

# Community Action Research 'TOOLKIT'

**A guide to evidencing the  
need for change in the  
community**



**"Unless we involve people in the definition of their problems and the choice of solutions, we will produce a thin governing system that produces public services that patch over problems rather than going to their heart."**

*Gerry Stoker, Chair of the New Local Government Network (NLGN) think-tank and Professor of Political Science at Manchester University.*

**"So much depends on the right answers we forget how important it is to ask the right questions - then listen to what's said."**

*Lesley Aitkenhead, ELCCF.*

**"A wise man proportions his belief to the evidence."**

*David Hume.*



**East Lothian Community Care Forum**

Helping service users and carers take part  
in the planning of community care services

*in co-production with*



**Lloyds TSB  
Foundation for Scotland**

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## Putting Community into Research

"We have substantial evidence that this form of research has built the capacity of individuals and communities to evidence the need for and achieve positive change in the services or support provided to their community.

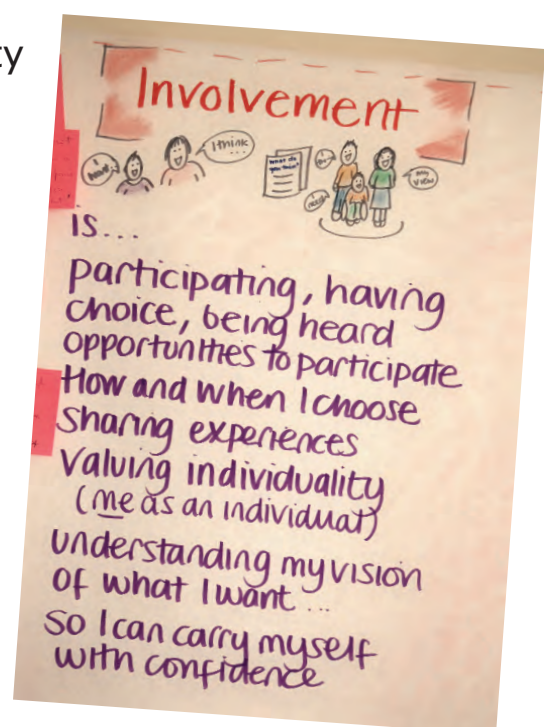
"By community led we mean research defined, undertaken, analysed and evidenced by members of the community themselves. It is therefore research OF and BY the community and not, as is traditional, ON and TO the community.

"This distinction is fundamentally important because in the community led approach it is the community who define and carry out the research to gather evidence and make recommendations for change.

"...in addition to obtaining high quality research information a community action research approach delivers:

- Increased capacity and confidence individually and in community groups
- Increased skills base which can be used again and which is transferable
- Groups have increased community support
- Evidence on which communities have been able to successfully argue the need for change in services and support for their community."

**Scottish Community Development Centre.**



## **A potted history:**

### **East Lothian Community Care Forum**

ELCCF was formed in 1999 in the aftermath of a movement to end institutionalised care of disabled and chronically sick people. It was part of a Scotland wide emergence of community care forums in response to statutory requirements for local authorities and health boards to plan their services in consultation with users and carers.

Early community development work built grassroots support from voluntary organisations that needed a forum for communicating with statutory organisations, and from users of community care services and carers who benefited from opportunities to share their experiences and gained access to information they needed.



By 2004, ELCCF had decided that in order to increase the number of community representatives involved directly in Joint Planning Groups and to improve the effectiveness of engagement, specialist forums of interest should be formed. ELCCF now has four sub forums for speciality groups: Older People, Learning Disability, Heads Up (the Mental Health Forum), and Equality (for people with physical disability and sensory impairment).

### **ELCCF's approach**

ELCCF takes community development and co-production approaches to involve service users and carers in community care planning and implementation.

Community development is a long-term approach to mobilising and involving communities which focuses on reducing inequalities, discrimination and empowering the most marginalised communities.

The four key dimensions of community development are:

- personal empowerment
- positive discrimination
- community organisation, and
- participation / influence.

Public participation helps to maintain a healthy democracy and full citizenship ensuring that diverse knowledge and interests are represented in the political process.

Reactive involvement is asking people to 'react' to services, plans and priorities while 'pro-active' involvement is service users and citizens involvement in initiating and formulating definitions of need, proposing new or improved services and evaluating the quality and outcomes of services.

ELCCF is inspired by and aspires to the ideals of 'pro-active' involvement.

Co-production is an approach championed by the Scottish Government.

*"Co-production of public services is about citizens and the public sector working together in creative, innovating and collaborative ways. This joint working between professionals and service users, building on each others' assets, experiences and expertise, improves the outcomes you achieve and makes your service more efficient."*

ELCCF has always embraced the philosophy of co-production and is confident new routes to thinking using this model can only lead to enhanced benefits to the communities we serve and society as a whole.

