SPORT ENGLAND

Understand the lived experience

Understanding value

Having the right conversations

Capacity and the time to reflect

Understanding the system you're trying to shape

Common purpose/ shared value

Distributed leadership

Test and learn

Power shift

Putting it into practice

Tools to support tackling inactivity through system change

Update published July 2022

Introduction

Are you working in a place trying to influence and activate change that will support communities to live active, healthier lives?

Are you looking for practical approaches, models and tools that can help support this change?

This new resource, 'Putting It into practice' brings to life some of the approaches, models, and tools shared as part of our publication '*People and Places -The story of doing it differently*' -the journey of local delivery pilots, tackling inactivity through implementing place-based, system change.

What's in this resource?

We appreciate that all places are unique, and this resource is designed to share approaches, models and tools that can be explored and adapted to meet local needs.

In this resource, you will find approaches, models and tools that have been used by places to:

- Identify relationships, map progress and identify gaps

- Embed sport and physical activity in the system and identify change

- Develop community insight and understanding.

You'll be guided through each tool explaining why, how and with whom you might use it. You'll also find examples of how the tool has been put into practice, what partners have been involved in the process, the impact it has created and what people have learnt along the way.

How can I find what I'm looking for?

The sections of this resource are organised by what we have found to be some of the practicalities of system change i.e. understanding the system you're trying to shape, developing shared purpose, distributing leadership etc. One of the best ways to navigate this resource is to start with the questions that you find yourself asking about the work. For example:

- How can I grow common purpose and understand progress with partners that we are engaging with?

- How can I help grow sustainable community-driven development?

- How can I better understand the relationships that connect communities and how these evolve and change over time?'

Take a look at the full list of questions below, find those that you've been asking yourself about, and dive into that section to take a look at some of the approaches, tools and models that different places have been testing and developing.

Contents

Common purpose/shared value

Collaboration and co-creation are so much harder without an overarching, unifying goal or idea. Despite the differences in approaches, strategies and target groups, agreeing on the core values and objectives of the work has helped keep everyone pointed in the same direction, and united in overcoming any hurdles that may crop up.

Questions you might be asking:

- How can I grow common purpose and understand progress with the partners we are engaging?
- How do I embed physical activity in the system through supporting others to recognise and value physical activity to deliver their priorities?

Common purpose model

YOU'VE GOT THIS.

Recognise, value and embed

ACTIVE CALDERDALE

Utopia modelling

ACTIVE CALDERDALE

Common purpose model
South Tees Local Delivery Pilot

The Common purpose model was co-produced by the You've Got This (YGT) core team and the academic process evaluation team to help explain what they were seeing in relationship to engaging stakeholders in a 'Whole Systems Approach' (WSA) to physical activity. This was part of the ongoing realist process evaluation which seeks to answer the question 'what works for whom, in what circumstances and why?' The model encompasses the LDP's reflections on system change, and this is perceived to emerge from people working towards a common purpose, here the co-produced (with YGT and the ambassadors on the Exchange, an interactive partnership) vision of 'active lives as a way of life'.

YOU'VE GOT THIS.
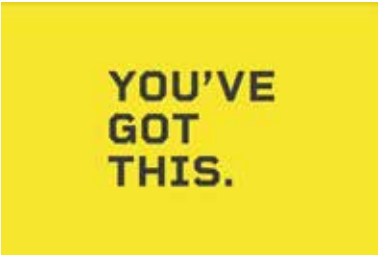
Common purpose for system change
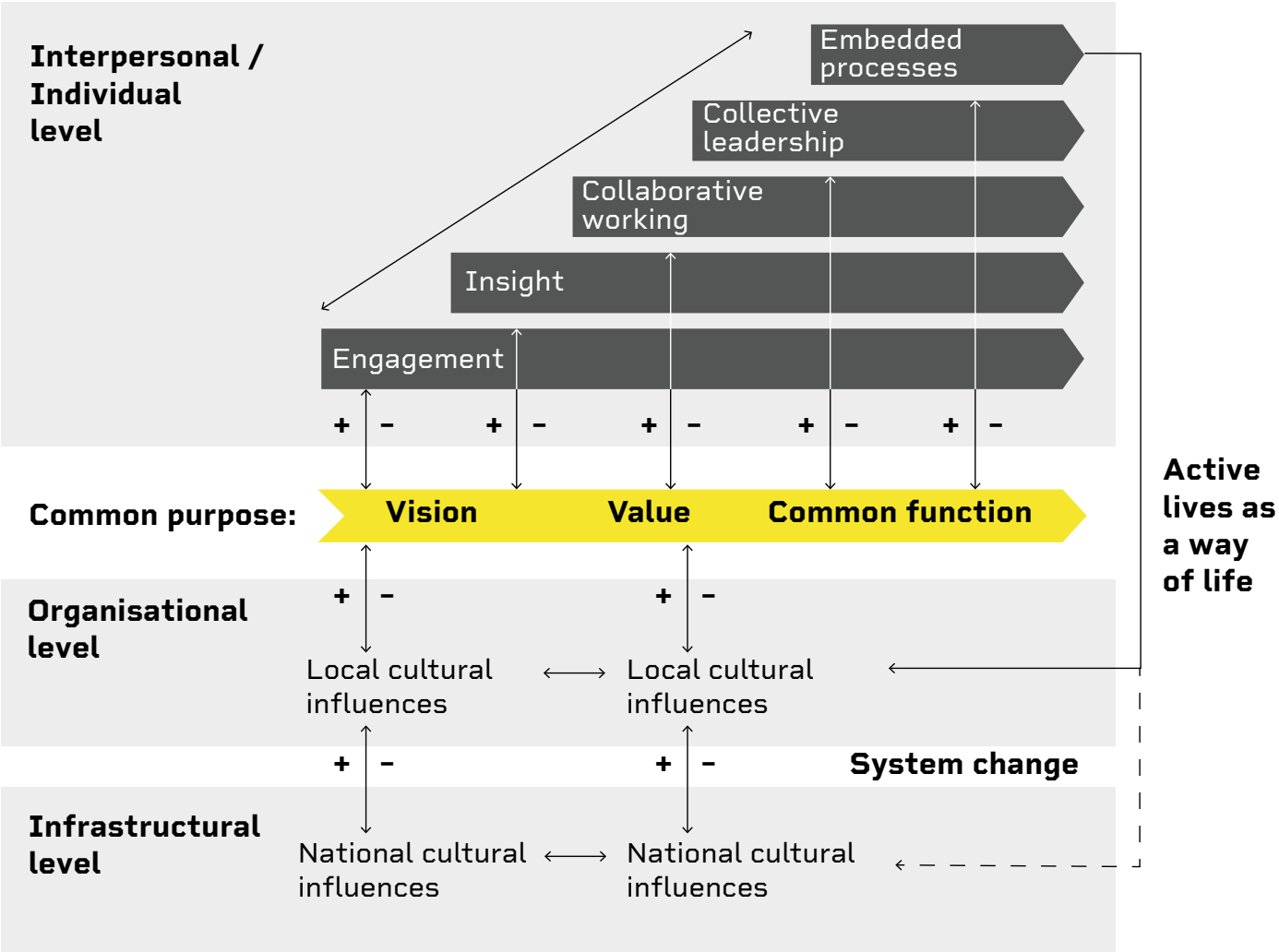
Name:	Common purpose model

Why would I use it?	• To help manage the (often overwhelming) complexity involved with whole system change in physical activity. • To track a professional stakeholder or their organisation's journey towards a vision, here the LDP vision of active lives as a way of life. • To have a framework that provides a structure to be able to delve into the tangible detail of how to create a common purpose.
Who would I use it with?	• Team members who are implementing, delivering and planning a WSA to physical activity with professional stakeholders. • Professional stakeholders.
How can it be used?	• The model can be used internally (or 'in the background') to guide practice and as a framework to bring team members together to discuss, reflect on and plan work with professional stakeholders. • It can also be used with professional stakeholders to help them unpack what may be required for them to undertake whole system change in their setting. • The model is also used in the realist process evaluation as a framework to accumulate knowledge and understanding about the 'what', 'who', 'why' and 'how' of the work with professional stakeholders in the pilot.
Advice to others	• This model requires an understanding of a WSA to physical activity. • This model is more useful as an ongoing resource rather than a one-off. • The model can be brought to life by applying it to a specific relationship with a professional stakeholder or an organisation. • The model is not intended to be linear, please take note of the arrows and feedback loops represented by the +/- signs. The model should be used as a whole, not selecting individual areas without a consideration of how that fits into the bigger picture.

Putting it into practice - how the tool has been used

Who was involved?

The model has been used in several different ways, primarily with the LDP core team to support practice when working with professional stakeholders to promote the vision of 'active lives as a way of life'. Therefore, this can be applied to any professional stakeholder or organisation and across any setting in relation to a whole systems' approach to physical activity.

The model has also been used as a tool with health professionals (GPs) to explore what may be required in their setting when promoting 'active lives as a way of life'. This could be applied to any partner involved with the programme. It's also been used to assess progress across the various workstreams in relation to the professional stakeholder journey towards the common purpose of 'active lives as a way of life'.

Why was this tool used?

The tool was co-produced specifically to provide a visual model of how the LDP perceive system change by collectively working towards a Common purpose of a vision. Here the vision 'active lives as a way of life' was co-produced with the core team and the ambassadors on the Exchange. The challenge is how to best engage and work with professional stakeholders when promoting 'active lives as a way of life' with an aim to stimulate system change. The model can also be used to explore the different stages, phases and factors involved with creating a common purpose for professional stakeholders when implementing a whole system approach to physical activity.

How was it done?

The use of the model is always in the background as part of the process learning in the LDP, as well as being embedded into the weekly process learning meetings. These are in-depth reflection sessions that explore elements of practice, what has been learnt and how this may apply across other areas of the programme. The model has also been used as the overarching programme theory in the realist process evaluation approach.

The image opposite shows the Common purpose model used in a practical way as a tool to explore each area in more depth by projecting the model onto a whiteboard, here with health professionals (GPs). For example, the insight element was explored to unpack what the staff in the GP practice (nurses, GPs, reception staff, etc.) would require to increase buy-in to promote physical activity using a whole systems approach in their setting. This included many different formats, content and delivery methods such as:

- Data/evidence
- Case studies
- Chief Medical Officer's (CMO) guidelines
- Feedback
- Information about the possible impact on consultation time, patient admissions, staff prescriptions, staff retention and sickness levels (i.e. the local context).
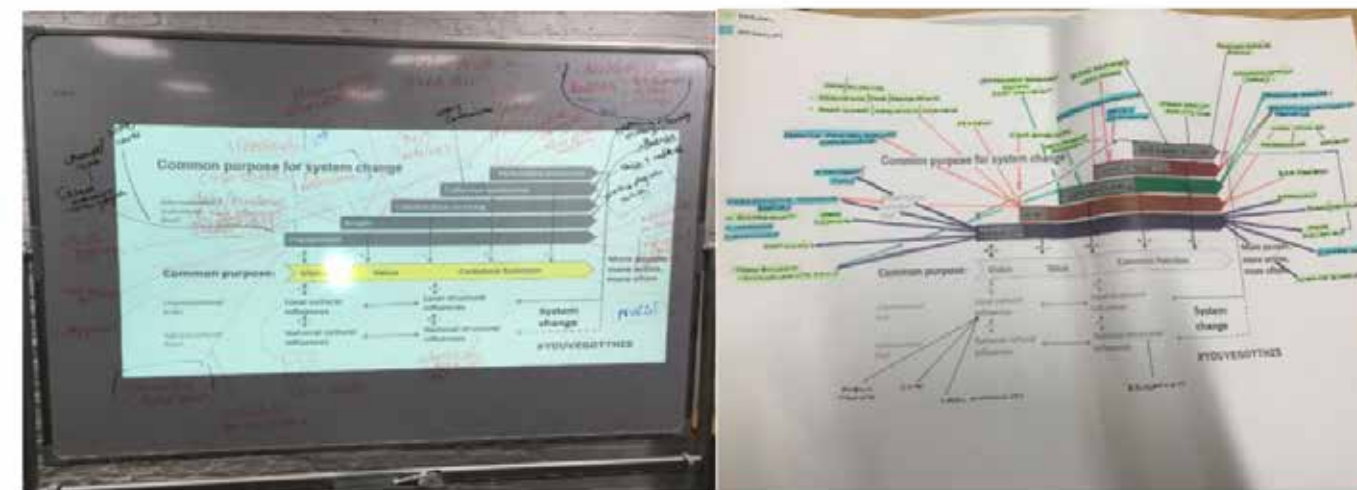
This process helped the health professionals understand that everyone is important in promoting physical activity (i.e. all members of staff within the surgeries). That different members of staff may require different types of insight to help them build a value in physical activity, and why promoting this as part of the day-to-day work is important for patient (and staff) outcomes.

This isn't a neat process and can be messy, but the framework supports the discussion. It can help stakeholders understand the wider influences involved in system change.

What was the impact?

The use of the model is ongoing, however some of the associated impacts are:

- Increased understanding of the whole-systems approach to physical activity in health professionals and their colleagues.
- Increased understanding of the whole-systems approach to physical activity in the LDP core team: including the different elements required to build a common purpose.
- The development of relationships with professional stakeholders, including ensuring effective insight (suitable for that individual), is provided to support them to understand the work of the pilot and build a value in physical activity.

What did we learn?

- That the model can help build perspective and understanding around the wider influencing elements and complexities that are involved when a professional interacts with the programme.
- The model supports the ongoing learning in the pilot around engaging professional stakeholders to work towards 'active lives as a way of life' and influence others to do the same.
- The model has provided a framework for the development of more micro-level programme theories.

Reflections from those involved:

From the perspective of the process evaluator, using the model has provided a frame of reference, both visually and as a mental model, to support conversations about complex processes. To see the model used in action with the health professionals showed the value in using this practically as applied to different workstreams within the programme to support professional stakeholders to explore what a WSA to physical means for them, in their setting. From an academic perspective, the model provides an overarching, theoretically-grounded framework to build knowledge in the area of promoting 'active lives as a way of life' with professional stakeholders.

It provided a tool to support team reflection on specific areas of work. For example, using the model to consider what stage the professional stakeholder relationship is at, such as identifying that something is missing like a lack of insight (or insight that makes sense to that person).

Health professionals –The GPs involved with the exercise said that using the Common purpose model helped them to better understand the whole systems approach that the LDP was taking, and what might be required from them if they were to play a part in this way of working. It also gave them a better idea of LDP terminology, such as "insight", and how this knowledge could potentially help them in their setting.

Things to consider:

- A more thorough understanding of the model can be gained from a more interactive discussion, as it's difficult to explain the complexities in writing without talking through the visual elements of the model.

- The model requires an understanding of a WSA to physical activity.

- More useful as an ongoing resource rather than a one-off.

- The model can be brought to life by applying it to a specific relationship with a professional stakeholder or an organisation.

- The model isn't intended to be linear. Please take note of the arrows and feedback loops represented by the + / - signs, shown on the model above. The model should be used as a whole, not selecting individual areas without a consideration of how that fits into the bigger picture.

Where can I find further information?

The Common purpose model has been published in the *Perspectives in Public Health Journal, March 2021.* The article can be accessed online here. The open-access version has been included with this submission.

You've Got This website

Email: *hello@youvegotthis.org.uk*

Summary of opportunities:

- Embedding reflection within all elements of the work.

- A deeper understanding of the interaction between partners and You've Got This.

- Challenging the programme to think outside of the box / apply a whole-system approach to the work with professional stakeholders.

Recognise, Value and Embed
Active Calderdale
Local Delivery Pilot

Active Calderdale (AC) has developed an approach to embedding physical activity across the whole system, especially with the people and organisations that can influence desired inactive audiences to move more. A summary of the model is in the diagram on the opposite page, and it has made up influencing assets/partners to:

- Recognise that they're part of the system and the solution
- Value physical activity as a means to deliver their priorities.

To enable the above influencing, AC strives to:

- Understand the asset's/partner's priorities and issues
- Demonstrate how physical activity can help address their priorities and issues
- Ideally deliver some quick wins to build trust and the relationship
- Be clear on the ask - which in this case is to re-design their services, so that physical activity is embedded and when going through this process, the service collaborates - connecting to other parts of the system and is led by community involvement
- Be clear on the offer – to enable the asset to embed physical activity as frictionlessly as possible. Offers include, training to enable staff to have good conversations about physical activity; generic challenges that encourage organisations to move more, i.e. Step Out Challenge.

Once Recognition and Value is established, Active Calderdale works with the asset/actor to Embed (Recognise, Value, Embed) physical activity into what they do, by integrating physical activity into the asset's infrastructure (Policies, Working Practices and Delivery – PWD) and culture.

To support the assets to do the necessary thinking and then embedding of physical activity into what they routinely do, AC has adopted and developed a number of tools to enable them:

- Influencer Matrix
- Design Thinking
- Utopia Modelling
- Customer-Journey Mapping

All these tools are designed to enable co-design with the assets and ensure the audience (community and workforce) is at the centre of the approach. The tools can be used independently or complementarily.

Transformation and culture change programme - our approach
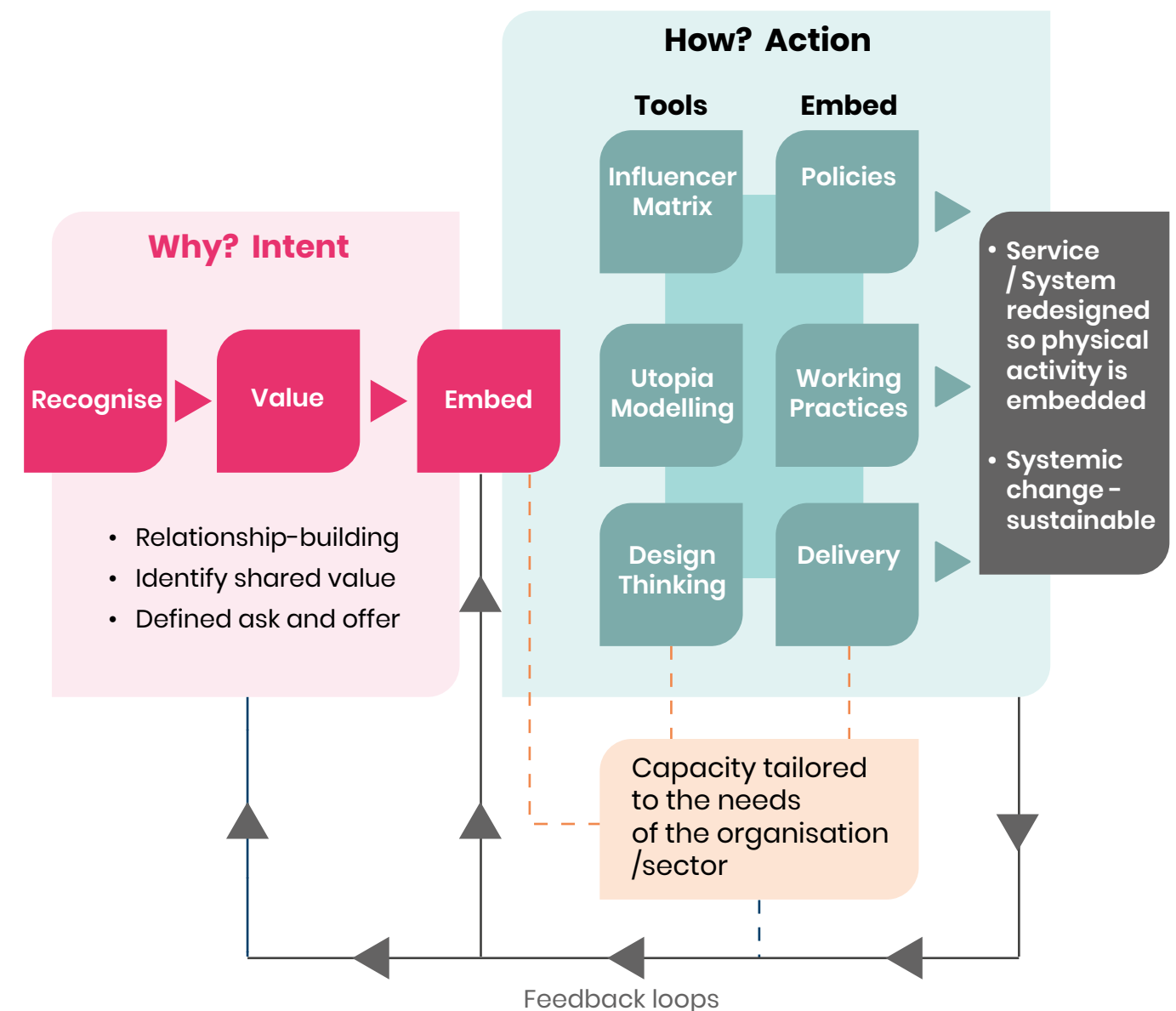
The feedback loops ensure that the learning is fed back into the organisation about the impact of the changes that they've made, to help improve the services further in how they promote PA to the workforce and end-users.

