Oxfam UKPP's Partners' Participatory Appraisal Review Workshop

18th and 19th April, 2001

Luther King House, Manchester

Oxfam

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1 Introduction

Objectives of the workshop:

To bring together UKPP's partners using Participatory Appraisal (PA) to:

- review their experience of using PA

- review their experience of developing skills and competence in using PA

- discuss scope of using PA in their work and what support they might need on taking this forward, and Oxfam's possible role in that

For Oxfam, this would help us understand:

- the impact of PA as a tool in different situations

- our role regarding capacity building, shaper, etc

- our future role

- how to progress the use of PA in poverty reduction work

Background

The Oxfam UK Poverty Programme has supported various partners in developing Participatory Appraisal skills These partners and their projects have been all quite different in their nature – not only in what was undertaken and the way PA was used, but also in the way skills were acquired and the level of support and involvement of Oxfam UKPP staff, as illustrated below.

Community Council of Berkshire:
work originally started 2 to 3 years ago, using PA to carry out village appraisals. Community Council of Berkshire has continued to use PA and are into a 'third generation' of project managers. John Rowley carried out the original training and subsequent support.

Sustain and Food Mapping Project:
working with Sustain to use PA to explore food poverty issues in three cities; partners included local authorities and voluntary sector. Vicky Johnson supplied the training and support.

East End Health Action:
using PA to explore community health issues to develop Action Plans for the Social Inclusion Partnership Health Strategy Group; mainly working through focus groups and voluntary sector organisations. Vicky Johnson supplied the training working closely with Judith Robertson

Salford City Council:
using PA to carry out wide ranging community needs assessment for New Deal for Communities bid. Working with Local Authority and voluntary sector. Vicky

Johnson supplied training, with support from Charlotte Flower and Sue Smith. Julie Jarman supported and mentored the process

Gellideg Foundation Group:
community sector organisation, carrying out a gendered needs assessment for European Funds Objective 1 bid; training supplied by Charlotte Flower and Sue Smith; supported by Helen Buhaenko

It was felt that it would be useful for the partners to learn how PA has been used elsewhere and to share experiences with other projects and practitioners, not only about using PA and its potential and limitations, but also about acquiring confidence in using the techniques and approach. Experience elsewhere has shown that very often people become limited in their application of PA to the specific way in which they were introduced to it. This workshop would therefore allow partners to expand their scope regarding PA and provide an opportunity for them to think about what would be required to take their application of PA further in the future.

Participants

A full list of participants is given in Appendix A.

Participants came from the following projects and organisations – Salford NDC PA team, Easterhouse Community Health Project, East End Health Action, SUSTAIN, Community Council of Berkshire, Gellideg Foundation Group, PEP and Community Focus. Also present were Vicky Johnson and John Rowley, both trainers that had worked with the partners in developing PA skills. In Appendix B there are short reports on each of the organisations/projects that participated in the workshop.

From Oxfam there were the UKPP Programme Development Officers from North of England, Scotland and Wales. Also attending was Caroline Roseveare, Policy team and Charlotte Flower, UKPP Participatory Methods Advisor. The workshop was facilitated by Jean Bareham

The workshop programme

The programme for the workshop is in Appendix C, with some additional notes about the process in Appendix D. Included in this appendix are transcripts of the notes on PostIts and flipcharts from the sessions.

This report

This report was drafted by Charlotte Flower and Jean Bareham. It is not intended to be a 'minutes' style account of the workshop, rather an attempt at a synthesis of the discussion to form a document that participants can all use to take issues raised further, either as a group or within individual projects.

2 General thoughts on PA

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empowers                                    raises
                                            expectations
            leads to
fun         action
                                            never
    inclusive                               enough time

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LOVE IT                                              HATE IT
                    PA?
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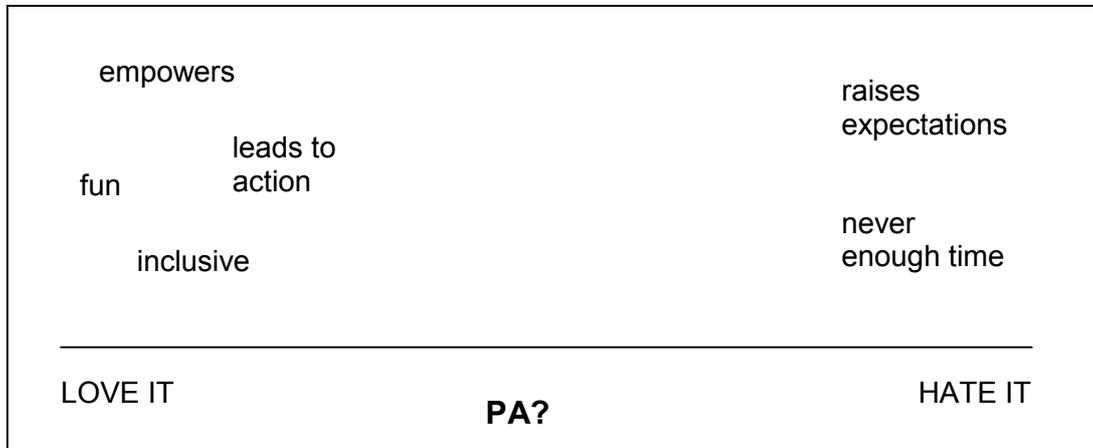
What is it we all love about PA?

There was, obviously, a huge enthusiasm for PA – it is fun, different, inclusive, flexible, challenging, empowering. It can achieve real positive change, proactive communities, address community conflict, change the way decision makers think and deal with communities, give voice to the voiceless, and so on. It can work in so many different communities and situations – from rural Indian communities to inner city regeneration schemes in UK.

What worries us about PA?

There were also broad ranging concerns about PA and its use.   It requires time and this is often the most restricted resource. There does need to be an element of trust and commitment to the PA process and this is often lacking within many marginalised communities. Time is required to get things moving, but if it takes too long for a PA process to reap its rewards, people might well get fed-up and demotivated. If there is external pressure (a dead-line for a funding bid, for example) that limits the quality of consultation, this can compromise the credibility of the process.

Concern was expressed about raising expectations within the community, although it was noted that this was not unique to PA as a community development or consultation technique. In addition there are huge expectations of what PA can achieve, especially in very disaffected communities – for example, that it can somehow magically create consensus and agreement out of chaos.

Carrying out a PA process can result in uncovering or highlighting conflict – at many different levels. It can challenge existing decision makers within the community – such as councillors, local community leaders ('spokespeople'), workers, community development staff and so on. It may also open up 'a can of

worms' within the community. As with raised expectations, this is not necessarily unique to PA, as any participative process can have a similar impact, the issue is that this needs to be addressed and dealt with. A good PA process should be able to tackle such issues, but very often there is insufficient time, resources or support to see such conflict through.

Decision-makers often raise concerns around credibility, often because they do not understand or respect the process. They do not feel that the process is rigorous or scientific enough, as it can be accused of having no statistical validity. This can mean that despite a process producing a fabulous participative action plan, truly reflecting different community interests and needs, if the key decision makers are not prepared to trust or respect the outcome, then there will be little return to the community. In addition, some fieldworkers do not understand PA and they may struggle with some of the contentious issues and subjects that PA raises.

Concern at a different level is the 'PA for all' approach. It is being seen as the answer to community participation and therefore should be rolled out for all. Huge training courses and everyone doing it. Practitioners are having to successfully scale up and mainstream PA without compromising its basic ethos and principles. Another symptom of this is that PA is being used as a verb ('well, we've PA'ed that, so …'). If PA is being used without any understanding or commitment to really changing the way decisions are made and power lies, then is that really PA?

3 Issues and action

The general flow of the programme took us through a number of stages, but the direction was very much starting at the personal and local, the impact using PA has on ourselves and our work, through to looking at wider issues, for example scaling up and influencing policy. It has been difficult to find a way to structure this report, as the discussions we had at the workshop moved in and around these areas. In writing the report, we looked at the issues/questions that were raised in the ideas marketplace on the last day, and re-clustered them. Four main issues emerged from this, all interrelated and interdependent of course:
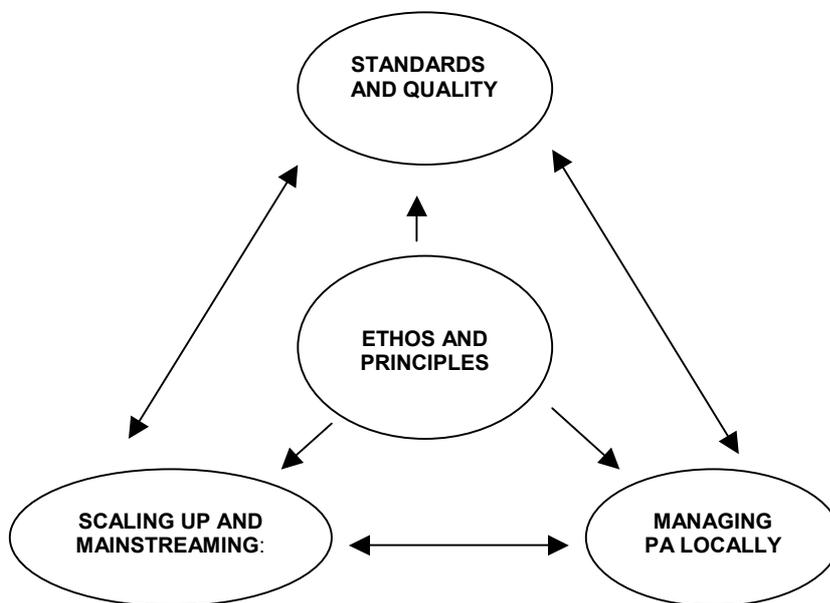
The figure above illustrates how the four issues relate to each other. As the report was written it became increasingly apparent that the Ethos and Principles underwrite everything else. It is this that ensures that PA is a process, not merely a tool.

