



THE EVALUATION TOOLKIT

Evaluating your engagement practice against the
National Principles for Public Engagement in Wales



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Introduction

The National Principles for Public Engagement in Wales were developed under the direction of the Participation Cymru partnership and endorsed by Welsh Government in March 2011. Since then public service organisations and other public bodies in Wales have been encouraged to endorse the Principles for themselves and to put them into practice when engaging with the public and service users. A full list of those organisations who have already endorsed the principles can be found at <http://www.participationcymru.org.uk/principles>

This toolkit describes a four stage participatory process to evaluate engagement activities in relation to the National Principles for Public Engagement. The toolkit is intended to be used flexibly and users of the toolkit should feel free to adapt it to their own circumstances. It is imperative that users familiarise themselves with the National Principles for Public Engagement before using this toolkit. Additional information and support on the Principles and this toolkit can be access through Participation Cymru. Please contact us for more information at participationcymru@wcva.org.uk

Acknowledgements

This toolkit has been developed by Participation Cymru in association with Alain Thomas Consultancy Ltd. We would like to thank all those practitioners who have helped test the toolkit through various workshops and in particular to Forestry Commission Wales who piloted the evaluation workshop (outlined in appendix iv).



The Four Stage Process of Evaluation

Stage One: Allocate responsibility and build capacity for the evaluation of engagement.

It is useful to carry out the evaluation participatively so that different stakeholders are able to contribute to defining “success” and measuring the extent to which “success” has been achieved. This means you will need to involve a range of stakeholders.

One way of doing this is to set up a dedicated Review Group (RG). At the very least this team should include representatives from the staff team (the operational team), partner agencies and the beneficiaries/community concerned.

Alternatively, you might also consider integrating the evaluation of engagement activities into the work of a body with wider responsibilities within your organisation, for example that of an operational team. This is fine as long as the responsibility is clearly allocated and a wide enough range of stakeholders are involved in evaluating engagement.

You may need to provide information, support or training to members of the Review Group (RG) to enable them to assess properly the success of the engagement activities.

From the outset, it is important that everyone involved is clear about the parameters of the evaluation i.e., what you are evaluating and the level(s) at which you are evaluating the engagement activity e.g. project, programme or organisational level.

To guarantee a success it is essential to ensure that resources have been allocated to this activity and that there is buy in from senior management within your organisation.

Action point checklist:

- ✓ **Allocate responsibility**
- ✓ **Select members of the Review Group (RG)**
- ✓ **Set parameters**
- ✓ **Ensure everyone has the information they need**



Stage Two: Planning the Evaluation of Engagement

Build in evaluating engagement at the planning phase of the engagement process. There are two steps:

i. Define success

The question to answer is:

“What does 100% success look like in relation to each of the principles, in your context”?

The review group (RG) should identify specific criteria that they feel would represent success in relation to each principle within the context of your organisation and your engagement activities.

Identifying the criteria for success should be done participatively so that the criteria selected reflect the perspectives of different stakeholders.

You will probably need to make sure that all members of the RG have the same background information at this point e.g. any previous engagement activities you have carried out together with any lessons learned from them. Staff members may well know this already but partner agencies and community representatives will need to be informed to an adequate level.

You can also refer to appendix 2 for some sample prompt questions and examples of success criteria to help this process.

Action point checklist:

- ✓ **Provide background information to all Review Group members**

ii. Plan the Engagement Activities

Once it is clear what “successful engagement” looks like you will need to design the engagement activities to achieve success in relation to each of the principles. This part of the work will probably be led by an operational team but their planning should be informed by the definitions of success generated



by the RG. Alternatively, you may want to involve RG members and perhaps other stakeholders more directly in the planning of engagement activities.

Action point checklist:

- ✓ **Design the engagement activities (Possibly a task for an operational team)**

Stage 3: Implementing the engagement activities.

This work will be carried out by an operational team. It will be important to record information about the engagement activities to inform the later evaluation.

KEEP IT SIMPLE
Identify good practice and build on it.
Work on improving existing information gathering systems rather than inventing new ones.

