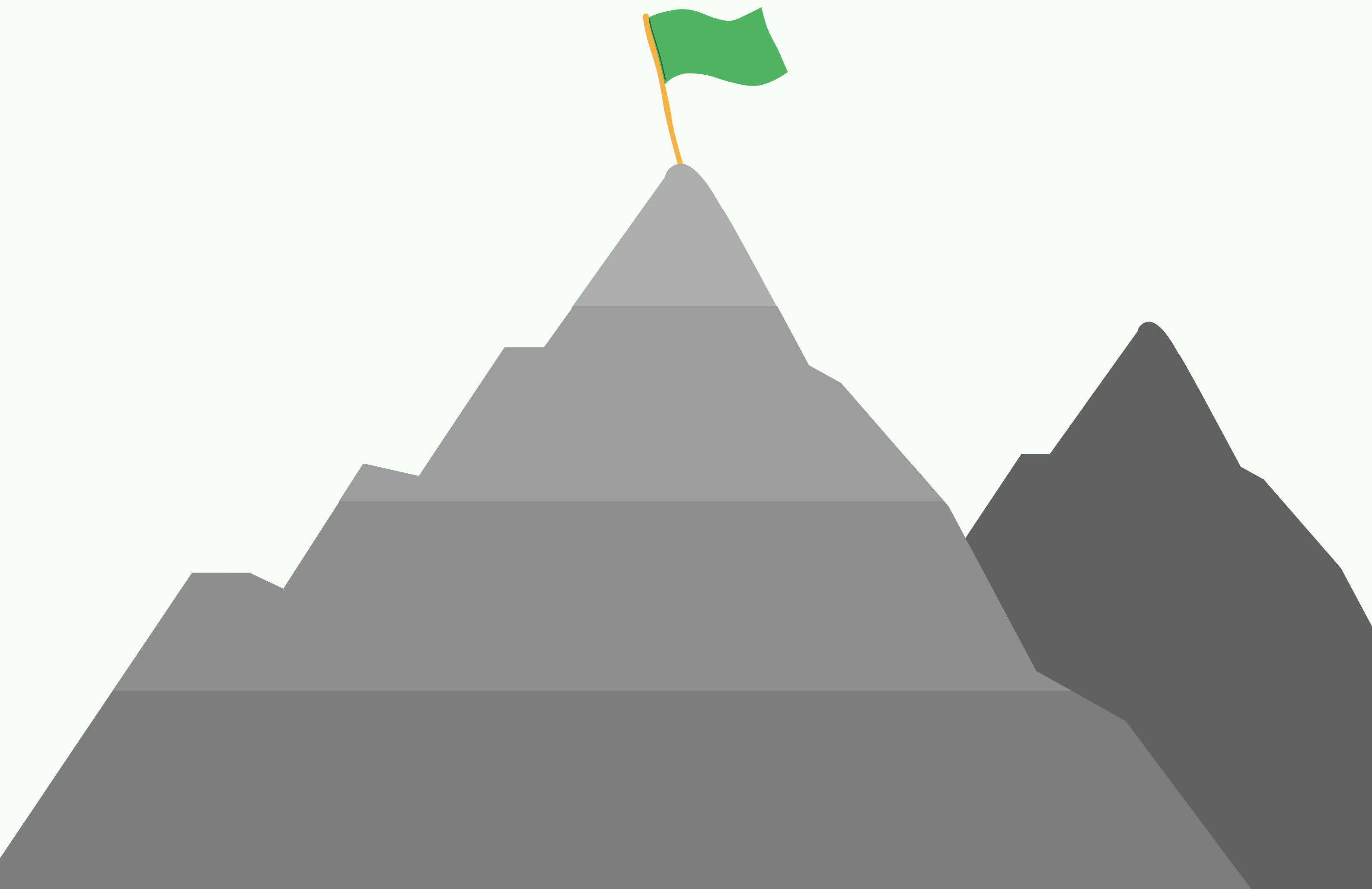




# ASSESSMENT OF LOCAL WELL-BEING AND NEED ENGAGEMENT TOOLKIT 1

## Citizen Priorities 2021

### Facilitators Guide





# ASSESSMENT OF LOCAL WELL-BEING AND NEED ENGAGEMENT TOOLKIT 1

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# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### INTRODUCTION

Whilst reflecting on the impact of the covid-19 pandemic across communities within Cwm Taf Morgannwg, the Regional Partnership Board (RPB) with the help of the Our Voice Matters project (an ICF funded project commissioned by the RPB) analysed data generated through citizen engagement activities both pre and during covid-19 lockdown periods. In September 2020, this analysis led to the identification of citizen priorities. Based on the data these priorities were then split into the below 5 group classifications:

- Children and Young People
- Older People
- People with Learning Disabilities
- People who access Mental Health services
- Parents and Unpaid Carers

However, for 2021 the hope is that priorities will be developed for as many other identifiable groups of residents across the region as possible.

Now, as work is being undertaken to produce a new round of assessments for both the Public Services Boards (PSBs) for Bridgend and Cwm Taf, as well as the RPB, namely the Assessment of Local Well-Being and Need, it was felt that these citizen priorities should be reviewed and expanded to provide a current picture of priorities that reflect the voice and experiences of residents across Cwm Taf Morgannwg.

This toolkit has been developed to assist partner organisations across the region to engage and involve the residents they work with to have a voice in the development of the assessments. Within the first section of this toolkit, a brief guide has been developed to help baseline priorities for other identifiable groups outside of the 5 listed above. This could include residents with sensory impairments, homeless residents, residents from the BAME community and residents who experience or are at risk of domestic violence. This is not an exhaustive list and priorities are welcomed from any identifiable group from the Cwm Taf Morgannwg region.

The remainder of the toolkit then develops the previously identified priorities for the 5 groups listed above. Under each of these groups, users of this toolkit will find a review of the 2020 citizen priorities alongside 3 suggested engagement activities. These activities can be used as they are or further developed by partner organisations to meet the specific needs of those they are engaging. Each section then concludes with an organisational mapping tool for organisations to indicate which of the priorities they are currently working towards and how.

The final section of the toolkit outlines how partner organisations can feedback information gathered, as well as how they and those they engage, can be informed of how the data is being used within the Assessment of Local Well-Being and Need, as well as future engagement opportunities and toolkits.



# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### BASELINING PRIORITIES FOR GROUPS NOT CURRENTLY REPRESENTED

The Assessment of Local Well-being and Need is designed with the focus to represent all residents across Cwm Taf Morgannwg. With this in mind, we recognise that the 5 identified priority groups the citizen priorities report focused on in 2020 are not fully representative of all groups across our communities. Therefore, as part of our work in 2021, we are inviting other identifiable groups to baseline their priorities for inclusion within the work associated with the Assessment of Local Well-Being and Need, as well as wider future engagement and decision making activities at both local and regional levels.

To identify priorities for a particular group of residents, it is important to create opportunities for them to share their stories and experiences in a broad non agenda-ed manner. This allows for the 'What Matters To Me' statement to be the primary focus of the conversation. Organisations facilitating the baselining of priorities are then encouraged to develop thematic groups from the stories and experiences captured within their engagement activities. This will then be used to build an overview of priorities to feedback for wider analysis against pre-existing data as well as priority baselines from other organisations/parts of the region. A set of regional citizen priorities can then be created for these groups. The Our Voice Matters project is able to offer a range of support and guidance to organisations baselining priorities.

In addition, stories, quotes, experiences and ideas are also welcomed to provide context to the priority baselines being submitted. These can be included in a range of formats depending on what suits the needs of the individuals or groups being engaged and the organisations engaging them.

Some common themes have been included within this pack to act as conversation starters /prompts if residents struggle to identify things that are important to them. These should be explored as broad headings in which to encourage residents to think about their lives and experiences. These common themes are not a tick list and therefore do not need to be explored or seen as important to everyone, equally the list is not exhaustive and residents may identify priorities outside of these themes.





# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### BASELINING PRIORITIES FOR GROUPS NOT CURRENTLY REPRESENTED

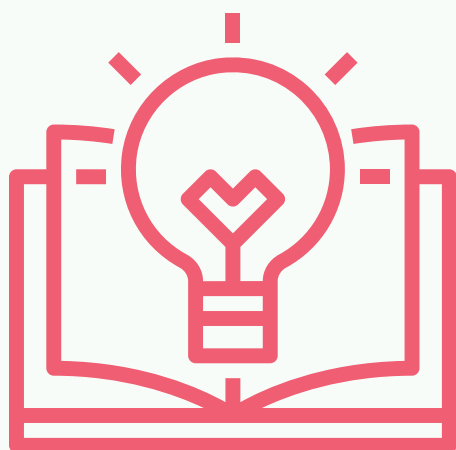


HOME

HEALTH



EMPLOYMENT



EDUCATION AND  
LEARNING

MY COMMUNITY

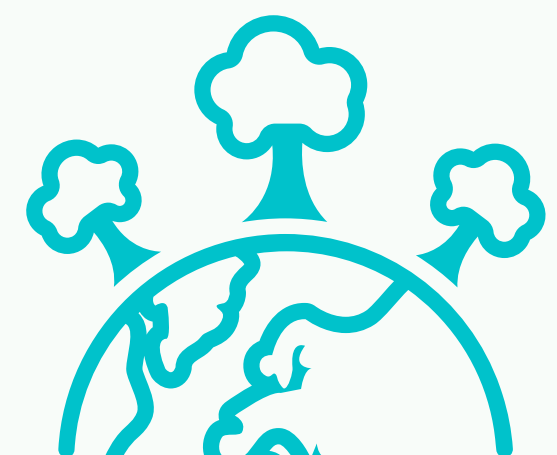


MENTAL HEALTH  
AND WELLBEING



HAVING A VOICE  
AND BEING VALUED

FRIENDSHIPS AND  
RELATIONSHIPS



THE ENVIRONMENT  
AND NATURAL  
GREEN SPACES

# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

# CHILDREN AND YOUNG PEOPLE





# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### CHILDREN AND YOUNG PEOPLE PRIORITIES 2020

#### RESILIENCE BUILDING/ MENTAL HEALTH AND WELLBEING

- tackling bullying by increasing respect for others and strengthening friendships and peer support networks
- targeted support to overcome fear and anxiety associated with Covid-19 and lockdown
- improved access to counselling services and mental health support
- more confidence building activities to help increase self-esteem and worth



#### COMMUNITY INTEGRATION AND SAFE PLACES

- more opportunities to play an active role in their communities
- development of designated safe places for children and young people
- more opportunities for the community to come together and take care of one another

#### ASPIRATIONS, CAREERS AND OPPORTUNITIES

- more/new opportunities to help them identify their skills and talents
- more opportunities to try new things
- support to achieve their dreams



#### COMMUNICATION AND INFORMATION SHARING

- better access to accurate and reliable information
- improved internet infrastructure and access to technology
- more work to protect people online and tech people online safety

# ASSESSMENT OF LOCAL WELL-BEING AND NEED

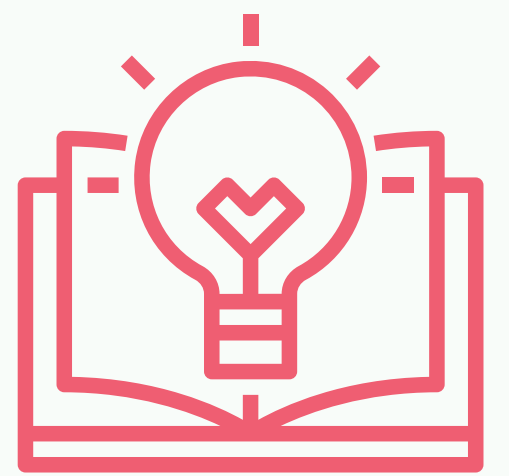
## ENGAGEMENT TOOLKIT 1

### CHILDREN AND YOUNG PEOPLE PRIORITIES 2020



#### EDUCATION AND LIFE SKILLS

- more mental health and well-being support in school
- the issue of bullying, especially in schools and education settings to be resolved
- more opportunity for life skills learning to equip children and young people better for the future
- more opportunity to try new things



#### FRIENDSHIPS AND PEER SUPPORT

- more support to make, sustain and strengthen friendships
- opportunities to build better peer support networks

#### YOUTH VOICE - WE WANT TO BE HEARD!

- to be fully involved, and seen as equal and valued contributors to decision making processes
- to be informed of the progress of consultations and decisions that they are part of
- provided clear and understandable justification when things cannot be done in the way they would like







# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### ACTIVITY 1: MEANING BEHIND THE PRIORITY

We know that the way in which residents interpret each of the priority headings will be different. This will be based on their previous individualised experiences and knowledge of/with the priority. To help us ensure we understand what residents mean through the information they share with us, it is important for us to give room to residents to describe the priorities in their own way, and through their own experiences. This first activity in the toolkit is designed to give residents the freedom to do this effectively on both an individual and group basis through word association and storytelling techniques.

