

Appendix C

Moderator's Guide and Recorder's Guide



CPRN RCRPP

What Matters to Canadian NGOs on Aging

Moderator's Guide

Prepared by CPRN in association with One World Inc.

A. Moderator's Script

Introduction (30 minutes)

- If participants have not reviewed the information kit, encourage them to do so as the other participants arrive.
- Welcome everyone. Introduce yourself and the recorder. Ask participants to briefly introduce themselves.
- Provide an overview of the project and the issue and identify the project sponsors:

In April 2002, the UN will host the Second World Assembly on Ageing in Madrid, during which the General Assembly will respond to and adopt a UN International Strategy for Action on Aging 2002, now in draft form. The Strategy's goal is to ensure that people everywhere can age with security and dignity, continuing to participate in society as citizens with full rights. The Strategy calls for changes in attitudes, in national and international policies, and in community and corporate practices that support the aging population in reaching its full potential.

As a member of the General Assembly, Canada is preparing a response to the draft Strategy. Part of this process involves seeking input from non-governmental organizations (NGOs) on how the Canadian government should continue to plan and ensure readiness for an aging society. This input, which will focus on a range of factors affecting aging over the course of a lifetime, will be obtained through a series of public dialogue sessions such as this one to be held with Canadian NGOs.

For the purposes of this dialogue, the broad issue we will be exploring is that of healthy aging. In particular, we'll explore three themes that play an essential role in the development of policies and programs for an aging society:

- *maximizing participation*
- *enhancing well-being*
- *respecting diversity*

Health Canada and Human Resources Development Canada, in concert with a host of other federal departments, have asked CPRN and One World Inc. to assist them in getting a sense of what is important to Canadian NGOs on aging in our country. It is, in fact, Health Canada that has the lead responsibility to do the background work in preparing Canada's input to the Second World Assembly on Ageing. This dialogue will provide one source of input to the Government of Canada, but it will not be the only opportunity for feedback from NGOs.

- Have the participants complete the pre-dialogue questionnaire. Note that they are asked to complete it as knowledgeable individuals here today on behalf of an NGO. Encourage them to ask you any questions they may have on the questionnaire as they complete it. Ask them to give their completed questionnaire to the recorder.
- Briefly present the agenda for the session, noting the goal and output of each section. Explain: *In section 1, we will work our way through each theme that is presented in the material. In discussing each theme we'll explore elements that you like, aspects you don't like and possible benefits, costs and consequences of implementing this theme. Through this dialogue, we'll identify some common ground that we share as a group. This could be values, important themes or possible approaches to healthy aging. In section 2, we'll further this common ground and see if it can help us develop some approaches to the issues raised that the government might consider. Finally we'll discuss our experience together over the previous 3 hours and complete a post-dialogue questionnaire*
- Explain that the session will be a dialogue:
 - increasingly, people are being asked to take part in decisions about major national issues – through the dialogue process
 - while people don't always agree in a dialogue, nobody is right or wrong.
 - there are core differences between debate, which is about winning, defending or combating other views, and dialogue, which is collaborative and calls for listening, examining and searching for strengths and value in the positions of others
 - public dialogue also differs from traditional focus groups because it provides participants with contextual information about an issue and encourages a deeper exploration of participants' values and beliefs
- Bring participants' attention to the wall chart on dialogue and debate, but don't take the time to go through it all. (Participants also have a copy of this in their participant kit.)
- Present the suggested ground rules (also in the participant kit) and adapt if necessary based on the group's input. Explain the role of the moderator and the recorder. Mention that the tape recorder is there to help the recorder ensure that her/his transcript of the dialogue is as accurate as possible. However, confidentiality will be maintained, as the recorder won't use participant names. Anonymity is also guaranteed because we will not be attributing comments to individual participants

Section 1: (85 minutes)

- Take participants through a structured dialogue fully exploring each theme. The pattern of questions for each theme is similar (with the possible exception of Theme 3 - see bullet below)The objective is to determine the values and assumptions underlying each theme and the costs and consequences that might be experienced in putting the theme into action.

