DRAFT East Suffolk Enabling Communities Strategy Toolkit

KEY   C = this is an easy tool for **communities** to use without support
S = **support** may be required to use this tool but this is likely to be available in East Suffolk
E = **expert** facilitator required to use this tool – there may be a cost attached to this

Asset Mapping [C/S]

What is it? : Asset mapping involves a group of community volunteers mapping the actual and potential assets of individuals and of the community. Through this process they discover and understand the resources, buildings, people, networks, skills, activities, knowledge and interests they already have and learn what other members of the community (of place or interest) want to change. As well as being a useful data gathering exercise, asset mapping encourages new relationships/connections between individuals and groups. Asset mapping can be undertaken independently by the community or supported by a skilled community development worker.

Step by Step Approach: The five key steps to conducting a community-led asset mapping exercise are:

Step 1. Recruit a group of community members to lead the process.

Step 2. Contact everyone – individuals, groups and networks (formal and informal) - active in your community. Those who get involved can help to recruit others.
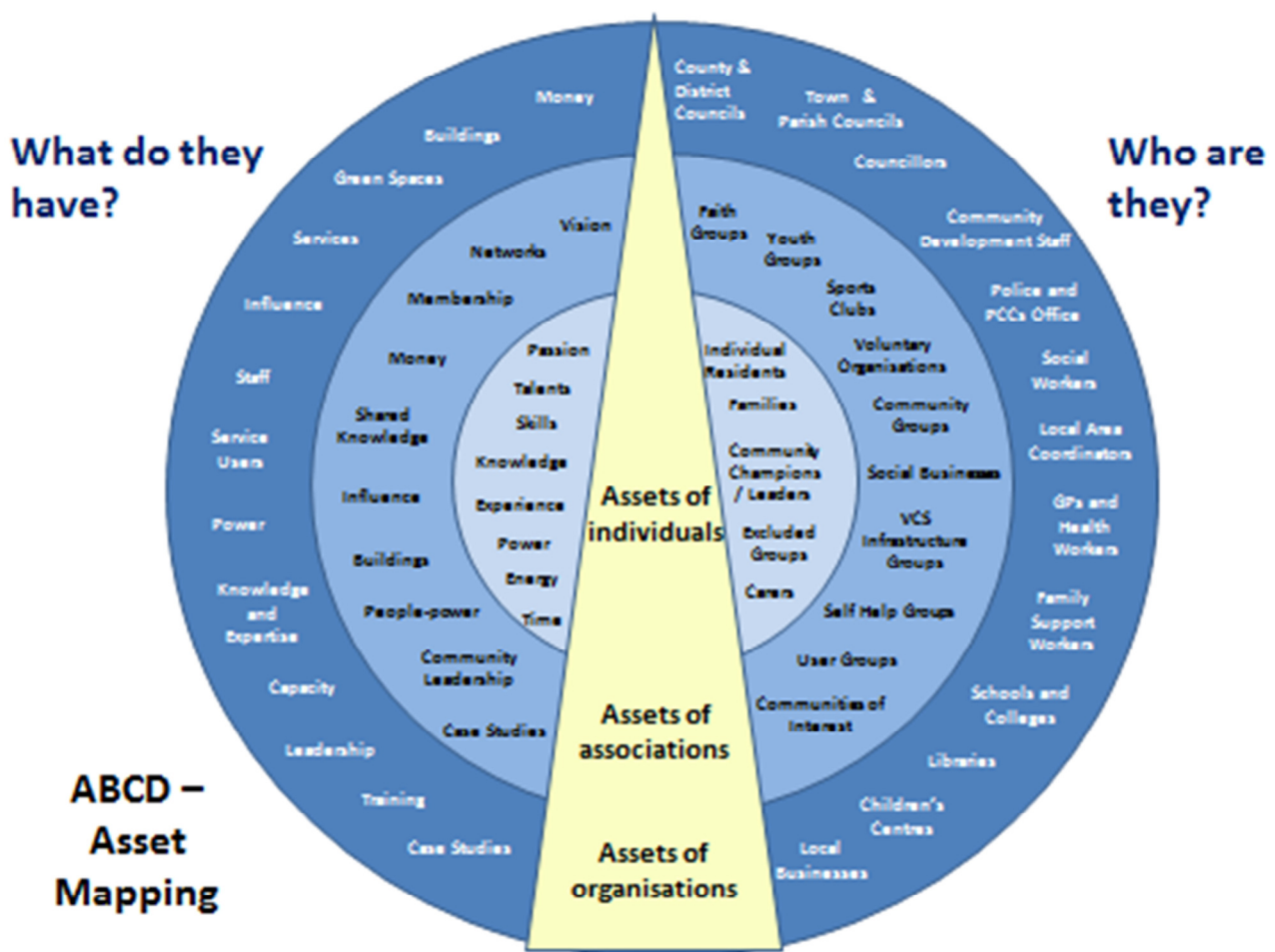
Step 3. Through face-to-face conversations, door knocking and community events, collate a list of the **assets and talents of individuals** in the community.

