SHIFT

A TOOL FOR IMPROVING THE QUALITY OF PREVENTION PROGRAMMES

Methodology Guide

Quality Action
Improving HIV Prevention in Europe

This work is part of the Joint Action on Improving Quality in HIV Prevention (Quality Action), which has received funding from the European Union within the framework of the Health Programme.

This document was written to support those who want to use, or facilitate the use of, ***Shift*** by providing them with methodologies for the different phases of the process and the different sections of the tool.

Shift is a tool for improving the quality of prevention programmes and was developed within the Quality Action project by David Hales and Chantal De Mesmaeker (HIVberodung Red Cross Luxembourg), with contributions from Viveca Urwitz, Christine Winckelmann, Cor Blom, Miran Solnic, Vasileia Conte, Magda Pilli and Frida Hansdotter.

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Shift is part of the Joint Action on Quality in HIV prevention in Europe (Quality Action), which has received funding from the European Union within the framework of the Health Programme.

Shift is a tool to support participatory analysis of different areas that are of importance to national or regional HIV prevention programmes. There are three phases in the *Shift* process: the preparation of background materials and the organisation of the stakeholders meeting; the meeting itself; and the reporting after the meeting. The following checklists outline the overall process for implementing the tool. The rest of this document provides a methodological guide for the meeting itself.

Key steps in the *Shift* process

- Choose a project manager or set up a small project management team.
- List the stakeholders in HIV prevention.
- Make a decision about the number of people to invite to participate in the process.
- Identify the key stakeholders and decide who to invite.
- You may decide to plan a feedback session after the meeting, to which all stakeholders can be invited to hear the results of the meeting and give comments.
- Identify and contact a facilitator for the meeting.
- Set a date for the meeting.
- Collect the available data that is applicable to the population and programme worksheets and the stakeholder snapshots to participants in the *Shift* process.
- Send an invitation to the meeting to the selected stakeholders as well as a copy of the tool at least three months before the planned meeting.
- Send the population and programme worksheet, the stakeholder snapshot and the available data to participating stakeholders and ask them to send completed materials back to you within 2-4 weeks.
- Fill in the section about resources in advance.
- Ask experts to prepare for the monitoring and evaluation section.
- Prepare posters to present the goals, sub-goals, indicators and the action plan of the existing programme if you evaluate an existing plan
- Collect the filled in documents and collate the answers from different stakeholders about each key population in a single worksheet for each key population.
- Prepare and conduct the meeting.

- Capture findings at the meeting.
- Produce an initial meeting report and send it to the participants for comments.
- Gather the comments, write a final version of the report and circulate it.
- Write the plan.

Key steps for stakeholders participating in the meeting

- Fill in the worksheets about key populations and about yourselves and send them back to the project manager.
- For those who are experts, prepare the resource and the monitoring and evaluation sections.
- For invited stakeholders, participate in the meeting and review and comment on the initial report.

Key steps for the facilitator:

- Familiarise yourself with the tool and with Quality Improvement in general (if you have not come across this before).
- Look at the list of invited stakeholders and the completed documents.
- Make sure the venue and the timetable are appropriate for the number of participants, the methods you plan to use and the number of posters to be shown.
- Decide whether or not you need a second facilitator if the number of participants is more than 12 and you need to divide them into two groups.
- Select the methods you want to use with this tool.
- Prepare the materials needed.

GENERAL POINTS ABOUT THE MEETING

Before starting

Some points should be addressed before the whole process can start

- Welcome all participants and thank them for their previous work.
- Explain the purpose of the meeting and the intended results.
- Explain the rationale for selecting participants.
- Describe the process, documentation and the dissemination of reports for feedback.
- Outline the schedule.
- It is important that everybody feels comfortable with the process and to keep it interesting, pleasant and rewarding. Tell the participants that this is your aim and ask them for feedback and support to ensure this happens.

Shift is intended to emphasise that we are 'all in the same boat', that we have to set goals if we want to reach them, know the territory if we want to sail safely and reach the goal, that no matter where the wind comes from, we can set the sails in order to reach our goals, and that we can line up to fight the pirates. To enhance creative processes, feel free to use metaphors, methods and materials associated with ships, boats, sailing etc.

