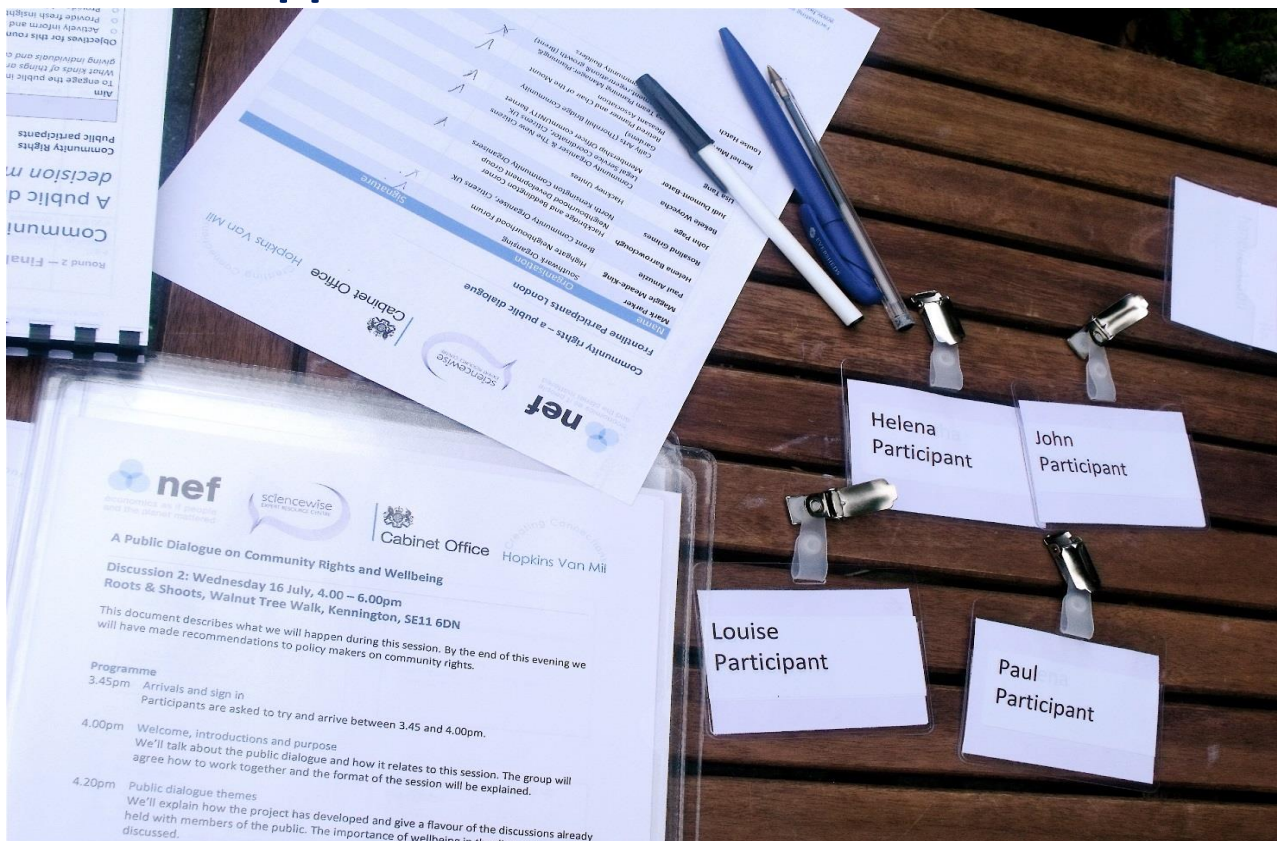


Embedding wellbeing science in policy making

A public dialogue process

Technical Appendices



Hopkins Van Mil: Creating Connections Ltd
November 2014

Facilitating engagement to gain insight
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1. Introduction

The purpose of this technical appendix is to provide information on all the materials used in this dialogue for each of the three policy areas discussed: loneliness, active labour market and community rights all viewed through a wellbeing lens. It may be read in conjunction with the main published report and appendices to be found at www.neweconomics.org/talkingwellbeing.

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 *embedding wellbeing science in decision-making* involved a wide range of collaborators (see Appendix A, Dialogue Findings, 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 drawn up for this process have the potential to be adapted and used in other arenas to help to embed dialogue processes in decision and policy making. They are therefore being shared within this technical appendix.

Six public and three frontline worker dialogue workshops took place over three months from May to July 2014, the materials are numerous and 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.

1.1 Recruitment

The recruitment of over 140 public participants to the programme was a collaboration between HVM and Acumen Fieldwork. HVM drew up detailed specifications for the participants for each dialogue which were discussed with and approved by NEF and the Cabinet Office. Acumen then activated their network of 700 fieldworkers 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 not effective or truly representative of their demographic.

25 participants were the target for recruiters for each of the policy areas in each of the locations. In addition, 12 frontline workers were recruited for each of the policy areas directly by HVM. This meant that our target across all of the dialogues was a maximum of 186 people to be involved in the dialogue discussions. The final number recruited was 174. The recruitment specification for each of the dialogues can be found on pages [6](#), [53](#) and [105](#).

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 loneliness; are on very low incomes such as for the active labour market sessions; and/or are being asked to consider complex and challenging evidence as in the community rights dialogue. 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 for public participants was set at £150 for the attendance at two evening workshop sessions. £20 was paid after the round 1 session to cover

¹ Hopkins Van Mil Registration Number: Z2969274

² Acumen Fieldwork Registration Number: Z9362403

immediate travel costs with a further £130 paid after the second session. Participants were asked to sign a receipt to confirm they had received the incentive. For frontline workers the incentive was £70 to attend one afternoon workshop. Department for Work and Pensions employees, mainly those working at Job Centres who were attending as part of their work commitments, were not paid an incentive. A minority of frontline workers who were offered the incentive said that they would donate it to a charity, particularly those working in the loneliness field where a high proportion of the 12 recruited donated their incentive to their own voluntary sector organisation.

In advance of the session the HVM Project Manager 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 three small groups within the dialogue based on having a balance of all people representing the recruitment criteria in each of the groups. In all dialogues, participants stayed in the same groups for both rounds.

1.2 Dialogue locations and venues

In the initial tender document, HVM made various proposals for dialogue locations:

- Assuming two contrasting locations (urban/ rural for example) per policy area;
- Considering relevant demographic data such as employment figures for the active labour market and interest in influencing local decision making for community rights, cross referenced with UK experimental personal well-being estimates³ for all dialogues but particularly for loneliness and wellbeing.

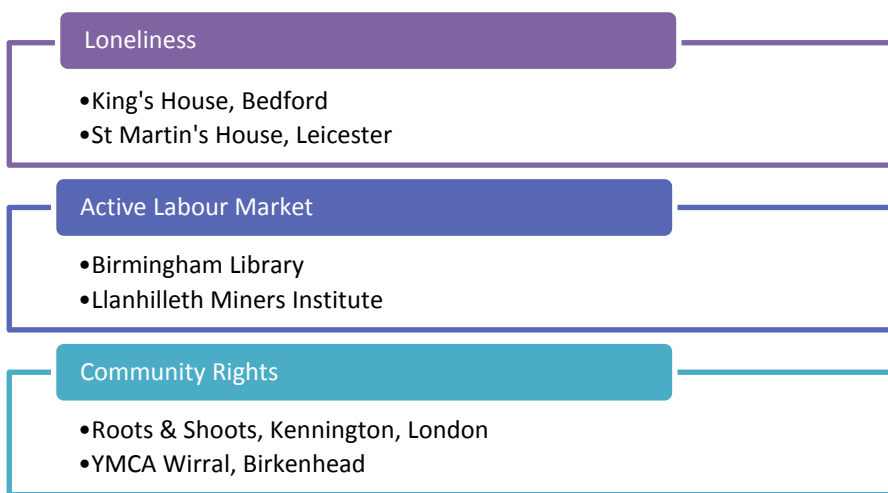
HVM proposals were then adjusted by NEF, using their knowledge of wellbeing evidence, in consultation with the policy leads for each of the government departments involved.

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;
- 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.

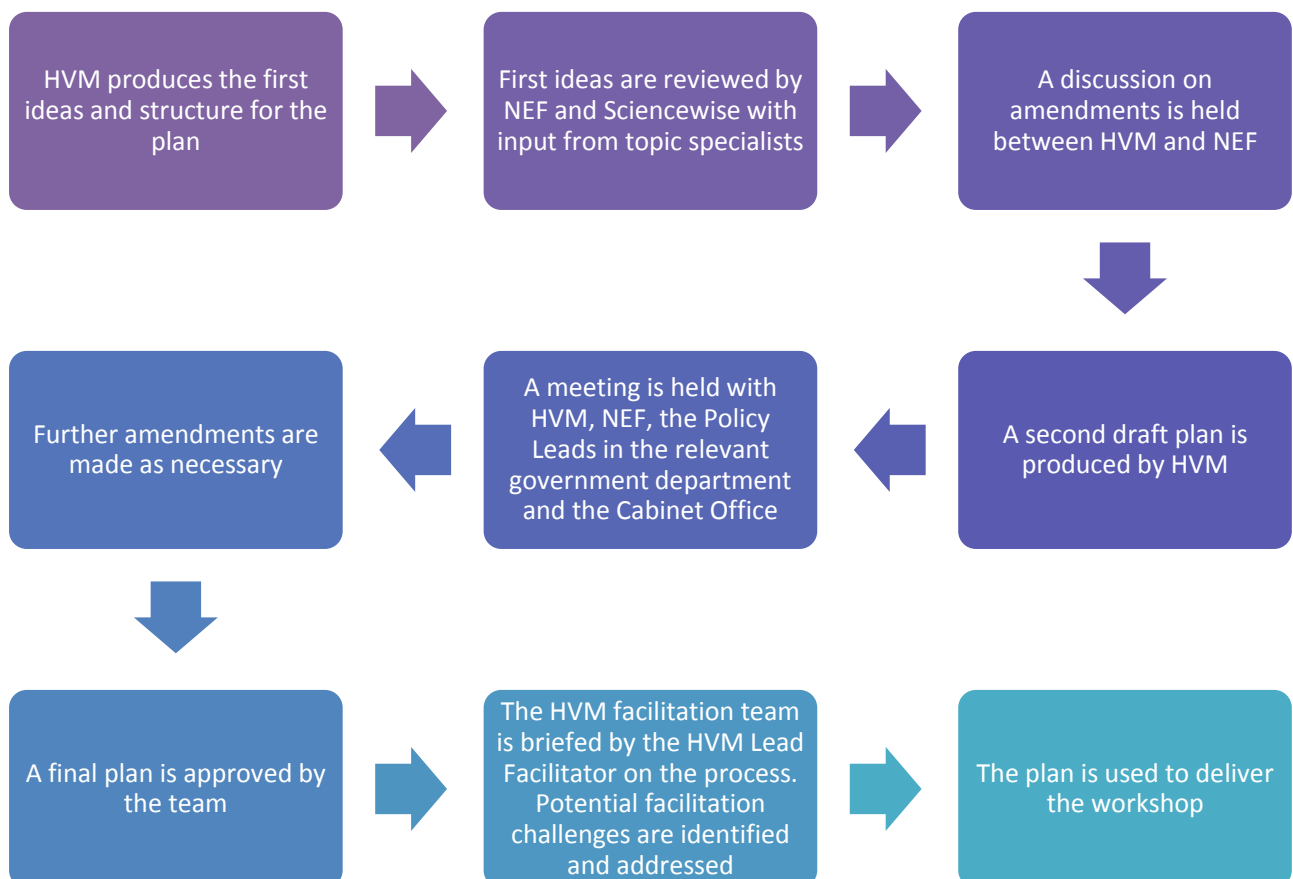
The final location and venue list was as follows:

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



1.3 Dialogue process

Process plans for each of the public and frontline worker dialogue sessions can be found on pages [16](#), [31](#), [39](#), [59](#), [78](#), [87](#), [113](#), [131](#) and [139](#). The following flowchart describes how the plans evolve during the design process:



The purpose of the process plans is to provide a detailed breakdown for the facilitation team so that they cover all the aspects of the issue during the session and to 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

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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 supporting materials used for the dialogue included information sent out to participants in advance such as the Help Points document and the programme which give those involved an understanding of what will happen at the session and how it will be run. The Help Points for the round 1 loneliness dialogue is included on page [10](#) of this document. As it remained broadly similar for each of the dialogues it has not been in each of the separate dialogue sessions. The programmes for each session are included on pages [13](#), [29](#), [37](#), [57](#), [76](#), [85](#), [109](#), [129](#) and [137](#). For the loneliness dialogue NEF produced an additional section for the Help Points document that defined loneliness and introduced it as an issue faced by many people in society. HVM produced a sheet for loneliness signposting organisations that provide advice and support for those who are lonely should participants wish to follow up with them after the event (see page [14](#)). For the community rights dialogue the topic specialists produced a handout summarising the main rights to be discussed at the session, these were translated in to postcards for use at the round 2 session. The handout is on page [110](#) of this document.

At the sessions, materials ranged from laminated cards with policy ideas for active labour market programmes and their potential impact on wellbeing to NEF's Five Ways to Wellbeing postcards⁴. The final materials designed by [Hopkins Van Mil: Creating Connections](#) and the [New Economics Foundation](#) for this project are available in sections 2 to 4 of this technical appendix.

1.4 Presentations

The presentations given for round 1 of each of the dialogue sessions aimed to provide participants with the appropriate level of contextual information to have rich and meaningful conversations about the subject matter. They were devised by NEF, the topic specialists and, for community rights, also by the policy leads at the Department for Communities and Local Government. These are all provided in the relevant section for the dialogue in the appendices that follow this introduction.

For frontline worker sessions NEF prepared a summary of the round 1 public participant findings adapted from the presentations to be given to the public in round 2. As simple adaptations these presentations are not included in the technical appendix. The round 2 presentations are included as they provide the full picture of the material discussed based on the public participant findings in round 1. In addition in the community rights round 2 session case studies for both Right to Bid and Neighbourhood Planning were presented as these were requested by participants in the previous workshops and helped to inform the discussions in the final workshops. The presentations can be found on pages [27](#), [50](#), [70](#), [101](#), [124](#) and [156](#) of this technical appendix.

⁴ <http://www.neweconomics.org/projects/entry/five-ways-to-well-being>
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2. Wellbeing and Loneliness Dialogue



Round 1: Bedford, Tuesday 6th May and Leicester, Wednesday 7th May

Frontline workers: Bedford, Wednesday 21st May

Round 2: Bedford, Wednesday 21st May and Leicester, Thursday 22nd May

2.1 Recruitment specifications

A. Public recruitment specification

Client: NEF / Cabinet Office

Dialogue theme: Embedding Wellbeing Science in Decision Making

Dialogue policy area: Loneliness - Cabinet Office (CO), Department for Health (DH) Public Health England (PHE).

Aims:

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

What interventions, and by whom, could best alleviate high levels of loneliness, particularly for those who are faced with life events that commonly increase people's social isolation?

The methodology will be a series of workshops for which participants will be recruited.

The dialogue will involve recruiting up to 50 people for this policy area, broadly representative of the population in terms of gender, lifestage, social grade/ household income, geography, religion and ethnicity, but with an emphasis on those who have direct experience of loneliness. We will be gaining informed consent from participants in terms that comply with the DPA 1998 and will allow identifiable data to be transferred and stored securely by the commissioning body 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: Bedford/ Leicestershire
- 25 people in Bedford to attend two deliberative workshop sessions (6 & 21 May 2014)
- 25 people in Leicestershire to attend two deliberative workshop sessions (7 & 22 May 2014)
- Workshops to be held in the evening (6:30 to 9:30)
- Respondents asked to review some very short written/ visual material before participation
- Incentive: £150 for attendance at 2 workshops

Screener to include:

Criteria	Target
Gender	50% male/ female
Age	Good age distribution including 30% of 55+ (see below)
Ethnicity	13% (or current population figures for the area) black and/or minority ethnic
Lifestage	<ul style="list-style-type: none">• 40% single people aged 18-60• 40% 60+ older people• 20% raising families –in a marriage/partnership as well as single parents
Current working status and type	<ul style="list-style-type: none">• 40% in employment• 40% unemployed• 20% retired

Experience of the issue	100% have experienced loneliness in the last five years, of who 50% have experienced a life changing issue (such as bereavement/ loss of employment) Test question: 'how much of the time during the past month have you felt lonely?' 1=none or almost none of the time / 5=all or almost all of the time.
Geographic location	Bedford Leicestershire
Experience of market research	Should not have taken part in a focus group/ public dialogue in the last six months

B. Frontline worker recruitment specification

Client: NEF / Cabinet Office

Dialogue theme: Embedding Wellbeing Science in Decision Making

Dialogue policy area: Loneliness - Cabinet Office (CO), Department for Health (DH), Public Health England (PHE).

Aims:

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

What interventions, and by whom, could best alleviate high levels of loneliness, particularly for those who are faced with life events that commonly increase people's social isolation?

The methodology will be a series of workshops for which members of the public will be recruited by Acumen Fieldwork. In addition Hopkins Van Mil will recruit 12 frontline workers to attend 1 one workshop in round 2 of the process.

The recruitment will be for those frontline workers who have direct experience of working with and supporting people who have identified themselves as lonely. We will be gaining informed consent from participants in terms that comply with the DPA 1998 and will allow identifiable data to be transferred and stored securely by the commissioning body for future research and/or dialogue purposes. HVM is registered as a data controller with the Information Commissioner's Office no: Z2969274.

Recruitment summary:

- 1 workshop
- 1 recruitment exercise in Bedford
- 12 people to attend one workshop on 21st May in their personal capacity
- Workshop to be held in the evening (16:00 to 18:00)
- Respondents asked to review some very short written/ visual material before participation
- Incentive: £70 for attendance at 1 workshop

Screener to include:

Criteria	Target
Gender	50% male/ female
Age	Good age distribution
Frontline workers	Including but not limited to: Citizens Advice Bureau volunteers Local Authorities including adult social care staff 3rd Sector organisations - for example: <ul style="list-style-type: none">• Age UK• Campaign to end loneliness• Mind (Bedford wellbeing centre) Healthcare professionals such as doctors, nurses and care home staff
Experience of the issue	Test question: 'I have significant experience of supporting people who are lonely, some of whom have faced life-changing situations which have increased their social isolation.' A: Yes/ No (100% to answer yes to this question).
Geographic location	Bedford and surrounding area
Experience of market research	Should not have taken part in a focus group/ public dialogue in the last six months

C. Frontline recruitment notice

Interventions to reduce loneliness:

An opportunity to influence policy and create change

On Wednesday 21st May between 4 and 6pm in Bedford we are gathering together a small group of people who work with people who are lonely.

- Do you have significant experience of supporting people who are lonely?
- Are you interested in the interventions that could reduce loneliness?
- Are you available on Wednesday 21 May between 4 and 6pm to join a discussion with people also interested in these issues?

If so, read on:

Background

The Cabinet Office and Sciencewise are funding a public dialogue on embedding wellbeing in policy making. The project is being run by the New Economics Foundation (NEF) and the dialogue is being designed and facilitated by Hopkins Van Mil: Creating Connections. We are holding 3 workshops considering interventions to reduce loneliness, 2 with people who experience loneliness and one with those who work directly with people who experience loneliness.

Why we need to speak to you

The aim of this project is to develop new and innovative suggestions to improve policy in this area. Policy makers have committed to listen to and respond to these ideas. Your experience of working directly with these issues is vital to ensure that the suggestions are useful and relevant.

Why you might want to attend

During the dialogue session you will:

- Reflect on and share your experiences with colleagues working in similar fields;
- Develop ideas to help inform policy development, particularly on the interventions that could be most effective during key transition points where the risk of loneliness is high.

You are asked to attend the session in your personal capacity and you will be given a thank you of £70 for taking part.

How to sign up

To join the group on 21st May please email recruitment@hopkinsvanmil.co.uk with your name and contact details and the subject line 21st May. Places are limited so do express your interest as soon as possible.

2.2 Round 1 Materials

A. Help Points

Loneliness and wellbeing – a public dialogue

Points to Help the Discussion

1. Background

The purpose of the public dialogue discussions you will be taking part in on 6 and 21 May is to:

- Actively inform and support the loneliness policy area;
- Providing fresh insights into the problems that need addressing rooted in the experiences of those taking part;
- Enable people taking part to contribute to the development of policies to prevent and alleviate loneliness.

The Cabinet Office and Sciencewise are funding a public dialogue on embedding wellbeing in policy making. The project is being run by the New Economics Foundation (NEF). The discussion we have at the sessions will be supported by independent facilitators Hopkins Van Mil: Creating Connections who specialise in helping groups to have meaningful conversations. The sessions are intended to be enjoyable, interesting and enhance thinking on loneliness as an issue for society to address.

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. The last section (4) gives you background information on loneliness which is relevant to our discussions.

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 three small discussion groups. Your group may change during the workshop process and we will decide this at the end of workshop 1.

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 a record of 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.

c) What we'll be talking about

- Over the two sessions we will be talking about some important topics which we have introduced in section 4 of this document - so do have a look if you would find it useful to think about these things before our first discussion.
- 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 everyone 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 don't take part in side conversations as it makes it harder for everyone to hear and take part in the main discussion.
- Do remember that there are no 'stupid' questions, we're all here to learn, understand and move the thinking forward on loneliness.
- 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 of 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 be listening to short presentations from people who work on loneliness and wellbeing. These are to help us gain an understanding of the issues. Topic and policy specialists will take part in the discussion to answer questions and clarify the things they have said. They will not join in with the small group discussions, except when invited to do so by participants or facilitators, but they will observe the discussions to 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 loneliness.
- In addition an independent evaluator from 3KQ will be present. They will be testing the extent to which the discussion meets the project objectives. 3KQ will ask members of the group to take part in short evaluation activities. They will invite you to do so at the session.

Please read over the page which introduces the loneliness theme of our discussion.

4. Introducing loneliness

Loneliness can be defined as the unwelcome feeling of lack or loss of companionship and social connections. It happens when we have a mismatch between the quantity or quality of the social relationships that we have, and those that we would like to have.

Loneliness is different from being alone (social isolation). Social isolation may cause loneliness, but it is also possible to feel lonely even when you are surrounded by family or friends.

5. How widespread is loneliness?

Most of us have experienced loneliness at one time or another. Loneliness is often associated with old age, but loneliness doesn't only occur in old age. People also often report feeling lonely during their teenage years or during early adulthood, as well as other times in life.

Survey results show that about 6% of people in the UK say that they feel lonely most or all of the time, and an additional 20% of people say they feel lonely some of the time.

6. Why is loneliness important?

Loneliness is not only an unpleasant feeling. It also has wider negative impacts, particularly on our health. Some research suggests that lacking social connections is as damaging as smoking 15 cigarettes a day. Loneliness increases the risk of high blood pressure, developing a disability, dementia and depression.

Loneliness and the health problems that it can cause are not only bad for the individual. They also have costs for wider society— financially in terms of health care costs and reduced work productivity, as well as socially and culturally as people who are lonely or have poor health may be less able to contribute to their communities. The government is therefore interested to know what policies can help reduce loneliness.

B. Programme

Round 1 discussion:

This document describes what we will happen during this session. By the end of this evening we will have thought about some new ideas for minimising the risk of people becoming and remaining lonely. This programme should be read with the *Help Points* document given to you separately.

Programme

6.00pm Arrivals and sign in

Participants are asked not to arrive before 6:00 or after 6:30

6.30pm Welcome, introductions and purpose

All those present will be introduced and their role described. The purpose of the two session discussion, this workshop and how it will run will be explained. Participants will begin to talk about relationships and loneliness.

7.00pm Presentation: ways of living/ loneliness

There will be two short presentations. The first by the new economics foundation (NEF) will explain current thinking on making the most of the way we live. The second by The Campaign to End Loneliness/ Joseph Rowntree Foundation will describe the background to the loneliness dilemma for communities. Both presentations will help us in our thinking throughout the evening. There will be an opportunity for questions.

7.20pm Discussion in small groups: imagining a community

During this session small groups of participants will consider a place where people feel connected and interact well with each other.

7.50pm Break

8.05pm Summarising in small groups: imagining a community

In which the small group will wrap up their community discussions and prepare a summary for the next session.

8.15pm Whole room discussion

A short session in which the small groups will share the main findings of the conversations held before the break.

8.30pm Ideas for policies and plans

Back in the small groups, participants will think about new ideas for stopping and easing loneliness in communities. These will then be shared in a whole room discussion.

9.10pm Whole room discussion

A short session in which small groups will share their main findings.

9.20pm Next steps

A closing session to make sure everyone is clear about what will happen next.

9.30pm Close

C. Sources of Information and Advice

Loneliness – a public dialogue

Thank you for agreeing to take part in the dialogue about loneliness this evening and again at the end of May. We are very grateful for your time and effort.

As a small company Hopkins Van Mil: Creating Connections create safe spaces so that you can give your views on the issues that matter to you. Our key priority is to make you feel comfortable and ensure you have a positive experience.

If you feel troubled by anything discussed this evening do talk to your facilitator. They will give you time to recover before re-joining the session when and if you feel able. If you would like to talk to someone after the discussion, the following provides a list of organisations you can contact for information, advice and support.

Mind

15-19 Broadway, Stratford, London E15 4BQ
T: 020 8519 2122
E: contact@mind.org.uk
www.mind.org.uk

How to cope with loneliness (http://bit.ly/Mind_loneliness) is a Mind web page which explains loneliness, giving practical suggestions for what you can do and where you can go for support.

Samaritans

Freepost RSRB-KKBY-CYJK
Chris, PO Box 90 90
Stirling FK8 2SA
Telephone helpline: 08457 90 90 90
E: jo@samaritans.org
www.samaritans.org.uk

24-hour support for anyone in distress or despair.

Joseph Rowntree Foundation

Head Office
The Homestead
40 Water End
York YO30 6WP
T: 01904 629241
E: info@jrf.org.uk
www.jrf.org.uk

A set of resources which can be accessed from here:

<http://www.jrf.org.uk/publications/loneliness-resource-pack> to help individuals, groups, communities and neighbourhoods take a closer look at – and to reduce – loneliness.

Campaign to End Loneliness

Campaign to End Loneliness

3 Rufus Street

London N1 6PE

T: 020 7012 1409

E: info@campaigntoendloneliness.org.uk

The Campaign to End Loneliness has a webpage which gives advice on things to try if you think you are feeling lonely. Find out more here: <http://www.campaigntoendloneliness.org/feeling-lonely/>

Thank you again for being part of this dialogue which will help policy makers think about new ways of preventing and easing loneliness in communities.

