WORKSHOPS

RESOURCE PACK

Introduction

The Rural Community Council of Essex (RCCE) was established in 1929 as a registered charity which aims to improve and enhance the quality of life for those who live and work in the rural areas of Essex. It encourages self-help community projects and speaks out to the relevant authorities on issues that matter to people living in rural Essex.

The work of the Rural Community Council of Essex is based on enabling communities to become strong, active and empowered, capable of doing things for themselves – defining the problems they face and then tackling them together. An Information Pack, 'Involving the Community in Your Project', provides guidance about different types of surveys – the advantages and disadvantages of different methods, good practice in carrying out surveys and how to use the information gathered.

This Resource Pack provides examples and practical advice about Workshops. Other resource packs are available for 'Questionnaires', 'Participatory Methods' and 'Factual Information'.

Assistance and support is available to help you design and use community involvement methods that are appropriate for your project and your community. Please contact your local field officer at the Rural Community Council of Essex at the address below for further information:

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Feering
Essex CO5 9SE

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Organising a Workshop

Who
A workshop is aimed at all residents in your community and will take around 120 minutes. Between 12 and 20 participants is sufficient to create a good "buzz". The number of people likely to attend may affect your decision on when and where to run the activity. If you are concerned about numbers, you may prefer to organise an advance booking arrangement with confirmation of attendance by telephone or completion of a reply form.

When
There are two options:
- Organise as part of an existing meeting. The advantage is that the venue and participants are already in place, the disadvantage is that you may have to compromise between the workshop activity and the usual business of the meeting. Make sure there is sufficient time for both or that you are happy to defer your usual business.
- Arrange a completely new date. This will create the impression that it is something special….which it is!…..but you may need to work harder at getting people there. Decide which day of the week and whether evening or weekend is best for your community.

Where
The workshop will be an active event in which people mil around, stand in front of sheets on walls and work in groups at tables.
- You will need space to have people in groups around tables, plus some spare tables for handouts and materials
- Tables will need to be big enough for 6 to 9 people, sometimes dividing into 3s or 4s (but not 2s), and with space to lay out some large sheets of paper
- You will need a "wall" to put up sheets of paper or a flip chart stand and pad if you have one (or can beg or borrow one)
- You may wish to provide some refreshments. If you are using an unfamiliar venue, make sure this is possible

Advertising
You know your own community so we want to avoid stating the obvious, but you may need to do some special promotion or advertising.
- Tell them it will be an **enjoyable, informative event and a really positive opportunity.**
- Make it clear that it is an active event and there will not be any "expert" present to tell them the answer.
- You may wish to send everybody background information about the topics of the workshop so they are familiar with some aspects before they arrive.

Designing the Workshop

Think about the purpose of the workshop. What stage are you at in your survey? What type of information do you want to find out? Do you need answers to specific questions? The examples in this pack will help you to design a workshop. RCCE field officers will also be able to help you. Prepare an agenda and a set of notes. Make sure you allow enough time for discussion for each of the exercises in the workshop. Also think about comfort breaks and refreshment breaks.

Preparation

You will need a small group of volunteers to run the workshop. Most groups have one or more people in their midst who is used to standing up in front of people…..so involve them if at all possible. Make sure that those running the workshop have an agenda and a set of notes. It is important that they think the stages through in detail and get familiar with them all. It's also worth thinking in advance how you might divide people into groups. Do you do this randomly, or with place names if people have booked in, or let them choose where they sit? It's up to you, as you know your community.

- Make sure the venue is booked and refreshments (if any) are arranged.
- Make sure you have enough materials for the expected number of people.
- Make sure you have a "wall" or flip chart stand to display information.

Arranging the Room

- Set up a reception table with booking in sheets to take some details from people as they arrive (age within ranges, gender etc). We'd like to know something about the people who take part in the workshop but we don't need to know who they are!
- Set out tables for 6 to 9 people, with room to shuffle along into smaller groups of 3s or 4s, plus a table for you as organisers.
- On each table place sufficient materials for the first stage of the workshop.