Within each of these four areas of discussion, we touched on issues at the personal, local, national and international levels. The report is therefore framed by these two axes. Recommendations for action put forward in the workshop are highlighted at the end of each section. Within the boxes in the text are selections of comments taken from the workshop exercises; they are referenced to the relevant appendix in which the full session transcript is given.

3.1 Ethos and principles of PA

The four relevant questions posed in the Ideas Market Place were:

What is the ultimate outcome/goal of PA? (App D.7)

How to ensure that it builds confidence and ability? (App D.10)

Who is PA for at different levels? (App D.9)

What do you do when the community led process is in conflict with minority issues? (App D.7)

The key principle repeatedly stated about PA is that of 'handing over the stick', enabling participants to express in their own way, their own time, their own words and in their own space, what it is that concerns them and the way they think things could be improved and moved forward. If excluded, marginalised or hard to reach people are to be brought into consultations and decision-making processes then there needs to be a change in the rules of engagement.

> - Flexible and on people's own terms (App D.3)
>
> - People control their involvement (App D.2)
>
> - 'Their' space (App D.2)
>
> - Allowing people to express their views in their own way and words (App D.2)
>
> - They could show us what was happening in their own communities and what was important to them (App D.2)
>
> - Done by people who have long-term commitment to the area (App D.5)
>
> - Local people to deliver local solutions (App D.2)
>
> - Better understanding of local issues (App D.4)

A number of participants noted that PA was very effective at reaching those that do not usually engage in community level debates. In particular they found that PA enabled women to find a voice. Women very often are the majority in community activities, but experience indicates that when meetings occur, they will often defer to men, who frequently hold positions of influence. Using PA changes the dynamic of the meeting, and encourages women to participate more fully. However, the majority of men are not represented in these processes either, and they need to be accessed. The rigour of the PA process attempts to ensure that the views of men are also represented. It has been a common experience that men are actually extremely difficult to access within the community and to bring into the process.

Communities are not homogeneous nor do all people see things from the same point of view. When exploring issues at community level, it is very likely that

there will be disagreement and conflict. Good PA is not just about finding the most representative views, but is about assisting communities to bring issues out into the open, to be discussed and considered. There might well be conflict, and the PA process should be prepared to deal with this, rather than abandon it (there is a very useful list of suggestions within Appendix D.7 that was put forward in one of the Ideas Marketplaces on dealing with conflict)

In addition, there is no need to look for conflict where there is none – some people found that members of the community did not consider there to be issues – they were happy with things as they are. This is equally as valid as not being happy, but often is overlooked in the desire to focus simply on problems.

> - Dig deeper, be prepared to open a can of worms, but also be prepared to deal with it, and to deal responsibly with information and issues that come up (App D.1)
>
> - Recognise and value all perspectives (App D.7)
>
> - Time! Positive/negative – conflict can be positive (App D.7)
>
> - Don't be afraid of conflict (App D.7)
>
> - Preconceived ideas – don't always hear what you think you are going to hear (App D.2)
>
> - Can give a tool to explore prejudice (App D.3)

In this issue the basic compliance with the inclusive commitment of the PA process, is linked to the quality of the PA used – the need to ensure that the process has been rigorous, that all stakeholders have been involved, that the process is transparent and that verification has been thorough (see section 3.2)

The other strong message coming through was that PA is not just about consultation but is also about challenging the status quo, challenging existing power structures and empowerment, both of individuals and communities. This is a key issue in the concerns about increasing use of PA – a downside of its success in a way – PA tools are becoming separate from the PA process. The tools are easy to use and therefore easy to abuse. Abuse seems to come when the ethos and principles of the PA process are not being respected in some way or another.

> - If it did not work, it was not PA! (App D.9)
>
> - Changes way for working of local staff (App D.5)
>
> - Empowered community (App D.5)
>
> - Influencing decision making to change the balance of power (App D.4)

Commitment to ethos and principles is at the personal level – of all those involved – the community members, the PA practitioners, the workers in statutory

agencies involved in engaging with the process, the decision makers, the professionals. It is an attitudinal issue and commitment. This was expressed in many ways by workshop participants, and underlies everyone's relationship with PA.

> - 'I've started noticing things I've never noticed before in the community'
>
> So much in PA is about attitudes, and from the personal much was noted about this:
> - Professionals need to 'readjust' or review their role
> - We need to appreciate different perspectives
> - Have distance, be aware and challenge own assumptions
> - Stand back from own agenda
> - Using PA requires/allows different thought process
> - Need confidence, trust and some hope for and commitment to change and action
>
> All App D.1

Much concern was expressed that working with communities raises considerable expectations, and unless the PA process is able to deliver tangible change then participants will be demoralised and demotivated. There was awareness that expectations are raised both at community level but also decision-making levels – and both can be disappointed in the results.

Action:

Need to ensure that PA builds confidence and ability: the PA process needs to be rooted in community involvement, developing skills and confidence of local people and key policy and decision-makers. Time and support resources need to be planned into the process to ensure that people get the necessary support. The support is required throughout the process, to see through to results so that it can be sustained.

Need to ensure that the outcome of PA is not a report, but rather a change in the way decisions are made, more effective decisions made that benefit all members of the community and that action happens. Any reports produced need to be working documents that are endorsed by decision-making groups, such as those who may have the consultation. In addition, key decision-makers need to be keyed into the process from the beginning.

Dealing with conflict: need to develop conflict resolution training; there is a list of useful suggestions for dealing with this in Appendix D.7.

3.2 Standards and Quality

The relevant questions posed in the Ideas Market Place were:

How do you ensure rigour and credibility? (App D.8)

How do we avoid PA being corrupted? (App D.10)

How can PA be respected, endorsed and given credibility? (App D.10)

How can Oxfam endorse a process that is so woolly? (App D.10)

How do we learn effectively from each other and promote best practise? (App D.8)

How to maintain quality: is there a minimum standard? (App D.9)

This is a real balancing act – how to establish and maintain standards and quality, without compromising PA's ability to be flexible, complex and responsive? How to be rigorous but not rigid? Much of this debate focussed on training, ensuring that training given is of a standard, sufficient support and mentoring is available to support people engaging in a complete PA process, ensuring quality and rigour throughout. Focus was on promoting best practice, rather than dictating specific ways of doing things.

At the personal level, we all need to be reflective and self critical – are we ensuring that the process is accountable to the stakeholders, have we reached the most marginal of the community, have we asked the right questions, have we listened, are we aware of various biases and prejudices, our own as well as any others, inherent in the process, have we understood the gender dimensions of the community as well as the age and ethnic diversity of the community, are we unnecessarily raising expectations, does the report adequately represent what was discussed, and so on.

To increase the potential of there being change and action implemented at the end of the process, there needs to be some early investment in engaging decision makers in the process – paving the way for the PA process to inform and be part of the decision making processes. To influence decision-makers there needs to be demonstrable credibility in the work carried out – good documentation, maps to illustrate who was involved and where they lived, and a transparent verification process.

In addition, there is considerable work required in identifying and raising awareness of good practice.   Most of the work that has been carried out has not been evaluated or documented (other than the reports of the projects undertaken). So much of the experience and learning has not been collated or documented, and there are poor networks to foster the sharing of learning. This was identified as an area of great need. There is the opportunity to look elsewhere for models of good practice and learn how standards have been set and maintained elsewhere in the world.