Utopia Modelling
Active Calderdale
Local Delivery Pilot

Name:	Utopia Modelling
Why would I use it?	• To enable individuals and organisations to visualise what success would look like if physical activity was embedded into what they do. • Inspire creative thinking, get partners excited about the process from the outset.
Who would I use it with?	• It would be used with physical settings – i.e. Hospital, GP Surgery, a park – as the changes are physically tangible: i.e. signs, bike racks etc.
How can it be used?	• Can be used in a routine business meeting or in a workshop to get people to think about what they would see if a setting was the best it could be at promoting physical activity.
Advice to others	• It can be hard to visualise what success looks like. By getting partners to think about what they see in a specific setting, this enables them to engage and develop ideas – buying into what 'great' looks like. • When using this co-design tool it's important to ensure that essential items are fed in to ensure the most effective things are reflected in the proposed utopia. I.e. GP Surgery – a 1-minute conversation about physical activity is part of every consultation.

Putting it into practice - how the tool has been used

Who was involved?

Calderdale's Primary Care Networks (PCNs)

Why was this tool used?

Active Calderdale wanted to make engaging with GPs as easy as possible and inspire them to identify things that they could do to embed physical activity into their surgeries. Utopia modelling works well when the participants can think about a tangible setting, like a GP's surgery, as it's relatively easy to identify items that could be used to help promote physical activity to their patients and workforce.

How was it done?

Active Calderdale attended a development day for the PCNs in Calderdale and facilitated a workshop to stimulate the attendees to identify things that they could do to make their surgery the best it could be at promoting physical activity to its patients and workforce. The Influencer Matrix was used first - to encourage them to think about interventions that they could implement on an individual, social and infrastructural level. Then to encourage further 'blue sky' thinking, the participants were asked to think about what things they would see, hear and feel if they visited a surgery that optimally promoted physical activity to its clients. The output from each PCN was collated and used to develop a 'shopping list' of things that a surgery could do to promote physical activity. The shopping list – co-produced with the PCNs – has formed an Active Practice Charter, which is being rolled out across Calderdale.

What was the impact?

Calderdale's GP surgeries are signing up to the Active Practice Charter. As a trusted organisation, GPs are including conversations about physical activity in their patient consultations. Social prescribers are supporting patients with relatively high needs into physical activity opportunities. Practices are developing their own physical activity offers, with walking and running groups (when allowed during the pandemic), signing up to be parkrun. Practices and promoting 'Couch to 5k' - to make the opportunities as 'frictionless' as possible for their clients.

What did we learn?

By attending an existing network meeting, Active Calderdale was able to:

• Influence at scale

• Ensure wide engagement in the co-design of the Active Practice Charter (and so ownership)

• Use social peer pressure to encourage all PCNs/surgeries to engage

• Inspire the Primary Care system to see the value of physical activity to their work and that simple measures could be developed that were not too onerous to deliver and embed into what they routinely do.

Where can I find further information?

Active Calderdale website

Email: *activecalderdale@calderdale.gov.uk*

Reflections from those involved:

The Active Calderdale workshop at our event created a real buzz with my colleagues. The Influencer Matrix and Utopia Modelling allowed us to think through the art of possible for our practices. The ideas that we thought of have been used to inform the development of Calderdale's Active Practice Charter. The proposals came from us and, as such, we've got greater ownership of the Charter and its future application. The event was an effective use of our time and allowed an extensive reach and engagement across the borough. I'm confident that we've developed something which is going to significantly improve the quality of our patients' lives, as the majority of the interventions are easy to deliver and can become an integral part of our preventative approach with our communities.

Dr. James Gray

Understand the lived experience

Without a genuine understanding of the way that people live, it's impossible to understand how their lives are shaped by factors outside their control. By starting with people and what matters to them, we can work together to create more meaningful change.

Questions you might be asking:

- How can I better understand the lived experiences of local communities?
- How can I have meaningful conversations?
- How can I identify patterns between stories that can inform change?

Creative engaement toolkit

Together an Active Future »»»

Sensemaker

Creative Engagement Toolkit
Together an Active Future (TaAF)
Pennine Lancashire
Local Delivery Pilot

The commitment to the 'how' rather than the 'what' has been a key focus of the Pennine Lancashire LDP. There are key elements of the TaAF approach that are fundamental in the effectiveness and value of the LDP for a diverse range of people and partners from across the six Local Authority boroughs that make up Pennine Lancashire.

One fundamental element is Creative Engagement (which includes The Look, The Sound, The Feel). This isn't a published model but an approach that has been developed and applied locally, with the impact and learning documented as part of the overall TaAF evaluation.

Name:	Creative Engagement
Why would I use it?	• Creative Engagement is an effective way of engaging and involving people and partners. • It creates an environment that excites and energises people and gives them the confidence to talk openly. • It can result in new types of conversations with people as well as creating energy that draws them in.
Who would I use it with?	• Creative Engagement can be used with anyone - colleagues, partners and as a way of engaging residents. • It's a brilliant way of engaging people that wouldn't normally be heard, i.e. wouldn't speak up in a formal meeting environment, or with residents that wouldn't normally attend formal engagement sessions.

How can it be used?	• Creative Engagement changes the way we approach engagement and involvement. • From concept through to planning and delivery of interactions, it can develop skills and confidence in involving people in effective, engaging and fun ways. • A Creative Engagement toolkit has been designed to share ideas. It's been based on real examples of engagement. • In recognition that there are times when in-person interactions aren't possible, an adaptation has been suggested for some of the tools to be able to use them virtually. • The toolkit includes: 1. Hints and tips on having great interactions, in person and virtually 2. Intro / warm up activities that can help people feel connected to your interaction or session, set a good tone and bring some energy. These are split into: • Activities to help learn a little bit about each other • Activities that can be applied to life/work • Activities that are just a bit of fun 3. Creative engagement tools for when you don't have much time with people 4. Creative engagement tools for when you've got a bit more time with people • A key part of Creative Engagement is about creating the environment for others to want to be involved and share.
Advice to others	• At first it may feel uncomfortable using techniques in formal settings, but it's really effective and can produce really good ideas and conversations. • Very little resource is needed, i.e. asking people to write on a window rather than post it notes is very empowering. Just make sure whiteboard markers are used!

Putting it into practice - how the tool has been used

Who was involved?

The department of Work and Pensions (DWP) and TaAF worked together to gain insight and involvement from DWP customers and employees, using a Creative Engagement approach. As an early 'test' of the approach, members of the TaAF team came to a health and wellbeing event held at Blackburn Jobcentre. Learning from this event gave us the confidence that further events could be held to involve DWP customers in the TaAF journey.

Why was this tool used?

Working with DWP we wanted to gain insight regarding physical activity levels and/or mental wellbeing from people using the service who were unemployed due to experiencing mental health challenges. To work with DWP in creating and testing a creative engagement approach with staff and customers which can lead to positive change:

- For DWP customers to have a chance to be engaged and involved in something that could have a positive impact on them
- To work collaboratively to create and test a creative engagement approach with staff and customers which could be replicated and adapted by DWP.

How was it done?

Initially, we agreed to design three different types of events to be tested over a period of time. Each could work as a standalone event whilst also working as a part of journey where a customer could experience them all. All of our design was based on the TaAF Creative Engagement approach which included some of the key elements outlined below:

- Agree what we want to achieve together

- Agree success factors for everyone
- Work out what this could support DWP with
- Think about the people, the environment and logistics
- Design the event factoring in everything that's known.

The approach developed seven different practical activities that help individuals to explore their experiences, motivations and opportunities to be physically active.

What was the impact?

Customers gave honest reflections about what more the Jobcentre could do to help improve their wellbeing and increase their engagement in physical activity. Many suggestions were based on changes that are within DWP control. We continue to work collaboratively with DWP to turn insight into ideas for change. This continues to involve both customers and staff who'll collectively deliver and create the change needed.

TaAF Creative Engagement Process
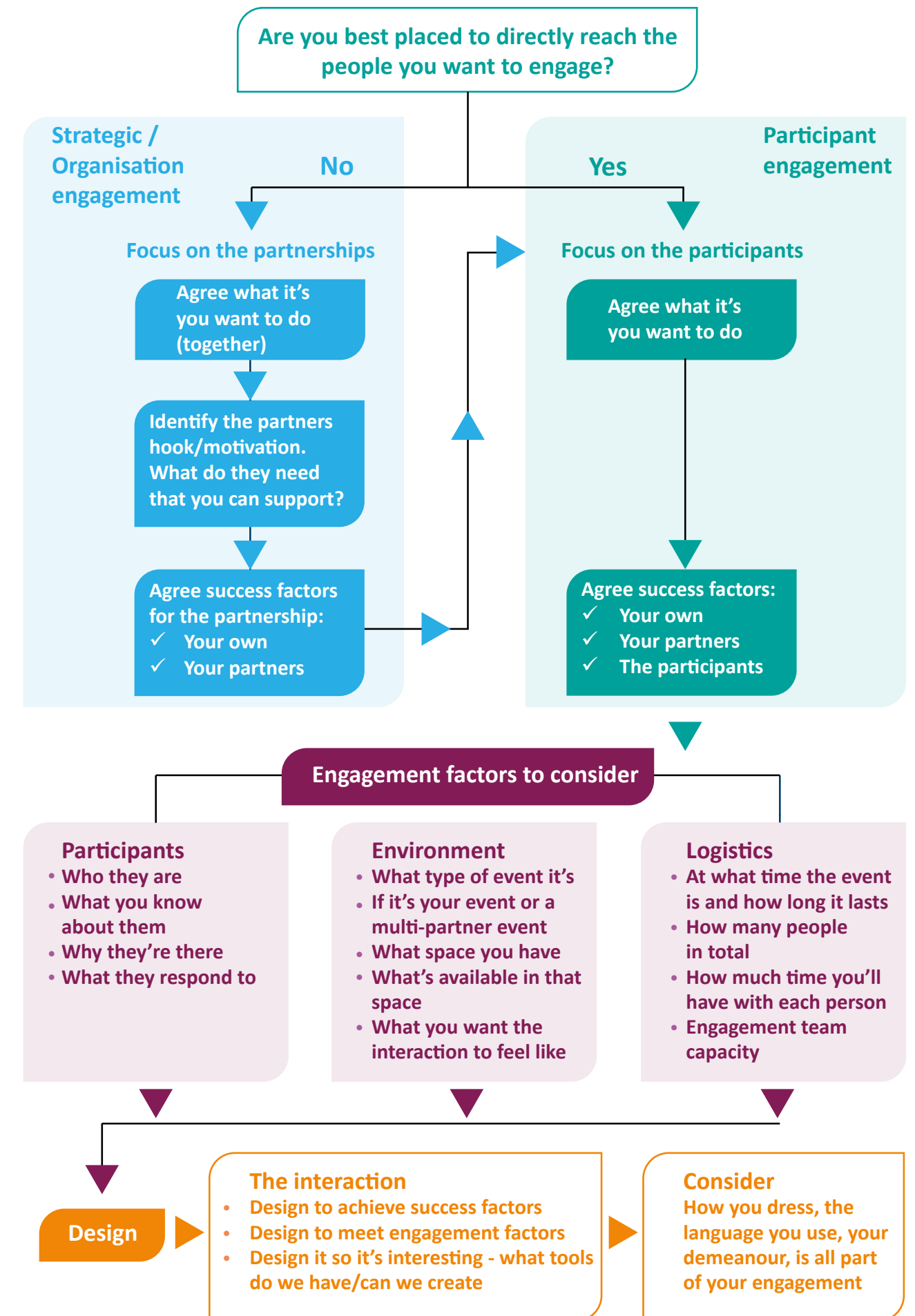
Creative Engagement Approach - Creating the right environment

Creating the right environment is an important part of the approach. Below are some of the practical steps that we took as part of the event.

> **Here are some of the things we did to try and create an environment where the customers could relax and open up.**

Room
- Moved furniture to create lots of space
- Had music on quietly in the background (playing uplifting songs)
- Took down any DWP work-related posters
- Used TaAF banners to create a separate area for the event
- Opened all of the blinds to provide lots of light
- Had couches and chairs for people to rest on

People
- Everyone dressed informally, no lanyards, just written first-name badge
- The team were smiling, friendly and welcoming
- The delivery team didn't include work coaches to create a necessary separation
- Team roles included floor walkers to make sure customers were OK
- The team spoke in everyday language

Interactions
- ID code meant people could stay anonymous (if they wanted to)
- Each activity has number, name and instructions
- It was voluntary and people could leave whenever
- The whole event could be done in 20 minutes
- Very little writing and reading needed
- Activities were visual, a bit fun but simple

What did we learn?

We really should take the time to think about what people need to feel welcomed and part of something, and then design the environment and interaction to deliver that. When you get it right, people who are often resistant or hesitant will open up and share with you.

From the event
- Environment felt positive and relaxing
- Team awareness of activity instructions could be improved
- Current approach is staff intensive
- Better information provided to the Work Coaches would help customers

About customer needs
- Customers need people to motivate them and people to be active with
- Customers need advice, perhaps from a GP, on balancing health and being active
- Customers need activities to be low cost or free
- Customers need the Jobcentre to be a more welcoming environment.

Reflections from those involved:

"

This is more open and everyone's nice. You don't feel like you're being forced to give your views, it's just in a really nice, relaxed way. Especially for me because I've got depression and sometimes anxiety."

"Today has helped because I'm putting my opinion into the Job Centre [to change things], to make it more comfortable, basically.

"

DWP Customers

Summary of Opportunities:

The impact of Covid-19 did inevitably lead to a change in how TaAF could engage and involve people. However, as is the nature of Creative Engagement, it allowed us to think a little differently in what we could do to still reach people.

Below is an example, from the summer Covid-19 lockdown, that showcases how, even when faced with different challenges, you should still consider the specific audience and how you'd like them to feel, thinking about how you get across information in an interesting and easy to understand way.

DWP faced an unprecedented demand on their service. Teams were stretched and they were finding it hard to do some of their 'keep in touch' and well-being checks with customers. To help out, TaAF with DWP designed a simple video and accompanying text message that DWP shared with thousands of customers across Pennine Lancashire, through the Universal Credit journal system.

This was the first time DWP had used a video on YouTube to communicate with customers. Doing this highlighted a number of lessons that could be learnt from and acted on, which will help DWP in the future share messages and involve customers in a different way.

We intend to grow and develop our approach further, developing toolkits and running skills-development sessions for others to learn from and use.

Where can I find further information?

TaAF Website

Download the Creative Engagement Toolkit

The event in action

Team Feedback

Team Feedback

Together an Active Future website

Email: *team@taaf.co.uk*

SenseMaker®
Withernsea Local Delivery Pilot

SenseMaker is a tool that helps to capture individual experiences that people share in their contexts and then broadly visualise patterns across the narratives of wide and diverse populations. This tool is designed to bring together qualitative narratives and quantitative data to develop actionable insights needed for faster and better decision-making.

Name:	SenseMaker (distributed ethnography)
Why would I use it?	• To be able to see the patterns between individual stories. • To bring qualitative and quantitative data collection together within one tool.
Who would I use it with?	• Small groups for developmental sessions. • Cross-population for broader patterns over time. • Journaling by specific individuals over time whilst engaged in a programme, project or initiative.
How can it be used?	• It can be used to track the change in attitudes, behaviours, areas of interest, etc… by asking for people's micro-narratives. • Respondents are recoding their own narratives through indicating where these sit on a series of triads and dyads. This removes a layer of potential bias/disconnection by external people theming and coding others' narratives.
Advice to others	• This is a complex piece of software to become proficient in using. Training materials and instruction on creating the different sets of questions aren't readily available from the creators of SenseMaker, although this is developing. • Being clear on why using SenseMaker is advantageous is important – why aren't we using an ordinary survey? • Working to explain and interpret data to partners and host organisations also requires some pre-work.

Putting it into practice – how the tool has been used

Who was involved?

There was already some pre-existing work using this tool in the Local Authority Public Health team which brought some background knowledge, experience and connection with the organisation who created it.

This allowed access to a choice of consultants who could work in a community development setting using this tool. Co-designing the questions and coding with the team and the community was important for this to be relevant to those involved on the ground.

Why was this tool used?

This tool provides a way to show the impacts and shifts at deeper levels in whole populations whilst also providing data that is meaningful to funders and partners. It also gives a less-biased approach to interpretation through people submitting and coding their own story. In time, it's hoped the community can interpret their own data so they can have a greater understanding of their own pursuits.

How was it done?

We asked residents to share their personal stories. Using tools developed by SenseMaker, residents could then place a marker against a series of tagged responses that would help to describe their experiences. The tool was then used to identify patterns that emerged between the different personal stories.

Initially, the tool was designed separately by the community and the Active Withernsea team. We quickly learned that both design and implementation needed to be collaborative, so we worked to design using the team and a few community members in the first instance. We had elicited many conversations with the community on activity and making the choices they wanted in their lives. The deep themes that became apparent are what we're using SenseMaker to track over time. Regardless of the content of the project or initiative, tracking these deep themes will reveal whether a deeper shift is happening for an estimation for true systems change – inside the culture of the community.

We used SenseMaker during the Covid-19 pandemic to explore how those staff working in community hubs had experienced their set-up. This provided insight particularly on leadership and approach. The findings showed how collective leadership was more important and effective than heavy top-down leadership. Everyone was focusing on the good of the community and the working together was the most important aspect of how the work was done.

What was the impact?

The information gathered about the community hubs was fed into the leadership teams managing the hubs, as well as to the broader organisation to bring learning on leadership styles and culture to their awareness. We fed the results back to the staff at the hubs through a series of illustrations as well as some of the data. Semi-structured interviews were also carried out as we approached the second lockdown to gather follow-up information to support the work using SenseMaker.

What did we learn?

- The whole process including design needs to be done collaboratively.
- Accessible language is very important.
- Having someone on hand to describe the process and help people work through the questions is advisable.

Where can I find further information?

Why SenseMaker

Active Withernsea website

Summary of opportunities:

Public Health in the East Riding are part-funding our evaluation coordinator in order that they'll bring the experience and data from Active Withernsea to the Public Health team to help explain and illustrate the purpose and value in using a tool like SenseMaker. Other Public Health projects are already being commissioned using SenseMaker and so the embedding of this as a way of viewing consultation and data is under way. This will support the evolution of data in the Local Authority as more areas become aware of the possibilities it affords in terms of insight and engagement.

Reflections from those involved:

"

The data that comes from SenseMaker is interesting and invites discussion and enquiry. The more perspectives on the data, the more ways of interpreting and applying them emerge, in line with complexity. The findings are very engaging, as the patterns can be seen alongside the personal narratives bringing richness and depth.

"

Distributed leadership

Every level of the system requires strong leadership from the community all the way to government policy. Without nurturing and supporting leaders across the system, it's difficult to create local networks that link up different parts of it.

Questions you might be asking:

- What role could I play in helping to nurture and support leaders across the system?

- How can I help to grow sustainable community-driven development?

- How can I identify and articulate leadership behaviours that are important to the work?

Asset based community development

Active Essex
Local Delivery Pilot

Pointers for leadership practice

Greater Manchester Moving > ∧ < ∨

Asset Based Community Development (ABCD)
Active Essex Local Delivery Pilot

In early 2019, Essex LDP decided to test the impact of Asset Based Community Development (ABCD) principles and methods to tackling physical inactivity in disadvantaged communities. The decision was made to partner with Nurture Development, who recognised that it's only when agencies start organising themselves the way people organise their lives, instead of expecting people to organise their lives around services, that true partnerships between citizens and institutional systems will emerge.