Running the Event

Introduce the workshop and its various stages then work through your agenda. Keep the notes with you to use as a kind of script.

Ask the members within each group to introduce themselves to each other at the start of the first exercise – they may not have met before.

Keep a check on time and remind everyone how long they have for each task. If a task overruns, try to make up time by shortening the remaining tasks.

Feedback

It is important to let everyone have a summary of the workshop information as soon as possible. Find out how they would like to receive the feedback information e.g. printed as an article in a local magazine, displayed on a noticeboard or website, sent direct to them (you will need to take postal and/or email addresses).

Highlighting Issues examples

At an early stage in a survey you will need to find out what the issues are and their relative priorities. Example agendas (and notes) for workshops using post-its and carousels are included in this pack. These examples can be mixed and matched and adapted to suit any project.

Post-its
This example uses very broad questions with a view to sorting the answers under topic headings.   It also asks for ideas for improvements. The questions and the topic headings for sorting can be adapted to suit your project and can be much more specific to provide greater detail.

Carousel
This example goes beyond identifying issues and starts to explore potential actions. The workshop could be half hour shorter if just restricted to issues, or, the full two hours could be used with a longer first session (ie. more stations or longer at each station).

Workshop Programme

example to highlight and prioritise issues using post-it notes

10.00 Welcome and introductions

10.05 Project background and description of the session

10.20 **First exercise** in table groups (25 mins)
        What is Special?
        What are the Problems?
        What Opportunities are there?

10.45 **Second exercise** moving around the hall (15 mins)
        Sort comments by topic headings

11.00 Refreshment break
        - read post-it note comments from other tables

11.20 **Third exercise** moving around the hall (10 mins)
        Prioritising the comments

11.30 Summary of first three exercises

11.40 Next Steps

11.50 Signing up to take part in the project

12.00 Thanks and close

Notes on the workshop methods

First Exercise
Place on the tables, biros, small pads of post-it notes (three colours) and three sheets asking the three questions (on coloured paper to correspond to the post-it notes).

Ask people to work in their table groups to write answers to the questions on the correct colour post-it notes – one answer per post-it. The group can appoint a scribe (who must note down all comments and not just those he/she agrees with). Individuals can write their own post-its as well if they wish.

Post-it note example

Second exercise
Place flip chart sheets around the room with different topic headings.   These
can be different headings depending on how you want the answers sorted. For
example, thematic:

Getting Around   Taking Pride in where we live
Feeling Safe and Well   Access to services and opportunities
Things to do   Caring for the Environment
Being part of the community

or by specific topics:

Social	Community Networks
	Housing
	Health
	Community Safety and Crime
	Sport, Leisure and Open Space
	Arts, Culture and Heritage
	Local Government
Transport and Traffic	
Economy	Local Economy and Employment
	Education and Training
	Tourism
Environment	"Clean" – air, water, energy and waste
	"Green" – natural environment

The headings you choose may depend on how you want your project to link to
other strategies and plans (i.e. you may use the headings used by your local
authority). Ask one or two representatives from each table group to place their
post-its under the relevant heading. Similar post-it answers can be grouped
together. The coloured post-it notes will instantly show which headings are
your strengths and which are weaknesses.

Third exercise
Give everyone 5 sticky dots to use as votes. Ask them to read all of the post-its
and vote for their top priorities. They can vote for 5 different post-its or place all
5 dots on one answer or any combination in between. The highest number of
sticky dots will indicate the top priority of those present in the room.

What

is

Special?

What do you like about *Ourplace?*

What are the Problems?

What don't you like about *Ourplace?*

How can things be improved?

What ideas do you have for the future of *Ourplace?*

What actions and projects will improve life for the people of *Ourplace?*

Workshop Programme

example to highlight and prioritise issues using a carousel

10.00 Welcome and introductions

10.05 Project background and description of the session

10.10 **First exercise** moving around the hall (40 mins)

10.50 Refreshment break
                    - read carousel sheets

11.05 **Second exercise** (10 mins)
            Prioritising the comments

11.15 **Third exercise** (25 mins)
            What's happening?