#### WORD ASSOCIATION: INDIVIDUAL BASIS

Some of our interactions with residents will be on an individual basis. Equally, some residents may prefer to complete this activity on an individual basis within a group context. Therefore the following option has been developed to ensure that the activity is as accessible as possible to those who want to be involved.

#### METHOD

1. create a series of spider diagrams with each of the 2020 citizen priorities for children and young people at the centre (see 1A for reference)
2. ask residents what thoughts and emotions come into their heads when they hear each of the priorities (NB: you may also want to condense each priority into a single word or smaller phrase depending on the individual you are working with)
3. give residents a maximum of 2 minutes to write down or say everything that comes to mind when they hear that word/phrase/priority
4. once completed ask residents to reflect on the words they have chosen, and to identify 3 words they feel best describes the word/phrase/priority based on their experiences, knowledge, opinions and ideas (see 1B for reference)
5. taking each of these 3 identified words, expand on their reasoning by asking residents to develop a sentence/story that showcases why they chose those words/decided those words were the most important
6. encourage residents throughout to expand and share all information they want to regarding the word/phrase/priority - allow plenty of time

# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### ACTIVITY 1: MEANING BEHIND THE PRIORITY



#### WORD ASSOCIATION: INDIVIDUAL BASIS ACTIVITY EXAMPLES

1A



1B

depression

when i was 16 i was diagnosed with depression. it was horrible, i felt so alone and like no one understood what i was going through, they thought i was just being lazy

scared

having depression made me feel scared, like i wasn't in control of my own mind

painting

i used painting and art as a way to help me feel normal, it let me escape so i could feel like me again and gave me a way to get all the stuff going on in my head out





# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### ACTIVITY 1: MEANING BEHIND THE PRIORITY

#### WORD ASSOCIATION: GROUP BASIS

Some of our interactions with residents will be in a group. Working in a group can be a good way to expand meaning and develop ideas. In this context the group basis will provide a safe space where residents can discuss ideas and thoughts and build collective understanding and agreement through reasoning and negotiation. To make this process as effective as possible, this activity has been adapted to work in a group context, providing space for discussion.

#### METHOD

1. create a series of spider diagrams with each of the 2020 citizen priorities for children and young people at the centre (see 1A for reference)
2. ask groups of residents to discuss what thoughts and emotions come into their heads when they hear each of the priorities, and to populate the spider diagram collectively
3. give groups a maximum of 10 minutes to complete this
4. once completed ask each group to reflect on the words they have chosen, and for every group member to identify 3 words they personally feel best describes the word/phrase/priority based on their experiences, knowledge, opinions and ideas
5. ask individual residents to write down their 3 words on 3 separate pieces of paper/sticky notes (see 1C for reference)
6. ask residents to then form pairs and to discuss each of the 3 words they have chosen - give pairs a maximum of 6 minutes to do this
7. ask the pairs to then decide and write down (on new pieces of paper) their top 2 words from the collective 6 they discussed - the 6 original pieces of paper to be collected/recorded by the activity facilitator
8. ask each pair to join another pair to form a quad, and to discuss each of the 2 words each pair had chosen - give quads a maximum of 4 minutes to do this
9. ask each quad to then decide and write down their top word from the collective 4 they discussed (the 4 words to be collected/recorded by the activity facilitator)
10. each quad to present their chosen top word to the other quads providing justification of why that word was chosen



# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### ACTIVITY 1: MEANING BEHIND THE PRIORITY



#### WORD ASSOCIATION: GROUP BASIS ACTIVITY EXAMPLES

1C

INDIVIDUAL  
3 WORDS



PAIRS  
2 WORDS



QUADS  
1 WORD





# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### ACTIVITY 2: RANKING THE PRIORITIES

To help us understand what matters most to residents across the region, and what will have the biggest impact or benefit as we develop and design future services, it is important that we provide an opportunity for people to rank the priorities based on their individual experiences and needs. When ranking the priorities there are no right or wrong answers, just personal opinion and perspective, however opportunity to expand and explore reasoning can also be a powerful tool, and will help us to understand the context of what this data is telling us.

#### METHOD

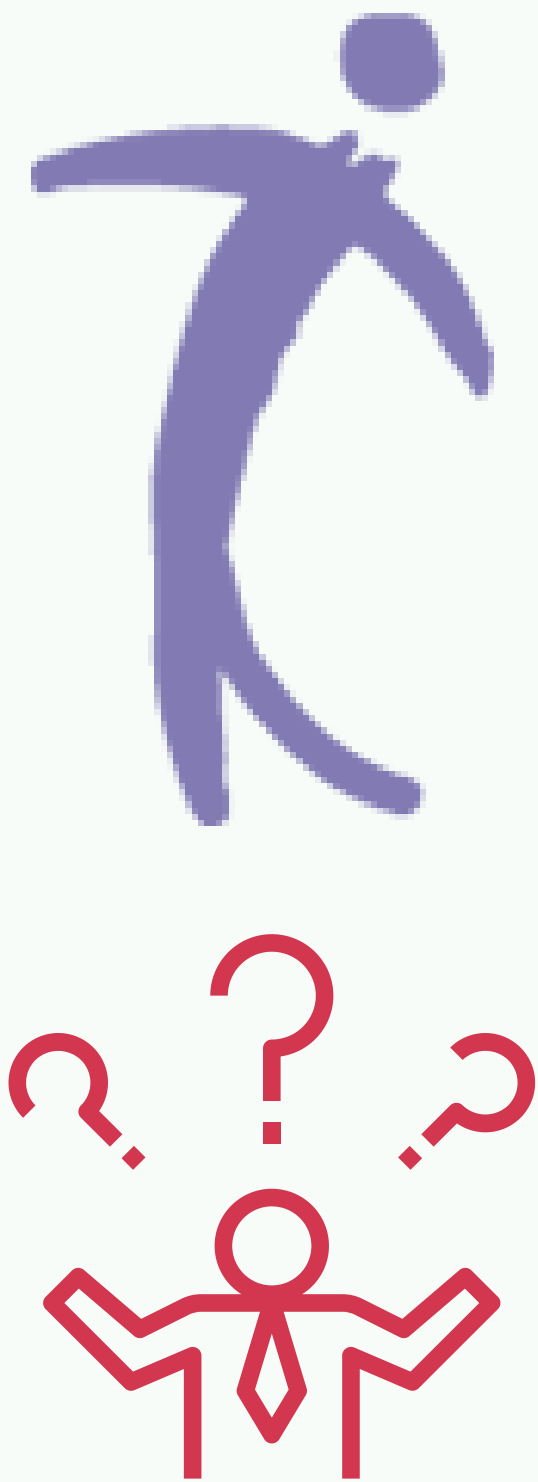
1. before the existing priorities for children and young people are ranked in order of importance, ask residents to consider if there are any missing priorities that they would like to see included. Encourage residents to reflect on their personal experiences to see if the things that matter to them are covered by the existing priorities, and if not to expand and develop additional priorities – any new priorities can then be ranked against the existing priorities by being added to the grid in worksheet 2A
2. using worksheet 2A, ask residents to complete the grid to rank the priorities from most important to least important by measuring the amount of resource they feel that priority should be given. Therefore, the priority of most importance should be allocated the most resources, if there are 7 priorities, then the most important should be given 7 points, the next 6 points and so on until the least important priority is awarded 1 point. Ranking the priorities in this manner will help us to analyse collective level of importance once all data is submitted. Although it may be difficult in some cases, please encourage residents to only use each level of resource (number) once so that we have a clear picture of their priority order. If after discussion they find it impossible to separate one or more priorities then they may place them as equal
3. Once identified complete the priority mountain (worksheet 2B) for the top or most important priority. This will help identify the detail of why that priority has been ranked as most important, as well as generating clear priority focus points and potential solutions moving forward. This activity only needs to be completed for the top priority area unless residents would like to explore and breakdown other or additional priorities using this format

# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### ACTIVITY 2: RANKING THE PRIORITIES

- 2A**
- Reflect on the 2020 priorities for children and young people - do they represent everything that is important to you?
  - If the priorities don't fully represent everything that is important to you, please feel free to create your own additional priorities and add them to the bottom of the grid below. If you would like to provide extra detail about your additional priorities you can use the priority mountain in worksheet 2B to provide this detail



PRIORITY	RESOURCE ALLOCATION
RESILIENCE BUILDING/ MENTAL HEALTH AND WELLBEING	<div></div>
COMMUNITY INTEGRATION AND SAFE PLACES	<div></div>
ASPIRATIONS, CAREERS AND OPPORTUNITIES	<div></div>
COMMUNICATION AND INFORMATION SHARING	<div></div>
EDUCATION AND LIFE SKILLS	<div></div>
FRIENDSHIPS AND PEER SUPPORT	<div></div>
YOUTH VOICE - WE WANT TO BE HEARD!	<div></div>
	<div></div>
	<div></div>
	<div></div>







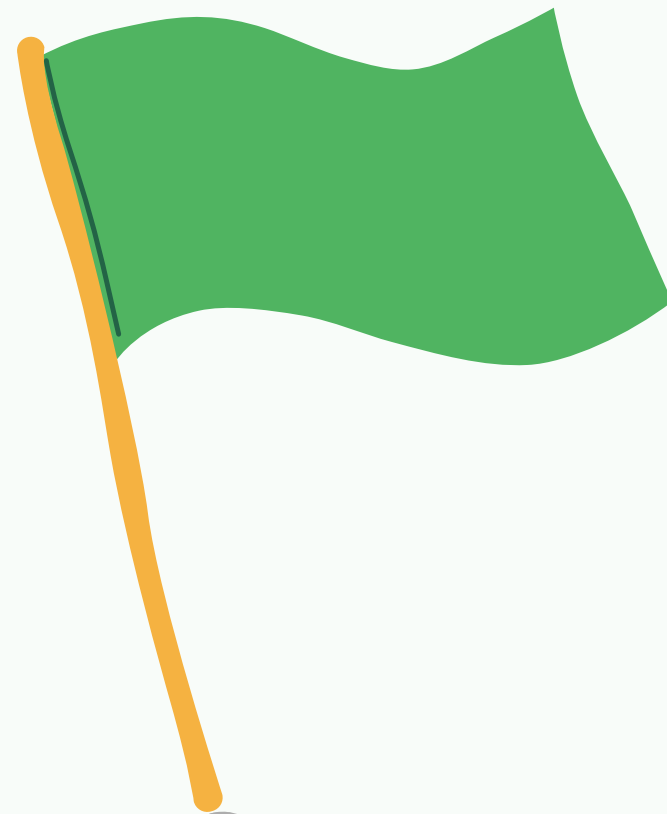
# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### ACTIVITY 2: RANKING THE PRIORITIES

#### 2B

- Use the priority mountain flag to tell us what was your top priority
- underneath the flag outline 4 things (one for each level of the mountain) that you would like to see changed or improved within your top priority area



# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### ACTIVITY 3: 1 POSITIVE CHANGE



When thinking about the future of our services it is important to understand what ideas and solutions those who use/access them have to improve services in a way that meets their personal needs as well as the needs of their peers. This activity is designed to allow residents to suggest one positive change they would make if they had access to an unlimited pot of money/resources. It may not always be possible to implement the changes that are suggested, however, by knowing and understanding the changes that residents would make if they could, it allows us to start exploring the realms of what is possible and being much more solutions and improvement focused in a way that is meaningful.

#### METHOD



1. ask residents to outline one thing they would change if they could: the 'what'.  
This could be something personal, or something more general linked to society or services. There is no right or wrong answer, and residents should be encouraged to be as creative as they want when providing their answer.
2. once the change has been identified, ask residents to think about and develop the steps/actions that may need to be undertaken to see that change become a reality: the 'how'
3. residents may also want to consider 'who' needs to be involved to make that change happen
4. finally ask residents to consider the 'why' or 'what for' behind the change. What impact do they hope that change will have
5. use the template in worksheet 3A to record these details.

