

Report to What Works Centre for Wellbeing and Sciencewise

Evaluation of the What Works Centre for Wellbeing Public Dialogue on Wellbeing and Community, Sports and Culture, Work and Learning

March 2016



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Glossary of Acronyms

APPG	All Party Parliamentary Group
BIS	Department for Business, Innovation and Skills
CO	Cabinet Office
DA	Devolved Administration
DCLG	Department of Communities and Local Government
DCMS	Department for Culture, Media and Sport
FSA	Food Standards Agency
HVM	Hopkins van Mils
ITT	Invitation To Tender (for a contract)
nef	New Economics Foundation
NIACE	The National Voice for Lifelong Learning, Wales
NGO	Non-Governmental Organisation
OG	Oversight Group
PHE	Public Health England
VOU	Voice of the User Report
WWBFGA	Welsh Wellbeing and Future Generations Act
WWCW	What Works Centre for Wellbeing

EXECUTIVE SUMMARY

Introduction

This report of the independent evaluation of a public dialogue to understand public perceptions of wellbeing has been prepared by URSUS Consulting Ltd, for the What Works Centre for Wellbeing (WWCW).

The dialogue process was developed by WWCW in collaboration with the Cabinet Office and with support from Sciencewise¹, in order to increase the effectiveness of the WWCW by ensuring its design and policy priorities are informed by members of the public. The dialogue has fed into the Centre's Voice of the User (VoU) reports which shape its evidence programmes for the next three years. The specific objectives of the dialogue were to:

- Learn about people's own definitions of wellbeing, as well as their experiences and interests in the areas covered by each of the Centre's evidence programmes;
- Learn about policy interests in wellbeing in each of the evidence programme areas, including those of local, national, and devolved administrations;
- Identify other important influences on wellbeing or policy interests not captured by the Centre's current evidence programmes that should be included in WWCW's research 'gap' register;
- Bring together policy makers and publics to discuss wellbeing and develop ideas together as to how it can be improved;
- Ensure that the priorities of the public and policy makers are reflected in the Centre's work plans; and
- Identify how best to present wellbeing evidence and wider communications to the public and policy makers to best suit their needs.

Dialogue and Evaluation Methodology

The dialogue process was delivered by Hopkins Van Mills (HVM) and was steered by an Oversight Group with representation from WWCW, Cabinet Office and Sciencewise and more than 16 other organisations including government departments, Arms' Length bodies, academics and NGOs. Three sub-groups also brought together about half a dozen specialists for each of the three main themes of the dialogue: community wellbeing; sport and culture; and work and learning. The OG and sub-groups were closely involved in the framing of the dialogues to ensure that it was policy relevant, balanced and accessible.

The dialogue process ran from February 2015 to November 2015 with final reports published at the WWCW website in February 2016. The process involved six sets of workshops with 96 members of the general public carefully selected to be representative of six locations - Belfast, Bristol, Cardiff, Falkirk, London and South Tyneside – and a range of levels of involvement with their communities, sport and culture, and work and learning. Each set of dialogues involved two full Saturdays a month apart.

Day 1 focused on introducing participants to the wellbeing theme and the factors which contribute to or prevent wellbeing. Day 2 focused on more in-depth exploration of: wellbeing in the context of

¹ Sciencewise is the UK's national centre for public dialogue for policy making involving science and technology issues, and is funded by the Department for Business, Innovation and Skills (BIS). See www.sciencewise-erc.org.uk

participants' lives; whether and how individual and government (or other) actions could affect wellbeing; potential direct and indirect use of the WWCW; and the format, style, channels and messengers that they and others might be most receptive to. More than 20 specialists national and local government, academic teams and local projects attended the events and presented policies and case study projects which showed how communities and individuals can improve their wellbeing.

A range of methods was used in each workshop. These included facilitated small table discussions, plenary input through presentations and Question and Answer (Q&A) sessions, individuals recording their thoughts on post-it notes collated and explored by the facilitators and carousel sessions. Participants also represented their own experiences by drawing pictures (e.g. of events that had affected them or of how strong communities might look).

The evaluation process ran between March 2015 and March 2016 and involved desk review, event observation, analysis of questionnaires completed by public and specialist participants of dialogues and one to one interviews with 15 stakeholders (Oversight Group, Evidence Teams and policy audience).

Key Evaluation Finding

This project was an exemplar of a carefully designed and expertly run deliberative dialogue process. It successfully delivered its objectives and with the potential for wider policy impacts over the next three years. Effectively three dialogues run in parallel, the approach was efficient in terms of project governance and management and delivered synergies across the three themes.

The process design and delivery - and in particular the experience and warm purposeful style of facilitation and variety of techniques used - meant that all participants enjoyed the sessions and felt they were able to make informed contributions. Many reported that they really felt listened to and that they had been able to help inform the WWCW's programmes.

Impacts

The primary purpose of the dialogue programme was for the findings to inform the work of WWCW going forwards. The nature of the dialogue process was ideally suited to achieving this impact. There is ample evidence that the stakeholder involvement in VoU processes was informed by the dialogue: evidence teams also reported that the dialogues had reinforced much of their own stakeholder consultation and helped identify additional or focus areas to be covered in their programmes such as:

- **Sport and culture** - the importance of communal eating and family meals; of attending as well as playing sport; the breadth of definition of culture to include historic environment, cultural heritage and diversity;
- **Work and learning** - the importance of job quality (fair wages, conditions, progression, continuity); community at work; and work places/environment as community spaces in work and learning; and the importance of volunteering;
- **Community** – the importance of wealth inequalities, investment, green space and networks of people and connectivity as factors important to community wellbeing.

For the wider WWCW programme interesting or surprising findings emerged which will help address gaps in the programme in the areas of transport, food and the natural environment and the role of technology. The experience of setting up a very broad oversight group has also had the wider benefit of establishing WWCW relations with key stakeholders – particularly in the devolved administrations – and establishing the Centre's credentials as an open and collaborative centre.

The evaluation also identified potential for wider policy influence – not initially identified as project objectives - through government departments represented on the Oversight Group such as:

- **Cabinet Office** - lessons have already fed directly into drafting a 'Best Practice Guide and Toolkit on how to run a Wellbeing Dialogue' (March 2016) which Cabinet Office committed to develop after the 2014 Sciencewise funded wellbeing dialogue. Findings from the dialogue have been shared with the cross-departmental Social Impacts Task Force.
- **Scottish Government** - findings from the work and learning dialogues resonated with objectives of sustainable economic growth and reducing inequality through promotion of greater diversity, innovation and equality in the work place.
- **For Welsh Government** - messages from the work and learning dialogue events fit with the Welsh Wellbeing and Future Generations Act (WW&FGA, 2015) which is designed to improve the social, economic, environmental and cultural wellbeing of Wales and particularly with the prosperous, more equal, cohesive communities and resilience themes. Findings have been shared with Education, Skills and Health Ministers.

Costs, Benefits and Timing

The financial budget for the dialogue and evaluation was £176,000 - of which WWCW contributed £30,000 and Sciencewise £146,000 - to cover the dialogue delivery and independent evaluation. In addition WWCW provided an in-kind contribution estimated at £90,000 and other in kind contributions of the core management team (Cabinet Office, Sciencewise and HVM), the evidence teams, Oversight Group and sub-groups and specialists at 12 dialogue events amounted to at least a further 105 days.

A very complex and time consuming procurement system was a key factor in slightly delaying the dialogue process relative to the contracting of the Evidence Programmes. The planned early slippage in timing of one set of dialogue events (work and learning) until September created some challenges for the evidence teams and put pressure on the delivery team to prepare final reports very rapidly after the dialogue events were completed. However, the strong working relationships between the core management team (WWCW, Sciencewise, Cabinet Office and HVM) and flexibility and commitment of both the evidence and dialogue delivery teams meant that the dialogue was able to complement and add richness to the evidence teams' other public engagement activities and help shape WWCW's overall plans.

Financial and in-kind costs together amounted to about 7% of the total evidence programme costs for WWCW's first three years. All those interviewed felt the benefits of the public dialogue in shaping this programme, and its potential for more wide-reaching policy impacts outweighed these costs. For instance, if as a result of the dialogues, the WWCW is able to provide further evidence and messaging which helps to empower people to improve their wellbeing, lead healthier and more active lifestyles this small project could help start to reduce the huge bill to the NHS – estimated at £11 billion – of treating the results of inactivity and lifestyle choices related to inequality of wellbeing.

Key lessons from the project

The evaluation has highlighted the following lessons from the dialogue process:

- **Prior experience.** The prior involvement of core team members in previous Sciencewise funded wellbeing dialogue made it possible to reflect lessons learnt on framing and timing in the process design.
- **Timing.** The longer than usual period between Days 1 and 2 (one month) allowed: the early findings to be processed; sub-groups to meet and hone Day 2 designs; and for what participants had said be played back to them, so increasing their confidence that WWCW was

listening. The risks of participant drop-out or loss of momentum were avoided through engaging design.

- **Scale of dialogue events.** The mix of six locations – including Scotland, Northern Ireland and Wales – and relatively large number, mixed life stages and cultural backgrounds of participants meant that the evidence teams and policy makers felt they had had a rare opportunity to hear real people’s views. This added an emotional richness to other evidence collecting methods on wellbeing.
- **Role of Experts.** Involving ‘experts’ for the 12 events was resource intensive but important in: setting the introductory context (Talking Heads videos and local presentations); inspiring participants about what can be achieved locally (case studies); and convincing them that government was listening (summing up what they had heard).
- **Reporting and Dissemination.** Verbal presentation of the findings, inclusion of many quotes and participant’s drawings and vox pop videos of the participant’s journeys brought the dialogue findings alive. WWCW’s short summary report and use of social media to disseminate findings have helped to reach a much wider audience interested in wellbeing.
- **A two tier governance mechanism.** A large Oversight Group and three smaller thematic sub-groups – was resource intensive to convene but has been efficient in framing the dialogues while also providing the basis for much wider multi-department policy impacts than originally envisaged.

1. Introduction and Background

1.1 Introduction

This evaluation report has been prepared for the What Works Centre for Wellbeing (WWCW), which commissioned the public dialogue to inform the direction, priorities and outputs of the WWCW, with support from Sciencewise².

1.2 Background context

WWCW was set up with support from Public Health England (PHE) in late 2014 and has since become an independent charity with its own board of Trustees and a small staff and a £3.5 million programme of research which will be delivered through commissioned evidence programmes. WWCW is a critical part of government plans to enable proactive consideration of wellbeing drawing on the best scientific evidence available. WWCW's role is to be a bridge between evidence and practical decision making.

WWCW's initial work focused on promoting the concept of using a wellbeing lens to look at policy with intermediate users (Central government departments, Local Authorities (LAs), Commissioners for health, sports, culture and the third sector involved in delivering wellbeing). WWCW also recognise the need to involve the public and to share their ideas in a language that is accessible to all. The core activity for WWCW's first three year funding cycle (2015-18) will be delivered through four evidence programmes as follows:

- Communities and wellbeing including the built environment;
- Work and Learning including community and qualitative aspects of learning;
- Sports and Culture;
- Cross-cutting capabilities programme to develop methods for measuring and evaluating wellbeing more effectively and encouraging common and robust approaches.

The public dialogue was planned as one very important component in shaping these evidence programmes, feeding into the design through 'Voice of the User' (VoU) reports. In addition each evidence team planned and carried out its own stakeholder engagement activities between April and October 2015 – with an emphasis on policy makers, LAs, delivery bodies, businesses, trade unions, the third sector and users of particular services - before submitting their reports to the WWCW board in early December. Each evidence team was expected to contribute to the public dialogue process through their involvement in oversight and stakeholder sub-groups, ensuring the framing of the dialogues were complementary to their programmes, and by attending the relevant dialogue events as a useful way of hearing from 'publics' that they would not otherwise access.

The dialogue built on the earlier wellbeing dialogue commissioned by Cabinet Office and New Economics Foundations (nef) and co-funded by Sciencewise delivered by Hopkins van Mil (HVM) in 2014³. That dialogue used a wellbeing lens to enable participants to relate quickly to policies under

² Sciencewise is funded by the Department for Business, Innovation and Skills (BIS). Sciencewise aims to improve policy making involving science and emerging technology across Government by increasing the effectiveness with which public dialogue is used, and encouraging its wider use where appropriate.
www.sciencewise-erc.org.uk

³ Talking wellbeing: A public dialogue approach to effective policy-making, nef, Cabinet Office and Hopkins van Mils, 2014, http://b3cdn.net/nefoundation/5426bba63177f07215_11m6bqg6f.pdf

discussion, shed a light on what matters most to them in their daily lives and reflect on what holds them back from improving their wellbeing. The sponsors of the dialogue concluded that the process had demonstrated that there is a lot to be gained from putting wellbeing at the heart of policy making.

1.3 Dialogue Objectives

The overall aim of the WWCW public dialogue was to increase the effectiveness of the WWCW by ensuring its design and policy priorities are informed by members of the public. The key objectives for the public dialogue, as amended by the Oversight Group early in the process, were to:

- Learn about people's own definitions of wellbeing, as well as their experiences and interests in the areas covered by each of the Centre's evidence programmes;
- Learn about policy interests in wellbeing in each of the evidence programme areas, including those of local, national, and devolved administrations;
- Identify other important influences on wellbeing or policy interests not captured by the Centre's current evidence programmes that should be included in our research 'gap' register;
- Bring together policy makers and publics to discuss wellbeing and develop ideas together as to how it can be improved;
- Ensure that the priorities of the public and policy makers are reflected in the Centre's work plans; and
- Identify how best to present wellbeing evidence and wider communications to the public and policy makers to best suit their needs.

Evidence from the dialogues will also be archived for use by other social researchers according to Research Council protocols.

This round of dialogues also identified opportunities to feed into wider policy interests such as the work of the All Party Parliamentary Group (APPG) on Arts, health and wellbeing on Culture and Wellbeing and the DCMS Sporting Futures – A New Strategy for an Active Nation and the cross departmental work of the Social Impacts Task Force (a group of senior government analysts interested in wellbeing). The process was also expected to contribute to the development of a Wellbeing Toolkit which Cabinet Office committed to produce after the 2014 wellbeing dialogues.

2. The Public Dialogue

2.1 Governance

A project Oversight Group was convened by WWCW in order to bring together a range of specialists from across sectors, disciplines and concerns associated with three aspects of wellbeing: communities; work and learning; and sport and culture. The aim was to develop a group of manageable size, but large enough to be able to provide at least one specialist attendee at each of the 12 dialogue events (or suggestions of individuals who could take part). The group was chaired by the WWCW Board Chair. The group was enlarged as the process developed and eventually involved more than 20 individuals including leads for each of the four evidence teams, key central government departments, the three devolved administrations, the third sector (Carnegie Trust, Oxfam Scotland and Big Lottery) and an independent academic. A list of members with their affiliated organisations is shown in Annex A.

The role of the Oversight Group was based on standard Sciencewise principles – to oversee (but not re-design) the design and development of the dialogue process and materials and ensure that the dialogue materials were comprehensive, reflective of current evidence, balanced, accessible to the public, and relevant to policy makers. The WWCW project manager took on the main responsibility for approaching individuals to sit on the group and Paul Litchfield (Board Chair) or Nancy Hey (Centre Director) chaired meetings, which were hosted at Sciencewise offices. HVM provided secretariat services and liaised with specialists to attend dialogue events and make presentations.

The large group was supported by three smaller thematic sub-groups bringing together academic, central and local government and arm's length bodies with particular expertise or policy interests in the respective themes. Some of the sub-group members also sat on the oversight group. Individual members and their affiliations are shown at Annex A.

The project was managed by a core management group comprising the WWCW project manager, Cabinet Office, HVM director and project manager, a Sciencewise Dialogue and Engagement Specialist (DES) and the independent evaluator. Face to face and teleconference progress meetings were held as required.

The Evidence Teams were appointed after the dialogue contractor in April 2015.

2.2 Framing of the dialogue

The framing of the dialogue built on lessons learnt from the 2014 dialogues and was designed to have some common elements across themes and discrete lines of enquiry relevant to each theme, but with fewer specific questions and more open design than in the previous dialogues. The agreed areas of overlap across all themes were people's own definitions of the meaning of wellbeing, how this related to others in the community, and how it changed with different life stages. More theme-specific questions were chosen to have resonance with policy makers regardless of the outcome of the May 2015 election. For all three themes case studies from local projects or businesses were included to help aid participants' understanding of wellbeing, set the context and show how people could be empowered to improve their own wellbeing.

Within the three themes the questions that were most interesting from the policy perspective evolved as follows:

Community wellbeing (Bristol and Belfast). WWCW, DCLG, CO, the evidence team and the contractors, discussed an initial focus on physical environments and house building (which loomed large in all election debates and manifestos), then a focus on governance and the role of neighbourhood planning and finally settled on the broader questions of “What makes for good community wellbeing? What contributes most to a good quality of life at different life stages? And what is the balance to be struck between them?” It was agreed that careful design could also draw out material on the built environment and governance arrangements as well as less tangible factors in community wellbeing. The sessions in Belfast particularly recognised the opportunities for people to draw on their past experiences of the troubles to examine how communities can emerge from difficult times and what lessons that might provide on how to help other communities to remain strong or build resilience for the future.

Work and learning (Cardiff and Falkirk). WWCW, BIS, Devolved Administrations in Scotland and Wales, the evidence teams and HVM agreed the focus of the work and learning sessions would reflect very broad definitions of learning and interests in Scotland (Fair pay) and Wales (Wellbeing and Future Generations Act) and BIS’s interests in work and learning. There was also a widespread interest in covering transitions between different stages of work including from education into work, career changes, redundancy, self-employment and retirement. The broad questions posed were therefore “What makes for good work for wellbeing? “How can we support the wellbeing of people not in work?” “And how can we extend working life but still keep quality of life and wellbeing?”

Sport, Art and Culture (South Tyneside and London). The framing of these sessions reflected the interests of DCMS, PHE, Sport England and local authority health commissioners in the North East. Stakeholders’ interests were quite broad including an interest in demonstrating the value of involvement in sport and cultural activities on people’s wellbeing and an interest amongst health commissioners in moving towards an integrated ‘wellness’ approach which may include ‘social prescribing’ of activities that promote healthy lifestyles. The questions to be addressed in this theme therefore included “How can cultural activities, sports and community learning contribute to mental and physical wellbeing? And can they be used as a way to increase wellbeing generally as well as for people with physical and mental health challenges?”