## Our experience:

### ELCCF's

### Community Action Research pilot project

The CAR (community action research) report is the result of an independent project which ran in 2011. It set out to ask all physically disabled people aged from 16-65 known to the local social work department what they experienced and wanted from day activities.

A questionnaire was specially designed for service users and any unpaid carers, such as family members or friends, to fill in together.

East Lothian Council co-operated in posting out the questionnaire to all physically disabled people on its social work lists. The response was impressive with nearly a 50% return rate. The research team also met a list of disability groups and held individual interviews with willing respondents.



The response shows that most disabled people modestly want to do things most able people take for granted, with access to activities that improve health.

Importantly, the response revealed the unmet desire to get out and socialise more, and the problem of being inactive at home for those with more complex needs.

Getting a job proved a high priority, but many faced the problems of lack of support and employers' resistance.

The report also underlines that new approaches must be taken toward providing day activities for disabled people. It calls for personalised planning where, when health and local authorities are planning day activities, disabled people are treated as individuals with individual needs.

It also suggests more thought should be given to discussing activities and including them in Care Plans for reasons of health and well being and shows people can sometimes be catered for just as well by personalised community care rather than by centralised activities in the county's centre. Highlighted are the unmet needs of younger disabled people who are often offered activities suitable to older participants.

The report suggests that planners can find solutions by better organisation rather than higher spending.

The research was undertaken by a team of Community Action Research volunteers from East Lothian Community Care Forum, trained up by the UK Government funded National Community Development Team for Inclusion and supported by Evaluation Support Scotland.

*"We wanted to find out about the social, recreational, educational or vocational activities disabled people get up to outside the home and the kinds of support they need. It's a critical time to ask when everyone is looking to budget cuts," said James Brown, ELCCF's CAR team.*

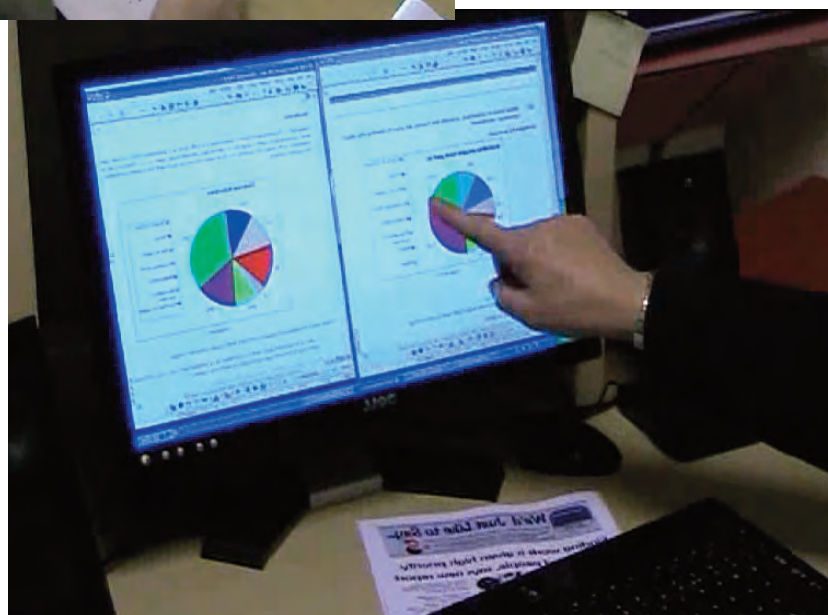
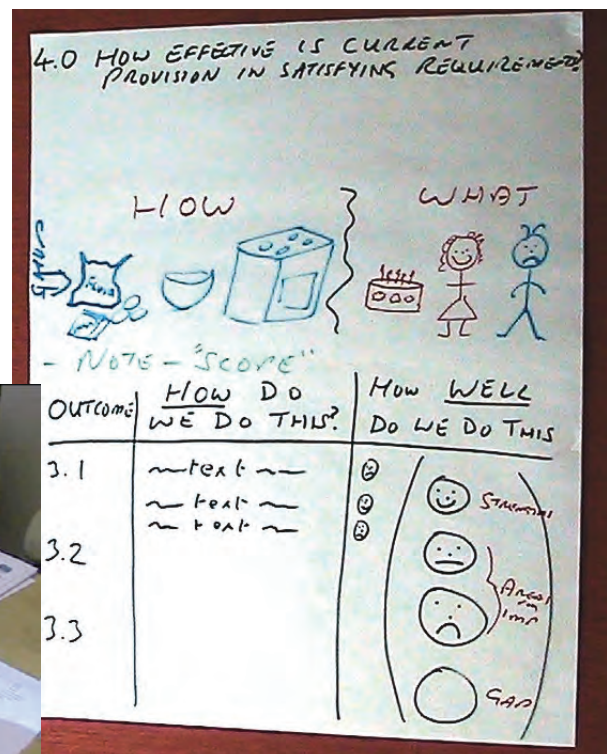
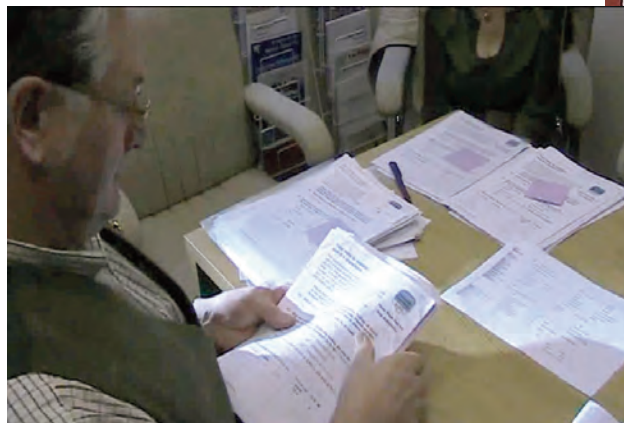
*"We have to make sure disabled people aren't forgotten when cuts in services are on the cards. Their voice has to be heard in the planning process.*

