



Get heard

National Action Plan on
Social Inclusion 2006

National Action Plan on Social Inclusion 2006

Bringing people experiencing poverty and social exclusion into the government's debate about tackling poverty

This toolkit has been developed by a working group set up by the Social Policy Task Force and the Department for Work and Pensions.

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Also available electronically on www.ukcap.org/toolkit, along with further supporting documents.

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1. Background

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1.1. Introduction

This toolkit has been developed with the goal of bringing people experiencing poverty and social exclusion into the government's debate about tackling poverty. The National Action Plans on Social Inclusion (NAPs) are part of a European initiative to make a decisive impact on poverty by 2010. Each country produces a NAP to explain what steps it is taking to deal with poverty and social exclusion. The NAP requires a wide and inclusive dialogue about anti-poverty policies and strategies. (For more information, see Section 1.2).

This toolkit was developed through a partnership of people with direct experience of poverty, voluntary and community sector organisations involved in the fight against poverty in the UK, and the Department for Work and Pensions (DWP). We believe that those with direct experience of poverty need to be actively involved in this process for the following reasons:

- It is a right that the voices of people with experience of poverty and social exclusion are heard.
- It helps ensure that people with direct experience of poverty are able to influence what the government does.
- Grassroots groups bring an emphasis on human dignity and universal rights.
- It helps promote a holistic approach to understanding and tackling poverty.
- The complexities of poverty will be better understood and addressed as more and different experiences of poverty are discussed.

What is in the toolkit?

This is a guide to getting involved, not an instruction manual. It provides enough information to help your group in its thinking about government policy and poverty and what needs to be done. It includes:

- Background information to the NAP.
- Information about the consultation process for the next NAP (to be produced in 2006).
- Four suggested workshop formats to help explore a range of issues in the NAP.
- Useful notes on running inclusive sessions.
- Useful information sources.
- Evaluation and feedback forms to let us know what you think of the toolkit as well as inform others of the issues that you have raised.

1.1 Why should you be involved?

The toolkit is just a beginning. As the process develops, new ideas and activities will be proposed and these will need to be communicated to all those involved. Updates can be sent out and we intend to make all parts of the toolkit available on the web. Large print versions can also be downloaded from the web at www.ukcap.org/toolkit.

For more information on the toolkit or the participation process in the NAP 2006 please contact the main office of the UK Coalition Against Poverty (see section 3).

Becoming involved in the NAP will mean asking yourself some fundamental questions about the things that affect your life and the life of your community, and to work towards changing these for the better. Questions such as:

- Who makes the decisions that affect you? How do you influence these decisions?
- What impact does government policy have on your life or the life of your community?
- What would you tell decision makers about your experiences of poverty?
- In your opinion is the government making progress in tackling poverty?

We hope you find it useful and will be part of the dialogue to eradicate poverty and social exclusion!

1.2 What is the National Action Plan on Social Inclusion (NAP)?

Each country in Europe produces a Nation Action Plan, or NAP, on social exclusion, outlining the key problems and approaches to tackling poverty and social exclusion. It covers areas such as housing, employment, health inequalities, children and older people, disability, black and minority ethnic issues and gender.

- So far there have been two NAPs – the third one is due in 2006.
- The NAPs help understand complexities and differences in poverty across the EU.
- The NAPs share learning about what works and what doesn't work in addressing poverty.
- The UK NAP sets out what is happening across the UK. This brings together all the work underway across England, Scotland, Wales and Northern Ireland.
- There are agreed objectives for tackling poverty across the EU. These include access to employment, goods and services, preventing social exclusion, helping the most vulnerable, and engaging with all interested people. This means this is not just about government. The process brings together devolved administrations, local government, poverty groups, grassroots groups – and you!!

What was in the 2003 NAP?

- The 2003 NAP set out the government's strategic approach to eradicating child poverty and tackling social exclusion. This was based on three principles: maintaining a strong economy; ensuring flexible labour markets; and developing first-class services.
- The NAP included details of key government programmes to achieve this, including: New Deals, Jobcentre Plus, Tax Credits, National Minimum Wage, Housing Strategies, NHS reforms, addressing fuel poverty, tackling underachieving at school, providing quality childcare, pensions reform, tackling over-indebtedness, the Disability Discrimination Act – and many more.
- It states who will provide these programmes, including local authorities and devolved administrations.
- It discusses the work done by voluntary and community groups in delivering services and helping to build a more participatory approach to the next NAP.

1.3 What is the timetable for the NAP 2006?

The NAP consultation will be in three main phases. The first phase is the basis on which the other phases are built and is therefore very important. Like a snowball, the different phases accumulate momentum as the process gets bigger and involves more people. But it is important to recognise that the voice of people with experience of poverty is central to the dialogue.

Phase 1 is the key preparation – the workshops held at grassroots and community level that begin from Autumn 2004.

