBACK: We will feed back the results of the engagement to the wider community and agencies affected.

10. MONITORING AND EVALUATION: We will monitor and evaluate whether the engagement achieves its purposes and meets the national standards for community engagement.

1.3 Community Engagement in Rural Areas
- Some Considerations

In 2004 the Scottish Executive produced additional advice on community engagement for rural communities.   The following is an extract regarding the first National Standard:

Standard 1: Involvement: We will identify and involve the people and organisations with an interest in the focus of the engagement.

Issues and responses for rural communities:

- **Anonymity/confidentiality and stigma:** In small places people know each other. Whilst this may have many positive aspects, where engagement addresses potentially sensitive matters such as health or poverty people are more likely to be reluctant to participate if they feel that private matters could become public. Always consider the subject matter of the engagement. If there is potential for embarrassment or stigma adopt methods that ensure confidentiality. If this issue is not addressed, legitimate and pressing needs may not be presented with the result that relatively disadvantaged members of communities lack a voice.

- **Parochialism:** All communities have local interests and concerns. The more isolated they are the less they may be exposed to and aware of trends and changes in wider society that may be relevant in their own areas, for example recognising rural racism. Community engagement may need to highlight and address unrecognised issues.

- **Need to recognise and respond to very local experience:** Whilst communities may be parochial it is equally important to recognise that they are unique. Community engagement needs to recognise that in rural areas there may be a particular tendency for local communities to have very specific local concerns, relating for example to their geographical location, character of the local economy, or cultural identity. Agencies that engage communities need to understand the particular characteristics, needs and perspectives of local people and address these in the way that they operate.

Scottish Executive 2004 Urban Rural Classification.
http://www.scotland.gov.uk/library5/rural/seurc.pdf

2 Community Engagement Resources

One of the challenges associated with engaging communities and individuals across Argyll and Bute is that communities are spread across such a large,diverse and, for the most part, remote area. Including everyone in such a rural area can be resource, and time, intensive.

Technologies such as video and telephone conferencing, filming and live streaming on the web, PowerPoint Voting, online surveys, email and social networks can help reach more people.

It should also be considered that some of these technologies are better used by some groups in society than others, and if used as the only method of reaching communities may result in a bias in participation.

2.1 Video Conferencing (VC)[7]

Video conferencing can address some of the problems associated with engaging with people in remote and rural areas and can save time and travel costs. However, VC can lack opportunities to network and should not be viewed as a substitute for all face-to-face meetings.

Video conferencing requires a VC station and basic training, or a participating member in each location who is comfortable using the technology.

Remote rural communities were able to take part in two community consultation events on public sector budgets and local plans held on the mainland through video conferencing at Council 'service points'. The Mid Argyll, Kintyre and the Islands event, held in Lochgilphead in 2010, was attended by more than 60 people with a quarter of attendees from the islands. This compares with no island representation at a previous community consultation event in Tarbert where no VC was available.

Preparation is crucial to a successful VC event or meeting - everyone participating in the VC should have access to the same paperwork beforehand so there are no misunderstandings. A Chair should be nominated and be responsible for keeping all participants engaged and involved.

Software such as Skype and MSN messenger can provide free two-way video conversations via computers and laptops, where formal VC facilities are not available, and this can reduce the cost associated with video conferencing.

2.2 Telephone Conferencing

Telephone conferencing can be an extremely cost and time effective method of communication involving multiple parties because people can participate using a land or mobile phone from their own office or home. Similar to VC above, preparation is crucial - everyone participating in a telephone conference should have access to the same paperwork beforehand so there are no misunderstandings. A Chair should be nominated and be responsible for making sure all are still

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[7]Information on booking some of the VC points across Argyll & Bute, along with tips on using VC, are included in Appendix 2

connected and are participating in the discussion.

Most of the main telephone service providers support telephone conferencing and offer a range of packages at varying prices. In addition to this, an internet search will provide access to companies who can support telephone conferencing using local UK or 0844 call rates.

2.3 Filming and Live Streaming

Filming an event, presentation or meeting and live streaming, or uploading the footage on to a website on the internet, can have some advantages, including:

- There is no need to travel to VC service points or event locations and presentations can be viewed at home on a computer and
- Events become more accessible to people living in remote areas.

Where the costs of live streaming may prove prohibitive, there are a number of ways of making filmed materials available online. For example, a flyover presentation of the Scottish Association for Marine Science development at Dunstaffnage was placed on YouTube for people to view the planned developments.

2.4 Online Surveys

This is a good way of reaching people in both urban and rural areas where internet connections are available, but they may need substantial promotion to raise awareness, particularly if a survey organiser needs to reach a target number/group for responses. Online surveys are more cost effective than posted, paper surveys. They give people the opportunity to express their views anonymously and they have time to think about the issues and their responses.

Online surveys can sit on an organisation's website with links provided on partners' websites to increase awareness. A link to the survey can also be e-mailed directly to community members. It is important to make online surveys as user friendly as possible, with the option for people to be able to search for their particular area of interest, e.g. geographical area or subject matter.

2.5 E-mail and Social Networks

E-mail networks are very easy to set up and can reach a large number of people quickly and cheaply. However there should always be an alternative where internet connection is poor, or where people cannot access e-mail.

Social networking websites are places where people meet online to chat, socialise, debate, and network. Regardless of the language, culture, or the nation where the social networking site originates, all of them share the same feature of helping people connect with others.

Social networking sites are particularly popular with teenagers and young adults, but people of all ages and backgrounds use them.

Some examples of social networking include:

- Flickr is used to upload pictures of events, archives etc., and contacts can be invited to view them. *www.flickr.com*. An example of how this is used by Scottish Natural Heritage can be found here: *www.flickr.com searc w all scottis natural eritage m te t*

- Twitter is used to keep people up to date with on-going developments in 140 words or less. *www.twitter.com*. To visit the Council Twitter feed: *www.twitter.com argyllandbute*.

- Facebook is used to post photos, updates, hold discussions, list events and provide contact information. *www.facebook.com*. Strathclyde Fire and Rescue operate a Facebook page - you don't have to be a member to visit and see if it's something that would be of use to your organisation. Visit their website *www.strat clydefire.org* and click on the link.

2.6 Advertising and Marketing

a. Creating a Website

Creating a simple website and blog can be relatively easy and cheap. There are a number of companies offering free website guidance on the internet. One example is *ttp www.weebly.com*.

The Argyll Communities website, at *www.argyllcommunities.org*, is run by Argyll Voluntary Action and hosts websites for Third Sector organisations. It also provides information on a wide variety of community issues, events and activities, and it issues monthly updates with key information and links to its distribution list. In addition, this website has guidance on creating your own web page.

b. Distributing Information in a Rural Community

Leaflets, flyers and posters can be effective methods for spreading information and raising awareness in rural communities. This method, however, can exclude people with literacy issues if it's the only method of publicity. Door-to-door leafleting is time consuming but working in partnership with a local community organisation to help distribute leaflets will save time and raise awareness by involving local people. Anyone organising door-to-door leafleting should consider risks associated with this - lone working should be avoided and volunteers should be given advice to avoid potential issues, such as dogs and unsupervised children. Informing the local police that a door-to-door leaflet drop is being undertaken in an area is generally considered to be good practice - the police can advise on locations to avoid and will be informed should any concerned residents contact them.

A community hub is somewhere like a community centre, library, health centre, shop and post office where people meet and obtain information. Community hubs may be willing to display posters and flyers.

Community noticeboards are also common in rural areas and are often maintained by a community council or group who may be willing to post information on wider issues to encourage local participation.

In appropriate cases, local schools may agree to distribute a leaflet or flyer to their pupils. This "school-bag drop" can be an effective way of reaching children and parents.

Local churches can also help spread information across their parish through newsletters and pulpit announcements.

Some communities have development trusts, many with staff in post, and most communities are served by active community councils. Working in partnership with them enables information to be distributed and promoted by local people who have built up relationships of trust within the community, and who can offer additional support and advice as required. Such organisations often produce newsletters, and editors are usually happy to include articles on local issues.

Don't forget to use your local media, including newspapers, radio, or even television.

Of course, the value of word-of-mouth information sharing should not be underestimated.

2.7 Using Drama to Engage with Communities

Drama can be a powerful tool to help people relate to an issue and encourage them to contribute to a discussion. It also has the added advantages of entertainment and opportunities for socialising. It is important to get local groups to assist with the organisation and promotion of a drama production as they have local contacts, can spread the word and encourage people to attend.

Recent examples of use of drama include:

"Viewpoint"[10] Argyll and Bute Council's Community Development Team, in partnership with Campeltown-based social enterprise Inspiralba, has been running a series of drama-based engagements to stimulate community discussion and gather views. This one-woman drama explores the issues of rural life in Argyll and Bute and the performance is followed by workshops to discuss issues raised in the performance.

"I Don't Remember Forgetting" Alzheimer Scotland commissioned a piece of participatory theatre called "I Don't Remember Forgetting". Mixing live performance and video input from a real family in Argyll and Bute, the audience is encouraged to explore the issues arising, interject in the performance to suggest better ways of handling the situation and increase their knowledge of dementia in a family and national context. To find out more about this project, contact jarmitage@Alzscot.org

2.8 Film and DVD making

Film projects can be a great way of bringing communities and generations together. Short films can bring projects to life far better than reports and newsletters and they can be accessed through the internet, by e-mail and on DVD or memory stick. Films can have many promotional uses and can be used at presentations with potential funders, sponsors and partners.

Filming and storytelling can be fun and many people enjoy having an opportunity to use a video camera. Editing, however, can be very time consuming, and this needs to be taken into consideration when planning a film project.

The Lochgilphead Joint Campus Climate Change Investigation Team is a group of six teenage girls tasked with investigating the effects of climate change on rural communities, specifically looking at the effects of moving to a low carbon economy on farming and land use, green business and green tourism. They presented their investigations in the form of a film,[11] along with their recommendations, to a national discussion day 'A Step Up for Climate Change' in Glasgow which was attended by decision makers from both government and the business sector.

2.9 Working in Partnership with Local Event Organisers

Many community events, like music and drama festivals, art and talent shows, fun days, harvest festivals, sports days, agricultural shows, highland games and farmers' markets attract good turnouts and can be successful vehicles to raise awareness of community consultations and other projects.

Always consider which groups you want to reach when targeting local events. It may be important to map who takes part in exercises and, depending what the aims are,

possibly build in methods to separate the opinions of the local and wider communities so that any conflict of opinion can be reflected.

Schools/nurseries may also assist by offering the opportunity to link into activities like sports days, parents' evenings etc., where target members of the community will be in attendance.

2.10 VOiCE (Visioning Outcomes in Community Engagement)

VOiCE is a data-based planning and recording tool that assists individuals, organisations and partnerships to design and deliver effective community engagement. It can be used to support a range of community activities, and enables all users to employ a common system for analysing, planning, monitoring, evaluating and recording their community engagement.

VOiCE will support people to:
- Reflect on what they are trying to achieve
- Develop plans that relate to their purpose
- Monitor progress in implementing their plan
- Evaluate the process and outcomes
- Learn lessons for future activity

VOiCE is designed in four sections: Analyse, Plan, Do and Review. It takes people through logical steps to facilitate well constructed, managed and evaluated engagement from which you can continuously learn and improve practice.

It is possible for agencies and partnerships to have dedicated, secure space on an independent VOiCE website that will host data records from the VOiCE tool. Details will be advertised on the Scottish Government and SCDC web sites. www.scdc.org.uk

2.11 Consultation Toolkit

This is a really useful document produced by Argyll and ute Council, which takes you through stage by stage how to carry out a community consultation.

The stages are:
- **tage ne** Decide to carry out a consultation and establish the context for the consultation exercise.
- **tage T o** Identify the specific questions you want the consultation to answer.
- **tage T ree** Decide how you are going to go about finding the answers to the questions you have posed.
- **tage our** Collect and analyse your data.
- **tage i e** Report back on the results of the consultation and evaluate the consultation exercise.

To access the toolkit: http://www.argyll-bute.gov.uk/sites/default/files/contoolkit.pdf

2.12 'Sus it Out'

'Sus it Out' is a trademarked toolkit designed for community engagement around sustainable development issues. It is designed to be delivered by a trained facilitator working with community groups and encourages them:

- to consider the skills they have and how they already contribute to sustainable development.
- to identify gaps and needs in their local community.
- to develop an action plan to address these.

The original 'Sus it Out', has become 'Sus it Out Plus' and encourages groups to build real and online links with each other to share experiences and good practice.

For further information please see 'Sus it Out' website on *www.susitout.org.uk*

2.13 Planning for Real

Planning for Real is a participatory consultation technique developed to involve local communities in planning for development and regeneration in their local community. Central to the process is a 3D model of the area to be developed – local schools can be engaged in this part of the process. The model is made of lightweight materials so it can be carried around a variety of events to give as wide a number of people the opportunity to participate in the process.

At consultation events, this model is one of the methods used to engage people in generating ideas for what they think could be improved in their area and where the problems are.