*"It's all important to add that this research was not carried out by the council, not consultants, not an outside body but by people from East Lothian trained up in community action research."*

## **In reflection**

This was the ELCCF experience. In carrying out the CAR project, we discovered more than the usual advice covered. For a start, we found that working with the local authority added immensely to the range of people we could otherwise have covered by our questionnaire.

Also, by working closely in partnership, we gained credence in the acknowledgement of the end result from the authorities. The results of the research project impacted on planning, in this case, when services are becoming more personalised, less institutionalised.



## Phase One:

### The Launching Pad

*"Action research is a participatory, democratic process concerned with developing practical knowing in the pursuit of worthwhile human purposes ...*

*"It seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities."*

*Reason and Bradbury, 2001 - Handbook of Action Research: Participative Inquiry and Practice: ISBN 0-7619-6645-5.*

We call it Community Action Research. It is also known as Participatory Action Research, Action Research for Communities, and has a host of other titles. Briefly, it is a method by which members of any given community (geographical, of identity, or of special interest) can research and present non-anecdotal evidence.

Outwith the ballot box, it empowers people to influence the services, environment and resources which affect their lives.

### Determine the issue - choose your subject

First things first. Usually, the initial impetus for the launch of a CAR project is a issue or issues over which a group of local people affected by them think ought to be changed.

They are in the unique position of being the best placed people to gather disciplined evidence - bearing experiences which can rarely be shared by consultants or outside bodies investigating the same issues.

But it's important to remember that it's research and asking fellow members of the community what they think - not simply an exercise to seek support for a cause.

For clarity for the entire project, it's best to have one overarching question which determines the design of the study. The breadth and depth of the study will depend on the resources available for the CAR project; volunteers, skills, funding, equipment and access to 'office' resources such as a computer, accommodation, stationery etc.

## **The Research Plan**

The plan of research involves:

- ***Identify the survey group of potential respondents: individuals and groups***

For valid results, the number of respondents must be totalled so responses can be tallied against that number, eg '*out of a number of 300 people questioned, 60 said that...*'

Who are these people? Service users? Their carers? People or families living in a particular vicinity, perhaps of certain age groups or ethnicity? Why are you asking *these* people, and no others? How are respondents to be contacted?

- ***Identify and secure funding***

This can be tricky and time consuming, but costing out the project (travel expenses, venue hire, equipment etc.,) is not only worthwhile, but necessary if you intend to apply to a funding body such as a Trust or Foundation to help pay for the project.

Funders generally target specific areas of work, so be clear as to the nature of your CAR - does it seek to inform policy on social welfare, the environment, disadvantaged groups....?

It's legwork, but it pays to read funders' guidelines and seek to match their priorities with yours. Don't hammer a square peg into a round hole. If the funder's priorities aren't yours, don't try to make a fit. Save time, be honest and keep looking.

It's worthwhile asking other groups where their funding came from for their projects.

Be aware that in most cases, funding is hit or miss and even if successful, may take months to come through. It's tempting to get off to a gallop, but rein in heady enthusiasm. Other than planning the CAR project, do not progress unless finance is in place to cover the costs of the project.

Your local authority may help with a small grant, or even fund the entire exercise.

- ***Recruit a CAR team***

Round up a dedicated band of volunteers and find out what skills they have which could be put to good use in various parts of the CAR project.

Break down tasks and delegate responsibilities eg, writing report, organising disclosures if necessary, drafting questionnaires, liaison with authorities/ other groups etc.

Remember that people skills are invaluable and worth more than being able to manipulate a computer database. That's not to say that knowing how to build and work a spreadsheet is not important - in the analysis stage such skills come into their own.