"The pessimist complains about the wind; the optimist expects it to change; the realist adjusts the sails."
William Arthur Ward

Number of participants

To allow everybody to express themselves in the time allocated, it is best to limit the number of participants to between 10 and 12. In some cases, there may be more than 12 stakeholders who need to participate in the meeting. In this case, you may decide to divide them into two groups and have parallel meetings for two days, bringing them together on the third day to share results and reach a joint result.

Using scales

Shift uses a lot of scales to capture different views on the topics that are analysed. There are 35 scales in the tool. Prepare the scales on posters. The size of the scale will depend on the number of participants, as each one will put a sticky note with his or her score and explanation on it. For example you can use flipchart paper turned horizontally with one or two questions per sheet. To maintain interest, it is advisable to vary the scaling methods. You will find suggestions for methods in the different chapters of this guide.

Using an audience response system

There also exists the possibility to use an electronic device, called an audience response system (ARS).

- The scaling questions in *Shift* are well suited for ARS. When using ARS you put the questions one by one with their accompanying scales on a screen and offer a short explanation on the question and scale. Participants are then asked to vote by selecting the number of the scale they think is most appropriate. It is good to train on this process with the project team before the meeting. However, it is important to note that it is best to combine ARS and manual methods. For some issues manual methods are more appropriate. For example, setting goals or making priority lists has to be done with the manual methods. There are many good reasons for the use of audience response systems (ARS) The ARS technology is novel, so the novelty itself can add interest and improve attentiveness and enhance engagement. This will also limit the need for a varied response methodology.
- You can poll anonymously so participants will more likely share their true opinion and the tendency to answer based on crowd psychology is reduced because it is difficult to see which selection others are making. The ARS software summarizes the results aggregates the responses, listing what percent of respondents chose a particular answer, but not what individual respondents said. The audience response system includes software that runs on the presenter's computer that records and tabulates the responses by audience members. Generally, once a question has ended (polling from the audience has ceased), the software displays a bar chart indicating what percent of audience members chose the various possible responses. This can then be shown to the audience. If the answer is fairly unanimous there is no need for a long discussion. A discussion should be started when there are clear or significant differences in opinion. Participants can then disclose why they voted as they did and discuss their rationale. The goal is not necessarily to agree, but simply to display different opinions and the reasons for them. The facilitator may want to use ARS for some specific -- maybe more sensitive -- questions where honest answers may be difficult to get through other methods.

- The ARS allows for faster tabulation of answers for large groups than manual methods. It can significantly reduce the total time required for the stakeholders meeting. For example, a three-day meeting could be completed in 1.5 days. ARS can be rented and that is an additional cost but the time saved means that the ARS actually saves money (and time) for all participants.
- As it can be useful to have the documented answers visualized on the posters, there should be a printing device available.
- Audience response systems use software to record audience responses, and those responses are stored in a database, it allows you to gather data for reporting and analysis.

Tracking scores and factors influencing the scores in the manual method

One way to do this is to ask the participants to write their score on a sticky note, with their name or the name of their organisation and three key words or a sentence of explanation added. Another option is to mark a cross on the scale with a pen, with the initials beneath, and have the reasons for the score documented on a separate paper. You can group the reasons by each colour of the scale. The scoring can sometimes be done in pairs. These can be pairs of similar stakeholders or very different stakeholders e.g. who happen to be sitting next to each other. It is good to have different techniques to quickly form pairs and have people change places.

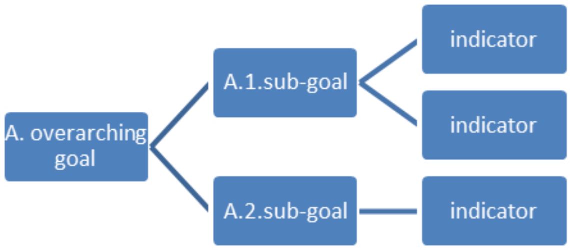
Methods for the objectives sections at the end of each section

A. Have groups of 2-5 people brainstorm on the objectives, actions and indicators, and visualise and present them.

OR

B. Ask everyone to answer the section about objectives and write their answers on cards. Then let them present briefly their objectives, actions and indicators and put them on a white board or poster. Finally, ask all the participants to come and arrange the cards in clusters and name the cluster. The cards will be discussed and prioritised and a consensus will be established.

