

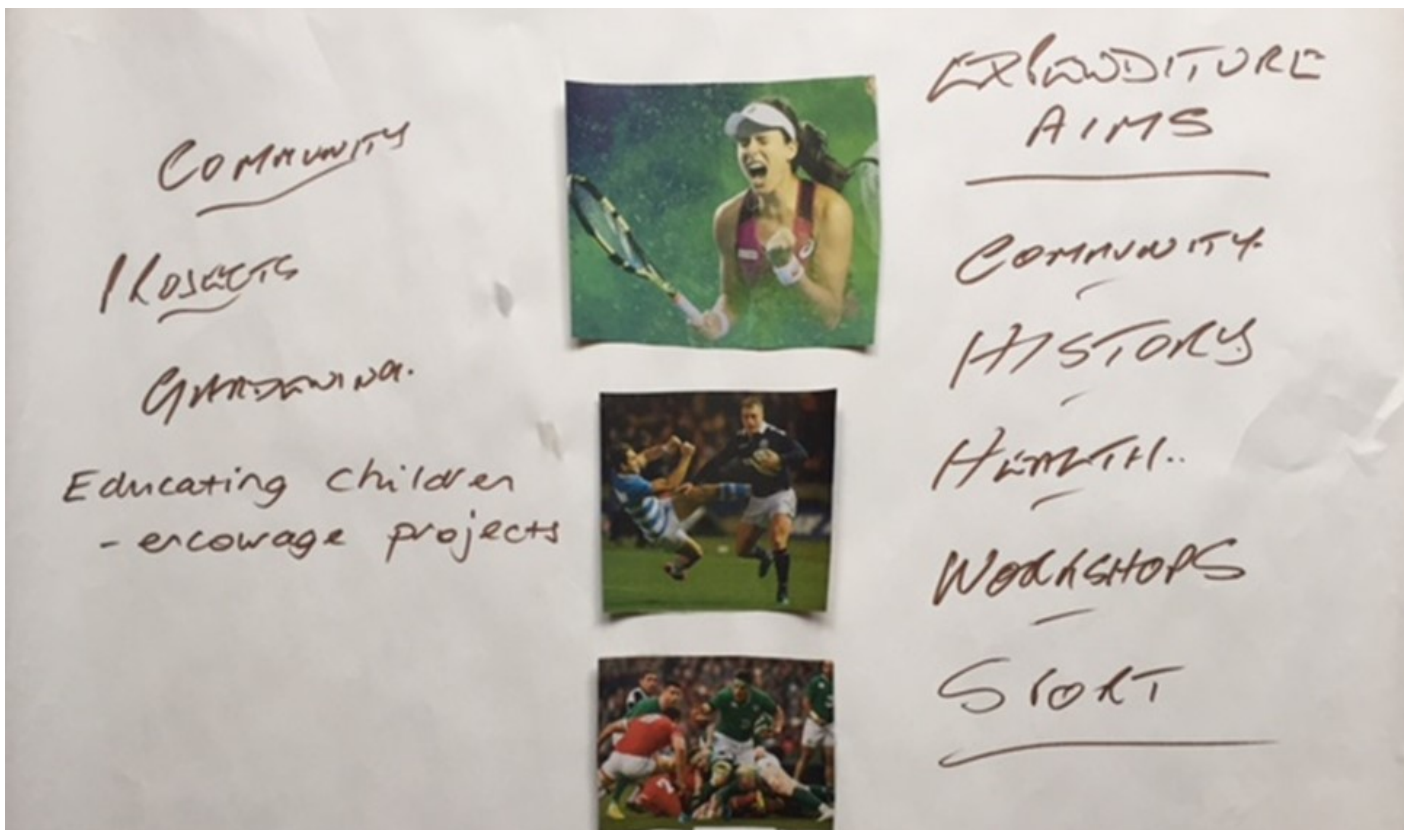
HERITAGE LOTTERY FUND 2019 – PLANNING FOR THE FUTURE

APPENDICES

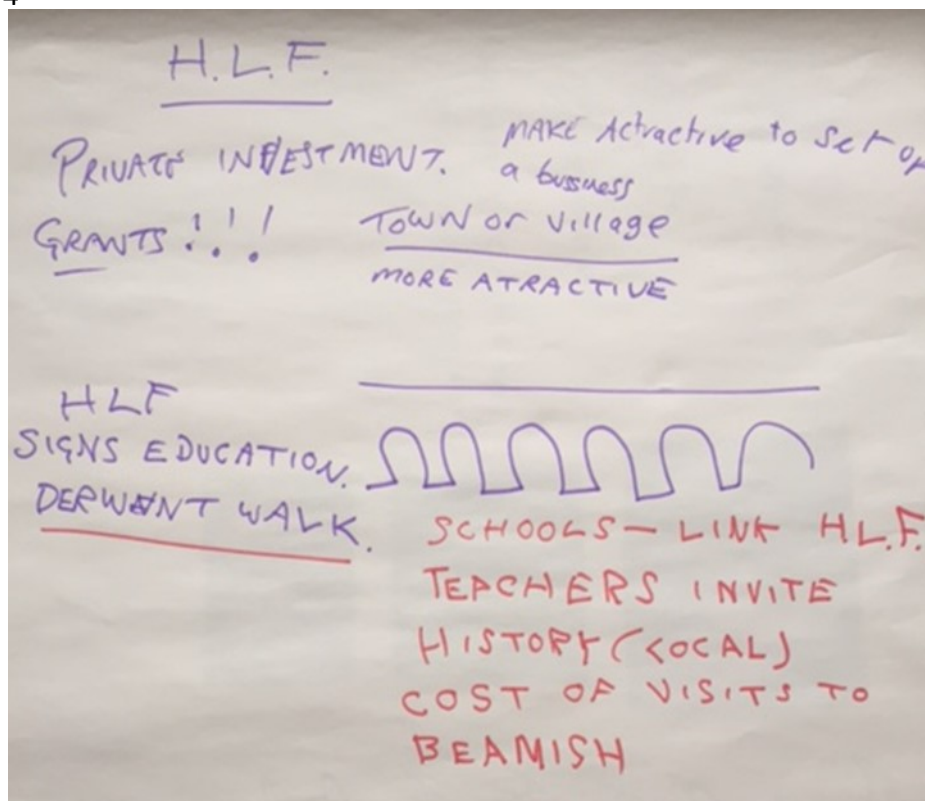
CONTENTS

1. Ideal programme posters
2. Three points for HLF to consider – all locations
3. Dialogue workshop process plan
4. Reconvened round process plan

Beamish 3



Beamish 4



Belfast 1

BACK TO BASICS

INVEST IN COMMUNITY TO
Create a shared + social
Space

- Trustees
- Criteria
- Smaller amounts Money
- Available to move concepts
- Create an environment for people to come and share and learn skills

Programmes:

- * Cooking classes
- * Parenting classes
- * first aid
- * DIY
- * language class
- * Dance class

Team Building

Belfast 2

① Most disadvantaged in society

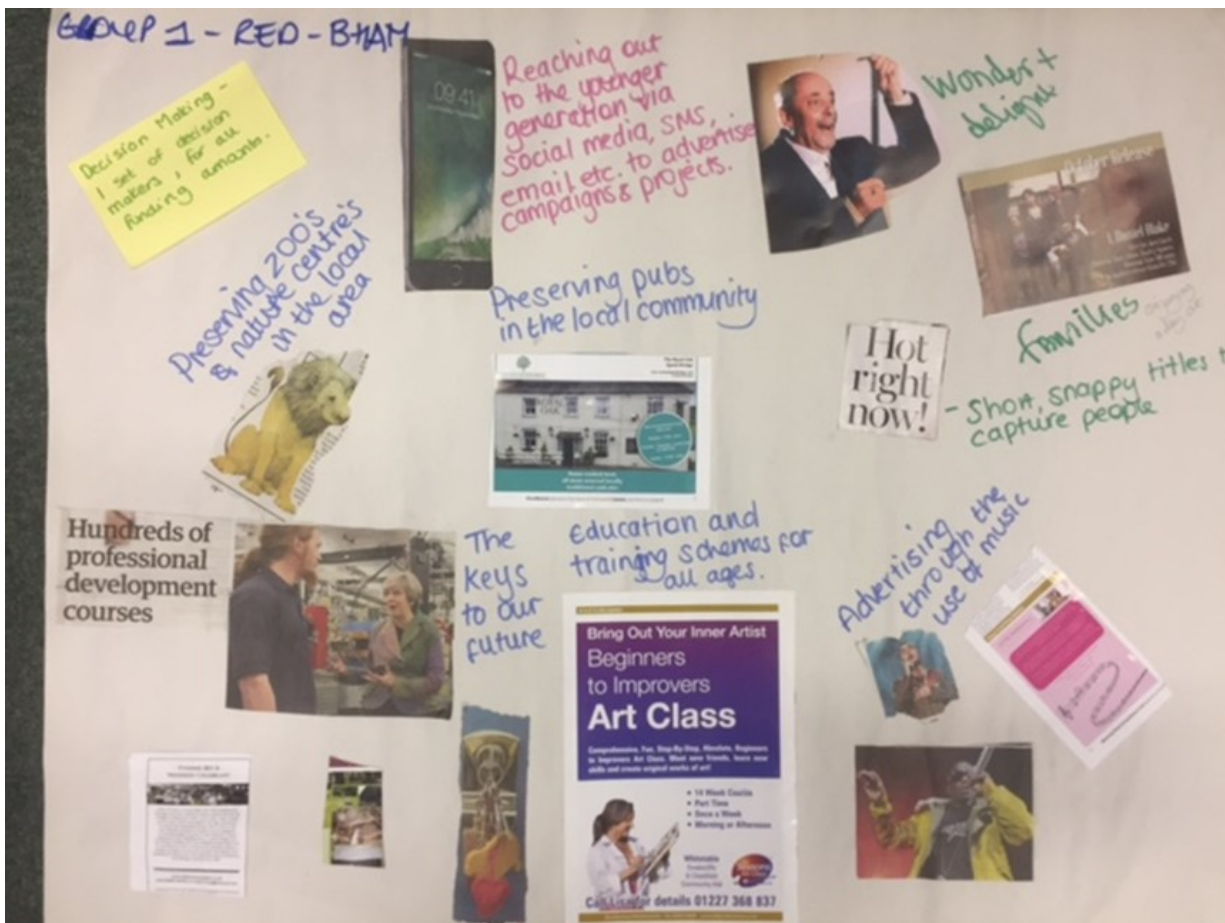
Making a change Country cooking by all parties

Hiring Resources
Kitchen appliances
Ingredients

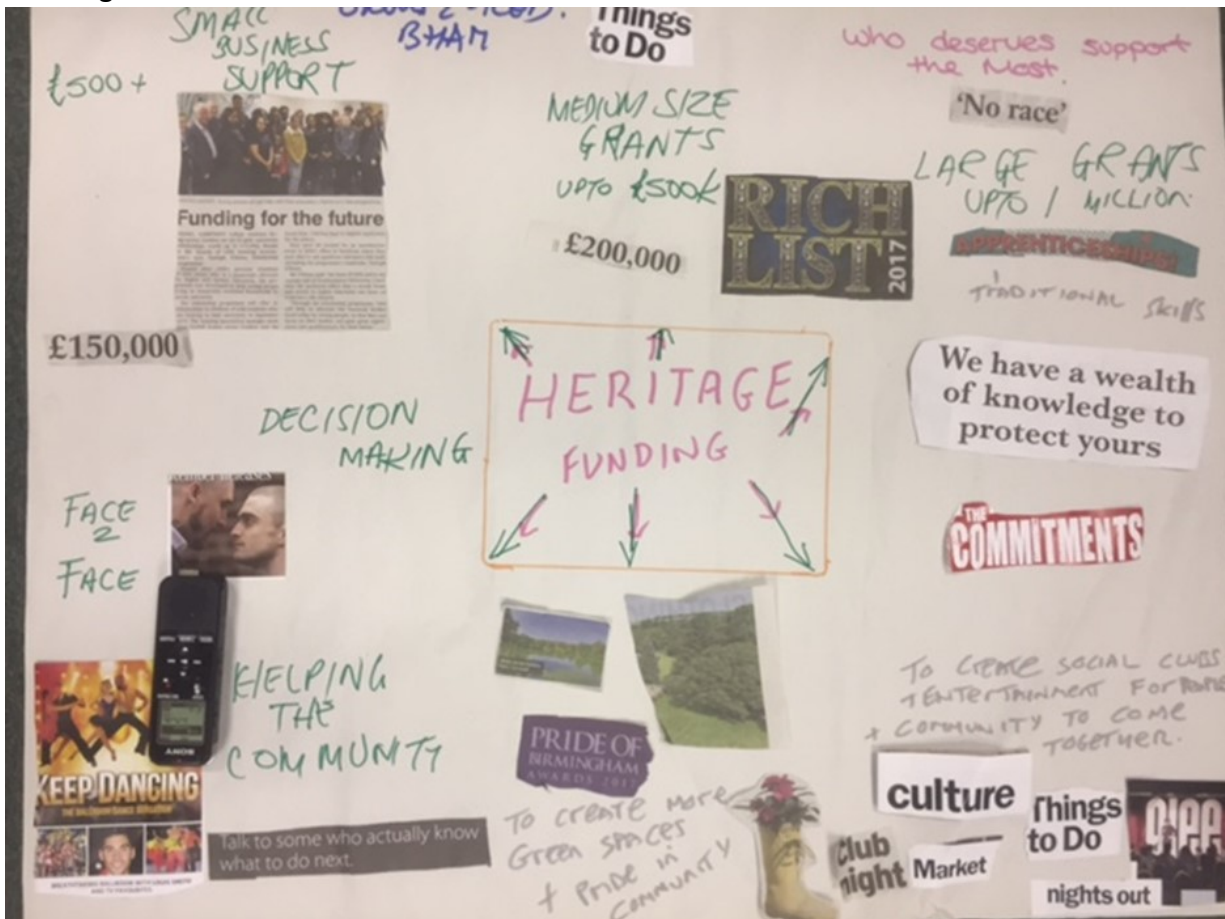
Host separate nights
Cooking Exhibition
↳ Recipe (Ingredients)
Any Leftovers distributed to homeless
- Demonstration followed by participation

Publicity
Local Paper
Radio
Facebook
Twitter
Posters
Newsletters
Church Groups
Youth Groups

