

A wellbeing public dialogue

Community wellbeing

Technical Appendix



Cabinet Office

Hopkins Van Mil: Creating Connections Ltd
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1. Introduction

The purpose of this technical appendix is to provide information on all the materials used in the community wellbeing dialogue. This formed part of the overarching wellbeing dialogue commissioned by the What Works Centre for Wellbeing with support from Sciencewise and the Cabinet Office, the other two dialogue strands were sport, culture and wellbeing and work, learning and wellbeing. This appendix should be read in conjunction with the main published report on this dialogue. Those accessing this report may also wish to read the companion reports on sport, culture and wellbeing and work, learning and wellbeing plus their technical appendices all to be found at www.whatworkswellbeing.org. In addition Hopkins Van Mil (HVM) has written a cross cutting report which draws out the common wellbeing themes which have emerged from an analysis of each dialogue strand. A snapshot of each of the dialogues, in the words and images of participants, can be found in four supporting short films (one on each of the strands, plus a film on cross-cutting themes). These can also be found at www.whatworkswellbeing.org.

It is a requirement of Sciencewise funded programmes that the report captures innovative processes in the overall preparation for and design of the dialogue. This programme of work was innovative from the start as it involved not one, but three, complex policy areas contained in one dialogue programme. As such the public dialogue for wellbeing (2015) involved a wide range of collaborators (see Community Wellbeing report, section 1.2), and to include so many policy actors within one programme is also unusual. It is important to all concerned that the resources developed for this process have the potential to be adapted and used in other arenas to help to embed wellbeing dialogue processes in decision and policy making. They are therefore being shared within this technical appendix.

Four public dialogue workshops took place from June to July 2015, the materials used in their delivery are extensive. To facilitate the reader's use of this appendix it is possible to access each document directly from the hyperlinks in the contents page and within the document itself.

1.1 Recruitment

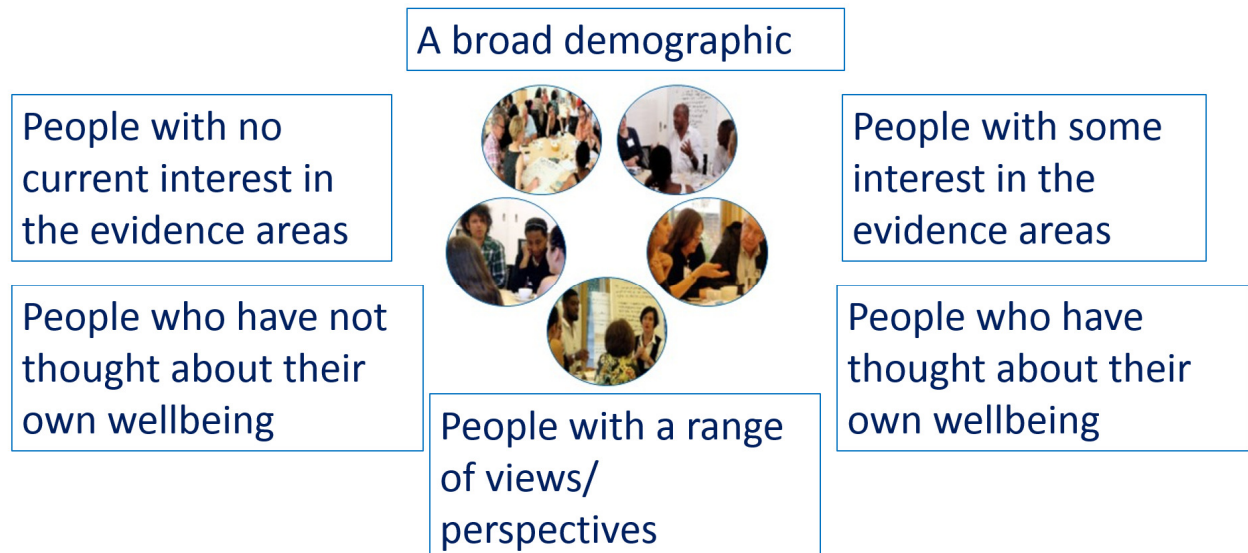
The recruitment of 38 participants to the community wellbeing dialogue (108 for the dialogue in total) was a collaboration between HVM and Acumen Fieldwork. HVM drew up a specification for the participants which was discussed with and approved by the community wellbeing sub-committee of the Oversight Group. Acumen activated their fieldworkers in Belfast and Bristol to meet the recruitment criteria. Each participant gives their informed consent to their data being used for this dialogue and for ongoing projects as required. Both HVM¹ and Acumen Fieldwork² are registered with the Information Commissioner's Office as data controllers for this purpose. Participants understand that through this they have no obligation to participate in further projects but might be contacted to do so. We exclude participants who regularly join focus groups or market research programmes as they may not be objective about the process, or have 'participant fatigue' meaning their involvement in the dialogue is neither effective nor broadly representative of their demographic.

Fieldworkers were asked to recruit 20 participants for each location, allowing for a reasonable drop-out rate. On this basis the target range for recruitment was between 36 and 40 for the community wellbeing dialogue. The target figures for Bristol were met with 20 participants recruited, all of whom participated in both round 1 and 2 sessions. In Belfast 20 participants were recruited but 2 dropped out on the morning of the first round session leaving 18 participants who

¹ Hopkins Van Mil Registration Number: Z2969274

² Acumen Fieldwork Registration Number: Z9362403

all returned for the round 2 session. The recruitment specification for the dialogue can be found on page 5. In broad terms HVM sought to ensure that the range of public participants present at the sessions included:



HVM operates on the principle that it is correct to incentivise people with an appropriate fee to take part in public dialogues. This becomes even more important when participants are being asked to discuss personal and emotive subjects such as their own subjective wellbeing over time and difficult and complex issues such as coping with difficulties in times of trouble. Participants are asked to commit to attending two sessions, to give up their time, to pay for additional childcare as necessary and to travel to take part. For this dialogue the incentive was set at £130 for attendance at two Saturday workshop sessions. £30 was paid after the round 1 session to cover immediate travel costs with a further £100 paid after the second session. Participants were asked to sign a receipt to confirm they had received the incentive.

In advance of the session the HVM Project Director reviewed the final lists of participants and checked them for accuracy against the specification. Amendments were made as necessary to ensure all the recruitment criteria were met. Participants were then allocated to one of two small groups within the dialogue based on having a balance of all people representing the recruitment criteria in each of the groups. Participants stayed in the same small group, led by the same facilitator, for both rounds.

1.2 Dialogue locations and venues

In HVM's initial tender document various proposals for dialogue locations were made:

- Assuming that although held in urban locations, for ease of participant travel to the venue, each would include participants from the wider rural environs;
- Considering relevant demographic data such as multiple deprivation indices cross referenced with UK experimental personal well-being estimates³.

HVM proposals were then adjusted by the What Works Centre for Wellbeing, based on their knowledge of the interest expressed in various locations by founding partners and other stakeholders and in consultation with the sub-committee for the community wellbeing dialogue strand.

Venues were sourced by HVM's administrator based on the following HVM principles:

- The venue is more likely to be a community centre, local hall, social space than a hotel. It should be one that the recruited participants are likely to feel comfortable working in;

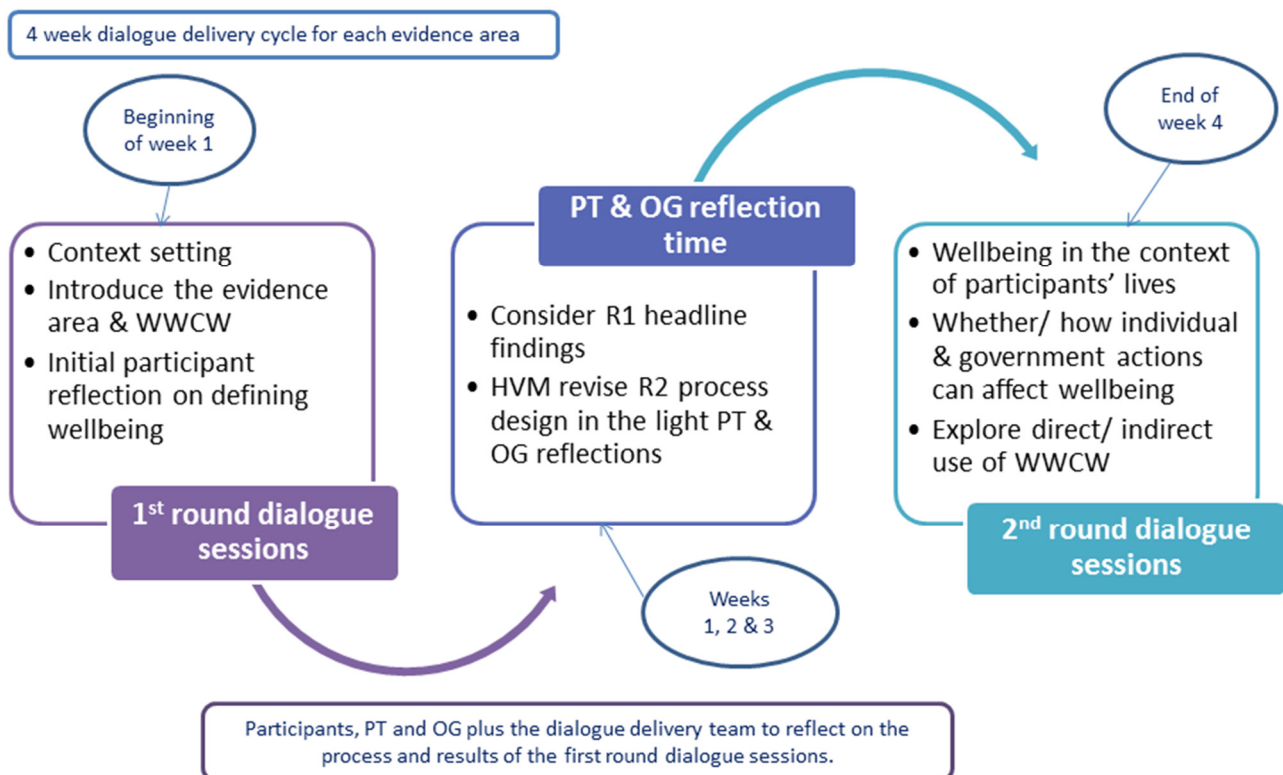
³ <http://www.ons.gov.uk/ons/interactive/personal-well-being-across-the-uk---happiness-interactive-map/index.html>

- It is essential that either the venue allows for 2 smaller break out areas (one group can stay in the plenary space) or has a really dry acoustic so that we can all work in one room without the noise from one group being too disruptive for the others;
- The venue must be fully accessible with a hearing induction loop;
- Ease of access using public transport is essential in both urban and rural locations;
- The catering must be value for money and appropriate for the participants, observers and the facilitation team.