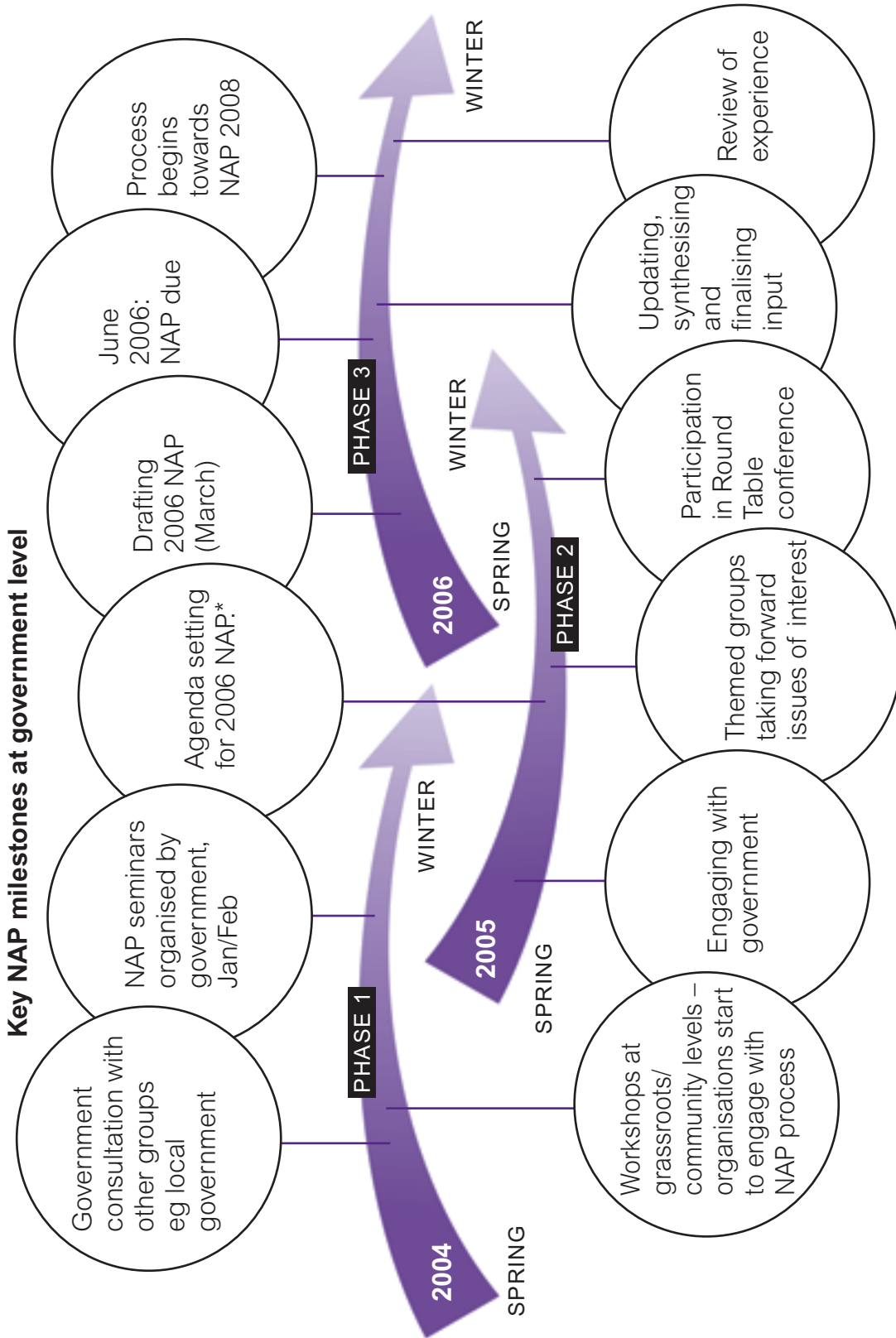
Phase 2 brings together wider groups and local and regional policy makers to jointly prioritise and further discuss the key issues that have come out of the local workshops.

Phase 3 brings all parties together on the key issues. This means people with experience of poverty, local and regional decision makers and civil servants.

At each stage of the process, event organisers are encouraged to feed back to participants so that people can know what has happened to their input; evaluation forms to support this process can be found in section 3.2.

There are some key dates to bear in mind for NAP 2006. The following timeline is intended to give an idea of how local activity might fit in with the wider process. But participation is ongoing.

Timetable for NAP 2006



* June to December, 2005, UK hold EU Presidency. This will include a 'Round Table' conference planned around the NAP in October

1.4 How to use this toolkit

There are lots of ways and opportunities to engage and you are invited to use as much or as little of this toolkit as you wish.

Before you start

There are a few things that it would be useful to think through before you begin the workshops. To ensure that a process is inclusive it is important to focus on two aspects: how it is organised and facilitated and the content of the discussions. Thinking about diversity comes into both of these, not just one or the other. You also need to think about keeping records before you begin.

How the workshop is organised and facilitated

People like to participate in different ways; what works for one person – a round the table discussion, for example, may be really difficult for another. It is important that a process has variety and flexibility to ensure that people can engage with it as best they can.

Many issues are important here:

- Literacy
- Languages
- Confidence
- Social and cultural issues, relating to gender, age and status
- Identity.

It is not enough to get 'a good mix' of people at an event – if some people feel unable to voice their opinions, then they are not participating. So an event needs to be run in a way that allows different people to have their say.