The model should be on a scale big enough that people can recognise their own house and local features.

The process takes people through identifying what the problems are, what needs to be done, timescales, who should be involved and how the problems/solutions should be tackled.

Planning for Real is a copyrighted process and training can be provided for facilitators.To find out more visit their website: *www.planningforreal.org.uk*.

2.14 VOXUR

What is VOXUR?

VOXUR [2] is a portable video booth that allows you to set questions in any language and record interviews, allowing you to share views as a film.

Everyone has a view or opinion and VOXUR enables these to be shared. It:

- Creates innovative video content
- Empowers people to share their stories, ideas and opinions
- Enables people to actively listen to individual views of the community
- Captures and enhances personal and group progression
- Increases engagement through effective peer to peer communication
- Enhances the quality of feedback and opinion

VOXUR has been used successfully at events in Islay, Oban and Campbeltown, where local groups have wanted to use a novel tool to engage with members of their communities. In Campbeltown, South Kintyre Development Trust is creating a series of community action plans for the area and needed to engage a large percentage of the local population in answering a series of questions. Most people have responded through paper and web based questionnaires, but some took the opportunity to record their responses on video through VOXUR.

2.15 Community Engagement Tent

The use of a tent is a relatively inexpensive way of reaching community groups. A tent is easy to transport with the right vehicle and is easily erected. It can be used indoors or outdoors depending on the venue and weather conditions. One of the advantages of a tent is that it can be used at planned local community events such as agricultural shows, highland games and local fetes, where there is an opportunity to reach a much larger audience from different sectors of the community.

Argyll and ute CPP community engagement tent is available for use by community groups and partnerships.

2.16 PPVoting

The ppvote system is an audience engagement tool that runs with Microsoft PowerPoint. PowerPoint slides are turned into interactive voting elements within a presentation. The 'voting slides' are used to ask the audience a number of questions and they choose how to reply from the range of options provided. The questions can be simple multiple choice, a selection of choices e.g.4 out of 10 rating different options and qui questions. Each delegate is provided with a small radio keypad and asked to register their answer as each slide is presented.
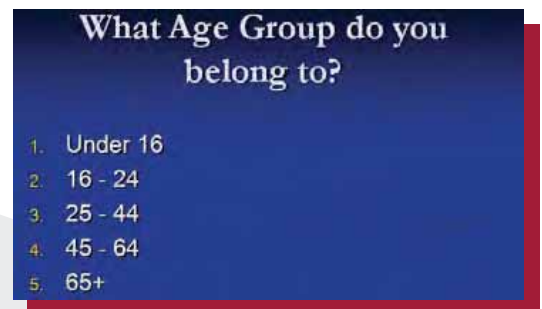
Results are captured within the PowerPoint presentation as graphs, and can be put into spreadsheets for further analysis and easily formatted into reports. It is possible to 'segment' an audience so that you can analyse results after the event by a range of parameters including age, department, job role etc. The same set of questions can also be used at several events, and all the results can be collated together to form a collective set of results. At an event such as a conference the results from a number of workshops can be pulled together to allow participants to decide on priorities.

Ppvote can be used in several ways:
- to analyse the demographic of an audience
- to ascertain delegates' views
- to reinforce points in a presentation and facilitate discussion
- to host a qui - to promote understanding or just for fun
- for feedback and evaluation

Ppvote is:

democratic: one vote per person and everyone is included, and it overcomes the problem of only the most 'vocal' being heard

instant: the audience finds out straight away what it 'thinks'

anonymous: it avoids peer pressure voting

transparent: the audience sees the results

enlightening: organisers find out what they want to know and then have an opportunity to clear up any misconceptions

time saving: evaluations have a near 100 response rate, are completed instantly, and the results are recorded and most importantly fun: the entire audience is engaged in the presentation

PowerPoint Voting equipment is available for free loan.

2.17 World Cafe

The World Cafe is an event that takes place in an actual cafe or else the room is set up to resemble a cafe. Participants are seated around small tables with tablecloths and tea, coffee and other beverages. Often participants are provided with pens and are encouraged to draw and record their conversations on paper tablecloths to capture free flowing ideas as they emerge.

Participants discuss one issue around their table and at regular intervals they move to a new table to discuss a new issue. One participant (the table host) remains and summarises the previous conversation to the newly arrived participants. By moving participants around the room the conversations are informed by the ideas from other tables. At the end of the process, the main ideas are summarised in a plenary session and follow-up possibilities are discussed.

The choice of question(s) for the cafe conversation is crucial to the success of the event. In general it is useful to phrase the questions in a positive open-ended format to allow a constructive discussion. It is therefore best to develop the questions beforehand with partners.

The World Cafe has been used in many different settings. It is good at generating ideas, sharing knowledge, stimulating innovative thinking, and exploring actions together. The informal and deep conversations that the World Cafe encourages can lead to improved relationships between participants and wider groups

For more information visit www.theworldcafe.com

2.18 CPP Consultation Diary

The Community Planning Partnership is pulling together a consultation diary, which aims to map out the different information sharing, consultation and engagement activities partners are undertaking. The diary is still being developed and its success will depend on the motivation of partners to provide information, but it can help reduce duplication:

- Check the diary and see what activity may have recently been carried out in the area already – is there information we can gather from that?
- Are there any engagement activities planned or due to take place in the area? Can we work with them to develop something that will meet the needs of both organisations?
- If we can't amalgamate both exercises, can they run in conjunction with each other e.g. if an open event is planned, could both organisations share the same venue and publicity? The benefits of this, among other things, include the potential of attracting a wider audience, as well as keeping overheads low.

2.19 Young Scot 'Says Who?'

Young Scot 'Says Who?' [3] is a national consultation toolkit, created by Young Scot, the Scottish Government and Storm id, and gives Young Scots the chance to tell us what they think on the key topics that matter to them. The toolkit is designed to be interactive, using cutting-edge digital engagement techniques. It can gather a quick snapshot of young people's opinions or use a full survey tool to ask more in-depth questions, and there are a series of resources at the bottom of the page so they can find out more about that particular topic. Each consultation that is carried out on 'Says Who?' will be stored in a library, which lets you go back and look to see what has been said previously. Consultations can be carried out both locally and nationally.

Young Scot Outreach team works with an average of 25,000 young people each year and covers an average of 20,000 miles. Attending schools, colleges and events with brightly branded vehicles, the team can set up an instant cyber cafe using the electricity supply, laptops and plasma screen. The InfoMobiles are a great way of engaging with young people - hail, rain or shine. They can be used for providing information, consulting or as part of a training scheme producing information, creating opportunities in their local community and widening their skills in a variety of areas including negotiating discounts, media training, video blogging, creating podcasts and web content.

Young Scot has also developed a SMS and e-mail newsletter system which allows both national and Young Scot Dialogue Youth partners to send and receive text messages and can be used for consultations, competitions and general enquiries. Young Scot members can opt-in to receive SMS messages as part of the registration process.

[3] ttp www.youngscot.org local argyll bute

3 Community Engagement Exercises

The following section contains sample exercises that partners may find useful if holding engagement events. Some of these are tried and tested methods that have been around for a while but there are also some new variations and creative ways of presenting sessions that can enhance the work we do. This resource will be reviewed and developed over time and it is hoped that the range of exercises will increase as partners add their own experiences and ideas.

3.1 Ice-breakers

Definition of ice-breaker: A stimulating and thought-provoking activity that educates and entertains with the intent of creating a relaxed atmosphere to encourage discussion. Ice-breakers are useful tools, and are especially good if you want to include young people, elderly or people with mental health issues or learning difficulties. ut they should be fun for everyone

There are lots of sites providing examples of ice-breaker exercises. Here are a few just to get you started.

ttp www.fun uestions.com fun uestions funny ice breakers. tml
ttp www.icebreakers.ws small group icebreaker uestions. tml
ttp www.reproline. u.edu englis 5tools 5icebreak icebreak2. tm
ttp www.icebreakers.ws small group
ttp www.training games.com pdf 40 reeIce reakers.pdf
ttp im oug .com cf ib uestions. tml
ttp prosites eslflow. omestead.com icebreakersreal. tml

3.2 Exercisesfor identifying capacity

a. Engaging Circles

Purpose: To enable members of the group to identify which individuals and groups they are engaging with and which groups they need to engage with or need to engage more with.

Resources: Flip chart paper, three different si ed circles on different coloured paper, sticky dots.

Allocated time: 20 minutes

Method:

1. Cut out a selection of three different si ed circles - small, medium and large, and each si e on a different colour of paper. Then give the group a list of community target groups, e.g.

- Young people
- Social housing tenants
- The elderly
- Local businesses
- Social enterprises
- People with learning disabilities
- People with physical disabilities
- Island communities
- Community groups

Populate the list any way you want to make it relevant to your group. Make sure that you have extra circles in case someone wants to add a group that has not been included in the list. Be careful that participants don't add too many groups as you only have 20 minutes to finish the exercise.

2. Ask the group to consider each group on the list and to:

Write the name of the group on a circle, depending on how important they think this group is to the group:

> Small circles- Not really important
> Medium circles - Quite important
> Large circles - Very important

3. Place a sheet of flipchart paper, with the name of the group written in the centre, on the table.

4. Ask the group to place the circles at a distance from the group's name, that they feel represents how engaged they currently are e.g. if the group engages well with a group, it should be right up next to it or if the group doesn't engage well with them it should be further away. Point out that it must be on the sheet!!!

This process gives a visual representation of who the group is engaging with and the groups that they need to engage with.

5. Ask partners to place a dot on the groups that they, as an organisation, engage with. Again this gives a visual representation of gaps that may exist in terms of who is being engaged and who needs to be engaged in the process. You can then support the group to look at any patterns that emerge e.g.

- Are there community members that partners are engaging well with, but yet the link to the group isn't there?
- Is the group engaging with the people it needs to be engaging with?
- Are some groups better represented than others?

b. Illustrated Roles

Purpose: To enable members of the group to identify what their role is when they attend meetings.

Resources: Large post-its or squares of paper, coloured pens.

Allocated time: 15 minutes

Method:

1. Give each person a piece of paper and make sure the coloured pens are positioned centrally and available to all.

2. Ask each member to decorate their piece of paper with an image or images that represent their role within the group   emphasise that it's not the quality of the drawing that's important here, we're not looking for works of art. What we want people to do is think creatively about why they attend meetings.

3. If the group is really struggling to think of ideas, show them the prompt sheet see following page which gives examples of simple drawings that represent different reasons and roles. If they can do the exercise without the prompt sheet, however, then the drawings will be more creative.

4. Give them 5 minutes to draw something and then ask them one by one to put their drawing on a display next to the name of their organisation.

5. Ask them briefly to explain what their picture represents.

This exercise will take a lot of people out of their comfort one, but is a good example of working with people without using written English. Some groups within communities e.g. adults with learning disabilities may be more familiar with using graphics to express themselves and this method engages people of all ages, regardless of any literacy issues or whether English is their first language.

PROMPT SHEET

I represent other groups and feedback to them
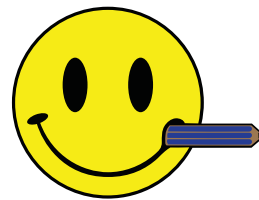
I take the minutes

I represent my organisation

I don't know why I'm here

My boss told me to come

I just love meetings

I've got lots of good ideas

We're an important cog in the wheel

We want to be part of the bigger picture

I've got lots of experience of this kind of thing that the group could benefit from

c. Ladder of Participation

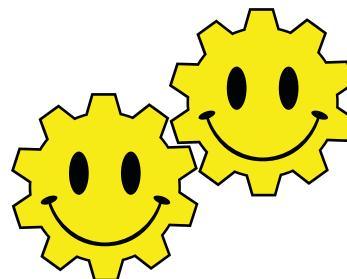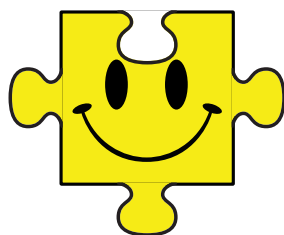

Purpose: To introduce the Ladder of Participation and to encourage participants to explore the spectrum of participation, where they think the group sits on the ladder and in an ideal world where they would like to be.

Resources: Ladder of Participation page 28 words printed on separate sheets populated ladder of participation definitions page 29 and 30 , flip chart paper, blue and red sticky dots, pens and flip chart pens.
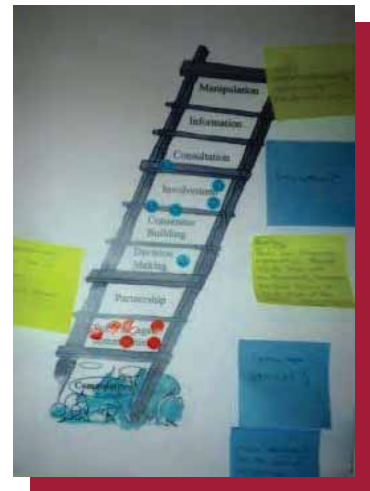
Allocated time: 40 minutes

Method:

1. Split participants into two groups, ensuring that there is a good mix of sectors in each group if you have larger numbers you may want to consider splitting into 3 or 4 groups .

