A CODESIGN TOOLKIT FOR ENERGY DEMOCRACY

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May 2023

Funded by the UK Centre for Research into Energy Demand Solutions, through the EPSRC, grant number EP/R035288/1

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These guides and tools are based on the research project 'Social Entrepreneurship At the Grid Edge' which ran in 2020-2023 by researchers from UCL and KCL. The project was funded by the EPSRC through the UK Centre for Research into Energy Demand Solutions. The project aimed to engage a greater diversity of communities in conversations and decisions about Community Energy. This toolkit sets out the insights learned, in particular from the codesign process the team ran with groups in Newham.

Feedback:
This toolkit is a work in progress. We've documented our reflections and provided examples of tools we piloted. We welcome any feedback or comments on the content. Please get in touch with us at gridedgeentrepreneurship@gmail.com

Acknowledgements:
The project team would like to thank all the people who participated in and supported the research. This includes the Community Energy groups and partners in the UK and the Netherlands who shared their stories about developing innovative Community Energy projects; the groups in Newham who gave up their time to be interviewed or host a codesign workshop; Newham Council; and the project's steering committee. We benefitted enormously from their support and contributions.
The project was also supported by King's Undergraduate Research Fellows, Maxine Duminy, Johanna Hus Solli, Giovanni Jasson and Adam Rica, who made valuable contributions to the processes and tools described.

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Introduction

Why Energy Democracy?
Climate change, the energy crisis, and growing awareness of stark social inequalities show the need for a 'just' and 'democratic' transition to renewable energy. In contrast to business as usual, such a transition requires that the costs and benefits of the move away from fossil fuels are born and distributed as equitably as possible. This can be supported by greater public participation in, and democratic ownership of, energy infrastructures and decisions.
Community Energy initiatives across the UK and beyond are playing a key role in this democratic transition, creating opportunities for locally-owned and managed renewable energy projects to generate shared benefits at ground level. Yet, as research highlights – reflecting widely recognised challenges within the environmental/climate movement and energy sector as a whole, Community Energy can be seen as the preserve of those with certain kinds of exclusive knowledge and 'correct' values. Monitoring by Community Energy England demonstrates the sector is not representative, typically involving more affluent social groups and with very low rates of participation from BAME groups[1]. Community Energy groups have also been found to be male dominated in terms of both shareholders and those involved in decision-making[2], while Regen, the renewable energy experts, have also pinpointed the lack of women in the broader renewable and energy sector[3]. This can then mean that Community Energy groups, despite good intentions, can end up serving narrowly framed and privileged interests, simply by virtue of the specific realm of life experiences and values invisibly shaping perspectives, decisions and actions. The idea of Energy Democracy can push groups to think about how Community Energy groups can proactively reflect and incorporate the diversity of the communities which they are part of. How can initiatives contribute to a truly just democratic energy future. Using the ideals of Energy Democracy could help to create a more legitimate, and so potentially more rapid and resilient, decarbonization process.

More Energy Democracy resources can be found at the end of this booklet (here).

What is codesign?
Codesign is a process for participatory decision-making and action to address real world issues. It opens up a generative and creative space for including people in defining both the problems and solutions for improving their day to day lives. Codesign uses design principles and tools often structured to allow groups to collaboratively discover, define, develop and deliver shared problems and solutions. These design stages are discussed in detail in the Design Council's 'Double Diamond' design process[4]. The double diamond illustrates a design process of opening up creative responses to a problem area in order to narrow down on a solution that works. Codesign focuses on taking the people impacted by a problem through this design process, in order to understand from their perspective the issues they want to tackle and the solutions that deliver value for them.
Crucially, codesign is not just a process, or a set of tools (though it contains both of those), it is also a certain kind of mindset with which to approach problems and solutions, one that is open-ended, comfortable with some level of uncertainty, curious, collaborative, has faith in people's innate creativity and wisdom, and interested in bottom-up ways of doing.
In particular it mobilises an 'asset based approach' to community development, seeing people and their communities as intrinsically capable, resilient, creative and equipped with a wealth of under-recognised resources, or

assets. In this sense, assets mean things like knowledge, strong social connections based on trust, diversity, cultural insight and/or ideas and skills.

In our project, we used codesign to engage with existing community groups and networks and understand their interests, priorities, values and assets first and then connect those into conversations about energy.

Writing this toolkit

This codesign toolkit is based on the research team's shared experiences, learnings and reflections from running an energy codesign project in Newham. Our codesign project ran in 2022-2023 and was designed to engage diverse groups in thinking about what local energy could mean for them. Our plan was to work with groups already working to create positive change in their neighbourhood and explore how energy fitted into their values.

We should note upfront that our research team lacked diversity; we are a group of white, middle class, women academics. We used concepts of Energy Democracy and justice to design the project and reflect on our own positionality. We wanted to develop tools that can help broaden our thinking beyond our own life experiences and recognise the inherent power imbalances in how local energy solutions are conceived and implemented.

In our project we reached out to 29 groups, had research interviews with 12 and four groups agreed to pilot our co-design process. These groups were very diverse, in terms of gender and ethnicity. Of the 60 people who attended our workshops, most (60%) were women, and they came from 14 different ethnic groups, with no one group being the majority (in line with Newham's population). We needed to improve our engagement with younger people, as we did not engage people from age groups under 25. The groups were also very diverse in terms of the issues they worked on. We worked with faith-based groups, women's group, community gardeners, tenants and residents associations, who had different sets of issues and goals. We therefore felt our process did go someway to opening up the conversation about energy to groups underrepresented in the Community Energy sector.

This toolkit describes our approach, building both on what we got wrong and what we think we got right. It is not intended as a didactic 'How To' guide, but more a series of prompts and suggestions, for those wanting to do something similar but unsure where to start. Our hope is that sharing this toolkit will lead to further investigations and experiments in a similar vein, and a growing conversation on what Community Energy can be at a critical time when an increasing awareness of inequality, injustice, and issues regarding diversity and inclusion are recognised as fundamental to tackling the climate crisis.

Endnotes:

1 See Community Energy England's 2019 State of the Sector report for a discussion on this

2 See for example these research papers: Lazoroska et al. (2021) *Perceptions of participation and the role of gender for the engagement in solar energy communities in Sweden*; Karakislak et al. (2023) *A cooperative of their own: Gender implications on renewable energy cooperatives in Germany.* Or this network www.globalwomennet.org/women-in-community-energy-through-openness-to-diversity/

3 www.regen.co.uk/a-call-to-arms-for-more-women-in-the-clean-energy-sector/

4 For a full description of the double diamond design process visit the Design Council's website. www.designcouncil.org.uk/our-work/skills-learning/tools-frameworks/framework-for-innovation-design-councils-evolved-double-diamond

ENGAGEMENT GUIDE

Contents:

In this section we provide a two-step approach to community engagement:

Step 1 Clarify team assumptions and expectations

This is about building a shared understanding of the objectives for engagement. This involves making assumptions explicit and actively working to overcome the bias and misunderstanding that can be introduced when teams think about who will engage and why.

Under this step, we propose six areas for consideration as a team.

Step 2 Mapping and proactive engagement

This section provides a variety of practical steps and processes to work towards meaningful engagement.

Engagement Tools & Resources

Step 1: Clarify Team Assumptions and Expectations

Taking the time needed for team introspection can seem hard to justify. But having clarity and a shared understanding about use of language, terms and individual members' different ways of thinking about the same issue is important. Discussing this at the start of a project can avoid challenges and problems down the line. Putting time aside for conscious conversation about these things can lead to all kinds of surprise productive outcomes and insights, including strengthening your team. This is particularly so when previously invisible assumptions, differences in opinions and perspectives are aired in a constructive dialogue. Here are some suggestions for key topics to cover:

1.1 Consider the starting point – Energy Democracy

Together as a team, reflect on what it means to help build local 'Energy Democracy'. What would or could this mean in your context? How do you conceptualise or imagine the end result? Both in terms of external outcomes but also internal processes? What would success look like? What would need to happen for your project to be an 'Energy Democracy' project? Who would need to be involved, at what point and how?

1.2 Build a shared understanding of what you mean by 'community' and 'diversity'

The concept of 'community' is notoriously hard to define. It can have a variety of meanings. This can include people who are connected by: a shared geographic area of residence/work; a common interest/life experience; sense of identity. People also usually belong to more than one community, and the sense of these identities is constantly evolving shaped by experiences. It is helpful to therefore think of 'community' as something that has to be built rather than found – it is not a static concept or pre-existing entity but an ongoing practice or process.

It is also helpful to bear in mind that 'community' is also always antagonistic as well as potentially cohesive – conflicts always exist, even if they are hidden or suppressed. Being mindful of this is key to just community engagement and facilitation. Community is also always exclusionary to some degree – by definition, it is a limited group of people including some but not others.

Discussing how you are using this term and being clear about who or what is excluded and why is critical to confidently starting an effective and targeted engagement process. Remember – in conducting this process (through the language you deploy, the visions you generate, and the activities you carry out) you are also actively involved in the practice of creating community, including some but not others, creating shared identities, and sense of place and belonging.

This leads on to – being clear about what your group means by 'diversity'. Is it about Race? Ethnicity? Gender? Age? Socioeconomic background? Religion? How will you know you have met your diversity objectives? Will you monitor and capture participant demographic information – how, when and with what outcome for participants?

1.3 Map and unpick assumptions

Marginalization and exclusion is often the unintended status-quo outcome of how community engagement is done across all sectors. This is in part due to the existence of hidden, unarticulated shared assumptions, or biases, of those doing the engaging, particularly if there are certain identity characteristics that a group, or team, have in common (race, gender, class etc). Starting with a desire to confront and challenge your own assumptions, making conscious and explicit the previously unconscious and implicit, can be a useful entry point for identifying blindspots, reconfiguring assumptions and therefore contributing to extending your engagement beyond the 'usual suspects'. We cannot change what we do not know needs to be changed. Get curious about your own thought processes and the frameworks shaping them. Once you have some insights, reflect on how you might work to overcome these –how might you proactively address the ways in which your positionality might affect community engagement? And how might you iteratively continue to reflect and unpick assumptions as you move through the project as a whole, e.g. about why some groups do or do not end up engaging etc?

See Tool A Interrogating Assumptions

1.4 Get clear about the outcome of the engagement

Engagement and public participation are terms that are used widely, but that cover a range of different activities and outcomes for the people participating. The 'spectrum of participation' – developed by the International Association of Public Participation (IAP2) - was created to help determine the role /influence of the public /community in planning and decision-making processes. On the left of the spectrum consultation processes in which the outcome is to provide information and accept feedback. The further to the right of the spectrum, the more influence the community has over decisions and the more deeply democratic it could be said to be. Codesign should sit at the collaborate and empower end of the spectrum allowing participants control over the outcomes of the process. This can only happen when the team running the engagement are able to hand over decision-making powers.

When running an engagement process it can help to get clear about what the intended outcomes are, is it to get feedback on a set of outcomes that have already been determined, or is it to explore what outcomes are possible with all the participants contributing? Codesign is a suitable method for achieving the latter; collaboratively exploring what is possible. When clear on the outcomes of the engagement, it is easier to communicate this and build expectations of what participating in the process entails and makes possible.