- Use participative tools, work in small groups, use a mix of tools – some more visual than others.
- Keep activities short, varied and manageable.
- Manage the process – organise groups along interests or identity; if you think women would find it easier to discuss issues within an all-woman group, then arrange that.
- Check that within that group all those present are actively participating.
- Use simple facilitation tools to ensure that everyone has an opportunity to have a say and that they can speak without being interrupted – for example, giving everyone an object to hold when they are the speaker, or giving everyone four matchsticks and each time they speak they use up one of the matchsticks.

The content of the discussions

When trying to conclude an overview of what has been decided, it is very easy to lose the depth of understanding gained about different people's needs. The tendency is to record the consensus or majority priorities and the detail is lost. In order to avoid this, as the process unfolds keep asking the following questions:

- How does this issue impact on women? How does it impact on men?
What is the difference? What needs to be done?
- How does this issue impact differently on young and old?
What needs to be done?
- Is there an identity difference here? How does the issue affect different black and minority ethnic groups? What needs to be done? Within those groups, what is different for men and women, young and old?

Seek and explore difference rather than consensus because this keeps widening the process by including more and more people's ideas.

Keeping records

During the workshop, note who is involved in each activity. This can be done either by name, if that is acceptable to the group, or by identity. If activities involve a lot of people and they are all involved in different things, you could use a coding system of sticky dots. Give everyone a set of dots of one colour and shape to use when involved in exercises; these can be categorised by sex and age, or by other issues of identity.

Note how exercises/sessions went with different people – what worked best and what didn't. This is really useful in planning future sessions, but it also helps interpret information. If a process was hard to get going, then the information gathered and discussed might have been biased in some way – for example, if one person or group dominated the discussion, did it really reflect the whole group's experience?

You might want to consider using a tape-recorder to record some parts of your event. This would enable the use of exact quotations later, and would also make sure that the inputs people make that do not end up in any report back from group discussions are not lost.

You are asked to include some monitoring and evaluation in your workshop process in order for the synthesis process to be possible (see section 3.2) and to feed your work into the consultation process with the DWP and the National Action Plan for Social inclusion.

2. The Workshops

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2. The workshops

The following workshops can be used to explore the NAP, or to examine local issues around poverty. The purpose of the workshops is to ask participants about their lives and communities and to bring out their experiences of poverty. Key questions, to provide a common thread with other workshops, should always include:

- What is working?
- What is not working?
- How should things be done differently?

It will be helpful if workshops can focus on thinking about solutions to problems, and not just describing the problems.

The common format ensures that all the workshops across the country will gather information relating to the same questions. Each workshop contains the following six sections:

1. Introduction
2. Ice-breaker
3. Exploring the issues and relevant policies
4. Asking key questions
5. Summarising and drawing together
6. Evaluation and conclusions.

There are four examples of workshops suggesting ways of discussing different themes. These are just examples, to be adapted as you feel best for your group. They cover:

- Poverty and policy: this takes a general view of poverty and could be a good theme to start the process.
- Black and minority ethnic people's issues.
- Gender – women and men.
- Disability.

Your group might want to explore more than one theme, or indeed any other theme not covered here – such as age, homelessness, children, rural and urban issues...

The length of the workshop will depend on the circumstances of your group. Use the times indicated in the sample workshops as guidelines only; they should be about right for a group of about 15 people. If time permits, you may want to explore more than one theme, whether in one meeting or over a series of meetings.

continued

We've also included some useful information on running workshops and access issues in section 3.3. To ensure that the messages don't get lost in the process, section 3.2 explains some systems for evaluating and recording discussions to highlight minority views as well as the views of the majority.

- **It is important to ensure that the workshop captures the input of all participants, not just the majority.**
- **Make sure that people have the option of their contributions remaining anonymous.**

This is particularly important where the range of participants covers a range of different people: men, women, disabled people, as well as a variety of age groups and different ethnic backgrounds.

Remember, you can always get in touch for more support and check the website (www.ukcap.org/toolkit) for updates on the toolkit and the process.

2.1 Poverty and policy workshop

What is the purpose of this session?

- To discuss what is meant/understood by poverty
- To explore how government policies affect poverty
- To identify how government policy could be more effective in tackling poverty.

The three key questions that the workshop needs to address are:

- What is working?
- What is not working?
- How should things be done differently?

Preparation required:

- The facilitator needs to be familiar with NAP 2003, drawing on the information to use in the workshop (see section 3.1).
- Prepare some background information on poverty in the UK and some of the key relevant policies that have been introduced (see section 3.1).
- You might want to use this to put together a statistical quiz (see www.ukcap.org/toolkit for example).

Materials required:

- Flipchart, pens, stickers, Blu Tack, etc.

General facilitation ideas:

There are many areas of policy that can have an impact on reducing poverty and social exclusion, including health, employment, economic regeneration, transport, social security, or equal opportunities. You may want to use case studies or stories to stimulate discussion about the impact of policy and to assist people to reflect upon their own experience in answering the three key questions above.