Afterwards you can visualize the objectives and indicators per section with a diagram:



And the actions that could be taken to reach those goals in a table:

What action to reach goal A.1	Who	By when
What action to reach goal A.2	Who	By when

Use the SMART Criteria to define objectives and goals

S – Specific – what specifically would you like to have changed or improved after the intervention?

M –Measurable – quantify or at least suggest an indicator of progress

A – Attainable/Assignable – specify who will do it

R – Realistic – state what results can realistically be achieved, given available resources

T – Time specific – specify when the result(s) can be achieved

(Doran, 1981)

Approximate time to allocate for each section with the manual method

(At least 25% less time using ARS)

- 2 hours each for section A, B and E
- 2.5 hours for section C

- 1.5 hours each for section D and F
- 3-4 hours each for section G and H

The following list suggests a number of “manual” methods for the eight sections of the tool:

A. Know your epidemic, know your response

B. Key populations

C. Key stakeholders

D. Resources

E. Barriers and enablers

F. Monitoring and evaluation

G. Overall goals

H. Priorities

SECTION A – KNOW YOUR EPIDEMIC, KNOW YOUR RESPONSE

As we are all on the same boat, on this ‘prevention ship’ for these 3 days, and some of you will already know each other and some will navigate together also after this journey, we’d better get to know the crew and the sea we are sailing in.

You will need the following materials: posters with the scales – leave space beneath or under each scale to stick the identified gaps; sticky notes and pens.

Ask the participants to identify a different partner to discuss each question with. So, for question 1, find a partner, discuss how you would score it on the scale and the reasons for your score. If you can both agree on a score, write a single sticky note with your initials, your score, three factors influencing your score and, if you identified gaps, write these on a second sticky note. Stick both sticky notes on the scale. Then find another partner for the next question.

You do not have to answer the questions in order. If there are too many people in front of one poster, start with the next question.

At the end of this session, the facilitator asks if everyone got to know every member of the crew. Then look at how well the territory that we are sailing on is known. What are the gaps? Are there gaps that can be addressed before we start the journey?

For the objectives section, use method A or B. If the participants did not have a chance to work with everyone on the questions, you may want to use method A.

SECTION B – KEY POPULATIONS

You will need the following **materials**: the population and programme worksheets that have been completed by the stakeholders in preparation for the meeting and then summarised by the project manager or project management team on a poster for each key population; the scales prepared as posters and the table in question 5 prepared as a poster; and sticky notes and pens.

Start with a '**marketplace**' exercise. Put the posters on the walls and let the participants walk around to have a look at the content. They can use sticky notes to add to or change the posters.

To answer the questions in section 2, use the scaling method on the floor. Ask participants who are standing in the same colour section group to discuss the main factors influencing their score. They can then see if they can agree on one score. Finally, they should write the one score, or range of scores if there is no agreement, on cards and write in short sentences the factors that influenced their score.

Ask the participants to rate question 5a individually with a dot in the prepared table and to write one or two statements for each area. Then ask the group to discuss question 5b and agree on a priority order.

Choose method A or B for the objectives section.

SECTION C – KEY STAKEHOLDERS

Again start with a '**marketplace**' exercise. You will **need**: the stakeholder snapshots that have been completed by the stakeholders in preparation for the meeting and then summarised by the project manager or project management team so that there is one worksheet for each stakeholder prepared as a poster.

Put the posters on the walls and let the participants walk around to have a look at the content. They can use sticky notes to add to or change the posters.

Second, choose to use one of two methods: the 'sociogram' or the 'spiderweb'.

For **sociogram** you will need the following **materials**: cards; pens; and a ball of wool.

To visualise the relations between the stakeholders, ask the participants to position themselves in the room as they feel they relate to the other stakeholders. You can ask them to position themselves in terms of coordination and collaboration and then in terms of communication and feedback mechanisms and see if there are differences.

