

# Community summit

## What is the purpose?

The purpose of the summit is to reach consensus on a vision of child well-being and priorities for the area. The development facilitator (DF) uses this guidance with starter group members to facilitate a summit meeting with representatives of different groups from the primary focus area.

## objectives

- To share summaries of community input about child well-being from all the different groups involved in the community engagement
- To discuss, identify, and select priority child well-being areas
- To build ownership through a shared process of selecting child well-being priorities
- To develop a descriptive vision statement around each child well-being priority
- To develop and agree to an overarching vision for children in the primary focus area
- To identify additional potential partners to contribute to addressing the agreed upon child well-being priorities

## who participates

Starter group members and representatives from all the different groups involved in the community conversations (community engagement)

## time allocation

approximately 1 day

**Note:** It is important that the DF supports and facilitates a community-led process and not a WV-led process. From the beginning, DFs begin to coach and mentor starter group members.

## products

- List of agreed priority areas
- Overarching vision statement and vision poster for child well-being in the primary focus area
- Vision posters for each child well-being priority
- Lists of potential partners for each child well-being priority

**Note:** Keep all of the products developed in this meeting. They will be used again in the next meetings and in future steps of the Critical Path.

## who facilitates

The DF identifies starter group members who can co-facilitate. The DF works with the co-facilitator(s) to prepare for the meeting. Each facilitator is clear about what exercises they are facilitating or co-facilitating. Print a copy of this facilitation guidance for each facilitator. See note below.

## process

### Community summit

exercise #	time	name of exercise	description of exercise
1	30 minutes	<b>Introductions</b>	The DF and starter group members co-facilitate introductions and overview of the planned meeting
2	30 minutes	<b>What did we hear from the community conversations?</b>	An exercise with the community representatives where they have the opportunity to look at and reflect on the summary findings from the community conversations
3	2 hours	<b>How do we prioritise?</b>	An exercise to enable the community representatives to prioritise the issues raised during the community conversations
4	2.5 hours	<b>What is our vision(s) for children for each priority? What is our overarching vision for children?</b>	An exercise where groups of community representatives create a vision for each priority area and then an overarching vision for children in the primary focus area
5	30 minutes	<b>Who are potential partners?</b>	An exercise where the community representatives, in small groups, brainstorm about potential partners who could work on specific child well-being priorities

## exercise #1 What did we hear from community conversations?

### objective

To share summaries of community input about child well-being from all the different groups involved in the community engagement

### time span

30 minutes

### materials

- masking tape
- posters of summaries from community conversations
- coloured markers
- flipchart paper

### product

Notes from discussions with community representatives

### Recommended Process

Post the summarised findings from the community conversations on the walls around the meeting room. Arrange the table and chairs so that groups of six to eight participants can sit together at each table. Provide flipchart paper and coloured markers at each table.

After introductions and an overview of the meeting agenda, ask participants to partner with another participant and spend time walking around the room, looking at the summarised findings, and discussing them.

After the participants have reviewed the findings, ask the group if there are any questions or need for clarification about any of the items.

Next, divide the participants into groups of six to eight individuals and ask each group to find a table. Ask the group to discuss their reflections after looking at the summarised findings. Groups can discuss or write and draw on the paper on the table.

After some time, all the participants except one at each table, get up and move to a different table. Ask participants to try and sit with different people. Ask them to discuss with the individuals at their table about the summarised findings.

This process can be done several times.

Conclude the session by asking participants to share any of the reflections from their groups.

## exercise #2 How do we prioritise?

### objective

- To discuss, identify, and select priority child well-being areas
- To build ownership through a shared process of selecting child well-being priorities

### time span

approximately 2 hours

### preparation

Post on the walls the summary findings from the community conversations

### materials

- flipchart paper
- markers
- coloured dots
- large room or space

### product

List of agreed priority areas

## Identifying priorities

### Recommended Process

If the list is short and the group is fairly small, ask each stakeholder group to write down how they would rank the items. Then randomly select one item and have each group take a turn to share their recommendation for its ranking and why. This is a very good way of helping the stakeholder groups to understand each other, so make sure that the comments are captured on a flipchart. When everyone has spoken, review the list and see if there is agreement about the ranking. If there are some who ranked different from the majority, check with them to make sure they agree with the group's decision.

For larger groups, give all of the stakeholder groups an equal number of coloured dot-stickers. Ask everyone to come forward to vote by placing their dots on the top three or five items, (depending upon the size of the list). When this has been done, count the votes and see if there is a natural consensus. Discuss the top items, then rate the remaining items by counting their votes and discuss rates for any items without dots.

An alternative method is to use votes in multiple steps. Participants vote their way through the entire list using different colours of dots:

First step is to vote for the top three using another a colour (blue);

Second step is to vote for the top one within those three using a second colour (green);

Third step is to vote for the top one outside of that first group of three using a third colour (yellow);

and so on ...

If the group or number of items is very large divide the participants into mixed groups each assigned to a category. Groups discuss and decide upon ranks within that category. Everyone then comes back together and reports their recommendations. The end result is a number one priority in each of the different categories. Alternatively the facilitator can ask the whole group to pick an overall priority across all the different categories.

### note

When forming groups, mix individuals of different ages, ethnicities, group representation, and affiliation together

The priorities identified will be the themes around which the working partnerships and early projects are founded.

