



Facilitators' Briefing

Important note – *Do not write directly on paper on the walls. Do not use any materials that would mark the walls or damage the paintwork. This should be checked with the venue in advance as it may mean alternative arrangements are needed for display. LOTS of wall space is required for this workshop.*

Being a good facilitator

A simple definition of facilitating is “to make something easier”. So, facilitators are provided to explain the process of the workshop, and demonstrate to participants how they can best contribute. Facilitation is all about encouraging others to participate, so that their input is gathered, and their viewpoint captured. A good facilitator will consciously NOT voice personal opinions or seek to influence the contributions of participants. They listen carefully to contributions and attempt to understand these from a neutral point of view, rather than thinking of them in terms of how they relate to the facilitator’s own views. If a facilitator can come with the approach of wanting to learn and understand the views of **all** those they are working with and see how these can best be fed into the process, they have the correct approach.

Facilitators need to have a good understanding of the process both for the workshop and the overall development of the Vision for Community Wellbeing for this and Future Generations. They are then in a good position to be a resource to participants. In the workshop exercises, facilitators need to explain the individual tasks involved and may need to illustrate to how these feed into the Vision overall.

When working with a group of people there are broadly two issues that facilitators need to try to manage.

- A. **Personalities.** Within any group there are likely to be very different personalities, some of which will be more dominant and others quieter. In this workshop, it is important to capture everyone’s views, so it may be necessary to balance the inputs in order to draw out those who are more reticent. It is always important to acknowledge all contributions, but it is also appropriate to try to bring others into the conversation. Examples of phrases that do this would be “thank you, I wonder could we hear from some of the group that have not contributed anything yet?”, “some people here haven’t expressed a view yet, I wonder how others feel about this?” or specifically asking an individual “what would your take on that be?”/ “what do you think?”, etc. Equally, some people can be very negative or focused on one aspect of a heading and make it hard for others to introduce another perspective. If a facilitator sees this is happening, they should name it and work to open the discussion up; “thank you, we have spent quite a bit of time on X, I wonder what other aspects of [heading] are of interest to the group”, “you obviously feel strongly about this topic, I wonder does anyone else have a view on this?”, etc. Gently but firmly remind people what the focus of the exercise is and bring them back to this. Examples are given in relation to each exercise below.
- B. **Capacities.** Similarly, within any group people will have different capacities to participate. Some people are more vocal or articulate than others, and find it easy to express themselves in writing, to read the question or post-its, to hear other contributions, and so on. Facilitators need to be sensitive to these issues. Keep a check on the people in the group you are working with; are they all comfortable and can they participate? You may need to pull up chairs for people at visioning workstations around the room or make space for those with mobility issues to move freely between stations. Can everyone hear? You may need to ask everyone to speak up? Or if you think people are finding it hard to read inputs, read them out as they go on the wall. This is a good way of making the inputs more considered as you are essentially putting them out to the group for discussion and comment. It is good to encourage discussion in the groups as this allows people to share perspectives, develops understanding and builds consensus. There may be people who appear reluctant to write in the group which may be for a variety of reasons (literacy levels, self-consciousness about spelling, handwriting, etc.). If so, suggest that you capture a point they may be making; “that’s a great point, can I just put that up here?”. Beware of people who want to hold forth on a subject and expect you to write all the post-its. In general these individuals are clearly able to write and it is possible to light-heartedly say “wow, I’ll never capture all that, or say it as well, can you write that down please?”

Facilitators' Workshop Tasks

Welcome/ animation

- Facilitators should greet people as they arrive, steer them to the sign-in station and then encourage them to participate in the animation exercises (“the best thing about our community is....”, and the dot location map). It is also important to encourage them not to sit with others from their organisation, but to mix with representatives of different groups. This is an opportunity to get them talking and exchanging views on what is good in their community and how to make it better, which primes the discussion for the rest of the evening. The key here is to get participants to feel comfortable, aware that they are talking about something that they know all about (they are the experts!), and to build some rapport with them.

