Tools and techniques for EfS and Stakeholder Engagement programs

Key questions addressed by this section:

What is the purpose of this section?

To introduce:

- a selection of tools and techniques that can be investigated and adapted for use in EfS and stakeholder engagement projects by local government
- further resources and toolkits available to local government.

How do I use this section?

This section is split into two parts:

1. ***A printed set of reading materials.***

   This part contains a selection of reading material aimed at encouraging reflection on the different approaches and tools available. It includes:

   - some general articles of interest explaining varied approaches for stakeholder participation
   - examples of some tools and techniques for Education for Sustainability and stakeholder engagement programs that you may wish to investigate further for your projects.

   These are examples only. *Where can I find more?* includes links to further information and more tools – see below. Some of the tools or approaches are tried and tested, others are highly innovative. It is not intended that all of these tools be directly applied to the local government context, rather they are included to offer ideas for development of suitable tools. They will need to be reviewed within the context of your situation and project aims.

2. ***A reference list of tools.***

   This part contains a more exhaustive reference list of tools. The *General Toolkits* section covers a wide variety of tools for use, particularly when engaging communities. Which tools are relevant for you will depend on your particular projects. Some are entire processes, such as the Future Search conferences, whereas others are techniques that can be used within another larger process.

   Within the toolkits you will find many examples of activities that you can adapt and use. The art is to reflect on what you are trying to achieve and then select a tool appropriate to your aim. Some of these toolkits will help you with this selection process, e.g. *Focusing on Citizens: A Guide to approaches and methods.*

Which are the articles and tools?

Overview

1. *Ways to make a Community Stronger, Wiser, More Resilient and Engaged* by Tom Atlee – a good overview of several tools for community engagement.

2. *Open Dialogue (Listening Circles)* – a technique for shared exploration towards greater understanding, connection or possibility. It can be used at an issues-based level or at a strategic-questioning level. World Café is an example of a dialoguing tool. It is a good technique for critical reflective thinking.

3. *Visioning* – a process of identifying a preferred future and reflecting on the steps needed to make that vision reality. It forms one of the key elements in an Education for Sustainability approach. It encourages futures-thinking, reflective thinking and values clarification.

4. *Asset-Based Community Development* – looks at ways of identifying and activating the positives, or assets, in a community. It moves away from the traditional needs or issues/problems-based approach and is a good tool for participation and partnership building as well as systemic thinking.

5. *World Café* – a dialoguing tool which brings together different people to address a strategic question or questions. This is a good tool for critical reflective thinking.

6. *Deliberative Democracy/Citizen Deliberative Councils* – a group of techniques that are most often used for involving the community in policy and planning issues. They can typically be issues-based or futures-based, i.e. strategic planning. A well known technique is the Citizens Jury. These techniques are good for encouraging participation in decision-making processes.

7. *Parish Mapping* – used by communities to identify and map what they value within their communities. These maps can then be used for planning, action and mobilising community engagement. This is a good tool for systemic thinking, as well as values clarification and critical reflective thinking. It could also be used to encourage participation in decision-making processes and the development of partnerships.

8. *Open Space Technology* – a meeting process where participants come together to create and manage their own agenda of parallel working sessions around a central theme of strategic importance. Good for dealing with complex issues and identification of what communities see as issues. It is very participatory in nature.

9. *Photovoice* – similar to Parish Mapping. Participants use cameras to identify what they value in their community then come together to discuss and critically reflect on their values.

10. *Participatory Learning and Action Approaches (PLA)* – an umbrella term for a wide range of similar approaches and methodologies all of which require the

full participation of people in the processes of learning about their needs and opportunities, and in the action required to address them. Two examples are:

- o *Participatory Rural Appraisal (PRA)* – a method that emphasises local knowledge and enables local people to make their own appraisal, analysis and plans. It is good for encouraging active participation in such areas as natural resource management.

- o *Reflect* – a new and highly innovative approach to learning and social change. Key to the Reflect approach is creating a space where people feel comfortable to meet and discuss issues relevant to them and their lives. Reflect aims to improve the meaningful participation of people in decisions that affect their lives, through strengthening their ability to communicate. It has been mainly used in developing countries to deal with issues of power and inequality but is increasingly being used in Europe and North America.

11. *Planning for Real* – essentially a community development tool, it aims to involve a wide range of people in a practical process to determine their needs and priorities. It is a tool for encouraging futures thinking and participation in the decision-making process.

From *Education for Sustainability* (2001)

Eds Huckle J & Sterling S, Earthscan Publications, UK

1. Ways to Make a Community Stronger, Wiser, More Resilient and Engaged

Created by Tom Atlee www.co-intelligence.org/CIPol_CSWM.html.

Our American culture is very good at keeping us apart – involved in our own lives, houses, subcultures and hooked up to mass media and mass economics – with precious little time or inclination to reach out: to work, talk and play with people unlike ourselves, or to really engage with the place where we live. This is great for profits and bad for communities, humanity, nature and democracy.

Below are 26 ways to make a community stronger, wiser and more resilient, sustainable and engaged. There are hundreds of other approaches, but these will do for now.

STRONGER – We can know a lot more about who we are, as a community, and weave ourselves together into a strong, brightly-coloured fabric.

1) Asset mapping – We can systematically survey and organise the assets and capacities of individuals, informal networks, organisations and official institutions in our community. Dozens of communities already have.

2) Listening projects – Neighbours do door-to-door canvassing that doesn't sell, recruit or educate anyone. They just listen to the ideas and concerns of their neighbours. This simple act can produce unexpectedly powerful results.

3) Neighborhood help networks – People sign on to help each other during crises or life changes (moving, serious illness, etc.).

4) Friendship webs – We can self-organise our community using the existing networks of people who already know and trust each other. Because those networks overlap, the effort can include virtually everyone, with no central control.

5) Neighborhood email networks and phone trees – People can reach each other rapidly and systematically to deal with a crisis or sudden opportunity, without depending on official media.

6) Affinity-group networks – Affinity groups are intimate activist groups who get trained in action and decision-making. Even as they work on their diverse issues, affinity groups can prepare with each other as a network for rapid-response emergency community action, as well.

WISER – We have a lot of smart and wise individuals in this community – but can our community as a whole exercise its collective intelligence and community wisdom? Can we use our diversity to deepen and broaden our shared understandings – or only to divide ourselves from each other?

7) Wisdom council – A group of a dozen randomly-selected, diverse community members are convened temporarily (like a jury) to craft a consensus statement about what the community thinks and feels, needs and wants. The process used is an advanced, highly creative form of facilitated consensus. A new group is convened once or twice a year. Results are publicised through the media, as well as to citizens and officials in every way possible, for further dialogue and action.

8) Quality of life indicators – Communities across the country are creating their own statistics to measure their quality of life, and then setting up the means to track them. These are far more useful than standard growth statistics (money, jobs, population, etc.), and can help us see how we are doing, collectively.

9) Future-search conferences – About three dozen diverse community stakeholders come together to reflect on their shared past, current dynamics, and future directions, and to form task groups to move the community in positive directions.

10) Open-space conferencing - A simple, powerful way for people who are passionate about a topic to organise themselves to talk about and do all the things needed to address it. A good tool for community self-organisation.

11) World Cafe – Lots of people who want to discuss a topic gather 4-6 to a table and converse in 20-40 minute periods. At the end of each period, they each move to a different table and the conversation proceeds with different people. At the end they return to their original groups and share what they learned 'out in the world'.

12) Handy process tools for meetings – A toolbox of ways to help everyone be heard, to organise agendas quickly and realistically, to make circle meetings more lively and open conversations more reflective, including understanding more about the 'groan zone' that groups often encounter during participatory decision-making (see Dialogue, Consensus Process, and Facilitation).

13) Multiple-viewpoint drama and video – Ways to explore the many diverse human perspectives in our community or in some important community event or issue, and reflect them back to the community so we can see who we are, as a community, more fully and compassionately.

14) Multiple-viewpoint 'Fishbowl' process – A big circle surrounds a small circle. Spokespeople for side A sit in the middle and talk about their perspective. Then they return to the big circle and spokespeople for Side B go into the middle to talk. Then Side A again. Then Side B again. Then perhaps some folk who aren't 'taking sides' get their chance in the middle, in the fishbowl. This continues until shared understanding emerges. Can be facilitated or not, depending on the civility level.

MORE RESILIENT – As global forces – whether meteorologic, economic or tectonic – impact our community, how well are we prepared to survive and bounce back?

15) Community currency and barter systems – The more a community's wealth stays in the community, the healthier it will be. There are more local ways than federal dollars for community members to share what they have and can do, and get support for it.

16) Community gardens – As people grow things in a common plot of land, community grows there too, and gardening knowledge is shared. This can also be done in networks of shared private yard gardens.

17) Community supported agriculture – Community families hire a farmer to grow what they need, and the farmer delivers it. In Tokyo, hundreds of city people go out to their supported farms each fall to work together on harvest and canning.

18) Bioregional study and practice – There is a natural coherence to ecological and cultural communities that is often ignored by political boundaries. In a watershed-

based 'bioregion', all life forms share certain natural constraints and opportunities, which we can understand and work with, coming home to here.