## Identifying priorities notes



### Tips for Facilitators

- It is good to start this process with an exploration of the issues on the list and their root causes. The discussion should be based on the information that has come out of the exploration of child well-being.
- Once the list of priority areas is agreed upon, ensure that participants know that even though there is agreement, the order in which the priorities are addressed may vary depending on what is already happening and the resources that are available, etc.
- Create shared ground rules at the beginning, stressing active listening, respect, and trust for each other. Everyone should feel confident to express their ideas and opinions. No one should be excluded. Differences of opinion are natural, to be expected, and can help the decision-making process because of a wider range of ideas and information.
- Do not assume that someone must win and someone must lose when a discussion reaches a stalemate. Instead, look for the most acceptable solution for all parties, remembering that the stakeholders must also remember to try to be flexible so that agreement can be reached and a way forward into the rest of the process can be found.

## exercise #3 What is our vision(s) for each child well-being priority?

### objective

To develop a descriptive vision statement around each child well-being priority

### time span

approximately 2 1/2 hours

### preparation

Post on flipcharts the child well-being priorities agreed upon in the previous exercise

### materials

- flipchart paper
- brightly-coloured markers
- one table for each group

### product

Overarching vision statement and vision poster for child well-being in the primary focus area and vision posters for each child well-being priority

## Stakeholder visioning

### What is this tool?

A participatory tool to enable the engagement of community stakeholders at the child well-being summit, in a participatory visioning process around child well-being which forms the basis of future partnerships for child well-being.

## Recommended Process

Creating a vision begins with a group of stakeholders, and those with invested interests in a primary focus area. There are some important advantages to working with a group like this to develop a vision for child well-being in their area. First, it builds a sense of ownership and commitment to seeing the vision become a reality, and second, assuming the group represents diverse interests, it will broaden support for the programme and the future child well-being partnership in the wider community.

Have the participants form into small groups around each of the child well-being priorities selected in the previous exercise.

### Step 1 – Drawing the Vision

Ask the participants to imagine that they have been away for five years, and they have arrived back to find that their communities are functioning just as they have always hoped and their dreams of how children could grow up and thrive in their communities have come true.

Now ask them to draw a poster of what their community now looks like, showing the changes that have happened around their child well-being priority.

### Step 2 – Presentations

Explain to the stakeholder groups that child well-being is multi-faceted, and that their drawings represent visions for child wellbeing in their community. Then ask each group present its picture and explain what it represents. When they have finished, ask the groups to label the different parts of their picture so that it can be easily understood and the key parts of it are clearly explained.

During the presentations, the facilitator should capture the key words the groups mention in their description, e.g. “love”, “safety”, “honesty” for example and also key themes like “good health/education” and “honest accountable government officials” from each group during the report back, and write these on separate pieces of paper. These are the values (things that we agree are good and important for child wellbeing in that community) that lie behind the groups’ visions for child well-being in that community. Once the list is finished, the facilitator can work with the participants to cluster and prioritise the key words and themes.

### Step 3 – Writing the Vision Statement

In order to come up with one overall vision statement for the wider group, the facilitator can work alone or with one or two carefully selected volunteers to write up a clear, multi-faceted vision statement (possibly during a tea break) using the most important common ideas, key differences and clusters of value words identified during step 3. Once it is finished, the facilitator or a volunteer can read the statement out slowly and clearly (without being interrupted) while showing it to the group on a flip chart, so that the group can discuss it and make sure that it reflects what they wanted to say.

## Stakeholder visioning notes

### Step 4 – A common poster

Finally, a further option would be to give the group a large piece of paper and ask the participants to draw a new picture or series of pictures, which combines the key ideas mentioned in the clusters on which the vision statement is based. The result is a common poster which represents the overall vision for child well-being in the wider stakeholder group.



### Tips for Facilitators

- It is very important to use the participant's ideas and language when writing the vision statement, and not to add in jargon. It is also important to keep it as politically neutral and simple as possible.
- Once written, a vision statement helps to define the direction in which to move. For example, a vision statement can be used to work “backwards” to develop a plan of action. Ask:  
*“If this were the future, and this vision has happened, what do you think was done to make it happen? How did we get this outcome?”*  
This helps avoid focusing on negative reactions such as how difficult or impossible it will be to do something.

## exercise #4 Who are potential partners?

### objective

To identify additional potential partners to contribute to addressing the agreed upon child well-being priorities

### time span

approximately 30 minutes

### materials

- post-it notes or blank cards
- brightly-coloured markers
- masking tape

### product

List of potential partners for each child well-being priority

### Recommended Process

Post the visions for each of the child well-being priorities and the overarching vision on the walls of the meeting room.

Have the participants stay in the same groups as they were in the previous exercise. Ask the groups to brainstorm any potential partners who could contribute to a particular child well-being priority. The partner could be an informal group, a local church, a faith-based organisation, a community-based organisation, a non-governmental organisation, or a local government unit.

Have the groups write each potential partner on a post-it note or blank card and tape it up next to the vision for that child well-being priority.

After the summit, the starter group can add to the lists of potential partners by looking back at their work on identifying partners during their first two meetings and seeing if any of those partners are focused on the the priorities chosen during the summit.