A variation involves throwing a ball of wool from one participant to another to illustrate coordination and communication links. Hand the ball of wool to a participant you know has strong relations with others who are present and ask him or her to throw it to the one with whom they have the strongest collaboration while keeping the end of the wool in his or her hands. And continue like this until all the links are shown.

You can also ask participants to first position themselves according to the actual situation and then according to the ideal situation and see if there are differences.

This exercise will only illustrate relations between stakeholders who are at the meeting.

For the **spiderweb** you will need the following **materials**: sticky notes or cards; white board; and white board pens.

You can prepare one large sticky note or card for every stakeholder with just their name, the key populations and the key actions on it. Then stick them on a white board and choose the green colour to show who is collaborating with whom and the red one to show the communication and feedback relationships and mechanisms between the stakeholders. You can add arrows to show if communication is one way or two ways. Or use double lines and single lines to show the strength of the relationship.

Different questions can be analysed using this method. For example,

What cooperation could be strengthened? Which communication improved? Which key population is well cared for and which has few stakeholders involved? Are the stakeholders involved in the same areas working together? In the objectives, goals and priority sections you can also use this spiderweb to see, if actions are to be taken, who could do them.

Third, use a method called '**world café**'. For this you will need the following **materials**: three tables; large sheet of paper; sticky notes; pens; scissors; and glue.

Prepare three tables: table 1 dealing with question 1; table 2 dealing with questions 2 and 3 (including scaling); and table 3 with questions 4 to 6. Questions 4 to 6 can also be discussed at the end of this section, after the objectives section has been answered and you could also already give a first answer to the two additional questions on the stakeholder snapshot concerning possible changes in their role and contribution in the programme. Do at least two rounds, so each participant can discuss at two tables. The results are documented by the host of the table and presented to the plenary at the end of the exercise.

Fourth, choose method B for the objectives section.

SECTION D – RESOURCES

You will need the following **materials**: prepared posters with the scales; sticky notes; and pens. The experts might prepare a poster or a handout with data they want to contribute to the analysis.

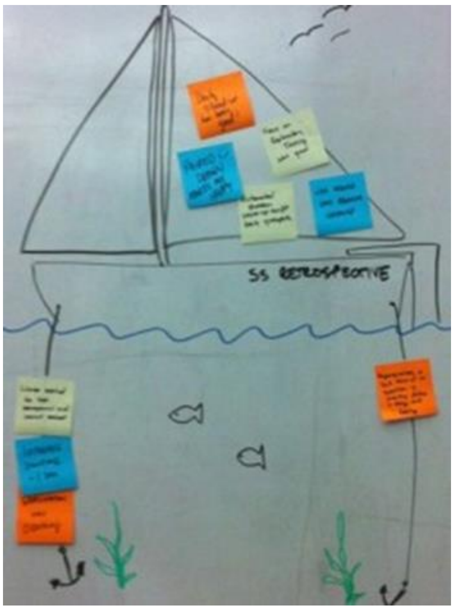
Buzz groups are used in this section. A **buzz group** is a small, intense discussion group usually involving 2 to 3 persons responding to a specific question or in search of very precise information. The full plenary group is subdivided into the small groups. It's called a 'buzz' group because it mimics the sound of people in intense discussion! Buzz in pairs on questions 1 to 3. See if they come to a consensus about the scaling or if they score differently. Ask them to write the score on a sticky note with their initials and a short explanation and to stick it on the prepared scale.

Then ask the expert(s) who prepared this section to comment on these three questions and to add any missing information and then to answer questions 4 to 8. Allow other participants to give comments and to ask questions.

Choose method A or B for the objectives section.

SECTION E – BARRIERS AND ENABLERS

Sailboat



Materials needed: You will need the following materials: a whiteboard (or sheet of easel paper); sticky notes in four different colours; and black pens; posters with scales. Draw an ocean, a sailboat floating on the ocean, and a couple of anchors.

1. Form four groups, each group will deal with one of the questions.

2. Give the pens and sticky notes (one colour for each question) to the groups, and ask them to first score individually on the two scales of the question they are dealing with (putting their sticky note with the score on the scale).

3. Then ask them to discuss the main factors influencing their score and to write down their ideas, thoughts and opinions, and the barriers and enablers that they identified on the sticky notes.