- The pattern of questions could be something like:
 1. What do you like about this theme? What aspects do you find most persuasive?
 2. What don't you like about this theme?
 3. What trends do you see underlying this theme?
 4. What type of barriers might we encounter if we made this theme actionable?
 5. What type of opportunities might we be able to build on?
 6. What might be some of the consequences of implementing solutions based on this theme? What might be possible gains?
- As the moderator, you may not use each of these questions for each theme (although you should always start each theme with the first two questions (likes and dislikes)). It will depend on the flow of discussion and the choices you make about which areas to push on to help uncover values and assumptions that underlie people's views on barriers, consequences, etc. However as the common ground looks particularly at values, trends, barriers and opportunities, you want to make sure you identify these as they emerge in the dialogue.
- Theme 3 is a cross-cutting theme. People will likely bring up aspects of the diversity theme in their discussion of the first two themes. Therefore some of the elements of the dialogue on Theme 3 may have already occurred by the time you get there. If that is the case for the group you are working with, use the time given to Theme 3 to deepen what has already been discussed rather than covering the same ground again. For example, the moderator could say:

Theme 3 is on diversity. This has already come-up in our discussion as an important value to consider under the first two themes. Are there other elements to the theme of diversity that you would like to raise? Trends, barriers, opportunities, etc?

Break: (15 minutes)

- During the break, consult with the recorder and pull out some of the values, trends, barriers, opportunities and consequences that seemed to have most resonance for the group. Then flipchart these (under Themes as appropriate). (Note: These are not intended to be a definitive list of everything brought up. It is a starting point for the common ground dialogue and usually 3 or 4 values, trends and barriers under each theme is enough to get the dialogue going.)

Section 2: (55minutes)

- Explain common ground:

Now that we have worked through the themes, we need to see if there is any common ground we share. This might include values we agree on, trends we feel are crucial to deal with, barriers to overcome or opportunities to grasp. Then we want to explore how these might be applied to the themes and to the role the federal government can take in planning for healthy and active aging for all Canadians?

- Present the ideas flipcharted during the break. Continue to work with the flipcharts adding and changing items as the dialogue suggests. If necessary, have a “parking lot” for issues that are not resolved by the group, or on which they cannot find common ground.
- The dialogue is guided by questions such as:
 1. Do we share these values as a group? Are there other values that we discussed that we should add up here?
 2. Which of the trends that we’ve identified do you think are the most crucial to deal with? Are some of these opposing trends? What are they telling us about what’s important?
 3. Let’s look at some of the barriers and opportunities we have put up. Which of these would be important considerations in trying to address the important factors underlying some of the key trends?
 4. **If you were to better address these trends, are there some things you would like to do that you are not already doing?**
 5. **Are these the same kinds of directions we would like the federal government to move in?**

Wrap Up (25 minutes)

- Take some time to wrap-up the dialogue. Dialogue prompts could be:
 - *Has your thinking about healthy aging changed? How?*
 - *How has your thinking about other people’s views changed?*
 - *What did we have to say that is different from what we normally hear about healthy aging?*
 - *What didn’t we work through?*

➤ *Any suggestions for improvements to process or materials?*

- Ask them to complete the post-dialogue questionnaire. Explain that it contains the same questions as the pre-dialogue questionnaire with the addition of a couple of evaluation questions.

Explain how they will be kept informed about the results of this project. For those who are interested in hearing about the results of this project, please put your name and address (and e-mail) on the Participant List and we will send you information as it is produced. **You can find out more at Health Canada's Division of Aging and Seniors web site : http://www.hc-sc.gc.ca/seniors-aines/issues/waa/intro_e.htm –**

After the Dialogue

Please collect the questionnaires. Complete the Moderator Feedback Form. Add in any other comments you have on the dialogue. Give the questionnaires and completed Feedback Form to the recorder who will send them to the analyst.