Some members of the team may be more adept than others with more background knowledge of the issues in question, or be more familiar with the locale, or even writing reports.

The more each knows about the others' talents, the more confidence will grow for the team as a whole.

Community development staff in your local authority, CVS or local college, may be willing to provide you with training and/or support.

- **Identify questions to ask**

*(the questionnaire used for ELCCF's CAR project on day opportunities for physically disabled people is included in the Appendix. It won't be suitable for your project but you'll get the idea.)*



Questions can be open or closed. Closed questions can be answered by ticking boxes or choosing from a range of options, thus delivering quantitative data. Open questions ask for opinion or experience in response.

When it comes to analysing the information received, closed questions can be handled quickly. Responses to open questions will take more time to bring to order and categorise at the end of the day but will, however, ask more thought from the respondent and the results will give a deeper feel to the research as a whole.

A response to an open question provides qualitative data, and a quote from a respondent could be used to illustrate a point in the final report.

It's bad practice to ask leading questions incorporating a given assumption, such as: *'If day centres are closed should the land be used for housing or industry?'*

Determine:

- Is it the right question?
- Is it going to be possible to answer it?
- Is the question too broad or too narrow?

It's not only wise, but necessary, to trial draft questionnaires and experiment with volunteers willing to try out the questions and add their input to whatever improvements can be made.

An overview of the questions will provide an inkling of what data in the replies can be cross-referenced in the project. For example, if asking about leisure activities, correlations will be found between age ranges and the queried need for say, ballroom dancing as compared to street dancing.

To avoid everything becoming too complicated and trying to find too many connections, remember the core question of the project or survey. Is it being answered?

People hate forms to fill in, so keep the number of questions down and you'll get a better response. Five questions may not be enough but 200 is way too many.

Equality too is an issue and some effort has to be put to evaluating such things as disability, age, gender and ethnicity to give credence as to the value of the project. These must be put on a separate sheet if not integral to the questions.

*(See the National Standards for Community Engagement in the appendix. They will help identify what you need to think about to ensure that anyone who has an interest in the focus of your research can be involved.)*

- **Plan data collection**

Sketch out how data will be gathered and analysed.

Face to face interviews, distributing questionnaires, group interviews, door-to-door interviews, publicising the project, asking for help from intermediary groups such as clubs or associations, 'voxxpop' street interviews, presence at open days and gala events - are all opportunities to ask questions and gather data.