Action	By whom
Bringing best practice to attention of decision makers:	
- through their media	Oxfam and all
- create coalition of PA gurus[1], Oxfam and universities to endorse PA	Oxfam and others
- run PA style event around other agencies meetings	Oxfam
- using PA during awareness raising	Oxfam
- bringing in international experience and learning	Oxfam
- advertise achievements of communities using PA	Oxfam
- reference group/community champions	Oxfam, all, others
- sharing best practice and good examples	Oxfam and all
- document projects to take elements from	Oxfam and all
Preventing the corruption of PA:	
Locally,	
- community should be guardian of documents/reports	All and others
- recording initial brief and 'playing it back' to community to check it is being adhered to	All and others
- ensure decision makers understand ethos and committed to it	All and others, Oxfam
- negotiating timelines	All and others
- monitoring and evaluation of process, involving community	All and others
Nationally,	
PA mission statement – clear statement of what it is about	Oxfam and all
Define some standards – not just about tools	Oxfam
Short, medium and long-term evaluations	Oxfam, all and others
Establishing and maintaining standards:	
Identify who in local government, community organisations, front-line staff and community representatives/leaders (both formal and informal) would need training in PA – to use it, facilitate it and ensure process leads to change.	Oxfam, all and others
Identify their training needs, and develop and implement training and support programmes as required	Oxfam, all and others
Scaling up quality training (training of trainers)	All, others and Oxfam

No training should be given without a guarantee of ongoing follow up and support	All, others and Oxfam
Evaluate processes and promote best practice	All, others and Oxfam
Independent evaluation	All, others and Oxfam
Continuous monitoring, especially by the community	All, others and Oxfam
Incorporating experience from elsewhere about raising and maintaining standards	Oxfam
Government initiatives need guidelines on best practice	Oxfam and all
Lobby DETR on guidelines	Oxfam and all
Learning effectively from each other:	
Arrange a follow-on to this workshop	Oxfam
Website forum	Oxfam and all
Bring information and case studies together	Oxfam and all
Create links with others working on these areas e.g. Joseph Rowntree	All
Write up/document our experiences	Oxfam and all

[1] This was the term written on the post-it not; it refers to practitioners and 'experts' in PA

3.3 Managing PA locally:

The relevant questions posed in the Ideas Marketplace were:

How to plan and budget process for maximum impact? (App D.8)

PA requires resources – capacity, time, money, and commitment – which must be planned and managed (App D.8)

How to ensure accountability to community? (App D.8)

How to engage and sensitise key decision-makers in the whole process to ensure action? (App D.8)

To ensure a credible process that is going to have a positive and lasting impact on decision making in a community, the PA process needs to be managed effectively. Much of the discussion over the workshop was focussed on this particular area as it is obviously of huge relevance to the participants.

The discussion focussed in particular on how to ensure that the PA process achieved impact in the way decisions were made. This would come about once trust and respect were established between the community and the councils/decision-making bodies. It was recognised that changing attitudes and beliefs of decision-makers (elected or otherwise), was a major and possibly long term strategic need. Many decision-makers hold entrenched views and are resistant to change. In order to support government offices in changing ways of working, it was suggested to:

- create opportunities for sharing and learning between local councils,

- profile/highlight positive examples,

- gain credibility through employing local residents,

- highlight examples in a non threatening way – sell PA as something that will help them get things right,

- identify allies, building on and forming personal contacts.

- at the beginning of the process, invest time in identifying the stakeholders and how you can bring them on board from the start.

If the PA process is to be effective, then those in the traditional chain of decision making will be challenged by the process. This has certainly been the experience of many of the workshop participants. One particular group – elected representatives – seem to believe that 'citizen participation ends with the ballot box', and feel that participative approaches undermine their role. Rather than seeing participation as a way of strengthening their position and enabling them to be more representative and more effective, they feel threatened by such processes. Approaches listed above for government officers are equally useful for elected representatives, as indeed they are for self-selected 'community

leaders' – another group that frequently feel threatened by PA processes and see them eroding their power base.

In addition to influencing existing decision-makers to change the way they work, there is a need to develop community capacity to engage proactively in all these processes. Budgets need to support training and also to invest in the development of community capacity. This is an area that was considered to be grossly overlooked; there is rarely an understanding amongst those who design spending plans that training to ensure sustainable and participative processes is required both within the community but also within the voluntary and statutory sectors. The funding priorities of local and national authorities need to change to support developing community capacity and in building confidence. Budgets need to not only resource training, but also mentoring and accompaniment.

Investment in community capacity will foster sustainability and accountability. There is a need to promote self-organisation at community level so that there are robust structures within the community to engage in more participative decision making processes that are being developed. Training local people in PA is part of this, but there also needs to be a focus on good community development. It was suggested that there is a need to map out processes wider than just consultation and develop PA as a community development tool. Looking to work being done internationally would be useful, as PA has been used there for some time in community development. PA practitioners need to build their experience of this through networks – which in themselves need to be developed.

> 'Hand over the money'
>
> Need good community led decision making structures and resources
>
> Support and develop to build structures
>
> Resources to sustain structures
>
> Start small, gradually build up credibility – community and national
>
> Be strategic evaluate as you go: Ask – How is PA actually leading to specific change/differences? In people's lives)
>
> <div align="right">All App D.9</div>

Action:
Ensure that the PA work to be undertaken will lead to effective action and change by investing time and energy in keying in relevant decision-makers to the process
When developing budgets, ensure there are resources for building capacity in the community, for bringing decision-makers on board and for monitoring and evaluation
Focus resources on building capacity in the community
Focus on the development of sustainable and accountable community led decision making structures

3.4 Scaling up and mainstreaming:

The relevant questions posed in the Ideas Marketplace were:

Is PA different from other ways of getting people involved? How? And how do you make it last? (App D.7)

PA for all; 'Make or Break'? (App D.9)

There is a real concern that PA is 'sold' and presented as a consultation tool and not as an empowering process that leads to action and change. In the current policy environment there is a real push for community led processes and participation. There are often several different perceptions and practices around community led processes, but also very little investment in supporting authorities in working out how best to achieve this. Consequently, they are quick to pounce on any tool or process presented to them that allows them to 'tick' their participation box. The PA tools are easy to use in an extractive and non-empowering way, and there are many examples of 'bad PA', both in UK and internationally. Consequently, rather than an empowering process, the people who participated often feel let down and are unlikely to invest their time, energy and trust in a similar process again.

Our commitment as PA practitioners should be to challenge the view of PA as a consultation tool rather than an empowerment process. This can be done at one level by ensuring that any PA work we are engaged in will be effective (because it will be rigorous, inclusive, time has been invested in bringing on board decision-makers so that the process can lead to positive change). This is obviously much more than just using the tools. At another, it is about raising the debate about participation and challenging the status quo. This can be done locally, through the project work that we are all engaged in, but also collectively

and nationally. To achieve this we need to be able to draw on good practice, ensure documentation, network and share learning, raise these issues at every opportunity available – in journals, in the media, at seminars, etc. The process of review and evaluation discussed in 3.2 is key in this process, continually asking 'How is PA actually leading to specific change/difference in people's lives?'

In terms of developing a strategy to take this process forward, a number of key questions were raised:

> What are the different kinds of:
> - awareness raising
> - training
> - capacity building
> around PA that different people need/want at different levels
>
> Identify whom in local government, community organisations would need training in PA – to use PA, facilitate PA at different levels.
> - Front line staff
> - Community reps/leaders, formal/informal
>
> What processes in local government is PA appropriate for? E.g.
> - best value regimes/reviews
> - inspection bodies
> - Audit Commission
> - HIMP
> - Ofsted
>
> Do PA exercises with local authority officials and individuals that make up communities
>
> All App D.9

Much of what was presented in section 3.2 is very relevant to the issue of scaling up, as it will be necessary to use evidence of best practice and provide models of best practice in promoting PA. Essential too are the lessons learned about managing PA locally – what works, what doesn't, what resources are required, what is and is not realistic. This must all be immersed in a debate about community and participatory development, about changing the way decisions are made and about listening to the voices of marginalised people.

Action:	By whom:
Need to promote community development as a profession	Others and all
Lobby DETR on guidelines for participation	Oxfam, all and others
Learn from experience elsewhere about scaling up – what worked and what did not? What can be done better?	Oxfam, all
Supporting government offices in changing styles of working	Oxfam, all and others
Influence those in control of funds that investment in communities/people is important	Oxfam, all and others

4 What now?

A lot of ideas were generated and things to do identified – whilst going through the flipcharts, the emergence of this lengthening wish list was a little daunting. However, there are some clear pointers in these lists, which seem to rise to the surface repeatedly:

Identifying and defining good practice; there is a clear need to carry out evaluation work on PA processes, that attempt to understand the impact that using PA has had on the stakeholders' involved. How do members of the community perceive what has happened? Do they feel that have been listened to? How do decision-makers perceive the impact? How to move the dialogue forward – what needs to be done to support different stakeholders – what do they need, how to provide it? Support in developing evaluation and monitoring processes will be required to move this forward – Oxfam could have a role in this, but also in identifying other sources of support.

Sharing that learning with others; the opportunity for nine projects from all over UK to meet up and discuss the use of PA is rare. Everyone is busy in their own work, do we have time to document what we are doing, do we have time to share information with others? These things are very seldom prioritised. We need to make time to document good practice to provide evidence of PA's impact. We all want to network, but how to achieve it? This is a key area, and needs considerable attention. It was described as something that should be key to Oxfam's role.

Promoting good practice: raising the level of debate both about PA but also participation and what it means. This is something we can all do in our own areas of work, but there is also an advocacy agenda to be developed at national and regional levels. Again, Oxfam was seen to have a role here. This work must be based on the identification of good practice and shared learning. It should include publications, attending and organising seminars and meetings, responding to government consultation papers.