Poverty and policy

Length and materials required	Activity and purpose	Facilitator's notes and methods
20 minutes	Arrivals, signing in, refreshments and settling in	
15 minutes	1. Introduction and overview of workshop	Ask everyone to give their name. Let people know where this workshop fits into the NAP process.
20 minutes	2. Icebreaker	E.g.: Ask each person to sit next to someone they don't know. Two minutes' chat each way to include 1. Name. 2. Why they are interested in the workshop? 3. One thing they would like the group to know about them. Then ask each person to introduce the other to the group based on the three answers.
15 minutes Prepare flipcharts or handouts with statistics.	3. A brief background on what has changed with poverty – has it increased? Decreased? etc. (This can be done using information from the current NAP or from information drawn from other national reports).	A quiz is a good way to deal with statistics (see e.g. on www.ukcap.org/toolkit) – or give participants statistics on a sheet and ask them what surprises them. Ensure that as well as information on poverty you provide some information about employment and unemployment, health education, etc. Pick statistics carefully – it's easy to overwhelm people!
15 minutes in small groups 15 minutes all together Flipcharts to record group work	4. Identifying key policy areas	Using case studies or stories, begin identifying key policy areas that you are familiar with. You may wish to split people into small groups of two or three to allow everyone the chance to participate. Record the different policies on Post-its. <i>Continued overleaf</i>

		<p><i>Continued from overleaf</i></p> <p>Then in a whole group discussion bring all the Post-its together to allow participants to identify any other policies they are aware of and have experience of. The policies identified in this section will form the basis of the main discussion in the next section.</p>
<p>45 minutes</p> <p>Flipchart to record group work</p>	<p>5. Exploring experiences of poverty through key questions</p>	<p>Working in small groups explore people's own experiences of poverty to answer the three questions:</p> <ul style="list-style-type: none"> - What is working? - What is not working? - How should things be done differently? <p>There should be a facilitator for each group. Emphasise that this needs to be a reflection on participants' own experience. It is also important to identify what policy or initiative they are referring to. Use the policies that were discussed in the previous section to structure the discussion. This will help clarify if it is a local or national programme. It is also useful to clarify why the policy is or is not working.</p>
<p>30 minutes</p> <p>Cards or Post-it notes for key issues</p>	<p>6. Summarise issues for each key question</p>	<p>Ask people to work in pairs or threes and to identify two key issues under each question above.</p> <p>Then pool these in a plenary (some will be similar and can be clustered together); check with everyone that the points raised cover all the issues that were identified as important.</p>
<p>10 minutes</p>	<p>7. Closing session</p>	<p>Check that everyone is happy for all the issues discussed to be documented. Ensure that no participants have confidentiality issues that must be addressed before summarising the discussion. Explain to people how their ideas will be taken forward.</p>
<p>10 minutes</p> <p>Evaluation forms</p>	<p>8. Evaluation</p>	<p>Use the evaluation forms provided in section 3.2.</p>

2.2 Black and minority ethnic people's issues workshop

What is the purpose of this session?

- To explore how poverty affects black and minority ethnic communities in different ways
- To explore how the NAP reflects this in its analysis
- To identify how government policy could be more effective in tackling poverty experienced by black and minority ethnic people in the UK.

The key questions that the workshop needs to address are:

- What is working?
- What is not working?
- How should things be done differently?

Preparation required:

- The facilitator needs to be familiar with the NAP 2003, drawing on the information to use in the workshop (see sections 1.2 and 3.1).
- Prepare some statistics and background information on the poverty of black and minority ethnic people in the UK (see section 3.1).

Materials required:

- Flipcharts, pens, stickers, Blu Tack, etc
- Tape recorder as back-up for those with English as a second language.

General facilitation ideas:

The person facilitating this workshop will need to understand that race is a social construct and not about biology. You could give some background on this and on institutionalised racism. You will need to help the groups to draw out common and diverse experiences depending on gender, age, ethnic background, geographical area etc. If you are breaking into smaller groups, it will be useful to think about how you draw these common and different issues together; each smaller group will need its own facilitator. You may want to use Post-it notes to put up key points so that you can group them together, or you could do this on flip chart paper.

Black and ethnic minority people's issues

Length and materials required	Activity and purpose	Facilitator's notes and methods
20 minutes	Arrivals, signing in, refreshments and settling in.	
15 minutes	1. Introduction and overview of workshop	Ask everyone to give their name. Let people know where this workshop fits into the NAP process.
20 Minutes	2. Icebreaker	e.g.: Ask each person to sit next to someone they don't know. Two minutes' chat each way to include 1. Name. 2. Why they are interested in the workshop? 3. One thing they would like the group to know about them. Then ask each person to introduce the other to the group based on the three answers.
15 minutes Prepare flipcharts or handouts with statistics.	3. Different and common experiences of poverty.	Use statistics and background information to highlight the different and common experiences of poverty for different ethnic groups eg poverty of women or men in particular ethnic groups, or asylum seekers; lower rate of employment amongst black and minority ethnic people overall. Give participants statistics on a sheet or write up on a flip-chart and ask them what they might reveal and why.
30 minutes Flip charts and Post-it notes to record group work	4. Key policy areas from the NAP, especially those targeted on disadvantage faced by people from minority ethnic communities eg education; <i>Continued overleaf</i>	What are the particular difficulties in these areas? How could they be improved? Draw out experiences in smaller theme groups. Then groups feed back briefly to each other.