The round 1 dialogue sessions were delivered on 6th June and the round 2 sessions on 4th July 2015. Two HVM teams (Lead Facilitator/ Facilitator/ Event Administrator) ran the same session on the same day at the Duncairn Centre in Belfast and Colston Hall in Bristol.

1.3 Dialogue process

The round 1 dialogue process plan can be found on page [11](#) of this appendix and the round 2 process plan on page 31. The following flowchart describes the four week dialogue delivery cycle and explain how the process plans evolve during the design development with input from the sub-committee throughout:



Plans are delivered at the dialogue session by two teams well briefed in advance by the Lead Designer and managed on the day by the Lead Facilitator in each location. The purpose of the process plans is to provide a detailed breakdown for the facilitation team so that sessions:

- Run in the same way in the two locations
- Keep to time
- Cover all required aspects of the issue during the session and make sure there is a consistency across all the small group work

HVM facilitators, based on their experience and training, will know when to probe further; when to prompt with additional questions; when to challenge the first response given by participants and when to allow the conversation to take its natural course if this will make a richer contribution to the dialogue. This is up to each of the facilitators to assess at the session. The facilitation team

are also skilled at managing dominant and/or quiet voices within the group and ensuring that everyone has an equal opportunity to air their views. The Lead Facilitator manages the session overall, keeps everyone to time and deals with any specific challenges that might arise.

The design for the community wellbeing dialogue was intended to draw out the lived experience of participants. As such it was agreed by the sub-committee that it was unnecessary to provide any wellbeing science pre-materials in advance of the session. Participants were simply emailed a ground rules document, called *Points to help the discussion* and a programme. These documents give those involved an understanding of what will happen at the session and how it will be run. The Help Points are included on page [7](#) of this document. The programme for Belfast is on page [9](#) and for Bristol on page [10](#).

At the sessions, exercises included the use of tools such as listing and grouping all the items participants could think of that lead to a good quality of life; timescales mapped on flip chart paper through which participants considered the impact of their community on their wellbeing; creating images of their ideal community; and, throughout the sessions, reflecting individually and in groups on lived experience in communities and the impact this has had on wellbeing.

1.4 Presentations

At the beginning of the first community wellbeing sessions, participants were shown two short films. The first, created by Hopkins Van Mil, collated a number of stakeholder interviews to give participants an understanding of why what is said at the dialogue is important to policy makers. In addition participants were shown a film introducing the What Works Centre for Wellbeing as context for the purpose of the dialogue and the value of their participation. Both are available on page [22](#) of this document.

The presentations given in round 1 of the community wellbeing dialogue were intended to give participants an understanding of national (Northern Ireland) and local (Bristol) policies for community wellbeing. They introduced the concepts of:

- Relationships between people within communities (or social networks)
- A system for deciding what happens in our communities/ having a say in the community (or community governance)
- Where we live: housing, physical/ natural environment, amenities, transport (or living environment).

The speaker in Belfast was Joe Reynolds, Assistant Secretary at the Office of the First and Deputy First Minister, Equality & Strategy Directorate within the Northern Ireland Executive. The presentation is included on page [26](#) of this appendix. In Bristol the speaker was Alison Comley, MBE, Strategic Director Neighbourhoods, Bristol City Council. Her presentation is included on page [28](#).

The round 2 presentations in Belfast were provided by [the North Belfast Partnership](#) on their Men in Sheds programme (page [44](#)) and [Supporting People and Communities Everyday](#) on their Maximising Access in Rural Areas (MARA) project (page [46](#)). In Bristol we heard from Trinity Art's Grow it Cook it Eat it! project (page [47](#)) and the Happy City initiative (page [49](#)).

2. Recruitment specification

Policy area: Community

Client: What Works Centre supported by Sciencewise

Dialogue theme: Wellbeing

Dialogue policy area: Community Wellbeing

Aims:

The aim of this aspect of the dialogue is to address the question:

What makes for good community wellbeing? And how can we make communities work for wellbeing?

The methodology will be a series of workshops for which participants will be recruited. The purpose of this document is to give the framework through which Acumen Fieldwork will develop the detailed fieldwork schedule and screener. These will be approved by the Project Team via HVM before being used in the field for recruitment.

The dialogue will involve recruiting up to 40 people for this policy area, broadly representative of the population in terms of age, gender, life stage, social grade/ household income, geography and ethnicity. We will be gaining informed consent from participants in terms which comply with the DPA 1998 and will allow identifiable data to be transferred and stored securely by the commissioning body through the UK Data Archive for future research and/or dialogue purposes. HVM is registered as a data controller with the Information Commissioner's Office no: Z2969274.

NB: Emphasis on [Sciencewise guidelines](#)

Recruitment summary:

- Total number of workshops 4
- 2 recruitment exercises - Bristol / Belfast
- 20 people in Bristol to attend two deliberative workshop sessions (6 June & 4 July 2015)
- 20 people in Belfast to attend two deliberative workshop sessions (6 June & 4 July 2015)
- All participants must commit to attending *both* workshops
- Workshops to be from 10am to 4pm on Saturdays 4 weeks apart
- Respondents asked to review some very short written/ visual material before participation
- Incentive: £130 for attendance at 2 workshops (£30 paid at first session, £100 paid at the end of the second session)

Screener to include:

Criteria	Target
Gender	50% male / female
Age	Good age distribution across age groups at least: 20% 18-25 year olds 20% 26-35 year olds 20% 36-45 year olds 20% 46-65 year olds 20% 66 plus
Ethnicity	An appropriate proportion of black and minority ethnic participants In line with

	current population figures for the recruitment area. For Northern Ireland only : Ensuring a proportionate range of participants from Roman Catholic and Protestant communities in line with the current population figures for Belfast.
Life stage	A broad range of life stages from students, young professionals, raising young children to empty nesters and those who are retired (20% of sample from each category)
Current working status and type	A range of people who are employed (part-time/ fulltime/ self-employed); unemployed with 2 specific requirements: <ul style="list-style-type: none"> • Individuals from relatively deprived areas (50%) • Individuals from more affluent areas (50%)
Consideration of the issue	<p>In Bristol:</p> <ul style="list-style-type: none"> • 35% would answer 4/5 to the test question • 35% would answer 1/2 to the test question • 30% would answer 3 to the test question <p>Test question: To what extent are you interested in activities, developments and networks within your community on a scale of 1-5 where 1= not at all interested or aware, 5=extremely interested and aware?</p> <p>In Belfast:</p> <p>No test question. The focus should be on the demographic criteria particularly on age, ethnicity and working status.</p>
Geographic location	Bristol and surrounding rural areas Belfast Metropolitan Area
Experience of market research/ dialogue	Should not have taken part in a focus group / public dialogue in the last six months

Note: please **do not** recruit from a pre-recruited panel and **avoid** recruiting friendship pairs.

3. Round 1 Materials

3.1 Help points

A Public Dialogue on Wellbeing

Points to Help the Discussion

1. Background

The purpose of the public discussions you will be taking part in on 6th June and 4th July 2015 is to understand people's views on:

- How people define a good quality of life in the context of their own lives
- The extent to which individual and government actions can affect people's quality of life
- The potential use of the What Works Centre for Wellbeing by members of the public.

The What Works Centre for Wellbeing has commissioned a public dialogue on wellbeing supported by Sciencewise. The dialogue has three strands:

- Community wellbeing
- Sport and culture
- Work and learning

You have been invited to take part in the *community wellbeing* element of the dialogue which takes place in [Belfast/Bristol]. A similar discussion will be held in [Belfast/Bristol] on the same day. The discussion we have at the sessions will be supported by independent facilitators from Hopkins Van Mil: Creating Connections. They specialise in helping groups to have meaningful conversations. The sessions are intended to be enjoyable, interesting and an opportunity to give your views on having a good quality of life in your community.

2. Before you come to the dialogue sessions

There is a lot to discuss at the workshops. So before you come to the session it will be helpful if you have read this document in full.