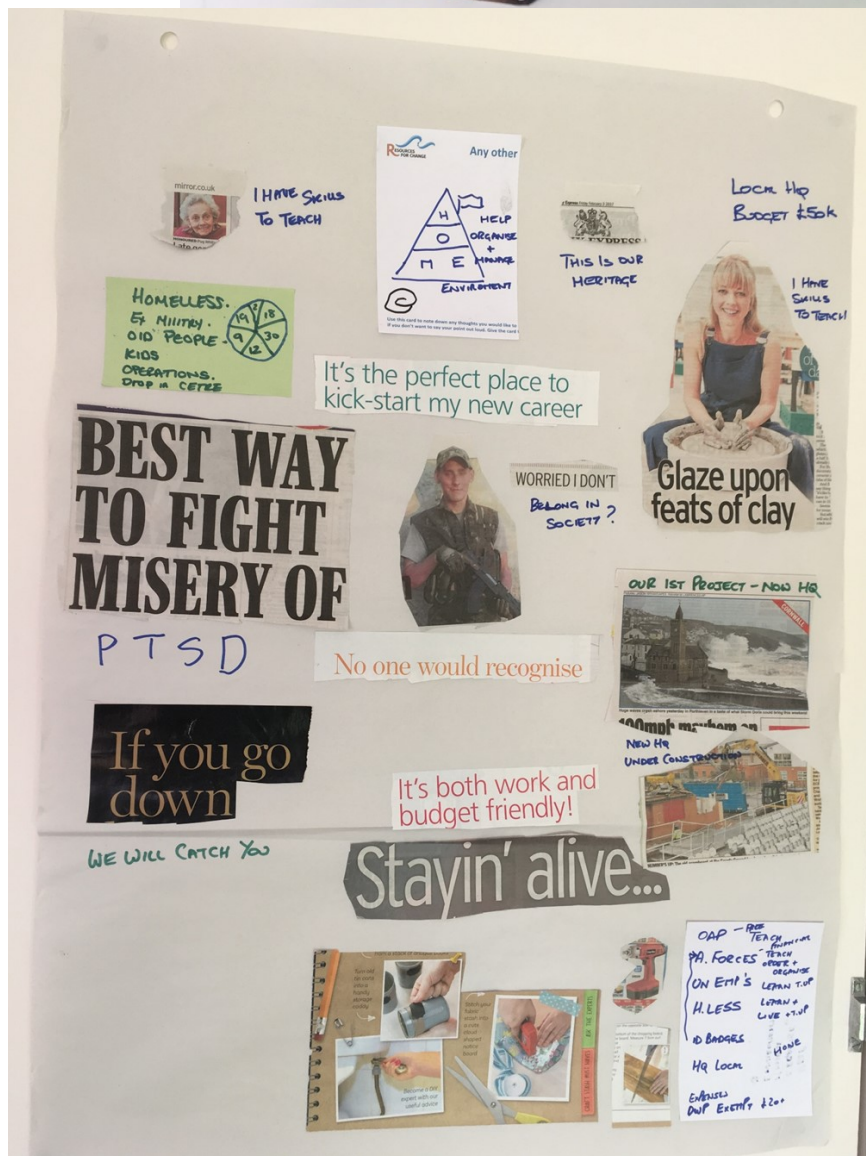
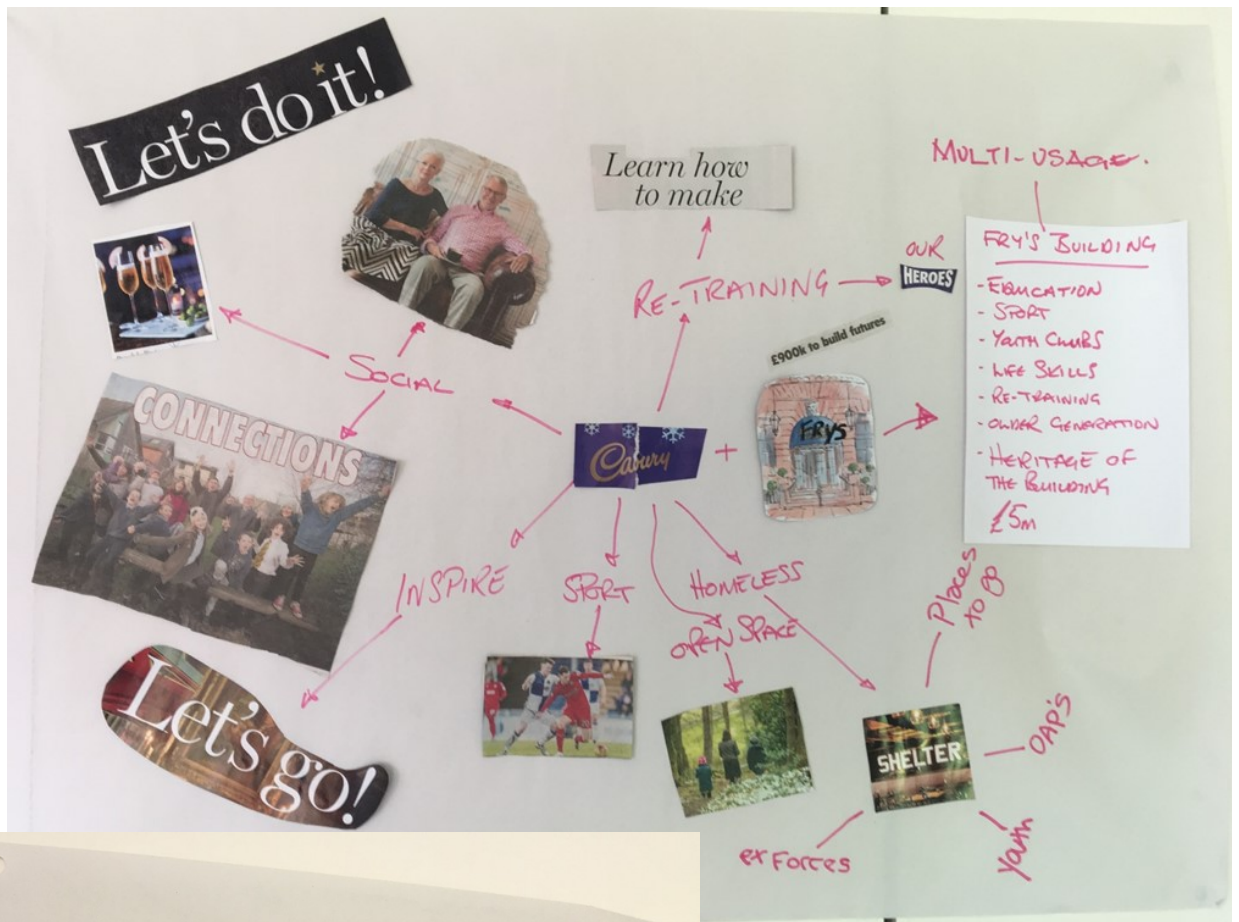
Birmingham 3



Birmingham 4



Bristol 1



Bristol 2

Bristol 3

History Funding required -> ?! £1-2 million?

Heritage of 'homelessness' - how homelessness has changed over the years - wars - evacuated / workhouses etc.

Just 47 years. Call that a life?
Everyone knows it's hard living on the streets, but the cold fact is that being homeless beats the life out of you - so badly that the average age of death of a homeless person is just 47.
But you can help. This winter, your gift to Crisis could save someone's life.
Crisis is the national charity for homeless people - and we're dedicated to ending homelessness and changing lives.
At our centres across the UK, Crisis gives people the second chance they need to build a better future for themselves. Whatever someone's story through homelessness, we'll help them get the right help to get going.
Throughout the winter, we'll be welcoming people in from the cold, and setting them on the path to a new future. To work with our volunteers, and across from here.

Homelessness is rising. The number of people sleeping on the streets in England has doubled since 2010 and risen by 50 per cent in the last year. As winter bites, thousands of people are sleeping rough across the UK.

Donations Building

Homelessness

Temp Accomodation

Allocated Space for belongings

WORKSHOPS

HELP / ADVICE

Big Unused Building

Allotment LAND

Building Skills

Smaller 'test' projects

Donations of expired food from Supermarkets

A big thank you to readers as donations to our appeal hit £3m
Homelessness helpline will launch this month, reports Adam Lusher

I just wish I had found Centrepoin sooner

Bristol 4

OLD TECH (PEOPLE) ↔ NEW TECH (PEOPLE)

NEW GENERATION LEARN / BUILT - BACKED BY EXPERIENCE / KNOWLEDGE BY OLD.

ENCOURAGE / RETAIN / RENEW OLD TECH / EXPERIENCE.

FOR FUTURE GENERATIONS.

MAINTAIN OLD / IMPROVE NEW.

CREATE JOBS ETC.

CAN BE IMPLEMENTED NATIONWIDE

CREATE NEW TECH OUT OF OLD.

IMPROVEMENT AND ENVIRONMENT.

INFLUENCE OTHER TECHNOLOGY.

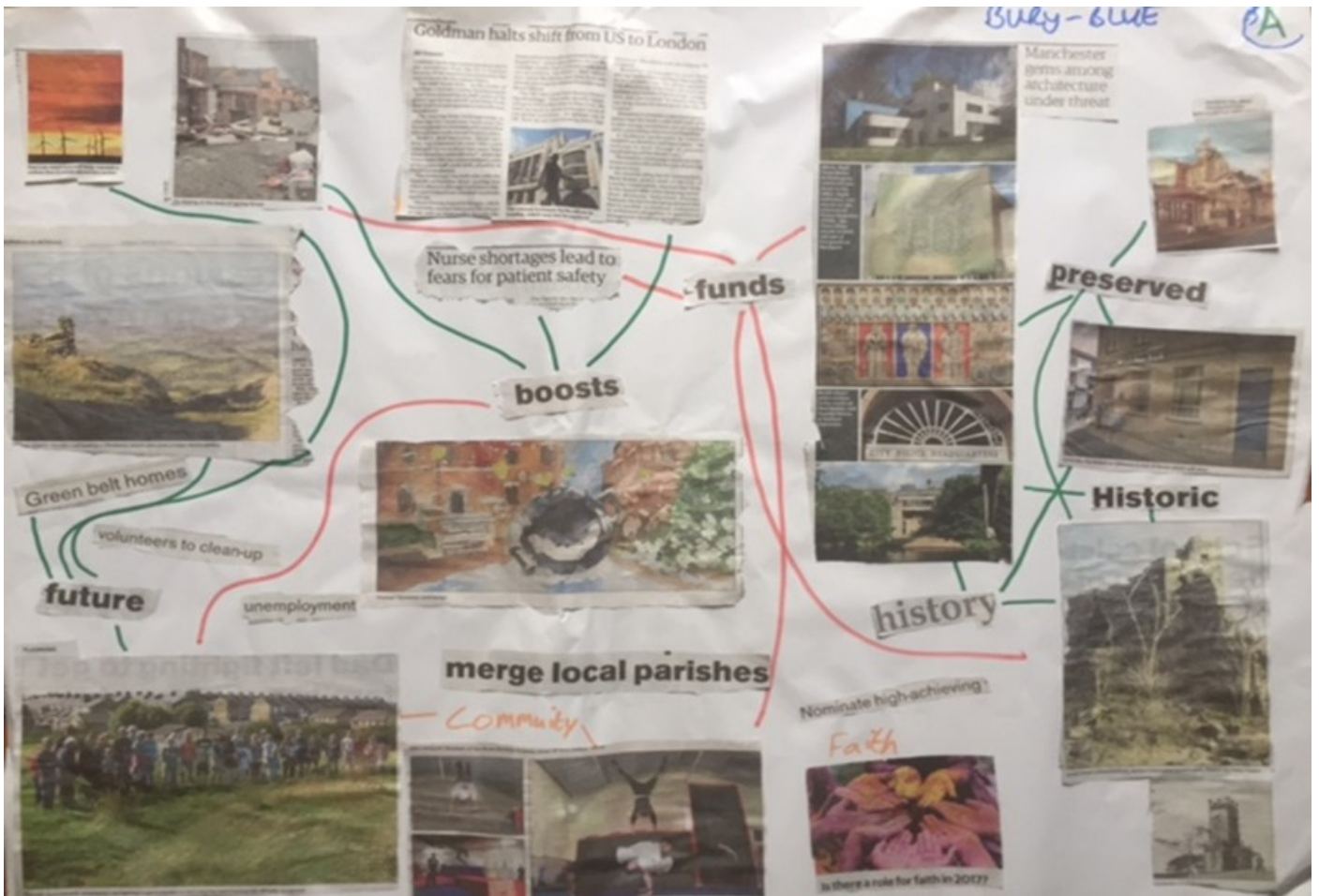
(UP TO £100,000)

FORCED TO DESTROY MY OWN HOME

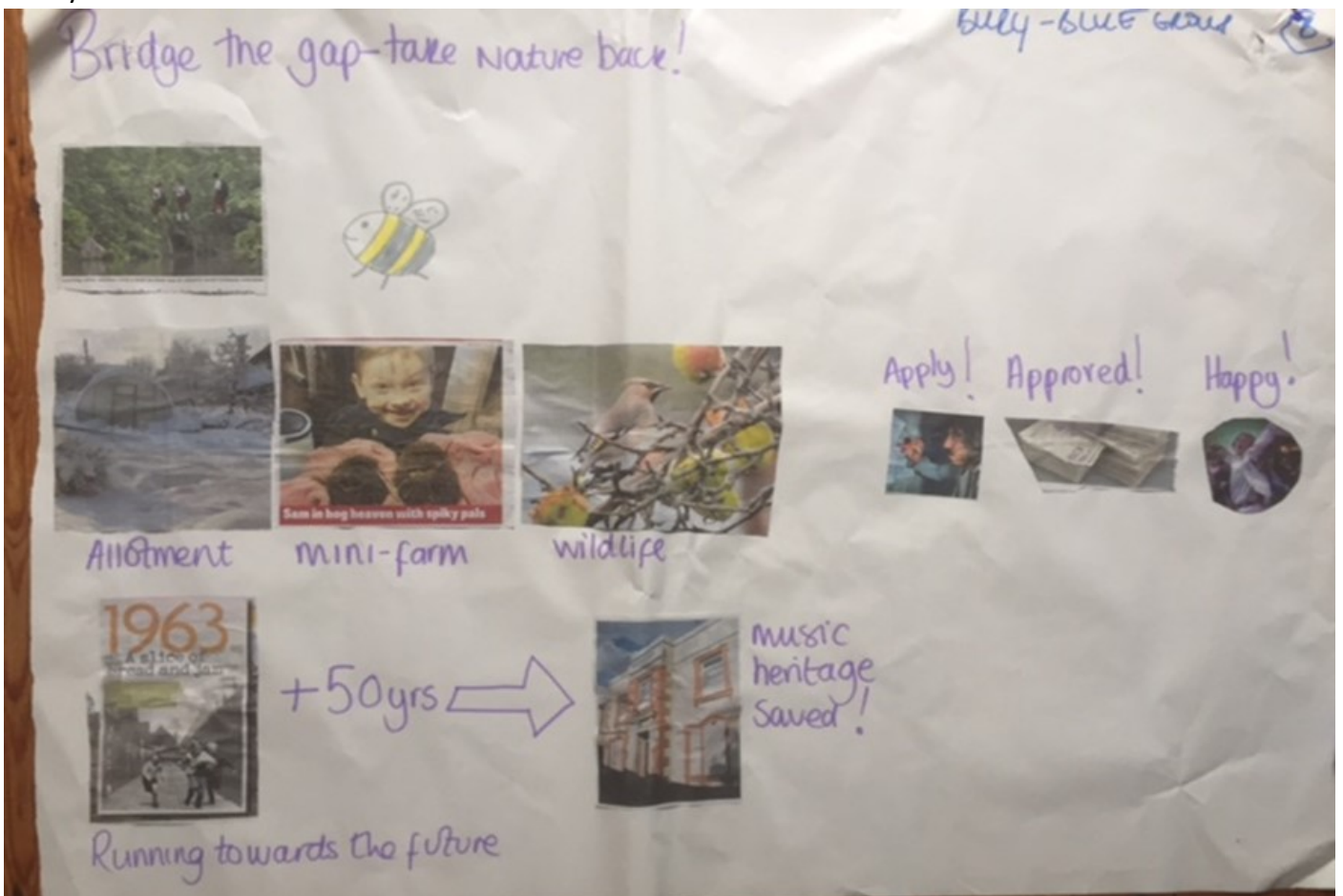
NEW MINI

OLD MINI

Bury 1





Bury 2




Ex-Servicemen

- mental health
- homelessness
- Physical injuries
- employment issues/qualifications

Dementia ~~Villages~~ Patients.