Action point checklist:

- ✓ **Implement the engagement activities (operational team)**
- ✓ **Record information about the engagement activities to inform the evaluation**

Stage 4: Evaluation of engagement

Evaluate how far the engagement activities have achieved the “success” envisaged in the planning phase.

There are three steps:

i. Gather and share information

Provide the RG with information about the engagement activities collected during the implementation phase. This will include factual information about what was done, the number of people engaged and the range of stakeholders. Also make sure that people who took part in delivering the engagement activities in any way have an opportunity to share any insights they have with the rest of the RG.



ii. Qualitative and Quantitative Assessment

Discuss within the RG how your engagement activity sought to meet each of the principles. Be honest about any problems you encountered. Try to reach agreement on the key points. Make sure someone takes notes of this discussion.

Following the discussion, use a simple five point scale to score how far you feel that your engagement activity has achieved success in relation to each principle. Please see appendix 3 for an example of the five point graded scale. Each member of the RG should score each principle individually. This could be done as a questionnaire exercise. However, there are many advantages to carrying this out as a workshop exercise using graded scales.

If the exercise is done as a workshop the outcomes will be displayed visually and further discussion can then take place on why participants scored the engagement activities as they did. Make sure someone also takes notes of this discussion.

iii. Writing up

Delegate a member of the team to write up the notes of your discussion in relation to each of the principles. The account will need to provide enough information for a reader with no prior information to gain an idea of the key points but it should not go into detail. As a rough guideline you should aim for between 100 and 200 words for each principle. Please see appendix 4 for examples (note these examples were written without any guidance on word limits).

The account should also include an opening “Overview” section which describes the overall aim of your engagement work, what you actually did, and some basic factual information: the dates or timespan of the engagement activity, number of events held, number of people engaged, different stakeholder groups engaged.

iv. Participant Validation

The written up assessment should be discussed by the RG. Some further amendments may be made at this stage. This process helps validate the conclusions of the evaluation process.



v. Dissemination and Learning

The RG should disseminate the findings of the evaluation to everyone who needs to see them. A short workshop to plan the dissemination may be useful. The RG should contact key stakeholders and send them the findings, in order to let them know how they will use/have used the findings of the evaluation.

Action point checklist:

- ✓ **Provide all Review Group members with the information gathered during stage 3**
- ✓ **Evaluate the engagement activities – discuss and score in relation to each Principle and the success criteria generated in Stage 2**
- ✓ **Write up the notes of the discussion and the scoring exercise (provisional findings)**
- ✓ **Discuss the provisional findings**
- ✓ **Write up the final evaluation as a case study**
- ✓ **Disseminate the findings**



Appendix One

National Principles for Public Engagement in Wales

- 1 Engagement is effectively designed to make a difference**

Engagement gives a real chance to influence policy, service design and delivery from an early stage.
- 2 Encourage and enable everyone affected to be involved, if they so choose**

The people affected by an issue or change are included in opportunities to engage as an individual or as part of a group or community, with their views both respected and valued.
- 3 Engagement is planned and delivered in a timely and appropriate way**

The engagement process is clear, communicated to everyone in a way that's easy to understand within a reasonable timescale, and the most suitable method/s for those involved is used.
- 4 Work with relevant partner organisations**

Organisations should communicate with each other and work together wherever possible to ensure that people's time is used effectively and efficiently.
- 5 The information provided will be jargon free, appropriate and understandable**

People are well placed to take part in the engagement process because they have easy access to relevant information that is tailored to meet their needs.
- 6 Make it easier for people to take part**

People can engage easily because any barriers for different groups of people are identified and addressed.
- 7 Enable people to take part effectively**

Engagement processes should try to develop the skills, knowledge and confidence of all participants.
- 8 Engagement is given the right resources and support to be effective**

Appropriate training, guidance and support are provided to enable all participants to effectively engage, including both community participants and staff.
- 9 People are told the impact of their contribution**

Timely feedback is given to all participants about the views they expressed and the decisions or actions taken as a result; methods and form of feedback should take account of participants' preferences.
- 10 Learn and share lessons to improve the process of engagement**

People's experience of the process of engagement should be monitored and evaluated to measure its success in engaging people and the effectiveness of their participation; lessons should be shared and applied in future engagements.