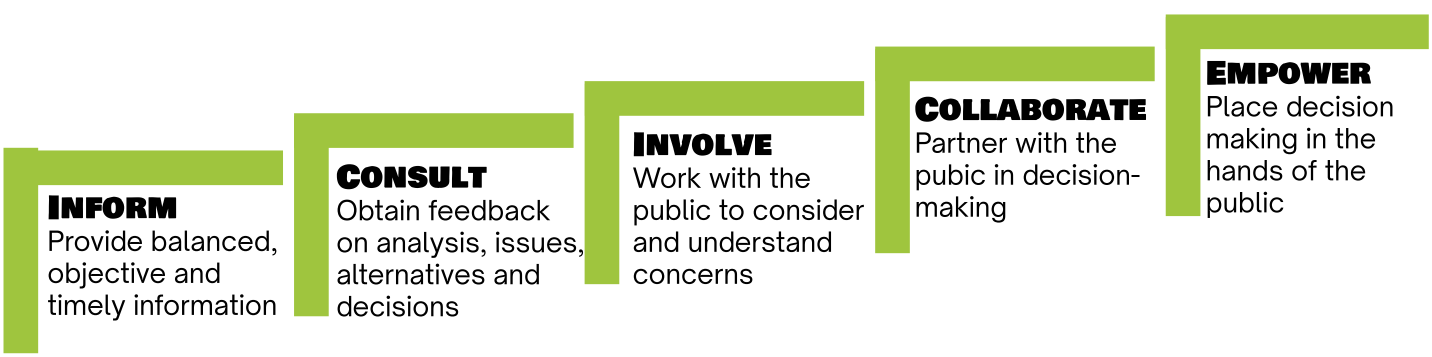


Figure 1: The Spectrum of Participation (adapted from IAP2)

1.5 Develop the mindsets, skills and qualities for generative and inclusive community outreach

What mindsets, skills and qualities are conducive to successful community participation and codesign with diverse groups?

How can you build or boost these capacities in your team through e.g. skill swaps/shares, training, online self-directed learning, etc.? Through our process we found the mindsets, skills and qualities listed below to be key.

Mindsets

Adopting an asset-based approach. This means engaging in a way that identifies a group's capacities and capabilities and brings these into a codesign process. Recognising these as assets and reflecting them back to communities can be a useful and affirmative way to tailor any codesign process to local realities and priorities.

People come to a codesign process with valuable knowledge, experience, perspectives, or lived experience expertise, that deserves respect. Linked to the above, in a codesign process, people's lived experience and insider knowledge of a place, a community, or an issue are seen as equal to forms of 'expert' knowledge, such as scientific and technical know how. As the facilitator of this process it is your responsibility to ensure this is palpable through creating a non-hierarchical space that encourages mutual curiosity, listening and dialogue.

Genuine relationship building is worth the time and resource. Getting to know people in a meaningful way takes time, but it is key to a successful codesign engagement strategy. This means getting to know people in person, where possible, having face to face meetings, going to where they are located, and meeting in places relevant to their lives. Through building long term relationships, you build trust and open up doorways into the community that might otherwise remain closed.

Being prepared to relinquish some control and share power. Community participation in a codesign process is not a project you can manage in a conventional sense. Given that it is predicated on human relationship and sharing power with those you engage it is an inherently messy and complex process, a process that will need to emerge and evolve over time. The ideal of sharing power can throw up concerns about over-promising to communities on what you can deliver in practice – be mindful of course of not doing so by being transparent about any limitations of power sharing from the start. But be prepared to unpick your assumptions about the possibilities and potentials for power sharing as in step 1.3 above.

Codesign is a process not necessarily an output. Codesign is not necessarily about 'designing' a particular, concrete output, though that can be a part of it. It should instead be seen as a process – a constantly evolving, living, growing chain of events that is a kind of journey that changes those involved in some way, however small. A codesign process is therefore is also about collaboratively setting parameters of working together, eg drawing up a list of shared values or principles a project should adhere to to be properly classed a 'community' project.

Genuine commitment to diversity, inclusion, equality and seeing through an intersectional lens. Intersectionality means understanding that people's multiple identities (race, gender, sexuality, class, age, physical and mental ability etc) affect how they experience and make sense of the world in unequal ways.
A commitment to an agenda that promotes equality means applying an intersectional lens to all you do and trying to adjust how you interact, communicate and deliver accordingly to generate more inclusive outcomes. It also encompasses a perspective that views diversity and inclusivity as a strength in itself - leading to new and richer insights, connections and perspectives.

Skills and Qualities:

Self awareness - having the insight to reflect on your own behaviours, triggers, impulses, reactions, judgements, strengths and weaknesses and the ability to contextualise them within your own intersectional autobiography and cultural history and be accountable for them. This is so that you can show up as compassionately, inclusively and non-judgementally as possible and proactively address instances where you are not able to. Self awareness also includes admitting when you don't know something and asking for and integrating feedback.

Relationship building - the ability to be authentic, build rapport and connection through warmth, honesty and approachability with a wide range of people from different backgrounds is key.

Creativity and flexible communication - having imagination and resourcefulness for thinking about ways of identifying, connecting with and engaging diverse communities both visually (posters / fliers etc) and verbally (by phone / text / email / social media etc); meeting people where they are at with language, concepts and messaging.

Listening, curiosity and empathy - being able to imagine yourself in another's shoes, set aside your own worldview and really be interested to tune into what people are saying both explicitly (via the words they are using) and implicitly (beneath the words they are using). Curiosity implies an open, enquiring mind, which seeks to constantly ask questions, reflect, probe and lean into uncomfortable terrain with a view to understanding what is uncomfortable and why.

1.6 Set up clear and strong partnerships

For your project, will you create any explicit partnerships with key stakeholders? Bringing on board project partners could make your goal of diversifying community participation more achievable. For our pilot, we partnered with Newham Council and also Brixton based Community Energy group Repowering London who are establishing a Community Energy group in Newham.
Lessons we learnt from this process included the need to build strong, face-to-face relationships with key individuals from the start in order to attain deeper buy in and overcome the effects of staff turnover. We also found creating clarity over partner roles, interests and responsibilities is important to sustaining a meaningful, long-term partner engagement. Another effective strategy could be to recruit a number of representatives from local community groups into a kind of advisory or steering group for the project, as they could also offer in-roads into the communities you are trying to reach, and this would be a step in itself towards the intended goal of building Energy Democracy through deeper participatory decision making structures.

Step 2: Mapping and proactive outreach with diverse groups

Having clarified your assumptions and objectives for your engagement, the next task is to find and then reach out to as many different local community groups based in your chosen area as possible. Already established local community groups are often hives of activity, tend to best represent the interests and priorities of people living in the locale, and are gateways to diverse, passionate and creative people. Decide if you are going to cast your eyes and ears as wide as possible or concentrate on a specific, more defined place, depending on the resources you have. Remember that since the aim is to build genuine relationships, prioritise accordingly. There are a variety of approaches that we trialled that you could use to complete this task:

2.1 Conducting desk-based research

Find the basic information and contact details for as many different groups as you can. Create a spreadsheet to capture details of the groups including what they do, key contacts, website, location.

Some tips:

- Use keyword searches on the internet. Conduct specific keyword searches on any under-represented groups, e.g. religious, ethnic minority, LGBTQIA+, disability etc using keyword searches online to ensure you are proactively addressing any blind-spots.

- Tap into existing resources. Use the local council website, and any other umbrella community and voluntary sector organisation websites, to help populate your database.

- The Charity Commission website has contact details of local charities. In our project we found contacts for roughly 600 charities connected to Newham. However, we also found that the contact details were not up-to-date and that a charity's registered address was not a reliable indicator that the charity actually engaged in any activities in that location. Therefore, the Charity Commission's database is useful for broadening engagement, but not viable as the primary resource.

- Try to identify any informal grassroots or hyper-local initiatives that do not have an official website / premises / social media presence. These types of initiatives can be some of the most embedded kinds of groups, operating with minimal resources but with wide social capital and networks. They are a rich source of local knowledge and information and can be key gatekeepers.

- Supplement your search via social media e.g. Twitter, Instagram and Facebook using hashtag searches for your area eg we used #Newham and #community looking for any initiatives, events, individual people who are doing something interesting in the locale and could be useful leads.

- You can create maps using your list

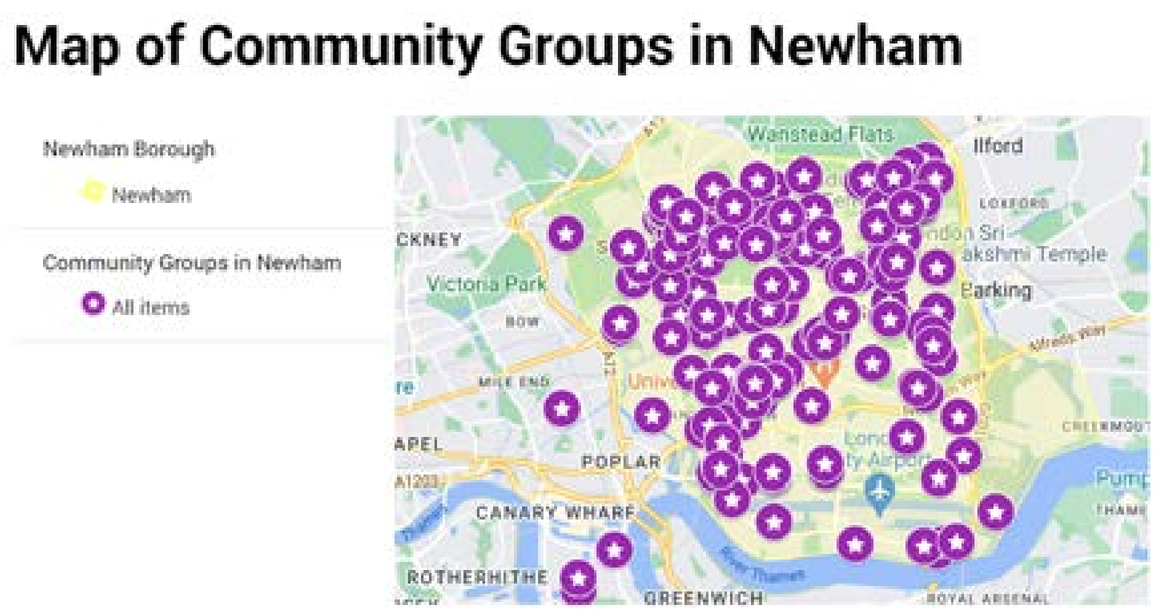
of groups' postcodes via Googlemaps or OpenStreetMap. This can help to identify any spatial gaps or flag key stakeholder organisations located near the area you're interested in.

[For information on how to create your own maps see Tool B Context mapping with online maps]

- It can help to typologise your database of groups to prioritise your engagement. We initially assumed groups with premises who had energy bills to pay and groups working on environmental issues would be the most interested in our codesign process. We then tried to think more laterally targetting for example sports groups, women's groups, faith-based groups etc and worked to include them. Assuming groups won't be interested or have the capacity to engage can reintroduce assumptions and reinforce existing exclusions. Typologies can help to identify gaps in your coverage in terms of representation and inclusion which you can then address.

2.2 Engaging key nodal community organisations and pre-existing local networks

From your database, identify community groups and/or individuals that you think might be key nodal points in the area – i.e., those with extended networks into other community groups. This might be umbrella voluntary and community sector groups, the council's neighbourhood teams, libraries (who tend to act as key community hubs in their locales), schools and community centres. Reach out to them by email or phone call, asking to set up a zoom call, or ideally a face to face meeting, where you can in person explain your project in detail and ask for any connections and/or introductions they are willing to offer. Remember – many community organisations and councils are heavily under-resourced and overstretched, so don't expect people to do any of your outreach for you, but if you are able to genuinely tie it into their existing agenda and priorities it might become an obvious win-win for both parties, and if there is willingness to help, it will be clear. This aspect is key – where



Map data ©2023 Google
Figure 2: Mapping community groups

possible, build allies, so that they can become part of your extended communications team by virtue of their genuine enthusiasm and interest.