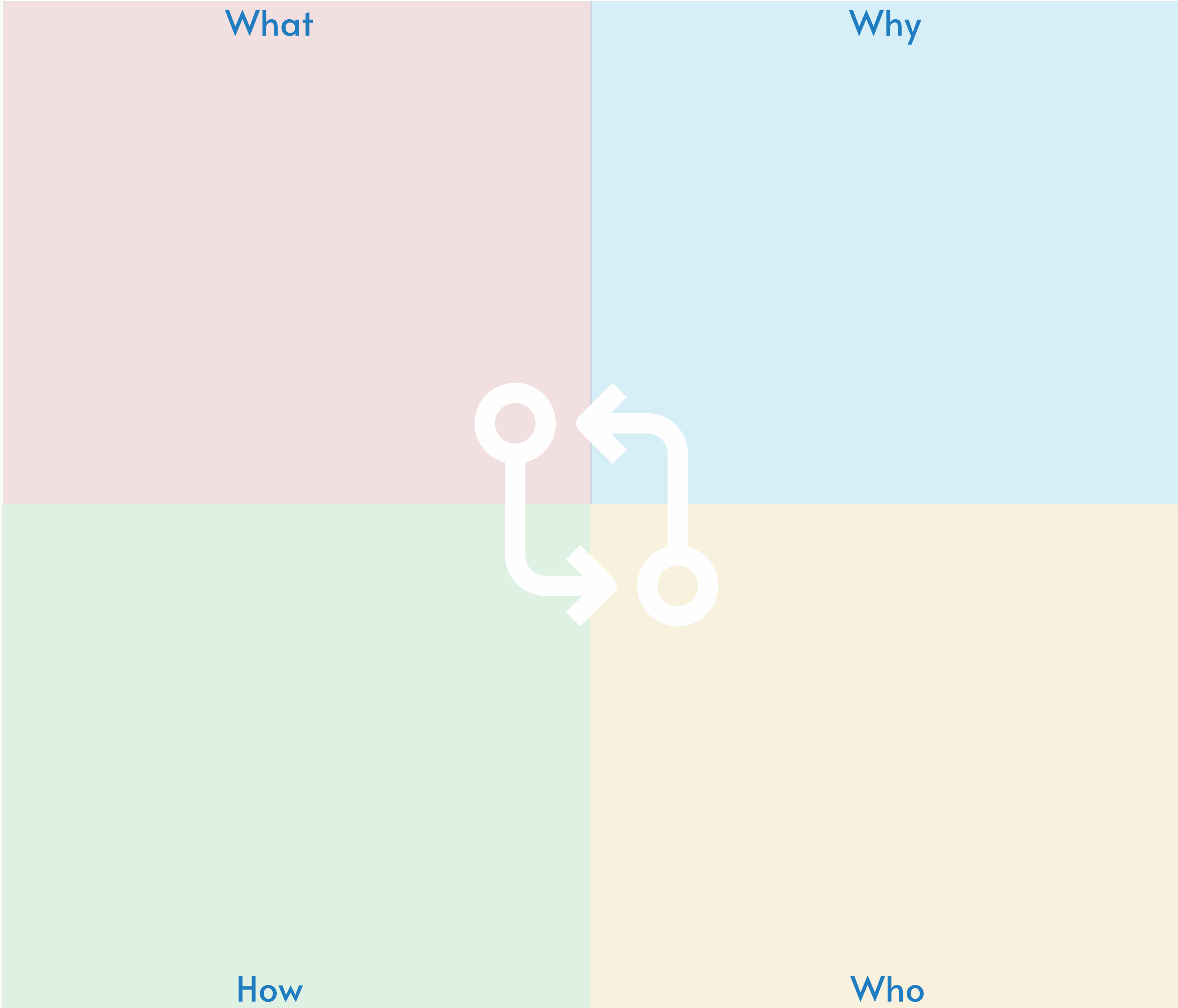


# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### ACTIVITY 3: 1 POSITIVE CHANGE

3A





# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### CITIZEN PRIORITIES MAPPING - ORGANISATIONS



To help us understand what work is currently being undertaken across Cwm Taf Morgannwg to meet the priorities for children and young people, we invite organisations to complete the following questions. Your answers will help us to identify gaps in provision and opportunities for future collaborative working.

Organisation: .....

Project Name (if applicable): .....

Geographical Area Covered: ☐ Regional ☐ Bridgend ☐ Merthyr Tydfil ☐ R.C.T

Funding Source (if applicable): .....

Which of the below identified priorities for children and young people does the work you do impact?

RESILIENCE BUILDING/ MENTAL HEALTH AND WELLBEING	<input type="checkbox"/>
COMMUNITY INTEGRATION AND SAFE PLACES	<input type="checkbox"/>
ASPIRATIONS, CAREERS AND OPPORTUNITIES	<input type="checkbox"/>
COMMUNICATION AND INFORMATION SHARING	<input type="checkbox"/>
EDUCATION AND LIFE SKILLS	<input type="checkbox"/>
FRIENDSHIPS AND PEER SUPPORT	<input type="checkbox"/>
YOUTH VOICE - WE WANT TO BE HEARD!	<input type="checkbox"/>

Describe how you are working towards these priorities:

.....

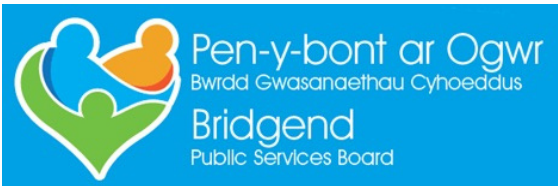
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# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### OLDER PEOPLE





# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### OLDER PEOPLE PRIORITIES 2020

#### MENTAL HEALTH AND WELLBEING

- more programmes that help older people enjoy life and support them to overcome barriers and issues they may be facing
- more opportunities to discover and try new things and meet new people
- more opportunities to build peer and professional support systems



#### REDUCING LONELINESS AND ISOLATION



- an increase in telephone and face-to-face befriending services as a source of support and access to appropriate information, help and guidance
- development of digital inclusion projects that support and train older people to get connected online and how to keep themselves protected/safe online
- development of community and neighbourhood support to allow older people to feel confident in, and part of their local communities
- identify and protect safe places for older people within the community where they can go for assistance if needed

#### COMMUNICATION AND INFORMATION SHARING

- relevant and reliable information to be shared by post
- engagement activities via post and telephone services
- more options and greater support from health care service, so they can access the health care and medications they need without the fear and anxiety of having to use online systems





# ASSESSMENT OF LOCAL WELL-BEING AND NEED

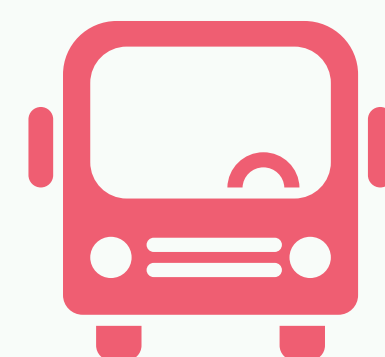
## ENGAGEMENT TOOLKIT 1

### OLDER PEOPLE PRIORITIES 2020



#### TRANSPORT

- review of bus and train timetables across the region to provide more flexibility in attending appointments and social activities
- projects putting on activities for older people to attend to consider public transport accessibility/capabilities within their planning (where is the nearest bus stop, arrival and departure times of public transport etc)



#### FEELING FORGOTTEN



- more opportunities for older people to feel useful in and to their local communities
- more opportunities to participate in community activities and engage in intergenerational projects with younger generations.
- development of a mentoring programme to help young professionals in a similar career to the one an older person had retired from



# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### ACTIVITY 1: MEANING BEHIND THE PRIORITY

We know that the way in which residents interpret each of the priority headings will be different. This will be based on their previous individualised experiences and knowledge of/with the priority. To help us ensure we understand what residents mean through the information they share with us, it is important for us to give room to residents to describe the priorities in their own way, and through their own experiences. This first activity in the toolkit is designed to give residents the freedom to do this effectively on both an individual and group basis through word association and storytelling techniques.

#### WORD ASSOCIATION: INDIVIDUAL BASIS

Some of our interactions with residents will be on an individual basis. Equally, some residents may prefer to complete this activity on an individual basis within a group context. Therefore the following option has been developed to ensure that the activity is as accessible as possible to those who want to be involved.

#### METHOD

1. create a series of spider diagrams with each of the 2020 citizen priorities for older people at the centre (see 1A for reference)
2. ask residents what thoughts and emotions come into their heads when they hear each of the priorities (NB: you may also want to condense each priority into a single word or smaller phrase depending on the individual you are working with)
3. give residents a maximum of 2 minutes to write down or say everything that comes to mind when they hear that word/phrase/priority
4. once completed ask residents to reflect on the words they have chosen, and to identify 3 words they feel best describes the word/phrase/priority based on their experiences, knowledge, opinions and ideas (see 1B for reference)
5. taking each of these 3 identified words, expand on their reasoning by asking residents to develop a sentence/story that showcases why they chose those words/decided those words were the most important
6. encourage residents throughout to expand and share all information they want to regarding the word/phrase/priority – allow plenty of time

# ASSESSMENT OF LOCAL WELL-BEING AND NEED

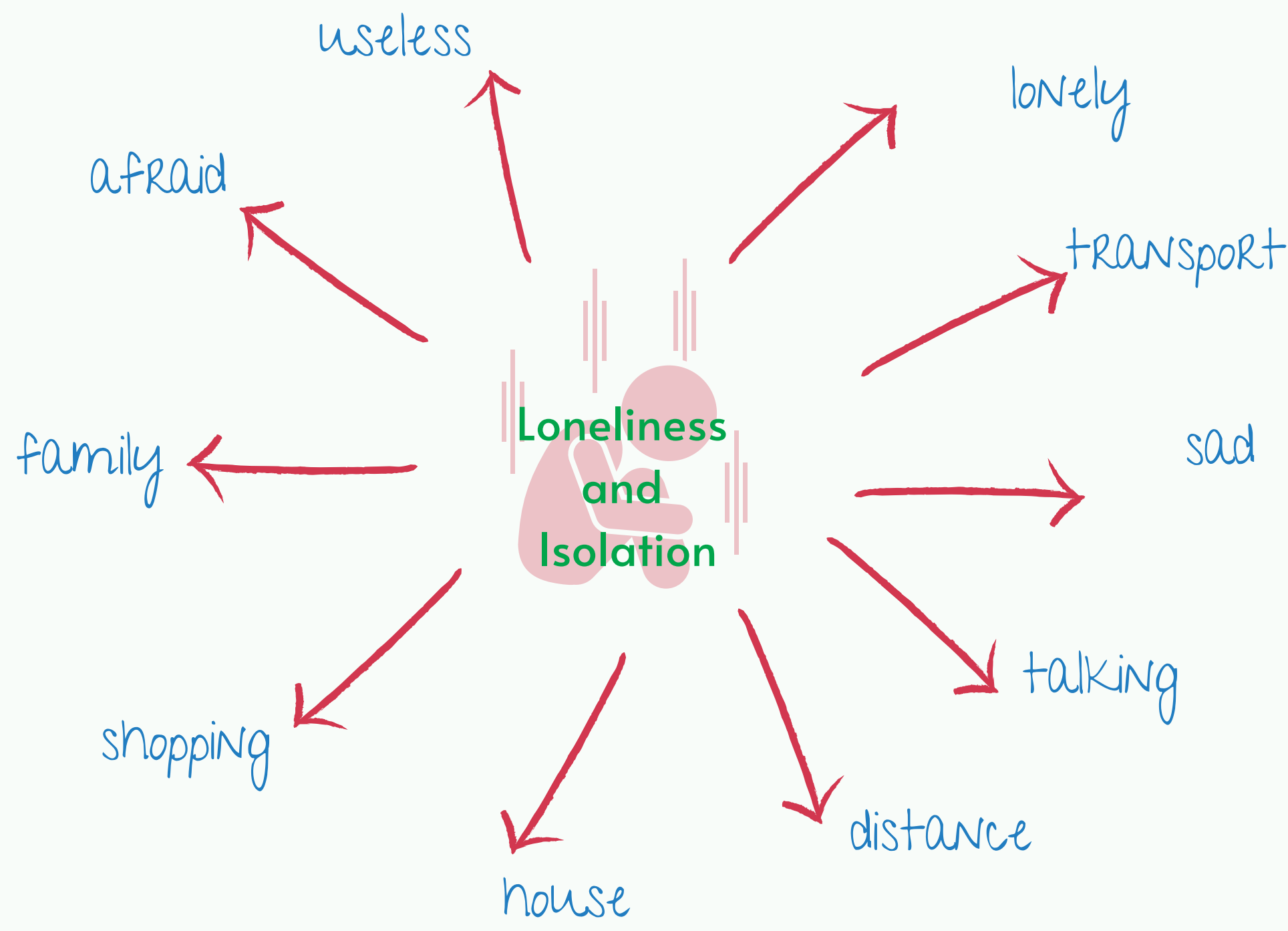
## ENGAGEMENT TOOLKIT 1

### ACTIVITY 1: MEANING BEHIND THE PRIORITY



#### WORD ASSOCIATION: INDIVIDUAL BASIS ACTIVITY EXAMPLES

1A



1B

transport

when my husband was alive we used to go places and do lots of things, but since he passed i have lost all my confidence and having to wait out in the rain, sometimes for a long-time for a bus is really difficult. we need to find better transport links to help people get out and about comfortably without fear

lonely

i don't get to see many people, and i am often just stuck in the house on my own. i sometimes get a taxi to take me shopping just to have someone to talk to on the ride there and back. i can go days without talking to or seeing anyone

useless

i often feel fed up and useless, like whats the point, every day is the same. i have nothing to look forward to and it really gets me down. i need to find a purpose





# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### ACTIVITY 1: MEANING BEHIND THE PRIORITY

#### WORD ASSOCIATION: GROUP BASIS

Some of our interactions with residents will be in a group. Working in a group can be a good way to expand meaning and develop ideas. In this context the group basis will provide a safe space where residents can discuss ideas and thoughts and build collective understanding and agreement through reasoning and negotiation. To make this process as effective as possible, this activity has been adapted to work in a group context, providing space for discussion.

