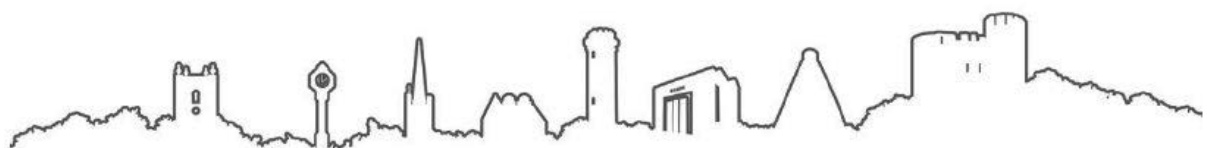# Dudley for everyone

An Inclusion Toolkit

**Created for Dudley by the
National Development Team for Inclusion (NDTi)**

Dudley
Metropolitan Borough Council

Working as One Council in
the historic capital of the Black Country

Contents

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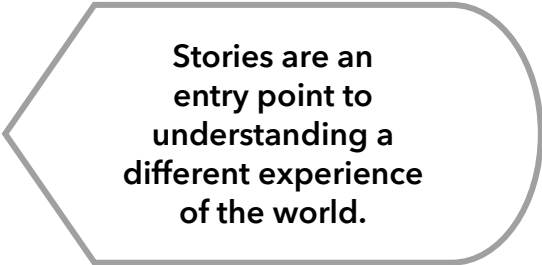
1. Introduction and purpose

Inclusion is a broad term that means different things to different people. Ultimately it is about everyone belonging and having a sense of purpose, inclusion contributes to the health and wellbeing of the people of Dudley. The Dudley Inclusion Toolkit has been produced following publication of the Public Health Annual report on Inclusion[1] in 2020. Within this toolkit, you will find practical tools, activities, questions, and conversation tools. It is a call to action to all individuals, teams, and organisations to be active participants in the ongoing development of a culture of inclusion in Dudley.

Throughout the toolkit you are encouraged to assess your practice, and:

1. Challenge processes that lead to social exclusion and combat the harm that this does to people's wellbeing.
2. Work in a person-centred and community-focused way – focusing on the person, what they can do, their aspirations and what the community can provide to help people live their life well.
3. Strengthen links between groups and organisations in Dudley.

Spending time and effort on social inclusion and creating a 'Dudley for everyone' is important. Unless we set time and resources aside, this important goal could be delayed or squeezed out entirely.

This Toolkit offers an opportunity to devote time, conversation, and effort to asking ourselves important questions. Activities in each section invite you and the people you work with to share and listen to each other's stories and experiences and to use these to inform development of your organisation.

> **Stories are an entry point to understanding a different experience of the world.**

Exclusion shortens lives and can divide and isolate people. In contrast, we all benefit if there is a place for everyone, if no one is unfairly shut out because of their ethnicity, disability, age, sexual orientation, or any other difference. Like the rest of the United Kingdom, Dudley is not there yet, but working through this toolkit will help us lower barriers, open doors, and welcome people.

In order to combat social exclusion, we need a good understanding of how inclusion works in organisations and affects individuals. Positive partnerships and links between groups with honest communication is essential. Whether you work in a large organisation or for a small voluntary group the principles for good partnership work are the same.

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[1] https://www.dudley.gov.uk/media/18372/ph-annual-report-july-30-2021.pdf

The following definitions describe three distinct, inter-related elements of inclusion that are human rights and enable people to live free from discrimination and unwarranted inequality.

Inclusion as access to decision making

People who benefit from support from a project or service should have opportunities to take part in decisions about how things are run and developed for the future. Partnership, coproduction[2] and sharing learning are central to inclusion. It is essential that power is shared, and people's voices are at the centre of actions taken.

Inclusion as standard of living

People should have the same opportunities as other citizens for employment and income, healthcare, housing and community safety, civic and legal rights. As the Marmot Review[3] showed, social exclusion creates and sustains health inequalities. Exclusion holds down the standard of living for some groups of Dudley residents.

Inclusion as relationships

People should have the same opportunities to establish and maintain respectful connections and friendships with a diverse array of other citizens. Exclusion blocks relationships from forming between diverse groups in Dudley.

> **Connecting with others, and good quality relationships matter for our health and wellbeing.**

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[2] See page 29 for a definition of coproduction.
[3] Marmot Review 10 Years On – IHE: https://www.instituteofhealthequity.org/resources-reports/marmot-review-10-years-on

2. How to use this toolkit

This toolkit will help individuals, groups and organisations work together to create a 'Dudley for everyone'. The section headings are taken from the Director of Public Health's Annual Report for 2019-20[4], and each section offers:

thinking tools

activities to stimulate discussion

suggestions for next steps

time to write and reflect

example of practice

Each question in the toolkit is given a unique number, so that people who are using the Toolkit together can be clear about what is being discussed.

Feel free to adapt the activities and to use the questions in them to stimulate conversations with people you work with or with the people you support.

- You can work through the sections on your own or in a series of discussions in your team, group, or organisation, or you can bring together people from different parts of the community to share in the process.