4. After the groups have finished doing this, ask them one by one to put the sticky notes on the sailboat – the enablers represent wind in the sails and the barriers represent the anchors that slow the boat down – and to present their results.

5. Once the sticky notes have all been placed and the four groups have presented their results, ask the whole group to put their score on the scales they did not discuss in their group.

6. Then ask the whole group to organise the sticky notes on the boat into themes or to simply groups of similar items. Eliminate duplicates and consolidate where possible.

7. Based on these results, identify next actions or goals (set the sails according to the wind), group, discuss and prioritise them.

SECTION F – SCORING AND EVALUATION

First, the facilitator needs to give a short explanation of the difference between monitoring and evaluation or ask the participants what are the differences between the two and let them explain. If not already discussed before this is also the time to give a short introduction to quality assurance and quality improvement before starting this section.

You will need the following **materials**: prepared scales; sticky notes; and pens.

To answer the questions in this section, you can use the **expert interview** method. Stakeholders who are likely to have the information needed for this section are asked in advance of the meeting if they want to take over that role in the meeting, so they can prepare for the questions and their role in the fishbowl (see Appendix A). The experts answer the questions in the tool; you can also allow other participants to ask them questions that will help the process.

After the experts have answered the first two questions, ask the participants to list ongoing monitoring activities and then proceed to the scaling in question 3. Ask those who score over five to give examples.

For question 4 - 8, the fishbowl method can be used. The experts who might have prepared to answer these questions, take place in the inner circle. Leave one chair free in the inner circle if a participant from the outer circle wants to join the discussion for some minutes. Allow 15 minutes per questions for the whole discussion.

Then ask participants who wants to take part in the **fishbowl** discussion.

Before coming to the objectives for this section, let participants score on question 8 and ask those who scored over five to give examples.

Choose method A or B for the objectives section.

SECTION G – GOALS

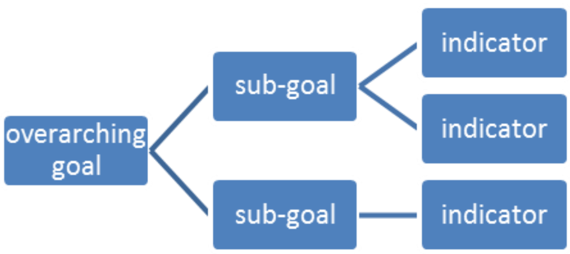
In a plenary session, ask people to put their score for the answer to question 1 on a card or sticky note and raise it to show the score. Ask people with different views to explain what factors influenced their score and capture their answers. Document the answers in the scale by putting the sticky notes with scores and keywords of the explanations on them.

If you use *Shift* to do **a mid-term or final evaluation.**

Ask question 2to the whole group of stakeholders and document the answers on cards. This can take the form of a brainstorming.

If you have not done so all ready, gather all the posters of the objectives sections from sections A-F on one place on a poster wall, presenting the goals, sub-goals and indicators collected and the actions plan drafts presenting who will do what by when to reach these goals.

Then place the posters presenting the goals, sub-goals and indicators as well as the action plan of the existing plan near these results and start comparing using questions 3-5.



Let participants discuss these three questions in2-4 buzz groups and present their answers. Compare the results of the groups, discuss similarities and differences and come to a conclusion about possible changes to bring to the existing plan/programme. You may try to come to a consensus but if some dissent remains just document the different points of view. The output of *Shift* serves a basis to take decisions concerning the programme afterwards on a different level.

If you are **designing a new plan**, you can choose to ask the questions 3-5 about the previous or existing plan if you think this would be useful.