Essex LDP wanted to test new approaches that support local communities to create the conditions to identify, connect and mobilise its assets to the benefit of the whole community. The approach needed to train and support public and voluntary sector organisations in ABCD and community building for the testing to be successful. The partnership between Essex LDP and Nurture Development created a bespoke package of training and development themed around Asset Based Community Development. The package operated at two levels – strategically at an Essex-wide level, with organisations like Essex Partners and Active Essex, and at a neighbourhood-level working with people and practitioners in the LDP test areas of Basildon, Colchester and Tendring.

ActiveEssex
Local Delivery Pilot

Essex LDP Film on ABCD and Physical Activity

Name:	Asset Based Community Development
Why would I use it?	• To support local communities to create the conditions to identify, connect and mobilise its assets to the benefit of the whole community. To get individuals and organisations to understand ABCD and apply the principles and methods to enrich community life.
Who would I use it with?	• Applicable to all organisations and people – with a line of sight to physical activity.
How can it be used?	• A partnership with Nurture Development offers a suite of ABCD training and mentoring options. This has included face-to-face workshops, online modules and the identification of influential people within communities and within systems to help embed ABCD principles
Advice to others	• ABCD training is likely to change the culture of organisations to put the needs of local citizens before organisational needs.

Putting it into practice – How has the tool been used?

Who was involved?

LDP team in collaboration with the Active Essex team and Nurture Development team.

Why was this tool used?

To test the impact of Asset Based Community Development (ABCD) principles and methods in tackling physical inactivity in disadvantaged communities. The challenge faced by the Essex LDP was the perceived lack of citizen-led approaches in disadvantaged communities to tackle physical inactivity, and the perceived lack of skills and knowledge in public sector and voluntary organisations to supporting these approaches.

How was it done?

The test programme was co-produced with Nurture Development, who are the leading organisation for ABCD in Ireland and the UK. The programme started in 2019 and has grown in 2020/21. The strong and trusting relationship between a key member of the LDP team and a key member of the Nurture Development was crucial to the planning and implementation. We developed a series of face-to-face courses, online modules and identified influential people within communities and within systems to help embed ABCD principles. Topic areas included: moving from deficit to asset, the six building blocks of community, learning conversations, the role of connectors and animators and the eight touchstones of community building.

What was the impact?

During 2019/20, Nurture Development delivered ten ABCD training courses for the LDP to over 350 people, ranging from volunteer-citizens, through to senior managers and politicians. Nurture Development has had a direct influence on the culture of the LDP team, reflected in how the LDP team works internally and externally, how investments are co-produced, and how the LDP prioritises and plans for the future.

The pandemic has had two main impacts on ABCD in Essex. Firstly, it stopped planned face-to-face training and the on the ground work to develop citizen led approaches. Secondly, the profile of ABCD has been significantly raised in the Essex public sector and voluntary sector in recognition of the upsurge in citizen action to help neighbours with food, medicine, and emotional support. Essex County Council are now prioritising ABCD through the work of Essex Partners and the ECC Partnerships and Equalities service. Similarly, many local authorities are prioritising ABCD in their Covid-19 recovery planning.

What did we learn?

We're exploring ABCD as a strategic mechanism within the context of the LDP whole-system approach, particularly in relation to the aspirations to be citizen-led. We're doing this by proactively developing tangible community-based case studies that have arisen from such an ABCD approach.

Reflections from those involved:

❝

Too often, organisations assume they know what local communities need. They focus on what's wrong, not what's strong. Adopting an ABCD approach is uplifting for everyone. It focuses on the passions of local people and the power of social networks; where public sector organisations are equal partners in any new developments, not in control. In many cases the solutions are already present within communities, often hidden from organisations who've been too focussed on finding problems to fix, rather than working alongside communities already creating change for themselves.

❞

Chris Chinnock
from Nurture Development

Things to consider:

- Come to grips with what level of understanding there is about the principles and methods of ABCD in your area. This is an important baseline and starting point.
- The next step is to co-produce a bespoke ABCD plan for your organisation, partners, stakeholders, and local citizens that involves ABCD training and the application of ABCD principles and methods.

Where can I find further information?

Active Essex ABCD

Nurture Development

Email: *administration@activeessex.org*

Summary of opportunities:

There are four ABCD plans for 2021. One Essex-wide, and the other will be bespoke to Basildon, Colchester and Tendring. Nurture Development's offer is broad in its scope, and each of the three test LDP areas have different requests to meet their needs. As well as the Eight module online training course, Nurture Development have developed an approach called 'Learning Sites', which is made up of five constituent groups across three or more neighbourhoods to develop citizen-driven change, which is deep rooted, sustainable, and impactful.

Our long-term sustainability plan is to create a large cohort of ABCD champions across the Essex sport and physical activity eco-system, who are putting ABCD principles and methods into practice every day at all levels from local citizens to senior managers and politicians. Similarly, we plan to establish our own cadre of ABCD tutors and trainers to continue the upskilling of the wider sport and physical activity workforce, both paid and voluntary.

Pointers for Leadership Practice
Greater Manchester
Local Delivery Pilot

The Pointers for Leadership Practice were developed by the Revaluation team, who spent some time in GM identifying the value of the broader strategic landscape for sport and physical activity known as GM Moving. The set of principles were developed to describe how to create more of the value they identified in the future for those who are a part of GM Moving, or other parts of the GM system more broadly, and for those working in complex systems in other places. The local pilot work forms part of GM Moving.

Greater Manchester Moving > ^ < v

Bring people together and enable them to engage | Relationships are more important than the words | Principles experienced through practice | Be brave | Explore different perspectives from different layers of the system | "You've got to roll with it…"

Name:	Pointers for Leadership Practice
Why would I use it?	• To help describe how you're working, and in particular the differences between this new way of working and traditional processes.
Who would I use it with?	• Any partners or stakeholders who are interested/you want to influence, in the 'how' of the Local Pilot work and its importance in the development of that work to date.
How can it be used?	• As a set of infographics, a discussion starter, and/or by pointing people to further reading about them and their use.
Advice to others	• The pointers can be used as descriptors, or thought-provokers, that can help others to think about how they might want to work alongside you and others. • They can be used to bring a personal approach to conversation about the work.

Putting it into practice - how the tool has been used

Who was involved?

Staff from various partner organisations new to the Local Pilot.

Why was this tool used?

To help us to explain 'how' we are trying to work, and what that means in practice in terms of behaviours and actions.

How was it done?

By talking through them with colleagues and giving practical examples.

What was the impact?

This is all about trying to create the right conditions for whole-system change, but with people joining the work at different times we've got to acknowledge that they haven't been on the journey to date, and that joining us could feel completely confusing and at odds to the work they've previously been involved in. We feel it's incredibly important to support new members of the GM team in its broadest sense, to become a true part of our collaborative way of working.

What did we learn?

That these Pointers also help us build relationships with new members of the team, and work in an authentic way bringing our whole selves to the Local Pilot.

Reflections from those involved:

The Pointers are a really useful way of framing how we're trying to work because the 'how' is often a really difficult thing to describe, primarily because it's based on personal perception, opinion and values.

Things to consider:

Not everyone is as receptive as others to having this sort of conversation, and it's worth remembering that everyone as individuals may interpret them slightly differently.

Where can I find further information?

GM Moving - pointers for leadership practice

GM Moving website

Email: info@gmmoving.co.uk

Summary of opportunities:

Committing to exploring the elements of 'how' we are working is making a huge difference to our working practices and fundamentally what we're developing. However, as we grow our network and reach, we need to make sure that we bring others with us on the journey to help us connect effectively with other parts of the system. As mentioned above, the Pointers help us to frame the how, to engage people in our journey who haven't been involved to date, and to build relationships with them.

Capacity and time to reflect

There are very few quick fixes when it comes to long-lasting sustainable change at the community level. By changing our investment approach, we've given pilots the space and time they need to do things differently, create strategies, build their teams, engage with their communities and figure out the best way to tackle inequality and inactivity in their place.

Questions you might be asking:

- How can individual reflection lead to collective action and change?

- How can time to reflect be embedded within and across teams?

Design thinking

ACTIVE CALDERDALE

Adult development training prgramme

Design Thinking
Active Calderdale
Local Delivery Pilot

Name:	Design Thinking

Why would I use it?	• To support assets through the whole system approach, so that they: recognise that they are part of the system/ solution, value physical activity as a means to deliver their priorities, and embed physical activity into what they do, through policies, working practices and delivery.
Who would I use it with?	• Applicable to settings and service providers.
How can it be used?	• Workshops with the setting and service providers workforce. • Customer/community insight informs the thinking.
Advice to others	• Framing what we're collectively trying to do correctly is important – namely to embed physical activity into what they do. • Context setting is important – so that the asset understands why physical activity is important and how it can help them deliver better outcomes for their audience. • The ask of the asset depends on their capacity and willingness to be involved. For example, the family support service completed the course over five workshops, whereas South West Yorkshire Partnership Foundation Trust (SWYPFT) are using three workshops over a longer period of time. • Senior leadership presence, active participation and buy-in throughout the process ensures good engagement and impact.

Putting it into practice - how the tool has been used

Who was involved?

North Halifax Partnership's and Halifax Opportunities Trust's Family Services

Why was this tool used?

Both community anchor organisations that support the areas of most need in the borough, were keen to take a whole team approach recognising the value of physical activity to their work with families in need and how to best embed physical activity into what they do. It was also seen as an opportunity (and investment) to do some team building and develop service ideas that could be applied across their respective delivery areas.

How was it done?

Five workshops were facilitated by the Active Calderdale team with the two Family Services teams, from North and Central Halifax. Initially, the teams were supported to recognise the value of physical activity to their work. Then they identified the opportunities to embed physical activity into what they do – as a service provider and as an employer. The opportunities to embed physical activity will be dependent on the context the organisation is operating in and could include things such as physical activity being included in all staff inductions; physical activity questions being in initial assessment forms; all frontline staff being trained in good physical activity conversations; all staff can signpost clients/ colleagues to physical activity opportunities etc. New opportunities to embed are emerging as we work with new organisations. Between the fourth and fifth workshops, teams were given time to design how they were going to deliver the changes in practice, to enable physical activity to be embedded into their policies, working practices and delivery, to ensure sustained system change.

What was the impact?

Both services identified numerous opportunities to embed physical activity into what they do. These include: including questions about physical activity in the initial assessment; having a physical activity section in the family support plan; changing the approach to meetings, by (where possible) going on walking consultations; building physical activity into the team's culture, by undertaking challenges and encouraging activity during the day (i.e. Take 10); and having resources available that encourage families to interact and have quality time together (i.e. going for a walk, visiting a local park etc.).

What did we learn?

The development of the approach with parts of the system that are trusted by, and can influence the inactive audience, ensures the investment is valued by the organisation and becomes part of the infrastructure and culture - people who do the change, own the change. Strong leadership from senior people in the service ensures that colleagues see the process as a priority and that they're given the time, space and permission to progress the service developments. As a learning experience – it also gives the respective service a method to addressing other issues that impact on local families and their work in the future.

Reflections from those involved:

I am involved in Active Calderdale's Transformation Group and was keen to integrate physical activity into the services that my organisation delivers in the North of the borough. The Design Thinking process was logical, and it provided the space and time for the Family Support Services to see the added value that physical activity could bring to the families that we support. Involving the team was a significant commitment of colleagues' time. However, on balance, the investment was worthwhile because it made staff feel part of the process. We are in the process of identifying improvements that are relatively easy to deliver, that can be readily applied during our day-to-day work. An active family is a more connected and happy family, and I am confident that the Family Support service can help to make this happen, amongst the families in greatest need.

Tina Burke, CEX of the North Halifax Partnership

Where can I find further information?

Active Calderdale website

Email: *activecalderdale@calderdale.gov.uk*

Adult Development Training Programme
Active Withernsea Local Delivery Pilot

Adult Development is a type of training that has been developed over the past eight years by Dr Rachel Lilley. A strength of the training is that it is adapted to meet local need. It takes eight weeks for the formal parts of the training, but the practices are embedded even after the training ends and reviewing any progression doesn't happen until after a year.

Putting it into practice – how the tool has been used

Who was involved?

In 2019 the original operational team, affiliated professionals (related Public Health commissioners, community development workers and members of the Active Withernsea leadership team) and members of the Board went through the training. We are currently training the new team and plan to offer the training to Community Shapers in the Autumn of 2021 and partners shortly afterwards.

This programme was brought in to support a 'listening' approach, where workers/leaders' agendas were less likely to overshadow the wants of the community itself. Knowing the nature of our own minds and how unconscious bias can de-rail these intentions, this training equips people, to listen and collaborate better.

Why was this tool used?

Starting with the _Theory U model_ (Otto Scharmer, MIT), this helped us to identify a model of change and surfaced the need for us to listen deeply to others, to walk in their shoes in order to create transformational change. The model then includes the sharing of stories across the system so that the system can become more aware of itself. This model also clearly identifies the need to bring Heart, Mind and Will to the changes that are needed, and also to watch out for our internal voices of cynicism, fear and judgement as derailers of change.

As the team began the work on the ground to listen to the community, it was apparent that there were many layers of fragmentation and disconnection. Below is what we heard:

- People felt disconnected from the ways to influence or be involved in how their surroundings were configured, managed, and changed

- Never having seen or heard of people getting involved in these processes by their immediate circle of family of friends, so not recognising this as something they could do, or even wanted to do
- Presumptions and misconceptions between different elements of the Withernsea whole town e.g. those young people are to blame for things

OR it's the fault of those on the estates
- An undercurrent of being geographically disconnected and cut off, leading to people feeling unimportant, less valued and forgotten
- A tendency by organisations to impose ideas without thorough consultation / access to all areas of the town's communities

Name:	Adult Development
Why would I use it?	To support connection through cultivating the development of: • Self-awareness • Awareness of others' perspectives • Ability to hold opposing views • Making sense of a complex set of circumstances
Who would I use it with?	• As many layers of the project as possible, i.e. community, team on the ground, leadership project team, board members, organisational/systems leaders and staff.
How can it be used?	• As a training programme, with supportive practices and structures in the surrounding area of work. • A blended learning approach that layers materials in different formats with the expectation the taught elements will explicitly link all the materials to their area of work, for individuals to try their learning out in 'real life'. • Formats include video clips, online dialogue practice with colleagues/cohort, apps for practicing mindfulness and Heart Rate Variability, individual coaching for development and support though these activities.
Advice to others	• This programme is supporting a whole ethos and Theory of Change – that connection is the pre-cursor to activity and sustainability. • This content is a unique blend of neuroscience, behavioural economics/behaviour change and community/organisational development, not broadly available, but potentially accessible by enquiry.

How was it done?

Training was delivered for 8 hours over 10 weeks with practice via a mindfulness app. Coaching support was given twice to each participant during this period. Sessions were generally about two hours long once a week with reflective learning sessions interspersed in the latter half of the programme. As the programme is being developed for a Covid safe delivery, pre-recorded video sessions with some of the neuroscience and behaviour change material will become available for self-service.

A baseline of Adult Development stage was taken using a the (Washington University Sentence Completion Test). This generated a personal report on which stage individuals were at and ways that would help them grow in terms of adult development. This was fed back individually with support for the identified activities where possible. A second measurement was taken a year later to enable a measure of any progression in terms of the capacities of adult development – sensemaking in complexity, self-relating, perspective taking and holding opposing views.

What was the impact?

The second measure taken after a year, showed that the team had experienced progression and for many by a significant margin. Movements of these amounts tend to take at least two years and more usually three-five years. This would indicate that the overall approach of Active Withernsea and the programme are providing the conditions within which people can develop the above capacities.

What did we learn?

We learnt a number of things from the first cohort which have been incorporated into the programme for the second team cohort, these are:

- To make the content even more relevant to the actual work of the people in the room
- To more explicitly work with the capacities of Adult Development (i.e. perspective shift, opposable thinking etc) with the team in their settings. For example, this might mean explicitly observing and reflecting as a team on how challenge from others with different opinions is felt and accommodated in different projects.
- To recognise that mindfulness does not appeal to everyone - we are now testing the use of Heart Rate Variability to give an alternative to build the capacity of self-awareness.
- To incorporate some peer coaching material in the programme to equip the team to support each other and the community more effectively
- To create a post whose role is to promote and support the behaviours, principles and setting of conditions for development in all the community projects that ensue through the investment plan including small grants (this person is now in post and supporting with the re-design ready for beginning next month).

Reflections from those involved:

My perspectives and value judgements have been challenged and rethought. I have brought this into my day-to-day work through trying to listen more deeply to others and understand their way of seeing the world."

"I am able to reflect on things before I make a plan of action to look for opportunities to co-create with others.

Where can I find further information?

Contact the Withernsea Local Delivery Pilot

Test and learn

It's OK to not know exactly where you're going to end up, as long as you're learning and growing as you go. There's simply no way of improving without practical experience and experimentation.

Creating active schools framework/ implementation model

CREATING ACTIVE SCHOOLS FRAMEWORK/IMPLEMENTATION MODEL
JU:MP BRADFORD LOCAL DELIVERY PILOT

Regular physical activity is important for children's physical and mental wellbeing and academic performance. At present, little guidance exists on what a true whole-school physical activity approach should look like. Researchers, policymakers and practitioners from the UK have laid the groundwork by producing the Creating Active Schools framework (CAS).

Using experience-based co-design, fifty school experts including teachers, headteachers, active-school coordinators, public health specialists, active partnerships, national organisations, Sport England local delivery pilots and UK and international researchers gathered to co-create a comprehensive whole-school physical activity framework.

Following a top down model with the school's vision and mission at its heart, it allows schools to identify their strengths and challenges and prioritise their work accordingly. Building on their existing assets and using whole school priorities as a driver for improvement, CAS supports schools to align physical activity to other areas of work such as attainment, behaviour and wellbeing. This way of working ensures that creating opportunities to be physically active is everyone in the school community's responsibility, not just that of the PE lead or coach.

Since August 2020, the University of Bradford (UoB), Yorkshire Sport Foundation (YSF) and Bradford Institute for Health Research (BIHR; JU:MP programme) have collaborated to design the implementation model for Creating Active Schools.

There are four CAS framework themes, these include:
- Policy
- Environment (physical)
- Stakeholders (including their impact on the social environment)
- Physical Activity.