N.B. it may be tempting to skip mapping the assets of individuals and move straight to mapping associations and organisations, not least because they are easier to do. However mapping individual assets will underpin the asset mapping overall and will also help to identify community leaders, champions, 'fiery spirits' and potential volunteers.

Step 4. Identify the **resources and assets of local associations, networks, clubs and volunteers**.

Step 5. Map the **assets of agencies and organisations**, including the services they offer, the physical spaces and funding they could provide, and the staff and networks they have.

Those who are doing the asset mapping can ask individuals and organisations what they do/have now, but also what they would like to do/have in the future. The diagram below provides an overview of potential assets of individuals, associations and organisations.

What do they have?

Who are they?

ABCD – Asset Mapping

County & District Councils
Town & Parish Councils
Councillors
Money
Buildings
Green Spaces
Faith Groups
Youth Groups
Community Development Staff
Services
Vision
Networks
Sports Clubs
Police and PCCs Office
Influence
Membership
Voluntary Organisations
Social Workers
Staff
Money
Individual Residents
Passion
Families
Community Groups
Local Area Coordinators
Shared Knowledge
Talents
Skills
Community Champions / Leaders
Social Business
Service Users
Knowledge
GPs and Health Workers
Influence
Experience
Assets of individuals
Excluded Groups
VCS Infrastructure Groups
Power
Power
Energy
Carers
Family Support Workers
Buildings
Knowledge and Expertise
People-power
Time
Self Help Groups
Capacity
Community Leadership
User Groups
Schools and Colleges
Assets of associations
Communities of Interest
Leadership
Case Studies
Libraries
Training
Children's Centres
Case Studies
Assets of organisations
Local Businesses

Photovoice/Photo Survey [C]

What is it? : Photovoice/Photo Survey involves providing disposable cameras to people in the community, or asking people to take pictures on their phones and upload them to a specific shared location, to allow them to record and represent their community through photography. This approach is can work really well with people who prefer visual to written or verbal information.

Photovoice uses the impact of local images and the stories that go with these images to enable community members to represent/show their priorities. It can be a useful tool for identifying community assets (see Asset Mapping above) and is a creative way of enabling people to record and reflect on their community's strengths. It can also be used to support a Planning for Real process.

It can enable community members to identify and prioritise their concerns and to discuss problems and potential solutions through honest dialogue about what's strong and what's wrong, and increasing shared knowledge/understanding through group discussion of the photographs.

Photovoice is highly flexible and can be used to engage a wide range of different groups (including a wide range of age groups) and communities of interest within a community of place.

Transect/Patch Walk [C/S]

What is it? : Transect or patch walks can increase understanding of the physical, economic, cultural and social aspects of a community. Walking through a community with local community members as 'guides' provides a unique opportunity to understand dimensions of community life.