- Build strong relationships within the local Council if relevant and possible early on. Councils have community engagement officers, neighbourhood teams, housing officers, democratic participation officers, health and wellbeing teams, and other people on the ground often with unrivalled knowledge and insight into the locality. Try to set up in-person meetings where possible to really strengthen relationships and show your commitment. Find shared values and objectives and common ground, speak their language, keep in touch, but make specific and clear use of people's time too. Make as many connections across the Council as possible – Councils are large, complex bureaucracies that are heavily stretched, and so different departments often don't communicate with one another as much as they'd like to, while staff turnover is frequent, so it's helpful to spread awareness and outreach wide. Again, try to set up in-person meetings where possible to really strengthen relationships and show your commitment. Find shared values and objectives and common

Figure 3: example poster

ground, speak their language, keep in touch, don't disappear for too long, but make specific and clear use of people's time too.

• Map other local participatory initiatives that may have taken place locally e.g. citizen assemblies, neighbourhood forums, and community organiser campaigns, and reach out to them to ask for a meeting to share insights, knowledge and contacts. Don't be extractive – the key is wanting to build genuine relationships, rather than an instrumental interaction where you ask others to hand over names and contacts but don't give something back. So if you make any promises to follow up, keep people in the loop, or share contacts in return, make sure you honour those.

• During your social media research, try to identify hyper-local influencers and reach out to them to see if they would be willing to support and publicise your project to attract more interest. If possible, ask them to give you feedback on your messaging and ideas for how best to frame things for their followers.

2.3 Making contact and building relationships

• Design visual communication tools. Applications like Canva make it easy to put together an eye-catching poster and flier that you can use to simply and clearly communicate the project objectives, timelines and your ask (e.g. get in touch via this email to take part). Take drafts of these to any meetings you have in the community and ask for feedback. Once you are happy with the iteration, try to print and distribute as many of these as your budget allows in cafes, libraries, public notice boards etc (make sure you get any necessary permissions). It may seem old fashioned, but physical posters and fliers are often highly impactful – especially when people start to see them in multiple places. It helps create a buzz and reaches those not on social media – which is a lot of people (see later point on this). Having a design you can easily attach to emails also means it becomes something people can pass on, print themselves and circulate on your behalf.

• Send out an email to all listed community groups outlining the project, being clear about what you are asking from them, what you are offering in return, what the practical outcomes will be, and proposing an initial call for a chance to explain things further in person. Tailor emails where appropriate, but to save time, you can predominantly send en masse using the 'BCC' email function to maintain privacy but make it read as if it were a personal email, starting e.g. with 'Hello', introducing yourself personally and writing in a warm and friendly tone. Make sure the subject line is short but explains the content. Attach the flier /poster to the email so that people can forward it and/or print it off to help with circulation of info about the project. Sign off with an explicit ask to do so if people are able to and to connect you with other interested groups.

• After a few days, if you haven't had a response (which is highly likely considering how busy people are – don't be disheartened or take it personally!) follow up the email with direct telephone calls with as many groups as possible, starting by referring to the email, asking if they've seen it, explaining the ask again, and then arranging a preliminary in person or zoom chat to talk more for those interested. Be human – don't read from a script, speak from your genuine commitment to the project and its vision - your own enthusiasm for the project will rub off on others. Leave answerphone messages where relevant asking people to call you back or indicating that you will try again shortly. Make a note on your contact spreadsheet of responses and your progress. Do this in such a way as another person in your team could pick up where you left off if needs be due to any illness, absence, or staff changes. Tracking responses helps with starting to whittle down a shortlist of those who seem interested and therefore are more likely to engage long term.

• Reassure people when you contact them

that they do not need specialist or technical expertise or previous experience in this area and that you particularly welcome their perspectives precisely because they are not the conventional ‘experts’ on energy but are experts of the local area and their own lives. Offering to inform and teach people about energy and the energy system in an accessible format can be a good hook for engaging people. People are eager for knowledge on this subject in the context of the energy crisis – it is knowledge that can be hard to find and access if you are unsure where to look or how to engage with it. This can also be a way to ensure you are adding value to people’s interactions with you ensuring they will come away having digested new information, whilst also respecting and appreciating theirs as a mutual exchange.

- Create a schedule of any visits and meetings, clustering them on the same day if possible to maximise time and resources. Be mindful of geography and travel times in between visits. Take posters and fliers with you for any opportunities to distribute or pass on.

- Over time, you will develop a list of groups that have interacted with you, and those that haven’t. Review this periodically, again, trying to spot any gaps in terms of representation, and discussing within your team how you can proactively address these, whether by shifting any messaging, trying another tack, or finding another individual to approach. Rather than assuming the worst, try to empathically understand the realities that might hamper engagement – straightforward business, or language and literacy issues, working patterns, lack of confidence – and get creative about trying to overcome these. For example, we offered to meet or call in evenings or weekends. Other options include drop-in online sessions for people to come and ask questions / learn more in a group setting or with a translator present for specific groups. Meet people where they are at as much as possible. Be mindful and reflexive about power hierarchies in your interactions and get training if that would make you feel more confident about how to deal with these.

2.4 Getting out there in person

- The map is not the territory, as the saying goes - get out there, be there, on the ground. As far as possible, get to know the area and the culture of the place in which your community is based in person, walk the streets, wander about, get lost, and then get found again. Using all of your senses, observe people’s comings and goings, the businesses, infrastructures and spaces that make up the local geography, the interactions, atmospheres and rhythms. You’ll be surprised how much insight you can develop from such a simple practice. Even a day spent like this can be informative. It can help influence how you communicate about the project and where. It can also help you identify new groups and projects that you may not have found simply via online searches. Talk to people – don’t be afraid to drop in on cafes, libraries, laundrettes, public spaces, religious venues where appropriate, and strike up a conversation with the people who work or congregate in them. You never know where it might lead! Word of mouth is still the most powerful communication tool there is. It is also an opportunity to test different messaging, ask local people what their main concerns and priorities are, get a feel for what works, and be a visible presence in the community – not just a name behind an email or on a phone.

- When you are there doing any meetings or getting to know the area, use Google Maps or similar to scan the area for any additional community groups that may be located nearby to add to your database to contact later or drop in on. Again, some groups will show up this way but have limited or no visibility elsehow.

- If possible, try to recruit a locally rooted person to help you with your community engagement in a paid capacity. Part way through our research project we were introduced to Alessandra, a Newham based resident, climate activist, postgraduate scholar and member of the Muslim community, and she then joined the team. Having a local person with strong connections involved in community engagement throughout the project is a great asset.

2.5 Advertising the project and inviting contact from interested people

- Approach local media – newspapers, magazines, radio – and ask if they would be interested to feature your project or do an interview with you. We approached local newspaper 'Newham Voices' and were featured in their next issue, which many people we spoke to said they had seen.

- If relevant to your organisation, use social media to advertise the initiative using appropriate hashtags and tagging any key organisations to encourage them to re-post. Remember however, that social media is not a silver bullet. Many of us may live in an increasingly virtual world – but many people do not. The digital divide excludes a vast array of people, and many people prefer to communicate in more 'traditional' ways – i.e. via phone calls, text, in person. This is also true for those for whom English may not be their first or preferred language.

2.6 Keeping people in the loop and doing what you say you will do

Inside the community garden


Outside the community garden


Council flats with solar potential next to the community garden


Church next to the community garden

Photos: exploring the community on the ground

- Create a list of contacts of those people who've indicated they'd like to be kept up to date about the project, and send out a regular email or newsletter update where you inform people of further opportunities to be involved and participate.

- Make sure that you honour and fulfil any promises and commitments along the way, however small. Trust and legitimacy are built on the back of those fulfilments. Be consistent and reliable.

2.7 Holding in-depth discussions

- During initial telephone calls with interested groups, invite them to schedule a deeper one to one conversation with you if possible face to face at a location of their choosing so you can learn more about them and vice versa. This is an opportunity to try to understand the values, motivations and priorities of the group and its members. This is also an opportunity to understand and recognise the kinds of expertise and assets that the groups already hold. What positive change are they trying to create in the world and how? What are their perspectives on energy? How does energy feature in their work if at all? This is also an opportunity to involve groups in shaping the codesign process itself – what would they be most interested in? What would they want to see in such a process?

- Be aware that the rate of return may well not be as high as you hope. As mentioned, groups are highly overstretched and under-resourced, so those who do engage will be precious.

Our engagement process:

In our project we were keen to understand existing groups' assets, values and perspectives on their community and then develop a co-design process around these. We wanted to find out whether diverse groups creating positive change for their communities could produce some value for their existing work by engaging directly in the issue of energy. This meant the final stage of our engagement process, in the run up to codesign work, was to meet up with groups and discuss with them their organisational objectives, their capacities and constraints and the extent to which energy was an issue their community was interested in.

This proved useful in that we could change our process in response to shifting external circumstances. For example winter 2022-2023 saw dramatic increases in energy prices, in addition to a widespread cost of living crisis. By engaging with groups on the issues that were central to their work we re-oriented our process away from opportunities in energy generation and demand management, towards possibilities for energy sharing.

For perspective, we had over 200 organisations on our engagement database, out of which 26 groups expressed interest in engaging with the project. We managed to have in-depth conversations with 12 groups and four made it all the way to a codesign workshop. In part this was because we were running a research project, and testing out codesign tools rather than offering a real Community Energy project. But this small number also reflects the real resource constraints affecting the project team and the community groups, as well as, at times, a mismatch of objectives. The key learning point was to be really clear and explicit in describing the project process and anticipated outcomes.

TOOL A: Interrogating Assumptions

Time: 30 minutes

Equipment needed: pens, papers

Why use this tool? This activity can be run in the early stages of designing an engagement process to check if the planned strategy is broad and inclusive. The tool helps the team reflect on how their assumptions may shape their engagement, and what steps may rectify any oversights or exclusions.

How do I use this too?

Step 1: List your assumptions
Start by listing all your assumptions about engagement on energy in your chosen community, ideally as an exercise in your group/team. These could be assumptions about who you think is likely to engage (gender / ethnicity / age / socioeconomic background / geography), how they are likely to engage (what messaging, formats, mediums would be effective), why (what values / interests / goals motivate them), where (geographic spaces / places / venues) and when (time of day / week / year, in relation to other activities). More concretely, it is likely to include assumptions about the meaning of the very word 'community', who you think is and is not part of that, and also about this imagined group's knowledge, experience, associations and values regarding 'energy'.
Examples include: 1) People don't care about/aren't interested in energy or climate! 2) People don't know enough to be able to engage… 3) It's not worth attempting to engage x, y or z group as they are unlikely to be interested… 4) Participation takes too much time and resource and gets in the way of quicker progress towards… etc.

Step 2: Interrogate the impacts of assumptions on engagement
Once you have your list of assumptions – interrogate and get curious about them refraining from too much self-judgment, which gets in the way of learning and growth, as much as possible.

- Where did these assumptions come from? Can you trace their origin? What evidence do you have for them?
- What assumptions are shared by your peers and colleagues to become collective culture? What assumptions are personal and shaped by your own experience and biography?
- What about your own positionality (your race /gender / age / nationality / class etc) might be influencing these assumptions? Do these assumptions serve you in some way? How do they hinder you?
- What behaviours and actions do these assumptions lead to together and individually? What behaviours and actions do they prevent?
- How might these assumptions influence your engagement process or intended outcomes?