- Vulnerable patients not being cared for in the correct environments
- mental, physical and social decline by waiting in hospitals for packages of care.
- over use of medications to relieve pressure on nursing staff.



Dementia Village

- Safe environment in an enclosed area which resembles a village
- encourage socialisation
- maintain as normal a lifestyle as possible
- building from practise previously done successfully in Europe.

Outcomes-

- Community based support
- Safe environment with fellow servicemen
- MORE JOINED UP SUPPORT
- USE BARRACK + EX MILITARY BUILDING TO HOUSE.
- ENGAGEMENT WITH COMMUNITY
- COTTAGECRAFT
- THOSE EX-SERVICEMEN ARE A HUMAN RESOURCE - USE THEM. ITS SUSTAINABLE.

*

Edinburgh 1

Edinburgh 2

IT COULD BE YOU!!!

More affordable
More memorable
More FUN



From any age...



... to any community



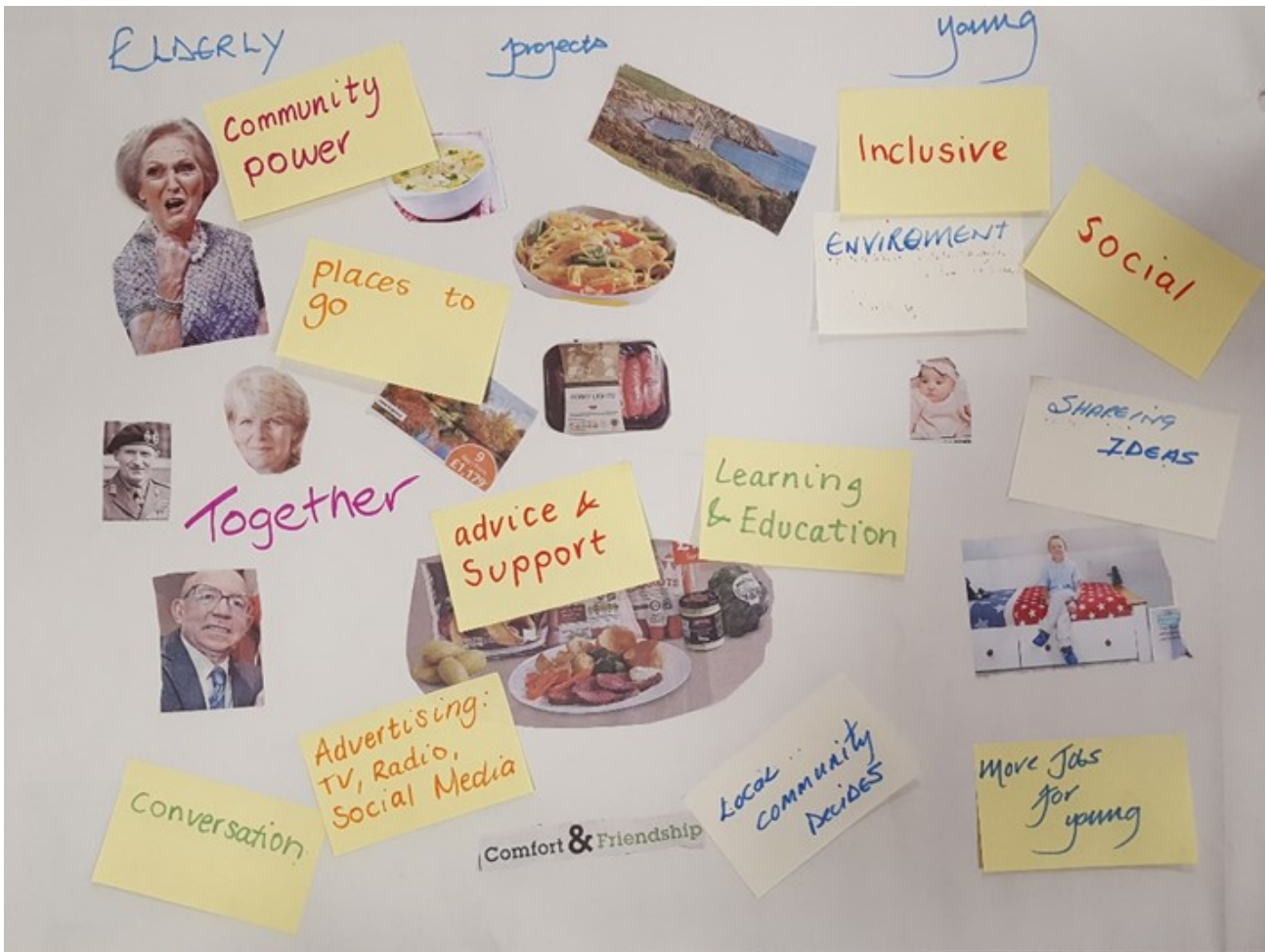



- Buildings
- Apprenticeships
- Cheaper access to Heritage sites

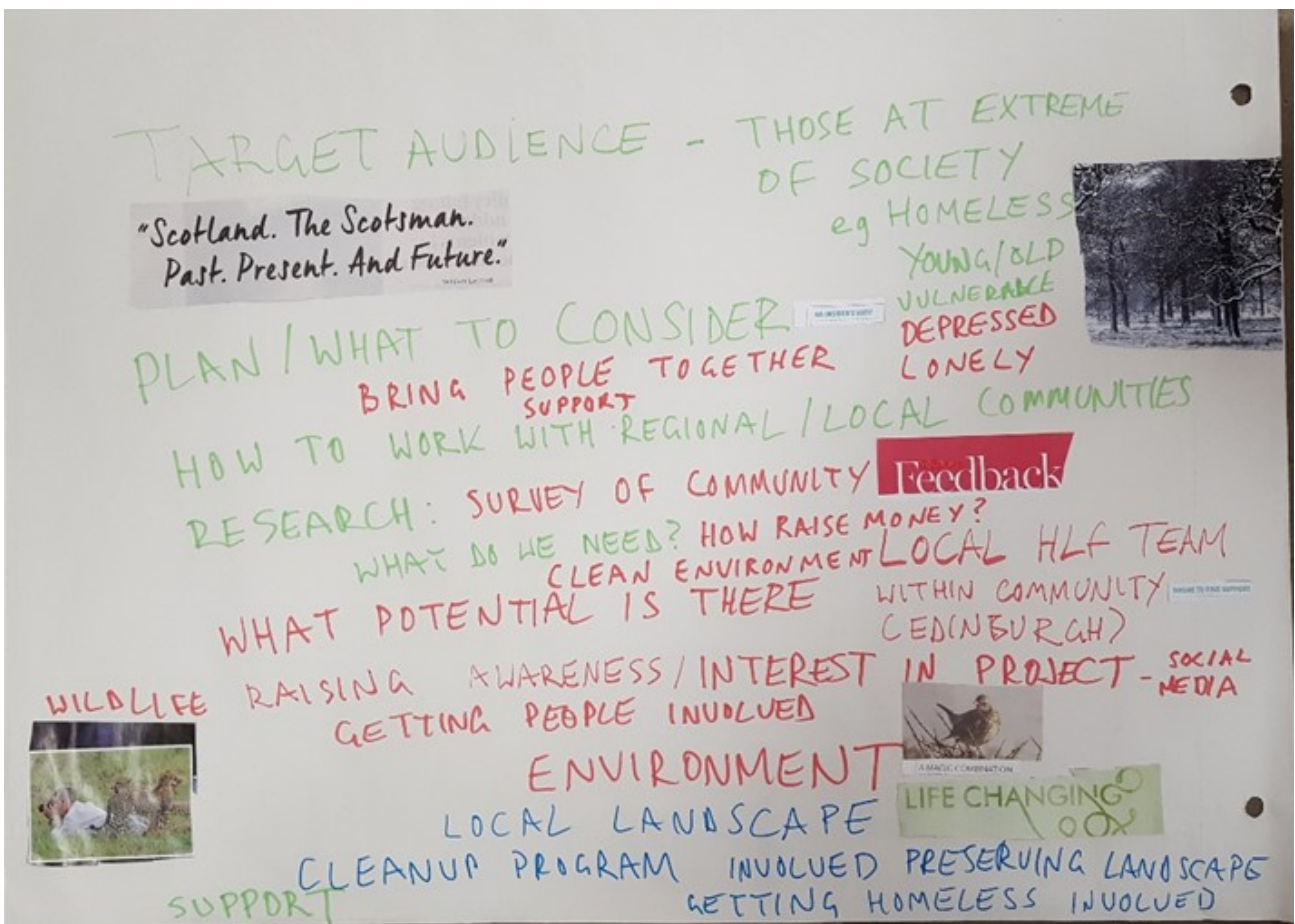
LET'S GET INVOLVED AND MAKE IT BETTER WITH HERITAGE GRANT.