- You can focus in on specific sections or work through the whole toolkit.

- We recommend that everyone begins with the activity in the Welcoming and Friendly section but after that work through the toolkit in a way that makes most sense to you.

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[4] https://www.dudley.gov.uk/media/18372/ph-annual-report-july-30-2021.pdf

Some activities/discussions may be of a sensitive nature to some people. They may have experienced exclusion and find it hard to talk about this.   Consider how to prepare for and carry out group discussions so that people can opt out if they wish to or can share their views in different ways (e.g., anonymously after a session or individually should they wish to).

What you will need

You will need time to think about the questions in this toolkit individually with colleagues and with people that your organisation supports.

You will need paper, pens, post-its or a shared interactive screen if working online (e.g., jamboard, mural or similar), to write and/or draw responses to questions.

Activities and next steps require you and others to write down or draw reflections and ideas.

Time to write down responses to questions and reflections is represented in the toolkit by this icon.

It is important to find a way of working that everyone finds easy to use and which enables each person to see their own reflections and suggestions brought together alongside those of others in the group e.g., large piece of paper, flipchart, or online white board. This will help to develop shared understanding of different experiences and perspectives and make it easier to work towards a shared vision.

We hope that by the time you have worked through the toolkit you will have a better understanding of:

Personal goals which address your own inclusion, as a citizen, volunteer, a person using services, or an employee.

What your group, team or organisation actively does to include people who are marginalised.

What 'inclusion' means to your organisation.

3. Welcoming and friendly

It's important to start with what inclusion means to us as individuals. Let's begin by encouraging some personal reflections. Inclusion is more than a social policy – it is about ourselves and how we respond to people, especially newcomers and those with whom we feel we have little in common.

Some thinking tools

Some groups of people in Dudley are more likely to face discrimination, than others. When we talk about social inclusion, we are keeping the idea broad – it is not just one group of citizens (such as disabled children for example) or one challenge (such as step-free access), but rather, we are thinking about all kinds of opportunities for everyone.

If Dudley is to be a place for everyone, then each and every group and organisation needs to be responsive, not just to one excluded group but to all excluded groups. So, you might like to review the rest of this Toolkit in relation to an excluded group of people with whom you are familiar, and then repeat the process with an unfamiliar group. Whether your focus is on a familiar or unfamiliar group, always work with people who live with these issues, rather than on your own.

Activities to try

What does inclusion mean to you - what does being included actually look like, sound like, feel like? Think about your own life for a moment. Think of a time you felt included (personal or professional life) – what did you see, hear, how did you feel?

Q1. Please write down or draw the things that you saw when you were included.

Q2. Please write down or draw the things that you heard.

Q3. Please write down or draw the way that you felt.

Next Steps

If you are doing this as a group, each person should take a few moments to write on a separate post-it what they saw, heard, felt. Just one or two words will do.

Then bring those post-it notes together and group them together:
- all the **See together**
- all the **Heard together**
- all the **Felt together**

Be alert to the impact this activity may have on people who are facing adversity. Look for similarities and differences.

Q4. Are the things you saw, heard, and felt when you were included reflected in the way you behave in your professional and personal life?

Q5. Are the things that you saw, heard, and felt present in the way your organisation works?

You might find it useful to watch this short video on the Social Model of Disability[5] before going any further.

You could also share it with others and have a discussion about what it means to you or your group.

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[5] Social Model of Disability: https://www.youtube.com/watch?v=24KE__OCKMw

4. Starting from strengths

Every network, group and organisation in Dudley will need to work on inclusion if it is to become a 'place for everyone'. The starting point for working together is to adopt a 'Strengths Viewpoint' with communities.

Some thinking tools

The Strengths Viewpoint acknowledges that individuals and organisations are a mixture of joy and despair, achievement and disappointment, love and selfishness and then encourages us to pay extra attention to the person's positive aptitudes and achievements. Even some so-called problems can be viewed as strengths.

Whilst it would be naïve to think that people have no problems, this deliberate focus on strengths is a way of restoring balance in a culture that is preoccupied with social problems, deficits, and difficulties.

> **What positive stories do we have?**

Activities to try

To practice this, describe a person who is subject to exclusion. Find all the person's strengths and use only positive words – don't say 'but...' or 'despite...' If you are doing this as a group, share these descriptions in pairs.

Q6. First describe the person.

Q7. How could these descriptions or stories about this person be better known?

This same 'Strengths Viewpoint' can be adopted when thinking about other groups and organisations in the community. It demands that we pay extra attention to the positive aptitudes and achievements of groups and community organisations.

Find a few moments to collect a positive story about another group or organisation in Dudley. If there is a group that you don't know much about, we suggest that you challenge yourselves to seek out information about that group and an example of inclusivity in their approach and work that is useful to your own practice.

Q8. What have you found that you could adopt in your practice?

Next steps

Whilst there are already many allies in groups and communities across Dudley, a great deal can be done to further improve inclusion. Keeping the Strengths Approach in mind think about your own organisation or another one you know well and work through the following questions:

Q9. What is the organisation/group and why have you selected it? Do we understand the community organisation's targets, priorities, values, funding regimes and policies that may affect opportunities for excluded people?