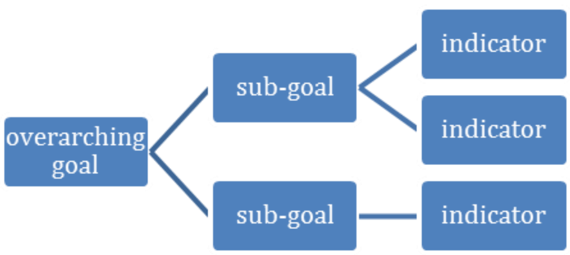
If you have not done so all ready, gather all the posters of the objectives sections from sections A-F on one place on a poster wall, presenting the goals, sub-goals and indicators collected and the actions plan drafts presenting who will do what by when to reach these goals. For the **design of a new plan**, divide the participants into 2-4 groups (depending on the size of the whole group) and ask them to do the following exercise: **the prevention ship on the route to**

success. You will need the following **materials** for each group: large piece of paper or white board with sticky notes or magnets – one magnet/sticky note will be the ship (you can glue a ship or drawing of a ship on it) and the others will be islands.

Your prevention ship needs a destination (i.e., a goal). To reach this destination, it may need to stop at some islands or in harbours to get fuel, food and drink, to be able to continue the journey. Actions are needed to get these supplies (i.e., sub-goals). The crew also needs to have some kind of indicators to see if they have enough supplies (i.e., if they reached the sub-goals).

Explain to the groups that this exercise will help to answer questions 6-8 of the section. First, look at the questions, as they will guide your thinking process during this exercise, then look at the results of the objective sections posted on the wall. Decide on the overarching goal(s) or destination you want to reach. Write or draw it on the paper or white board at one end and place the ship on the sticky note or magnet at the other end. Now brainstorm about all the different stops (sub-goals) that the ship would have to make before being able to reach the destination. Do not judge or prioritise now, just note them and write or draw them on cards or sticky notes and put them between the ship and the destination in a random manner, like islands in the sea. When here are no more suggestions, decide how you will navigate and tell the story with the ship leaving the harbour and making stops at the different islands, reaching the sub-goals and finally reaching its goal. Also think about how you will know you reached the sub-goals and put these indicators on sticky notes near every island/stop and include this in your story. Decide now on how your group will tell and present the story of this journey to the plenary group. You have one hour to prepare and draw the journey of your prevention ship to the goal and 20 minutes to present it.

After the presentation of the different journeys to the goals, the different groups can be asked questions and a short discussion of similarities and differences in the journeys. See if you can create a joint flow chart with possible overarching goal(s), sub-goals and indicators for the different components of the prevention programme. Also see if the whole group can agree on answers to questions 6 to 8 of the goal section.



This will lead you to the next section about priorities.

SECTION H – PRIORITIES

To answer question 1, use the **marketplace** method with the prioritised goals poster and the posters of the stakeholder section; you can also use the spiderweb if it was done. Participants walk around with the question in mind and then write their score, initials and keywords of explanation for their score on a sticky note and put it on the scale. Form two groups, one with people scoring 1-5 and one with people scoring 5-10 and ask them to answer the questions about priorities and actions in question 2. Ask the two groups to present their results.

The following exercise, debate on priorities, is designed to prepare the group to answer question 3. For this exercise, form new groups of 3-4 people. From the goals and sub-goals presented in the goal section, each group has to identify not more than three priorities. Then each group puts together their reasons for choosing these priorities.

The next step is a **debate**. Each group chooses a representative, who makes the case for the chosen priorities. The facilitator leads the debate between the groups and asks critical questions. The process will show that participants choose priorities based on different criteria, e.g. things that are more easily achieved, high infection rates, political consensus.

After a break, reconvene the whole group. Collect and note down the different criteria that are used for choosing priorities and put them in a grid on a board. The priorities that were identified before are now jointly placed in the grid (e.g. needle exchange programs in prisons: very urgent, epidemiological reasons, huge political barriers – so hardly a chance to implement smoothly – more lobby/advocacy work needed).

You can also use the **impact/effort matrix** to answer question 3. This tool can be used to help the group decide where to focus their efforts when there are many possible actions that can be taken. Start by writing the possible actions on sticky notes. Then, taking one action at a time, ask the group to quickly indicate how much effort they think it will take to accomplish it and how much impact it will have on the overall goal. Put the sticky note in the location on the matrix that represents the intersection of the effort and the impact for the action. Clusters of actions that end up in the 'A' quadrant are those that will make the most difference for the least amount of effort, as shown in the Figure below:

High **IMPACT** Low		
High	**B** **Priority** Worth the work	**A** **Priority** Low Hanging Fruit
Low	**D** **Priority** Don't Bother	**C** **Priority** Quick Wins
	Difficult **EFFORT**	Easy

While doing the matrix, keep in mind the **two critical questions** at the end of the discussion guide. 1. Where are the next one hundred HIV infections likely to come from? 2. How can your programme prevent them?