Step 3: Revise your plans
Review your engagement plan and proactively work to reduce any gaps or remove any limitations revealed through this reflection.

TOOL B: CONTEXT MAPPING WITH ONLINE MAPS

(Engagement phase or codesign phase)

Time: 60 - 120 minutes

Equipment needed: A computer with internet connection

Why use this tool?
This tools helps you to visualise local engagement and the context in which your energy project will run. The tool describes the steps you take to produce customised maps that can feature exact locations of groups and / or relevant factors in the built environment including local regeneration plans, key buildings and stakeholders and energy system information such as grid constraint zones, flexibility markets and solar potential of different buildings. Mapping can be used to understand gaps in engagement and to identify stakeholders or decision makers to involve in your process.

This tool can be used during the engagement phase to check your progress, or during a codesign workshop to map local knowledge and highlight any opportunities.

Useful spatial data and resources
Consider the information that you want to map. For engagement processes it's useful to have the database of community groups and local actors visually presented. For codesign processes it's useful to have spatial data on planned activities in the local area, and energy system data. These can be found on local authority websites or in planning and policy documents.

Some examples of data and resources we used in our project are:

- Electricity constraint zones: Most electricity network operators provide data on their constraint management zones for example, for London see Flexibility Hub - UKPN Smart Grid (ukpowernetworks.co.uk)
- Heat network maps: Local authorities sometimes map heat zones, for example the Greater London Authority has the London heat map
- Solar potential: You can visualise the amount of solar energy that different buildings could generate by using the for example, the GLA's London Solar Opportunity Map: London

Solar Opportunity Map | London City Hall

- Regeneration zones: Local authorities often have maps showing works or regeneration projects. These can be useful to bring to the discussion to open up conversations about planned future work, key decision-makers, ongoing consultation processes and opportunities for change.
- Locally important sites or buildings: you can work as a group to generate a list of key buildings or locations that you want including in your context mapping. This can be done in the engagement or preparation phase before running a codesign workshop, or it can be done as an activity during a workshop.

Online mapping instructions

There are a number of mapping tools available including Open Street Map (openstreetmap.org). We used google maps and provide instructions for that app. Googlemaps requires a Google account, Open Street Map does not. For Google Maps:

Step 1: Create a new map with layers

- Go to www.google.com/maps/d/ OR Search 'create maps google' on your web browser – then follow the instructions to get to My Maps
- Click create a new map.
- Click the 3 dots next to untitled map to rename your map.
- Once you have done this, click the 3 dots on the right of 'untitled layer' to rename/delete. A layer is a collection of objects that you can design to place onto of the existing Google Maps. For this example, we want to add pins to the locations of community groups that we have discovered from our research. So we will name our layer "community groups"

Step 2. Import data into the map

The quickest way to build a layer is to import all the data of the locations and community groups from an existing file. Files must be kml/kmz/csv or an excel document. Excel is best for pinpointing locations (for example locations of community groups) and kml is best for putting in shaded areas (for example regeneration areas). The spreadsheet needs to contain the data you want to map. For example, with our community groups we want to map their name and their location so we need an excel file with three columns – one for name, one with the street address and another for postcodes for location. You can also add a column for a typology if you are using one (Eg. Group type A= environmental, Group type B= faith based group).

- Under the layer, click the import link. This then asks you to choose a file to upload.
- Drag your file into the box.
- It will ask you to position your placemarks, make sure that you use the appropriate subtitle from your document. For example, address and postcode.
- It will then ask you to title them, again use the appropriate subtitle for your information.
- Now your pins or shaded areas are plotted into the map, you can click on them to change the colours. For pinpoints, there is also a plethora of icons to choose from, use what works best for your map.
- You can also grab pinpoints or shaded areas and move them around if need be.

Plotting things manually

- To plot pins manually, click the pin icon below the search bar and drag to your intended destination. Then you can change the title, colours and icons accordingly, as well as writing a description if you need.
- To draw a shape, click the triangular icon next to the pin icon, click ‘add line or shape’, then begin to draw.
- To create a shape, you need to connect the final line with the first point, it will then transfer into a shape and a box will pop up saying ‘polygon 1’. You can then change the title, add a description, change the colour and change the opacity of the shaded area.

Step 3: Sharing the map

- To share your map, click the ‘share’ icon next to ‘add layer’ icon.
- You can then share on your drive if everyone you intend to send it to is working on google drive, or for ease, you can copy the link and e-mail intended recipients.
- On this pop-up, you can also change the permissions you wish to give to your intended recipients.
- To allow editing permissions, click the ‘share’ icon, click ‘share on drive’, go to ‘general access’, click ‘viewer’ and change this to ‘editor’, then click ‘anyone with the link’ and change this to ‘restricted’, then send it to the intended recipient/s.

Further resources on best practice in community engagement:

TITLE	ORGANISATION	SUMMARY
Engaging with your community in a meaningful way	Neighbourhood Planning Support	“This toolkit explains the various traditional and digital community engagement tools and techniques available to you, providing an overview of how they work and when best to use them. It also shows what successful community engagement looks like, highlighting real life examples from across the country.”
Resources	National Co-ordinating Centre for Public Engagement	Comprehensive tools and guidance on public engagement from the UK centre.
Not another consultation	Involve.org.uk	Guide for practitioners to design and run active and exciting forms of engagement that allow participants to drop in and out and is ideally suited to the needs of diverse communities.
National Standards for Community Engagement	Scottish Community Development Centre	“The National Standards for Community Engagement are good-practice principles designed to improve and guide the process of community engagement.”
Engaging communities toolkit	West Lothian Council	The purpose of this toolkit is to support a whole range of individuals such as local workers, voluntary organisations and community members in the planning and delivery of different types of engagement; through recognising and appreciating the different levels of engagement; and outlining the methods and techniques that can be used to effectively involve people.
The Spectrum of community engagement to ownership	The Movement Strategy Centre	“The Spectrum of Community Engagement to Ownership charts a pathway to strengthen and transform our local democracies. Thriving, diverse, equitable communities are possible through deep participation, particularly by communities commonly excluded from democratic voice & power.”
Best Practices for Meaningful Community Engagement	Groundworks USA	Tips for engaging historically underrepresented populations in Visioning and Planning, building trusting relationships with people and finding a variety of ways to enable their connection to a project, a process, or a group of people.

WORKSHOP PLANNING GUIDE

Contents:

In this section we outline how we put together codesign workshops , and we offer some tips and ideas for putting together a series of workshops on codesigning energy. In our project, we ran a codesign session with each individual group – but as a Community Energy group or Local Authority you might want to think about running a codesign process that brings together individuals from a broad range of different groups into one series of workshops.

Step 3 Designing a series of workshops

Our aim was to generate creative ideas about what local energy could mean for different groups in a way that allowed groups to prioritise their own values. Due to resource constraints, in our pilot project we ran one workshop with each group. However, in a real-world scenario, we would suggest creating a series of workshops (ideally at least three – see box below), and as stated above, inviting people from different groups along.

3.1 Understand your participants

Make sure the team know who will be attending the workshop, what their interests are and what their needs are. The workshop needs to be designed around the knowledge and assets the groups already have. Information covered through your engagement process can be supplemented. For example you can take the group through an asset mapping activity (see tool F) to identify nearby stakeholders, relevant activities (local regeneration plans for example), or energy potential (e.g. solar generation potential, capacity constraint management).
It also important to consider who else groups might want to include based on their core objectives or values; they may want particular forms of technical expertise for example, key local decision-makers, community enablers or other power brokers.

Summarise all the information before planning your workshop so all involved in the planning

Session 1 (2hrs) Participating in the changing energy system
Aim: open up assumptions about the existing electricity system and what can be done by community-based groups

- Overview of some of the changes happening (technologies, regulations, climate action)
- Share examples of what other groups have done, why and with what outcome. Explore the problems were they trying to solve and the value they deliver

Session 2 (2 hrs) Understanding the local context and opportunities
Aim: Identify key enablers, stakeholders and opportunities
Present the insights from local engagement

- Coproduce an asset map
- Coproduce infrastructure mapping or run an infrastructure safari
- Focus is on providing enough context to enable but not limit creative thinking

Session 3 (2.5 hrs) What are the possibilities for this group?
Aim: identify a shared set of values and some design ideas that can deliver outcomes in line with those values

- Provide discussion on shared values
- Identify main themes
- Use design tools to explore options that works for groups.

stage are aware of who will be in the room and their expected contributions and gains. This helps tailor the workshop to a group's requirements.

3.2 Establish your aims

Discuss with the team and community members themselves the aims of the workshop. What does a positive outcome look like, what will participants leave the room having learnt, experienced, felt or created? Write these aims down and use them to guide the workshop structure. It is also important to discuss these aims clearly with the participants so they know what to expect and can suggest modifications to ensure the workshop will deliver something they value. Collect feedback at the end on whether the workshop achieved the aims and how subsequent workshops can build on what has been done, or incorporate what may have been left out.

3.3 Consider the content of the workshop

Now you can consider what activities you want to run in the workshop and what tools you need to do so. Make sure that you keep in mind your aims and how each activity helps you achieve that aim. It can help to think of taking participants on a journey – and each activity is a step in that journey. Each activity therefore needs to build on the one before.
Codesign workshops are typically structured to first open up and enable creative thinking across the group, before then narrowing down to focus on the specifics of a design or a project idea. You can look at the different activities we have developed that cover the process of generating ideas and activities to refine and develop an idea. Consider how you can sequence and combine activities to process the group's thinking. We have some suggested workshop plans where we show how we combined different activities and tools to take groups on different journeys and respond to different aims.
For any initial workshop, you need to leave plenty of time for the participants to get to know each other and to include ice-breaker activities. It is also important to add time to conclude each session so that you give the participants a
clear ending.

The Facilitation Guide section also shares some hints and tips on what to prepare for when in the room.

3.4 Write a workshop plan

Once you have decided which activities you would like to include in your workshop, write a workshop plan which covers:

- Who are the participants
- Details about the venue
- The intended goals of the workshop as a whole (the journey participants go on)
- The activities and the aim of each one
- When each activity will start, how long each activity will take, what resources you will need – particularly what tools – and who in your team will be involved in leading and running each activity
- The roles and responsibilities of the team leading the workshop

Tips:

For any workshop, you need to make sure that you leave plenty of time for the participants to get to know each other and ensure they don't feel overwhelmed. Don't try to fit too many activities into one workshop. Each one tends to take longer than you think so schedule generously. And remember to leave room for breaks!

Remember too that different groups will take a different amount of time to get through the same activities. Some are more talkative than others, others may need a longer time to work e.g. if you have translation into different languages you should double the amount of time needed.

Timings in you workshop plan will therefore act as a guide – you will need to be flexible in the delivery – if an interesting discussion occurs or there is some issue that needs further attention take the time to ensure it is dealt with appropriately rather than trying to rush through the activities because you want to fit in the timings. You might even need to throw out activities. The key is to keep your objectives in mind and be able to adapt. But the participant's own journey is the ultimate priority.

The Facilitation Guide goes into more detail on managing some of these dynamics in practice.

3.5 Create tools to deliver your activities

Codesign tools are the means by which you deliver your activities and get the work done. So rather than, in this context, being a hammer or a screwdriver, tools in codesign are things like worksheets, visuals and templates that help generate creative thinking and design solutions when utilised in a workshop setting. There are numerous online resources for codesign tools you can get inspired by or even use outright (see Table).

You will also find copies of the tools we developed at the end of this section

3.6 Test your process out!

Consider testing out your codesign process on some willing volunteer pilot participants if possible. You will learn a lot from doing this – particularly around timings, flow, whether your intended aims and actual outcomes match up, and the experience of those taking part.