	<p><i>Continued from overleaf</i></p> <p>government employment programmes; equal opportunities in the workplace; housing and homelessness.</p>	
<p>45 minutes</p> <p>Flipchart and Post-it notes to record group work</p>	<p>5. Exploring experiences of poverty through key questions</p>	<p>Working in small groups explore people's own experiences of poverty to answer the three questions:</p> <ul style="list-style-type: none"> - What is working? - What is not working? - How should things be done differently? <p>Ask participants a) to explore their own experiences of poverty and b) to explore the experiences in their communities.</p> <p>There should be a facilitator for each group. Key points should be recorded on Post-it notes or flip-chart. They could ask: Have you a positive example in the last year (eg in education, health, employment, housing, community, leisure, tackling racism) that made a difference? What are the most difficult issues you are facing – personally and in your community? What policies need to change or be put into place to make positive differences? Sessions could also be taped or quotes written down.</p>
<p>30 minutes</p> <p>Flipchart and Post-it notes to record group work</p>	<p>6. Drawing out common and different issues</p>	<p>What are the common issues?</p> <p>What issues are different for different people and groups?</p> <p>Summarise five key issues for each of the above questions. This could be done by grouping the issues on Post-it notes.</p> <p>For each of the five key issues remember not to lose sight of how these could affect diverse groups.</p>
<p>10 minutes</p>	<p>7. Closing session</p>	<p>Check that everyone is happy for all the issues discussed to be documented. Ensure that no participants have confidentiality issues that must be addressed before summarising the discussion. Explain to people how their ideas will be taken forward</p>
<p>10 minutes</p> <p>Evaluation forms</p>	<p>8. Evaluation</p>	<p>Use the evaluation forms provided in section 3.2.</p>

For 2.3 Women and men (gender) workshop

What is the purpose of this session?

- To explore how poverty affects women and men differently
- To explore how the NAP reflects this in its analysis
- To identify how government policy could be more effective in tackling women and men's poverty.

The key questions that the workshop needs to address are:

- What is working?
- What is not working?
- How should things be done differently?

Preparation required:

- The facilitator needs to be familiar with the NAP 2003, drawing on the information to use in the workshop (see section 3.1).
- Prepare some statistics for a quiz (see section 3.1).

Materials required:

- Flipcharts, pens, stickers, Blu Tack, etc

General facilitation ideas:

- You might like to start the session by exploring what people understand by the word 'gender'
- If you have both men and women in your group, you might want to get people to work in single-sex groups. Especially for small group work, this sometimes helps people think through basic issues first. It is also really useful to compare ideas and issues raised by each group, and helps to further understand the different issues raised by men and by women. If you have a lot of people, you might want to break groups down further by using criteria such as age, ethnicity, and so on.

Women and men (gender)

Length and materials required	Activity and purpose	Facilitator's notes and methods
20 minutes	Arrivals, signing in, refreshments and settling in.	
15 minutes Flipchart to note aspects for women and men	1. Introduction and overview of workshop	Ask everyone to give their name and give one aspect of poverty that they identify with being a man or a woman. Let people know where this workshop fits into the NAP process.
15 minutes Prepare flipcharts or handouts with statistics. Paper and pens	2. Icebreaker/ activity	Use statistics on gender to highlight the differences between men and women's experience of poverty. A quiz is a good way to deal with statistics – or give participants statistics on a sheet and ask them what surprises them.
15 minutes Paper and pens	3. How statistics relate to people's own experiences	Ask them how the statistics fit with their own experiences of being a woman or a man. They could do this in pairs or small groups and note down the main points.
15 minutes group work 15 minutes all together Flipcharts to record group work	4. How some key policy areas from the 2003 NAP (eg housing, employment, access to rights, goods & services) affect men and women differently.	Choose a small number of policy areas relevant to the group – something to get participants to engage on how specific policy issues relate to gender. Ask participants to work in small groups with each group focusing on a different policy area. Then feed back briefly to each other.
45 minutes Flipchart to record group work	5. Key questions: exploring experiences of poverty and how they relate differently to men and women.	Working in groups, preferably single sex, some groups focusing on men and others on women, ask people to explore their own experiences of poverty to answer the three questions: - What is working? - What is not working? - How should things be done differently? <i>Continued overleaf</i>

		<p><i>Continued from overleaf</i></p> <p>Emphasise that this needs to be a reflection on their own experience. If there are no men in the group (or no women), one group could try and answer these questions for the opposite sex, but really challenge any assumptions that they might make.</p>
<p>30 minutes</p> <p>Cards for key issues (or Post-it notes)</p>	6. Summary of key issues	<p>For each question, summarise the key issues. This can be done by asking people to work in pairs or threes and to identify two key issues under each question. Then pool these in a plenary (some will be similar and can be clustered together); check with everyone that the points raised cover all the issues that were identified as important.</p>
10 minutes	7. Closing session	<p>Check that everyone is happy for all the issues discussed to be documented. Ensure that no participants have confidentiality issues that must be addressed before summarising the discussion. Explain to people how their ideas will be taken forward.</p>
<p>10 minutes</p> <p>Evaluation forms</p>	8. Evaluation	<p>Use the evaluation forms provided in section 3.2.</p>

2.4 Disability workshop

What is the purpose of this session?