19) Nonviolent civilian-based defence (see the nonviolence page) – Harvard historian Gene Sharp discovered that nonviolent tactics and strategies were more effective than violent ones, but hardly anyone studied, trained and developed them as thoroughly as they studied, trained and strategised for war. Sharp developed ways for communities and societies to defend themselves nonviolently and effectively.

20) Emergency preparedness organising – At best only 10% of a population prepares for inevitable disasters – earthquakes, floods, etc. The more citizens prepare themselves and their neighborhoods, the less they have to depend on (and be controlled by) authorities in an emergency.

MORE ENGAGED – The foundation of a strong, wise, resilient community is people knowing and actively engaging with each other and their place, simply because it feels good or meaningful to them. Everything else rests on that.

21) Arts and recreation – Ways people can actively express themselves together: neighbourhood sports teams; forums for art, music and performance; movie watching and discussion groups.

22) Dinner exchanges – People join a network of those from all over the community who invite each other to dinner to meet others unlike themselves. The network helps smooth the way and helps people reflect on how it's going.

23) Celebrations, parties, potlucks and fairs – A hundred ways to just get together and have a good time – usually involving food.

24) Cleanups and neighborhood aesthetics – Simple projects in which people can work together to make an obvious difference in the community.

25) Scavenger hunts and tours – How well do we know our community? An artist installed dozens of bronze dinosaur tracks for adults and kids alike to try to find; stores and schools carry a list of twenty trees or buildings to find; people offer a tour of historic sites or a local herbs tour.

26) Free school and learning exchanges – Everyone in a community knows something someone else would love to learn. It's just a matter of connecting them up, perhaps with some space to meet in.

2. Open Dialogue (Listening Circles)

Not all communication is dialogue. Dialogue is shared exploration towards greater understanding, connection or possibility. Any communication that fits this definition, the Co-Intelligence Institute considers dialogue. Communication that doesn't fit this definition, we don't call dialogue.

Dialogue can at times be truly magical, dissolving the boundaries between us and the world and opening up wellsprings of realisation and resonant power. In those rare, deeply healing moments of dialogue in its most ideal form, we may experience the wholeness of who we are (beyond our isolated ego), listening and speaking to the wholeness of who we are (deep within and beyond the group around us). At those times it is almost as if wholeness is speaking and listening to itself through us, individually and collectively. Words become unnecessary; knowing is instantaneous, and meaning flows like a great river within and among us.

These are moments of grace, whose frequency increases as we practise listening more deeply and exploring more openly with each other.

Here are some guidelines for dialogue in its most basic form

- We talk about what's really important to us.
- We really listen to each other. We see how thoroughly we can understand each other's views and experience.
- We say what's true for us without making each other wrong.
- We see what we can learn together by exploring things together.
- We avoid monopolising the conversation. We make sure everyone has a chance to speak.

Other ways of understanding dialogue
Three types of communication can be identified:

- *Type A*: Antagonistic communication, meaning conversations that can't seem to move beyond conflict.
- *Type B*: Banal communication, meaning conversations which feel oppressive, boring, or depressing. This might happen because participants are trying to avoid conflict, intimacy, or surprises, or it might just be habit. (Common examples are extreme politeness, tightly-controlled meetings, and alienated marriages.)
- *Type C*: Creative communication, meaning conversations that engage people's diversity creatively to generate greater shared understanding.

Consultant John Adams suggested a very simple way to describe dialogue, inspired by fellow consultant Harrison Owen: *Dialogue is people truly listening to people truly speaking*. When we all truly speak and truly listen, we can't help but generate greater shared understanding.

An unspoken dimension of such guidelines for individual behavior is that they enable us to engage a deeper, larger intelligence than our own. Some say this is a universal intelligence of which we are tiny parts. Others say it is a collective intelligence generated by the synergy among us. I say it may be either or both, depending on the

circumstances. Both are forms of co-intelligence accessible primarily to those who practice true listening and real dialogue.

Open dialogue

Again, dialogue is shared exploration towards greater understanding, connection or possibility. When such communication happens without structure or discipline, we call it 'open dialogue'. Our cultural conditioning makes it unlikely that most 'open conversations' will actually end up as 'open dialogue'. The usual outcome is that some group members end up arguing or 'head tripping' while others sit passively by. What can we do to avoid such outcomes? It is hard to get dialogue rolling in a world which has little understanding or experience of it. Few people are competent, aware and wise enough to evoke real dialogue in the midst of a heated argument, for example. Those who are, are awesome to witness, but hard to emulate.

In the presence of a number of such souls, dialogue can come easily. In groups of practised dialoguers, a novice will often find herself eagerly and effortlessly participating in the open, authentic, shared exploration unfolding around her.

But few of us have constant access to true open dialogue. More often we can get access to real dialogue only through some structured process like a listening circle. But sometimes people (including ourselves) don't want the constraints of a listening circle. Or we're in a circumstance where such practices are inappropriate. We need guidelines and tools we can use to bring the spirit of dialogue to our everyday conversations and meetings. This section will provide some ideas and methods that are widely applicable.

Guidelines for open dialogue

The more all participants are aware of the nature of dialogue and committed to bringing it about, the better the chance it will happen. Towards that end, the following comparison of dialogue and debate offers one of the most useful summaries of dialogue that we've seen. (It was adapted by the Study Circle Resource Centre from a paper prepared by Shelley Berman, which in turn was based on discussions of the Dialogue Group of the Boston Chapter of Educators for Social Responsibility.)

Even on first reading, it can change one's perspective. The specifics, however, can be hard to keep in mind. So the more often people read (and discuss) the list, the more effective it will be. Perhaps someone will put the items on this list into fortune cookies for group use. Until then, you could write each one on a card and give every participant in a meeting one card to keep in mind, on behalf of the whole group.

- Dialogue is collaborative: two or more sides work together toward common understanding. Debate is oppositional: two sides oppose each other and attempt to prove each other wrong.

- In dialogue, finding common ground is the goal. In debate, winning is the goal.

- In dialogue, one listens to the other side(s) in order to understand, find meaning, and find agreement. In debate, one listens to the other side in order to find flaws and to counter its arguments.

- Dialogue enlarges and possibly changes a participant's point of view. Debate affirms a participant's own point of view.

- Dialogue reveals assumptions for re-evaluation. Debate defends assumptions as truth.

- Dialogue causes introspection on one's own position. Debate causes critique of the other position.

- Dialogue opens the possibility of reaching a better solution than any of the original solutions. Debate defends one's own positions as the best solution and excludes other solutions.

- Dialogue creates an open-minded attitude: an openness to being wrong and an openness to change. Debate creates a closed-minded attitude, a determination to be right.

- In dialogue, one submits one's best thinking, knowing that other people's reflections will help improve it rather than destroy it. In debate, one submits one's best thinking and defends it against challenge to show that it is right.

- Dialogue calls for temporarily suspending one's beliefs. Debate calls for investing wholeheartedly in one's beliefs.

- In dialogue, one searches for basic agreements. In debate, one searches for glaring differences.

- In dialogue, one searches for strengths in the other positions. In debate, one searches for flaws and weaknesses in the other positions.

- Dialogue involves a real concern for the other person and seeks to not alienate or offend. Debate involves a countering of the other position without focusing on feelings or relationship and often belittles or deprecates the other person.

- Dialogue assumes that many people have pieces of the answer and that together they can put them into a workable solution. Debate assumes that there is a right answer and that someone has it.

- Dialogue remains open-ended. Debate implies a conclusion.

Tools for Open Dialogue
'Popcorn' and other variations of circles
In listening circles, people's turns are decided by the passing of an object around the circle. The sequence is totally predictable. This is highly structured dialogue.

Sometimes a group wants to use an object to guide their discussion but they don't want to go around in a circle. They want more spontaneity. So the object is returned to the centre after each turn and picked up by whoever wishes to speak next. This is sometimes called 'popcorn' because the object pops in and out of the centre. Since it is a bit less structured, it is considered more 'open' than a formal listening circle.

The group can decide that no one speaks two times until everyone has spoken once. This version of popcorn still feels much like a listening circle. However, if the group lets the object pass to anyone, regardless of how often they've spoken, there is a major loss of circle atmosphere. This loose form of popcorn feels like an ordinary conversation, except that people don't interrupt each other, there's time and space between speakers, and it's clear who has the floor – major accomplishments nonetheless.

In some circles the focus is on individual people. These individuals may be sharing their stories or receiving some kind of help from the whole group. In these circumstances it can be useful to let other people question the speaker for a while after he's finished, before the group's attention moves, with the object, to the next person.

Chime and stone

Two more modifications of open conversation can help it have some of the benefits of dialogue without the constraints of a formal circle. These modifications are embodied in a chime (or a gong) and a stone (or other listening circle object) placed where all participants can easily reach them.

If at any time one of the participants feels the group needs to centre itself or move to a 'heart space', they reach into the middle and strike the chime or gong. All talking stops immediately until the sound fades. Often the silence extends for a minute or more. When conversation begins again, it usually has a more centered, reflective quality.

The purpose of the stone is different. When someone picks it up, they get the next turn after whoever is currently talking. This enables participation by less dominant, more reflective people who aren't inclined to compete for turns in fast-moving, often competitive conversations.

