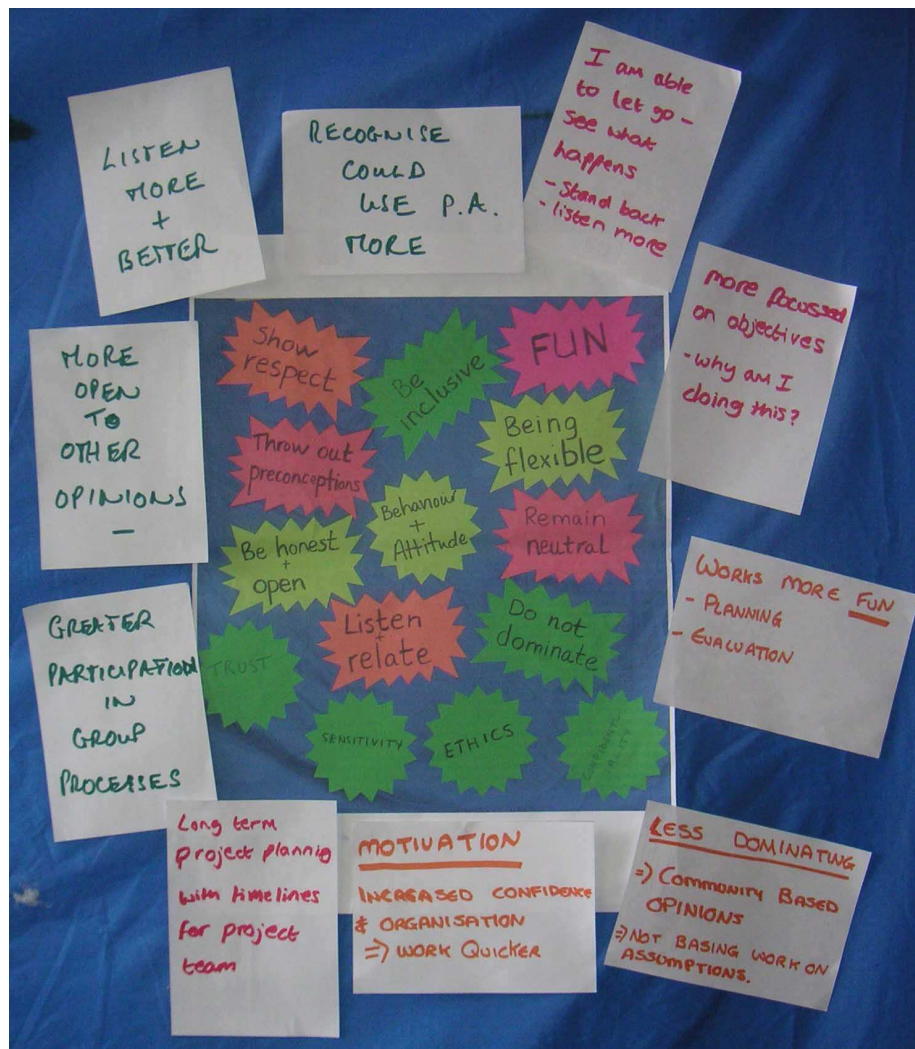


# ENERGISER DAY

*Notes for participants*

Follow-up day for Participatory Appraisal workshop  
in November 2004



Facilitator: Vikki Hilton

*On behalf of the Scottish Community Diet Project*  
May 26 2005

## Contents

Background	2
What were the objectives of <i>Energiser Day</i> ?	2
Who attended?	2
How did the day start?	2
Time line for day	3
How did the day run?	3
An opportunity to revisit PA	4
What did the participants have to say during the day?	4
Objectives for the future	9
The Energiser Task	10
Evaluation	14
Further reading	15

## Background

For the second year the Scottish Community Diet Project ran a residential course in November 2004 to train those people involved in tackling food access issues in participatory appraisal (PA) techniques. The residential course involved fieldwork where participants had an opportunity to trial the techniques to find out about food access in community settings. At the end of the course participants were encouraged to use some of the methods, techniques and approach in their own work and lives with a view to reporting back on their experience at an energiser day in six months time. This report records the outcomes of the Energiser Day in May 2005. For more information about the Scottish Community Diet Project and how it has developed PA and food access in Scotland visit [www.dietproject.org.uk](http://www.dietproject.org.uk). Also see further reading on page 15.