The role of participants in a transect walk is to observe, ask questions and listen. The role of community members is to guide, answer questions and facilitate discussion at specific, planned stops along the walk. The aim is to give everyone a chance to see their community through new/different eyes and to deepen their understanding of that community together.

The local community 'guides' should help to plan the walk, including the best route and which 'transects' (lines from one point to another) will provide the most useful information. These will depend on the focus of the walk and on the size of the community.

Participants should be encouraged to be aware of sights, sounds and smells along the way. They may want to ask questions of the guide or key people met along the way. A feedback session can be held at the end of the walk to allow different groups to compare notes and discuss their findings.

Planning For Real [S/E]

What is it? : Planning For Real is a tool that gives a large number of people a voice in decisions affecting their neighbourhood/community. The key piece of equipment in Planning For Real is a three-dimensional model of the chosen area (a town, village or neighbourhood) on which problems and potential improvements are identified through the placement of cards. The model and cards are a central, visual reference point to encourage feedback, suggestions, comments and an exchange of views and different perspectives. Planning For Real has three stages:

Step by Step Approach:

Step 1 involves key community stakeholders (e.g. a local club or school students) assembling the model. The model should be transportable so that it can be used in multiple locations.

Step 2 involves training sessions with a few local residents to familiarise them with the Planning For Real process so that they can lead and support the meetings and workshops.

Step 3 involves public meetings in large community-based venues. Participants view the model from all angles and place cards or small flags on it to identify their issues of concern. Business and public sector stakeholders can attend the public meetings to get a clear idea of local people's needs/ideas, hear the conversations in the room and answer specific questions.

As a programme of Planning For Real meetings/events progresses, ideas about the best way to tackle the key community issues identified will emerge and working groups can be formed around different issues. The role of these groups is to meet to negotiate between conflicting interests and priorities and, eventually, to develop a detailed community action plan.

For more information about Planning for Real, please visit: http://www.planningforreal.org.uk/

## Social Network Mapping/Analysis (SNA) [C]

What is it? : Social network mapping/analysis (SNA) explores the relations between individuals, groups or social institutions and enables the economic, social and cultural relationships between people within a community to be mapped.

In contrast to an organisation chart, which shows formal relationships - who does what and who reports to whom - a social network analysis chart shows informal relationships - who shares information and knowledge, materials, money, goods or services with who, and who knows what. SNA can help to identify marginalized or excluded groups by thinking about who isn't included on the map.

At a very simple level, you can use SNA at a community gathering to create an informal map. Ask participants to write their names on Post-it notes and put them on the map and then draw relationship lines to other people they know. Then ask them to consider key community resources (people) they know and add these to the map in a different colour. Then others can see how they can connect with these new community resources through the people they already know.

Another approach is to select ten households that represent, as far as possible, all household "types" within the community. The reason for choosing these household types could include economic activity, education, income level, religion, cultural factors/background, and political links. List the most important resources exchanged between them, such as services, money, things and information. Choose different colours or types of lines to represent different resources and draw arrows at both ends of the lines to show reciprocity (two-way exchange) or at one end to indicate a one-way exchange and link the ten households with these lines. Once this exercise is complete, ask the participants to discuss the features shown.