2. Place all the word sheets from the ladder of participation on the floor not in the order that they actually go in.

3. Ask each group to place the words in an order that they think would demonstrate a spectrum of community engagement.

4. Give each group about 5 minutes to do this.

5. Ask each group to review the other's ladder and then to move back into their own group.

6. Give out the ladder handout page 28 and the definitions   page 29 and 30 and give each group 10 minutes to read the definitions and discuss.

7. Facilitate a brief discussion on the main points that came out of each group and flipchart.

8. Place A3 ladder on the wall and ask each individual to mark, with a blue dot, where on the ladder they think the group is currently in terms of fully engaged communities.

9. Ask each individual to mark, with a red dot, where on the ladder they think the group should be ideal world in terms of community engagement.

10. View the difference and facilitate a discussion around the difference between where it is and where they think it should be. Agree one level where they would like to be by this time next year.

11. In small groups again ask each individual to consider 3 ideas that will get them to the stage on the ladder where they would like to be. Share with others in the group and agree 3 steps to share with the full group.

12. Feedback in large group. Flipchart ideas, group ideas and then agree three overarching steps that will get participants where they want to be in a year's time.
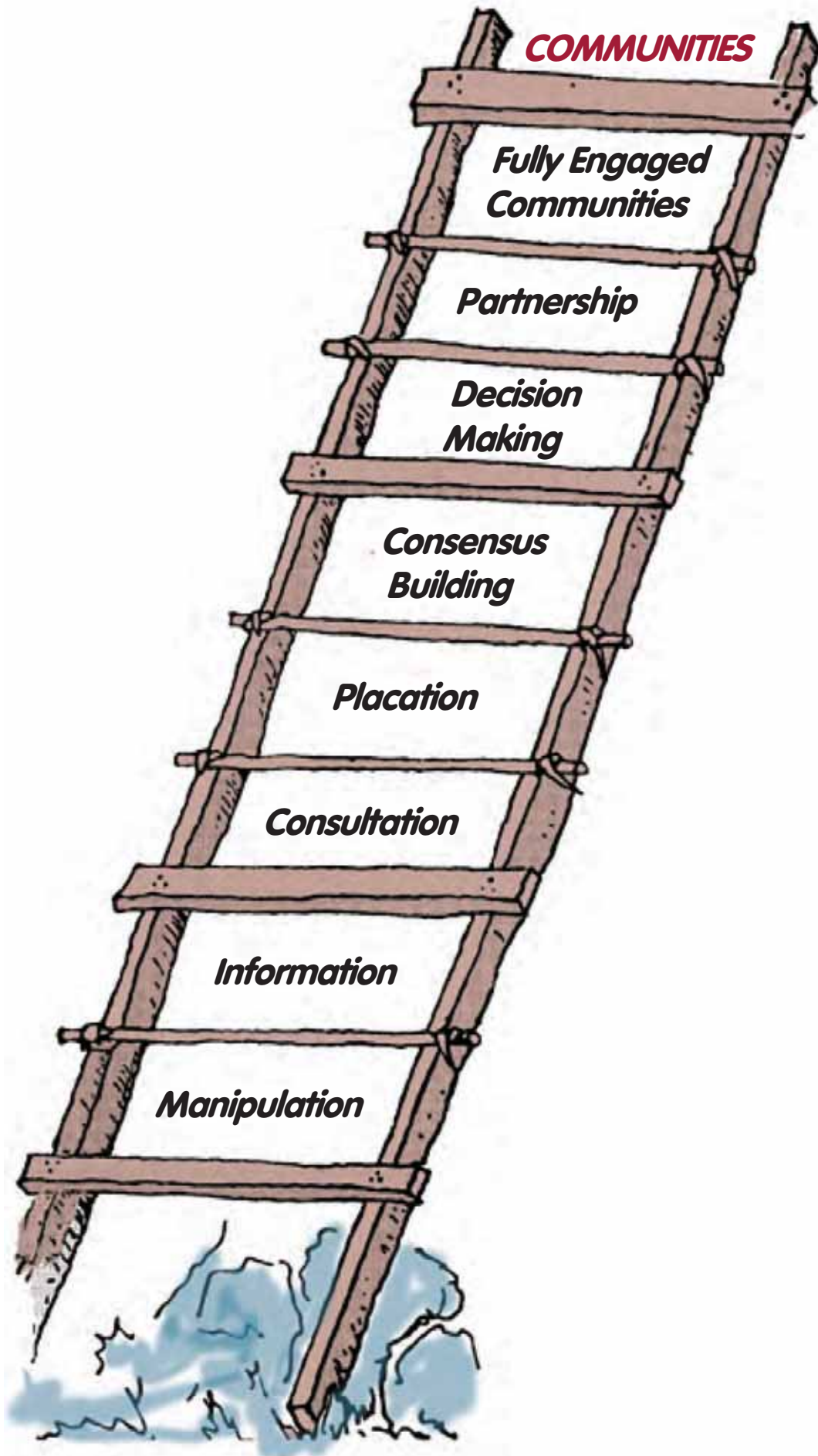
COMMUNITIES

Fully Engaged
Communities

Partnership

Decision
Making

Consensus
Building

Placation

Consultation

Information

Manipulation

Manipulation: People aren't actively involved   their participation and actions are steered by the organisation, who manipulate them into decisions and actions. They may not be given all of the information the organisations and agencies have, and they may not have appropriate support to encourage them to ask the questions that will give them the full picture.

Information: When stakeholders are informed about their rights responsibilities and options, the first important step towards genuine participation take place. The main drawback at this stage is that emphasis is placed on one-way communication, with neither channel for feedback nor power for negotiation.

People are given the information they need to hear, but have no way of influencing what is happening. The organisation or group makes sure people know what's going on, but are not interested in getting any feedback or suggestions on how it could be done better. When communities do ask questions, answers that are full of jargon or highly technical can discourage any further questioning.

Consultation: This level involves two-way communication, where stakeholders have the opportunity to express suggestions and concerns, but there is no guarantee that what they say will be acted on   communities can feel they are consulted constantly, but nothing changes. Examples of this are chaired meetings where stakeholders do not contribute to the agenda, public hearings and surveys.

Placation: Here, community reps are often outnumbered by agencies and organisations who have an idea of how they want things to go, or who are unable or unwilling to change the traditional ways in which they operate. The reps have some degree of influence and people are happy that there is community involvement, but unless resources and supports are invested, they are only representative of specific sections of the community.

Consensus building: Here stakeholders interact in order to understand each other and arrive at negotiated positions which are tolerable to the entire group. A common drawback is that vulnerable individuals and groups tend to remain silent or passively acquiesce.

In this situation, stakeholders all explain their position and put their ideas forward before trying to come to a general agreement about how things should move forward. In principle, this works well, but anyone who is less confident or gets lost e.g. in the "jargon jungle" can end up not taking an active part in the discussions and just going along with the flow   not necessarily what they think is best.

Decision-making: When consensus is acted upon through collective decisions this marks the initiation of shared responsibilities for outcomes that may result. Negotiations at this stage reflect different degrees of leverage exercised by individuals and groups.

Once a general consensus has been reached, the group start to take decisions on how things will happen and share responsibility for tasks. Again, unless someone is keeping an eye on the group dynamics and making sure everyone understands and gets an opportunity to participate in the decision making, some groups might have more power than others.

Partnership: This relationship entails exchange among equals working towards a mutual goal. Note that equal as applied here is not in terms of form, structure, or function but in terms of balance of respect. Since partnership builds upon the preceding levels, it assumes mutual responsibility and risk sharing.

Here, everyone's contribution is equally important - there isn't a hierarchy and no one thinks their contribution is more valuable than someone else's. Everyone's working together to achieve a common aim and feel part of the work - no-one is sitting around the table feeling they are not doing things right - everyone accepts that if they're around the table, they're just as responsible as everyone else for what needs to be done.

Fully Engaged Communities: Co-production is the production of public services through the equal and reciprocal contribution of service users, communities and professionals, making use of their pooled resources, expertise and willingness to improve service processes and outcomes.

Here, everyone is involved at all levels and every stage of the process, right from the development of the idea, how it will be carried out, what skills and resources they can contribute, sharing tasks and responsibilities etc., and everyone feels a collective responsibility.

d. Planning Flower

Purpose: This is a visual way of recording a group's review process and can be carried out either for the group in general, e.g. if they feel they've lost their focus, or for a specific piece of work.

Resources: Flipchart paper, pens

Allocated time: 15 - 30 mins

Method: Draw or photocopy a flower on a sheet of flipchart paper see page 32 and then starting at the roots, and working through the different sections, encourage the group to think about: What are our roots? What did we originally set out to do? What was our intention? What actions have we taken? What have we achieved?

PAST: Where are we at now? Is our membership healthy? What are we currently doing well? What are the challenges we face? What are the gaps we see that need to be addressed?

PRESENT: What are our long term aims? Are there any priorities we need to address immediately? Is there enough community involvement? Have we planned our work, the resources we need, the steps we're going to take to get us to where we want to be?

FUTURE: This is simply a visually engaging way of taking people through a process to review the work they have done, identify where they're currently at, and start planning for the future - the core part of this exercise is the facilitation of the discussion and making sure they are honest with themselves about both what's being done well and what needs to improve.

FUTURE

PRESENT

PAST
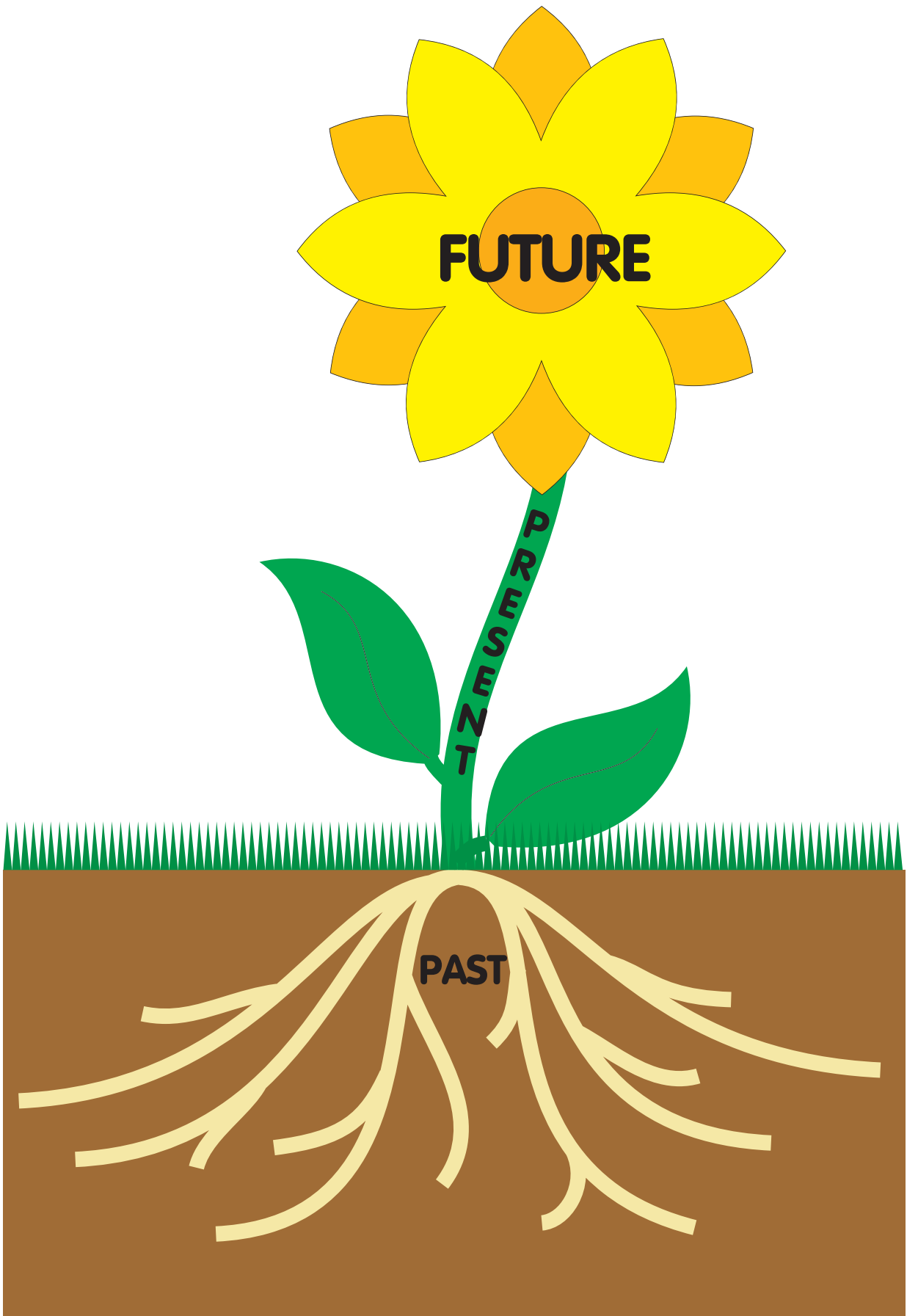
e. Skills, knowledge, and resources

Purpose: To encourage participants to think about the skills that they have that will assist the group in becoming more engaged with communities. It can be adapted to identify skills, knowledge and resources around any purpose.

