



STEP A

GOAL SETTING



TIME: 3-4 hours (including breaks).



MATERIAL: thick coloured pens, A4 white paper, flip charts (more than 1), thumb-pins, tape, blue tack, sticky labels for name badges.



PEOPLE: as many as possible: if there are substantially more than 10 people, it is best to split them up in smaller groups of between 5 and 10 people.

WHAT IS GOAL SETTING

Goal Setting in a community context does exactly what it says: it sets goals for the improvement of a community area through discussion and brainstorming. A goal is the aim or desired result that can be achieved through the efforts and actions of the community.

Through this session you can establish contacts with those in your community who are interested in: environmental change, awareness raising, consensus building, and attribute roles among those participating in the process of change and improvement. Goal Setting will help you form a working team of representatives from the community at large, and perhaps also professionals and consultants with specialist skills and knowledge.

This may be the first chance to get to know each other, set the scene for action, and introduce the working team to the community.

The motivation for participation in this first community session will be the shared belief that within your neighbourhood there are outstanding issues worth discussing. Goal Setting will help participants establish initial ideas as to what the strengths and weaknesses of your community areas are, and where improvement action is required. In particular, Goal Setting will:

- get people involved in discussions about your area;
- make people aware of issues they may not have previously considered;
- identify time scales, goals and priorities for the improvement of your area;
- recognise available resources and explore possibilities;
- set a progressive framework to organise efforts, resources and contributions.



A discussion during a Goal Setting session. It is important to record the contributions made by all participants.

NOTES TO FACILITATOR

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Identify groups you would like to invite; they could include local organisations dealing with housing, social activities, jobs, schools etc. Get their name/contact address from a local community centre or from the local library.

Include those attending this session in your mailing lists, continue to send them updates on the progress of your working team and ask for feedback.

An appropriate venue for the workshop could be a school assembly hall or a large meeting room of a local organisation.

Try to arrange transport for anyone with mobility problems to and from the meeting.

Distribute name tags to those attending.

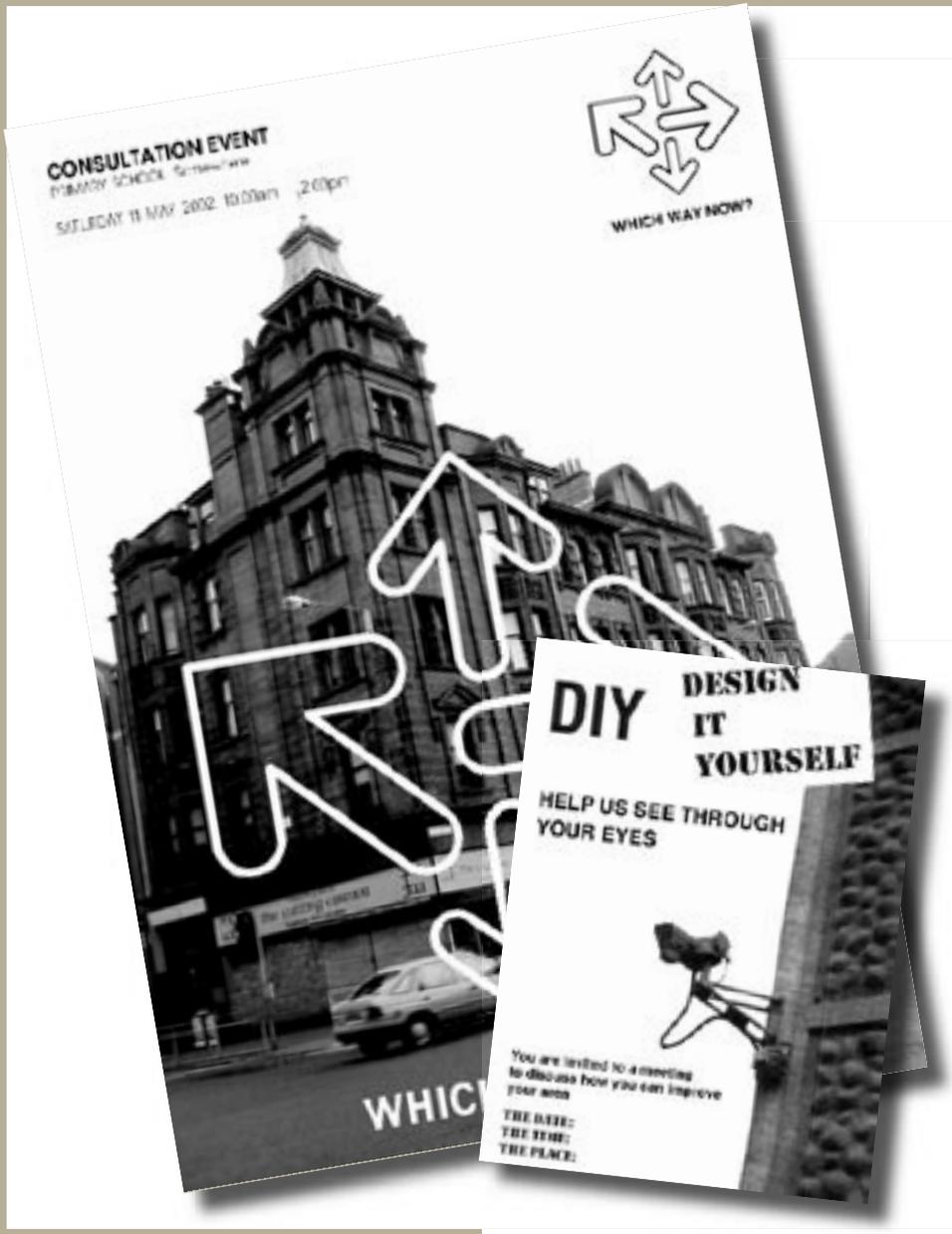
Make this a social event! Have tea and coffee ready.