A penny for your thoughts

Another way to deal with this last problem – the difficulty of some participants to get a word in edgewise – is to give everyone an equal number (for example, four) pennies, one of which they put into a bowl in the middle whenever they speak. When they run out of pennies, they can't speak again until everyone else has run out. (In a small group you don't need pennies; just agree that each person won't speak again until everyone else has).

An interesting variation on this is to make the pennies represent time – say, one minute. A hat is passed to a speaker who puts in two pennies, and a timer is set for two minutes. When it goes off, he has to stop talking or put in another penny. People who want to hear from someone can give them one or more pennies, to give them more time. Sometimes a wild market in pennies can get going, with people wheeling and dealing. One participant at a conference took up a collection from the men to get a boxful of pennies for the women –- an interesting approach to affirmative action!

If you think people might cheat, you can use poker chips or other unusual objects instead of pennies.

Facilitation

An open dialogue can be helped by facilitation. An experienced facilitator can be brought in or the role can be held by one or more – or all – of the participants. The simplest form of facilitation entails ensuring that all involved have a chance to speak and that the meeting starts and ends on time.

Some facilitators discuss broad dialogue guidelines with participants and get them to agree to try applying them. Often guidelines such as the ones at the start of this article are posted on a wall where they can be referred to during the dialogue.

The facilitator says that he or she will be trying to shepherd the conversation along the guidelines described. Then the facilitator lets people talk, giving them gentle reminders as necessary.

Of course, to the extent all participants are brief, mindful, and curious about what each other has to say, little formal facilitation or gimmicks are necessary to ensure healthy dialogue.

Maintaining a shared centre

It is as important to maintain a shared centre in an open dialogue as in more formal listening circles. When just a few people are talking – especially when they are engaged in a back-and-forth discussion rather than being fully present in the group space and speaking from their hearts – the shared centre tends to get lost and the group's attention and energy dissipates. Other group members find themselves drifting off or withdrawing, becoming spectators instead of participants.

Many groups encourage anyone who notices this dynamic in themselves or in others to call it to the group's attention. Then the whole group can take a moment to explore why this is happening or re-orient to its shared centre in some other way. An individual who speaks in a particularly profound and inclusive way can also bring the circle back to centre. In any co-intelligent dialogue, maintaining the shared centre is usually at least as important as whatever subject is being considered.

3. Visioning

> *Imagination is more important than intelligence. Intelligence is about the past and the present, but imagination is about the future.*
>
> Albert Einstein.

Visioning (or futures thinking) forms one of the key processes in Education for Sustainability. Visioning exercises are used to define and help achieve a desirable future. Visioning exercises are regularly used in urban and strategic planning and allow participants to create images that can help to guide change in the city. The outcome of a visioning exercise is a long term plan, generally with a 20 to 30 year horizon. Visioning exercises also provide a frame for a strategy for the achievement of the vision.

Alternatively, some visioning tools may be used to promote thought and encourage discussion of future land use and planning options, without the need to create a future-orientated document. Games can be developed to do this; for instance, the Wheel of Coastal Fortune, a game in which participants post cards to decide where facilities will be sited, is a planning exercise that encourages a holistic approach to planning and considering the impacts from the whole catchment area on the coastal zone.

Outcomes of a visioning approach
Visioning develops future scenarios, together with the steps that are needed to achieve this vision, and a group of participants who have ownership of the vision, and therefore have a reason to help make this happen.

How vision brings about change
From Community Visions Pack, New Economics Foundation, 1998.
www.neweconomics.org/gen/uploads/doc_18920003301_Howto.doc

We have already looked at some reasons why a community benefits from developing a shared vision of the future. There are also general reasons why vision helps whoever has a vision, be they individuals or a group.

A good explanation of how vision works is set out in Peter Senge's book, *The Fifth Discipline*:

> *Imagine a rubber band, stretched between your vision and current reality. When stretched, the rubber band creates tension, representing the tension between vision and current reality. What does tension seek? Resolution or release. There are only two possible ways for the tension to resolve itself: pull reality towards the vision or pull the vision towards reality. Which occurs will depend on whether we hold steady to the vision.*

Another way of explaining how vision works is to look at its role in overcoming the inevitable resistance to any change. Resistance can only be overcome by a combination of:

<u>D</u>issatisfaction with where we are now

<u>V</u>isions of where we want to get to

<u>F</u>irst steps that take us from here to there

The underlined letters give a formula: D * V * F > R   ('>' means 'greater than').

According to the formula, if any element is zero, the three elements multiplied together will be zero, so the resistance will not be overcome. At present, vision is the element most likely to be absent.

The following are notes on envisioning from the *It's a Living thing: Education for Sustainability Professional Development* workshops.

Why is a futures perspective important to improving quality of life and addressing sustainability issues?

- Time – To imagine a better future and seek goals of social change, peace, justice, participative decision-making and sustainable development.

- Alternatives – Process that leads to identifying possible, probable and preferred individual and shared futures.

- Holism – Providing a space for a holistic interpretation of sustainability and linking these elements into one direction.

- Motivation – To provide the necessary motivation and plans for action to participate in achieving these visions for a sustainable world.

- Choice – See Hicks (1996 Envisioning the Future) which states that *Futures … tries to help people in becoming more active in envisioning a preferred future. And we do it by giving them a greater range of images, by helping them to choose the way that want the future to be so they can move in the right direction.*

- *The future … is an act of the imagination. Our Aim … is to discern our intentions towards the future so as to shed light on our present situation and provide guidelines for changing our actions so as to move towards that intended future.* (Ziegler 1987 in Hicks)

What is the value of envisioning for motivating and managing change towards sustainable living?

- It provides an ability to engage in ethical reflection on the consequences of actions.

- To critically reflect on the values underlying decisions, assumptions and beliefs.

- It illuminates paths and obstacles to action towards desired futures.

- It promotes action: *it encourages us to take responsibility for actions and decisions, to think ahead and to participate in processes of social innovation, recovery and renewal* (Slaughter 1991 Futures concepts and powerful ideas)

How do you plan and facilitate an envisioning process?

- This process should begin as an individual task to imagine a vision for ...
- Allow time to reflect on vision, and beliefs, values and assumptions, which have influenced or informed this decision.
- Share visions with others and the whole group, discuss obstacles, challenges, opportunities and pathways to desired future.
- Draw out of participants – critical reflection, values clarification, implications of their current actions for their vision.
- Futures envisioning must be linked to an exploration of the process of change and an understanding of how change occurs.

How do you use envisioning as a tool for values clarification, critical thinking and issues identification?

- Critically reflect on the core values and assumptions underlying decisions and actions.
- Develop skills in applying a socially critical view of the past and present.

What outcomes can we expect from the process of envisioning?

- The ability to identify what we want for a sustainable future.
- The ability to critically question what we want for a sustainable future.
- To provide an opportunity to consider conflicts, contradictions and similarities with other people's visions.
- To help participants see the process of change as a series of steps and help reflect on factors/choice that bring about different types of change.

What range of methods are available for envisioning?

Envisioning supports active learning and collaborative learning strategies utilising methods such as:

- Scenario construction – possible, probable and preferred futures
- Trend analysis
- Delphi survey method
- Future wheels
- Timelines
- Alternative futures cartoons
- Change cards
- Steps to change
- A history of the future
- Futures Tree.

Examples of visioning processes

Example 1: Vision to Action Forums
From Antioch New England Institute website
www.anei.org/pages/51_community_forums.cfm

A Vision-to-Action Forum encourages people to sit down and talk about local issues and opportunities – and then take action. Together, citizens and elected officials are protecting rural landscapes, revitalising downtown areas, enhancing recreational and cultural opportunities, and fostering local pride and communication.

Vision-to-Action Forums work because they're designed to build confidence in community problem-solving – and emphasise the importance of achieving tangible results. Forum participants take the initiative and responsibility for implementing action plans. Vision-to-Action Forums revitalise existing community efforts, encourage residents to think creatively about establishing new ventures and solutions to problems, and improve and strengthen community life.

What is a Community Vision-to-Action Forum?
A one-day gathering which brings together a broad cross-section of residents to assess key community assets and issues, develop a collective vision, and identify and launch specific projects to improve the community. Participants spend much of their time in small group sessions where they can most effectively share their ideas and concerns. The Forum brings new people into discussions of local concerns and expands the pool of individuals who are active in the community. It also provides a means for community members to work together.

Who organises the Forum?
A citizen Steering Committee that is representative of community members organises the Community Forum. The Steering Committee is responsible for inviting residents to the Forum, publicity, and logistical arrangements.

Who should participate in a Forum?
It is essential to have full cross-sectional participation to assure success for both the Steering Committee and the forum event itself. ***Without complete participation and 'buy-in' from all sectors of the community, the results of the event will be open to challenge, weakening their credibility and value***. In order to achieve full participation it is necessary to have adequate time to create a Steering Committee, to publicise the event, and to generate interest and communication about the event. Broad publicity, presentations at various boards, councils, and clubs, personal invitations, and the vital word-of-mouth factor all take time, but they are critical to allowing public interest to ripen.

What do participants focus on at a Forum?
Participants examine qualities that help a community work well, including:

- *Civic Infrastructure* – effective community leadership, informed citizen participation, and diversity within the community

- *Community Infrastructure* – cultural and artistic aspects of the community, educational and social needs, and physical infrastructure services

- *Environment* – how natural resources are used, including land, water, energy, and materials, and how a community looks and feels
- *Economy* – economic vitality and the strength of local businesses.