D. Process plan

Loneliness – round 1

A public dialogue & innovation process for *embedding wellbeing science in decision making*

Loneliness Round 1 - public participants:

Tuesday 6th May, King's House, 245 Ampthill Road, Bedford, Bedfordshire, MK42 9AZ

Wednesday 7th May, St Martin's House, 7 Peacock Lane, Leicester, LE1 5PZ

Objectives (Why we are doing it)	Programme (Key areas that need to be covered)	Outcomes (What we want at the end that we have not got now?)
<p>Aim To engage the public in considering measures to prevent & alleviate loneliness with the question: <i>What interventions, and by whom, could best alleviate high levels of loneliness, particularly for those who are faced with life events that commonly increase people's social isolation?</i></p> <p>Objectives for this round - to begin the process of:</p> <ul style="list-style-type: none">○ Actively informing and supporting the loneliness policy area;○ Provide fresh insights into the problems that need addressing;○ Provide additional options for addressing the problems, rooted in improving the wellbeing of those affected by loneliness as a policy area;○ Giving members of the public who participate in the process the experience of contributing meaningfully to the development of policies to alleviate loneliness.	<ul style="list-style-type: none">○ Arrivals and sign in○ Welcome, introductions and purpose○ Presentations: ways of living / loneliness○ Discussion: imagining a community○ Break○ Whole room discussion: sharing findings○ Ideas for policies and plans○ Next steps○ Close <p>Pre-materials</p> <ul style="list-style-type: none">○ Discussion help points○ Summary of relevant research	<p>As a result of this round 1 dialogue loneliness those involved will have:</p> <ul style="list-style-type: none">○ An understanding of the session and everybody's role within it;○ A set of policy ideas generated by participants through meaningful conversations on being connected in the context of wellbeing science;○ Initial findings through which NEF, CO, loneliness policy leads and external policy can refine policy ideas in preparation for the second round community rights dialogue sessions;○ Clarity on next steps and ongoing participation.

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
4:30	Set up	<p>Room layout, facilitation stations (x3), refreshments etc</p> <p>Note: facilitation team will have a briefing away from the venue. This is so we all use the process plan consistently and effectively to get the best session outcomes. Key points:</p> <ul style="list-style-type: none"> Importance of flexi-time -gains and losses in time even out through the process (HH to manage) Reference to the help notes/ ground rules HH to brief speaker(s) - keep to time and focused/ short answers to questions - purpose to inform and then allow time for discussion. 	Venue HVM	Set up and ready to go	<p>Facilitation Tool Kits x 3 (HVM)</p> <p>Prepared flip charts for each facilitation station (HVM)</p> <p>3 flip chart stands (venue)</p> <p>Additional flip chart paper (venue)</p> <p>Setting up facilitation stations (HVM)</p> <p>Ideas wall set up (HVM)</p> <p>Refreshments (venue)</p> <p>PowerPoint projector / Laptop (venue)</p> <p>Screen (venue)</p>
6:00-6:30	Arrivals – Sign in desk	<p>People welcomed, signed in, given a hard copy of the participation pack, pointed to facilities/ refreshments. Told which table to sit at based on the colour of the sticky dot on their badge.</p> <p>Anita van Mil - blue group</p> <p>Henrietta Hopkins - orange group</p> <p>Hally Ingram/ James Martin Jones - purple group</p>	HVM team to staff the sign in desk	Everyone aware of the available space and how to move in to the discussion	<p>Sign-in sheets (HVM)</p> <p>Badges (HVM)</p> <p>Printed participation packs (HVM)</p>
6:30-6:45 (5 mins to 6:35)	Welcome Introductions	<p>Initial welcome from the facilitation team plus venue health, safety and housekeeping announcement.</p> <ul style="list-style-type: none"> Welcome from the Policy Lead - being clear about what we are here to discuss and any elements of policy which are not on the table for discussion Welcome from Hopkins Van Mil: Creating Connections <i>independent facilitation team</i> Introduce the NEF team, Sciencewise, all observers (we'll come back to 3KQ as evaluators) Brief introduction to what we are doing together over next two sessions <p><i>Our discussions today will be about loneliness in the context of making the most of the way we live. Sometimes we'll be talking in small groups, sometimes altogether and sometimes we'll be listening to others</i></p>	HVM CO HVM	All clear on what we are doing here and who everyone is. Introduction to the process.	Further reference to packs

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
(5 mins to 6:40)		<p><i>giving us background information.</i></p> <ul style="list-style-type: none"> Specific objectives of this session (context setting, information provision and scoping policy ideas) <p><i>The purpose of today is to think about some new ideas for minimising the risk of people becoming and remaining lonely. By the end of the session we will have worked together on some of these new ideas. We'll tell you more at the end of this evening about what will happen before we meet again on 21 / 22 May.</i></p> <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 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 speaking Use the facilitators <p><i>You may find the way we work a bit different from other public meetings you might have attended. We often work in small groups and do a lot of thinking away from the main group. I would like to stress that you are here because we are really keen to hear your views on loneliness.</i></p> <p>Note on evaluation: explanation of what it will involve.</p>	3KQ– 6 th HVM – 7 th		
6:40-6:55 (5 mins to 6:45)	Warm-up session	<p>Facilitators:</p> <p>Welcome to the group</p> <p>Go round the table. Introduce yourself.</p>	HVM Team	Participants beginning to feel at ease with each other and their facilitator	<p>Table recorders</p> <p>Post-its</p> <p>Any other thoughts cards</p>

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
		<p>Q1) What did you feel about coming along this evening?</p> <p><i>Facilitators to do this too if you feel it will help the group get going/ move it along – you might want to say you felt nervous about how the workshop would go, anxious about meeting everyone]</i></p> <p>Note on recording</p> <p>Facilitator to introduce the recorder. Stress that <i>all recording is anonymous and no comments whether written or recorded will be attributed to a named individual in the report. 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, if so 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 tonight will be answered as far as possible at the next session we have together. We also have an ideas wall. We'll tell you about that in the break.</i></p>		<p>Recording for full transcripts for coding, analysis & report quotes.</p>	Boxes for AOT cards
(10 mins to 6:55)	What matters to you?	<p>Q2) What do you see as the main reasons for people feeling lonely in their community?</p> <p><i>Write down one reason per post-it and discuss your</i></p>	Facilitators	<p>Individual and group reflection on reasons for people being lonely, and why.</p> <p>Group getting used to the process of working</p>	<p>Individual recording on post-its.</p> <p>Facilitator to collate the post-its on</p>

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
		<p><i>post-its with the person sitting next to you. At this stage we are just putting down initial thoughts, there will be other opportunities to elaborate on this in this session and at the next.</i></p> <p>START RECORDING</p> <p>Discuss the points raised on the post-its and the emerging themes. Prompts:</p> <ul style="list-style-type: none"> • Why do you think this? • Tell me more about this? <p>STOP RECORDING</p> <p><i>Now we stay in this room to hear 2 presentations</i></p>		together	<p>the flipchart, grouping around recurrent themes.</p> <p>Facilitator to record main discussion points on the flip chart.</p>
6:55-7:05 (7 mins to 7:02) (3 mins to 7:05)	Contextual presentation 1: ways of living Clarification Qs	<p>NEF presentation on the Dynamic Model of Wellbeing to explain current thinking on making the most of the way we live.</p> <p>Questions/ points of clarification Q) Is there anything that wasn't clear to you in the presentation?</p> <p>Participants directed to AOT cards/ Ideas wall for further more detailed comments.</p>	Annie Quick (6 th) Saamah Abdallah (7 th) HVM	Group understanding of concepts with the dynamic model of wellbeing.	<p>PP presentation as required (minimal slides)</p> <p>Qs & answer recorded on flip chart (HI/JMJ)</p>
7:05-7:15 (7 mins to 7:12) (3 mins to 7:15)	Contextual presentation 2: loneliness in context	<p>Topic specialist presentation giving a sense of why the topic is important, help people to feel more comfortable talking about it, and give a few interesting facts/definitions to catch their attention. The aim is to set the stage, rather than to communicate a lot of information about loneliness as a policy area.</p> <p>Questions/ points of clarification Q) Is there anything that wasn't clear to you in the</p>	Tracey Jopling (6 th) Kate Robbins (7 th) HVM	Understanding of the loneliness and its relevance	

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
		<p>presentation?</p> <p><i>Before we move to the discussion we'd like you to know that there is a space on the wall for you to post ideas, thoughts and comments on the discussion so far, the process or anything you have to say on the subject of loneliness in the context of the presentations we have just heard. The ideas wall will be up throughout this evening and will be brought back at the next session.</i></p>		Understanding of the ideas wall and what it is for	Ideas wall up with pens, blu-tac, post-its, newspapers/ magazines to cut up/ glue for people to make comments, stick up newspaper articles or images that help the discussion or their thinking.
7:15-7:20	Divide in to 3 groups	<p>Your group allocation is based on having a range of people in each of the three groups. Note the coloured sticker on your badge.</p> <p>Anita van Mil - blue group</p> <p>Henrietta Hopkins - orange group</p> <p>Hally Ingram / James Martin Jones - purple group</p> <p>Please go to your group's area now</p>	HVM	Everyone in their small group setting	
7:20-7:50 (10 mins to 7:30 with 3-5 mins drawing)	Imagining a community	<p><i>Given what we have heard and talked about on being connected/wellbeing/loneliness and the effect this has on people's lives so far this evening....</i></p> <p><i>Think about a place where people feel generally connected to each other/are able to interact well with each other:</i></p> <p>Q1) Describe an image that comes to mind when you think about this place.</p> <p><i>Describe in words/draw this on the postcards in front of you. Use the coloured pens/pencils if you'd like. Don't worry about perfection, it's just getting your first thoughts on the postcard as we're going to talk about this place more until the break.</i></p>	HVM Team	<p>Consideration of what a community/neighbourhood is like that has been designed to maximise social connections/ opportunities to keep learning/ give/ take notice and be active</p> <p>A consideration of why</p>	<p>Set of blank postcards</p> <p>Pens</p> <p>Facilitators to collect the postcards and stick them to the nearest wall for discussion.</p>

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
(10 mins to 7:40)		<p>START RECORDING</p> <p>Group discussion on the postcards. Prompts:</p> <ul style="list-style-type: none"> What was in your mind as you prepared your card? To what extent does connecting with others effect loneliness? <p>[Facilitator to test 'connect' well here]</p> <p>STOP RECORDING</p> <p>Q2: How could this place continue to be somewhere where people feel more able to: Group 1: Be active? Group 2: Keep learning? Group 3: Take notice?</p> <p>[Each group spends time drilling down on one of the five ways to wellbeing]</p> <p><i>Talk about this to the person next to you. Use the post-its to record the kinds of things you think could be done. One action per post-it.</i></p> <p>START RECORDING</p> <p>Group discussion on the emerging themes: Prompt: How does what we've said here impact on loneliness?</p> <p>Q3) And how could this place be somewhere where people feel more able to give? (time for example)?</p>	<p>Facilitators to make use of flexi-time here. Use 15 mins if necessary here and 5 for the brainstorming on 'give'.</p>	<p>they think this/ what's front of mind.</p> <p>Testing views against the other four ways to wellbeing – does this provide a route to new ideas about loneliness prevention/ alleviation?</p>	<p>Give out the 'Connect' Ways to wellbeing card.</p> <p>Distribute the wellbeing cards as appropriate Group 1: Be active Group 2: Keep learning Group 3: Take notice</p> <p>Facilitator to collate post-its around themes.</p> <p>Add additional notes for comments arising from the group discussion.</p> <p>Give out the 'Give' Ways to wellbeing</p>
(10 mins)					

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
to 7:50)		<p>Quick fire brainstorming. Prompt: and the impact of this on loneliness?</p> <p>STOP RECORDING</p> <p><i>So now we have a long list of interventions or actions that would help people to feel more connected/ active/ learnin / noticing/ giving and we've thought about how this could have an impact on loneliness. We're going to carry on with this after the break, so please come back to this space.</i></p>			<p>card</p> <p>Key points recorded on 'give' on flip chart for participants to see.</p>
7:50-8:05	Break	<p>Participants encouraged to take a break, and to make comments on the ideas wall</p> <p>Participants asked to return to their groups to start next session promptly.</p>	All Facilitators to help with ideas wall.	The wall always starts slowly and builds over the two sessions.	Some initial points recorded
8:05-8:15	Imagining a community	<p>START RECORDING</p> <p>Group to prepare a summary sheet of 3 [you may have more or less – that's fine] main points that have emerged from the discussion – it entirely depends on the group supported by the facilitator to decide what they wish to say. One person from the group is nominated to present the findings as appropriate.</p> <p>START RECORDING</p>	Facilitators	A summary sheet with main findings.	Flip chart recording.
8:15-8:30	Plenary	<p>The nominated person from each group will report back on the group's findings, sharing and discussing them with the room (including observers).</p> <p>Facilitated discussion: Q) Any surprises for you in what you have heard?</p> <p><i>Now we return to our small group spaces.</i></p>	<p>One participant from each group</p> <p>HVM</p>	All those in the room get an immediate sense of participant's priorities.	<p>Summary sheets pinned to the wall</p> <p>During the plenary Facilitator to produce prompt cards for the other groups (x2) of the 3 main points that their group has come up with – on blank postcards.</p>

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
8:30-9:10 (15 mins to 8:45)	Policy ideas for a community	<p>Q) What are your ideas for things that could be done [interventions/ policies/ plans] to prevent or ease people's loneliness in this community?</p> <p>Prompt: Think beyond your first thoughts and build on what you discussed in the previous session. We have our own summary sheet plus prompt cards from the other two groups to help us think of new ideas.</p> <p><i>Note if helpful for facilitator: For actions/ interventions to be implemented there is a need to develop policies. Policies support those who could/ should provide this help and are devised by central government, local government and might be implemented by a wide range of organisations from central/ local government to the voluntary sector.</i></p> <p>Divide the group in to 2 with 4/5 in each.</p> <p>Work in 2 groups of 4 to produce on a summary flip chart sheet as many ideas as you can.</p> <p>Prompts:</p> <ul style="list-style-type: none"> • Think beyond your first thoughts? • Which of these ideas would really make this community stand out as one which takes this issue seriously and has thought beyond quick fix solutions? <p>START RECORDING</p> <p>Talk through the sheets with the each sub group. For each point made -</p> <p>Prompt:</p> <ul style="list-style-type: none"> • Can you explain this point to the group? 	Facilitators	A considered set of interventions/ policies and plans. First thoughts on challenges to implementation.	<p>The group's own main points from the previous discussion</p> <p>Postcards summarising the main points from the other group's discussions.</p>
(15 mins to 9:00)			Facilitators helping sub-groups/ prompting		1 summary flip chart produced by each sub-group.

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
(10 mins to 9:10)		<ul style="list-style-type: none"> Can you see any immediate challenges in making this happen in our imagined community? <p>Group to produce a summary of roughly 4 significant ideas they have had – there doesn't have to be consensus on this. If someone wants to include their big idea they can. There is no prioritisation – but what are the ideas they want to take back to the group.</p> <p><i>This does not mean the other ideas are off the table, but we are giving the whole group a flavour of our discussions.</i> The group to nominate someone to present the findings.</p> <p>STOP RECORDING</p>			One summary sheet to take to the plenary.
9:10-9:20	Plenary report back	Each group will report back to the whole room on the flavour of their discussions.	Nominated participant	Shared understanding of the main ideas from the discussion	Summary sheet
9:20-9:25	Wrap up	<p>NEF thank you to participants. Highlight how valuable it has been to hear participants' thinking on this policy area. These are next steps:</p> <ul style="list-style-type: none"> HVM writing up NEF to work through what the group has come up with so that next time we compare what you have said to the reality on the ground in terms of policy development. Then we'll talk about it, consider the pros and cons of taking forward these ideas and think about the impacts on how people live their lives. <p>Facilitation team reminders to the group:</p>	<p>Annie 6th Saamah 7th</p> <p>HVM</p>	<p>All clear on what will happen next</p> <p>All clear on when and</p>	

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
		<ul style="list-style-type: none"> Do come back next time - not least because that is when you will be given your incentives, but mostly because we'll be discussing these issues further and would like to get to the heart of what you think and feel! Your view is essential! We're in the same venue at the same time. Please be here by 6:15 for a prompt start. Please feel free to discuss what you have been doing today with family, friends, and colleagues so that you can bring their views with you to the next session if you would like to. We'd ask you to be alert to things you might hear on the radio / TV and / or see in the press about wellbeing and loneliness / being connected. You are welcome to bring press cuttings to the next session to stick on the ideas wall. <p>Thank you so much for coming, we look forward to seeing you on 21st May (Bedford)/ 22nd May (Leicestershire) at 6:00.</p>		where to come back on 21st (Bedford) or 22nd (Leicester) and the importance of doing so.	
9:25-9:30	Evaluation	Time to introduce the evaluation / distribute forms.	RB 6 th HH 7 th	Clear on evaluation	Evaluation form
9:30-10:00 (10 mins to 9:40) (20 mins to 10:00)	Wash-up & clear up	<p>Short team de-brief. Should groups stay the same? Any issues with the room, layout, refreshments, process to deal with before the next session.</p> <p>Pack up all facilitation materials, flip chart notes, audio recorders, ideas wall.</p>	NEF / CO/ Loneliness team/ HVM/ 3KQ HVM	Clarity on what went well / what needs amending for the next session. Pack up.	Notes on anything that needs changing for next time.

E. Presentations



Loneliness

Kate Jopling – Director – Campaign to End Loneliness
Tracey Robbins – Programme Manager – Joseph Rowntree Foundation

JRF JOSEPH ROWNTREE FOUNDATION | **JRHT** JOSEPH ROWNTREE HOUSING TRUST

1

What is loneliness?



- **Loneliness:** is subjective – the negative emotion associated with there being a gap between the quantity and quality of relationships we have and those we want
- **Social isolation:** is objective – a measure of contacts or interactions

"Language... has created the word 'loneliness' to express the pain of being alone. And it has created the word 'solitude' to express the glory of being alone." - Paul Johannes Tillich

2

Loneliness in the UK

50% Almost half of adults in England say they experience feelings of loneliness

1/2 of all older people (over 5million) say television is their main company.

10% On average, 10% of the population aged over 65 are often or always lonely.

65+

3

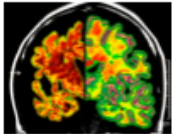
What causes loneliness?

A range of 'risk factors' increase our vulnerability to loneliness:

Wider society:	Personal:
• Transport	• Poor health
• Physical environment	• Sensory loss
• Community	• Loss of mobility
• Housing	• Less income
• Technology	• Bereavement
• Crime	• Being out of work
• Population changes	• Other change, e.g. becoming a carer

4

Loneliness harms our mental and physical health




Being lonely:

- Increases risk of depression
- 64% increased risk of developing clinical dementia
- Increases the risk of high blood pressure
- Is an equivalent risk factor for early mortality to smoking 15 cigarettes a day, and has a greater impact than other risk factors such as physical inactivity and obesity

5

Loneliness harms our mental and physical health



Lonely people:

- Are vulnerable to alcohol problems
- Eat less well – they are less likely to eat fruit and vegetables
- Are more likely to be smokers and more likely to be overweight
- Are less likely to engage in physical activity and exercise

6

How do we address loneliness?

- We need both prevention and "cure"
- Action to protect individuals and communities from loneliness
- Action to reach out to those who are lonely and support them to reconnect



How do we address loneliness? Some things to think about

- Solutions are as diverse as people are
- Not just about activities – also things that help people get involved such as outreach services, mentoring, welcoming schemes, community transport, respite care etc.
- Very little strong evidence on solutions at the moment – so welcome your views



To follow up on the issues raised, or for detail about references for evidence quoted contact:



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Programme Manager
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The Dynamic model of wellbeing

Annie Quick
Centre for Well-being
nef (the new economics foundation)



2.3 Frontline Worker Session Materials

A. Programme

Loneliness and wellbeing – a public dialogue

Wednesday 21 May, 4.00 – 6.00pm

King's House, 245 Amptill Road, Bedford MK42 9AZ

This document describes what we will happen during this session. By the end of this afternoon we will have made recommendations to policy makers on the area of loneliness.

Programme

3.45pm Arrivals and sign in

Participants are asked to try to arrive between 3.45 and 4.00pm.

4.00pm Welcome, introductions and purpose

We'll talk about the public dialogue and how it relates to this session. The group will agree how to work together and the format of the session will be explained.

4.15pm Summary of the project

We'll explain how the project has developed and how the ideas which we will be discussing to prevent/ ease loneliness were developed by members of the public.

4.25pm Discussion: ideas

The group will review a range of ideas suggested by members of the public on ways of preventing and easing loneliness. The group will think about the ideas that are most likely to inform policy development, particularly on the interventions that could be most effective during key transition points where the risk of loneliness is high.

5.25pm Second round introductions

Members of the team from The Cabinet Office and the New Economics Foundation join the last part of the discussion.

5.30pm Whole room discussion: participant recommendations

A session in which participants will share their main findings and make recommendations to policy makers.

5.55pm Next steps

A closing session so that everyone is clear about what will happen next.

6.00pm Close

B. Process Plan

Loneliness – round 2

A public dialogue & innovation process for *embedding wellbeing science in decision making*

Loneliness Round 2 – frontline workers: Wednesday **21 May**, King's House, 245 Ampthill Road, Bedford, Bedfordshire, MK42 9AZ

Objectives (Why we are doing it)	Programme (Key areas that need to be covered)	Outcomes (What we want at the end that we have not got now?)
<p>Aim To engage frontline workers in considering measures to alleviate loneliness with the question: <i>What interventions, and by whom, could best alleviate high levels of loneliness, particularly for those who are faced with life events that commonly increase people's social isolation?</i></p> <p>Objectives for this round - to finalise thinking with the public which will:</p> <ul style="list-style-type: none">○ Actively inform and support the loneliness policy area;○ Provide fresh insights into the problems that need addressing;○ Provide additional options for addressing the problems, rooted in improving the wellbeing of those affected by loneliness as a policy area;○ Giving those who deal with loneliness at grass roots level the experience of contributing meaningfully to the development of policies to alleviate loneliness.	<ul style="list-style-type: none">○ Welcome○ Introduction to the session○ Who is in the room and why○ What happened in round 1○ What has happened to the policy ideas since being reviewed by the team○ An updated list of policy ideas based on what participants said, what is possible in terms of government interventions and examples of loneliness interventions that have been successful (UK / internationally)○ What now resonates with participants in terms of interventions to alleviate loneliness?○ Prioritisation and review in terms of wellbeing○ Wrap-up and next steps <p>Pre-participation materials</p> <ul style="list-style-type: none">○ Joining instructions○ Programme	<p>As a result of this round frontline worker dialogue on loneliness:</p> <ul style="list-style-type: none">○ Participants will have had an opportunity to review public views on the big ideas;○ There will be a common understanding around the barriers/ challenges to policy development for loneliness○ Frontline worker perceptions of priority interventions to alleviate loneliness, particularly for those faced with life events that commonly increase people's social isolation○ Clarity on what happens to the policy ideas when filtered through the wellbeing lens

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
1:30	Set up	Room layout one table for the whole discussion, refreshments etc	Venue HVM	Set up and ready to go	Facilitation Tool Kits x 1 (HVM) Prepared flip charts for the facilitation station (HVM) 1 flip chart stand (venue) Additional flip chart paper (venue) Setting up facilitation station (HVM) Refreshments (venue) PowerPoint projector/ Laptop (venue) Screen (venue)
3:45-4:00	Arrivals – Sign in desk	People welcomed, signed in, given a hard copy of the participation pack, pointed to facilities/ refreshments.	HVM	Everyone aware of the available space	Sign-in sheets (HVM) Badges (HVM) Printed participation packs (HVM)
4:00-4:15	Welcome, introductions & purpose	<p>Initial welcome from the facilitation team plus venue health, safety and housekeeping announcement.</p> <p>Intro to HVM as independent facilitators Intro to AQ from NEF/ RB independent evaluation</p> <p>Go round the room. Introduce yourself Q) Why were you interested in attending this session?</p> <p>Group to devise their own ground rules on the flip chart.</p>	HVM	<p>All clear on what we are doing here and who everyone is. Introduction to the process.</p> <p>Devising own ground rules will help the group get in to the way of working quickly.</p>	Further reference to packs

		<p>held two weeks ago in Bedford/ Leicester plus the work that the team has done in between sessions to identify policy areas which have not been tried before or may have been tried, but could be explored in new ways.</p> <p>Divide into 2 groups of 6 to consider the sheets: Orange group: HH Purple group: HI</p> <p>START RECORDING</p> <p><i>Let's look at each policy idea in turn.</i> Ask the same question for each policy idea: Q1) To what extent does this policy idea seem effective to you as a way of stopping/ easing loneliness? Prompt: for 'come on your own' and 'meet your neighbour' – how much do you think the people you work with would be able to/ want to do this? Prompt: for 'national awareness raising campaign'/ 'targeted campaign'/ GP programmes/ Employer training – how helpful would you find this for your work? - How would this idea improve people's wellbeing?</p> <p>Q2) If this idea was to be piloted in Bedford what would need to be in place for it to work? Prompt: what are the barriers to making this a policy or programme which could be helpful in</p>			<ul style="list-style-type: none"> • Targeted campaign for people at risk of loneliness • National <i>meet your neighbour day</i> incorporating big lunch/ street party • GP programmes (awareness raising/ information posting/ voucher scheme) • Employer training <p>Green / Black dots for the frontline workers group</p> <p>As the discussion on each idea is concluded the flip is stuck on the wall in preparation for the dotting exercise.</p>
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<p>(5 mins to 5:10)</p>		<p>preventing/ easing loneliness?</p> <p>Prompt: what, if anything, makes this idea something that would give a lonely person (these are things the public said were important):</p> <ul style="list-style-type: none"> • the tools to participate? • enable them to feel valued? • to feel they are giving as well as receiving? <p>STOP RECORDING</p> <p>Back in whole group.</p> <p>Put a green sticky dot next to the 2 ideas which interest you most professionally. Put a black sticky dot next to the 2 ideas which you feel are most workable.</p> <p>START RECORDING</p> <p>Q3) Thinking about all the ideas we have discussed how do you feel about them in terms of your work?</p> <p>What are the two points (could be more) you want to say to policy makers about ideas that you believe would be most effective in supporting people's wellbeing and preventing/ easing their loneliness? And most workable from your professional perspective? One/ two people</p>			<p>Summary sheet for policy makers</p>
<p>(15 mins to 5:25)</p>					

		nominated to report back to those about to join us.			
		STOP RECORDING			
5:25-5:55 (5 mins to 5:30) (5 mins to 5:35) (15 mins to 5:50)	Introductions in to the plenary discussion	<p>Cabinet office team/ other observers join the group.</p> <p>Quick move of furniture/ chairs to make sure there can be a semi-circle of participants reporting to a semi-circle of NEF/ policy leads/ topic specialists.</p> <p>Re-create comfortable atmosphere.</p> <p>START RECORDING</p> <p>Each group to report back on their summary sheets, giving the points they wish to make to policy makers.</p> <p>Policy leads/ NEF/ CO/ topic specialists formally receive the group's ideas and the relevant person comments thoughtfully on what they have heard.</p> <p>Followed by group discussion involving all those in the room including participants/ observers/ topic specialists. What are the surprises/ comments you have on what has been brought in to the room from the small group discussions?</p> <p>STOP RECORDING</p>	NEF/ CO/ Topic Specialist/ Tracey		<p>Summary sheets available for each group</p> <p>Visible note taking on flip charts (HI)</p>
5:50-5:55	Wrap up	NEF / – thank you to participants. Highlight how valuable it has been to hear their views on this	NEF	Clear understanding	

		<p>policy area. These are next steps:</p> <ul style="list-style-type: none"> • Write up • Reports • Toolkit <p>Thank you so much for coming from HVM – hand to 3KQ</p>	HVM	of the value of what participants have been doing and what will happen as a result.	
5:55-6:00	Evaluation	3KQ to ask them to do what is needed for the evaluation.	RB		Evaluation materials
6:00	Incentives	2 Facilitators distributing incentives and getting signed receipts	HVM		Receipts Incentives
6:00-6:10	Re-organise the room	Set up the room for the public dialogue session.	HVM		

2.4 Round 2 Materials

A. Programme

This document describes what we will happen during this session. By the end of this evening we will have made recommendations to policy makers on the area of loneliness. This programme should be read with the *Help Points* document given to you separately.