Scaling up: there is an additional meaning to this – not just multiplying the use of PA around the country in urban and rural anti-poverty work, but also in opening up national and regional policy formation to participative processes. There is much to be learnt from some of the Poverty Reduction Strategy work being carried out through World Bank programmes about opening up policy debates to people in poverty.

Within all this there is much to learn from work carried out elsewhere in the world, but it is also important to remember that we are also forging new ground in UK, and much of what we develop here will be new and useful to others.

It is important to be aware that we should not treat PA as the answer to everything and that all the issues raised here will not be rectified or improved on in the short or medium term. However, workshops like this one in Manchester, do give us the opportunity to highlight and raise awareness of particular issues.

Appendix A: list and contact details of participants

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Appendix B: Summaries of the organisations represented at the workshop

PEP Ltd Ideas into Action

PEP works with statutory and voluntary agencies and with local communities, to improve services and make sure they meet community needs.

We believe that successful local initiatives must be shaped by local people.

PEP provides advice, hands-on project work, training and research services – based on over twenty years' experience in neighbourhoods across the country.

Our work has influenced both local practice and national policy.

Our vision is inline with government objectives to tackle social exclusion, support neighbourhood renewal and build sustainable communities.

In short, PEP works as a catalyst for social change.

PEP Mission

To foster vibrant, resourceful communities in areas of social and economic disadvantage

PEP is an independent , not-for-profit, national organisation

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701 Chester Road
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Salford New Deal Team

We, as the perfect P.A. team consult our lovely and loyal community on what they would like to see change to make our area a better place to live. We also ask our community what they would like to see stay.

We did this by using P.A.. The tools we used that worked best for us were; love/hate lines, problem wall/ solution tree, mapping exercises, headlines of the area today and in 10 years time, matrices, pie charts, and likes/dislikes.

We also verified all the solutions that our community came up with by physically drawing the solutions and asking them to dot which ones they agreed with.

Generally we think our community enjoyed this different way of consultation better than traditional methods.

We did this for new deal for communities phase 2 and succeeded as we got £53 million for a 10 year project in making our area a better place to live and make people want to come and live here.

Gellideg Foundation Group

Gellideg estate is a local authority housing estate in Merthyr Tydfil with approx 1,300 residents. In Feb 1998 we as residents of Gellideg estate decided to form the Gellideg Foundation Group in response to the worsening social, economic and environmental conditions on our estate.

In February 1999 we received charitable status with an aim to regenerate our community and improve the quality of life of all residents of Gellideg by identifying the affects of social and economic depravation which exists in our community and aimed to enhance the quality of life for all residents on Gellideg, improve community spirit and develop community capacity.

Our management committee is made up of local residents, all of whom are single parents or low paid part time workers and focus on identifying and prioritising the needs of the community and implementing sustainable projects through a partnership approach.

Through a successful ERDF application we currently employ a programme co-ordinator and 2 youth workers which has enabled us to become well placed to continue the process of regenerating our area.

We subsequently carried ot an estate wide survey to obtain residents thoughts and comments on how they feel about the estate and what services etc they would like to see here and from this information we secured tenancy of two local authority flats which enable us to run a variety of much needed services e.g. Youth drop-in, resource and information centre, provide a base for outreach services such as area housing officer, community police officers, community safety wardens, community nurse, Strides and 3rd age group, all of which did not operate on our estate previously.

We now wish to submit an application for Objective 1 funding to enable us to extend and build on the work already achieved.

We as a group feel it is extremely important to address the specific needs of all residents on our estate and are therefore progressing with a gender needs assessment on our estate.

We feel this consultation will help us identify the needs of the most marginalised men and women in our community and ensure that our completed application to the Welsh European Funding Office offers the opportunity for participation by all sectors of the community whatever age, gender, ability etc., and help identify and eradicate the barriers which all too often affect them.

"Talk Back on Health"

Greater Easterhouse Community Health Project

The Greater Easterhouse Community Health Project has recently completed around thirty Participatory Appraisal sessions throughout the Greater Easterhouse area. The focus of the project being to obtain the views of the community on issues that influence their health. Funding for the project came jointly from the Social Inclusion Partnership in Greater Easterhouse and from the Greater Glasgow Health Board. To cover a broad spectrum of views it was ensured that different age ranges, both male and females, and different sectors of the community were included in the process. In order to reach the excluded primary importance was placed on making contact with specific groups. The most effective way of reaching these individuals was felt to be through groups that are already formed, in addition to working in schools.

Kate Gant was commissioned to provide training in Participatory Appraisal; hence five days of training were given (two of which were follow up sessions). A group of ten people were trained including members from the Greater Glasgow Health Board, the Local Health Care Co-operative and secondment from Auchinlea Resource Centre. The rest of the project members were from the Greater Easterhouse Community Health Project (three of which were employed solely for this project). Although this group was fairly large, due to a number of factors such as other work commitments, a core group of four individuals was formed. Sessions were often set up to fit in with the times established groups usually meet.

The tools chosen depended on the group itself and were adapted accordingly. One method which was used a number of times was a problems bubble, talking wall, ranking and solutions bubble. Firstly the group are asked to discuss health-related issues, with a facilitator writing up the main issues on flip-chart paper. Secondly individuals were asked to write down the problems of most importance to them on post-it notes. After this the post-its were placed on paper to form a talking wall. The group then ranked these, and finally discussions took place about the possible solutions. Other methods used included asking participants to draw around their hands (which avoided the problem of a blank piece of paper being off-putting) and semi-structured interviews. Impact/implementation diagrams were also used, and were felt to be a good way to take the process to the next stage.

The main advantage found from this process was the vast amount of information that was gathered, and the fact that there was very little cynicism from the groups. They felt that the sessions have been beneficial, saying 'we are finally being listened to'. A number of issues that were identified, such as 'lack of support and follow-up' for those with addictions and mental health problems, may not have been raised if quantitative methods of research gathering were used. It is important therefore that trust is built between the facilitators and the participants, and this is one of the beneficial aspects of P.A.

The disadvantages were the amount of time available for carrying out the research, and the uncertainty about what happens to the information after it has been collected. At present the Health and Wellbeing Strategy group is considering the solutions to these issues in more detail. This group includes representatives from a number of organisations such as the Police, Health Promotion and Social Work. It is hoped that community representatives identified from the groups that participated in the PA sessions shall become part of the process of working together and creating action plans.

Contact:
Greater Easterhouse Community Health Project
Tel: 0141 781 1566

SUSTAIN Community Mapping Project

Background

- The Community Mapping Project is run by Sustain: the alliance for better food and farming and Development Focus UK.

- The project began 2 years ago with pilot projects in Leicester, Brighton & Coventry. Current work, funded by DoH, is taking place in Islington, Derbyshire, Heywood (Rochdale) & Barrow in Furness during 2001.

Aim

- The project uses PA tools to explore the problems & issues around obtaining food security faced by people living in communities labelled as 'socially excluded' through England; and

- endeavours to make changes within communities & to influence the national food poverty agenda.

Team Details

- Each area has a co-ordinator & core team (who together do most of the work) and a local team who support the process. Open College Network (OCN) accreditation is provided at three levels, with accreditation depending on the individual's involvement in the project.

- As well as initial training, teams receive on going support. This consists of days dedicated to particular topics e.g. reflection and review, & requested visits, where the team decides what they want to work on.

- In total each area gets about 18 contact days with the community mapping support worker.

- Through the year-long project co-ordinators and core team members will attend 3 sharing meetings. The aim is to share learning and place local work into the context of the national project.

- Development Focus provided support and guidance on this framework, and the training it includes.

Outcomes

- The project is not a consultation exercise. The findings of the report must lead to action and change for the better within the communities involved. To ensure this happens the teams include workers who can incorporate the changes into their everyday work. A reference group is also established, this contains people with money, influence and time and it is intended they will commit to the changes.

- Local projects have developed their own focus to a degree, for example by looking at food poverty within a wider health context. In addition, the work has built the confidence and skills of volunteers within the teams, and started to influence the way in which other local organisations carry out participatory exercises.

- The report, due to be published in November, will be an evidence based document drawing on the finding of the project and will influence policy changes around food poverty on a national level.

For more information contact:

Clare Allison, Community Mapping Support Worker on (0116) 2291053, or clare_sustain@hotmail.com

Details of area co-ordinators:

- Sarah French, Mapping Mildmay, Islington, (0207) 5273064 or sarah.french@islington.gov.uk

- Debbie Chesterman, Newhall Bread and Butter Project, South Derbyshire, (01283) 515524 or chesterman@south-derbys.gov.uk

- Sue Prichard, HP project, Heywood, (01706) 866602 or sue.pritchard@rochdale.gov.uk

- Steve Robson, Take PArt, Barrow in furness, (01229) 826285 or cetralcp@hotmail.com and

- Brandy Derick, Take PArt, Barrow in furness, (01229) 894241 or bderick@barrowbc.gov.uk

Reports

- Reaching the parts… Available from Sustain, Cost £10, Tel (0207) 837 1228

- Nosh and Dosh, Leicester Report, contact Helen Gyngell on (0116) 2588808

- Brighton Report, contact Nicky Forman on (01273) 269104

- Reports from the current work will be available later in the year

Hull and East Yorkshire Participatory Appraisal Network

The Network came into being in 1997 after a number of those trained in Participatory Appraisal decided to meet together to share ideas and learn from one another. Little by little, the Network became known in its own right and began to attract requests for assistance on other project work and for training.