What happens as a result of the Community Forum?

Community Projects: At the end of the Forum, four to six working groups assemble to work on priority projects identified during the event. The groups continue to meet after the Forum to develop a plan of action and implement the projects. Examples of community projects include:

- establishing a conservation commission

- launching a community newspaper

- building a town trail system

- promoting alternative transportation

- developing additional recreational opportunities.

Community Forum Report: The ideas brought forward during the Forum and agreed upon action steps are recorded and transcribed in a report that is distributed to participants, community members, and local officials. The report serves as a valuable reference document.

Community Forum Connections: one of the most important benefits of the Forum is that it provides an opportunity for people to meet their neighbours. As one participant from the Haverill, NH Forum said: *The Community Forum did a great job of bringing different people together that normally would never have met – and they stayed friends.*

Example 2: Future Search

From www.futuresearch.net

What is Future Search?

Future search is a planning meeting that helps people transform their capability for action very quickly. The meeting is task-focused. It brings together 60 to 80 people in one room or hundreds in parallel rooms.

Future search brings people from all walks of life into the same conversation – those with resources, expertise, formal authority and need. They meet for 16 hours spread across three days. People tell stories about their past, present and desired future. Through dialogue they discover their common ground. Only then do they make concrete action plans.

The meeting design comes from theories and principles tested in many cultures for the past 50 years. It relies on mutual learning among stakeholders as a catalyst for voluntary action and follow-up. People devise new forms of cooperation that continue for months or years.

Future searches have been run in every part of the world and sector of society.

Future Search as a tool for environmental organisations

The effective use of resources and effective mobilisation of constituencies is critical to environmental organisations.

Future search brings all elements of an organisation or community together in a collaborative dynamic that can help communities and non-profits grapple effectively with both internal and external issues. It can help like-minded people build an effective constituency for change. At the same time, it is powerful for discovering common ground in situations where real or imagined conflicts have made dialogue difficult or impossible. Future search builds on shared perspectives without requiring participants to compromise their beliefs or values in any way.

Ways Future Search can Help Environmental Organisations:

- engage all voices – staff, board members, donors and volunteers, community members, agency counterparts, business leaders, even adversaries – to build a common vision and commitment

- bring large groups of people together in successful dialogue where they can learn about and appreciate their commonalties, rather than focus on their differences

- lay the groundwork – based on an honest assessment of realities – for moving into effective and collective action

- help groups build effective coalitions to address large scale challenges

- establish solid working relationships among varied sectors (government, NGO's, scientists, citizen groups, commercial interests, and more)

- help groups devise legislative or policy strategies for regional, national, and international issues

- bring together all voices to design management plans to preserve habitats, save endangered species, protect watersheds, conserve undeveloped land, and reclaim urban and commercial sites.

Future Search as a tool for community building
Future Search is a community building process that brings people together to share histories, understand present realities, build a vision for a common future and commit to work together to realise shared goals and values. Future search has helped many communities take control of their futures, overcome conflicts and cynicism and pull together to realise common dreams and build a meaningful and lasting life for themselves.

How Future Search can help government
Future Search focuses on commonly shared values to generate vision and action. Participants build a commitment to action from a shared foundation. They are encouraged to speak from their own experience, thus acknowledging everyone's reality, perception and experience. Full participation results in broad buy-in to the outcomes of the process. This avoids the trap many governments get into where they are unable to effectively implement the outcomes of planning efforts because they haven't built a consensus of support.

Future Search could be called democracy in action. Planners, politicians, community members, government personnel, business people, public safety agencies, non-profits and others join together in a common, focused conversation, giving each a chance to fully voice their perspective. People of all races, ages, demographic cultures and economic means come together to work collaboratively. Diversity shifts from being a problem, to becoming a

constructive ally. Future search builds the kind of involvement and shared ownership that drives sustainable, positive and implementable results.

Future Search methodology
(Usually four or five sessions each lasting 1/2 day)

Focus on the Past
People make time lines of key events in the world, their own lives, and in the history of the future search topic. Small groups tell stories about each time line and the implications of their stories for the work they have come to do.

Focus on Present, External Trends
The whole group makes a 'mind map' of trends affecting them now and identifies those trends most important for their topic.

Focus on Present, External Trends
Stakeholder groups describe what they are doing now about key trends and what they want to do in the future.

Focus on Present
Stakeholder groups report what they are proud of and sorry about in the way they are dealing with the future search topic.

Ideal Future Scenarios
Diverse groups put themselves into the future and describe their preferred future as if it has already been accomplished.

Identify Common Ground
Diverse Groups post themes they believe are common ground for everyone.

Confirm Common Ground
Whole group dialogues to agree on common ground.

Action Planning
Volunteers sign up to implement action plans.

Case studies of Future Search Conferences

Case study 1:
Community Partners for Urban Mobility, Salt Lake City, Utah
The Utah Transportation Authority had been struggling with the fact that the public expected them to solve everyone's transit problems. Agency leaders knew they couldn't do this alone. They had to get more information about people's transit needs, wanted this to happen in a non-adversarial way and knew they couldn't go forward without the support and collaboration of local jurisdictions and interest groups.

They decided to join together with other agencies in the region to organise a future search. After months of making sure that all voices were included, this group, Community Partners for Urban Mobility, brought together local officials, transit riders, special needs riders, community groups, state political leaders and others for the future search with an invitation to 'Join the Revolution on Transit Issues along the Wasatch Front of Eastern Utah.'

The conference resulted in participants developing a deeper understanding of the complexity of the situation and why there was a need for broad participation and cooperation. Local elected officials learned how they could fit into the picture; local interest groups found out they could affect the outcome through real participation in planning and implementation rather than opposition. One transit official said at the de-briefing with facilitators: *I know my action team's work is going to make a difference. This is worth many times the effort we put into it*.

Case study 2:
Future Search in the Upper Mat-Su Valley, Alaska, November, 1999
Talkeetna is a small town in the Upper Mat-Su Valley of Alaska, whose main street looks up at the slopes of Mount McKinley. In 1999 residents of four neighboring communities gathered there for three days to discover how to work collaboratively.

Background
The towns in this part of Alaska are rugged, frontier towns that have grown slowly, with no official powers enforcing zoning regulations or building permits. But, as you can imagine, things have changed and over the past decade big hotels have been built, tourism has surged and during tourist season there are as many tourists in the towns as local residents. In 1998, a number of residents of the four towns decided they were going to have to work together to maintain their way of life in this special region. This was a big step because previous efforts at joint planning were rocky at best. As one local resident said: *Our meetings would always end up with people standing on tables and screaming at each other.*

Six months prior to the future search, a small group, made up of residents from each town, met to plan a future search. Their task was to identify all of the voices they felt needed to be involved. The planning was a struggle. One person believed that this was a liberal conspiracy and had joined the group to sabotage the process. They did a lot of work to stay engaged, build collaboration and be inclusive of all points of view. They were able to get 80 people into the room, an impressive next step. These people were: advocates, businesspeople, citizens, community groups, community resources, government representatives, resource users and students.

The meeting
Some folks came with tremendous wariness and skepticism. They wanted to make sure no tricks were played. By the end of the second day, there were voluntary outbursts with people saying, 'We had no idea how much we had in common.' By the third day, as environmentalist and business groups had explored their mutual distrust, they discovered that the one thing they did share was support for recycling. Action teams were formed on the following issues:

- Improve communication between chambers of commerce and the borough.
- Create a federation of Upper Su chambers of commerce.
- Explore incorporation of towns in the region and elect new people to the borough assembly.
- Implement the Talkeetna Comprehensive Plan to look into forming a new borough for the region.
- Establish a re-cycling program for the region.

Outcomes

Within a few weeks, the recycling project was organised as a monthly gathering where people brought recyclables to one location. Six months later, the group held a follow-up meeting and decided to expand the recycle day into a community potlatch. This event came to be a day that included lively discussions between people who now knew how to talk with each other and a place where people sold and traded local products. Collaboration became a term that was understood in the community and applied in many settings where people came together.

4. Asset-Based Community Development

Taken from: Mathie A & Cunningham G *From Clients to Citizens: Asset-Based Community Development as a Strategy For Community-Driven Development* (2003) The Coady International Institute, St. Francis Xavier University
http://people.stfx.ca/gcunning/ABCD/Publications/

An overview of ABCD

Based on extensive inquiry into the characteristics of successful community initiatives in the US, John McKnight and Jody Kretzmann at the Institute for Policy Research (IPR) at Northwestern University, articulated ABCD as a way of counteracting the predominant needs-based approach to development in urban America. In the needs-based approach, well-intentioned efforts of universities, donor agencies and governments, have generated needs surveys, analysed problems, and identified solutions to meet those needs. In the process, however, they have inadvertently presented a one-sided negative view, which has often compromised, rather than contributed to, community capacity building.