Appendix Two:

Sample prompt questions and success criteria

Principle 1:

Engagement is effectively designed to make a difference

Prompt questions

- What is the purpose of the engagement process?
- What difference will it make?
- What are the outcomes for the people involved?
- What can / cannot be changed?
- How have expectations of those taking part been managed?

Success criteria

- Participants clear from the outset about what the engagement is for and what will happen.
- Individuals can say 'my views do count and have made a difference'.
- Services improvement has been achieved.

Principle 2:

Encourage and enable everyone affected to be involved, if they so choose

Prompt questions

- How is the engagement process / activity publicised?
- Are you reaching everyone who is potentially affected?
- What planning is taking place to ensure optimum 'reach'?
- How well are you reaching those who are perceived as 'hard to reach'?

Success criteria

- Everyone who wants to participate in issues which involve them is able to do so
- All inclusive
- Engagement relevant to people using relevant media.
- Being made aware of what is available.
- People are saying 'I know how to take part in consultation / engagement events that are relevant to me'



Principle 3:

Engagement is planned and delivered in a timely and appropriate way

Prompt questions

- Have you allowed enough time to plan engagement?
- Is everyone involved aware of their role regarding participation / engagement?
- Are you using the right methods for the target audience/s?

Success criteria

- Realistic timescales are set, including pre-planning time
- People can engage in a meaningful way using appropriate methods
- People are saying 'I am confident that engagement activity is cost effective e.g. no duplication, focuses on what matters'.

Principle 4:

Work with relevant partner organisations

Prompt questions

- Who do you need to work with?
- How many different organisations are involved?
- How well do you as an organisation work in partnership?

Success criteria

- Work with partner agencies to target our audience.
- Ongoing work with partners and organisations to avoid duplication and over consultation.
- Information is shared with relevant people / agencies.

Principle 5:

The information provided will be jargon free, appropriate and understandable

Prompt questions

- What needs to be done to ensure that the information you provide is accessible and understandable?
- Who can you ask to test the suitability of the information?



Success criteria

- Information is clear, accessible, appropriate and available in a range of methods to include as many groups / individuals in the consultation / engagement exercise.
- People are saying 'I have the information I need'.
- People are saying, 'I have a greater understanding of...'
- The right amount of information is provided that is relevant to the engagement process

Principle 6:

Make it easier for people to take part

Prompt questions

- What efforts have been made to identify and overcome potential barriers for different people?
- Who can you work with to help overcome these barriers?

Success criteria

- Make the whole process accessible – directions / parking etc.
- People are saying, 'My input was as important as anyone else's.'
- Support is provided for people who need it e.g. transport, childcare, care for a dependent, expenses, a buddy to accompany.

Principle 7:

Enable people to take part effectively

Prompt questions

- Has the process helped develop the skills and confidence of participants?
- How have you assisted this to happen?

Success criteria

- Everyone can take part if they choose
- People are empowered.
- People are saying 'I feel comfortable and safe in the engagement'.
- People are saying, 'I would be happy to get involved again'.

Principle 8:

Engagement is given the right resources and support to be effective

Prompt questions

- Are the resources available sufficient?
- Does the programme / project receive sufficient support from all relevant tiers of the



organisation / partnership?

- Do staff feel confident in carrying out the engagement work?

Success criteria

- There is clarity about budget available and the priorities that need to be met.
- The process is well supported by the organisation at every level
- Staff feel fully equipped to carry out the engagement work

Principle 9:

People are told the impact of their contribution

Prompt questions

- How will individuals receive feedback?
- How will you provide feedback to everyone within an agreed timescale
- What methods will you use to feedback?

Success criteria

- Feedback is given routinely and timely via a participant's preferred medium
- People are saying 'My voice is listened to and I get to know the results and my involvement is valued'.
- People are saying 'I can recognise my contribution in...'
- People are saying, 'I know what happens next'.

Principle 10:

Learn and share lessons to improve the process of engagement

Prompt questions

- How has the engagement process been evaluated?
- What plans exist to share the learning internally and with partners?