11.40 Next Steps

11.50 Signing up to take part in the project

12.00 Thanks and close

Notes on the workshop methods

First Exercise
Place a sheet of headed flip chart paper and a marker pen at each 'station' (the station may be a table, a flip chart stand or a wall). The sheet should have a vertical line down the middle so that positive aspects relating to the heading can be recorded on one half and negative aspects on the other.

Each group will spend a few minutes at each station where comments will be recorded by a scribe (who must note down all comments and not just those he/she agrees with). The group will move on to the next station when asked to do so where they will read comments already made and add new ones.

The amount of time at each station will depend on the number of headings; it should not however be less than 5 minutes. The headings could be broad social, economic and environmental headings (see the post-it example) or they could be very specific to your project or service e.g. for village halls the headings could be activities for children, activities for teenagers, activities for elderly etc.

Each group finishes at their first station to read through the comments added.

Second exercise
Give everyone 5 sticky dots to use as votes. Ask them to read all of the negative comments and vote for their top priorities. They can vote for 5 different negative comments from different carousel stations or place all 5 on one comment or any combination in between. The highest number of sticky dots will indicate the top priority of those present in the room.

Third exercise
Ask people to choose a station heading that interests them or that they have some knowledge about. Explain that you may need to ask some people to move to another group to even up numbers.

Once in new groups, give each station blank sheets of flip chart paper with a vertical line down the middle. On one half of the sheet they are to record what is already happening to address the issues highlighted in the first exercise, and in the other half they are to record what they think needs to happen (i.e. suggestions for an action plan). The group should start with the comment that received the highest number of votes and complete the task for the top three priorities. All ideas should be discussed and noted down by a scribe.

If groups complete this quickly or if there is time at the end of the workshop, people can go to other stations and add comments.

NOTE: If space is limited or if you feel that 40 minutes is too long for people to be standing and moving around, the alternative is to have groups sitting at tables and to pass the flip chart sheets around the carousel.

Topic Heading

What's Good?

What needs Improving?

What's Already Happening?

What Else Needs to Happen?

Action Planning examples

You will see that the two action planning workshop programme examples are almost identical but the notes and methods used are different. The methods can be mixed and matched and adapted to suit your project. The methods used and the timings will be designed to accommodate different circumstances; the number of headings, number of delegates, mix of local residents and officers from organisations (the 'inside' and 'outside' experts).

Spotlight Pack
This method was used by Braintree District Council to produce the Partners Action Plan for the Community Strategy. Suggested actions are split between high and lower priorities and placed on a Venn diagram to indicate 'who' needs to be involved in taking each action forward.

The example programme and notes has been adapted from the 'Consulting Your Communities Toolkit'

Consensus Pack
This method uses a consensus building technique to arrive at an agreed action plan in a non confrontational manner. The method appears in the 'Consulting Your Communities Toolkit' and is adapted from a method used by Sue Gascoyne of Sustainability Matters.

Workshop Programme

example to plan actions using the Spotlight Pack

10.00 Welcome and introductions

10.05 Project background and description of the session

10.10 **First exercise** (25 mins)
          Recent and current actions - carousel

10.35 **Second exercise** (10 minutes)
          Brainstorming new actions

10.45 **Third exercise** (30 mins)
          Priority and responsibility

11.15 Refreshment break

11.35 **Fourth exercise** (20 mins)
          Taking actions forward

11.50 Next Steps

12.00 Thanks and close

Notes on the workshop methods

Decide in advance on the 'headings' to be used for this workshop. The headings will be derived from the issues and priorities highlighted by the surveys, for example, improving the street scene, traffic, speeding and parking. Each heading should be accompanied by an executive summary of the quantitative and qualitative information from the survey.

First Exercise
Place a sheet of headed flip chart paper and a marker pen at each 'station' (the station may be a table, a flip chart stand or a wall). Each group will spend a few minutes at each station where a scribe will note down any recent or current actions that address the issue. The group will move on to the next station when asked to do so where they will read comments already made and add new ones.