HLF

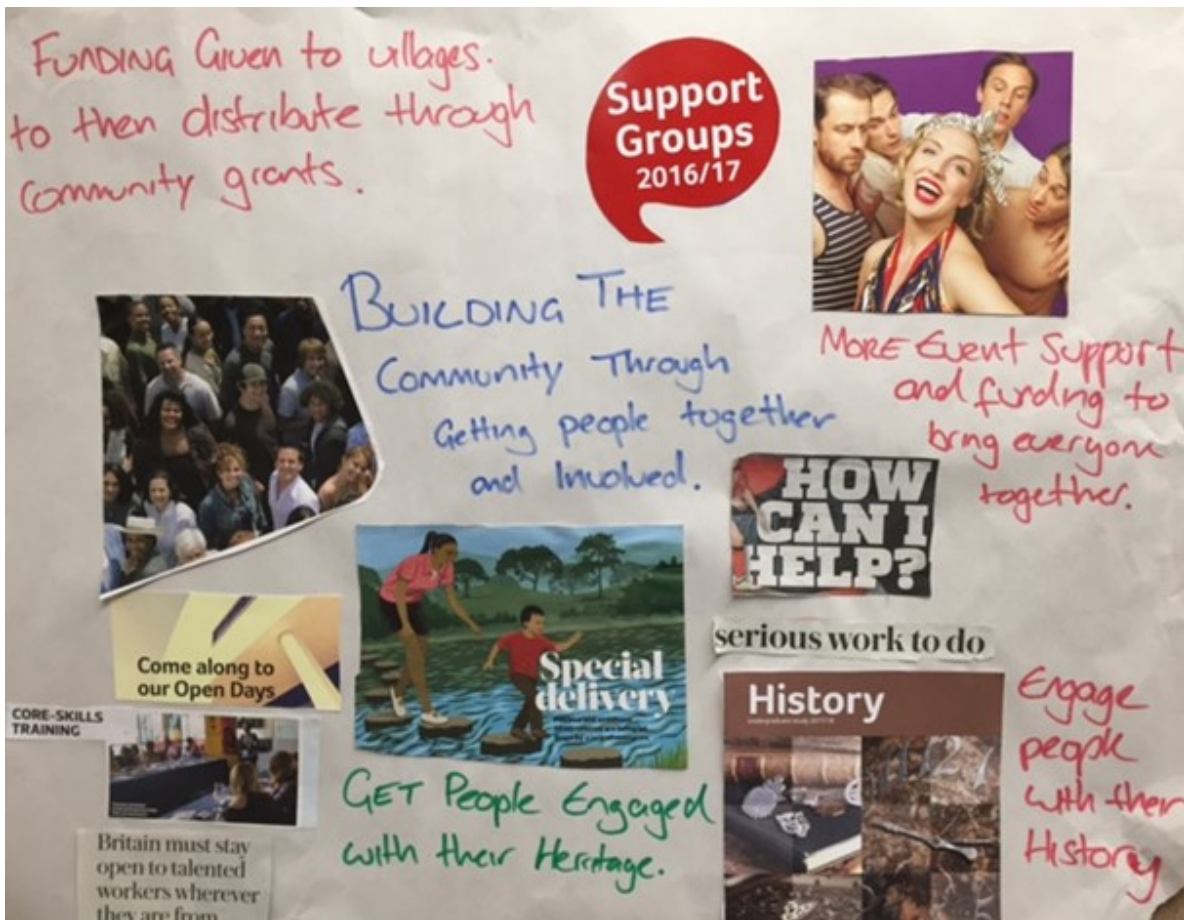
Edinburgh 3



Edinburgh 4



Huddersfield 1



Huddersfield 2



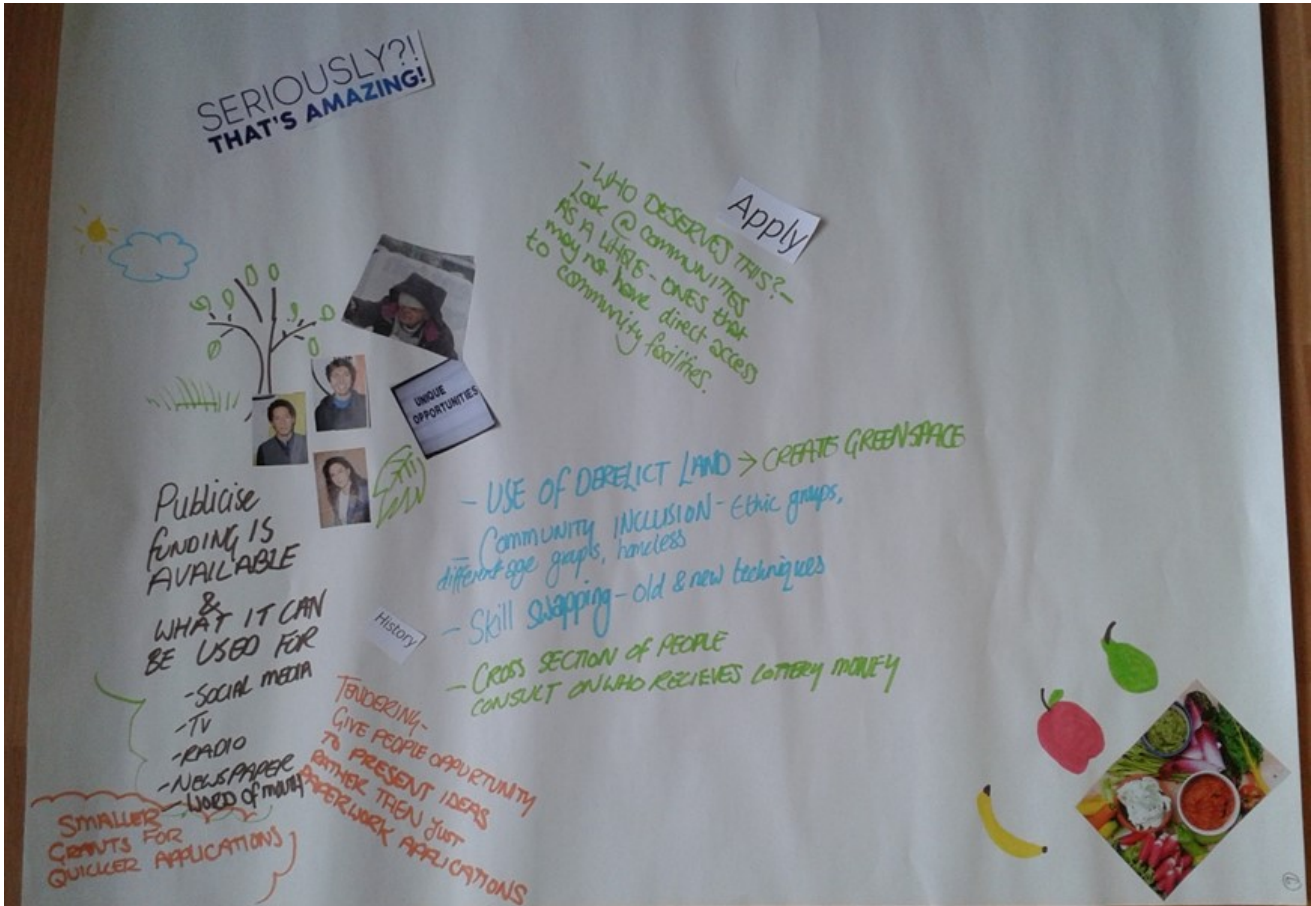


Huddersfield 3a

Huddersfield 3b



Huddersfield 4



Ipswich 1

OUR PLAN

COST
£1,000,000

- * 11-18 YEAR OLDS
- * VOLUNTY MENTORS TO PASS DOWN LIFE SKILLS TO THE YOUNGER GENERATION (POSSIBLY NEWLY RETIRED FOR EXAMPLE)
- * GIVES YOUNGERS THE INSIGHT TO WHAT THEY WANT FOR THE FUTURE AND DEVELOP SKILLS.

building
carpentry
gardening

College teacher
mentors / Newly Retired

pupils
High School ago

We are the future

- Sanctuary for old and new

Ipswich 2

Disabled

- Sheltered Housing
- Activities Days out
- Access to activities
- Equipment funding for ease
- Parking (more)

Older Generation

- Housing
- Support
- Days Out

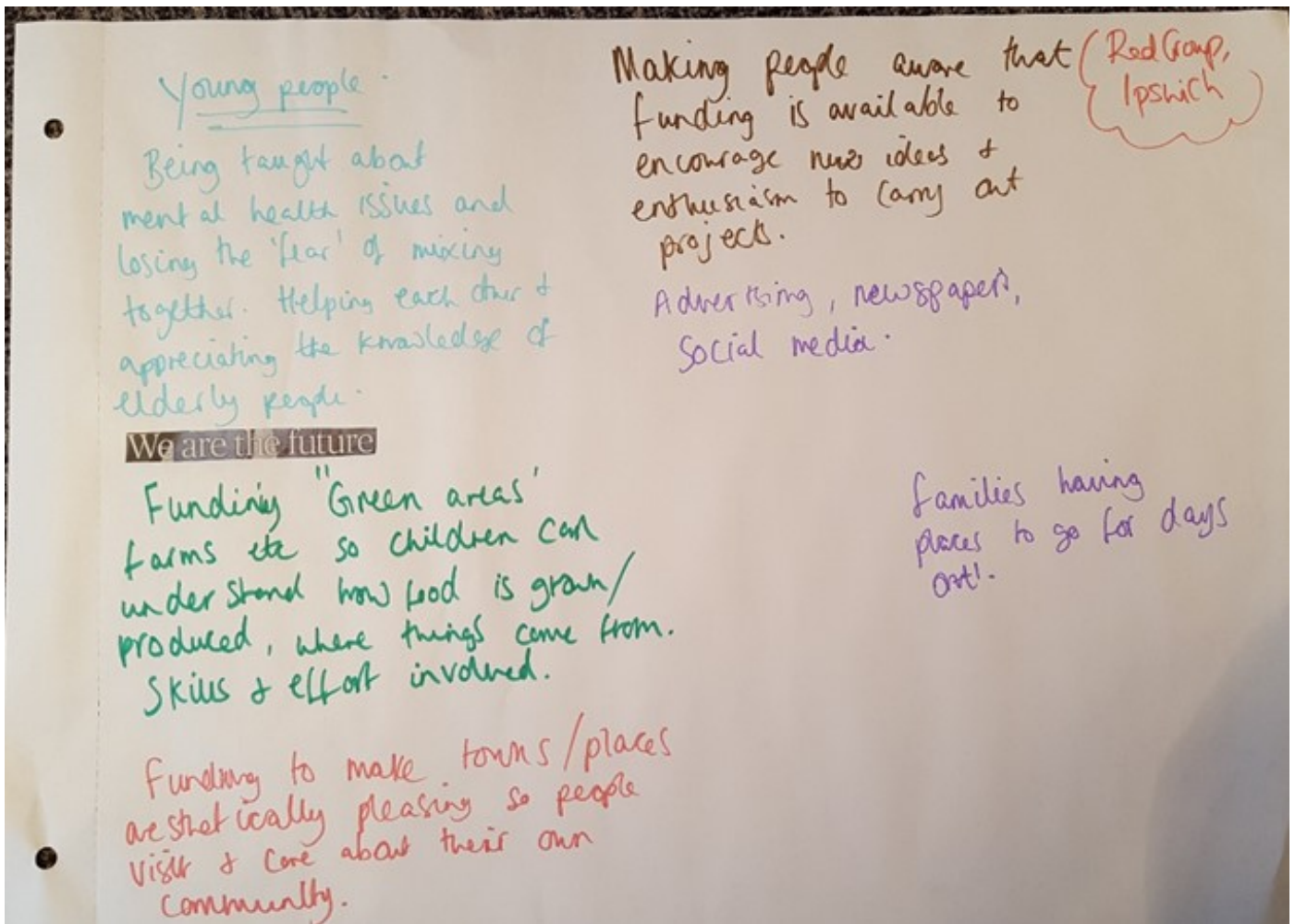
Education

- Older Generation educating other generations on their history & heritage.
- Business education. Keep in the community + Grow.

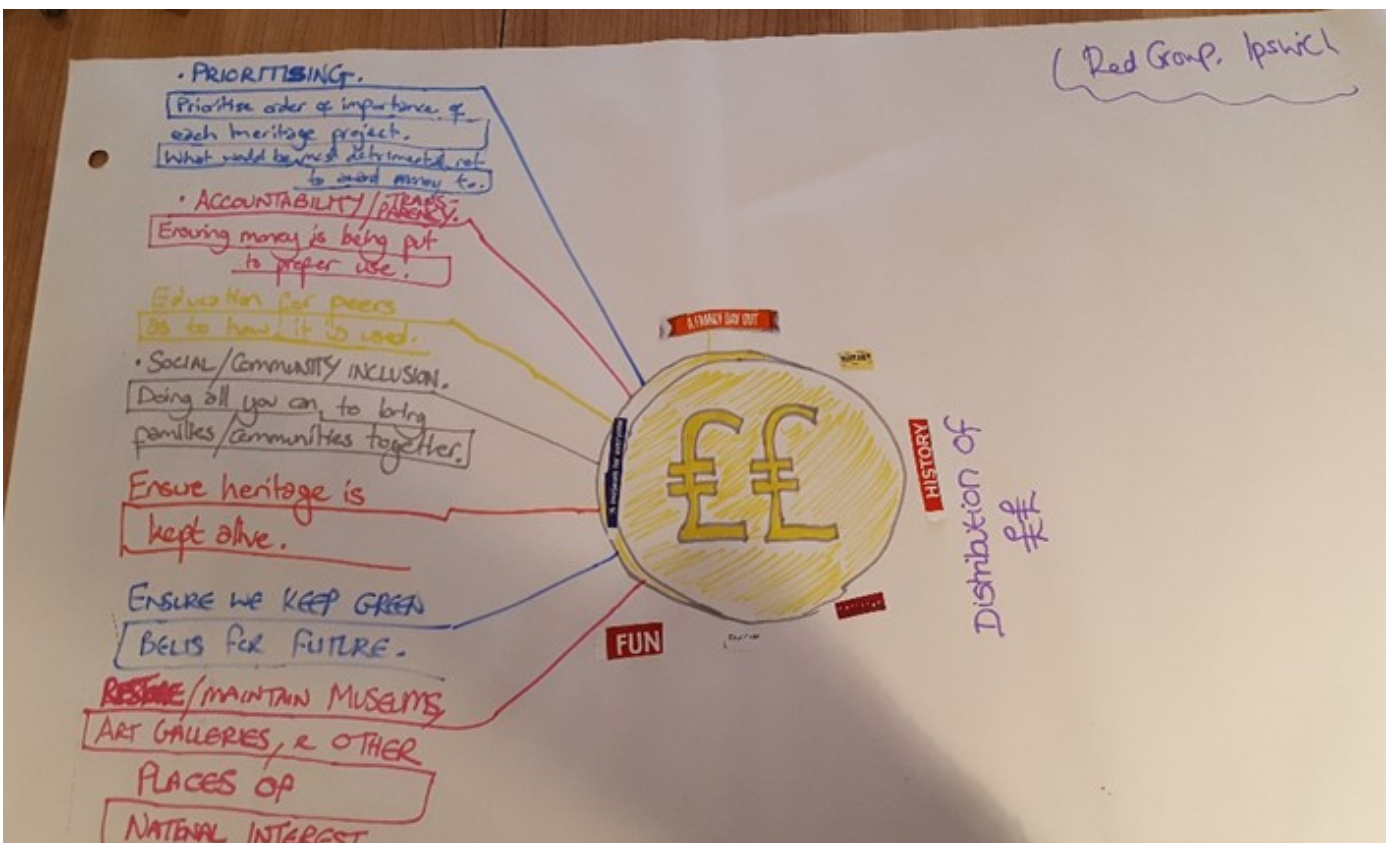
Homeless

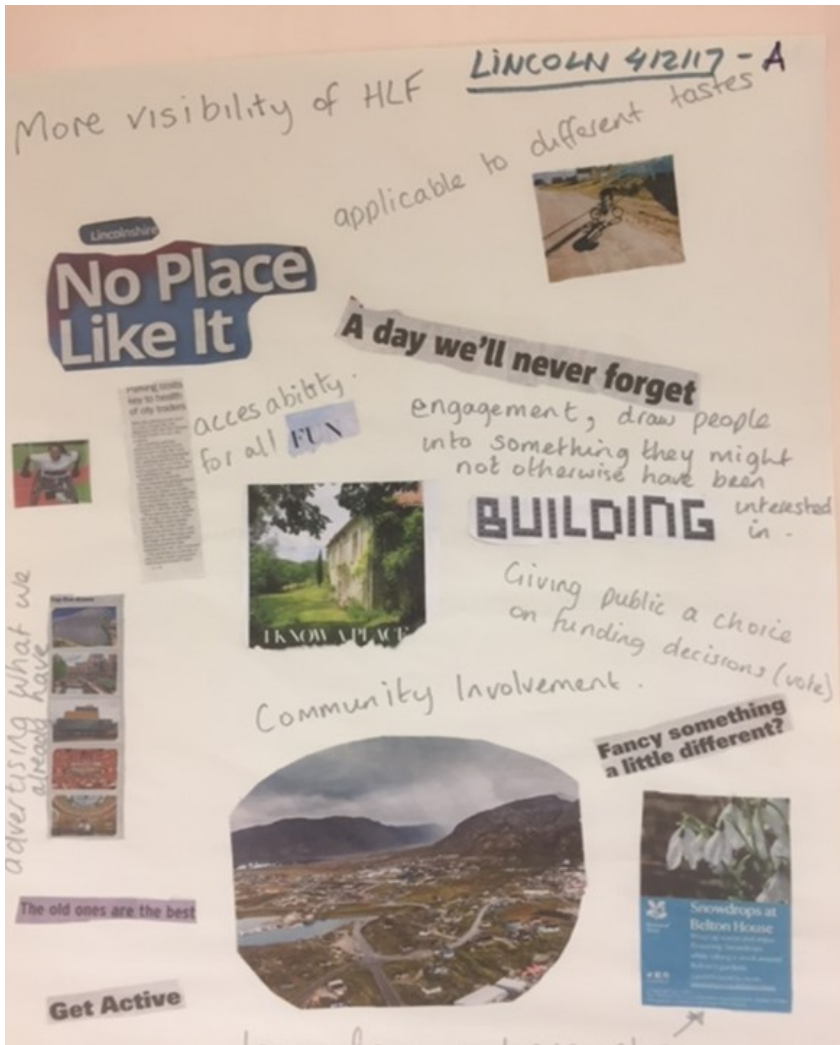
- priorities.
- Application processes.
- Funding.