#### METHOD

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2. ask groups of residents to discuss what thoughts and emotions come into their heads when they hear each of the priorities, and to populate the spider diagram collectively
3. give groups a maximum of 10 minutes to complete this
4. once completed ask each group to reflect on the words they have chosen, and for every group member to identify 3 words they personally feel best describes the word/phrase/priority based on their experiences, knowledge, opinions and ideas
5. ask individual residents to write down their 3 words on 3 separate pieces of paper/sticky notes (see 1C for reference)
6. ask residents to then form pairs and to discuss each of the 3 words they have chosen - give pairs a maximum of 6 minutes to do this
7. ask the pairs to then decide and write down (on new pieces of paper) their top 2 words from the collective 6 they discussed - the 6 original pieces of paper to be collected/recorded by the activity facilitator
8. ask each pair to join another pair to form a quad, and to discuss each of the 2 words each pair had chosen - give quads a maximum of 4 minutes to do this
9. ask each quad to then decide and write down their top word from the collective 4 they discussed (the 4 words to be collected/recorded by the activity facilitator)
10. each quad to present their chosen top word to the other quads providing justification of why that word was chosen

# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### ACTIVITY 1: MEANING BEHIND THE PRIORITY



#### WORD ASSOCIATION: GROUP BASIS ACTIVITY EXAMPLES

1C

INDIVIDUAL  
3 WORDS



PAIRS  
2 WORDS



QUADS  
1 WORD







# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### ACTIVITY 2: RANKING THE PRIORITIES

To help us understand what matters most to residents across the region, and what will have the biggest impact or benefit as we develop and design future services, it is important that we provide an opportunity for people to rank the priorities based on their individual experiences and needs. When ranking the priorities there are no right or wrong answers, just personal opinion and perspective, however opportunity to expand and explore reasoning can also be a powerful tool, and will help us to understand the context of what this data is telling us.

#### METHOD

1. before the existing priorities for older people are ranked in order of importance, ask residents to consider if there are any missing priorities that they would like to see included. Encourage residents to reflect on their personal experiences to see if the things that matter to them are covered by the existing priorities, and if not to expand and develop additional priorities - any new priorities can then be ranked against the existing priorities by being added to the grid in worksheet 2A
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# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### ACTIVITY 2: RANKING THE PRIORITIES

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PRIORITY	RESOURCE ALLOCATION
MENTAL HEALTH AND WELLBEING	<div></div>
REDUCING LONELINESS AND ISOLATION	<div></div>
COMMUNICATION AND INFORMATION SHARING	<div></div>
TRANSPORT	<div></div>
FEELING FORGOTTEN	<div></div>
	<div></div>
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	<div></div>
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	<div></div>





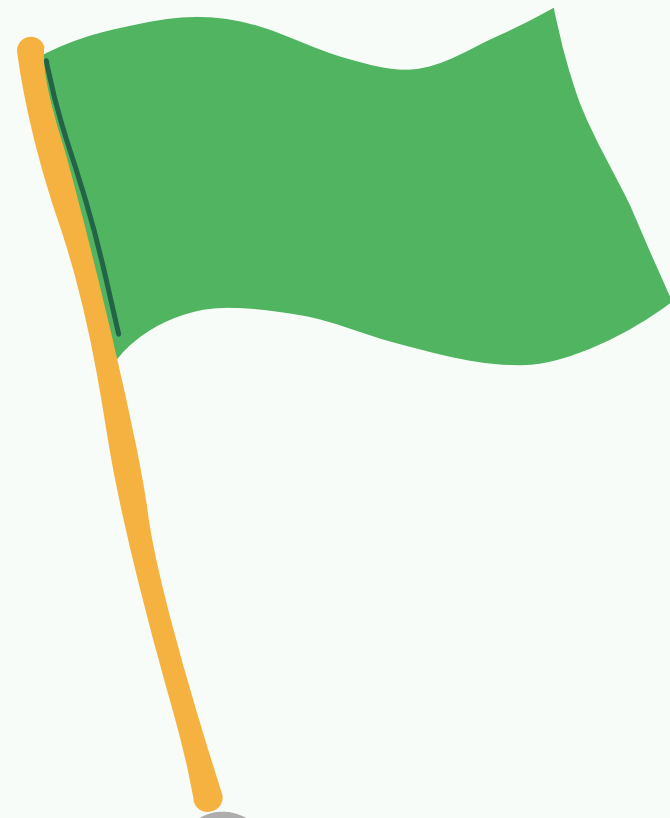
# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### ACTIVITY 2: RANKING THE PRIORITIES

2B

- Use the priority mountain flag to tell us what was your top priority
- underneath the flag outline 4 things (one for each level of the mountain) that you would like to see changed or improved within your top priority area



# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### ACTIVITY 3: 1 POSITIVE CHANGE



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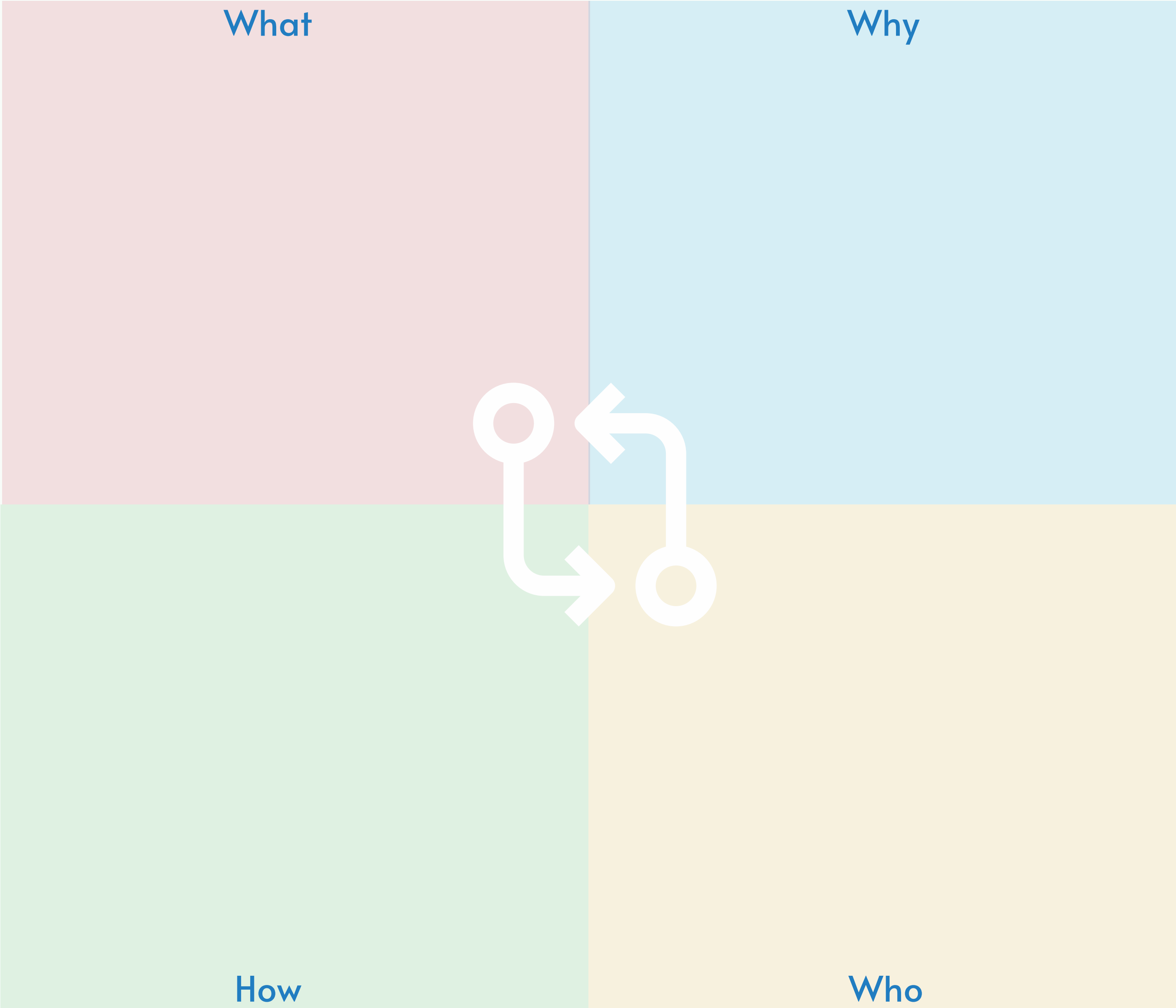


3A

# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### ACTIVITY 3: 1 POSITIVE CHANGE



# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1



### CITIZEN PRIORITIES MAPPING - ORGANISATIONS

To help us understand what work is currently being undertaken across Cwm Taf Morgannwg to meet the priorities for older people, we invite organisations to complete the following questions. Your answers will help us to identify gaps in provision and opportunities for future collaborative working.

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Project Name (if applicable): .....

Geographical Area Covered: 

Regional

Bridgend

Merthyr Tydfil

R.C.T

Funding Source (if applicable): .....

Which of the below identified priorities for older people does the work you do impact?

- MENTAL HEALTH AND WELLBEING
- REDUCING LONELINESS AND ISOLATION
- COMMUNICATION AND INFORMATION SHARING
- TRANSPORT
- FEELING FORGOTTEN

Describe how you are working towards these priorities:

.....

.....

.....

.....

.....

.....

# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### LEARNING DISABILITIES







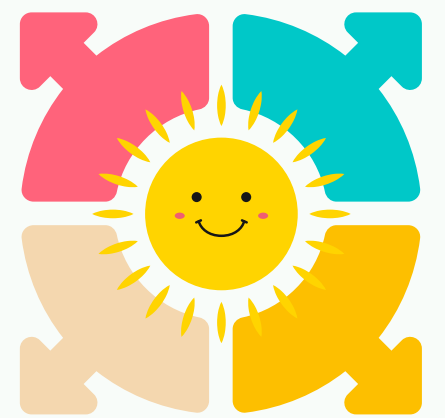
# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### LEARNING DISABILITY PRIORITIES 2020

#### DAYTIME OPPORTUNITIES REFORM: MY DAY MY WAY

- more opportunities and personal choice/preference regarding the daytime opportunities they engage in
- create more opportunities for people with a learning disability to gain paid employment, undertake volunteering activities, and attend education options that help them to integrate into the community
- more opportunities for social activities that help reduce loneliness and isolation



#### COMMUNITY INTEGRATION AND SAFE PLACES



- more opportunities to do things and be seen within the community
- more/new community-based daytime opportunities
- introduction of a regional Safe Places scheme to help them feel more confident and comfortable within their community, and where they can go to get help if needed

#### SUPPORTED AND INDEPENDENT LIVING GUIDELINES

- review of current supported and independent living guidelines to allow/promote individualised risk assessments and care plans for tenants
- more opportunities to be involved in the risk assessment and care plan process and to have more voice, choice and control over their lives



#### COMMUNICATION AND INFORMATION SHARING



- more Easy Read and accessible information made available in a timely manner
- information about where they can go to get reliable information
- more opportunities to be included in decisions that affect them
- identification of a standardised suitable virtual communication platform that meets their needs

# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### LEARNING DISABILITY PRIORITIES 2020



#### TRANSPORT

- review of public transport timetables to provide greater flexibility to attend appointments and activities between 8am - 6pm
- conversion of public transport timetables into an Easy Read format, using visual aids to help them understand the prescribed time
- public transport staff and drivers to undertake learning disability awareness training to them understand how to support people with a learning disability who use their services better
- more travel training and travel support being offered



#### FRIENDSHIPS AND PEER SUPPORT



- opportunities and skills to make 'real' friends who can be there for them in hard times
- continue/expand opportunities to connect with and meet new people safely, both virtually and in real life
- more opportunities to participate in leisure activities without restrictions such as strict bedtimes and staff schedules

#### ADVOCACY, RIGHTS AND EQUALITY

- development and implementation of a co-produced regional learning disability charter that helps them have a voice
- development of a regional Self Advocacy Strategy
- more opportunities for people with a learning disability to have voice, choice and control: "nothing about us, without us"
- delivery of Disability Equality Awareness Training to a range of community members







# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### ACTIVITY 1: MEANING BEHIND THE PRIORITY

We know that the way in which residents interpret each of the priority headings will be different. This will be based on their previous individualised experiences and knowledge of/with the priority. To help us ensure we understand what residents mean through the information they share with us, it is important for us to give room to residents to describe the priorities in their own way, and through their own experiences. This first activity in the toolkit is designed to give residents the freedom to do this effectively on both an individual and group basis through word association and storytelling techniques.