3. Points to remember during the discussion

To make a good discussion possible at the workshops please read and remember the following:

a) *Small group allocation*

- You have been allocated to one of two small discussion groups based on the answers you gave when you were recruited to take part in the discussion.

b) *Confidentiality*

- Points made during the small group discussions will be recorded on flip charts and parts of the session will be recorded on a voice recorder. At the end of each session, we will have gathered information on all the views expressed but not who said what. The recorded views will form the basis of a findings report which will be shared with participants after the event. Voice recordings will be deleted after the analysis phase. However, transcripts of the recordings (which will not identify the individuals speaking) will be archived at the UK Data Archive for future use by social scientists and policy makers.

c) *What we'll be talking about*

- Over the two sessions we will be talking very broadly about the quality of life in communities. If there are any words or phrases used during the presentations or discussions that you do not understand please let your facilitator know. They will work with you to make sure everything is as clear as possible.

d) Making the conversation easier

- It is helpful if people are positive in their comments (even if you disagree with someone) – constructive criticism is often very effective in an open discussion.
- Understand that everyone's input is equally valuable, and the facilitators will record everything that informs the discussion.
- Please allow all those around you to have a fair and equal opportunity to speak and try not to interrupt. The facilitators will note that you are trying to make a comment and give you time as appropriate.
- Please do not take part in side conversations as it makes it harder for everyone to hear and take part.
- Do remember that there are no 'stupid' questions or comments, we're all here to learn, understand and express our views.
- Please come from breaks promptly and help the facilitators to stick to time.
- Please do not use mobile phones during the discussions as it can be distracting for the group. You may wish to check a fact on the phone during the discussion, but we will have a number people in the room who will be able to help you with that so do ask your facilitator if you need to know more on the issue at hand.

e) Your facilitator

- The facilitator is the person who helps your group with the discussion. Please remember that the facilitator is there to ensure we have covered all important points, keep discussion to time, give everyone a chance to make the comments they wish to make and to record all relevant discussion. So do turn to anyone on the facilitation team for advice if you need more support to make a comment.

f) Topic specialists

- During the sessions we will have help from people who work on programmes which support people living in communities. They are there to answer questions and to clarify things. They will not join in with the small group discussions, except when invited to do so by participants or facilitators, but they will listen to what is being said.

g) Observers

- Representatives from the organisations involved will be present to observe the process. They are not in the room to take part in the discussion so please don't worry if they don't make any comments, they are listening to what takes place to understand the views of the public on this subject.
- In addition an independent evaluator from Ursus Consulting will be present. They will be testing the extent to which the discussion meets the project objectives. Ursus Consulting will ask members of the group to take part in short evaluation activities. They will invite people to do so at the session.

3.2 Programmes

A Public Dialogue on Community Wellbeing

Discussion 1: Saturday 6 June

Duncairn Centre, Duncairn Avenue, Belfast BT14 6BP

This document describes what will happen during this session. This programme should be read with the *Help Points* document being sent to you separately.

Programme

- 09:30 Arrivals and sign in
Participants are asked not to arrive before 9:30 or after 10:00am
- 10:00 Welcome, introductions and purpose
All those present will be introduced and their role described. The purpose of the dialogue, this workshop and how it will run will be explained. 2 films will be shown to give more information on what we will talk about.
- 10.40 Discussion in small groups: best things
During this session small groups of participants will get to know each other and their facilitator.
- 11:10 Coffee break
- 11:25 Presentation: what do we mean by community?
In which the group will hear more about the aspects of community that we will focus on during the dialogue. *Speaker:* Joe Reynolds, Office of the First and Deputy First Minister, Assistant Secretary, Equality & Strategy Directorate.
- 11:50 Discussion in small groups: good quality of life
Participants will list and discuss all the things that for them contribute to a good quality of life.
- 12:25 Continued discussion: life stages
Participants will focus on the things that are *essential* for every life stage.
- 13:00 Lunch
- 13:45 Sharing our findings
Remaining in small groups, participants discuss their findings from the previous discussion.
- 14:45 Break
- 14:55 Discussion in small groups: supporting needs in the community
In a fast paced discussion session participant discuss what is needed to support the community to achieve a good quality of life for every life stage.
- 15:30 Concluding plenary
A reflection on what has been discussed today and what the next steps are. The session is evaluated.
- 16:00 Thanks and close

A Public Dialogue on Community Wellbeing

Discussion 1: Saturday 6 June Colston Hall, Colston Street, Bristol BS1 5AR

This document describes what will happen during this session. This programme should be read with the *Help Points* document being sent to you separately.

Programme

- 09:30 Arrivals and sign in
Participants are asked not to arrive before 9:30 or after 10:00am
- 10:00 Welcome, introductions and purpose
All those present will be introduced and their role described. The purpose of the dialogue, this workshop and how it will run will be explained. 2 films will be shown to give more information on what we will talk about.
- 10.40 Discussion in small groups: best things
During this session small groups of participants will get to know each other and their facilitator.
- 11:10 Coffee break
- 11:25 Presentation: what do we mean by community?
In which the group will hear more about the aspects of community that we will focus on during the dialogue. *Speaker:* Alison Comley, MBE, Strategic Director Neighbourhoods, Bristol City Council.
- 11:50 Discussion in small groups: good quality of life
Participants will list and discuss all the things that for them contribute to a good quality of life.
- 12:20 Continued discussion: life stages
Participants will focus on the things that are *essential* for every life stage.
- 13:00 Lunch
- 13:45 Sharing our findings
Remaining in small groups, participants discuss their findings from the previous discussion.
- 14:45 Break
- 14:55 Discussion in small groups: supporting needs in the community
In a fast paced discussion session participant discuss what is needed to support the community to achieve a good quality of life for every life stage.
- 15:30 Concluding plenary
A reflection on what has been discussed today and what the next steps are. The session is evaluated.
- 16:00 Thanks and close

3.3 Process Plan

Public Dialogues on Community Wellbeing

Final process plan for Round 1 Workshops

Locations & Venue	Teams	Roles
Belfast Duncairn Centre, Duncairn Avenue, Belfast, BT146BP www.theduncairn.com	Henrietta Hopkins (HH) Emma Cranidge (EC) Mamun Madaser (MM)	Lead Facilitator Facilitator Event Administrator
Bristol Colston Hall, Colston Street, Bristol BS1 5AR www.colstonhall.org	Anita van Mil (AvM) Mike King (MK) Tisna Westerhof (TW)	Lead Facilitator Facilitator Event Administrator
Both sessions to be held on Saturday 6 th June from 10am to 4pm		Note: Round 2 will be held at the same locations on Saturday 4 th July

Materials needed	
Venue	HVM to bring
Cabaret style plenary room with two tables plus one additional break out space and an area for refreshments away from the discussion space	Materials to create space signage Sign-in sheet & badges
2 flip chart stands	Pre-prepared flip chart sheets
Projector & screen	Laptop with voxpops/ slides pre-loaded
Check if speakers available	If not, each team to bring speakers
Catering for arrival, morning break, lunch, afternoon break	Participant incentives (£30 x 20 = £600)/ evaluation forms/ video & photo permission forms
	Facilitator back packs to include: <ul style="list-style-type: none"> ○ Full facilitator process plan ○ Digital recorders (2 per team) ○ Flip chart pens, tape, bands, scissors, sticky dots
	Participant/ observer packs to include: <ul style="list-style-type: none"> ○ Programme ○ Discussion guide ○ Pre-materials ○ Process plan (observers only)

Objectives (Why we are doing it)	Programme (What we'll do on the day)	Outcomes (What we want at the end)
<p>Overarching aim: The aim of the dialogue is to increase the effectiveness of the What Works Centre for Wellbeing by ensuring its design and policy priorities are informed by members of the public.</p> <p>Overarching objectives: To understand public views on:</p> <ul style="list-style-type: none"> ○ How people define wellbeing in the context of their own lives ○ Perceptions of whether and how individual and government actions can affect people's wellbeing ○ Views on direct and indirect use of the Centre by the public ○ The format, style of message, channels and messenger that they would be most and least receptive to <p>Session Aim The aim of this aspect of the dialogue is to begin to address the question: <i>What makes for good community wellbeing? And how can we make communities work for wellbeing?</i></p> <p>Session objectives – policy areas to consider:</p> <ul style="list-style-type: none"> ○ Networks (relationships between people within communities) ○ Governance (systems for determining what happens in our communities and whether we have a say) ○ Living environment (housing, physical environment, natural environment, amenities, transport) 	<ul style="list-style-type: none"> ○ Arrivals and sign in ○ Welcome, introductions and purpose ○ Coffee break ○ Discussion in small groups: best things ○ Presentation: what do we mean by community? ○ Discussion in small groups: good quality of life ○ Continued discussion: life stages ○ Lunch ○ Sharing our findings ○ Break ○ Discussion in small groups: supporting needs in the community ○ Concluding plenary ○ Thanks and close 	<p>In round 1 participants will have been given the opportunity to express their views on what contributes most to a good quality of life. They will have considered the 'essential ingredients' of a good community for every stage in life, and what is needed beyond these essentials. They will begin to consider the challenges to be addressed to meet those needs. By the end of the session participants will have reflected on their own wellbeing and those of others in their community. They will understand what their role is in the dialogue, what they should think about before coming back for round 2 and what will happen at the round 2 session.</p> <p>In round 2 participants will have been given case studies for specific programmes in Belfast and Bristol to embed the dialogue in real issues facing communities. They will discuss the challenges in more detail and what is needed to support quality of life. Opportunities will be given to raise specific issues within networks, governance and living environment (such as affordable housing) and to consider what their life experiences tell us about how to help communities to remain strong or recover from difficulties. They'll consider what people, organisations and governments can do locally, regionally, nationally.</p> <p>By the end of the dialogue WWCW, the evidence teams and stakeholders will have an informed understanding of public views on community wellbeing.</p>

Time	Agenda	Process	Who	Outputs/outcomes	Materials/notes
8:00	Set-up	HVM team to set up the room(s) Cabaret style plenary 2 facilitation work stations set up with pre-prepared flipcharts	HVM teams	Ready to go	Facilitation kits x 2 Prepared flips Presentations on laptop Voxpops
9:30-10:00	Arrivals & registration	Sign-in sheet to be completed & participants sign-posted to refreshments/ loos/ table allocation & given their badge and the printed packs	MM/TW	Everyone signed in	Registration sheet Table allocations Badges Sticky dots (blue/ red)
	Briefing for specialists/ observers	Lead Facilitators will brief specialists & observers in the room.	HH/AvM	Everyone knows what they are doing and where they should be	
10:00-10:35 10:00-10:05 (5 mins) 10:05-10:10 (5 mins)	Welcome & introductions	<p>1. Housekeeping</p> <p>2. The dialogue/participant materials will be introduced by HVM & round the room introductions made.</p> <ul style="list-style-type: none"> • Introduce specialists, all observers, evaluator (when present) • Brief introduction to what we are doing together over next two sessions • Specific objectives of this session (context setting, information provision and discussion on how we live our lives in our communities). Make sure it is clear that we are talking broadly today about how we make the best of how we live in our communities. <p>Introduce help points / ground rules - hard copy in your participation packs, highlight:</p> <ul style="list-style-type: none"> • Interested in a range of views • Respect other people's views (even if not your own) • Everyone is listened to and recorded • There are no stupid questions / comments - we're here to learn, understand and move the discussion forwards • Come back from breaks promptly and help us stick to time • No mobile phones during the discussions • Don't interrupt when someone is speaking • Use the facilitators – how? <p><i>You may find the way we work a bit different from other public meetings you might have attended. But we'd like you to enjoy the session and would like to stress that you are here because we are really keen to hear and discuss your views.</i></p>	HH/AvM	<p>What we are doing together is clear to participants.</p> <p>It is clear who is in the room and what their role is. Participants understand what the What Works Centre does and why this discussion is important.</p>	<p>Welcome slide on screen</p> <p>Participant materials</p>

