HealthKnowledge

Interactive Learning Module

Learning from Stakeholders
Workbook

Name: ....

Organisation: ....

This Workbook has been designed in modular fashion and aims to provide hands on materials to be used alongside the ILM presentation. It contains activity sheets which follow the slide presentation with answers at the back of the workbook. There are also references and resources supporting further learning and development in the field of Learning from Stakeholders.

DH Department of Health   P.H.A.S.T Public Health Action Support Team   Partnerwell improving partnership practice

The Workbook

This workbook is a learning tool for participants using the Interactive Learning Module (ILM) "Learning from Stakeholders", a topic which is key to the successful implementation of Public Health practice. We suggest you print out the workbook so you can use it whilst you follow the presentation

Phase 1: The Engagement Process describes the purpose and context for stakeholder engagement, how to identify stakeholders, the differences between stakeholders and their potential impact on the project or programme.

Phase 2: Engagement Methods explores how to undertake stakeholder engagement and describes the management and analysis of data

Phase 3: Reviewing Stakeholder Engagement discusses the differences between monitoring and evaluation, why they are both needed within the engagement process and the need for observation and documentation in order to enable learning and improvement

Within each chapter, there are **information boxes** and **activity boxes** which reflect the slides within the ILM presentation. There are also extra pieces of information to help support the activities.

Linked website:
www.healthknowledge.org.uk

Contents

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Later Years Case Study

Using the Case Study with the Interactive Learning Module

The following Case Study has been developed in order to help put into context and apply the theory that is discussed throughout the module.

Case Study: Later Years

Falling mortality rates mean that the number of older people has been rising and will continue to rise quite dramatically into the future both nationally and locally. Whilst life expectancy is increasing, it is important that extra years gained provide quality living. Nationally, there have been a number of new policy initiatives and reports published which underline the aim and objectives of this theme, including the Audit Commission Preparing for an Aging Population Report (2008), "Opportunity Age", the national strategy for older people and the Government's response to Putting People First by highlighting the need for a shift towards prevention, early intervention and wellbeing for older people in, the Resource Pack: Making a Strategic Shift to Prevention and Early Intervention (DH 2008) These documents include the following key outcomes to support older people:

- Remaining active and independent in their communities
- Contributing and participating to the economy in normal community life
- Having an adequate financial future
- Increased choice and control,
- Improved health and emotional wellbeing,
- Freedom from discrimination or harassment,
- Maintaining personal dignity and respect.

The Later Years Health and Well Being Strategy is being developed in NonSuch City to provide a template for maintaining and improving the health and well being of the City's older people. This requires an understanding the local demographic profile and the projections for the future, engaging with the older community to understand the priorities for the area and using information to target services at those who will benefit most.

Locally there are greater numbers of people over 50 both in the workplace as well as many enjoying a long and healthy retirement. The NonSuch Primary Care Trust are keen to begin a process of stakeholder engagement to consider how local people approaching their Later Years. As part of this engagement process they are also planning to meet with a wide network of stakeholders including service providers and representatives from the third sector.

At this time, a working group, from the local authority and primary care trust have come together to plan a number of stakeholder engagement activities. They decide to select the use of a focus group to access what older residents find most challenging in their lives and one to one interviews with service providers to address the complexities of older people accessing health and social care and how the provision of the services could be improved.

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Phase 1: The Engagement Process
Chapter 2: Reasons for Engaging Stakeholders

Activity: Reasons for Engagement

Over the next few minutes you will able to think about your engagement experiences.

Step 1: Take 5 minutes to think about when you have consulted stakeholders and write down all the reasons for engagement.

Reasons for Engagement:

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-
-
-
-
-
-
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You may have thought of these reasons:

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Reasons for Engagement:

- the transformation of services,

- support for programme development and funding,

- provide cross organisational support and offering a strong perspective from the community.

- provide access to a wide range of views, expertise, values and beliefs

- identify priorities for a local strategy which can be integrated into programme development and evaluation.

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Step 2: Now discuss your findings, that is, what you got out of stakeholder engagement.

Step 3: Using the Purpose Grid below, think about the big picture, the general purpose, and the longer-term goals of why you want to engage stakeholders on your particular issue.

Step 4: Tick the boxes that link to the reasons you have described. Basically the more ticks you have towards the bottom of the list the greater the participation of stakeholders.

Purpose Grid		Tick one or more boxes
Participation in giving information.	People are involved in interviews or questionnaire based "extractive" research. No opportunity is given to influence the process or to contribute to or even see the final results. **Likely outcome for stakeholders: generates information but that is all.**	
Participation by consultation.	Asking for views on proposals and amending them to take these views into account. May keep participants informed of the results but ultimately, no real share in the decision-making. **Likely outcome for stakeholders: lack of ownership and independence.**	
Functional participation.	Enlisting help in meeting the pre-determined objectives of a wider plan or programme. Stakeholders tend to be dependent on external resources and organisations. **Likely outcome for stakeholders: can enable implementation of sound intentions, as long as support is available.**	
Interactive participation.	Joint analysis and joint action planning. The stakeholders themselves take control and have a common goal to achieve. **Likely outcome for stakeholders: strong sense of shared ownership, long- term implementation structures.**	
Self-mobilisation.	Stakeholders take the initiative. They may contact external organisations for advice and resources but ultimately they maintain the control. Likely outcome for stakeholders: very strong sense of ownership and independence.	