Asset Mapping exercise

- One facilitator is located at each table with a map, coloured post-it index tags corresponding to headings colours and pens for all participants. There are examples of an asset under each heading already on the map as a primer for discussion.
- Facilitators support participants to work on map sheets to identify existing assets (what we have of value/worth preserving) under each of the 6 headings/domains using colour coded tags to match the coloured headings/domains. It will be necessary to discuss the different headings to familiarise people with them. People are free to put an asset under whichever heading they feel most appropriate but encourage conversation within the group about this. It is important that people do not feel they will be wrong or “make a mistake” if they put an asset under a particular colour. The exercise is intended to get people to realise that there are assets in their local communities, to share interests and widen horizons, and to familiarise them with the 6 headings.
- If problems/ needs are identified (instead of assets) record them on a separate sheet and encourage people to focus on what there is that they value. Assets outside the map area can just be stuck outside the boundary in the most logical location. Similarly, if there are assets (like a community WhatsApp group) that aren't based in a specific place, these can be located down the side of the map too.
- Ensure that everyone is heard and no one person takes prominence (*This can be done very pleasantly by interjecting with “thank you for that, a few other people have been quite quiet and I just wonder if we might hear from some of them?”, “what other interests do people around the table have? What sort of facilities and services do you use in the community?”, “thank you, I wonder are there other types of assets we maybe haven't considered, like outdoor recreation, or health?”*).
- Tables take it in turns to go for refreshments (this means that each table might loose about 10 mins of the 45 minutes - 1 hour consultation time for this exercise). The co-ordinator will alert the facilitators when it is their turn to go for refreshments and it is the facilitator's responsibility to bring their group back to the table with their refreshments promptly so that the next group has good access to the refreshments and the exercise is not disrupted.

Visioning

- Each facilitator is assigned a Wellbeing heading workstation and remains there for the visioning exercise.
- The groups that were at the asset mapping tables are each directed to a specific workstation where they spend 10 minutes discussing their aspirations/vision under that heading. The exercise asks participants to think about what their community would be like if it were the best that it could be and to describe what that would be like. For most people this means that they identify things that are not satisfactory at present and envisage them “corrected” somehow, often giving an idea of how that might be achieved, for example “self-sufficient in energy generation through locally owned renewable energy initiatives”. People may need help to convert what they see as a problem into the “vision” of what the community would be like if this problem was satisfactorily addressed. Participants are asked to respond to the invitation at the top of the sheet “For our community to be the best that it can be, for this and future generations, we want to see.....” in relation to the specific heading they are considering (i.e. health or social and



community development, etc.). Inputs are noted on coloured post its (co-ordinated to the appropriate heading) to stick under each heading [NB Facilitators will be given questions and materials to prompt conversation, see below]. It may be suggested to participants that they add a tick to an existing post-it note if they agree with it, rather than add a duplicate and to make only 1 point per post-it. Facilitators should not try to group inputs together that they think may be related, as this may influence or lead participants.

- If participants are “stuck” and naming specific needs/wants/asks, the post-its should be moved below the lower line into the area title “specific proposals/ details (to be redirected)” with an explanation that it is not a general aspiration and that all these points are valid and will be captured and referred to PPN reps. However, it is important then to ask questions and prompt the contributor to think what their more general goal may be i.e. if their issue is “we need a new stop at X for the no.14 bus” they should be asked “what would you have if the problem was solved?”. It may be necessary to ask further careful questions to help them realise the “vision” of what it would be like if this was as good as it could be. Ultimately, they may be helped to spell out that what they may want to see is “adequate public transport with carefully located routes and safe stopping points that meet the needs of users”. In this way facilitators help participants to articulate their current immediate concerns into a picture of what the community would be like if these were all addressed.
- It may be necessary to remind people that they are speaking on behalf of their group, not giving their personal opinion; “from your organisation’s perspective, what would you like the community to be like?”. Similarly, if people are problem-focused and negative rather than identifying their aspirations, facilitators can ask quite directly for them to alter their approach; “OK, so these are the challenges you face. If these were all sorted tomorrow, can you describe to me what that would be like?”. Sometimes participants may get very prescriptive about the details of how something is achieved, and miss out on the ultimate goal. Facilitators may need to ask questions to clarify what the ultimate goal is; “So, for you the goal would be to[have safe accessible and no cost outdoor recreation for all children in the community]?” It is fine for participants to put up details, but you may need to point out that these are not likely to appear in the Vision document. They will be taken into account in the development of Strategic Plans/ Workplans, etc. It is also very important that PPN members know that the PPN is not equipped to deliver these actions, but to ensure that its representatives are working to get others, like the local authority, to deliver them.
- Should participants ask about what happens if people put in conflicting aspirations, facilitators should explain that the Vision is based on consensus. So, views that are opposed to each other will be noted and so not be lost, but will not be included in the eventual Vision document.

Closing

- Facilitators should encourage all participants to place their sticky dots on the target feedback posters on leaving and check that they have left their full contact details, explaining that this is how they will be informed when the online consultation is available and when the draft WBS is ready for feedback.