Q10. How can we work together to support each other to become more inclusive? (Could we offer training, support, or praise to people in the organisation? What can we learn from them?)

5. Open access

In pre-industrial, rural societies, few people travelled long distances and community was found close to home. This idea has re-emerged in recent years as people have talked more about place-based approaches and worked towards diverse, inclusive, and local communities.

Community responses to Covid-19 have highlighted the importance of strong local networks for community resilience. The experiences of people during lockdowns, the extreme isolation, and challenges of being removed from their usual networks including workplaces and social groups have given rise to a heightened awareness of how being excluded can feel. Home working can also make people feel socially isolated.

Do we enable access to inclusive activities and places?

In this section, we begin by thinking about how some excluded groups have been segregated from their local community, and then turn the spotlight on joining rituals.

Some thinking tools

The Inclusion Traffic Lights[6] were invented to help people think together about creating new opportunities for people who make a great deal of use of segregated or specialist health and social care services. This model suggests that there are three main ways to arrange support:
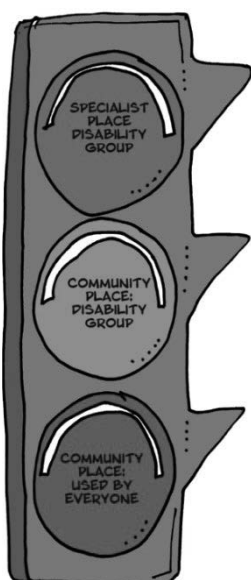
Red - Special buildings that bring together people who are believed to need specialist support away from other citizens. Examples include special schools, care homes and day centres.

Amber - Using buildings that are also used by other members of the community, but where the excluded people remain together in a group. This is the option that offers geographical integration but minimal social integration. Examples include separate college classes and group rooms hired in community centres.

Green - Offering support to one person at a time to assist them to locate and join activities where they are side by side with the general public.

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[6] Inclusion Traffic Lights – NDTi: https://www.ndti.org.uk/resources/publication/inclusion-traffic-lights

The cartoon strip in section 9 provides a bit more detail and whilst it suggests that red and amber options are provided by public services, these options can also be set up by voluntary groups and organisations.

Are there things we could do differently to increase inclusion?

Activities to try

Q11. Write down some reasons for and against each option in the Inclusion Traffic Lights, for example:

	For	Against
Red		
Amber		
Green		

Now think about two specific groups of people:

- Those who say that they **like** segregated settings where they are surrounded by others who are part of the same group. They prefer a special school to a mainstream school, a day centre to employment, an art for mental health class to a mainstream art class, a hospital ward to home treatment, a group for people from one culture to a multi-cultural group, a single faith choir to a multi-faith choir.

- Those who are considered by professionals or family members to '**need**' segregated or specialist services for their own or other people's safety – the people who are thought to need red or amber places.

Take each of these groups in turn and consider the following questions:

Q12. How do people get into this group? Consider the influence of the person themselves, relatives, schools, and community organisations, including the police, employees, and the media. Is it OK?

Q13. What would help people take up inclusive ('green') activities as well as or instead of segregated or specialist activities - if they wanted to do so?

Next steps

What does the Inclusion Traffic Lights exercise tell you about your own group or organisation? Is it something you could use in the group to regularly consider your work and inclusion?

Q14. Does your 'joining paperwork' focus on what's wrong or what's strong?

Q15. Are you encouraging people to get more red, amber or green in their life? When you pass people on to other organisations, will this result in them becoming more included?

6. Connecting and involving

If we are convinced that some groups of people in Dudley are excluded, and that this is a challenge facing all of us, rather than someone else's problem, then we all need to be part of the solution. We have a collective responsibility to find ways for people who seek support to build new connections. This section explores how we can build links ourselves so that people who want to, can participate, engage, contribute, and belong.

Some thinking tools

There are nine areas of community life that provide the best opportunities for building relationships, positive roles and contribution.