Programme

6.00pm **Arrivals and sign in**

Participants are asked not to arrive before 6:00 or after 6:30

6.30pm **Welcome, introductions and purpose**

All those present will be introduced and their role described. A reminder will be given of the purpose of the two session discussion and this workshop. How this session will run will be explained. Participants will discuss their memories of the first workshop.

7.00pm **Presentation: what happened next?**

There will be a short presentation by New Economics Foundation (NEF) on the work done since the last discussion. There will be an opportunity for questions.

7.15pm **Discussion in small groups: policy ideas review**

During this session small groups of participants will consider the ideas for policies to stop/ ease loneliness.

7.50pm **Break**

8.05pm **Key themes from round 1**

The facilitation team will run through some points that were made in round 1 for ongoing reflection by the group.

8.10pm **Discussion in small groups: policies to make the most of the way we live**

Small groups will review the policy ideas which have developed from round 1 from a number of viewpoints. They will consider the ideas that would seem to them to be most workable and effective.

8.55pm **Whole room discussion: participant recommendations**

A session in which small groups will share their main findings and make a recommendation to policy makers.

9.20pm **Next steps & close**

A closing session so that everyone is clear about what will happen next. The discussion ends at 9.30pm.

B. Process plan

Loneliness – round 2

A public dialogue & innovation process for *embedding wellbeing science in decision making*

Loneliness Round 2 - public participants:

Wednesday **21 May**, King's House, 245 Amptill Road, Bedford, Bedfordshire, MK42 9AZ

Thursday **22 May**, St Martin's House, 7 Peacock Lane, Leicester, LE1 5PZ

Objectives (Why we are doing it)	Programme (Key areas that need to be covered)	Outcomes (What we want at the end that we have not got now?)
<p>Aim To engage the public in considering measures to alleviate loneliness with the question: <i>What interventions, and by whom, could best alleviate high levels of loneliness, particularly for those who are faced with life events that commonly increase people's social isolation?</i></p> <p>Objectives for this round - to finalise thinking with the public which will:</p> <ul style="list-style-type: none">○ Actively inform and support the loneliness policy area;○ Provide fresh insights into the problems that need addressing;○ Provide additional options for addressing the problems, rooted in improving the wellbeing of those affected by loneliness as a policy area;○ Giving members of the public who participate in the process the experience of contributing meaningfully to the development of policies to alleviate loneliness.	<ul style="list-style-type: none">○ Welcome○ Introduction to the session○ Who is in the room and why○ What happened in round 1○ What has happened to the policy ideas since being reviewed by the team○ An updated list of policy ideas based on what participants said, what is possible in terms of government interventions and examples of loneliness interventions that have been successful (UK / internationally)○ What now resonates with participants in terms of interventions to alleviate loneliness?○ Prioritisation and review in terms of wellbeing○ Wrap-up and next steps	<p>As a result of this round 2 dialogue on loneliness:</p> <ul style="list-style-type: none">○ Participants will have seen the progression from their involvement in round 1 to what has come from the review process to lead us to round 2○ There will be a common understanding around the barriers / challenges to policy development for loneliness○ We will have gained an understanding of public perceptions of priority interventions to alleviate loneliness, particularly for those faced with life events that commonly increase people's social isolation○ There will be clarity on what happens to the policy ideas when filtered through the wellbeing lens

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
1:30 (Bedford) 4.30 (Leicester)	Set up	<p>Room layout, facilitation stations (x3), refreshments etc</p> <p>Note: facilitation team will have a briefing away from the venue. This is so we all use the process plan consistently and effectively to get the best session outcomes. Key points:</p> <ul style="list-style-type: none"> ▪ Importance of flexi-time -gains and losses in time even out through the process (HH to manage) ▪ Reference to the help notes / ground rules ▪ HH to brief speaker(s) - keep to time and focused / short answers to questions - purpose to inform and then allow time for discussion. 	Venue HVM	Set up and ready to go	<p>Facilitation Tool Kits x 3 (HVM)</p> <p>Prepared flip charts for each facilitation station (HVM)</p> <p>3 flip chart stands (venue)</p> <p>Additional flip chart paper (venue)</p> <p>Setting up facilitation stations (HVM)</p> <p>Ideas wall set up (HVM)</p> <p>Refreshments (venue)</p> <p>PowerPoint projector / Laptop (venue)</p> <p>Screen (venue)</p>
6:00-6:30	Arrivals – Sign in desk	<p>People welcomed, signed in, given a hard copy of the participation pack, pointed to facilities / refreshments.</p> <p>As they move to their seats the HVM team direct them to the right table according to their name badge:</p> <p>Anita van Mil - blue group Henrietta Hopkins - orange group Hally Ingram / James Martin Jones - purple group</p> <p>Let them know that we aren't in separate rooms for the initial discussion.</p>	HVM	Everyone aware of the available space and how to move in to the discussion	<p>Sign-in sheets (HVM)</p> <p>Badges (HVM)</p> <p>Printed participation packs (HVM)</p>
6:30-6:45	Welcome	Initial welcome from the facilitation team plus venue health, safety and housekeeping	HVM Lead Facilitator (LF)	All clear on what we are	Further reference to packs

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
(5 mins to 6:35)	Introductions	<p>announcement.</p> <ul style="list-style-type: none"> ▪ Welcome from the Policy Lead - being clear about what we are here to discuss and any elements of policy which are not on the table for discussion ▪ Welcome from Hopkins Van Mil: Creating Connections <i>independent facilitation team</i> ▪ Introduce the NEF team, Sciencewise, all observers (we'll come back to 3KQ as evaluators) ▪ Brief introduction to what we are doing together in this second of two sessions ▪ Specific objectives of this session (context setting, information provision and scoping policy ideas) <p>Re-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 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 debate forwards ▪ Come back from breaks promptly and help us stick to time ▪ No mobile phones during the discussions ▪ Don't interrupt when speaking ▪ Use the facilitators 	<p>Lisa Ollerhead (21st)</p> <p>Allison Smith (22nd)</p> <p>LF</p>	<p>doing here and who everyone is.</p> <p>Introduction to the process.</p>	
6:35-6:40	Round 1 reminder	A brief reminder of what happened the last time we met in round 1 of the dialogues -objective/ neutral overview by the facilitation team.	LF	Understanding of where we've come from	Flip chart showing what we did and where we are in the process (HVM)

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
		<i>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. We've also brought back the ideas wall. Have a look and add your thoughts in the break.</i>			
7:00-7:15 (15 mins to 7:15)	Summary of review points	Summary of the key points that have come from the policy review meetings/ work done by NEF/ experts/ policy leads. Why what is on the table today is different from the ideas they came up with at the end of round 1 (they've been filtered through a review of areas that have not been tried before and they combine the views of the separate groups that met in Bedford and Leicester).	NEF Annie Quick (21st) Charles Seaford (22nd)	Understanding of what has happened as a result of round 1 thinking	PP presentation (AQ) Summary sheets of the policy ideas having been filtered through the review process. Postcards prepared with the ideas summarised on them and any key research (NEF or HVM).
7:15-7:50 (6 mins per sheet)	Main room work in small groups: Review of the policy ideas now on the table	<p>Introduction to the Roving Ideas Storm</p> <p>On the wall you will see we have put 6 policy ideas/ themes/ areas that have come through a consideration of your policy ideas from round 1 plus the work that the team has done in between sessions to identify policy areas which have not been tried before or may have been tried, but could be explored in new ways.</p> <p>In a minute we'll ask you to visit each sheet in</p>	LF	Consideration of each of the policy ideas, initial feasibility testing. Prioritisation in relation to participants' ongoing interest in the	<p>6 policy ideas are written up on flip charts on the wall:</p> <ul style="list-style-type: none"> • Come by yourself and meet someone events • National awareness raising campaign • Targeted campaign for people at risk of loneliness • National meet your neighbour day incorporating big lunch/ street party • GP programmes (awareness

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
		<p>turn with your group supported by your facilitator. We'll ask you to:</p> <ul style="list-style-type: none"> Read what is written on the sheet (each policy idea will have been previously explained in the NEF presentation) – the first sheet you go to will have the policy ideas / area on it. Subsequent sheets will also have comments from other groups on them. Then comment on what you read by answering 2 questions: <p>START RECORDING (facilitators to hold audio, pausing it when recording would be unhelpful)</p> <p>Q1 To what extent does this policy idea seem effective to you as a way of stopping/ easing loneliness?</p> <p>Prompt: for 'come on your own' and 'meet your neighbour' – how much would you want to do this?</p> <p>Prompt: for 'national awareness raising campaign' – how interested would you be in being involved with a local campaign?</p> <p>Q2) If this idea was to be tested in Bedford/ Leicestershire what would need to be in place for it to work?</p> <p>Note for facilitators: <i>in round 1 the majority of people brought up the importance of:</i></p> <ul style="list-style-type: none"> Feeling valued Reciprocal arrangements Community action Common links / denominators for people which 	<p>Facilitators to support / re-explain the process to their group as they go round. Remind them of the questions</p>	<p>idea. Participant comments in their own words</p> <p>Dotting exercise may help to decide which group is allocated which policy idea in the next session. This is to help the process, not to give an indication of any other sort of priority.</p>	<p>raising/ information posting/ voucher scheme</p> <ul style="list-style-type: none"> Employer training <p>in six separate areas with blank sheets next to them. The two questions are posted on the wall too. Each group to use a different colour pen (blue/ orange/ purple) Bell to move people on after 6 minutes.</p> <p>Blue dots for the blue group Orange dots for the orange group Purple dots for the purple group</p>

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
		<p>would encourage them to join in Where possible, and without leading, ask if these ideas would help people to feel valued / get involved/ gain mutual benefit / link with others who had similar life experiences or are of a similar age, for example. This should not be forced and only done where appropriate.</p> <p>Add to, don't repeat, what others have said on the sheets as you go round.</p> <p>STOP RECORDING</p> <p>Finally: Put a sticky dot next to the 2 ideas which interest you most.</p> <p>Add as many comments as you would like to make adding new sheets as necessary. This can include commenting on why things they liked in the previous round are <i>not</i> included in these sheets.</p>			
7:50-8:05	Break	<p>Participants encouraged to take a break, and to make comments on the ideas wall and have a look at what others said in the wellbeing discussion. Also have a look at how other groups have prioritised the policy area.</p> <p>Participants asked to return to the main room.</p>	<p>2 Facilitators to help with ideas wall.</p> <p>2 facilitators to allocate two policy ideas to each group,</p>	<p>The wall should by now be getting quite well populated</p>	<p>Ideas Wall by the coffee area from the first session.</p> <p>2 cards per group with different policy ideas for each group to discuss.</p>

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
			possibly helped by the dots.		
8:05-8:10 (unlikely to take 5 mins – time gains transfer to next session)	Discussion themes	<p>Run through the recurring themes of the R1 discussions so that they are drawn on in the next discussion even though they are not explicitly stated in the big ideas:</p> <ul style="list-style-type: none"> Concern that people who have low self-esteem and lack of confidence as a result of their loneliness might not be able to take up these ideas; The importance of common ground between those who are linking up through any of these initiatives (experience / age / skills); For there to be a degree of reciprocity in the schemes – all those involved gain something from their participation; Community action and common goals; Action which improves someone's self-worth. They know that they are valued. <p>You may want to bear these things in mind during your next discussion so they are written on flip charts for your group to use.</p>	HVM	<p>Quick run through of things participants found important in R1.</p> <p>Views that were strongly expressed in R1 are not lost in R2.</p>	Flip chart with the themes written on them x 3 so that each small group can refer to them in the next session.
8:10-8:55 (15 mins)	Seeing all the way round the policy ideas – implications for wellbeing	<p><i>Process: thinking hats – in break out rooms</i></p> <p>Each group to have up to 2 policy ideas each to discuss drawn from the round 1 / round 2 review process.</p> <p>We'll now collect views from different perspectives on the policy ideas we discussed in the earlier discussion.</p>	Facilitators	<p>In considering all aspects of the policy we would draw out the wellbeing lens.</p>	<p>Policy ideas from the round 1/ round 2 review on postcards</p> <p>Post-its in participants' own words</p> <p>Ways to wellbeing cards to remind them of the wellbeing lens:</p> <ul style="list-style-type: none"> Connect

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
to 8:25)		<p>The facilitator gives 2-3 people (depending on how many in the group) a card <i>without</i> explaining it, with either a red (negative view), amber (focusing on the facts) or green (positive view) hat on it. The facilitator keeps the white (neutral) hat. They are then told what their hats represent and they are asked to discuss in their sub-groups as follows making notes of key points on post-its (one post-it per point):</p> <p>Red hats - all the negative points they wish to make about the 2 policy ideas on the table, flaws they can see in this as a way of stopping/ easing loneliness, barriers to this happening in Bedford or Leicester, thoughts on who would deliver / implement this idea. Any downsides for people's wellbeing in this kind of action?</p> <p>Amber hats - think about the facts around the ideas as they understand them: what is clear to them in terms of implementing the idea? What additional facts would they need to know to understand how this would stop/ ease loneliness; what facts emerge from the discussions we've had; how does the idea link to the 5 ways to wellbeing?</p> <p>Green hats - to think about all the positive points they can think of in relation to these ideas for stopping/ easing/ curing loneliness; what are the clear benefits to people's wellbeing if this idea was to be taken forward.</p> <p>White hat - remains neutral, providing support</p>			<ul style="list-style-type: none"> • Be active • Keep learning • Take notice • Give <p>Flip chart sheets per group of hats for them to record their own views in their own words</p> <p>Post-its for individual points.</p>
(10 mins to 8:35)					<p>Flip chart recording</p> <p>Post-its</p>

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
(10 mins to 8:45)		<p>to the group, collects and collates post-its as it goes along and reminds participants of their focus as necessary.</p> <p>START RECORDING</p> <p><i>Process: Brainstorming and collating</i></p> <p>Facilitator invites each set of hats in turn to report their discussions based on the flips they have produced. The other hats are invited to comment adding additional points if they have them.</p> <p>Q1) What does this discussion (negative/ positive/ fact-based) tell us about which ideas could work really well to combat loneliness?</p> <p>Q2) Which ideas really reflect your views last time on how to help the lonely who consequently might have low self-esteem/ lack confidence/ don't feel valued?</p> <p>Prompt: how would this affect someone's wellbeing?</p> <p>Fast-paced brainstorming using posts-its - if helpful.</p> <p>Agree what you wish to bring back to the group in terms of the important aspects of the ideas which need to be considered. It might help to have one positive, one negative, one</p>			
(10 mins to 8:55)					Summary flip charts

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
		<p>information gap for each area. On the basis of this what are the two points you want to say to policy makers about things to do that would work to stop/ cure loneliness?</p> <p>Prompt: make sure wellbeing is brought out here.</p> <p>STOP RECORDING</p> <p>Agree 1 person to report on the positive/ negative/ gaps and 1 person (could be the same one) to formally present the group's recommendations/ what policy makers should think about.</p>			
8:55-9:25 (10 mins to 9:05) (15 mins to 9:20)	Plenary	<p>Quick move of furniture/ chairs to make sure there can be a semi-circle of participants reporting to a semi-circle of NEF/ policy leads / topic specialists.</p> <p>Each group to report back on their summary sheets</p> <p>Group discussion involving all those in the room including participants/ observers/ topic specialists. What are the surprises / comments you have on what has been brought in to the room from the small group discussions?</p> <p>Each group to give their recommendation on what policy makers should think about given what their group has discussed in terms of what</p>	<p>All facilitators</p> <p>1 participant from each group</p> <p>LF</p> <p>1 participant from each group</p>	<p>Everyone has the opportunity to join the discussion.</p> <p>Participants know that their voices have been heard by the Cabinet Office/ NEF.</p>	Summary sheets available for each group

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
		<p>positive interventions to prevent and alleviate loneliness and how this affects their wellbeing.</p> <p>Policy leads/ NEF/ CO/ topic specialists formally receive the group's ideas and the relevant person comments thoughtfully on what they have heard.</p>	NEF/ CO/ topic specialists		
9:20-9:25	Wrap up	<p>NEF/ – thank you to participants. Highlight how valuable it has been to hear participants' thinking on this policy area. These are next steps:</p> <ul style="list-style-type: none"> • Write up • Reports • Toolkit <p>Thank you so much for coming from HVM – hand to RB</p>	NEF HVM	Clear understanding of the value of what participants have been doing and what will happen as a result.	
9:25-9:30	Evaluation	Rhuari to ask them to do what is needed for the evaluation.	3KQ (Bedford) HVM (Leicester)		Evaluation materials
9:30	Incentives	2 Facilitators distributing incentives and getting signed receipts	HVM		Receipts Incentives
9:30-10:00 (10 mins to 9:40) (20 mins to 10:00)	Wash-up & clear up	<p>Short team de-brief – depending on train times, otherwise this can be done in London after the session.</p> <p>Pack up all facilitation materials, flip chart notes, audio recorders, ideas wall.</p>	NEF/ CO/ Loneliness team HVM 3KQ HVM	Brief what went well/ lessons learned/ what needs changing for future strands. All packed up.	Notes for other sessions in the process.

C. Presentation



Our research on your ideas to reduce loneliness

Annie Quick
Centre for Wellbeing
nef (the new economics foundation)

economics
real wealth means well-being

environment
lifestyles must become sustainable

society
communities need power and influence

1

Your ideas

You came up with over 30 different policy ideas

Some of the key themes:

- GPs should be more aware of loneliness
- Raising awareness about loneliness in schools
- A community officer in every neighbourhood
- A 'super community centre' with local activities
- Initiatives based on sharing time and skills between people in the community
- A 'meet your neighbour' day

2

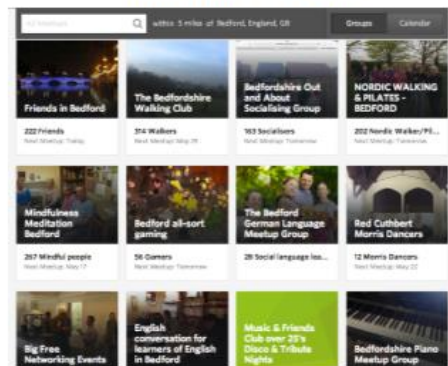
The ideas to discuss today

We've chosen ideas that are:

- relatively new, or suggest a new approach to an old idea
- realistic

3

'Come by yourself and meet someone' events



Search: within 5 miles of Bedford, England, GB

Friends in Bedford Meet Monday, 10 May	The Bedfordshire Walking Club Meet Monday, 10 May	Bedfordshire Out and About Socialising Group Meet Monday, 10 May	NORDIC WALKING & PILATES - BEDFORD Meet Monday, 10 May
222 Friends	254 Walkers	163 Socialisers	222 Nordic Walkers/Pilates
Bedfordshire Mindfulness Meet Monday, 10 May	Bedford all-sort gaming Meet Monday, 10 May	The Bedford German Language Meetup Group Meet Monday, 10 May	Red Cubesort Morris Dancers Meet Monday, 10 May
287 Mindful people	36 Gamers	28 Social language learners	12 Morris Dancers
Big Free Networking Events Meet Monday, 10 May	English conversation for learners of English in Bedford Meet Monday, 10 May	Music & Friends Club over 25's Disco & Tribute Nights Meet Monday, 10 May	Bedfordshire Pump Meetup Group Meet Monday, 10 May

4

National awareness raising campaign for loneliness



Follow us: [Facebook] [Twitter] [YouTube]

time to change
It's not mental health discrimination

58565 people have pledged to end mental health stigma

Make a pledge

Home About What is mental health? Talk about mental health Get involved Blogs Young people

It's Time to Change
Led by Mind and Rethink Mental Illness we're England's biggest programme to challenge mental health stigma and discrimination.

It's Time to Talk about mental health.

5

Using databases to identify people at risk of loneliness and provide help



6

Advertising opportunities in GP surgeries



7

GPs giving a 'voucher for you and a friend' for activities



8

Reducing loneliness at work



9

5

⁵ Photo credits – Flickr: Shinici; Len Matthews ; Ed Yourden; Muhammad Fadhil Talib; Universitetssykehuset Nord-Norge (UNN)

3. Wellbeing and Active Labour Market Dialogue



Round 1: Birmingham, Monday 2nd June and Llanhilleth, Tuesday 3rd June

Frontline workers: Birmingham, Wednesday 18th June

Round 2: Birmingham, Wednesday 18th June and Llanhilleth, Thursday 19th June

3.1 Recruitment specifications

A. Public recruitment specification

Client: NEF/ Cabinet Office

Dialogue theme: Embedding Wellbeing Science in Decision Making

Dialogue policy area: Active labour market - Department for Work and Pensions (DWP)

Aims:

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

What could government, employers or others do to make working more hours (for those in part-time work), or moving to better paid work, more feasible and more attractive in wellbeing terms for those on very low incomes, and therefore more likely to happen?

The methodology will be a series of workshops for which participants will be recruited.

The dialogue will involve recruiting up to 50 people for this policy area, broadly representative of the population in terms of gender, life stage, social grade/ household income, geography, religion and ethnicity, but with an emphasis on those who have direct experience of receiving means tested benefits. We will be gaining informed consent from participants in terms that comply with the DPA 1998 and will allow identifiable data to be transferred and stored securely by the commissioning body 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: Birmingham/ Pontypool
- 25 people in *Birmingham* to attend two deliberative workshop sessions (2 & 18 June 2014)
- 25 people in *Pontypool* to attend two deliberative workshop sessions (3 & 19 June 2014)
- Workshops to be held in the evening (6:30 to 9:30)
- Respondents asked to review some very short written/ visual material before participation
- Incentive: £150 for attendance at 2 workshops

Screener to include:

Criteria	Target
Gender	50% male/ female
Age	Good age distribution including 20% of 18-35s
Ethnicity	13% (or current population figures for the recruitment area) black and/or minority ethnic
Lifestage	<ul style="list-style-type: none">• 20% single parents (children over 5)• 20% couples with children over 5• 20% single people who are under 35• 20% 55-67 year olds• 20% 35-55 year olds
Current working status and type	<ul style="list-style-type: none">• 50% in work but earning less than £230 per week and claiming means tested benefits⁶• 50% earning over £230 but less than £400

⁶ Including working tax credit, child tax credit, housing benefit, council tax reduction, job seeker's allowance; and to a limited extent employment support allowance. Excluding child benefit

	<p>per week, not claiming means tested benefits but have experience of living on benefits</p> <ul style="list-style-type: none"> • 25-40% working part time
Experience of the issue	<p>Test question: 'To what extent do benefits form part of your weekly income?'</p> <p>'For how long has this been the case?'</p>
Geographic location	<p>Central and Greater Birmingham</p> <p>Pontypool</p>
Experience of market research	<p>Should not have taken part in a focus group/ public dialogue in the last six months</p>

B. Frontline worker recruitment specification

Client: NEF/ Cabinet Office

Dialogue theme: Embedding Wellbeing Science in Decision Making

Dialogue policy area: Active labour market - Department for Work and Pensions (DWP)

Aims:

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

What could government, employers or others do to make working more hours (for those in part-time work), or moving to better paid work, more feasible and more attractive in wellbeing terms for those on very low incomes, and therefore more likely to happen?

The methodology will be a series of workshops for which members of the public will be recruited by Acumen Fieldwork. In addition Hopkins Van Mil will recruit 12 frontline workers to attend 1 one workshop in round 2 of the process.

The recruitment will be for those frontline workers who have direct experience of working with and supporting people in receipt of means tested benefits. We will be gaining informed consent from participants in terms that comply with the DPA 1998 and will allow identifiable data to be transferred and stored securely by the commissioning body for future research and/or dialogue purposes. HVM is registered as a data controller with the Information Commissioner's Office no: Z2969274.

Recruitment summary:

- 1 workshop
- 1 recruitment exercise in Birmingham
- 12 people to attend one workshop on 18th June
- Workshop to be held in the evening (16:00 to 18:00)
- Respondents asked to review some very short written / visual material before participation
- Incentive: £70 for attendance at 1 workshop

Screener to include:

Criteria	Target
Gender	50% male / female
Age	Good age distribution
Frontline workers	Including but not limited to: <ul style="list-style-type: none">• Job Centre Plus Coaches• Job Centre Plus staff• Citizens Advice Bureau volunteers• Local Authorities including Social Services• Those involved in Local Employer Partnerships
Experience of the issue	Test question: During my work I support people on low incomes to consider how to earn more. A: Yes / No (70% to answer yes to this question). The remaining 30% may not be able to answer yes to this question, but are Job Centre Plus staff who will have an important role in helping people in work to progress.
Geographic location	Central and Greater Birmingham
Experience of market research	Should not have taken part in a focus group / public dialogue in the last six months

C. Frontline Worker Recruitment Notice

Helping people achieve their potential to earn: An opportunity to influence policy and create change

On Wednesday 18 June between 4 and 6pm in Birmingham we are gathering together a small group of people who support those on low incomes to consider ways of earning more.