#### WORD ASSOCIATION: INDIVIDUAL BASIS

Some of our interactions with residents will be on an individual basis. Equally, some residents may prefer to complete this activity on an individual basis within a group context. Therefore the following option has been developed to ensure that the activity is as accessible as possible to those who want to be involved.

#### METHOD

1. create a series of spider diagrams with each of the 2020 citizen priorities for learning disabilities at the centre (see 1A for reference)
2. ask residents what thoughts and emotions come into their heads when they hear each of the priorities (NB: you may also want to condense each priority into a single word or smaller phrase depending on the individual you are working with)
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4. once completed ask residents to reflect on the words they have chosen, and to identify 3 words they feel best describes the word/phrase/priority based on their experiences, knowledge, opinions and ideas (see 1B for reference)
5. taking each of these 3 identified words, expand on their reasoning by asking residents to develop a sentence/story that showcases why they chose those words/decided those words were the most important
6. encourage residents throughout to expand and share all information they want to regarding the word/phrase/priority - allow plenty of time



# ASSESSMENT OF LOCAL WELL-BEING AND NEED

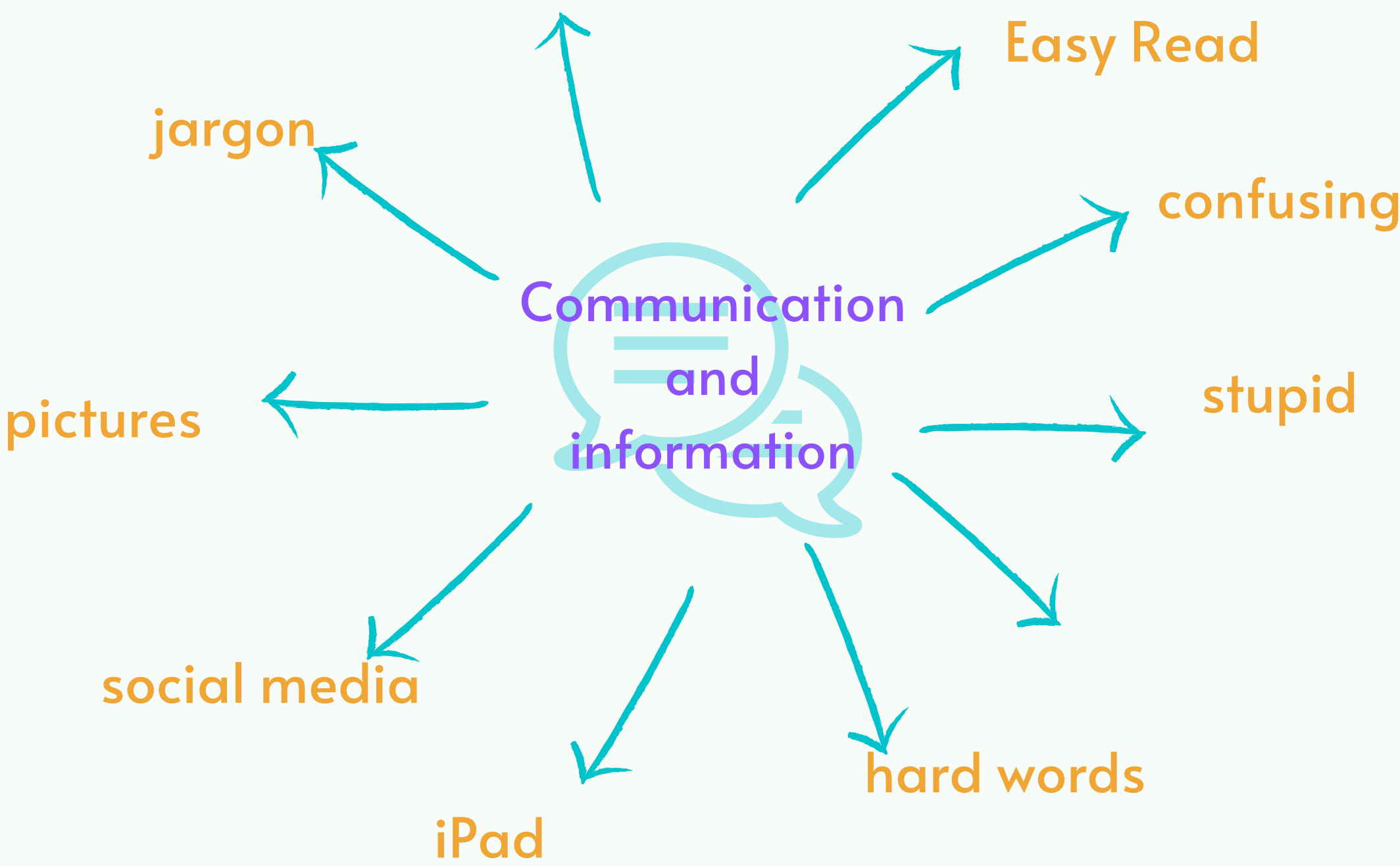
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### ACTIVITY 1: MEANING BEHIND THE PRIORITY



#### WHAT IT MIGHT LOOK LIKE

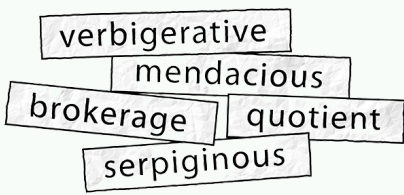
1A



1B

#### jargon

when I am in meetings and people use jargon or hard words that I don't know it makes me feel stupid and like I can't join in because I don't know what is being said



#### iPad

having an iPad has really been good because I can join in with things and get the information I need. I can also talk to my friends when we are not allowed to leave the house because of coronavirus



#### easy read

it makes me feel good when I see things in Easy Read and when people use pictures to help me understand. I feel like I know what is going on and I can take part





# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### ACTIVITY 1: MEANING BEHIND THE PRIORITY

#### WORD ASSOCIATION: GROUP BASIS

Some of our interactions with residents will be in a group. Working in a group can be a good way to expand meaning and develop ideas. In this context the group basis will provide a safe space where residents can discuss ideas and thoughts and build collective understanding and agreement through reasoning and negotiation. To make this process as effective as possible, this activity has been adapted to work in a group context, providing space for discussion.

#### METHOD

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2. ask groups of residents to discuss what thoughts and emotions come into their heads when they hear each of the priorities, and to populate the spider diagram collectively
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# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

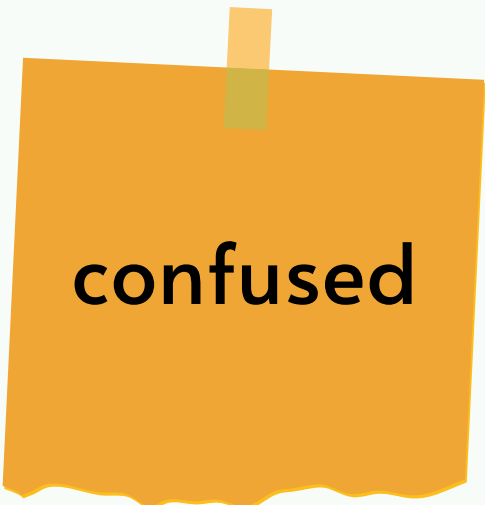
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#### WORD ASSOCIATION: GROUP BASIS ACTIVITY EXAMPLES

1C

INDIVIDUAL  
3 WORDS



PAIRS  
2 WORDS



QUADS  
1 WORD







# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### ACTIVITY 2: RANKING THE PRIORITIES

To help us understand what matters most to residents across the region, and what will have the biggest impact or benefit as we develop and design future services, it is important that we provide an opportunity for people to rank the priorities based on their individual experiences and needs. When ranking the priorities there are no right or wrong answers, just personal opinion and perspective, however opportunity to expand and explore reasoning can also be a powerful tool, and will help us to understand the context of what this data is telling us.

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#### PRIORITY

#### RESOURCE ALLOCATION

**DAYTIME OPPORTUNITIES REFORM:  
MY DAY MY WAY**

**COMMUNITY INTEGRATION AND SAFE  
PLACES**

**SUPPORTED AND INDEPENDENT LIVING  
GUIDELINES**

**COMMUNICATION AND INFORMATION  
SHARING**

**TRANSPORT**

**FRIENDSHIPS AND PEER SUPPORT**

**ADVOCACY, RIGHTS AND EQUALITY**





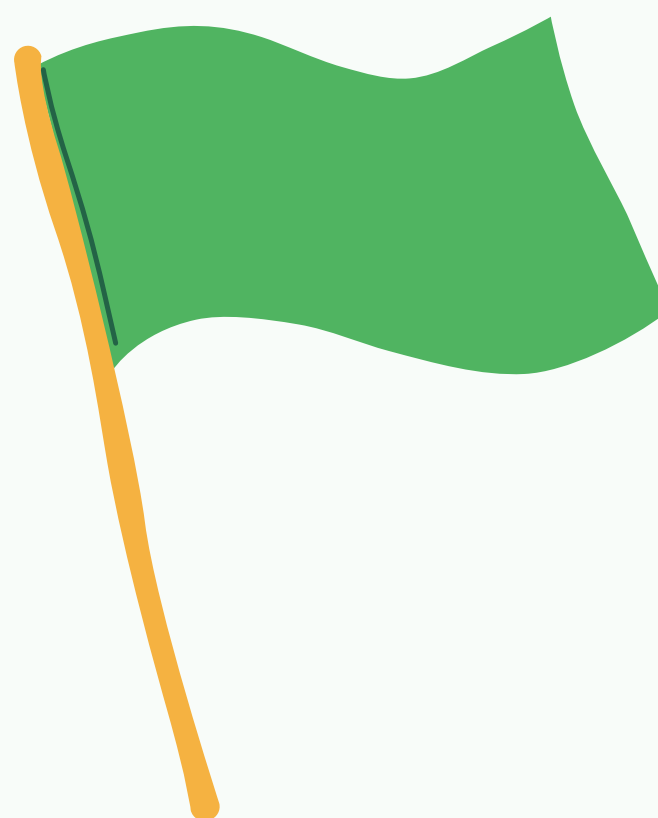
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## ENGAGEMENT TOOLKIT 1

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# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### ACTIVITY 3: 1 POSITIVE CHANGE