Always discuss in public and agree on future progress.

Use the outcomes of this session (goals and actions) as input into the following ones. The community session generates the basis for any further discussion and exploration.

The most important task is to motivate the community to participate in this first session. To achieve this the facilitator should follow these steps:

- Prepare an agenda for the working session which will explain the aims of the process, its importance, and provide a breakdown of the individual steps of the process (see below 'The Process'). Print enough copies of the agenda for everyone attending.
- Invite community members, local authorities and other public bodies to the meeting. You can do this by putting up posters in your community area and/or by sending out leaflets or letters explaining what the meeting is for and encouraging people to attend.
- Present the agenda at the Goal Setting meeting and explain the intentions of the meeting. It is important to get the opinions of all participants on the strengths and weaknesses of their community areas and document their ideas for improvement programmes and action.
- Ensure that the issues raised by each participant are documented (e.g. on flip-charts) and responded to during the general discussions.
- Agree the outcomes/key issues and priorities of the discussion as common goals which will be explored in further discussion.
- Ask those who attend the meeting if they would be prepared to continue in the process as part of a 'working team'.
- Distribute a list to record the names and contact details of those who took part. Endeavour to keep everyone up-to-date regardless of their commitment to future participation.



Two examples of leaflets used to invite people to meetings.

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THE PROCESS: Goal Setting

1. Introduction

○ 30 mins

Welcome the participants, distribute the agenda and make sure everyone introduces themselves (ideally, have badges or sticky labels available for each person).

Briefly explain the participatory process being followed, and why they should get involved.

Then talk about the aims for and the importance of this first working session which are to:

- build up an initial description of the existing conditions, strengths and weaknesses of the community and surrounding environment;
- explore perceptions of the neighbourhood area through personal accounts of the participants;
- identify those people willing to become involved in future sessions.

2. Statement of Options

○ 30 mins

Organise the participants into either 'issue' or 'age' groups whilst being careful not to discriminate any group. One team member per group should be responsible for taking notes and another for chairing the discussion.

During the group discussion comments should be recorded.

Although this session can be rather open-ended, it is useful to focus the dialogue with the help of the following prompts:

Ask the group to describe their neighbourhood by, for example:

- defining its boundaries and areas;
- identifying how people move in and around the area;
- listing the main facilities in the area such as schools, health centres, housing, play areas.

Then ask the following questions:

- is the area primarily residential, commercial, recreational, etc?

- do the facilities adequately serve local residents and do they attract people from outside the area?

- do facilities equally benefit all different age groups?

Now that you have established basic characteristics of the neighbourhood, prompt the discussion to focus on:

- the provision of adequate housing, health and education facilities;
- the problems relating to security, antisocial behaviour, fear of crime and policing;
- the integration and transport links with neighbouring and outlying areas;
- the conditions of the local economy and employment.

Finally ask the groups to suggest ideas which could strengthen the area and help resolve some of the problems identified.

FAR RIGHT: Introducing the meeting.

RIGHT: Group discussions on neighbourhood strengths.



THE PROCESS continued

3. Organise Information

○ 30 mins

Interrupt the meeting for 1/2 hour tea break.

Use this time to organise the recorded comments produced by each group in Step 2 into the following sections:

- the neighbourhood;
- the population and its (approximate) distribution;
- the condition of existing facilities.

Once the information is collected, transcribe it onto large flip charts and pin the outcomes on the room-walls, so that they are visible to every participant.

Ask the participants to reform their groups beside their flip-chart.

4. Individual Brainstorming

○ 30 mins

Ask the groups to highlight five listed proposals which they consider to be most important for their area.

Then, ask groups to prioritise the selected improvement proposal within a time-frame for their implementation: short term (up to 1 year); medium term (1-3 years); long term (3+ years).

Finally ask each group to present the list of improvement plans to the other groups.