- Do you have experience of supporting people who receive means tested benefits on how they could meet their potential to earn?
- Are you interested in what levers may be effective to support people to work longer hours or move to better paid work?
- Are you available on Wednesday 18 June between 4 and 6pm to join a discussion with people also interested in these issues?

If so, read on:

Background

The Cabinet Office and Sciencewise are funding a public dialogue on embedding wellbeing in policy making. The project is being run by the New Economics Foundation (NEF) and the dialogue is being designed by Hopkins Van Mil: Creating Connections. We are holding 3 workshops considering interventions to help people to achieve their potential to earn, 2 with people who are or have been in receipt of means tested benefits and one with those who work directly with people in this situation.

Why we need to speak to you

The aim of this project is to develop new and innovative suggestions to improve policy in this area. Policy makers have committed to listen to and respond to these ideas. Your experience of working directly with these issues is vital to ensure that the suggestions are relevant and useful.

Why you might want to attend

During the dialogue session you will:

- Reflect on and share your experiences with colleagues working in similar fields;
- Develop ideas which to help inform policy development on the levers which will encourage people to think differently about the hours they might work and what they might do to earn more money.

If you are asked to attend the session in your personal capacity and you will be given a thank you of £70 for taking part.

How to sign up

To join the group on 18th June please email recruitment@hopkinsvanmil.co.uk with your name and contact details and the subject line 18th June. Places are limited so do express your interest as soon as possible.

3.2 Round 1 Materials

A. Programme

This document describes what we will happen during this session. By the end of this evening we will have thought about what government, employers and others could do to help working people who wish to increase their hours and or pay. This programme should be read with the *Help Points* document given to you separately.

Programme

6.00pm Arrivals and sign in

Participants are asked not to arrive before 6:00 or after 6:30

6.30pm Welcome, introductions and purpose

All those present will be introduced and their role described. The purpose of the two session discussion, this workshop and how it will run will be explained. Participants will begin to talk about their jobs and working lives.

7.05pm Presentation: wellbeing and work

The new economics foundation (NEF) will explain current thinking on the effect work has on how well we live our lives. This will help us in our thinking throughout the evening. There will be an opportunity for questions.

7.15pm Discussion in small groups: changes to working life

During this session small groups of participants will talk about what helps people to make changes to their working hours and or their pay, and what stops them. We will think about the differences for people who work full-time and for people who work part-time.

7.50pm Break

8.05pm Discussion in small groups: support programmes

In which the small groups will think about existing programmes, and work on their own ideas for helping people to increase their working hours and or pay.

9.10pm Whole room discussion

A short session in which the small groups will share the main findings of the conversations held before the break.

9.20pm Next steps

A closing session to make sure everyone is clear about what will happen next.

9.30pm Close

B. Process Plan

Active Labour Market – round 1

A public dialogue & innovation process for *embedding wellbeing science in decision making*

Active Labour Market Monday **2 June**, Birmingham Library, Centenary Square, Broad Street, Birmingham B1 2ND

Public participants Tuesday **3 June**, Llanhilleth Miners Institute, Meadow Street, Llanhilleth, Nr Abertillery, Blaenau, Gwent NP13 2JT

Objectives (Why we are doing it)	Outcomes (What we want at the end)
<p>Aim</p> <p>To engage the public with the question: <i>What could government, employers or others do to make working more hours (for those in part-time work), or moving to better paid work, more feasible and more attractive in wellbeing terms for those on very low incomes, and therefore more likely to happen.</i></p> <p>Objectives for this round - to begin to:</p> <ul style="list-style-type: none">○ Actively inform and support the active labour market policy area;○ Provide fresh insights into the problems that need addressing;○ Inform how DWP can pursue an agenda in which claimants are both capable of working more, and also want to do so;○ Give members of the public who participate in the process the experience of contributing meaningfully to the development of active labour market policies including associated support programmes and communications.	<p>As a result of this round 1 active labour market dialogue those involved will have:</p> <ul style="list-style-type: none">○ An understanding of the session and everybody's role within it;○ A set of policy ideas generated by participants through meaningful conversations on ways to wellbeing leading to policy areas / interventions for encouraging people to meet their potential in the labour market;○ Initial findings through which NEF, CO and policy leads can refine policy ideas in preparation for the second round active labour market dialogue sessions;○ Clarity on next steps and ongoing participation.

Time	Agenda	Process	Who	Outputs/ out comes	Materials/ notes
4:00	Set up	<p>Room layout, facilitation stations (x3), refreshments etc</p> <p>Note: facilitation team will have a briefing away from the venue. This is so we all use the process plan consistently and effectively to get the best session outcomes. Key points:</p> <ul style="list-style-type: none"> Importance of flexi-time -gains and losses in time even out through the process (HH to manage) Reference to the help notes / ground rules HH to brief speaker(s) - keep to time and focused / short answers to questions - purpose to inform and then allow time for discussion. 	Venue HVM team	Set up and ready to go	<p>Facilitation Tool Kits x 3 (HVM)</p> <p>Prepared flip charts for each facilitation station (HVM)</p> <p>3 flip chart stands (venue)</p> <p>Additional flip chart paper (venue)</p> <p>Setting up facilitation stations (HVM)</p> <p>Ideas wall set up (HVM)</p> <p>Refreshments (venue)</p> <p>PowerPoint projector / Laptop (venue)</p> <p>Screen (venue)</p>
6:00-6:30	Arrivals – Sign in desk	<p>People welcomed, signed in, given a hard copy of the participation pack, pointed to facilities/ refreshments.</p> <p>As they move to their seats the HVM team direct them to the right table according to their name badge:</p> <p>Anita van Mil - blue group</p> <p>Henrietta Hopkins - orange group</p> <p>Hally Ingram/ James Martin Jones - purple group</p> <p>Let them know that we aren't in separate rooms for the initial discussion.</p>	HVM team	Everyone aware of the available space and how to move in to the discussion	<p>Sign-in sheets (HVM)</p> <p>Badges (HVM)</p> <p>Printed participation packs (HVM)</p>
6:30-6:45 (5 mins to	Welcome Introductions	Initial welcome from the facilitation team plus venue health, safety and housekeeping announcement.	HVM Lead Facilitator (LF)	All clear on what we are doing here and	Further reference to packs

Time	Agenda	Process	Who	Outputs/ out comes	Materials/ notes
6:35)		<ul style="list-style-type: none"> • Welcome from Steve Harry, Policy Lead – very brief introduction to what we are here to discuss, visibly here to listen to public views. • Welcome from Hopkins Van Mil: Creating Connections <i>independent facilitation team</i> • Introduce the NEF team, Sciencewise, all observers (we'll come back to 3KQ as evaluators) • Brief introduction to what we are doing together in this first of two sessions • Specific objectives of this session (context setting, information provision and scoping policy ideas) <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 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 debate forwards • Come back from breaks promptly and help us stick to time • No mobile phones during the discussions • Don't interrupt when speaking • Use the facilitators 	DWP LF	who everyone is. Introduction to the process.	
6:35-6:45	Evaluation	Note on evaluation: we have Rhuari Bennett here from 3KQ - Rhuari to explain what he'll be doing during this session.	RB		
6:45-7:10	Warm up & what matters to you?	Facilitators: Welcome to the group Go round the table. Introduce yourselves and	HVM team	An initial insight in to people's	2 flip charts one labelled 'good jobs', the other 'bad jobs' with all the relevant post-its collated on

Time	Agenda	Process	Who	Outputs/ out comes	Materials/ notes
(5 mins to 6:50)		<p>answer the following question.</p> <p>Q1) What did you feel about coming here this evening to talk about work and wellbeing?</p> <p><i>Facilitators to start this conversation with their own view if it helps.</i></p> <p>For a minute use post-it notes for your first thoughts on</p> <p>Q2) What makes a good job?</p> <p>As you've finished the post-its can you pass them forward to me? I'll add them to the flip chart.</p> <p>And in the same way please use post-its (one per thought) for your first thoughts on:</p> <p>Q3) What makes a bad job?</p> <p>As you've finished the post-its can you pass them forward to me? I'll add them to the flip chart.</p> <p>Very briefly introduce the recorder. State that all recording is anonymous and no comments whether written or recorded will be attributed to a named individual in the report. 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. Ask if anyone objects. In which case the recorder will be turned off when they are speaking.</p> <p><i>We also have other ways of making sure we've</i></p>		<p>feelings about discussing the topic and in to their views on 'good' and 'bad' jobs.</p> <p>An introduction to the way we work by modelling it.</p> <p>Participants feel more at ease working with each other and have begun to discuss the issue.</p>	<p>them.</p> <p>Headlines of the characteristics of good and bad jobs summarised on the flip chart by facilitators.</p>
(5 mins to 6:55)					
(5 mins to 7:00)					
(5 mins to 7:05)					

Time	Agenda	Process	Who	Outputs/ out comes	Materials/ notes
		<p><i>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. We've also brought back the ideas wall. Have a look and add your thoughts in the break.</i></p> <p>START RECORDING</p> <p>Discussion on the characteristics of a 'good' and 'bad' job. Brief discussion and collation of what was written on the post-its.</p> <p>STOP RECORDING</p>			
7:05-7:15 (10 mins to 7:15 incl Q&A)	Contextual presentation <i>Wellbeing & work themes</i>	<p>NEF presentation on the evidence around wellbeing and working highlighting themes that will help participants in subsequent discussions. Brief Q& A for clarification only</p> <p>Move to small group work areas.</p>	NEF Annie Quick (2nd) Saamah Abdallah (3rd) LF	Understanding of existing research on wellbeing and work.	PP presentation (AQ) PP printed in packs for participants to refer to. Q&A recorded on flip chart by HVM team
7:15-7:50 (5 mins to 7:20)	Motivations & barriers discussion	<p>A) Motivations</p> <p>START RECORDING</p> <p>Brainstorming as a group – quick fire.</p> <p>Q1) How easy did you find getting your current</p>	HVM Facilitators	The group will have discussed what could motivate people to work	Post-its Flip chart recording Recording on flip all the aspects of getting jobs that the group wish to raise.

Time	Agenda	Process	Who	Outputs/ out comes	Materials/ notes
(10 mins to 7:30)		<p>job? Prompts (to be used as necessary):</p> <ul style="list-style-type: none"> • What sort of job were you looking for? • What support did you get to find it? • Was it important to you to be full or part-time? <p>STOP RECORDING</p> <p>Using post-its to record your first thoughts (one-thought per post-it) and then discuss with the person next to you.</p> <p>Q2) What, if anything, would you change about your current job? Prompts:</p> <ul style="list-style-type: none"> • To what extent is it important to you to be able to move up in your organisation, to get promotion, change your hours, and/ or try something else? <p>[expecting some people not to want to change & explore the reasons why with them]</p> <p>START RECORDING</p> <p>Brainstorming as a group.</p> <p>Q3) To what extent does your pay or the number of hours you work affect the decisions you make about jobs? Prompts:</p> <p>Think about what you are doing as well as the way you do it.</p>		<p>more hours/ get a better job and what could be done to overcome the barriers to achieving this if they want to.</p> <p>They will have considered the differences between motivations/ barriers if you are f/t or p/t work.</p>	<p>Facilitators to collect and very briefly collate the post-its under headings for what people would change about their job.</p> <p>Recording on flips.</p>
(5 mins to 7:35)					

Time	Agenda	Process	Who	Outputs/ out comes	Materials/ notes
(10 mins to 7:45)		<p><i>Let's list all the things that make people want to go to work.</i></p> <p>STOP RECORDING</p> <p>B) Barriers Using post-its to record your first thoughts (one-thought per post-it) and then discuss with the person next to you. Q1) If you wanted to increase your working hours or move to a better paid job what would stop you? Prompts: think about your own job/ your situation/ things that would need to change in society to let you do this.</p> <p>START RECORDING</p> <p>Group discussion: Q2) What are the differences in ability to increase overall pay if you are full or part-time? Prompts: are there new barriers/ different barriers to being able to change your situation of you are f/t or p/t?</p> <p>Group to produce summary of at least one point from the motivations section and one point from the barriers section, pulling out differences from the f/t and p/t experience.</p>			<p>Collating post-its on the flips.</p> <p>Use one side of the flip chart for f/t comments the other for p/t comments.</p> <p>A group summary sheet is produced this is not for plenary section but just to ensure we have captured what is particularly important to each group. These sheets will be put on the wall in the plenary area so that all those present can see what has been said in the other groups.</p>
(5 mins to 7:50)					

Time	Agenda	Process	Who	Outputs/ out comes	Materials/ notes
		STOP RECORDING			
7:50-8:05	Break	<p>Participants encouraged to take a break, and to make comments on the ideas wall and have a look at what others said in the wellbeing discussion. Also have a look at how other groups have thought about motivations and barriers.</p> <p>Participants asked to return to the main room.</p>	2 Facilitators to help with ideas wall.		Ideas Wall by the coffee area
8:05-8:15	Introduction to the cards summarising ALM programmes	The cards will be presented in turn explaining their relevance to programmes for people who are in work but wish to increase their hours/ pay and their relevance to wellbeing.	AC/ AQ		Up to 10 cards incorporating ALM in work programmes plus wellbeing evidence. They must be simple/ visual.
8:15-9:10 (25 mins to 8:40 for grids & discussion)	Programmes to help people increase their hours/ pay	<p><i>Process: card prioritisation</i></p> <p>The facilitators to lay out all the cards on the table. Remind people that these are the cards they have just heard about in the previous presentation.</p> <p>We are going to think about these cards in different ways. Remember that they describe an existing programme/ characteristics of a programme plus aspects of wellbeing.</p> <p>Brainstorm discussion.</p> <p>Q1) What, if any, is your experience of these types of programme?</p> <p>Participants firstly select the cards that show</p>	HVM Facilitators		<p>The information cards – 1 for each grid.</p> <p>A set of grids on flip charts</p> <p>Discussion recorded on flips.</p>


Time	Agenda	Process	Who	Outputs/ out comes	Materials/ notes
(20 mins to 9:00)		<p>characteristics of things they are familiar with. Then the group discuss the familiar elements. Prompts: what's your experience of sanctions/ conditions attached to the programme</p> <p>Q2) Which, if any of these programmes could you see as helping you personally, whether you have experience of them or not. Prompts: either to overcome barriers/ motivate you to change to a job with increased hours/ pay.</p> <p>Explain how the grid works from left to right – none at all – a lot of help</p> <p>Stick a coloured dot on the grid according to the level of help they expect these programmes would give. Facilitator to discuss with the group the spread of help expected from none at all to a lot of help. Facilitator – <i>Why do you think that?</i></p> <p>Q3) If you think about the evidence we heard from NEF about wellbeing and work. Which of these programmes/ characteristics might be good in terms of improving wellbeing? Participants can choose different cards from Q1/Q2 or the same ones. Facilitator – <i>Why do you think that?</i> And other appropriate probes.</p>			<p>Grid 1: Help these programmes would give to me personally– all the programme headings plus the images down the left hand side of a long flip. <i>None at all</i> and <i>A lot</i> written on the bottom of the sheet. Orange dots for the orange group Blue dots for the blue group Purple dots for the purple group</p> <p>Facilitator to note 'whys' on flips.</p> <p>Grid 2: What these programmes would do for my wellbeing. All the programme headings plus the images down the left hand side of a long flip <i>Nothing</i> and <i>A lot</i> written on the bottom of the sheet. Orange dots for the orange group Blue dots for the blue group</p>

Time	Agenda	Process	Who	Outputs/ out comes	Materials/ notes
(10 mins to 9:10)		<p>Brainstorm discussion for final 2 Qs.</p> <p>Q4) What changes would have to happen in society to enable these programmes to succeed in helping people to increase their hours/ pay should they wish to?</p> <p>Prompt: Think about things which government should do.</p> <p>Q5) If you were to come up with other ideas/ characteristics of programmes that would help people who wanted to increase their working hours / pay what would they be?</p> <p>Post-its and discussion in pairs first of all, then facilitator to collate and discuss the ideas with the group.</p> <p>Prepare a summary sheet with key points from Qs 1-5. 5 points per group.</p>			<p>Purple dots for the purple group</p> <p>Facilitator to note 'whys' on flips.</p> <p>Flip chart / post-it recording</p> <p>Summary sheet for the plenary.</p>
9:10-9:20	Plenary report back	Each group will report back to the whole room on the flavour of their discussions.	Nominated participant	Shared understanding of the main ideas from the discussion	Summary sheet
9:20-9:25	Wrap up	NEF thank you to participants. Highlight how valuable it has been to hear participants' thinking on this policy area. These are next steps:	Annie Quick (2 nd) Saamah Abdallah (3 rd)	All clear on what will happen next	

Time	Agenda	Process	Who	Outputs/ out comes	Materials/ notes
		<ul style="list-style-type: none"> HVM writing up NEF will do research on any new ideas that have come up in tonight's discussion for you to look at next time and carry out further research on questions that have been raised during the sessions (e.g. if participants want to know more about a particular area). <p>Facilitation team reminders to the group:</p> <ul style="list-style-type: none"> <i>Do come back next time - not least because that is when you will be given your incentives, but mostly because we'll be discussing these issues further and would like to get to the heart of what you think and feel! Your view is essential!</i> <i>We're in the same venue at the same time. Please be here by 6:15 for a prompt start.</i> <i>Please feel free to discuss what you have been doing today with family, friends, and colleagues so that you can bring their views with you to the next session if you would like to.</i> <i>We'd ask you to be alert to things you might hear on the radio/ TV and/or see in the press about wellbeing and loneliness/ being connected. You are welcome to bring press cuttings to the next session to stick on the ideas wall.</i> <p><i>Thank you so much for coming, we look forward to seeing you on 18th June (Birmingham) / 19th June (Llanllhileth) at 6:00.</i></p>	LF	All clear on when and where to come back 18/ 19 June and importance of doing so.	

Time	Agenda	Process	Who	Outputs/ out comes	Materials/ notes
9:30	Incentives	2 Facilitators distributing incentives and getting signed receipts	HVM		Receipts & Incentives
9:30-10:00 (10 mins to 9:40) (20 mins to 10:00)	Wash-up & clear up	<p>Short team de-brief – depending on train times, otherwise this can be done in London after the session.</p> <p>Pack up all facilitation materials, flip chart notes, audio recorders, ideas wall.</p>	<p>NEF/ CO/ Loneliness team HVM 3KQ</p> <p>HVM</p>	<p>Brief what went well/ lessons learned/ what needs changing for future strands.</p> <p>All materials packed up.</p>	Notes for other sessions in the process.

C. Presentation



Wellbeing and work

Annie Quick
Centre for Wellbeing
nef (the new economics foundation)

economics
real wealth
means well-being

environment
lifestyles must
become sustainable

society
communities need
power and influence

1

What is wellbeing?

- the **emotions** of feeling happy or content
- **living well** and reaching your potential

2

How do we measure wellbeing?

Some examples of survey questions:

- If you consider your life overall, how satisfied would you say you are nowadays?
- How anxious did you feel yesterday?
- How happy did you feel yesterday?

3

What does the evidence tell us about wellbeing and work?

5 key findings

4

Finding 1: In general, work is good for wellbeing

- On average, people in work have higher levels of wellbeing
- People who are unemployed have lower levels of wellbeing.
- Long-term unemployment is particularly bad for wellbeing.



5

Finding 2: Increased income is good for wellbeing

- In general, people with a higher income also have higher wellbeing.
- The same increase in income makes less difference to the wellbeing of people on high incomes, than people on low income.



6

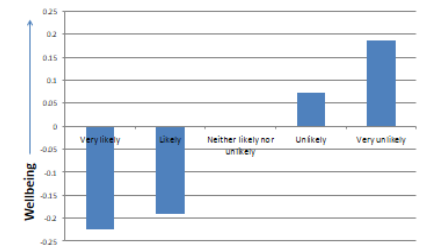
Finding 3: Feeling secure in your job is good for wellbeing

- Having a temporary contract is bad for wellbeing



7

How likely do you think it is that you might lose your job in the next 6 months?



8

Finding 4: Work-life balance is important for wellbeing

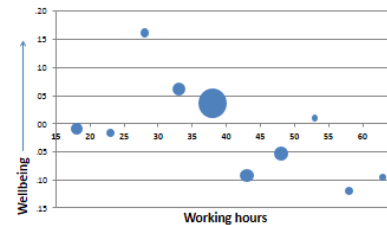
- A good work life balance is strongly associated with wellbeing
- Working longer hours is associated with increased wellbeing up to a point
- From then on it is associated with lower wellbeing.



9

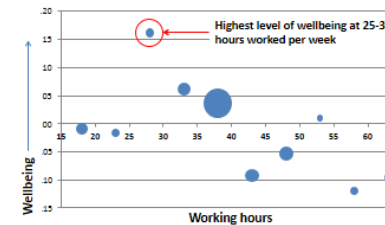
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What's the impact of working hours on wellbeing?



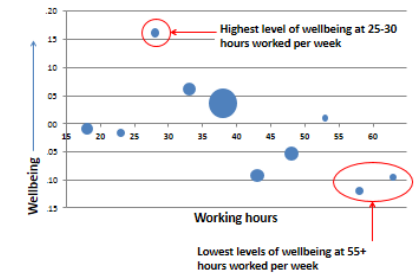
10

What's the impact of working hours on wellbeing?



11

What's the impact of working hours on wellbeing?



12

What's the impact of working hours on wellbeing?



13

What's the impact of part-time work on wellbeing?

- Part-time workers who don't want a full-time job have higher levels of well-being than full-time workers.
- Part-time workers who work part-time because they are unable to find a full-time job have lower levels of wellbeing than full-time workers



14

★

Finding 5: The quality of work matters

- Having control
- Good social relationships
- Doing good for society
- Using your strengths
- Making progress in the organisation



15

★

D. Evidence cards

Financial incentives to work full-time

What's the idea?

The government provides money to people as a reward for gaining, or staying in, full-time work.



Personal advice and support for people searching for a new job

What's the idea?

To provide personal support, including:

- Practical support in finding and applying for jobs
- Social support to help job-seekers bounce back from a disappointment when looking for jobs.



What's the evidence?

Several studies have found that offering money to take up full-time work may be effective for those who want to work longer hours. For example a scheme in the UK offered £400 for each period when participants worked 30 or more hours per week over a period of time.

Overall, most people in the programme did increase their working hours. However, it was unclear whether this was due to money being offered or other aspects of the programme such as training.

There is no clear evidence about the effect of this intervention on wellbeing

What's the evidence?

Evidence suggests that applying for jobs and repeatedly being rejected can be bad for mental health and wellbeing.

However, from programmes in the UK, the US and Scandinavia we know that if personalised support is provided, this can help people to find new jobs, as well as improve wellbeing. Levels of stress and anxiety were found to be lower for those involved in programmes which provided this support.

However, the people involved in these schemes were unemployed. So we don't yet know whether these positive effects would be the same for people who are already in a job, and are looking to increase their earnings by finding a new job.

Free or affordable childcare

What's the idea?

To provide free or affordable child care to enable people to work full time while also bringing up young children.



Free training for those in work

What's the idea?

Employees have access to free training opportunities. This might be funded directly by the government, or if it is delivered through work, the government might support employers to offer training.



What's the evidence?

Evidence from the UK and the US suggests that providing free or affordable child care can make it easier for parents to enter work, and can also allow them to work longer hours. The research also showed that children developed faster, and were more likely to have a job themselves later in life.

There is no direct wellbeing evidence on the effect of this intervention on parents.

What's the evidence?

One programme in the UK provided training for lone mothers working part-time. This programme, as well as others from Scandinavia and the US, found that training was generally good for wellbeing as it increases self-confidence and self-esteem. However, it's not clear how long these positive effects last. Take up of free training was relatively small amongst in some studies.

Even though on average participants increased their working hours it is unclear whether this was an effect of the training offered. The lone mothers involved in the programme were offered money to increase their working hours as well.

Incentives to reward training

What's the idea?

Employees have access to free training opportunities, and are paid for attending.



What's the evidence?

The evidence for this is limited. In one UK programme, part-time workers received £8 for every hour of training completed. This had some success, with participants working longer hours as a result.

There is no clear evidence about the effect of this intervention on wellbeing.

Increase the minimum wage to the living wage

What's the idea?

Increase the minimum wage, so that employers are legally required to pay employers a 'living wage'. The living wage is calculated to be enough to cover basic living expenses. The living wage is currently £7.65 outside London, £1.34 more than the minimum wage.



What's the evidence?

There is strong evidence that increasing peoples' income is good for wellbeing, particularly for those on low wages. It is not surprising therefore that studies found that people paid the living wage had higher wellbeing than those paid below it.

However, there is a lot of disagreement between economists and politicians about whether this is good for the economy in the long term. Some argue that increasing the minimum wage would be bad for business and cause unemployment (which would be bad for the wellbeing of those who become unemployed). Others argue that there is no evidence for this.

Increase the supply of jobs in the economy

What's the idea?

Government policy should aim to increase the supply of jobs in the economy.



What's the evidence?

If there are more jobs, it will be easier for people to find a job that they like, and people stuck in part-time work will be able to find full-time jobs if they want them. Economic theory also suggests that increasing the supply of jobs would increase wages. Increased pay, having a job you like, and working full-time if you want to – are good for wellbeing.

Approaches to increase the supply of jobs include:

- Government spending programmes which lead to more jobs, for example employing people to build new houses
- Cutting taxes to businesses to make it easier for them to employ more people.

Economists and politicians disagree about what approaches are the best.

Laws to make employment more secure

What's the idea?

The government introduces employment legislation so that people's jobs and income are more secure. This could include:

- Making it harder for businesses to fire staff or put them on temporary contracts
- Increasing redundancy pay
- Banning zero hour contracts.



What's the evidence?

There is strong evidence that feeling insecure about your job is bad for wellbeing. People on temporary contracts have worse wellbeing on average, than those on permanent contracts. People who think they might be made redundant have lower wellbeing than those who feel their job is safe. Policies that increase job security, so that people can feel confident they will be able to pay the bills, are likely to increase wellbeing.

There is a lot of disagreement between economists and politicians about whether this is good for the economy in the long term. Some argue that making it harder for businesses to hire and fire staff, would be bad for business, and therefore increase unemployment. This would decrease wellbeing for those who become unemployed. Others argue that there is no evidence for this.

3.3 Frontline Worker Session Materials

A. Programme

This document describes what we will happen during this session. By the end of this evening we will have made recommendations to policy makers on the programmes to enable people to work more hours or move to a better paid job if they should wish to do so.