Success criteria

- Effective evaluation of the process using the evaluation toolkit
- Effective dissemination of the findings to those who need to know about them



Appendix Three

Graded Scale Exercise:

How would you rate your approach to the project against the National Principles for Public Engagement in Wales?

1. Engagement is effectively designed to make a difference

Very Poor 1	Poor 2	Average 3	Good 4	Excellent 5
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2. Encourage and enable everyone affected to be involved, if they so choose

Very Poor 1	Poor 2	Average 3	Good 4	Excellent 5
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3. Engagement is planned and delivered in a timely and appropriate way

Very Poor 1	Poor 2	Average 3	Good 4	Excellent 5
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4. Work with relevant partner organisations

Very Poor 1	Poor 2	Average 3	Good 4	Excellent 5
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5. The information provided will be jargon free, appropriate and understandable

Very Poor 1	Poor 2	Average 3	Good 4	Excellent 5
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6. Make it easier for people to take part

Very Poor 1	Poor 2	Average 3	Good 4	Excellent 5
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7. Enable people to take part effectively

Very Poor 1	Poor 2	Average 3	Good 4	Excellent 5

8. Engagement is given the right resources and support to be effective

Very Poor 1	Poor 2	Average 3	Good 4	Excellent 5

9. People are told the impact of their contribution

Very Poor 1	Poor 2	Average 3	Good 4	Excellent 5

10. Learn and share lessons to improve the process of engagement

Very Poor 1	Poor 2	Average 3	Good 4	Excellent 5



Appendix four

Examples of case studies (note these examples were written without any guidance on word limits).

Case Study: Your Say in Your Community Event

Background

This case study was presented by Catherine Gadd and Grace Halfpenny of Neath-Port Talbot County Borough Council, Shajan Mohammed, Chairman of [Neath Port Talbot Tigers](#), and Clive Owen from [Neath Port Talbot Older Person's Council](#) at the Principles into Practice sessions that were held around Wales to look at how the www.participationcymru.org.uk/principles can be implemented.

[Neath Port Talbot County Borough Council](#) is the elected administrative body governing Neath-Port Talbot.

[Neath Port Talbot Tigers](#) is a club run and managed by volunteers for the enrichment of the community through sporting activities and social events. The Members represent a diverse range of ethnic backgrounds and faiths including Bangladeshi, Pakistani, Vietnamese, Turkish, Irish, English, Welsh, Scottish, Afro Caribbean, Muslim, Sikh and Christian.

[Neath Port Talbot Older Person's Council](#) is an independent body of twelve 'older' people who work to strengthen the links between the Local Authority elected Council and older people throughout Neath and Port Talbot.

The study will look at the 'Your Say in Your Community Event', which was used to engage with Black and Minority Ethnic groups.

Overview

The Older Person's Council identified that they were not engaging with Black and Minority Ethnic (BME) older people as they would like. An opportunity came to apply for a grant from the Welsh Government Community Cohesion Fund, which gave them the chance to develop the way that older people from BME backgrounds participated in the local authority area as they were traditionally seldom heard in consultation processes. Following their bid Neath Port Talbot Tigers and Swansea Bay Regional Equality Council were approached to be partners, and Neath Port Talbot County Borough Council (NPTCBC) supported them in this process.

Older people's families were engaged as part of the engagement work as they often acted as interpreters. Their views were also collated and fed into the process. NPTCBC used this as an opportunity to engage with seldom heard groups and implement their Programme to



Transform Older People's Services. Older People's services were being redesigned as an increasing number of people would be accessing the services in the future. The redesign was also needed to ensure that the service could continue to be of a good quality in difficult financial times. NPTCBC also used this engagement process to look at community safety.

Other organisations such as the health service were informed of the event and invited to attend.

How did the event meet the principles?

1. Engagement is effectively designed to make a difference

Once the Older Person's Council identified BME communities as people they would like to engage further with, they contacted Neath Port Talbot Tigers, a voluntary sector organisation that runs social events for the community. The local authority provided support to enable this to take place. Swansea Bay Regional Equality Council was also approached to assist with the process.