- To enable disabled people, and those working with them, to think about their understanding of poverty.
- To identify and explore the impact of programmes and initiatives on disabled people.
- To suggest ways in which the NAP could be more effective in dealing with the poverty experienced by disabled people.

The key questions that the workshop needs to address are:

- What is working?
- What is not working?
- How should things be done differently?

Preparation required:

- Draw together a range of people with different disabilities, and also of different ages, gender, and ethnicity.
- Ensure the venue is fully accessible for a range of people with different disabilities, e.g. loop systems, accessible toilet.
- Think about a range of access issues. These might include BSL interpreters (who often need two weeks' notice) or transport to and from venues.
- Some people may need personal assistants.
- The facilitator needs to be familiar with the NAP to identify key elements relevant to disability issues.
- Prepare statistics for the disability quiz. Base the quiz around key facts and statistics (see section 3.1).
- Prepare cards for activity 5. Each card should have the name of a particular NAP programme or initiative on it eg transport, health care. You might also put pictures on the cards.

Disability

Length and materials required	Activity and purpose	Facilitator's notes and methods
20 minutes	Arrivals, signing in, refreshments and settling in.	
15 minutes	1. Introduction and overview of workshop	Allow each person time to introduce themselves personally
25 minutes Statistical quiz	2. Icebreaker quiz on disability and poverty	Disability quiz. Let people get into teams and give them each a copy of the quiz you have prepared earlier. A quiz is a good way to deal with statistics – or give participants statistics on a sheet and ask them what surprises them. Ensure that as well as information on poverty you provide some information about employment and unemployment, health education, etc. Pick statistics carefully – it's easy to overwhelm people!
20 minutes Flipchart paper and pens Post-its	3. Just under a third of all families with a disabled person is living in poverty. Why is this? What kind of poverty do people with disability	Keep people in their teams and give them two pieces of flipchart paper – what? and why? sheets. Give people Post-its and ask them to come up with ideas of why disabled people are in poverty, and what kind of poverty people experience.
5 minutes	4. Quick feedback	A 'what' and 'why' from each team, depending on numbers.
40 minutes Flipchart and pens Cards prepared earlier	5. Key questions: exploring experiences of poverty	Break into groups or pairs; use the issue cards to stimulate discussion. Ask them to choose cards that represent issues that particularly affect them, as individuals or as a group. <i>Continued overleaf</i>

		<p><i>Continued from overleaf</i></p> <p>Ask people to think about the questions in relation to their card:</p> <ul style="list-style-type: none"> - What is working? - What is not working? - How should things be done differently? <p>Give people a chance to share their experiences. Each group needs to have someone to record the information on a flipchart marked with headings – ‘Working’, ‘Not Working’, ‘Done Differently’, ‘Other Issues’.</p> <p>Assure people that only general points will be recorded – no personal details.</p>
30 minutes Flipchart and Post-it notes to record group work	6. Drawing out common and different issues	<p>What are the common issues?</p> <p>What issues are different for different people and groups?</p> <p>Summarise five key issues for each of the above questions. This could be done by grouping the issues on Post-it notes.</p> <p>For each of the five key issues remember not to lose sight of how these could affect diverse groups.</p>
10 minutes	7. Closing session	<p>Check that everyone is happy for all the issues discussed to be documented. Ensure that no participants have confidentiality issues that must be addressed before summarising the discussion. Explain to people how their ideas will be taken forward.</p>
10 minutes Evaluation forms	8. Evaluation	<p>Use the evaluation forms provided in section 3.2.</p>

3. Resources

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3.1 Useful information and resources

The following websites contain information that may be useful when preparing workshops.

Anti-poverty strategy:

Department for Work and Pensions (DWP) National Action Plan for Social Inclusion available at – www.dwp.gov.uk/publications/dwp/2003/nap/index.asp

Department for Work and Pensions (DWP) Opportunities for All (this is the annual report on the government's strategy for tackling poverty and social exclusion) – www.dwp.gov.uk/ofa/reports/2003/index.asp

Useful statistics:

Census data – www.statistics.gov.uk/census2001/default.asp

Households below average income data – www.dwp.gov.uk/asd/hbai.asp

Data about women and men in Great Britain, Wales, Scotland – www.eoc.org.uk/EOCeng/dynpages/research_stats.asp

European Commission

For information about the 'Open Method of Co-ordination' of which the NAPs form a part – www.europa.eu.int/comm/employment_social/soc-prot/soc-incl/index_en.htm

Joint Inclusion Report: this is an assessment of all the NAPs produced by the various member states. It provides summaries of the NAP for each state, putting them in context and with some critique – www.europa.eu.int/comm/employment_social/soc-prot/soc-incl/joint_rep_en.htm

For the actual NAP documents for each member state – www.europa.eu.int/comm/employment_social/news/2001/jun/napsincl2001_en.html

England

England Anti-Poverty Platform	www.ukcap.org/england.html
Neighbourhood Renewal Unit	www.neighbourhood.gov.uk
Social Exclusion Unit	www.socialexclusionunit.gov.uk
Active Communities Unit	www.homeoffice.gov.uk/comrace/active/index.asp
Government Offices for the Regions	www.odpm.gov.uk