Maps can be drawn by different groups and then compared to promote discussion - often there are very different perceptions of the social networks within the same community.
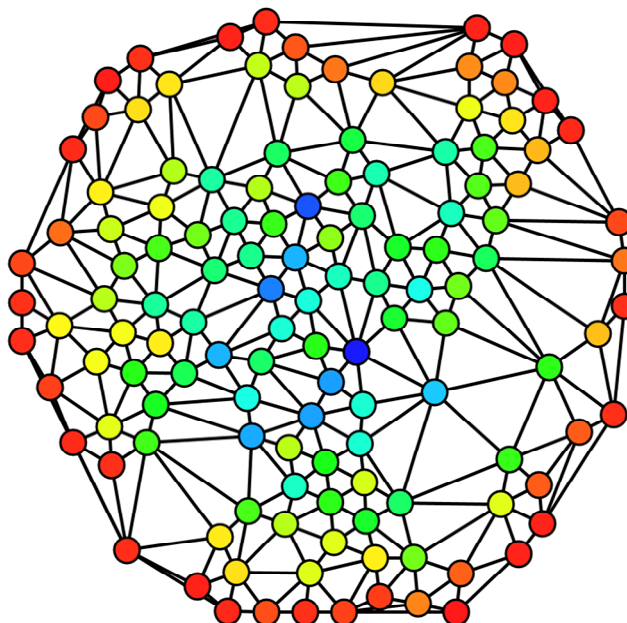
"Graph betweenness" by Claudio Rocchini - Own work. Licensed under CC BY 2.5 via Wikimedia Commons - https://commons.wikimedia.org/wiki/File:Graph_betweenness.svg#/media/File:Graph_betweenness.svg

Open Space Technology [S]

What is it? : Open Space Technology (OST) can be used in a wide range of settings, including mediation between different groups, visioning sessions and community development events.

OST is based on the premise that people will take ownership of issues they feel strongly about. Participants set the agenda, decide the length of the event (generally between one to three days) and the outcomes. Four principles of engagement for Open Space Technology forums apply:

- Whoever comes are the right people
- Whatever happens is the only thing that could have
- Whenever it starts is the right time
- When it's over, it's over.

In addition to these four principles, the law of two feet applies - people have the right and responsibility to walk away if they are disinterested.

Step by Step Approach: The key steps are as follows:

1. **Introduction** - Participants sit in a circle and the facilitator explains the purpose of the event and the process.
2. **Opening circle** - Participants are invited to identify issues they want to convene workshops on. They write their issue on a sheet of paper with their name ('My name is.... My issue is ......') and place the sheet on the wall.
3. **Signing up** - Everyone gathers round the sheets on the wall and signs up for the workshops they wish to take part in in order to discuss an issue and agree future actions
4. **Workshop sessions** – Workshop sessions take place. Results are recorded as a simple list of the actions required (and by whom), and posted on the wall
5. **Open session** – General discussions and debate back in the circle, followed by final statements
6. **Report circulated** - This should contain the action points and lead person, to allow participants to reflect on the outcomes and actions identified and make them happen.
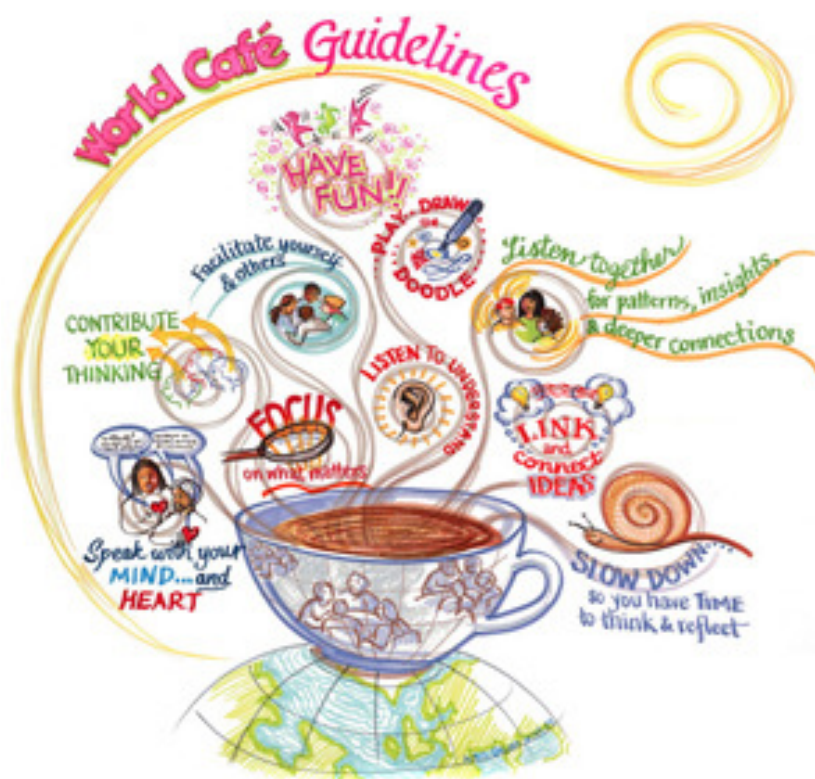
World Café [C/S/E]