2.3 Detailed design

The dialogue was conceived as a ten month project with the delivery consultants and evaluators appointed in February 2015 and with the public dialogue events to be carried out between mid-May and the end of July, a draft report in September and a final Knowledge sharing workshop with the evidence teams in October. The evidence programmes to produce VoU reports were not appointed until April. From the inception meeting it was clear that the election process in May would delay recruitment for the first dialogue events and it would be necessary to delay one set of dialogue events (Work and Learning) to September, with a report in October and Knowledge sharing workshop presenting the dialogue findings in November. All the final reports from the dialogue process were published in February 2016 on the Centre’s website www.whatworkswellbeing.org

Stakeholder engagement

Stakeholder engagement meetings for the three themes were carried out with all the organisations represented on the Oversight Group and through the ongoing involvement of the specialists on the three sub-groups. In total some 40 central government, devolved administration and local government stakeholders were involved. Draft narratives and background information for each round of the workshops were shared with the sub-groups and questions refined in order to reflect current policy concerns and to address the interests of the evidence teams. The findings from the

Day 1 events were reviewed with the sub-groups and informed the design for Day 2 events four weeks later.

Development of stimulus materials

The design of the dialogue events and stimulus materials was led by the HVM, and reviewed by the oversight group and sub-groups for each thematic area. Each theme involved a package of audio visual, PowerPoint and print materials tailored to the theme. All materials were in English (Welsh translations were not considered necessary). For each of the twelve days specialists drawn from or suggested by the Oversight or Sub Group members attended and this is discussed more in Section 5.

PowerPoint:

- Objectives and agenda (Day 1)
- Overview of policy context (Day 1)
- Overview of outcomes from Day 1 events (Day 2)

Videos

- Senior policy maker introducing topic (Day 1)
- Local policy context (Day 1)
- Local case studies (Day 2)

Print:

- Life stage cards (Day 1)
- Feedback flip charts (tailored to each topic)
- Timeline for positive and negative experiences which affected wellbeing (Day 2)

Public dialogue events

The aim was to recruit 108 members of the public with groups of 18 to 20 in each of six locations: Bristol, Belfast, London, South Tyneside, Falkirk and Cardiff. With over-recruitment to allow for drop out, the recruitment sample was 120 resulting in a total of 101 on Day 1 and 96 on Day 2. Each group was convened twice for a 6 hour session on a Saturday four weeks apart. Recruitment was according to a brief agreed by the oversight group and reflected local socio-demographic characteristics (gender, life-stage, working status, deprived areas, ethnicity and - in the case of Northern Ireland - religious mix) with a test question in each location (except Belfast) to ensure a mix of people from those actively to not at all interested in the issue (e.g. To what extent are you interested in activity, development and networks within your community?).

For each theme Day 1 focused on context setting introducing: the objectives of the dialogue and the key issues in the evidence area in question; participants own understanding of wellbeing; and exploring the factors that contribute to or detract from it and how needs and factors change at different life stages. A short homework task aimed to keep participants thinking about wellbeing in their lives and in the media between the events. A short video explained what the WWCW is – setting the context - and then a separate video of policy makers explained why wellbeing and the dialogue project was important.

Day 2 focused on more in depth exploration of: wellbeing in the context of participants' lives; whether and how individual and government (or other) actions could affect wellbeing; potential direct and indirect use of the WWCW; and the format, style, channels and messengers that they and others might be most receptive to. Presentations from local projects were intended to show how individuals could be supported to improve their own or their community's wellbeing.

A range of methods was used in each workshop. These included facilitated small table discussions, plenary input through presentations and question and answer sessions, individuals recording their

thoughts on post-it notes collated and explored by the facilitators and carousel sessions. Participants also represented their own experiences by drawing pictures (e.g. of events that had affected them or of how strong communities might look).

A handful of specialists attended each of the 12 events including representatives of WWCW and the evidence teams, government (central government departments, devolved administrations and LA officers) and local third sector organisations (see Annex A). Their role was to make presentations, answer questions or give their reflections on what they had heard at the end of the day.

Analysis and reporting

Discussions at the public events were recorded and transcribed. Four draft final reports – accounts and analysis of what was said at the four workshops for each of the three topic areas and an overview report pulling out shared themes – were circulated to the core management team and presented to a Knowledge Sharing Workshop in London on 11th November involving WWCW’s research consortia. Comments received were incorporated into three final drafts, a cross-cutting issues report and three technical annexes submitted to WWCW and the core management team on 1st December 2015. The reports were approved in January and published on the WWCW website on 10th February 2016. Anonymised data sets from the transcriptions will also be made available for the research teams via the Secure Data Service.

During the sessions in Belfast, Falkirk and London HVM also filmed short “vox pops” with a handful of participants in each location which were then edited into three short thematic videos and one project wide video. Videos were shown at the Knowledge Sharing Event with the Oversight Group and evidence teams and are currently available at the WWCW website

www.whatworkswellbeing.org

3. Evaluation

3.1 Aims

The aim of the evaluation was to provide an independent assessment of the public dialogue's credibility and its effectiveness against its objectives, including an assessment of its impacts. The evaluation ran from February 2015 to February 2016. The evaluation seeks to answer the following questions:

- Objectives: has the dialogue met its objectives? (Section 4)
- Good practice: has the dialogue met principles of good practice? (Section 5)
- Satisfaction: have those involved been satisfied with the dialogue? (Section 6)
- Governance: how successful has the governance of the project been, including the role of advisors, core management and the Sciencewise support role? (Section 7)
- Impact: what difference or impact has the dialogue made? (Section 8)
- Costs/Benefits: what was the balance overall of the costs and benefits of the dialogue? (Section 9)
- Credibility: was the dialogue process seen as suitable and sufficiently credible for them to use the results with confidence? (Section 10)
- Lessons: what are the lessons for the future (what worked well and less well, and more widely)? (Section 11)

3.2 Methodology

The evaluation involved document review, observation, quantitative surveys and qualitative interviews.

Document review

Documents were reviewed and evaluation comments submitted to the core project management team by email or in person on the following documents:

- Key written correspondence (email traffic and attachments) and working documents such as briefing materials, choice of event locations and the recruitment brief;
- Event design and stimulus materials; and
- Review of project outputs including draft and final reports.

Observation and meetings

The evaluators directly observed Oversight Group meetings; stakeholder meetings; 8 out of 12 days of public events across six locations; and took part in face to face and teleconference meetings with the delivery team and WWCW in London; and in a Sciencewise wash-up meeting in March 2016.

Questionnaires and evaluation exercises

At the end of each day in each location written evaluation questionnaires were completed by participants. A 100% response rate was achieved; completed questionnaires were received for 101 participants on Day 1 and 96 on Day 2 respectively. The results are shown in Annex B.

Individual Interviews

Individual interviews were conducted at key points through the dialogue including:

- Informal baseline interviews with the Oversight Group members around meetings and at the Knowledge Exchange event;
- Informal discussions with about half of the public participants and half a dozen specialists in the public dialogue events; and
- 15 semi-structured interviews with the core management team, Oversight and Sub-group members and specialists who attended the dialogue events after the final reports were circulated focusing on: whether the project has met its objectives; emerging impacts (expected and unexpected) on their organisations' policies and processes; the robustness and credibility of the methodology; and the role and effectiveness of governance arrangements.

4. Objectives

4.1 The objectives

The original study objectives were included in the Business Case for support submitted to Sciencewise and were then reviewed and agreed by the Oversight Group as:

1. To learn about people's own definitions of wellbeing as well as their experiences and interests in the areas covered by each of the Centre's evidence programmes.
2. To learn about policy interests in wellbeing in each of the evidence programme areas including those of local, national and devolved administrations.
3. To identify other important influences on wellbeing or policy interests not captured by the Centre's current evidence programmes that should be included in its research 'gap' register.
4. To bring together policy makers and publics to discuss wellbeing and develop ideas together as to how it can be improved.
5. To ensure that the priorities of the public and policy makers are reflected in the Centre's work plans.
6. To identify how best to present wellbeing evidence and wider communications to the public and policy makers to best suit their needs.

Table 4.1 shows how the overall objectives were reflected in the process element.

Table 4.1 Reflection of objectives in the dialogue process

Process elements	Specific Objectives	Fit with overall objectives
Oversight Group	The role of the project AG was to oversee the dialogue process, objectives and framing and help ensure that: <ul style="list-style-type: none"> the engagement process was far reaching, accessible and relevantly targeted; the dialogue materials were: comprehensive; balanced; accessible to the lay audience; relevant to policy makers the process benefitted from: diverse views and perspectives; intelligence from their own organisations; dissemination and promoting of findings; advice on appropriate experts to take part in events. 	2, 4 and 5
Sub-groups	The role of the sub-groups were to ensure that <ul style="list-style-type: none"> the framing of the individual dialogue events was policy relevant and would add value to the evidence team stakeholder engagement campaigns; a diverse range of experts and case studies were included in the dialogue events to present the themes, answer questions and demonstrate how people can be empowered to improve their wellbeing. 	2, 3, 4, 5
12 public dialogue events	For each theme the events were designed to understand public views on: <ol style="list-style-type: none"> How people define wellbeing in the context of their own lives (e.g. what makes for community wellbeing); Perceptions of whether and how individual and government actions can affect people's wellbeing (e.g. how can communities work for wellbeing); Direct and indirect use of the Centre by the public; and The format, style of message, channels and messenger that they would be most and least receptive to. 	1, 3, 4, 6
Knowledge Sharing event	To present and discuss the findings from the three themes and cross-cutting issues with Evidence teams prior to submission of the Voice of the Users reports	3, 5

4.2 Participant understanding of objectives

The policy objectives of the project, and each specific event were clearly presented by the Lead Facilitator and WWCW project team at the beginning of Day 1 of each public event and the

importance for the policy process was reinforced by a short video presentation by a senior policy maker for the relevant theme. The objectives for the workshops were reiterated on Day 2. By the end of the first day, when asked whether they were aware of and understood the purpose of the workshops, almost all participants (100 out of 101) agreed (77, 76% strongly and 23, 22.8% tended to agree). Specialists interviewed also agreed that participants clearly understood why they were there and their role in the process. They also felt they themselves had been well briefed prior to the sessions.

The dialogue reports describe in detail how the four specific objectives for the 12 dialogue events were met as follows:

- I. Understanding how participants define wellbeing themselves was enabled through an open design which gradually built up from the warm up session through the first day. This objective is mirrored in the wider project objective and is discussed further below. One observer commented *“Lots of people didn’t seem to have ever thought about their wellbeing before and it was lovely to see the personal impact it had on them in many cases in feeling that they had agency to improve their own wellbeing”*.
- II. Perceptions of whether and how individual and government actions can affect people’s wellbeing was explored on Day 1 which gradually built participants’ understanding of what underlies their wellbeing and how it is affected by their own actions, and by demonstrating how others can empower people to enhance their wellbeing. This was done through presentations on what government and the third sector are doing to support wellbeing on Days 1 and 2 and in a session on what else could be done and by whom on Day 2.
- III. Direct and indirect use of the Centre by the public was explored in a session on Day 2 and generated a number of useful suggestions on what the WWCW could do to support wellbeing. An overwhelming majority felt that individuals need to take responsibility for their own wellbeing first of all and motivate others to do so as well. WWCW was seen as the main advocate for wellbeing and could build bridges between communities, policy makers and employers, advocate for the wellbeing needs of the public, identify and disseminate best practice and set up a network of wellbeing field specialists who provide information about wellbeing activities at regional level. 90% of participants by the end of Day 2 reported they were confident that their participation in the events will help to inform the WWCW so that it is able to help communities improve their wellbeing.
- IV. The format, style of message, channels and messenger that they would be most and least receptive to was explored by participants in the sport and culture dialogue on Day 2 in a session which considered what messages would nudge people to improve their own wellbeing. Participants agreed that messages need to be tailored to ensure they chime with the experiences and language used by people at different life stages. Some felt that employers need guidance about the meaning of wellbeing and how to communicate wellbeing programmes in relation to work and learning.

4.3 Achievement of Overall Objectives

1. To learn about people's own definitions of wellbeing as well as their experiences and interests in the areas covered by each of the Centre's evidence programmes.

This objective was well met (see 4.2 above) and all specialist participants agreed that the design, which built opportunities for the public to define what wellbeing meant to them and a careful and intelligent exploration of the key things that underlie wellbeing was successful and delivered a broad understanding of people's definitions of wellbeing which included people feeling: safe, financially comfortable, good physical and mental health, good food, job, housing, natural environment and transport; loved, respected and appreciated, belonging, positive connections, time alone, appreciation of difference and feeling part of something bigger; and feeling fulfilled, achievement, inspiration, recognition, fun, learning, opportunity, control, agency and choice.

This open design was a very conscious choice – based on lessons learnt from the previous dialogue where academic/policy definitions of wellbeing were a given – to allow participants to come up with their own definitions. Initially some experts questioned why this was WWCW's starting point and felt that the questions were very broad and the answers very specific to the individual, but all agreed that it proved a really useful way of allowing people's own understanding of wellbeing or quality of life to build gradually and understanding the qualities which contribute. Oversight group members remarked that *"HVM did a very good job in making sure people had space to tell us what wellbeing meant to them"* and *"very, very successful at doing this with quite a diverse audience"* although one observer would have liked to see the facilitators probe a little more on negative contributors to wellbeing (such as unhealthy lifestyle choices). Generally those taking part in Northern Ireland particularly appreciated how the delivery team had taken the time to establish a strong rapport with the participants and handled past troubles with great sensitivity.

2. To learn about policy interests in wellbeing in each of the evidence programme areas including those of local, national and devolved administrations

This objective was well met but also highlighted the opportunities for deepening and broadening links between the WWCW and other UK administrations. Stakeholders interviewed all agreed that the dialogue process had been a good means for WWCW and the evidence programmes to understand different organisations' policy agendas and to supplement the policy stakeholder consultation undertaken by the Evidence teams. Examples of how policy interests have been better understood include a clearer understanding of BISs broad definition of learning in the community, differences in age group definitions for work and learning between Wales and the rest of the UK and wide definitions of participation in sport and cultural events. The Devolved Administrations (DAs) particularly appreciated the time and effort that the WWCW project team invested in involving them in the oversight and sub-groups, choice of dialogue locations and presenting their policies at events. It also highlighted opportunities to further develop WWCW's understanding of relevant policies (such as the Welsh Wellbeing and Future Generations Act) and other organisations working on wellbeing. Local government was also represented in many of the workshops, although it proved difficult to get them involved in some areas. The relationships established with policy makers through the OG and sub-groups will also have a legacy value for WWCW for the next three years.

Some interviewees had interpreted this objective in terms of whether policy makers had had the opportunity to increase the public's understanding of their policy priorities and a few reported that they found it frustrating not to have more airtime to present, answer questions and probe their own policies in the agenda.

3. To identify other important influences on wellbeing or policy interests not captured by the Centre's current evidence programmes that should be included in its research 'gap' register

From WWCW's point of view this objective was well achieved. There's clear evidence in the summary report⁴ produced by WWCW that this has happened *"We have identified some themes from the dialogues and consultation that we aren't able to cover in our initial evidence programmes. We will support research projects in additional areas where it will be relevant and we are working with funders and partners to develop additional evidence programmes. We want to grow the primary evidence base and are supporting the development of trials to fill evidence gaps. We have basic evaluation guidance available now that we will develop."*

Largely the evidence teams reported that the dialogues had helped to affirm what they had hoped would be important rather than flagging major gaps. (*"The public dialogues produced important findings that reinforce many of our conclusions from our stakeholder engagement, and are reflected in our work plan in various ways"*). Specific examples of gaps identified included:

- Sport and culture - the importance of communal eating and family meals; of attending as well as playing sport; the breadth of definition of culture to include historic environment, cultural heritage and diversity;
- Work and learning - the importance of job quality (fair wages, conditions, progression, continuity); community at work; and work places/environment as community spaces in work and learning; and the importance of volunteering;
- Community – highlighted the importance of wealth inequalities, investment, green space and networks of people as factors important to community wellbeing which will be picked up in secondary data analysis.

The public dialogue events were very specific to the three evidence strands, and so were less focused on identifying gaps in WWCW coverage beyond these specific themes, however, interesting or surprising examples picked up by the WWCW included gaps in the programme in the areas of transport, food and the natural environment and the role of technology. WWCW is already pursuing some of these gaps e.g. by sitting on a Department of Transport Steering group on transport and wellbeing and initiating discussions with the Food Standards Agency (FSA) on food and wellbeing. The importance of national and town events to wellbeing has also been discussed as a research gap with Big Lottery. The process also highlighted that the WWCW evidence programmes do not yet fully reflect the specific interests in wellbeing within the devolved administrations or academic teams in Northern Ireland, Scotland and Wales as future gaps to be addressed.

The cross-cutting report and verbal presentations by HVM also highlighted synergies and commonalities across themes. The importance of feeling safe/safety and connectivity emerged for all themes. Likewise a lack of time and money, confidence and support, information, and balance were cited as the main barriers to wellbeing.

4. To bring together policy makers and publics to discuss wellbeing and develop ideas together as to how it can be improved.

The dialogues involved an impressive number and breadth of policy makers (national, devolved and local government and 'specialists') in listening mode. Interviewees who attended the events stressed the value to policy makers of taking part (*"certainly brought people together with policy makers in the broadest sense and got towards some ideas of how to improve"*) and how powerful it was to hear at first hand *"what real people think"* and to see how much it meant to people to be

⁴ p.16 <https://whatworkswellbeing.files.wordpress.com/2016/02/public-dialogue-and-workplan.pdf>

listened to. The dialogue reports and discussions with policy makers confirmed that some really clear ideas emerged around participants' views on what actions can help improve wellbeing and how barriers might be overcome.

As noted above several of the specialists involved would have welcomed more space to present their wellbeing policies, but recognised that it was most important for policy makers to hear people talking from their own, lived experiences and for them to see policy makers in listening mode rather than vice versa. A view from one of the evidence programmes was that *"it was very useful as it is sometimes hard to explain the value of wellbeing to other policy makers"*.