REMEMBER, ALTHOUGH YOU NEED A PLAN, CODESIGN IS ALWAYS AN ITERATIVE PROCESS – AS IN, THE INTENTION IS NOT TO ARRIVE AT A FIXED, FINAL PERFECT WORKSHOP OR SERIES OF WORKSHOPS, BUT TO RECOGNISE THAT THEY WILL ALWAYS CHANGE, GROW, AND DEVELOP TO STAY RESPONSIVE TO THE SPECIFIC NEEDS AND INTERESTS OF YOUR PARTICIPANTS.

TITLE	LINK	SUMMARY
Service Design Tools	www.servicedesigntools.org/tools	Tools and tips
Bottom Up Infrastructure codesign tools	www.bottomupinfrastructure.org/tools Tools for co-design chapter in book: Co-designing Infrastructure'	A selection of tools and case-studies used in academic community collaborative research. See also their open access book

Step 4: Planning the Monitoring and Capturing Learnings

4.1 Prepare a lessons-learnt log and designate somebody to act as witness/observer during the workshops

It is helpful to have a reflections sheet pre-prepared that you give to each facilitation team member to fill in either during or after the workshop to ensure nobody forgets any key observations. Designating one person to act as witness or observer throughout the session will ensure somebody's core responsibility is to have an eye on process with a view to continuous learning and development. To capture all these, creating a general 'lessons learnt' log for the project which all can access can help to have a designated place to capture specifics. It can also be helpful for any project reporting you may have to do for funders later.

4.2 Collect monitoring, feedback and evaluation information on the spot:

Collecting feedback on people's experience of the workshop, what worked well for them and why and what could have been better or different, is important for continuous learning and self-development. There is always room for improvement. Sending feedback forms out after an event, however, usually leads to limited returns. Doing feedback on the spot at the end of the workshop, on the other hand, ensures you are more likely to get responses. This could be in writing on a form or it could also be verbally (doing a feedback round) or on post it notes. If you are trying to widen engagement to specific groups or demographics, it can be helpful to have a monitoring form which you can use to evaluate the extent that you are reaching these groups. This needs to be balanced against how it may make people feel and what you are going to do with the information you collect. Does information collected through your form support meaningful engagement with diverse groups?

See Tool C for an example monitoring form

4.3 Put time aside to meet with your team soon after to capture reflections

Block in time with the facilitation team to debrief, reflect on what went well and what could have worked better. You can ask team members to fill out a worksheet detailing their reflections of each section of the workshop beforehand to stimulate thinking and comparison. Make sure you generate a list of action points from this reflection session and assign them to team members to make sure the outcomes feed into the next iteration of activities. This includes updating the lessons learnt log.

4.4 Think about how you might share your learnings and findings

Reflections you gather could well be useful to others embarking on a similar journey. Consider capturing and sharing your learnings as a blog, a short video summary, or a brief downloadable report, or by hosting a webinar. If possible, include the voices of participants themselves in this communication, and/or ask participants to review and input, to continue to practice the principles of codesign.

STEP 5: ORGANISING THE LOGISTICS FOR THE DAY

5.1 Find a suitable date, time and venue

You will need to consider the ease of access and liaise with participating groups to incorporate local perceptions of appropriate and inclusive venues (see the Facilitation Guide for more prompts on this). If stakeholders or people with specific types of expertise are needed for the workshop, their availability will need to be factored in. To be accessible, community group activities often need to run outside working hours, therefore people attending in a professional capacity to support the codesign may need to be available on evenings or weekends.

5.2 Spread the word

Advertise early and encourage participation. An Eventbrite page is easy to create, but consider which group should design and manage it. Bear in mind the ability to contact participants through Eventbrite, and who's the most appropriate group to take on that relationship. Other key enablers to consider are covering the costs of childcare (or allow children to come), travel, and community interpreters.

5.3 Getting the materials and refreshments

Consider all the resources needed in the room on the day and look for opportunities to spend money locally on buying refreshments or printing materials. The list of things to bring needs to include all the usual workshop materials like pens and post its, the tools needed for the activities, and all the supporting forms like signing up sheets, expenses forms, consents to be photographed, feedback forms.

5.4 Clarify roles and responsibilities
It can help to draw up a workshop runsheet which lists all the roles, the activities, timings and materials. Ideally on one sheet paper as this helps you to easily refer to it during the workshop.

TOOL C: DIVERSITY MONITORING FORM

The form on page 35 is an example of the monitoring form we used in our workshops. This helped us track if we were engaging with groups that were broadly representative of Newham's population. However, there are other inclusion metrics that can be used, health, well-being, financial security, sexuality. It's helpful to reflect on the type of monitoring that is relevant and useful to your process. We've drawn on a standard government ethnicity question, but different questions could be relevant.

TOOL D: FEEDBACK FORM

This form on page 36 is an example of the feedback form we used in our workshops.

TOOL E: EXAMPLE WORKSHOP RUNSHEET

On page 37 and page 38 we have reproduced an example of the workshop runsheet for designing energy sharing projects that we used in our workshops.

Monitoring form:

1 What is your gender? ___________________________________

2 What is your age? (Please tick one of the boxes below)

18-24	
25-64	
65 or above	

3 What is your ethnicity (please circle one of the numbers below)

White	
1	English / Welsh / Scottish / Northern Irish / British
2	Irish
3	Gypsy or Irish Traveller
4	Any other White background
Mixed / Multiple ethnic groups	
5	White and Black Caribbean
6	White and Black African
7	White and Asian
8	Any other Mixed / Multiple ethnic background
Asian / Asian British	
9	Indian
10	Pakistani
11	Bangladeshi
12	Chinese
13	Any other Asian background
Black / African / Caribbean / Black British	
14	African
15	Caribbean
16	Any other Black / African / Caribbean background
Other ethnic group	
17	Arab
18	Any other ethnic group

Feedback (Anonymous)

We would really appreciate your feedback so we can learn and improve this workshop.

1. Please can you tell us why did you attend this workshop?

2. Did it meet your expectations?

☐ Yes ☐ No ☐ To some extent

Please explain your answer

3. What did you like about this workshop?

4. What one thing will you take away from this workshop?

5. Is there anything that was unclear or confusing or you didn't understand?

6. What could be improved if we were to run this workshop again?

Workshop overview

Main Objective: Identify a shared set of values and some design ideas that can deliver outcomes in line with those values. Use design tools to explore options.

Participants: Who will be attending: an existing group or a mix of different people and groups. Any types of technical knowledge or decision-makers needed?

Local context: Main details from infrastructure mapping, stakeholder mapping.

Venue suitability: Relevance to group, easy to get to, accessibility, spaces for groups discussion, any projection facilities needed, option to stick up post its / worksheets on the wall.

Date & time: Any key events happening? Options to build on groups' existing schedule.

Facilitating access: Any need for local interpreters, childcare, travel costs covered?

Workshop Roles

Role	Who	Notes
Facilitator		
Observers / notetakers		Support small group activity
Interpreter		

Workshop Materials

What	Quantity	Who to bring?
Project one-page description with team contact details		
Diversity monitoring sheets		
Contact form (collect emails for people who want to be updated)		
Feedback sheets		
Pens		
Post-it notes		
Post it flipchart pads		
Note-taking forms & clipboards		
Catering		
Drinks & snacks		
Paper cups		
Name badges		
Cash to reimburse participants & expenses form		
Case study cards		
Dot stickers (for voting)		
Activity Worksheets		

Workshop on designing energy sharing projects

Prep & Welcome
Set up room, provide name badges, project one-pager, diversity monitoring form, Asset map and infrastructure map if available.

11.00 Introductions (10 minutes)

- Establish people's roles
- Explain the workshop process and end goal
- Establish the ground rules for participating & consent

11.10 Session 1: Value elicitation (35 minutes)

Activity: One thing you like, one thing you'd change. Group sort. (Tool G: value elicitation)

- Elicit group's goals and values as a basis for building energy project ideas
- Identify shared goals and focus points for the ideation

11.45 Tea break while getting into groups

12.00 Session 2: Design ideas & story telling (40 mins)

Aim: Develop as many ideas as possible, before selecting one to go into more details.

- Establish roles in small groups: note taker, person to report back. Facilitators sit with groups helping with any questions
- Activity 1: Developing initial ideas - groups fill in sheet 1, coming up with a goal and lots of possible solutions
- Activity 2: Story telling - pick one idea; draw and talk us through how this would work and what the experience would be like for someone using it. Repeat if you have a few solutions you want to think through.

12.40 LUNCH BREAK (30 minutes)

13.10 Session 3: Thinking about implementation (25 mins)

Aim: focus on one or two ideas relate implementation steps to assets and capacities already held by the group

- Activity 1: Idea development - take one idea and read through the key resources you have written down – highlight the ones you already have. List resources do you need. How could you obtain them.
- Activity 2: Action plan

13.35 Session 4: Feedback ideas to groups (15 mins)

Aim: Groups present ideas and action plans with wider group commenting and offering relevant resources (time, knowledge etc)

13.50 Wrap up

Facilitator summarises progress, explains next steps, shares feedback forms & thanks group

14.00 Close

TOOL F: COMMUNITY ASSET MAPPING

Time: 30 – 45 minutes

Equipment needed: Mapping Community Assets worksheet (page 41), pens

Why use this tool?
- To discover the already existing assets in your community

Every community has resources such as knowledge, skills, talents, connections. Some may also have access to money or buildings and equipment. These are all assets which could potentially be valuable to help your community act. This tool can help you to uncover what assets your community already has. Discovering these together can help you to build on the strengths that already exist in your community. It is also affirming for a community to see what assets they have.

How do I use this tool?
You can use it in several ways:
1. Talking with the community before designing and running workshops to give you more information to help you plan your engagement.
2. As an initial workshop activity with a group from the same community, however you decide to define this.

Either way the steps are similar, but with both approaches it is important to ensure that the community is an equal partner in the mapping exercise, their resources and skills given equal value.

Step 1) Introduce the activity to the participants
This activity is to help discover what assets your group already has access to and can build on. An asset is anything that enables your community to act. There are lots of different types of assets. The knowledge, skills and talents of members/people in the community as well as the time they have to dedicate to the community; the connections your community has to other groups and organisations as well as financial resources or physical resources such as buildings you can use, or green spaces.

Step 2) Ask the participants questions about each quadrant in turn and note down any potential assets
Go through each quadrant one by one, asking questions to discover what assets the community know about for each quadrant.

How to record responses:
If you can access post-it notes, ask each participant to write down their responses on post-it notes. One post-it note per asset. At the end, ask everyone to come up and put their post-it notes on the board.

If you do not have access to post-it notes, you can ask people to shout out and note down the responses somewhere that is visible to the whole group. This could be a large piece of paper stuck to the wall, a white board, a slide you can edit that everyone can see etc.