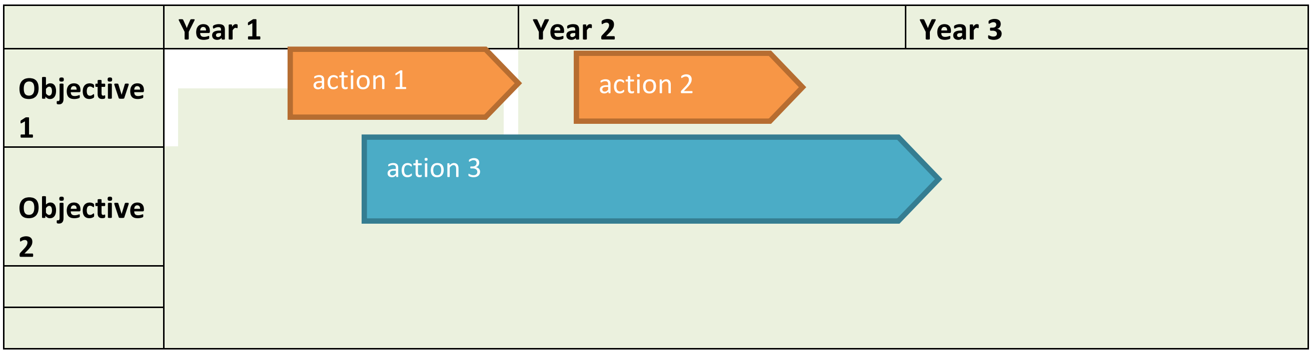
Based on this exercise, decide on the group's answer to question 3, and revise the list of goals and sub-goals you created in the goal section. You may need to create a new poster.

Now that you have identified goals, sub-goals, actions and priorities, ask the group to identify which objectives are feasible to reach in what order. Then discuss which objectives will be featured and what actions will take place when. If possible, identify who would be involved in the different actions. In most cases, it is likely that more than one stakeholder will be involved in an action.

You can use a simple table like the following one to organize the results:

Objective	What/action	By when	Who

And decide for every period/year of the duration of the programme what objective will be targeted and what actions will take place when. You can also use a simple Gantt chart like the one below to document and organize the results.



You now may have information to complete the two last questions in the stakeholder snapshot. Decide for each stakeholder if there are possible changes in his role in the programme, and/or areas of improvement to strengthen his contribution.

Then ask them to describe the process and the next steps; you can do this using the route to success method, keeping in mind the pirates (100 new infections), to see if your ship is well placed to prevent them. This leads you to answer the two critical questions:

1. Where are the next hundred HIV infections likely to come from?

2. How can your programme prevent them?

You could have a poster with the two questions on it visible in the room during the whole workshop if you find it useful.

AT THE END OF YOUR JOURNEY

Ask the participants to look at the posters and what they have done in three days. You may want to evaluate what the participants thought about the meeting, for example, how satisfied they were with the process, contents and results, what they liked best and what they would have liked more of.

Ask the project manager or a VIP to thank all the participants and explain the next steps including that an initial report that will be sent to them for feedback and then a final report. It can be a good idea to have a group picture taken or to have something to give to participants at the end of the meeting.

Quality action also recommends the use of **PQD (Participatory Quality Development)** as a tool for use with a group of different stakeholders and meeting participants when you want to develop new solutions to identified gaps or areas of development.

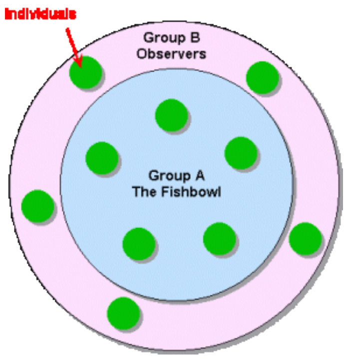
APPENDIX A

Facilitate a Fishbowl Discussion

I. What is it about?

A fishbowl conversation is a form of dialogue that can be used when discussing topics within large groups.