5. To ensure that the priorities of the public and policy makers are reflected in the Centre's work plans.

This objective was well met. Key messages from the dialogues have been well incorporated in the evidence programmes despite the timing challenges. All four VoU reports included a summary of their own stakeholder engagement, the key findings from the dialogue events and how both had been incorporated into the proposed evidence programmes. The WWCW Board is reported to be pleased with the extent to which this has happened. Members of the OG also felt the findings were well reflected in the evidence work programmes *"They were pretty good on engagement anyway but have also taken on the cross-cutting issues"* (OG member). WWCW's summary report published alongside HVM's findings ("What you have told us and what we're going to do") gives very clear indications of how the voice of the public has been incorporated.

The extent to which VoU reports successfully incorporated the dialogue findings reflects the considerable efforts by both the evidence teams to be involved in the dialogue process and HVM to share emerging findings from Days 1 and 2 ahead of report drafting. Examples of areas where the dialogues added greater weight to the evidence programmes were in underlying the importance of sense of belonging at work, the diversity of definitions of cultural heritage and diversity, and the importance of attending - not just taking part - in sport in cultural and community events. Only the cross-cutting evidence team appears not to have been very involved or taken very much from the dialogues.

6. To identify how best to present wellbeing evidence and wider communications to the public and policy makers to best suit their needs.

This objective has so far only partially been met. It was an explicit objective of the dialogue events (see above) and was covered in the final sessions of Day 2 which started to explore how best to frame wellbeing messaging and how to communicate messages (e.g. through drawings in the Communities groups). A section of the cross-cutting report is dedicated to this. WWCW report that the dialogues provided them with a much better understanding of the language favoured by the public to offset the precise definitions used by policy and academic audiences. The dialogues highlighted the interchangeability between terms such as flourishing; wellbeing; sense of ...confidence, self-worth, achievement, self-esteem etc.; and that different audiences (life stages and locations) will be receptive to different plain English language with an emphasis on happiness, fun and healthiness but not *"preachy or patronising"*. However, the dialogue events didn't get into detail on the forms of evidence the public would be most receptive to. WWCW are conducting further work around this. Most of those interviewed felt that how much WWCW has taken from the dialogues will only become apparent once it starts sharing and communicating the findings of the evidence programmes over the next three years.

Lessons:

- A clear statement of the project and each event's objectives, reiteration by policy makers in talking head videos, and summing up by specialists at the end was important in increasing the participants' belief that WWCW and government is interested and committed to listening to their opinions.
- The challenges in feeding findings into the VoU reports were largely overcome by efforts to analyse and pull out themes from Day 1 and Day 2 and share them with the sub-groups and evidence programmes prior to report drafting and the Knowledge Exchange event. However, evidence teams would have found it useful to know about the dialogue events before submitting their proposals in order to avoid any risks of duplication and so they could schedule for the necessary time inputs.

5. Good practice

This section presents the evaluation findings on the design and delivery of the dialogue process and whether it has met a number of good practice principles including the choice of locations and mix of participants; the design of the workshops; the presentation of stimulus materials; professional facilitation; the involvement of specialists; and choice of venues and event management.

1. The choice of locations was clear and representation was of an appropriate scale and mix to provide useful results

The rationale for the choice of six locations was clear and appropriate and gave a good coverage of:

- All four parts of the UK (Northern Ireland, Scotland, Wales and England);
- A range of socio-economic contexts (from high growth cities to smaller, less well-off towns);
- A range of wellbeing related interests and opportunities to involve local partner organisations:
 - community (Belfast and Bristol both reflected experience from dealing with past community conflict and future community challenges in terms of new housing development and devolution);
 - sport and culture (London and South Tyneside reflected wide access to opportunities in the former and innovative health approaches with an interest in 'social prescribing' of sport and cultural activities to enhance wellness in the latter); and
 - work and learning (Falkirk and Cardiff reflected the Devolved Administrations policy interests in fair pay and wellbeing and prosperity, equality and resilience respectively).

In each location we observed a good mix of urban and rural residents, reflective of each local area's socio-economic, gender, age, ethnicity profiles reflective of the agreed recruitment sample. Over-recruitment resulted in a total sample of 101 participants on Day 1 and 96 participants on Day 2. The rate of drop out pre-Day 1 at 15% which was higher than average but probably reflected the full month between events and the need to commit to attending both. However, drop out between Days 1 and 2 was much lower (5%) averaging about one person per group and easily explainable through unavoidable family or work commitments. This good retention rate was likely to be the result of both the design of the sessions and the fact the incentives were back-loaded (23% Day 1 and 77% Day 2).

The sport and culture groups proved the most difficult to recruit for, particularly in the North East where recruiters had to make use of networks to supplement on-street recruitment. In both London and South Tyneside the groups were smaller (14-15) than the target size (18) but participants were very engaged and seemed particularly inspired to improve their personal wellbeing (see Section 6).

Most of the sessions were organised as mixed tables of 7-10 each run by one facilitator, with organisational back up from an administrator. The overall size of the table groups (7 in London to 10 in Bristol) felt comfortable for one facilitator. Groups were kept together for the 2 days and participants appeared to develop a strong rapport and feel comfortable with each other and the facilitators. Many participants observed that they had really enjoyed the chance to meet such a mixed group and were respectful of each other's experiences. One observer felt that the mix in Falkirk was slightly biased towards younger people and that they also dominated the discussions.

Lessons:

- Non-segmented groups worked well in making participants feel that the process was hearing from all walks of life and did not appear to inhibit anyone's participation.

Specialist views of location and participant mix

- *"Really good to get to all parts of the UK" (OG member)*
- *"Getting real views of real people was a real strength – so interesting to hear about people's real life experience and the impact of work and learning on their wellbeing" (OG member, Work and Learning)*
- *"The mix of people from different backgrounds and ages, really engaged and great rapport in the room" (Observer, community)*

2. The workshops were well designed so that the design flowed and there was sufficient time for deliberation

The process design recognised and was appropriate for the nature of the three themes. Although many of the participants were not initially familiar with the term 'wellbeing', the topic areas were neither technically nor conceptually complex and so the design was geared to drawing out people's own lived experience. Two six hour days gave participants plenty of time to get to know each other and get to grips with the issues. A simple design – with some common elements and others specific to each theme – flowed well and was very successful in creating a safe environment where people were able to share very personal experiences and emotional responses.

The initial sessions on Day 1 helped to build a very positive group dynamic. Throughout the two days participants worked in the same table groups but also in pairs and smaller groups. The group dynamics at all tables were observed to be good with all participants able to participate either at the table or when working in pairs. This was especially evident at sessions in Belfast where many participants reported informally that they had seldom had opportunities to take part in non-sectarian mixed-age group discussions before. As highlighted in the vox pop people really valued this opportunity to understand the similarity in people's concerns, whatever their background.

A diverse range of straightforward techniques and materials (PowerPoint, video, prompt cards and carousels) was used to keep participants engaged and reflect different learning styles. Data collection from participants' notes and drawings were an element of Day 1 or 2 for every theme and added richness to the material drawn on and illustrating the dialogue reports. Participants really appeared to enjoy the range of techniques.

As a result of a design that got the balance right between information and discussion the vast majority of participants reported that they had enough time (62, 61%, strongly agreeing and 32, 31.7% tending to agree) to discuss the issues while almost all agreed (79, 78.2% strongly and 21, 20.8 %, tended to agree) that they were able to contribute their views. The only areas that were seen as slightly rushed were the afternoon sessions for the community themes on Day 1 (Bristol, carousel) and Day 2 (Belfast, drawing communities), but mostly reflected how much participants were enjoying the hands-on sessions and their disappointment that they had to move on. Most participants were exhausted but exhilarated by the end of each day.

The one month time lapse between Day 1 and 2 sessions allowed ample time to digest the outcomes of Day 1 and refine the design of Day 2 (e.g. in allowing a greater focus on Learning on Day 2 for the Work and Learning theme because participants had focused mainly on Work during Day 1). It also

allowed the sub-groups and core management team to find local partners to present stimulating case studies on Day 2. The lengthy break gave participants a chance to reflect on the topic. The long gap – which risked leading to a loss of momentum or high drop-out – did not cause problems on either account and many participants carried out their homework and thought about similar issues during the break as they had taken away from Day 1 (see Annex B).

3. The stimulus materials presented were balanced, accessible and engaging enough for the participants to act as informed citizens

Given the nature of the themes people needed very little technical information and the stimulus materials were accordingly light touch. The main stimulus materials were a PowerPoint introduction and talking head videos by policy lead government departments on Day 1 and a feedback PowerPoint and case study presentations on Day 2. Videos were useful in ensuring the objectives and context were presented in the same way for both locations for each theme. Presentations by local specialists (devolved administrations or local authorities or local NGOs) on local case studies provided useful local context. Both types of presentations were appreciated by some participants (*“PowerPoint presentation very helpful”*) but did not generate many questions, although one specialist reported that *“I could easily have used longer, especially to respond to comments from participants”*. Although generally the materials were comprehensive, accessible to the audience and well balanced, one observer in Scotland felt that presentations had the tendency to slightly change the focus (e.g. steering subsequent discussions towards ‘fairness’ rather than wellbeing in the work place).

On Day 2 HVM’s PowerPoint presentations summarising what participants for both locations had said on Day 1 were very effective. People enjoyed having what they said – including direct quotes and drawings – played back to them and comparing what had been said in the other location.

Participants were almost unanimous (99 out of 101) in agreeing (77, 76% strongly and 22, 21.8%, tended to agree) that they were provided with enough fair and balanced information on wellbeing in general to enable them to contribute to discussions. They also all agreed (69, 68% strongly and 29, 28.7% tended to agree) that they were provided with enough relevant information on the particular theme to help them think about their own wellbeing and the wellbeing of others. Only three participants were unsure and one tended to disagree on this. 95% of respondents on Day 2 also reported that they found the case studies useful in focusing in on the real issues locally (59, 61.5% strongly agreed and 32, 33.3% tended to agree). Participants also remarked that they had really found hearing from each other thought-provoking and this came out strongly in the vox pops for London, Belfast and Falkirk.

Participant views on balance, fairness and relevance of information presented

- *“Film was helpful” (Community)*
- *“Very balanced” (Work and learning)*
- *“Made you feel confident in participating and I was able to draw on my own experience and hear other opinions” (Work and Learning)*
- *“I felt each participant helped each other” (Community)*
- *“I could represent my views” (Work and Learning)*
- *“[Day 1] lots of information and softly spoken facilitators (Work and Learning)*
- *“The Men’s shed was very interesting” (Belfast)*
- *“Most of ideas were known to me but other options of wellbeing in the process were highlighted”*
- *“Need more case studies to compare the problems and issues re wellbeing”*
- *“I will use postcard exercise [explained in the Day 2] in forthcoming training” (Work and Learning)*

4. The facilitator team was professional, well-briefed, consistent and unbiased and enabled all participants to make an active contribution

In each location the workshop events were facilitated by a two-person team of very experienced, well-briefed and highly competent facilitators supported by a support facilitator responsible for welcoming, logistics and helping to run exercises such as carousels. There was strong continuity between the facilitation team for Days 1 and 2 for each location and between lead facilitators across all three themes. During the public dialogue events a warm and purposeful style of facilitation created a really good atmosphere in which people were able to contribute enthusiastically to the discussions. Among the 59 participants asked⁵ there was unanimous and very strong agreement (54, 91.5% strongly and 5, 8.5% tended to agree) that the facilitation was independent, professional and effective. Examples of the many positive comments on the facilitation style and general organisation of events are shown below.

The ratio of facilitators to small group members was sufficient to keep the discussion moving, focused, and to ensure that dominant or very quiet characters were skilfully managed. Even in larger groups of 10 per facilitator participants noted that *“the patient facilitator controlled pushy people”* and *“managed some dominant members of the group appropriately”* so that everyone was able to contribute. As a result there was almost unanimous agreement amongst participants (100 out of 101 total responses on Day 1) that they were able to express their views on what contributes most to a good quality of life. Two participants commented that *“Some people were too opinionated so [I] couldn't get my points across without being interrupted”* (South Tyneside) and that *“Groups [were] controlled by a select few participants”* (Bristol) but this was not a widespread view.

Participant views on facilitation

- *“Very well organised and thought through”*
- *“The facilitators were professional yet maintained a comfortable environment”.*
- *“Excellent facilitation by organisers, very well done”*
- *“Well moderated and conducted”*
- *“Well organised and very nice staff”*
- *“Very professional”*
- *“Well run forum”*
- *“Very friendly people”*
- *“Great facilitators”*
- *“Great leadership”*
- *“Easy to talk to - well run - and enlightened by it all”*
- *“Everyone was very approachable and more than happy to answer”.*
- *“Excellent facilitator”*
- *“Felt at ease to comment”*

Expert views on facilitation

- *“North East sessions fantastically organised – and facilitation style, content, ability to allow people to take time was an exemplar”*
- *“It could have been very difficult to come into a cross-community group of participants from the outside in Northern Ireland but HVM handled it extremely well”*
- *“How the facilitators built the rapport between themselves and the participants and with each other was very special”.*

⁵ Unfortunately the facilitation question was omitted from the Day 2 questionnaire for the first events (community wellbeing), although qualitative remarks on the quality of the facilitation were made in both Bristol and Belfast.

- *“Excellent facilitation – all highly experienced, professional and seemed genuinely interested in the topic and participants”*
- *“Very well facilitated – HVM knows the subject really well and established really good relationships with WWCW”*
- *“Would have been good if the facilitators knew a little more about health and wellbeing and then they could have probed more”*
- *“Having really skilled people run sessions really helps to get people involved – Day 1 sessions really got groups working”*

5. Specialists were involved to provide information and trust in the process

Across the three themes and 12 dialogue events a total of about 40 specialists representing devolved administrations, local government and NGOs attended and made a very positive contribution. A representative from each evidence team took part in at least one of the four days of dialogue for the relevant theme although the simultaneous timing of events made it a challenge for teams to attend as many events as they would have liked. The core management team (WWCW, Cabinet Office and Sciencewise) and oversight group were represented at most of the 12 days. All experts were well briefed by the facilitator team before each session.

Overall 95% of participants felt that they could ask questions during the sessions and get them answered (77, 76% agreed strongly and 19, 18.8% tended to agree) while five participants were unsure, or tended to disagree. A typical view was that it was *“very easy to ask questions”*. About 90% of all Day 1 participants felt that the ‘experts’ had been helpful in answering questions (65, 67% strongly agreed and 22, 22.7% tended to agree): of the seven participants who neither agreed nor disagreed, tended to disagree or strongly disagreed (one in Belfast and one in Cardiff) this seems to have been mainly a reflection of the fact that on Day 1 experts were seen in the role of presenters and were not much called on to answer questions. On Day 1 two specialists commented that *“I could easily have used longer, especially to respond to comments from participants”* or *“I would have liked to have been able to talk more about our agenda and probe further to explore behaviours which reduce wellbeing”*. On Day 2 specialists appeared to be more actively involved in discussions and participants reported their involvement was helpful: 95% of participants found the case studies on local wellbeing projects relevant and inspiring.

All specialists interviewed for the evaluation found the experience of watching the dialogues and meeting a mix of the general public extremely helpful. Those attending from the evidence teams reported that the events helped confirm views heard from other stakeholders (such as policy stakeholders, the voluntary sector, businesses or trade unions) or helped them to identify potential gaps or blind spots in the evidence programmes (see section 4).

6. Organisation and Venue

Participants received advance information and were almost unanimous in finding that the recruitment process and advance details for the event were well-handled (with 85, 84.2% strongly agreeing and 15, 14.9% tending to agree). The room set up, wall displays and audio visual stimuli were pre-tested and worked well. The logistics for welcoming participants and food and refreshments were all excellent.

Venues were thoughtfully chosen to be accessible by public transport and many specialists noted that they were well chosen to reflect the themes of the dialogues (e.g. a cross-faith meeting space

on the boundary between Catholic and Protestant communities in Belfast, a visitor centre for a local attraction in Falkirk, a community environment and volunteering facility in London and an old library in Cardiff). One specialist remarked “*venues were well chosen to be independent, neutral and interesting places to visit*”.

Lessons:

- The expertise of the delivery team from carrying out previous wellbeing dialogues was really helpful in ensuring that design and timing lessons were learnt. The result was a simple but highly effective design and stimulus materials within a very tight timeframe.
- The light touch stimulus materials and time allocated to sharing participants’ own experiences was appropriate to the nature of the subject and reinforced the message that WWCW wanted to hear about lived experience of wellbeing.
- The style and continuity in facilitation teams between locations was critical in building very strong rapports with and between participants and creating a safe space for people to share their personal experience. The resulting rich data added value to other forms of stakeholder engagement for the Voice of the User reports.
- The time invested by the core team in involving national, devolved administration and local government representatives and third sector case study projects at each event paid off. Although they were not required to answer many questions their presence and reflections at the end of the day on what they had heard gave participants the real sense that they were being listened to.

6. Satisfaction

This section evaluates whether those involved have been satisfied with the dialogue process and covers the perspectives of the public, specialists and policy makers.

6.1 Public participants

Of 96 respondents on Day 2 there was very strong agreement that they were satisfied with the two days they attended. 81 (84.4%) strongly agreed and 14 (14.6%) tended to agree. During informal discussions with participants during Day 1 respondents all reported that they were enjoying the events. Figure 6.1 shows the results of participants being asked to describe how they had found Day 1 in three words. Words in larger type are those cited most frequently and show that many participants found the events interesting, informative, thoroughly enjoyable, insightful, thought provoking and useful.

Figure 6.1: Participant views on Day 1



The events also met the good practice principle of enabling those involved in the process to increase their knowledge and understanding of wellbeing in relation to themselves and their communities. By the end of Day 1 participants were overwhelmingly positive about having had the opportunity to think about issues such as wellbeing, quality of life and leading a balanced life that they knew to be important but seldom normally considered. Those in the groups discussing community wellbeing were particularly positive about hearing from others and were struck by the similarity of concerns between people of different ages and cultural backgrounds. Those in the sport and culture groups were excited by the breadth of what they identified as culture – including cultural diversity, enjoyment of the built environment and nature, and experiencing different cultures - and many self-reported that they were inspired to get involved in more sport and cultural events of all kinds. Many of those in the work and learning dialogues reported that participation had made them reflect much more on their work-life balance, the importance of aspects other than money, and had encouraged them to think about taking part in both vocational and non-vocational learning. A view that appeared to be shared by many was that *“I felt justified and heard and listened to”*.