Kretzmann and McKnight point out that if the needs-based approach is the only guide to poor communities, the consequences can be 'devastating'. One of the main effects is leadership that denigrates the community. Leaders find that the best way to attract institutional resources is to play up the severity of problems. Local leadership is judged on how many resources are attracted to the community, not on how self-reliant the community has become. Another consequence Kretzmann and McKnight point out is that people in the communities start to believe what their leaders are saying. They begin to see themselves as deficient and incapable of taking charge of their lives and of the community. Not surprisingly, community members no longer act like citizens; instead they begin to act like 'clients' or consumers of services with no incentive to be producers.

Yet another consequence of this approach is that local groups begin to deal more with external institutions than with groups in their own community. This reinforces the notion that 'only outside experts can provide real help' and further weakens neighbour-to-neighbour links. Funding is made available on the basis of categories of needs rather than for integrated approaches which leads to 'the much lamented fragmentation of efforts to provide solutions … [This] denies the basic community wisdom which regards problems as tightly intertwined, as symptoms in fact of the breakdown of the community's own problem solving capacities'. To make matters worse, the bulk of any funding tends to go to the institutions filling the needs. Perversely, these institutions begin to develop a vested interest in maintaining this approach.

In *Building Communities from the Inside Out*, Kretzmann and McKnight (1993) describe an alternative approach, one that recognises that it is the capacities of local people and their associations that build powerful communities. The process of recognising these capacities begins with the construction of a new lens through which communities can 'begin to assemble their strengths into new combinations, new structures of opportunity, new sources of income and control, and new possibilities for production.'

Experience in the US shows how several communities have mobilised to take action for their economic and social development. Sometimes, this ABCD approach has evolved over a long period of time. For example, in Savannah, Georgia, neighbourhood redevelopment had been going on for more than 25 years, initially

through municipal agencies responding to problems identified in local neighbourhoods. Over time, however, municipal agencies decided to 'lead by stepping back'; communities shifted from being 'consumers' of services to 'designers' of community programs, and, finally 'producers' of community (Kretzmann and McKnight, 1999). Lessons learned from experiences such as these spurred the IPR to lead by stepping back from the outset, and to encourage communities to take charge with confidence in their own capacities. Communities are helped to build an inventory of their assets and are encouraged to see value in resources that would otherwise have been ignored, unrealised, or dismissed.

Such unrealised resources include not only personal attributes and skills, but also the relationships among people through social, kinship, or associational networks. By mobilising these informal networks, formal institutional resources can be activated - such as local government, formal community-based organisations, and private enterprise. In fact, the key to ABCD is the power of local associations to drive the community development process and to leverage additional support and entitlements. These associations are the vehicles through which all the community's assets can be identified and then connected to one another in ways that multiply their power and effectiveness.

Based on the experiences documented by McKnight and Kretzmann, and on initiatives elsewhere that employ a similar approach, we propose that Asset-Based Community Development can be understood as *an approach*, as a *set of methods for community mobilisation*, and as *a strategy for community-based development*.

ABCD as an approach

As an *approach* to community-based development, it rests on the principle that the recognition of strengths, gifts, talents and assets of individuals and communities is more likely to inspire positive action for change than an exclusive focus on needs and problems. Seeing the glass half full as well as half empty is not to deny the real problems that a community faces, but to focus energy on how each and every member has contributed, and can continue to contribute, in meaningful ways to community development. Focusing on uncovering the merits of all members encourages a spirit of egalitarianism, even in societies that are hierarchical in structure and differentiated by culture, educational background and gender. At its core are associations of community members, both formal and informal. As engines of community action, and as a source of power and leadership, these are considered assets of the community (Greene, 2000).

ABCD as a set of methods

Accompanying this approach *is a set of methods* that have been used to inspire a community to mobilise around a common vision or plan. While rejecting any kind of blue-print for ABCD, McKnight and Kretzmann (1993, pp 345) propose a number of steps to facilitate the process, which we have modified slightly to capture the importance of storytelling in ABCD's early phases:

- collecting stories about community successes and identifying the capacities of communities that contributed to success

- organising a core group to carry the process forward

- mapping completely the capacities and assets of individuals, associations, and local institutions

- building relationships among local assets for mutually beneficial problem-solving within the community

- mobilising the community's assets fully for economic development and information-sharing purposes

- convening as broadly representative group as possible for the purposes of building a community vision and plan

- leveraging activities, investments and resources from outside the community to support asset-based, locally defined development.

ABCD as a strategy

Finally, ABCD is a strategy for sustainable community-driven development. Beyond the mobilisation of a particular community, ABCD is concerned with how to link micro-assets to the macro environment. In other words, there is attention paid to the boundaries of community and how to position the community in relation to local institutions and the external economic environment on which its continued prosperity depends.

Elements of ABCD

- ABCD is an asset-based approach that uses methods to draw out strengths and successes in a community's shared history as its starting point for change (as in *appreciative inquiry*).

- Among all the assets that exist in the community, ABCD pays particular attention to the assets inherent in social relationships, as evident in formal and informal associations and networks (recognised in the research on *social capital*).

- ABCD's community-driven approach is in keeping with the principles and practice of *participatory approaches development* where active participation and empowerment (and the prevention of disempowerment) are the basis of practice.

- ABCD is a strategy directed towards *sustainable economic development* that is community-driven. Reference to community economic development theory is therefore relevant to the ABCD strategy.

- ABCD, as a strategy for sustainable economic development, relies on linkages between community level actors and macro-level actors in public and private sectors. In fostering these linkages, ABCD also fosters *active citizenship engagement* to ensure access to public goods and services, and to ensure the accountability of local government. It therefore contributes to, and benefits from, strengthened civil society.

ABCD in 3 simple steps

Taken from: Making Headway *Building Your Community: How to get Started; An Asset Based Community Development Toolkit* Central Coast Community Development Working Party 2003
www.communitybuilders.nsw.gov.au/download/Making_Headway_ToolKit.pdf

1. Discovering the strengths in our communities:

- o talents, skills and knowledge of people

- o strengths, resources and new capacities in our community associations, institutions and businesses

- o more about our environment, e.g. waterways, open space, parks, bushland.

2. Connecting with each other and our community:

- o connections between people
- o building relationships
- o linking people and their knowledge and skills to community projects
- o creating or enhancing relationships between community projects and activities
- o ideas, solutions and opportunities.

3. Coming together to build on our knowledge and skills

- o take personal action and find shared interests for action with others
- o form strong relationships and partnerships
- o solve problems and see new opportunities
- o use what we know to bring in more resources
- o invite others to join in
- o create opportunities for the future.

The assets of a community may be viewed on a number of different levels:

- individuals
- associations, e.g. residents' associations, Chambers of Commerce
- bushcare/Landcare Group, school groups, church groups, youth groups, sporting
- clubs, service clubs, special interest groups
- institutions, e.g. schools, local businesses, churches, health facilities, library, neighbourhood centre
- physical characteristics, e.g. land features, water bodies, parks, buildings, historical
- landmarks, transport and infrastructure
- local businesse

All groups have positive assets and can contribute to the community:

- Young people: assets include time, ideas, creativity, fresh perspectives, history, knowledge, experience, enthusiasm and energy.
- Older people: assets include tradition and history, knowledge, experience, skills, ideas, creativity, fresh perspectives, enthusiasm and energy and time.
- What are the skills they can put to work?
- What are the abilities and talents they can share?
- What are the experiences from which they have learned?
- What are the interests they would like to pursue?

Building a stronger community is about bringing these various assets together.

Once collected this information forms a knowledge base about local capacities that can be mobilised toward community building.

A Community Asset Map or Community Inventory are processes for identifying the resources and capacities in a community and collecting useful information about them and their actual and potential linkages.

Tips for putting together a good asset map

Here are six tips for developing a good asset map in your community or group:

- Explain clearly why you are developing the map, what its purpose is and what will happen with the information you gather for the map.

- Make sure you understand why you are asking specific questions.

- Once the ground rules are established, don't limit what people think of as assets, i.e. all assets are equally important so someone with handyman skills is as valuable as someone who owns a million dollar business in the area.

- There is a range of ways to create an asset map, but we've found that making the map large and visually striking, where people can add their ideas themselves, works very well.

- Make sure that when you have developed your map, that information is available and preferably visible to the local community or group.

- An asset map is a work in progress. Providing opportunities for people to add to it over time is as important as creating the map in the first place.

Practical examples of ABCD

Example 1: The Entrance

The Entrance Neighbourhood Centre is a focal point for the local community. The Centre

Co-ordinator was keen to involve a broader range of community members and local groups in identifying local assets and working together towards improving community life. Following the Community Congress the Co-ordinator and Wyong Council's Community Development Worker for The Entrance area decided to work together and to develop an asset based approach rather than a deficit or needs based approach to encourage increased community participation.

An initial workshop was held and from this action groups were formed. One of these groups, the "Bringing People Together Group" has subsequently developed a plan to hold a "Bringing People Together" day in March to coincide with the week when Harmony Day is held each year. Some specific activities the group has undertaken to date which utilise the assets of the participants are: writing a media release, designing a logo, networking with organisations and businesses who may be able to assist/provide resources on the day.

Example 2: Konnecting Kincumber

A group of local people in Kincumber came together during 2002 to organise and put on a planning day for their community, where they could begin to map and utilise local strengths and assets. The day was attended by over 100

people and a number of project groups emerged to develop specific ideas over the next 12 months. Projects include a festival for Kincumber, a clean up and beautification project, a project to include young people more actively in community life and decision making.