Personal Style

All facilitators are individuals and their different approaches and styles are part of what will make the workshop a rich experience for the participants. If facilitators are informed about the overall process and workshop exercises and good practice as outlined at the start of this document, so that they don’t lead or influence contributions, but help people to participate fully, they will have helped deliver high quality inputs.

Extra Resources

Facilitators will be provided with:

- examples of each of the 6 headings for the asset maps (provided by Resource Worker/ Secretariat)
- alternative questions/ prompts for the visioning exercise (see below)
- sample statements that can be put on example post-its notes for the visioning exercise (see below)



Questions *(alternatives to help explain the visioning exercise)*

These different approaches can be used to prompt inputs from participants under the different headings in the visioning exercise where they are asked to finish out the sentence “For our community to be the best that it can be for this and future generations, we want to see.....”.

- Q Complete a sentence, e.g. “In 2050 the {heading} of X (insert Co/MD name) will be”
- Q Wish you were here! – describe what the community were like if it were the best it could be.
- Q Describe perfection here.
- Q Use the grandchild analogy: “Describe a county (or municipal district) that you would wish your grandchildren to live in”
- Q Where do you see the area in the future?
- Q How do we retain and improve the existing assets?
- Q What would a well-functioning community look like?
- Q What would your area look like/ what do you want your community to look like?
- Q What would you like your children/grandchildren to inherit in this community?
- Q What do you intend your community/environment/ to look like in the future?
- Q Ask “who?”, “what?”, “why?” and “when?”
- Q Finish the sentence “We want our community to be” under each heading
- Q *The facilitator may find any number of ways of putting the challenge so that the participants can best respond. See what works best, but stay true to the exercise.*



Example inputs for visioning exercise under each of the 6 headings

The following are examples of statements that might be included under headings in the visioning exercise. If facilitators feel that their group is stuck, or want to illustrate the level of “vision” statement that might be appropriate, they can use one of the following (relevant to the heading they are working with). If a facilitator uses one of these, they should write it on a post-it note as if they were making the input, read it out and put it on the wall. They should add “EG” in the corner, so that those compiling the inputs will know that this was the facilitator making the input and not one of the participants.

Economic and Resources

- People have enough to live with dignity, there is decent work / jobs and our resources are used for local good.
- There is decently paid work (employment, self employment and farming) available for everyone within a 45 min commute, with at least 30% of adults working within the area.
- Tourism is developed to give a livelihood to businesses / families within the area.
- Community energy is developed and owned by the people
- Public transport links to bring people without cars to and from the local towns and cities
- Install the latest technology – superfast broadband or what ever follows it, and make sure it can be upgraded.

Social and Community Development

- We have decent services and facilities so that people can feel they value and belong to their community(ies)
- Everyone can access adequate Health, Education, Transport, Housing etc
- Our community is inclusive of everyone
- Our crèches, schools and care facilities for older people and people with disabilities develop and grow to meet needs.
- Support the current community organisations and clubs, and develop new ones as time goes on. Re-energise volunteering.
- There are strong links between the generations.

Environment and Sustainability

- We look after the environment, as fundamental to all our wellbeing
- Move to community owned renewable energy by 2025
- Move to be Zero Waste - Dumping and littering stops
- Our mountain and rivers are nature conservation areas and attract eco tourists
- Safe roads for walking and cycling
- Every area connected to a proper wastewater treatment plant
- More people growing their own food



Health

- People can keep as healthy as possible – in mind and body – and that is supported in every community and from the cradle to the grave.
- Access to doctors and other health professionals
- Easy access to healthy recreation facilities ... sports ... playgrounds ... safe places to walk / run / bike
- People can be cared for in the community as much as possible
- Healthy environment free of dangerous pollutants

Values / Culture / Meaning

- We believe in a society where everyone can flourish
- We value different cultures and work against racism.
- We believe in equal opportunities for everyone and work for social inclusion
- We learn about and celebrate our history, culture and heritage and also that of people from different cultures
- We have lots of arts, music and culture events and festivals and encourage creativity by all
- People have the time and opportunity to explore their values and the meaning of life in a variety of ways including practicing religion

Participation, Democracy and Good Governance

- Everyone can and does participate in making decisions and we trust our public institutions.
- Strong PPN – seen as the voice of volunteers
- All organisations and government are trustworthy, transparent and accountable
- People believe and know that they can make a difference.
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