What is it? : The aim of the World café is to create a discussion environment that feels like a café. World café can either be conducted online or in a public space. This method is suitable for large groups of people (it has been done with groups of over 1,200 people) from a range of backgrounds and provides an opportunity for people to share information and insights into complex issues.

Step by Step Approach: A number of questions are prepared and placed on tables, either by using a tablecloth that can be written on, flip charts or large note pads. Groups are initially allocated to a table, and then given a set amount of time to respond to the questions. People are encouraged to talk as a whole table or to break into smaller, more intimate groups to talk about specific topics of interest. They are then asked to move on to another table (and another question) and to add to the responses made by previous groups. Responses do not have to be limited to writing - drawing can be equally as effective in capturing issues and needs.

The number of rotations can be tailored to the time available. When the final rotation has occurred, a plenary session offers the whole group an opportunity to connect to all of the themes or questions which were considered, understand the conversations that have taken place, identify priority themes and talk about the possibility for further action.

World café allows cross-pollination of ideas across a large group of people and is a powerful technique for creating shared understanding of key community issues.

For more information about World Café, please visit: http://www.theworldcafe.com/

Guided Community Visioning [S/E]

What is it? : Guided community visioning involves facilitated sessions in which participants are asked to close their eyes and imagine what their community could look like in the future. A skilled facilitator leads participants in creating a vision by using a dialogue which helps them to mentally map out/imagine the community featured and identify what makes it different to now.

A sense of community can be built by sharing individual visions and identifying the common elements to these. Follow-up action planning can begin to translate the community vision into concrete plans. Community visioning can be expanded to use creative arts, such as drawing or making models (these can be particularly good for children), to capture and represent different visions. Guided visioning focuses on potential and possible strengths, rather than current problems, issues or conflict.

KJ-Method [S]

Step by Step Approach: The KJ-Method focuses a group on generating and prioritising ideas/options:

Step 1: Determine a Focus Question – this drives the results, so it is important to pick the right question.

Step 2: Organize the Group - get a relevant group of people together for an hour, ideally people from different backgrounds in order to get a range of perspectives.

Step 3: Gather Opinions - ask each participant to brainstorm as many ideas/responses to the focus question as they can think of and put each on an individual post-it.

Step 4: Put Ideas on the Wall – participants put ideas up on the wall (random order) and read other people's contributions. If they think of something that is missing, they jot it down and add it.

Step 5: Group Similar Items - participants group like items together - without any discussion about content. This step is complete when all the items are moved into groups.

Step 6: Naming Each Group - ask each participant to assign a name to each group. This step has a hidden agenda because it forces everyone to review everything on the wall once again.

Step 7: Voting for the Most Important Groups - each participant marks the three groups that they feel are most important on the group sheets – using three XXXs for their top choice/most important, two XXs for their second and one X for their third/least important.

Step 8: Ranking the Most Important Groups - order the sheets by the number of votes received, from highest to lowest. Consider whether any groups should be combined and, after a brief discussion, take a final vote. The vote needs to be unanimous if items and their scores (which might move them higher up the list) are to be combined.

The facilitator can the review the top three or four ranked items – these are therefore the top priorities for the focus question.