The amount of time at each station will depend on the number of headings; it should not however be less than 5 minutes. Each group finishes at their first station to read through the comments added.

Second exercise

Ask people to choose a station heading that interests them or that they have some knowledge about. Explain that you may need to ask some people to move to another group to even up numbers.

Once in new groups, give out pens and post-it notes. Remind everyone that we now know the issues raised by the survey and the actions recently or currently being undertaken to address them. Ask everyone to consider where the gaps are; what new actions need to be undertaken? how can organisations work together better? and what new polices need to be put in place?

Ask everyone to work individually, without discussion, and write their answers to these questions on post-it notes – one suggestion per post-it. Encourage them to come up with as many ideas as possible - practical, imaginative or visionary. At this stage the ideas do not need to be rooted in reality.
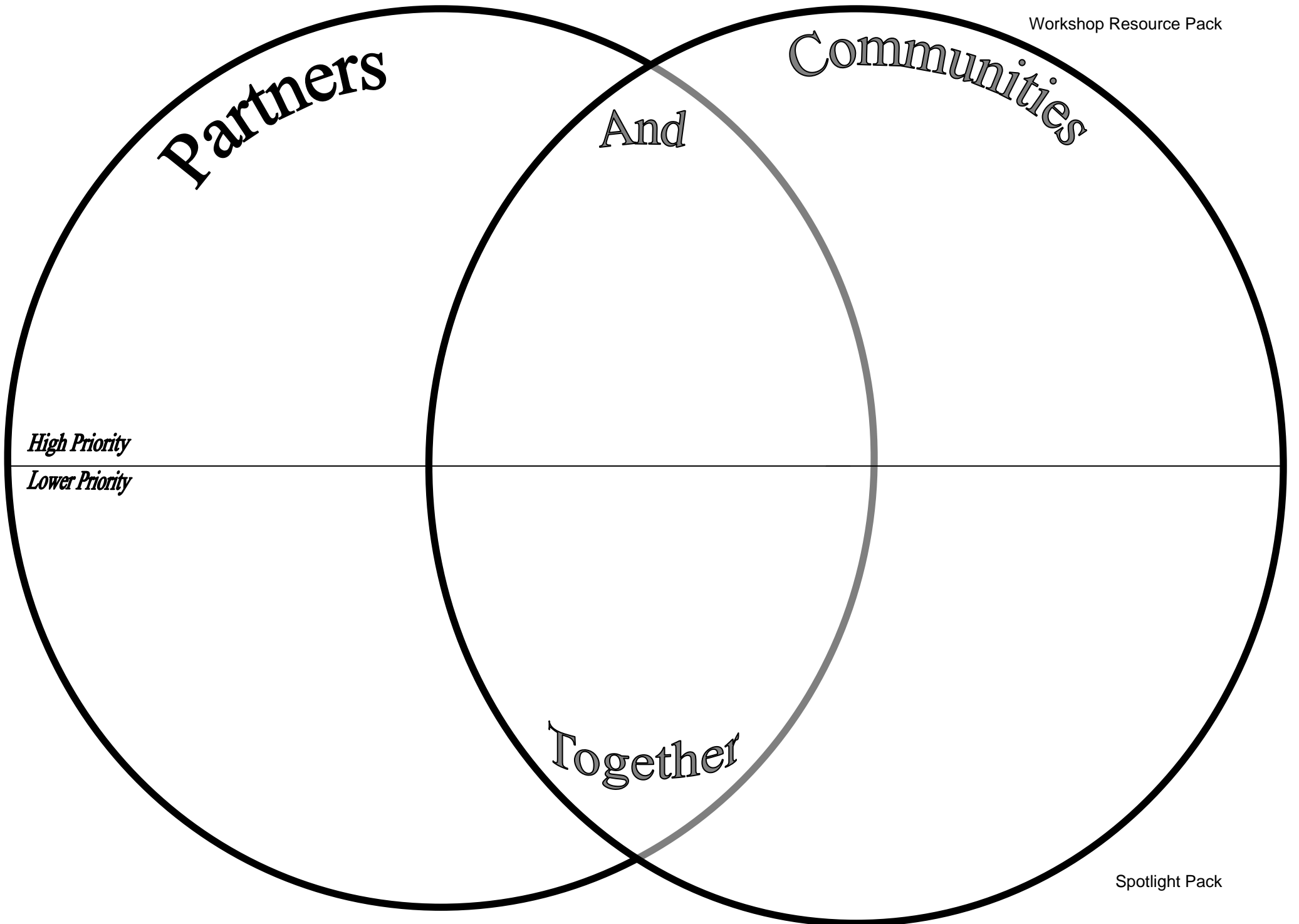
Third exercise