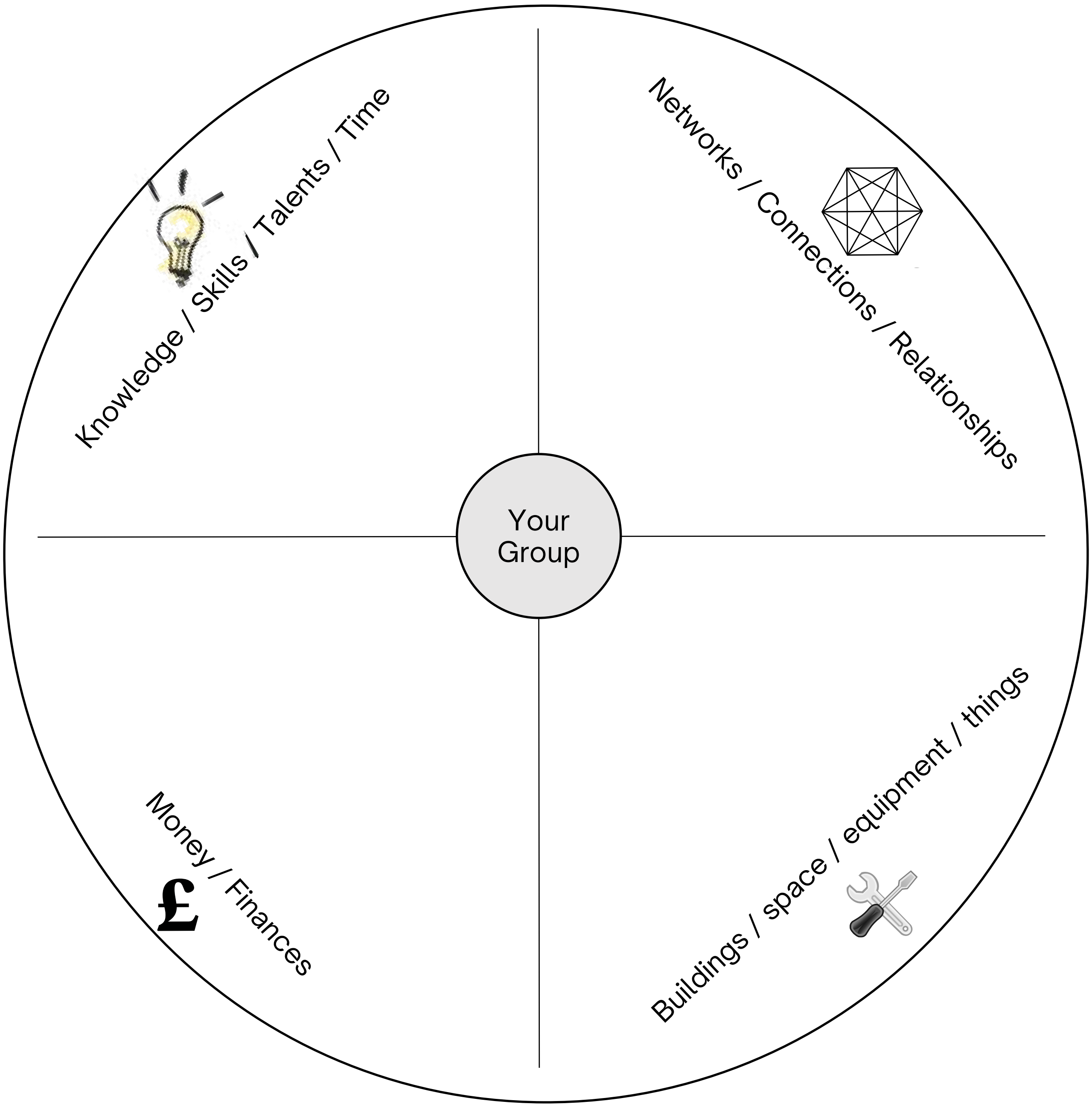
<u>Knowledge / skills / talent / time</u>
- Thinking about the members of your community, what are the main skills, knowledge and talents that they contribute to your community?
- Thinking about yourself as a member of this community, what are the main skills, knowledge and talents that you can contribute to your community?

Note: sometimes people may not appreciate what skills or knowledge they have. You might want to prompt them to think first of all about what activities the community does and what knowledge and skills are needed to run or participate in these activities.

<u>Networks / connections / relationships</u>
- What support do you have from outside your community? Which organisations/people support your group and how?
- What other groups do you know and talk to?

<u>Money / finances</u>
- Does your community have any access to funding? If so what kind of funding? If not now, have you had access to funding in the past and could access again?

<u>Building / space / equipment / things</u>
- Does your community have access any buildings / outdoor space / places to meet?
- Does your community own or have access to any equipment?



Mapping community assets (Tool F)

TOOL G: VALUES ELICITATION

Time: 30 - 45 minutes (can include a tea break)

Equipment needed: Post-it notes or index cards, pens, stickers for voting

Why use this tool?

- To introduce the group to one another
- To elicit common values
- To identify shared goals & create small groups who want to explore these goals further in the ideation process

The purpose of this tool is to get people thinking about the positive change they want to create as a group and identify a set of shared values that can be used to guide action.

How do I use this tool?
This is activity is run with the full group of people participating in the codesign workshop. At first participants work individually to reflect on what changes they want to see, then together the groups shares their reflections and groups them together to produce a shared set of themes or values.

This tool can be run with existing community groups (i.e. groups who come together because of a shared interest) or people who have some connection to the local area, but may not yet know each other.

Step 1) Introduce the activity to participants
Explain the process is about reflecting on the change you want to see, as this can motivate action. But it is also about finding the common issues and values across the group that can be used as starting points to build ideas from.

Step 2) One thing you like about this community /group / organisation / neighbourhood
Go around the group, ask each participant to introduce themselves, their connection to the community or area (tailor the question to fit the participants) and something they like about it. The notetakers and facilitators write down on post it notes the things people like. Discuss any trends or common likes.

Step 3) A positive change you'd like to see in your community /group / organisation / neighbourhood
The facilitator asks the participants to write on a post-it note a positive change they'd like to see for the group or the area. Participants can write as many changes they want to see, but each new idea goes on a new post-it note.

Step 4) Collective sort of positive changes
Participants introduce their positive changes to the group and together the group decides which ideas go together / are similar. The facilitator collects the post it notes as they are read out and groups them together to create a visual record of the common themes. The group discusses the values that underpin these changes.
The facilitator talks through the themes / groupings, confirming the shared values that have been elicited. These shared values can be used as the basis for ideation.

Step 5) Clustering into small groups for ideation
The Facilitator explains the process of turning shared values into project ideas. Participants review the shared values and use stickers to vote on the ones they would like to explore further in the workshop. It can help to have the sorted post -it notes spread into different areas in the space so that the group can stand up and walk over to look at the clustered themes.

The facilitator rearranges the room / space from the full group discussion layout to small group work on tables and organises people into small groups based on their choice.

This final step can work well with a tea break.

TOOL H: ENERGY BENEFITS

Time: 20 minutes

Equipment needed: Project benefits worksheet (page 46), pens

Why use this tool?

- To explore different benefits that a Community Energy project could deliver and link these to group priorities and values

Existing research shows that local energy projects run by or with Community Energy groups deliver a range of different benefits that can include financial and environmental benefits, but also skills, new services or social cohesion.

How do I use this tool?

This is a tool to use in a small group of 3 - 6 people who have already established a share value or design principle they want to use as the basis for creating project ideas (see Tool G on eliciting shared values). The group works collectively to explore broadly the possible benefits of a local energy project.

Step 1) Introduce the activity to the participants.

Explain this activity is about thinking about all the possible benefits that can be delivered through an energy project. Flag the project case studies as these can be helpful at this stage to see the diversity in types of projects and benefits achievable. The case studies are available on the website at Kings College London https://www.kcl.ac.uk/research/social-entrepreneurship-at-the-grid-edge.

Step 2) Setting up the groups

If you have enough facilitators, it can be useful to assign one facilitator per group to help guide them through the process. Assign someone to be note-taker and someone to report back. The facilitator should try to avoid being either role, encouraging the group to take an active part (see the Facilitation Guide).

Step 3) Define the design principle and who benefits

The design principle may have been how the groups have been organised (eg they selected they wanted to work on a project about social inclusion for example, using Tool G).

Encourage discussion about the positive outcomes the group would like to see and the specific groups they would like to benefit. Thinking who benefits helps to focus ideas as they imagine what the outcomes look and feel like.

Step 4) Consider all the benefits
Energy projects create material impacts on the energy system and generate a set of tangible economic and environmental gains. However projects can also create wider or less material benefits such as social cohesion, empowerment, or skills development. It might be useful to refer to the case studies of other projects, but this needs to be balanced against the opportunity to think creatively and not be led by previous projects.

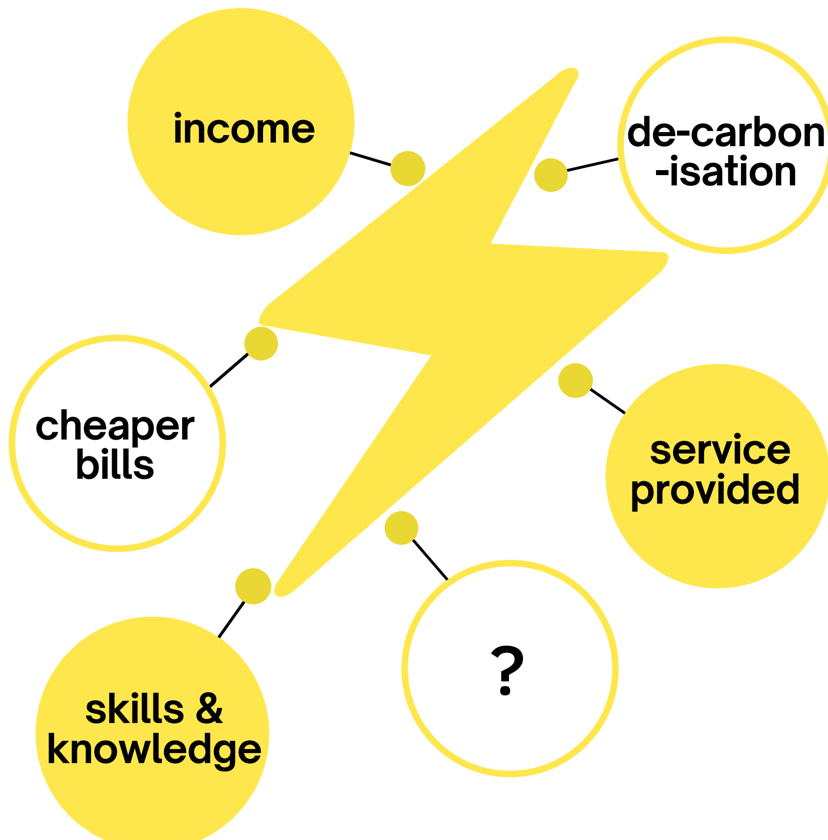
Step 5) Each group presents back a brief summary of their idea to the wider group
Presenting back helps to clarify and order the ideas the group has developed. Groups can then move onto Tool J or Tool K to explore an idea in more detail.

Project Benefits Map

Your main aims	Who benefits?

How could an energy project deliver on your aims?

Consider some known benefits of community energy projects and any others you can imagine



TOOL I: Developing Initial Ideas for Collective Energy Action

Time: 20 minutes

Equipment needed: Initial Ideas worksheet (page 49), pens

Why use this tool?

- To define and clarify the goal(s) that the group wants to achieve through collective action
- To generate and explore a wide range of potential ideas to achieve that goal

The aim of this tool is to bring the group together to collaborate in generating Community Energy ideas. It is an opportunity to include a wide range of different people and include their experiences and knowledge in developing new ideas. This tool is similar to the energy benefits activity (Tool H) but removes the focus on renewable energy generation and instead allows for broader discussion of energy sharing and other forms of collective action on energy.

How do I use this tool?

This is a tool to use in a small group of 3 - 6 people. The group works collectively to define a goal and generate as many initial ideas as possible on to achieve this goal through collective action around energy.

Step 1) Introduce the activity to the participants.

Explain they will develop initial ideas for collective energy action based on a goal – the change or result they'd like from a Community Energy project.