Fishbowls involve a small group of people seated in circle and having a conversation (fish). They are surrounded by a larger group of observers, seated in an outer circle (bowl). The facilitator or subject matter expert gives a short input of 5-10 minutes which sets out the general outline of the discussion and after that the inner circle starts to discuss. The outer circle usually listens and observes. Whenever someone wants to participate and move to the inner circle, a participant from the fishbowl must free a chair and move to the outer circle.



II. When to use

- To include the public in a small group discussion
- To generate dynamic group involvement and have active participation from participants
- To discuss controversial topics (less productive for heavily didactical content)
- To observe, analyse and learn from another group's thinking process (outer circle)
- As an alternative for a traditional debate
- As an alternative to an expert panel or presentations. In this case, give the speaker(s) 5-15 minutes to present their ideas. Then the speaker(s) join(s) the inner circle, which will be open for 1-3 'visitors'; the objective is to let the content emerge from the comments and questions of the group. This reduces the distinction between experts and audience

III. How to make this work

There are two types of fishbowl:

- The **open fishbowl**, in which a few chairs (1-2) in the inner circle (5-8 people) remain empty. Any member of the audience can, at any time, occupy the empty chair and join the fishbowl. When this happens, an existing member of the fishbowl must voluntarily leave the fishbowl and free a chair. The discussion continues with participants frequently entering and leaving the fishbowl. Limitations to participants joining the inner circle can be put in place:

    - Time limit (1-5 minutes).
    - Only make one substantial statement or comment.
    - Participants can only enter the inner circle by changing position with the one on 'the visitors' chair'.

- The **closed fishbowl**, where all chairs are filled. The facilitator splits the participants in two groups (or more as needed). The initial participants in the inner circle speak for a set time about the subject. When the time runs out (or when no new points are added to the discussion), the initial participants leave the fishbowl and a new group from the audience enters the fishbowl. The new group continues discussing the previous issue. This can continue until many audience members have spent some time in the fishbowl

In both cases, when time runs out, the fishbowl is closed.

The facilitator also:

- Analyses the appropriateness of this technique to the objectives of the event

- Explains to experts participating in the fishbowl ahead of time how the process works and what their role will be

- Encourages discussion and keeps it only among the inner circle

- Summarises the discussion

- Prepares some questions to ask the participants when they are back in the whole group. This is where the real reflection often occurs

Other variations include:

- **The homogeneous fishbowl:** people with similar opinions or experiences are invited to sit in the fishbowl. Debates with contrasting viewpoints often lead to unproductive discussions, resulting in stress and incoherent statements, because the point is for one side to win. In a dialogue such as in the homogeneous fishbowl, the objective is not for one side to win, but to provide the outer circle with evidence and logic to support the main points. Because fellow participants will highlight other aspects, new perspectives and understanding can result

- **The heterogeneous fishbowl.** One person representing each main viewpoint on the topics is invited to sit in the fishbowl

APPENDIX B

World Café Method

Drawing on seven integrated design principles, the World Café methodology is a simple, effective and flexible format for managing large group dialogue.

World Café can be modified to meet a wide variety of needs. Specifics of context, numbers, purpose, location and other circumstances are factored into each event's unique invitation, design and choice of questions, but the following five components comprise the basic model:

1) Setting: Create a 'special' environment, most often modelled after a café, i.e. small round tables covered with a checkered tablecloth, butcher block paper, coloured pens, a vase of flowers, and optional 'talking stick' item. There should be four chairs at each table.

2) Welcome and Introduction: The host begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the café etiquette and putting participants at ease.

3) Small Group Rounds: The process begins with the first of three or more 20 minute rounds of conversation for the small group seated at a table. After 20 minutes, each member of the group moves to a different new table. They may or may not choose to leave one person as the 'table host' for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round.

4) Questions: Each round is prefaced with a question designed for the specific context and purpose of the session. The same questions can be used for more than one round, or they can be built upon to focus the conversation or guide its direction.

5) Harvest: After the small groups, individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected visually in a variety of ways, most often using graphic recorders in the front of the room.