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Activity: When shouldn't you engage?

Engagement is not a risk-free activity. If you cannot deal with the possible consequences you might be better off not starting it in the first place, because there are situations in which engagement in any form may do more harm than good.

Step 5: Write down all the reasons why engaging stakeholders may not be appropriate.

Reasons why engaging stakeholders is not appropriate

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Here are some reasons for not engaging, you may have thought of others:

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Reasons why engaging stakeholders is not appropriate

- When there is no real commitment.

- When all the key decisions have already been made and the whole exercise is a waste of time.

- When those seeking engagement do not have enough background knowledge. For example, areas of conflict on the issues or of the interest of the stakeholders.

- When there is not enough time.

- When there are insufficient resources to do the job properly.

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Chapter 3: Identifying Appropriate Stakeholders

Activity: Who are the stakeholders?

Turn to your Case Study on Later Years at the front of your Workbook and think about who the stakeholders might be for this scenario.

Who are the stakeholders?

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As you may have found, the difficulty in identifying stakeholders is that everyone can have an impact on an issue in some way.

Here is a list of the stakeholders who could be associated with the Later Years Case Study:

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Stakeholders in the Later Years Case Study

Patients and Families
Hospital Services
Primary Care Trust
Community Rehabilitation Teams
GPs
Private Carers
Locality Teams
Social Services
Advocates
3rd Sector
Age Concern
Be-friending groups

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Activity: Stakeholder Analysis

A technique to help identify which individuals or organisations to include in your programme or project is known as a stakeholder analysis.

How to undertake a Stakeholder Analysis

Step 1: Take 5 minutes to re-visit and reflect on your list of all the stakeholders you have already identified in the previous Activity and re-assess for appropriateness.

Step 2: Now using the blank matrix below, consider where these stakeholders are best placed within the quadrants.

Step 3: Try and place people linked even tenuously to the **Case Study** across all the quadrants

Think about the potential for these people to move between quadrants as the programme progresses and the reasons that may cause the moves.

Where are the Stakeholders?

Influence
High

Importance
High

Low

Low

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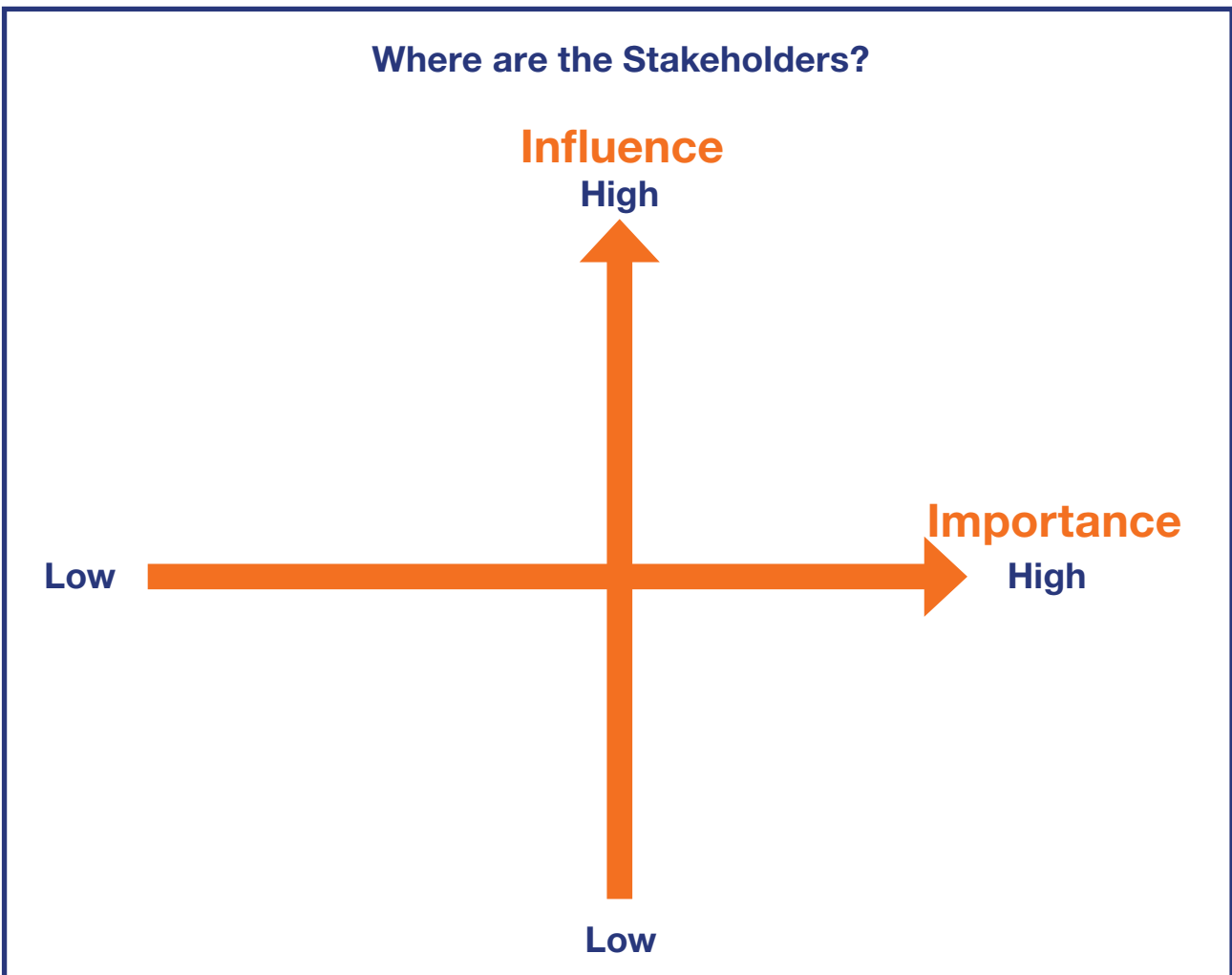
Here are the stakeholders placed within the stakeholder analysis matrix:

Where are the Stakeholders?