The uniqueness of CAS resides in the flexibility of the approach to meet the needs of different schools to create organisational change for physical activity through an online profiling tool, an individually tailored online CPD programme, face-to-face CPD to support schools and the formation of local and national communities of practice.
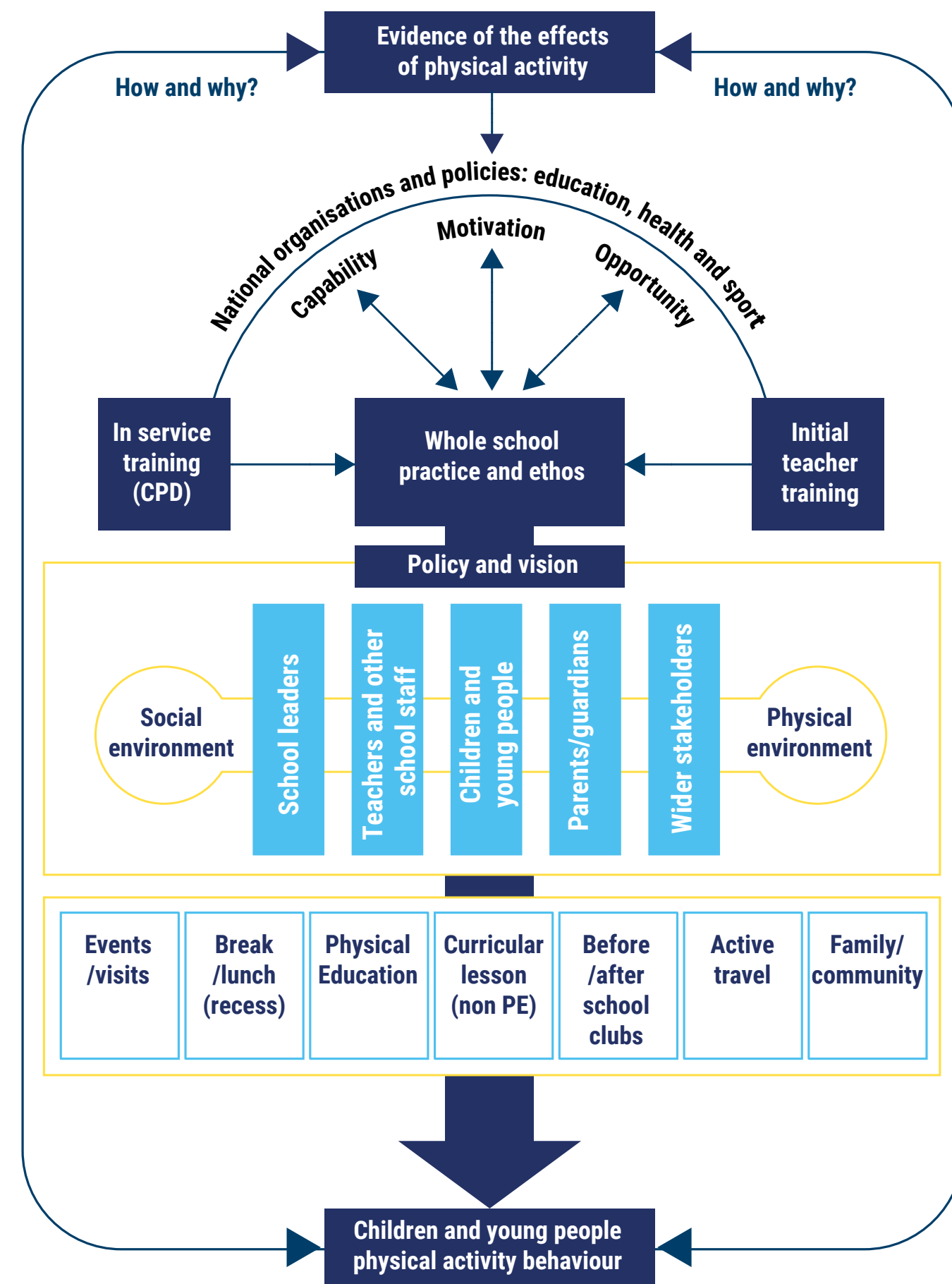
NAME:	CREATING ACTIVE SCHOOLS FRAMEWORK & IMPLEMENTATION MODEL

WHY WOULD I USE IT?

- To integrate the key 'working parts' of a whole-school physical activity system.
- To identify the value of establishing whole-school practice and aligning the work of organisations to deliver one clear message.
- To build capacity within the localised system.

WHO WOULD I USE IT WITH?

- School leaders and staff.
- Wider stakeholders.
- Stakeholders involved through the modelling include:
  - children
  - senior leaders
  - teachers
  - parents
  - wider stakeholders.

HOW CAN IT BE USED?

- Online profiling tool - The web portal supports schools to assess their current provision against the four CAS framework themes.
- Implementation planning tool - the profile tool makes recommendations (based on the school's responses).
- By classifying the possible interventions into high, medium or low impact.
- Individually tailored CPD – with 22 modules available linked directly.
- CAS Champion (local/regional) support (including their own training on supporting schools with the implementation of the model).

ADVICE TO OTHERS

- The framework has the whole school's ethos (policy and practice) at its core. This is the most important factor to drive change. If the ethos doesn't embrace activity, it won't lead to true appreciation and whole school systems change.
- The most significant way to impact on the policy and practice of the school is effective senior leader and teacher CPD.
- This is why the model focuses on CPD and ongoing support of schools (both online and face-to-face), taking the framework and supporting schools to address each element through the view of four key areas:
  - Policy
  - Environments (physical)
  - Stakeholders (including their impact on the social environment)
  - Physical Activity opportunities provided

PUTTING IT INTO PRACTICE – HOW THE TOOL HAS BEEN USED

WHO WAS INVOLVED?

Work on completing the CAS Implementation Model came from the involvement of 13 JU:MP Primary schools from the Pioneer Neighbourhoods in north Bradford who trialled its development. This was augmented by a further 30 schools that formed part of a PE and School Sport Premium Evaluation project with Bradford Birth to 19 Teaching School Alliance.

The schools used a 'beta' version of the profiling tool, and understood how the model should work but had difficulty seeing how its application could help them. This led to the creation of a data profiling tool against four outcomes:

1. POLICY, CONSIDERING
a. School improvement
b. Monitoring and evaluation
c. Policies and routines
d. Communication
e. Professional development and knowledge

2. ENVIRONMENTS
a. Classrooms and corridors
b. Hall space
c. Outdoor space (moveable resources)
d. Outdoor space (fixed resources)
e. Outdoor space (beyond school site)

3. STAKEHOLDERS
a. School leaders
b. Teaching and other school staff
c. Children and young people
d. Parents and Guardians
e. Wider stakeholders

4. PHYSICAL ACTIVITY OPPORTUNITIES, CONSIDERING:
a. Curriculum lessons (non PE)
b. P.E. (including swimming)
c. Playtimes
d. Events/Visits
e. Before and After Schools clubs
f. Active travel
g. Community events

WHY WAS THIS TOOL USED?

The Implementation Model is designed to provide:

- Consistency - a standardised model that promotes high quality evidence-based support to schools

- Capacity – it had to be relevant for school leaders in the context that they're operating in, for example, it led to the development of an online profile tool which saved time.

- Collaboration – (and also accountability) it identifies best practice across the sector as it becomes more widely used, which can then be used to share across the system and support schools most in need.

HOW WAS IT DONE?

The Implementation Model was initially developed in 3 phases starting from the original design by creating an on-line spreadsheet tested by one school.

In a series of further discussions, the remaining 12 JU:MP schools provided feedback based on testing the model as it developed. Each school received 1-2-1 help to complete the on-line tool from the CAS Manager which helped with the schools understanding and progressed the teams learning of its application.

Finally, the CAS Manager held joint workshops on the final model involving all schools. The tool is designed to be used annually as detailed in the diagram below.

REFLECTIONS FROM THOSE INVOLVED:

It captures the complexities of developing children's physical activity at primary school very well and enables discussions and self-reflection on the best most successful strategies for a school community.

Primary School Teacher and PE leader

CREATING ACTIVE SCHOOL IMPLEMENTATION MODEL – ANNUAL CYCLE

Evidence based approach

1 Understanding and influencing school priorities
- Health
- Wellbeing
- Curriculum
- Financial
- Community

Physical activity identified as school priority

CAS profiling process

2 CAS profiling questionnaire

Schools appraise and evaluate current practice in relation to four key areas of:
1. Policy
2. Environments
3. Stakeholders
4. PA Opportunities

3 Reporting and recommendations

Schools review profiling tool and CAS framework to identify gaps

4 Implementation planning

Schools strategically prioritise areas of need and plan evidence based interventions to address these

6 Monitoring and evaluation

5 Building capability, opportunity and motivation for physical activity

Web-based CPD organisational change, behaviour change, targeted approaches

Individual School Solutions bespoke CPD, resource, expert support

Collective School Solutions bespoke CPD, resource, expert support

School led, website supported ← **Facilitation** → Expert

WHAT WAS THE IMPACT?

The CAS Implementation Model has gone through a full series of check and challenges for feasibility and acceptability of use. The schools that were early adopters have been able to shine a light on the impact it can have against the four outcomes: policy, environments, stakeholders and opportunities. For example:

POLICY – on reviewing policy and practice in relation to learning and play, one school has decided to try to remove the concept of "wet play" and focus on children being able to play and learn outdoors whatever the weather. It's put this into school policy along with an investment in waterproofs for each class to support this.

ENVIRONMENTS – on reviewing the use and availability of play space, one school has decided to utilise all its pockets of green space that children are not currently allowed to access to provide opportunity for different forms of play and movement for those children not interested in traditional sports and games.

STAKEHOLDERS – on reviewing the capability, opportunity and motivation of different stakeholders, one school decided to set up a bike library to engage children (and their parents) in cycling and active travel, increasing both opportunity and motivation, and supporting capability by providing cycling and scootering courses within school time.

PHYSICAL ACTIVITY OPPORTUNITIES – on reviewing their provision across the school day, one school is working on a project to introduce active outdoor learning across the school day, in order to reduce sedentary time, increase engagement, and ensure children benefit from regular opportunities to connect with nature and each other outdoors in both learning and play.

WHAT DID WE LEARN?

This re-enforced that we need to understand school systems and pressures for middle and senior leaders and how any model has to align with wider school priorities such as behaviour and attainment. If we don't get this right, then the model has no buy-in or impact. Schools that are using CAS very effectively start to look wider at other schools' performance, learning and opportunities instead of being siloed in their own world.

THINGS TO CONSIDER:

It's important to recognise that PE/school leaders have to understand the complexities of the agenda from the outset to fully buy-in. Following the model can be a long process and genuine behaviour change is a slow-burner, contact with schools is essential (little and often) to nudge and ensure they continually apply their learning.

WHERE CAN I FIND FURTHER INFORMATION?

Look North feature

Visit the Creating Active Schools website

Contacts

Creating Active Schools journal paper

Power shift

We've tried to move from a transactional to a collaborative relationship with the pilots and the communities they work in. Local partners have told us where investment was needed rather than the other way around, creating more trust and confidence as we listened and acted on their guidance.

- How can I design and embed processes that help to create a shift in power?

Investment principles

Greater Manchester Moving > ∧ < ∨

Common purpose/ shared value

Understand the lived experience

Distributed leadership

Capacity and time to reflect

Test and learn

Power shift

Understanding value

Having the right conversations

Understanding the system you are trying to shape

Investment Principles
Greater Manchester Local Delivery Pilot

Local Pilot Investment Principles have been developed by GM to guide investment decisions and as a check and challenge tool for any key decisions.

Greater Manchester Moving > ∧ < ∨

Name:	Local Pilot Investment Principles
Why would I use it?	• To guide investment decisions, and/or as a check and challenge tool for any key decisions you are making. They're also used more broadly as principles for the work.
Who would I use it with?	• Key partners or stakeholders working across all layers of the system.
How can it be used?	• As an infographic, a checklist or a reflection tool to prompt thinking and discussion.
Advice to others	• To use the investment principles effectively they need to be cited regularly and included as a core part of your investment or decision making process. • This could vary in the depth of involvement i.e. from a checklist, right through to a tool for reflection that you work through together and forms the basis of a discussion.

Putting it into practice - how the tool has been used

Who was involved?

The key partners involved in the Local Pilot work; central team colleagues (representing GM Moving, GreaterSport, 10GM and Sport England), and locality leads (representing local authorities and various VCSE organisations). They were developed by GM colleagues in line with the feedback from the initial LP engagement process with target audiences, the GM workforce and specialist experts that supported the development of the Local Delivery Pilot application. Also in line with, the investment principles for the Greater Manchester Health and Social Care Partnership Transformation Fund investment for the Population Health Plan, and Sport England's principles underpinning the Local Delivery Pilots nationally.

Why was this tool used?

We were designing a process to support the Local Pilot work and investment; a submission process from each of the localities to describe their suggested approach and the investment that was required to do that. The Investment Principles helped us to structure and review those submissions to ensure that we were planning the focus of the LP work on the right things in each locality.

How was it done?

We used the Investment Principles to challenge our thinking and hold ourselves to account, because we wanted to design a process that looked and felt very different to process orientated competitive investment. We used the Principles as a checklist working through them to ensure that our plans aligned and/or complemented them, rather than conflicting with them.

What was the impact?

We designed a locally driven submission process where each locality defines their own submission with the Investment Principles at their heart. The assessment process for those submissions takes a peer review approach, where other central team and locality colleagues help to refine those submissions, support colleagues to work through challenges, and also act as an objective yet critical friend where necessary.

What did we learn?

The Investment Principles have helped us work in a whole system way, kept us grounded in our initial aspirations for the Local Pilot, and anchored us away from unnecessary processes.

Reflections from those involved:

"Locality colleagues have used the Investment Principles locally, particularly in their steering group meetings, to hold the focus of steering group members on working with the aspirations of the Pilot at the front of their minds."

**Kate Ahmadi-Khattir,
Greater Manchester Pilot Manager**

The Principles of Investment for Local Delivery Pilot

1 > Must be an identifiable need:
- Supported with an evidence base
- Targeting the physically inactive (ensuring a focus on population health level interventions and targeting the most 'at risk' proportionately)
- Must align to one or more of the target audiences (and the insight that has been developed about them)

2 > Builds on individual and community assets to add value to what is already going on, i.e. the conditions are right

3 > A plan for engaging with the key audiences and a committment to co-design with public services and VCSE engaged

4 > Must follow a whole systems approach (the blue and white circles diagram)

5 > Should demonstrate how it addresses social and health inequalities as a cross cutting theme

6 > Embrace innovation and calculated risk in the interests of doing things differently

7 > Is part of a coherent plan for physical inactivity in the locality underpinned by:
- A whole place approach to public expenditure in physical activity
- A focus on growth and sustainability

8 > Committed to the GM and National Community of Learning approach

9 > Distributed Leadership (everyone's a leader)

Things to consider:
- The principles are pointless if you don't keep coming back to them.
- You need to create the time, space and opportunity to evolve/develop them based on the learning and feedback from partners.

Where can I find further information?

Visit GM Local Pilot website

Summary of opportunities:
- A different way of investing funding that is awarded to the city-region.
- A culture of continual sharing and learning together as a network.
- Building trust in your colleagues who work locally to make informed decisions alongside the community about how they could become and stay active.

Understanding value

A key challenge of taking a systematic approach is how you understand and show that valuable change is happening. The challenge is how we demonstrate the change that we feel and know is happening in our places in a way that energises and reassures stakeholders.

Questions you might be asking:

- Does the way that you are asked to measure what you do, miss out the value that you create?

- How can I find a way to evaluate progress in a way that was consistent with the principles of the work?

Re:valuation conversations

active LUTON

Ripple effect mapping (REM)

we can move   Active Gloucestershire

Re:valuation Conversations
Active Luton

active LUTON

In Autumn 2021, Active Luton and the Leadership Centre started to work on exploring how value was treated and understood in the Navigating Local Systems work in Luton. This task was partly about re-imaging evaluation; and partly about stock-taking how Active Luton and their partners thought about, and talked about, 'value' in their work.

Over the next few months, a series of 3 facilitated workshops took place, and in between these sessions, face-to-face value-based conversations took place within the team. People from Active Luton, the Active Partnership and the local public health team took direct part in the workshops. They also had valuable discussions with stakeholders they came in contact with between the facilitated sessions.

Exchanging stories about what matters to us is at the core of the approach. The stories are told in an informal way and the audience listens out for 'items of value'. What was it that you heard in the story that seems to be of value to the person telling the story? These 'items of value' are the way in which the story owner shows you what matters to them.

When a series of stories have been shared, the various items of value are distributed across a framework to help make their value clear to all of the participants in the story-capture process. The framework helps to make more value visible and evident to everyone than before the stories were shared.

How to value...*dialogue is the process*

	VISIBLE	INVISIBLE
NUMBER	COUNT	CALCULATE
NON-NUMBER	FEEL	REFLECT
NEWORK	CONNECT	PROTECT

Name:	Re:valuation Conversations

Why would I use it?	There are various starting points and prompts for doing this, depending on your local situation and local system. But here are some of the possible dilemmas and questions to which this approach might provide a response:

- Does the way that you're asked to measure what you do make you miss out a lot of the value that you create?

- To what extent do you find that the way that you account for impact gets in the way of system change?

- Have you ever wondered what it might be like to have a really good understanding about quantitative and qualitative data in ways that make human, intuitive sense?

- Are you frustrated at not being able to really consider what local people value because what you have to measure is set by the people at the top of the hierarchy?

- Have you ever wondered about how you could have natural, flowing conversations about what's really important to everyone in your system?

- Do you ever feel there's a disconnect between the language used by different partners and stakeholders?

What goes where...*wearing your 'sorting hat' - socialising dialogue*

	VISIBLE	INVISIBLE
NUMBER	'Quantitative Value: direct and on the surface' • Monitoring • Metrics • KPI's...	'Hidden Quantitative Value inc. future value, and calculations' • £s • (Social) Return on Investment • Health Metrics: BMI, Qalys • CO2...
NON-NUMBER	'Reported Benefits: qualitative outcomes' • Interviews • Stories • Pictures...	'Shared Benefits and Learnings: principles, processes, ways of working' • Reflections • Theories of Change • Thematic Analysis...
NEWORK	'Networks and Relationships: of People and of Ideas' • Discourse Analysis • Social Listening • Network Maps	'Transformations and Trajectories: cycles broken, emergent properties' • Lives changing/changed • Roads not taken • Systems tipping/tipped

Who would I use it with?

There's lots of flexibility about who to involve in this approach, and very little barriers to use. Some of the concepts and terms can seem a bit vague or abstract to begin with, but once you start using them, they get to feel accessible quite quickly.

- In Active Luton, a community-wellbeing trust, the active partnership and the local authority were involved in these value-based conversations.

The Re:valuation tool has also been used in various different ways across a number of places.

- In Greater Manchester, partners to Greater Manchester Moving were involved in exploring the value of their governance system and produced the 'pointers to practice'.

- The Local Delivery Pilot in Southall, Let's Go Southall, used story-capture as a kind of self-accounting method to reveal more about their social movement-building approach to encouraging physical activity.

- Disabled people and providers of support to physical activity were involved in the West Midlands as part of 'Include Me'. Through this use of Re:valuation, we created a storytelling impact cycle.

- NHS Improvement used value-based conversations as a way of understanding the contribution of social movements to well-being.

- In Scotland and Northern Ireland, the Family Nurse Partnership developed ways of understanding the full value of their work.

- In Merton, the Health & Well Being Board used Re:valuation to develop their governance system.

- Sport England used Re:valuation to understand the value of the Extended Worker Programme.

How can it be used?

Local teams have used Re:valuation to help with their approaches to understanding the value and impact of:

- Social movements in encouraging physical activity

- Day-to-day asset-based community development

- System change

- Value-based conversations in their local networks

- Supervising the work of activists

- Network development into communities where there are concentrations of physical inactivity.

Advice to others

- Think carefully about the language used – is it accessible to all partners? Try to avoid jargon and acronyms.

- Involve your communications lead at the earliest opportunity – they can then articulate the value in a meaningful way and replicate your shared language

- Starting with a project/programme/service that all partners are involved in, or aware of, helps in developing the 6 box approach as all can be involved rather than leaving it to one person

- Don't give up too easily! We were sceptical when first introduced to the 6 box approach, but quickly realised its importance in ensuring that all value was articulated

- Not every project/programme/service needs all six boxes completing, but understanding the process helps in realising which ones are of greatest significance to partners/stakeholders

- Give yourself time as a group – it's is not a tick-box exercise, it needs time to tell the story and reflect together

- The investment of time early on, improves the comms and makes pos- project reports to funders/partners/commissioners much less time-consuming, as well as being more relevant

Putting it into practice - how the tool has been used

Who was involved?

Active Luton (Community Wellbeing Trust), Active Partnership, Local Authority.

Why was this tool used?

Our involvement in the Navigating Local systems work made us realise that we should be doing far more to communicate the value of our work. The reporting mechanisms used didn't allow for a balanced and rounded picture. There was – too much emphasis on the visible, and too often case studies were simply success stories, ignoring lessons learned along the way.

How was it done?

We had three facilitated sessions which took us through the following steps:

- What do we mean by a conversation about value?
- How do we capture value through storytelling?
- How to listen for items of value when others tell their story?
- How can value be split into visible and invisible – introducing the 6 boxes to 'sort' value?
- Understanding our 'system'. The first introduced us to the concept of storytelling as a means of communicating value, how to gather value and listen out for items of value to demonstrate value.
- And finally, taking us through a programme well known to us all and completing the 6 box framework for the story.

'Thinking Time' sessions have also been introduced for key partners simply to talk about what matters to them, where there are connections between strategies and simply telling stories about their work, so that others can look for value and opportunities.

What was the impact?

- More voices involved in communicating the value of our work
- Greater emphasis on what matters and a better understanding of what matters to whom
- A shared language being developed
- Evaluating value is now being built into strategic plans.

Active Luton's strategic plans and the associated annual plan now clearly articulates how we'll measure success and which of the six boxes are most important for each of the actions. It's brought together our strategic documents rather than having an outcomes framework and a KPIs schedule. Across each area of the plan, we've ensured that all six boxes are reflected in what we're capturing. Having our commissioners and partners involved in this process means that we're all clear about what's important to us and each of the key partners/stakeholders.