> **In the past three months, which groups or places have we taken part in?**

NDTi calls these Life Domains, and excluded groups find that their participation levels in some or all of these Life Domains are low compared to the general population. During Covid-19 many people experienced changes to their lives and were unable to visit places, take place in social activities or go to work. This had an impact on their sense of belonging and during the last few years the Online domain has increased in importance for many.
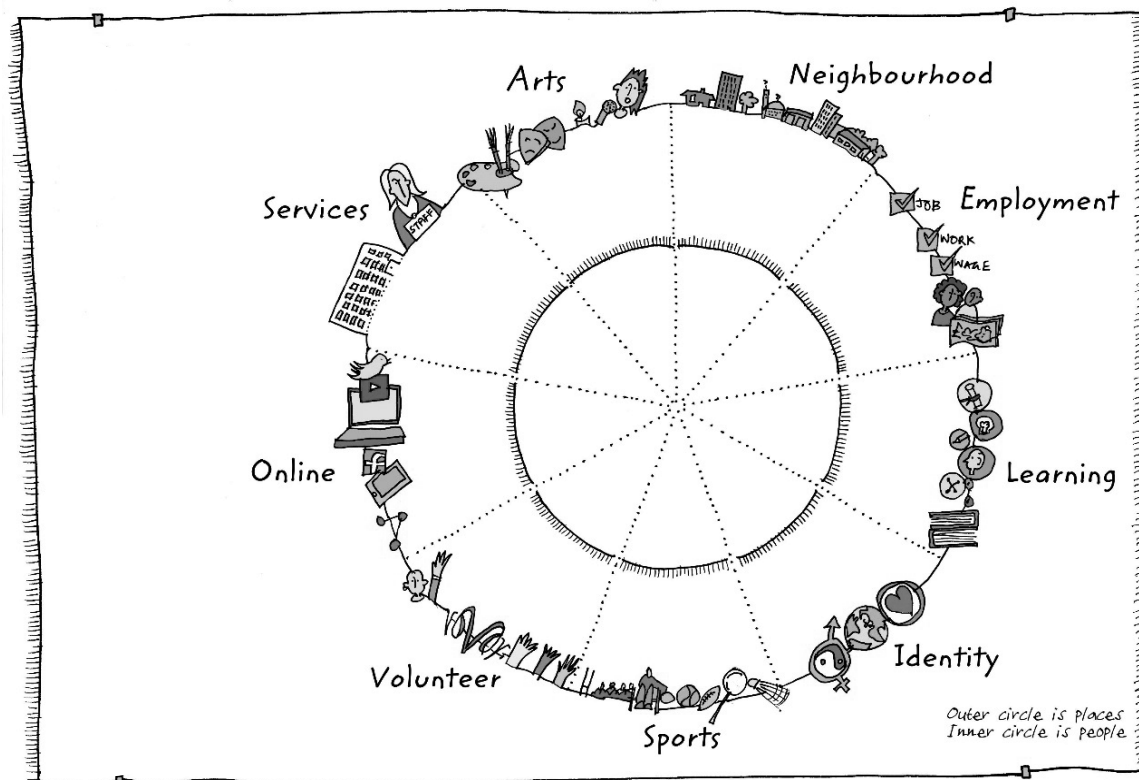
The Life Domains		
Family and neighbourhood - this includes access to decent housing, safety, positive relationships with neighbours and a feeling of belonging.	**Employment** – safe, satisfying work that pays well enough and enables the worker to pursue other interests alongside their job.	**Arts** – engagement in shared creative endeavours such as making music, visual and performance arts. Producing art and appreciating creativity in others.
Learning – through statutory education and lifelong learning in both formal and informal ways.	**Online** – connecting with others to exchange knowledge and culture, play games, keep in touch and campaign.	**Volunteering** – assigning spare time and skills to help others and strengthen community
Services – getting the help you need and bonding with others who have similar experiences of human services and needs for support.	**Sports** – playing, watching, and supporting amateur and professional teams as well as sharing exercise routines.	**Identity** – connecting with others who share your religious or political convictions, vision of a better world or sense of your core identity.

Activities to try

The Inclusion Web[7] divides a circle up into these nine Life Domains and then asks if there are places and people that we are connected to. It looks like this:

Draw your own Inclusion Web or, if you have access to a printer, print a copy of the Inclusion Web. You may want to add other life domains, or rename them, if you don't feel these quite fit with your lives. See how many entries you can make in answer to each of the following questions:

Q16. Which online groups, face to face groups and buildings have you participated in or been to in the last three months related to each of the Life Domains? (e.g., the community theatre where amateur dramatics groups perform). **Write these in the outer circle.**

Q17. Who do you know by name in each of the Life Domains? (e.g., a lifeguard at the swimming pool). **Write their names in the inner circle.**

Q18. In the last three months, who have you, or your organisation, supported to engage in each of the Life Domains? (e.g., we helped Karim reconnect with his faith community). **What did you do?**

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[7] The Inclusion Web – NDTi: https://www.ndti.org.uk/the-inclusion-web/

Next steps

What did the completed Inclusion Webs reveal?

Are there areas where it would be good to strengthen your connections?

Q19. Thinking about the people you have supported in the last three months - would they help you to connect with other groups by telling their story online or at meetings?

7. Trusting and learning from each other

This section begins by reflecting again on our own practice as individuals, groups, and organisations, since we cannot authentically ask others to do what we are not doing ourselves.

After considering the range of issues that an inclusive approach demands of us, we admit that we sometimes fail. Honesty and courage are needed to acknowledge these times in order to learn and do better next time. This gives us the humility that is essential in our relationships with others.

What opportunities do we give for people to contribute and enrich the lives of others?

It can be useful to consider the different levels of activity available to someone from being present by attending a group or activity through to what they could do to actively contribute.

The Presence to Contribution[8] tool (page 28) helps us to think about possibilities in the future and plan actions to make positive change, supporting someone to be a contributing member of their community.

Finally, we consider if there are any wider practices in our group or organisation that need to be reviewed to clear the way for inclusive practice to flourish.