Programme

3.45pm **Arrivals and sign in**

Participants are asked to try to arrive between 3.45 and 4.00pm.

4.00pm **Welcome, introductions and purpose**

We'll talk about the public dialogue and how it relates to this session. The group will agree how to work together and the format of the session will be explained.

4.15pm **Summary of the project**

We'll explain how the project has developed and how the ideas that we will be discussing were developed by members of the public.

4.25pm **Discussion: ideas**

The group will review a range of ideas suggested by members of the public. The group will think about the ideas that are most likely to be effective in encouraging people to progress in the labour market.

5.25pm **Whole room discussion: participant recommendations**

A session in which participants will share their main findings and make recommendations to policy makers.

5.55pm **Next steps**

A closing session so that everyone is clear about what will happen next.

6.00pm **Close**

B. Process Plan

Active labour market – round 2

A public dialogue & innovation process for *embedding wellbeing science in decision making*

Frontline workers: Wednesday **18 June**, Birmingham Library, Centenary Square, Broad Street, Birmingham B1 2ND

Objectives (Why we are doing it)	Outcomes (What we want at the end that we have not got now?)
<p>Aim</p> <p>To engage frontline workers with the question: <i>What could government, employers or others do to make working more hours (for those in part-time work), or moving to better paid work, more feasible and more attractive in wellbeing terms for those on very low incomes, and therefore more likely to happen?</i></p> <p>Objectives for this round - to finalise thinking with the public which will:</p> <ul style="list-style-type: none">○ Actively inform and support the active labour market policy area;○ Provide fresh insights into the problems that need addressing;○ Inform how DWP can pursue an agenda in which claimants are both capable of working more and also want to do so;○ Give frontline workers the opportunity to contribute meaningfully to the development of active labour market policies include associated support programmes and communications.	<p>As a result of this frontline worker dialogue on active labour market:</p> <ul style="list-style-type: none">○ Participants will have had an opportunity to review public ideas on 4 policy categories;○ There will be a common understanding around the barriers/ challenges to policy development for active labour market○ Frontline worker perceptions of interventions that will be most effective to answer the policy question○ Clarity on what happens to the policy ideas when filtered through the wellbeing lens

Time	Agenda	Process	Who	Outputs/ outcomes	Materials / notes
1:30	Set up	Room layout one table for the whole discussion, refreshments etc.	Venue HVM team	Set up and ready to go	Facilitation Tool Kits x 1 (HVM) Prepared flip charts for the facilitation station (HVM) 1 flip chart stand (venue) Additional flip chart paper (venue) Setting up facilitation station (HVM) Refreshments (venue) PowerPoint projector / Laptop (venue) Screen (venue)
3:45-4:00	Arrivals – Sign in desk	People welcomed, signed in, given a hard copy of the participation pack, pointed to facilities / refreshments.	AvM/ HI - Birmingham	Everyone aware of the available space	Sign-in sheets (HVM) Badges (HVM) Printed participation packs (HVM)
4:00-4:15	Welcome, introductions & purpose	<p>Initial welcome from the facilitation team plus venue health, safety and housekeeping announcement.</p> <p>Intro to HVM as independent facilitators Intro to AQ from NEF/ RB independent evaluation</p> <p>Go round the room. Introduce yourself Q) Why were you interested in attending this session?</p> <p>Group to devise their own ground rules on the flip chart.</p>	<p>HVM team</p> <p>HVM Lead Facilitator (LF)</p>	<p>All clear on what we are doing here and who everyone is. Introduction to the process.</p> <p>Devising own ground rules will help the group get in to the way of working quickly.</p>	Further reference to packs

Time	Agenda	Process	Who	Outputs/ outcomes	Materials / notes
per policy category)		<p>a consideration of the ideas the public came up with in the public dialogue sessions held two weeks ago in Birmingham / Llanhilleth (Pontypool) plus the work that the team has done in between sessions.</p> <p>Divide into 2 groups of 6 to consider the sheets: Orange group: HH Blue group: AvM</p> <p>START RECORDING</p> <p><i>Let's look at each policy category – and the ideas in turn.</i></p> <p>Ask the same question for each policy idea: Q1) To what extent does this policy category (and related ideas) seem effective to support people to work more hours (for part-time workers), or move to better paid work should they wish to?</p> <p><i>Prompt:</i> How would these ideas work in practice given your experience as an employer / adviser? Think about the things that would stop them working well too</p> <p><i>Specific prompts for having the right skills:</i> Who is best placed to deliver the training? How should training be delivered (online/ Skype/ face-to-face)?</p>			<p>1) Making work financially & personally rewarding:</p> <ul style="list-style-type: none"> Free or affordable childcare Encouraging employers to make work more rewarding. <p>2) Making it easier to take a risk by moving to a new job:</p> <ul style="list-style-type: none"> Extra benefits if you lose your job after moving to a better paid position <p>3) Having the right skills</p> <ul style="list-style-type: none"> Free training for those in work Apprenticeships for all ages <p>4) Having the advice and support you need</p> <ul style="list-style-type: none"> Personal advice and support for people searching for a new job Taster of a new job <p>Blue group to use blue pen and start at sheet 1</p> <p>Orange group to use orange pen and start at sheet 4.</p> <p>Orange / Blue dots for the frontline workers group</p>

Time	Agenda	Process	Who	Outputs/ outcomes	Materials / notes
		<p>How would the people you work with/ employ find the time to do the training?</p> <p><i>Specific prompts for making work financially and personally rewarding:</i></p> <p>How would employers be motivated to facilitate these ideas?</p> <p>What support would employers need to put these initiatives in place?</p> <p><i>Specific prompts for making it easier to take a risk by moving to a new job?</i></p> <p>What would need to be involved to make this feasible for employers?</p> <p>What advice would be needed?</p> <p><i>Specific prompts for having the support and experience you need</i></p> <p>What would you need/ your workplace need to make sure high quality support is offered?</p> <p>How should the advice be delivered (online/ Skype/ face-to-face)?</p> <p>Q2) If this policy are and related ideas were to be piloted in <i>Birmingham</i> to what extent would it have an impact on people's wellbeing?</p> <p><i>Prompt:</i> think about the four components of wellbeing that Annie mentioned (Strong social relationships/ being in control of life/ making a difference/ staying true to yourself) in relation</p>			<p>As the discussion on each idea is concluded the flip is stuck on the wall in preparation for the dotting exercise.</p> <p>Summary sheet for policy makers</p>

Time	Agenda	Process	Who	Outputs/ outcomes	Materials / notes
(20 mins to 5:25)		<p>to the impact the policy area/ idea could have.</p> <p>STOP RECORDING</p> <p>Back in whole group.</p> <p>Put an orange sticky dot next to the 2 ideas that interest you most professionally.</p> <p>Put a blue sticky dot next to the 2 ideas that you feel are most workable.</p> <p>START RECORDING</p> <p>Q3) Thinking about all the ideas we have discussed how do you feel about them in terms of your work?</p> <p><i>Prompt:</i></p> <p>Are there any other ideas that you have had as a result of this discussion that could help you in your work with people who wish to increase their hours or move to a better paid job?</p> <p>What are the two points (could be more) you want to say to policy makers about ideas that you believe would be most effective in making working more hours (for those in part-time work), or moving to better paid work, more feasible and more attractive in wellbeing terms</p>			

Time	Agenda	Process	Who	Outputs/ outcomes	Materials / notes
		<p>for those on very low incomes? And most workable from your professional perspective? One/two people nominated to report back to those about to join us.</p> <p>STOP RECORDING</p>			
<p>5:25-5:55 (5 mins to 5:30)</p> <p>(5 mins to 5:35)</p> <p>(15 mins to 5:50)</p>	<p>Introductions in to the plenary discussion</p>	<p>NEF/DWP join the group. Quick move of furniture/ chairs to make sure there can be a semi-circle of participants reporting to a semi-circle of NEF/ policy leads/ topic specialists.</p> <p>Re-create comfortable atmosphere.</p> <p>START RECORDING</p> <p>Each group to report back on their summary sheets, giving the points they wish to make to policy makers.</p> <p>Policy lead/ NEF formally receive the group's ideas and the relevant person comments thoughtfully on what they have heard.</p> <p>Followed by group discussion involving all those in the room including participants/ observers/ topic specialists. What are the surprises/ comments you have on what has been brought in to the room from the small group discussions?</p> <p>STOP RECORDING</p>	<p>Annie Quick & Steve Harry join the group</p> <p>One participant from each group</p> <p>NEF / DWP</p>		<p>Summary sheets available for each group</p> <p>Visible note taking on flip charts (HI)</p>

Time	Agenda	Process	Who	Outputs/ outcomes	Materials / notes
5:50- 5:55	Wrap up	NEF/ – thank you to participants. Highlight how valuable it has been to hear their views on this policy area. These are next steps: <ul style="list-style-type: none"> • Write up • Reports • Toolkit Thank you so much for coming from HVM – hand to RB	NEF HVM	Clear understanding of the value of what participants have been doing and what will happen as a result.	
5:55- 6:00	Evaluation	3KQ to ask them to do what is needed for the evaluation.	3KQ		Evaluation materials
6:00	Incentives	2 Facilitators distributing incentives (excluding DWP staff) and getting signed receipts	HVM		Receipts Incentives
6:00- 6:10	Re-organise the room	Set up the room for the public dialogue session.	HVM		

3.4 Round 2 Materials

A. Programme

This document describes what we will happen during this session. By the end of this evening we will have thought about what government, employers and others could do to help working people who wish to increase their hours and or pay. This programme should be read with the *Help Points* document given to you separately.

Programme

6.00pm **Arrivals and sign in**

Participants are asked not to arrive before 6:00 or after 6:30

6.30pm **Welcome, introductions and purpose**

All those present will be introduced and their role described. The purpose of the two session discussion, this workshop and how it will run will be explained. Participants reflect on what happened in round 1 and will think more about zero hours contracts.

6.55pm **Presentation: interventions for further discussion**

The new economics foundation (NEF) will explain what has happened since the last session and explain the ideas we will be discussing in more detail this evening. This will help our discussions this evening. There will be an opportunity for questions.

7.10pm **Discussion in small groups: steps to making the ideas effective**

During this session small groups of participants will talk about two categories of idea in detail.

8.10pm **Break**

8.20pm **Presentation: what matters to wellbeing**

In which NEF will give a short summary of four things that are needed to live well.

8.25pm **Work and wellbeing discussion**

In two separate discussions the group will work more on the two categories they have been working on this evening and then discuss the ideas they haven't yet considered.

9.00pm **Recommendations**

The groups will make recommendations to the policy makers on key points that should be taken on board when implementing schemes to encourage people to work more hours/ move to a better paid job should they wish to.

9.30pm **Next steps and close**

B. Process Plan

Active Labour Market – round 2

A public dialogue & innovation process for *embedding wellbeing science in decision making*

Active Labour Market

Wednesday **18 June**, Birmingham Library, Centenary Square, Broad Street, Birmingham B1 2ND

Public participants

Thursday **19 June**, Llanhilleth Miners Institute, Meadow Street, Llanhilleth, Nr Abertillery, Blaenau, Gwent NP13 2JT

Objectives (Why we are doing it)	Outcomes (What we want at the end)
<p>Aim</p> <p>To engage the public with the question: <i>What could government, employers or others do to make working more hours (for those in part-time work), or moving to better paid work, more feasible and more attractive in wellbeing terms for those on very low incomes, and therefore more likely to happen.</i></p> <p>Objectives for this round- to:</p> <ul style="list-style-type: none">○ Actively inform and support the active labour market policy area;○ Provide fresh insights into the problems that need addressing;○ Inform how DWP can pursue an agenda in which claimants are both capable of working more, and also want to do so;○ Give members of the public who participate in the process the experience of contributing meaningfully to the development of active labour market policies including associated support programmes and communications.	<p>As a result of this round 2 active labour market dialogue those involved will have:</p> <ul style="list-style-type: none">○ An understanding of the session and everybody's role within it;○ A set of policy ideas generated by participants through meaningful conversations on ways to wellbeing leading to policy areas/ interventions for encouraging people to meet their potential in the labour market;○ Findings which DWP, NEF, CO can take forward to inform in work programmes to motivate people on very low incomes to move to better paid work, informed by the wellbeing lens.○ An understanding of public views on (prioritised) new ideas for support mechanisms which would help to overcome the barriers they identified in round 1○ Clarity on next steps and ongoing participation.

Time	Agenda	Process	Who	Outputs / comes	Materials / notes
4:00	Set up	<p>Room layout, facilitation stations (x3), refreshments etc.</p> <p>Note: facilitation team will have a briefing away from the venue. This is so we all use the process plan consistently and effectively to get the best session outcomes. Key points:</p> <ul style="list-style-type: none"> Importance of flexi-time -gains and losses in time even out through the process (HH to manage) Reference to the help notes/ ground rules HH to brief speaker(s) - keep to time and focused/ short answers to questions - purpose to inform and then allow time for discussion. 	Venue HVM team	Set up and ready to go	<p>Facilitation Tool Kits x 3 (HVM)</p> <p>Prepared flip charts for each facilitation station (HVM)</p> <p>3 flip chart stands (venue)</p> <p>Additional flip chart paper (venue)</p> <p>Setting up facilitation stations (HVM)</p> <p>Ideas wall set up (HVM)</p> <p>Refreshments (venue)</p> <p>PowerPoint projector/ Laptop (venue)</p> <p>Screen (venue)</p>
6:00-6:30	Arrivals – Sign in desk	<p>People welcomed, signed in, given a hard copy of the participation pack, pointed to facilities/ refreshments.</p> <p>As they move to their seats the HVM team direct them to the right table according to their name badge (3 groups in B’ham / 2 in Llanhilleth):</p> <p>Anita van Mil - blue group</p> <p>Henrietta Hopkins - orange group</p> <p>Hally Ingram – purple group (18th B’ham)</p> <p>Let them know that we aren’t in separate rooms for the initial discussion.</p>	HVM team	Everyone aware of the available space and how to move in to the discussion	<p>Sign-in sheets (HVM)</p> <p>Badges (HVM)</p> <p>Printed participation packs (HVM)</p>
6:30-6:35 (5 mins to	Welcome Introductions	Initial welcome from the facilitation team plus venue health, safety and housekeeping announcement.	HVM Lead Facilitator (LF)	All clear on what we are doing here and	Further reference to packs

6:35)		<ul style="list-style-type: none"> ▪ Welcome from Steve Harry, Policy Lead—reminder of what we are here to discuss, visibly here to listen to public views. ▪ Welcome from Hopkins Van Mil: Creating Connections <i>independent facilitation team</i> ▪ Introduce the NEF team, Sciencewise, all observers (we'll come back to 3KQ as evaluators) ▪ Brief introduction to what we are doing together in this second of two sessions ▪ Flip chart demonstrating where we are in the process and what's going on in frontline/ Llanhilleth as well. <p>Re-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 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 debate forwards ▪ Come back from breaks promptly and help us stick to time ▪ No mobile phones during the discussions ▪ Don't interrupt when speaking ▪ Use the facilitators 		who everyone is. Introduction to the process.	
6:35-6:40	Evaluation	Note on evaluation: we have Rhuari Bennett here from 3KQ - Rhuari to explain what he'll be doing during this session.	RB		
6:40-6:55	Warm up & what matters to you?	Facilitators: Welcome to the group Facilitator to re-introduce the recorder.	HVM team	Getting people back in to the discussion from last time.	Flip chart / audio recording.

(5mins to 6:45)		<p>Reminder that all recording is anonymous and no comments whether written or recorded will be attributed to a named individual in the report. 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. Ask if anyone objects. In which case the recorder will be turned off when they are speaking.</p> <p><i>Reminder: 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.</i></p> <p>Go round the table. Introduce yourselves</p> <p>START RECORDING</p> <p>and answer the following question. Q1) If you discussed the session with others, what did you talk about? How did they respond? Prompt: were you reminded of the session at any point after it by something someone said/ something you read/ something you saw? <i>Note:</i></p>		<p>If there are any immediate negative thoughts they would be dealt with.</p> <p>Any questions from last time would be raised.</p> <p>Time to consider zero hours contracts and get them back in to a dialogue way of working.</p>	<p>Flip chart key points</p>
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(10 mins to 6:55)		<p><i>this can only be brief – take headlines only. The essential questions are on zero hours below, but it's too much of a leap to go straight to that.</i></p> <p>We have discussed the session with others too, Annie / Saamah will explain what has happened since we last met in a second, but first we wanted to talk about zero hours contracts.</p> <p>We heard a lot of criticisms of zero hour contracts, and many of you felt they should be abolished altogether. This will be a key finding that will be included in the final report, but as, you know, this is not a simple issue.</p> <p>Q2) What is the worst thing about zero hour contracts in your view? Brainstorm all the worse things and produce a quick list. <i>Prompt:</i> Of those that you have all listed what is the worst? Why?</p> <p>Q3) If zero hour contracts continue what, if anything, could government do to make them better for employees?</p> <p>Quick brainstorming</p> <p>STOP RECORDING</p>		<p>A list of 'worst' elements of zero hour contracts</p> <p>A list of things that might make zero hours contracts less challenging.</p>	<p>Post-it recording in own words. Facilitator to group similar thoughts on the flip chart. Highlight in another colour those that are seen as most unsettling.</p> <p>Additional points recorded on flip.</p> <p>Fast-paced flip recording of main points.</p>
6:55-7:10 (10 mins to 7:05)	Summary of review points	<p>NEF presentation on the outcomes of the thinking / research done between rounds 1 & 2.</p> <p>A. An overview of key themes from R1 that are</p>	NEF	Understanding of what has happened	<p>PP presentation (AQ)</p> <p>PP printed in packs for participants to refer to.</p>

(5 mins to 7:10)		<p>not being taken forward & why:</p> <p>B. Existing ideas that are being discussed – reminder of what the idea is – highlights from the research</p> <p>C. Present the new cards on the three new ideas: apprenticeships/ security when moving between jobs/ bridge courses.</p> <p>Any questions that need a response will be answered here whether by NEF or DWP.</p> <p>Brief Q& A for clarification only.</p> <p><i>Move to small group work areas.</i></p>		<p>between the two discussions and what is for discussion this evening.</p>	<p>Q&A recorded on flip chart by HVM team</p> <p>Cards brought back from last time/ added to with the new information.</p>
7:10-8:10	Digging deeper – steps to making the ideas effective	<p>Each group has been allocated a 2 categories:</p> <p>Blue group: Making work financially & personally rewarding [free or affordable childcare / Encouraging employers to make work more rewarding] and Having the advice and support you need [personal advice and support for people searching for a new job / Taster of a new job]</p> <p>Orange group: Making it easier to take a risk by moving to a new job [Extra benefits if you lose your job after moving to a better paid position] and Making work financially & personally rewarding [free or affordable childcare / encouraging employers to make work more rewarding]</p> <p>Purple group: Having the advice and support you need [personal advice and support for people searching for a new job / Taster of a new job] and Having the right skills [free</p>	HVM Team		
				The steps to	Key points recorded on flips

<p>(10 mins to 7:20 Policy suggestion 1 and to 7:50 for Policy suggestion 2)</p>		<p>training for those in work / apprenticeships for all ages]</p> <p>Each group take the ideas cards with them relevant to their category. Facilitator to run through the cards with them, reminding them that these are the cards that we used last time, supplemented with cards which include the new research/ ideas that they wanted to think about more from Round 1.</p> <p>START RECORDING – note to facilitators: pause the recorder when doing individual / paired post-it discussion and re-start in the whole group work.</p> <p>Policy suggestion 1 – complete Qs 1-4 Q1) How should this idea work to make it as effective as possible?</p> <ul style="list-style-type: none"> a) Post-its, work in pairs to list all the ‘hows’ b) Group discussion and collating of the post-its <p><i>Note on prompts: knowing time is short facilitators should try and cover as much as possible allowing new things not anticipated by the prompts to emerge too.</i></p> <p>Prompts: In your view what steps need to be taken to make it effective?</p> <p><i>Specific prompts for having the right skills:</i></p>		<p>making the idea work from the participants’ perspective have been listed.</p> <p>The barriers to making the idea work from the participants’ perspective have been listed.</p>	<p>Use post-its to record people’s views in their own way if that helps. Collate under key themes <i>only</i> if there is time.</p> <p>Post-its to record all the barriers Flip chart recording of key points/ themes.</p>
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<p>(10 mins to 7:30 for policy suggestion 1 and to 8:00 for policy suggestion 2)</p>		<ul style="list-style-type: none"> Who would you trust to deliver the training (think about employers/ colleges/ trade unions)? How should training be delivered (online/ Skype/ face-to-face?) How would you find time to do the training? <p><i>Specific prompts for financially and personally rewarding:</i></p> <ul style="list-style-type: none"> How would employers be motivated to facilitate duvet days (for example) and the other ideas to make work more rewarding? How could/ would these ideas operate in your work place? <p><i>Specific prompts for making it easier to take a risk by moving to a new job:</i></p> <ul style="list-style-type: none"> What would need to be involved in ‘tasting’ a job for you (shadowing/ doing the job yourself/ training in the job)? How long would they need to be for? <p><i>Specific prompts for having the support & experience you need</i></p> <ul style="list-style-type: none"> Who would you trust to deliver the personal advice (think about employers/ colleges/ trade unions)? How should it be delivered (think about online/ Skype/ face-to-face)? How would you find the time to take advantage of the personal advice? Imagine if you were the person responsible for delivering this service (either from the Job Centre or from another provider). What would 			<p>[Barriers will be turned on their head in the next session to find solutions – facilitators to keep the flip charts up in the room to be referred to later].</p> <p>Post-its for individual work Flip charts for group work</p>
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<p>(10 mins for Q3 & 4 to 7:40 for policy suggestion 1 and to 8:10 for policy suggestion 2)</p>		<p>you need to make sure you were able to deliver high quality support?</p> <p>Q2) What would stop people [and or employers] from taking up these schemes?</p> <ul style="list-style-type: none"> a) Post-its, work in pairs to list all those things that could be done b) Group discussion and collating of the post-its <p>Prompts:</p> <ul style="list-style-type: none"> ▪ Think of all the barriers, including some you mentioned last time such as travel constraints/ sanctions/ responsibilities to friends and family. <p><i>Specific prompts for childcare:</i></p> <ul style="list-style-type: none"> ▪ What would stop someone accepting free or affordable childcare for their children if they were able to progress at work? ▪ How could it be targeted in such a way as to make you / family members / friends eligible for it? <p><i>Specific prompts for extra benefits if you lose your job after moving to a better paid position:</i></p> <ul style="list-style-type: none"> ▪ What might be the positive and negative effects of such schemes? ▪ How might you or your friends' willingness to work, or be productive, or look for a better job be affected? ▪ From what you know of small business in your area, how do you think these programmes might affect them? 			
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		<p><i>Specific prompts for personal advice and support for people searching for a new job</i></p> <ul style="list-style-type: none"> What would be the effect on your ability to make use of the scheme if the advice were to be provided on line? <p>Q3) What else would need to be in place to make sure that the idea is as effective as possible?</p> <p>Prompts:</p> <ul style="list-style-type: none"> Who should be putting these things in place? What is the role of Government? Think of anything we haven't covered yet. Brainstorming as a group. <p>Q4) What would need to be in place to make sure this intervention is fair to all? [Example for facilitators (not for flipcharts) – if you choose to have children should taxes pay for childcare? What about for those who choose not to have children specifically because they don't feel they could afford the childcare?]</p> <p>Prompts:</p> <ul style="list-style-type: none"> What should individuals themselves contribute to this scheme to make it fair? Are these interventions feasible for everyone to take up so that they can increase their pay/ working hours wishing to progress? Who might be excluded? 			
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		<ul style="list-style-type: none"> Who might lose out? <p><i>Specific prompts for having the right skills:</i></p> <ul style="list-style-type: none"> Should the government cover all expenses for training? Or should individuals make a contribution themselves? <p><i>Specific prompts for having the support and experiences you need and having the right skills</i></p> <ul style="list-style-type: none"> If this service was provided online, who would be able to benefit most? If this service was provided fact-to-face who would be able to benefit most? <p><i>Specific prompts for childcare:</i> Explore point above in example</p> <p><i>Specific prompts for extra benefits if you lose your job after moving to a better paid position:</i></p> <ul style="list-style-type: none"> Is it fair that people pay for this themselves out of national insurance? If not, is there another way that this could be paid for to make it fairer? <p>Policy suggestion 2 – go back and repeat the process for Qs 1-4</p> <p>STOP RECORDING</p>			
8:10-8:20	Break	<p>Participants encouraged to take a short comfort break</p> <p>Participants asked to return to their small group</p>	Facilitators		HVM team to record at least 2 voxpops in the break.

		areas.			
8:20-8:25	Wellbeing & work presentation	NEF to introduce the four core components of wellbeing: Strong social relations Being in control of life Making a difference Staying true to yourself			
8:25-8:40 (15mins to 8:40)	Work & wellbeing	<p>START RECORDING</p> <p>Staying with the same two ideas for now.</p> <p>Policy suggestion 1 Qs 1 & 2 Q1) How could this idea as it is now contribute to your own/ your friends wellbeing? <i>Prompt:</i> Think about the four components mentioned in the presentation.</p> <p>Q2) Is there anything you could suggest to improve this idea to make it better for wellbeing?</p> <p><i>Specific prompts for having the support and experiences you need</i></p> <ul style="list-style-type: none"> ▪ How should Job Centre staff be helped to consider people's wellbeing in the advice they give ▪ How would this work for other advisers/ employers such as agencies? ▪ What about the implications for wellbeing if the advice is delivered remotely/ online? <p><i>Specific Prompt for childcare</i></p>	HVM Facilitators		<p>Flip chart recording of key points Post-its as relevant</p> <p>Facilitator to bring any key points materials to the plenary session with them to make sure the recommendations developed in the next section reflect the group discussions throughout the evening.</p>