As the Network has grown over the years, it became evident that whilst its strength had been its organic nature, it required additional support and, to some degree, structuring. The support role is undertaken by a number of partner organisations, each with a distinct role.

The aim of the network is to work with those who are in some was disadvantaged to enable them to make changes to improve their lives. A concurrent theme is 'giving a voice to those who traditionally go unheard', and there is an emphasis on young people, those who are victims of violence, those with little or no access to services, the homeless and those living in poverty.

Our objectives are:

- To provide accredited PA training locally and nationally with the emphasis on fee payers subsidising free training for residents and community groups

- To provide information about PA locally and nationally through a central contact point

- To provide free or subsidised PA facilitation or consultation where requested by community initiatives with an emphasis on community capacity building and giving a voice to those who traditionally go unheard

For further information contact:

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Development Focus UK

Capability Statement, May 2001

Development FOCUS UK is an independent research, training and consultancy organisation established in 1997, and based in Brighton in the UK. Our clients include UN, government and non-government agencies, and the private sector. Development FOCUS UK specialises in the following main areas:

- capacity building in participatory approaches;
- understanding social exclusion and action planning for regeneration in communities;
- children's and young people's rights and participation;
- ethical investment and fair trade.

Capacity building in participatory approaches includes providing training and support on Participatory Appraisal (PA) and Community Mapping, participatory monitoring and evaluation, stakeholder involvement, gender and age analysis and strategic planning. These participatory approaches are applied to address social exclusion, community regeneration and children and young people's rights and participation.

Addressing ethical investment and fair trade issues fully utilises the international links that Development FOCUS UK has with its sister company Development FOCUS International, with experience in over 15 countries in Asia, sub-Saharan Africa and Europe. Development FOCUS is committed to sharing experiences and approaches between developed and developing countries.

Areas of Expertise

1. Capacity Building in Participatory Approaches

- **Participatory Appraisal and Community Mapping**

Training and support in the use of Participatory Appraisal (PA) and Community Mapping has been carried out in the context of understanding social exclusion and food poverty. PA approaches that have been successful in developing countries, have been piloted with SUSTAIN and OXFAM's UK Poverty Unit in partnership with three local authorities in the UK. Needs assessments have led to local action and policy development in the three authorities. This process is documented in Johnson, V. and Webster, J., 'Reaching the Parts…….Community mapping: Working together to tackle social exclusion and food poverty', Sustain, 2000. There is now a follow-up programme running with five local councils around the country. A toolkit is being developed by Sustain and Development FOCUS UK.

Other recent training includes: working with a local organisation working on health and poverty in the East End of Glasgow with OXFAM; training development workers and local residents in participatory methods in Leicester; and training the New Deal team of local residents employed by Salford Council.

- **Participatory monitoring and evaluation (PM&E)**

Building capacity and developing monitoring and evaluation systems with participants and with members of local communities. Development FOCUS has also carried out a number of more conventional external evaluations. Current work includes carrying out participatory monitoring and evaluation with young people involved in 'Saying Power'. This is a scheme working with excluded youth throughout the UK on issues of social exclusion affecting them and their peers. Issues tackled by the young people's project include drugs, racism, leaving care, bullying, integrating child rights into education. The scheme is run by Save the Children Fund (SCF UK) and is funded by the Millennium Commission.

The work in the UK complements work being carried out by Development FOCUS International with the Department for International Development (DFID) of the UK Government and with non-governmental organisations and the private sector in countries such as South Africa, Ghana and Nepal.

- **Strategic planning advice, institutional, stakeholder and gender/age analysis**

Workshops and sessions are conducted to take staff through a participatory strategic planning processes and logical frameworks. These are integral to all the projects mentioned above. Work is also carried out solely for organisational planning purposes. For example the Sussex wing of Emmaus, an international charity working to give refuge to socially excluded people.

Institutional analysis and working with different stakeholders are regarded as vital components of building capacity for more sustainable solutions.

The work in the UK is complemented by the work of Development FOCUS International with governmental and non-governmental organisations in Kenya, South Africa, Ghana and a network of resource centres in developing countries. Members of Development FOCUS have experience in national and international policy influencing as well as building capacity of staff in organisations to pursue local and national advocacy agendas.

2. Understanding Social Exclusion and Action Planning for Regeneration

The capacity building outlined above is in the context of practical project to understand issues of social exclusion and to plan action to improve the lives of people within communities. Capacity building is done within the context of regeneration programmes, for example, New Deal and SRB, or in the context of the ongoing programmes of support through local councils and non-governmental organisations. Ongoing programmes of support are offered by Development FOCUS UK, rather than one-off training, as this ensures more practical application of participatory approaches and more likelihood of understanding the

kind of actions that may be sustainable in different parts of communities and in youth programmes.

Processes may well bring up areas of conflict between different stakeholders as well as areas of agreement and united action. Members of communities and policy makers are involved in participatory processes and analysis of information and gender and generation, as well as ethnicity, disability and other issues of difference are fully addressed in the analysis. Evaluation of existing initiatives can be an important component of understanding the way forward as well as setting up rigorous processes of assessment and ongoing monitoring and evaluation systems.

3. Children's and Young People's Rights

Development FOCUS UK and Development FOCUS International have programmes of proactive research into Children's and Young People's Rights and Participation. This has so far led to workshops and publications on children and young people's participation in the development process. These include PLA Notes No. 25, special edition on children's participation and a joint publication by the Institute of Development Studies (IDS), SCF and the Institute of Education (IoE), part funded by DFID, 'Stepping Forward' (Johnson et al, 1998). A recent study was carried out for IDS and ACTIONAID on using visuals with children and implications for policy and mainstreaming. Currently Development FOCUS UK is carrying out work with SCF UK and Development FOCUS International with PLAN International in Indonesia and with DFID of the UK Government who are supporting pilots with government and non-governmental organisations in South Africa and Nepal. This is feeding into a 'Rights Focused Framework' for development processes and a solid understanding of what Child Rights mean in practice.

4. Ethical Investment and Fair Trade

This area fully utilises the links between Development FOCUS UK and Development FOCUS International. Examples of recent work include the following:

- Development FOCUS was commissioned by OXFAM to assess the potential impacts of the Multi-lateral Agreement on Investment (MAI) on poverty and local economic processes in the UK.

- A methodology for mapping environment, social and economic linkages under the Lomé Convention, has been developed for the European Union.

- An external evaluation carried out for The Body Shop International to review its Sheabutter fair trade programme with women's groups in northern Ghana.

- Stakeholder analysis of civic and government groups in South Durban involved in conflict over pollution and petro-chemical and chemical industry.

This area is currently being further developed within Development FOCUS.

Appendix C: Programme of the workshop

Wednesday

1. Personal impact of our use of PA

1.45   Welcome and Introductions

       Overview of the workshop

       Sharing of 'objects': one which says something about where you come from, and the other that says something about your involvement with PA (Each person has two minutes to speak about their objects!)

3.00   Into small groups to discuss:

       What is our personal experience of using PA?

       Has using PA changed our practice in any way?

       DO we have any issues arising from using PA that we want to discuss?

4.00   BREAK

2. Local Impact of our use of PA

4.30   Small group discussions:

       What impact do we want to have in using PA locally?

       What are some of the advantages and disadvantages to the groups we work with?

       Do we have any issues arising from using PA that we want to discuss?

5.30   Project sharing:

       Each project/organisation to make a presentation of 5 minutes only, to cover the following:

       What is the **purpose** of your work with PA?

       How long have you been using PA?

       What are the **three lessons** that you would like to highlight from your work?

6.30   FINISH

7.00   DINNER THEN FREE EVENING

       Video and table/wall space available if you would like to show examples of your work

Thursday

9.00   Review of workshop so far

Overview of the morning

3. Wider Impact

9.30   How do we achieve wider impact with PA?

11.00   Coffee

11.30   Ideas Market Place

12.30   Evaluation of workshop

Looking ahead

1.00   CLOSE

LUNCH

Appendix D: Transcripts of the session notes/flipcharts, etc.

All notes on the flipcharts have been documented; only in D.1, D.2, and D.3 have the notes been clustered since the workshop.