5. World Café

The World Café Presents...

A quick reference guide for putting conversations to work...

Café Guidelines

Conducting an exciting Café Conversation is not hard—it's limited only by your imagination! The Café format is flexible and adapts to many different circumstances. When these guidelines are used *in combination*, they foster collaborative dialogue, active engagement and constructive possibilities for action.

Clarify the Purpose

Pay attention early to the reason you are bringing people together. Knowing the purpose of your meeting enables you to consider which participants need to be there and what parameters are important to achieve your purpose.

Create a Hospitable Space

Café hosts around the world emphasize the power and importance of creating a hospitable space—one that feels safe and inviting. When people feel comfortable to be themselves, they do their most creative thinking, speaking, and listening. In particular, consider how your **invitation** and your **physical set-up** contribute to creating a welcoming **atmosphere**.

Explore Questions that Matter

Finding and framing *questions that matter* to those who are participating in your Café is an area where thought and attention can produce profound results. Your Café may only explore a single question, or several questions may be developed to support a logical progression of discovery throughout several rounds of dialogue. In many cases, Café conversations are as much about discovering and exploring powerful questions as they are about finding effective solutions.

Encourage Everyone's Contribution

As leaders we are increasingly aware of the importance of participation, but most people don't only want to participate, they want to actively contribute to making a difference. It is important to encourage everyone in your meeting to contribute their ideas and perspectives, while also allowing anyone who wants to participate by simply listening to do so.

Connect Diverse Perspectives

The opportunity to move between tables, meet new people, actively contribute your thinking, and link the essence of your discoveries to ever-widening circles of thought is one of the distinguishing characteristics of the Café. As participants carry key ideas or themes to new tables, they exchange perspectives, greatly enriching the possibility for surprising new insights.

Listen for Insights and Share Discoveries

Through practicing shared listening and paying attention to themes, patterns and insights, we begin to sense a connection to the larger whole. After several rounds of conversation, it is helpful to engage in a **whole group conversation**. This offers the entire group an opportunity to connect the overall themes or questions that are now present.
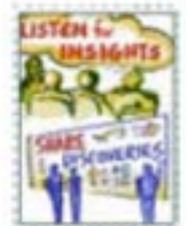
Café Conversations at a Glance

- Seat **four or five people at small Café-style tables** or in conversation clusters.

- Set up **progressive** (usually three) **rounds of conversation** of approximately 20-30 minutes each.

- **Questions or issues that genuinely matter** to your life, work or community are engaged while other small groups explore similar questions at nearby tables.

- Encourage both table hosts and members to **write, doodle and draw key ideas** on their tablecloths or to note key ideas on large index cards or placemats in the center of the group.

- Upon completing the initial round of conversation, ask one person to remain at the table as the "host" **while the others serve as travelers or "ambassadors of meaning."** The travelers carry key ideas, themes and questions into their new conversations.

- Ask the table host to welcome the new guests and briefly share the main ideas, themes and questions of the initial conversation. Encourage guests to **link and connect ideas** coming from their previous table conversations—listening carefully and building on each other's contributions.

- By providing opportunities for people to move in several rounds of conversation, **ideas, questions, and themes begin to link and connect.** At the end of the second round, all of the tables or conversation clusters in the room will be *cross-pollinated* with insights from prior conversations.

- In the third round of conversation, people can return to their home (original) tables to **synthesize their discoveries**, or they may continue traveling to new tables, leaving the same or a new host at the table. Sometimes a new question that helps **deepen the exploration** is posed for the third round of conversation.

- After several rounds of conversation, initiate a period of sharing discoveries and insights in a **whole group conversation.** It is in these town meeting-style conversations that patterns can be identified, collective knowledge grows, and possibilities for action emerge.

Once you know what you want to achieve and the amount of time you have to work with, you can decide the appropriate number and length of conversation rounds, the most effective use of questions and the most interesting ways to connect and cross-pollinate ideas.

Play, experiment and improvise!

Cafe Etiquette

Focus on what matters.

Contribute your thinking.

Speak your mind and heart.

Listen to understand.

Link and connect ideas.

Listen together for insights and deeper questions.

Play, Doodle, Draw - writing on the tablecloths is encouraged!

Have fun!

The Importance of the Café Question(s)

The questions(s) you choose or that participants discover during a Café conversation are critical to its success. Your Café may explore a single question or several questions may be developed to support a logical progression of discovery throughout several rounds of dialogue.

Keep in mind that...

ca Well-crafted questions attract *energy* and focus our *attention* to what really counts. Experienced Café hosts recommend posing open-ended questions—the kind that don't have yes or no answers

ca Good questions need not imply immediate action steps or problem solving. They should invite inquiry and discovery vs. advocacy and advantage.

ca You'll know you have a good question when it continues to surface new ideas and possibilities.

ca Bounce possible questions off of key people who will be participating to see if they sustain interest and energy.

A Powerful Question

- Is simple and clear
- Is thought provoking
- Generates energy
- Focuses inquiry
- Surfaces unconscious assumptions
- Opens new possibilities

5 Ways to Make Collective Knowledge Visible

Use a Graphic Recorder
In some Café events the whole group conversation is captured by a graphic recorder who draws the group's ideas on flip charts or a wall mural using text and graphics to illustrate the patterns of the conversation.

Take a Gallery Tour
At times, people will place the paper from their tables on the wall so members can take a tour of the group's ideas during a break.

Post Your Insights
Participants can place large Post-Its® with a single key insight on each on a blackboard, wall, etc., so that everyone can review the ideas during a break.

Create Idea Clusters
Group insights from the Post-Its into "affinity clusters" so that related ideas are visible and available for planning the group's next steps.

Make a Story
Some Cafes create a newspaper or storybook to bring the results of their work to larger audiences after the event. A visual recorder can create a picture book along with text as documentation.

How to Create a Café Ambiance

Whether you are convening several dozen or several hundred people, it is essential to create an environment that evokes a feeling of both informality and intimacy. When your guests arrive they should know immediately that this is no *ordinary* meeting.

- If possible, select a space with natural light and an outdoor view to create a more welcoming atmosphere.

- Make the space look like an actual Café, with small tables that seat four or five people. Less than four at a table may not provide enough diversity of perspectives, more than five limits the amount of personal interaction.

- Arrange the Cafe tables in a staggered, random fashion rather than in neat rows. Tables in a sidewalk café after it has been open for a few hours look relaxed and inviting.

- Use colorful tablecloths and a small vase of flowers on each table. If the venue allows it add a candle to each table. Place plants or greenery around the room.

- Place at least two large sheets of paper over each tablecloth along with a mug or wineglass filled with colorful markers. Paper and pens encourage scribbling, drawing, and connecting ideas. In this way people will jot down ideas as they emerge.

- Put one additional Café table in the front of the room for the Host's and any presenter's material

- Consider displaying art or adding posters to the walls (as simple as flip chart sheets with quotes), and play music as people arrive and you welcome them.

- To honor the tradition of community and hospitality provide beverages and snacks. A Café isn't complete without food and refreshments!

## Use your imagination!
Be creative!

Café Supplies

- Small *round* tables of 36 to 42 inches are ideal, but small card tables will also work.
- Enough chairs for all participants and presenters.
- Colorful tablecloths.
- Flipchart paper or paper placemats for covering the café tables.
- Colored *water-based* markers (so they don't bleed, Crayola® and Mr. Sketch® work well). For legibility use dark colors such as green, black, blue and purple. Add one or two bright colors to the cup (red, light green, light blue, or orange) for adding emphasis.
- A vase with cut flowers, a mug or wineglass per table for markers.
- A side table for refreshments and snacks.
- Mural (6' long x 48" tall) or flip chart paper for making collective knowledge visible and tape for hanging.
- Flat wall space (minimum of 12') or two rolling white boards (4'x6' each).
- Additional wall (or window) space for posting collective work and/or the work of the tables.

Optional (depending on size and purpose)

- Overhead projector & screen.
- Sound system for tapes and/or CDs.
- A selection of background music.
- Wireless lavalieres for Café Hosts, and handheld wireless microphones for town meeting-style sessions.
- Easels & flipcharts.
- Basic supplies including stapler, paper clips, rubber bands, markers, masking tape, pens, push pins and pencils.
- Colored 4x6 inch or 5x8 inch cards (for personal note taking).
- 4x6 inch large Post-Its® in bright colors for posting of ideas.
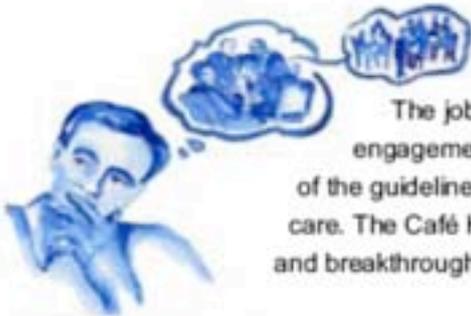
I'm the Café Host, what do I do?

The job of the Café Host is to see that the six guidelines for dialogue and engagement are put into action. It is not the specific form, but living the spirit of the guidelines that counts. Hosting a Café requires thoughtfulness, artistry and care. The Café Host can make the difference between an interesting conversation and breakthrough thinking.