Ipswich 3



Ipswich 4





Lincoln 1

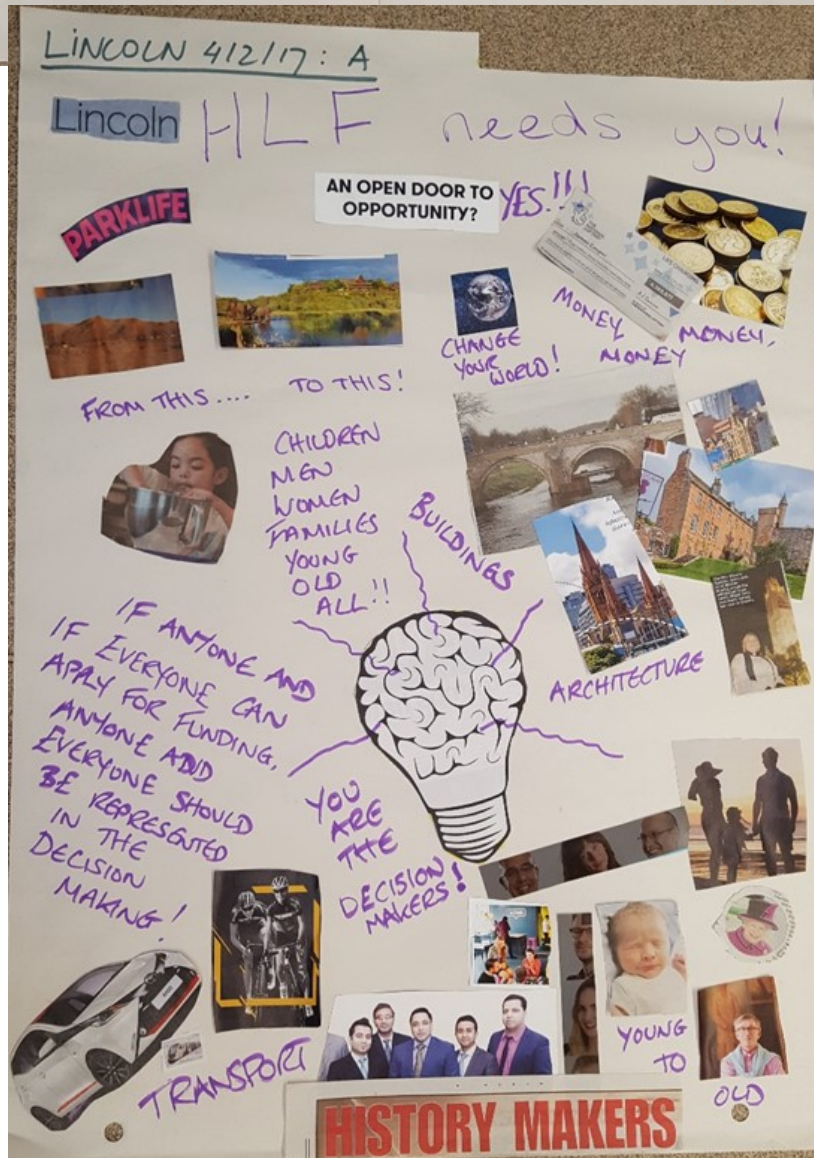


Lincoln 2

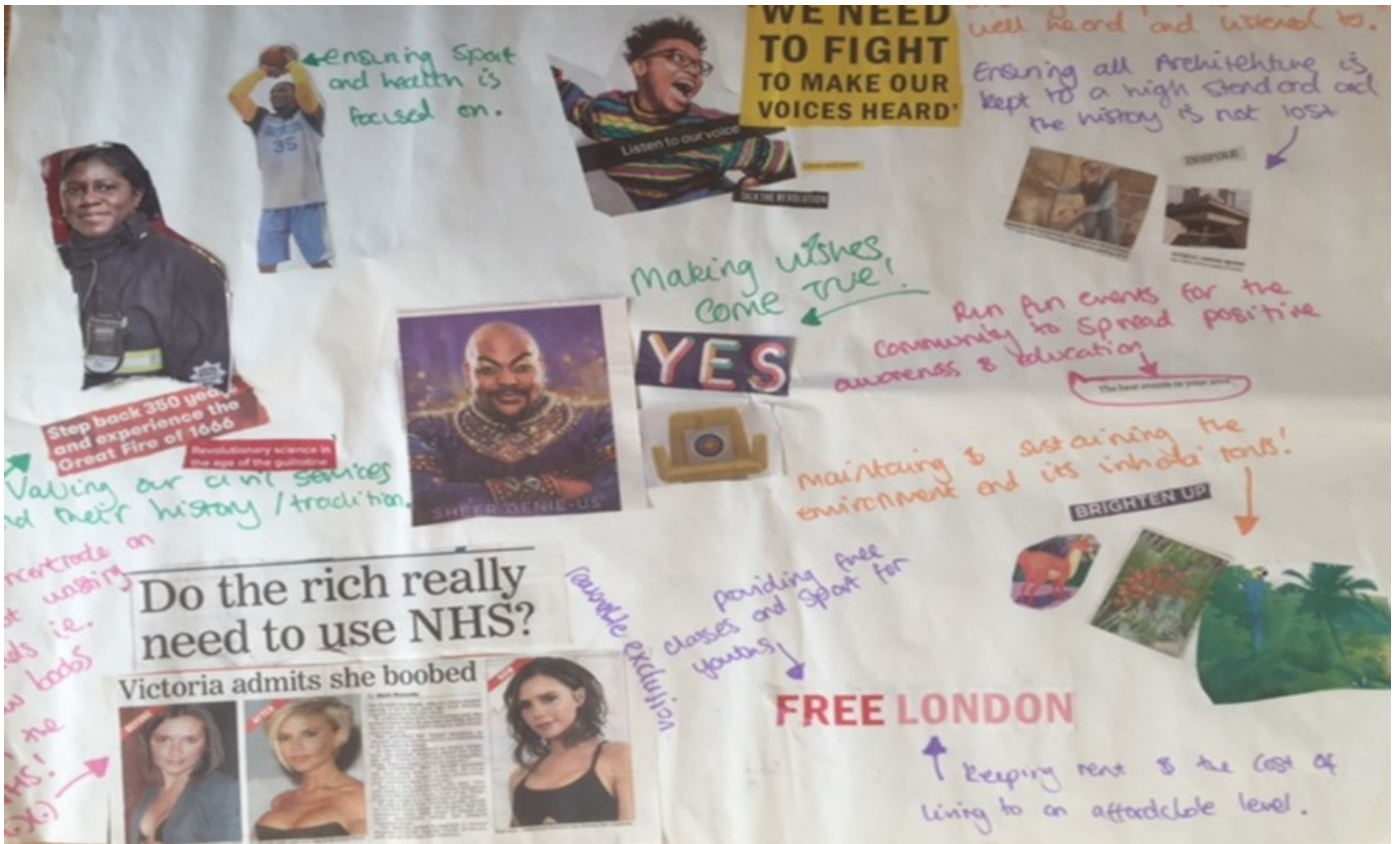
Lincoln 3



Lincoln 4



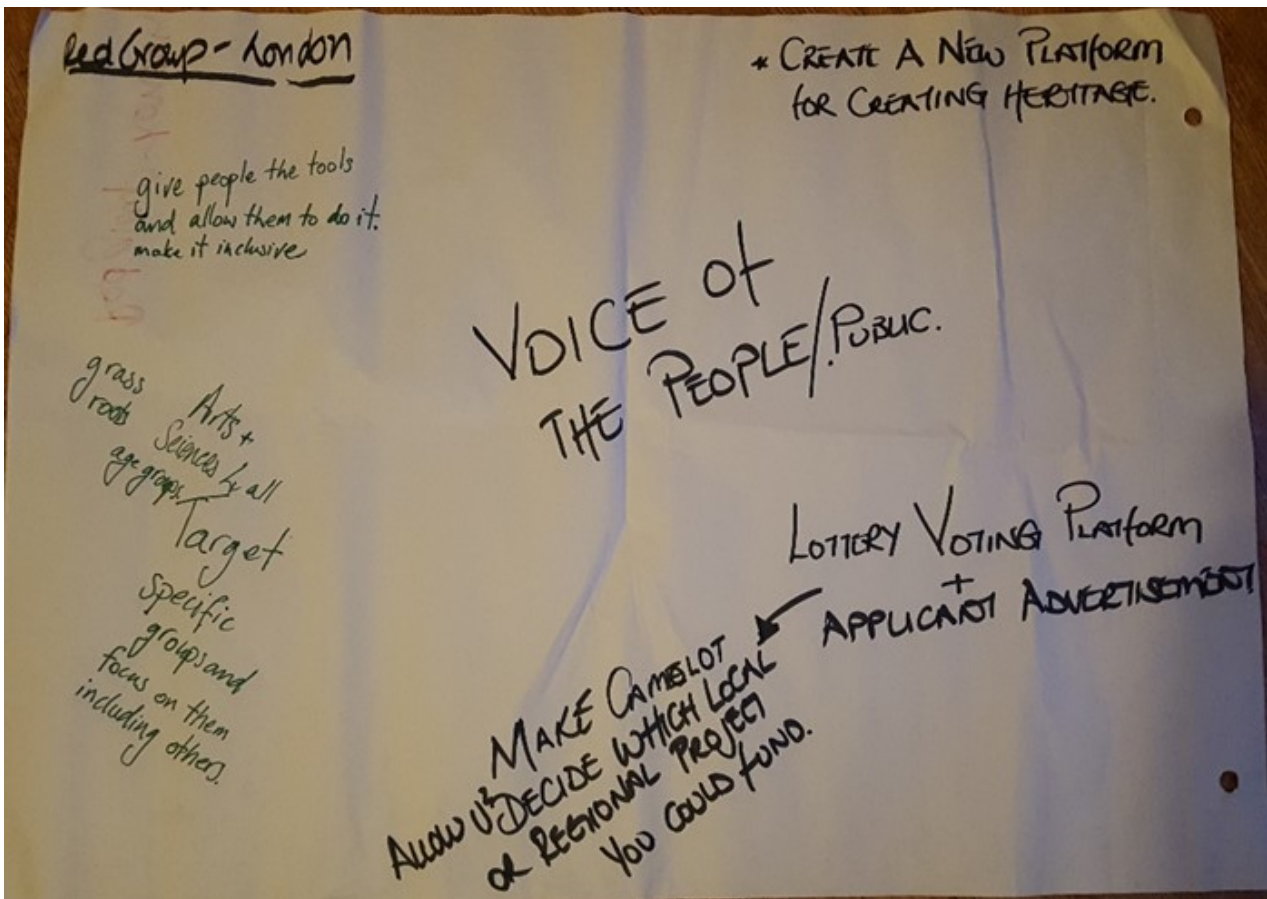
London 1



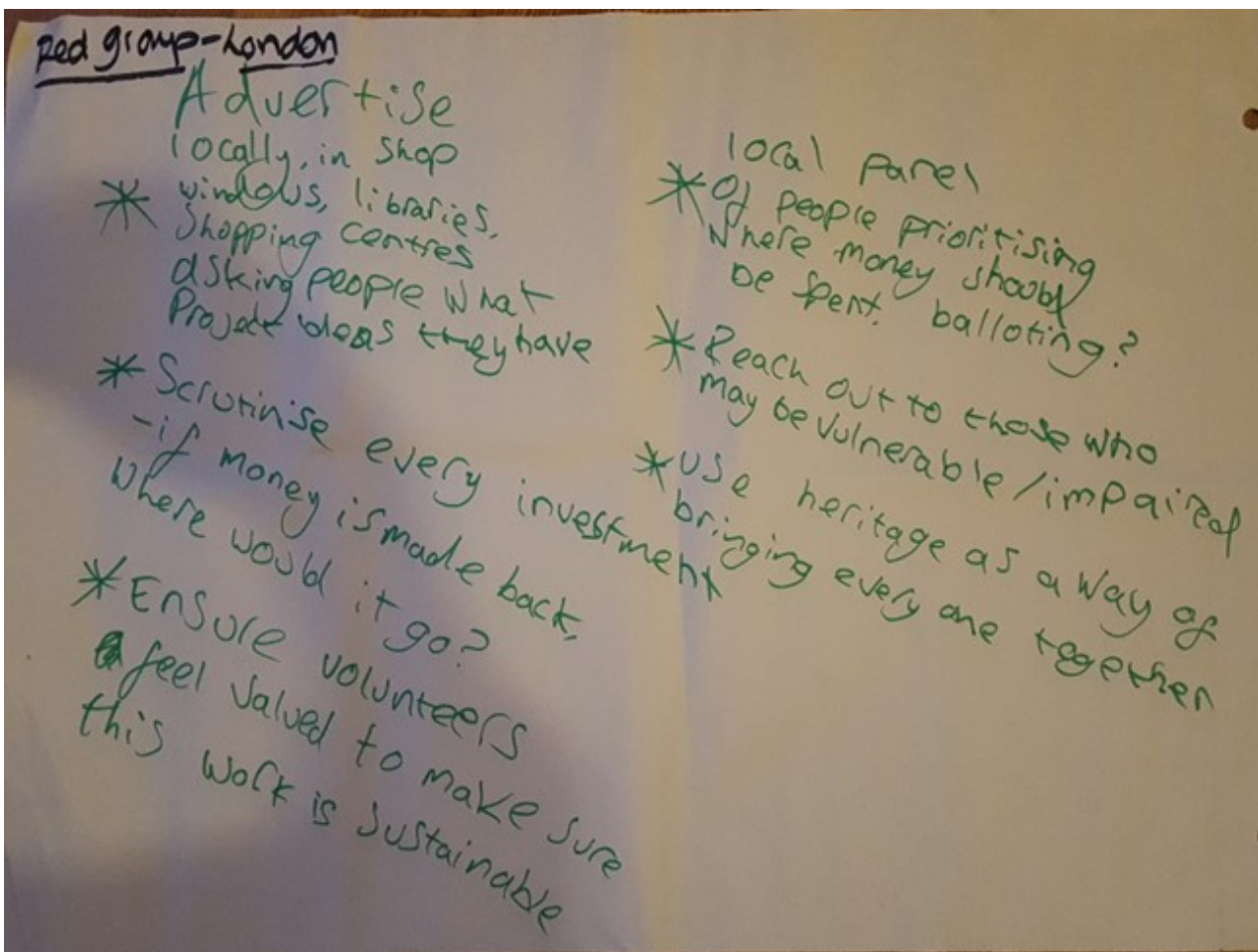
London 2



London 3



London 4



Pontypridd 1



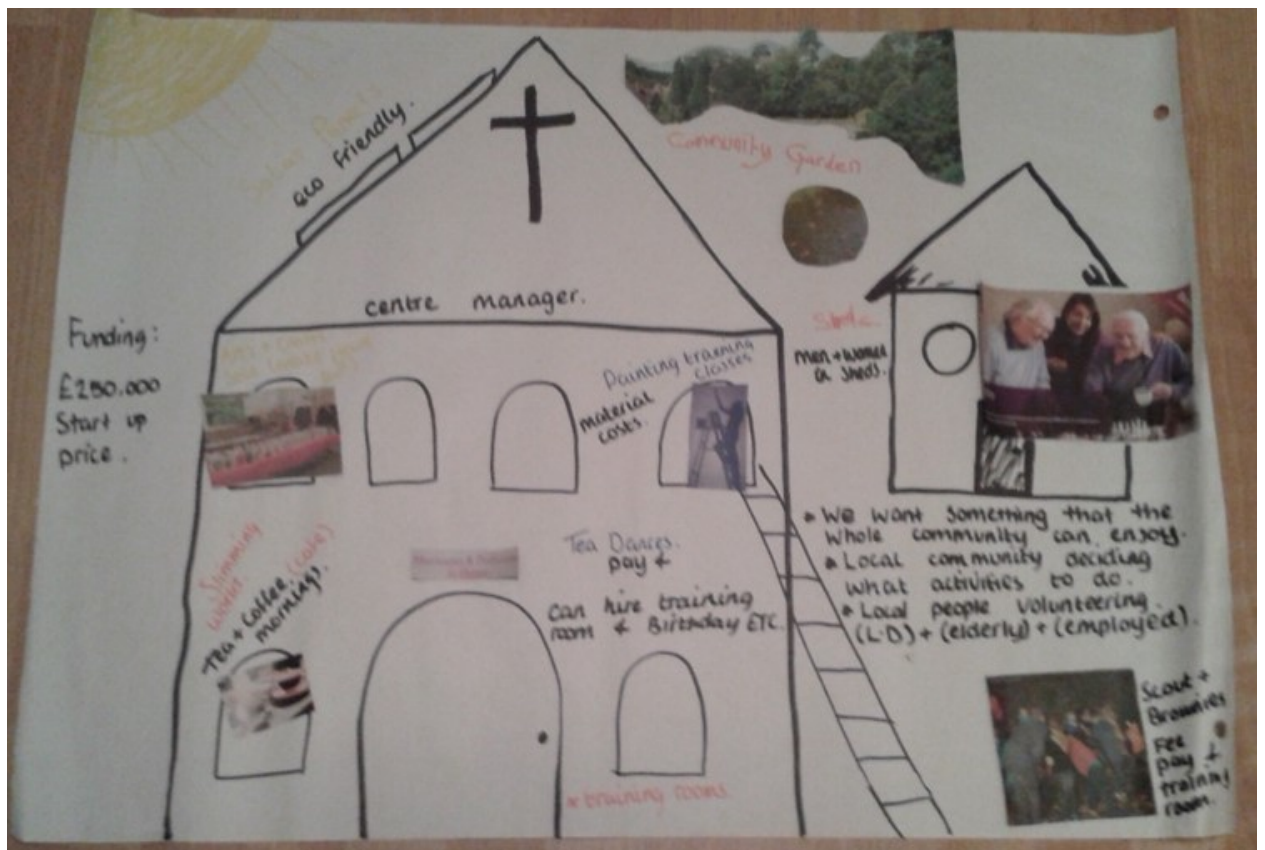
Pontypridd 2



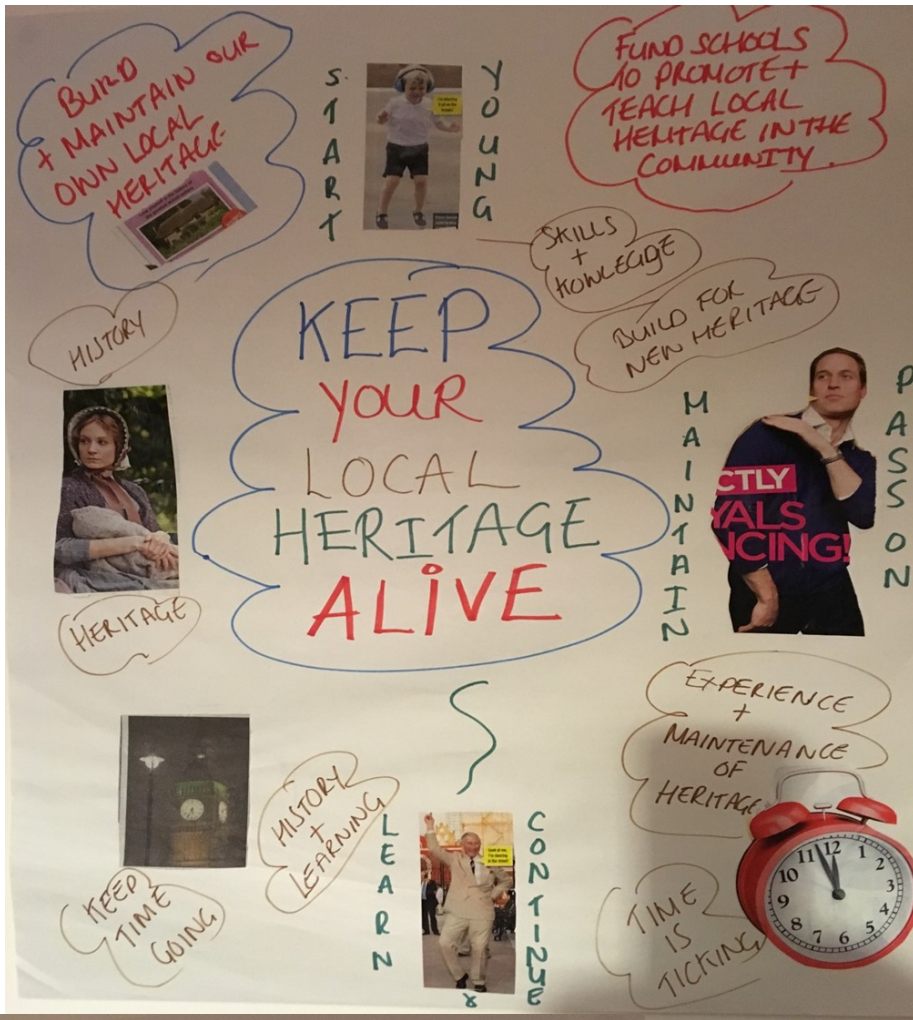


Pontypridd 3

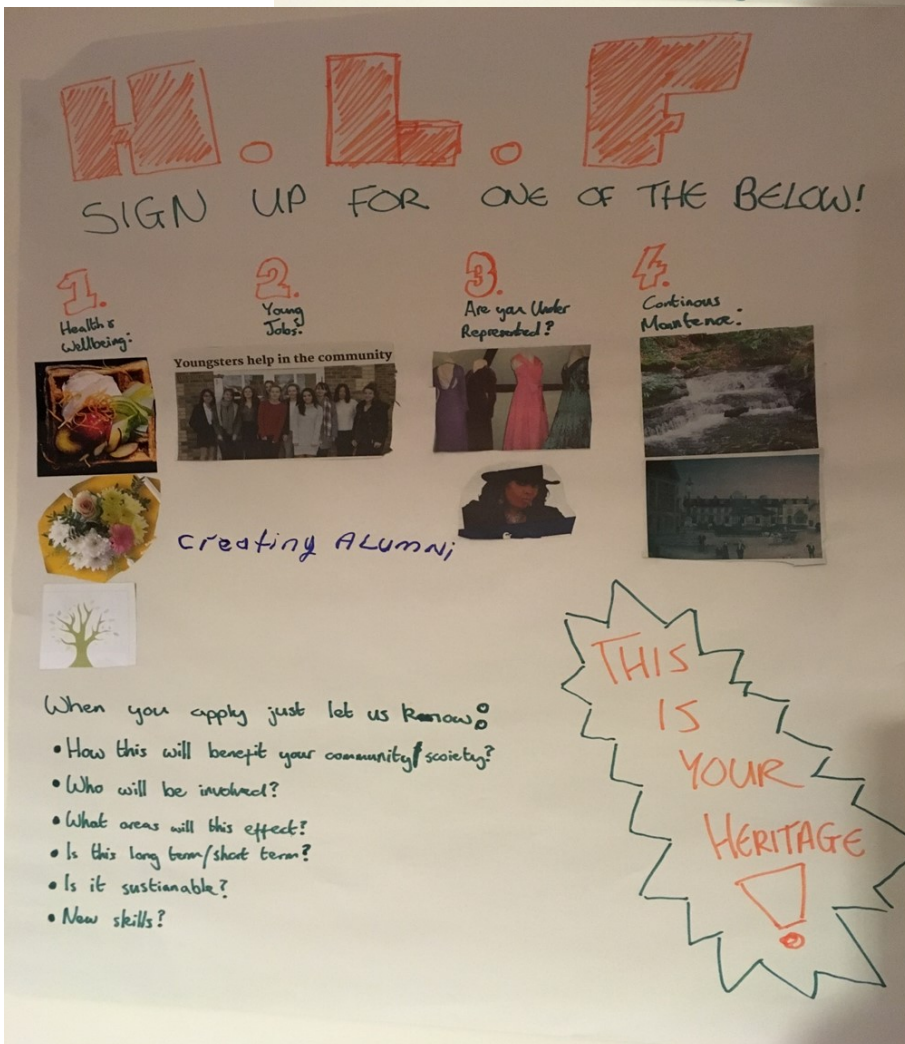
Pontypridd 4



Rochester 1



Rochester 2



12 DIALOGUE SESSIONS: COLLATION OF ALL GROUPS' 3 POINTS FOR HLF TO CONSIDER

Beamish

1. Advertise HLF's funding for heritage more
 2. Get kids involved – they're the future
 3. Apprenticeships & training in skills at risk of dying out
-
1. Involve more children in their heritage. The Heritage Hunters video from Auckland Castle should set the standard because that instils pride, self-worth and confidence
 2. Galvanising the local community:
 - To get involved with their heritage including workshops to encouraging volunteering
 3. Do exactly what you are doing here today in more communities. Tell people what HLF does, why it does it and how to get involved
Preserving/ restoring/ rebuilding and regenerating town centres and historic structures making more jobs available and more information available including videos (shown in post offices for example) which show the kind of work that HLF has funded across the region

Belfast

1. Awareness & information sharing: It's not all buildings, but people don't know that yet! Make it clear to everyone. Go into the community. This is what's available & this is how to access it. Have active ambassadors in the community who will target communities.
 2. More community projects reaching more people – particularly youth groups
 3. Prevent fraud making sure all of the National Lottery £ for the heritage cause is used for that purpose. Evenly distribute funds across the UK
-
1. Stronger focus on community, grassroots and rural.
 2. Simple, clear processes that support and develop ideas, link funding in (flexibly) and signpost.
 3. More information at the local level, to raise awareness and develop better engagement.

Birmingham

1. The key to the future of heritage investment is educating and motivating through skills and training to ensure future generations engage and remain committed to keeping our joint heritage alive. This will protect our legacy!
2. Continued community involvement:
 - Be accountable to community, not government
 - Decision-making
 - Focus groups about what is needed
 - Designing programmes
 - What strengths people have, not just problems!
 - Supporting their ideas
 - People need to be done with not to

3. Youth centres need funding from HLF because the Government has decided to save by withdrawing funding from the young people's provisions. The HLF can help to fund this by funding money to buy equipment that is durable and able to last. Funding can help to create education and fund activities that can help to teach the youth traditional values
1. Get the word out there about HLF! Promote the successes – use social media
 2. Instil a sense of community, embrace change, a sense of your own heritage; Think local
 3. Make it possible for buildings to be used for a purpose

Bristol

1. Building on the 'old' skills and heritage to move into the future and technology
 2. Shout about what you do
 3. Social outcomes – clearing streets and (spotting) social trends
 4. Money and donation – coordinate eg charities, police and NHS, or (other income sources for projects)
1. When projects are being considered HLF should consider involving a wider range of people than they currently do (ex servicemen, older people, homeless etc) and use their skills and energy to achieve heritage outcomes.
 2. Focus on bringing old buildings back into a productive life as community facilities, work & training space.
 3. More HLF staff to support the identification and development of local projects

Bury

1. Maintain diversity of grants
 2. Prevent heritage from falling into disrepair, don't focus on saving only
 3. Make yourself known!
1. Smaller grants – for more people – it provides more opportunities
 2. Annual feedback from project users about if its worthwhile (Real People)
 3. Mandatory results

Edinburgh

1. Be more locally focussed
 - More local advertising
 - More local engagement
 - Get out more and find out what is needed
 2. Create new 'community places' from old or new buildings to bring local people together
 3. Provide more support to help local people apply for HLF funding
1. Raise awareness of what HLF does, what it can do, and what it has already done. Use a variety of channels including social media and newspapers
 2. Interact with all aspects of society and bring people together, for example around projects