High Influence

Primary Care Trust

Social Services

**Older residents service providers:
Hospital services
GPs
Locality teams**

Low

High

Importance

**Sheltered Housing groups
Be-friending groups
Media**

**Private carers
Advocates
Third sector
Age Concern**
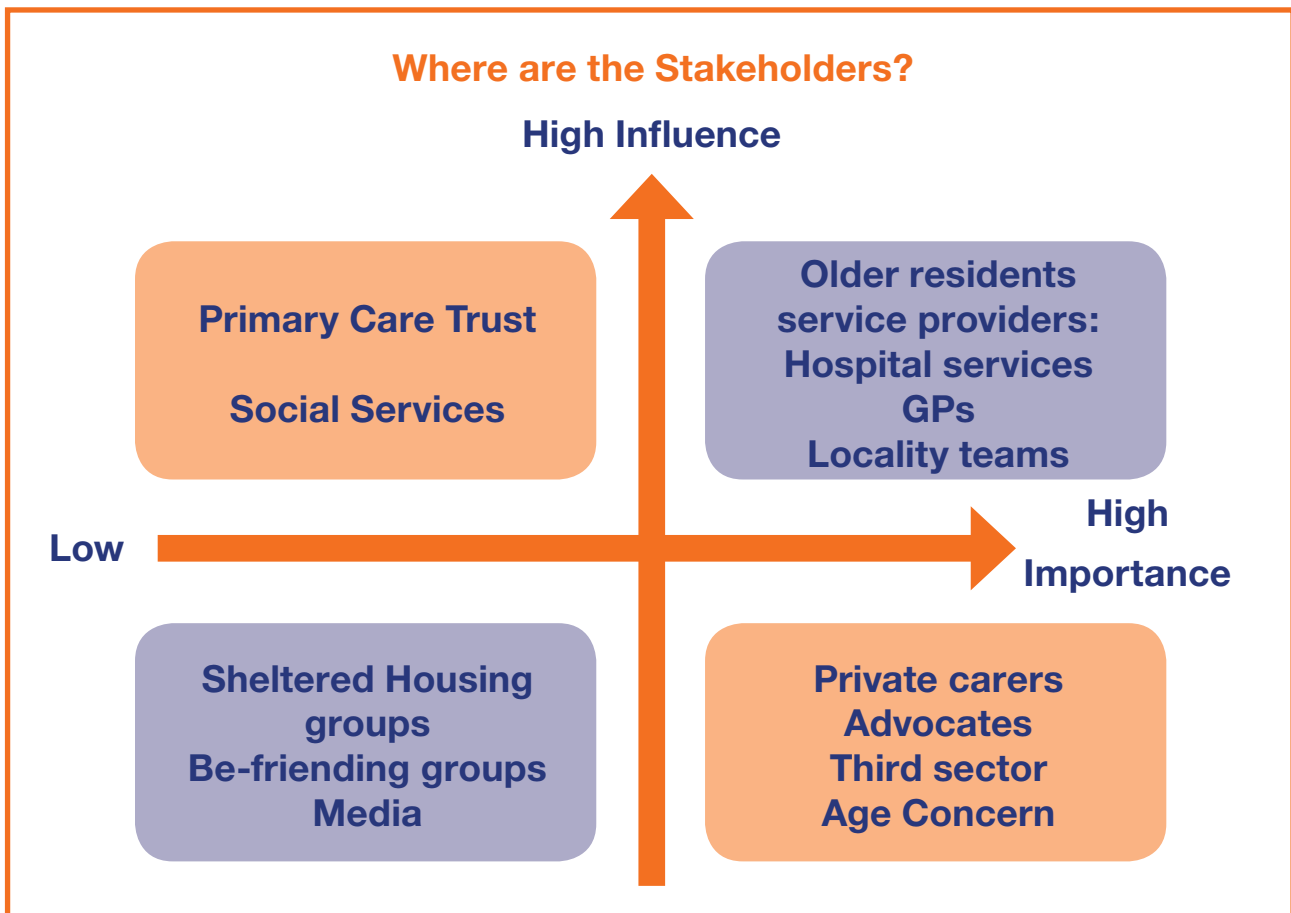
Activity: Reflecting on the Stakeholder Analysis Model

Use a final few minutes to consider on your own or with your group how useful you have found this stakeholder tool:

Consider a time when it would be appropriate to use?

How could you use this tool throughout our identified programme?