Northern Ireland

Northern Ireland Anti-Poverty Network (NIAPN)	www.niapn.org
Northern Ireland Assembly Government (suspended at time of publication)	www.ni-assembly.gov.uk
New Targeting Social Need: document providing background on addressing social exclusion in Northern Ireland	www.ni-assembly.gov.uk/io/ research/0401.pdf

Scotland

Poverty Alliance (anti-poverty network in Scotland)	www.povertyalliance.org
Scottish Executive (general site)	www.scottishexecutive.gov.uk/Home
Indicators of progress: Definitions, data, baseline & trends information	www.scottishexecutive.gov.uk/library5/ social/emsjt-00.asp
Social Justice Research reports	www.scotland.gov.uk/cru/resfind.aspx? series=8,19,45,50

Wales

Anti-Poverty Network Cymru	www.ukcap.org/wales.html
Welsh Assembly Government (general site)	www.wales.gov.uk/index.htm
WAG documents on social deprivation in Wales	www.wales.gov.uk/ themessocialdeprivation/ content/keydocs-e.htm

UK

UK Coalition Against Poverty	www.ukcap.org
Commission for Racial Equality	www.cre.gov.uk
Equal Opportunities Commission	www.eoc.org.uk
Disability Rights Commission	www.drc-gb.org
European Anti-Poverty Network	www.eapn.org
ATD 4th World	www.atd-uk.org
Church Action on Poverty	www.church-poverty.org.uk
Community Pride Initiative	www.communitypride.org.uk
Oxfam UK Poverty Programme	www.oxfamgb.org/ukpp
Single Parent Action Network (SPAN)	www.spanuk.org.uk

3.2 Evaluation, feedback and equal opportunities monitoring forms

It is really important that the discussions and views of the participants are accurately recorded. The diversity of the views also needs to come through in how the recording is done to ensure that the different views expressed by different groups (men, women, young, old etc) are clearly represented.

As the process of participating in the NAP 2006 rolls out, issues may get diluted or filtered out, so at this stage it is vital that the views of individuals are given the opportunity to shape the future discussions.

As the facilitator, please can you take responsibility for making sure that there is a record of the discussion in the workshop. This can be done in a variety of ways; you decide which works best for you and your participants. It would also be useful to have contact details for the participants so that they can receive feedback and know how to get involved in the next phases of the process.

There are some questions below to help facilitators record the discussions and feedback to the steering group which is monitoring and co-ordinating use of this toolkit. There is also a sheet for participants to complete, and an equal opportunities monitoring form. You are encouraged to use these evaluation forms, and spend some time at the end of the workshop on generating some evaluation and feedback as a group. The forms are meant as a guide, and to help deliver a measure of consistency across the range of organisations using the toolkit.

Please send completed evaluation and monitoring forms to:

UK Coalition Against Poverty

St. Thomas Centre

Ardwick Green North

Manchester

M12 6FZ

www.ukcap.org

email: ukcap@ukcap.org

3.2.1 Feedback from workshop facilitators

The information gathered from the participants sheets (see 3.2.2) can be used, along with any group evaluation during the event, to help you complete the following:

Name of organisation:

Date and nature of event held:

1) Summary or overview of the workshop – what happened, what worked/what didn't work

2) Feedback on the toolkit

Government Policy – summing up the views of the participants (ensuring that the diversity of views are reflected)

3) What is working?

4) What isn't working?

5) How should things be done differently?

6) Quotable quotes – did anyone say anything particularly memorable? (indicate if attributable or anonymous):

7) Other messages – please tell us anything else that you think needs to be noted:

8) Did you produce/adapt any materials for this event? Are you willing to share them? (if yes, please enclose copies and/or send by e-mail)

Please send completed evaluation and monitoring forms to:

**UK Coalition Against Poverty, St. Thomas Centre, Ardwick Green North,
Manchester, M12 6FZ www.ukcap.org email: ukcap@ukcap.org**

3.2.2 Evaluation sheets for participants

Name of event:

Date:

It will be useful to the event organisers and the co-ordinators of the NAP toolkit to know what you felt about the workshop and to get your views as an individual. During the workshop you will have had the opportunity to discuss government policy. Please can you spend a few minutes noting down what matters to you and what messages the government should be hearing:

1) What was good about the meeting today?

2) What was not so good about the meeting today?

Government policy – think about your life, your community...

3) What is working?

4) What isn't working?

5) How should things be done differently?

6) Messages – please use this space to record any other messages or information that you think is important:

3.2.3 National Action Plan for Social Inclusion Equal Opportunities Monitoring

The information will be treated in the strictest confidence. The results will be used to monitor the levels of participation of different groups within the NAP process.