Objectives Matrix [C/S]

What is it? : Objectives Matrix is a simplified version of a more complex approach called Theory of Change (find out more at http://www.thinknpc.org/publications/creating-your-theory-of-change/). The aim of an objectives matrix is to present the results expected from a project in a logical order. The critical element is ensuring the chain of logic is unbroken I.e. that delivery at each level will achieve the objectives at the next level up. The main steps are as follows:

- Establish the overall objective i.e. the response to the problem identified
- Break this down into more specific objectives
- Identify the results - the achievements that must be delivered to tackle the specific objectives
- Agree activities and inputs - everything that needs to be done to ensure that the results are achieved

Solution Evaluation Matrix [C/S]

What is it? : This matrix can be used to evaluate the feasibility and sustainability of a range of different options. The Step by Step Approach is as follows:

Step 1: Start by agreeing as a group what evaluation criteria should be used to assess the different options. Depending on the problem/issue being considered these might include elements such as:

- o Benefits
- o Sustainability
- o Equity
- o Inclusivity
- o Feasibility
- o Timescales
- o Cost

Step 2: Prepare a grid with the columns headed by the evaluation criteria and the rows headed by the full range of different options or solutions

Step 3: Agree on the scoring units - these could be symbols or numbers, but no more than 5 different options – and the scoring process, which can be individual, by consensus (completed by the facilitator) or voting

Step 4: The group then review each solution against each of the criteria and agrees a score

Step 5: Once this is complete the scores are added to establish a priority order for the options

PESTLE Analysis [C/S]

What is it? : PESTLE analysis is used to track the potential impact of the external environment on a project or programme of projects. PESTLE is a mnemonic which stands for: P for Political, E for Economic, S for Social, T for Technological, L for Legal and E for Environmental. The key questions asked in a PESTLE analysis are as follows:

- What is the **political** situation, how could this change in the future and how might this impact on community plans?
- What are the prevalent **economic** factors (e.g. inflation rate, interest rates, foreign exchange rates, economic growth levels and patterns?)
- How much importance do **social** factors and culture have e.g. trends, demographics including population change etc.?
- What **technological** innovations may have a favourable or unfavourable impact on the community or this specific project?
- Is there any current **legislation** (i.e. laws) that might regulate the way in which the community wants to deliver its ambitions?
- What are the **environmental** concerns? These could include tourism, farming, agriculture, climate, weather, flooding, geographical location etc.

The importance of each factor will vary by community and by project, but a PESTLE analysis can provide a useful overview of the external factors that may impact on implementation of key projects and activities. A PESTLE analysis is a useful tool for understanding the 'big picture'.

SWOT Analysis [C]

What is it? : A SWOT analysis can be used to compare alternative options/solutions and explore the advantages and disadvantages of each. For each option under consideration, the group should brainstorm four characteristics:

- Strengths - what are the advantages of this solution?
- Weaknesses - what are the disadvantages of this solution?
- Opportunities - what external elements e.g. in the community, society, organisations, the environment could positively affect this solution?
- Threats - what external elements e.g. in the community, society, organisations, the environment could negatively affect this solution?

Strengths	Weaknesses
Opportunities	Threats

6-3-5 Brainwriting [S/C]

What is it? : 6-3-5 Brainwriting consists of 6 participants, supervised by a facilitator, who each write down 3 ideas on a worksheet within 5 minutes - this is where the methodology's name comes from. After 6 rounds (30 minutes) the result is 108 ideas. The Step by Step Approach is:

Once the theme/challenge/issue for the session is narrowed down to a problem statement, this is announced and written on top of the Idea Form. This Idea Forum is handed out to each participant and consists of a grid where the heading of the columns are Idea 1, Idea 2 and Idea 3 and the rows identify the name of who has contributed to that particular suggestion.

Participants are given 5 minutes to complete the first row, working in silence. Ideas may be written, drawn or in symbol form. The facilitator signals the end of time, and the sheet is passed to the participant on their right. The process is repeated and each participant can either build on the ideas on the sheet and contribute to them or ignore them and add new ideas.