3. Use HLF funded properties e.g. green spaces, bricks and mortar, derelict areas as spaces for education, support (e.g. safe space for vulnerable people) and skills development

Huddersfield

1. A sliding scale of funding amounts available, with proportionate application proposal times
 2. Support e.g. advice, as well as money
 3. Getting the word out to people about everything that's available. Examples that inspire people
-
1. Communities: Funding for local projects, finding better ways to get people to engage with their heritage
 2. Events: More community events celebrating the Huddersfield/ Yorkshire cultures and history
 3. Diversity: Continue the diversity of funding for example A visitor centre at Castle Hill/ Outdoor recreation bringing generations together to learn outdoor skills/ make more of our build and natural heritage (Kirkstall Cathedral)

Ipswich

1. Marketing: Raise awareness of what HLF does in the community
 2. All generations: More money invested in schemes for the elderly to ensure we don't lose the life skills/ knowledge that they have and we can maintain the strong growth of future generations; and for schemes which bring in the younger generation and make them feel part of something
 3. Community spirit: Use HLF funding to bring back and instil community spirit
-
1. "Heritage and culture begins at home".
 - Focus on involving people from a young age, encouraging them to help themselves and help their community, make them proud to better their town.
 - Involve their families, friends and peers, and facilitate intergenerational activities that allow the young and elderly to interact.
 2. Community hub spaces.
 - For community cohesion
 - To bring together (diverse) social groups
 - To bring together industries which overlap (to innovate on interdisciplinary problems)
 - To do the above in a relaxing, part open plan space
 3. Decision makers must...
 - Decision makers should assess all applications fairly and visit all of them, whatever their scale and however small.
 - Decision makers must come from a range of different backgrounds.
 - We picture a table of rich people in suits!
 - People who are less influential, or from less affluent areas, should have an equal voice in deciding which projects receive grants.

- It's fine to involve people who have very different opinions, as long as the process is well managed.
- [Note: participants started challenging whether current decision-makers had degrees, or whether they had been to private school. Although not stated explicitly, there was a sense that local people, from all socio-economic backgrounds, should be involved in deciding which projects receive funding.]

Lincoln

1. Raise the profile of HLF including heritage on lottery tickets
 - Do people know who you are, what you do, what you have done? Not many. You need to shout about yourselves and your good work. An example of this could be printed pictures of heritage or local heritage facts on lottery tickets. It is a win-win situation. Even if you don't win the big buck you gain as you have contributed to heritage.
 2. Community involvement in decisions making
 - Let the community decide on local projects, involve them? The priorities of the community might be different from those of trustees. Give people pride in the project
 3. HLF register of potential projects: for individuals who spot a site/ have an idea for a project
 - Online/ postal register
 - All able to propose heritage projects, e.g. not necessary to have a group already set up
 - Bring community together
-
1. Involve a diverse range of the community, for example the disaffected, homeless, young people and people who speak English as a second language. Provide opportunities for skills development and empowerment, as well as helping HLF projects. They would be ambassadors for HLF.
 2. Crafting through the ages from Roman Times. Learn about different crafts, and take part in them, whether novice or experienced. This would be a local programme, tailored to history of local area (for example Roman time in Lincoln) that could be rolled out to other regions, where it would be tailored to their local heritage.
 3. Investment and development of green spaces. This can help to address obesity, health and wellbeing, both physical and mental. (Footnote: there needs to be local decision-making/local community involvement in decided what is funded at the local level)

London

1. Listen more to the public and their views about what they want to happen in their communities. I.e. have a tick box on lottery form for the player to indicate where they wish their money to go, i.e. young people, families, heritage, sports, arts. Consult with the public on a regular basis whether by workshops/ focus groups or surveys and raise awareness of the work HLF does.