## What were the objectives of the *Energiser Day*?

- To come together to share and reflect on our own personal experience of using PA since the training last November. 😊
- To come together to share and reflect on using the approach in all areas our work or project and in other parts of our lives. 😊
- To share & record good practice. 😊
- To enable us to reflect on what we have achieved so far and how these experiences can inform the process of thinking about integrating these approaches into the projects we are involved with in our area. 😊

## Who attended?

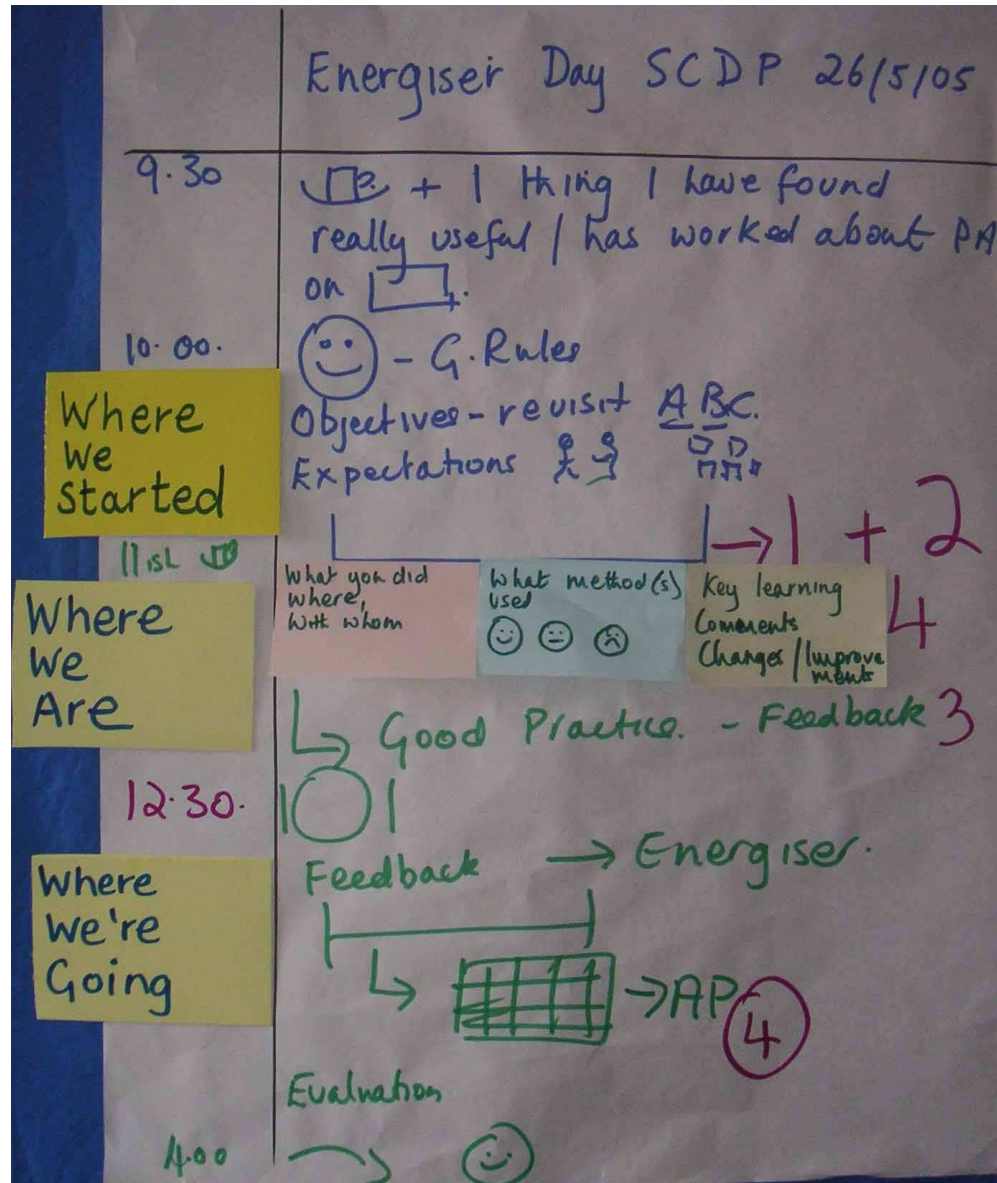
8 people (1 for the afternoon only) plus the trainer. Some people were unable to participate due to prior commitments but passed on details of their experiences.