In the month between the two workshops 90 out of the 96 participants agreed that they had found themselves thinking about their own wellbeing and that of others in their community: 60 (62.5%) strongly agreed and 30 (31.2%) tended to agree while 5 neither agreed nor disagreed. Many of the issues that people reported that they had been thinking about in the intervening month really resonated with what they had taken away from the first day (see Box below and Annex B). A number of participants commented that the second day was even more enjoyable and constructive than the first.

Reflections on what participants reported they were taking away to think about or talk to others by the end of Day 1

Community wellbeing

*About different views from different walks of life
Interesting how people have similar views on community
General problems of real life
Role of community
We need more community spirit and things/events happening around my community
I will be paying more attention to discover what is available in my community
The importance of community spirit throughout our lives
[link between] wellbeing and housing
How to improve communities
Young adults changing attitudes to older citizens
Welfare reform
The importance of community wellbeing
More knowledge on community issues
What I can do as an individual if anything to improve the wellbeing of my community
The blame and distrust of governments
The importance of community outside Belfast
The effect of the troubles on our wellbeing (Belfast)*

Sport and culture

*To improve my wellbeing.
Enjoyed my research
Looking out for more info in the media re culture, sport and wellbeing
How to improve my wellbeing
The importance of engaging and exploring
What cultural activities consist of and their relation to my wellbeing
Doing more activities in life
How I will be thinking about culture wellbeing in the future
How important culture and physical activity is to wellbeing
The broad definition of culture, look out ways to further my experiences especially having all the access and resources in London
More about sport and culture is part of wellbeing
Thinking more about definition(s) of culture - so multi-faceted
I will get more involved in the community and will not put off things that are important to my wellbeing
More aware of diversity of activities that contribute to wellbeing and how to participate more
Being more aware of local wellbeing activities.
How much I do which I wouldn't have considered cultural and think about spectating as well as participating.
I'm happy there are others that care about the wellbeing of others.
Breadth of participant input
Enjoyment of meeting new people, and look forward to next discussion.
Wellbeing agenda in sport and culture and awareness of this
Looking at/considering the ways that sporting and cultural events are promoted.
You can teach an old dog new tricks! It's never too late to try a new activity.
Social interaction and speaking more
The impact of wellbeing
Thinking about other people's thoughts, participating in more activities*

Work and Learning

*Promotion
Everyone has a point to make
Respect in the work place has an important impact on your life
Listen to others, there are no wrong answers
On how much the age gaps and pay divides the different generations
New views on employment
My own personal development
To really think about my own wellbeing at work and what contributes to this
Jobs and their environment/ learning
Think about my own attitude
Lots of things we spoke about today
Training - what can be achieved - motivation/positivity/appreciation.
The importance of good training and communication in the workplace to wellbeing
About employers and the message that should be given out to them
How can I help wellbeing - own and others
Is good quality output a result of wellbeing or vice versa?
I'm going to look at new options and opportunities in learning
Looking after my mental health in work
Think about wellbeing in relation to my family and wider circle and how it relates to every aspect of life
How employers can best develop wellbeing packages for the future
The importance of mine and other's wellbeing
I will be thinking over other people's opinions and views
What others want from employers in terms of wellbeing, is it the same as us?
Positivity*

6.2 Specialist participants in the dialogue

The views of the evidence teams and specialist presenters and observers at the dialogue events were also overwhelmingly positive about the process, the events and the findings. Some specialists

had been involved in dialogues or focus groups with the public in the past but all those interviewed agreed that the events they took part in had been highly professional, well designed, and enjoyable for participants and that their response to taking part had been very positive and in some cases personally beneficial. The sense that participating in such discussions had in itself increased people's wellbeing and given them a sense of agency to change their lives was particularly marked in the Belfast community discussions and the sport and culture sessions in both London and South Tyneside.

Expert views on participating in the public dialogue

- *"Opened up new perspectives and provided a lot of food for thought about future issues and dimensions of wellbeing" (Evidence team)*
- *"Tremendously enjoyable, they did a really impressive, professional job" (Evidence team)*
- *"Really interesting and engaging. Definitely added value" (Evidence team)*
- *"A highly positive experience taking part" (Oversight group member)*
- *"Everyone who took part in Belfast seemed to find it positive and even life-affirming" (Specialist observer)*
- *"People seemed to really enjoy the opportunity to talk in positive ways about how they live their lives - something they don't get much chance to do in Northern Ireland" (Specialist observer)*
- *"WWCW have been terrific to work with – hope it is an enduring relationship" (Third sector)*
- *"Getting real views of real people was a real strength – so interesting to hear about people's real life experience and the impact of work and learning on their wellbeing" (Evidence team)*

6.3 Satisfaction amongst policy makers

There was also a very strong sense of satisfaction with the way the public dialogue had been run and the outcomes amongst the policy makers from central government departments, devolved administrations and arm's length bodies interviewed, as illustrated in the box below. Policy makers particularly appreciated the opportunity to hear the views of 'real people' based on 'real lives' and to learn that they really cared about their own and their community's wellbeing and felt that they and government could take action to improve it. The quotes below demonstrate the very high levels of overall satisfaction from within WWCW and the Oversight Group with the dialogue process.

The thematic dialogue and cross-cutting reports were widely agreed to be well-written and structured, with lots of helpful direct quotes. Most interviewees found the reports themselves quite long but found the verbal presentations, participants' pictures and vox pop videos really helpful in bringing the findings alive. A number of organisations interviewed plan their own abstracts of key findings for their own internal and external communications (see Section 7 on dissemination).

Views of Policy Audience

- *"A really excellent process"*
- *"A good example of a stripped back, low-tech deliberative dialogue process – overall really well done"*
- *"Emotional, inspiring and intensive delivering huge amounts of very rich material"*
- *"Really liked what HVM did: excellent, inspiring and receptive"*
- *"Vox pops, written and especially verbal presentations of the findings and quotes and anecdotes really brought the findings to life"*
- *"Valuable, special and eye-opening for both participants and policy-makers. Hearing people talk about very personal experiences was very special"*
- *"Very well structured day, facilitators very good, great mix of participants – would be good to do it more often!"*

- *“Stimulating, enlightening, encouraging for us to do more of this sort of thing and that ordinary people care about these things - not just policy makers”*
- *“So useful to talk to a broad cross section of real people talking about what really interests them and that this was broadly consistent with our approach”*
- *“Seemed really empowering for people who took part”*
- *“Valuable, added value in identifying evidence programme gaps, but also added additional time into the process”*
- *“Admirable the way WWCW has really sought to engage the public and use this in shaping the evidence strands”*
- *“Illuminating, relevant and thought-provoking”*

Lessons:

- Lessons from the previous dialogue and expertise of the delivery team made this a very engaging dialogue with plenty of time for participants to feel confidence in sharing their experiences. The level of emotional involvement by participants was the special factor which made this an exemplar process.

7. Governance

This section evaluates how successful the governance arrangements for the project have been, including the role of the Oversight Group, Sub-groups and the Sciencewise support role.

Oversight Group

The Oversight Group was set up during the scoping stage of the project, after the contractors had been appointed. The Oversight Group's Terms of Reference anticipated four meetings (including the Knowledge Exchange event) and that members would also give advice on an ad hoc basis.

Initially the OG was conceived as a smaller, more manageable group, but grew to ensure that a wide range of central government departments, Devolved Administrations, evidence teams and the third sector with an interest in wellbeing in general and the three themes could be involved. This helped to demonstrate WWCW's commitment to developing a programme with UK-wide relevance.

The oversight group was resource intensive for WWCW and the delivery contractors to convene and it was difficult to keep members actively engaged throughout. A small handful of individuals with interests across themes attended most meetings and were involved in framing questions, reviewing materials, identifying local experts, attending events and reviewing draft and final reports. Most had a less hands on involvement, although several individuals reported that they would have liked to attend more meetings but were constrained by the timing and a lack of travel budget which made it difficult for them to attend. The evidence team members found the cross-team event (Knowledge Exchange) useful and hope to build on this by organising cross-thematic events over the life of the research programmes.

Sub-groups

These smaller thematic groups met twice to frame Days 1 and 2 and reviewed materials and reports. They each involved about 6 core representatives of the evidence programmes and government, academic and NGO specialists. Meetings were shorter and more focused than the oversight group ones and were well-attended. Participants from all three sub-groups reported that the discussions were lively, useful and helped to steer dialogue design. They felt they had managed to feed in their policy interests and expertise and benefitted from hearing others' views.

Sciencewise role

WWCW and those involved in framing the evidence programmes found Sciencewise support very useful in co-funding the project, providing the structure for the ITT and recruitment of delivery contractors and evaluators, and providing a neutral venue for meetings. The support of the Sciencewise DES in attending many of the oversight and sub-group meetings and several dialogue events was also appreciated: the DES found that, given the experience of HVM in the wellbeing theme and running successful dialogues, much less support was needed on process design or delivery than in many other dialogue projects.

Reflections on Governance from the Oversight and Sub-Group members

- *"I thought it was really useful to have the Oversight Group looking at the big picture and the sub-groups with the real subject expertise". (Government department)*
- *"Big Oversight Group a bit too broad to be really interesting for us – sub-groups were more relevant". (Government department)*
- *"Really enjoyed working with the OG and learnt a lot in the process" (OG member)*

- *“OG quite a wide ranging membership from government departments, academics and NGOs and good to be a part of. But sub-groups more directly of interest”. (Government department)*
- *“Sub-group was exactly the right set up and useful because the themes were much more relevant – good depth and good debate – really enjoyable sessions”. (Evidence team)*
- *“OG breadth of membership a good reflection of how WWCW intends to engage across the UK” (Devolved Administration)*
- *“[sub-group] was a very useful mix of people from civil service – it might also have been useful to also have employers and Trade Unions” (Evidence team)*
- *“Hope there will be future meetings across evidence programmes – we’ll organise them” (Evidence programme)*

Lessons:

- The two-tiered governance approach proved time efficient for participants with either very broad interests in wellbeing or with narrower interests in one evidence theme.
- Although time consuming to set up and coordinate, a larger than average oversight group has proved effective in maximising the potential policy impact of the dialogue and establishing WWCW’s credentials as a transparent, collaborative centre for sharing UK-wide evidence. This group could provide the basis for an ongoing forum to provide strategic advice to WWCW over the next three years.
- The sub-group approach to involving stakeholders was effective in providing expert input in focused discussions which could be convened more quickly than the full oversight group. This approach may be replicable for other large public dialogues involving discrete themes or technologies. It may be more cost effective and efficient than larger one-off stakeholder events.

8. Impact

This section evaluates whether the dialogue process has had the planned impact on WWCW's evidence programme and on wider policy processes and whether it has had other unintended impacts.

8.1 Policy Impact

The primary purpose of the dialogue programme was for the findings to inform the work of WWCW going forwards. The nature of the dialogue process was ideally suited to achieving this impact. As noted in Section 4 there is evidence that the stakeholder involvement in some of the VoU processes (sport and culture and work and learning) was informed by the dialogue and that the emerging findings were able to shape the proposed programmes in each area.

The dialogue process is seen as having added value but also by some as slowing the process of negotiating and signing off the evidence programmes. For all the evidence teams interviewed the lack of prior knowledge of the dialogues, the potential for overlap and the lack of time to incorporate the findings was a concern (*"the time requirements were challenging but we thought it important to get involved"*) but most agreed that *"in the end there wasn't any overlap"*. The work and learning and sport and culture teams reported that – despite the challenges of timing – the dialogues had really added value in helping to frame their own engagement and in supporting their findings. Individuals commented that *"The outcomes of the discussions were fantastic – down to really good facilitation"*, that they *"added to our own in-depth stakeholder engagement"* and provided *"lots of richness in detail and context to engagement carried out through our evidence programme stakeholder engagement which involved employer, trade unions, charities, TUs and public consultation but of a very different sort"*. One team noted that *"it was really important in bringing insights to the table which complemented evidence programmes"*.

There is also evidence that WWCW has identified gaps in its programme which it is already starting to address by working with other partners such as the Department for Transport, or by seeking other sources of funding such as Big Lottery (see Section 4). In response to the cross-cutting themes which emerged from the dialogue the evidence teams have identified some opportunities for collaborative evidence reviews (e.g. on the Five Ways to Wellbeing tool developed in 2008). Final proof of impact will be when WWCW is able to make available the best scientific evidence which has a practical impact on policy making during the course of the next three years.

WWCW and Evidence Programme views on impacts

- *"Some of the findings reinforce what we expected – there is more to life than just money! However the emphasis and the nuances of some of the other results were not perhaps what one would have predicted. The importance of having a sense of purpose and of being valued came through strongly in all the consultations"*. (Dr Paul Litchfield, WWCW Chair Trustees, What You Told Us and What We're going to do)
- *"Hearing directly from the public what is important is incredibly powerful – you can't contradict that"* (Evidence programme)
- *"Largely confirmed what we know but it was immensely helpful for policy makers to hear this directly from the public"* (Evidence programme)

8.2 Other government departments and Arm's Length Bodies

This public dialogue has provided further evidence that wellbeing as a way in to discussing policies is very productive in the three public dialogue themes. The cross-cutting report concluded that discussing policies from a wellbeing perspective shows that policy makers need to recognise the interconnectedness of people's lives to make better decisions and that if policies can facilitate wellbeing as a state of mind their impact is more likely to be long lasting. This message resonated with policy makers who had been involved in the process and appeared to confirm and reinforce what they knew from their own quantitative research or discussions with academic, business and third sector stakeholders. The real impact for most policy makers interviewed was giving them access to rarely heard views from a well selected mix of the general public. They reported they found it powerful to hear about the different elements of wellbeing from people sharing their own lived experiences.

The findings also highlighted a few areas where more research or policy thinking is needed. Government departments and arm's length bodies interviewed during the evaluation indicated that the findings would be of use to their ongoing or future work in the following areas:

- **Cabinet Office** - the lessons from this dialogue have already fed directly into drafting a best practice guide and toolkit on how to run a 'wellbeing dialogue' (March 2016) which Cabinet Office committed to develop after the 2014 Sciencewise funded wellbeing dialogue. The guide draws on both the 2014 and 2015 Sciencewise funded dialogues with HVM contributing advice on the types of exercises and materials which help to bring wellbeing into policy areas. The guide is expected to have a wide reach. It is aimed primarily at policy makers (central and local government) with an interest in public dialogue but will also be relevant for other organisations interested in understanding and promoting wellbeing – across the public, private and voluntary sectors. It will also include links to the vox pops with dialogue participants.

Cabinet Office drew the lessons from both dialogues that a well-being lens helped participants engage with the policy issues in a more meaningful way, leading to richer conversations and a clearer and deeper focus on solutions. This is recognised as having potential not only to lead to more people-focused policy that works well for citizens, but also to help reconnect people to the policy-making process at a time when people can feel disengaged from decision making. Overall, this demonstrates the value the 'wellbeing' lens can add to policy and the findings from this dialogue will be very helpful to Cabinet Office in directing future work on wellbeing - on the basis of what the public have said is most important to them.

- **Scottish Government** – the findings from the work and learning dialogues resonated with its objectives of sustainable economic growth and reducing inequality through promotion of greater diversity, innovation and equality in the work place. The dialogue provided “*insights and understanding*” particularly in the area of the Fair Work Agenda and what underlies people's views on fairness. Having seen an effective public dialogue in action there may be potential to use the approach in other work and wellbeing areas including: exploring themes that come out of an independent review of what fairness means in the workplace with Trade Unions and Employers; in-work poverty research being developed with Local Authorities; and research on fairness, social justice and young people's career paths.
- **Welsh Government** – the messages from the work and learning dialogue events really resonated with the Welsh Wellbeing and Future Generations Act (WW&FGA, 2015) which is designed to improve the social, economic, environmental and cultural wellbeing of Wales and particularly with the prosperous, more equal, cohesive communities and resilience themes. The evidence of the value of formal and informal learning opportunities to individuals and communities which

could be used to make a case for investment in adult and vocational learning was particularly welcomed. There were opportunities for strengthening future working links with the Welsh department of Economy, Skills and Natural Resources (ESNR) working on the WW&FGA.

- **Big Lottery** – the dialogue approach and findings were of interest and the approach is seen as potentially useful in understanding communities’ needs and involving the public in shaping other grant programmes, although no wellbeing programme is envisaged.
- **Sport England** – the messages on the breadth of wellbeing benefits from a very wide range of formal and informal sporting and cultural events resonated well with the recently published “Sporting Future – A new Strategy for an Active Nation” (December 2015) which acknowledges the importance of attending, not just actively playing formal and community level sporting events. The importance of food and communal/family meal as part of cultural activity was also identified as a gap in knowledge where more research will be needed.

Policy maker views on potential wider policy impacts

- *“Confirmed that the things we are looking at – pay and conditions, personal relationships – are the things that can make a difference in the workplace”. (Scottish Government, Fair work)*
- *“Your Voice Our Vision” evaluation threw up findings consistent with some of the comments made as part of the WWCW Public Dialogue”. (Big Lottery)*
- *“[[findings] of direct relevance to Welsh Wellbeing and Future Generations Act and current work on strategy and plan around 7 wellbeing goals which include work and culture. It is a statutory obligation for all government policies to deliver on these, wellbeing delivery principles and 42 indicators”. (Welsh Government)*
- *“Really unusual for us to get to talk to such a cross section of real people in one room” (OG member)*
- *“The importance of food and family/communal eating as an important part of legitimate leisure time was a blind spot that would not have come out of the academic work” (Sport England)*
- *“Took lessons on reactions to different types of learning and that digital online learning can in some circumstances add to wellbeing [not just detract from it], depending on circumstances” (BIS)*

8.3 Wider impacts

WWCW Organisation Development

The dialogue has also made a positive contribution to the organisational development of WWCW. The dialogue has been one of the first set of activities for the Centre and the outputs are very much at the heart of WWCW’s strategy and work plan with dialogue reports and vox pops and the WWCW’s response to findings currently featured on the home page of the WWCW website. *“The way that we gather and then formulate that evidence is as important as the data itself”.* (WWCW report)

The oversight and sub-groups and evidence team project management engaged partners in the sport, culture, work and learning, communities and Devolved Administration bodies during WWCW’s early formation. The commitment to convening a group with such wide representation has demonstrated WWCW’s commitment to good governance, transparency and collaborative working and this was recognised by stakeholders interviewed. *“It’s really important for WWCW going forward to be seen to have got out and spoken to a wide variety of people in the four nations which adds legitimacy that the programme isn’t coming from a single central government department”*

(Devolved Administration participant) and was considered *“A good reflection of how WWCW engages across the UK – one of the strengths of the project”* (Arms’ Length Body).