What did we learn?

Determining value is a shared responsibility, not the lone voice of a project lead.

Agreeing what will be measured and how this will be built into all plans.

We're now realising what matters and considering what that means to all partners/stakeholders involved.

Involve the communications lead at an early stage – they'll be better equipped to communicate the value.

Accessible language is essential.

Where can I find further information?

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Andrew Harrison
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www.revaluation.org.uk www.learning-studio.org

VISIBLE	INVISIBLE
Proposed items of value (based on listening): • **Number of interventions** • **Number of link workers** • **Numbers of clients (esp young people) benefiting** • **Scale of population covered by system working** • **Scale of staff engaged in system working** • **Scale of partners engaged in system working** • **Scale of resources within system working boundaries**	**Proposed calculations (based on listening):** • **Value of 'roads not taken' - will vary by intervention** • **Inequalities (indicators?)** • **Poverty (indicators?)** • **Quality of life (indicators?)** • **Well being (indicators?)** • **System working is framework for holding to account**
• **Doing right thing - satisfaction of system working** • **Ownership gets you there** • **Different conversations - 'agenda-less'** • **Empowerment, resilience, share with one another, listen intently - get in the room and just talk** • **Not being fearful** • **Valuing celebration - thinking time** • **System working makes values clear** • **Processes in common** • **Less inhibited. More sustainable**	• **Shared vision and shared goals - PA on others' agenda** • **Simple narrative** • **Flexibility, agility** • **Cross-sectional learning - appreciate each other more** • **Deepening understanding - sport and PA can add value** • **Deepens knowledge of the system and how it works** • **Go well (celebrate); go badly (big learning)** • **Hang onto speed of response** • **Changed 'the way we do strategy'** • **Now know what people do**
• **Cross-sectoral relationships - relational infrastructure** • **Boundary crossing - outside silos** • **Different conversations - talking things out** • **People come to ask to invite our involvement** • **Egos out of the room - heart and soul** • **Informality, pick up the phone to you** • **Power in networking - speed of networking - efficiency of network - Barnardo's as a key partner** • **Proved we can do it as a town, as a system** • **Change Active Luton into a 'well being' Trust**	• **Different angles** • **People no longer reliant on services in the same way** • **Power shift: for professionals and for public** • **Getting clients involved** • **Breeds 'going the extra mile'** • **Scale is different** • **Not reverting back to 'type'**

Ripple Effects Mapping (REM)
Active Gloucestershire
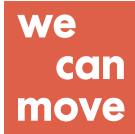
we can move

Active Gloucestershire

Active Gloucestershire developed their social movement we can move which inspires, connects and enables individuals, communities and organisations across Gloucestershire to help the least active move more.

This meant less direct delivery and a different approach to evaluating success over a longer time period.

Name:	Ripple Effects Mapping (REM)
Why would I use it?	To capture and understand the wider impacts in a complex environment in an engaging visual way.
Who would I use it with?	Any partners involved in developing your work or project. Those who are recipients of the work or are impacted by the work.
How can it be used?	To highlight activity and impact where cause and effect cannot easily be apportioned. Or where there are no obvious measures for success – such as attendee numbers. As well as a form of evaluation, this can also be part of an intervention, by bringing together key stakeholders to discuss what's happening and its wider impact. In turn, this will create further ripples, making stakeholders to critically reflect on their work to date. REM demonstrates visually the increased length of time change and impact can take when trying to influence the different elements of the system. You can map out future expected actions and consequences, assess these and capture unintended consequences later.

Advice to others

If you've got experience facilitating workshops or focus groups, then you'll likely be able to run REM sessions. There's no need for a facilitator to have prior experience of REM.

It's recommended to review and build on the maps at regular intervals, such as quarterly, to keep it updated.

It's useful to think about who you want to attend the REM sessions. The initial REM outputs can also help to identify other people who might be useful to invite to a future session.

These sessions probably work best in an in-person format (as it allows people time to interact properly with one another), but it can also be carried out online using virtual whiteboards.

Additional qualitative evaluation expertise is helpful in analysing the map and pulling out the Impact Pathways (i.e. the chains of activities and impacts).

Developing the REM throughout a project provides the opportunity to capture where events haven't turned out as expected. Understanding the dead ends and learning from these as well as from the successes.

Reflections from those involved:

"

Evaluating we can move, and approaches similar to it, is an incredibly difficult task to do. This was as much of a learning process for us as the evaluation partner as it was for anyone, but we were really pleased with how it worked out, the insights generated, and the broader interest from other researchers, organisations and sectors in the evaluation methods.

"

Dr James Nobles, Research Fellow, University of Bristol

Putting it into practice - how the tool has been used

Who was involved?

The method was refined by Active Gloucestershire's evaluation partner, the University of Bristol, and involved a range of partners including Clinical Commissioning Groups, the NHS, local forms, the voluntary and charity sector and different community groups.

Why was this tool used?

To visually demonstrate the broad and often intangible impacts of our social movement We Can Move (WCM).
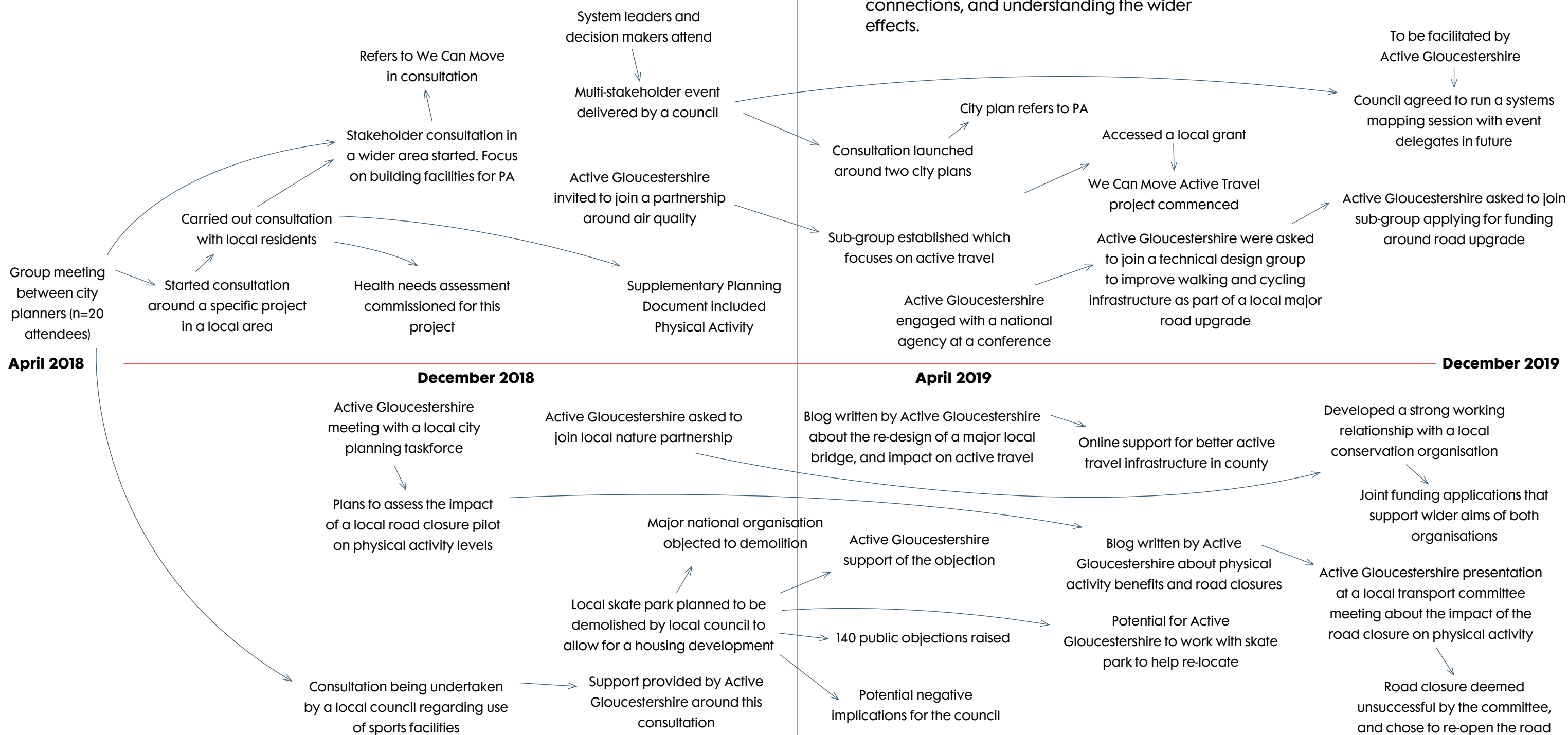
How was it done?

Through facilitated workshops with key stakeholders in person and online. Initial workshops lasted around two hours, with follow-up sessions shorter in length (i.e. 45-60 minutes).

The workshop began with team-based discussions to discover what participants considered to be successful within WCM, or their best experiences as part of WCM. They were encouraged to think about the relationships between stakeholders in the system, as well as their own projects and areas of work. They were then asked to think about what made these achievements or impacts possible, and whether these achievements came about in an expected or unexpected manner. They then moved into a series of smaller group activities that involved mapping a timeline of activities/actions, thinking about the impacts that occurred, identifying the connections, and understanding the wider effects.

What was the impact?

A visualization (map) of the ripple effects of the work in the network. It connected partners, creating new relationships and new ripples. It inspired partners and others to find out more about REM - how it can help them evaluate their work and how it can complement current evaluation models in place. Many of these impacts were previously seen as "difficult to capture" using other methods.

System leaders and decision makers attend

Refers to We Can Move in consultation

Multi-stakeholder event delivered by a council

To be facilitated by Active Gloucestershire

Council agreed to run a systems mapping session with event delegates in future

Stakeholder consultation in a wider area started. Focus on building facilities for PA

City plan refers to PA

Accessed a local grant

Active Gloucestershire invited to join a partnership around air quality

Consultation launched around two city plans

We Can Move Active Travel project commenced

Active Gloucestershire asked to join sub-group applying for funding around road upgrade

Carried out consultation with local residents

Sub-group established which focuses on active travel

Active Gloucestershire were asked to join a technical design group to improve walking and cycling infrastructure as part of a local major road upgrade

Group meeting between city planners (n=20 attendees)

Started consultation around a specific project in a local area

Health needs assessment commissioned for this project

Supplementary Planning Document included Physical Activity

Active Gloucestershire engaged with a national agency at a conference

April 2018

December 2018

April 2019

December 2019

Active Gloucestershire meeting with a local city planning taskforce

Active Gloucestershire asked to join local nature partnership

Blog written by Active Gloucestershire about the re-design of a major local bridge, and impact on active travel

Online support for better active travel infrastructure in county

Developed a strong working relationship with a local conservation organisation

Plans to assess the impact of a local road closure pilot on physical activity levels

Major national organisation objected to demolition

Active Gloucestershire support of the objection

Blog written by Active Gloucestershire about physical activity benefits and road closures

Joint funding applications that support wider aims of both organisations

Local skate park planned to be demolished by local council to allow for a housing development

140 public objections raised

Potential for Active Gloucestershire to work with skate park to help re-locate

Active Gloucestershire presentation at a local transport committee meeting about the impact of the road closure on physical activity

Consultation being undertaken by a local council regarding use of sports facilities

Support provided by Active Gloucestershire around this consultation

Potential negative implications for the council

Road closure deemed unsuccessful by the committee, and chose to re-open the road

What did we learn?

The length of time that impacts require to take effect. It's important to involve stakeholders and those impacted by the different projects.We're aware of only a small proportion of the ripples. The simplicity of this approach, with very quick learnings, resulted in high levels of engagement from the Active Gloucestershire staff and the wider stakeholders (i.e. commissioners).

Where can I find further information?

The first paper from our evaluation partnership has been peer-reviewed and published. A 'how to' carry out Ripple Effects Mapping, using we can move as a case study. Read the full paper here. A series of short training videos are also being produced by the University of Bristol and Bradford Teaching Hospitals.

Check out our latest free online course: Introduction to Ripple Effects Mapping - ARC West (nihr.ac.uk)

Summary of opportunities

- Increased engagement with a broader range of partners.

- Increase in funding through greater understanding of the work we do and its impact.

- Conversation opener across the system, due to the ripples not just being physical-activity focused.

Cycling-proficiency

Ten people signed up to cycling proficiency training: two were confident in cycling on roads	Collected follow-up data from seven people: five were confident cycling on roads
Start	**12 weeks later**

Scenario A: Standard Impact Evaluation

Several people noticed that local roads were not safe for cyclists → Spoke to a local councillor about these issues → Councillor working with the council and local residents to improve road quality

Ten people signed up to cycling proficiency training → Two people started a local cycling group → Cycling group has 30 regular members who meet twice per week

Start   **12 weeks later**   **1 year later**

Scenario B: Ripple Effects Mapping Evaluation

Having the right conversations

Building trust and relationships that last means talking to people in an honest, two-way conversation. Listening closely is often more important than what you have to say, and it can often help you find a missing detail or provide a spark of insight that illuminates the whole picture. Never presume to know the answer and try to find the right people to ask the right questions.

Questions you might be asking:

- How can I support partners to identify their level of influence and develop meaningful conversations with key audiences?

Influencer matrix

ACTIVE CALDERDALE

Appreciative inquiry

active devon

Influencer Matrix
Active Calderdale
Local Delivery Pilot

Name:	Influencer Matrix
Why would I use it?	• To get individuals and organisations to think about what they can do to stimulate their audience, to feel more motivated and capable on an individual and social level, and through their infrastructure. • Dovetails into the COM-B model around behaviour change. COM-B model of behaviour identifies three factors that need to be present for any behaviour to occur: capability, opportunity and motivation.
Who would I use it with?	• Applicable to all organisations and people.
How can it be used?	• Use the matrix to ask them what they can do to help people to move more – individually, socially and through their infrastructure – to increase their motivation and feeling of capability. • Can be used in a routine business meeting or in a workshop – to get people to think about what they would do (making the task action-oriented enables easier engagement) .
Advice to others	• This is a valuable tool that enables assets to think through what they can do to help the people they have influence over to move more – their residents/community and employees/volunteers (workforce).

Putting it into practice - how the tool has been used

Who was involved?

Transport team within Calderdale Metropolitan Borough Council.

Why was this tool used?

To understand how the asset is currently influencing an individual's physical activity behaviours and identify where there are gaps and opportunities to better influence their audience's behaviour.

How was it done?

During a two-hour workshop, individuals from the asset were educated on the influencer matrix and then worked through tasks to help uncover what influence they've got over their service users' physical activity behaviours. The asset scored each of the six circles of influence (out of five, with one being the least influence and five being the most influence), about how well they currently influence behaviour and what they've done to influence.

What was the impact?

By encouraging service providers to score themselves, it gave them an understanding of where they had gaps or opportunities to strengthen their influence over service users' physical activity behaviours. The wider impact of this is not yet known, but by making the system aware of opportunities to influence, it is hoped that they'll look to embed physical activity into those areas. Before you apply the Influencer Matrix it's important that you have developed a relationship with the organisation, helping them to see they're part of the system/solution and value physical activity as a means to deliver their priorities. For example, Transport want to improve air quality, by reducing car journeys via walking and cycling. Physical activity can help to deliver their priority.

What have we been learning?

The tool allowed the opportunity to baseline where the asset currently has influence over physical activity behaviours of their service users. Going through the influencer matrix was a useful process and helped bring to the fore the importance of the asset influencing physical activity behaviours.
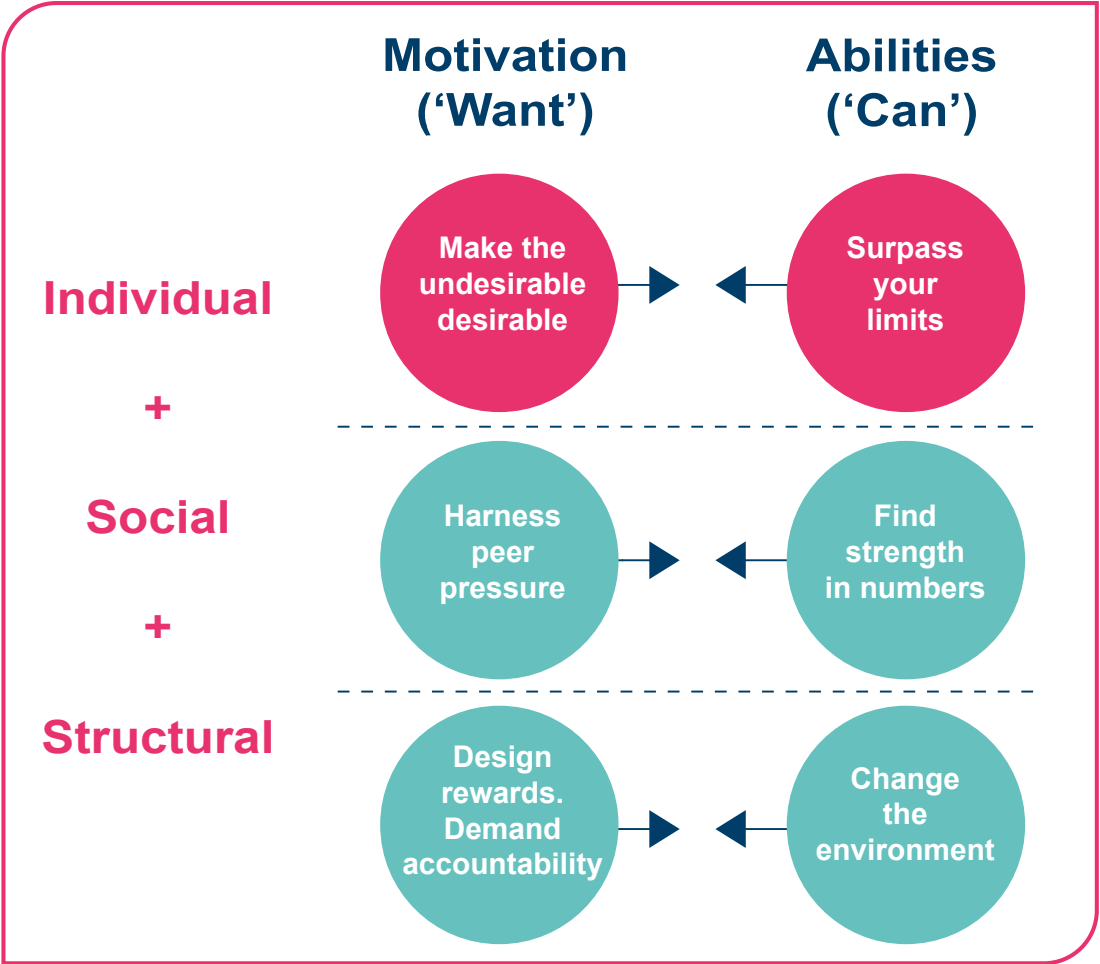
Motivation ('Want') | Abilities ('Can')

Individual

| Make the undesirable desirable | → ← | Surpass your limits |

+

Social

| Harness peer pressure | → ← | Find strength in numbers |

+

Structural

| Design rewards. Demand accountability | → ← | Change the environment |

Where can I find further information?

Active Calderdale website

Email: *activecalderdale@calderdale.gov.uk*

How well is your service doing at...