The Tigers work actively in BME communities and were therefore identified as ideal partners for the project. They are a small organisation that works closely with the community, which meant that they were ideally placed to have discussions with people about the event. The Tigers recognised that there was enough of a demand within the community to get involved in this process and that the event itself was a great opportunity for the community to influence services.

There was clear agreement in the event's planning stage of what the Tigers could contribute. This agreement was reached in partnership rather than being a set of demands. A working group was formed in order to brainstorm ideas. This group gave the event its name in order to give ownership to community.

The 'usual suspects' are normally found attending older people's events, but by planning and designing the event differently, other groups could be targeted that do not usually contribute to engagement events.

2. Encourage and enable everyone affected to be involved, if they so choose

This principle was part of the remit of the consultation as older people from BME communities were identified as people whose voices were not being heard. The Tigers tried their best to engage with the surrounding Polish and Cantonese communities but they did not turn up on the day. Whilst people cannot be forced to turn up, in the future they will try to identify the key gatekeepers for these communities like the Tigers are for the Bengali community.

A range of tools were used to engage with the community. The Tigers identified who would be the main beneficiaries and gave leaflets and had face to face contact to encourage them to attend and ICT was also used. Information was posted online and Facebook was used to raise awareness. Emails were also circulated to potential attendees. Posters and leaflets were displayed in community centres, Mosques



and at multicultural events. This generated a buzz and gave people time to take in the information. The Neath-Port Talbot BME Forum was also specifically targeted. They were informed about the event and then they filtered this information out to communities

Facilitators from each community were identified for the event. They facilitated their groups in different languages, which made it easier for attendees to participate and to be comfortable at the event. A lot of effort went into identifying the languages that should be available and finding facilitators who could also be translators and they were really key to the day. As they were identified very early on in the process they could generate discussion in each area, promote the event effectively and build trust with the communities from the outset.

3. Engagement is planned and delivered in a timely and appropriate way

The engagement processes began as early as possible. This gave time to market the event as much as possible and for conversation and interest on the subjects to be generated. The day's documents were also provided very early on, which allowed people to generate ideas and have discussions on the many issues prior to the event itself. People could have initially wondered whether they had anything to contribute, but as they already had this information they could see that it was relevant.

4. Work with relevant partner organisations

Partnership ran through the whole event, right from the planning stages where the organisations planned the event together, right through to the event itself. The Chair of the Tigers was the event's MC, and speakers included the Chair of Neath Port Talbot Older Person's Council, Chief Executive of Swansea Bay Regional Equality Council, a local older person from a BME community and the Leader of NPTCBC. There were also presentations from the Community Safety team and the TOPs Programme. The fact that each of the above played active parts at the event was a very visual way of showing that each organisation was working together and bought in to its value.

5. The information provided will be jargon free, appropriate and understandable

The information provided at the event was jargon free. Speakers were also asked to be pictorial due to the language barriers in place. Although each group had facilitators they could interact with, it was agreed at the outset that there was no point in having twenty minute presentations that nobody could engage with.

6. Make it easier for people to take part

The idea of reducing barriers was talked about in the planning stage. The needs of the audience were considered, with information on the day being provided in five or six languages. This made it easier to source potential facilitators once the languages people would contribute in were identified. This meant that people could be reassured in the marketing that their language and cultural needs would be catered for. It was made clear that time and space would be made available for prayers.



The original venue that was chosen was in a central location, but this was unfortunately unavailable on the planned date. Aberavon Beach Hotel was then identified as a potential venue. Whilst it was not as central, it turned out to be a very effective venue for the event.

The hotel met the access requirements that were needed to ensure that disabled people could participate. Vegetarian and Halal food was made available to attendees.

A buffet was also available for women on the balcony should they choose it. This meant that women had the choice of either partaking in the main buffet or this one. Whilst this was not necessarily required, some women attending would have waited for the men to get their food first. This action reassured women and communities that they were being thought of and welcomed. Groups were mixed, but where it was necessary some were divided into men's groups and women's groups to ensure that there were not any hierarchies in place that prevented people from participating.