10:10-10:20 (10 mins)		3. The voxpop generic film will be played – why it’s important to talk about these issues.			
10:20-10:35 (15 mins)		4. The WWCW film will be shown http://whatworkswellbeing.org/about/			
		5. Clarification questions on purpose of the dialogue/ WWCW only. Stress that they will have lots of opportunity to discuss this is just to make sure everything is understood.		Questions are recorded & dealt with during the session or noted to come back to in R2.	EC/ MK to record key questions/ comments on flip chart
10:35-10:40 (5 mins)	Move to small groups	HH/ AvM – Blue group HI/ MK – Red group	HVM teams	Everyone is in the right place	Room signage Dots on badges
10:40-11:00 10:40-10:45 (5 mins)	Warm-up session	Facilitator to introduce the recorder : <i>All recording is anonymous and no comments whether written or recorded will be attributed to a named individual in the report. We are interested in what you are saying not who says what. We use recording to back up the notes being made on the flip chart and to help us write a report on what people have said to us.</i>		Everyone is clear about how the session is recorded.	Audio recorders Any other thoughts cards Post-its Flip chart stands and paper
10:45-11:00 (15 mins)		Ask if anyone objects. In which case the recorder will be turned off when they are speaking. <i>We also have other ways of making sure we've really captured what you have to say. We use post-its to give you time to think something through. These will be collected up by the facilitator. We also have any other thoughts cards. You can write on these at any time, with any comment, thought or question you have on the issue at hand. Post the card in the box and your comment will be reviewed with the rest of the report material. Any questions you raise today will be answered as far as possible at the next session we have together.</i>			
		Talk to the person next to you: Introduce yourselves to each other Q1: Ask them <i>What is the best thing that’s happened to you this week?</i> Record their answers to the question on a post-it RECORDER ON (with reminder that we are not noting the names when we transcribe) Back in the group:		Get to know each other. Begin to build trust and model how the dialogue will work throughout the sessions.	Post-its grouped on flip chart

11:00-11:10 (10 mins)		<p>Introduce the person next to you and tell the group what is the best thing that has happened to that person today?</p> <p>Facilitator to collect up post-its and group them on the flip chart. Briefly discuss all the good things that have happened. Where possible (and however loosely) group them as things that have happened:</p> <ul style="list-style-type: none"> ○ With the place-based community (for example something good that happened at the school gate/ in the shop/ at the community centre/ doing a leisure activity) ○ Within a community of interest (for example something good that happened with friends/ as part of a club or a group) <p>RECORDER OFF</p> <p>Facilitator to explain that in this session we are likely to discuss both communities of place and communities of interest.</p> <p><i>The presentation after the break will say more about this so come back to the plenary room after the break.</i></p>			
11:10-11:25	Coffee break				
11:25-11:45 11:25-11:40 (15 mins)		<p>Presentation to the plenary – what we mean when we talk about community in this dialogue:</p> <ul style="list-style-type: none"> ○ Social networks (relationships between people within communities) ○ Community governance (systems for determining what happens in our communities and whether we have a say) ○ Living environment (housing, physical environment, natural environment, amenities, transport) 	<p>Belfast: Joe Reynolds, Office of the First and Deputy First Minister, Assistant Secretary, Equality & Strategy Directorate</p> <p>Bristol: Alison Comley, MBE, Strategic Director Neighbourhoods, Bristol City Council</p>	<p>People understand the context in which <i>community wellbeing</i> is being discussed at this dialogue. Demonstrate that it is a broad subject and that what comes up is up to them as participants.</p>	<p>PP/ verbal presentation</p>
11:40-11:45 (5 mins)		<p>RECORDER ON</p> <p>Participants encouraged to ask clarification questions.</p> <p>RECORDER OFF</p>	<p>AvM/HH</p>		<p>EC/ MK recording main points raised in Q&A</p>
10:45-10:50 (5 mins)	Move to small groups	<p>HH/ AvM – Blue group</p> <p>HI/ MK – Red group</p>	HVM teams	Everyone is in the right place	<p>Room signage</p> <p>Dots on badges</p>

		<p>As the quality of life points are raised by the pairs and then put on the flip chart the facilitator draws out key points in a broad discussion:</p> <p><i>Prompts:</i></p> <ul style="list-style-type: none"> ▪ What did you mean by this? ▪ Can you talk more about this? ▪ Why does this post-it fit under this area on the flip chart? <p>If necessary use the edge around the flip as an 'other' area which captures points about quality of life which don't fall under the three areas.</p> <p>RECORDER OFF</p>			
<p>12:25-13:05</p> <p>12:25-12:30 (5 mins)</p> <p>12:30 LS 1 (10 mins)</p> <p>12:40 LS 2 (10 mins)</p> <p>12:50 LS 3 (10 mins)</p>	<p>Essentials for every life stage</p>	<p>We now have a long list of things that contribute to a good quality of life. We are now going to think about these in terms of the various life stages we all go through. Here are 6 life stages:</p> <ul style="list-style-type: none"> ○ Early years ○ School age ○ Young people ○ Adults of working age ○ Active retired adults ○ Older adults <p>Facilitator to test understanding of life stages cards. The group is divided in to two sub-groups of 5 people in each. Each are given 3 life stage cards.</p> <p>Q2) Drawing on the things our group identified in the previous session/ adding new things as necessary. What is essential for each life stage to have a good quality of life within the community?</p> <p><i>Facilitator: we are focusing here on what is really essential for a good quality of life not luxuries.</i></p> <p>Facilitator to support each group to think through the essentials, they will draw more on their personal experience at this point.</p> <p>a) Facilitators to encourage people to think about each of the three life stages generally first.</p> <p>Encourage them to think as deeply as they can about this with <i>prompts</i> such as:</p>	<p>HVM teams</p> <p>Groups to write their own flip charts. Facilitator to support them to nominate scribe(s) and help them write the key points on the flip chart.</p>	<p>Begin to consider the essential things for good quality of life at every life stage</p>	<p>Life stage cards x 6</p> <p>3 flip chart sheets for each group</p> <p>Cards can be stuck on each sheet as they discuss it.</p> <p>Flip chart pens for each group to note their findings</p>

5 mins flexi-time here.		<ul style="list-style-type: none"> • Why is this essential? • Tell the group more about your thinking here? • What did/ do your family need at this point in their lives? <p>b) Then to think about differences between people at each life stage that may also affect what is needed to live well in our community. Use examples to draw out inequalities/ differences at various life stages in communities:</p> <p><i>Example 1:</i> parents with a child with a disability may need more support for longer/ different kinds of support to live well in their community.</p> <p><i>Example 2:</i> For older people <i>how well you are</i> may affect what you need and want from your community as much (or more than) your age itself.</p> <p>Remind each group after 10 minutes that they should move to the next life stage if they haven't already.</p> <p>Ask the group to return to their small groups at 13:45 when they'll describe what they've found about essentials for every life stage to the other sub-group</p>			
13:05-13:45	Lunch				
13:45-14:45 13:45-14:15 (5 mins to report back on each sheet, 5 mins discussion on findings per sheet, 60 mins in total)		<p>RECORDER ON</p> <p>Each sub-group to report back to the others on the essentials for the three life-stages they were discussing. As each sub-group finishes the facilitator asks:</p> <p>Q3) Does anyone from outside the sub-group have any points to add from their experience of this life stage?</p> <p>Facilitator to continue to prompt and probe to ensure the essentials are well covered:</p> <ul style="list-style-type: none"> • Why is this essential? • Tell the group more about your thinking here? • What did/ do your family need at this point in their lives? • What about the inequalities/ differences in the community? <p>RECORDER OFF</p>	HVM teams in 2 sub-groups again	Everyone has a good understanding of their views on what is essential for a good quality of life in a community at every life stage.	