The process goes on until the worksheet is completely filled in but if people are struggling with the time allowed this could be extended to 10 minutes for the final 3 rotations. The conclusion of the brainstorming session is an initial screening of the ideas that have been gathered to eliminate duplicates and selecting up to 3 priority ideas that the group can focus on.

Focus groups [S/C]

What is it? : Focus groups explore the knowledge, perceptions, opinions and concerns of individuals in regard to a particular topic. A focus group typically involves six to twelve people with some knowledge of, or experience with, an issue. A Focus Group is led by a facilitator who guides participants through a series of open-ended questions and manages the discussion. A skilled facilitator will encourage all members of the group to participate and feel confident about expressing their views.

The information gathered through a focus group provides insight about participants' attitudes and values in relation to a specific issue and they are a good way of gaining the views of people who are less likely to respond to other forms of consultation, for example, surveys and written questionnaires.

Convening multiple focus groups with different community members on the same topic can increase understanding about a topic from multiple dimensions. Further efforts may made to obtain additional comments or views through follow up phone calls with participants, further informal discussions and/or opportunities for participants to make written or email comments following the event.

Preference/Problem ranking (also known as pairwise ranking) [C/S]

What is it? : Preference/Problem Ranking helps to assess the relative priority of issues/needs/ problems or the solutions to these problems (i.e. it can be completed before or after action planning). It explores the choices people make and the reasons for these, and can be used to compare the preferences of different individuals/groups in a community. Step by Step Approach: a) choose a theme/issue b) ask participants to identify the most important problems (or solutions) related to the theme (this can be done in advance of the session) and c) complete a preference matrix which has identical lists of alternatives across the top (x-axis) and down the left side (y-axis) – see below. Each cell in the matrix represents a paired comparison of two items or alternatives.

Problems	Lack of Facilities	Pregnancy	School fees	Losing traditional values	Distance from home	Early Marriage
Lack of Facilities		pregnancy	lack of facilities	lack of facilities	lack of facilities	early marriage
Pregnancy			pregangy	pregnancy	pregnancy	pregnancy
School Fees				school fees	school fees	school fees
Losing Traditional Values					distance from home	early marriag
Distance from home						early marriage
Early Marriage						

Pairwise ranking matrix: ranking of reasons for girls not attending school in a village in Gambia. Source: RIETBERGEN-MCCRACKEN et al. (1998)

Step by Step Approach: Individual:
- Write or draw each problem/preference on a card.
- Place two different cards in front of the interviewee and ask them to identify the bigger problem, giving reasons for the choice. Mark down the response in the appropriate box.
- Present a different pair and repeat until all possible combinations have been considered.
- List the problems in the order in which the interviewee has ranked them i.e. how many times each problem was judged to be bigger than others.
- Check if the interviewee thinks that any problems have been omitted from the list.
- Repeat the exercise with other individuals
- Use the results to begin a discussion about potential solutions to the priority problems

Ranking can also be completed in pairs or groups (through consensus) by taking each cell in turn and asking participants collectively which is most important. Once there is consensus write the most important problem in the cell and repeat the process until all problems have been compared against each other. Count how many times each problem appears - the one that appears most often is the most important for this group of people (see example below).

Problem	No. of Times Preferred	Rank
Pregnancy	5	1
Early Marriage	4	2
Lack of facilities	3	3
School fees	2	4
Distance from home	1	5
Losing traditional values	0	6

Table from problem ranking of reasons for girls not attending school in a village in Gambia. Source: RIETBERGEN-MCCRACKEN et al. (1998)

Stakeholder Mapping and Analysis [C]

What is it? : Stakeholder Mapping and Analysis helps a community to understand key stakeholders – all persons, groups or organisations with an interest in the success or failure of a project or programme, those who may hinder or benefit implementation and their relative level of influence.