## How did the day start?

As well as an opportunity for participants to share and try new methods it was an opportunity to reflect on participatory approaches and their experiences over the last few months. It was also a good networking opportunity for participants to catch up with each other and share news.

The first task was to record an idea for the energiser task, which would take place after lunch. Everyone was asked to write on a piece of card "*One thing I have found really useful or has worked about PA*", this was shared later on (see Energiser Task on page 10).

## Timeline for day



## How did the day run?

Each stage in the process of the day was designed to enable the team to focus on moving through the objectives for the day. At the end of the day the team undertook a simple visual evaluation of how they felt the objectives had been met using the following symbols ☺ ☹ ☹. Their evaluation has been added to the objectives (go back and look at page 2) as were recorded at the end of the energiser day.

The group started by establishing ground rules for working together for the day, discussed the objectives of the day and revisited the underpinning philosophy of using Participatory Approaches and using Participatory Appraisal as a way of working both in work and personal life.

## **An opportunity to revisit PA:**

Vikki used quotes from toolkits and practitioners to remind the group of the values which underpin PA and the reasons why people undertake PA.

*"Participatory Appraisal is described as a growing family of approaches, methods and behaviours to enable people to share, enhance and analyse their knowledge of life and conditions, and to enable them to plan, act, and monitor and evaluate" Chambers 1999.*

*"Attitude is everything. You can have the techniques and tools written like a recipe book but without the right attitude you won't get anywhere." A worker quoted in re:action consultation toolkit.*

*"People cannot be developed, they can only develop themselves ..... people develop themselves by what they do; by making their own decisions; by increasing their understanding of what they are doing; by increasing their own knowledge and ability; and by their own full participation as an equal in the life of the community they live in." adapted from ARTPAD by Vikki.*

See further reading on page 15 for more information and references.

## **What did the participants have to say during the day?**

### **◆ Ground Rules**

- Keep on time
- Participation
- Listen and watch
- Offer advice
- Everyone's opinion is valid

### **◆ Expectations for the day**

Working in pairs people shared and recorded their expectations for the day and these were then evaluated at the end of the day and the outcomes are recorded at the end of this report (see page 13).

### **◆ Attitude – Behaviour – Change (ABC)**

In revisiting attitudes and behaviours the group were asked to reflect on if and how their practice had changed and the outcomes of this exercise are pictured on the front cover of this report.

### **◆ Timeline of integrating PA into practice since November 2005**

The group decided to work in two groups to develop a timeline of how the learning gained during the PA workshop and community work in November has been used and carried through into personal life and their projects.

Working in teams the groups shared their experiences, evaluated them and discussed how they felt about using the approach and methods. They also shared their ideas of how they would continue to integrate or develop using the approach in the future in the project (see pictures below). Developing ideas on how they planned to use the approach in the future enabled them to plan to work together to increase their confidence. When they had completed

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the future timeline the group again shared their plans through a feedback and discussion session.

What they had done was recorded on post-it notes:

Pink ~ what you did, where, with whom

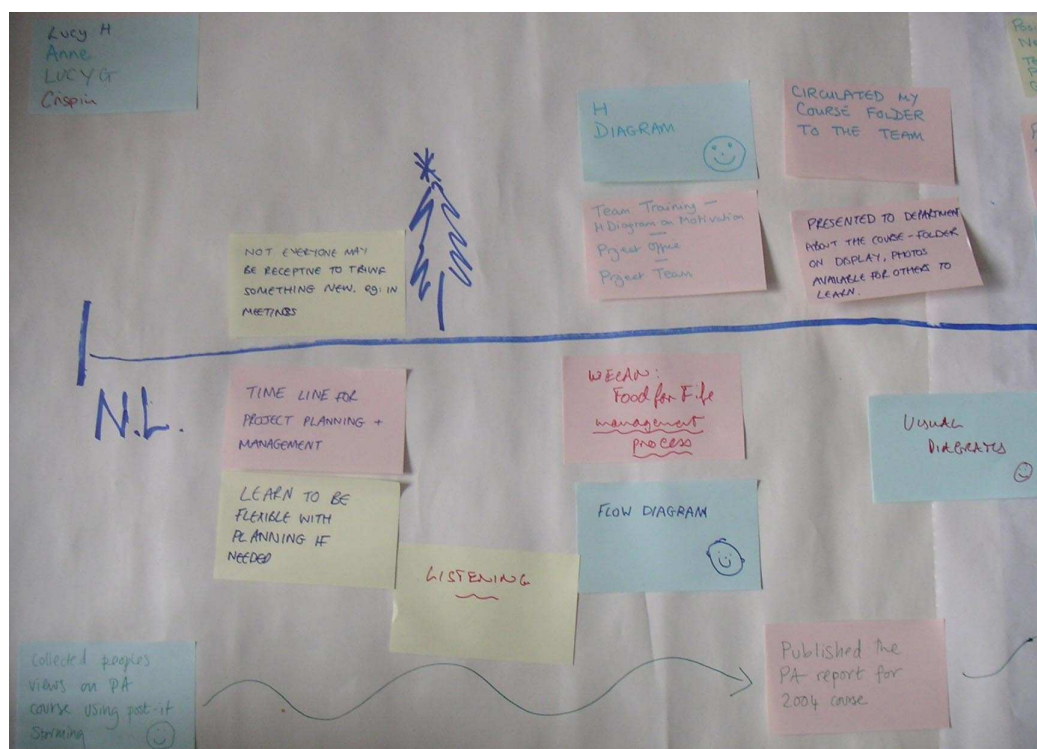
Blue ~ what method(s) used

Yellow ~ learning points & evaluation

The group timeline process enabled them to see how much they had used PA and how they planned to integrate the approach into their work in the future. It also helped focus the discussion on good practice issues, how they have been using the approach, as well as a discussion of the constraints and how these might be overcome (see page 9).