After 10 minutes, ask one person on the table to collect the post-its and redistribute them amongst the group. People should have a mix of their own ideas and other peoples. On each table place the Venn diagram. Ask each person to read the suggested actions in their hands and think about the priority they feel each action should have and the responsibility for taking it forward. Then invite each group member in turn to present one of the actions in their hand and see if there are any duplicate or similar suggestions. Encourage groups to work quickly through the suggested actions and place them in an agreed position on the Venn diagram. If general agreement cannot be reached, the reason should be noted and the post-it placed outside the Venn diagram. Any actions that the group as a whole generally disagrees with, should also be placed outside the Venn diagram.

Fourth Exercise

Provide each group with a flip chart sheet with their heading / topic at the top and three columns. Ask the group to select their absolute top priority action and write it at the top of the column headed 'suggested actions'. Then select their second absolute priority and so on.

Ask the groups to consider which organisations could/should lead in taking the action forward and which other organisations need to be involved. Organisations may be local community groups, larger voluntary organisations and charities, businesses, parish council, district council or other statutory organisations. Write the suggested organisations in the remaining columns.

If time permits, ask the groups to move to another station and make additions where appropriate.

Partners

Communities

And

High Priority

Lower Priority

Together

Heading / Topic …………………………………………………

SUGGESTED ACTION	WHO LEADING?	WHO ELSE INVOLVED?

Workshop Programme

example to plan actions using the Consensus Pack

10.00 Welcome and introductions

10.05 Project background and description of the session

10.10 **First exercise** (25 mins)
       Recent and current actions - carousel

10.35 **Second exercise** (10 minutes)
       Brainstorming new actions

10.50 **Third exercise** (30 mins)
       Prioritising the actions

11.15 Refreshment break

11.30 **Fourth exercise** (20 mins)
       Taking actions forward

11.50 Next Steps

12.00 Thanks and close

Notes on the workshop methods

Decide in advance on the 'headings' to be used for this workshop. The headings will be derived from the issues and priorities highlighted by the surveys, for example, improving the street scene, traffic, speeding and parking. Each heading should be accompanied by an executive summary of the quantitative and qualitative information from the survey.

First Exercise
Place a sheet of headed flip chart paper and a marker pen at each 'station' (the station may be a table, a flip chart stand or a wall). Each group will spend a few minutes at each station where a scribe will note down any recent or current actions that address the issue. The group will move on to the next station when asked to do so where they will read comments already made and add new ones.

The amount of time at each station will depend on the number of headings; it should not however be less than 5 minutes. Each group finishes at their first station to read through the comments added.

Second exercise

Ask people to choose a station heading that interests them or that they have some knowledge about. Explain that you may need to ask some people to move to another group to even up numbers.

Once in new groups, give out pens and the cards with 'I Disagree' printed on the back. Remind everyone that we now know the issues raised by the survey and the actions recently or currently being undertaken to address them. Ask everyone to consider where the gaps are; what new actions need to be undertaken? how can organisations work together better? and what new polices need to be put in place?

Ask everyone to work individually, without discussion, and write their answers to these questions on the blank sides of the cards – one suggestion per card. Encourage them to come up with as many ideas as possible - practical, imaginative or visionary. At this stage the ideas do not need to be rooted in reality.