		Groups to be told to have a break and to meet their Facilitator in the plenary area at 14:55			
14:45-14:55	<p>Participants to have a break</p> <p>Roving ideas storm preparation Facilitators to bring their sheets in to the plenary room to set up. HVM team to set up six stations for the Roving Ideas Storm:</p> <ul style="list-style-type: none"> ○ Early years ○ School age ○ Young people ○ Adults of working age ○ Active retired adults ○ Older adults <p>Plus 4 blank sheets per life stage area for comment on them with the question (What is needed to support the community to achieve these essential things at this life stage?) marked on the top of the blank sheets set.</p>				
14:55-15:00	RIS explanation	<p>Lead facilitator to explain the RIS to the whole group and direct the sub-groups to start as follows: HH/ AvM Early years HI/ MK Older adults</p> <p>Stress that this is <i>fast</i> (5 minutes per area) and intended to gather first thoughts. These will be brought back to round two, so do not get concerned if you feel you have more to say than there is time for. Reminder of the Any Other Thoughts cards as a way of adding further thoughts.</p>	HVM LFs	Understanding that this is a quick-fire energy activity to end the day.	Stations as set up above Pens for each group
15:00-15:30 (5 mins per sheet)	Roving Ideas Storm	<p>Q4) What is needed to support the community to achieve these essential things at this life stage? Facilitator: <i>It is fine to repeat things that you might say at different life stage areas. For example you might need good healthcare at every life stage.</i></p> <p>The <i>prompt</i> in each area: To what extent are these in place in your community?</p> <p>Facilitator to RECORD each discussion</p>	HVM teams LF to time-keep moving their group on to signal time being up for that sheet	A clear outline of community views on what support is needed at every life stage. This is laying the foundations for the R2 discussion and elements of the discussion here will be the starting point for R2.	
15:30-16:00 15:30-15:40 (10 mins)	Concluding plenary	<p>RECORDER ON</p> <p>2 Specialists from each location give their first thoughts on what they have heard to participants:</p> <ul style="list-style-type: none"> ○ This is what I've heard & why it is important 	Location specialists	Specialists and observers will have heard the findings from R1 and reflected what they have heard back	Evaluation forms Incentive envelopes Incentive receipts

15:40-15:50 (10 mins)		<ul style="list-style-type: none"> ○ This is what I'll reflect on as I leave the room <p>RECORDER OFF</p> <p>Explain the next steps (headline findings – path to the report) Don't forget we're half-way through! Please meet back here on Saturday 4th July. Please arrive promptly for a 10am start.</p> <p>In the meantime could you keep your ears and eyes open for stories in the media (newspapers / tv / internet) about quality of life/ wellbeing/ communities. Please bring at least two items back to the next session. These can be press-clippings, something you have noted from the radio, information from the internet.</p> <p>Final thanks and explain evaluation process (or hand over to Ursus if present) Evaluation forms Incentives.</p>	HVM LFs	to the group demonstrating the session's importance.	
15:50-16:00 (10 mins)			HVM EAs	Participants will be clear on next steps	
16:00-16:30		<p>HVM teams pack all materials, flip chart sheets.</p> <p>Note: Belfast team have a flight at 17:20</p>			

3.4 Presentations

What Works | Wellbeing

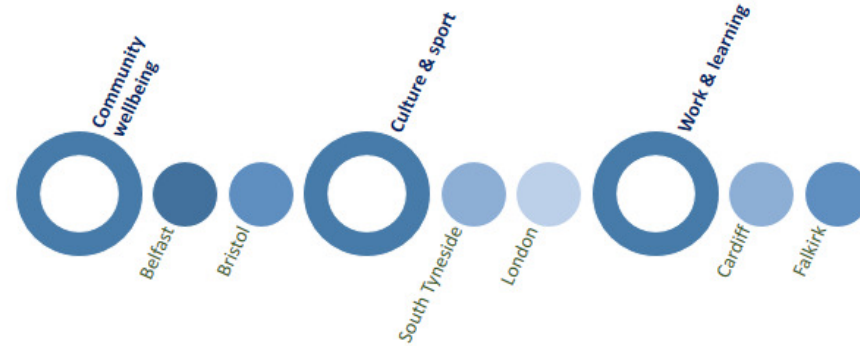


Creating Connections
Hopkins Van Mil

A public dialogue on community wellbeing
held in Bristol and Belfast

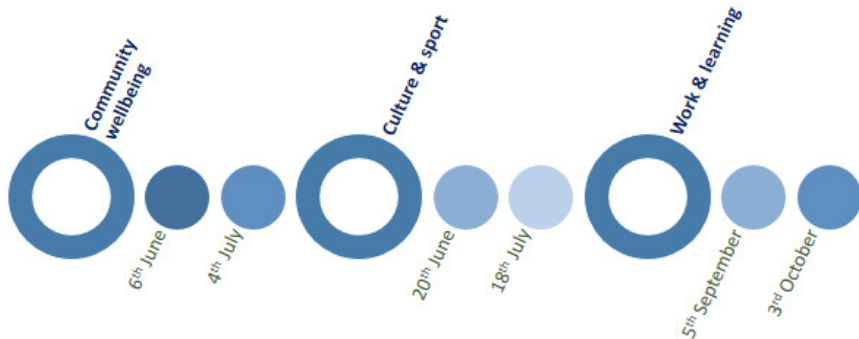
Welcome

Part of a larger wellbeing dialogue



2

Part of a larger wellbeing dialogue



4

Aims of the overall dialogue

To increase the effectiveness of the What Works Centre for Wellbeing by ensuring that the work it does is informed by the views of members of the public.

Objectives – to understand public views on:

- How people define wellbeing in the context of their own lives
- Whether and how individual, employer, learning provider and government actions can affect wellbeing
- Views on the use of the What Works Centre by the public

What we will be focusing on today:

The things that are needed for:

- A good quality of life
- At every stage of life
- Your own experiences

You'll hear the words

- Community
- Wellbeing

In addition to the welcome slides HVM produced a film of stakeholders in the dialogue explaining to participants why it is important to talk to them about community wellbeing. This film can be accessed here: http://bit.ly/stakeholders_CW

The What Works Centre for Wellbeing have produced a short film to introduce their work. This was also played to participants in the introductory session for the community wellbeing dialogue and can be accessed here: <http://whatworkswellbeing.org/about/>

Community Engagement: Involving citizens in policy development

Joe Reynolds
Director of Programme for Government and
Delivering Social Change



1

Current Context

- Development of a new Social Strategy
- Preparation for the next Programme for Government (2016-2021)
- Integrating with Community Planning – duty for Councils to engage with communities

2

Policy Making – 3 Key Strands

- Top Down – political direction, PSG, SCS
- Statistics and Research – relevant, up-to-date data and information e.g. Carnegie
- Bottom Up – liaison and engagement with stakeholders and individuals - Ensuring people have their voices heard

3

Social Strategy Development Community Engagement

- Stakeholders
 - One-to-one meetings
 - Group workshops
- Individuals
 - Omnibus Survey (1,200 random sample)
 - Focus Groups (Older people, younger people, BME, LGBT, Disabled Service Users, Employed, Unemployed etc)

4

Social Strategy Development Community Engagement

- Growing emphasis on the importance of involving stakeholders and individuals
- Work smarter – identify and invest in what will make a real difference to individuals
- Co-Design methodology
- It's about early engagement, listening and understanding key issues (social, environmental, economic, cultural...)

5

Next Steps...

- Combining bottom-up findings with top-down, research and data
- Looking towards outcomes; not outputs
- Developing Social Strategy
- Ongoing engagement with individuals and stakeholders

For additional info, please contact:

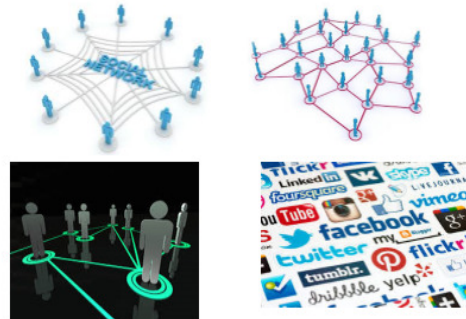
dscteam@ofmdfmi.gov.uk

6

The Importance of Community Wellbeing

Alison Comley
Strategic Director Neighbourhoods
Bristol City Council

Social networks



Social cohesion



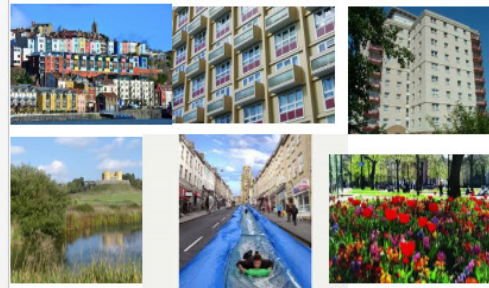
Social isolation



Community Governance / choice / voice



Living Environment



Living Environment



4. Round 2 Materials

4.1 Programme: Belfast

A Public Dialogue on Community Wellbeing

Discussion 2: Saturday 4 July

Duncairn Centre, Duncairn Avenue, Belfast BT14 6BP

This document describes what will happen during this session.

Programme

- 09:30 Arrivals and sign in
Participants are asked not to arrive before 9:30 or after 10:00am
- 10:00 Welcome, introductions and purpose
All those present will be introduced and their role described. The purpose of the dialogue, this workshop and how it will run will be explained. A presentation will be given on the purpose of the session and the headline findings from round 1.
- 10.20 Discussion in small groups: reminders of last time
During this session small groups of participants will discuss the previous session and how they felt about it. We'll talk about any materials participants have brought with them.
- 11:10 Coffee break
- 11:25 Presentations: 2 Case Studies
Rejuvenate Project – Geraldine Nelson/ Alexey Janes
MARA Project – Jacinta Linden
Q&A and whole group discussion
- 12:05 Discussion in small groups: emerging from difficult times
Participants will discuss events that have had a particular impact on communities
- 13:15 Lunch
- 14:00 Whole group discussion
Reporting back on small group discussion before lunch
- 14:15 Discussion in small groups: thriving
Participants will think about what makes a community thrive.
- 15:20 Break
- 15:30 Concluding plenary
A reflection on what has been discussed today and what the next steps are. Evaluation forms are distributed.
- 16:00 Thanks and close

Programme: Bristol

A Public Dialogue on Community Wellbeing

Discussion 2: Saturday 4 July

Colston Hall, Colston Street, Bristol BS1 5AR

This document describes what will happen during this session.