The event was made into an intergenerational event. As many primary carers in the community are the sons or daughters of those being cared for, carers could then provide feedback on behalf of those that could not attend. The Older Person's Council valued views of young people too, which helped to increase the turnout. The number of Primary Carers attending also meant that transportation was not an issue. Community transport was offered but was not needed on the day.

The event ran from 12pm - 4pm to enable as many people to attend as possible.

7. Enable people to take part effectively

The event kept a particular local focus as it had well known faces from communities and host organisations there to build trust. This meant that bridges could be built with communities and attendees could develop further confidence in providing feedback to public service providers through their processes.

8. Engagement is given the right resources and support to be effective

The Welsh Government Community Cohesion Fund resourced the event. This is administered by the local authority, which in this case was NPTCBC. This funding ensured that the event was properly resourced to meet people's needs.

9. People are told the impact of their contribution

The feedback process has been challenging due to the number of people from different backgrounds that took part in the consultation, but Swansea Bay Regional Equality Council have been asked to translate information so that it can be fed back into the community. This is an area that will need to be worked on in the future. A simple information leaflet may be written and translated after future events.



10. Learn and share lessons to improve the process of engagement

NPTCBC have been sharing lessons and have attended events like the principles into practice workshops to share what they learned.

Whilst the event tried to engage with as many people as possible, people cannot be forced to turn up. It is everyone's decisions as individuals as to whether the event is relevant. This was part of the subsequent evaluation, where they identified that gatekeepers to other communities would need to be engaged and liaised with in order to effectively engage with them. They also used the evaluation to approach people who did not attend to see what they could do differently.

Although the event was intergenerational, the number of grandchildren that attended was surprising. The next time an event is held there will be more childcare available. In this case a translator was able to help as there some people from their group did not attend. If this provision had been identified and advertised, it may have encouraged more people to attend.

There were also unexpected outcomes from the event. The young people's view meant that it was possible to see how young people saw themselves caring for their parents or grandparents in the future. This wouldn't have happened if they would have been in a mixed group with the adults. The women's group were also able to give their perspectives in a comfortable environment and did not feel that they could not express their views.

Contact details

Further information on the event is available by contacting Catherine Gadd on c.gadd@neath-porttalbot.gov.uk.

If you would like to learn more about NPTCBC please visit www.npt.gov.uk.

If you would like to learn more about Neath Port Talbot Tigers please visit www.pt-tigers.org.uk.

If you would like to learn more about Neath Port Talbot Older Person's Council please visit www.nptolderpersonscouncil.org.uk.



Case Study - Helping us to help you event

Background

[AVOW](#) (Association of Voluntary Organisations in Wrexham) is the [County Voluntary Council](#) (CVC) for Wrexham County Borough. AVOW's mission is to enable the voluntary and community sectors to achieve their mission for the benefit of the community within the County Borough of Wrexham.

This case study was presented by Janet Radford, AVOW's Health and Social Care Manager at the Principles into Practice sessions that were held around Wales to look at how the www.participationcymru.org.uk/principles can be implemented.

The study will look at the 'Helping us to help you' event, which is an annual event for disabled people and their carers that is hosted in partnership by Wrexham County Borough Council and AVOW. The event pre-dates the principles, but Wrexham LSB had developed Standards for Engagement in 2009 and clear links can be drawn to the principles. It will look at the event itself rather than the process of developing the strategy, and it will discuss contributions in general terms in order to protect confidentiality.

Overview

The event itself was very timely as Wrexham County Borough Council was considering a new Physical, Sensory and Neurological Issues Commissioning Strategy. As it was already a fixed date in the calendar its target audience would already be aware of the event and would be prepared to attend because it had previously been successful. AVOW were willing for the event to be used to consult with service users as it gave an opportunity for service users to get their voices heard and to influence a service. It also presented an opportunity for them to work closer with their public sector colleagues.

Commissioners, facilitators and the [Glyndŵr Centre for Disability Studies'](#) Development Officer were all involved in the planning of the event. Attendees were all officially welcomed, given all relevant housekeeping information, a brief introduction to the purpose of the day, as well as a discussion around the process that would enable people to feed into the strategy.