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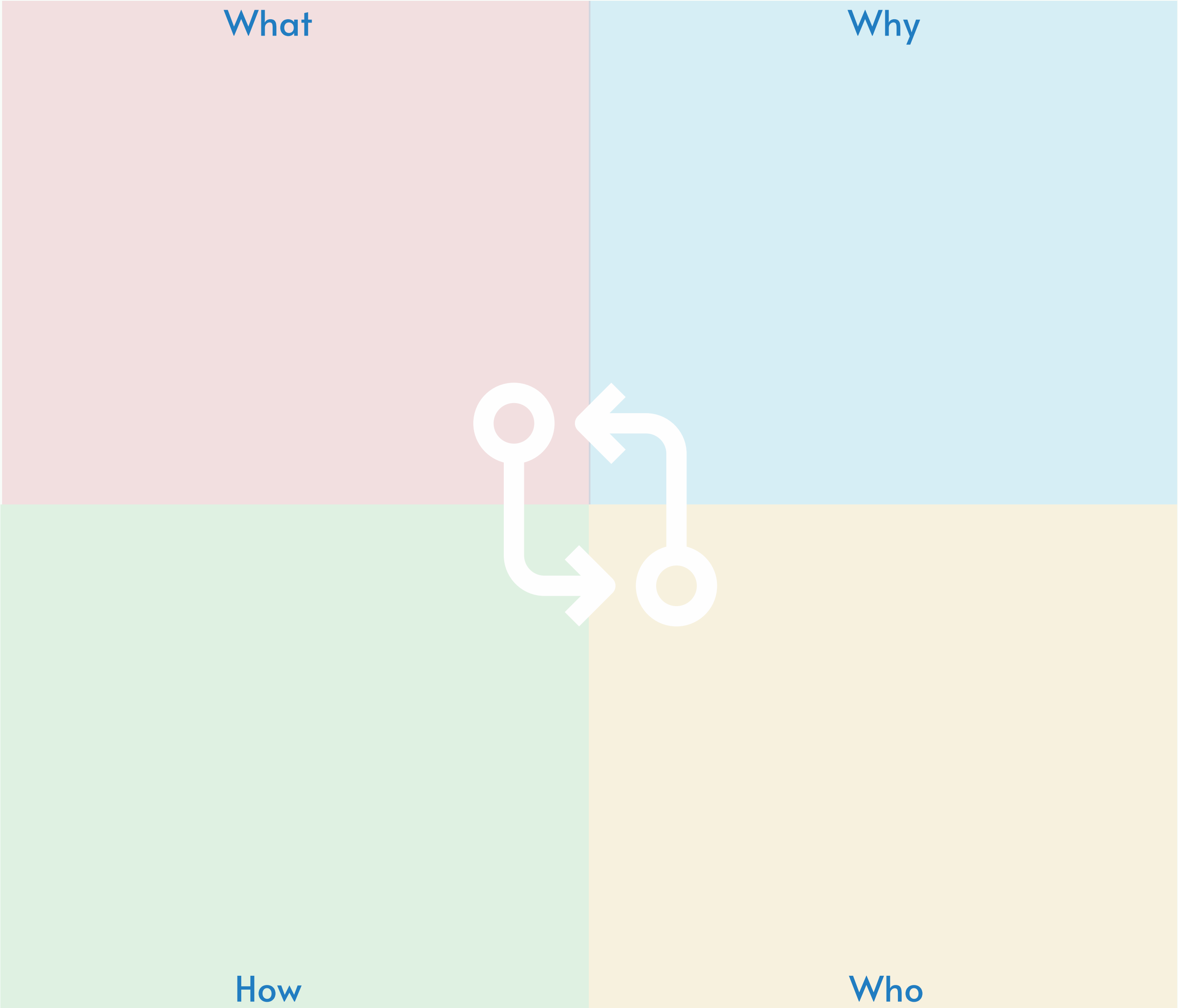
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## ENGAGEMENT TOOLKIT 1

### ACTIVITY 3: 1 POSITIVE CHANGE



3A





# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

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SUPPORTED AND INDEPENDENT LIVING GUIDELINES

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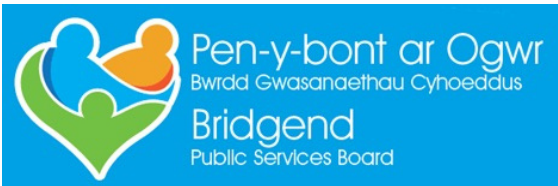
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# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

# MENTAL HEALTH





# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### MENTAL HEALTH PRIORITIES 2020

#### IMPROVING MENTAL HEALTH AND WELLBEING

- development of a coproduced regional mental health and support programme/strategy as a response to Covid-19
- more information regarding support and advice, especially on a local level within their communities



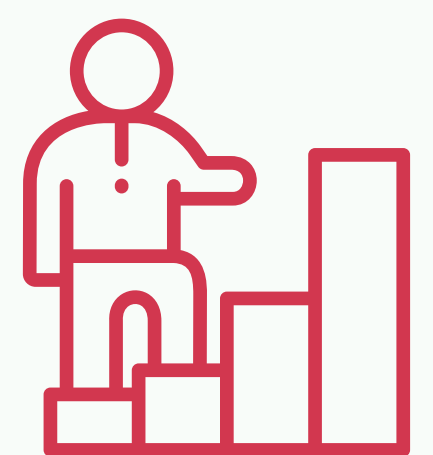
#### LACK OF SERVICES/ACCESS TO SERVICES



- increase in the number of services available to people suffering with mental health related issues so that they can find treatment and support suitable to their needs and wants
- more appointments being made available within existing services to reduce lengthy waiting times and to help people overcome their issues through early intervention before reaching crisis

#### RESILIENCE AND CAPACITY BUILDING

- more preventative services that increase resilience and capacity capabilities of individuals and communities
- development of positive messaging to be circulated about what people can do rather than what people can't do





# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### ACTIVITY 1: MEANING BEHIND THE PRIORITY

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# ASSESSMENT OF LOCAL WELL-BEING AND NEED

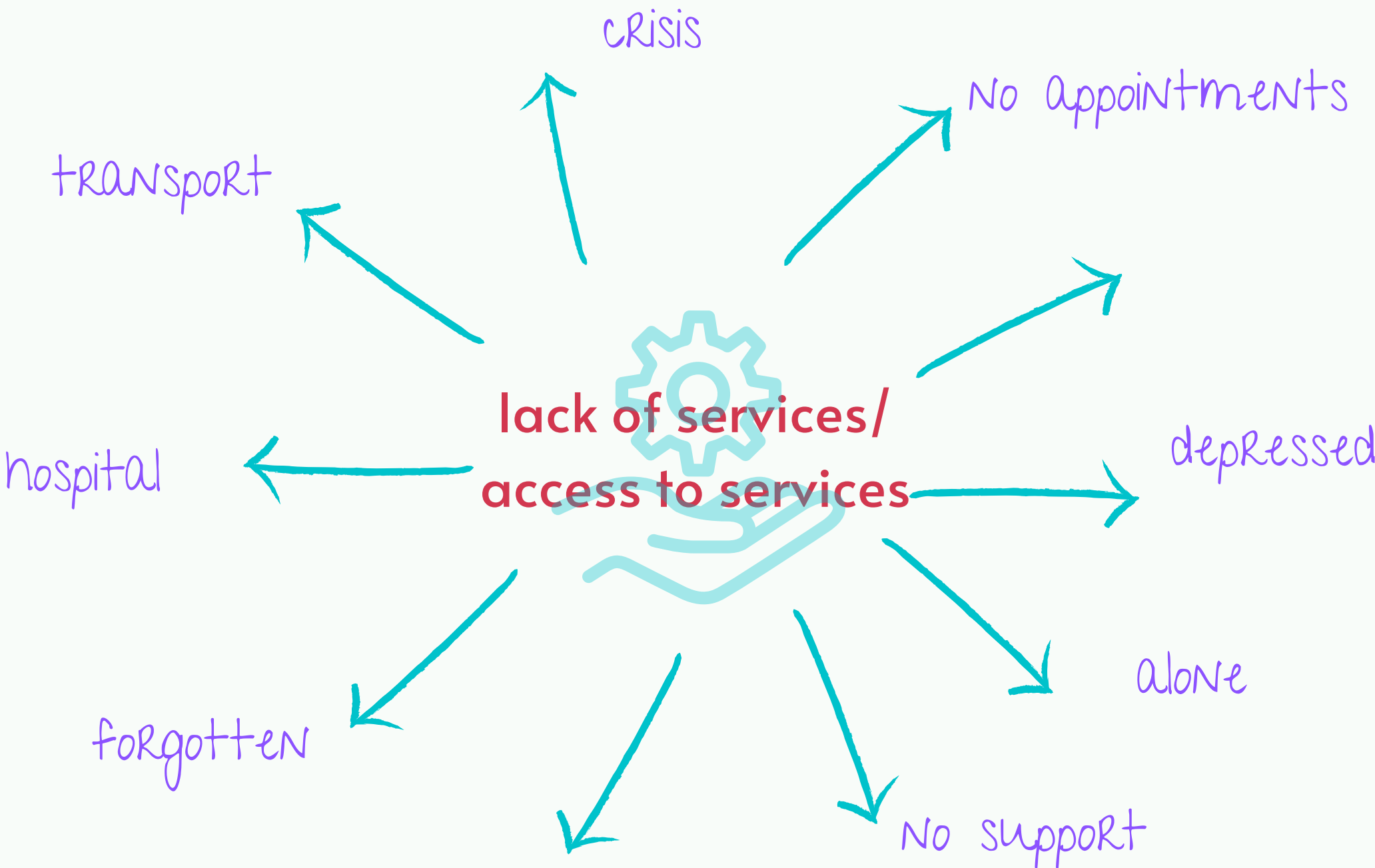
## ENGAGEMENT TOOLKIT 1

### ACTIVITY 1: MEANING BEHIND THE PRIORITY



#### WHAT IT MIGHT LOOK LIKE

1A



1B

crisis

they kept saying there was nothing they could do, it made me feel stupid, like i was being a burden or that it was all in my head, it slowly got worse until one day i hit crisis mode and then had to be hospitalised. we need to be able to get help early so that we don't reach crisis and can try to live a normal life

forgotten

waiting lists are so long it makes me feel like i have been forgotten or that i don't matter

transport

when i finally got an appointment it was really hard to get there. my mental health means i find it hard to get on the bus and then they don't come on time and i get anxious about being late or getting lost



# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

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# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### ACTIVITY 1: MEANING BEHIND THE PRIORITY



#### WORD ASSOCIATION: GROUP BASIS ACTIVITY EXAMPLES

1C

INDIVIDUAL  
3 WORDS



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QUADS  
1 WORD







# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### ACTIVITY 2: RANKING THE PRIORITIES

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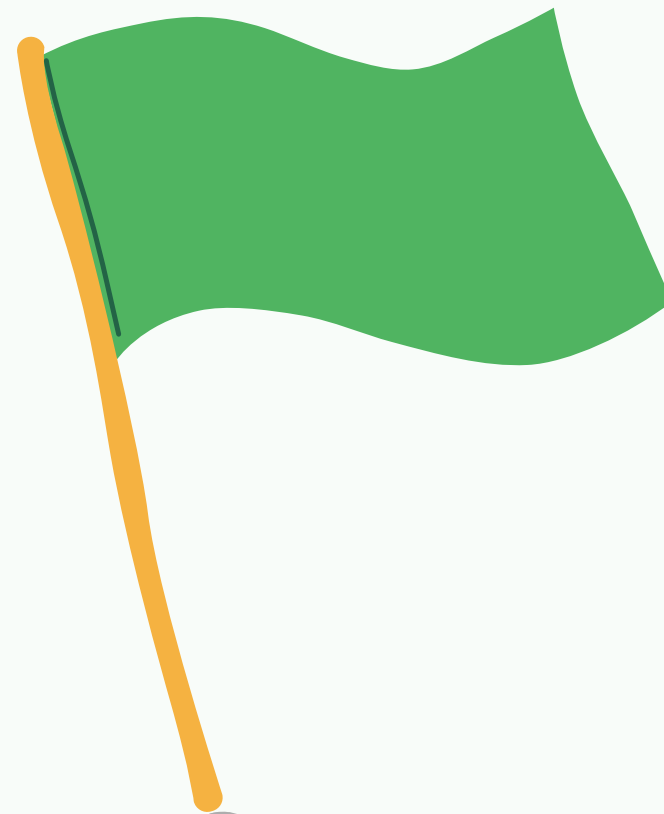
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## ENGAGEMENT TOOLKIT 1

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# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### ACTIVITY 3: 1 POSITIVE CHANGE



When thinking about the future of our services it is important to understand what ideas and solutions those who use/access them have to improve services in a way that meets their personal needs as well as the needs of their peers. This activity is designed to allow residents to suggest one positive change they would make if they had access to an unlimited pot of money/resources. It may not always be possible to implement the changes that are suggested, however, by knowing and understanding the changes that residents would make if they could, it allows us to start exploring the realms of what is possible and being much more solutions and improvement focused in a way that is meaningful.

#### METHOD



1. ask residents to outline one thing they would change if they could: the 'what'. This could be something personal, or something more general linked to society or services. There is no right or wrong answer, and residents should be encouraged to be as creative as they want when providing their answer.
2. once the change has been identified, ask residents to think about and develop the steps/actions that may need to be undertaken to see that change become a reality: the 'how'
3. residents may also want to consider 'who' needs to be involved to make that change happen
4. finally ask residents to consider the 'why' or 'what for' behind the change. What impact do they hope that change will have
5. use the template in worksheet 3A to record these details.