Resources: Flip chart sheets and pens, blue tack

Allocated time: 30 minutes

Method:

1. Have 4 pre-prepared flip chart sheets around the walls. Marked as the following:
   - The Skills that I have for community engagement
   - The Knowledge that I have of community engagement
   - The Resources that I have for community engagement

2. Ask participants to think about what skills, knowledge and resources that they have for community engagement and to note them on post it notes as follows:
   - *Skills* - Pink post it
   - *nowledge* - Green post it
   - *esources* - Orange post it

Give them 10 minutes for this task

3. Split group into 3 small groups; ask each group to take a flip chart each and to group the post it notes into themes. Ask them to identify any gaps that they can see in terms of taking the group to the agreed level. Give them 15 minutes to do this and ask them to identify one person that will feed back.

4. Ask each group to feedback their themes and gaps. Place flipchart sheets on the wall.

5. Facilitate a general discussion on gaps, identify real gaps and place on a "parking bay" sheet for future group discussion.

3.3 Exercises for gathering information

a. Clustering

Purpose: When you're working with a group, individuals can get lost in the general discussion for a number of reasons including:
- They're not comfortable speaking out in a group
- They don't think their opinions will bring anything useful to the discussion
- They are intimidated by another group member who has strong opinions
- There are just too many people

It is useful, therefore to get people working individually as well as in a group setting.

Resources: Pens, post-its, flipchart paper

Allocated Time: 20 minutes

Method: Decide what it is you want to know and pose the question s .
Give group members a number of post-its and ask them to write down what they think e.g. what the issues are, what solutions they would suggest, etc. Then, ask them, in groups, to place their post-its on the flipchart paper you have provided if you are asking for contributions on one or two questions or topics, make sure you have a separate sheet of flipchart paper for each one . Next, ask them to cluster the post-its that have similar views/suggestions etc., and give them a heading. This helps to narrow them down into common themes which can be explored further.

b. H Diagram

Purpose: To enable people to explore an identified issue, and develop actions to be taken to address it.

Resources: Flipchart paper, pens, post-its

Allocated time: 30 minutes

Method: Draw a large "H" on a sheet of flipchart paper with a happy face at one side and a sad face at the other. Then write the question you want them to answer at the top of the "H" e.g.

What do you think of facilities for young people in the area?
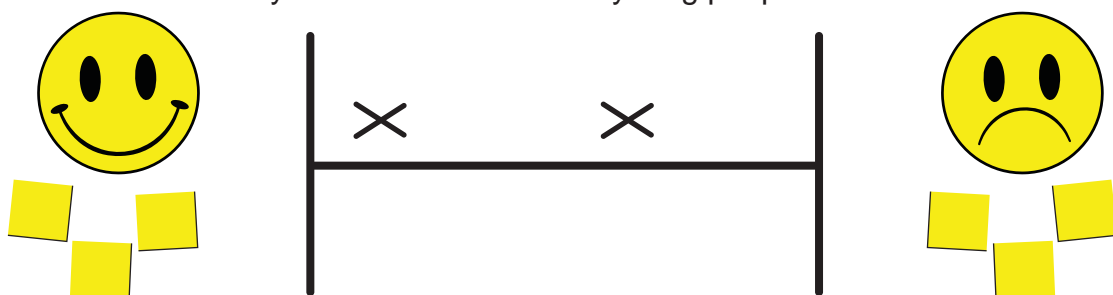
Ask participants to put a cross on the middle line of the "H" which represents what they think of facilities for young people in the area. Then ask them to put their reasons why on post-it notes under the appropriate face.

Next, as a group, discuss what actions could be taken to move the points under the unhappy face to the happy one - this then starts the group on a planning process which you can start to flesh out by setting targets, people, resources etc., to complete the actions.

T is e ercise can also be used for e aluation, see Section 4.4

c. Mapping the Area

Purpose: To encourage people to identify issues around a geographical area

Resources: Large map of the area e.g. A1 si e street map - this can be simply used as is, or decorated good way to involve a school or youth club . If using Google image extracts or ordnance survey maps, it is important to be aware of copyright issues or source copyright free images.

Method: If there are specific areas you wish people to consider, you might want to circle them on the map and draw them out more on the surrounding display e.g.

Esplanade

Millennium Garden

If you don't want to lead the discussion, then don't pull specific areas out, because that's what people will focus on.

You can leave the whole thing up to people to come up with all the ideas themselves and write them up around the map or you can prompt the feedback with questions e.g.

- What do you like about this area?
- What improvements would you like to see

You can also prepare small cards for them to stick on e.g.

Improve This	Get Rid Of This	Change This	Your Idea

The outcomes of this exercise can then be fed back to people and discussed and action planned further to set targets

d. "Argyllopoly"

This can be a fun way of laying out consultations where you can base the design and layout on any popular board game that people identify with. It's eye catching and light-hearted - materials will vary according to your board design but the resources and instructions listed here are based on the popular property board game. In this example the exercise is simply designed to gather people's views on service priorities.

Resources: Large lightweight board (e.g. polystyrene) to mount the game on, printed board game sheet, paper money, tokens or such like, guidance notes. It's also a good idea to have a sticky wall or flipchart nearby where people can then leave any additional comments they have.

Allocated time: It can be set up for the duration of an event with people interacting with it as they please.

Method:

1. Using a basic desktop package you can design your board game and then print out as a banner - this means the board will print out across a number of different pieces of paper which can be joined together. The benefit of this is that you're not restricted to an A3 size board, if that's the biggest your printer will take. Alternatively, you can hand draw it and colour it yourself.

2. In the example pictured, the properties have been replaced with services that are important to the people being consulted with - in this example local Argyll landmarks are also included as fillers e.g. Inveraray jail.

3. Give people a set amount of tokens which relate to the number of priorities you want them to identify e.g. In this example participants were given 10 "Argyll pounds" to place on ten priorities around the board.

4. It can be useful to put a glossary of terms down the side to help people identify what the various services are.

5. It is important to regularly collate the feedback and remove the tokens as you do this, to prevent the board becoming too clogged. A small version of the board printed on A4 or A3 can be used to record numbers against each priority.

e. Suggestion Tree

Purpose: This is a good visual way to get people to put their ideas forward at an event.

Resources: In advance, prepare a large, coloured tree without leaves not quite life-si ed but pretty big and a pile of green leaves, big enough for people to write their ideas on. You will also need pens and pins or blue tack to stick the leaves on to the tree.

Allocated Time: 10 - 15 mins

Method: On the day, attach the tree to the wall. Explain the issue to participants and ask them to write their thoughts on a leaf and attach it to the tree to bring it to life. If they attach the leaves initially with blue tack, you then have the option of clustering them on branches with similar suggestions and ideas. Although using a sheet of flipchart paper and post-its can do the same exercise, this is a much more attractive exercise when included in a feedback display. If gathering views from different communities, a display incorporating several trees looks quite impressive

A fabric version of the Suggestion Tree pictured is available for free loan. Although this has been designed for use in the community engagement tent, it would work well in any location.

f. Transect

Purpose: Even if we think we know a community, we should never assume we know everything. This exercise involves the local community in mapping out their area and enables the worker to get a sense of the area from the perspective of someone who lives in that specific locality.

Resources: Pen, paper to record issues - optional: camera, video, Dictaphone.

Allocated time: Allow enough time to stroll around the area, then add on an allocation to allow for stopping at several points and discussing specific points further.

Method: Enlist the assistance of local community member s to walk and talk you round the area. As they point out places and buildings and talk about how they are used, you can record this in a variety of ways including:

- With pen on a map of the area
- Using a video recorder
- Recording what they say with a Dictaphone
- Taking pictures with a digital camera as well as recording what's said

What often also comes out in this kind of exercise is a history of the area as well - if the community member has lived there a while, they will often tell you how spaces and buildings used to be used and you can record this as additional useful information to look at the changes that have taken place.

This can be undertaken generally or with a specific focus e.g. places and facilities young people use.

g. Windows of Opportunity

Purpose: Use of a 'window' can be a useful visual technique to gather views on how people see their community at present or would like to see it in the future.

Resources: Large sheets of paper, e.g. flipchart paper or white sheets on which to draw windows, pens or fabric pens, post-it notes/fabric/paper pins, if using fabric.

Method: Draw windows on paper/fabric/sticky wall. A window of the present, a window of the future, and a window of opportunity.
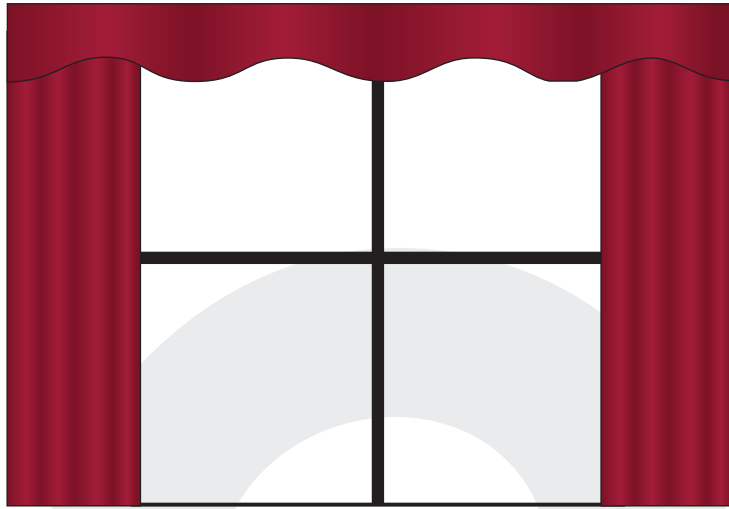
Ask people to put on post-it notes or fabric their ideas, written or as a drawing, of:

    i   how they see their community at present and

    ii   how they would like to see their community in future.

Stick or pin the post-its/fabric onto the windows. Ask the group to consider the 'Window of the Future' and which ideas can realistically be achieved. Ask the group to list what might be done to improve the community and, in pairs or small groups, to draw the new vision.

For children/young people, or indeed for any group, you can have different shaped windows for different topics, e.g.
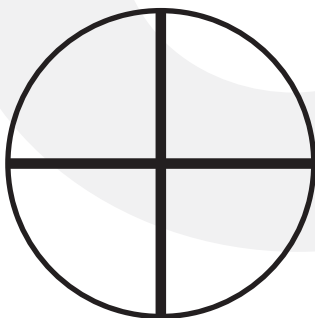
Round Window	Square Window	Hexagon Window
Leisure Opportunities	ob/Employment Opportunities	Environment Opportunities

h. Wishing Well

A wishing well is a handy resource to use at events to gather ideas/wishes especially if exchanged for goodies, such as fruit or sweets . It is a quick way of gathering information from participants which can then inform future planning.

If you want to find out what people's wishes, aspirations, hopes are for themselves or their community, ask them to complete a short form and put it in the wishing well.

The form can be adapted to suit the event, but might include basic details on age, location, gender and optional contact details.

Young people in particular are attracted to the Wishing Well and fruit can be used to promote a healthy lifestyle.

i. Draw Your Community

This exercise is best carried out with a small group, 6 to 8 people, who all live in the same geographical area. It is a good tool for identifying community issues especially within a rural community. The tool enables differing age groups or social groupings within a community to understand each other's issues and perspectives on life within the community.

If working with a larger group of participants these could be divided up into an appropriate number of groups, each group working with a different medium.

Resources: ***For all groups***
- Large sheet of paper to cover table
- Drawing pins to secure paper onto the table

Group 1
- Variety of coloured paints
- Paint brushes
- Pots for water
- Mixing pots
- Note pad and pencil

Group 2
- Variety of coloured pencils
- Note pad and pencil

Group 3
- Variety of empty boxes and scrap paper
- Glue
- Note pad and pencil

   rou
- Variety of coloured Playdough
- Coloured Pencils
- Note pad and pencil

Method:

1. Each group is asked to use the medium provided to construct a group model of their community. Each participant is responsible for demonstrating aspects of the physical community that they interact with e.g. us stop, Community Centre, shop etc.

2. Round table discussion takes place about physical aspects of the community e.g. graffiti on a bus shelter, lighting on a path

3. Interactions are recorded on the model e.g. paths to school used by both young people and elderly residents

4. One person in the group is nominated to take notes on any interactions between members of the community e.g. elderly resident frightened of young people outside Community Centre - Young person attending unior Youth Club in Community Centre

5. Issues arising from the interactions are recorded on notepad provided

6. Issues are fed back to the larger group

7. Daddy or Chips page 42 can then be use to shortlist the issues

j. Photography

Purpose: Photography is another useful visual tool to help engage with people, in particular children and young people, elderly and disabled groups, or people with learning difficulties.This can be used to get a group's views of their community or discussion on how to improve their community.