Programme

- 09:30 Arrivals and sign in
Participants are asked not to arrive before 9:30 or after 10:00am
- 10:00 Welcome, introductions and purpose
All those present will be introduced and their role described. The purpose of the dialogue, this workshop and how it will run will be explained. A presentation will be given on the purpose of the session and the headline findings from round 1.
- 10.20 Discussion in small groups: reminders of last time
During this session small groups of participants will discuss the previous session and how they felt about it. We'll talk about any materials participants have brought with them.
- 11:10 Coffee break
- 11:25 Presentations: 2 Case Studies
Trinity Arts Community Centre – Helen Winstanley
Happy City Initiative – Liz Zeidler
Q&A and whole group discussion
- 12:05 Discussion in small groups: emerging from difficult times
Participants will discuss events that have had a particular impact on communities
- 13:15 Lunch
- 14:00 Whole group discussion
Reporting back on small group discussion before lunch
- 14:15 Discussion in small groups: thriving
Participants will think about what makes a community thrive.
- 15:20 Break
- 15:30 Concluding plenary
A reflection on what has been discussed today and what the next steps are. Evaluation forms are distributed.
- 16:00 Thanks and close

4.2 Process Plan

Public Dialogues on Community Wellbeing

Final Process plan for Round 2 Workshops

30 June 2015

Locations & Venue	Teams	Roles
Belfast Duncairn Centre, Duncairn Avenue, Belfast, BT146BP www.theduncairn.com	Henrietta Hopkins (HH) Emma Cranidge (EC) Mamun Madaser (MM)	Lead Facilitator Facilitator Event Administrator
Bristol Colston Hall, Colston Street, Bristol BS1 5AR www.colstonhall.org	Anita van Mil (AvM) Mike King (MK) Jemima Foxtrot (JF)	Lead Facilitator Facilitator Event Administrator
Date: Saturday 4th July		

Materials needed	
Venue	HVM to bring
Cabaret style plenary room with one break out space at the back plus one additional break out space and an area for refreshments away from the discussion space. In Belfast we need to have an area in each break out room to do the time-line. Two tables together is probably preferable as there is no wall space.	Materials to create space signage Sign-in sheet & badges
2 flip chart stands	Pre-prepared flip chart sheets
Projector & screen	Laptop with presentations pre-loaded
Confirm speaker set up	HH to take hers to Belfast
Catering for arrival, morning break, lunch, afternoon break	Participant incentives (£100 x 20 = £2000 per location)/ evaluation forms/ video & photo permission forms
	Facilitator/ Observer & Participant packs including sign-in sheet from previous session. See separate spreadsheet for detail.

Objectives (Why we are doing it)	Programme	Outcomes (What we want at the end)
<p>Overarching aim: The aim of the dialogue is to increase the effectiveness of the What Works Centre for Wellbeing by ensuring its design and policy priorities are informed by members of the public.</p> <p>Overarching objectives: To understand public views on:</p> <ul style="list-style-type: none"> ○ How people define wellbeing in the context of their own lives ○ Perceptions of whether and how individual and government actions can affect people’s wellbeing ○ Views on direct and indirect use of the Centre by the public ○ The format, style of message, channels and messenger that they would be most and least receptive to <p>Session Aim The aim of this aspect of the dialogue is to continue the work begun in round 1 to address the question: <i>What makes for good community wellbeing? And how can we make communities work for wellbeing?</i></p> <p>Session objectives – policy areas to consider:</p> <ul style="list-style-type: none"> ○ Subjective rather than objective wellbeing ○ Testing the extent to which in participants’ eyes individual agency leads to community wellbeing ○ Resilience – moving beyond adversity in communities ○ Testing positive/ negative aspects of community and inclusion ○ Understanding the catalysts for change in communities: <ul style="list-style-type: none"> - an individuals’ own actions - viewing the actions of another person in the community 	<p>10:00 Welcome & introductions</p> <p>10:20 Getting back in the room from last time</p> <p>11:10 Report back & coffee</p> <p>11:25 Community wellbeing case studies</p> <p>12:05 Emerging from difficult times</p> <p>13:15 Lunch & vox pop filming</p> <p>14:00 Plenary discussion</p> <p>14:15 Thriving</p> <p>15:20 Break</p> <p>15:30 Concluding plenary</p> <p>16:00 End</p>	<p>In round 1 participants will have been given the opportunity to express their views on what contributes most to a good quality of life. They will have considered the ‘essential ingredients’ of a good community for every stage in life, and what is needed beyond these essentials. They will begin to consider the challenges to be addressed to meet those needs. By the end of the session participants will have reflected on their own wellbeing and those of others in their community. They will understand what their role is in the dialogue, what they should think about before coming back for round 2 and what will happen at the round 2 session.</p> <p>In round 2 participants will have been given case studies for specific programmes in Belfast and Bristol to embed the dialogue in real issues facing communities. They will discuss the challenges in more detail and what is needed to support quality of life. Opportunities will be given to raise specific issues within networks, governance and living environment (such as affordable housing) and to consider what their life experiences tell us about how to help communities to remain strong or recover from difficulties. They’ll consider what people, organisations and governments can do locally, regionally, nationally.</p> <p>By the end of the dialogue WWCW, the evidence teams and stakeholders will have an informed understanding of public views on community wellbeing.</p>

- local/ regional/ national government		
- local support/ national support (WWCW)		




Time	Agenda	Process	Who	Outputs/outcomes	Materials/notes
8:00	Set-up	HVM team to set up the room(s) Cabaret style plenary 2 facilitation work stations set up with pre-prepared flipcharts Time line areas (on tables in the main room in Belfast)	HVM teams	Ready to go	Facilitation kits x 2 Prepared flips Presentations on laptop Cards/ pens
9:30-10:00	Arrivals & registration Briefing for specialists/ observers	Sign-in sheet to be completed & participants reminded where refreshments/ loos/ table allocations are, given their badge and the printed packs Lead Facilitators will brief specialists & observers in the room.	MM/TW HH/AvM	Everyone signed in Everyone knows what they are doing and where they should be	Sign-in sheet Table allocations Badges Sticky dots (blue/ red)
10:00-10:15 10:00-10:05 (5 mins)	Welcome & introductions	<p>1. Housekeeping</p> <p>2. HVM introduction LF & team – we are not the experts in community wellbeing. We have people in the room who are - round the room introductions made.</p> <ul style="list-style-type: none"> ▪ Specialists, observers, evaluator (Belfast only) to introduce themselves <p>Reminder of help points - hard copy in your participation packs, highlight:</p> <ul style="list-style-type: none"> ▪ Interested in a range of views ▪ Respect other people's views (even if not your own) ▪ Everyone is listened to and recorded ▪ There are no stupid questions / comments - we're here to learn, understand and move the discussion forwards ▪ Come back from breaks promptly and help us stick to time 	HH/AvM	What we are doing together is clear to participants. It is clear who is in the room and what their role is. Participants understand what the What Works Centre does and why this discussion is important.	Welcome slide on screen Participant materials

10:05-10:15 (10 mins)		<ul style="list-style-type: none"> No mobile phones during the discussions Don't interrupt when someone is speaking Use the facilitators – how? <p>Belfast only – vox pop recordings. Explain the process and ask everyone to consider volunteering.</p> <p>HVM slides</p> <ul style="list-style-type: none"> Brief introduction to what we are doing today Specific objectives of this session Summary of headline findings 			
10:15-10:20 (5 mins)	Move to small groups	HH/ AvM – Blue group EC/ MK – Red group	HVM teams	Everyone is in the right place	Room signage Dots on badges
10:20-10:50 10:20-10:22 (2 mins)	Warm-up session	<p>Facilitator to remind everyone about the recorder: <i>All recording is anonymous and no comments whether written or recorded will be attributed to a named individual in the report. We are interested in what you are saying not who says what. We use recording to back up the notes being made on the flip chart and to help us write a report on what people have said to us.</i></p> <p>Ask if anyone objects. In which case the recorder will be turned off when they are speaking.</p> <p>Remind everyone about AOT cards/ post-its and flip chart recording</p>		Everyone remembers how the session is recorded.	Audio recorders Any other thoughts cards Post-its Flip chart stands and paper
10:22-10:25 (3 mins)		Go round the table , after you have reminded us of your name say how you felt on leaving the session last time and how you felt about coming back this time.			

<p>10:25-10:35 (10 mins)</p>		<p>In Pairs: Talk to the person next to you about what you've been thinking about since we last met. Did you:</p> <ul style="list-style-type: none"> ▪ Hear or see anything (on the news for example) about community wellbeing that you've brought back to the session? ▪ Did you talk to your friends/ family about the session? What did they say? <p>In pairs use post-its to note down the things that you heard/ saw (one thing per post-it). Show the person you are working with any press cuttings, material taken from the Internet or any other information that caught your eye since we last met and you've brought in this morning.</p> <p>Facilitator to gather up the post-its as they are completed and group them on the flip chart sheet without comment (to allow people to carry on talking to each other). Leave press cuttings/ other information on the table.</p> <p>RECORDER ON</p>		<p>Reconnect with each other. Get back in the room. Re-build trust with the facilitators</p>	
<p>10:35-10:50 (15 mins)</p>		<p>Back with whole small group: Briefly share with the whole group the points you've made.</p> <p>Facilitator:</p> <ul style="list-style-type: none"> ▪ <i>Why did that remind you of the last time we met?</i> ▪ <i>Why did you notice that?</i> ▪ <i>Tell us more about why you wanted to bring this here this morning.</i> 		<p>Exploration of what caught peoples' eyes and why.</p>	<p>Post-its grouped on flip chart</p>

		Facilitator to add additional points to the flip or additional flips as necessary. RECORDER OFF Each group to return to the plenary area			
10:50-11:10	Report back	Each group to bring back their sheets of post-its / cuttings / things that reminded them of the session. Facilitators to summarise what has been brought back. LF – draw out a conversation. <ul style="list-style-type: none"> What do you feel about the things people have brought to this session? Does it highlight anything for you that you think we should discuss in more detail today? 			Headline findings on the wall
11:10-11:25	Coffee break – BELFAST ONLY identify who is going to do the voxpops – 3 from each sub-group/ completion of permission forms to save time in the next break.				
11:25-12:00 11:25-11:35 (10 mins) 11:35-11:45 (10 mins)	Community wellbeing case studies	Two case studies are presented in each location BELFAST North Belfast Partnership – Rejuvenate project <i>Speaker - Alexey Janes</i> Highlighting their work to improve the health and wellbeing of isolated older men by involving them in community life, bringing them together on a cross-community basis. Snapshot of a specific aspect of community development. SPACE – MARA project <i>Speaker - Jacinta Linden</i> Highlighting their work to improve the health and wellbeing of people living in rural areas in Northern Ireland using a social health model of help.	Belfast: Alexey Janes Jacinta Linden	People see concrete examples of programmes focused on specific aspects of community wellbeing	PP/ verbal presentation