...making individuals want to do more activity?	**...helping individuals to build skills to be more active?**
2.5> started to do some works on wayfinding strategies for some but not all settlements. Need a continuous cycle network through the key settlements of the borough	**2>** done some training of individuals in cycle confidence, pedestrian training, road safety
...creating social groups in the local area for being more active?	**...encouraging local people to help each other become more active?**
2.5> set up and support of borough cycle forum, support from borough disability access forum	**2>** walking buses, travel planning
...creating ways to feel rewarded for being more active?	**...adapting local spaces to show how, and then be, more active?**
1.5> failure to manage the demand, parks and public transport	**4>** adopted transport strategy and cycle strategy, developing an LCWIP, don't currently have a wellbeing strategy, station development, public rights of way, air quality, re-location of road space, public road improvements

Key: 1 = not a lot   5 = all the time/effectively

Appreciative Inquiry
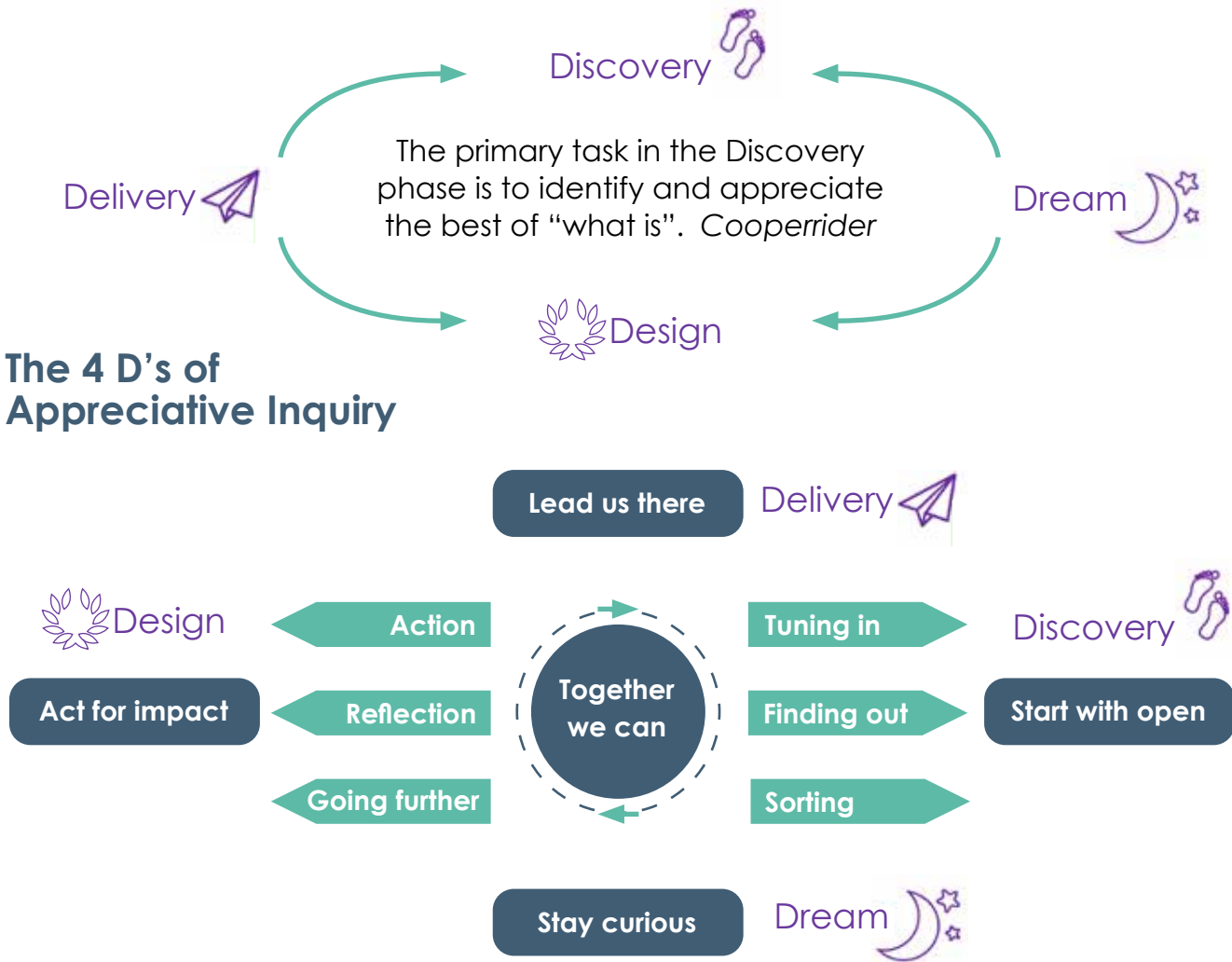## Active Devon

active devon

Active Devon and Plymouth City Council have been exploring the use of Appreciative Inquiry as a tool that adopts a positive, asset-based approach.

This enables contributors to think playfully, in story form, drawing from 'what's good' and considering how 'what's good' can lead to a better co-designed future.

Name:	Appreciative Inquiry (AI)
Why would I use it?	Appreciative Inquiry refocuses attention on what works, and considers what people really care about. It initiates and strengthens relationships in a system and builds trust.
Who would I use it with?	We'd use it with diverse groups who care about social change where they live and work.
How can it be used?	It's used as a framework following the principles of Discover, Dream, Design and Deliver. It's founded on a question or the reason for inquiry. In this case 'How can physical activity contribute to tackling inequality in Plymouth?'

Advice to others

- Take time to understand the Appreciate Inquiry (AI) approach, look into the research and do any possible training.

- Pre-work to develop considerations for inquiry, questioning and plan approach.

- It's important to ensure buy in with at least one other system partner to develop a sense of collective across a locality.

- Ensure dedicated administration support to help maintain momentum, such as: sharing actions, compiling conversations, research, booking of meeting spaces etc.

- It's important to have strong facilitation skills, especially in holding space and maintaining flow.

- Sessions planned with resources to support, in person or online, from flip charts and pens, to mural boards and breakout capability.

- Appealing and simple slide decks.

- Ability to move from different ideas to collective approaches.

Discovery

Delivery

The primary task in the Discovery phase is to identify and appreciate the best of "what is". *Cooperrider*

Dream

Design

The 4 D's of Appreciative Inquiry

Lead us there — Delivery

Design — Action — Tuning in — Discovery

Act for impact — Reflection — **Together we can** — Finding out — Start with open

Going further — Sorting

Stay curious — Dream

Embracing the 'art of the possible' in tackling inequality through physical activity, movement and sport is at the heart of Active Devon's work. Equally, the challenge of addressing health inequality is core to Plymouth City Council who holds a deep ambition to see a thriving and active city. Through this common purpose, Active Devon and Plymouth City Council have come together to explore questions such as:

- How could physical activity contribute to tackling inequality in a meaningful way?

- What shape could this take?

- What do we know now?

- What's possible?

- Who's important?

- How can we embrace a participative approach to design?

All these questions became a forerunner to initiating an Appreciative Inquiry process. This asset-based approach follows the inquiry principles 'Discover, Dream, Design, Deliver' and it revolves around:

- What's good?

- What works?

- What could be?

Appreciative Inquiry (AI) initiated originally by social scientists David Cooperider and Suresh Sivastra, Case Western Reserve University, Cleveland Ohio. AI helps to bring people together to refocus attention on what works, and considers what people really care about. It initiates and strengthens relationships in a system, and helps to build trust through making time and space for collective contribution and exploration.

Active Devon took a lead role in initiating the work supported by the Director of Public Health at Plymouth City Council. The deliberate intention was to convey a tone of open heart and open mind, maintain a sense of curiosity and remain interactive throughout. Active Devon continually stepped into the role of convenor, organiser, facilitator and protector of space, inviting all contributors across many sectors and communities to adopt the mindset of social change agents.

There was a purposeful intent to avoid simply 'telling'. With the aim being 'informing' instead, always encouraging collaboration and making space for contribution. The process took over 12 months involving system partners from different divisions: public sector, health and care, corporate industry, voluntary, community and social enterprise sectors. It included many face-to-face sessions, time spent making sense of the findings and developing iterations of progress. The work led to two aspects:

1. Identifying a focus on Children and Young People embracing Trauma Informed Approaches.

2. Further supporting the city council in growing the interdependence of blue, green and built environments as a means to Plymouth becoming Britain's most thriving and active coastal city.

The work continues.

Putting it into practice - how the tool has been used

Who was involved?

The work involved Active Devon as lead, and Plymouth City Council across multiple departments with specific leadership support from the Public Health department. Other local authority input included councillors, environment and Open Space team, leisure services and Children and Young People leads. Further involvement came from the voluntary, community and social enterprise (VCSE) sector with a cross-sector of charity and social enterprise organisations from community development, to groups working with social prescribing. The corporate sector ranged from housing providers to marketing companies. In addition, there was also involvement from the health sector to include primary care leads in commissioning.

Why was this tool used?

The tool was used because it's a positive and asset-based approach enabling contributors to think playfully, in story form, drawing from 'what's good' and considering how 'what's good' can lead to a better co-designed future. Whilst it doesn't ignore existing systemic challenges, the steer is continually towards 'what works', 'what's strong', 'what's connected' and how can this be a catalyst for change.

How was it done?

Active Devon coordinated, planned and facilitated four AI sessions over the course of 12 months. These were focused on the core principles 'Discover, Dream, Design, Deliver'. The work was broad and diverse with multiple partners at the Discover and Dream stage. As the questions for inquiry were formed and explored, partner engagement adapted to smaller focus groups. The sessions were in-person initially as the work was initiated pre-pandemic.

What was the impact?

The impact was two-fold. Firstly, it led to a focus on Physical Activity with Children and Young People working with Trauma-Informed approaches, which are ways of supporting people that have specific needs as a result of past or ongoing trauma. This was implemented through a Pathfinder Project in specific wards of the city. Secondly, the process led to the initiation of a Physical Activity strategy led by Active Devon, working with the local authority with particular attention to the interdependence between blue, green and grey (built), and an ambition to become the most active coastal city.

What did we learn?

- People value an approach that pulls them out of the problems and focuses on assets, whilst recognizing there are inherent and systemic challenges to be met.

- People value a structure, but not over-production. It required competent facilitation to ensure that thinking was both focused and on-track in line with the identified questions.

- People really care about where they live and work and value connecting with others who also care. The process enabled relationships to strengthen and we noticed an increase in empathy across the system.

- This isn't for everyone, and whilst most embraced this intuitive and creative process, there were some who felt it too unclear and complex and may have required a more directive project-based approach.

- Occasionally, we had to be secure in ourselves with working in complex and uncomfortable environments and be ok with stepping into spaces without fully being able to predict how it would go. Equally, this was very life-giving and we were open in our thinking about utilizing a spirit of measured vulnerability and transparency.

- People like to work with 'what's wrong' and find this is the easiest go-to point. It required constant help in re-framing thinking to strengths in a system whilst recognizing the challenge.

- People thought about physical activity in various ways but not initially as a means to bring a system together or for social change. It led us to notice a perception change in the role of physical activity, movement and sport in connecting others to a higher purpose. It was refreshing to see people re-think this.

- We reflected that, as physical activity professionals, it's easy to think towards the outcome we imagine. Therefore, we have to sense-check that we aren't subtle-steering anybody's opinions. Unconscious-bias is particularly at play always.

- Co-creation is valued and powerful when underpinned by stores of lived experience. However, it still needs leadership and this is also appreciated.

Things to consider:

1. Take time to understand Appreciative Inquiry as an approach and scenario-test it with a small group, asking yourself what we hope to achieve and why would this process help?

2. Build-in early support networks, such as an AI action team, committed to supporting the process with administration support for coordinating events and meetings.

3. Ensure this is used as a tool to influence place-based working and that it's embedded in the local approach.

4. Be comfortable with discomfort in social and public settings as the process will elicit many and varied responses.

5. Always make sense of what happened from each public session, avoid letting this drift. Ensure captur tools are used throughout (they're a lifeline). Use a third-loop learning option to enhance evaluation sessions. In essence, an individual who might not have been in the real-time work but can ask questions of the evaluation.

6. Check any bias in reflective time. Is this what people said or is this your interpretation of what was said? how did people feel? etc

7. Be open to having one-to-one conversations with collaborators outside each session, helping each other make sense of the work.

Where can I find further information?

https://youtu.be/QzW22wwh1J4

Reflections from those involved:

>>

When you start with the things people value, you're already building momentum for tangible social change. Eliciting what's good through Appreciative Inquiry to tackle local inequality was a life-giving, emotional, frustrating, occasionally scary and always-empowering process. It showed us that physical activity was not just a thing to do but a means to connect systems and people, for a better world, in place.

>>

Gareth Dix

Understand the system you're trying to shape

There are many ways to understand systems. You can look at them in economic, political or social terms, but it's the impact they make on local people that's important. Working with the pilots has helped us understand local systems, and we've gained invaluable and practical insight into the effects they have on people's daily lives.

Questions you might be asking:

- How can I align physical activity throughout the layers of the system, across system settings, and against organisational priorities?

- How can I talk about the system in a way that engages people?

- How can I better understand the relationships that connect communities as a network and how these evolve and change over time?

System setting diagram (hot air balloon)

ActiveEssex Local Delivery Pilot

Social network analysis

GET DONCASTER MOVING

Whole system approach, Socio-ecological Model

Greater Manchester Moving > ∧ < ∨

Actor mapping

YOU'VE GOT THIS.

System Setting Diagram
(Hot air balloon)
Active Essex Local Delivery Pilot

Population level change requires 'whole-system' approaches

The Essex LDP System setting diagram was driven by the Socio-ecological Model (Onion Diagram) which shows how a Whole System Approach to physical activity is driven by a wide range of influences at multiple levels. A whole systems approach succeeds when it operates on a number of levels–individual, social environment, organisations/institutions, physical environment, and policy levels. Change is needed at all levels to deliver sustainable increases. Our LDP is not about delivering a large number of individual projects and interventions at a local level. We understand that we need to drive change at all of these levels.

Policy ← **Local laws, rules, regulations, codes**

Physical environment ← **Build, natural, transport links**

Organisations and institutions ← **Schools, healthcare, businesses, faith organisations, charities, clubs**

Social environment ← **Individual relationships, families, support groups, social networks**

Individual ← **Individual attitudes, beliefs, knowledge, needs, behaviours**

Our system setting diagram evolved from the Socio-ecological Model to create Essex LDP's 'Hot Air Balloon'. The balloon incorporates the Socio-ecological model but extends to incorporate Essex's system settings, underpinning themes, and target audiences.
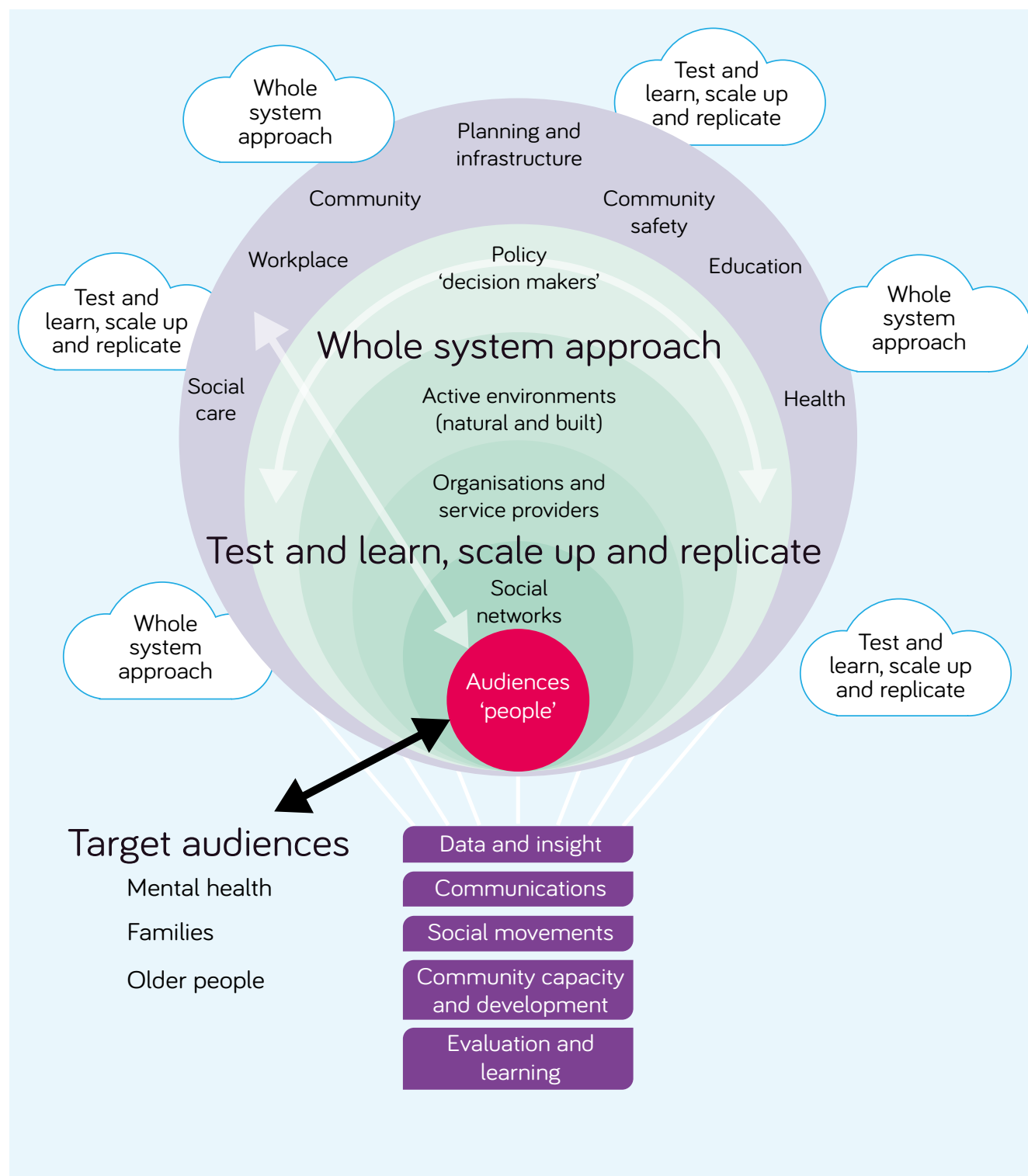
The balloon systems settings Education, Workplace, Community, Health, Community Safety, Social Care, and Planning and Infrastructure led us to start building relationships with systems leads within Essex. Working with Collaborate CIC we met with the system setting leads to enable us to better understand their system and how physical activity could be embedded within them. By acknowledging the system setting priorities for the County we were able to see how physical activity could play a part of achieving their desired outcome.

The basket of the system setting diagram (hot air balloon) indicates the underpinning themes which support and navigate the balloon through the whole system using Data and Insight; Communications; Community Capacity and Development and Evaluation and Learning.

The Essex LDP Core Team used the system setting diagram at an initial project scoping workshop to discover who our stakeholders were across our target areas Basildon, Colchester, Tendring and Essex-Wide. The core team was divided into groups with a handful of post-its and a system setting diagram (Hot Air Balloon) to pinpoint by writing down key stakeholders (organisations, partners, individuals etc.) and sticking them on the balloon in the most appropriate place. This exercise provided each area with a starting point to reach out to these stakeholders, understanding which areas of the balloon required more work and collaboration.

Name:	Essex LDP System Setting Diagram 'Hot Air Balloon'
Why would I use it?	• Use it to navigate through the whole system to ensure physical activity is hardwired across all aspects of the LDP programme.
Who would I use it with?	• To be used with any individuals, organisations, system leads to understand the breadth of possibilities for physical activity to be embedded with across the system.
How can it be used?	• Can be agile to meet requirements of systems settings, underpinning themes, and target audiences. A tool to use when presenting/engaging with audiences to explain the whole system approach that the LDP Programme seeks to hardwire physical activity into.
Advice to others	• Be flexible with the tool, adapt often, use to support strategic priorities and support LDP structure throughout the pilot. • We printed the balloon up to A0 size to have on show at events, meetings and conferences to create a discussion with partners, officers and members to demonstrate the whole-system approach the LDP is taking and how the system can be infiltrated at different levels.

Putting it into practice - How the tool has been used

Who was involved?

Essex LDP team in collaboration with Collaborate CIC, University of Essex, Sport England.

Why was this tool used?

To have a model that would fit to page to present the whole system incorporating our strategic priorities and system settings and the resources which would be required to support and meet the target audience representation. The challenge was to have a clear and concise model which we could share and explain to our stakeholders and show them how they fitted in and how physical activity could fit across the whole system.

How was it done?

The system setting diagram evolved from the Socio-ecological model, moving to adding the key priorities for the project and the supporting resources. The model was tested with the Essex LDP Core Team and shared with the wider group to ensure all aspects of the pilot were accounted for. The model was initially used at a Core Team workshop with the LDP Core Team, then used for collaboration across the whole system.

What was the impact?