		<p>Think both about wellbeing at work and wellbeing at home</p> <p>Policy suggestion 2 – go back and repeat the process for Qs 1-4</p> <p>STOP RECORDING</p> <p>Groups to move back in to the main plenary area for the roving ideas storm.</p>			
8:40-9:10 (20 mins to 9:00 – 10mins per category not yet covered)	Covering all remaining ideas	<p>Lead Facilitator to explain the Roving Ideas Storm to the whole group. As each group arrives at the sheets on the wall their own facilitator will remind them of the process. Each group will only consider the two categories that they haven't yet talked about this evening.</p> <p>At each sheet the group will think about the following questions:</p> <p>Q1) What comments do you have on how to make this idea effective?</p> <p>Q2) If you were in charge of making this policy work, making it helpful to people like you and your friends, how would you make sure that wellbeing was considered?</p> <p>Q3) Use the blank sheet to add any new ideas you have had as a result of tonight's discussion on how to motivate people to increase their working hours/ pay.</p>	LF		<p>4 category areas on the wall with <i>all</i> the ideas being discussed this evening listed on separate sheets next to them:</p> <p>1) Making work financially & personally rewarding:</p> <ul style="list-style-type: none"> Free or affordable childcare Encouraging employers to make work more rewarding. <p>2) Making it easier to take a risk by moving to a new job:</p> <ul style="list-style-type: none"> Extra benefits if you lose your job after moving to a better paid position <p>3) Having the right skills</p> <ul style="list-style-type: none"> Free training for those in work Apprenticeships for all ages <p>4) Having the advice and support you need</p> <ul style="list-style-type: none"> Personal advice and support for people searching for a new job Taster of a new job

(10 mins to 9:10)		<p>FACILITATORS TO RECORD THE DISCUSSION USING HAND HELD AUDIO</p> <p>Go to your plenary group tables in the main room for the last 15 mins of small group discussion:</p> <p>Thinking about all the ideas discussed including those in the last exercise,</p> <p>START RECORDING</p> <p>Q1) What do you want to recommend to Government in terms of key points that they should take on board when implementing schemes to encourage people to work more hours/ increase their pay?</p> <p>Prompts:</p> <p>Include things that would stop people being able to take advantage of these schemes as well as things that would really motivate them/ improve their wellbeing.</p> <p>STOP RECORDING</p>			<p>Blue group to use blue pen and visit areas 2 then 3</p> <p>Orange group to use orange pen and visit areas 3 then 4</p> <p>Purple group (B'ham only) to use purple pen 1 then 2</p> <p>Summary sheet for plenary discussion. Someone nominated to make the recommendation.</p>
9:10-9:25 (5 mins to 9:15)	Plenary	<p>Quick move of furniture/ chairs to make sure there can be a semi-circle of participants reporting to a semi-circle of policy leads/ NEF/ topic specialists.</p> <p>Each group to give their recommendation(s) on what policy makers should think about to make the ideas discussed for motivating people to work longer hours/ increase their pay really</p>	<p>All facilitators</p> <p>One participant from each group</p>	<p>Everyone has the opportunity to join the discussion.</p> <p>Participants know that their voices have</p>	Summary sheets available for each group

(10mins to 9:25)		<p>effective.</p> <p>Policy lead/ NEF/ CO/ topic specialists formally receive the group's ideas and the relevant person comments thoughtfully on what they have heard. DWP to specifically comment on:</p> <p>What has been heard</p> <p>How this could feed in to DWP's work in this area.</p>	<p>DWP/ NEF/CO</p> <p>Steve Harry</p>	<p>been heard by the DWP/ Cabinet Office/ NEF.</p>	
9:25-9:30	Wrap up	<p>NEFthank you to participants. Highlight how valuable it has been to hear participants' thinking on this policy area. These are next steps:</p> <ul style="list-style-type: none"> ▪ Write up ▪ Reports ▪ Toolkit <p>Thank you so much for coming from HVM – hand to RB</p>	<p>NEF</p> <p>HVM</p>	<p>Clear understanding of the value of what participants have been doing and what will happen as a result.</p>	
9:30	Evaluation	3KQ to ask them to do what is needed for the evaluation.	3KQ (HVM)		Evaluation materials
9:30	Incentives	2 Facilitators distributing incentives and getting signed receipts	HVM		Receipts Incentives
<p>9:30-10:00 (10 mins to 9:40)</p> <p>(20 mins to 10:00)</p>	Wash-up & clear up	<p>Short team de-brief – depending on train times, otherwise this can be done in London after the session.</p> <p>Pack up all facilitation materials, flip chart notes, audio recorders, ideas wall.</p>	<p>NEF/ CO/ Loneliness team</p> <p>HVM</p> <p>3KQ</p> <p>HVM</p>	<p>Brief what went well/ lessons learned/ what needs changing for future strands.</p>	Notes for other sessions in the process.

C. Presentations



Interventions for further discussion

Annie Quick / Saamah Abdallah
Centre for Wellbeing
nef (the new economics foundation)

 **economics**
real wealth means well-being

 **environment**
lifestyles must become sustainable

 **society**
communities need power and influence

1

Big issues

- Increasing the minimum wage
- Increasing the supply of jobs in the economy
- Immigration and low pay

2

Making work financially and personally rewarding

Free or affordable childcare



4

Encouraging employers to make work more rewarding



5

3

**Making it easier to take a risk
by moving to a new job**

6

**Extra benefits if you lose your job
after moving to a better paid position**



7

Having the right skills

8

Free training for those in work



9

Apprenticeships for all ages



10

Having the advice and support you need

Personal advice and support for people searching for a new job



12

Taster of a new job



13

What matters to wellbeing?

Annie Quick / Saamah Abdallah
Centre for Wellbeing
nef (the new economics foundation)



economics
real wealth
means well-being

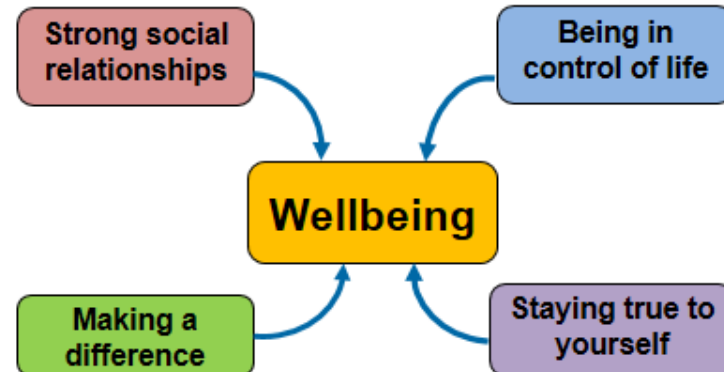


environment
lifestyles must
become sustainable



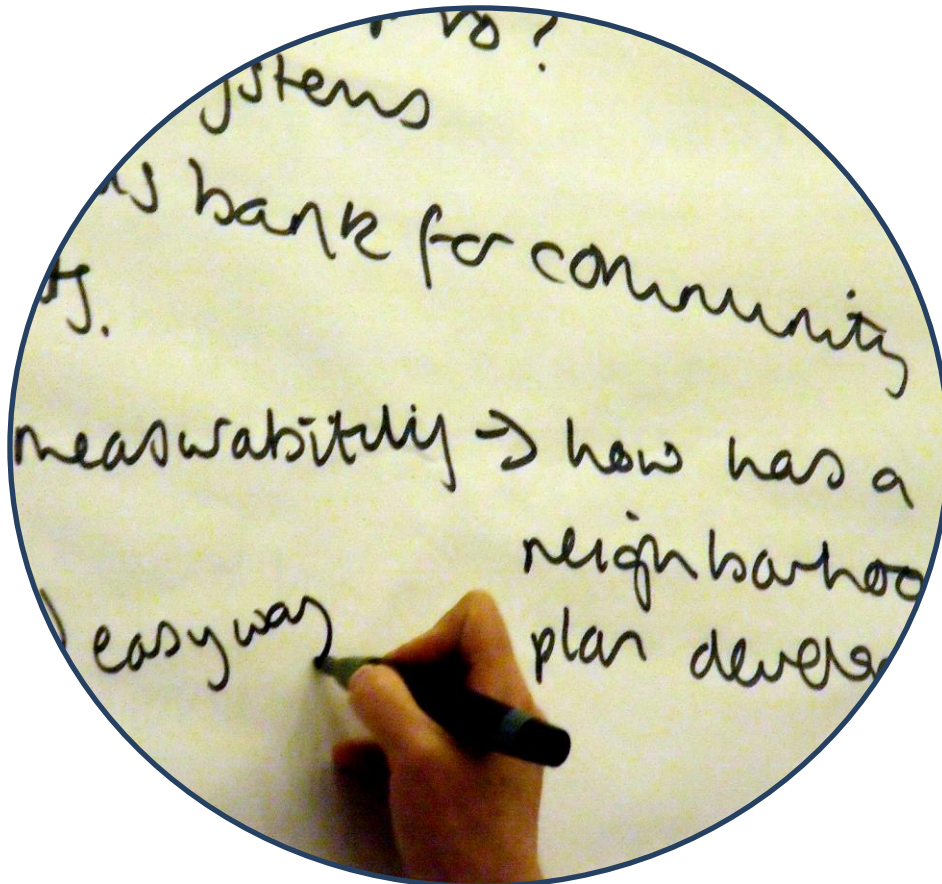
society
communities need
power and influence

1



2

4. Wellbeing and Community Rights Dialogue



Round 1: London, Monday 30th June and Birkenhead, Tuesday 1st July

Frontline workers: London, Wednesday 16th July

Round 2: London, Wednesday 16th July and Birkenhead, Thursday 17th July

4.1 Recruitment Specifications

A. Public recruitment specification

Client: NEF/ Cabinet Office

Dialogue theme: Embedding Wellbeing Science in Decision Making

Dialogue policy area: Community rights - Department for Communities and Local Government (DCLG)

Aims:

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

What kinds of things are important at community level to increase wellbeing and how can giving individuals and communities more powers and opportunities increase wellbeing?

The methodology will be a series of workshops for which participants will be recruited. The dialogue will involve recruiting up to 50 people for this policy area, broadly representative of the population in terms of gender, life stage, social grade/ household income, geography, religion and ethnicity, but with an emphasis on those who are involved in or have experience of community rights⁷. We will be gaining informed consent from participants in terms that comply with the DPA 1998 and will allow identifiable data to be transferred and stored securely by the commissioning body 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: London / Birkenhead
- 25 people in London to attend two deliberative workshop sessions (30 June & 16 July 2014)
- 25 people in Birkenhead to attend two deliberative workshop sessions (1 July & 17 July 2014)
- Workshops to be held in the evening (6:30 to 9:30)
- Respondents asked to review some very short written/ visual material before participation
- Incentive: £150 for attendance at 2 workshops

Screener to include:

Criteria	Target
Gender	50% male / female
Age	Good age distribution across age groups
Ethnicity	Ethnicity 13% (or current population figures for the recruitment area) black and / or minority ethnic
Lifestage	A broad range of life stages from young professionals, raising young children to the active retired.
Current working status and type	A broad range with 3 specific requirements:

⁷ The Localism Act, which became law in late 2011, has given communities a range of new rights with regards to local services and decisions. The new powers include the right to challenge (allowing groups to bid to take over running local public services), right to bid (to buy assets), right to build (propose community-led small-scale development), right to reclaim land (ask that unused or under-used land be brought back into public use) and neighbourhood planning (guiding local development by preparing neighbourhood plans).

	<p>Individuals from one or more areas where community rights initiatives are in place</p> <ul style="list-style-type: none"> • Individuals from relatively deprived areas • Individuals from more prosperous areas
Experience of the issue	<ul style="list-style-type: none"> • 50% have direct experience of • community rights having an impact on • their lives • 40% would answer 3 or more to the test question • 20% would answer less than 3 to the test question but are nevertheless interested in the issue of community rights. <p>Test question 1: 'To what extent is it important for you that your community is given greater control over delivering and budgeting for local services?'</p> <p>1=not at all important / 5=very important</p> <p>Test question 2: 'I feel close to the people in my area.'</p> <p>1= strongly disagree, 5=strongly agree.</p>
Geographic location	<p>Greater London</p> <p>Birkenhead and surrounding villages (incl. Hoylake)</p>
Experience of market research	<p>Should not have taken part in a focus group/ public dialogue in the last six months</p>

B. Frontline Worker Recruitment Specification

Client: NEF/ Cabinet Office

Dialogue theme: Embedding Wellbeing Science in Decision Making

Dialogue policy area: Community Rights - Department for Communities and Local Government (DCLG)

Aims:

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

What kinds of things are important at community level to increase wellbeing, and how can giving individuals and communities more powers and opportunities increase wellbeing?

The methodology will be a series of workshops for which members of the public will be recruited by Acumen Fieldwork. In addition Hopkins Van Mil will recruit 12 frontline workers to attend 1 one workshop in round 2 of the process.

The recruitment will be for those frontline workers who have direct experience of working with and supporting people who would like to, or already are, exercising their community rights. We will be gaining informed consent from participants in terms that comply with the DPA 1998 and will allow identifiable data to be transferred and stored securely by the commissioning body for future research and/or dialogue purposes. HVM is registered as a data controller with the Information Commissioner's Office no: Z2969274.

Recruitment summary:

- 1 workshop and 1 recruitment exercise in London
- 12 people to attend one workshop on 16 July
- Workshop to be held in the evening (15:00 to 17:00)
- Respondents asked to review some very short written/ visual material before participation
- Incentive: £70 for attendance at 1 workshop

Screeners to include:

Criteria	Target
Gender	50% male/female
Age	Good age distribution
Frontline workers	Including, but not limited ⁸ to: <ul style="list-style-type: none">• Community Development Foundation• Community development workers• Community organisers• Local Authorities including planning teams• Locality Brokers• Our Place Champions
Experience of the issue	Test question 1: 'My day to day job is working with communities on the issues that affect them.' A: Yes/No (100% to answer yes to this question). Test question 2: 'I have experience of supporting people who want more involvement and control in the management of local amenities and assets or local services (for example using the Community Rights as defined by the Localism Act 2011).' A: Yes/No (60% to answer yes to this question).
Geographic location	London
Experience of market research	Should not have taken part in a focus group/ public dialogue in the last six months

⁸ It is important that people in the sample have worked on these issues as locally as possible at a genuinely grass roots level.

C. Frontline Worker Recruitment Notice

Supporting people taking up community rights: An opportunity to influence policy and create change

On Wednesday 16 July between 4 and 6pm in London we are gathering together a small group of people who work with communities on the issues that affect them.

- Are you interested in supporting communities on the issues that matter to them?
- Are you interested in supporting communities to take more local control?
- Are you available on Wednesday 16 July between 4 and 6pm to join a discussion with people also interested in these issues?

If so, read on:

Background

The Cabinet Office and Sciencewise are funding a public dialogue on embedding wellbeing in policy making. The project is being run by the New Economics Foundation (NEF) and the dialogue is being designed by Hopkins Van Mil: Creating Connections. We are holding 3 workshops considering how to help people achieve their community ambitions on the issues that matter to them.

Why we need to speak to you

The aim of this project is to develop new and innovative suggestions to improve policy in this area. Policy makers have committed to listen to and respond to these ideas. Your experience of working directly with these issues is vital to ensure that the suggestions are relevant and useful.

Why you might want to attend

During the dialogue session you will:

- Reflect on and share your experiences with colleagues working in similar fields;
- Develop ideas which to help inform policy development, particularly on action to encourage more communities to take up their rights.

You are asked to attend the session in your personal capacity and you will be given a thank you of £70 for taking part.

How to sign up

To join the group on 16th July please email recruitment@hopkinsvanmil.co.uk with your name and contact details and the subject line: 16th July. Places are limited so do express your interest as soon as possible.

4.2 Round 1 Materials

A. Programme

This document describes what we will happen during this session. By the end of this evening we will have thought about what kinds of things are important at community level to increase wellbeing. This programme should be read with the *Help Points* document and a briefing on community rights both given to you separately.

Programme

- 6.00pm **Arrivals and sign in**
Participants are asked not to arrive before 6:00 or after 6:30
- 6.30pm **Welcome, introductions and purpose**
All those present will be introduced and their role described. The purpose of the two session discussion, this workshop and how it will run will be explained. Participants will begin to talk about their communities.
- 6.40pm **Discussion in small groups: community influence**
During this session, small groups of participants will talk about their current level of involvement in their community and how much influence they would like in the future.
- 7.00pm **Presentation: community rights – what they are and who is taking them up**
Two short presentations will be given to help us discuss community rights in more depth as the evening goes on. The first is from the Department for Communities and Local Government and the second from the Community Development Foundation. By the end of the presentations we will be clear what the community rights are and how they can be used.
- 7:20pm **Discussion in small groups: community rights**
In which the small groups will think these rights, the extent to which they are important to individuals and communities in influencing decisions about a local area.
- 7.50pm **Presentation: wellbeing and community rights**
A short presentation will be given by the New Economics Foundation (NEF) on the impact of being able to take up community rights and influence local decisions.
- 8.00pm **Break**
- 8.15pm **Discussion in small groups: thinking through community rights and wellbeing**
In which people will discuss the extent to which they would find it helpful to their own wellbeing to take up the rights, and the support they would need to do so.
- 9.00pm **Whole group discussion**
Where everyone in the room has an opportunity to discuss what they have worked on during the evening.
- 9.30 **Explanation of next steps and close**

B. Community Rights Briefing Handout

Community Rights – a brief summary

1. Introduction

This summary has been written to give you a brief introduction to the subject being discussed at the workshops you are attending on community rights and wellbeing. You should read this sheet before coming to the session. As you do so:

- Note any questions you have
- Think about what you would like to talk about in relation to community rights

Don't worry this isn't a test, it is just to help us to make really good use of our time together.

2. What are community rights?

In 2011 the government brought in a new set of legislation - The Localism Act, which included new rights and powers for individuals. The government want to change how public services are owned, delivered and funded, to make sure there is choice for users, fair access to services and accountability to users and tax payers. There are four main rights that this document explains.

3. Community Right to Challenge



The Community Right to Challenge allows community organisations to say that they are interested in running a service that the local authority or fire and rescue authorities run at the moment. If a community group, charity, parish council or group of staff in the authority want to run a service then they need to submit an expression of interest to the authority. If the local authority accepts the expression of interest then they must put it out to tender – this means that the local group can put together a proposal on how they will run the service, and if they put together the best proposal, the local authority would pay them to run the service instead. The interested group will need to compete with other organisations or businesses who may wish to run the service.

Community Right to Challenge aims to give communities more opportunities to shape and run local public services where they believe they can do so differently and better. They may think they could deliver services that meet local needs better or deliver better value for money. The services can be at any scale of activity, from very local and small to covering a whole authority area.

4. Community Right to Bid



The Community Right to Bid allows communities and parish councils to nominate buildings or land for listing by the local authority as an asset of community value. An asset can be listed if its main use furthers their community's social well-being or social interests (which include cultural, sporting or recreational interests) and is likely to do so in the future. A number of different kinds of community based organisation, like a parish council, or a charity, can nominate an asset as being of community value, provided that the organisation has a local connection. A group of 21 individuals (on the electoral roll in the area) can also nominate an asset. Assets can be in public or private sector ownership.

If the land or building meets the definition of being of community value, then the Local Authority must include the asset on its list for at least 5 years. Once listed, the council must inform those who nominated it if it later comes up for sale. The community group has the opportunity to pause the sale for up to 6 months to give them the opportunity to raise the money to buy it.

Community Asset transfer

Community asset transfer involves the transfer of management/ownership of land and buildings from a public sector body to a community-based organisation like a local charity, community interest company or industrial and provident society.

Community asset transfer is entered into on a voluntary basis, proactively by public bodies and allows the transfer of management or ownership at less than market value (unlike the Right to Bid). Community asset transfer only applies to publicly owned assets, whereas the Community right to Bid applies to some publicly owned and some privately owned assets.

5. Community Right to Build



The Community Right to Build allows local communities to undertake small-scale and community-led developments. This new power give communities the freedom to build new homes, shops, businesses or facilities where they want them, without going through a lengthy and difficult planning process.

In order to use the Right to Build, a group of local people must set up a legal body (although some existing local organisations may also fit the criteria).

They must decide the boundaries of the area that they are going to cover, and apply to the local planning authority with these boundaries. Once this boundary has been agreed they must talk to the wider local community to see what local people think. Then they put together a development proposal and draw up a draft community right to build order. The order is submitted to the local planning authority and if all seems in order with the steps that need to be followed then the local council will organise a vote in the local area in order to see if they support the Community Right to Build. If the referendum gets over 50% support then the local planning authority must give permission for the build to go ahead.

6. Neighbourhood Plans



A Neighbourhood Plan enables communities to take the lead in guiding the future development of an area. A plan can include policies on where development (such as homes, shops and offices) should go, what it should look like, what should be protected, and what facilities should be provided.

Where there is a town or parish council, they will take the lead on neighbourhood planning. Otherwise the first step in neighbourhood planning is to form a neighbourhood forum of at least 21 people. The next step is to define the area that the plan is going to cover and begin the process of preparing the plan in consultation with local people. The plan must meet certain national planning laws, for example about how many new houses must be built. Once a neighbourhood plan has been prepared, an independent examiner will check that it meets some basic conditions. The examiner can recommend changes to the plan to ensure it meets the standards. Local people then vote on the plan, and it is only approved if over 50% of local people vote yes.

Once a neighbourhood plan is in force, it carries real legal weight. Decision makers must consider proposals for development in the neighbourhood against the neighbourhood plan.

More information on all of the rights can be found on <http://mycommunityrights.org.uk/>

C. Process Plan

Community Rights

A public dialogue & innovation process for *embedding wellbeing science in decision making*




Round 1 - public participants: Monday 30 June (London) and Tuesday 1 July (Birkenhead) 2014

18:30 – 21:30 Community Rights

Objectives (Why we are doing it)	Outcomes (What we want at the end that we have not got now?)
<p>Aim</p> <p>To engage the public in community rights and wellbeing with the question: <i>What kinds of things are important at community level to increase wellbeing and how can giving individuals and communities more powers and opportunities increase wellbeing?</i></p> <p>Objectives for this round - to begin the process of:</p> <ul style="list-style-type: none">○ Actively informing and supporting the community rights policy area;○ Providing fresh insights into the problems that need addressing;○ Providing additional options for addressing the problems, rooted in improving the wellbeing of those affected by community rights as a policy area;○ Developing key messages which resonate with the public on community rights policies○ Giving members of the public and key stakeholders who participate in the process the experience of contributing meaningfully to the development of community rights policy;	<p>As a result of this round 1 dialogue on community rights those involved will have:</p> <ul style="list-style-type: none">○ An understanding of the session and everybody's role within it○ A set of policy ideas generated by participants through meaningful conversations on community rights in the context of wellbeing science○ Initial findings through which NEF, CO and DCLG, external policy specialists and the ONS can refine policy ideas and key messages in preparation for the second round community rights dialogue sessions;○ Clarity on next steps and ongoing participation.
<p>Pre-participation materials</p> <ul style="list-style-type: none">○ Joining instructions/ discussion help points○ Simple information on community rights (no more than 2 sides A4)○ Presentations	

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
4:30	Set up	<p>Room layout, facilitation stations (x3), refreshments etc.</p> <p>Note: facilitation team will have a briefing away from the venue. This is so we all use the process plan consistently and effectively to get the best session outcomes. Key points:</p> <ul style="list-style-type: none"> Importance of flexi-time -gains and losses in time even out through the process (HH to manage) Reference to the help notes/ ground rules HH to brief speaker(s) - keep to time and focused/ short answers to questions - purpose to inform and then allow time for discussion. 	Venue HVM team	Set up and ready to go	<p>Facilitation Tool Kits x 3 (HVM)</p> <p>Prepared flip charts for each facilitation station (HVM)</p> <p>3 flip chart stands (venue)</p> <p>Additional flip chart paper (venue)</p> <p>Setting up facilitation stations (HVM)</p> <p>Ideas wall set up (HVM)</p> <p>Refreshments (venue)</p> <p>PowerPoint projector/ Laptop (venue)</p> <p>Screen (venue)</p>
6:00-6:30	Arrivals – Sign in desk	<p>People welcomed, signed in, given a hard copy of the participation pack (including discussion help points), pointed to facilities/ refreshments.</p> <p>Shown where their group's table is in the main room:</p> <p><i>Your group allocation is based on having a range of people in each of the three groups. Note the coloured sticker on your badge.</i></p> <p>Anita van Mil - blue group</p> <p>Henrietta Hopkins - orange group</p> <p>Hally Ingram / James Martin Jones - purple group</p>	HVM team to staff the sign in desk	Everyone aware of the available space and how to move in to the discussion	<p>Sign-in sheets (HVM)</p> <p>Badges (HVM)</p> <p>Printed participation packs (HVM)</p>
6:30-6:40 (5 mins to	Welcome Introductions	Initial welcome from the facilitation team plus venue health, safety and housekeeping announcement.	HVM Lead Facilitator (LF)	All clear on what we are doing here and	Further reference to packs


6:35)		<ul style="list-style-type: none"> ▪ Welcome from the DCLG Policy Lead - being clear about what we are here to discuss and any elements of policy which are not on the table for discussion ▪ Welcome from Hopkins Van Mil: Creating Connections <i>independent facilitation team</i> ▪ Introduce the NEF team, Sciencewise, all observers (we'll come back to 3KQ as evaluators) ▪ Brief introduction to what we are doing together over next two sessions ▪ Specific objectives of this session (context setting, information provision and scoping policy ideas) <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 debate 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 on community rights.</i></p>	<p>DCLG Policy Lead</p> <p>LF</p>	<p>who everyone is.</p> <p>Introduction to the process.</p>	
(5 mins to 6:40)			RB Birkenhead		