Step 2) Setting up the groups

Split the participants into groups of 3 to 6 people either by their interests (see Tool G for eliciting shared values) or by their skills and strengths (see the Facilitation Guide) and re-arrange any furniture or tables to ensure that people can be comfortably seated together. If you have enough facilitators, it can be useful to assign one facilitator per group to help guide them through the process. Assign someone to be note-taker and someone to report back. The facilitator should try to avoid being the note-taker or reporting back, to encourage the group to be as independent as possible (see facilitation guide).

Step 3) Define the goal
The group defines a goal they would like to achieve with their Community Energy project. Encourage discussion about the change or positive outcome the group would like to see from taking collective action on energy. This does not have to be energy specific, but could be broader such as bringing the community together or empowering people. In defining this goal, you can link back to the group values elicited via Tool G.

Step 4) Define who benefits
The group defines who they want to benefit from any action. This could be specific groups or the local community more generally. Thinking who benefits helps to focus ideas as you can then imagine who you are wanting to help.

Step 5) Brainstorm as many collective action ideas as possible
The group brainstorms many ways that collective energy action could help to meet the defined goal. The aim here is to go for quantity as this helps to creative thinking. Ideas that might seem silly at first can offer insights that can be built on to create a great idea. So a greater quantity also helps improve the quality of the ideas.

Step 6) Consider all the benefits
You may want to fill in the box “What are all the benefits” as you brainstorm ideas. Otherwise, you can brainstorm ideas and then think about what are all the possible benefits that could occur from the different ideas.

Step 7) Each group presents back a brief summary of their idea to the wider group
Presenting back helps to clarify and order the ideas the group has developed. Groups can then move onto Tool J or Tool K to explore an idea in more detail.

INITIAL IDEAS

What's your goal?

Who do you want to benefit?

What are all the benefits?

What kind of collective action could help?
(Write as many ideas as possible)

Initial Ideas worksheet (Tool I)

Tool J: Story Telling – Tell the Story of your Idea for Collective Energy Action

Time: 10 minutes

Equipment needed: Tell the Story of Your Idea worksheet (page 52), pens

Why use this tool?

- To develop one idea further, considering the details of how an idea would work in practice.
- To refine an idea by considering it from the perspective of someone who benefits from the outcome.

The aim of this tool is to consider one idea in more detail from the perspective of someone using and benefiting from the product/service/experience being offered. By taking a story-telling approach, it encourages you to consider all the steps in the process for someone to access the benefits of the idea.

How do I use this tool?

This is a tool to use in a small group of 3 - 6 people who have already produced an idea they want to explore further (this could have been generated from Tool G). The group works together to tell the story of what it would the experience be like for someone using and benefiting from the product/service/experience.

Step 1) Introduce the activity to the participants.

Tell the groups that they are going to focus on one idea and tell the story of someone who is using and benefiting from that idea. They should have the worksheet and you can encourage them to draw the story.

Some groups feel uncomfortable with drawing and so if they prefer they can write down the different steps in the experience, but we encourage drawing as it open up different ideas than when we are writing.

Step 2) Groups work together to sketch out the story of one idea
If using tool G - the group decide which idea they would like to focus on. They work together to tell the story and sketch the different stages.

Start by thinking about who is going to be the person achieving the positive outcome.

How do their hear about your idea? Why do they decide to get involved? What encourages them to take part and what prevents them? How do they feel at first? When do they start to see some benefit and how do they feel then? What happens next?

You can repeat this workshop for different people who you might want to engage. Would they experience your idea differently? Would they need different stages or end up with different outcomes?

Or you can repeat this worksheet for a number of related ideas with the same goal. What works best to deliver the change the group most wants to see?

The key thing is to encourage the group to really focus in on the details of their idea and how it would be experienced in practice.

Next steps – you can then get the groups to present back ideas or move onto Tool J to explore an idea in more detail.

TELL THE STORY OF YOUR IDEA

Draw / tell the story of what it would look like for someone benefiting from - how this would work and what the experience would be like for someone using it.

The Story of Your Idea worksheet (Tool J)

Tool K: Idea Development – What Do We Need to Realise this Idea?

Time: 10 minutes

Equipment needed: Idea Development worksheet (page 55), pens

Why use this tool?

- To develop one idea further, considering the activities needed to realise the idea, as well as the resources and any partners who may be able to help make the idea become reality.

This tool helps groups think through what is needed to put an idea into practice. It supports group discussion of what the idea is, what activities or actions are needed to make the idea a reality, what resources might be needed and if there maybe any people or organisations to partner with to help the idea bring the idea to life.

How do I use this tool?
This is a tool to use in a small group of 3 - 6 people who have already developed an idea they want to explore further (this could have been generated from Tool G). The group works together to fill in the different boxes considering what activities/actions, key resources and partners are needed to realise the idea.

We assume that small groups have already been set up and people have already discussed different ideas, potentially through using for Tool I. This activity also follows nicely after Tool J– story telling as the group will already have discussed some of the different steps and resources in detail.

Step 1) Introduce the activity
Tell the groups that they are going to focus on one idea work out how to make it a reality. They need to start by summarising the idea. This is important as it makes sure everyone

understands what the idea is and the purpose of it before they start working on how to make it a reality.

Step 2) Groups work together to discuss and fill in the worksheet

Three aspects are helpful for groups to consider:

1. ***The activities / actions needed to make the idea a reality*** – these can be by the group or by other people. It could be useful to indicate who should take these actions. This should focus on the main activities, rather than go into the detail of specific tasks. For example list 'fundraising' as main activity, without listing all the associated tasks like making connections or running fundraising events.
2. ***The key resources*** – these could be things such as a community space, equipment, expert knowledge, volunteers. Again, the aim is isn't to ensure that you have listed every resource that might be needed, but rather list the most important ones needed to make the idea reality.
3. ***Partners*** – in this box, groups should note down any person or organisation who might be able to help in making this idea real. It is useful to note down specific organisations and names and note if there are any existing connections to them.

Next steps – We recommend you ensure you have enough time in your workshop so each group can report back to everyone else about their idea and plans. This presentation is followed by a discussion to suggest the ideas with suggestions from others about how to make them a reality, deciding which ideas are feasible to take forward and deciding which ideas the group would like to take forward. If you have ideas you do want to move into action, then use Tool L to write an action plan.

IDEA DEVELOPMENT – WHAT DO WE NEED TO REALISE THIS IDEA?

Idea: we will create____________________

for ______________________________

so they can have/gain/enjoy____

Activities / actions needed to make this a reality	**Key resources** e.g. community space, kit, expert knowledge, energy	**Partners** who can help you set this up

Idea Development worksheet (Tool K)

Tool L: Action Plan

Time: 10 minutes

Equipment needed: Action Plan worksheet (page 57), pens

Why use this tool?
- To plan the initial steps needed to turn your idea into reality

This tool should groups achieve a list of well-defined actions that have been allocated to a team member with the capacity and enthusiasm to carry them out in a relevant timeline.

How do I use this tool?
You need a group of people who are willing to take action on an idea that has been developed. This tool then can be used to discuss the first steps to take and who will be responsible for each. It can work well after using Tool J to discuss how to turn the idea into reality.

Step 1) Introduce the activity to the participants.
Explain that this tool is to help plan the first steps to take action on the idea. People need to consider what are the first actions that should be taken and who is in the best position to take them.

Step 2) Groups work together to discuss and fill in the worksheet
Encourage people to add their own names to actions needed for an idea to progress. The group needs to identify clear actions that can be taken and what is required of people. Aim to break down big tasks into achievable actions that respond to group skills, resources and timelines.

ACTION PLAN

What are the first few steps need to take to implement this idea and who could take it forward?

Action	Who?	When?

Action Plan worksheet (Tool L)

FACILITATION GUIDE

What does it take to facilitate good conversations and new ideas about energy with diverse groups? In this guide we provide some high-level insights from what we learned from our pilot project to frame your engagement approach in codesign workshops on the day and in the room. These are not presented as steps that can be followed sequentially, but as more as a set of useful principles or tips.

Create a welcoming, inclusive and appreciative space:

Choose a location and venue that works for your participants – ideally one that is hosted by the community itself and so is familiar to attendees. Choose a time that suits the schedule of your participants – be prepared to offer evenings and weekends. Provide food and drinks that are culturally appropriate and offer childcare / compensation for any travel expenses where necessary. Make sure the space is well ventilated, not too warm, not too cold, sufficiently well lighted and that seating is arranged to contribute to a sense of equality and collaboration – usually a circle, or clusters of circles, are best. Use stickers for name badges to help with remembering – and call people by their name when interacting with them, if possible, to build connection and trust. De-professionalize the space by wearing fairly casual but respectful clothing and thinking about where you sit in relation to the group – try to avoid being at the 'head' of the table and spread facilitators out among the group to establish a non-hierarchical relation.

Address and be mindful of language and literacy barriers:

Be aware that many people you are trying to engage might not have English as their first language, might not be a confident English speaker, and/or may also have literacy challenges. Make sure any tools and resources you hand out use simple, jargon- and acronym-free language, and design activities so that there is minimal writing, using drawing as a possible alternative. Reserve money in your budget for a community translator where necessary.

Create positive connection and build common ground from the start:

Always start with a round of first-name introductions and an ice-breaker for people in the room to create shared connections and common ground. Light-heartedness and humour are welcome here!
For energy-themed ice breakers you could invite people to share their favourite use of energy, or to name one way their community groups use energy. For general ice breakers you can invite people to name something they like about their group – this builds an appreciative and positive atmosphere from the start.

Set group norms to create a safe-enough container:

Set explicit norms of engagement at the beginning where possible to create a 'safe-enough', or as is increasingly being referred to, a 'brave' enough, space – i.e. the conditions for people to feel relaxed and confident enough to open up and contribute as fully as possible while staying alert to the fact that conflict and disagreement is always a possibility in any group. This is the groundwork for building a sense of a 'container'; a feeling of being inside an experience with a beginning and an end that is being guided by a non-judgmental, considerate and capable facilitator.
This could be around things like setting mutual agreements not to speak over one another, to listen, and to welcome and respect all opinions and voices. It could also be about being mindful

ONE THING YOU LIKE ABOUT YOUR COMMUNITY

Helpful people

WONDERFUL PEOPLE

IT GETS ME OUT

People bring me food

SOCIALISE

Good care

LOTS OF COMMUNITY ACTIVITIES

of creating and giving space for all to speak. You could also elicit this from the group if you have time to build a sense of ownership of the norms.

Plan your workshop in detail, but expect to deviate, adjust and rethink on the hoof:

Thinking through your workshop as a journey and imagining how activities will link together in participant's experience, is key to a successful workshop. This means being specific about timings, tools and roles. It also means taking a participant-centred approach to planning your workshop (always putting yourself as if in their shoes). Once running the workshop expect that you will have to adjust things according to who is in the room, what has emerged, and where the conversation takes you. Regroup with your co-facilitators at various intervals to discuss adjustments and be prepared to skip segments or expand on others. Flexibility, adaptability and responsiveness to the moment are key. The plan is there to make you feel clear and confident, but participation and the participant experience take priority.

Focus on process and on enabling knowledge and insights to collaboratively emerge:

The task of the facilitator is to guide participants through the process in a way that allows meaningful participation. It's helpful to think about the change you are seeking to create in your participants by taking through the process.
Thinking of facilitation in terms of designing and guiding a process means recognising that we as people are ourselves constantly in process. We are constantly taking in our surroundings, adjusting, adapting, analysing, digesting and developing understanding. The facilitation space is an open ended zone of possible connections in which this process is occurring – and we are in charge of its navigation.
Good facilitation is about putting the parameters in place, and guiding interactions, for learning, understanding and insight to collaboratively emerge rather than necessarily be handed down / given amongst those involved. By doing so we can seek to create a level playing field between facilitator and participants.