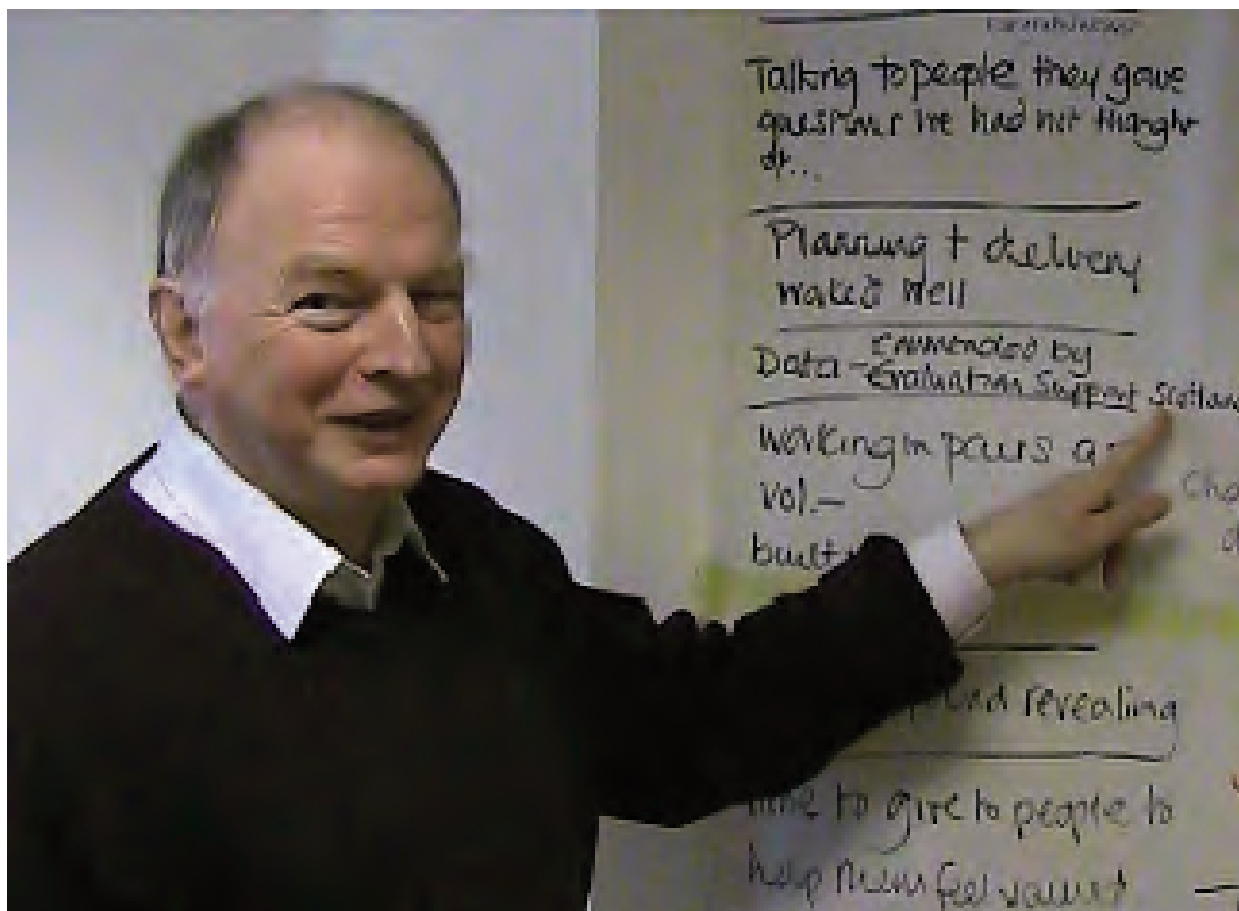


Not only does data consist of individual responses to questions on questionnaire but it also covers group responses, and could include photographic material, references to other sources, stories and experiences, expert opinion and a summation of current practice, policy or situation.

When it comes to the analysis of this information, answers like those to the open questions in the questionnaire, should be tallied in different categories and sub categories, so themes and issues raised in the question can be matched and presented in an ordered manner.

It's good to plot these points out from the start and also match them up against your resources.

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## Phase two:

### The work really starts

Once funding is in place, it's time to put your Research Plan into action.

### Get disclosure checks if necessary

You should know by now if Criminal Records checks are needed for members of your CAR team and any other volunteers if you intend to involve children or vulnerable adults.

In February 2011, the Scottish Government introduced a new membership scheme to replace and improve upon the current disclosure arrangements for people who work with vulnerable groups.

The Protecting Vulnerable Groups (PVG) Scheme seeks to:

- help ensure that those who have regular contact with children and protected adults through paid and unpaid work do not have a known history of harmful behaviour.
- be quick and easy to use, reducing the need for PVG Scheme members to complete a detailed application form every time a disclosure check is required.
- strike a balance between proportionate protection and robust regulation and make it easier for employers to determine who they should check to protect their client group. *(For 'employers' here, read the CAR team management or governing body.)*

Advice and information can be had by contacting Disclosure Scotland at [www.disclosurescotland.co.uk](http://www.disclosurescotland.co.uk). You can apply online for a basic disclosure.

## Design the study; (how to get information in)

Here's a quick checklist of information gathering and things to bear in mind.

### Distribution of questionnaires:

- on paper by distribution by hand, by mail, as enclosures with another groups's postings. If distributing in a neighbourhood by letter-dropping door-to-door, it pays to do this on a Sunday if possible to avoid the recipient confusing the questionnaire/circular with ordinary junk mail.

It's also wise. if returning to arrange a pick-up, to say when you'll next come round on a slip attached to the questionnaire.

**Your help is needed... and it's important.**

This questionnaire is for people (16-65yrs) with a physical disability or sensory impairment. You can fill in this questionnaire with help from your carer - a family member or friend - or you can contact us and we will arrange for someone to visit you and help you fill it in. If you wish, please add another sheet.

**Remember, you can fill this in anonymously.**  
(If in print format, just tick or cross the boxes and post it back. If downloaded, click on the boxes for tick to appear, save it, then email it back to info@elccf.org.)

**Q1. Which town or village do you stay in, or near:**  
I live in or near.....

**Q2. What kind of activities do you do throughout the day/evening/weekend? (D/E/W)**

Activity	Hours per week	D/E/W
(For example) Art class	2hrs	E

ELCCF

### email circulation:

email responses are the quickest to return - there's a tendency for people to fill them in and return them quickly to get them off their plate. The answers to open questions can also be more off the cuff.

(The **Data Protection Act**: ([www.ico.gov.uk/for\\_organisations/data\\_protection.aspx](http://www.ico.gov.uk/for_organisations/data_protection.aspx)) has guidance on how to protect sources of information and guidance if you intend to access potential respondents via mail addresses held by other groups and bodies. as printable pdf or word files as attachments via email, or simple returnable ordinary text emails.

### Online surveys:

Survey monkey, Kwik Surveys, Dotsurvey, or Zoomerang all offer free or free trial surveys. You'll probably find that perhaps up to ten questions are free, more will cost.

Downloadable survey forms in MSWord or plain text format can be made available on your website if you're lucky enough to have one. You'll have to broadcast that this facility exists.