Feedback was given to participants at the plenary session, where they were informed how their feedback would be used. The event was then evaluated. The report would then be disseminated so that everyone could see the outcome of their feedback.

How did the event meet the principles?

1. Engagement is effectively designed to make a difference

The event took place very early in the preparation of the commissioning strategy; therefore participants' feedback was able to influence the proposals far more than if



it had taken place later in the process, as less concrete decisions had been made. Commissioners had stated at the outset that the information gathered would be used to draft proposals for the new strategy.

2. Encourage and enable everyone affected to be involved, if they so choose

The publicity information for the event had to be as accessible as possible in order to enable its target audience to attend. Specific special interest newsletters were targeted, and a press release and posters were also created. The invitations, which were sent to previous participants, organisations and service providers, were also accessible. Each of the organisations organising the event networked with their colleagues and contacts to identify any other individual or group that would benefit and to spread the word about the event.

Attendees could book their places through a method of their choice for example email, post or telephone, and booking forms contained a space where people could write their own needs, rather than selecting from a range of options. The organisers would then cater for their needs, rather than restricting people from the outset.

3. Engagement is planned and delivered in a timely and appropriate way

As the event was pre-planned and would focus on the theme of the commissioning strategy it was entirely appropriate that the engagement on it would take place at this event. It meant that service users were not burdened with another consultation to answer as the activity was at an event they were already attending. It was opportunistic, but as the event took place early on in the development of the strategy it also meant that there was more scope to empower service users. It was therefore very timely.

4. Work with relevant partner organisations

The partners running the event recognised the importance of partnership working. This event gave them the opportunity to develop these working relationships further by working together regularly on a specific project. This meant that staff grew a better understanding of each other's work and developed common interests and values, which manifested itself in the running of the event. Although there might be different reasons for wanting to organise the event – sharing common values was crucial – for example in this case everyone wanted to ensure that service users had a meaningful opportunity to engage.

5. The information will be jargon free, appropriate and understandable

There were easy-read and large print versions of the publicity fliers available in order to market the event effectively to its target audience. The welcome and introductions were also delivered verbally and were brief and to the point. The questions were both simple and open and there were no large draft plans, graphs, Powerpoints or technical data so that everyone could understand and contribute equally to the event.



6. Make it easy for people to take part

As mentioned earlier, the booking process played its part in ensuring that needs were met, as their needs were submitted to the organisers, who then offered to meet any needs they had to enable attendees to come along.

It was important that people felt comfortable at the event in order for them to contribute. The physical environment of the venue itself was made as comfortable as possible and there was space for people to move around if needed. The facilitators also had a vital role in that they had to create an atmosphere where people felt like they could contribute. This friendly atmosphere was aided by the social aspects of the day- refreshments were made available upon arrival so that people felt welcome, lunch was provided and time was put aside to enable attendees to sit and talk to each other.

As the event is an annual event this means that it was already in a lot of attendees' calendars, and they were able to make appropriate arrangements well in advance of the day. If there were any expenses incurred due to transport or care costs, AVOW or the Centre for Disability Studies covered these as volunteer expenses.

7. Enable people to take part effectively

Attendees were divided into two separate workshops – one for disabled people, carers and advocates, and another for service providers. It was felt that service users might not be as open about the services they receive in front of the providers themselves, and perhaps providers would not be as open about any failings in front of service users. This meant that a safe space was created. This was especially important as people were expected to feel strongly about contentious issues due to the changes the new government were implementing, including cuts to the public sector. Experienced facilitators were essential, and these clearly understood before the day began the different needs within the room. The facilitators took a number of steps to address this, including regularly reading and describing the flip chart recordings in order to ensure that those unable to read or see the charts knew what was being said and written down.

8. Engagement is given the right resources to be effective

Officers were given a suitable amount of time to plan and attend the event, it was not an “add on” to the existing workload, but a priority for all the organisations involved. The Centre for Disability Studies provided the venue and refreshments, and an adequate budget was given in order for it to be successful.