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You may have thought of the following:

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Using the analysis at different times:

- At the preliminary stages of programme development

- When there are some organisations already involved and you need to identify who else needs to be involved

- Before activities are planned

- After some engagement to identify who still needs to be involved

- Part-way through the programme to help recognise whose priorities and level of involvement may have changed

- Following an evaluation of the programme to identify those who may now become involved in the next stage of the work

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Phase 2: Engagement Methods
Chapter 4: Understanding Engagement Methods

Activity: Different Types of Engagement

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Types of Engagement

Public meeting: is any meeting conducted by a national, regional or local governing body to decide or consider any matter.

Brochures/leaflets: are small booklets or a single folded one page document, that can be handed out directly to people, or by pots or placed in public places

Consultation: is a procedure which enables the public and relevant organisations to help to develop strategies and solve problems.

Focus groups: is an informal gathering of individuals who meet to discuss a product, service, concept or issues with a trained facilitator. Survey: is a method of gathering information from a sample of individuals.

One to one interview: is an individual meeting in a designated venue, where a guided discussion enable the interviewee to discuss experiences about a chosen issue or topic

Discussion group: is when a number of people meet to talk about a variety of subjects.

User group: is a community of people who come together to learn and share experiences of a similar nature

Citizens Panel: is a representative pool of people who have agreed to be consulted on a range of different subjects.

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Advantages and Disadvantages of Engagement Methods

There are many advantages and disadvantages in using the engagement methods we identified to both give and get information and it is important to consider these, taking into account the level of engagement required, the types of stakeholders and time limits when choosing the most appropriate method.

Public Meetings:

can be used to increase awareness of an issue or proposal, and can be a starting point for, or an ongoing means of engaging, further public involvement.

Advantages of public meetings

- The involvement and input of a wide range of people.
- A consensus for action on complex issues that affect the broad community
- Obtains a wide range of opinions, views and perspectives
- Provides the opportunity to disseminate detailed information and decisions throughout the community
- High profile
- Provides opportunity for joint work

There are also disadvantages

- Requires trained facilitators to prevent powerful and articulated participants dominating the meeting
- Participants may not come from a broad enough range to represent the entire community
- There may not be consensus of opinions
- Time and labour intensive
- Susceptible to low turn out
- Can be perceived as tokenistic

Brochures/Leaflets:

can be used during face to face discussions or left in public places where people can pick them up later.

Advantages of Brochures/Leaflets

- Allow information to be selected for a target group.
- Allow detailed information to be provided
- The contents can reinforce /supplement verbal information.
- Information used can also be held for future reference

There are also disadvantages

- Issues around language barriers, and translation
- People may not bother to read written literature, especially if they perceive it to be of little personal interest e.g. warning about health choices.

Consultation:

usually requires people to respond to a document with options questions.

Advantages of Consultation

- Can be used to explain complex issues and provide background information
- Can be safe and predictable, and participants can respond through postal, electronic means as well in local discussions
- Responses to web-based questions can be displayed in full
- Questions are rigorously checked for meaning or possible ambiguities

There are also disadvantages

- Size and detail in a document, can create a feeling of low influence by consultees
- People are reluctant to read long documents
- Not all issues may be in the document
- Consultees may not know how they have had any influence if there is a large amount of responses
- High volumes of questions can lead to difficulties in collation and feedback

Focus Groups:

can be used as a means of understanding why people hold the views that they do

Advantages of Focus Groups

- Interaction easier in a small group between participants
- They can be used as a first step to identify potential problem areas allowing a more in-depth analysis to be planned.
- People are recruited based on certain discriminating criteria e.g. sex, race and age.
- The facilitator can clarify certain points with the participants.
- They can include people who are unable to read or write.

There are also disadvantages

- Facilitators require specific training
- Some people may try to dominate the group
- The wrong mix within a group can cause problems
- It may be impossible to compare information between the groups.
- Information collected is based on the changed views of a small sample
- The success of a discussion can be unpredictable

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Surveys:

can be used for a one off purpose; on a regular basis or longitudinal basis for monitoring trends and change

Advantages of Surveys

- They can be administered from remote locations using mail, email or telephone
- Large samples are feasible, and allow for a statistical analysis of data
- Many questions can be asked about a given topic
- Standardization ensures that similar data can be collected from groups and then interpreted comparatively

There are also disadvantages

- Data (like all data) are subject to a range of errors, including sampling, non-response, coverage and measurement error
- Results at the small area level can be statistically unreliable.
- Cannot collect information that is not related to the characteristics

of the respondent

- Generally expensive and time consuming.
- Replies received only to a series of pre-set questions, not spontaneous views.

Interviews:

used to gather qualitative information and the opinions of those persons affected by a particular programme or project

Advantages of Interviews

- Obtain wide-ranging responses to proposals from individuals excluded from mainstream
- Possible to get a good cross section of the population
- Are flexible enough to allow new issues to be raised
- Can provide more detailed feedback than a group discussion.
- Can be arranged at a time to suit all concerned.
- Interviewing people in their homes can help them to relax
- Useful for obtaining the views of people who might not feel comfortable speaking in a group.
- May explore sensitive, personal or painful issues

There are also disadvantages

- Expertise is needed in preparing framework so that questions are not prescriptive.
- Analysis of findings from semi structured interviews is time consuming and requires skill.
- Setting up, undertaking and analysing interviews is time consuming.
- Using external interviewers can be costly
- There is room for misunderstanding and error in interpretation of responses
- Views obtained could be difficult to analyse
- Responses from interviewees can be influenced by their age, gender, culture or their ethnicity.