These interests will continue to be represented on the Advisory Panel that WWCW is setting up. All the stakeholders represented on the oversight group reported that they had enjoyed the experience of working with WWCW and saw the benefits of a longer term relationship. (*“We’re interested in continuing to develop the conversation with WWCW about providing evidence to our grantees and sharing learning from projects we fund”*) (Arms’ Length Body).

WWCW report that they are now confident that they could run a future public dialogue in collaboration with experienced facilitators without further Sciencewise support.

Workshops Participants

Although it was not a direct objective of the public dialogue events, when asked whether they were more likely to get involved in activities to increase their own or their community's wellbeing than they would have been before taking part in these events, over 85% self-reported that they would. Of a total 96 respondents 52 (54.2%) strongly agreed and 29 (30.2%) tended to agree while 15% were unsure or disagreed (some of these because they reported they were already quite involved in their communities). Many participants – and almost all involved in the sport and culture events - reported specific things that they hoped to do differently including participating in more individual and team exercise and sport and getting involved in cultural events either as participants or spectators. A very broad range of cultural events from theatre and music to festivals, food and travel were cited and are listed at Annex B. In the work and learning area a number of participants also reported they had more confidence or renewed intentions to sign up to professional and other courses.

8.4 Dissemination

Table 8.2 summarises WWCW dissemination of reports and findings and dissemination activities planned by others involved in the dialogue.

The first dissemination event was the Knowledge Sharing event where HVM presented the findings of the three themes and cross cutting issues to the evidence teams and OG members. Initially this was expected to be an interactive workshop to share and test the results. However, the timing of the four work and learning sessions meant that the timing was very tight for producing the draft reports and holding the workshop before the Evidence Teams had to submit their VoU reports to the WWCW Board. All evidence team members who were able to attend reported that they found the session useful and that the verbal presentations, use of photos, artwork and vox pops were really helpful in bringing out the key messages.

WWCW published the four dialogue reports, and the WWCW’s response to the findings in mid-February 2016. A press release, blog and tweets were also published. Each of the four dialogue reports and accompanying vox pop videos has been featured with blogs and tweets to audiences interested in the theme for four consecutive weeks. A further feature will be published to coincide the launch of the Cabinet Office ‘wellbeing dialogue’ toolkit in late March, with links to the toolkit.

Several project partners have also prepared their own blogs or share the messages they have taken from the work.

Participants – public and specialist – have also been sent a formal thankyou email and link to the published reports. Some policy makers interviewed felt it would be useful for WWCW to now present the results and discuss the implications in more depth with different central, devolved

administration and local government bodies (e.g. local authority commissioners in the North East and the WW&FGA team in Wales).

Now that the reports have been published there is also a window of opportunity to get press coverage for the reports and influence political manifestos ahead of the May elections in Scotland, Wales and Northern Ireland.

Table 8.2. Dissemination of Reports and Key messages

Organisation	Planned dissemination
WWCW	<ul style="list-style-type: none"> • Presentation of findings and vox pop to Social Impacts Task Force (Dec 2015) • Chair presentation, including vox pops, to the World Economic Forum • Reference to dialogue project in a summary report of WWCW progress over last 6 months (website) • “What You Have Told Us and What We Are Going to Do”, summary report of findings published at website (Feb 2016). Sent with links to WWCW’s mailing list of about 2,500 • Tweet - What people in the UK say is key to their #wellbeing http://bit.ly/1KCQPA2 @WhatWorksWB and follow up tweets on four thematic reports with pictures • Features on interpretation of the findings for four evidence streams published as Blogs with links to the dialogue vox pops over 4 consecutive weeks (Feb-Mar 2016) and shared on Facebook, LinkedIn and twitter. • Presentation of findings of the dialogue process by Dawn Snape at the Social Research Association “What makes a good life? Findings from wellbeing public dialogues”, 5th April 2016 at Defra. • Northern Ireland vox pop may be shared with NI government departments for use in reconciliation processes. • Transcriptions of dialogues will be made available by HVM and WWCW to evidence teams according to ESRC protocols • Plans to share findings with other organisations e.g. importance of food with the Food Standards Agency (FSA) • Blog of findings by evidence team member Happy City • Join our roundtable: Learning from the BIG Lottery Wellbeing portfolio posted on February 25, 2016 by ewandavison
Big Lottery	<ul style="list-style-type: none"> • Opportunities to coordinate with WWCW when Big Lottery disseminates its evaluation of its Wellbeing 2 programme in late Feb 2016 with a Round Table, live chats, blog and social media (Twitter and Facebook groups)
Scottish Government	<ul style="list-style-type: none"> • Plans to disseminate the published work and learning reports and vox pop through the Fair Work Convention and with Local Authorities in relation to social justice, welfare and work
Welsh Government	<ul style="list-style-type: none"> • Findings shared with Public Policy Institute for Wales (PPIW) (the What Works Centre for Wales) at a half day seminar • WWCW reports shared with Welsh Government Head of Human Resources and private offices of Education Minister, Deputy Minister for Skills and Health Ministers.
Cabinet Office	<ul style="list-style-type: none"> • Blog summarising dialogue findings published at the same time as the WWCW dialogue report launch in mid-February. • Findings shared with Social Impacts Task Force (cross-government group of senior analysts looking at Wellbeing). • “Well-being Dialogues: An open policy approach to public policy and services - Guide and Toolkit” will be circulated electronically to Whitehall policy makers in March 2016
HVM	<ul style="list-style-type: none"> • Facebook page on dialogue and wellbeing and links on LinkedIn and Twitter
Sciencewise	<ul style="list-style-type: none"> • Retweeting of launch of WWCW reports and links at website

Lessons:

- Public dialogue is particularly well suited to helping frame research or policy questions where the public are able to contribute valuable insights from their own experiences, as a complementary activity integrated with a range of wider stakeholder engagement.
- Any risk of duplication with evidence programme activities could have been totally avoided if the commissioning of the dialogue and evidence teams had allowed more forward planning of the two sets of activities. Ideally the timelines would have allowed for more involvement of the evidence teams in attending the events and digesting the outcomes before they were due to submit their VoU reports. As this was not possible an iterative process of sharing emerging findings helped to ensure that dialogue findings were fully reflected in the VoU reports.
- The breadth of interests represented on the Oversight Group has ensured broad policy relevance and that the dialogue reports will have ongoing interest to policy makers.

9. Costs/Benefits

9.1 Costs

Financial costs

The total cash budget for the project was £176,000 of which WWCW contributed £30,000 and Sciencewise £146,000 to cover the dialogue delivery and independent evaluation. In addition WWCW provided an in-kind contribution estimated at £90,000. Including contributions in-kind this was equivalent to 7% of the total cost of WWCW's evidence programmes that it was helping to shape. The ITT suggested the number of participants to be included but left the number and size of groups and locations open to the delivery consultants to propose.

The budget for dialogue delivery covered: a literature review; stakeholder interviews with sub-group members; convening an Oversight Group (4 times) and three sub-groups at least twice each (although this second tier of governance was not included in the budget); development of stimulus materials including three talking head videos with policy makers; venue hire for 12 dialogue days, refreshments and participant incentives (£130/person for the two days with staged payments of £30 at the end of the first day and £100 at the end of the second); recording and editing of participant vox pops in three locations and editing of an overall vox pop for the whole project; and four final dialogue reports (3 themes and a cross-cutting report).

Given that the project effectively involved running three dialogues in parallel with about 100 members of the public and 40 experts in six locations over 12 days we consider that the budget offered excellent value for money. Partly this was as a result of being able to achieve some efficiencies in terms of shared governance and project management arrangements, and elements of common design. But it also reflected the experience and commitment of the delivery team who were able to design the process rapidly, and produce reports which required very little amendment.

Additional value was provided through HVMS flexibility in delivering additional products such as a cross-cutting report, a cross-project vox pop which highlighted synergies and cross-cutting themes from the three dialogue strands. Contributing best practice and inputs to the Cabinet Office toolkit was also a valuable addition. The delivery of the fourth standalone report and video of vox pops was not included in the delivery contractor's budget.

Compared to other styles of qualitative assessment one oversight group member concluded that the dialogue has been *"Pretty good value for money – focus groups in 6 locations would have been £120-150K but the two day events (four full days on each theme) gave much greater depth of insight"*. (Government Department). Another oversight group member commented *"Given the amount of time and resource WWCW and HVM invested it seems likely really good value for money"*. (Arms' Length Body).

In kind inputs

A large contributing factor to the success of the project was the contribution of time from those participating at all levels including:

- **The Oversight Group** – of the 20 members of the group (not including those in the core management team) about one quarter attended at least two meetings, reviewed documents and attended an event and committed at least 3 days of time. The remaining three quarters did not attend events and appear to have spent less than 10 hours on the dialogue aspects of the

project. A small handful of oversight group members (Cabinet Office, Sport England and BIS have also been actively involved in recruitment of the evidence teams and shaping their programmes. Big Lottery also made a highly valued contribution in identifying relevant local projects in each of the six locations. In total we estimate about 35 days of time and associated travel expenses.

- **Sub-group members** (some of whom were also OG members and part of the evidence teams) for each theme contributed time to attending 2 sub-group meetings, reviewing stimulus materials, identifying local projects for case studies and in many cases attending a public dialogue event. We estimate a total of 50 days of time input from this group plus travel expenses to attend the 12 dialogue days. For the evidence team members this was an unplanned commitment over and above their own planned stakeholder engagement activities.
- **Core project management team:**
 - **WWCW** - time inputs for the project manager were particularly intense during the first half of the project including the recruitment stage, an immensely time consuming PHE procurement process, networking and setting up the oversight and sub-groups, in attending stakeholder meetings and identifying specialists and potential case studies for the 12 dialogue event days. During the first half of the project this was a full time commitment for the project manager and we estimate total in kind inputs at more than 100 FTE for the WWCW team.
 - **Cabinet office** - contributed 10 days of time input in helping to put together the initial business case to secure Sciencewise funding, supporting the procurement process by contributing to the ITT, evaluating the tenders and sitting on the interview panel), attending all the OG and sub-group meetings, engaging local partners to provide the case studies, attending 3 days of dialogue events and reviewing various iterations of the draft reports.
 - **Sciencewise** – also contributed 10 days of time input during the drafting of the ITT, procurement and early shaping of the process, review of stimulus materials, attending public dialogue events, reviewing final reports, and running the wash-up meeting are estimated at 10 days in total.

In total we estimate in-kind time inputs for the governance, project management and specialist inputs to dialogue events at about 205 days (equivalent to over £102.5k at an average day rate of £500/day). The budget should not be seen as a benchmark for future dialogues due to the substantial number of hours that the delivery contractors and others contributed in kind. Time inputs by the core management team and for key contacts within the evidence teams were more intensive than expected in the early stages.

Nevertheless, all those interviewed felt that individually their time inputs were commensurate with what their organisation had already got out of being part of the project.

9.2 Benefits

The dialogue already provides further evidence that there is a lot to be gained from putting wellbeing at the heart of policymaking. When people are happy and their quality of life is good they are more likely to be productive in work, learning and in their communities; and more likely to engage with sport and culture. However, as noted in Section 8 the project has yet to deliver the detailed evidence that will directly influence policy making. The impacts on the effectiveness and efficiency of policy delivery will therefore need to be assessed over the next three years as the evidence programmes start to deliver policy relevant results.

An interesting finding of the dialogue was that some of the interventions that have the potential to improve people's wellbeing are relatively low cost including: employee/ learner focused approaches; information distribution; and two-way dialogue. Policy makers in all three policy areas – work and learning, sport and culture, and community wellbeing – particularly welcomed the qualitative lessons emerging from the dialogue about the value of public investment in these areas of wellbeing to individuals and communities. They look forward to how the evidence programmes will provide further quantitative evidence of the benefits of investing in these areas of wellbeing.

As noted in Section 8, an unexpected benefit has been the stated intention of 85% of participants to change their life to improve their wellbeing. This was particularly marked in the groups discussing sport and culture. According to PHE, living healthily and improving wellbeing in midlife can double an individual's chances of being healthy at 70 and beyond while 40% of all deaths in England are related to behaviours which could be affected by improved wellbeing. The NHS currently spends an estimated £11bn a year on treating illnesses caused by the cumulative effects of inactivity, poor diet, smoking and alcohol. Any improvement in the wellbeing of those involved in the dialogues or reached by WWCW's wider communications campaigns which empowers people to start changing unhealthy lifestyles could help to reduce these costs.

10. Credibility

This section evaluates whether the dialogue process was seen by the policy audience, evidence teams and oversight group members as robust and sufficiently credible for them to use the results with confidence, and by the public as likely to be taken into account by policy makers.

10.1 Public Participants

The participants understood from the outset that they were not there to make decisions but to make proposals which will inform decision-making around the initial evidence programmes of the WWCW and to engage deeply on the evidence area in relation to their own subjective wellbeing.

Some 90% of participants agreed (58, 60.4% strongly and 29, 30.2% tended to agree) that they were confident that the public dialogue events will help to inform WWCW so that it is able to help communities improve their wellbeing. Relative to other dialogues evaluated this percentage is high, reflecting the nature of the theme, and a feeling amongst most participants that the mix of people in the room and the experiences they shared would be valuable to the WWCW (*"I felt good about my contribution – felt valued"*).

By the end of Day 2 the vast majority of respondents also agreed (69, 71.9% strongly and 24, 25% tended to agree) that they were more convinced of the value of public participation in these sorts of topics in general and made comments such as *"The public's opinions are very important"*, *"It is the surest way to know what people want and need"* and *"I believe there is a better understanding of public requirement when [the public is] involved"*. Likewise 90 out of 96 respondents agreed (65, 67.7% strongly and 25, 26% tended to agree) that they were likely to get involved in these types of dialogues in the future, if asked.

In follow up questions: 79% were prepared to be re-contacted for a short follow up interview (and a number expressed interest in hearing the outcomes of the public dialogue); and 71% would like to receive other information from Sciencewise, including possible opportunities to be involved in other topics of dialogue.

10.2 Policy audience

Most of the organisations from the oversight group had experience of using qualitative research and carrying out focus groups or semi-structured interviews but few had seen a full public dialogue process before. The sample size of nearly 100 and the careful process design were seen as robust and the evidence teams and policy makers report that they are confident in using the results. The design and delivery of the process itself was cited by four interviewees as an exemplar of its kind.

A key factor in designing a process which everyone considered credible was the learning available from the previous Cabinet Office and Nef wellbeing dialogue supported by Sciencewise in 2014. The continuity between the individuals involved in both processes meant that lessons were fully incorporated in the design. These included: allowing a full month between the Day 1 and 2 events so that key findings could be analysed and inform detailed Day 2 design; not being prescriptive about academic/policy definitions of wellbeing and allowing participants' own definitions to emerge; and not being too ambitious on the timing or questions so allowing plenty of time for trust to build between the facilitators and participants. Day 1 provided concentrated time for participants to understand the topic, bond with the facilitators and each other and to be inspired. Day 2 then focused in on the substantive questions generated by the sub-groups and drilled down more into what was important and helped to inform the approach taken or triangulate the findings of the

evidence programmes. (*“Policy makers didn’t dominate the discussions, the public did”*) (Devolved Administration).

The theoretical framework underpinning the community and work and learning themes was also seen as robust. The contractors were receptive to using an Integrated Capabilities Framework approach⁶ proposed by the OG/sub-groups. This was integrated into the dialogue design through a timeline approach to understanding key positive and negative events in people’s lives. HVM also extended this approach by introducing Life Stages to explore needs in each thematic area at different points in people’s lives within communities and at transition stages in work and learning. As a result many policy makers reported that the personal and emotional nature of the evidence really added depth and insight to what quantitative and other types of research had already told them. Government departments and arm’s length bodies who normally only talk to stakeholders and delivery partners or programme participants found this uniquely useful. A number of policy interviewees reported that they would be interested in using similar public dialogue methodologies to help define the scope of specific work programmes, initiatives or set the questions for large scale quantitative surveys they planned in the wellbeing area.

WWCW and oversight group members generally agreed that the dialogue reports were well written and structured - but rather long. Reports were drafted quickly and so felt fresh and the review and sign-off process was quick and smooth with limited demands on the time of the oversight and sub-groups and only minor amendments required.

Recording of all plenary and table discussions and rapid transcription of discussions, post-its and flipchart notes helped shape early identification of emerging themes which could then be used as a framework for structuring and analysing subsequent discussions. Quotes and participants’ drawings from the sessions (e.g. on communities and sport and cultural events) were used extensively throughout the dialogue reports and brought the reports alive and resulted in really rich data capture. Evidence team interviewees reported that having the transcriptions available for further research will be helpful but also noted that, for the purposes of preparing an academic paper on the dialogues, it would have been more robust to have simultaneous transcription in the room so that quotes could be (anonymously) attributed to pen portrait types. The audio transcriptions could be used for this purpose but no budget has been allocated for revisiting them.

Evidence Team and Policy maker views on the credibility of the process

- *“As a tool to launch a more detailed programme hopefully everyone will agree that it’s been extremely useful”* (OG member)
- *“Insightful, direction setting [for WWCW], limited impact on its own but useful in conjunction with other inputs”* (OG member)
- *“Was a bit skeptical at the start about PD’s usefulness on its own – not powerful evidence because of the small numbers - but found this dialogue really useful in providing in-depth views and in helping WWCW set direction and identify questions for evidence programmes going forwards”* (central government department)
- *“Brought together people of all ages all classes and community background which allowed them to think back and also think forwards in a positive way about how to live their lives to improve wellbeing”* (OG member, communities sub-group)

⁶ Bringing together different ways of understanding factors affecting people’s lives and poverty including: maximising capabilities and individual’s potentials; the importance of longer time frames in understanding the impacts of processes/interventions; and the ‘asset pentagon’ which recognises the importance of social and environmental resources as well as financial capital.