Stakeholder Mapping and Analysis can help to assess and manage potential conflict early by identifying stakeholders and their levels of power and interest, as per the grid below – and exploring how these may affect the implementation of projects/programmes and their outcomes.
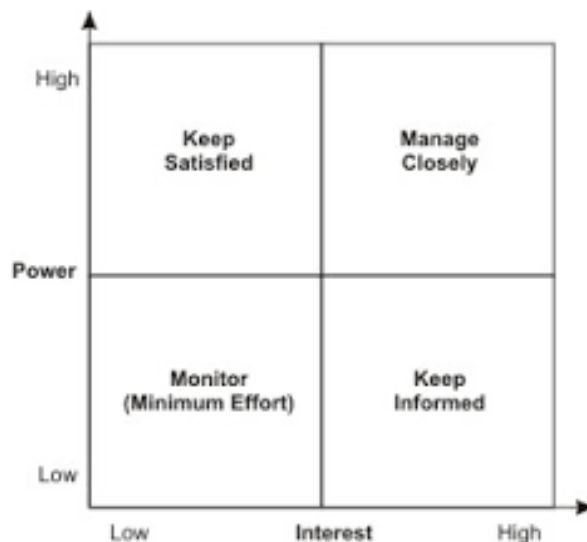
It can also support analysis of those not involved i.e. help identity potentially marginalized and vulnerable groups. The more detailed stakeholder diagnostic below, developed by BMGI, includes analysis of current and desired support and the reasons behind this:

Source: The Innovator's Toolkit, Stakeholder Management (Technique 8)

					Current/Desired Support					
#	Key Stakeholder	Role in Organization	Impact of Project on Stakeholder (H, M, L)	Power/ Influence Category	Strongly Opposed	Opposed	Neutral	Supportive	Strongly Supportive	Reasons for Resistance or Support
1										
2										
3										
4										
5										
6										
7										

Stakeholder Diagnostic

BMGI

Needs and Resources Matrix [C/S]

What is it? : This matrix builds on the Objectives Matrix. Two questions are asked against each of the activities identified in the bottom level of the objectives matrix:

Q: What do we need to carry out this activity?
Q: What resources are already available in the community? (if asset mapping has been undertaken then this question should be easy to answer)

Develop a matrix by agreeing the resource headings and the scoring units. The resource headings could include:

- Human resources - people, networks and groups, volunteers (formal and informal), skilled and unskilled labour
- Natural resources - land, water, green spaces and others
- Technical knowledge - depending on the project but could include legal, financial, fundraising, business planning, administration
- Supplies - any supplies or equipment needed
- Money – additional funding required to deliver the activity

Use your scale to identify which of the resources is already available in the community and which need to be sourced from elsewhere and use the matrix to generate a list of external resources that are needed, including training.

Skills Audit [C/S]

What is it? : There are lots of different ways to capture the skills that might be needed by the community to deliver their preferred solution(s). The example shown below is a simple table which lists work areas, skills needed and who is going to do it…

Step 2 - What Skills does the Organisation need?
(When complete this needs to be taken forward to individual meetings and organisational plan.)

Thinking of your activities over the coming year what new skills are required? (For example legislation/compliance/new projects.) Do you have any specific objectives that need to be met?

Area of work development	Skills needed	Who is going to do this?
Example: Writing an annual report	*Editing, Proofing, Design skills*	

A more detailed example is included in the Planning Aid publication What Skills Might You Need:
http://www.ourneighbourhoodplanning.org.uk/storage/resources/documents/What_skills_might_you_need1.pdf

You might also want to undertake a more detailed skills audit to ensure that you understand exactly what skills each group/committee member has to offer (some of this may have been identified at the asset mapping stage). An example survey is available from governance pages.org – which is a resource for voluntary and community organisations – please follow the link below:
http://www.governancepages.org.uk/sample-documents/skills-audit/basic-skills-audit-template/