App D.1: Summary of issues to do with personal experience of PA:

Personal:

'I've started noticing things I've never noticed before in the community'

So much in PA is about attitudes, and from the personal much was noted about this:

- professionals need to 'readjust' or review <u>their</u> role
- we need to appreciate different perspectives
- have distance, be aware and challenge own assumptionss
- stand back from own agenda
- using PA requires/allows different thought process
- need confidence, trust and some hope for and commitment to change and action

Dig deeper, be prepared to open a can of worms, but also be prepared to deal with it, and to deal responsibly with information and issues that come up

Power and emotional → tangible
Not just barefoot workers
Feeling of elation when reach top
Good memory
Building up trust and rapport – feeling relaxed
Give back people exactly what they have given us

App D.2: Summary of issues to do with PA and our own organisations

People control their involvement
'Their' space
Allowing people to express their views in their own way and words
They could show us what was happening in their own communities and what was important to them
Objects/visuals: shows links, breaks down barriers

Fast efficient – to get views
Moving forward to Action/Responsibility
Get information, what next?

Power
Determining ownership
How to get beyond the report?

Its an approach and an attitude
Bigger picture
Screw driver – key tool; easy to use and to carry
Multi-issues approach
Other issues around food, eg guilt
It's an approach toolkit, why using what and when

Problem/solutions → time
Sometimes not enough time → using basic tools
Time –raise expectations
Time consuming

Dip days
Long and rigorous process
Prioritising and verifying what they said by using sticky dots
Who said what – rigorous process (workers, residents, gender, age, ethnicity, etc)
Use a key to support the information you get
Don't forget the analysis – don't just reproduce charts, etc

Difficult to get people from ethnic minorities
'Gender' – making project more inclusive
Men, women, young, old, etc
Breaking down barriers re gender
More of a challenge to use tools to analyse social inter-relations, gender stereotypes and aspirations

Mistaken for DSS
?Raising expectations within community
PA found older people had no big issues – happy where they lived

Handing over pen? Some people don't want it
Preconceived ideas – don't always hear what you think you're going to hear

The voice of the community

EEHA practise changed – very PA!

Raise self-esteem of people, whilst being honest
Confidence building, raising self-esteem

Gender/Race inclusion
Recognisable – non-threatening, no jargon
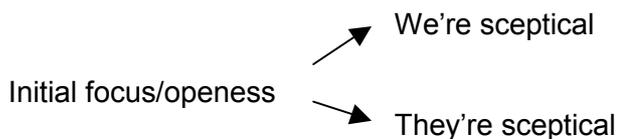Flexible to people's needs (in groups)
Challenging saboteurs
Quality control without being exclusive

House visits – working with whoever in house
Access to groups? How?

Takes too long for PA results to reap its rewards – people get fed up
SRB money taking too long to come through PA beat them to it with funding

One flipchart:

                                    → We're sceptical

Initial focus/openess
                                    → They're sceptical

Team work energy

Doesn't work! Think on feet, try something else
Very involved
Everyone can have a say
Empowering impact on women
Ownership *
Use in many contexts (even within family)
Reach the 'hard to reach'

↓

Local people to deliver local solutions
Sustainability
Follow up action
Commitment and politicians

PA tools separate from PA approach
Different methodologies, what isn't PA? *
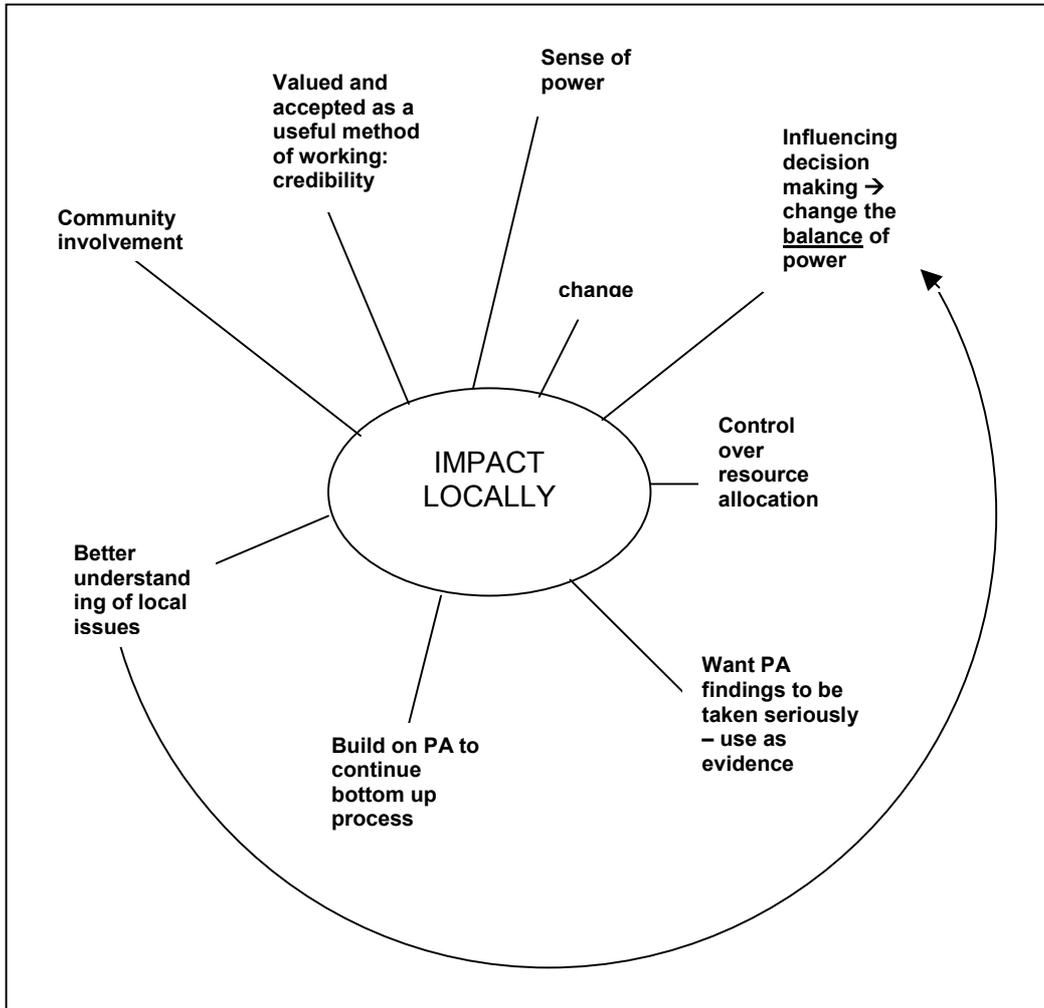Impact in conflict-ridden situations
Impact in discrimination
Process or Exercise?

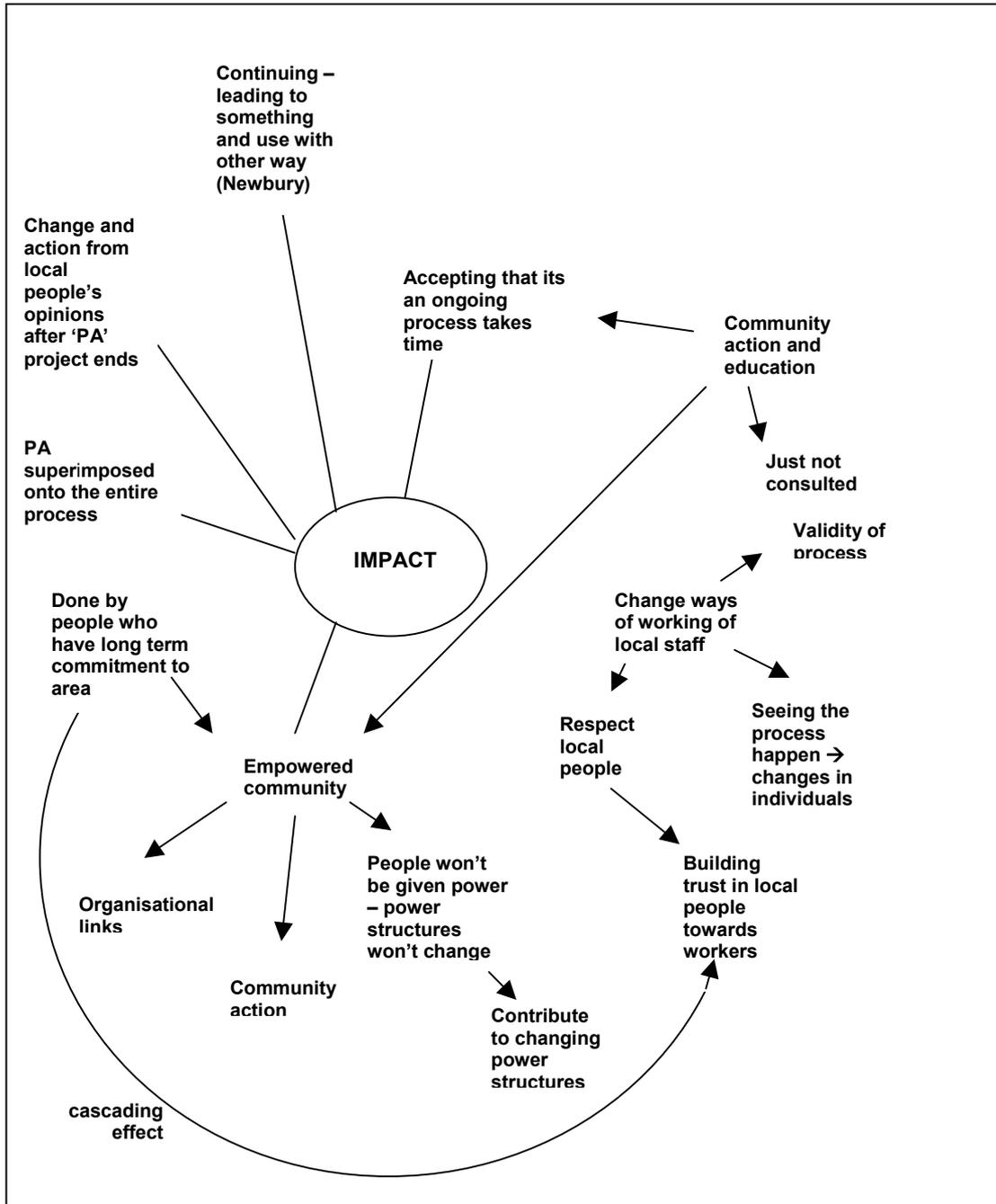## App D.3: Local impact, advantages and disadvantages of using PA