## What

## Why

## How

## Who



# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### CITIZEN PRIORITIES MAPPING - ORGANISATIONS



To help us understand what work is currently being undertaken across Cwm Taf Morgannwg to meet the priorities for those who access mental health services, we invite organisations to complete the following questions. Your answers will help us to identify gaps in provision and opportunities for future collaborative working.

Organisation: .....

Project Name (if applicable): .....

Geographical Area Covered: 

Regional

Bridgend

Merthyr Tydfil

R.C.T

Funding Source (if applicable): .....

Which of the below identified priorities for those who access mental health services does the work you do impact?

IMPROVING MENTAL HEALTH AND WELLBEING

LACK OF SERVICES/ACCESS TO SERVICES

RESILIENCE AND CAPACITY BUILDING

Describe how you are working towards these priorities:

.....

.....

.....

.....

.....

.....



# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

# PARENTS AND UNPAID CARERS





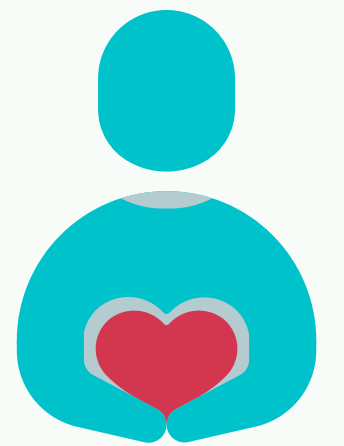
# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### PARENTS AND UNPAID CARERS PRIORITIES 2020

#### RESPIRE CARE

- review of respite care services across the region against evolving covid-19 guidelines
- more options/opportunities for parents and unpaid carers to receive adequate support through respite services



#### GREATER RECOGNITION AND SUPPORT



- review of local authorities covid-19 response measures to identify how greater recognition and support can be provided to them, now and in the future
- review of the support package that was on offer to them prior to lockdown and to work with local authorities to identify where and how improvements can be made

#### SUPPORTED AND INDEPENDENT LIVING GUIDELINES

- review of current supported and independent living guidelines to allow/promote individualised risk assessments and care plans for tenants
- more opportunities for tenants to be able to reconnect/connect with family



#### SOCIAL WORKER ALLOCATION/CHANGES TO SOCIAL WORK TEAM



- to work with local authorities to review the current social work team processes/social worker allocation processes to help identify solutions and implement improvements
- action to be taken on previous consultations and conversations they have been engaged in regarding future changes to the social work team and processes

# ASSESSMENT OF LOCAL WELL-BEING AND NEED

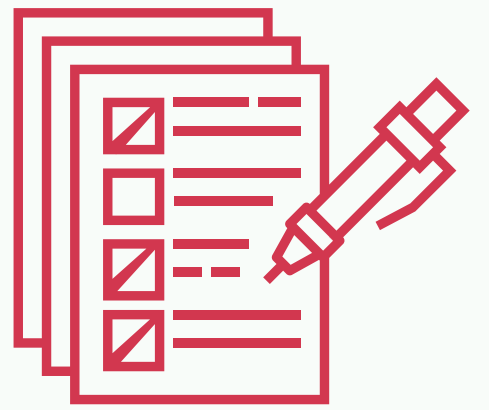
## ENGAGEMENT TOOLKIT 1

### PARENTS AND UNPAID CARERS PRIORITIES 2020



#### CARER'S ASSESSMENTS

- to be involved in future work concerning carer's assessments across the region, to ensure they are effective and meet parent/carer's needs
- ensure that a carer's assessment is completed for all parents and carer's and that the outcomes of the assessments are used to inform future care and support plans



#### COMMUNICATION AND INFORMATION SHARING



- review of current and evolving covid-19 communications strategies with parents and carers
- development and strengthening of peer and support networks through increased support to help parents and carers connect virtually and in other ways
- development of befriending/advocacy services for parents and carers to help them access the information they need
- creation of a regional informational platform that helps bring clarity and reduce confusion

#### YOUNG CARERS SUPPORT AND OPPORTUNITIES

- more support programme to help young carers look after themselves, physically and emotionally
- more opportunities for young carers to take time out through respite care services
- identify more ways for young carers to interact with their local communities as a source of support
- create ways and opportunities for young carers to increase peer understanding of young carer identities
- identify ways for young carers to make friends and create peer support networks







# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### ACTIVITY 1: MEANING BEHIND THE PRIORITY

We know that the way in which residents interpret each of the priority headings will be different. This will be based on their previous individualised experiences and knowledge of/with the priority. To help us ensure we understand what residents mean through the information they share with us, it is important for us to give room to residents to describe the priorities in their own way, and through their own experiences. This first activity in the toolkit is designed to give residents the freedom to do this effectively on both an individual and group basis through word association and storytelling techniques.

#### WORD ASSOCIATION: INDIVIDUAL BASIS

Some of our interactions with residents will be on an individual basis. Equally, some residents may prefer to complete this activity on an individual basis within a group context. Therefore the following option has been developed to ensure that the activity is as accessible as possible to those who want to be involved.

#### METHOD

1. create a series of spider diagrams with each of the 2020 citizen priorities for parents and unpaid carers at the centre (see 1A for reference)
2. ask residents what thoughts and emotions come into their heads when they hear each of the priorities (NB: you may also want to condense each priority into a single word or smaller phrase depending on the individual you are working with)
3. give residents a maximum of 5 minutes to write down or say everything that comes to mind when they hear that word/phrase/priority
4. once completed ask residents to reflect on the words they have chosen, and to identify 3 words they feel best describes the word/phrase/priority based on their experiences, knowledge, opinions and ideas (see 1B for reference)
5. taking each of these 3 identified words, expand on their reasoning by asking residents to develop a sentence/story that showcases why they chose those words/decided those words were the most important
6. encourage residents throughout to expand and share all information they want to regarding the word/phrase/priority – allow plenty of time

# ASSESSMENT OF LOCAL WELL-BEING AND NEED

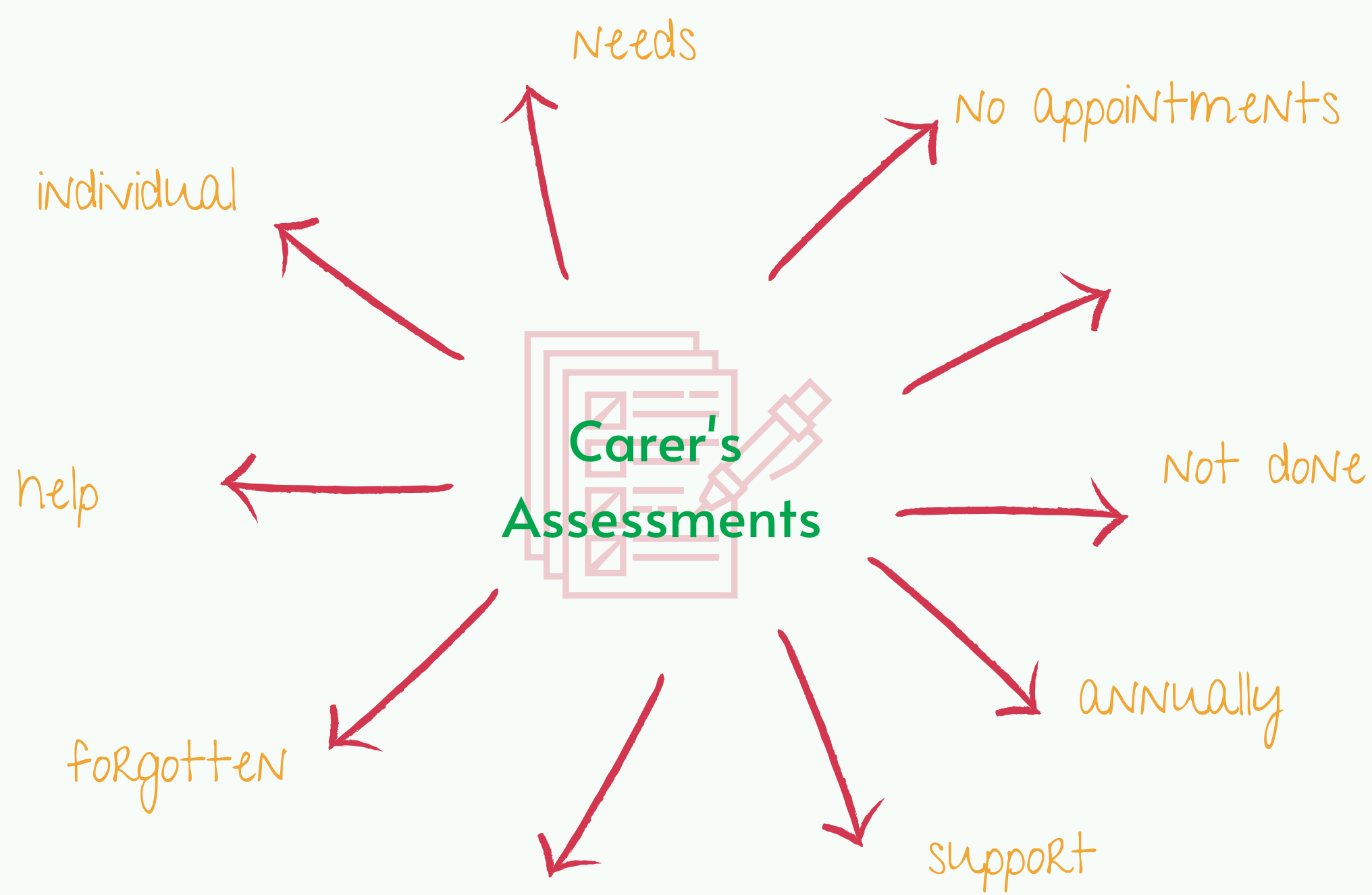
## ENGAGEMENT TOOLKIT 1

### ACTIVITY 1: MEANING BEHIND THE PRIORITY



#### WHAT IT MIGHT LOOK LIKE

1A



1B

Needs

when i had my last carer's assessment the social worker kept saying that it was to help identify my needs as a carer, and maybe it did that but things are different now after covid and my needs have changed so we need these assessments more often

help

i did feel like i got some help after my carer's assessment from the local authority and thats what these assessments should do find ways for me and other carers to get the help and support we need

forgotten

i know its been a tough time fo everyone through covid but i just feel like i have been forgotten. No assessments and not really any check in's - No one knows whats been going on in my life the past 12 months, what its like to be me, they all seem too busy to even care





# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### ACTIVITY 1: MEANING BEHIND THE PRIORITY

#### WORD ASSOCIATION: GROUP BASIS

Some of our interactions with residents will be in a group. Working in a group can be a good way to expand meaning and develop ideas. In this context the group basis will provide a safe space where residents can discuss ideas and thoughts and build collective understanding and agreement through reasoning and negotiation. To make this process as effective as possible, this activity has been adapted to work in a group context, providing space for discussion.

#### METHOD

1. create a series of spider diagrams with each of the 2020 citizen priorities for parents and unpaid carers at the centre (see 1A for reference)
2. ask groups of residents to discuss what thoughts and emotions come into their heads when they hear each of the priorities, and to populate the spider diagram collectively
3. give groups a maximum of 15 minutes to complete this
4. once completed ask each group to reflect on the words they have chosen, and for every group member to identify 3 words they personally feel best describes the word/phrase/priority based on their experiences, knowledge, opinions and ideas
5. ask individual residents to write down their 3 words on 3 separate pieces of paper/sticky notes (see 1C for reference)
6. ask residents to then form pairs and to discuss each of the 3 words they have chosen - give pairs a maximum of 10 minutes to do this
7. ask the pairs to then decide and write down (on new pieces of paper) their top 2 words from the collective 6 they discussed - the 6 original pieces of paper to be collected/recorded by the activity facilitator
8. ask each pair to join another pair to form a quad, and to discuss each of the 2 words each pair had chosen - give quads a maximum of 6 minutes to do this
9. ask each quad to then decide and write down their top word from the collective 4 they discussed (the 4 words to be collected/recorded by the activity facilitator)
10. each quad to present their chosen top word to the other quads providing justification of why that word was chosen



# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### ACTIVITY 1: MEANING BEHIND THE PRIORITY



#### WORD ASSOCIATION: GROUP BASIS ACTIVITY EXAMPLES

1C

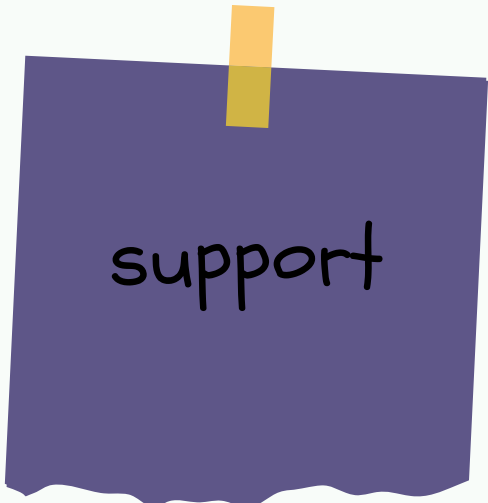
INDIVIDUAL  
3 WORDS



PAIRS  
2 WORDS



QUADS  
1 WORD





# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### ACTIVITY 2: RANKING THE PRIORITIES

To help us understand what matters most to residents across the region, and what will have the biggest impact or benefit as we develop and design future services, it is important that we provide an opportunity for people to rank the priorities based on their individual experiences and needs. When ranking the priorities there are no right or wrong answers, just personal opinion and perspective, however opportunity to expand and explore reasoning can also be a powerful tool, and will help us to understand the context of what this data is telling us.