<p>11:25-11:35 (10 mins)</p>		<p>The presentations will highlight <i>agency</i> and <i>resilience</i> and their role in community wellbeing.</p> <p>BRISTOL Trinity Arts Community Centre <i>Speaker – Helen Winstanley</i> Highlighting their work to improve physical and psychological wellbeing and to promote community cohesion. This might include <i>Grow it. Cook it. Eat it</i> and <i>Wild Walks for Wellbeing</i>.</p>	<p>Bristol: Emma Harvey Liz Zeidler</p>		
<p>11:35-11:45 (10 mins)</p>		<p>Happy City Initiative <i>Liz Zeidler</i> Highlighting Happy Cities work in offering a process and a range of tools to spotlight and celebrate the best of what <i>is</i> working in cities, so more energy, time and resources go into doing more of that and learning from it, to overcome big issues faced by society.</p>			
<p>11:45-12:00</p>		<p>The presentations will highlight <i>agency</i> and <i>resilience</i> and their role in community wellbeing.</p> <p>RECORDER ON</p> <p>Participants encouraged to ask clarification questions. They are also asked to share projects / programmes they</p>	<p>AvM/HH</p>	<p>Participants can share the projects/ programmes with</p>	<p>EC/ MK recording main points raised in Q&A and / or audio recorder used</p>

		<p>are aware of that support improving the quality of life in communities.</p> <p>Q: Do you have any questions on the presentations we have heard?</p> <p>Q: Tell us about other projects that you know work to improve the quality of life for people in your community.</p> <p>Bring out economic exclusion/development in the discussion as these aren't specifically mentioned in the case studies.</p> <p>RECORDER OFF</p>		which they are involved	
12:00-12:05 (5 mins)	Move to back small groups	<p>HH/ AvM – Blue group</p> <p>HI/ MK – Red group</p>	HVM teams	Everyone is in the right place	Room signage Dots on badges
12:05-13:00 12:05-12:20 (15 mins)	Emerging from difficult times	<p>Working in 2 smaller groups of 5:</p> <p><i>Think about of all the events that have happened in your community since you have lived there. If you haven't lived there long think of a community that you know well. The relatively minor incident (the re-tarmacking of a road/ a new display in a public space) to major incidents (the closure of a large factory/ a new housing development being built). If you would rather think about a community of interest and events that have happened within that then please do so. Include the positive and the negative. Include those things that affected your and or your own family and those things which you heard about but had no direct impact on you or your family.</i></p> <p>In your small groups list as many of them as you can on post-its (one event per post-it).</p>		Thinking through good and bad events – what got people through them? What prevents progress at a community level?	<p>Flip chart headed Timeline (Up to 4 sheets put together)</p> <p> Different coloured post-its</p> <p></p> <p> = positive events</p> <p>= difficult events</p> <p>= neutral events</p>

<p>12:15- 12:55 (40 mins)</p>		<p>Positive events on the green post-its Difficult events on the yellow post-its. Neither positive or difficult on pink post-its</p> <p>RECORDER ON</p> <p>We're going to develop a time line. <i>(This is quick – leave most of the time for discussion)</i> Q: (Ask both sub-groups) Of all the events that you have listed which one happened the longest ago? When was that?</p> <p>Facilitator to use these dates to set the timeline start point</p> <p>Q: (Ask both sub-groups) Of all the events that you have listed which one happened the longest ago? When was that?</p> <p>Facilitator to use these dates to set the timeline end point by drawing it on the prepared flips.</p> <p>Ask each group in turn to put their post-its on the time-line in a relevant place.</p> <p>As they do Facilitator to prompt as relevant/ appropriate:</p> <ul style="list-style-type: none"> ▪ Tell us more about the event ▪ Do you know why it happened/what caused the event? ▪ How did you feel about the event? ▪ How did the community feel about the event? ▪ Was this event better/ worse than other events that your community has experienced? Why? ▪ To what extent did the community agree on how the event was perceived? 		<p>Post-it group by participants</p>	
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<p>12:55-13:15 (20 mins, roughly 5 mins per Q)</p>		<ul style="list-style-type: none"> How, if at all, was the community changed by the event? <p>Facilitator to draw out aspects of inclusion/ exclusion which should be discussed</p> <p>Now we have all the post-its on the time-line let's talk more about the difference between the positive and the difficult events.</p> <p><i>General discussion</i></p> <p>Q: Why do people stay within a community (of place or interest) during difficult times?</p> <p>Q: What was needed to help communities through the more difficult times? (for example an individual who galvanised the community to action?)</p> <p>Q: What, if anything, held communities back from making the quality of life in the community better in difficult times? (for example individuals feeling the challenge was too big for the community to solve)</p> <p>Q: To what extent was the confidence of the community affected by these events? (For example: people described depression in round 1 which made it harder to see the good things in themselves and around them).</p> <p>Draw out examples from the time-line of positive/ difficult events and how help emerged/ what held people back/ how confidence grew or was challenged.</p> <p>RECORDER OFF</p>		<p>Flip chart recording of key points</p>	
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<p>13:15-14:00</p>	<p>Lunch – during which (in Belfast) the LF (supported by EA) will ask up to 6 participants to film a vox pop: 1) What are your views on discussing community wellbeing like this? 2) What do you think about the What Works Centre for Wellbeing using these workshops to inform their work? 3) What, if anything, will you think about or do differently in your life as a result of taking part? 4) What have you gained personally from the process?</p>		<p>Facilitators to bring their group’s timelines to the plenary area. Agree on reporting back.</p>		
<p>14:00-14:15 (15 mins)</p>	<p>Plenary discussion</p>	<p>Each facilitator to report back on their group’s responses to the session before lunch.</p> <p>LF to ask whole group:</p> <p>Q) What is similar/ different about:</p> <ul style="list-style-type: none"> ▪ The events listed by each group? ▪ How communities grow from positive and difficult events? ▪ How communities deal with / respond to difficult events? <p>RECORDER ON</p> <p>Whole group discussion on the patterns, similarities and differences.</p> <p>Prompts dependent on feelings of wellbeing expressed.</p> <ul style="list-style-type: none"> ▪ What are your views on the feelings being expressed ▪ Is there a difference in feelings if you are taking part or watching ▪ To what extent are the feelings positive/ negative? ▪ How long do the feelings expressed last? <p>RECORDER OFF</p> <p>Groups asked to return to small groups</p>	<p>HVM teams in plenary space</p>	<p>Everyone has a good understanding of what each group discussed before lunch. Group explores community resilience</p>	<p>LF / F record any key points on the flip chart for everyone to see they are being taken seriously.</p>
<p>14:15-15:20</p>	<p>Thriving</p>	<p>Work in pairs. For a few minutes discuss what makes a community as a whole thrive.</p> <p>Then use the cards in front of you to:</p>		<p>The group will consider what a thriving community looks like. They will</p>	<p>A5 cards Coloured pens</p>

<p>14:15-14:30 (15 mins)</p>		<ul style="list-style-type: none"> Draw/ write about the factors that need to be in place to really make a community work well Think about what is needed to really do well as a community, not just survive (as we talked about last time) Think about what is really great about your own community and use those things as examples Think about a community where people feel included <p>Be as creative as you like – or simply write words</p> <p>RECORDER ON</p>		<p>draw on their own examples of what works well for wellbeing</p>	
<p>14:30-14:40 (10 mins)</p>		<p>Each person to briefly (<i>you have 1 minute each!</i>) describe the picture they have drawn/ explain the factors that make a thriving a community. Facilitator to stick the card on the flip</p> <p><i>Group discussion</i> Given the factors you have described:</p>			
<p>14:40-15:20 (40 mins)</p>		<p>Knowing what your ideal is and what has worked for you in the past: Q) <i>Who</i> should do <i>what</i> to ensure a community can really flourish and those within it have a good quality of life?</p> <p><i>Prompts:</i> Test thoroughly what <i>individuals can do for themselves</i> and their own communities – reminding participants that they talked about helping others as being important at the previous session.</p> <p>Plus what can be done by:</p> <ul style="list-style-type: none"> Local organisations National support & advisory organisations 			<p>Flip chart recording so that participants can see their solutions are being noted and they can amend them as the record is being made.</p> <p>Grid with two headings (or 2 sheets): Who / What to record findings.</p>

		<ul style="list-style-type: none"> ▪ Local, regional and national government ▪ Private/ commercial sectors ▪ Ask, why is that organisation/ individual is best placed to deal with this? Why is it their role? <p>Draw on the information provided in the cards. <i>Who should do what to make the image you have drawn a reality?</i></p> <p>Facilitator, helped by participants, should group the remarks on the flip chart sheets headed Who / What.</p> <p>Q: How important is it is to you to feel actively involved in/ connected to their community (place/ interest)? Why?</p> <p>Q: If it hasn't come out: What should the What Works Centre for Wellbeing do to provide advice and support to communities striving to live well?</p> <p>RECORDER OFF</p>			
15:20-15:30	Short comfort break – come straight back to the plenary area				
15:30-16:00 15:30-15:40 (10 mins)	Concluding plenary	<p>RECORDER ON</p> <p>2 Specialists from each location give their first thoughts on what they have heard to participants:</p> <ul style="list-style-type: none"> ○ This is what I've heard & why it is important ○ This is what I'll reflect on as I leave the room ○ This is what action I'll take as a result of attending today <p>RECORDER OFF</p>	Location specialists HVM LFs	Specialists and observers will have heard the findings from R1 and reflected what they have heard back to the group demonstrating the session's importance.	Evaluation forms Incentive envelopes Incentive receipts