The forms can then be filled in and returned as an email attachment or printed out and posted.

### **Web-active questionnaires**

These are forms built in to a website and look like a website page, but have options for preference 'radio' buttons and/ or boxes where text can be entered. Responses, once submitted with a click, are instantly collated by the querant. This is fast but is a more complex way of finding out as it requires some web savvy.

Like the other web approaches, it relies on respondents having access to a computer and knowledge of where to find the questionnaire, in whatever form, on a website.

One potentially quick way of getting answers back is to have the questionnaire as text in an email, where the answers can be quickly filled in by the respondent and the email returned to 'base' with a click.

### **Video:**

'Vox pops' are short interviews or opinions given on the subject at hand. Video is becoming ever more popular and carries a powerful effect. Recording opinion will need permission for use by the respondent and it's best if they speak directly to camera without influence of an interviewer.

A camcorder set up with a simple off/on switch or a laptop with inbuilt camera can be used for capture if it's up to the respondent to manage their own video appearance.

Bear in mind that video has its faults for collecting data. For example, the question 'How often do you see your doctor?' in hard data terms is best answered 'Twice a year' rather than 'Hundreds of times, it's my feet...' which is more likely on video.

Video is best at presenting the human emotional response to a subject or questions. A filled in questionnaire, which although it delivers the goods on hard data, can only hint at the personal impact of the issues.

### **Displays and exhibitions:**

- are good for meeting people face to face and can also be a great morale boost for those asking the questions. Make sure you're well briefed of your organisation, and have pens and a table available.

### **Meetings of other groups:**

Meetings of organisations (be clear what you want - the organisation's view, the responses of individuals within the organisation...?)

### **Focus groups:**

These are groups of people representative of the 'community' you're researching

### **Face to face interviews with individuals:**

Remember your disclosure checks if dealing with vulnerable people. If visiting, carry ID and leave contact information and details of the research project.

### **Publicity:**

Notice in newspapers, community radio, leaflets, newsletters, libraries, dissemination via other bodies.

### **Costings**

Remember to repay travel costs for respondents. CAR events, mail outs, CAR team expenses, stationary will all have to be reckoned as part of the information gathering exercise.



## **Phase three: data incoming**

### **Analysing the information**

Order is the watchword here and fastidious filing is a must.

If it was needed to collect the names and addresses of respondents, these details must be separated then filed independently, each given a reference number on the rest of the questionnaire. You then have the information you need to send the final report back to those who took part, if necessary.

Likewise, the equalities questions should be separated and tallied separately.

Even if the questionnaires are anonymous, number coding and filing them will make analysis easier. Photocopy the questionnaires and keep the original masters in order. If analysing in certain categories, such as locality, you can use colour coding to identify those to sort into groups.

Unless your resources are pretty good and you're a master of volunteer engagement, it's unlikely you will use person power to sort out the data returned.

Some effort will be needed to enter the information into record fields (all the different boxes for the different kinds of information) designed on a computer database or spreadsheet.

Once entered into a spreadsheet like Microsoft's Excel or, its equivalent in the free Open Office software suite, the data can be sorted in a flash and figures presented in graphs or charts.

For groups brought together for the research, read over and listen to those taking part to identify common themes to categorise. Seek out connections between sub-categories.

Emerging themes and issues could arise and be important additions to the information collected even though they lie outside the original questions.

## Phase four: the results

### Presenting the data

The results of the CAR project come as a final report describing the work, the presentation of information and the conclusions.

Although it may seem like jumping ahead, at this point you might think of how you should frame your conclusion; a summary of objective statements, as reflections on what factors the research revealed, recommendations, or as a more strident call for action on points of concern?



Remember the core question of the CAR research. You now have the answers, or have at least gone a good way to finding out the answers. So do you want to announce a solution, or suggest ways of achieving that solution, and, to whom?

### A breakdown of the report

However the report leaves its readers or audience, its basic structure will be something like this:-

**An executive summary:** a quick brief on the who, where, why, what and how of the CAR project - which can be adapted into a press release.

**Introduction:** the background to the research and what the report is about.

**The organisation:** who you are; a background to the aims of the inspiring group, the host body, or the CAR team.

**The research:** what was entailed in the project; the methods and means.

**Research results:** The meat of the document, ordered by the questions in the project itself, illustrated by charts or graphs.

**Key findings:** what the researched information indicates. This is an overview of what the exercise reveals from the data.

**Conclusions:** which deliver suggested courses of action on areas indicated in the key findings, or reflections on what changes might be made to current policy. Along with the Key Findings, these are the bit most readers will skip to.

The points raised in these two sections are the ones to bear uppermost in mind when preparing a press release on the project.

**Project team and acknowledgments:** does what it says on the tin - credits the CAR team and all who helped in the research, though obviously not respondents individually.