What makes it difficult for people to take up positive opportunities?

Some thinking tools

Sometimes the culture and funding of our organisation forces other priorities on us. Pressure of work, responding to crises and defensive practice can all narrow the focus. Building a social inclusion focus into our groups and organisations may demand action in all the areas listed on the next page.

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[8] Presence to Contribution – NDTi: https://www.ndti.org.uk/resources/publication/presence-to-contribution

Narrowed focus	A social inclusion focus adds the following dimensions:	Review this by asking...
Wellbeing and access to help	The person's positive social roles, such as householder, employee, parent, friend.	Does your work with members include actions to support the person in these positive roles?
Responding to crises and coping with today	The person's ambitions and goals for the future	Does your work help the person to identify and move towards their preferred lifestyle?
Rigid allocation of fixed roles within the organisation – customer, volunteer, staff, Board	Customers encouraged to move into other roles in the organisation	How many people have changed roles? Do newcomers know?
The person as a recipient of help	The person as a contributor to society	What opportunities does the person have to enrich the life of other people?
Community organisations that offer help	Community organisations that give positive status and roles outside human services	Do the people you network with represent *helping* or *community* organisations?
Serve a particular group in the community – disability, belief, or interest	Collaborate with people who do not fit into your target group	Do you offer anything (perhaps on neutral ground) to people who do not fit into your group?
Rigid allocation of roles within the organisation – customer, volunteer, staff, Board member	Deliberate pathways are created that enable customers to move into other roles	Who has switched roles within our organisation? Who has moved into positive roles elsewhere?
Running your own group or organisation, maybe with excessive amounts of bureaucracy	Building new alliances beyond the service system	Have systems been streamlined? How much staff time is ring-fenced for spending with people from other organisations?

Activities to try

What answers did you give to the questions in the right-hand column above?

Q20. Write down some ways that we could be more inclusive.

When you have listed all the things you would like to do, start at the top of the list, and suggest practical changes that can be made. Then place them in priority order. **What can you do now, next week, next month, next year?**

Talking about inclusion can be emotive and can cause us to reflect on times when we have felt excluded – perhaps in education, work, or relationships. Acknowledging the feelings that attach to these experiences is important, as is acknowledging the courage that is needed to try again and overcome the fears that arise from past experiences.

It can also be helpful to draw out the lessons that can be learnt from exclusion and unsuccessful attempts to promote inclusion.

Q21. Create a list of the challenges that make it difficult for people to take up positive opportunities in the community, including virtual communities.

When six challenges have been listed, suggest practical changes that can be made to lessen the challenges and increase the chance that excluded people will join in. Place them in priority order.

Q22. What can you do now, next week, next month, next year?

Q23. Who else might you need to work with to make these changes?

Next steps

It often takes time to support an isolated individual to reconnect with community roles and relationships. It requires creativity and persistence, along with careful listening to the person's preferences, the nature of the support they require and the unique way in which they can add real value. A wide repertoire of approaches may be used.

Consider approaches that have worked well when reconnecting individuals who have been isolated with their community. Have you seen others use approaches that work well? Could you try these?

8. An inclusion action plan

The final two sections of the toolkit are slightly different to those that have come before. They aim to help you think about and set yourself actions that you can take to be more inclusive.

Some thinking tools

Inclusion depends on a number of group and organisational factors. Consider the following and see if there is anything that needs to be done to create an environment where inclusive opportunities can flourish. If people are feeling powerless or pessimistic, then this needs to be addressed.

Q24. What is the organisation's understanding of empowerment?

Q25. Does everyone who will be affected by a decision have a voice?

Q26. Do you offer the same thing to everyone or tailor arrangements to each unique individual?

Q27. Do you need to revisit your policies and procedures to support better inclusion? What action is needed?

The next page has been designed to be printed. Copies can be given to different individuals so they can write down their ideas and views before sharing them.

Q28. Inclusion for myself as an individual: **do I have a clear goal which addresses my own inclusion**, whether I am a citizen, volunteer, a person using services, or an employee? Write down that goal or actions here.

Q29. Inclusion in our group: **What do we actively do to include people who are marginalised?**

Q30. Inclusion in our organisation: **can we say what 'inclusion' means to our organisation and is this stated in our vision, mission or aims document?**

9. I want to find out more about…

This section lists some tools, ways of thinking, theories and examples of practice that have been mentioned in the toolkit, or that have been shared with us during the development of the toolkit. You might want to find out more about them. You can also use this space to add things you discover or hear about in conversations with others.

It also includes some additional questions and activities linked to the earlier sections of the toolkit. These additional questions and activities are presented under the same section headings. They are designed to help you explore, further and deeper, inclusion in your own practice, your organisation or across Dudley.

Starting from strengths – further questions to explore

The starting point for working together is to adopt a 'Strengths Viewpoint' with communities.

Exchange stories in your group of organisations in Dudley that stand out as being inclusive (have acted with courtesy, offered positive opportunities, and maintained tenacious friendship towards excluded people).