5. P.A.R.K.

○ 30 mins

It is now time to rationalise the previous discussion. Ask the groups to organise their suggestions into the following categories for their area:

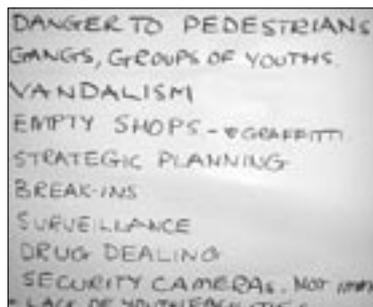
PRESERVE - the current strengths and positive attributes;

ADD - features which could uniquely and positive enhance;

REMOVE - the current features which have a negative impact on the area;

KEEP OUT - features which could have a future negative impact on the area.

This establishes a summary list of the important GOALS that the community team have set for the area.



Organising Information

Ask one member of the group to record what everyone says.

Collect all information on flip charts if you have them.

6. Summarise

○ 30 mins

Ask the groups to present their intentions to Preserve, Add, Remove and Keep Out features in the neighbourhood.

By the end you will have gathered ideas and comments—many of which will coincide with those of other groups. Write down the ideas and comments into one integrated list.

You can start this process by selecting one group's list and reading aloud each individual item. Then find out and record whether other groups have the same (or similar) listed item.

Once all listed items have been reviewed, ask if there are any additional ideas and comments which could be added.

7. Present

○ 30 mins

Now check that comments have not been overlooked or misinterpreted. Then, establish what are the most important issues that the participants wish to explore further. Also, establish which of the participants would like to continue as part of the working team; make sure you make a note of their contact addresses.

Conclude the session by summarising the findings; explain that the list of ideas and comments generated in this community session will form the working basis for the following sessions.

Advise the participants that they will be regularly updated on the progress of the team's work; ask them to forward any comments if they wish.

Summarise and Present

Ensure that every participant can recognise their own contribution.

Ask for feedback when summarising the discussion.



EXAMPLES OF GOAL SETTING - P.A.R.K.

1. In one pilot project area the public baths in the neighbourhood were threatened with closure. The community, however, considered the baths not only as a facility but also as a social symbol, as part of their collective memory and as a community centre. The baths were therefore listed by all groups as something to **PRESERVE**.



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2. In another pilot project area the majority of residents came from outside the UK; many of them were asylum seekers from a variety of ethnic groups and were struggling to establish social contacts with the locals. In the discussion about what to **ADD** to the neighbourhood, a proposal was made to organise an 'ethnic market' in which the exchange of national dishes would play a first and important role to get to know each other.



3. In the third pilot project area residents of the neighbourhood were worried about the heavy traffic flow right through the centre of their area. They listed under **REMOVE** the reduction of traffic and the introduction of a bus priority corridor as important objectives.



4. In this area residents of the neighbourhood were very worried about a major traffic route to be built in the immediate vicinity of their area. They listed under **KEEP OUT** a high priority proposal that the route, if it could not be prevented at all, should be kept as far away from houses and play areas as possible.



GOAL SETTING MATRIX

Before the next meeting, it is useful to compile the information collected during the Goal Setting; the best way of doing it is by constructing a table similar to the one below (page 38). The table may need to be upgraded after each further session. It can then be included as part of the agenda for the next team session.

	Less than 1 year	1-3 years	Over 3 years
Neighbourhood	<p><i>Low qualities of outdoor environment: cleanliness, 'rough and scruffy appearance' of green open spaces. REMOVE</i></p> <p><i>Neighbours do not know each other. Encourage contact between neighbours by the design of open or communal spaces. ADD</i></p>	<p><i>In-efficient and unsustainable management of the housing stock (e.g. deteriorating housing quality, energy waste). REMOVE</i></p> <p><i>Low level and profitability of investments. REMOVE</i></p>	<p><i>Negative image of the neighbourhood as perceived by insiders and outsiders. REMOVE Socio-psychological fragmentation in large estate. ADD</i></p>
Population	<p><i>Feeling of lack of safety among residents (e.g. fear for walking in the neighbourhood at nights), vandalism. REMOVE</i></p> <p><i>Lack of training opportunities for youngsters. ADD</i></p>	<p><i>High proportion of weak and vulnerable groups. PRESERVE but act upon it</i></p> <p><i>Hard to get residents to agree on actions, and manage their delivery. ADD</i></p>	<p><i>High levels of unemployment. KEEP OUT more, but attract jobs.</i></p> <p><i>Organised crime. KEEP OUT</i></p>
Facilities	<p><i>Vandalism, street loitering due to subletting. REMOVE</i></p> <p><i>Poor street/public spaces maintenance. REMOVE</i></p> <p><i>Under used (or not appropriately used) play areas for children and toddlers due to lack of surveillance and disturbance from other ages groups. PRESERVE (and improve)</i></p>	<p><i>Traffic, pollution and street crossing danger. KEEP OUT</i></p> <p><i>Lack of/inadequacy of social facilities (in particular, lack of spaces for youngsters and elderly; security; surveillance). ADD</i></p> <p><i>Need for a neighbourhood centre, a 'civic heart', a neighbourhood square for meetings that works as a 'gate' into the neighbourhood. ADD</i></p>	<p><i>Housing provision does not match housing needs. ADD</i></p> <p><i>Low housing standards. REMOVE</i></p>

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Neighbourhood			
Population			
Facilities			