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Discussion Group:

can be used to get answers about the topic at hand.

Advantages of Discussion Groups

- Encourage ownership
- Encourage sharing of ideas and opinions
- Provide opportunity for honest conversation
- Facilitates sharing of resources and skills
- Fosters rapport and an environment of trust among small groups or individuals who meet over a period of time

There are also disadvantages

- Face to face discussions, require trained facilitators to keep the discussion on track
- Can be time-consuming
- Can lead to individuals being side-tracked and losing focus
- Dependent on participants able to access the location

User Groups:

established in order to help improve the quality of services by bringing information on the views and experiences of their users to the attention of service providers

Advantages of User Groups

- Improves communication between patients and staff
- Help to build trust and confidence in the NHS locally and nationally
- Inform planning and service improvement
- Help the organisation to provide accessible and responsive services based on people's identified needs and wants
- Help patients to shape the services that they use

There are also disadvantages

- Poor funding.
- Potential conflicts of interest.
- Lack of power of the participants, and no fixed membership

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Citizens Panels:

are largely used as a sounding board to identify local priorities, assess service needs and determine the appropriateness of service developments and policy changes.

Advantages of Citizens Panels

- Allows a dialogue with members over time
- Can be sponsored and used by a partnership of local agencies
- Specific groups can be targeted
- Surveys or other research can be done at short notice (once the panel is established)
- Can track changes in views over time
- The cost of a panel, once established and used several times, can be less than commissioning ad hoc research.

There are also disadvantages

- Needs considerable staff support to establish and maintain
- Socially excluded groups including residents with English as a second language tend to be excluded
- Reflects the sponsors agenda rather than the community's
- The database of names and addresses requires constant updating
- Panel attrition, particularly among young people.

Chapter 5: Using Engagement Methods

1) Focus Groups

Activity: Preparing the Focus Group Topic Guide

Have a look at the questions below and identify which are closed and which are open questions.

Open and Closed Questions?	
Questions	**Closed/Open?**
What kind of support do you feel you need?	
Do you feel like you're being supported?	
What other examples of services can you give me?	
Have you used that service before?	
Why do you need this information?	
Is this information helpful?	
How many contacts did you make?	
How will you use these contacts?	

Here we have identified which are closed and open questions:

Open and Closed Questions?	
Questions	**Closed/Open?**
What kind of support do you feel you need?	**Open**
Do you feel like you're being supported?	**Closed**
What other examples of services can you give me?	**Open**
Have you used that service before?	**Closed**
Why do you need this information?	**Open**
Is this information helpful?	**Closed**
How many contacts did you make?	**Closed**
How will you use these contacts?	**Open**

Sample Focus Group Topic Guide

This topic guide was prepared for the focus group in the Later Years Case Study.

Focus Group – Older People		
Topic	**Type of Question**	**Format**
1 Introductions	**Opening:** Please introduce yourselves	Each participant introduces themselves by their name, marital, job, status
2 Important Issues at this stage of life	**Introduction:** What are the most important issues you are having to deal with at this stage of your life?	This can focus on the changes they're experiencing about where they live, their jobs or friendships, changes in financial status or changes in health and independency – all briefly answer
3 Access to services	**Transition:** Can you tell me more about which services you have been trying to access?	Identify which services are difficult to access, and the reasons why
4 Coping with change **Doing things differently** **Other services required**	**Key:** Can you explain how you have been coping with a specific change in your life in relation to your age? What do you feel could have been done differently by local services to help you at this time? Is there anything you could have done differently yourself? What other services do you think are required to help people deal with theses issues	Begin by reflecting on some of the positive experiences they have had. Consider what planning they had to do? Consider how they could be helped to do this better? Find out about which services need improving and which are new
5 Summary of the issues raised	**Ending:** Let's consider the key issues that we have been discussing today Is there anything else that you feel we have missed?	Ensure all issues have been summarised and understood.

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Activity: Good Focus Group Practice

See if you can identify the areas of good and poor practice that can occur during a focus group session.

What have you learned from the video	
Good Focus Group Practice	**Poor Focus Group Practice**

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Here are some examples of the areas of good practice that can support an effective focus group session:

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What have you learned from the video?

Good Focus Group Practice

- Select venue with comfortable surroundings
- Ensure a confidential environment
- Prepared the topic guide in advance with open and closed-ended questions
- Use a trained facilitator
- Prepare equipment under similar conditions
- Use a skilled note taker
- Relax participants and offer refreshments and facilitate introductions
- Explain aim of group and confidentiality
- Explain timing and use of recorder
- Expand the discussion by asking questions, followed by prompts
- Sensitively handle dominant participants
- Provide a high level of diplomacy with self-appointed experts
- Manage insensitive participants
- Summarise all points at the end of the session
- Inform participants what will happen to their comments
- Immediately after the focus group discuss with your scribe your reflections on the session

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Activity: Supporting Technical Delivery

There are a number of items that can support the technical delivery of the focus group, can you remember the ones we used?