Thanks.

B. Preparing for the Session

Getting Started

This guide for moderators is designed to accompany the participant kit on healthy aging. Have a look at the kit before you begin reading the moderator's guide. Participants have been asked to review the kit before the session to help them begin their own reflections.

The Moderator's Role

Public dialogue is a particularly effective tool for involving citizens in a meaningful way. The aim of public dialogue is to understand the range and intensity of public views expressed about a given issue.

It is the moderator's role to move the discussion to dialogue. This requires that a moderator:

1. Move the conversation beyond the sharing of stories to looking at benefits, costs and consequences of choices.
2. Make sure the best case/positive side of choices are considered and understood. To diminish or not consider a choice keeps important differences from surfacing.
3. Pay with dialogue until participants have identified the conflicts among various choices and the valuable aspects of each.
4. Help the group explore the values underlying various choices and what their shared values are. Dialogue is values-based, not agenda-driven.

To do this effectively, the moderator needs to:

- Be objective. People are there to explore their perspectives, not listen to yours. However that doesn't mean that you can't ask provocative questions or express opinions not present in the room if you think that will help participants deepen their reflection.
- Keep the discussion on track. It's easy for people to meander when in a dialogue. Sometimes this is the way people reflect on an issue, but other times it's a "red herring". A moderator needs to make a judgement as to when a discussion has gone off-track and if necessary, bring people back to the central task at hand.
- Help participants identify and explore areas of agreement and disagreement.

- Use active listening skills – reflecting, clarifying and summarizing when necessary.
- Keep the dialogue moving. There is never enough time for a dialogue session. So the moderator must portion out the time so that each part of the process gets completed.
- Don't be afraid of silence. Often this is important time for participants to reflect on what they have just heard.
- Encourage participants to talk to each other, not to you. This helps the group to question each other and clarify each other's perceptions.
- Use the ground rules if necessary to keep the group in dialogue. If conflict between individuals arise, address it directly. Remind people that disagreement and conflict of ideas is part of the process. But the conflict must be focussed on the issues. It is acceptable to challenge one's ideas, but personal attacks are not acceptable. Clarify, if necessary, that once an idea is raised, it is the group's idea to talk through.

Hints for Moderators

Often as the moderator, you need to help people question each other's statements and views. You will also need to ask questions that help the group go deeper into their understanding of the issue and the choices they are making. Some questions to help you do this are:

- *What is the central point of your disagreement?*
- *What would you say to support or challenge that point?*
- *Could you help us understand the reasons behind your comment or opinion?*
- *Could you give an example to illustrate that point and help us understand it better?*

Depending on the diversity of the participants and their views, you may also find that some views are not represented around the table. This can be problematic for the dialogue. At each stage of the dialogue, there is an opportunity to consider the perspectives of others not in the room. But you may want to encourage this type of reflection at other times, especially if the group is not deepening their dialogue. Then you can ask the question:

- *What do you think that someone who is affected by this choice, but not at this dialogue, would say?*

or add in some of the comments people might make who are not represented in the room. You can use a phrasing something like:

- *People who hold a different viewpoint might say.....*

Equipment and Materials

- Ensure that you have the following materials:
 - 15- 20 copies of the pre- and post-dialogue questionnaires. Ensure that these are numbered, so that each participant does a pre and post questionnaire with the same number.
 - 15 – 20 name tags or tents
 - Dialogue vs Debate sheet – for posting on the wall
 - Ground rules sheet – for posting on the wall
 - Participant list
 - Moderator Feedback Form
 - Recorder Feedback Form
 - A copy of the participant kit (Bring 5 extra copies if available)
 - Masking tape
 - Markers

- Two flip charts should be available in the room.

(Note: The recorder will bring a tape recorder and laptop to help keep an accurate record of the dialogue.)