2. Instigate a Wish Foundation kind of campaign and take randomly selected kids from lower income families on a heritage trip every year. Good for HLF's branding and good for the kids and the future of heritage.
 3. Use some of the grant money to keep heritage activities free/ affordable for people on low incomes
1. Communication: explain to local communities what you do, communicate HLF and grants that are available. Assign community ambassadors to work at the local level, to support communities to develop projects.
 2. Case studies/support: provide case studies and templates so that projects are more effective in future. Learn from mistakes. People who have been involved in previous projects should be available to help and talk to new projects, honestly, explaining what did/didn't work. Show what can be done and help them to develop their ideas
 3. Voice of the people: make decisions with the community (e.g. ask them what should be funded), don't make decisions on your own

Pontypridd

1. Help heritage realise its full potential by bridging the gap between people and their heritage
 2. Start with what the community identifies as important in the local area
 3. Improve marketing and communication to tell people about local heritage and what has been funded
 4. Fund the creation of new heritage
1. Help the homeless & mentally ill, the elderly
 2. Public voting app
 3. More publicising about what they do – the amazing things that no-one knows about!

Rochester

1. Focus on intergenerational approaches and projects, this will go a long way towards helping to strengthen communities
 2. Do more promotional work along the lines of 'this is what your lottery can do for you'- communicate proactively with schools and communities
 3. Develop an Heritage (HLF) App that provides information on funding and what has been funded locally.
1. Flexibility: having more flexible rules around grant funding
 2. Clarity: being clear about what is and what is not allowed
 3. Funding!

Heritage Lottery Fund

HLF 2019 – A vision for our next strategic framework

Final Process Plan 11/01/17

Dates	Country/ Region	Venues	Team	Roles
14 th Jan	London	Battersea Arts Centre	Anita van Mil Hally Ingram	Lead Facilitator Facilitator
14 th Jan	Yorkshire & The Humber	Heritage Quay, Huddersfield*	Henrietta Hopkins Irene Evison	Lead Facilitator Facilitator
14 th Jan	South East England	Huguenot Museum, Rochester	Mike King Neil Smith	Lead Facilitator Facilitator
21 st Jan	East of England	Quay Place, Ipswich*	Henrietta Hopkins Hally Ingram	Lead Facilitator Facilitator
21 st Jan	North West	Bury Museum & Archives	Anita van Mil Neil Smith	Lead Facilitator Facilitator
21 st Jan	Wales	Pontypridd Lido	Mike King Irene Evison	Lead Facilitator Facilitator
28 th Jan	Scotland	Botanic Gardens, Edinburgh	Mike King Hally Ingram	Lead Facilitator Facilitator
28 th Jan	Northern Ireland	Duncairn Centre for Arts, Culture & Heritage Belfast*	Henrietta Hopkins Neil Smith	Lead Facilitator Facilitator
28 th Jan	West Midlands	Birmingham Museum & Art Gallery	Anita van Mil Irene Evison	Lead Facilitator Facilitator
4 th Feb	East Midlands	Lincoln Castle	Anita van Mil Hally Ingram	Lead Facilitator Facilitator
4 th Feb	South West	SS Great Britain, Bristol	Mike King Neil Smith	Lead Facilitator Facilitator
4 th Feb	North East	Beamish Museum*	Henrietta Hopkins Irene Evison	Lead Facilitator Facilitator
Time for all workshops: 10am to 4pm		* Participant vox pops will be filmed in these locations		

Objectives (Why we are doing it)	Outcomes (What we want at the end)
<p>Overarching aim to design, deliver and report on a public dialogue to:</p> <ul style="list-style-type: none"> Support HLF as it plans its strategic priorities for the period beyond 2019 by gaining insight from the Lottery playing public Provide a framework through which HLF can listen to and understand the views of the Lottery playing public on what they see as the priorities for using the income generated for heritage 'good causes' through the National Lottery <p>Public dialogue objectives are to:</p> <ul style="list-style-type: none"> Build on the knowledge base provided by social research previously carried out for HLF Use creative ways to gain an in-depth understanding of the views of Lottery playing public Seek input from experts in related fields Reflect on the new ideas people may have for heritage funding that have not previously been heard or considered by HLF Create a space for alternative strategic thinking on these options that are open to HLF in deciding how Lottery funding for heritage is allocated and the trade-offs these might entail Report on the research findings in a way that is suitable for HLF trustees and staff as they plan for the future. 	<p>As a result of the public dialogue (both this first set of workshops and the reconvened round in March) HLF Trustees and staff will have gained in-depth understanding of the views of the Lottery playing public on the vision for HLF's next strategic framework. The participants in the dialogue will have come together to discuss the issues as equals and will have had time to reflect on, prioritise and give clear statements on where there is consensus, where there is disagreement and where there remain areas of uncertainty. This will support HLF to hear how individuals perceive and interpret the value of heritage in the UK and how it should be supported through the National Lottery.</p> <p>Building on the existing knowledge base means this dialogue study will not rehearse the value of heritage which has been well explored elsewhere, but will build on that knowledge to provide fresh insights specifically on the relationship of heritage to community development/ economic growth/ social inclusion/ environmental sustainability.</p>

Time	Agenda	Process	Who?	Process tools	Expected outcomes
8:00	Set-up	Facilitation teams to set up dialogue spaces. 1 reception desk with packs/ badges/ sign-in sheets 1 plenary space + projector and screen 2 small group areas with flip stands, banked blank flips and pre-prepared flips for the session.	LF & F	Information packs Name badges Process written up on flips Projector Screen Sound box (either facilitators own or venue) Facilitation kits Recorders Any Other Thoughts (AOT) cards	Space ready for dialogue
Preparation 9:30-10:00 30 mins	Arrivals & registration Briefing for specialists/ observers	Sign-in sheet to be completed & participants sign-posted to refreshments/ loos/ plenary area & given their badge and the printed packs Lead Facilitator will brief all non-participants on the process.	F LF	Sign-in sheet Sticky dots for group allocation (red/ blue)	All those present ready to start the day

10:00-10:10 10:00-10:10 (10 mins)	Welcome & introductions	<p>1. Housekeeping</p> <p>2. Welcome slides are presented leading in to all non-participants being asked to stand up and introduce themselves and their interest in being present/ relationship to HLF. HLF staff will state what their expectations of the public dialogue research study are.</p>	LF HLF + Advisory Panel members	Welcome slides Headline slides Q&A sheet	<p>Everyone knows who is in the room and why; what will happen during the day and their role in it.</p> <p>Making participants feel comfortable in the space (physically/ intellectually/ emotionally)</p>
10:10-10:15	Move to small groups	<p>Blue – Lead Facilitator</p> <p>Red – Facilitator</p>	LF & F	Space set up previously	We all know where we are working
10:15-10:40 10:15-10:20 (5 mins)	Warm-up	<p>Facilitator to tell the group about the recorder: All recording is anonymous and no comments whether written or recorded will be attributed to a named individual in the report. We are interested in what you are saying not who says what. We use recording to back up the notes being made on the flip chart and to help us write a report on what you have all said to us.</p> <p>Ask if anyone objects. In which case the recorder will be turned off when they are speaking.</p> <p>We also have other ways of making sure we've really captured what you have to say. We use post-its to give you time to think something through. These will be collected up by the facilitator. We also have any other thoughts cards. You can write on these at any time, with any comment, thought or question you have on the issue at hand. Leave the comment card upside down in the centre of your table and it will be reviewed with the rest of the report material.</p> <p>Recorder on</p>	Fs	Recorder Post-its AOT cards Pens on table	<p>Everyone is clear about how the session is recorded.</p> <p>Get to know each other. Begin to build trust and model how the dialogue will work.</p>
10:20-10:30 (10 mins)		<p>Talk in pairs.</p> <p>Introduce yourself to the person next to you. Show them the picture of heritage you have brought in and discuss both your pictures together. Tell them:</p> <ul style="list-style-type: none"> Why it represents heritage <i>for you</i> Why you wanted to bring it today <p>Use post-its to record why it represents heritage – facilitator to group as the discussion takes place</p>		<p>Flip for recording main points</p> <p>Post-it collating flip</p>	

10:30-10:40 (10 mins)		<p>As a whole group go round the table and introduce yourself and just show your picture to the group – then:</p> <p>Brainstorming discussion Q: Why does heritage matter? Using your heritage picture as an example explain to the group why heritage matters.</p> <p>Prompts to be used as necessary – why does heritage matter to: To individuals To communities To this region To society</p> <p>Recorder off</p>		Record key points on the flip charts	
10:40-10:45	Move to plenary area	Participants brought back to the plenary area	LF & F		Time given to get people in the space
10:45-10:55 (10 mins)		<p>3. HLF Big Picture presentation in which headline information on HLF is presented – what it does and why. Key points: HLF has been around for 21 years £7.1billion awarded to over 40,000 projects in that time Range of projects Regional funding Local funding The outcomes are here and up on the wall in your working areas</p>	LF	PP presentation	Participants understand what HLF does as a National Lottery distributor
10:55-11:00 (5 mins)	Vox pops	<p>An edited stakeholder film is shown in all locations covering: What HLF funds Why HLF funds what it funds Why it is important for HLF to have a strategic vision Why HLF needs to hear the views of National Lottery players as it plans for the future</p>	LF	Vox pop film downloaded to laptop. Small sound box to amplify or venue’s amplification system.	Participants will have the same contextual information whatever their location, hearing from a range of HLF staff and members of the Advisory Panel
11:00-11:50 11 :00-11 :05 (5 mins)	HLF’s current grants programme	<p>Facilitator to point out the outcomes sheets which are displayed on the wall and ask participants to refer to them as they work. Each small group takes a set of 7 ‘grants cards’ as follows:</p> <p>Card distribution Blue group: Sharing Heritage</p>	LF / F	<p>The cards for each group</p> <p>Outcomes for people, heritage and communities are up on three separate flips</p>	Participants understand more about the range of grants currently offered/ the outcomes they achieve and will have commented on them to some extent.

<p>11:05-11:20 (20 mins)</p> <p>11:20-11:30 (10 mins)</p>		<p>Young Roots Heritage Grants Parks for People Heritage Enterprise Grants for Places of Worship (England/ Wales/ Scotland/ Northern Ireland as appropriate for the location) Skills for the future</p> <p>Red group: Our Heritage Kick the Dust First World War: Then & Now Resilient Heritage Heritage Endowments Townscape Heritage Landscape Partnerships</p> <p>The group works in 2s and 3s. Each sub-group takes 2 or 3 cards. They read the information on the grant and then create a key features list.</p> <p>Q: What are the key features of the grants you are looking at? List as many key features on post-it notes as you can working in your groups of 2s and 3s (one key feature per post-it).</p> <p>Prompts – to be used as necessary By key features we mean those things that strike you as important about these grants Think about things like the size of grant (do they seem large or small to you?) and what is funded</p> <p>Facilitator to collect up post-its as they are created and put them on the key features collating sheet grouping as appropriate.</p> <p>Recorder on</p> <p>The whole group have a quick brainstorm on the key features that have been collated on the sheet. Then,</p> <p>Q: What do these features tell you about what HLF currently funds and how it goes about funding these things?</p>		<p>and placed in each group's work station</p> <p>Post-its Pens Key features collating sheet</p> <p>Facilitator to note key points on a flip chart</p>	
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<p>11:30-11:40 (10 mins)</p> <p>11:40-11:50 (10 mins)</p>		<p>Prompts – to be used as necessary</p> <ul style="list-style-type: none"> What is your view on the size of grants? What is your view on the range of grants? What is your view on the types of heritage that could be funded through these grant programmes? <p>The group continues to brainstorm. Thinking about the things you value in your community that you might want to hand on to/ preserve for the future:</p> <p>Q: What do you feel about the impact HLF funding can have in your region?</p> <p>Prompts – to be used as necessary</p> <ul style="list-style-type: none"> What examples do you have of heritage locally? What impact could these grants have here? Do you know of any projects that have received HLF funding? How would you know a project had received a grant? <p>A fast paced final exercise: Using post-it notes, in 2s and 3s (one post-it per area of heritage)</p> <p>Q: To what extent can you think of areas of heritage that could not be supported by the grants we’ve just looked at?</p> <p>Facilitator to collect all the post-its as they are being produced and group them on a ‘missing areas of heritage’ collating sheet. This is not to be discussed now.</p> <p>Facilitator note: <i>We know there are grants that the other group is looking at. This is to test if they can see gaps in provision even though they aren’t looking at all the grants in this group. We’ll pick this up again in the reconvened round.</i></p> <p>Recorder off</p> <p>Ask people to assemble in a convenient place for a brief tour of the site which will start promptly after coffee at 12:05.</p>		<p>Facilitator to note key points on a flip chart</p> <p>Facilitator to collect post-its on a ‘missing areas of heritage’ collating sheet.</p>	
<p>11:50-12:05</p>	<p>Break</p>				

12:05-12:45	Site tour	A brief tour of the location in which the workshop is running. Some will be shorter but none can be longer. These are intended as a living case study of an HLF funded project. It should inspire but not lead. All those giving a tour will be briefed by R4C/ HVM Lead Designer well in advance of the session.	Guide	Location	Participants have context for their afternoon discussions
12:45-13:00	Case study	Presentation from a grant recipient/ beneficiary of HLF funding highlighting the outcomes the project has achieved as a result of the grant. This could be in the form of a face-to-face presentation or a video/ other delivery mechanism.	Speaker tbc for each location	PP/ visuals/ film	Participants have context for their afternoon discussions
13:00-13:45	Lunch				
13.45-14:20 13:45-13:48 (3 mins)	Social change	LF to explain how the Roving Ideas Storm (RIS) works. Facilitator note: Don't get bogged down in definitions or be too specific this is a front of mind exploration of social issues.		Flips with the following headings. See left for definitions – which the facilitator will read out, they will not be up on the flip: Community development Economic growth Social inclusion Environmental sustainability	Participants have explored the heritage in relation to their community and the impact it could/ should have in improving social challenges
Blue group Station 1 13:48-13:56 Station 4 13:56-14:04 Station 3 14:04-14:12 Station 2 14:12-14:20		You will have 8 minutes at each station. We'll move you on quickly to the next area! In your small group tour the space with your facilitator. In the space you will see a set of flip charts with questions next to them. Your job is to respond to what is at each station. Our focus is the role of heritage in addressing social issues. The stations are: 1. Community development = A process where community members come together to take collective action and generate solutions to common problems 2. Economic growth = An increase in the level of production of goods and services by a town/ region/ country over a certain period of time 3. Social inclusion = The provision of certain rights to all individuals and groups in society, such as employment, adequate housing, health care, education and training 4. Environmental sustainability = Where the demands placed on the environment can be met without reducing its capacity to allow all people to live well, now and in the future.		Blue pen for blue group note taking Red pen for red group note taking Teams to build on, not repeat what others have said. The note taking flips are left on the walls for collection at the end.	
Red group Station 4 13:48-13:56 Station 2 13:56-14:04 Station 1 14:04-14:12 Station 3 14:12-14:20		Recorder on as group tours the room and Recorder off at the end of the RIS The two questions we will ask at each station are:			