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Items used to support the Focus Group

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Here are some items that can support the technical delivery of the focus group:

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Items used to support the Focus Group

Flip chart paper and pens
Name tags
Blue tack
Voice recorder
Topic Guide / questions
Note-taker's response sheets
Watch/clock
Contact number / email of facilitator

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Activity: Focus Group Problems

*Now spend a few moments thinking through any **other problematic scenarios** that you have either experienced or that may occur within a focus group.*

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Other problems you may face in a Focus Group

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2) Interviews

We have also discussed the need for one-to-one interviews as a means of obtaining information through direct questioning.

Sample Interview Topic Guide

The topic guide below was prepared for the stakeholder interviews in the Later Years Case Study.

Types of Topics in Questions	
Behaviours about what a person has done or is doing	Personal involvement in integrated care
Opinions/values about what a person thinks about a topic	Idea of integrated care – how does it improve the patient experience. Anything else to add
Feelings note that respondents sometimes respond with "I think ..." so be careful to note that you're looking for feelings	Barriers impacting on development / implementation of integrated care
Knowledge to get facts about a topic	Example of joined-up care Opportunities to support integrated care
Sensory about what people have seen, touched, heard, tasted or smelled	Issues to be dealt with in the PCT
Background/demographics standard background questions, such as age, education, etc.	Job

Note that the above questions can be asked in terms of past, present or future.

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The following questions were then prepared taking into account the range of topics that can help to provide insight and understanding of the topic area, in this case 'integrated care'.

Sample Interview Questions

Q1. What does the idea of integrated care mean to you?

Q2. In what ways do you see integrated care improving the patients' experience?

Q3. Can you offer an example of joined/up care?

Q4. Are you aware of any opportunities that have been created to support integrated care?

Q5. Can you identify any barriers that are likely to impact on the development of integrated working within your locality?

Q6. How would you address these difficulties?

Q7. Can you identify any barriers that are likely to impact on the implementation of integrated working within your locality?

Q8. How would you address these difficulties?

Q9. What are the key issues that you see need to be addressed by your PCT in order to begin to develop a package of integrated care?

Q10. Is there anything else you would like to add concerning the involvement of older people in developing an integrated package of care?

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Activity: Conducting the Interview

You will now see two short interviews.

The first one demonstrates how NOT to undertake an interview and highlights a number of things that can go wrong. Make a note of these as you watch the interview.

Watch Interview Video Number 1

The interview demonstrated that a number of things can go wrong within an interview. Can you list some of these?

What was wrong with the Interview?

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Here are some issues that were wrong with the first interview:

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What was wrong with the Interview?

Poor time management: The interviewer was late and showed up looking untidy and out of breath. There was too much small talk before the interview began and the interview ran late.

Being unprepared: The interviewer forgot the interviewees name, the interview notes were in the wrong order, there were no batteries for the recording machine, no pen, there was no water for the interviewee and the interviewer didn't know where the toilets were.

Inappropriate communication/confidentiality: There shouldn't have been any comments concerning the interviewee's name. The key issue of confidentiality was ignored and breached with reference to other people who were named and their choices mentioned. The mobile phone call should NOT have been taken.

Poor body language: There was little eye contact between the interviewer & interviewee, in fact the interviewer appeared disinterested, not smiling and generally showing impatience.

Inappropriate interview questioning: The interviewer used closed rather than open questions and didn't allow time for the interviewee to respond. The interviewer made assumptions about the interviewee's job, she also interrupted his responses.

Influencing responses: The interviewer began to guide the responses from the interviewee during the prioritisation exercise.

No contact details: There was little explanation about who the interviewer was and no opportunity was provided for the interviewee to discuss, follow-up or contact after the interview.

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Chapter 6: Analysing the Data

Now we are going to consider how to code the data we have collected.

Activity: Coding the data

The following sample, which is a transcript from the **Focus Group** we listened to on Chapter 5, is being coded. Note the different stages,

1. Reading the script
2. Identifying particular issues
3. Clustering issues
4. Identifying sub themes or codes
5. Developing overall themes

Sample of Data Coding

Unit of Analysis = Focus Group 1: FG1 (participants a-f)

	Transcript from FG1	Clustering issues	Identifying codes /sub-themes	Developing overall themes
FG1a	I finally get sense from the hospital and I must say, that the consultants were pretty good I mean, I learn a lot from the consultants there about what's happening and where I'm going.	Frustration, things taking time; Consultant able to give Information; Concerns: present & future	Time; Senior personnel; Help from secondary care; Information Knowledge about self; Anxiety	Sourcing Information; Use of internet; Support from family
FG1b	But this is what I think, I think you know, you have, I found this from my daughter with my daughters help, you have the internet...	Personal opinion; Family member support; Assumptions?; Use of the internet	Opinions matter; Internet safe; Help from family	Self-reliance; Lack of support from Primary care
FG1c	I think you should always go for professional advice, and if you like doing the internet and if it helps you, but check it out, don't just take it as gospel for what they say. I found that this is dangerous.	Personal opinion; Professional advice; Dogmatic; Internet helpful? The Truth? Dangerous?; Personal experience; Check out	Searching for advice; Professionals help; Internet unsafe	Trust in Professionals when they provide help; Time when trying to get information important
FG1d	That's why I've come here after all because I'm not getting the help that I want from my GPs so I'm trying, I'm trying every resource that there is that I can	Looking for help?; Not getting help from Primary Care; Using resources; Self motivated; Lacks information	Not discerning about where to get information; Need help; Motivation; Lack of help from Primary Care	

Phase 3: Reviewing Stakeholder Engagement

Chapter 7: Monitoring Engagement

So far this chapter has described what we mean by monitoring and discussed the sequence of progress during the engagement process.