Resources: Disposable cameras 1 per person or per 2/3 people , Display boards.

Allocated time: Photos should ideally be taken over a one/two week period.

The discussion exercise when the photos are printed and displayed should take 1-2 hours.

Method: Give each member of the group or one between 2 a disposable camera and ask all to take 10 photos of things they like about their community, and 10 photos of things they most dislike in their community. Alternatively, if counting is a problem, you can ask half the group to take photos of 'likes' and the other half of 'dislikes'.

When cameras are returned and photos printed, you can use these to compare and contrast, and to generate discussion.
*   Are the 'likes' of anyone the 'dislikes' of others? and vice versa . For example, someone may dislike a ruined building as it looks untidy, but someone else may like the building as it brings back memories of the past.

- How many people photographed the same things - likes and dislikes?
- Why do you like all these things? Attractive; things to do; traditional; generates a sense of community/wellbeing; happy people; ....
- Why do you dislike all these things? Untidy; dangerous; bad image of the community; a modern eyesore;.....
- Is there any way these can be improved?

Photos and this kind of exercise can also be used to lobby for change or to evidence need for a funding application.

3.4 Exercises for action planning/prioritising

a. Daddy or Chips? (Pair Wise Ranking)

Purpose: This exercise enables the group to prioritise issues without everyone stressing the one issue that's close to their heart by forcing them to make a series of decisions.

Resources: Flipchart paper, pens

Allocated time: 20 minutes

Method: On a flipchart or PowerPoint, list the issues that have been identified, assigning each of them a letter - make sure you don't have more than five or six issues if possible because the more you have, the longer it will take.

ISSUES

A - Increase use of community centre

B - Street lighting

C - Youth provision

D - Dog fouling

Front

Back
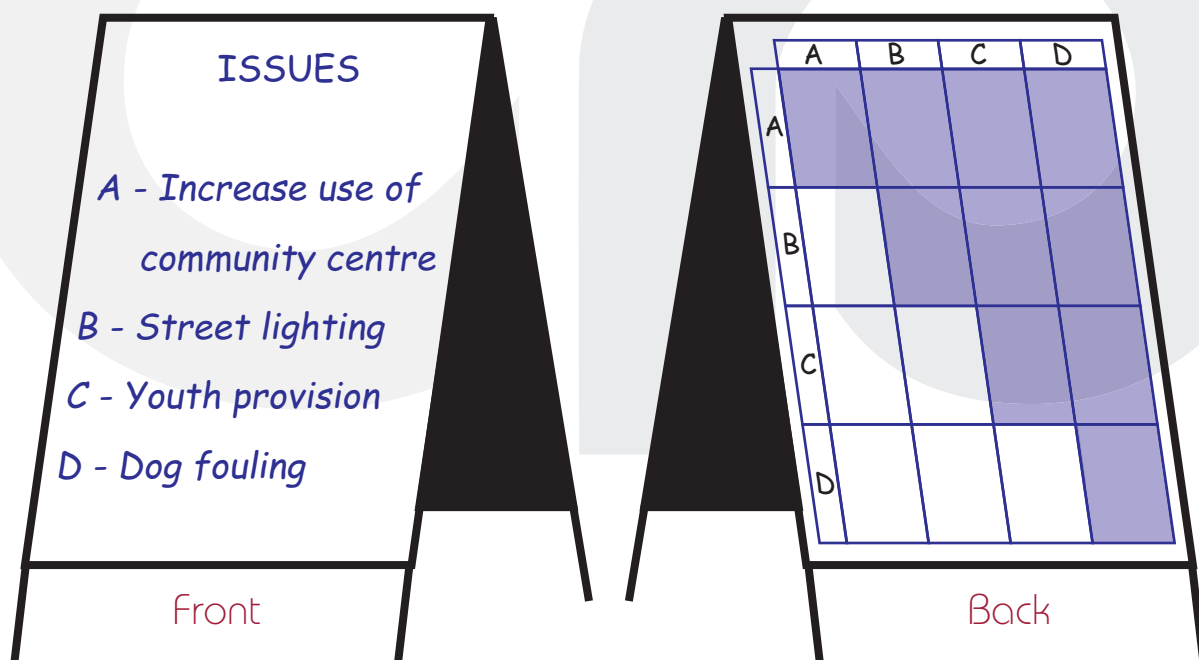
On the reverse side of the flipchart, so that the group can't see, draw a grid that maps each of the priorities against the others.

Shade out the boxes where no decision can be made e.g. you can't chose between A and A.

Also shade out boxes where there would be duplication of decisions e.g. if you've got one box that deals with A and , then you don't need one that deals with and A as well.

Then ask them to choose:

What's more important - increasing use of the community centre or street lighting? Put the letter that corresponds to their answer in the appropriate box e.g. if the answer is street lighting, then place a in the box that maps against A *see table*

	A	B	C	D
A				
B	B			
C				
D				

Table 1

	A	B	C	D
A				
B	B			
C	C	B		
D	A	B	C	

Table 2

Continue asking them to choose between each of the combinations until you have a decision in every box e.g. *see table 2*

Table 3

	A	B	C	D
A				
B	B			
C	C	B		
D	A	D	C	

Then count up how many votes each option got:

A - 1   B - 3   C - 2   D - 0

From this you can clearly see that street lighting is their most important priority, with youth provision, increasing use of the community centre and dog fouling following in that order *see table 3* .

Where the grid identifies two with the same number of votes e.g. and C have the same number of votes however, the group has already made a choice between and C and decided that was the bigger priority. Likewise A and D have the same number of votes, but in the decision between them, they have already chosen A. Therefore, their priority list in this instance is Street lighting, Youth provision, Increased use of the community centre and Dog fouling in that order.

b. Whittling Down the Issues

Purpose: The purpose of this exercise is to enable the group to quickly whittle down a large list of identified issues, to a few which they identify as the most important and will then go on to prioritise and possibly set targets for.

Resources: Flipchart paper, flip chart pen, dried kidney beans or similar .

Allocated time: 15 minutes

Method:

1. Draw a grid on flipchart paper with a square for each of the issues they have identified.

2. Decide how many issues you are going to let them prioritise, then give them that amount of beans e.g. 5.

They can then put a bean on each of the squares that reflect what they think are the 5 most important issues.

The top 5 can then form the basis of the prioritisation exercise.

c. Planning Matrix

There are a number of different planning tools that people use when developing a piece of work but most of them gather similar information. This is a sample of the kind of planning matrix that can be used to draw up a simple action plan:

Objective: What is it we are hoping to achieve and why?

TARGETS What are we actually going to do step by step to achieve our objective and how?	WHO Who is going to lead on each action?	WHERE Where are we going to do this?	TIMESCALES When do we aim to finish each target by? e realistic	RESOURCES What resources do we need and what do we have available to help us?	BARRIERS What difficulties do we foresee that we might have to overcome?	SUCCESS MEASURES How will we know we have achieved what we set out to do?

As long as the planning tool is regularly reviewed, any slippage that might impact on the overall objective can be identified.   uilding in a review process particularly if the objective is a long term one , can ensure that the objective is still relevant.

argyll and bute
communityplanningpartnership

PART

Evaluation
Exercises

Contents

4.Evaluation Exercises

4 Evaluation Exercises

4.1 An introduction to evaluation

Evaluation is an extremely important part of any piece of work, project or event. Funders in particular want to know how the projects they are funding are being evaluated and the lessons that are being learnt. Questionnaires are the most obvious and abundant tools for evaluation, but they are not always appropriate and there are many more engaging and creative ways to generate feedback.

A number of sample evaluation exercises follow in this section, but there are a few things you might want to consider first:

- Remember, if you use an odd number in any kind of scale, and people don't feel strongly about the question, they can opt for the middle ground e.g.

Very unsatisfied				Very satisfied
1	2	③	4	5
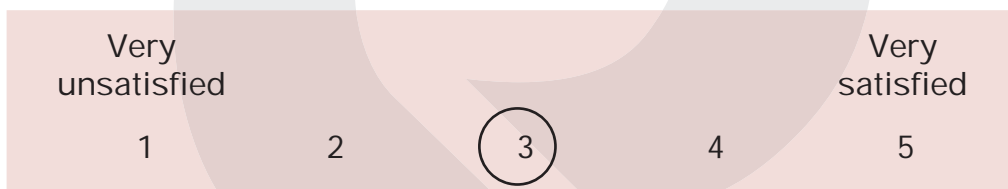
On the other hand, if an even number is used, a number that is slightly above or below average must be selected, regardless of how strongly they feel. This gives a more accurate measurement.

Very unsatisfied					Very satisfied
1	2	③	4	5	6
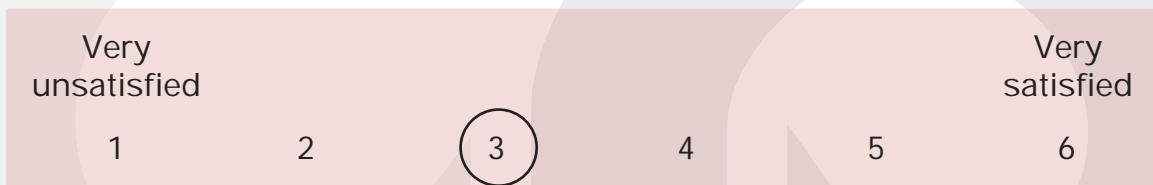
- If you choose to use an evaluation form, think about how the introduction of simple graphics can make it easier for people to complete e.g.

What did you think about the catering? 🥪

😫	🙁	😛	😊	🙂	😄
1	2	③	4	5	6
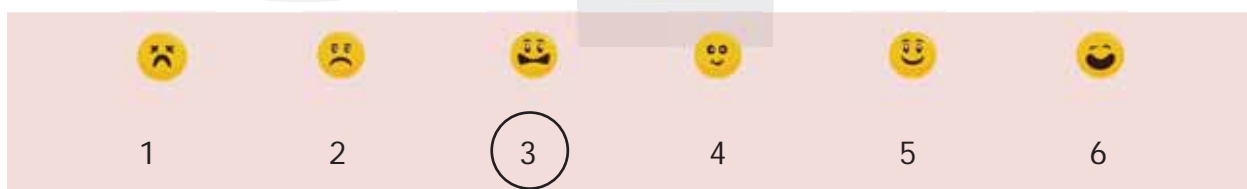
Partners such as Social Work, Health and Third Sector support organisations often use graphics when working with vulnerable groups, but equally they make evaluation more fun for everyone.

- If you are going to carry out an evaluation at the end of an event, keep it short and snappy. People have often expended a great deal of brain power and energy and may be tired. A concise and possibly interesting evaluation will reap better results than one that is not clear and focused.

- The most reliable way of getting returns is by carrying out the evaluation before everyone leaves. However, if you feel your audience are likely to return evaluations after the event, you can consider handing out forms for return at a later date. Alternatively, an online survey may be used.

Some examples of evaluation exercises follow.

4.2 Evaluation Matrix

Tick the square you think best reflects what you thought of the following:

	😵	🙁	🙂	😄
Facilities				
Catering				
Information Sent Before the Day				
Workshop 1				
Workshop 2				
Question & Answer				
Stalls				

Any other comments:

4.3 Evaluina/Evaluiain

This works best if the figure is drawn lifesi e, but a sheet of flipchart paper will work just as well.

Draw a figure Evaluina if it's a woman, Evaluiain if it's a man and detail four categories the group should evaluate:

at are my t oug ts a out t e ay e ent training no t at it s o er

at are my ee ings a out t e ay e ent training no t at it s o er

at o nee to o no

at i ta e a ay it me to ay

s t ere anyt ing a out to ay t at i n t or e or e s ou   in or uture use

Distribute post-its and pens to the group and ask them to take a few minutes to think about each of the categories, then write their responses and stick them on the evaluation person at the appropriate sections.

Fabric versions of Evaluina and Evaluiain pictured , with pockets in which to insert responses are available for free loan. Although designed for use in the community engagement tent these would work well in any location.

Evaluina

Evaluiain

4.4 H Diagram for evaluation

Draw a large "H" on a sheet of flipchart paper with a happy face at one side and a sad face at the other. Then write the question you want them to answer at the top of the "H" e.g.

How useful do you feel today's training session was for you?
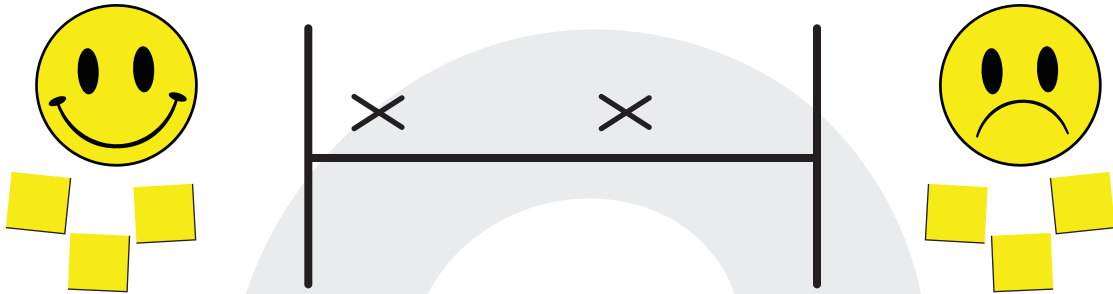
Ask participants to put a cross on the middle line of the "H" which represents how useful they feel the training has been for them.