- *“The approach wasn’t new to us but was a fantastic exemplar of how to do public dialogue” (Evidence team)*
- *“Never seen it done before so really impressed at how engaged participants were” (Devolved Administration)*
- *“Really, really good facilitation – the way Day 1 got groups working was really great” (Work and learning)*
- *“Very interesting to see the process as it is not standard quantitative scientific process” (Evidence team)*
- *“Could definitely use the raw data for qualitative journal papers” (Work and learning)*
- *“Not really used public dialogues ourselves but made me think we should really do more of this” (Devolved Administration)*
- *“Seemed useful but with the caveat that some overlap could have been avoided with evidence programme activities themselves”. (Evidence programme)*

The only real criticism of the process was the sequencing which posed challenges to the evidence teams and risked some overlaps with the activities they planned to carry out. However, in the end the delivery teams made the timing work and the processes drew similar conclusions.

Lessons:

The credibility of the process was enhanced by a number of factors including:

- Sciencewise contribution in helping develop the ITT, recruiting contractors and on governance arrangements.
- Building on lessons learnt from the previous wellbeing dialogue to come up with a highly effective design focused on important elements based around good, balanced, appropriate and relevant information with careful attention to framing, timing and building trust.
- The synergies from running three thematic strands together – highlighting the cross overs e.g. social connectedness and sense of belonging - as essential ingredients in all themes.
- Facilitation by a really experienced and skilled team.
- The extended period between Days 1 and 2 which allowed: the early findings to be processed; sub-groups to meet and hone Day 2 designs; and for what participants said be played back to them so increasing their confidence that WWCW was listening.
- The reflections of specialists at the end of each day also increased participant confidence that they would influence policy.

11. Conclusions and Lessons

This project was an exemplar of a carefully designed and expertly run deliberative dialogue process which successfully delivered its objectives and with the potential for wider policy impacts over the life time of WWCW. Effectively three dialogues run in parallel, the approach was efficient in terms of project governance and management and delivered synergies across the three themes.

A number of lessons with wider implications for future dialogues have also emerged from the dialogue process:

- Building on previous dialogues. The prior involvement of core team members in the Sciencewise co-funded 2014 wellbeing dialogue (with Cabinet Office, nef and HVM) meant that framing and timing lessons improved the process design. The longer than usual period between Days 1 and 2 allowed: the early findings to be processed; sub-groups to meet and hone Day 2 designs; and for what participants said be played back to them so increasing their confidence that WWCW was listening. The risks of a longer elapsed time might have been higher drop-out rates, loss of commitment and participants forgetting what they had learnt in the first session, but the quality of the design and facilitation ensured this did not happen.
- The design achieve a good balance between providing information and discussion. On Day 1 participants eased into the subject matter. The techniques used (drawings, timelines) were effective in getting people to think about abstract concepts. The time invested by the core management team and Big Lottery in identifying local experts and projects paid off in providing inspiring local case studies for participants.
- The mixed life stages and cultural backgrounds in groups from across all four UK countries and highly skilled facilitation led to excellent group dynamics. As a result personal experiences and emotional responses were heard from the general public who would otherwise have been hard to reach for the evidence teams. Participants were unanimously pleased to have taken part and felt they had been able to express valuable views which would be listened to by WWCW.
- A wider unexpected benefit was that 85% of participants self-reported that they felt inspired to improve their own wellbeing e.g. by being more actively involved in sport, cultural and community events and work related or vocational training activities. Some also reported they would seek a better work life balance or career progression. It would be interesting to go back to participants in six months' time to see whether they have followed through on these intentions.
- The sequencing and early slippage in timing of one set of dialogue events (work and learning) created some challenges for the evidence teams and put pressure on the delivery team to prepare reports as soon as the dialogue events were completed. However, the strong working relationships between the core management team (WWCW, Sciencewise and HVM) and flexibility and commitment of the evidence and dialogue delivery teams meant that the process was able to complement and add richness to the evidence teams' other public engagement activities and help shape WWCW's overall plans.
- The two tier governance arrangements (oversight group plus sub-groups) required more time and effort than the single level of governance favoured by many Sciencewise funded dialogue projects but proved more time efficient for specialists with either broad interests across wellbeing or with narrower interests in one theme. The breadth of representation on the oversight group will help maximise cross-departmental policy impacts and has helped to

establish WWCW's credentials as a transparent, collaborative centre for sharing UK-wide evidence. It could provide the basis for an ongoing strategic advisory forum for WWCW over the next three years.

- The sub-group approach could be replicable in other dialogue processes dealing with multiple discrete themes or technologies as an efficient and effective alternative to one off stakeholder meetings.
- Knowledge Sharing and dissemination of findings – policy makers at all levels reported finding dialogue findings of long lasting interest. Many of those involved have started to distil and disseminate messages appropriate to their own policy interests through different routes. WWCW's immediate publication of a response to how they have taken the dialogues into account and sharing this with dialogue participants and their subscribers was a nice touch. The vox pops – also available at WWCW website - provide a powerful description of the process. Opportunities for a second launch with press coverage in the devolved administrations before the May elections could now be investigated.

Annex A: Oversight Group and Sub-Committees members and workshop contributors through presentations, resources and material (*contributed to the evaluation)

Oversight Group	
Dr. Paul Litchfield - Chair	WWCW Chair of Trustees
Prof Kevin Daniels*	University of East Anglia, Organisational behavior, Work and Learning Evidence Programme Lead
Baljit Gill	Department of Communities and Local Government
Nancy Hey*	Director, What Works Centre for Wellbeing
Dr. Susan Hodgett*	University of Ulster, School of Sociology and Applied Social Sciences
Alison Humberstone	Department for Work and Pensions, Mental Health Strategy
Nina James*	Cabinet Office, Policy Adviser, Wellbeing Programme
Prof Peter Kinderman	University of Liverpool, Department of clinical psychology, Community evidence programme lead
Simon McKee*	Department for Business, Innovation and Skills
Catherine Mottram	Department for Culture, Media and Sport, Principal Research Officer
Andrew Mowlah	Arts Council England, Senior Manager Policy and Research
Catherine Parker*	North East Public Health England Centre, health and wellbeing programme lead
Lucy Smith	Lambeth and Southwark Council, Public Health Manager
Andrew Spiers*	Sport England, Strategic lead Research, Evaluation and Analysis
Jude Stansfield	Public Health England, National Adviser Public Mental Health
Francis Stuart	Oxfam Scotland, Research and Policy Adviser
Andrew Taylor*	BIG Lottery Fund, Knowledge Manager
Dr. Richard Thurston*	Welsh Government, Deputy Chief Social Research Officer
Dave Wall	Northern Ireland Executive, Department of Social Development
Jennifer Wallace	Carnegie UK Trust, Head of Policy
Prof. Christine Victor	Brunel University London, Vice-Dean Research and Evidence programme lead culture and sport
Robin Clarke*	Sciencewise
Dr Dawn Snape*	WWCW, Head of Evidence and Analysis, public dialogue project leader
Community Wellbeing	
Saamah Abdallah*	New Economics Foundation, Evidence programme community and wellbeing
Nina James	Cabinet Office
Prof. Peter Kinderman	University of Liverpool
Robin Clarke	Sciencewise
Dr Susan Hodgett	University of Ulster
Baljit Gill	Department of Communities and Local Government
Alison Comley MBE	Bristol City Council
Dave Wall	Northern Ireland Executive
Jen Wallace	Carnegie UK Trust
Dr David Clarke	University of Cambridge
Gregor Henderson	Public Health England
Councillor Jim Dickson	Lambeth Borough Council
Liz Zeidler	Founder Bristol Happy City
Other contributors (presentations, information or expert attendees)	
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Sam Wren Jones	Bristol Happy City
Alison Comley	Bristol City Council
Helen Winstanley	Trinity Arts
Emma Harvey	Trinity Arts
Alexey Janes	North Belfast
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Sport Culture and Wellbeing

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Councillor Alan Kerr	South Tyneside Council
Alison Saleh	South Tyneside Council
Tom Hall	South Tyneside Council
Richard Barber	South Tyneside Council
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Councilor Jim Dickson	Lambeth and Southwark Councils
Councilor Barrier Hargrove	Lambeth and Southwark Councils
Tara Quinn	Lambeth and Southwark Councils
Coral Flood	Lambeth and Southwark Councils
Donna Wiggins	Lambeth and Southwark Councils
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Gregor Henderson	Public Health England
Brett Berger	Silverfit
Edwina Brocklesby	Silverfit
Michael Chandler	Cardboard Citizens

Work, Learning and Wellbeing


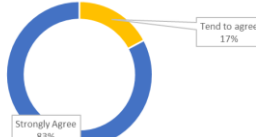

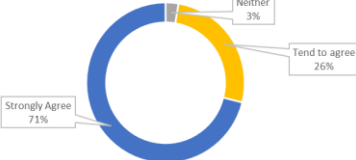
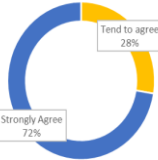
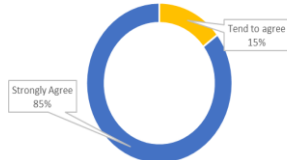
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Gavin Gray*	Scottish Government, Head of Promoting Fair Work
Sam Haskell	Public Health England
Alison Humberstone	Department for Work and Pensions
Stuart King*	Scottish Government
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Dr. Richard Thurston	Welsh Government
James Carey	Welsh Government
Cerys Furlong	NIACE (the National Voice for Lifelong Learning) Wales
Kay Smith	NIACE (the National Voice for Lifelong Learning) Wales
Mark Bryan*	University of Sheffield, work and learning evidence team member
The team	Galgael

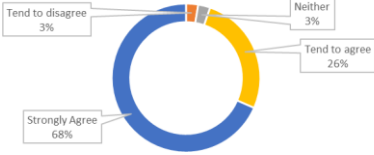

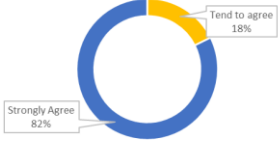

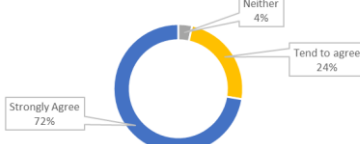

Core Project Team



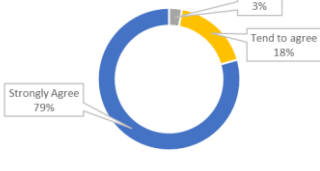
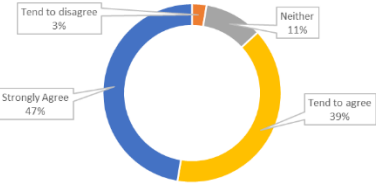
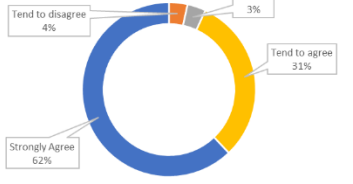
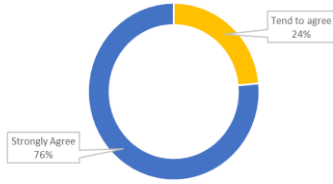
Dawn Snape	Project manager, WWCW, Research and Evidence Manager
Nina James	Cabinet Office, Policy Officer
Henrietta Hopkins	HVM



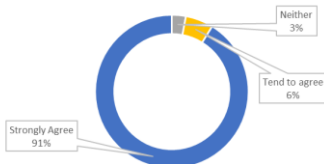
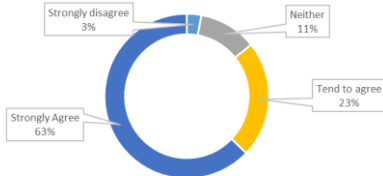
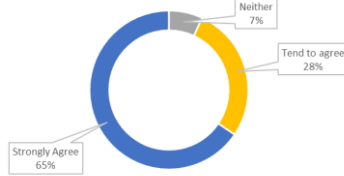
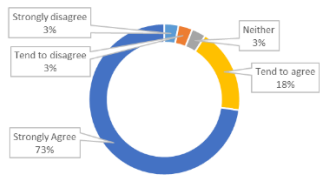
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Delivery Team	
Hally Ingram	HVM facilitator
Emma Cranidge	HVM facilitator
Mike King	HVM facilitator

Annex B: Evaluation responses for public dialogue events

Summary of Event Evaluation	For each subject recruitment of up to 40 in total, broadly representative of the population in terms of age, gender, life stage, social grade/ household income, geography and ethnicity Incentive: £130 for attendance at 2 workshops (£30 paid at first session, £100 paid at the end of the second session)		
	Community Wellbeing	Sport and culture	Work and Learning
	38 participants (20 Bristol, 18 Belfast) Evaluators attended Bristol Day 1 & Day 2, Belfast Day 2	29 participants (14 London, 15 South Shields) Evaluators attended London Day 1 & Day 2, South Shields Day 2	32 participants (17 Cardiff, 15 Falkirk) Evaluators attended Day 2 in Cardiff and Falkirk
1. The recruitment process and advance details for the event were well-handled	<p>1. The recruitment process and advance details for the event were well-handled</p> 	<p>1. The recruitment process and advance details for the event were well-handled</p> 	<p>1. The recruitment process and advance details for the event were well-handled</p> 
101 total responses, of which 85 (84.2%) strongly agree, 15 (14.9%) tend to agree	<p><i>Good info including email</i> <i>The locations does not have adequate signposts</i> <i>Strongly agree</i> <i>I didn't know the venue until 9.30 this morning</i> <i>Not on the attendance list, but was not a problem</i></p>	<p><i>Wasn't 100% sure what the discussion was going to be</i> <i>Very clear</i> <i>No problems</i> <i>I was fully informed and provided with all information before the day</i></p>	<p><i>Good information</i> <i>I felt as group a lot of good points were brought up</i> <i>Well organised</i> <i>Excellent clear communication</i> <i>Well treated, very well handled</i> <i>Had full details of the event</i> <i>External events (bus strike) caused concern</i> <i>Excellent</i></p>
2. I am aware of and understand the purpose of these workshops and my role.	<p>2. I am aware of and understand the purpose of these workshops and my role.</p> 	<p>2. I am aware of and understand the purpose of these workshops and my role.</p> 	<p>2. I am aware of and understand the purpose of these workshops and my role.</p> 
101 total responses of which 77 (76%) strongly agree and 23 (22.8%) tend to agree	<p><i>Interesting to hear others' views</i> <i>Well supported</i> <i>Strongly agree</i></p>	<p><i>Clear and easy to understand</i> <i>I look forward to seeing the end report.</i></p>	<p><i>To give feedback about experience</i> <i>I have learnt other points of view too</i></p>


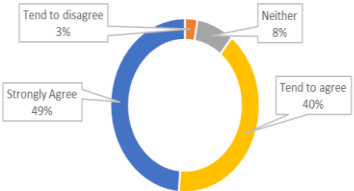
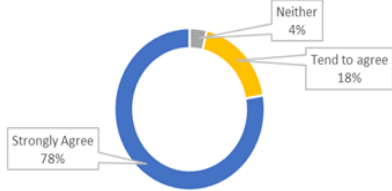

	<i>I quickly became involved in each topic</i>	<i>I have taken part in focus groups before and understand their value</i>	<p><i>Explained at the beginning of the session and prior</i></p> <p><i>To get a better idea of workplaces and people's feelings</i></p> <p><i>Explained in sheets</i></p> <p><i>Well briefed</i></p> <p><i>Some of the questions are very broad and the answers highly specific to the individual</i></p> <p><i>To give my comments</i></p>
3. I was provided with enough fair and balanced information today to enable me to contribute to the discussion about work and wellbeing	<p>3. I was provided with enough fair and balanced information today to enable me to contribute to the discussion about community wellbeing</p> 	<p>3. I was provided with enough fair and balanced information today to enable me to contribute to the discussion about community wellbeing</p> 	<p>3. I was provided with enough fair and balanced information today to enable me to contribute to the discussion about work and wellbeing</p> 
101 responses of which 77 (76%) strongly agree, 22 (21.8%) tend to agree and 1 each neither agreed not disagreed or tended to disagree.	<p><i>Definitely</i></p> <p><i>Film was helpful</i></p> <p><i>Strongly agree</i></p> <p><i>I felt each participant helped each other</i></p> <p><i>All tasks explained</i></p>	<i>Yes. Very broad headings</i>	<p><i>Very balanced</i></p> <p><i>Made you feel confident in participating and I was able to draw on my own experience and hear other opinions</i></p> <p><i>Everything was very clearly explained</i></p> <p><i>Balanced</i></p> <p><i>Lots of fun</i></p>
4. I was provided with enough relevant information to help me think about my own wellbeing and that of others in relation to theme	<p>4. I was provided with enough relevant information to help me think about the 'essential ingredients' of a good community at every life stage</p> 	<p>4. I was provided with enough relevant information to help me think about the 'essential ingredients' of a good community at every life stage</p> 	<p>4. I was provided with enough relevant information to help me think about my own wellbeing and that of others in relation to work and learning</p> 
101 total responses of which 69 (68%) strongly agreed and 29 (28.7%) tended to agree. 3 were unsure while 1 tended to disagree.	<i>Yes, good discussion</i>	<i>Guided by facilitator</i>	<p><i>I could represent my views</i></p> <p><i>Lots of information and softly spoken facilitators</i></p> <p><i>Interesting across age, sex, social etc. to hear opinions/views</i></p> <p><i>Very informative</i></p>