Advantages	Disadvantages
Locally owned problems and solutions	Raising expectations
Ownership of process	Certain issues not raised
Awareness raising	Enthusiasm can wane quickly if not supported
Community empowerment	
Individual empowerment	Large scale impact can't be supported
Includes everyone	Capitalisation of outcomes by statutory sectors
Potential for sustainability	
Development	Lose essences of work in report writing i.e. 2 versions – Community and Statutory
	Time!!!!!
Raising interest to local people and getting them involved	Not always taken seriously
	Raising expectations without outcomes
Jobs for local people/training etc	Not speaking to services about their limitations
Local insights into what's going on	
Fun, visual, participative, involving social contacts, friends	Not allocating enough time/resources and energy
Assist to reduce isolation	Credibility
Creating new friends-relationships	
Can be inclusive	
Challenges the status quo – leads to questioning	
Challenges power structures	
Raises expectations, aspirations, confidence	Exposes people to aggression and conflict from:
More information	councillors
Will be some positive outcome – spin off	workers
Opt in and out	community development staff
Flexible and on people's own terms	local community leaders 'spokespeople'
Deals with complexity	Raise expectations:
Access unaccessed people	communities
Can give a tool to explore prejudice – on both sides	funders
Stakeholders	Does not necessarily lead to change
Tools → solutions	Change always takes time
Balances out power relationships	Digs out information that's not looked

Brings fun into dry meetings Multipurpose tool Easy to use Key to open door Take it anywhere Fixes It PA gets more involvement from the community Unexpected solutions Makes people feel valued when heard It gives a visual voice as well as a spoken one It allows a different decision making process Includes the excluded It changes the dynamics Get people to do it Creative management Educate decision makers and carry out the process rigorously Can maintain confidentiality	for and change doesn't happen Prejudice against minority by the masses Time and resource expensive Poor analysis or not done People's voices heard but not listened to Selective listening Disempowers if no change Untrained/unprepared to deal with cans of worms Need to build a process to deal with raised expectations Expectations of decision makers
Can be done badly, can be done well Being approached by lots of people – "Sue the Pied Piper" Aim Impacts want to achieve: Starting from problem – finding solutions Involving people in decision making Local communities in control of services Local communities running housing estates (tenant management organisaitons) That people's voices are heard! Raising expectations? Is this exclusive to PA?	

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App D.4: Local impact of using PA 1

App D.5: Local impact of using PA 2

Continuing – leading to something and use with other way (Newbury)

Change and action from local people's opinions after 'PA' project ends

PA superimposed onto the entire process

Accepting that its an ongoing process takes time

Community action and education

Just not consulted

IMPACT

Validity of process

Change ways of working of local staff

Done by people who have long term commitment to area

Respect local people

Seeing the process happen → changes in individuals

Empowered community

Organisational links

People won't be given power – power structures won't change

Building trust in local people towards workers

Community action

Contribute to changing power structures

cascading effect

App D.6: Three lessons learned by each project/organisation

Oxfam

- Need to further define Oxfam's role and how to improve this locally regionally and internationally
- Improve networking ability and analyse what's needed
- Shifting power balances and how to do that
- Work all over world how to link these up

East End

- Policy makers and decision makers should be involved in PA process from start
- That PA is valued as consultation
- Sustained in community through local people being skilled in PA

SUSTAIN

- To make sure team members, managers and co-ordinators are aware of time commitment involved in process
- Community-led process
- Work must be rigorous – record age/gender/ability/ethnicity etc
- Volunteer support very important – skills building of volunteers involves time commitment but very useful
- Reference group established to be part of process from beginning

Community Focus/HEYPAN

- PA is a process, not just consultation, this takes time
- Young people have gone on to jobs etc. PA is a catalysts, a tool for community development
- Some good and some bad points, education and social action aspects need to be recognised
- Write up the findings and learnings
- More focus on attitudes, less on tools

CCB

- How to highlight greatest disadvantage?
- DO tools and PA dictate outputs/objectives of a project or should the outputs/objectives dictate the tools used
- Some tools found not appropriate

Development Focus

- Participation of all stakeholders, local community and policy makers
- There aren't any community wide solutions, communities are often split
- PA is a process, building people's confidence and abilities, don't do quick training
- Action orientated tools and mechanisms, integrate strategic planning into process

Gellideg

- Flexibility – adapt to situation
- Don't let people make decisions for others
- Don't make assumptions

PEP

- Need time to plan what and when to do, especially for more 'sophisticated' tools
- 'overdoing it' – a balance of tools and techniques
- Sharing with colleagues very valuable

Easterhouse

- Not everyone is unhappy – outsiders assumptions
- People very receptive and not cynical (preassumption was that they would be)
- Time to plan and develop

Salford

- Don't underestimate community
- People understand PA very quickly

App. D.7: Ideas marketplace: Community led

Q1 What do you do when the community led process is in conflict with minority issues?

Be inclusive:
Include minority issues
Create a safe trusting constructive environment
Work with all groups at the same time
Talk to all stakeholders
Feedback all issues – verification/feedback
Share info
Bring conflicting groups together
Bring groups together
Identify the problem:

Time! Positive/negative – conflict can be positive
Don't be afraid of conflict
Personal – face conflict
Identify the conflict

Solution:
Carry out the same procedure with the community
Find areas of common interest
Funding to employ a play write or other artists, songwriter
Work towards solutions that suit everyone

Acknowledgement
Recognise and value all perspectives
Go with it
Inform the minority of the conflict
Explore impact

Getting help for about four:
Need conflict resolution techniques
Conflict resolution training
Invest time
Identify sources where support can be received (Oxfam to do)

Establish ground rules:
Clear about aim,   is it PA democratic?
Establish bottom lines at start?

Realistic approach:
There may be no way of resolving the issues
Recognise limitations
Roles of Partners, Oxfam and others:
Share experiences and ideas, local/global
Lobby for equalities standards in funding guidelines

Q2: Is PA different from other ways of getting people involved? How? And how do you make it last?

Yes it is more fun
Yes PA is a simple process that carries out a full consultation in one exercise
It's systematic way of involving people
Transparent all the way through
Local people can be quickly trained to carry out the process
Efficient
Yes it is innovative
Leads to action
Is not extractive
Why not create new tools!
New tools
Includes range of skills
Team members who we work with ((?))
The community to carry on the Actions
Don't let buzz go to silence
Keep the fires burning – don't return to suspicion
It's a process
Need to disolve prejudice to method
2 ensure trainers have background knowledge of communities

Why make it last?

Q3: What is the ultimate outcome /goal of PA?

More than consultation and we don't ?????? on this
Evaluation of impact/process

Shift attitudes
Change attitudes

To consult and identify the actual problems then issues problems solutions responsibilities
To construct a recognised list of issues

Change for the better
Make action happen

3. solve the conflict in Northern Ireland

Handing over the power to delegated community
change power sharing
Shift in the balance of power over resources
Transfer of power
Empowerment of communities and individuals
Control over the decision and resources that affect them
Providing an inclusive framework for discussion for all
Inclusion and sharing
All three elements:
- research

- education
- community action

Build community capacity and confidence
Raise people's aspirations and self belief
But not if you can't deliver
To increase confidence and personal development
(above four grouped under: have to be planned in)

roles: Oxfam and partners, <u>bring info and case studies together. Need
clarification of what process contains</u>

To raise public awareness of PA – advertise your work

To engage people in community life and society
Improve participation in decisions and issues that affect our lives
Promote better response to community concerns from those in power
Get people in power to listen
Produce sustainable solutions
Better anti-poverty solutions

Increase awareness of community issues with agencies
Give people advice
Loss of power
To get community involved – give them a voice!
Give a voice to the community
Raise awareness

App D.8: Ideas marketplace: Managing PA

Started off with 5 questions:

1. **How to engage and sensitise decision makers in whole process? PA to action**

2. **How do you ensure rigour and credibility?**

3. **How to ensure accountability to community?**

4. **How doe we learn effectively from each other and promote best practice?**

5. **How to plan and budget process for maximum impact?**

Ended up though just doing one:
In relation to the questions: 'How best to manage the process (consultation to implementation) we propose the following:

Changing attitudes and beliefs of local decision makers –elected and other:
Support stories – telling and sharing
Trust building community – council important
'Citizen participation ends with the ballot box' challenging this, work with elected individuals to challenge this
Create opportunities for sharing and learning between local councils
Supporting government offices in the changing styles of working
Profile/highlight positive examples
Credibility – employ local residents
Highlight examples in non threatening way
Added:
- - sell PA to decision makers as something that will help them get things right (thus make them look good)
- - National conference, latch on to others

Promote self organisation:
Support development of organic community forums – self-organisation
Building networks

Added:
- arrange a follow on to today
- need to map out wider processes beyond consultation – C D and beyond
- Global/national; collect information on existing participation networks
- Website forum
- Link PA evaluation with Scottish Community Development Centre ABCD model of evaluation
- Basic indicators of community development

Engaging decision makers:
Identify allies – build on, form personal contact/relations
At start if process invest time: who are stakeholders and who to bring in and how?