### GROUP 1 TIMELINE (4 PEOPLE)

November to early 2005

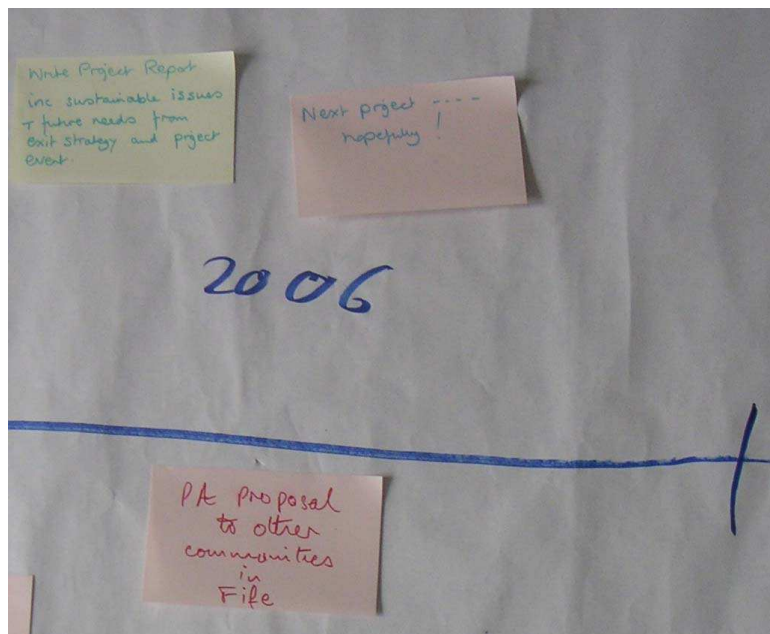




## 2005

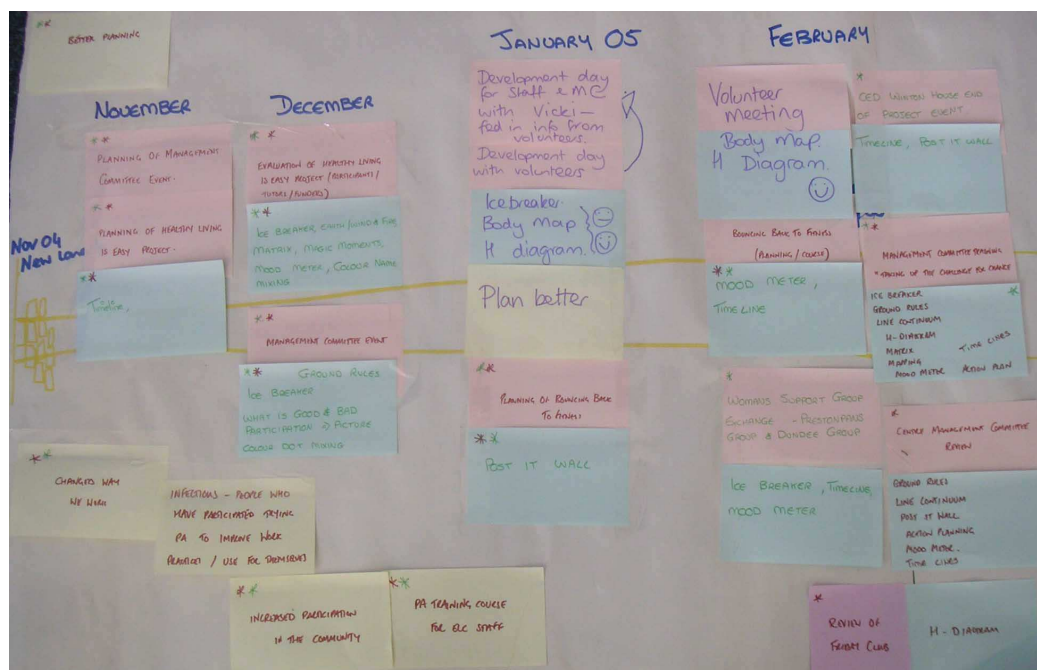


## Into the future ~ 2006



## GROUP 2 TIMELINE (3 PEOPLE)

November 2004 – February 2005

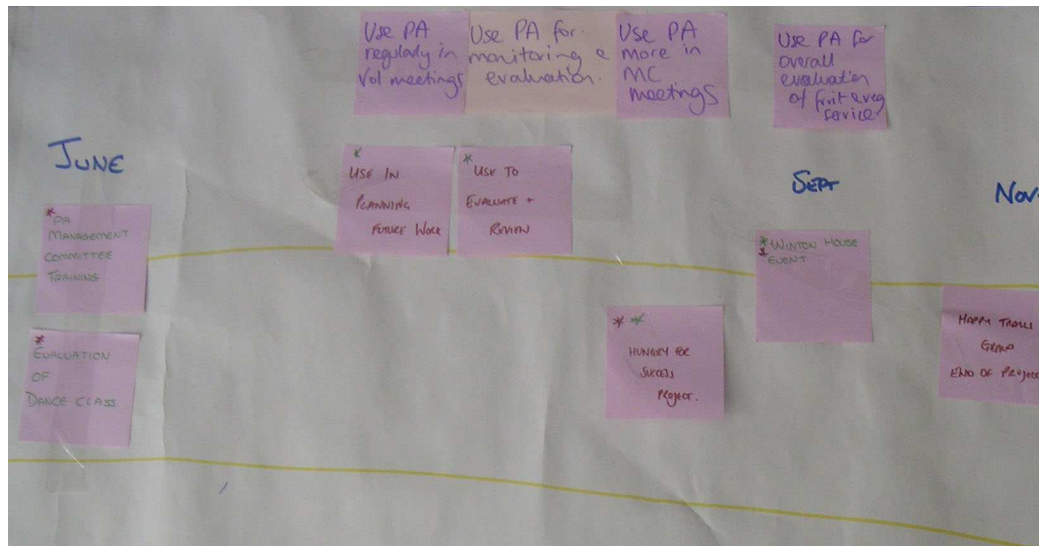


March – May 2005





## Using PA into the future



### Comments after timeline process

The groups found the process of sharing and recording everything they had achieved re-energising and the reflective and sharing process helped them to reflect on how they might integrate the approach and methods more into their work. People continued to add to their ideas throughout the day as the sharing and discussion progressed.

#### ♦ Good practice and how PA has been used

- Having confidence to use a PA method in meetings
- Be pro-active
- Use timelines for planning (post-its – movable, colour coded for themes & visual impact)
- Post-it storm on a table in meetings – a start (**hint** always carry some post-its with you! ... *"I want to get it clear in my head, do you mind if we do this?"*)
- Using the methods to help resolve work situations
- Good for team work, re-energising
- Ground rules
- Using behaviour & attitudes actively
- Using methods encourage involvement
- Planning
- Icebreakers really do work – use them i.e. beans, fruit salad
- Infectious
- Working in different ways
- Timelines in planning