(15 mins to 7:00)	Your influence in the community	<p><i>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 tonight will be answered as far as possible at the next session we have together. We also have an ideas wall. We'll tell you about that in the break.</i></p> <p>START RECORDING</p> <p>Q2) How much do you feel you can influence what happens in your community currently?</p> <p>Use the flip chart to stick a dot where you feel you fit on the scale of no influence at all to a lot of influence</p> <p><i>Discussion on where they have put the dots:</i></p> <ul style="list-style-type: none"> ▪ Why did you put your dot where you have? ▪ If you wanted to make changes in your community would you feel able to? <p><i>Now use your second dot:</i></p> <p>Q) How much influence would you like to have over what happens in your community?</p> <p>Put your dot to mark where you would like to sit on the scale of no influence at all to a lot of influence</p> <p><i>Post-it exercise</i></p> <p>List all the reasons people might not have influence in their community even if they</p>			<p>A flip chart with three of these on it:</p> <p>1. The influence you have:</p>  <p>No influence A lot of influence</p> <p>2. The influence you would like to have:</p>  <p>No influence A lot of influence</p> <p>3. The influence you would like to have following this conversation (for later).</p>  <p>No influence A lot of influence</p> <p>Blue group blue/ green dots</p>
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		<p>wanted to.</p> <p>Facilitators to group the post-its on the flip chart around headings for reasons.</p> <p>Q4) Tell me more about these reasons, why do you think that?</p> <p>Brainstorming following collation of post-its.</p> <p>STOP RECORDING</p>			<p>Orange group orange/ black dots Purple purple/ red dots</p> <p>Group post-its under reason areas.</p> <p>Discuss and add to post-it flip with additional points.</p>
7:00 to 7:05	Plenary Report back from 3 groups	<p>Facilitator to model a brief / clear feedback from each group on:</p> <ul style="list-style-type: none"> ▪ The level of current influence ▪ The level of desired influence ▪ Reasons for not having influence 	Facilitators	Initial group thinking on community and influence	HI/ JMJ to record key discussion points on flip chart.
7:05-7:10 7:10-7:20	Plenary Presentations on community rights.	<p>An overview of community rights</p> <p>Take up of community rights</p> <p>Q&A for clarification</p>	<p>Alice Wilcock</p> <p>Arianna Haberis</p> <p>HH facilitate</p>	<p>Understanding of the community rights policy area.</p>	<p>PP of the rights and the broader context.</p> <p>1-2 slides to show rights are being taken up</p>
7:20-7:50 (10 mins to 7:30)	Community rights	<p>Groups to move in to break out areas</p> <p>START RECORDING</p> <p>Q1) To what extent is it important that people can take up their community rights as described in this presentation?</p> <p>Brainstorm on the importance of the rights specifically.</p>	Facilitators	Testing importance of taking up the rights to the group	<p>Use the summary sheet illustrating: Right to bid Right to build Right to challenge Neighbourhood planning</p> <p>Flip recording of main points.</p>

(20 mins to 7:50)		<p><i>Prompt:</i></p> <ul style="list-style-type: none">• If it is not important to some people, why not?• If it is extremely important to some people, why is that?• Are any of these rights more important to you and your community than others?• Why is that / what sort of challenges are being faced that would encourage you to draw on the rights? <p>Refer to the summary sheets as necessary.</p> <p>Q2) In what other ways might you wish to influence decisions that are made about your local area?</p> <p>List any other ways on post-its</p> <p><i>Prompts:</i></p> <p>Probe for the level of interest in using the rights/ other ways to protect an existing asset [save our pub/ library] or create something new.</p> <p>Work with the group to categorise the other ways. Discuss the categorisation as a group.</p> <p>STOP RECORDING</p>		Assessing perceptions of other ways of influencing and checking they aren't within existing rights.	<p>Grid with the four rights at the top.</p> <table><tr><td>Right to bid</td><td>Right to build</td><td>Right to Challenge</td><td>Neighbourhood Planning</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>Collate post-its working with the group to see if any of these other ways actually might fit under the four rights. Anything that doesn't fit is included in a second blank sheet.</p>	Right to bid	Right to build	Right to Challenge	Neighbourhood Planning								
Right to bid	Right to build	Right to Challenge	Neighbourhood Planning														
7:50-8:00	Presentation on wellbeing and	NEF to present the evidence of wellbeing and exercising community rights – a focus on	NEF	Participants are clear about	PP distributed to participants with their participant packs.												

	community rights	motivations and what keeps people motivated to dedicate their time to work on local agendas/ local decisions?		the existing evidence on what wellbeing is and what evidence there is for the impacts of wellbeing on taking up community rights	
8:00-8:15	Break	Group encouraged to take a break	During the break facilitators to compare the ' other ways ' sheets produced by 7:50. Each facilitator to produce a sheet for their group summarising the main ideas. Facilitators also to move the no influence/ a lot of influence to their small group areas so they can refer back to them in the next session.		
8:15-9:00 (10 mins to 8:25)	Thinking through community rights & wellbeing	<p>START RECORDING</p> <p>Q1) Looking at the ideas on the sheet and the information you've been given on the community rights available, what would encourage you to take up the rights?</p> <p>Brainstorm on these points</p> <p><i>Prompts:</i></p> <ul style="list-style-type: none"> What effect would taking up the rights have on your wellbeing? To what extent would any of the rights/ ideas raised have a really good effect on your own wellbeing? To what extent would any of the right/ ideas raised have a bad effect on your own wellbeing? 	Facilitators	Group thinking on: Motivations Powers Opportunities Policy ideas	<p>Sheets with the main ideas are on the wall</p> <p>Gather main points on flip charts</p>

(15 mins to 8:40)		<p><i>Right at the beginning of our discussions this evening we asked you how much influence you had in your community now and how much you wanted. Those sheets are on the wall here.</i></p> <p>Q2) Given all you have heard / said this evening, put another dot to say how much influence you would like over local decisions/ services/ assets.</p> <p><i>Prompts:</i></p> <ul style="list-style-type: none"> What, if anything has changed from our earlier discussion? 			 <p>No influence A lot of influence</p> <p>influence</p> <p>Each group to use a third colour dot.</p>
(20 mins to 9:00)		<p>Q3) What support would you need to exercise the kind of influence you would like for local decisions/ services/ assets?</p> <p>Use the post-its. Work in pairs to list all the support you would need.</p>			<p>Two flips:</p> <ol style="list-style-type: none"> 1) Support needed (post-its) 2) First thoughts on how you would get the right support (brainstorm)
(9:00-9:10)		<p>Then as a group we will think about your first thoughts on how you would get that support. We will think about this more the next time we meet.</p> <p><i>Group to summarise:</i></p> <p>The main points from the support they would need and how they would get it discussions</p> <p>One point giving their view on the impact of taking up community rights on wellbeing. Agree who will feedback these points to the whole</p>			

		group.			
		STOP RECORDING			
9:00-9:10 (opportunity for 5 mins time gain here which would go to next slot)		Each group to report back on their summary points.	One participant from each group	Initial exploration of the policy ideas	
9:10-9:25	Plenary discussion	<p>NEF/ CLG/ Topic Specialists each to feedback on something they have found interesting in the session.</p> <p>Group discussion: Surprises/ comments.</p> <p>Facilitation team reminders to the group:</p> <ul style="list-style-type: none"> ▪ <i>Do come back next time - not least because that is when you will be given your incentives, but mostly because we'll be discussing these challenges further and would like to get to the heart of what you think and feel about the challenges faced by a society which needs to consider how it increases its wellbeing. Your view is essential!</i> ▪ <i>We're in the same venue at the same time. Please be here by 5:45 for a prompt start.</i> ▪ <i>Please feel free to discuss what you have been doing today with family, friends, and colleagues so that you can bring their views with you to the next session if you would like to.</i> 	HH	All clear on when and where to come back on 16th/17th and importance of doing so.	

		<ul style="list-style-type: none"> ▪ <i>We'd ask you to be alert to things you might hear on the radio / TV and / or see in the press. You are welcome to bring press cuttings on community rights to the next session to stick on the ideas wall.</i> ▪ <i>Time for 3KQ is needed at end of session</i> <p>Thank you so much for coming, we look forward to seeing you on 16th/17th at 6:15.</p>		Clear on evaluation & their role in it.	
<p>9:30-10:00 (10 mins to 9:40)</p> <p>(20 mins to 10:00)</p>	Wash-up & clear up	<p>Brief team de-brief. Should groups stay the same? Any issues with the room, layout, refreshments, process to deal with before the next session.</p> <p>Pack up all facilitation materials, flip chart notes, and audio recorders.</p>	<p>NEF/ CO/ DCLG HVM 3KQ</p> <p>HVM</p>	<p>Clarity on what went well and what needs amending for the next session. All materials packed up.</p>	Notes on anything that needs changing for next time.

D. Presentations



1



2



3



4



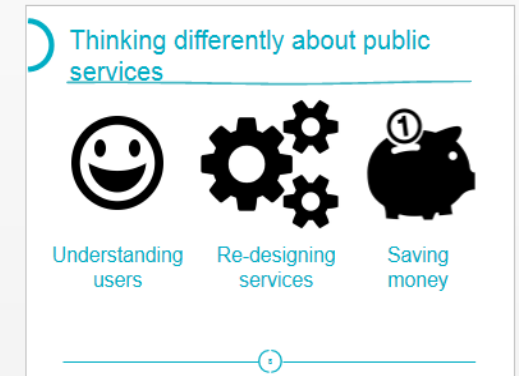
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16

Department for Communities and Local Government

Community Rights: Take Up

Arianna Haberis (June 2014)

1

Department for Communities and Local Government

Take up of community rights

Over **1200 Assets of Community Value Listed** via the Community Right to Bid

36 expressions of interest in running local services via the **Community Right to Challenge**

Over **1000 Neighbourhood Plans Underway**

8 organisations have applied for funds to develop proposals for **Community Right to Build Orders**

2

Department for Communities and Local Government


Taking a closer look ...

Community Right to Bid

- Over 1200 Assets of Community Value Listed via the Community Right to Bid
- Assets listed in 49% of councils
- Distributed widely across urban and rural areas in England
- Over 400 pubs have been listed

Neighbourhood Planning

- Over 1000 Neighbourhood Plans Underway
- 103 draft plans have been prepared by communities
- 56 plans have been submitted for examination
- In the 17 areas where referendums have taken place, on average, 9 in 10 people voted 'yes'



● Listed Community Asset
● Neighbourhood Planning Area

3

Wellbeing and community rights

nef
economics as if people and the planet mattered

Annie Quick / Charles Seaford
Centre for Well-being
NEF (the new economics foundation)

economics
real wealth means well-being

environment
lifestyles must become sustainable

society
communities need power and influence



1

What is wellbeing?

- Feeling good
- Living well

2

Wellbeing and community rights

3

Why might people get involved in community action?

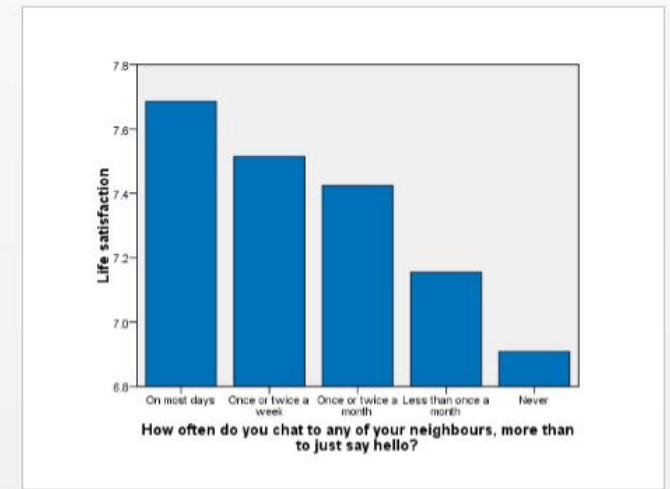
- Meeting new people
- Making a difference
- Learning new skills

4

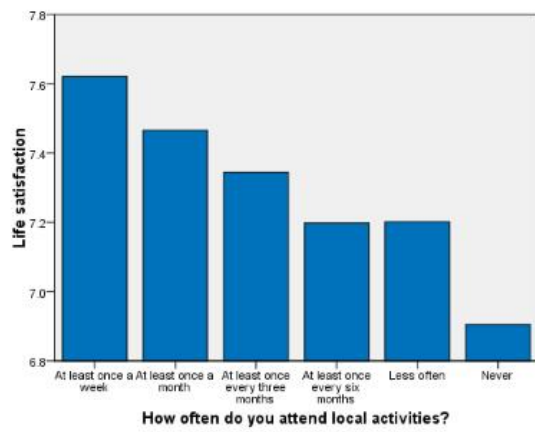
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Social relationships

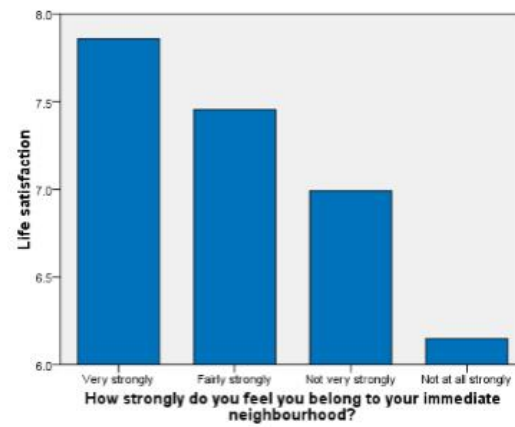
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Making a difference

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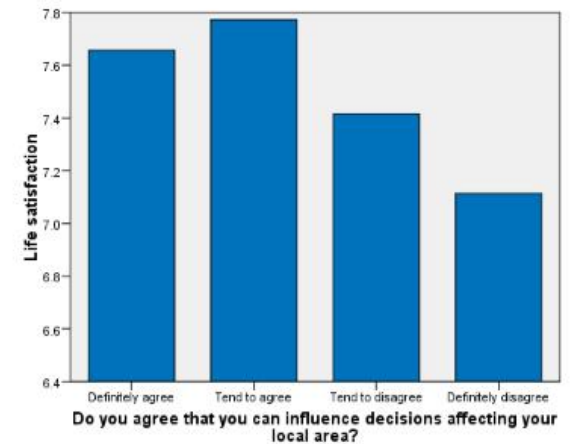
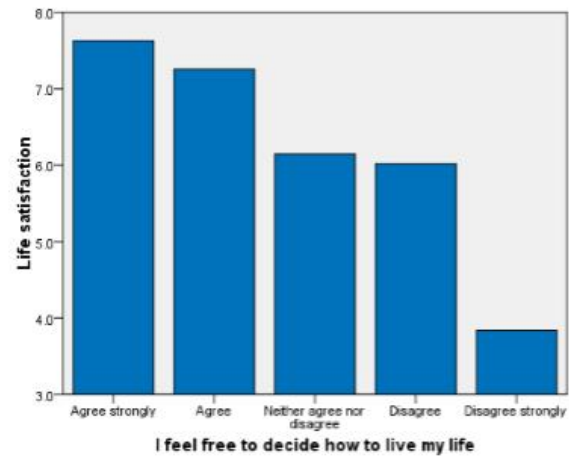
Learning new skills

11



12

Having control over your life



Community rights aren't *necessarily* good for wellbeing



Everyone is different

4.3 Frontline Worker Session Materials

A. Programme

This document describes what we will happen during this session. By the end of this evening we will have made recommendations to policy makers on community rights.

Programme

3.45pm Arrivals and sign in

Participants are asked to try and arrive between 3.45 and 4.00pm.

4.00pm Welcome, introductions and purpose

We'll talk about the public dialogue and how it relates to this session. The group will agree how to work together and the format of the session will be explained.

4.20pm Public dialogue themes

We'll explain how the project has developed and give a flavour of the discussions already held with members of the public. The importance of wellbeing in the discussions will be discussed.

4.35pm Discussion: digging deeper

The group will discuss leadership/ building community spirit/ taking the first steps in community rights. Wellbeing will be discussed during the course of these discussions.

5.30pm Whole room discussion: participant recommendations

A session in which participants will share their main findings and make recommendations to policy makers.

5.55pm Next steps

A closing session so that everyone is clear about what will happen next.

6.00pm Close

B. Process Plan

Community rights – frontline worker discussion

A public dialogue & innovation process for *embedding wellbeing science in decision making*

Community Rights
Frontline workers

Wednesday **16 July**, Roots & Shoots, Walnut Tree Walk, Kennington, SE11 6DN

Objectives (Why we are doing it)	Outcomes (What we want at the end)
<p>Aim To engage the public in community rights and wellbeing with the question: <i>What kinds of things are important at community level to increase wellbeing and how can giving individuals and communities more powers and opportunities increase wellbeing?</i></p> <p>Objectives for this round – to:</p> <ul style="list-style-type: none">○ Actively inform and support the community rights policy area;○ Provide fresh insights into the problems that need addressing;○ Provide additional options for addressing the problems, rooted in improving the wellbeing of those affected by community rights as a policy area;○ Develop key messages which resonate with the public on community rights policies;○ Give members of the public who participate in the process the experience of contributing meaningfully to the development of community rights policy.	<p>As a result of this round 2 dialogue on community rights those involved will have:</p> <ul style="list-style-type: none">○ Reviewed the support themes generated by participants in round 1 building on them as either improvements to existing ideas, or new concepts to support the community rights policy delivery;○ Considered in depth the impact on wellbeing of influencing local decisions, whether through the rights or other ways identified by participants in round 1;○ Clarity on motivations and key messages to support initiatives to raise awareness of the community rights;○ Clarity on next steps and ongoing participation.

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
2:00	Set up	<p>Room layout, facilitation stations (x1), refreshments etc.</p> <p>Note: facilitation team will have a briefing away from the venue. This is so we all use the process plan consistently and effectively to get the best session outcomes. Key points:</p> <ul style="list-style-type: none"> Importance of flexi-time -gains and losses in time even out through the process (HH to manage) Reference to the help notes/ ground rules HH to brief speaker(s) - keep to time and focused/ short answers to questions - purpose to inform and then allow time for discussion. 	Venue HVM team	Set up and ready to go	<p>Facilitation Tool Kits x 3 (HVM)</p> <p>Prepared flip charts for each facilitation station (HVM)</p> <p>3 flip chart stands (venue)</p> <p>Additional flip chart paper (venue)</p> <p>Setting up facilitation stations (HVM)</p> <p>Ideas wall set up (HVM)</p> <p>Refreshments (venue)</p> <p>PowerPoint projector/ Laptop (venue)</p> <p>Screen (venue)</p>
3:45-4:00	Arrivals – Sign in desk	<p>People welcomed, signed in, given a hard copy of the participation pack, pointed to facilities/ refreshments.</p> <p>Session held in the smaller ground floor room all round one table.</p>	HVM team	Everyone aware of the available space and how to move in to the discussion	<p>Sign-in sheets (HVM)</p> <p>Badges (HVM)</p> <p>Printed participation packs (HVM) including the community rights handout sent to participants before round 1</p>
4:00-4:20	Welcome Introductions	<p>Initial welcome from the facilitation team plus venue health, safety and housekeeping announcement.</p> <ul style="list-style-type: none"> Welcome from DCLG Policy Lead—what we are here to discuss, visibly here to listen to public views. Introduce the NEF team, Sciencewise, all observers and evaluation process. Brief introduction to what we are doing together in this session and how it fits with public dialogue. Flip chart demonstrating where we are in the 	<p>HVM Lead Facilitator (LF)</p> <p>Policy Lead</p> <p>LF</p>	<p>All clear on what we are doing here and who everyone is.</p> <p>Introduction to the process.</p>	Further reference to packs

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
		<p>process and what's going on in frontline / London / Birkenhead as well.</p> <p>Group to go round the table, briefly introduce yourself / your organisation.</p> <p>Briefly work together on 'Ways of Working' for the session.</p>			
4:20-4:35 (10 mins to 4:30) (5 mins to 4:35)	Round 1 themes	<p><i>We'll now listen to 1 brief presentation. There will be an opportunity for questions/ discussion at the end of them.</i></p> <p>A) NEF presentation on: D. Key themes from round 1 E. Summarising points from round 1 wellbeing presentation F. Reflecting back what participants said in terms of wellbeing and community rights in round 1</p> <p>Q1) Do you have any comments/ questions on what we have just heard?</p>	Annie Quick 16 th in London NEF/ DCLG/ Topic specialists to respond BRIEFLY as appropriate. LF to facilitate	A sense that wellbeing is the filter for all discussions. Clarity – sense checking.	PP presentations PPs printed in packs for participants to refer to. Q&A recorded on flip chart by HVM team
4:35 to 5:30	Digging deeper on 3 topic areas (leadership/ building community spirit/ taking the first steps).	<p>START RECORDING – note to facilitators: pause the recorder when doing individual/ paired post-it discussion and re-start in the whole group work.</p> <p>Q1) What first steps would be needed to be taken by those in the communities you work with to take forward their community rights</p>	Facilitators		

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
(30 mins to 5:05)	<u>Building community spirit /taking first steps</u>	<p>(Bid/ Challenge/ Build/ Neighbourhood Plan) if they wished to?</p> <p>Prompts:</p> <p><i>Facilitators can use ORID technique (ladder of inference) if helpful – the idea is to get them to drill down to test how it could work / what the barriers to it working would be in their communities:</i></p> <p>Objective: what experiences do you have of people taking up their community rights?</p> <p>Reflective (+): from what you remember of these experiences, what was positive for the wellbeing for those involved in taking up their rights?</p> <p>Reflective (-): what was negative for the wellbeing of those involved in taking up their rights?</p> <p>Interpretive: what structures and support systems are needed which in your view are not yet in place?</p> <p>Decisional: What one or two things would really help the people in your communities to get involved in influencing decisions about their communities?</p> <p><i>Note to Facilitator: Testing what existing assets would be protected as well as testing if there are views on doing new / proactive things in the community?</i></p>	Right to bid topic specialist where possible to advise when the group asks for advice – not to join in the discussion.	<ul style="list-style-type: none"> Checking understanding / relevance to them Considering wellbeing Thinking through shared goals 	<p>Copies of Right to Bid case studies on printed cards for the group to refer to.</p> <p>List on a flip chart:</p> <ul style="list-style-type: none"> All the points recalled by participants All the + reflective points All the – reflective points Goals – including the assets (pubs/ sports facilities/ parks/ community spaces) which are of value to the community
(25 mins to 5:30)	<u>Leadership and involvement</u>				

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes						
		<p>Q2)If you knew that one of the rights was being considered in an area you worked in, what:</p> <ul style="list-style-type: none">▪ Would you want to see in place to help people to take part?▪ How would community members’ best work out who should lead the work?▪ How, if at all, would you get involved?▪ What should be in place locally to ensure people get their voices heard? <p>And:</p> <ul style="list-style-type: none">▪ Who else should be involved? (Councillors/ MPs / Housing Associations – others) <p><i>Discussion with comments grouped under each heading on the flip chart. Use post-its in pairs if that would be appropriate for the group. Probe: Why?</i></p> <p>Q3) How would getting involved (either as a leader, one of the team, or as someone who is consulted) in the things we’ve listed affect the wellbeing of those involved?</p> <p>Prompt:</p> <ul style="list-style-type: none">▪ This is what people who took part in the round 1 discussions said about the impacts on their wellbeing – what else should be considered in wellbeing terms?▪ To what extent is local conflict on this a concern?▪ What support would communities need to manage such conflict/ engage with the differences of opinion?			<p>Flip chart with the following headings:</p> <table><tr><td>Take part</td><td>Involvement</td><td>Voices heard</td></tr><tr><td></td><td></td><td></td></tr></table> <p>Have a flip chart on the wall with what they said last time was good / bad for wellbeing:</p> <p>Good:</p> <ul style="list-style-type: none">• Increased feelings of pride• A greater sense of belonging• Being part of positive change• Getting your voice heard• Knowing budgets are spent well <p>Bad/ not so good:</p> <ul style="list-style-type: none">• Too time consuming• Frustrating if objectives are not met of if there is a lack of information/ support• A lengthy and complicated	Take part	Involvement	Voices heard			
Take part	Involvement	Voices heard									

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
		<p><i>Note to Facilitators: sense of agency and having control of your life being as important as it is to wellbeing – try and challenge the group to think beyond the public’s first round 1 thoughts.</i></p> <p>Group brainstorming going through each of the main elements of involvement in turn. <i>Why have you said that?</i></p> <p>Group to summarise their key points from the discussion – bringing out the points that have a bearing on wellbeing:</p> <ul style="list-style-type: none"> ▪ Community spirit ▪ First steps ▪ Leadership ▪ Involvement <p>STOP RECORDING</p>			<p>process</p> <ul style="list-style-type: none"> • Potential to dent confidence if the group lacks skills • Not being able to compete with larger companies. • Potential loss of self-esteem if an initiative falls flat. • Community mistrust/ tensions as a result. <p>Produce a group summary sheet. Observers hear the summarising process.</p>
5:30-5:50 (5 mins to 5:35) (15 mins to 5:50)	Plenary discussion	<p>START RECORDING</p> <p>Topic Specialist/ Policy lead/ NEF formally receive the group’s ideas and the relevant person comments thoughtfully on what they have heard.</p> <p>Followed by group discussion involving all those in the room including participants/ observers/ topic specialists. What are the surprises/ comments you have on what has been brought</p>	<p>Specialists/ observers to become part of the discussion circle.</p> <p>NEF/ CLG/ Topic specialist</p>		<p>Summary sheets available for each group</p> <p>Visible note taking on flip charts of main points made.</p>

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
		in to the room from the small group discussions? STOP RECORDING			
5:50-5:55	Wrap up	NEF / – thank you to participants. Highlight how valuable it has been to hear their views on this policy area. These are next steps: <ul style="list-style-type: none"> • Write up • Reports • Toolkit Thank you so much for coming from HVM	NEF HVM	Clear understanding of the value of what participants have been doing and what will happen as a result.	
5:55-6:00	Evaluation	Distribute evaluation forms.	HVM		Evaluation materials
6:00	Incentives	2 Facilitators distributing incentives (excluding DWP staff) and getting signed receipts	HVM		Receipts Incentives
6:00-6:10	Re-organise the room	Tidy up the room for the public dialogue session. Main room will have been set up by James/ Jemima	HVM		

4.4 Round 2 Materials

A. Programme

This document describes what we will happen during this session. By the end of this evening we will have made recommendations to policy makers on community rights. This programme should be read with the *Help Points* document. All the other documents will be available when you arrive at Roots & Shoots.

Programme

6.00pm Arrivals and sign in

Participants are asked not to arrive before 6:00 or after 6:30

6.30pm Welcome, introductions and purpose

All those present will be introduced and their role described. The purpose of the two session discussion, this workshop and how it will run will be explained. Participants will begin to talk about their communities.

6.40pm Discussion in small groups: what happened in round 1?

During this session small groups of participants will talk about what they remember from the round 1 discussions.

6: 3 Short Presentations

50pm Three short presentations will be given in this session to think about points raised in round 1; to remind ourselves of wellbeing in this context; to give two community rights case studies.

7:25pm Discussion in small groups: thinking about some examples

In which the small groups will consider the Right to Bid and Neighbourhood planning in more detail.

8.10pm Group discussion

In which each of the groups will present their findings from the previous discussion.

8.20pm Break

8.30pm Discussion in small groups: Messages to inspire

In which participants will discuss the kinds of things that would inspire people to influence local decisions if they wished to.

9.10pm Whole group discussion

Where recommendations are made to policy makers and discussed by everyone in the room.