The system setting Diagram was always one of our main slides when presenting to organisations, partners, system leads, Officers, Members and paper A0 copies where used at community events and for discussion with individuals. The diagram was a good tool to be able to speak with and explain how the LDP was looking to impact and embed physical activity across the whole system, particularly in target groups.
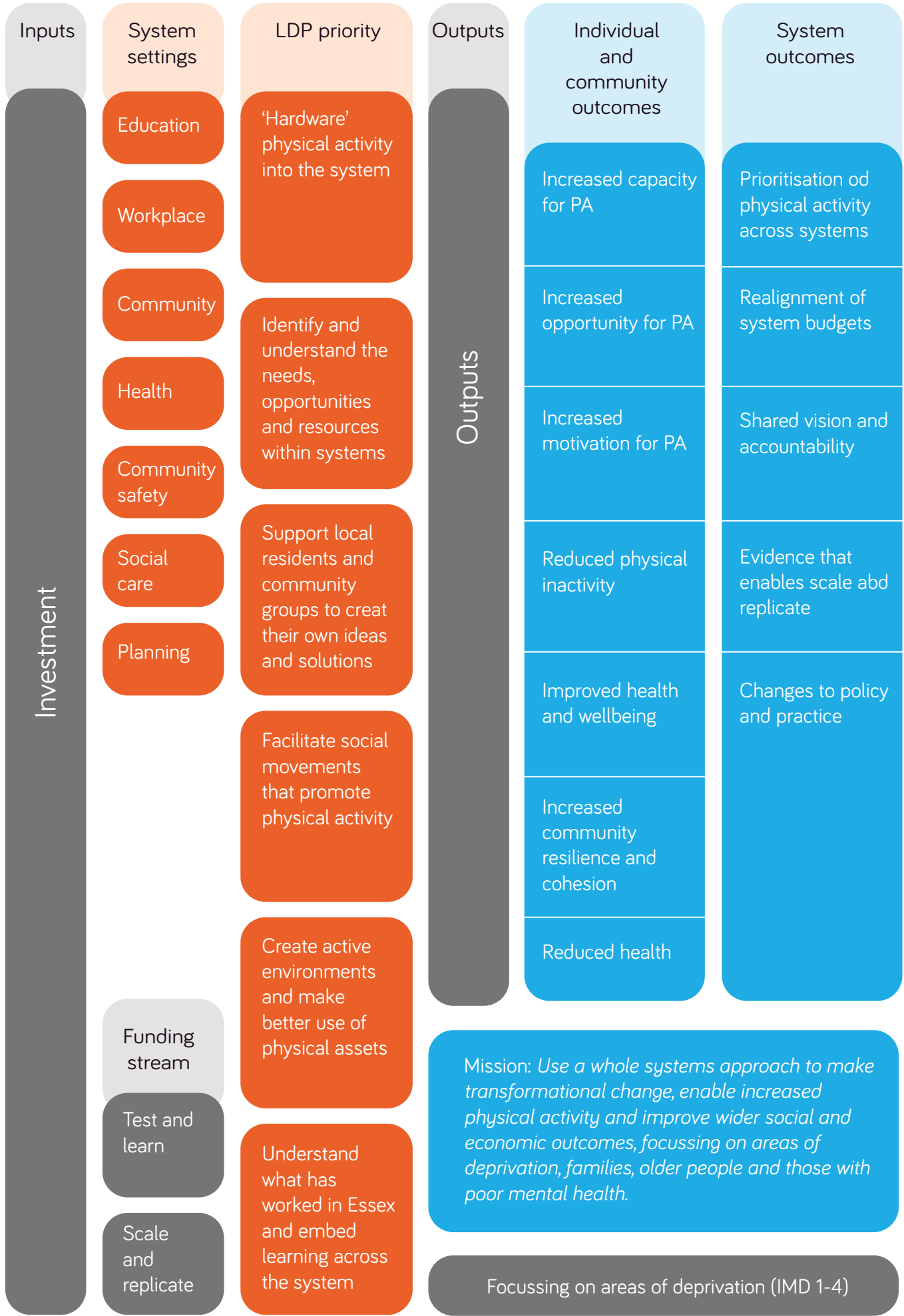
What did we learn?

We learnt who our key stakeholders where across the whole system and that we needed to work alongside them to embed physical activity into their service.

We have continued to evolve with a new tool 'LDP on a page' which has a mission:

'Use a whole systems approach to make transformational change, enable increased physical activity and improve wider social and economic outcomes, focusing on areas of deprivation, families, older people and those with poor mental health'.

This helps support our investment proposal as a form of check list to understand that the projects meet our system settings, priorities, outputs and outcomes.

LDP investments on a page

Inputs

System settings
- Education
- Workplace
- Community
- Health
- Community safety
- Social care
- Planning

Investment
- Funding stream
- Test and learn
- Scale and replicate

LDP priority
- 'Hardware' physical activity into the system
- Identify and understand the needs, opportunities and resources within systems
- Support local residents and community groups to creat their own ideas and solutions
- Facilitate social movements that promote physical activity
- Create active environments and make better use of physical assets
- Understand what has worked in Essex and embed learning across the system

Outputs

Individual and community outcomes
- Increased capacity for PA
- Increased opportunity for PA
- Increased motivation for PA
- Reduced physical inactivity
- Improved health and wellbeing
- Increased community resilience and cohesion
- Reduced health

System outcomes
- Prioritisation od physical activity across systems
- Realignment of system budgets
- Shared vision and accountability
- Evidence that enables scale abd replicate
- Changes to policy and practice

Mission: *Use a whole systems approach to make transformational change, enable increased physical activity and improve wider social and economic outcomes, focussing on areas of deprivation, families, older people and those with poor mental health.*

Focussing on areas of deprivation (IMD 1-4)

The 'LDP on a page' has been widely welcomed by all stakeholders of the LDP and Evaluation consortium. Our evaluation has evolved to prioritise how we are influencing the system rather than evaluate individual projects and investments.

However, Essex LDP continues to be agile:

- Various system settings have evolved to become more holistic. For example, education now encompasses all of children and young people, and active travel is now part of the transport setting.

- A decision was made to remove Social

Movements from the LDP.

- Essex LDP aren't strongly focused on the target areas of older people, mental health and children and families. Instead, we're focussing on areas of deprivation, IMD areas 1-4.

As a result of system thinking, it's had a direct influence on the Essex Strategy for Physical Activity and Sport. This can be clearly seen below:

Strategy 10-year vision: an active Essex to improve everyone's health and wellbeing

	Strategy 5 priorities	Strategy 5 foundations
1	Health and wellbeing	Tackling inequalities
2	Active environments	System change
3	Children and young people	Place-based working
4	Strengthening communities	Measurement of impact
5	Community sport	Proportionate universalism

Reflections from those involved:

"

I would use the balloon diagram with stakeholders, including those looking for investment. I have also used it when presenting to the patient participation group at the CCG to help explain.

"

Sarah Stokes
Colchester Local Coordinator

Things to consider:

Be agile with the tool, use it to start conversations, it helps to understand stakeholders across the whole system. Don't make the tool too complex as it needs to be understood by all levels of stakeholders.

Where can I find further information?

Active Essex - LDP

Email: *administration@activeessex.org*

Summary of opportunities:

Opportunities to start a conversation with system leads to community groups and show how physical activity can be embedded in the whole system and the benefits what we can achieve for both parties by collaborating.

Whole System Approach - Socio-ecological Model
Greater Manchester Local Delivery Pilot

Greater Manchester (GM) Local Pilot (LP) covers 11 localities across the city-region and within a whole system approach, the LP focuses on getting more people active whilst addressing health and social inequalities. GM have adapted the Social-ecological Model to incorporate a layer relating to the ideology, ideas and beliefs in wider society that run through all the layers presented in the model.

Greater Manchester Moving > ∧ < ∨

Name:	Whole System Approach - Socio-ecological Model
Why would I use it?	• To help you describe the basis of a whole system approach, and potentially explore what that means to the person you are presenting/talking to.
Who would I use it with?	• Any partners or stakeholders who aren't familiar with a whole systems approach, or you want to understand it in the context of your locality.
How can it be used?	• As an infographic, or as a reflection tool i.e. think about/ consider/plot all of the influences on an individual in terms of whether they're active or not.
Advice to others	• We use the diagram regularly as a simple and visual way to explain our approach. • If you have 10-20 minutes you could ask people to complete a simple self-reflection task, to gauge their understanding. They can also reflect on the model by thinking of the clients/ individuals they meet as part of their job, and consider the things in the whole system that might help or hinder them being active.

Putting it into practice - how the tool has been used

Who was involved?

Key Workers Forum – a group of front-line staff from a variety of employability services, who we're working with to embed physical activity into their services and interactions with people on a daily basis.

Why was this tool used?

To be able to succinctly and simply describe a whole systems approach and relate it to the context in which they work.

How was it done?

The infographic was used as part of a presentation, and was described with examples from their work.

What was the impact?

It helped those involved to understand the work of the Pilot within a whole systems approach, and prompted them to think about how they could be encouraging the people they work with to be more active. This was evident in the discussion we had after the presentation, and interestingly, it also prompted them to think about their personal situations/context in terms of physical activity too.

What did we learn?

The power of focusing on the individual in the centre of the diagram, and the factors that influence whether they're active. It really does get people thinking about the opportunities/ challenges that a whole system approach provides, in terms of improving an individuals relationship with sport and physical activity. There are a number of practical actions that members of the group have gone away to start exploring within their own services.

Reflections from those involved:

"

It prompts individual thinking; in terms of themselves, their job and role, the people they support professionally, the organisation they work for, and more broadly all the other 'things' in a system that contribute to someone being active or not.

"

Kate Ahmadi-Khattir, Greater Manchester Pilot Manger

Things to consider:

If you use a diagram like this, make sure that you explain it simply with relevant examples. Often a personal example is much more powerful and helpful (if you're prepared to share) in bringing it to life, but also examples that are relevant to those you are talking to often land better and create more opportunity for discussion.
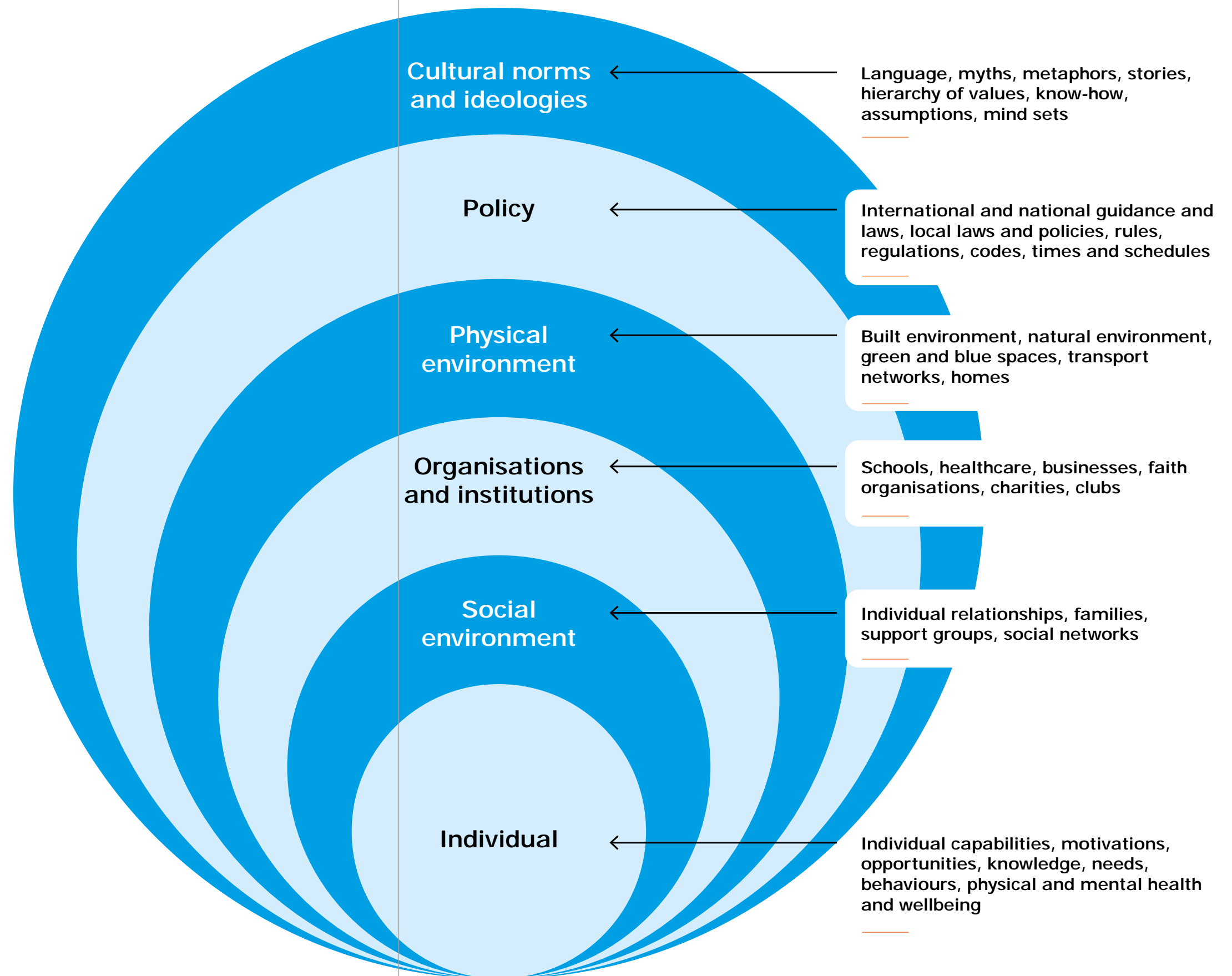
Where can I find further information?

Visit GM Local Pilot website

Email: *info@gmmoving.co.uk*

Summary of opportunities:

It has opened up a much broader conversation about what they can see in their part of the system in terms of blockers or challenges that stop people being active. There are already a number of actions that they have committed to do themselves, but also the intelligence that we have gathered which will be incredibly useful in our conversations with broader partners and commissioners of those services.

What influences how much we move?

Cultural norms and ideologies ← Language, myths, metaphors, stories, hierarchy of values, know-how, assumptions, mind sets

Policy ← International and national guidance and laws, local laws and policies, rules, regulations, codes, times and schedules

Physical environment ← Built environment, natural environment, green and blue spaces, transport networks, homes

Organisations and institutions ← Schools, healthcare, businesses, faith organisations, charities, clubs

Social environment ← Individual relationships, families, support groups, social networks

Individual ← Individual capabilities, motivations, opportunities, knowledge, needs, behaviours, physical and mental health and wellbeing

Social network analysis
Get Doncaster Moving
Local Delivery Pilot

Social network analysis is used to understand a 'community' by mapping the relationships that connect them as a network and understanding how these interact and change over time. CFE Research developed and implemented tools to support Get Doncaster Moving to explore the physical activity network in Doncaster. The use of the tool has helped to better understand where relationships are held, identify gaps and visualise collective impact.

Name:	Social network analysis
Why would I use it?	• To identify the connections (i.e. social network) between people, groups, organisations and its partners in relation to addressing physical inactivity and how these evolve.
Who would I use it with?	• The organisation, partners with which it works, and people with whom those partners collaborate with to tackle physical inactivity.
How can it be used?	• To identify and illustrate the number and nature of connections between the LDP and its partners. • This data is collected through an online partner survey.

Advice to others

- Having a pre-existing list of contacts, from which respondents can select people they work with, can speed up the SNA survey process. However, it is good to be aware that respondents' inferences about the organisations those people work for e.g. the council, could unintentionally lead them to think the network is led by a particular organisation. This could undermine efforts to increase distributed leadership.
- People with many contacts will require quite a bit of time to complete the SNA, particularly if prefilled lists aren't used.
- It's important to note that the SNA is limited by who does and doesn't fill out the partner survey. A network for addressing physical activity is likely to be larger and denser than reported by the SNA, but this is just one potential tool to try and understand the network dynamics.
- If individuals enter contacts in open-response boxes, time will be needed to clean this data and someone with knowledge of who individuals are will be needed to support this process, if shortened names are used.
- To ensure the data is useful, consent is needed for non-anonymised data to be shared.

Putting it into practice – How the tool has been used

Who was involved?

Partners in the physical activity system in Doncaster and contacts they work with to tackle physical inactivity.

Why was this tool used?

SNA enables the identification and illustration of the physical activity system in Doncaster and how it adapts over the lifetime of the approach. It can also identify where connections are based on only one individual — therefore identifying areas of weakness if an individual left their post.

How was it done?

The director of public health distributed an online survey across members of the Get Doncaster Moving partnership three times - July 2019, January 2020 and March 2021 - and each time partners were asked to forward it on to their own contacts. The SNA is based on questions in the partner survey which relate to:

- People with whom respondents currently collaborate with to tackle physical inactivity in Doncaster, and the organisations they work for
- Whether these professional relationships were developed before or after the commencement of the approach in 2018. The nature of the collaboration to tackle physical inactivity in Doncaster, ranging from informal working to making collective decisions
- The frequency they collaborate with the individuals identified to increase physical activity levels in Doncaster.

What it shows:

The data collected has been used to create visualisations of the social network and how it's evolved. The key elements of the visualisations are:

- Each circle represents one person who's a member of the network

- For any data which is published, the names of the people indicated by each circle have been removed to ensure both the anonymity of the survey respondents as the people they've got connections with who haven't completed the survey themselves. The Get Doncaster Moving team receive data which has named individuals so they can see who's connected to who

- The organisation an individual works for has been categorised and is represented by the colour of their circle

- The lines indicate that one person has collaborated with another

- If two people in their survey responses indicate that they've collaborated with each other, that they're 'a collaborative pair', this is shown by two lines in the network.

What was the impact?

The SNA has helped the Get Doncaster Moving team understand the influence of their work on the network of partners seeking to address physical inactivity in Doncaster. It's also illustrated potential gaps in partnership working and where relationships can be strengthened.

"It's proving to be a useful tool to demonstrate the impact of our Pilot on connecting a network of stakeholders who are contributing to our shared vision. It's also helping us to identify where the opportunities are developing for stronger collaboration."

The Get Doncaster Moving team are using the SNA findings to advance its ambitions by:

- Exploring new ways to engage individuals not already present in the social network to broaden the range of partners

- Developing more collaborative relationships between individuals in the network to reduce reliance on the LDP programme team and reduce the relationships that are based only on knowledge exchange

- Engaging with current partners, including the Get Doncaster Moving network, to increase the number of individuals championing physical activity in Doncaster

- Connecting with the outliers in the social network and grow their influence across their networks in order to enable the distribution of leadership across the system to think and act differently

- Increasing the strength of relationships in the social network so that more organisations can collaborate to tackle physical inactivity with less reliance on the Get Doncaster Moving team.
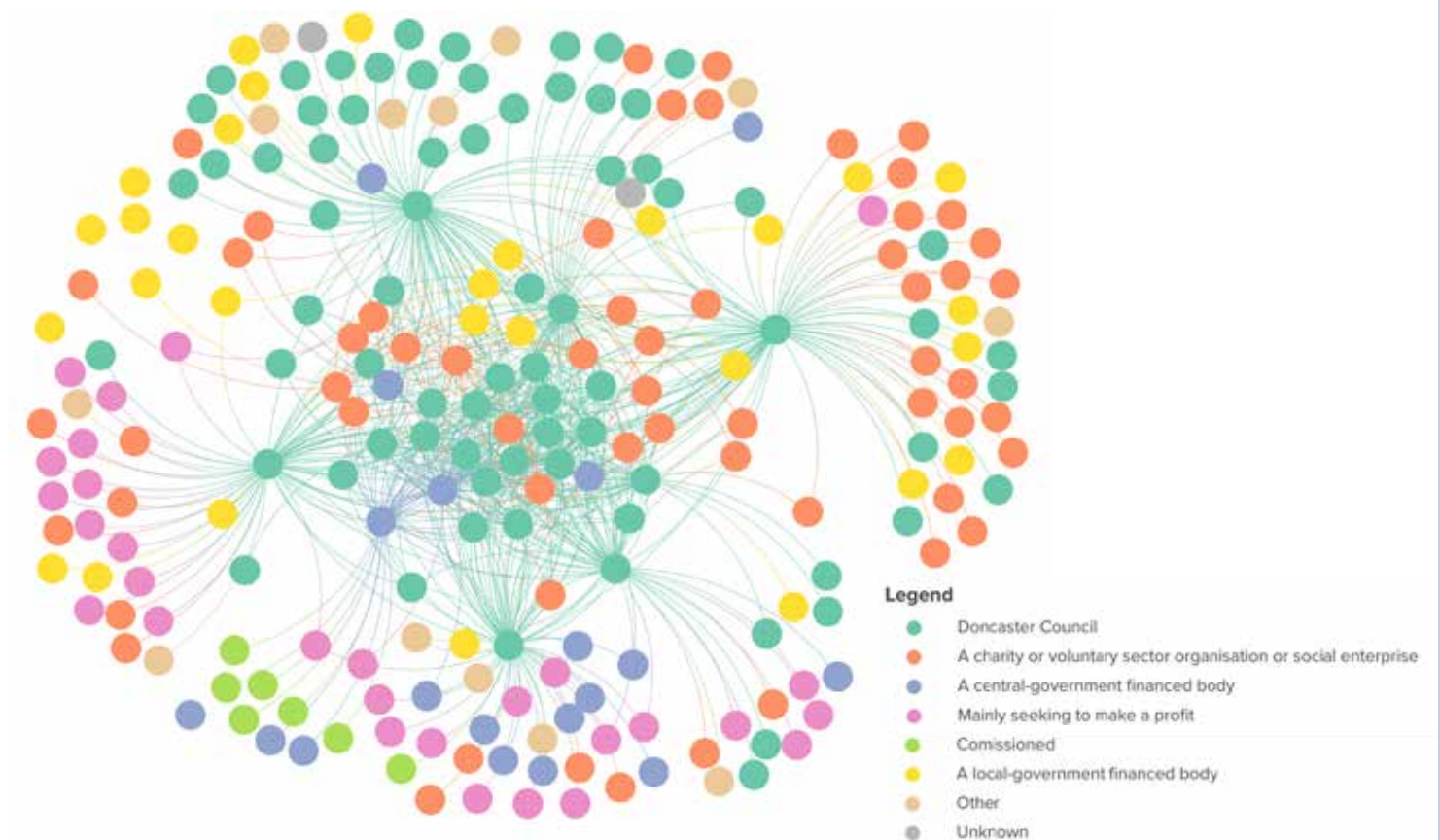
What did we learn?