Which organisations stand out as being inclusive?

You might want to look at the case studies in the <u>Dudley Public Health Annual Report</u>[9] on Inclusion to see examples of great work that is already going on.

Q31. Which organisations or projects have you talked about? What factors made them stand out as being inclusive? Is there anything new your group/project can learn from this? What actions will you take as a result?

Open access – further questions to explore

It can be useful to think about how people join your group or organisation.
- Is it easy?
- Is it inclusive?
- What barriers might you unintentionally put in the way?

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[9] <u>https://www.dudley.gov.uk/media/18372/ph-annual-report-july-30-2021.pdf</u>

How easy is it for people to join our group or organisation?

Some places have an open door so that anyone can join, while others ask a newcomer to fill in a form or pass some kind of eligibility test. In between lie groups that don't have anything written down, but still collect information about newcomers the first time they attend and then decide if the newcomer can join.

The next few questions invite you to think about these "getting to know you" processes. Find a registration, referral, or assessment form - and ask the following questions:

Q32. **Is it easy to read and available in different formats and languages?**

Q33. **Does the form ask relevant and necessary questions** that help the group or organisation understand the person, their life, and their needs? Is there a space to record the person's own viewpoint? For example, if it is an organisation supporting people with Learning Disabilities does it ask who cares about the person?[10]

Q34. **Does the form ask you to focus on "what's wrong with you?"** (just focusing on the problems), "what's happened?" (inviting the person to tell their story in their own words) or "what matters to you?" (finding out what would help the person to have a more satisfying life on their own terms).
For example, "What's wrong?" may be a broken leg; "What's happened?" may be a fall sustained while rushing to the hospital; and "What matters?" may be seeing Dad again before he dies. This will help you think about how barriers to inclusion are constructed. For more on this see the factsheet on The Social Model of Disability from Inclusion London[11].

Q35. How useful would the form be to gain an insight into what gives life meaning for the individual and their hopes for the future? Is this captured on the form? After you have done this, you might want to look at What Matters Island (see page 26).

Q36. What can you do to change your forms or joining processes? What can you do to influence those of other organisations?

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[10] Note - this question is not about paid people but unpaid relationships with those who choose to be in the person's life. Do you ask about people who freely *care about* the person, rather than those only who are required to *care for* them?

[11] Inclusion London, The Social Model of Disability: https://www.inclusionlondon.org.uk/wp-content/uploads/2015/05/FactSheets_TheSocialModel.pdf

Connecting and involving – further questions to explore

With the Strengths Viewpoint in mind, draw a new Inclusion Web showing the people and places in Dudley where you have already built connections. Consider the following for each place you have added to the Inclusion Web:

Q37. What is on offer here?

Q38. Is everyone welcome? Are there access criteria which could be barriers to inclusion? Is there a way that people can get involved online/through social media?

Q39. Who is missing? Are the people already involved there drawn from diverse communities within Dudley?

Q40. What taster opportunities are provided to enable newcomers to "try before they buy"?

Trusting and learning from each other – further questions to explore

To develop a culture of inclusion, groups and organisations must be committed to continual learning. They also need to be open to developing and adapting practice in response to what they learn. Consider the following questions:

Q41. Are we devoting time each week to learning a bit more about the communities we come into contact with or that we hope to get to know? This might include our local community (the geographic community), people with shared interests (a community of interest) or an online community.

Q42. Do we have regular contact with the people in other organisations who can help individuals join in? This may be the Job Centre, Citizens Advice, Community Groups, a Social Prescriber or an enthusiastic member of a gym, faith community or music club.

Q43. Can we name specific actions we are taking that will open up community opportunities for the people we work with?

Q44. Do visitors and newcomers report that they have received a friendly welcome?

Q45. What do people tell us about how they moved from mere attendance to really feeling like they belong?

An inclusion action plan – further questions to explore

Inclusion depends on a number of group and organisational factors. Consider if your work creates an environment where inclusive opportunities can flourish.

Q46. Is time given to active listening, hearing different views? What evidence is there that these have been acted upon?

Q47. What three things could be done to create more time for active listening in the organisation?

Q48. What does the organisation do to enable people to take action for themselves?

Q49. What three things could be done to enable more people to take action for themselves? What action is needed?