15:40-15:50 (10 mins)		Explain the next steps (headline findings – path to the report). Final thanks and explain evaluation process (or hand over to Ursus if present)	HVM EAs	Participants will be clear on next steps	
15:50-16:00 (10 mins)		Evaluation forms Incentives.			
16:00-16:30		HVM teams pack all materials, flip chart sheets. Note: Belfast team have a flight at 17:20			

4.3 Presentations

What Works | Wellbeing



A public dialogue on community wellbeing held in Belfast and Bristol

Welcome

1



2

*

What we will be focusing on today:


The things that are needed to support wellbeing in communities

- Over time
- In difficult times

Again you'll hear the words

- Community
- Wellbeing

3




Headline findings from our last session together

- Things that contribute to a good quality of life
 - Where we live
 - Having a say
 - Relationships
- Essentials for a good quality of life at every life stage

4



Where we live



Feeling safe


Good/affordable homes

Reliable/affordable public transport

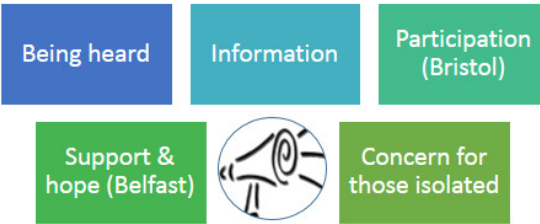
Access to health services

Parks & open spaces

5



Having a say



Being heard

Information

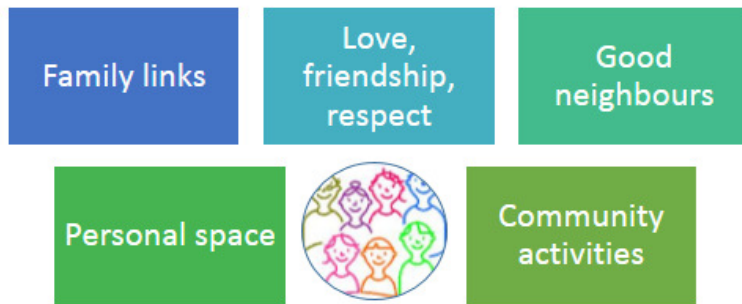
Participation (Bristol)

Support & hope (Belfast)

Concern for those isolated

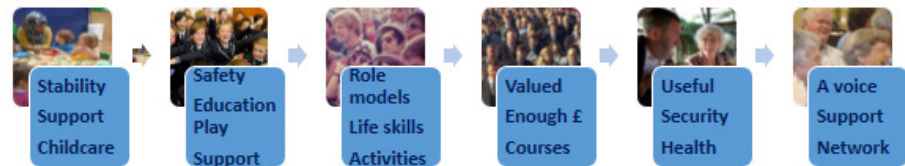
6

Relationships



7

Life stages



8

Common to all life stages



9

What Works | Wellbeing



We hope you enjoy
the discussions today!

10

Rejuvenate Project

- 2011 - Research identifies lack of provision for older men.
- 2012 - 3 year Big Lottery Fund grant for the “Rejuvenate Project”.
- Aim - Promote positive health and wellbeing of older men across North Belfast




1 ★

Three interlinked elements

- Newsletter “North Belfast Male”
- Events and Activities Programme
- North Belfast Men’s Shed




2 ★





3 ★



4 ★

Men’s Sheds

- Australian concept
- Friendly place where men can gather, and if they choose, work on meaningful projects at their own pace and in their own time

5 ★



6 ★



7 ★



8 ★



9

★



10

★



11

★



12



Rejuvenate Project – Evaluation

“There’s a good sense of community spirit here and you are given a sense of responsibility which makes you want to give something back to others in the area.”



Rejuvenate Project – Evaluation

“Perhaps the best part is meeting new friends and the craic is great”.



Further information

- North Belfast Partnership – www.nthbp.org
- Irish Men’s Shed Association – www.menssheds.ie
- Australian Men’s Shed Association – www.mensshed.org
- UK Men’s Shed Association – www.menssheds.org.uk
- Big Lottery Fund – Reaching Out Connecting Older People programme – www.biglotteryfund.org.uk
- Research on benefits of Men’s Sheds: www.netwellcentre.org (Lucia Carragher)





Maximizing Access in Rural Areas- a project that worked well!

1

Background –



- SPACE – Supporting People and communities is a registered charity with the Inland Revenue (No: XT12829)
- Established in 2003 to support the health and well-being of families in rural South Down, through community service and community action
- SPACE won a competitive tender to deliver the pilot MARA project which was funded by the Department of Agriculture and the PHA from 2011-2016
- Responsible for rural South Down, South Armagh and Craigavon Lough shore area within the Southern Trust



2



The project challenge
2500 Home based in-depth assessments



3

The Challenges



- Accessing hard to reach rural people across a diverse cultural and geographical area
- Building trust across physical, social and emotional barriers
- Building trust in the brand MARA
- Building credibility as a partner to statutory agencies
- Consciously building and strengthening knowledge connections and relationships to leave a legacy of enablement



Context



- The landscape of Lewis' native [Ireland](#), in particular [Ulster](#) played a large part in the creation of the Narnian landscape. In his essay *On Stories*, Lewis wrote "I have seen landscapes, notably in the [Mourne Mountains](#) and southwards which under a particular light made me feel that at any moment a giant might raise his head over the next ridge". In a letter to his brother, Lewis would later confide "that part of [Rostrevor](#) which overlooks [Carlingford Lough](#) is my idea of Narnia". Although in adult life Lewis lived in [England](#), he returned to Northern Ireland often and retained fond memories of the Irish scenery, saying "I yearn to see [County Down](#) in the snow; one almost expects to see a march of dwarfs dashing past. How I long to break into a world where such things were true." Enter MARA!!

Winter of 2011



GROW IT COOK IT EAT IT!



Aims

- Get local residents excited about growing, cooking and eating healthy sustainable food.
- Encourage people to think generally more sustainably, and increase knowledge of green themes
- Show people that it is fun to enjoy being outside and gardening
- Increased mental and physical health of participants

What do YOU want?

This is the year of Bristol Green Capital. This is a European award to celebrate a green city, and inspire people to live happier, more sustainable lives. Trinity Community is working in partnership with the 'Grow to Cook to Eat' Project. We want to get local residents excited about growing, cooking and eating healthy food together. This project will be chosen by the community for the community.

We want to know what you would like to see at Trinity and Arts West Side, or something you would like to be involved with!

This could be an activity, workshop, event or talk, anything green-themed. There are some suggestions below but the scope is wide and we welcome your ideas!

Please tick boxes of ideas that interest you:

Healthy for health	Urban gardening
Energy efficient	Community growing spaces
Low water usage	Reducing energy use
Low energy heat	Climate change
Healthy eating	Organic food
Energy	Healthy water supply
Water for drinking	Permaculture
Green building	Energy and renewable power
Healthy growing	Buying local

Or comment below:

Or you can post the feedback group www.facebook.com/ourcapital
Or email: trinity@trinity.org.uk
And thank you for being a part of it!

Community Interest Survey

Community Days

Monthly drop in day for all members of the community to learn gardening skills, get out in the urban outdoors and enjoy food together sourced from the garden.



Lunch Clubs

An opportunity for parents to come and cook with their children, encouraging the idea of including children in cooking, and how easy it is to make lovely, healthy home cooked food.



Jack and the Beanstalk

Working with local school, we ran a session for KS1 to come and explore the garden, listen to a jack and the beanstalk story telling and plant their own bean to take home.



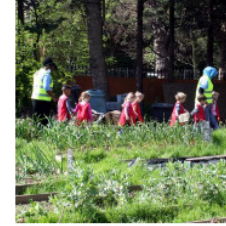
9



10

Pizza in the Outside Kitchen

Working with children from local nursery to make pizzas and cook them in our outdoor cob kitchen



11

Other Groups Cooking Sessions

On request we have done some bespoke sessions for groups existing within the community

- African women's group
- English second language reading group
- Home educators



12

Little Green Warriors

A stay and play for 0-5 years and their parents and carers to come and enjoy spending time in the garden, and take part in seasonal activities.



13

Seasonal Foraging Walks

People meet in the garden to discover what free edible plants are seasonally available, their properties and uses, and where to find them



14



15

Herbal Workshops

A chance for participants to come explore the garden and learn more about herbs, their properties and uses, and how to grow them



16



17

Future Plans

- ◆ Pickle and jam making
- ◆ Urban gardening talks and tutorials
- ◆ Harvest festival
- ◆ Organic food ordering collectives
- ◆ Cycling workshops

18

Outcomes

- ◆ Changing peoples perception towards sustainable living and healthy eating
- ◆ Changing peoples actions so they are cooking and growing more of their own food
- ◆ Showing people who have no access to outside space at home that there are green urban spaces available for them to enjoy
- ◆ Introducing the idea of healthy, sustainable living to young people from an early age
- ◆ Improved mental and physical health of local residents

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Feedback from Participants

"beautiful abundant location"
 "open and accessible... walking around, touching eating and learning directly"
 "Just wanted to thank you - my daughter came to your storytelling and bean planting with Easton Community Nursery last week and had a lovely afternoon"
 "inspired me to be more self sustaining"
 "Brilliant - lovely people doing brilliant things!"
 "a great way to feel out of the city just walking round the corner"
 "great to get children involved in cooking in a friendly laid back environment!"
 "its nice to get away from the stresses of work, to be outside enjoying some gardening, and meet other people from my community"

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Happy City Project

More information on the work of the programme can be accessed here: <http://www.happycity.org.uk/about>



For further information on this dialogue please refer to:

www.whatworkswellbeing.org

www.sciencewise-erc.org.uk

www.hopkinsvanmil.co.uk

A film giving participant views on their experience of being involved in the dialogue can be accessed here:

http://bit.ly/WhatWeAreSaying_CW

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