Respect and explicitly value local knowledge:

'Energy' is a topic that can be off putting for a lot of people as common associations imply that a level of technical knowledge is needed for people to be able to engage at all. These current associations are heavily gendered, racialised and classist leading to exclusion and self-exclusion. To some extent it is true that new knowledge is needed to enable more people to become actively involved in energy conversations and decisions. At the same time, energy is something that runs through all our lives and all of us interact with the energy system whether we are consciously aware of it in those terms or not. This means communities should not be seen as primarily suffering from information-deficit, lacking the means to engage, and requiring educating, but as already deeply personally informed, equipped with intimate daily knowledge, and already actively part of identifying problems and shaping solutions that are relevant to them in everyday life (an asset-based approach). If they have not been involved in decisions and debates about energy, it is largely because they have been actively excluded from them, also by virtue of not being actively included. De-centring technical or professional expertise and meeting communities from a starting point of respect and curiosity for their existing knowledge, their everyday social and cultural energy practices, and a desire to value and build on this is therefore critical to good facilitation around energy. Many people, particularly those socially marginalized and disadvantaged by virtue of their intersectional identities, have been discouraged from valuing their own expertise – any facilitator committed to diversity and inclusion should affirm and explicitly value the knowledge participants bring with them.

At the same time... where relevant, offer any new information or technical knowledge in accessible, digestible formats:

While championing the value of local knowledge, in our facilitation pilots we were struck by the fact that many community groups were very eager to learn more about energy systems – how they work and don't and why – and were quite keen to access this information to understand their reality better, particularly in the context of the energy crisis. We found that being able to offer up this information, therefore, in an accessible and digestible way can be a means of giving something of genuine local value to communities. Therefore, when specific forms of expertise is asked for or required, i.e. to enable greater power sharing and inclusivity, we suggest trying to do so in a way that is appropriate to the group setting you are in. Give the information needed for the purposes of the process using language that is jargon free and relatable to people's everyday lives. You can also try to gauge people's level of knowledge and understanding before the workshops, and make use of anybody in the room who brings greater technical knowledge to the table by inviting them to share that, while being mindful again of balancing that invitation to those with non-traditional forms of knowledge (as above). Direct people to further resources if they would like to know more about particular details or create accessible handout sheets for people to take home. Make sure, too, that the balance of time you give to such knowledge sharing is not much greater than the time dedicated to collaborative working and valuing of local expertise.

Make conscious effort to bring in under-heard voices in the room:

Be aware while facilitating who is and is not contributing and participating. Make a conscious effort to kindly, but firmly if required, shift attention away from those who have spoken a lot and to invite others to input without putting them on the spot. This might look like saying 'I'd love to hear from someone who hasn't shared their thoughts yet' or using methods like a go-round to ensure every person has a chance to speak. It might also mean making sure you include a diversity of types of format in your workshop e.g. pair work can create space for quieter people to open up, where speaking into a larger group can be more intimidating for some. Gathering inputs on post-its or through eliciting one word responses can also be a way to ensure all have a chance to include their voice. Another way to try to create a culture of 'moving back and moving up' (i.e. inviting those who tend to speak a lot to be mindful of that and be prepared to 'move back' and listen more to make space for others, and those who tend to be quieter to risk 'moving up') is to include this in the group norm setting at the start of the workshop. Making sure all get a chance to speak is about creating the conditions for the most inclusive and so generative outcome of the gathering of particular people in the room that has occurred that day.

Be authentic:

It can be a bit cliché to talk about 'being yourself'. But being authentic with people requires you to try to drop professional masks as much as possible and show genuine interest and curiosity in who they are and what they have to say, while also sharing something of yourself in return too. This helps to build trust, which helps build fuller participation. Don't try to be somebody you are not! Trust what you can offer the group is more than good enough, if not better! And crucially, don't be afraid to admit when you don't know something, aren't sure or need time to get back to somebody on something. Transparency about your process and about your own limitations will go far.

Practice empathy, non-judgment and affirmation:

Try to put yourself in the shoes of your participants to understand where they might be coming from – both before, during and after the workshop. During the event, refrain from value judgements and affirm people's contributions as much as possible, no matter how small or seemingly 'off track' (off track for who?). Making encouraging gestures, like nodding, 'mmhmm-ing', or thanking participants for input, and echoing back, creates a space where people feel validated, comfortable and confident to speak up. Use 'yes and' rather than 'yes but' in order to make connections between what somebody has said and your own or another's thoughts and ideas. This creates a feeling of opening up creative possibility rather than risking shutting down.

Use active listening and reflecting back:

Active listening involves the practice of not only paying full attention to the words people are saying, but also the broader intention and meaning behind them. If you are not sure if you are understanding somebody correctly, try to reflect back what they have said in their own words, and ask for clarification or confirmation of accuracy. 'Did you mean x...?' or 'I'm hearing y in what you said, is that right?'

Use open questions and elicitation techniques for prompting:

Open-ended questions (those that are not answerable by 'yes' or 'no' or by a limited range of possible responses, as with closed or leading questions) encourage people to think expansively and generate discussion. They can begin with, for example, 'tell me about...' or 'why' or 'how do you see x'? Elicitation techniques are ways of encouraging participants to offer up information rather than being given information. An example might be to show a number of pictures of different energy technologies and asking the group to name what they have in common or what makes them different. Another example might be to ask participants to name energy technologies in the room or to ask people to tell the facilitator what energy sharing means to them. The facilitator can then use answers offered up to guide participants towards deeper understanding or grasping – 'yes and'... These techniques encourage participants to make connections between ideas and concepts for themselves, and therefore be an active participant in the unfolding of a shared experience.

Leave time for regular breaks:

Don't exhaust or overwhelm your participants! Make sure you give enough time for decent comfort and refreshment breaks. Breaks are often when the magic continues too – conversations, discussions and connections can emerge that add greater depth to the workshop experience and outcome. They also offer a good opportunity to digest information, to change the dynamic, and to shift into a new activity. Be clear about break timings and don't be afraid to firmly but gently round people back up to begin again on time.

Apply trauma-informed facilitation:

Working with and engaging diverse communities in regenerative, rather than retraumatizing, oppressive, ways increasingly requires being trauma informed. This means recognising and being aware of how minoritized groups (in relation to race, ethnicity, religion, sexuality, gender, physical ability etc) have experienced repeated forms of historically embedded structural and institutional violence, including by well meaning groups and organisations. This could be in the form of everyday practices of Othering, excluding, dispossessing, disempowering, silencing, marginalizing, dismissing, overlooking, minimizing, shaming, or abusing etc. Those repeated daily experiences will shape the embodied lives of many community members in the room. Good facilitation requires awareness that those experiences exist and will always be present, and so will shape reactions and interactions whether consciously or not. It also requires a self-awareness and commitment to avoid contributing to or perpetuating such violences again by practising facilitation in an inclusive, anti-oppressive way, as some of the above suggestions seeks to contribute to, and being willing to be accountable when you might make blunders. Seek further training on this, or online resources, if required.

Set clear expectations, wrap up and deliver on time:

Make sure you outline before and at the start of your workshop what will be covered, what the aims of the session are, and what participants can hope to gain from being involved. This helps to settle people into the room. At the end of the session, make time for wrapping up, recapping and summarising what was discussed and learnt. It is useful to restate the aims and the objectives and summarise what you have done to achieve them. You can also ask the participants to share what they have learnt and will take away with them. You can even ask people to offer up a key take away in one word or phrase before leaving – either verbally or on post it notes, if pushed for time. On that, make sure you do keep to time, adjusting the workshop agenda accordingly, as this shows respect for people's time, other commitments and sets clear boundaries.

FURTHER RESOURCES

TITLE	LINK	SUMMARY
Energy Transition Toolkit	World Energy Council	Set of transition tools that help define and better manage successful energy transitions. The flexibility of the toolkit recognises different starting points and a no 'one size fits all' approach to a successful transition. The tools can be used to support interventions on a global, regional, national, sectoral, and/or cross-sectoral basis.
Energy Democracy toolkit	Rapid Shift	Open access list of useful resources for groups that covers knowledge resources (e.g. articles) and implementation resources (eg. Financial model for community solar projects)
Energy Communication Toolkit	Published by Birkbeck College	PDF book with case-studies and tools focused on communicating energy by Shin & Chappels
Just Energy Policies and Practices Action Toolkit	NAACP	"Community-led Energy Planning (CLEP) is a place-based, community-centred approach to building knowledge, understanding and confidence in lower-income communities to enable them to shape and benefit from the energy transition. Using this approach: • Allows local people to engage in energy transition planning and action • Generates valuable neighbourhood-level data to inform the approach to and delivery of the local energy transition • Enables the activation of community-led and -owned initiatives which can build community wealth as part of the energy transition."
Future Energy Landscapes Toolkit	Centre for Sustainable Energy	"The approach is effective in supporting local planning authorities to develop ambitious planning policies for renewable deployment in their areas, while maintaining community support."
Developing an ethical framework for local energy approaches	Project Leo, hosted by Community Energy England	A document reflecting on how to design low carbon technology trials within an ethical framework that incorporates concepts of energy justice.
Community-Led Participatory Policymaking Toolkit	We Power Policy	"This toolkit aims to be a companion resource for facilitators and bridgers in movement work, community leaders who are looking to deepen the practice of policy organizing and collective governance, and policy-makers who are looking at how to do policy differently."

TITLE	ORGANISA-TION	SUMMARY
Community Energy Toolkit: Best practices for broadening the ownership of renewables	IRENA	"Using a case study approach, the white paper highlights the different ways in which communities actively participate in energy decision making around the world and harness renewable energy's potential to deliver economic, social and environmental benefits for a just transition. The paper also provides a checklist and additional resources that energy communities could consider when developing a renewable energy initiative. The following key takeaways from 11 featured case studies may serve as inspiration for communities on how to set their initiatives up for success."
The Energy Democracy Score Card	Emerald Cities	"In the spirit of Energy Democracy, this tool was developed with intention to be co-created through a participatory process leading to a collectively owned product. Since its inception in the Spring 2018, we have undergone a collaborative process working with multiple networks, organizations, and alliances to help shape how we could measure Energy Democracy. In this process, it became clear that participants wanted more than a static tool, but rather a tool that can be used to organize and build power, as well as give an assessment of where things stand, and the strategies that are needed to move forward. To that end, "Scorecard" itself is not as straight-forward as a typical scorecard. It is not static, nor does it fully account for tester-bias, which can make it hard to have objective measurements year after year (though there is a possibility to do so, with the matrix). The "Scorecard" is more of an organizing tool for community leaders to advance policies and projects that sustain the goals of Energy Democracy in their communities, towns, cities or counties, states, regions, and ultimately the national perspective on our energy system."
Energy Futures Toolkit – community led action planning	Carbon Coop and CELS	"Community-led Energy Planning (CLEP) is a place-based, community-centred approach to building knowledge, understanding and confidence in lower-income communities to enable them to shape and benefit from the energy transition. Using this approach: Allows local people to engage in energy transition planning and action Generates valuable neighbourhood-level data to inform the approach to and delivery of the local energy transition Enables the activation of community-led and -owned initiatives which can build community wealth as part of the energy transition."

You can download printable and editable versions of the tools featured in this report on the following website:
www.kcl.ac.uk/research/social-entrepreneurship-at-the-grid-edge

SOCIAL ENTREPRENEURSHIP AT THE GRID EDGE