## ◆ When have people used PA?

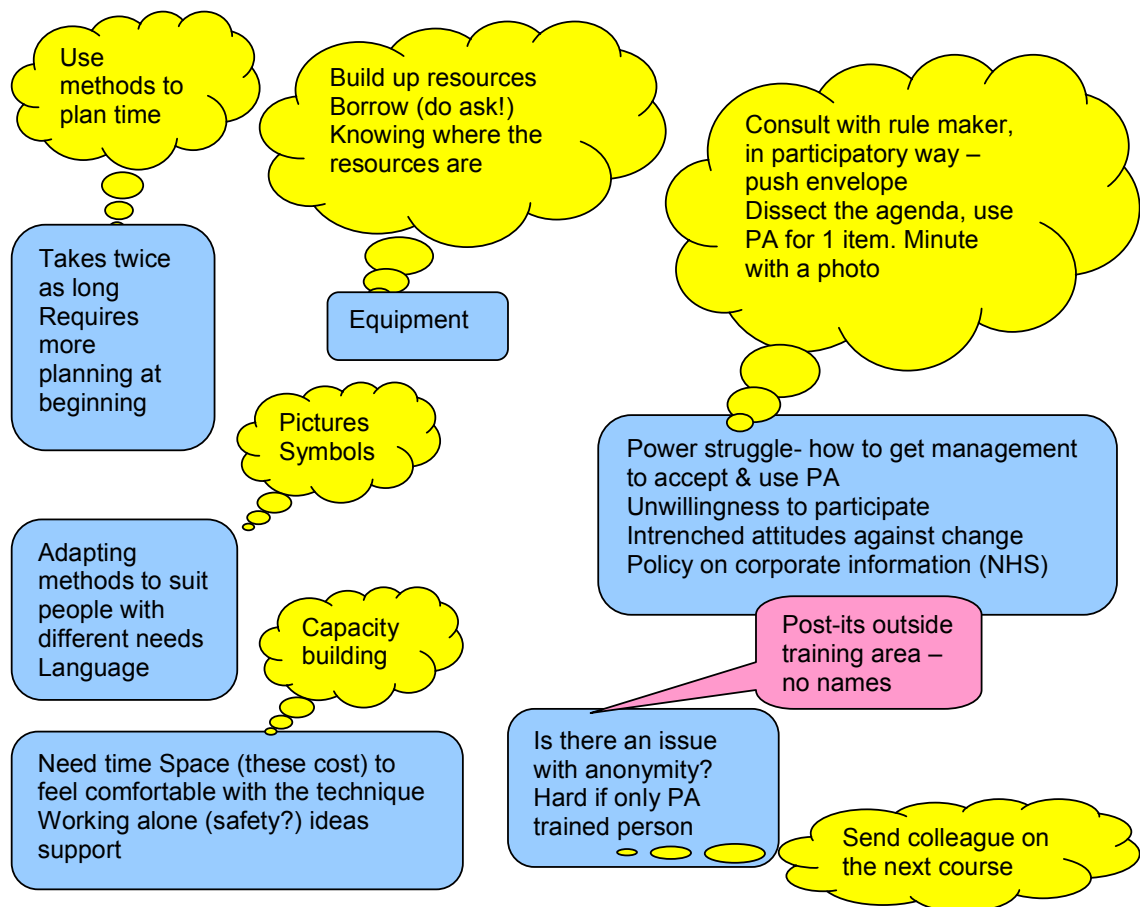
Meetings	Communication
Training	Consultation
Conflict resolution	Community participation
Planning	Planning within the family i.e. life, holidays,
Evaluation	renovations

## Objectives for the future

There was also a discussion about objectives and one participant shared their way of thinking about objectives. Objectives can be **SMART** – which means that they have the following characteristics: Specific, Measurable, Achievable, Realistic (someone added Relevant) and Time-limited.

## Constraints to using PA

Some people expressed a desire to discuss constraints to using PA and the group recorded these and then discussed how they could be overcome. Note constraints are in blue and suggestions to tackle constraints are in yellow.



## The Energiser Task

At the beginning of the day, as they arrived, people were asked to record on a card *"One thing I have found really useful/has worked about PA"*.

People randomly took one of the cards from a bag and took turns sharing what people had recorded:

1. Timelines learned in PA course have improved project planning and timescales
2. H-diagrams very useful for evaluating & review – changes identified easily to take forward for action planning
3. Hearing opinions
4. Getting people involved in setting up and evaluating projects making it their project not mine
5. PA making volunteer meetings more interesting/more/better feedback
6. Using PA with my team – released energy, lots of laughs and a new focus
7. It involves everyone
8. Understanding how it works and how it can work in my work

## Evaluation

### ♦ Evaluating the integration of PA

A range of methods were used to encourage participants to reflect on their experiences of integrating PA in to their practice. This also introduced them to some more methods that can be used in a variety of situations including monitoring and evaluation.

