

Elevating Voices Continuum: A GUIDE TO EQUITABLE FACILITATION

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One way to ensure that all voices are given space at the table is to have individuals who are closest to the topic be offered clear space to participate. One suggested facilitation technique is the elevating voices curriculum. This approach ensures the people who will experience the most impact from the policy change have full opportunity to share their perspective.

In the elevating voices protocol, you ask participants to consider which category best describes them individually and to self-assign the appropriate number. The categories are as follows:

- 1. In my role, I interact with children and families every day.**
- 2. In my role, I interact with children and families occasionally.**
- 3. In my role, I do not regularly interact with children and families, but I do have a vested interest.**

After each participant has decided where they see themselves, ask them to hold up the appropriate number of fingers based on how they self-identify.

Explain that whenever we engage in small or large group dialogue we are going to ask that participants invite number 1's to speak first (if they have something to say), then 2's, then 3's.

The intention of using this technique is not to prioritize one person's voice over another, but rather to ensure that we are creating space for those with greater stakeholder perspective.