			<i>Much needed Made me think twice</i>
5. I could ask questions easily and get appropriate answers	<p>5. I could ask questions easily and get appropriate answers</p> 	<p>5. I could ask questions easily and get appropriate answers</p> 	<p>5. I could ask questions easily and get appropriate answers</p> 
101 total responses 77 (76%) strongly agreed, 19 (18.8%) tended to agree and 5 neither, not sure or tended to disagree.	<p><i>Without a doubt Excellent facilitator, PowerPoint presentation very helpful Yes Groups controlled by a select few participants</i></p>	<p><i>More about individual narratives Some people were too opinionated so couldn't get my points across without being interrupted (North East).</i></p>	<p><i>No interruptions Really enjoyed it Easy to talk to - well run - and enlightened by it all Everyone was very approachable and more than happy to answer. Also had experts on hand. Very easy to ask questions They were straightforward Excellent facilitator Felt at ease to comment</i></p>
6. I had enough time to discuss the issues	<p>6. I had enough time to discuss the issues</p> 	<p>6. I had enough time to discuss the issues</p> 	<p>6. I had enough time to discuss the issues</p> 
101 total responses 62 (61%) strongly agreed, 32 (31.7%) tended to agree and 7 neither or tended to disagree Timing for the work and learning session comfortable or even too long.	<p><i>Some subjects could have been more deeply covered Enjoyed the workshops Moves on too quickly Such discussions cannot be as comprehensive in a number of hours but is was fantastic nevertheless Far better having time slots for conversations By the nature of time restrictions, some bits where felt not quite finished Would have liked more time. Look forward to next time</i></p>	<p><i>Really interesting discussions had to be curtailed due to time restraints. Time flew by and we could have said a lot more, however it may not have suited the purpose. Could have gone into more depth on some issues but not enough time Sometimes more domineering participants took up time (North East)</i></p>	<p><i>Plenty of time Everyone contributed well And well catered for Timing was good, he day just flew by Found we had plenty of time More than enough In excess</i></p>

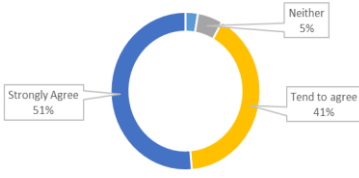
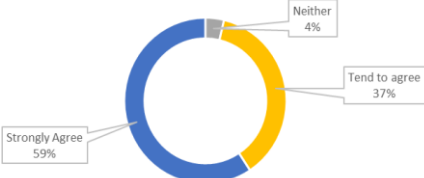
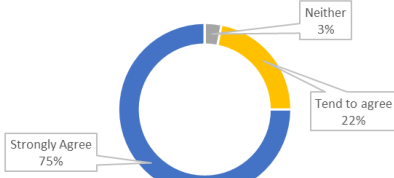
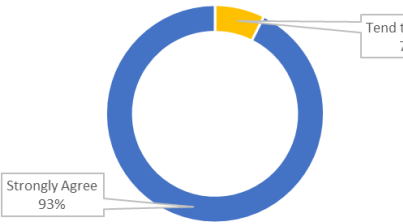
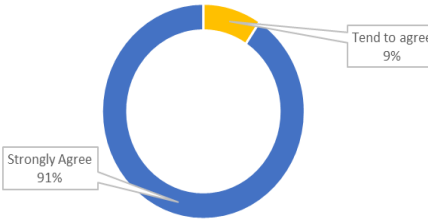
7. I was able to express my views on what contributes most to a good quality of life.	<p>7. I was able to express my views on what contributes most to a good quality of life.</p>  <table><tr><th>Response</th><th>Percentage</th></tr><tr><td>Strongly Agree</td><td>68%</td></tr><tr><td>Tend to agree</td><td>32%</td></tr></table>	Response	Percentage	Strongly Agree	68%	Tend to agree	32%	<p>7. I was able to express my views on what contributes most to a good quality of life.</p>  <table><tr><th>Response</th><th>Percentage</th></tr><tr><td>Strongly Agree</td><td>76%</td></tr><tr><td>Tend to agree</td><td>24%</td></tr></table>	Response	Percentage	Strongly Agree	76%	Tend to agree	24%	<p>7. I was able to express my views on what contributes most to a good quality of life.</p>  <table><tr><th>Response</th><th>Percentage</th></tr><tr><td>Strongly Agree</td><td>91%</td></tr><tr><td>Tend to agree</td><td>6%</td></tr><tr><td>Neither</td><td>3%</td></tr></table>	Response	Percentage	Strongly Agree	91%	Tend to agree	6%	Neither	3%								
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Almost unanimous agreement, of 101 total responses 79 (78.2%) strongly agreed and 21 (20.8%) tended to agree	<p><i>Interesting discussion on all aspects of wellbeing</i> <i>Very well organized</i> <i>Really enjoyed the experience</i></p>	<p><i>Same as previous - some people too dominating (North East)</i> <i>Excellent group discussions</i> <i>Overall very enjoyable and informative</i> <i>At times I was interrupted - but I got most of my points across (North East)</i></p>	<p><i>Very informative</i> <i>Very much so</i> <i>Very happy with the contributions we all gave to this programme and I'm going to name my first grandchild wellbeing, thankyou</i> <i>Plenty of opportunity</i> <i>It was organized to make it easy</i> <i>Felt justified and heard and listened to</i></p>																												
8. I found the 'expert' participants helpful in answering questions [on Day 1]	<p>8. I found the 'expert' participants helpful in answering questions</p>  <table><tr><th>Response</th><th>Percentage</th></tr><tr><td>Strongly Agree</td><td>63%</td></tr><tr><td>Tend to agree</td><td>23%</td></tr><tr><td>Neither</td><td>11%</td></tr><tr><td>Strongly disagree</td><td>3%</td></tr></table>	Response	Percentage	Strongly Agree	63%	Tend to agree	23%	Neither	11%	Strongly disagree	3%	<p>8. I found the 'expert' participants helpful in answering questions</p>  <table><tr><th>Response</th><th>Percentage</th></tr><tr><td>Strongly Agree</td><td>65%</td></tr><tr><td>Tend to agree</td><td>28%</td></tr><tr><td>Neither</td><td>7%</td></tr></table>	Response	Percentage	Strongly Agree	65%	Tend to agree	28%	Neither	7%	<p>8. I found the 'expert' participants helpful in answering questions</p>  <table><tr><th>Response</th><th>Percentage</th></tr><tr><td>Strongly Agree</td><td>73%</td></tr><tr><td>Tend to agree</td><td>18%</td></tr><tr><td>Neither</td><td>3%</td></tr><tr><td>Strongly disagree</td><td>3%</td></tr></table>	Response	Percentage	Strongly Agree	73%	Tend to agree	18%	Neither	3%	Strongly disagree	3%
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Slightly lower levels of agreement with of 97 responses, 65 (67%) strongly agreeing and 22 (22.7%) tending to agree. 7 participants neither agreed nor disagreed, 1 tended to disagree and 2 strongly disagreed (one in Belfast and one in Cardiff). Observation and participants answers suggest that on Day 1 experts were seen as mainly there to give presentations and were not much called on to answer questions. On Day 2 experts appeared to be more involved in	<p><i>Did not answer question fully or time given</i></p>	<p><i>I found no need to ask questions</i> <i>We didn't ask very often</i></p>	<p><i>She was really nice and gave plenty of time</i> <i>Good to hear a different viewpoint</i> <i>They were excellent</i> <i>Didn't really ask them anything personally</i> <i>Weren't questioned</i> <i>Mostly didn't need to ask further pointsdid not interact with them</i> <i>Presenting information</i></p>																												

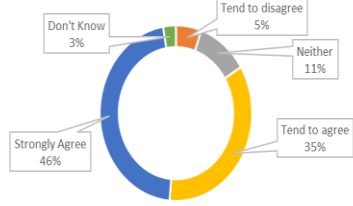
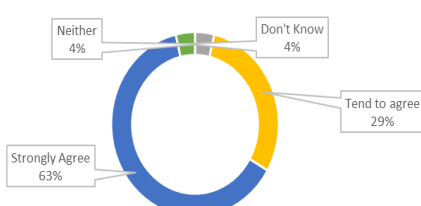

discussions and participants found their involvement helpful.																																	
9. I have learnt something new about my own wellbeing and that of others in the community as a result of taking part. Out of 97 responses 60 (61.9%) strongly agreed and 29 (29.9%) tended to agree but a handful (6) either did not know or did not agree or disagree.	<p>9. I have learnt something new about my own wellbeing and that of others in the community as a result of taking part.</p> <table><tr><th>Response</th><th>Percentage</th></tr><tr><td>Strongly Agree</td><td>48%</td></tr><tr><td>Tend to agree</td><td>40%</td></tr><tr><td>Neither</td><td>9%</td></tr><tr><td>Tend to disagree</td><td>3%</td></tr></table>	Response	Percentage	Strongly Agree	48%	Tend to agree	40%	Neither	9%	Tend to disagree	3%	<p>9. I have learnt something new about my own wellbeing and that of others in the community as a result of taking part.</p> <table><tr><th>Response</th><th>Percentage</th></tr><tr><td>Strongly Agree</td><td>66%</td></tr><tr><td>Tend to agree</td><td>28%</td></tr><tr><td>Don't Know</td><td>3%</td></tr><tr><td>Neither</td><td>3%</td></tr></table>	Response	Percentage	Strongly Agree	66%	Tend to agree	28%	Don't Know	3%	Neither	3%	<p>9. I have learnt something new about my own wellbeing and that of others in the community as a result of taking part.</p> <table><tr><th>Response</th><th>Percentage</th></tr><tr><td>Strongly Agree</td><td>73%</td></tr><tr><td>Tend to agree</td><td>21%</td></tr><tr><td>Neither</td><td>3%</td></tr><tr><td>Strongly disagree</td><td>3%</td></tr></table>	Response	Percentage	Strongly Agree	73%	Tend to agree	21%	Neither	3%	Strongly disagree	3%
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10. What are the main things you will be taking away to think about or talk to others about before coming back to Day 2?	<p><i>Just about different views from different walks of life</i></p> <p><i>Interesting how people have similar views on community</i></p> <p><i>General problems of real life</i></p> <p><i>role of community</i></p> <p><i>We need more community spirit</i></p> <p><i>things/events happening around my community</i></p> <p><i>I will be paying more attention to discover what is available in my community</i></p> <p><i>The importance of community spirit throughout our lives</i></p> <p><i>wellbeing – housing</i></p> <p><i>How to improve communities</i></p> <p><i>Young adults changing attitudes to older citizens</i></p> <p><i>Welfare reform</i></p> <p><i>The importance of community wellbeing</i></p> <p><i>Very well structured, facilitated and managed day</i></p> <p><i>More knowledge on community issues</i></p> <p><i>Looking more closely at the points</i></p> <p><i>What I can do as an individual if anything to improve the wellbeing of my community</i></p> <p><i>The blame and distrust of governments</i></p> <p><i>The importance of community outside Belfast</i></p> <p><i>The effect of the troubles on our wellbeing</i></p>	<p><i>To improve my wellbeing.</i></p> <p><i>Enjoyed my research</i></p> <p><i>Looking out for more info in the media re culture, sport and wellbeing</i></p> <p><i>How to improve my wellbeing</i></p> <p><i>What is the aim of life?</i></p> <p><i>The importance of engaging and exploring</i></p> <p><i>What cultural activities consist of and their relation to my wellbeing</i></p> <p><i>Doing more activities in life</i></p> <p><i>How I will be thinking about culture wellbeing in the future</i></p> <p><i>How important culture and physical activity is to wellbeing</i></p> <p><i>The broad definition of culture, look out ways to further my experiences especially have all the access and resources in London</i></p> <p><i>More about sport and culture is part of wellbeing</i></p> <p><i>thinking more about definition(s) of culture - so multi-faceted</i></p> <p><i>Thank you</i></p> <p><i>I will get more involved in the community and will not put off things that are important to my wellbeing</i></p> <p><i>More aware of diversity of activities that contribute to wellbeing and how to participate more</i></p> <p><i>Being more aware of local wellbeing activities.</i></p>	<p><i>promotion</i></p> <p><i>Everyone has a point to make</i></p> <p><i>I found this event interesting and educational</i></p> <p><i>Respect in the work place has an important impact on your life</i></p> <p><i>Listen to others, there are no wrong answers</i></p> <p><i>Wellbeing</i></p> <p><i>On how much the age gaps and pay divides the different generations</i></p> <p><i>New views on employment</i></p> <p><i>My own personal development</i></p> <p><i>To really think about my own wellbeing at work and what contributes to this</i></p> <p><i>Jobs and their environment/learning</i></p> <p><i>Think about my own attitude</i></p> <p><i>Lots of things we spoke about today</i></p> <p><i>Training - what can be achieved - motivation/positivity/appreciation. Thankyou for a great thoughtprovoking session.</i></p> <p><i>Thankyou to housekeeping keeping excellent supplies flowing</i></p> <p><i>To compare various things to myself</i></p> <p><i>The importance of good training and communication in the workplace and wellbeing</i></p> <p><i>About employers and the message that should be given out to them plus will look for newspaper cuttings</i></p> <p><i>How interesting it was</i></p> <p><i>How can I help wellbeing - own and others</i></p>																														

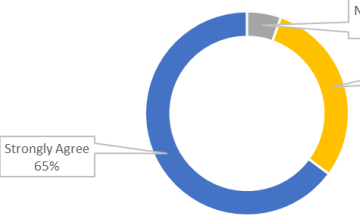
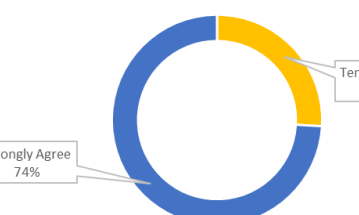
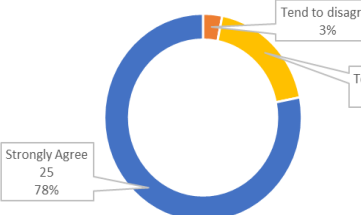
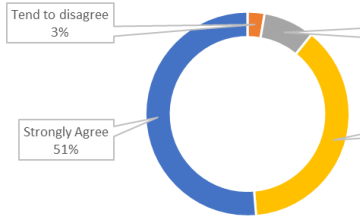
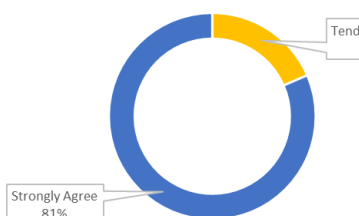
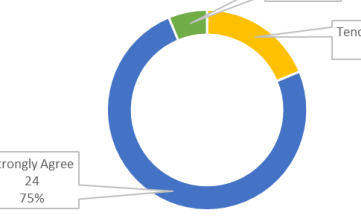
		<p><i>How much I do which I wouldn't have considered cultural and think about spectating as well as participating.</i></p> <p><i>I'm happy there are others that care about the wellbeing of others.</i></p> <p><i>Breadth of participant input</i></p> <p><i>Enjoyment of meeting new people, and look forward to next discussion.</i></p> <p><i>Wellbeing agenda in sport and culture and awareness of this</i></p> <p><i>Looking at/considering the ways that sporting and cultural events are promoted.</i></p> <p><i>You can teach an old dog new tricks. It's never too late to try a new activity.</i></p> <p><i>Social interaction and speaking more</i></p> <p><i>The impact of wellbeing</i></p> <p><i>Thinking about other people's thoughts, participating in more activities</i></p>	<p><i>Is good quality output a result of wellbeing or vice versa?</i></p> <p><i>I'm going to look at new options and opportunities in learning</i></p> <p><i>Looking after my mental health in work</i></p> <p><i>Think about wellbeing in relation to my family and wider circle and how it relates to every aspect of life</i></p> <p><i>How employers can best develop wellbeing packages for the future</i></p> <p><i>The importance of mine and others wellbeing</i></p> <p><i>I will be thinking over other people's opinions and views</i></p> <p><i>What others want from employers in terms of wellbeing, is it the same as us?</i></p> <p><i>Positivity</i></p>
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<p>Participant views on day 1 in three words (Words in larger type are those cited most frequently) and included interesting, informative, enjoyable, insightful, thought provoking and useful.</p>			
<p>12. Between these 2 workshops I have found myself thinking about my own wellbeing and that of others in the community</p>	<p>12. Between these 2 workshops I have found myself thinking more about my own wellbeing and that of others in the community</p> 	<p>12 between these two workshops I have found myself thinking more about my own wellbeing and how participating in or watching sport and culture affect it.</p> 	<p>12. Between these two workshops I have found myself thinking more about my own wellbeing and how work and learning can affect it.</p> 
<p>Of a total 96, 60 (62.5%) strongly agreed and 30 (31.2%) tended to agree; 5 did not agree or disagree.</p>	<p><i>Wellbeing in the community (Belfast) Physical and mental health (Belfast)</i></p>	<p><i>Getting more active (London) Local events to get involved with (London)</i></p>	<p><i>Progression opportunities at work Fairness and safety Work attitude</i></p>