- ⍚ Work with the planning team to determine the purpose of the Café and decide who should be invited to the gathering.

- ⍚ Name your Café in a way appropriate to its purpose, for example: Leadership Café; Knowledge Café; Strategy Café; Discovery Café, etc.

- ⍚ Help frame the invitation.

- ⍚ Work with others to create a comfortable Café environment.

- ⍚ Welcome the participants as they enter.

- ⍚ Explain the purpose of the gathering.

- ⍚ Pose the question or themes for rounds of conversation and make sure that the question is visible to everyone on an overhead, flip chart or on cards at each table.

- ⍚ Explain the Café guidelines and Café Etiquette and post them on an overhead, an easel sheet or on cards at each table.

- ⍚ Explain how the logistics of the Café will work, including the role of the Table Host (the person who will volunteer to remain at the end of the first round and welcome newcomers to their table).

- ⍚ During the conversation, move among the tables.

- ⍚ Encourage everyone to participate.

- ⍚ Remind people to note key ideas, doodle and draw.

- ⍚ Let people know in a gentle way when it's time to move and begin a new round of conversation.

- ⍚ Make sure key insights are recorded visually or are gathered and posted if possible.

- ⍚ Be creative in adapting the six Café guidelines to meet the unique needs of your situation.

I'm a Table Host, what do I do?

- ⍚ Remind people at your table to jot down key connections, ideas, discoveries, and deeper questions as they emerge.

- ⍚ Remain at the table when others leave and welcome travelers from other tables.

- ⍚ Briefly share key insights from the prior conversation so others can link and build using ideas from their respective tables.

Stay in Touch!

Like the Café process itself, this Guide is evolving. As you experiment with hosting your own Café conversations, we'd love to hear from you, both about your Café experiences and the ways we can make this Guide more useful. Contact info@theworldcafe.com with ideas and feedback. And for further detailed background information, including Café stories, additional hosting tips, supporting articles, and links to related Café and dialogue initiatives, please visit http://www.theworldcafe.com

What are Café Conversations?

Café Conversations are an easy-to-use *method* for creating a living network of collaborative dialogue around questions that matter in service of the real work. Cafés in business have been named in many ways to meet specific goals, including Creative Cafés, Knowledge Cafés, Strategy Cafés, Leadership Cafés, Marketing Cafés, and Product Development Cafés. Most Café conversations are based on the principles and format developed by The World Café (see www.theworldcafe.com), a growing global movement to support *conversations that matter* in corporate, government and community settings around the world.

Café Conversations are also a provocative *metaphor* enabling us to see new ways to make a difference in our lives and work. The power of conversation is so invisible and natural that we usually overlook it. For example, consider all the learning and action choices that occur as people move from one conversation to another both inside the organization and outside, with suppliers, customers and others in the larger community. What if we considered *all* of these conversations as one big dynamic Café, with each of job function as a table in a larger network of living conversations, which is the core process for sharing our collective knowledge and shaping our future? Once we become aware of the power of conversation as a key business process, we can use it more effectively for our mutual benefit.
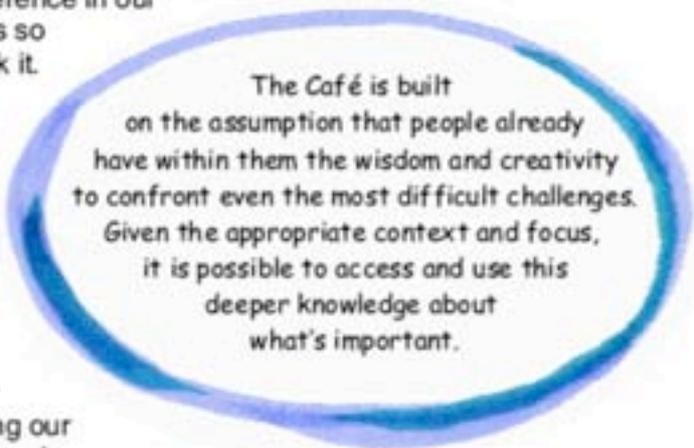
> The *Café* is built on the assumption that people already have within them the wisdom and creativity to confront even the most difficult challenges. Given the appropriate context and focus, it is possible to access and use this deeper knowledge about what's important.

What is essential about the Café method? We have outlined a series of guidelines for putting conversation to work through dialogue and engagement. If you put these guidelines to work when planning your meetings, you'll be surprised at the improved quality of the outcomes you get. When hosting a Café Conversation using *all* these guidelines *simultaneously* you'll find you are able to create a unique Café environment where surprising and useful outcomes are likely to occur.

World Café case study

In Conversing Cafés, Citizens Come Out On Top Down Under
Our Australian friends have put their own spin on Café conversations. They have used a combination of Open Space Technology and a form of The World Café process which they call the Conversing Café.

When the city of Marion (a suburb of Adelaide with a population of 80,000) was planning a new Cultural Centre the usual decision-making process might well have produced an outcome which failed to satisfy even a minority of stakeholders. However, thanks to host Alan Stewart, Graphic Artist Cate Burke, and the enthusiastic participation of a diverse group of the citizens of Marion, the process of the Conversing Café resulted in plans for a Cultural Centre that truly reflects the diversity of those it is designed to serve: the community of Marion.

What follows are four different perspectives on the Conversing Cafés. Alan and Cate share their experiences as host and graphic recorder respectively. Also included are the reflections of two of the participants – Nigel Hopkins and Lloyd Fell – as they describe their experiences and the outcomes of the Conversing Cafés.

Overview
Alan Stewart is a professional conversationalist. Our story begins with Alan setting the context of how the World Café came to Australia:
World Café processes have taken root and are spreading rapidly throughout Australia. There is now widespread recognition around our sunburned country that these processes are a remarkable way of addressing questions that matter. To understand how we were so successful in Marion we need to quickly recap a few events from the past four years.

The seeds of The World Café were sown in Australia when Nancy Margulies, Meg Wheatley and Myron Kellnor-Rogers visited Brisbane in 1997. I first became aware of the Café work when a friend who had been at their Brisbane seminar sent me a paper authored by Juanita Brown and Nancy Margulies.

The appearance of their paper in my life coincided with my being engaged in supporting the first national tour of Australia by the renowned futurist, Robert Theobald. It was through networking with people on this enterprise in other states that I was able to spread the word about Café processes throughout the country.

It was through Robert's visit to Marion in late 1999, that my connection to the Council was initiated. I was invited to a series of meetings to explore implications of the spark provided by Robert to rethink what Council could do to promote vitality-based on social cohesion, ecological integrity and effective decision making-in its community.

In these meetings people expressed passion to explore new approaches that could help support these goals and, in so doing, build stronger, healthier relationships between residents and Council. What evolved was an agreement to try new ways to engage the people of Marion in a discovery process to uncover their wishes on key social and environmental issues that underpin the creation of preferred futures.

Specifically, the decision was taken to explore the use of Open Space Technology (OST) www.openspaceworld.org and Café processes in finding what the people of Marion wished to see happen in their proposed new cultural centre.

I have come to appreciate that a common feature of gatherings based on Café and OST processes is that people converse. By this I mean that they talk openly with each other in a spirit of: *We will treat each other well* and *We're in this together*.

We began our discovery in Marion with a round of Open Space to 'bring forth' issues that people felt were worthy of their attention with regard to the functioning of the Cultural Centre. Then later we used what I now call a Conversing Café to flesh these out. The format of the Conversing Café is very similar to that described by Nancy Margulies in her description of a Passion Café.

I invariably invoke the principles of OST at whatever kind of meeting that I facilitate:

- Whoever comes are the right people.

- Whatever happens is the only thing that could have.

- Whenever it starts is the right time.

- When it's over it's over.

- And also the Law of Two Feet which indicates that you are free to move wherever your intuition leads you at any moment.

Participant Perspectives
Nigel Hopkins runs a strategic communications and issues management company in Adelaide, South Australia:

Discussions about the future of major community facilities and how they should be used can easily become shouting matches as different interest groups push and shove their views. In such instances little is achieved other than a sense that everyone has just wasted their time. There is no agreement or consensus, no positive 'next moves', and consequently no progress.

In seeking to finesse the design of Marion's proposed Cultural Centre, and to better understand how the community might wish to use it, Marion Council decided to take a more innovative, non-adversarial approach. Two meetings were facilitated by Dr Alan Stewart, who describes himself as a professional conversationalist. Alan says the Café process he adopts creates a space in which people feel secure in talking openly 'conversing' on what they feel passionately about and in telling their stories.

The result was two public 'conversations' held at Marion Council in late February/early March 2000, which are being followed by a series of Conversing Café meetings where people can present their views, passionately if they wish, about the development of the Cultural Centre.

For most of the 60 or so Marion residents who took part in the first two conversations, the experience was unconventional-but, the consensus proved it worked. Views that might have been fiercely expressed and just as fiercely

contested in another environment, were here considered calmly in an atmosphere of mutual respect. Perhaps more importantly, some of the more significant views expressed have brought about major alterations to the Cultural Centre's layout.

Far from being too little citizen involvement too late in the process, Marion Council Member Wolf Bierbaum, who attended the second of the meetings, says they were 'quite timely' and had influenced the decision to include a 160 seat multi-purpose theatre in the centre.