What Matters Island

What Matters Island[12] is a practical tool with an accompanying video guide to use which supports good person-centred conversations - what matters to someone, who is in their life and what their aspirations are - leading to making plans if appropriate.
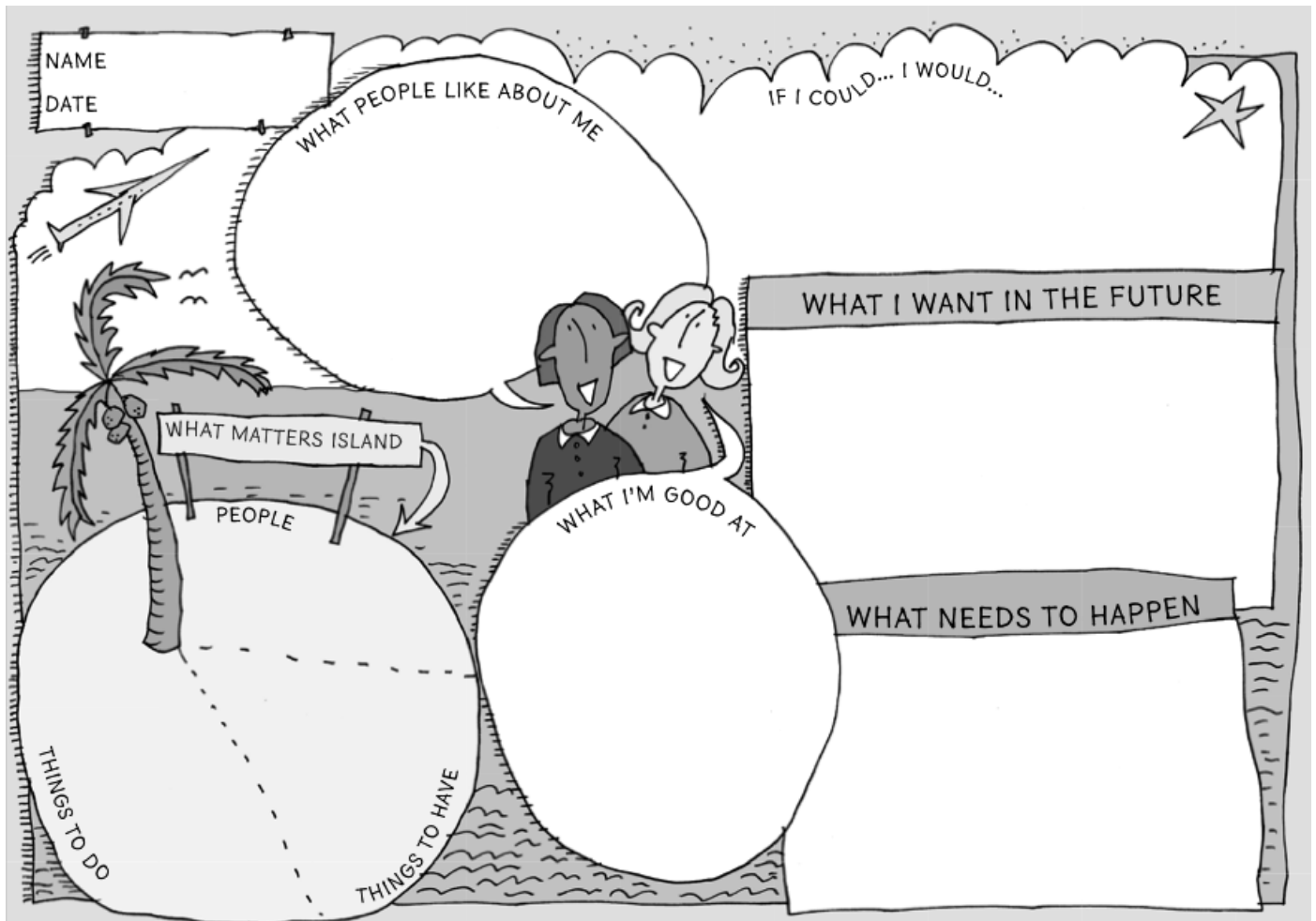
[12] What Matters Island – NDTi: https://www.ndti.org.uk/resources/publication/what-matters-island

Inclusion Traffic Lights

The Inclusion Traffic Lights[13] help us think about the places people go and the people they connect with. Sometimes people need specialist support, but that doesn't mean they should find themselves excluded from the opportunities others benefit from. We can define communities as places that people come together.

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[13] Inclusion Traffic Lights – NDTi: https://www.ndti.org.uk/resources/publication/inclusion-traffic-lights

Presence to Contribution

The Presence to Contribution[14] tool is a way of having a conversation with someone to find ways to enable them to be part of their community. Begin by thinking of an activity in someone's life, it might be a fun thing, or it might be a medical appointment. Working upwards think about how they can be encouraged to physically get there, to be involved, to use the activity as a means to connect with others or contribute to the organisation organising the activity?