		<p>Q1. What change do you want to see in your community in relation to this theme?</p> <p>Q2. What role could heritage play in making these changes/ addressing the issue?</p> <p>Answer the question in relation to the theme you are focused on at that station.</p>			
14:20-14:50 (30 mins)	Ideal situation	<p>Small groups to return to their work areas directly from the RIS.</p> <p>The facilitator splits the group in to two sub- groups, encouraging people to work with people they haven't worked with yet.</p> <p>Use the materials available to you to create your ideal situation for HLF funding of heritage good causes. Answer these questions by using pens/ drawing/ cutting out images from magazines and papers – create a visual representation of your ideal:</p> <p>Q: You are in charge of HLF and for creating the ideal programme(s) to distribute Lottery money to heritage good causes:</p> <p>Who deserves HLF support most? (can you find pictures to represent the 'who')</p> <p>Who will make decisions on who receives a funding?</p> <p>How will you make sure HLF funding is available to as many people as possible?</p> <p>What types of funding will you use? (grants/ loans/ other forms of distributing £?)</p> <p>To what extent will your programme target specific issues in society?</p> <p>You only have 30 minutes – so work as quickly as you can, making sure you've covered your main points.</p>		<p>Pens Post-its Magazines/ newspapers Glue Scissors</p> <p>Flip chart with the questions up on the wall</p>	<p>Each group will have produced a visual representation of their ideal. It will be limited because of the time available. By the end of all the main sessions we'll have 24 ideal grants programmes to work on. These will form solid foundations for further discussion at the reconvened round on 4 March.</p>
14:50-15:20 (30 mins inc. flexi)	Proposals to go forward to the reconvened round on 4 th March	<p>The sub-groups come together and each small group continues to work together.</p> <p>Recorder on</p> <p>1. Briefly discuss each of the ideal programmes produced. Facilitator to clarify key points as necessary, noting clarification points on a related flip.</p>		<p>Flip for clarification points on the ideal situations prepared above.</p> <p>Prepared summary sheet giving space to</p>	<p>Clear proposals to take forward to the reconvened round for additional work. Prioritisation will happen at the reconvened session.</p>
14:50-15:00 (10 mins)					

		<p>This is symbolic as well as a help to observers who will be responding to the recommendations.</p> <p>Observers give their reflections on what they have heard.</p> <p>Recorder off</p>			
15:50-16:00	Close	<p>Next steps including the report *Sign-up sheet for the reconvened round* explain and highlight</p> <p>Each participant is asked to use a post-it to write one comment they'd like to make about their day. They then take this and put it on the smiley face evaluation sheet and place a sticky dot on the relevant spot for them on the scale.</p> <p>Thanks to all and close Distribution of incentives</p>	<p>LF</p> <p>Fs</p>	<p>Post-its in plenary area Evaluation on wall Sticky dots Receipts</p>	<p>Everyone knows: How to sign-up for 4th March That the report is internal for HLF but will inform the strategic vision Other consultation exercises Evaluation includes both a ranking for interest/ enjoyment plus a qualitative comment.</p>

Heritage Lottery Fund

HLF 2019 – A vision for our next strategic framework

Draft Reconvened Process Plan 22/02/17

Objectives (Why we are doing it)	Outcomes (What we want at the end)
<p>Overarching aim to design, deliver and report on a public dialogue to:</p> <ul style="list-style-type: none"> Support HLF as it plans its strategic priorities for the period beyond 2019 by gaining insight from the Lottery playing public Provide a framework through which HLF can listen to and understand the views of the Lottery playing public on what they see as the priorities for using the income generated for heritage ‘good causes’ through the National Lottery <p>Public dialogue objectives are to:</p> <ul style="list-style-type: none"> Build on the knowledge base provided by social research previously carried out for HLF Use creative ways to gain an in-depth understanding of the views of Lottery playing public Seek input from experts in related fields Reflect on the new ideas people may have for heritage funding that have not previously been heard or considered by HLF Create a space for alternative strategic thinking on these options that are open to HLF in deciding how Lottery funding for heritage is allocated and the trade-offs these might entail Report on the research findings in a way that is suitable for HLF trustees and staff as they plan for the future. 	<p>As a result of the public dialogue (including the first set of workshops and this reconvened round) HLF Trustees and staff will have gained in-depth understanding of the views of the Lottery playing public on the vision for HLF’s next strategic framework. The participants in the dialogue will have come together to discuss the issues as equals and will have had time to reflect on, prioritise and give clear statements on where there is consensus, where there is disagreement and where there remain areas of uncertainty. This will support HLF to hear how individuals perceive and interpret the value of heritage in the UK and how it should be supported through the National Lottery.</p> <p>Building on the existing knowledge base means this dialogue study will not rehearse the value of heritage which has been well explored elsewhere, but will build on that knowledge to provide fresh insights specifically on the relationship of heritage to community development/ economic growth/ social inclusion/ environmental sustainability.</p>
Reconvened round: 4 th March @ Roots & Shoots, Walnut Tree Walk, London SE11 6DN	Time: 11am to 4pm

Time	Agenda	Process	Who?	Process tools	Expected outcomes
9:00	Set-up	Facilitation teams to set up dialogue spaces. 1 reception desk with packs/ badges/ sign-in sheets 1 plenary space + projector and screen 2 small group areas with flip stands, banked blank flips and pre-prepared flips for the session.	LF & F & EA	Information packs Name badges Process written up on flips Facilitation kits Recorders	Space ready for dialogue

				Any Other Thoughts (AOT) cards	
Preparation 10:30-11:00 30 mins	Arrivals & registration Briefing for specialists/ observers	Sign-in sheet to be completed & participants sign-posted to refreshments/ loos/ plenary area & given their badge and the printed packs. Participants asked to sit at the table with their colour on it: Blue - HH Red - AvM Green - MK Lead Facilitator will brief all non-participants on the process.	EPA LF	Sign-in sheet Sticky dots for group allocation (red/ blue)	All those present ready to start the day
11:00-11:20 11.00-11.20 (20 mins)	Welcome & introductions	1. Housekeeping 2. Welcome slides are presented leading in to all non-participants being asked to stand up and introduce themselves and their interest in being present/ relationship to HLF. HLF staff will state what their expectations of the day are. These will include a very clear statement of the purpose of the session and the differences between the morning and afternoon discussions. 3. Headline slides will be presented, giving findings as presented to the HLF Board in February	LF HLF + Advisory Panel members	Welcome slides Headline slides Participant packs	Everyone knows who is in the room and why; what will happen during the day and their role in it. Making participants feel comfortable in the space by reminding them what was discussed in the workshops they attended
11:20-11: 30 (10 mins)	Warm-up	On tables but not in separate break out spaces: Facilitator to remind the group about the recorder : All recording is anonymous and no comments whether written or recorded will be attributed to a named individual in the report. We are interested in what you are saying not who says what. We use recording to back up the notes being made on the flip chart and to help us write a report on what you have all said to us. Ask if anyone objects. In which case the recorder will be turned off when they are speaking. Other reminders of capturing views: Flip chart Post-its AOT cards	Fs	Recorder Post-its AOT cards Pens on table Flip for recording main points	Everyone is clear about how the session is recorded.

		<p>Recorder on</p> <p>In 1 minute please introduce yourself and tell us in which location you took part the first workshop on HLF funding.</p> <p>Q: What's the one main thing you remember from taking part?</p> <p>Recorder off</p>		Record key points on the flip charts	Get to know each other. Begin to build trust and a reminder of what happened last time.
<p>11:30-12:30 (60 mins)</p> <p>11:30-11:35 (5 mins)</p> <p>11:35-12:05 (30 mins – 5 mins per theme)</p>	Review of themes	<p>LF introduces the next session. In your packs you have a sheet which summarises the proposals that came out of the discussions we had in the first workshops. You were sent these in advance of the session and we hope you've had time to read them through. These have been brought together around common theme headings. You'll be discussing these in your groups now.</p> <p>Refer to the pack which contains the 6 themes + a summary of what was said at the previous sessions on each of them (they are in alphabetical not importance order).</p> <ol style="list-style-type: none"> 1. Awareness raising 2. Being proactive/ renewed processes 3. Funding use/ distribution/ diversity 4. Galvanising the community 5. Involving all generations 6. Skills development <p>Recorder on</p> <p>As a whole group discuss each theme and refine what the proposal to HLF around each theme could be -</p> <p>Q: What would you like to propose to HLF for its plans for 2019 to 2024 on this theme?</p> <p>Probes:</p> <ul style="list-style-type: none"> - Do you have anything to add to what's on the card to express your own feelings more clearly? - What is it that's essential for HLF to know as it plans for the future? 	HH	Themes on sheet in packs with a short summary of what was proposed around that theme	Everyone has reviewed each theme and made progress on proposals to make to HLF.

<p>12:05-12:15 (10 mins)</p> <p>12:20-12:30 (10 mins)</p>	<p>Recorder off</p> <p>Using the post-its to write down your thoughts (1 thought per post-it), talk in pairs in a brief discussion: Q: If you could only choose one proposal today about HLF's vision what would it be?</p> <p>Probe: - What to you is the most significant proposal for HLF to address in its future plans amongst all those we have here?</p> <p>Recorder on</p> <p>Discussion and collation of the post its on a flip chart. Create a summary flip chart getting the list of proposals down to a final 3 proposals.</p> <p>Recorder off</p> <p>3 volunteers prepared to stand at their small tables and give three of these proposal messages back to the whole group, warning them that they will also have a good chance of doing this after lunch to the group of stakeholders.</p>		<p>Post-its Pens</p> <p>Collation sheet Summary sheet</p>	<p>Each group has refined their proposals and there has been thinking on what is most important.</p>
<p>12:30-13:00 (30 mins)</p> <p>12:30-12:45 (15 mins)</p> <p>12:45-13:00 (15 mins)</p> <p>(Flexible lunch depending on</p>	<p>Recorder on</p> <p>LF invites 3 volunteers from each table to present their refined proposals. Discussion on 9 proposals which are left up on the flip chart stands in the room. LF to comment on overlaps, similarities, supported by Fs. Discussion on which 6 should go forward to the afternoon session including the merger of very similar proposals – if clear agreement then close for lunch asking volunteers who will present the proposals to stay for a briefing.</p> <p>If agreement not clearly reached each participant is given a dot to place on their first and second choice proposals. They are asked to move around the room placing their dots next to the proposals they'd most like to go forward to the afternoon session. Up to 6 proposals with the most dots go through. Reminder to the group that the session has been recorded and all the points discussed today will go in</p>	<p>LF</p>	<p>Flips with 3 proposals from each group up on the group's stand</p>	<p>Decision on final 6 proposals for further discussion in the afternoon session</p>

outcome of discussions)		to the report for HLF to consider along with the analysis of the previous workshops data, whether or not we discuss them further this afternoon.			
13:00-13:45	Lunch – HVM team to set up for the afternoon – 1 space in the main room, 1 in the upstairs breakout room, 1 in the downstairs breakout room – each for 16 people. The main room also needs to be set out with chairs for everyone to sit in the final plenary session. Option to stick with the morning’s set up, but make sure there are enough chairs for everyone.				
13:30-13:45	Coffee and tea for everyone, including those joining for the afternoon who are signed in and given a badge with a small group allocation (blue/ green/ red dot on badge).				
13.45-14:05 (20 mins/ 10 mins for intro)	Intro to the afternoon	LF to introduce the afternoon session. Slides up on purpose, objectives, outcomes and process. Introductions. Ways of working and agreement on ground rules. Highlighting information in the packs.	LF + Fs	PP giving key information to make the most of the afternoon’s session & understand its purpose	Everyone clear on the purpose of the afternoon and their role within it.
13:55-13:00 (5 mins)		Introduction to the volunteer presenters who will each present the six agreed proposals.			
13:00-14:05 (5 mins)		Explanation of how the modified/ facilitated open space session works. Each area will have a facilitator who will support the discussions and help to record key findings.			
All timings flexi		<p>A map with the discussion areas is up on the wall.</p> <p>Blue group are here looking at proposal A and B – Main room Red group are here looking at proposal C and D – Upstairs break-out room Green group are here looking at proposal E and F – Downstairs break-out space</p> <p>You will have just under 15 minutes talking about each proposal. You will build on what has been said by previous participants. We would like you in the time to have discussed each proposal. Morning participants start with the facilitator you had this morning. If you’ve joined us this afternoon the dot on your badge tells you where to start, the facilitators will tell you which discussion to join when you’ve finished your first one and we’ll tell you when it’s time to move on.</p> <p>Facilitation note: Blue group start with HH then go to AvM and end with MK Red group start with AvM, go to MK and end with HH Green group start with MK, got to HH and end with AvM</p>			

<p>14:05-15:30 (90 mins)</p> <p>(5 mins)</p> <p>(8 mins)</p> <p>1: 14:05-14:35 2. 14:35-15:05 3. 15:05-15:35</p> <p>(2 mins built in to each discussion when needed to move space with a bit of flexi –less time will be needed for the last sessions, so time slot reduced by 5 mins)</p>	<p>Roving discussions</p>	<p>Recorder on</p> <p>At each proposal the two questions are:</p> <p>Q: Given this proposal, what are the key points HLF should take in to account as it plans for the future?</p> <p>Group to discuss front of mind key points which are recorded on the flip</p> <p>And</p> <p>Q: What in your view would be the opportunities/ challenges if HLF were to take this proposal in to their strategic plan from 2019</p> <p>Prompts:</p> <ul style="list-style-type: none"> - Think about this for HLF/ for people/ for communities/ for heritage - What would this proposal mean for HLF/ for people/ for communities/ for heritage - Prompt on specific terms within the proposal as relevant, for example, what is meant by <i>community</i> by those present? <p>Turn to the next proposal after 15 minutes, which begins with a review of what is already written on the sheets so that the second and third groups can build on what is already there.</p> <p>Ask the group to move to the next facilitation space after 30 minutes</p> <p>Recorder off</p>		<p>Flips up on the wall with proposals and questions.</p> <p>Opportunities/ challenges sheet in 2 columns</p> <p>Banked blank flip to build on the comments</p>	
<p>15:30-16:00 (30 mins)</p> <p>15:30-15:35 (5 mins)</p> <p>15:35-15:45 (10 mins)</p>	<p>Final plenary</p>	<p>Facilitators to summarise the headlines that emerged from the afternoon discussions that they facilitated.</p> <p>Everyone is given a post-it note – talk to your neighbour, what is the most surprising/ interesting or informative thing you have heard this afternoon?</p>	<p>All</p>	<p>Post-its Pens Sheet to collate post-its at the end of the group discussion</p>	

15:45-15:55 (10 mins)		<p>Recorder on</p> <p>Group discussion on the post-its – LF asking people to share and expand on their points aiming for a mix of views from morning/ afternoon participants.</p> <p>Recorder off</p>			
15:55-16:00	Thanks & Close	<p>Next steps including the report</p> <p>Request to put post-its on the flip labelled surprising/ interesting as they get up (facilitators also to collect them up)</p> <p>Distribution of feedback forms</p> <p>Thanks to all for taking part</p> <p>Distribution of incentives for morning participants</p> <p>Invitation to refreshments for those that have time to stay</p>		Feedback forms Surprising/ interesting flip	That the report is internal for HLF but will inform the strategic vision Evaluation