#### METHOD

1. before the existing priorities for parents and unpaid carers are ranked in order of importance, ask residents to consider if there are any missing priorities that they would like to see included. Encourage residents to reflect on their personal experiences to see if the things that matter to them are covered by the existing priorities, and if not to expand and develop additional priorities – any new priorities can then be ranked against the existing priorities by being added to the grid in worksheet 2A
2. using worksheet 2A, ask residents to complete the grid to rank the priorities from most important to least important by measuring the amount of resource they feel that priority should be given. Therefore, the priority of most importance should be allocated the most resources, if there are 7 priorities, then the most important should be given 7 points, the next 6 points and so on until the least important priority is awarded 1 point. Ranking the priorities in this manner will help us to analyse collective level of importance once all data is submitted. Although it may be difficult in some cases, please encourage residents to only use each level of resource (number) once so that we have a clear picture of their priority order. If after discussion they find it impossible to separate one or more priorities then they may place them as equal
3. Once identified complete the priority pyramid (worksheet 2B) for the top or most important priority. This will help identify the detail of why that priority has been ranked as most important, as well as generating clear priority focus points and potential solutions moving forward. This activity only needs to be completed for the top priority area unless residents would like to explore and breakdown other priorities using this format

# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1



### ACTIVITY 2: RANKING THE PRIORITIES

- 2A**
- Reflect on the 2020 priorities for parents and unpaid carers - do they represent everything that is important to you?
  - If the priorities don't fully represent everything that is important to you, please feel free to create your own additional priorities and add them to the bottom of the grid below. If you would like to provide extra detail about your additional priorities you can use the priority mountain in worksheet 2B to provide this detail



PRIORITY	RESOURCE ALLOCATION
RESPIRE CARE	<div></div>
GREATER RECOGNITION AND SUPPORT	<div></div>
SUPPORTED AND INDEPENDENT LIVING GUIDELINES	<div></div>
SOCIAL WORKER ALLOCATION/CHANGES TO SOCIAL WORK TEAM	<div></div>
CARER'S ASSESSMENTS	<div></div>
COMMUNICATION AND INFORMATION SHARING	<div></div>
YOUNG CARERS SUPPORT AND OPPORTUNITIES	<div></div>
.....	<div></div>
.....	<div></div>
.....	<div></div>







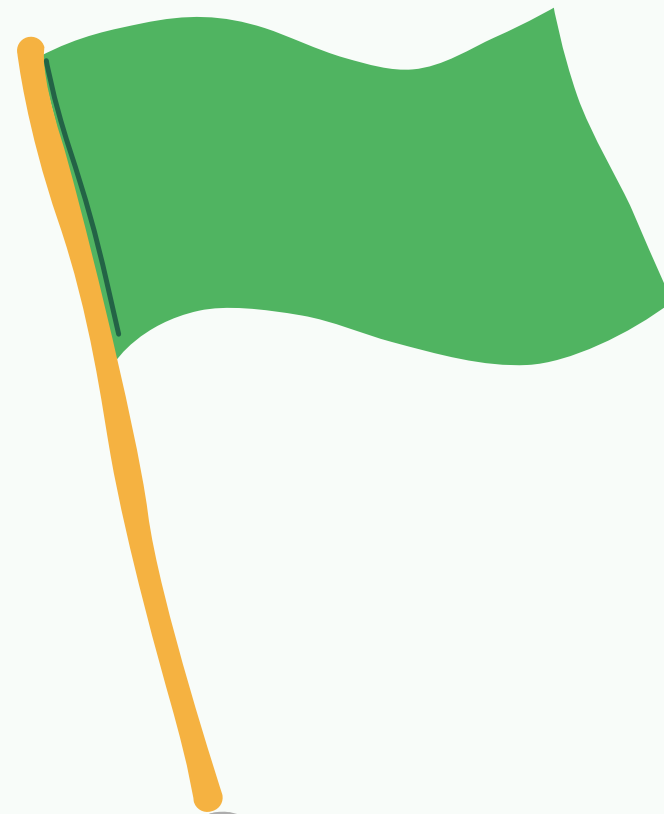
# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### ACTIVITY 2: RANKING THE PRIORITIES

#### 2B

- Use the priority mountain flag to tell us what was your top priority
- underneath the flag outline 4 things (one for each level of the mountain) that you would like to see changed or improved within your top priority area



# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### ACTIVITY 3: 1 POSITIVE CHANGE



When thinking about the future of our services it is important to understand what ideas and solutions those who use/access them have to improve services in a way that meets their personal needs as well as the needs of their peers. This activity is designed to allow residents to suggest one positive change they would make if they had access to an unlimited pot of money/resources. It may not always be possible to implement the changes that are suggested, however, by knowing and understanding the changes that residents would make if they could, it allows us to start exploring the realms of what is possible and being much more solutions and improvement focused in a way that is meaningful.

#### METHOD



1. ask residents to outline one thing they would change if they could: the 'what'.  
This could be something personal, or something more general linked to society or services. There is no right or wrong answer, and residents should be encouraged to be as creative as they want when providing their answer.
2. once the change has been identified, ask residents to think about and develop the steps/actions that may need to be undertaken to see that change become a reality: the 'how'
3. residents may also want to consider 'who' needs to be involved to make that change happen
4. finally ask residents to consider the 'why' or 'what for' behind the change. What impact do they hope that change will have
5. use the template in worksheet 3A to record these details.



# ENGAGEMENT TOOLKIT 1

## ACTIVITY 3: 1 POSITIVE CHANGE





# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1



### CITIZEN PRIORITIES MAPPING - ORGANISATIONS

To help us understand what work is currently being undertaken across Cwm Taf Morgannwg to meet the priorities for parents and unpaid carers, we invite organisations to complete the following questions. Your answers will help us to identify gaps in provision and opportunities for future collaborative working.

Organisation: .....

Project Name (if applicable): .....

Geographical Area Covered: 

Regional

Bridgend

Merthyr Tydfil

R.C.T

Funding Source (if applicable): .....

Which of the below identified priorities for parents and unpaid carers does the work you do impact?

RESPIRE CARE

GREATER RECOGNITION AND SUPPORT

SUPPORTED AND INDEPENDENT LIVING GUIDELINES

SOCIAL WORKER ALLOCATION/CHANGES TO SOCIAL WORK

CARER'S ASSESSMENTS

COMMUNICATION AND INFORMATION SHARING

YOUNG CARERS SUPPORT AND OPPORTUNITIES

Describe how you are working towards these priorities:

.....

.....

.....

.....

.....

.....



# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### FEEDING BACK DATA COLLECTED

To help us collect and collate all of the information gathered through the use of this toolkit in a meaningful way that can be translated into the Assessment of Local Well-being and Need, a series of surveys will be used for data input by facilitators. Feedback from residents across Cwm Taf Morgannwg is that they feel there has been an overuse of surveys through the Covid-19 pandemic and that they aren't always clear on what happens with the information they provide. In light of this it has been agreed that as far as possible engagement activities with residents throughout the 100 Days of Engagement activities for the Assessment of Local Well-being and Need will not be in a survey format. Therefore, unless deemed necessary these surveys will not be available for public use.

To limit the time commitment required to input data gathered through these activities, facilitators will be able to collate all of the data they have collected in relation to a specific priority or wider identifiable group and complete the survey as a summary of all data. There will be space within the survey to capture quotes and experiences as gathered through the activities, and if you feel that the survey doesn't fully represent the information you have gathered effectively, then please get in touch to discuss your findings with us.

To access the correct survey, please contact us using [hello@ctmregionalpartnershipboard.co.uk](mailto:hello@ctmregionalpartnershipboard.co.uk) using the subject heading: **Engagement Toolkit 1 Feeding Back**. In the body of your email please indicate which of the priority groups you hold information for or the wider identifiable group that you have baselined priorities for, so that the correct survey can be sent to you for data input.

As data is received, trends will be discussed in the Engagement Sub-Group meetings that are held on a weekly basis. If you are not a member of this group and would like to be involved in its activities/receive weekly updates and information from the sub-group, please contact us using [hello@ctmregionalpartnershipboard.co.uk](mailto:hello@ctmregionalpartnershipboard.co.uk) using the subject heading: **CAG Engagement Sub-Group Membership**.

If you have any questions or encounter any challenges whilst using this toolkit and feeding back your findings, please do not hesitate to contact us to discuss. The Engagement Sub-Group support team are able to offer a range of support, guidance and advice to ensure that this toolkit and other engagement activities linked to the Assessment of Local Well-being and Need are used in a meaningful way to involve as many residents from across the region as possible.





# ASSESSMENT OF LOCAL WELL-BEING AND NEED

## ENGAGEMENT TOOLKIT 1

### STAYING INFORMED/ OTHER ENGAGEMENT OPPORTUNITIES

To help ensure that residents and organisations across the region can stay fully informed about the progress of our Assessment of Local Well-being and Need, a dedicated area has been created on the Cwm Taf Morgannwg Regional Partnership Board website to provide monthly updates on activity and to highlight other engagement opportunities for residents across the region to get involved in. You can access this dedicated area using this link: <https://www.ctmregionalpartnershipboard.co.uk/100-days/>

The Our Voice Matters project with the Regional Partnership Board and Public Services Boards have also released the following engagement activities and are actively seeking residents and professionals across the region to get involved. If you would like to participate in any of the following please visit the website using the link above or email [hello@ctmregionalpartnershipboard.co.uk](mailto:hello@ctmregionalpartnershipboard.co.uk)



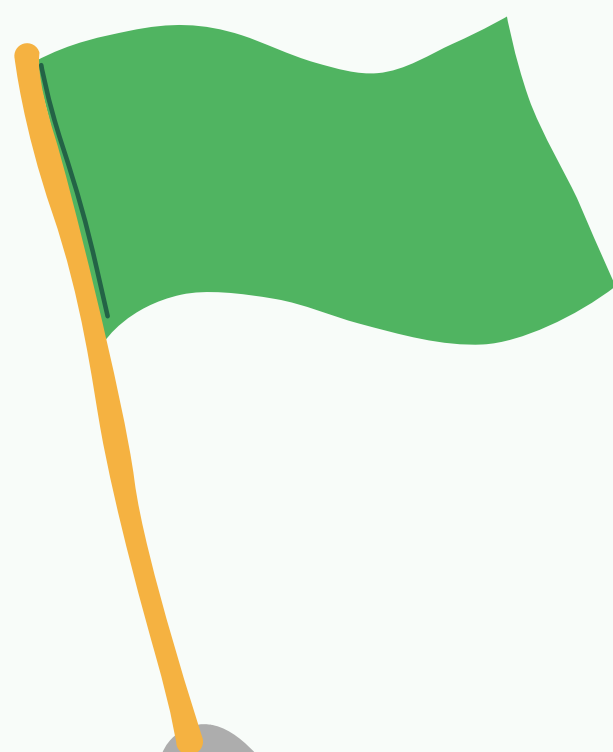
Our CTM Community Voices podcast is due to be launched in September 2021 and we are looking for residents and professionals from across the region to join us for a 45minute chat about their experiences and the things that matter most to them.

We are passionate about getting to know the people behind our engagement activities, and the range of experiences that will be bringing our Assessment of Local Well-Being and Need to life. To help us do this we aim to collect 100 stories from residents and professionals living and working across Cwm Taf Morgannwg. If you would be willing to share your story with us please get in touch.





# VALUING VOICES ACROSS CWM TAF MORGANNWG



For further support, guidance or advice relating to this toolkit please  
contact the Our Voice Matters project using  
[jenny@rctpeoplefirst.org.uk](mailto:jenny@rctpeoplefirst.org.uk) / 01443 757954