Activity: Revisiting the Stakeholder Analysis

Consider the following questions you may use when reassessing the stakeholder analysis:

Revisiting the Stakeholder Analysis

1. Has anything changed for the stakeholders concerned that could impact upon their interest in the programme?

2. Has anything changed for the stakeholders concerned that could impact on their influence over the programme?

3. Have the stakeholders from the groups you have been targeting changed?

4. Have the priorities of the organisations you are targeting changed recently?

5. Are there any concerns about resources that are new to your stakeholders?

Activity: Monitoring the techniques we're using

Take a moment to consider a time when you have used techniques for stakeholder engagement and remember the reasons why:

What techniques have you used?		
	Techniques	**Outcomes**
Giving Information		
Getting Information		
Fora for debate		
Participation		

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Here are examples of techniques for stakeholder engagement and the reasons why they are used:

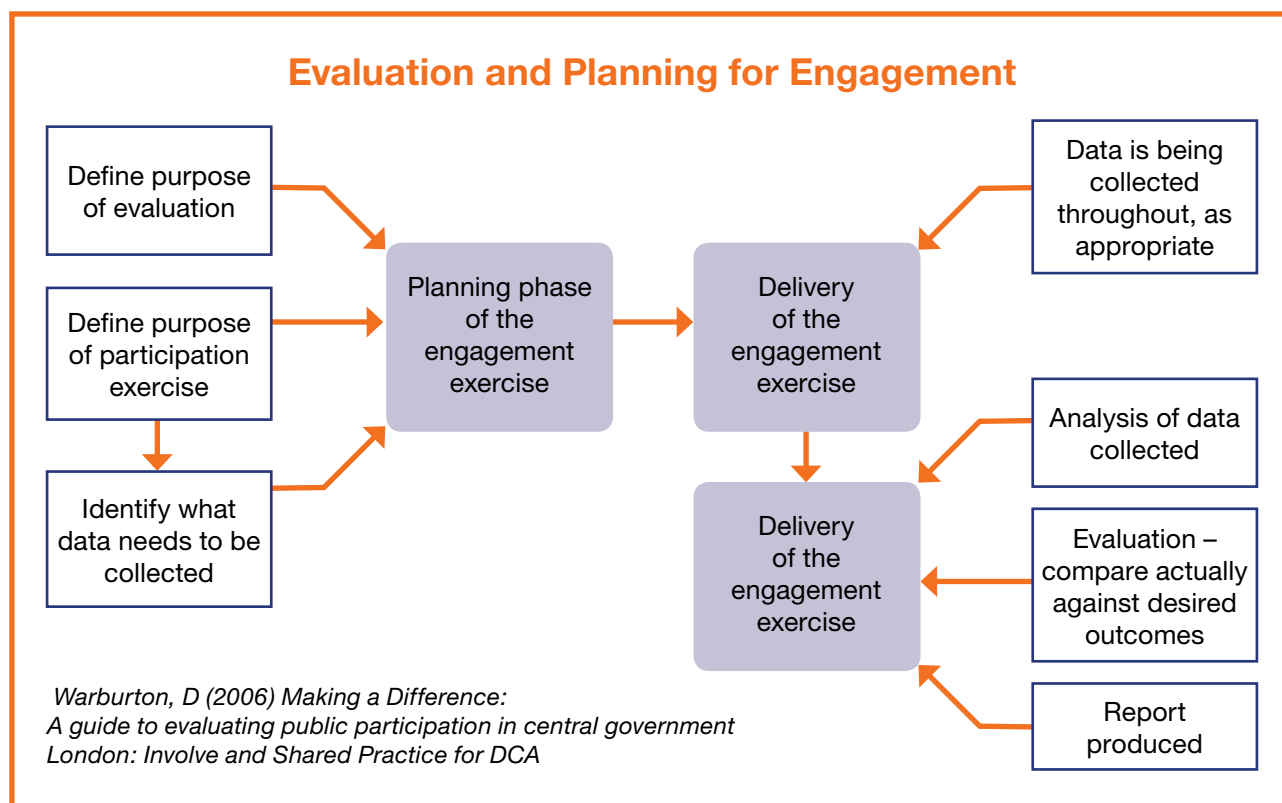| What techniques have you used?		
	Techniques	**Outcomes**
Giving Information	Displaying information, media & public meetings	Help users understand issues concerning service changes & plans
Getting Information	Citizen's panels, focus groups, surveys, interviews	Establish views, ideas & experiences about particular services
Fora for debate	Discussion groups, health panels	Impart, exchange & receive information
Participation	Participation Peer review, user groups, story telling, patient diaries	Mutual learning process, solve complex, never-ending problems

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Chapter 8: Evaluating Engagement

You will need to work out when you should collect the data, for example:

Collecting data for evaluation

- at the beginning of the process to benchmark

- at the end of each public event (if more than one)

- at the end of the whole process

- later… depending on the long term objectives of the exercise.

Evaluation can help set objectives that can be measured – so that those running the exercise can see whether the whole process has been a success and in what ways. The evaluation then runs throughout the exercise, collecting data and reviewing progress as the project continues. The relationship between the evaluation process and the overall engagement planning process is shown in the following diagram.