Figure 1 shows the physical activity network as of January/February 2020. Key-defining features of the network are:

- There are a range of different organisation types included in the network, reflecting the wide range of partners involved in the network

- Doncaster Council are represented in the network by the darker green circles. This highlights their influence on the network based on the large number of circles and their position close to the centre of the network

- Those individuals with the highest number of connections in the network are key members of the Get Doncaster Moving or funded LDP positions, highlighting there's still a reliance on these within the network

- There are some key individuals who are part of Doncaster Council who have a large number of connections positioned at the centre of the network who form a 'bridge' between others

- Only a small number of people who responded to the survey didn't consider themselves to be part of the physical activity network in Doncaster (indicated by individuals with no 'lines' connecting them to another person).

Figure 1: The physical activity network in Doncaster – January/February 2020. Partnership survey 2020.

Legend
- Doncaster Council
- A charity or voluntary sector organisation or social enterprise
- A central-government financed body
- Mainly seeking to make a profit
- Comissioned
- A local-government financed body
- Other
- Unknown

The SNA has enabled an examination of how the relationships of survey respondents have evolved. Figure 2 illustrates the connections for survey respondents who reported that their prelationship to increase physical activity in Doncaster was developed prior to the LDP's establishment in July 2018. Many of the circles in the diagram don't have any lines joining them to people operating in the network showing they're new relationships. Those operating near the centre of the network are now also working with each other; with fewer 'lines' joining them in this network map when compared to Figure 1.

Figure 2: The physical activity network in Doncaster – prior to July 2018. Partnership survey 2020.
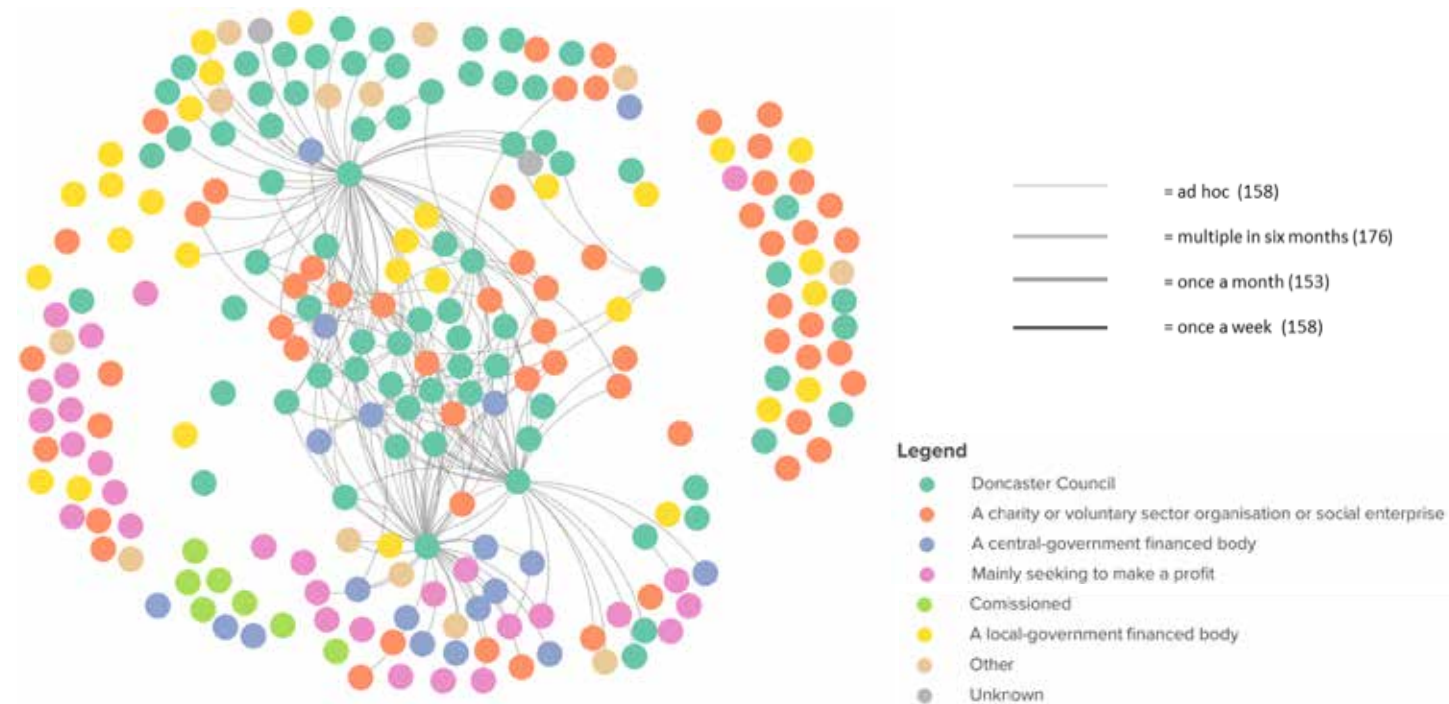
The SNA has demonstrated the nature of collaborations in terms of strength and frequency. The strength of the relationships between the people in the social network is shown in Figure 3. The darker the line the stronger respondents rated their collaboration with the person to which they're connected.

Figure 3: The physical activity network in Doncaster – January/February 2020, strength of collaboration. Partnership survey 2020.
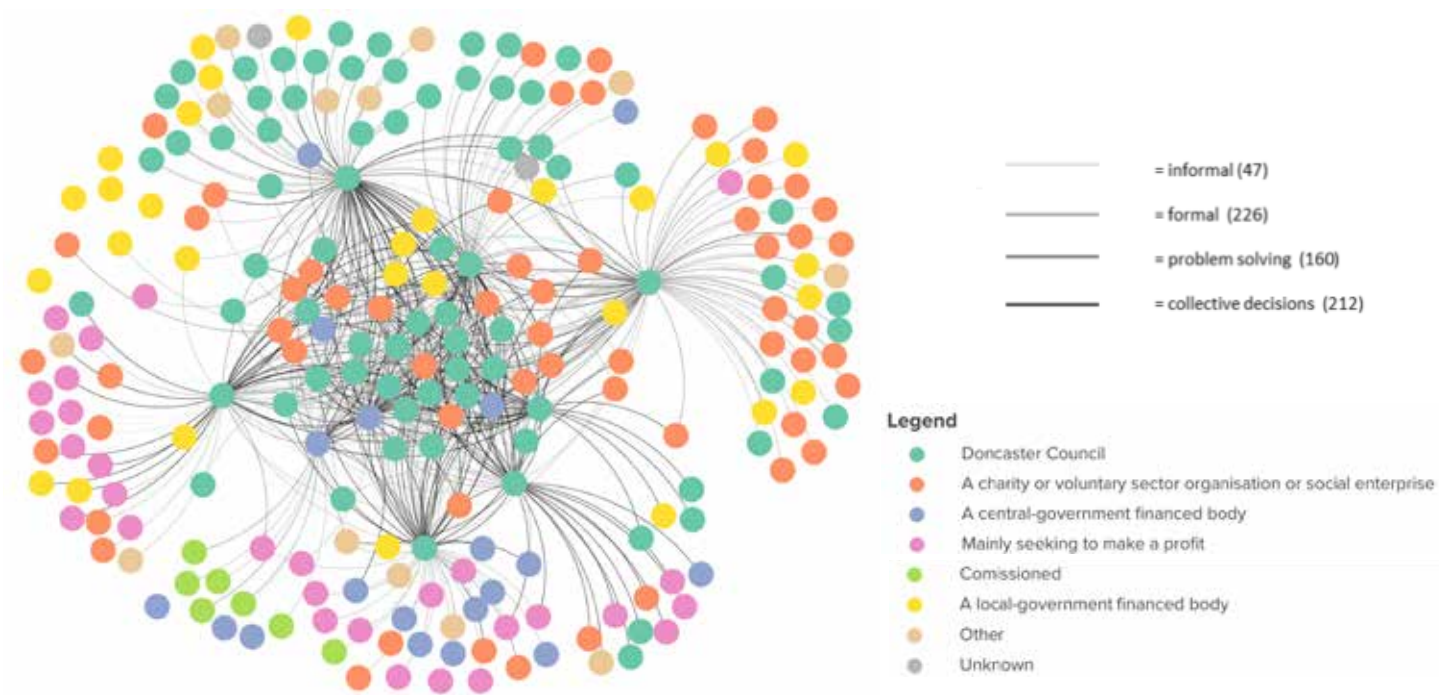
A comparison of the strength of the connections in the network in January/February 2020 with those in July 2019 highlighted that the network has not only grown but the proportion of connections that are based on problem solving and collective decisions has also increased.

Figure 4: Comparing strength between 2019 and 2020 SNA. Partnership survey 2019 and 2020.

Strength	July 2019 (368)	February 2020 (666)	
Informal	15%	8%	⬇
Formal	33%	36%	
Problem solving	19%	24%	⬆
Collective decisions	33%	32%	

Frequency	July 2019 (367)	February 2020 (666)	
Ad hoc	30%	25%	⬇
Multiple in six months	32%	28%	⬇
Once a month	21%	23%	
Once a week	17%	24%	⬆

Reflections from those involved:

"

- The Get Doncaster Moving team members and network partners find the output valuable for measuring change and providing the evidence that guides our next steps.
- The method for completing the survey does take time and relies on commitment from every individual to provide an extensive list of connections, while also taking the time to reflect about their relationship with each connection.
- 50% response rate does give us the evidence we need to demonstrate value and change, however it would be interesting to see if there are any differences with a response rate closer to 100%.

"

Summary of opportunities:

Partners can visualise the system that they're part of – fostering greater understanding of collective impact

It provides evidence and an opportunity to visualise incremental change in a number of dynamics.

It's creating opportunities to shape Doncaster's network engagement plan – to create the conditions for collective impact

Where can I find further information?

Get Doncaster Moving website
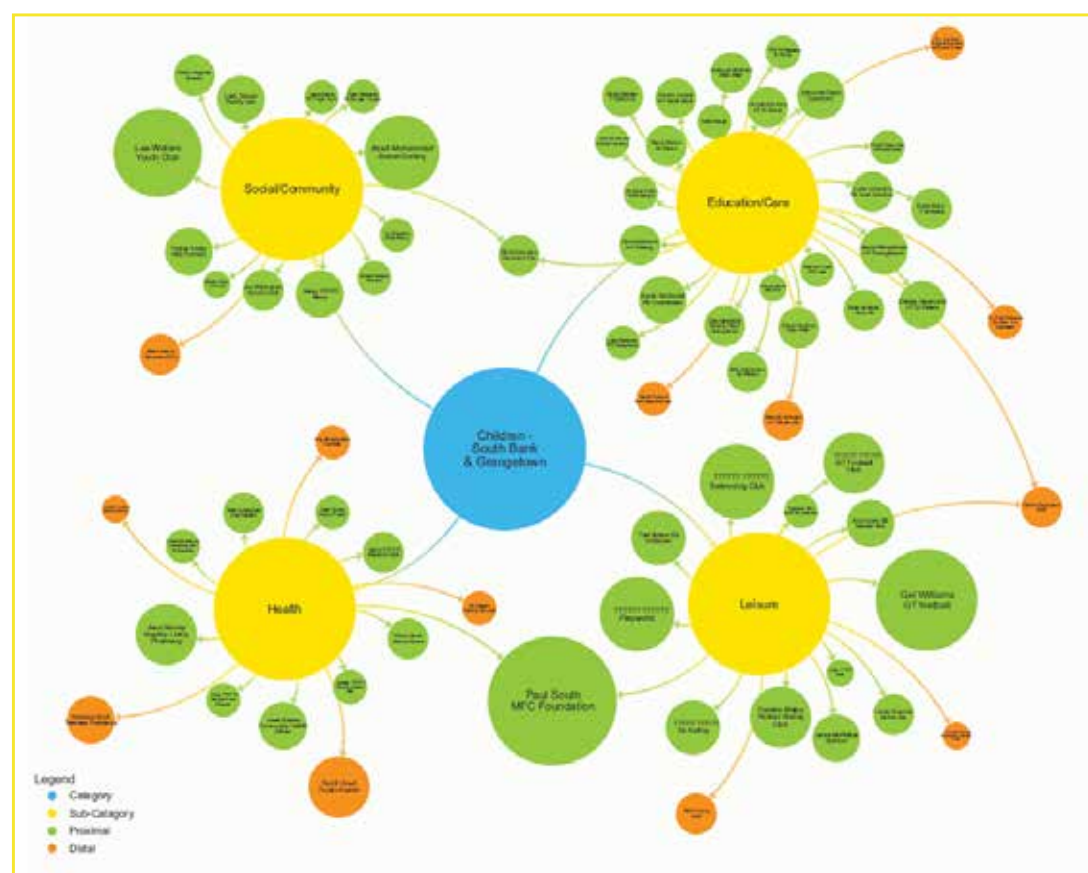
Actor Mapping
South Tees
Local Delivery Pilot

YOU'VE GOT THIS.

You've Got This is one of the 12 Sport England Local Delivery Pilots. In the initial phases of the pilot, we wanted to gather information and understand what was already out there, being delivered locally, and who plays a role in leading that. We wanted to know where this was happening and what community assets and buildings were relied upon when engaging with people. We wanted people to talk about their issues and concerns; and what would support them to become healthier and happier. It's impossible to know and reach everyone in a place, but we needed to gain insight into the landscape and relationships within each area. This desire to know as much about our communities as we could led us to the development of actor mapping.

We thought actor mapping could provide us with a 'visual' depiction of the key organisations and individuals that influence a topic, allowing insight into the new and current players within a system'. The purpose of actor mapping is to identify opportunities to improve a system's overall performance by, for example, strengthening weak connections or filling gaps in the system. We took an academic desk exercise https://www.fsg.org/tools-and-resources/guide-actor-mapping and from it created an interactive and engaging networking event. Inviting people from volunteers to professionals, inside and outside of our focus wards, enabled valuable cross sector engagement. The way in which the sessions were structured created an even playing field where everyone's contribution was valued.

Name:	Actor Mapping

Why would I use it?	· To better understand your 'place and the people within it'. · To highlight what's being delivered, who within the community is being supported, where things are happening, etc. · To highlight where the replication is and where the gaps are. · Challenging your assumptions of who is 'important' to work with in a place, and anyone who falls outside the ward boundary but plays a large roll to support local people.
Who would I use it with?	Anyone that plays a part in the community or supports residents, such as residents, councillors, community hubs staff, local VCS organisations, housing associations, active partnerships, PCSO's, health professionals, social prescribers and more....
How can it be used?	· As an engagement exercise to bring people together. · To highlight where provision is lacking and where there's replication. · To understand who the community influencers are and who's got trust within a place/area. · It can be used a number of times to see where the shifts are, where things are changing, etc. · You can add an additional layer to then dig into the strength of the relationships between the actors also.
Advice to others	· Make the session engaging and interactive – sticky notes, big paper, get them to take ownership and add their own thoughts, etc. · Allow time for discussion, networking and breaks. This can't be done in just an hour. · Mix people up – discourage people sitting with people they already work with, integrate residents with 'professionals'. · Make sure there is a mix of organisations, perspectives and different 'levels' of the system as well as residents. · Set the scene first as actor mapping is quite an unusual concept, as it isn't about mapping the delivery, it's about mapping the 'people', you'll need to remind throughout to focus on people's names.

Putting it into practice - how the tool has been used

Who was involved?

On the occasions we delivered Actor Mapping, we had up to 30 people in the room. Anyone and everyone that plays a part in our focus wards was invited and encouraged to attend. We made it quite clear that people attending didn't necessarily have to be involved in physical activity, they just needed to support one in any way, shape or form. Having residents there was important, as it gave a completely different perspective as they would be the ones on the other end of a service.

Why was this tool used?

As new programme officers, we wanted to learn who had influence in the wards and what people thought the ward lacked, who they trusted, what they didn't like etc. We also wanted to use it to show that the pilot wanted to listen to the community and be as front facing as possible. It allowed us to build rapport and challenge our assumptions of who was 'important' in an element or place.

How was it done?

Delivered in a community space we displayed a map that covered two adjoining wards and was divided into four themes: Leisure; Education & Care; Social & Community; and Health. Some of these services and themes aren't universal, so one side of the board was for adults and the other side, for children. People were asked to identify individuals located in the wards that delivered any services or support within these themes. We also asked for services and support that may be delivered outside of the ward, but that people travelled to, such as Children's Mental Health Services. We asked how many people in the room knew this person and what they delivered in the community.

This gave us a strong indication of their influence and reach, which was reflected in the final map.

What was the impact?

- The resulting map produced from the workshop highlighted the key stakeholders in the place and their level of influence. The map also highlighted the level of activity within a specific theme within the wards and this can be mapped over a period of time to show changes in the 'system' on the ground.

- By using Actor Mapping we've created new relationships and introduced people to others that they hadn't met before. It's created an awareness of the gaps in community provision or highlighted duplication and potential for greater collaboration.

- It meant people went away and met outside of the room, it informed people that relationships needed to be reviewed, and it also acted as a resource to support people with future projects, funding bids and ways of working differently.

- Created a clearer direction for the YGT Core team to have more conversations with the influencers in the community, or identify who could 'fill the gaps'.

- Highlighted to the health professionals the gaps within the community sector to support people with Type II Diabetes.

What did we learn?

That too many groups/services work in isolation and that people don't look for new working relationships – they just work with the same people and then ultimately get the same outcomes.

The mapping has driven our consultation and relationship building with organisations, and this is something that should be repeated on a regular basis to see how the system is shifting.

As a team, we also learnt that the final map has become a really useful and powerful visual aid, that we've shared and allowed people to use for whatever they need it for.

Things to consider:

- Go with the flow of the session – you'll have it planned to the exact minute, but go where the energy is.

- Expect people to drop out and for people to not understand initially.

- Plan well and advertise early, you're expecting people to come for FREE so make sure you sell it as a great way to learn more about the community and what's going on currently.

Where can I find further information?

Contact the YGT core team – we've got a number of photos and presentations that we can share that highlights how to run a session and how it looks.

You've Got This website

Email: *hello@youvegotthis.org.uk*

Reflections from those involved:

"

This is a different way of doing things and a great way to meet a lot of people all at once. It was visual and a lot more engaging than mapping by yourself and searching for contacts and services online.

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