Third exercise

After 10 minutes, ask one person on the table to collect the ideas cards together, shuffle them up and redistribute them amongst the group. People should have a mix of their own ideas and other peoples. On each table place the High, Lower and Not at All cards. Ask each person to read the action cards in their hands and place each one according to the priority they feel each action should have. Any actions that they disagree with or don't understand should be placed as Not at All. As in the second exercise, this **SHOULD TAKE PLACE WITHOUT TALKING**. When all the cards have been placed ask everyone to read them all and to turn over any of the cards where they:

      1 disagree with the action,
      2 disagree with the priority,
      3 simply don't understand, or
      4 if they know that an action is already happening.

Again this **SHOULD HAPPEN WITHOUT DISCUSSION**

The cards that have been turned will display the words "I disagree". The action cards that are still face up have the agreement of the group in terms of both the action and its priority. Ask one person in the group to mark each of the agreed actions with the priority it has been given – High, Lower or Not.

The group should QUICKLY work their way through each of the remaining cards, turning them one by one, and discussing the reason for disagreement. It may be that the action needs clarifying or amending or a different priority allocated; in most cases a compromise can be reached. However, if there is still disagreement, the reason should be recorded and the action put to one side. Encourage the groups to do this quickly rather than getting embroiled in lengthy discussions.

Fourth exercise

Give each table some Proposed Action Plans grids and ask them to work through the high priority actions. Encourage the group to be specific about the tasks that need to be carried out to achieve each action. Stress that the groups may not be able to fill in all the boxes in the grid but this is a very important start to formulating the action plan.

I Disagree

I Disagree

I Disagree

I Disagree

I Disagree

I Disagree

I Disagree

I Disagree

HIGH

LOWER

NOT AT ALL

PROPOSED ACTION PLAN

Objective …………………………………………………………………………………………..

WHAT ACTION?	WHO LEADING?	WHO ELSE INVOLVED?	HOW FUNDED?	WHEN STARTED AND COMPLETED?

Specific purpose examples

This section gives examples of workshop programmes designed to meet a specific purpose. These examples use a variety of the techniques included in sections 2 and 3 of this pack.

Parish Plans
A Parish Plan project will usually be started with a workshop to highlight the issues, using the post-it note method as outlined in Appendix 1 of the RCCE Parish Plans Information Pack. A parish plan group will sometimes also organise an action planning workshop later in the Parish Plans process when they need to involve people in agreeing actions.

Village Design Statements
A Village Design Statement project will usually be started with a photographic character workshop as outlined in Appendix 2 of the RCCE Village Design Statement Information Pack. The Information Pack suggests a whole day workshop where the morning is spent taking photographs. Some villages have adapted the workshop to a shorter half day version where character is described on template sheets but photos are not taken. An example from Rayne is included here, using post-its, maps and completion of pro-forma sheets.

Speeding and Parking
Great Bardfield organised a workshop to gather information and to produce an action plan to reduce speeding and address parking problems. The example includes use of post-its, maps and the Spotlight Pack.

Children's Services
The Child First Cluster and Colchester CYPSP organised a workshop to gather information about the strength and weaknesses of children's services in the area and to formulate an action plan. The example includes use of a carousel and the Consensus Pack.

A VILLAGE DESIGN STATEMENT FOR RAYNE

Active Workshop

Tuesday 5th July 2005

PROGRAMME

07.00   Welcome, introductions and outline of the evening
Display of other Village Design Statements

07.05   **First exercise** – Character positives and negatives
*Post-it note exercise to establish key features and explain the
focus of a VDS*

07.25   The character areas
Briefing the teams - the roles, the routes, the rules

07.35   **Second exercise** - The Survey
Village walkabout

08.25   Return to the Old School Room
Third exercise - Preliminary Character Assessment
Description of character of each area, supported by photographs

08.50   Next Steps
Allocation of tasks and arrangements for subsequent meetings

09.00   Close

Notes on the workshop methods

First exercise

Each person has 6 post-it notes on which to record (in 10 minutes) landmarks and features that are distinctive to Rayne and contribute in some way, positively or negatively, to its character. One comment is written on each of the 6 post-it notes. Two flip chart sheets are headed 'positive contribution' and 'negative contribution'; post-its are stuck on the relevant sheet. Each flip chart sheet is divided between 'VDS issues', 'Parish Plan issues' and 'Both' and post-its are sorted. There follows an explanation of the scope of a VDS (and by default a Parish Plan), a description of the purpose of the document and its place in the planning system. Opportunity for questions about VDS.