Then ask them to put their reasons why on post-it notes under the appropriate face.

4.5 Pockets

The resource is a large sheet of material with 4 clear plastic pockets sewn onto it and also 20 blank pockets sewn onto it. The clear plastic pockets are to accommodate the questions that you want to evaluate. The blank pockets are so that each participant cannot see what the others have voted. A set of 4 circular score cards are also required for each participant.

Evaluation Pockets Please score each question 1 - 5 with 1 lowest 5 highest					
Insert question in pocket	1	2	3	4	5
Insert question in pocket	1	2	3	4	5
Insert question in pocket	1	2	3	4	5
Insert question in pocket	1	2	3	4	5

Method: 1. Appropriate questions are inserted into the 4 clear plastic pockets.

2. Each participant is given 4 voting discs

3. Participants are asked to insert their discs into the blank pockets one disc per question, 1 for lowest 5 for highest

4. After the participants have left, the number of discs in each pocket is recorded

A fabric version of Pockets (pictured) is available for free loan. Although this has been designed for use in the community engagement tent, it would work well in any location.

4.6 PPVoting

(*See section 2.   for more detail*

Ppvoting is a useful tool for evaluation purposes.
- It allows you to gather information quickly.
- It ensures a large majority participation (provided no-one has left early!)
- It allows the audience to see the results immediately

On the downside, ppvoting does not allow participants to enter ideas for improvement, so it is always a good idea to provide a suggestion box or a board and post-it notes to allow this additional information to part of your evaluation.

4.7 Word Bank

This will measure someone's feelings about the event overall but will not evaluate specifics about the day e.g. venue, catering etc.

It gives the person participating in the evaluation a clear idea of words, as sometimes at a crucial point, words can be forgotten. But as there are so many to choose from the mind is allowed to freely think of the best suited.

The process is to have a selection of words laid out on a table or the floor and for each person to come up and pick some of the words that they believe best suit the time that they have had over the day, week or even hour. This process can also be done in groups to allow everyone to have a go even if the participant does not feel confident enough.

Here are a few examples:

• Annoyed	• Impatient	• Interested
• Curious	• Enthusiastic	• Frightened
• Satisfied	• Miserable	• Disappointed
• Entertained	• Uncertain	• Excited
• Confused	• Determind	• Bored
• Challenged	• Self-Consious	• Confident
• Tired	• Worried	• Nervous
• Pleased	• Safe	• Uncomfortable
• Sad	• Thoughtful	• Happy

Participants can be asked to share why they selected the word, and discussion can then highlight improvements for the future.

argyll and bute
communityplanningpartnership

PART 3

Community Planning
in Argyll & Bute

Contents

5. What is Community Planning?

6. Community Planning in Argyll and Bute

7. Community Planning at Area Level

5. What Is Community Planning?

5.1 Background and policy context

'Community planning is a process which helps public agencies to work together with the community to plan and deliver better services which make a real difference to people's lives.'

Scottish Government website January 2011

Community planning is an evolving process which is rooted in the Local Government in Scotland Act 2003. This places a statutory duty on Local Authorities to lead the community planning process and for other 'Core Partners' to work in partnership to support the development of a joint vision and strategy that engages with communities to achieve tangible improvement in service delivery across Scotland.

The Act sets out two main aims of Community Planning in Scotland:

- to make sure people and communities are genuinely engaged in the decisions made on public services which affect them allied to
- a commitment from organisations to work together, not apart, in providing better public services.

Two additional key principles:

- Community Planning as the key over-arching partnership framework helping to co-ordinate other initiatives and partnerships and where necessary acting to rationalise and simplify a cluttered landscape
- the ability of Community Planning to improve the connection between national priorities and those at regional, local and neighbourhood levels.

Scottish Government website January 2011

Local Authorities have the responsibility to lead on Community Planning to ensure that the partnerships deliver on the agreed outcomes.

5.2 What are the benefits of Community Planning?

a. Additional resources: Governments rarely have sufficient means to solve all the problems in an area. Local people can bring additional resources which are often essential if their needs are to be met and ambitions fulfilled.

b. Better decisions: Local people are invariably the best source of knowledge and wisdom

about their community. It therefore stands to reason that the more they are involved, the more effective the decision-making will be.

c. Building community: The process of working together and achieving things together creates a sense of community.

d. Compliance with legislation: Community involvement is often, and increasingly, a statutory requirement.

e. Democratic credibility: Community involvement in planning reflects with people's right to participate in decisions that affect their lives. It is an important part of the trend towards democratisation of all aspects of society.

f. Easier fundraising: Many grant-making organisations prefer, or even require, community involvement to have occurred before handing out financial assistance.

g. Empowerment: Involvement builds local people's confidence, capabilities, skills and ability to co-operate. This enables them to tackle other challenges, both individually and collectively.

h. More appropriate results: Design solutions are more likely to be in tune with what is needed and wanted. Involvement allows proposals to be tested and refined before adoption, resulting in better use of resources.

i. Professional education: Working closely with local people helps professionals gain a greater insight into the communities they seek to serve so they work more effectively and produce better results.

j. Responsive environment: The environment can more easily be constantly tuned and refined to cater for people's changing requirements.

k. Satisfying public demand: People want to be involved in shaping their environment and mostly seem to enjoy being consulted. Community planning provides more opportunities for people to have their voices heard.

l. Speedier development: People gain a better understanding of the options realistically available and are likely to start thinking positively rather than negatively. Time-wasting conflicts can often be avoided.

m. Sustainability: People feel more attached to an environment they have helped create. They will therefore manage and maintain it better, reducing the likelihood of vandalism, neglect and subsequent need for costly replacement.

6. Community Planning in Argyll and Bute

6.1 Background

The Argyll and Bute Community Planning Partnership was set up in 2001 to coordinate the delivery of services and other activities in Argyll and Bute to improve the quality of life and physical environment for residents and visitors to the area.

Initially the Partnership was a small group of partners forming a Management Committee which was chaired by Argyll and Isles Enterprise, now Highlands and Islands Enterprise. This group concentrated on what was not being delivered in relation to the agreed priorities of:

- Poverty and Social Inclusion
- Jobs
- Housing
- Transport

It was also agreed that the Partnership would develop a more targeted approach to these priorities using the Social Index of Multiple Deprivation SIMD.

Some key questions were asked in relation to 'who is the community' and how the Partnership identified what 'communities' cared about, valued and wanted. Core to the development of this work would be how the Partnership got the answer to these questions in a way that allowed all voices in communities to be heard. They started this process by working with community councils and the Citizens' Panel, but they knew their efforts had to go beyond those people who traditionally participated in their communities.

6.2 Structures and Governance

Over the years the Community Planning Partnership has developed and now has strategic and local structures which enable it to monitor the delivery and effectiveness of the Community Plan and the Single Outcome Agreement SOA. These structures also enable communities to influence the decisions that are made by the Partnership.

Link to Community Plan: *ttp www.argyllbute.go .uk sites default files Community 20Plan.pdf*

Link to SOA:
ttp www.argyll bute.go .uk sites default files 200 20S A 20 20final 20submission 20 to 20 o ernment .pdf

National Government

Representatives from National Government participate and support at Full CPP and Management Committee level

Community Group

Community Groups can help Local Area Community Planning Groups by providing local information and helping LACPGs make decisions about what's best for local areas.

General public / Service users

You can get involved through the CPP Citizens Panel or get involved at a local level through your Community Council or LACPG.

Chief Exec / MD / etc. of Partner Organisation

Chief Executives of CPP Partner organisations influence decisions made at Management Committee and also participate at Thematic Group level

Senior Manager

Senior Managers of partner organisations participate in Thematic Groups and on Strategic Partnerships

Advocacy group

Advocacy Groups can influence decision making through participation in Strategic Partnerships and at Thematic group Level

Voluntary Organisation

Voluntary Organisations are able to influence CP through Strategic Partnerships and at a Local Area level

Argyll and Bute Community Planning Partnership (CPP)

CPP Management Committee

Thematic Groups (Policy and Performance Groups plus partners)

Strategic Partnerships

Local Area Community Planning Groups (area committees plus partners)

6.3 Key Partners

The Full Community Planning Partnership

This is the body that provides the governance   the overall leadership and representation to ensure that the different groups and organisations that make up the Partnership are focused on the community's priorities. It is chaired by the Leader of the Council, the person with the clearest democratic authority in the area.

Community P anning Partners i   Partner   rganisations

Argyll and   ute Council

Strathclyde Police

Strathclyde Fire and Rescue

NHS Highland Argyll and   ute Community Health Partnership

Highlands and Islands Enterprise

Scottish Enterprise Skills Development Scotland

Argyll Voluntary Action

Islay and   ura Council for Voluntary Service I CVS

ute Community Links

Mull and Iona Community Trust MICT

Association of Argyll and   ute Community Councils

Argyll and   ute Social Enterprise Network A SEN

Fyne Homes

Argyll Community Housing Association ACHA

West Highland Housing Association

Dunbritton Housing Association

Scottish Government Housing and Regeneration

Scottish Government Rural Payments and Inspection

Scottish Environment Protection Agency SEPA

Scottish Natural Heritage SNH

Crofters Commission

Forestry Commission

Loch Lomond and the Trossachs National Park LLTNP

HiTrans

Strathclyde Partnership for Transport SPT

Caledonian Mac rayne

Caledonian Maritime Assets Ltd CMAL

Scottish Water

Argyll College

Ministry Of Defence

ob Centre Plus

Delivery through Partnership

The Argyll and ute Community Planning Partnership is responsible for delivering the Community Plan and Single Outcome Agreement SOA . These plans and their supporting plans are monitored through the Thematic Groups and by the Management Committee, making sure that the CPP delivers outcomes.   Partner organisations are responsible for actions to support achievement of CPP goals. They have aligned their   usiness Plans to achieve the jointly agreed goals.

The Management Committee

This is the decision-making body for the Partnership. Partner organisations chair the Committee on a rotational basis. The Management Committee meets every two months and brings together the organisations with the most significant influence on service delivery in Argyll and   ute. The Management Committee ensures that the work of the Partnership has the leadership and capacity to do its job.

Thematic Groups

These groups coordinate the activities of relevant members of the Partnership to ensure that the action plan agreed by the Full Partnership is delivered. The groups mirror the themes of the community plan.

CPP Thematic Groups

Economic Theme Group

Lead - Highlands and Islands Enterprise
Argyll and   ute Elected Members
Scottish Enterprise
Argyll and   ute Social Enterprise Network
Argyll and   ute Council Head of Economic Development
Skills Development Scotland
Transport

Environmental Theme Group

Lead - Scottish National Heritage
Argyll and   ute Elected Members
Scottish Environmental Protection Agency
Crofters/Deer/Forestry Commissions
Scottish Government Rural Payment and Inspectorate
Loch Lomond and the Trossachs National Park
Argyll and   ute Council Head of Facilities

Social Affairs Theme Group

Lead - Argyll and   ute Council Head of
Community Services
Argyll and   ute Elected Members
Strathclyde Police
Strathclyde Fire and Rescue
NHS Highland
Third Sector Partnership
Registered Social Landlords

Third Sector and Communities CPP Sub Group

Lead - Spokesperson for the Third Sector and
Communities
Strathclyde Police
Strathclyde Fire and Rescue
Argyll and   ute Council Communities and Culture
NHS Highland
Third Sector Partnership
Registered Social Landlords

7. Community Planning at Area Level

7.1 Local Area Community Planning Groups (LACPG)

In Argyll and Bute, each of the four administrative areas has a Local Area Community Planning Group. These local partnerships are made up of local representatives from Community Planning Partners and local communities. There are four LACPGs representing the four administrative areas of Argyll and Bute i.e. Oban, Lorn and the Isles; Mid Argyll, Kintyre and the Islands; Helensburgh and Lomond; and Bute and Cowal.

Local Area Community Planning

Argyll and Bute Community Planning Partnership

Management Committee
Supported by Argyll and Bute Council Chief Executive's Unit

Local Area Community Planning Groups

| Mid Argyll, Kintyre & the Islands | Bute & Cowal | Oban, Lorn & the Isles | Helensburgh & Lomond |

Supported by Argyll and Bute Council Customer Services

7.2 Purpose of the Local Area Community Planning Group (LACPG)

The Local Area Community Planning Groups have been set up to enable service providers and community representatives to work together to best identify and prioritise local service delivery. They are an important part of the local decision making process, and are a great opportunity to promote effective partnership working across service providers in accordance with the aims and aspirations of local communities. The groups are seen as the way forward in providing better, joined-up services which are responsive to what communities want.