Sex

Please put a tick in one of these boxes, I am: Female Male

Disability

Please put a tick in one of these boxes:

I consider myself to be a disabled person: Yes No

Please give further details if you wish:

Age

Please put a tick in one of these boxes, I am:

Under 11 11-17 18-24 25-44 45-64 65 or over

Ethnic Origin

Note: Ethnic origin does not necessarily mean country of birth or nationality. Please put a tick in one of these boxes. **I would describe my ethnic origin as: -**

White	Asian/Asian British	Mixed
British <input type="checkbox"/>	Indian <input type="checkbox"/>	White/Black Caribbean <input type="checkbox"/>
Irish <input type="checkbox"/>	Pakistani <input type="checkbox"/>	White/Black African <input type="checkbox"/>
Other White <input type="checkbox"/>	Bangladeshi <input type="checkbox"/>	White/Asian <input type="checkbox"/>
	Other Asian <input type="checkbox"/>	Other mixed background <input type="checkbox"/>
Black/Black British	Other	
Caribbean <input type="checkbox"/>	Chinese <input type="checkbox"/>	
African <input type="checkbox"/>	Other ethnic group <input type="checkbox"/>	
Other Black background	(specify):	

3.3 Checklist for facilitating accessible meetings

This section outlines what steps would ideally need to be taken to ensure that meetings and events are as accessible as possible for disabled people with a range of impairments. Events using this toolkit will vary widely. This checklist is included to help event organisers give appropriate consideration to accessibility, to suit the needs of people participating in their event.

In order to make the workshops accessible and inclusive, in particular for disabled people, you need to ensure that all venues, facilities and activities are fully inclusive, including people with visual impairments, hearing impairments, mobility impairments, communication issues and learning difficulties, and recognise that some disabled people may have hidden impairments or multiple impairments.

- Planning and consultation should include disabled people's organisations. If you don't know exactly who will be at the event, you must ensure that you anticipate all access requirements (Disability Discrimination Act 1995). If you know, then you can ensure that all arrangements meet people's specific requirements.
- All venues should be accessible, including approaches, parking, drop-off areas, public transport accessibility and internal facilities, including toilets, baby changing facilities, meeting rooms, refreshments and other facilities in use.
- Check that displays and registration facilities are accessible, including provision of interpreters, information in alternative formats, badges in large print prepared in advance, tables and chairs of accessible heights, large and small pens and pencils, bags to carry information, etc.
- There should be level access to all facilities, including chairs, tables, notice boards and whiteboards. There should be circulation space and wheelchair users should be able to sit where they wish and access all stage or workshop areas. Tables and a variety of chairs should be available for anyone who needs them. Rooms should have good lighting, space for interpreters and speech to text facilities, even heating and ventilation and no distracting sound. There should be facilities for assistance dogs. Induction loops or alternative sound systems should be installed and checked. If there are speakers from the floor or from around the room, a roving microphone with assistance should be available.
- Date and times of meetings should take account of people's travel requirements, any personal assistance required and participants should receive all information at least two weeks in advance, to allow for preparation time to adapt to their specific requirements etc. Expenses should take account of difficulties of public transport and ensure that taxi fares, train fares etc can be claimed back immediately if required.

continued

- Information including publicity, notes, minutes, background information, exercises, notes of presentations etc. should be accessible as follows:
 - Publicity should use a range of media and communication systems to ensure that the information reaches everyone. Don't assume that the usual media will reach communities of disabled people or individuals not in touch with disabled people's organisations.
 - Information should follow Clear Print guidelines*, be in minimum 14 point sans-serif font, not use words in capitals or italic and be available on request in alternative formats including Braille, large print (18 point), email, audio, words and pictures, websites (not PDF format), CD-ROMs. All print should clearly contrast with the background and not be printed over images.
 - Information should not be presented on the day that isn't available in alternative formats, as many people need to adapt material to suit their specific requirements and cannot read or scan information on the day.
 - Exercises, e.g. icebreakers, decision-making, introductions etc., shouldn't use flip charts, images, handouts, Post-it notes, moving around the room etc that are not accessible to all participants.
 - Timing of activities should allow sufficient breaks for interpreters, advocates etc. (at least every half hour where only one interpreter). Interpreters should have copies of notes and presentations in advance.
 - Feedback requested should be available in different formats to be returned in people's preferred format. Feedback given by the organisers should be provided in alternative formats**.

- Childcare facilities should be accessible to disabled parents and/or children.
- Water should be available at all meetings, including water for assistance dogs. Where food and drink is supplied, it should be labelled, including vegetarian, vegan, kosher and halal, if appropriate, accessible to all participants and assistance should be available to carry plates etc. Straws should be available for drinks and chairs and tables should be available.
- Facilitators and presenters should not assume that visual presentations can be read and should provide text versions in alternative formats. Use flip charts with care as some participants may not be able to see them.

continued

*www.rnib.org.uk/xpedio/groups/public/documents/PublicWebsite/public_seeitright.hc

** (eg Braille, large print, email etc. as above)

- Communication guidelines: all facilitators, assistants, administration, refreshment and other staff should be briefed on equalities issues and good practice and should follow good practice in communicating with disabled people and their advocates, assistants and interpreters.
- Ground rules should be agreed including, for example, indicating when people wish to speak, not interrupting etc. Also, ensure that everyone is introduced, that the layout of the room is described and that all facilities and emergency procedures explained clearly. Check that rooms and facilities are accessible to everyone, including circulation and sound levels.

With thanks to Flick Harris of the Manchester Disabled People's Access Group for this section. Taken from '*Guidelines for accessible meetings and events*', available from Disabled People's Network steering Group 0161 273 5033 or info@dpnsg.org.uk