Presence to contribution

OPPORTUNITY TO CONTRIBUTE

OPPORTUNITY TO CONNECT

ACTIVELY PARTICIPATING

HAVING PRESENCE

BEING PRESENT

ACTIVITY

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[14] Presence to Contribution – NDTi: https://www.ndti.org.uk/resources/publication/presence-to-contribution
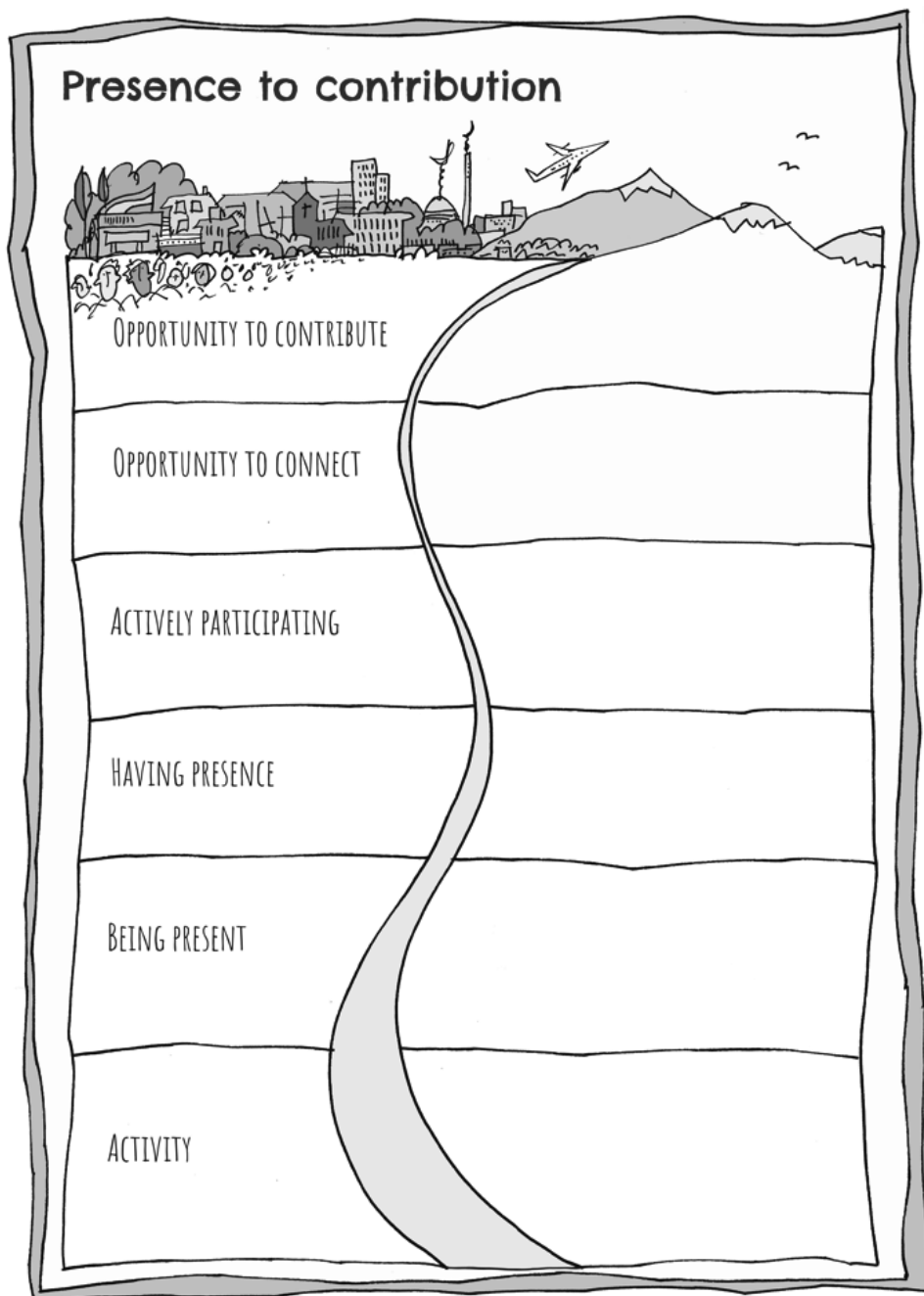
Coproduction

A definition of coproduction

Coproduction is an approach to decision-making and service design rather than a specific method. It stems from the recognition that if organisations are to deliver successful services, they must understand the needs of their users and work alongside them in the design and delivery of those services.[15]

Example of practice

As a learning organisation coproduction is fundamental to NDTi's approach and our work is based on the following key principles:
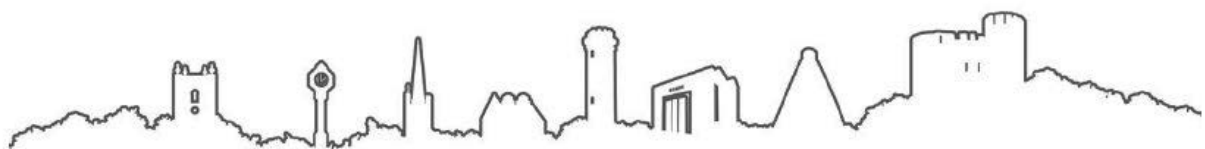
- we value the right for people to have a say in the design and delivery of services they use, to uphold their human right;

- whenever possible we give people a voice and listen to their views;

- services are improved by actively including a diverse range of voices, skills and experiences in planning, delivery and governance;

- creative solutions and asset-based approaches are essential to make good connections between people, services and community networks;

- coproduction improves satisfaction with services;

- working in this way improves morale for managers, staff and volunteers, enabling them to feel they are genuinely working inclusively and responding to people's views.

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[15] Coproduction – Involve: https://www.involve.org.uk/resources/methods/co-production

We hope you have found this toolkit useful, either as a starting point or supporting your inclusion journey.

Sometimes the smallest steps have the biggest impact and we can all contribute to making a 'Dudley for everyone'.