7.3 Terms of reference

- Develop and maintain Local Area Community Plans within the Community Plan outcomes
- Monitor and review achievement of local outcomes using agreed performance measures
- Support and encourage effective collaboration and coordination between community -based organisations operating in the local area
- Give effect to the Community Engagement Strategy at a local level

7.4 Community Engagement role

- Provide effective links
- Support customers, citi ens and communities
- Rationalise and revitalise existing local partnerships
- Lead the way with community consultation and participation
- Develop a Local Area Community Plan
- Ensure principles of Community Planning are adhered to

7.5 Benefits of local community planning

- Plan and provide localised services
- People are empowered - defining the vision for their communities
- etter communication and understanding
- Measure and manage performance
- Encourage involvement - building on 'responsible citi enship'
- Improve relationships
- uild capacity - knowledge and skills

7.6 Representation at LACPGs - Community Councils and Third Sector

In each of the four areas, Community Councils feed into the local community planning process, but how this is done varies slightly from area to area. In some areas there are caucus meetings, which allow Community Councils to agree on representation.

For more information on Community Council representation at LACPGs, contact Argyll and   ute Council Customer Services 01369 707134.

Representation of the Third Sector at LACPG

The following two diagrams were produced by the Third Sector Partnership to illustrate their links to community planning at strategic and area level in Argyll   ute.

Argyll & Bute Third Sector Partnership
Links with Community Planning Partnership

Others

Community Health Partnership

Strategic Partnerships

Thematic Groups

COMMUNITY PLANNING PARTNERSHIP

Local Area Planning Groups LACPG

Community Planning Management

Third Sector & Communities

Environment

Economy

Social

- 3 x TSF
  - Islay/Jura
  - Lochgilphead
  - Campbeltown

- TSF
  - Helensburgh & Lomond

MAKI LACPG

H & L LACPG

OLI LACPG

COWAL & BUTE LACPG

- 2 x TSF
  - OLI
  - Mull

- 2 x TSF
  - Bute
  - Cowal

THIRD SECTOR PARTNERSHIP

Core Members
IJCVS/ABSEN/AVA

Denotes designated attendee drawn from Third Sector Partnership

Third Sector Fora feed into Local Area Community Planning Groups

Third Sector at LACPG Representative Role

Communication
- Gather information by engagement with wider sector and Third Sector Partners
- Seek clarification from partners on local issues

Representation
- Act as the representative for the Third Sector following the " Principles of representation " as laid out in TSP agreement.

Attendance
- Attendance at agreed calendar of meetings to act as representative of Third Sector – arrange /agree cover for non attendance
- Take notes for circulation and feedback to wider sector

Report
- Prepare short meeting report – TS items highlighted to TSP
- Upload notes to TSP website or pass report to AVA (website portal manager) within 7 days.
- Ensure circulation of all consultation documents to wider membership using partner mailing lists and web portal.

Actions
- Ensure TS actions/requests identified at meetings attended are progressed as agreed
- Liaise with TSP on regular basis to maintain communication links to all TSF

TS – Third sector
AVA – Argyll Voluntary Action
IJCVS - Islay and Jura Council for Voluntary Service
ABSEN - Argyll & Bute Social Enterprise Network

TSP – Third Sector Partnership
TSF - Third Sector Forum
CHP – Community Health Partnership
LACPG – Local Area Community Planning Group

7.7 How to raise an issue at a Local Area Community Planning Group (LACPG)

1. Decide whether the issue to be raised is a strategic issue of area wide relevance or interest or a strictly local issue.
   - If the issue is strictly local, there may be a local forum, community council, association or partnership that could help in the first instance. Contact an Argyll ute Council Area Community Development Officer for guidance at *communityde elopment argyll bute.go .uk.*

2. If the issue is strategic, notify the lead officer of the LACPG and request that the issue is added to an agenda for a Local Area Planning Group meeting.

3. If the issue cannot be resolved at a LACPG meeting, it may be referred to one of the Community Planning Partnership's 'Thematic Groups':
   - Social Affairs Thematic Group
   - Environment Thematic Group
   - Economy Thematic Group
   - Third Sector and Communities Sub Group

4. The issue will either be addressed at one of the above Groups or may be added to an Area Plan as an issue for future resolution.

Further information on the Community Planning Partnership[14] can be found on the Council's website.

HOW TO RAISE AN ISSUE THROUGH A LOCAL AREA COMMUNITY PLANNING GROUP

START
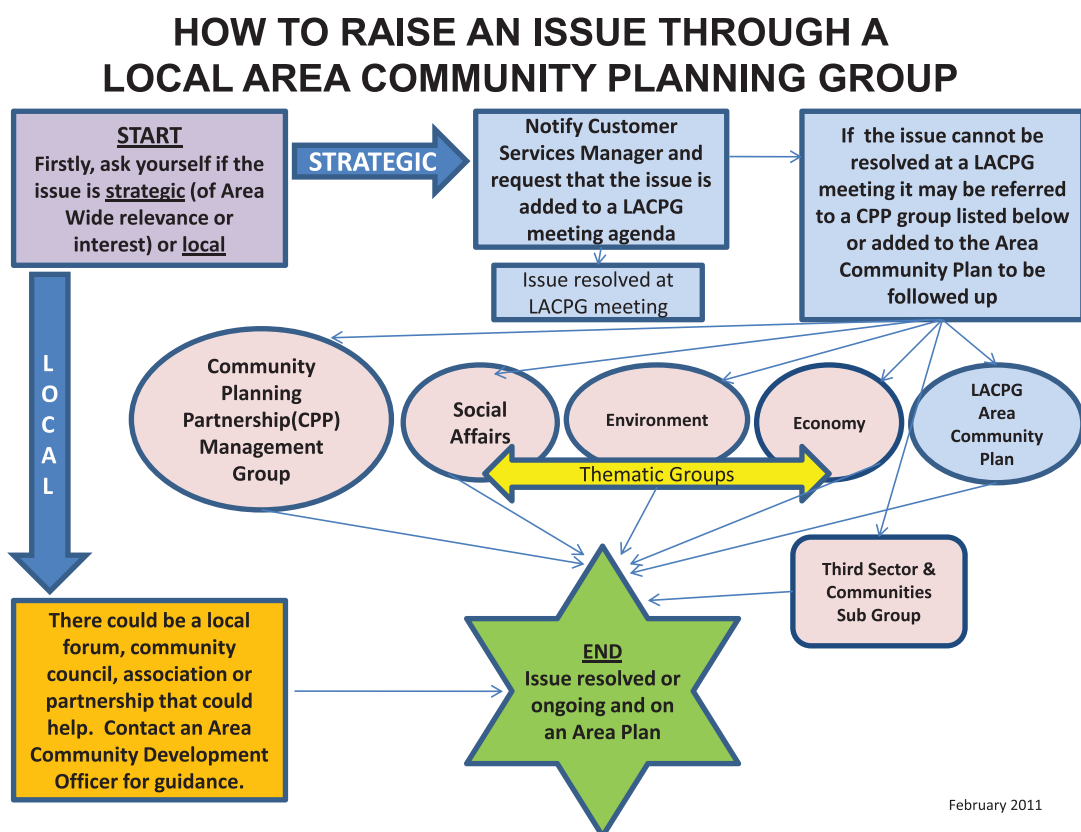Firstly, ask yourself if the issue is strategic (of Area Wide relevance or interest) or local

STRATEGIC

Notify Customer Services Manager and request that the issue is added to a LACPG meeting agenda

Issue resolved at LACPG meeting

If the issue cannot be resolved at a LACPG meeting it may be referred to a CPP group listed below or added to the Area Community Plan to be followed up

LOCAL

Community Planning Partnership(CPP) Management Group

Social Affairs

Environment

Economy

LACPG Area Community Plan

Thematic Groups

Third Sector & Communities Sub Group

There could be a local forum, community council, association or partnership that could help. Contact an Area Community Development Officer for guidance.

END
Issue resolved or ongoing and on an Area Plan

February 2011

Appendix 1

Terms and Definitions

Acti e Citi ens i	Active citi enship is where local people become involved in community life, either formally, through local groups and institutions, or by taking part in events or activities that help define local issues and bring about changes in their local area that aim to improve the overall quality of life. Active Citi enship is one of the key elements of Community Empowerment.
Assets	The assets and strengths of a community, ranging from buildings and land to social capital.
Asset ase Community e e o ment	The process of creating viable and sustainable communities building upon their assets.
ui ing Community Ca acity	Work that strengthens the ability of community organisations and groups for example, by building their structures, systems, people and skills so that they are better able to set out and achieve their aims. This can include supporting them to be better at being involved in consultation and planning, managing community projects and taking part in partnerships and community enterprises Adapted from Steve Skinner, uilding Community Strengths Community Development Foundation, 1997 .
Citi ens Pane	The Citi ens' Panel is made up of a representative sample of local people across Argyll and ute approx. 1,000 , who are asked to provide their opinions about the efficiency and effectiveness of local services and how they might be improved.
Community Action P anning	The identification of local priorities by rural communities themselves.
Community Acti ist	A member of a community who is voluntarily working with others from that community to achieve common aims.
Community u geting	The identification and co-ordination of spending by agencies in a defined geographical area.
Communities o P ace	The 'community' is defined by an area with physical boundaries, e.g. neighbourhood, ward, village, town.
Community e e o ment	The process of developing active and sustainable communities based on social justice and mutual respect. It is about influencing power structures to remove the barriers that prevent people from participating in the issues that affect their lives. Community development is strongly influenced by values which include equality, accountability, choice, mutuality and continuous learning. Community development practitioners are one of the basic support needs to harness community action see above .

Community Empowerment	Community empowerment refers to the development of strong, active and empowered communities, in which people are able to do things for themselves, define the problems they face, and tackle them in partnership with public bodies. Community empowerment involves three essential elements: active citizenship, strengthened communities and partnership in meeting public needs. Its practical process is community engagement.
Community Engagement	Community engagement is the process of working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the wellbeing of those people. Consultation, involvement, participation and research are all terms that are regularly used, often interchangeably, to describe community engagement activities.
Community Foundations	Charitable bodies managing funds donated by individuals and organisations, building an endowment and acting as the vital link between donors and local needs.
Community Land Trust	A mechanism for the community ownership of land and buildings by the local community.
Community Learning and Development	Defined in 'Working and Learning Together' as learning and social development work with individuals and groups in their communities using a range of formal and informal methods. A common defining feature is that programmes and activities are developed in dialogue with communities and participants. 'It is a way of working with communities to increase the skills, confidence, networks and resources they need to tackle problems and grasp opportunities.'
Community of Interest	A 'community' defined by a shared interest, experience or demographic characteristic - i.e. young people, people with disabilities, working population, ethnic minorities or gay/lesbian/bi-sexual and transgender (LGBT). People can belong to more than one community. It is also worth noting that members of defined communities may not necessarily regard themselves as such and consideration must be given to this when approaching different 'communities of interest'.
Community Planning	A collaborative planning process between agencies working in a local authority area, generally co-ordinated by the local authority, which is required to engage public participation in the planning process. Community planning is embedded in statute in most parts of the UK and Ireland.
Compact	A local (or national) partnership agreement, often used between statutory bodies and the voluntary sector.
Co-production	Where communities and service users are active participants in the planning and delivery of services.