Evaluation and Planning for Engagement

Define purpose of evaluation	Data is being collected throughout, as appropriate
Define purpose of participation exercise → Planning phase of the engagement exercise → Delivery of the engagement exercise	
Identify what data needs to be collected	Analysis of data collected
Delivery of the engagement exercise	Evaluation – compare actually against desired outcomes
	Report produced

Warburton, D (2006) Making a Difference:
A guide to evaluating public participation in central government
London: Involve and Shared Practice for DCA

Activity: Who evaluates?

Here are some examples of evaluation undertaken by organisers and participants. Think about other areas they may need to evaluate:

Who should collect data for evaluation?	
An Organiser should think about	**A Participant should think about**
How effective the methods are in eliciting the participant's view	Their understanding of the exercise's purpose
The usefulness of the responses received	How easy or difficult they find it to respond
The level and type of participation being undertaken	Whether they feel the process enables them to express their own views clearly
Costs and value for money	How confident they feel that their contributions are appreciated and used
Learning points for the next time	
Can you think of anything else?	

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The following set of questions for evaluating engagement processes provide a basic framework for you to work with.

What data to collect for evaluation	
	Key questions to ask
Procedural quality	Think about how the engagement is undertaken and whether it is consistent with its declared purpose
Overall	What is the best / most successful aspect of the whole thing, and why?
	What is the most significant change / biggest impact the process has had, and why?
Purposes	What are the purposes? Are they being achieved? If not, why not?
Methods	What methods are being used? Do they achieve the desired results in terms of levels of participation
	Is the level of involvement appropriate in the circumstances. Which methods work best for which types of people? Is the process going according to the intended timetable?
Participation	How many people are participating? Are all key stakeholders participating? Is participation representative (if this is required)? Is it reaching several different groups, if this is required? What efforts are being made to reach commonly under-represented groups? What methods are used to encourage participation? Are they working?
Results	Are the results in terms of enough people responding usefully – satisfactory? Are there any issues concerning analysis and interpretation? What form is the final report of the results to take? How are the results communicated to participants?
Outcomes	What has changed or will be changed as a result of the exercise?
	Are there changes in people (e.g. new skills, greater confidence, increased networks, greater willingness to participate in future)?
	Are there changes to organisations (e.g. changed structures, different priorities)?
	Are there wider social changes, such as new groups or organisations set up?
	Is there greater public support for the programme?
	Better public services (e.g. because needs met more effectively)?
	Is there greater social cohesion (e.g. because people get to know and trust each other)?

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What data to collect for evaluation (continued)	
Participant comments	What comments are being made by participants about the engagement process?
	How did they come to be involved?
	What have they gained from their involvement?
Cost	How much is the process costing?
	What are the monetary costs (e.g. staff time, expenses, event costs, publicity)
	What are the non-monetary costs (e.g. time contributed by participants, unpaid staff time, training time)
Learning points for the future	What are the main lessons learnt from the whole thing, and why?
	What should you never do again, and why?
	What should be done differently next time?
(After Dialogue by Design 2008 and Warburton 2006)	

Collecting the Data for Evaluation

You will need to work out when you should collect the data for evaluation, for example:

When to collect data for evaluation

- at the beginning of the process to benchmark
- at the end of each public event (if more than one)
- at the end of the whole process
- later … depending on the long term objectives of the exercise.

There are a number of different ways that you can collect baseline, ongoing and/or data on completion of engagement process, through methods such as:

How to collect data for evaluation

- Desk research (e.g. reviewing all documentation produced by the programme);
- Observation (e.g. attendance at workshops; listening in to online debates);
- Interviews (e.g. with participants, consultant team, commissioners of the work);
- Questionnaires to participants (e.g. by telephone or online);
- Group working (e.g. group reflections on progress);
- Online (e.g. feedback on progress through various online discussion groups).

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Activity: Measures and Indicators

We have discussed the qualitative and quantitative measures you will use as evidence that changes are occurring.

Turn to the Later Years Case Study and consider the measures and indicators that would be most helpful in assessing the development of the engagement process.

Measures and Indicators	
Quantitative measures	**Indicators**
Qualitative measures	**Indicators**

In order to assess a multi-stakeholder planning process you could include:

Measures and Indicators	
Quantitative measures	**Indicators**
Active and sustained participation	Number of advisory group members attending workshops over a six-month period
Increased participants skills, abilities, confidence	Number of positive changes in skills assessed through questionnaires pre and post participation
Qualitative measures	**Indicators**
Participants awareness of Later Years issues over a 6 month period	Changes in perspective of carer rights during pre and post interview sessions
Helped people from different backgrounds to get on well together	Comments taken following engagement activities with participants

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Chapter 9: Understanding the Lessons Learned

We have discussed how we can always learn from the way we did things, and what opportunities there may be to improve our work next time around.

Activity: Engagement Skills

What skills do you think you hold which will help you to get people involved and what skills do you need to build?

Engagement Skills		
E. SKILLS	**Skills you hold**	**Skills to build**
Recognising key skills for engagement		
Ability to apply stakeholder engagement techniques		
Practical experience in planning		
Facilitation of groups and meetings		
Communication skills		
Conflict management		
Analytical skills		
Monitoring and evaluation		
Report writing and presentation skills		

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