**Appendices:** could include: project timeline, project costs (including your own in-kind contributions), questionnaires, focus group outlines, other key documents that relate to how you carried out your research.



## Appendices:

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### Useful contacts:

**ELCCF:**

[www.elccf.org](http://www.elccf.org)

**ELCCF CAR report and  
downloadable toolkit:**

[www.elccf.org/library.asp](http://www.elccf.org/library.asp)



**Lloyds TSB Foundation for Scotland/ Henry Duncan Awards**

[www.ltsbfoundationforscotland.org.uk/index.asp?tm=21](http://www.ltsbfoundationforscotland.org.uk/index.asp?tm=21)

**National Standards for Community Engagement and VOICE**

(Visioning Outcomes in Community Engagement)

[www.scdc.org.uk/what/national-standards](http://www.scdc.org.uk/what/national-standards)

**LEAP (Learning, Evaluation and Planning)**

[www.scdc.org.uk/what/LEAP](http://www.scdc.org.uk/what/LEAP)

**Scottish Community Development Centre**

Community Research

[www.scdc.org.uk/community-research](http://www.scdc.org.uk/community-research)

**ARVAC**

The Association for Research in the Voluntary and Community Sector

[www.arvac.org.uk](http://www.arvac.org.uk)

**Evaluation Trust**

[www.evaluationtrust.org](http://www.evaluationtrust.org)

**Evaluation Support Scotland**

[www.evaluationsupportscotland.org.uk](http://www.evaluationsupportscotland.org.uk)

**Centre for Action Research in Professional Practice (CARPP)  
papers;**

[http://people.bath.ac.uk/mnspwr/doc\\_theses\\_links/index.html](http://people.bath.ac.uk/mnspwr/doc_theses_links/index.html)

**Infed, Encyclopaedia of Informal Education**

<http://www.infed.org/research/b-actres.htm>

## Web Centre for Social Research Methods

[www.socialresearchmethods.net](http://www.socialresearchmethods.net)

## Scottish Government Methods Guide

[www.scotland.gov.uk/Topics/Research/About/Social-Research/Methods-Guides](http://www.scotland.gov.uk/Topics/Research/About/Social-Research/Methods-Guides)

## Sage Research Methods Online

<http://srmo.sagepub.com/publicstart;jsessionid=D423840C60F5DAFAA0FFE4ED07A2D125?authRejection=true>

## VolResource

[www.volresource.org.uk/info/research.htm](http://www.volresource.org.uk/info/research.htm)

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# Sample Consent Form

(This consent form can be used for a focus group or a one-to-one interview.)

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## Participant consent

(Ref no:.....)

I agree to take part in the study and understand that my participation is voluntary and that I am free to withdraw at any time without giving reason.

I agree to be contacted by (name of organisation) regarding the study if necessary.

I agree to allow (name of organisation) to use quotes from the research (anonymously).

I am happy for (name of organisation) to use photographs or film footage to illustrate the report in which I may be depicted.    Yes /    No

**Name:**    .....

**Date:**    .....

**Signature:** .....

.....

Age range:        18 – 25    26 – 45    46 – 59    60 – 69    Over 70

Male / Female

.....

If you wish to know about the findings of the survey, please add your contact details below.

Address: .....

.....

Post code..... Email.....

# National Standards for Community Engagement

The National Standards for Community Engagement set out best practice guidance for engagement between communities and public agencies.

## The standards are:

- 1. Involvement:** We will identify and involve the people and organisations who have an interest in the focus of the engagement.
- 2. Support:** We will identify and overcome any barriers to involvement.
- 3. Planning:** We will gather evidence of the needs and available resources and use this evidence to agree the purpose, scope and timescale of the engagement and the actions to be taken.
- 4. Methods:** We will agree and use methods of engagement that are fit for purpose.
- 5. Working together:** We will agree and use clear procedures that enable the participants to work with one another effectively and efficiently.
- 6. Sharing information:** We will ensure that necessary information is communicated between the participants.
- 7. Working with others:** We will work effectively with others with an interest in the engagement.
- 8. Improvement:** We will develop actively the skills, knowledge and confidence of all the participants.
- 9. Feedback:** We will feed back the results of the engagement to the wider community and agencies affected.
- 10. Monitoring and evaluation:** We will monitor and evaluate whether the engagement achieves its purposes and meets the national standards for community engagement.

## Use only as example

### Your help is needed... and it's important.

This questionnaire is primarily for people from 16-65 with a physical disability or sensory impairment. You can fill in this questionnaire with help from your carer - a family member or friend - or you can contact us and we will arrange for someone to visit you and help you fill it in. If you wish, please add another sheet.

**Please mark options to the questions. Telling us more in the spaces provided will really help. Please answer honestly. Remember, you can fill this in anonymously.**

**Q1. Which town or village do you stay in, or near:**

I live in or near.....