Core skills	The Scottish ualifications Authority defines these as the abilities people need if they are to play a full part in society - for example, in work, education or community life.
Development Trust	Not for profit organisations engaged in the economic, environmental and social regeneration of an area.
Digital divide	The gap between those with access to and capacity to use digital and information technology, and those without this access and capacity.
End Outcomes	Outcomes which take longer to develop and are less easy to put down to the particular activities of any one organisation that is, we can only say that they have contributed to a particular outcome . End outcomes will have a wider effect on the quality of life of an individual, group or community.
Equalities Impact Assessment	An assessment tool designed to flag up any detrimental effect a policy or organisational function may have on specific equality target groups.
Focus Groups	A focus group is a group of people who have been brought together to discuss a particular subject in order to solve a problem or suggest ideas.
Hard to reach groups	A widely recognised term to describe those groups or communities who experience social exclusion and are generally perceived by agencies as being difficult to access and are thus 'disempowered'. However, it is important to note that many of these communities do not consider themselves as such. It is simply that to date, partners have not been successful in seeking their views.
Indicator	An indicator is the evidence that an outcome has been achieved, i.e. what will show that change has taken place?
Indices of Deprivation	Primarily socio-economic measures of poverty and disadvantage drawn from the census and other sources.
Inputs	The resources used to plan or bring about a programme, policy or project. They include staff time, budgets, equipment, buildings and policies.
Intermediary Body	An umbrella organisation such as a Council for Voluntary Service or Rural Community Council that works to support voluntary and community organisations in a given area.
Local Area Community Planning Groups	Each of the 4 administrative areas of Argyll and ute has a range of Local Community Planning Groups, which brings together representatives from the Community Planning Partners to identify and address the needs and concerns of local areas at a local level. They aim to: monitor and review achievement of the local delivery of key outcomes identified in the Community Plan by ensuring appropriate performance measures are in place support and

	encourage effective collaboration and co-ordination between and within community based organisations operating in the local area and give effect to the Community Engagement Strategy at a local level.
Low carbon economy	Moving to a way of life where we are less dependent upon oil, gas and coal production,
Outcomes	The changes or results that come about through an organisation's activities. Outcomes are normally what an organisation is trying to achieve but some outcomes are not planned.
Outputs	The specific products of a programme or project. These will be quantifiable easily counted things, such as the number of people taking part or number of training programmes delivered.
Performance Indicators	A set of standards which partnerships can use to measure performance over time.
Planning and Performance Framework	The systematic means of planning the delivery of objectives, monitoring progress and amending actions, where required, to ensure outcomes are delivered.
Participative Planning	A method that enables people to create a plan for the most desirable future of their community - a plan they carry out themselves.
Precept	The power to raise money through taxation.
Quality of Life	A broad term used to describe the overall wellbeing of an individual, group or community. It includes aspects such as quality of health, housing, educational achievements, employment and the environment.
Self-Evaluation	A critical assessment of the quality and standards of a service by those who deliver it, which helps identify strengths and areas for improvement. In Community Learning and Development CLD this needs evidence from those who take part in, or benefit from, services.
Single Outcome Agreement	An agreement between the Community Planning Partnership and the Scottish Government to deliver on local and national outcomes.
Social Capital	The stocks of social trust and networks that people can draw on to solve common problems.
Social Enterprise	A business with primarily social objectives, rather than being driven by the need to maximise profit for shareholders and owners. Surpluses are principally reinvested for that purpose in the business or in the community.

ocia Entre reneur	Someone who works in an entrepreneurial manner, but for public or social benefit.
ocia nc usion	Reducing inequalities between the least advantaged groups and communities and the rest of society by closing the opportunity gap and ensuring that support reaches those who need it most.
ocia n estment an	An independent not-for-profit financial institution using the capital from dormant accounts to develop the social investment market.
ta e o ers	All organisations and individuals with an interest in a particular issue or service.
T ir ector	A term widely used to define organisations that operate on a not for profit basis, which are value driven and reinvest funds to support their constitutional aims/values. This spectrum ranges from informal community groups, through to voluntary associations, charities and social enterprises engaged in trading. Charitable status is not a defining characteristic and the definition includes organisations that have registered as companies or are involved in campaigning and advocacy.
Too it	Term used to describe a guidance document to help others implement actions.
o untary ector	A generic term for the wide field of non-profit making organisations that operate across many different themes. Many national voluntary sector organisations and networks employ large numbers of staff and have significant turnover in either fundraising, endowments or earned income. At the other end of the scale, there are many self-help voluntary groups which share a common interest or cause and are largely run by volunteers.

Appendix 2

Table 1 - Argyll and Bute Council VC Locations and Venues

Location	Venue	Bookings
Campbeltown	urnet uilding	
Colonsay Service Point	Meeting Room	
Dunoon	Hill Street	
Helensburgh	Marriage Rooms	
Isle of Coll	Development Coll Office, Arinagour	
Isle of Gigha	Development Trust Office	
Islay Servicepoint	Conference Room	All VC bookings made
Islay Servicepoint	Meeting Room	via the ICT Service
ura Servicepoint	Meeting Room	Desk - 01546 604060
Lochgilphead	Kilmory - Housing Meeting Room	
Lochgilphead	Dalriada - Conference Room	
Mull	readalbane Street, Tobermory	
Oban	Corran Halls	
Rothesay	Union Street - Meeting Room	
Tarbert	Argyll House	
Tiree	usiness Centre	

Table 2 - Education Network VC Locations and Venues

Location	Venue	Bookings
Campbeltown	Campbeltown Grammar	01586 552907
Dunoon	Argyll House	School Support 01369 708525
Dunoon	Dunoon Grammar	01369 705010
Helensburgh	Hermitage Academy	01436 672145
Inveraray	Conference Centre	School Support 01369 708663
Islay	Islay High School	01496 810239
Lochgilphead	Lochgilphead oint Campus	01546 602598
Oban	Education Office	School Support 01369 708525
Oban	Oban High School	01631 564231
Rothesay	Rothesay oint Campus	01700 503367
Tarbert	Tarbert Academy	01880 820269
Tiree	Tiree High School	01879 220383
Tobermory	Tobermory High School	01688 302062

Table 3 - Partner/Other VC Facilities in Argyll and Bute

Partner/ Other	Location	Venue	Bookings
ig an	Lochgilphead	AROS oard Room	Midarg.bookings Argyll.scot.nhs.uk
ig an	Lochgilphead	MACH ICC	Midarg.bookings Argyll.scot.nhs.uk
ig an	Oban	Lorn and Islands Hospital Seminar Room	01631 789003 Lidgh.bookings argyll.scot.nhs.uk
ig an	Oban	Lorn and Islands Hospital Lecture Theatre	01631 789003 Lidgh.bookings argyll.scot.nhs.uk
ig an	Dunoon	Cowal Community Hospital Meeting Room AO1	01369 708313 Lana. aillie nhs.net
ig an	Dunoon	Cowal Community Hospital Meeting Room AO2	01369 708313 Lana. aillie nhs.net
ig an	Rothesay	Rothesay Hospital Audiology Room	01369 708313 Lana. aillie nhs.net Rothesay.bookings argyll.scot.nhs.uk
ig an	Rothesay	Rothesay Victoria Annex	01700 501536 margaret.kilpatrick nhs.net
ig an	Mull	Dunaros Hospital	01680 300392 karen.thwaites-jones nhs.net
ig an	Campbeltown	Campbeltown Hospital Seminar Room	01568 555800 campbeltown.bookings argyll.scot.nhs.uk
ig an	Campbeltown	Campbeltown Hospital Open Learning Centre	01568 555800 campbeltown.bookings argyll.scot.nhs.uk
ig an	Islay	owmore Hospital Audiology Room	01496 301000 pauline.curran2 nhs.net
ig an	Islay	owmore Hospital Community Room	01496 301000 pauline.curran2 nhs.net
ig an	Helensburgh	Helensburgh Victoria Infirmary	01436 655022 penny.dow nhs.net
AC A	Oban	Men ies House	01631 567962
ere e Are	Cairndow	Meeting Room	01499 600141
ig an an s an s Enter rise	Lochgilphead	Conference Room	01546 602281
	Lochgilphead	Meeting Room	01546 603611
	Oban		oanne eaton - Admin 0300 244 9360

Tips on Video Conferencing

Video Conferencing is not so different from "live" conferencing. However, many of the problems that individuals create in live conferencing are magnified on a TV screen.

Show the people, not the room - It's hard to identify a speaker in a large group of people. Zoom the camera in to show the participants' faces.

Introduce yourself - When you join a conference, a warning tone alerts the people who are already connected. Be sure to announce your name and location so everyone knows who has just joined the conference.

Appoint a meeting facilitator - Just like a "live" meeting, someone needs to chair or facilitate a video conference meeting. They can also take responsibility for muting and un-muting the microphone and adjusting the camera.

Have an agenda - Like any other meeting, a video conference takes less time when there is a clear agenda. And remember, video conferences can't always be extended, because the room may have been booked for another conference. Therefore, participants should be encouraged to be concise so the meeting stays on schedule.

Behaviour - Relax and attempt to conduct yourself in the same manner that you would in a face-to-face meeting, and remember to maintain eye contact with the camera (not the preview monitor) when you are speaking.

Avoid extraneous conversations - Extraneous conversation is rude in any meeting, but in a video conference the problem is magnified. Remember that the microphone and camera are always on, so there are no secrets. Even if you mute your microphone, other participants can see clearly that you're not paying attention to them.

Be considerate - Make sure everyone is aware that there is a delay in video and audio switching. Let the other person finish before you start talking. Speak in a normal tone of voice.

Have fun! - To make the most of the technology, create an atmosphere that promotes interaction. Involve people from every site by asking direct questions. Don't make your presentation a TV show; make it a genuine meeting. The more employees enjoy video conferences, the more likely they will be to schedule more of them in place of expensive travel.

Appendix 3

Community Engagement Contacts for Local Area Community Planning Groups (LACPGs)

Community Development Team, Argyll and Bute Council:

Margaret Fyfe
Community Development Manager
Library Headquarters
Highland Avenue
Dunoon
PA23 8PB
Tel: 01369 708668
Email: *margaret.fyfe   argyll bute.go .uk*

Eileen Bellshaw
Service Standards Officer
Community Education Centre
Manse Brae
Lochgilphead
PA31 8XQ
Tel: 01546 604189
Email: *eileen.bells aw   argyll bute.go .uk*

Rebecca Stokes
Senior Clerical Assistant
Library Headquarters
Highland Avenue
Dunoon
PA23 8PB
Tel: 01369 708669
Email: *rebecca.stokes   argyll bute.go .uk*

MID ARGYLL, KINTYRE AND THE ISLANDS

Audrey Baird
Community Development Officer
Community Education Centre
Manse   rae
Lochgilphead
PA31 8 X
Tel: 01546 604754
Email: *audrey.baird   argyll bute.go .uk*

OBAN, LORN AND THE ISLES

Laura Macdonald
Community Development Officer
Lorn Community Learning Centre
MacCalls Terrace
Soroba Road
Oban
PA34 4 F
Tel: 01631 567944
Email: *laura.macdonald   argyll bute.go .uk*

BUTE AND COWAL

Liz Marion
Community Development Officer
Community Learning Office
Edward Street
Dunoon
PA23 7PH
Tel: 01369 707166
Email: *li .marion   argyll bute.go .uk*

HELENSBURGH AND LOMOND

Morevain Martin
Community Development Officer
Kirkmichael Centre
Townhead Road
Helensburgh
G84 7LY
Tel: 01436 658735
Email: *more ain.martin   argyll bute.go .uk*

Third Sector Partnership

Contacts for Argyll and ButeThird Sector Partnership are as follows:

Argyll Voluntary Action

CAMPBELTOWN: 21 Longrow South, Campbeltown, PA28 6AH Tel: 01586 554744

HELENSBURGH: 14 Colquhoun Square, Helensburgh Tel: 01436 671613

DUNOON: Community Education Centre, Dunoon, PA23 7P Tel: 01369 700100

OBAN: 21 High Street, Oban, PA34 4 G Tel: 01631 564839

BUTE: contact by telephone on 07887 489774

All emails to *a   a   btconnect.com*

Islay and Jura CVS

First Floor, Custom House, Main Street,   owmore PA43 7   Tel: 01496 810743

Argyll and Bute Social Enterprise Network

19 Langhouse Place, Inverkip, Renfrewshire, PA16 0EW Tel: 01475 521742
ttp   www.absen.org.uk

If you would like this document in another language or format, or if you require the services of an interpreter, please contact us.

Ma tha sibh ag iarraidh an sgrìobhainn seo ann an cànan no riochd eile, no ma tha sibh a' feumachdainn seirbheis eadar, feuch gun leig sibh fios thugainn.

Gaelic

Jeżeli chcieliby Państwo otrzymać ten dokument w innym języku lub w innym formacie albo jeżeli potrzebna jest pomoc tłumacza, to prosimy o kontakt z nami.

Polish

यह दस्तावेज़ यदि आपको किसी अन्य भाषा या अन्य रूप में चाहिये, या आपको आनुवाद-सेवाओं की आवश्यक्ता हो तो हमसे संपर्क करें

Hindi

یہ دستاویز اگر آپ کو کسی دیگر زبان یا دیگر شکل میں درکار ہو، یا اگر آپ کو ترجمان کی خدمات چاہئیں تو برائے مہربانی ہم سے رابطہ کیجئے۔

Urdu

ਜੇ ਇਹ ਦਸਤਾਵੇਜ਼ ਤੁਹਾਨੂੰ ਕਿਸੇ ਹੋਰ ਭਾਸ਼ਾ ਵਿਚ ਜਾਂ ਕਿਸੇ ਹੋਰ ਰੂਪ ਵਿਚ ਚਾਹੀਦਾ ਹੈ, ਜਾਂ ਜੇ ਤੁਹਾਨੂੰ ਗੱਲਬਾਤ ਸਮਝਾਉਣ ਲਈ ਕਿਸੇ ਇੰਟਰਪ੍ਰੈਟਰ ਦੀ ਲੋੜ ਹੈ, ਤਾਂ ਤੁਸੀਂ ਸਾਨੂੰ ਦੱਸੋ।

Punjabi

本文件可以翻譯為另一語文版本，或製作成另一格式，如有此需要，或需要傳譯員的協助，請與我們聯絡。

Cantonese

本文件可以翻译为另一语文版本，或制作成另一格式，如有此需要，或需要传译员的协助，请与我们联系。

Mandarin

Argyll and Bute Council
Community Development Team
Tel 01369 708668 or
email Communitydevelopment@argyll-bute.gov.ukcommunity
www.argyll-bute.gov.uk

argyll and bute
communityplanning*partnership*

For further information, please contact:

Argyll and   ute Council
Community Development Team
Tel: 01369 708668 or
email: communitydevelopment   argyll-bute.gov.uk
www.argyll-bute.gov.uk

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