The character areas
Explanation of how the built area of Rayne has been divided (and explanation that surrounding landscape will be covered later). Invite people to select an area and re-group – preferably choose an area they are not familiar with (unless wet weather when they will need to be very familiar with their selected area!).

Explain they can decide on their own route to cover their chosen area. Consider the 'edges' of the area as well as the 'middles'. Route must include landmarks and features identified on post-it notes. Take care crossing roads, don't trespass, don't invade people's privacy etc.

Second exercise
Task is to record observations on the character assessment sheets (example follows) giving as much detail as possible. Divide sheets between team members; consider swapping part way through. Send teams out on the survey.

Third exercise
Prepare four flip chart sheets for each character area as follows:-

1. Name of area with questions
        Is this an appropriate name for this area?
        Is there another name by which this area is known locally?
        Do you feel the area boundary is correct?
        If not please give details.

2. Built environment
        Description for a blind man!
        Key buildings/focal points
        Distinctive features

3. Open Spaces
        Private and public spaces
        Trees, hedges, wildlife
        Views

4. Access routes and street furniture
        Roads, footways, footpaths
        Lighting, signs, benches etc

Teams will summarise their notes on the flip chart sheets, leaving plenty of space between comments. Photos will be distributed which they may use to support their notes. 'Missing photos', needed to support the points made will be noted.

A VILLAGE DESIGN STATEMENT FOR RAYNE

Character Assessment
Tuesday 5th July

BUILT ENVIRONMENT

Things to consider	Locations	Descriptions
What types of building can be seen and where? What is the mix of housing (for families, singles/couples, elderly), commercial, retail, community use, etc		
Do any particular buildings provide key focal points?		
Building Form What shape, size and height are the buildings; are they terraced or detached, with flat or pitched roofs, dormer windows, extensions, porches? Are frontages flat, protruding, simple or straight?		

Great Bardfield

Speeding and Parking Project

Workshop Programme

8.00   **First exercise** - Participatory exercises on arrival
Post-its & flip chart (agreement of the issues, anything else to raise)
Map and flags (location hotspots for speeding, parking, congestion)

8.15   Welcome, introductions and explanation of the evening

8.20   **Second exercise** - Experts on tap – four stations, 8 minutes at each
Safer journeys to school
Traffic Police
Highways Engineer
Community Policing Team

8.52   Refreshment break
Signing up for action planning area

9.00   **Third exercise** - Action Planning using Spotlight Method (experts on tap throughout session)
High Street near Town Hall
School area
Bridge Street
Mill Road / Waltham's Cross
Dunmow Road

9.40   Feedback from each group
Top 3 actions (mix of community and partners)
Note common themes

9.55   Next steps
Invitation to join working group
Develop the action plan

10.00 Thanks and close

Notes on the workshop methods

First exercise

A flip chart sheet showed the findings of the 2003 Village Appraisal and asked if the traffic issues raised were still relevant. i.e. Had anything changed? Had the situation improved or deteriorated? Was there anything to add to the Appraisal Report extract in relation to traffic, parking and speeding issues? People were asked to write answers to these questions on post-it notes.

There was a map of the village (mounted on polystyrene) and three questions: Where are the parking hotspots? Where are the speeding hotspots? Where are there other traffic hotspots? People were asked to write comments on three different coloured flags (one colour for each question) and stick the flags in the map.

Second exercise

People were divided into four groups and could visit each of the experts for a few minutes to find out about current working practices and possible solutions to speeding and parking problems. There was an opportunity to meet face to face and ask questions.

Third exercise

During the refreshment break people could select a geographical area of the village to prepare an action plan. These new groups looked at the hotspots highlighted by the map and, considering the information from the experts, worked on an action plan using the Spotlight Pack method i.e. brainstorming ideas on post-its and placing on a Venn diagram.