**Q2. What kind of activities, outside the home, do you do during the day/evening/weekend? (D/E/W) (Please tick):**

- |   |   |
|---|---|
| <input type="checkbox"/> Sports & Leisure   | <input type="checkbox"/> Voluntary work       |
| <input type="checkbox"/> Social   | <input type="checkbox"/> Employment           |
| <input type="checkbox"/> Arts & culture   | <input type="checkbox"/> Education & Learning |
| <input type="checkbox"/> None (If ticked, answer questions <b>Q4b/c, Q6 and Q7b/c</b> ) |   |
| <input type="checkbox"/> Other  |   |

**What activities do you do? (please say)**

**Hours per week D/E/W**

(for example)

**Art class 2hrs E**

**Q3. A Care Plan is worked out with a Social Worker. Have day activities been discussed as part of your Care Plan?**

- ☐ Yes    ☐ No    ☐ Don't know    ☐ I don't have a Care Plan

## Use only as example

**Q4a.** Are the activities you take part in what you really want to do?

☐ Yes

☐ No

**Q4b.** Are there activities you feel you are able to do but don't have the opportunity?

---

*(Please say what you think):*

**Q4c.** What might help?

***(Tick only the three most important to you.)***

☐ transport

☐ accessible buildings

☐ need support to go

☐ knowing who to ask

☐ more flexible care

☐ times that fit in with me

☐ access to funding from my Care Plan (Self Directed Support)

☐ another reason

---

*(Please give more detail about your answer):*

**Q5.** Who provides the activities you take part in?

---

*(Please say):*

## Use only as example

**Q6. How do/ would the activities make a difference to your life?**  
***(Tick only the three most important to you.)***

- ☐ They help me to be more independent
- ☐ It's for the company & friendship
- ☐ I just enjoy doing them
- ☐ They have improved my health
- ☐ I feel more confident
- ☐ They help me develop skills and interests
- ☐ Anything else. *(Please say below):*

---

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**Q7a. How did you find out about the activities you participate in?**

- ☐ Care professional    ☐ Library    ☐ Online    ☐ Family carer
- ☐ Local media    ☐ Word of mouth    ☐ Other *(Say below):*

---

---

**Q7b. How easy is it for you to find out about activities?**

- ☐ Easy    ☐ Quite easy    ☐ Quite difficult    ☐ Difficult

**Q7c. What's best way - *for you* - to find out:**

- ☐ Website    ☐ Library    ☐ Booklet    ☐ Care professional
- ☐ Talking newspaper    ☐ Local media    ☐ Other *(Say below):*

---

ELCCF's day activities questionnaire

# Use only as example

**Q8.** For people who use services based at *(Please circle)*:

**Prestonpans Resource Centre or The Trinity Centre, Edinburgh**

How many days a week do you attend? *(Please circle)*:

**1      2      3      4      5**

What activities do you do? *(Please say below)*:

---

---

How does the centre benefit you? *(Please say below)*:

---

---

**Q9. Final equalities question for all participants to answer.**  
*(Please circle answers):*

**Gender:**      Male      Female

**Age:**      Under 16      16-25      25-45      45-65      Over 65

**Ethnic group:**

White	Mixed Race	Indian	Pakistani	Bangladeshi
Other Asian ( <i>non-Chinese</i> )	Black Caribbean	Black African		
Black ( <i>others</i> )	Chinese	Other		

**Thank you very much for taking the time to fill in this Questionnaire.**

## Use only as example

**If you would like to say more, we would be happy to meet with you or invite you to a focus group. If so, please fill in this last section.**

**Details will be kept confidential.**

**I would like to tell you or discuss with you in more detail.**

- |   |  |
|---|--|
| <input type="checkbox"/> in a focus group ( <i>costs refunded</i> )<br>chat | <input type="checkbox"/> in a face-to-face<br>chat |
| <input type="checkbox"/> interview by telephone                             | <input type="checkbox"/> by email                  |

**My name and address is:**

.....

.....

.....

Postcode.....Tel:.....email .....

**You can return this form along with the questionnaire in the freepost envelope provided. Or, post it to:**

**Day Activities Questionnaire,  
East Lothian Community Care Forum,  
3-4 Sidegate,  
Haddington EH41 4BT.**

You can also download the questionnaire in MS Word or Text format at [www.elccf.org](http://www.elccf.org), fill it in, save it, then return by email to [info@elccf.org](mailto:info@elccf.org)  
Call ELCCF on 01620 822 212.

ELCCF: Scottish charity No SCO29791.



**The ELCCF Community Action Research team.**

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**East Lothian Community Care Forum**

Helping service users and carers take part  
in the planning of community care services

*in co-production with*



**Lloyds TSB**  
*Foundation for Scotland*

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