9. People are told the impact of their contribution

The preparation for this began at the planning stage, but at the event itself attendees were told what effect their feedback would have and what would happen next. A Senior Manager at the event was strongly moved by the feedback that was collated during



the day and told participants that the information gathered would be directly used to set improvement priorities. AVOW produced a report of the event, which the Centre for Disability Studies subsequently made available to the delegates. The event was so successful that reference to the information gathered was referred to at subsequent multiagency planning groups. The information was also presented in the local authority monitoring template and used to set priorities for the coming year.

10. Learn and share lessons to improve

The feedback from the event was very positive, which can be seen from the below table:

Evaluation of...	Very Good	Good	Fairly Good	Poor
Organisation of the event	21	4		
Delivery of the event	18	7		
Working Groups	14	11		
Environment for the meeting	9	13	3	
Refreshments	13	10	1	1

The event was such a success as attendees had felt empowered to speak up and share experiences, which will shape future services. The event also helped to change working practices of individuals within the organisations, as they had seen the benefit of a participatory way of working. One staff member said that “observing the way people were allowed to describe issues that affect their lives was extremely important to me and incentivised the way I will carry out my work in future”.

Contact details

Further information on the project is available by contacting Janet Radford on hf@avow.org.

If you would like to learn more about AVOW please visit www.avow.org, or to learn more about the County Voluntary Council that works in your area please click [here](#).



Appendix five:

Engagement Case Study

Contact details

Name:

Title/role:

Organisation:

E-mail:

Telephone:

Aim for 400 words

Case Study Title:

Partner organisation(s):

Key words:

Case study text

1. Brief Introduction
2. Details of the issue addressed
3. Actions/approach taken
4. Benefits such as: improvement to service, improved dialogue about service planning etc.
5. Sustaining and or building on the benefits realised
6. How do you feel the approach met the National Principles for Public Engagement in Wales?
7. How would you rate your approach to the project against the National Principles for Public Engagement?



Principle	Evaluation				
	1= very poor:	2 = poor:	3 = average:	4 = good:	5 = excellent
Engagement is effectively designed to make a difference	1	2	3	4	5
Encourage and enable everyone affected to be involved, if they so choose	1	2	3	4	5
Engagement is planned and delivered in a timely and appropriate way	1	2	3	4	5
Work with relevant partner organisations	1	2	3	4	5
The information provided will be jargon free, appropriate and understandable	1	2	3	4	5
Make it easier for people to take part	1	2	3	4	5
Enable people to take part effectively	1	2	3	4	5
Engagement is given the right resources and support to be effective	1	2	3	4	5
People are told the impact of their contribution	1	2	3	4	5
Learn and share lessons to improve the process of engagement	1	2	3	4	5



Appendix six:

Example of an Evaluation Workshop

Facilitator's session plan – 2 hours

Duration	Content & Process	Materials
10min	Introduction to Principles – what they are and why we have them	Copies of the Principles Power Point
10 min	Introduction to the Evaluation toolkit and the session for today – 4 stage process	Power Point
20 mins	Setting up Review Group (RG) – who will this include? Explain role of RG Set Task = produce a stakeholder diagram Identify key stakeholders who should be invited to be on the RG.	Blank Flip Charts -
40mins	Defining success: Developing criteria for success Explain process & set task: ask them to answer question “what does 100% success look like in relation to each of the Principles”. Specific task = to produce a short statement describing success e.g. “Publicity materials use plain English/Welsh and are understandable to all”. Brief (selective?) feedback on success.	List of the questions to help generate success criteria 10 flip charts with one Principle on each.
15mins	Plan engagement activity: what do they do now that works? What do they need to plan for the future? Introduce exercise Facilitator to circulate to check on progress Brief feedback as time allows	Flip chart at front written up with headings for two columns: “What do we do now to achieve success?” “What will we do (differently) in the future to achieve success?” 10 blank flip charts.
15mins	How will they know they have achieved success: What data will be collected and monitored? What methods will be used?	Flip chart at front written up with headings for two columns: What information to collect? How will we collect it (what methods)?
10 mins	Feedback on process – how did you find the workshop?	Received by facilitator in plenary

Please follow this link to download the PowerPoint presentation...

<http://www.participationcymru.org.uk/12792.file.dld>