### ◆ Continuum line

People were asked to reflect on how easy it had been to integrate PA approaches and methods into their work. Each person had a number and used this to record on the line from not easy to easy their response to the question. Then they reflected and recorded on:

Pink post-its ~ what's been easy

Blue post-its ~ what's not been easy

Yellow post-its ~ what needs to be changed to make it easier



### ◆ Evaluation matrix

After the sessions focusing on how they had been using PA since October and analysing their experiences the team then moved onto an evaluation matrix. This enabled them to evaluate their feelings and understanding about how they had been integrating their learning into their work since the PA workshop. Participants were asked to continue their reflection by focusing on the integration of the approach into their work situations

	Strongly agree	Agree	Disagree	Strongly disagree	No Answer
I can & have adapted the techniques to meet my own professional/personal objectives	√√√	√√√√	√		√
I am using PA in my place of work	√√√√√	√√√	√		
My work practice has changed as a result the PA training I undertook	√√√√	√√√		√	√
The organisation(s) I work for/with encourage me to use participatory approaches in my practice		√√√√√√	√	√	√

# ♦ Evaluation of the training and integration process

The group evaluated how useful the training process had been using an H diagram.

## H diagram for evaluating the participatory appraisal training process:

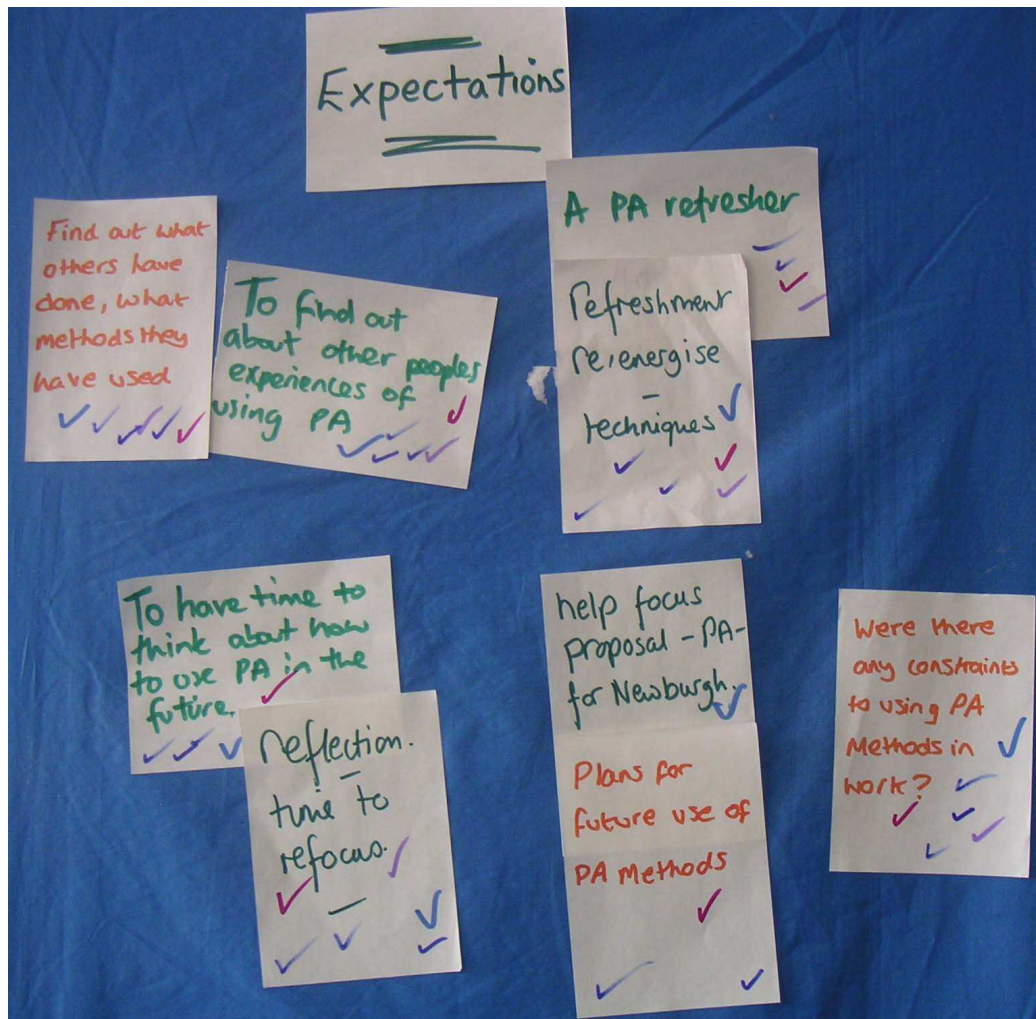
*“How useful has the SCDP PA training been professionally and personally?”*