**Putting Children First
27th April 2005
Programme**

9.15   Arrival / Registration
Refreshments and registration. Time to view displays.

9.30   Contact Boards and Questionnaires
Two exercises to exchange information about services.

9.50   Introductions and Outline of the Day

10.00   Presentations
Setting the scene in terms of policy context. Information about the Child
First Cluster Group and Colchester CYPSP

10.50   COFFEE

11.15   Carousel
An exercise to discuss and record which services are working well and
which service areas are in need of improvement.

12.30   LUNCH

1.40   Presentations
The needs of children and their families in the locality.

2.00   Action Plan
Consensus building method to agree actions to improve services and
address local needs. (There will be comfort break within this session)

3.00   Next Steps
Summary of the day and opportunity to sign up to actions as a key partner
or as being involved in taking the action forward.

Child First Cluster Conference

Notes on Proposed Day Plan

9.15 Arrival / Registration
Delegates will be provided with a name badge, indicating their afternoon group by number/colour sticker, and will receive a delegate pack and sheet of sticky labels. Delegates will be encouraged to use the sticky labels on the contact boards (see below) and then visit the displays.

A school-type bell will be used to alert delegates to the fact that it is time to start a new session. This will be repeated throughout the day.

9.30 Contact Boards / Questionnaires
a-   Contact Boards. Service headings will be displayed on flip chart paper. Delegates will be invited to place stickers (contained in delegate pack and showing basic organisation details including contact) under relevant service headings, indicating the areas of service that they are involved in. There will be opportunity for delegates to add details of organisations they are aware of that are not in attendance at the conference.
b -   Questionnaires. Delegates will be paired up upon arrival. They will be issued with 'student-style' clip boards, with an A4-size questionnaire sheet. They will be required to interview their partner to obtain the answers to the questions on the sheet (this will include description of service, geographical coverage, etc, and will be used to inform the Directory of Services. There is an option to display these sheets on a 'graffiti wall' for delegates to peruse whilst at the conference).

9.50 Introductions and Outline of the Day
The morning sessions will share information about current services, the afternoon will look to the future and take the first steps in drafting an action plan.

10.00 Presentations
Seating arranged around tables.
1st speaker to outline policy context – Children's Act, Five Outcomes for Children, Every Child Matters etc. – to set the scene (20 mins)
2nd (and 3rd) speaker(s) to provide background information about the Child First Cluster Group and CYPSP – what they are and what they do (30 mins)

10.50 Coffee

11.15 Carousel
On arrival delegates will be grouped in a random way. To emphasize the fact that the conference is focussed on children, this may be done by asking delegates to sign up to 'after-school clubs' (eg football, drama, computer); tables would then be themed accordingly. Delegates will be seated in their groups for the previous section (presentations) in preparation for this exercise.

There will be several flip chart stations around the room; each group will start at a different station and will move on (clockwise) to the next station when time is called (between 6 and 10 minutes depending on numbers). One scribe in each group will be nominated. The aim is to discuss and record which services are working well and which service areas are in need of improvement. It is hoped that 2 flip charts would be sited at each station – one to record good and one to record bad aspects.

12.30 LUNCH

Delegates would be re-grouped for the afternoon session – this time by colour indicated on their name badges. These groups would be based on service areas. Delegates would be seated in these new groups for the remainder of the conference.

1.40 Presentation
Summary of local needs (demographics, measurements of deprivation, etc) to be addressed by future actions

2.00 Action Plan
Explanation of the action planning method.
Working individually and using cards provided, delegates will write suggestions for actions to tackle the service delivery problems raised in the morning session and address the needs highlighted during the afternoon presentation. Using a recognised method of prioritisation, the suggested actions will be categorised by group consensus. Those actions categorised as high priority will be written onto flip chart paper and displayed around the room.

3.00 Next Steps
Summary of the day and opportunity to sign up to actions as a key partner or as being involved in taking the action forward.