	<p>To advance community needs and promote the natural environment (Belfast)</p> <p>Funding crisis within community sector community</p> <p>Funding (Belfast)</p> <p>People blame [everything] on the government (Belfast)</p> <p>Overlap of issues between two main communities in NI (Belfast)</p> <p>Community spirit (Bristol)</p> <p>How my community works or doesn't (Bristol)</p> <p>Community cohesion (Bristol)</p> <p>Affordable housing for younger people (Bristol)</p> <p>My community (Bristol)</p> <p>Community spirit being lost (Bristol)</p> <p>Where to get the info (Bristol)</p>	<p>How I can improve my health (London)</p> <p>Challenging myself more. Being more involved socially (London)</p> <p>Through the last session I have restarted swimming and I feel a lot better mentally (London)</p> <p>Going out more, conquering my fears. life in general</p> <p>It is important to join cultural activities</p> <p>Freeing up time to take 'time out' to do things I want to do rather than have to do</p> <p>Finding more time for my activities in-between childcare</p> <p>Trying to do more</p> <p>Short course study</p> <p>How can I start getting fitter/looking into exercise referral scheme</p> <p>Physical/cultural activities that appeal to me</p> <p>Need to do more as a group/team</p> <p>How can I improve my own wellbeing</p> <p>How wellbeing is looked at</p> <p>Visiting the gym regularly</p> <p>Personal health, i.e. amount of exercise/regularity</p> <p>How I can improve my own and others' wellbeing</p> <p>How participating in sport affects my wellbeing</p> <p>To take more time for culture</p> <p>Trying to get message over to public</p> <p>Getting more physically active</p> <p>I thought about things that I would normally find too boring</p> <p>Need to watch local media</p>	<p>Different views of other people</p> <p>Shaving my workload down, destressing myself</p> <p>Minimum/fair wage</p> <p>My own working needs. What I want from the future</p> <p>further learning and education</p> <p>How what we discussed is implemented throughout my workplace: equality, being listened to</p> <p>Not personally but as a I work in HR/employability I have considered wellbeing in a personal capacity</p> <p>Going back to day school/night for my own wellbeing</p> <p>My own links work/wellbeing and influences - where I can go now</p> <p>Contact to information groups</p> <p>Retraining</p> <p>How I can help further what's been discussed</p> <p>Quality of output -> self-esteem -> wellbeing</p> <p>My own wellbeing in work</p> <p>Work-life balance</p> <p>How I can improve and explore things I enjoy</p> <p>Employment</p>
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13. I found the case studies today helpful in focusing in on real wellbeing issues facing my community	<p>13. I found the case studies today helpful in focusing in on real wellbeing issues facing my community</p>  <table><tr><th>Response</th><th>Percentage</th></tr><tr><td>Strongly Agree</td><td>51%</td></tr><tr><td>Tend to agree</td><td>41%</td></tr><tr><td>Neither</td><td>5%</td></tr></table>	Response	Percentage	Strongly Agree	51%	Tend to agree	41%	Neither	5%	<p>13. I found the case studies today helpful in focusing in on real wellbeing issues facing my community</p>  <table><tr><th>Response</th><th>Percentage</th></tr><tr><td>Strongly Agree</td><td>59%</td></tr><tr><td>Tend to agree</td><td>37%</td></tr><tr><td>Neither</td><td>4%</td></tr></table>	Response	Percentage	Strongly Agree	59%	Tend to agree	37%	Neither	4%	<p>13. I found the case studies today helpful in focusing in on how work and learning can affect wellbeing</p>  <table><tr><th>Response</th><th>Percentage</th></tr><tr><td>Strongly Agree</td><td>75%</td></tr><tr><td>Tend to agree</td><td>22%</td></tr><tr><td>Neither</td><td>3%</td></tr></table>	Response	Percentage	Strongly Agree	75%	Tend to agree	22%	Neither	3%
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96 responses 59 (61.5%) strongly agreed and 32 (33.3%) tended to agree. 4 neither agreed nor disagreed.	<p><i>The Men's shed was very interesting (Belfast)</i> <i>very interesting, very enjoyable</i> <i>Really enjoyed today's discussion</i></p>	<p><i>Very interesting</i> <i>Really inspiring that these groups are available</i> <i>Most of ideas were known to me but other options of wellbeing in the process were highlighted</i> <i>Comprehensive and interesting</i> <i>Need more case studies to compare the problems and issues re wellbeing</i></p>	<p><i>I felt today's meeting was slightly more constructive</i> <i>Will use postcard exercise in forthcoming training</i> <i>Very informative</i> <i>Great case studies.</i> <i>Inspiring</i> <i>Wellbeing needs assistance</i> <i>Inspiring to see homeless person break through barriers and become teacher</i></p>																								
14. The facilitation over the 2 days has been independent, professional and effective		<p>14. The facilitation over the 2 days has been independent, professional and effective</p>  <table><tr><th>Response</th><th>Percentage</th></tr><tr><td>Strongly Agree</td><td>93%</td></tr><tr><td>Tend to agree</td><td>7%</td></tr></table>	Response	Percentage	Strongly Agree	93%	Tend to agree	7%	<p>14. The facilitation over the 2 days has been independent, professional and effective</p>  <table><tr><th>Response</th><th>Percentage</th></tr><tr><td>Strongly Agree</td><td>91%</td></tr><tr><td>Tend to agree</td><td>9%</td></tr></table>	Response	Percentage	Strongly Agree	91%	Tend to agree	9%												
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Unanimous agreement amongst those asked 54 (91.5%) strongly and 5 (8.5%) tended to agree. NB the question on implementation was omitted from the Community Day 2 questionnaires although people	<p><i>Very well organised and thought through</i> <i>Well moderated and conducted</i> <i>Well organised and very nice staff</i> <i>Excellent facilitation by organisers, very well done</i></p>	<p><i>Totally agree</i> <i>Patient facilitator controlled 'pushy' people</i> <i>Interactive managed well</i> <i>Anita was particularly lovely</i> <i>The facilitators were professional yet maintained a comfortable environment</i></p>	<p><i>Well run forum</i> <i>Very friendly people</i> <i>Great facilitators</i> <i>Great leadership. Thank you Mike</i> <i>It has been very good</i> <i>Well organised</i> <i>Very good</i></p>																								

spontaneously commented on the quality of the facilitation.		Really enjoyed participating and listening to others Very professional. Very good Good We managed some "dominant" members of the group appropriately.																													
15. I am confident that these events will help to inform the WWWC so that it is able to help communities improve their wellbeing	<p>15. I am confident that these events will help to inform the WWWC so that it is able to help communities improve their wellbeing</p>  <table><tr><th>Response</th><th>Percentage</th></tr><tr><td>Strongly Agree</td><td>46%</td></tr><tr><td>Tend to agree</td><td>35%</td></tr><tr><td>Neither</td><td>11%</td></tr><tr><td>Don't Know</td><td>3%</td></tr><tr><td>Tend to disagree</td><td>5%</td></tr></table>	Response	Percentage	Strongly Agree	46%	Tend to agree	35%	Neither	11%	Don't Know	3%	Tend to disagree	5%	<p>15. I am confident that these events will help to inform the WWWC so that it is able to help communities improve their wellbeing</p>  <table><tr><th>Response</th><th>Percentage</th></tr><tr><td>Strongly Agree</td><td>63%</td></tr><tr><td>Tend to agree</td><td>29%</td></tr><tr><td>Neither</td><td>4%</td></tr><tr><td>Don't Know</td><td>4%</td></tr></table>	Response	Percentage	Strongly Agree	63%	Tend to agree	29%	Neither	4%	Don't Know	4%	<p>15. I am confident that these events will help to inform the What Works Wellbeing Centre so that it is able to help improve wellbeing through work and learning</p>  <table><tr><th>Response</th><th>Percentage</th></tr><tr><td>Strongly Agree</td><td>75%</td></tr><tr><td>Tend to agree</td><td>25%</td></tr></table>	Response	Percentage	Strongly Agree	75%	Tend to agree	25%
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Of 96 responses 58 (60.4%) strongly agreed and 29 (30.2%) tended to agree. 7 neither agreed or disagreed or did not know.	<p><i>I believe that my opinion has been valued, heard and will be acted on (Belfast)</i> <i>Hopefully</i> <i>I hope our conversations are acted on</i> <i>Think what's said is quite obvious</i> <i>After the first session I wasn't sure if this would go any further but now I feel like it will.</i> <i>I would like to think it will, I look forward to feedback.</i></p>	<p><i>I really hope so</i> <i>Not sure how analysed data and conclusions will have an impact on policy-making</i> <i>Mild scepticism about analysis/impact</i> <i>Information that we gathered in the session is helpful</i> <i>The diversity of the group generated a wide mix of opinions which will inform important research</i> <i>I hope so!</i></p>	<p><i>A lot of information was provided providing positive answers</i> <i>If they tell people to listen and act on it, it will be a better place</i> <i>All points made were relevant and I will receive feedback</i> <i>Seemed to be taken very seriously</i></p>																												

<p>16. I am more convinced of the value of public participation in these sorts of topics</p>	<p>16. I am more convinced of the value of public participation in these sorts of topics</p> 	<p>16. I am more convinced of the value of public participation in these sorts of topics</p> 	<p>16. I am more convinced of the value of public participation in these sorts of topics</p> 
<p>Of 96 responses 69 (71.9%) strongly agreed and 24 (25%) tended to agree.</p>	<p><i>It is the surest way to know what people want and need</i> <i>Higher authorities need to listen to people living in communities</i> <i>I believe there is a better understanding of public requirement when [public is] involved.</i></p>	<p><i>Yet to be seen</i> <i>Definitely</i> <i>I look forward to viewing the final report</i> <i>I felt like my opinion was valued</i> <i>Effective</i> <i>Enjoyed and felt good for my contribution - felt valued.</i> <i>More of it needed</i> <i>The more public consulted better informed.</i></p>	<p><i>I don't know detail of how the info I provided will be used</i> <i>People need to share their views voices needed to be heard</i> <i>It has been educational.</i> <i>It shows other people have same views as you</i> <i>Opens your eyes to how you view things</i> <i>The public's opinions are very important</i></p>
<p>17. I am more likely to get involved in these kinds of events</p>	<p>17. I am more likely to get involved in these kinds of events</p> 	<p>17. I am more likely to get involved in these kinds of events</p> 	<p>17. I am more likely to get involved in these kinds of events</p> 
<p>Of 96 total responses 65 (67.7%) strongly agreed and 25 (26%) tended to agree.</p>	<p><i>I would like to participate if possible.</i> <i>I thoroughly enjoyed it</i> <i>I have learnt a lot</i></p>	<p><i>Have really enjoyed participation</i> <i>I think that is important</i> <i>Absolutely</i> <i>It is positive and motivating</i> <i>Enjoyable, interesting, feeling of participation and making a difference</i></p>	<p><i>Definitely the best source of information</i> <i>I would be interested</i> <i>found it beneficial</i> <i>Definitely</i> <i>Absolutely as I found it very interesting</i> <i>Definitely</i></p>

		<i>I would love to be contacted to take part in further discussions</i> <i>Always</i> <i>I will be more inclined to research activities/events after this</i> <i>I would attend other similar events</i>																																	
18. Overall I am satisfied with the two events I attended	<p>18. Overall I am satisfied with the two events I attended</p> <table><tr><th>Response</th><th>Percentage</th></tr><tr><td>Strongly Agree</td><td>73%</td></tr><tr><td>Agree</td><td>23%</td></tr><tr><td>Neither</td><td>3%</td></tr><tr><td>Don't Know</td><td>1%</td></tr></table>	Response	Percentage	Strongly Agree	73%	Agree	23%	Neither	3%	Don't Know	1%	<p>18. Overall I am satisfied with the two events I attended</p> <table><tr><th>Response</th><th>Percentage</th></tr><tr><td>Strongly Agree</td><td>89%</td></tr><tr><td>Agree</td><td>11%</td></tr><tr><td>Neither</td><td>0%</td></tr><tr><td>Don't Know</td><td>0%</td></tr></table>	Response	Percentage	Strongly Agree	89%	Agree	11%	Neither	0%	Don't Know	0%	<p>18. Overall I am satisfied with the two events I attended</p> <table><tr><th>Response</th><th>Percentage</th></tr><tr><td>Strongly Agree</td><td>94%</td></tr><tr><td>Agree</td><td>6%</td></tr><tr><td>Neither</td><td>0%</td></tr><tr><td>Don't Know</td><td>0%</td></tr></table>	Response	Percentage	Strongly Agree	94%	Agree	6%	Neither	0%	Don't Know	0%		
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Of 96 respondents on Day 2 there was unanimous agreement that they were satisfied with the two days they attended. 81 (84.4%) strongly agreed and 14 (14.6%) tended to agree.	<i>Enjoyed second event more (Belfast)</i> <i>Except for the food!! (Bristol)</i> <i>Very enjoyable</i>	<i>I have enjoyed and learned a lot. Thank you</i> <i>Looked after really well by the team</i> <i>The second was more interesting</i> <i>Very much so</i> <i>They have been very enjoyable</i> <i>Satisfied and thoroughly enjoyed</i> <i>After some scepticism I was pleasantly surprised</i> <i>Very worthwhile</i> <i>Very interesting</i>	<i>Very constructive and informative</i> <i>Learned a lot</i> <i>Great workshop</i> <i>Great</i> <i>Very well presented, organised</i> <i>Great information and access to professionals.</i> <i>And was in an easy to get to place</i> <i>Very enjoyable and interesting</i> <i>Very interesting</i>																																
19. I am more likely to get involved in activities to increase my own and my community's wellbeing than I was before taking part in these events	<p>19. I am more likely to get involved in activities to increase my own and my community's wellbeing than I was before taking part in these events</p> <table><tr><th>Response</th><th>Percentage</th></tr><tr><td>Strongly Agree</td><td>43%</td></tr><tr><td>Agree</td><td>33%</td></tr><tr><td>Neither</td><td>24%</td></tr><tr><td>Don't Know</td><td>0%</td></tr></table>	Response	Percentage	Strongly Agree	43%	Agree	33%	Neither	24%	Don't Know	0%	<p>19. I am more likely to get involved in activities to increase my own and my community's wellbeing than I was before taking part in these events</p> <table><tr><th>Response</th><th>Percentage</th></tr><tr><td>Strongly Agree</td><td>70%</td></tr><tr><td>Agree</td><td>19%</td></tr><tr><td>Neither</td><td>4%</td></tr><tr><td>Don't Know</td><td>7%</td></tr><tr><td>Disagree</td><td>0%</td></tr></table>	Response	Percentage	Strongly Agree	70%	Agree	19%	Neither	4%	Don't Know	7%	Disagree	0%	<p>19. I am more likely to get involved in learning or work related activities that improve my wellbeing than I was before taking part in these events</p> <table><tr><th>Response</th><th>Percentage</th></tr><tr><td>Strongly Agree</td><td>53%</td></tr><tr><td>Agree</td><td>38%</td></tr><tr><td>Neither</td><td>6%</td></tr><tr><td>Don't Know</td><td>3%</td></tr></table>	Response	Percentage	Strongly Agree	53%	Agree	38%	Neither	6%	Don't Know	3%
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<p>Of a total 96 responses 52 (54.2%) strongly agreed and 29 (30.2% tended to agree. A sizeable minority (15, 15%) neither agreed or disagreed or did not know.</p>	<p><i>I intend to act upon the information received in my work practice</i></p> <p><i>I would be involved in community activism anyway</i></p> <p><i>I feel fully engaged already [am engaged already] through work</i></p> <p><i>Make an effort to find out events of local thing not Church</i></p> <p><i>Library</i></p> <p><i>Attending more events within my community</i></p> <p><i>Group festivals and events</i></p>	<p><i>I feel that speaking with other people has made me look at my life's wellbeing</i></p> <p><i>Government should create more cultural activities theatre, arts, gym, outdoor fitness Events.</i></p> <p><i>Travelling the world.</i></p> <p><i>I am already involved in quite a few cultural activities</i></p> <p><i>I will go to more music events, local theatre</i></p> <p><i>More interest in my local area and events they have on.</i></p> <p><i>We can all do more to be part of our community.</i></p> <p><i>More community activities esp. running</i></p> <p><i>I will continue all my activities. Due to retirement I will be increasing these.</i></p> <p><i>More swimming. Much more of all the activities I enjoy</i></p> <p><i>Going to apply for exercise referral scheme, to start gym, swimming and exercise sessions</i></p> <p><i>Already into fitness, will try to get more involved in cultural activities</i></p> <p><i>I have already organised a weekly game of football with friends</i></p> <p><i>Was already planning to</i></p> <p><i>I would say my participation will be the same as before.</i></p> <p><i>More cultural activities</i></p> <p><i>Will look for more cultural stuff going on in local area</i></p> <p><i>Running</i></p> <p><i>I will be paying more attention to local events and opportunities and making the effort to participate in them more</i></p>	<p><i>Helped me understand a lot about wellbeing</i></p> <p><i>Having listened to all different opinions from all ages</i></p> <p><i>No</i></p> <p><i>By word of mouth or taking in some learning</i></p> <p><i>If I can get the time (charity)</i></p> <p><i>It makes you think more about it</i></p> <p><i>additional training, HSE</i></p> <p><i>Courses, conferences</i></p> <p><i>Part of professional registration is to maintain CPD</i></p> <p><i>It has given me the confidence to look positively for something for me.</i></p> <p><i>Outside and inside work</i></p> <p><i>[not more than before] because I am retired</i></p> <p><i>Mindfulness course</i></p> <p><i>I would like to get back into maths</i></p> <p><i>Computer courses</i></p>
<p>Any other comments</p>	<p><i>Excellent 2 sessions</i></p> <p><i>I feel that more time needs to be given to this process (Belfast)</i></p> <p><i>A little more time on questions</i></p>	<p><i>Blessing to partake</i></p> <p><i>Thank you for having me and I wish you all the best in your future research.</i></p> <p><i>I mentioned that when I feel overwhelmed I go for a brisk walk but I realised I have not done it lately - I will start to do this again now.</i></p>	<p><i>Had a good time at event</i></p> <p><i>found the sessions very well run</i></p> <p><i>Henrietta was a fantastic host</i></p> <p><i>Thoroughly enjoyed meeting all participants and great facilitators</i></p> <p><i>A big thank you.</i></p>

	<p><i>I have found these events very enjoyable, loved listening to everyone's views</i></p> <p><i>Been an enjoyable experience, found very interesting.</i></p> <p><i>Very enjoyable</i></p> <p><i>Please add me to Facebook</i></p> <p><i>Please can you add me to Facebook as I will be interested in what's going to happen etc.?</i></p> <p><i>All discussions were interesting and enlightening</i></p> <p><i>Street Life website is good to look at</i></p>	<p><i>Well worthwhile, professionally conducted and enjoyable</i></p> <p><i>Should invite more people the first day, then select some for second as some people were too? and insulting at times</i></p> <p><i>I found both sessions were very inspiring</i></p> <p><i>Sceptical about dilution by political colouring</i></p> <p><i>I am slightly sceptical as to how the government would use this information for the benefit of the public.</i></p> <p><i>Fantastic experience.</i></p> <p><i>Hoped we would be able to offer our support more in shaping up the future services.</i></p> <p><i>The facilitators were very patient and allowed people to talk off topic where appropriate.</i></p> <p><i>Very useful and helpful</i></p>	<p><i>I am eagerly awaiting the results and hope to help out again.</i></p> <p><i>Enjoyed the two days</i></p> <p><i>Thoroughly enjoyed participation</i></p> <p><i>Really enjoyed it</i></p> <p><i>Great experience</i></p> <p><i>A great experience</i></p> <p><i>I'd like to stay in touch with What Works Centre for Wellbeing</i></p>
21 Happy to be re-contacted	Yes 28 No 7	Yes 25 No 2	Yes 21 No 11
22 Involved with Sciencewise	Yes 23 No 12	Yes 23 No 4	Yes 21 No 11