What was not so useful?	What was useful?
<ul style="list-style-type: none"> <li>• Sometimes it takes a while to get the group to participate if they are unfamiliar with the technique</li> <li>• Need to use it more – practice</li> <li>• Need to use it more</li> <li>• Haven't used it enough!</li> </ul>	<ul style="list-style-type: none"> <li>• The fact that anyone can participate in a fun way. Everyone's opinions are relevant and useful. Have used PA instead of PowerPoint presentation – responses were very good</li> </ul>
<ul style="list-style-type: none"> <li>• Must use a range of methods</li> <li>• More confidence in using PA</li> <li>• A lot to remember</li> <li>• Would like to use throughout my work but is difficult due to the arrange of partnerships or organisations that I work with</li> <li>• Need to work with others more</li> </ul>	<ul style="list-style-type: none"> <li>• Has helped make meetings more fun</li> <li>• Has changed my way of thinking &amp; organising my work &amp; life to develop and progress</li> <li>• Enjoyed it, found it valuable and have used it</li> <li>• Made working with a range of people more interesting</li> <li>• Made planning easier</li> <li>• New ideas/ways of doing things</li> <li>• Good toolkit for community development in practice</li> <li>• Field work experience very helpful in building confidence in using methods</li> <li>• Has improved ways of getting feedback</li> <li>• Enjoyed course &amp; have used for team training</li> </ul>
<p><b>Ways of changing or improving my practice further</b></p>	
<ul style="list-style-type: none"> <li>• Be more realistic about the amount of time it takes. It's difficult to stop full-blown discussions about a subject.</li> <li>• Be more aware of the finer details e.g. remembering to ask participants to write 1 comment/post-it</li> <li>• Do more in meetings</li> <li>• Listen more than talk</li> <li>• Developing PA practices within partnerships etc that I am involved in</li> <li>• Use it more</li> <li>• Get more practice</li> <li>• Refresher training days and read over notes!</li> <li>• Do more in planning</li> <li>• Use it more!</li> <li>• More practice</li> <li>• Keep it in mind and use it</li> </ul>	



#### ♦ Evaluating the *Energiser Day*

The team then evaluated the day by looking at how their expectations had been met (see below) and how the objectives (see page 2) for the day had been met. Ticks were used to highlight the objectives which participants felt were met.

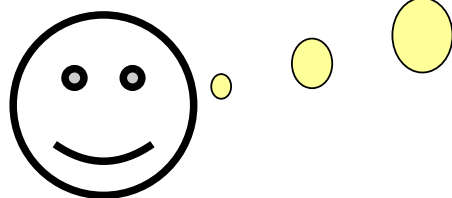


At the end the group evaluated the objectives for the day by agreeing a face ☺☹☹ to record their evaluation (see page 2).

Some people were unable to attend the day due to prior commitments, some were able to feedback through colleagues and one person forwarded comments – which are incorporated in this report and a copy of a report of a piece of work undertaken. This was shared with the participants.

#### **Additional comments which were shared on the day....**

I think it's a great technique for engaging people. Have used it on several occasions recently. Once as a presentation on a sticky wall to show how Food and Health Policy can have an impact on community food access. Used the community of Bridgend as an example and built up the picture and connections on a sticky wall. Have also used the technique with my steering group to start to figure out the future direction of the group (mapping and prioritisation).



## **Further reading**

Exploring, Identifying and tackling community food issues by Participatory Appraisal

A residential training course, New Lanark Mill Hotel 29 September – 3 October 2003. published by the Scottish Community Diet Project.

Exploring, identifying and tackling community food issues by Participatory Appraisal

Short report on the second residential training course held at New Lanark Mill Hotel, November 2004. published by the Scottish Community Diet Project.

Participatory workshops: a sourcebook of 21 sets of ideas and activities.

Robert Chambers, 2002 Earthscan Publications £8.95

[www.earthscan.co.uk](http://www.earthscan.co.uk)