9.30 Explanation of next steps and close

B. Process Plan

Community rights – round 2

A public dialogue & innovation process for *embedding wellbeing science in decision making*

Community Rights
Public participants

Wednesday **16 July**, Roots & Shoots, Walnut Tree Walk, Kennington, SE11 6DN
Thursday **17 June**, YMCA Wirral, 56 Whetstone Lane, Birkenhead CH41 2TJ

Objectives (Why we are doing it)	Outcomes (What we want at the end)
<p>Aim To engage the public in community rights and wellbeing with the question: <i>What kinds of things are important at community level to increase wellbeing and how can giving individuals and communities more powers and opportunities increase wellbeing?</i></p> <p>Objectives for this round – to:</p> <ul style="list-style-type: none">○ Actively inform and support the community rights policy area;○ Provide fresh insights into the problems that need addressing;○ Provide additional options for addressing the problems, rooted in improving the wellbeing of those affected by community rights as a policy area;○ Develop key messages which resonate with the public on community rights policies;○ Give members of the public who participate in the process the experience of contributing meaningfully to the development of community rights policy.	<p>As a result of this round 2 dialogue on community rights those involved will have:</p> <ul style="list-style-type: none">○ Reviewed the support themes generated by participants in round 1 building on them as either improvements to existing ideas, or new concepts to support the community rights policy delivery;○ Considered in depth the impact on wellbeing of influencing local decisions, whether through the rights or other ways identified by participants in round 1;○ Clarity on motivations and key messages to support initiatives to raise awareness of the community rights;○ Clarity on next steps and ongoing participation.

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
4:00	Set up	<p>Room layout, facilitation stations (x3), refreshments etc;</p> <p>Note: facilitation team will have a briefing away from the venue. This is so we all use the process plan consistently and effectively to get the best session outcomes. Key points:</p> <ul style="list-style-type: none"> Importance of flexi-time -gains and losses in time even out through the process (HH to manage) Reference to the help notes/ ground rules HH to brief speaker(s) - keep to time and focused/ short answers to questions - purpose to inform and then allow time for discussion. 	Venue HVM team	Set up and ready to go	<p>Facilitation Tool Kits x 3 (HVM)</p> <p>Prepared flip charts for each facilitation station (HVM)</p> <p>3 flip chart stands (venue)</p> <p>Additional flip chart paper (venue)</p> <p>Setting up facilitation stations (HVM)</p> <p>Ideas wall set up (HVM)</p> <p>Refreshments (venue)</p> <p>PowerPoint projector/ Laptop (venue)</p> <p>Screen (venue)</p>
6:00-6:30	Arrivals – Sign in desk	<p>People welcomed, signed in, given a hard copy of the participation pack, pointed to facilities/ refreshments.</p> <p>As they move to their seats the HVM team direct them to the right table according to their name badge</p> <p>Anita van Mil - blue group Henrietta Hopkins - orange group James Martin Jones – purple group (16th London Hally Ingram – purple group (17th Birkenhead)</p> <p>Let them know that we aren't in separate rooms for the initial discussion.</p>	HVM team	Everyone aware of the available space and how to move in to the discussion	<p>Sign-in sheets (HVM)</p> <p>Badges (HVM)</p> <p>Printed participation packs (HVM)</p>
6:30-	Welcome	Initial welcome from the facilitation team plus	HVM Lead	All clear on	Further reference to packs

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
6:35 (5 mins to 6:35)	Introductions	<p>venue health, safety and housekeeping announcement.</p> <ul style="list-style-type: none"> ▪ Welcome from DCLG Policy Lead—reminder of what we are here to discuss, visibly here to listen to public views. ▪ Introduce the NEF team, Sciencewise, all observers (we'll come back to 3KQ as evaluators) ▪ Brief introduction to what we are doing together in this second of two sessions ▪ Flip chart demonstrating where we are in the process and what's going on in frontline/ London/ Birkenhead as well. ▪ Explain voxpops <p>Re-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 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 debate forwards ▪ Come back from breaks promptly and help us stick to time ▪ No mobile phones during the discussions ▪ Don't interrupt when speaking ▪ Use the facilitators 	Facilitator (LF) Policy Lead	<p>what we are doing here and who everyone is.</p> <p>Introduction to the process.</p>	
6:35-6:40	Evaluation	Note on evaluation: we have Rhuari Bennett here from 3KQ - Rhuari to explain what he'll be doing during this session.	3KQ		

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
		Facilitators to model something they remember if necessary to kick start things. STOP RECORDING			
6:50-7:25: (10 mins to 7:00) (5 mins to 7:05) (10 mins to 7:15) (5 mins to 7:20) (Any time saving)	Round 1 themes	<p><i>We'll now listen to 3 brief presentations. There will be an opportunity for questions/ discussion at the end of them.</i></p> <p>A) NEF presentation on the outcomes of rounds</p> <ol style="list-style-type: none"> 1) Key themes from round 1 2) Support available <p>B) NEF presentation on wellbeing</p> <ol style="list-style-type: none"> 1) Summarising points from round 1 presentation 2) Reflecting back what participants said in terms of wellbeing and community rights in round 1 <p>C) Case studies</p> <ol style="list-style-type: none"> 1) Right to Bid: Saving the Ivy House Pub (London) and Saving Tranmere Rovers FC (Birkenhead) 2) Neighbourhood Planning: Sudbury Town (London) and Heathfield Park (Birkenhead) <p>Q1) If you have any comments/ questions on what we discussed in round 1 or what you have heard in the case studies, then note it</p>	<p>NEF Annie Quick 16th in London Charles Seaford 17th in Birkenhead</p> <p>As above</p> <p>Alice Wilcock</p> <p>NEF/ DCLG/ Topic specialists to respond BRIEFLY as appropriate.</p>	<p>Understanding of what has happened between the two discussions and what is for discussion this evening.</p> <p>A sense that wellbeing is the filter for all discussions.</p> <p>More information on 2 community rights areas from which participants can drill down further in these discussions.</p>	<p>PP presentations PPs printed in packs for participants to refer to. Case studies printed and in packs</p> <p>Q&A recorded on flip chart by HVM team</p>

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
here is allocated to the 7:20 session)		<p>down on an AOT Card and a specialist will answer the questions immediately after the break.</p> <p><i>[Opportunity for participants to reflect back on any points they would like to make about round 1 whether positive/ negative/ or anything that was not clear to them at the time]</i></p> <p><i>Explain the next session then all groups move to their allocated break-out spaces.</i></p>	LF to facilitate	Clarity – sense checking.	
7:20 to 8:10 (30 mins to 7:50)	<p>Digging deeper on 3 topic areas (leadership / building community spirit / taking the first steps).</p> <p><u>Building community spirit/ taking first steps</u></p>	<p>Each group has been allocated 1 area to explore: Blue group: theme 1 – Right to Bid Orange group: theme 2 – Imaginary scenario Purple group: theme 3 – Neighbourhood planning</p> <p>START RECORDING – note to facilitators: pause the recorder when doing individual/ paired post-it discussion and re-start in the whole group work.</p> <p>BLUE GROUP DISCUSSION STARTS HERE – RIGHT TO BID:</p> <p><i>Note to facilitators: everyone will come up with their own idea of an asset that in their own minds they would want to protect. The discussions would happen together, but the</i></p>	<p>HVM Team</p> <p>Right to bid topic specialist where possible to advise when the group asks for advice – not to join in the</p>		<p>Copies of Right to Bid case studies on printed cards for the group to refer to.</p> <p>List on a flip chart:</p> <ul style="list-style-type: none"> ▪ All the points recalled by participants ▪ All the + reflective points ▪ All the – reflective points

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
		<p><i>facilitators would prompt participants to think concretely about their example. This will be particularly important so that in the transcripts we can see what actual example it is that people are talking about.</i></p> <p>Q1) What would need to happen in your community to get it ready to take the first steps towards to take forward a Right to Bid, if you and they wished to?</p> <p>Prompts:</p> <p><i>Facilitators can use ORID technique (ladder of inference) if helpful – the idea is to get them to drill down to test how it could work / what the barriers to it working would be in their communities:</i></p> <p>Decisional: What would or could be your shared goal? Think through the buildings/ sites you have in your community which are of value to you.</p> <p>Objective: what do you recall from the case study which would help you think about the steps for your communities? What do you remember about the steps they took?</p> <p>Reflective (+): what did you hear that was positive for participants’ wellbeing from your perspective?</p> <p>Reflective (-): what did you hear that was negative for participants’ wellbeing from your perspective?</p>	discussion.	<ul style="list-style-type: none"> ▪ Checking understanding / relevance to them ▪ Considering wellbeing ▪ Thinking through shared goals 	<ul style="list-style-type: none"> ▪ Goals – including the assets (pubs/ sports facilities/ parks/ community spaces) which are of value to the community

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes						
(20 mins to 8:10)	<u>Leadership</u>	<p><i>Note to Facilitator: Testing what existing assets would be protected as well as testing if there are views on doing new/ proactive things in the community?</i></p> <p>Q2)If you knew that a Right to Bid was being considered in your area What:</p> <ul style="list-style-type: none">Would you want to have a leadership role on? <i>[For example, people might be happy to take a leading role in raising some money through a cake sale, but might not want to take any part in doing the paperwork to list the asset itself.]</i>Would you like to be involved in– without necessarily leading it?Would you want to be consulted on? <p>And:</p> <ul style="list-style-type: none">Who else should be taking a leadership role? (Councillors/ MPs/ Housing Associations – others) <p><i>Probe for all of the above: Why have you said this/ do you think this?</i></p> <p><i>Discussion with comments grouped under each heading on the flip chart. Use post-its in pairs if that would be appropriate for the group.</i></p> <p>Q3) How would getting involved (either as a leader, one of the team, or as someone who is consulted) in the things we’ve listed affect your wellbeing?</p> <p>Prompt:</p>			<p>Flip chart with the following headings:</p> <table><tr><th>Leadership</th><th>Involvement</th><th>Consult</th></tr><tr><td></td><td></td><td></td></tr></table> <p>Have a flip chart on the wall with what they said last time was good/ bad for wellbeing:</p> <p>Good:</p> <ul style="list-style-type: none">Increased feelings of prideA greater sense of belongingBeing part of positive change	Leadership	Involvement	Consult			
Leadership	Involvement	Consult									

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
		<ul style="list-style-type: none"> Last time we discussed the things on the flip – what do you think now having had time to consider a bit further? To what extent is local conflict on this a concern? What support would you need to manage such conflict/ engage with the differences of opinion? <p><i>Note to Facilitators: sense of agency and having control of your life being as important as it is to wellbeing – try and challenge the group to think beyond their first round 1 thoughts.</i></p> <p>Group brainstorming going through each of the main elements of involvement in turn – <i>so what would this do for your wellbeing.</i></p> <p>STOP RECORDING</p>			<ul style="list-style-type: none"> Getting your voice heard Knowing budgets are spent well <p>Bad/ not so good:</p> <ul style="list-style-type: none"> Too time consuming Frustrating if objectives are not met of if there is a lack of information/ support A lengthy and complicated process Potential to dent confidence if the group lacks skills Not being able to compete with larger companies. Potential loss of self-esteem if an initiative falls flat. Community mistrust/ tensions as a result.
7:20 to 8:10	Digging deeper on 3 topic areas (leadership / building community spirit / taking the first steps).	<p>Each group has been allocated 1 area to explore:</p> <p>Blue group: theme 1 – Right to Bid</p> <p>Orange group: theme 2 – Imaginary scenario</p> <p>Purple group: theme 3 – Neighbourhood planning</p> <p>START RECORDING – note to facilitators: pause the recorder when doing individual / paired post-it discussion and re-start in the whole group work.</p>	Facilitators		

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
(20 mins to 8:10)	<u>Leadership</u>	<p>there assets you would wish to protect/ are there initiatives you would like to take which would improve your community within the scope of the rights we have discussed (refer to the cards with the rights on)</p> <p>Reflective (+): what would be positive for the wellbeing of those involved in these things? Note: bring in local democracy/ getting your voice heard.</p> <p>Reflective (-): what would be negative for the wellbeing of those involved in doing these things?</p> <p><i>Note to Facilitator: Are there views on doing new/ proactive things in the community not just protecting existing assets?</i></p> <p>Now we've considered the steps, If you knew that some form of community rights were being considered in your area:</p> <p>Q3) Using the case studies to help you to think about this, What:</p> <ul style="list-style-type: none"> ▪ Would you want to have a leadership role on? ▪ Would you like to be involved in – without necessarily leading it? ▪ Would you want to be consulted on? ▪ What would be the effect of getting involved on your own wellbeing? <p>And:</p> <ul style="list-style-type: none"> ▪ Who else should be involved? (Councillors/ MPs/ Housing Associations – others) 			<ul style="list-style-type: none"> ▪ Goals – including the assets (pubs / sports facilities/ parks/ community spaces) which are of value to the community <p>Have a flip chart on the wall with what they said last time was good/ bad for wellbeing:</p> <p>Good:</p> <ul style="list-style-type: none"> • Increased feelings of pride • A greater sense of belonging • Being part of positive change • Getting your voice heard • Knowing budgets are spent well <p>Bad/ not so good:</p> <ul style="list-style-type: none"> • Too time consuming • Frustrating if objectives are not met or if there is a lack of information/ support • A lengthy and complicated process • Potential to dent confidence if the group lacks skills • Not being able to compete with larger companies. • Potential loss of self-esteem if an initiative falls flat. • Community mistrust/ tensions as a result.

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes						
		<p><i>Note to Facilitators: sense of agency and having control of your life being as important as it is to wellbeing – try and challenge the group to think beyond their first round 1 thoughts (refer to flip on wall as with blue / purple groups, but there will be less time to cover this in depth than in the other two groups).</i></p> <p>Group brainstorming going through each of the main elements of involvement in turn – <i>so what would this do for your wellbeing?</i></p> <p>STOP RECORDING</p>			<p>Flip chart with the following headings:</p> <table><tr><th>Leadership</th><th>Involvement</th><th>Consult</th></tr><tr><td></td><td></td><td></td></tr></table>	Leadership	Involvement	Consult			
Leadership	Involvement	Consult									
7:20 to 8:10 (30 mins to 7:50)	Digging deeper on 3 topic areas (leadership / building community spirit / taking the first steps). <u>Community spirit /taking first steps</u>	<p>Each group has been allocated 1 area to explore: Blue group: theme 1 – Right to Bid Orange group: theme 2 – Imaginary scenario Purple group: theme 3 – Neighbourhood planning</p> <p>START RECORDING – note to facilitators: pause the recorder when doing individual / paired post-it discussion and re-start in the whole group work.</p> <p>PURPLE GROUP DISCUSSION STARTS HERE – NEIGHBOURHOOD PLANNING:</p>	Facilitators <								

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
		<p>Q1) What would need to happen in your community to get it ready to take the first steps towards creating a Neighbourhood Plan, if they wished to?</p> <p>Prompts: <i>Facilitators can use ORID technique (ladder of inference) if helpful – the idea is to get them to drill down to test how it could work/ what the barriers to it working would be in their communities – ask the group to draw on concrete examples where they can and refer to them explicitly so that they are recorded on the transcripts.:</i></p> <p>Decisional: What would or could be your shared goal? Think through what your community's might need in the future.</p> <p>Objective: what do you recall from the case study which would help you think about the steps for your communities? What do you remember about the steps they took?</p> <p>Reflective (+): what did you hear that was positive for participants' wellbeing from your perspective?</p> <p>Reflective (-): what did you hear that was negative for participants' wellbeing from your perspective?</p> <p><i>Note to Facilitator: Testing what would be protected/ are there views on doing new/ proactive things in the community not just protecting existing assets?</i></p>	to advise when the group asks for advice – not to join in the discussion.	<ul style="list-style-type: none"> Checking understanding / relevance to them Considering wellbeing Thinking through shared goals 	<ul style="list-style-type: none"> All the points recalled by participants All the + reflective points All the – reflective points Goals – including the assets (pubs/ sports facilities/ parks / community spaces) which are of value to the community <p>Have a flip chart on the wall with what they said last time was good/ bad for wellbeing:</p> <p>Good:</p> <ul style="list-style-type: none"> Increased feelings of pride A greater sense of belonging Being part of positive change Getting your voice heard Knowing budgets are spent well <p>Bad/ not so good:</p> <ul style="list-style-type: none"> Too time consuming Frustrating if objectives are not met of if there is a lack of information/ support A lengthy and complicated process Potential to dent confidence if the group lacks skills Not being able to compete with larger companies. Potential loss of self-esteem if an initiative falls flat. Community mistrust/ tensions as

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes						
(20 mins to 8:10)	<u>Leadership</u>	<p>Q2) Using the Neighbourhood Plan case study to help you decide, what:</p> <ul style="list-style-type: none">▪ Would you want to have a leadership role in for the Neighbourhood Planning process?▪ Would you like to be involved in – without necessarily leading it?▪ What would you want to be consulted on? <p>And:</p> <ul style="list-style-type: none">▪ Who else should be involved? (Councillors/ MPs/ Housing Associations – others) <p><i>Discussion with comments grouped under each heading on the flip chart. Use post-its in pairs if that would be appropriate for the group.</i></p> <p>Q3) How would getting involved (either as a leader, one of the team, or as someone who is consulted) in a Neighbourhood Planning process affect your wellbeing?</p> <p>Prompt:</p> <ul style="list-style-type: none">▪ Last time we discussed the things on the flip – what do you think now having had time to consider a bit further.▪ To what extent is local conflict on this a concern?▪ What support would you need to manage such conflict / engage with the differences of opinion? <p><i>Note to Facilitators: sense of agency and having</i></p>			<p>a result.</p> <p>Flip chart with the following headings:</p> <table><tr><th>Leadership</th><th>Involvement</th><th>Consult</th></tr><tr><td></td><td></td><td></td></tr></table>	Leadership	Involvement	Consult			
Leadership	Involvement	Consult									

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
		<p><i>control of your life being as important as it is to wellbeing – try and challenge the group to think beyond their first round 1 thoughts.</i></p> <p>Group brainstorming going through each of the main elements of involvement in turn – <i>so what would this do for your wellbeing.</i></p> <p>STOP RECORDING</p>			
8:10-8:20	Break	<p>Participants encouraged to take a break</p> <p>Participants asked to return to their small group areas.</p>	Facilitators		HVM team to record at least 2 voxpops in the break.
8:20-8:25	Qs Answered	Topic Specialists/ DCLG representatives answer the community rights questions that have arisen.	TS/ DCLG		AOT cards
8:30-9:05 (8:30-8:55)	Messages to inspire	<p>START RECORDING</p> <p><i>In the previous session most people in London and Birkenhead said that they had been unaware of the rights before this public dialogue. Imagine you were in one of the communities that had successfully taken up their rights/ or influenced local decisions in another way:</i></p> <p>Q1) What would you say to people who are interested in doing the same, but didn't know it was possible?</p> <ul style="list-style-type: none"> • What words would you use? <p><i>Talk to the person next to you, together produce</i></p>	Facilitators	An exploration of key messages focused on wellbeing.	<p>Flip chart recording of key points</p> <p>Post-its as relevant</p> <p>Post cards/ blank leaflets</p> <p>Felt tips</p> <p>Pencils</p>

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
(8:55-9:05)		<p><i>a set of post-its (one post-it per word) of the kinds of words which would help you to describe the community rights you have been discussing.</i></p> <ul style="list-style-type: none"> • What, if anything, would you say about wellbeing? • What images would come to your mind to help them visualise what was possible? • What word of mouth routes would be effective to convey these messages [door knocking/ leaflets/ local venues?] <p>Draw on the community rights you discussed before the break.</p> <p>Note to facilitators: see if they feel their group wants to do a mock up leaflet/ draw their visuals on a postcard this is not compulsory, just if some visual people want to express themselves in that way.</p> <p><i>Note: participants can be positive or negative.</i></p> <p>Group to summarise by giving the Government 2 dos and 2 don'ts for the rights/ influencing local decisions and the impact they have/ could have on wellbeing.</p> <p><i>[example: do cut bureaucracy/ do provide us with simple advice and don't give local authorities a back door to privatise local</i></p>			Facilitator to bring any key points materials to the plenary session with them to make sure the recommendations developed in the next section reflect the group discussions throughout the evening.

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
		<p><i>services don't waste public money on this]</i></p> <p>And present 2 key messages using words or visuals as appropriate.</p> <p>STOP RECORDING</p>			
9:05-9:25 (10 mins to 9:15) (10mins to 9:25)	Plenary	<p>Each group to give their dos and don'ts to government plus key messages</p> <p>Policy lead/ NEF/ CO/ topic specialists formally receive the group's ideas and the relevant person comments thoughtfully on what they have heard. CLG to comment specifically on how it could feed in to their work in this area.</p>	<p>Participants from each group</p> <p>CLG/ NEF/ CO/ topic specialists</p>	<p>Everyone has the opportunity to join the discussion.</p> <p>Participants know that their voices have been heard by the CLG/ CO/ NEF.</p>	Summary sheets available for each group
9:25-9:30	Wrap up	<p>NEF / – thank you to participants. Highlight how valuable it has been to hear participants' thinking on this policy area. These are next steps:</p> <ul style="list-style-type: none"> ▪ Write up ▪ Reports ▪ Toolkit <p>Thank you so much for coming from HVM – hand to RB</p>	<p>NEF</p> <p>HVM</p>	<p>Clear understanding of the value of what participants have been doing and what will happen as a result.</p>	

Time	Agenda	Process	Who	Outputs/ outcomes	Materials/ notes
9:30	Evaluation	Rhuari to ask them to do what is needed for the evaluation.	3KQ (HVM)		Evaluation materials
9:30	Incentives	2 Facilitators distributing incentives and getting signed receipts	HVM		Receipts Incentives
9:30-10:00 (10 mins to 9:40) (20 mins to 10:00)	Wash-up & clear up	Short team de-brief – depending on train times, Pack up all facilitation materials, flip chart notes, audio recorders, ideas wall.	NEF/ CO/ Loneliness team HVM 3KQ HVM	Brief what went well/ lessons learned/ what needs changing for future strands.	

C. Presentations



Key themes from round 1

Annie Quick / Charles Seaford
Centre for Wellbeing
nef (the new economics foundation)

 economics
real wealth means well-being

 environment
lifestyles must become sustainable

 society
communities need power and influence

1

What do you think about the rights?

- Some thought they would be useful as long as you had the right support
- Others thought the council should manage these kinds of issues, and consult properly with residents.
- Many had fears over privatisation

2

What do you need to take up the rights?

- Awareness about the rights
- See how they can help with issues that affect your own lives
- Know it will make a difference

3

★

What do you need to take up the rights?

- Know others in your local area
- Support and leadership
- A simple, un-bureaucratic process

4

★

Some support is already available



5

Explaining the rights:



6

★

Case studies



7

Advice and support

- A telephone advice service: 03000201864
- Grants – eg. up to £7,000 to help with a neighbourhood plan.

8

Areas for consideration:

- 'Buddying' between different communities
- Templates for forms and applications

9



1

What is good for wellbeing?

- Social relationships and feeling that you belong
- Making a difference
- Learning new skills
- Having control, and a say in your community

2

Saving The Ivy House Pub



1



2

A well-loved community pub

- In April 2012, locals of the The Ivy House Pub in Nunhead, South London, heard the pub was going to be sold
- The day before it closed, residents came together in the pub

3

"A few of us got together on that Wednesday, we just naturally gravitated towards each other, talking about how we were all very upset about the news, and what could we do to stop the inevitable happening. So we formed a group of like-minded people"

– Emily, a local resident



4

The campaign

- The pub was listed as a grade II building 2 days before it was closed, so that it could not be turned into flats
- Registered as an asset of community value in Autumn 2012
- Got organised: Formed a steering group, held public meetings, ran an online consultation, developed a business plan

5

Buying the pub

- Pub was put up for sale in Autumn 2013. The community had 6 months to raise £750,000
- The Plunkett Foundation provided business support, legal advice and help with a community share issue.
- £500,000 loan from the Architectural Heritage Fund
- 371 shares were sold to local people, raising an extra £142,600
- The Ivy House pub re-opened in August 2013 as London's first co-operatively run pub

6

What is neighbourhood planning?

- shape the development of an area (all new planning applications will be checked against the plan)
- develop a shared vision for a neighbourhood which includes aims and objectives on other issues such as local services

- Sudbury Town Residents Association set up early 2012, now has 150 members.

- £20k from the government to the Local Authority
- £6.8k via Locality to support the group
- Worked closely with Brent Council where they had a named contact to work with

- Engagement with local residents
- Preparation of 'Options document'
- More engagement
- First draft of the neighbourhood plan
- Checking it meets national planning law
- Submitting it to the Council for independent review

- Better mix of shops on the high street
- Improve the look and feel of public spaces
- Improve ease of transport for pedestrians, cyclists and improve public transport
- Encourage development to the area

[159]

Saving Tranmere Rovers Football Club



1

The Tranmere Rovers Trust



- Set up in 2002 to represent the supporters of the club
- Recent rumours that the club might be sold

2

Listing the club as an asset of community value

- The Trust wanted the club to be owned and run by the fans
- Ben Harrison, the chairman of the Trust applied to have the grounds listed in May 2013.
- The asset was listed in December 2013

3

Help and Support

- Ben Harrison is the chair of the Trust and is experienced in various community action
- Ben worked with one named staff member in the Council, who met him face to face and helped him throughout the process
- The process took about 1 week of Ben's time overall

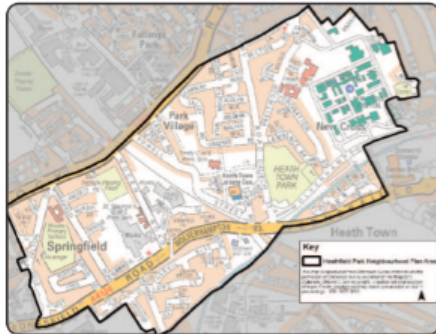
4

Next step: The takeover

- £150,000 raised by fans buying shares in the club
- Once the club is put up for sale, the Trust are hopeful that more will come forward to raise the necessary £500,000

5

Heathfield Park Neighbourhood Plan



1

What is neighbourhood planning?

A neighbourhood plan gives communities the right to shape the future of the local environment. The Plan can:

- shape the development of an area (all new planning applications will be checked against the plan)
- develop a shared vision for a neighbourhood which includes aims and objectives on other issues such as local services

2

The process

- Set up a neighbourhood partnership
- Community engagement
- Gathering evidence
- Wrote an 'Options and Aspirations' document
- More community engagement
- Became a neighbourhood forum
- Wrote the neighbourhood plan
- Submitted for independent examination
- Going to referendum today!

3

Community engagement



4

Help and support

- £20k from the government to the Local Authority
- £7k via Locality
- Direct advice and support on planning from Planning Aid England
- Working closely with Wolverhampton Council

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What's in the plan?

- Allocation for 585 new homes
- Protect the historical buildings in the town by setting out a 'conservation area'
- All new developments should be designed to minimise crime

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Technical Appendices prepared by:
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Facilitating engagement to gain insight

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