Use of PA:
PA sold and presented as a consultation tolls not as an empowering process
Challenge dominant view of PA as a consultation tool rather than empowerment process

Changing funding priorities of local and national authorities to support developing community capacity
Influence those in control of funds that investment in communities/people important
Invest money in building confidence and community capacity
Training budgets need to be built in.
Mentorship and accompaniment

Added:
-    recognise 'qualified' workers

App D.9: Ideas marketplace: PA for all

Q1 In relation to the question: 'PA for all: Make or Break?', we propose the following:

Is there a danger of PA becoming the latest just 'tick the box'?

'Hand over the money'
Need good <u>community led</u> decision making structures and resources
Support and develop to <u>build</u> structures
Resources to <u>sustain</u> structures

Start small, gradually build up credibility – community and national

Be strategic evaluate as you go: Ask – How is PA actually leading to specific change/differences? In people's lives)

Our role:　　}　　Draw together best practice decision making models
　　　　　　　}　　Create link with others working on these areas eg Joseph
　　　　　　　　　　Rowntree

Oxfam's role: }　　Write up/document our experiences
　　　　　　　　　　Internal and external evaluation

Added comments:
If its not working (ie to affect action and decision making) its not PA

Q2 In relation to the question: 'Who is PA for at different levels?' we propose the following:

What are the different kinds of :
- awareness raising
- training
- capacity building
around PA that different people need/want at different levels (someone disagreed here)

What processes in local gov. is PA appropriate for?
Added:
- Best value regimes/reviews
- inspection bodies
- Audit Commission
- HIMP
- Ofsted

Do PA exercises with local authority officials [added] and individuals who make up communities

Identify who in local government, community organisations would need training in PA – to use PA, facilitate PA at different levels.
Added:　　　　　Front line staff
　　　　　　　　　Community reps/leaders, formal/informal

Our role: }   Training needs assessment
Oxfam's role: }

Q3 In relation to the question: 'How to maintain quality: is there a minimum standard?' we propose the following:

Evaluate processes and promote best practice
Clear material on best practice

Government initiatives need guidelines on best practice
Scaling up of quality training (training of Trainers)

Our role: }   Lobby DETR on guidelines
Oxfam's role: }

In addition, no training should be given without a guarantee of ongoing follow up support.

Additional comments:
Independent evaluation
Continuous monitoring, especially by community
Using experience elsewhere about institutionalising/scaling up? E.g. when it hasn't worked, why? What can be done better?

Collectively, but selectively (at least not diluted)
Need to promote community development as a profession

App. D.10: Ideas workshop: Using PA in a strategic way

Q1: How can Oxfam endorse a process that is so woolly?

Q2: How can PA be respected, endorsed and given credibility?

Coalition of gurus. Oxfam and universities (Oxfam and others)
Set of heavyweights who can endorse it (Oxfam and us)
Sharing best practice and good examples (Oxfam and Us)
Good practice brought to decision makers attention through their media (Oxfam and us)
Conflict resolution between practitioner of different PA styles ie cognitive mapping (Oxfam)
Consultant/evaluation trained (others)   Gov to put in ££££ to put this team in place (others)
Added: employ trained people to evaluate gov expectation of evaluation

Spin off benefits from using PA (like food projects) (Oxfam, us)
Spin offs from project specific PA work – local impact context (Oxfam and us)

Reference group/community champions (Oxfam, us, others)
Target key organisations like LGA (Oxfam)

Document projects to take elements from (Oxfam, and us)
Oxfam to run PA style event around other agencies meetings (Oxfam)
Introduction and endorsement of PA in a practical session (Oxfam)
International experiences (Oxfam)

Added: advertise achievement of communities using PA (Oxfam)

Q3: How do we avoid PA being corrupted?

PA mission statement (Oxfam and us)

- time limited projects -/stuff
- community are guardians of document/report, staff leave/change (Others and us)

Need to stick to the plot. ?????? support (others and us)
Standards – beyond the tools (Oxfam)
Added: refer to our European guidelines on human rights legislation (Oxfam)
Recording initial brief and 'playing it back' to community to check its being adhered to

Decision makers understanding ethos (Oxfam and us)
Taking account of others timetables (others and Us)
Added: look at development policies discourse on rights based approaches

Negotiating timelines (others and us)
Short, medium and long-term evaluations Oxfam, others, and us)
Trained evaluation (Oxfam and others)
Clawbacks for failing to really work up communities (Oxfam and others)

Q4: Does it build confidence and ability?

Building on interest
Grass roots support workers
Recruitment training local people development
Needs to be: rooted in community involvement
Time in preparing the teams
Support to the teams

It builds it [confidence] but can be broken if nothing results
Confidence needs to be built in areas

Proof
Research into spin off work from existing PA projects
Monitoring Salfords progress, warts and all

Measure New groups, new facilitys, Comm Buzz

Added:
Evaluate use examples documented
Brings out issues from people who don't normally speak out

App D.11: Evaluation

Head: things that made you think?	Heart: how you felt?
• The lessons learned • Listening to what others have been doing • The questions (we were asked to pose) • The three lessons • Food for thought • Having to prepare (objects and 5 mins) before hand • Preparing for market place; discussion on solutions to questions • How to make sure PA moves on to implementation • Thinking through questions and solutions • Considering the disadvantages of PA – we spend so much time promoting how excellent it is – this was really thought provoking • What we want to happen as a result of these two days • Practicalities of moving PEP/Oxfam forward • 3 questions to solutions – interesting discussion • Challenging • Frustrating • Seeing how our local PA fits into bigger national picture • Strategic overview • All experienced same problems, i.e hi-jacking, goal orientated • Hearing about success and methods of other PA work • Gave ideas • What everyone is doing • How few organisations use PA from consultation to implementation	• Motivated • Getting ideas to move things forward • Would have liked more time to ask Oxfam questions about what they thought to open up discussions • Sharing experience/stories/anecdotes • Five minute presentations • Ice breaker • Good to find out about other PA work going on • Enjoyed the sessions • Really great meeting people outside of London again and getting support/enthusiasm this way • Nice relaxed facilitation • Relaxed • Enjoyed personal presentations • That we are on the right track! • Enjoyed it • Good networking • Felt we were just getting going – would have liked more time. • Enjoyed hearing about other projects • A bit tired on second day • Enjoyed the sharing of knowledge • Comfortable • As if I had new information to share that I hadn't realised • Encouraged, revived and ready to keep going

Bin: things that did not go well	Hand: things you will make use of:
- Focus on objects small session – too restrictive - Object exercise very muddled - Half move: half stay on each table (both sessions) nee more time to look around and see what others said (one only take turns staying) - Missed the international perspective - Apple/pear/banana/orange: one stay one go; need more people to go to other tables – one person only need stay – more time to look - Ice breaker – felt uncomfortable and unnatural - Too much complex explanation Thursday a.m. – 25 minutes! Best sometimes not to give choices – just tell us! - Wed 2 x small group session – muddled, no feedback = no goal - Not enough time to get grasp on wider practice i.e. international - Sometimes unclear as to what the tasks were and what the aims of the exercises were. May have been helpful to initially outline what we expected to get out of the workshop - Where we all come from was wrongly interpretted (although we checked with Oxfam) – gave rise to a debate at the start - The split between personal and local was a bit confused by objects which were personal and local - Project reports – not enough time - Need more time to talk about your project (5 min not enough)No/limited opportunity to look at international link	- The lessons - Other ideas/solutions shared by other people - The enthusiasm that PA does work - Please give us full feedback or a lot will be lost - Networks (ditto, ditto …) - Contacts (ditto, ditto …) - Lessons (ditto, ditto …) - Being part of a wider picture - The use of other reports - Positive energy to go away with - Emails - Stuff from Linda for Uni - The report (with case studies)