The relaxed, non-aggressive nature of the Café setting encouraged people to speak from their hearts, about the things they had a passion for. Senior Council officers, planners and administrators were among the participants-listening and contributing as equals in the process. The Council members were there because they wanted to be there. 'The Council should not be seen as separate from the community,' said Acting CEO Terry Bruun, who introduced the meeting. 'It must be representative of the community.'

The idea of consulting with the community in a conversational context is aimed at making people more confident in expressing what they feel strongly about, more positive, and creating a new 'collective intelligence' on which Council can draw.

'I really love the collective wisdom that comes out, and the triggers that provoke even more thought,' says Wolf Bierbaum. He was reinforced by Marion Council's cultural planner Don Chapman, who told one of the meetings: 'The community is not only smarter than Council employees think, you're smarter than we can think. It's marvelous how creative you can be. The solutions are all there.'

Lloyd Fell, PhD, a recently retired research scientist shares his insights with us:

Like most of us, I suppose, I'm more accustomed to sitting in rows, facing the speaker, and then listening for quite some time to what he or she has to say. One can reflect or daydream or connect passionately with what is being said, but it is difficult to sustain a high energy of involvement with such a low level of participation. If the speaker manages to solicit contributions from the audience, certain people tend to speak up, but I am rarely one of those people.

Expecting this occasion to be different, I was a little anxious and excited beforehand, but others I spoke to did not seem to be primed for a new kind of experience. They were all strangers to me, but a few refreshments and nibbles created quite a social atmosphere; not a party, but a bit like the foyer of a theatre before the performance begins.

When we were seated at the small tables, the facilitator, Alan Stewart, engaged us very effectively with a few words of introduction and posed a rather enigmatic sort of question for us to consider.

I was amazed at the gusto and energy with which the people at my table immediately began to speak about the question. Glancing around, I saw that this tremendous wave of energy existed right across the room. It was as if something had suddenly been unleashed with this invitation to speak freely in the more intimate setting of the café table. There was a real buzz, not the usual posturing and guarded introductions and shuffling of chairs that I associate with

normal meetings at my work. I am never the first to enter into a group conversation, but I found myself listening with interest and beginning to feel that I wanted to join in. After a time I did, and the respect with which my words were treated had a warmth and friendliness about it that I have never experienced at a meeting.

We had been asked to come together to treat each other well and this was indeed what happened. The free flow of conversing was testimony to the non-threatening atmosphere which had been created. We often spoke more personally, mentioning something from our own experience that helped to explain what we wanted to say, more conversationally-with pauses, allowing others the chance to speak-than is normally the case in a work situation. Those of us who were complete strangers seemed to find this easier in the Café environment. There were three people at my table who worked together and they tended to refer more to one another, rather than simply owning their own statements.

A couple of people jotted and doodled on the paper tablecloth, but others, like myself, were not drawn to this. I noticed that some other tables were very active in drawing and writing on the paper. We were still in full swing when Alan had to bring us to conclusion. There was surprisingly little comment at my table at that time about whether we had achieved any real outcomes or not. I thought the main outcome was that we had gotten to know one another as people far better than at a normal meeting and that this would probably lead to valuable collaborative work in the future. It reminded me of how chance meetings in the corridor or chatting in the tearoom had often influenced the course of my serious work in the past, making me wonder what would have happened if I hadn't spoken with so-and-so at that time. Only this was not relying on chance to harvest and make available the fruits of genuine conversing. Instead the process was designed to build relationships and share knowledge and ideas.

I am now acutely aware of the fact that we don't take the time and trouble to create the conditions that promote respectful conversing. If we did I think that many of our pressing problems at work would be solved serendipitously, as it were. Our entire output as an organisation would be more creative, and perhaps most importantly, the employees would feel more fulfilled. There must be times when a set agenda is needed, but there is at least an equal need for the time and the opportunity to converse.

Cate Burke served as the Graphic Recorder for the Marion Council Conversing Cafés:

I scribed and illustrated the ideas and questions raised amongst the participants during the Open Space and Conversing Café sessions. As I visited each group with my markers and drawing board, I attempted to capture a graphic snap-shot of the conversations as they flowed.

Before I comment further on the actual process, I need to speak to the single most exciting shift in attitude that I observed during the initial session. A considerable number of invited participants arrived with highly charged emotions about issues and a strong desire to inform the Council organisers of their disappointment with aspects of the new Centre. The first session began with a very intense round of: 'I am here because' and participants proceeded to express their concerns very strongly. As the round of concerns continued, the atmosphere grew thick with doubts and tension.

Then Alan Stewart briefly introduced the Open Space principles, followed by an invitation for participants to step into the circle, take up pen and paper and offer to convene a topic. The choices were announced. The groups formed according to the preferences of the participants and the process began. At that moment the ambience soared into a cooperative buzz of sharing, as the participants took ownership of the process. The event then evolved, as the community members delved into the questions and issues that had brought them to the Council chambers.

This was the point at which I realised how powerful the conversing process is. I have been present at both Open Space and Conversing Cafés gatherings over the past twelve months, and without exception there was an emergent atmosphere of caring and respect for each member. This has been combined with the motivation to give their all to uncovering the questions that are at the heart of their issue.

As a graphic artist, I record a segment of each group's conversation on large pieces of art paper, using eye-catching colors. These finished art records are posted on the walls as the sessions proceed, and are also displayed at later sessions. This provides both a visual memory for the ongoing participants and an introduction for the newcomers.

When I reflect on the Marion Forums I remember how a sense of true community spirit began to emerge as the sessions progressed. The bulk of the attendees returned for subsequent sessions joined by about another dozen or so newcomers. The regulars listened attentively to the traditional lecture presentations delivered before the Café commenced.

New attendees, however would seek to raise questions at this time and initiate a debate, thinking that this would be the only opportunity to voice their opinion. From their tone of voice and body language it was apparent that they felt strongly about their ideas and had come to 'push' these.

The participants familiar with the Café process would quietly wait until the café process was underway before beginning to dialogue. They knew they would have ample opportunity to express their ideas and share them with others. What set these 'Café Gatherings' apart from most other community meetings were the enthusiasm, respect and warmth imbued in the quality of the conversations. The calibre and momentum of dialogue continued to flourish with each successive session.

Coincidentally, I had been to another workshop held at the Council around the same time on another complex issue which did not use the conversing process. The session was typical of any number of events that Councils or organisations may sponsor: it commenced with a lecture style delivery and then moved into a sharing session with one speaker sharing a comment or question with the whole group still remaining in rows. Consequently the attention of participants began to wander because shared eye contact with the speaker was not possible. I could observe the growing impatience as individuals awaited for their own interest group to be invited to comment. There were many distant looks and side conversations breaking out amongst group members. The behavioral contrast to the Conversing Café process was quite dramatic.

Outcomes
Alan Stewart recaps the outcomes of the Conversing Cafés:
There was general consensus that the Conversing Cafés have had a major impact on the design of the Cultural Centre. These sessions brought forth issues that the planners and architects had not addressed. Perhaps the biggest change to be attributed to the process was the inclusion of a performing arts component to the Centre. This had been in the original design and had been eliminated due to financial anxieties. When Council appreciated the strength of feeling expressed about this by people who attended the Conversing Cafés the decision was reversed and the component is now integral to the design.

Also of great significance, was the complete redesign of the plaza area outside of the building. This has now been reshaped to be a drop-in area for young people, and to function as a place for open air concerts and fairs. Additionally, the suggested changes to accommodate the environmental impact of the Centre and to link the activities there with those of a nearby Aboriginal cultural site have been incorporated.

There has been a general recognition that the Café and Open Space processes have engaged the Marion Council and its community in a stimulating and creative process of working together which has generated both good will and practical solutions to issues of significance to local people.

The Conversing Cafés can be viewed as rousing success from a variety of perspectives. The Marion Council gained a huge increase in the esteem of its citizens for providing a venue where people could express their often passionate desires in an atmosphere of respect and caring. The process allowed for these passionately held ideas to be reconciled with the pragmatic reality of city management of a publicly funded project.

Diverse and sometimes seemingly opposed ideas found creative resolution through ongoing conversation focused on what is possible, instead of the typical fragmentation which occurs when avenues of dialogue are cut off. The revised plans for the Cultural Centre which resulted are more reflective of the needs of the people whom it is designed to serve. Because there was so much citizen involvement, the support and use the Centre will enjoy is likely to be much higher than if the Council had simply gone ahead with the original plans. While at still another level, democracy itself was served through the direct participation of a group of caring and committed citizens; who thanks to their positive experience are far more likely to continue their involvement instead of retreating into a cynical apathy.

This augurs well for a future in which the Council is seen increasingly as representing the community, rather than being separate from it. As one Council member mused about the process:

> *'Our role as a Council is to create opportunities for people to converse about important matters. Our staff, elected members, and residents are learning that this approach to significant issues, no matter how complex and conflicted, invariably generates surprisingly constructive outcomes. We could now rely on this for one of our primary functions: to direct resources equitably to projects that our citizens express passion and responsibility for. And, incidentally, conversing at staff meetings could become the norm of how our organisation operates.'*

The Marion Cultural Centre is now under construction.

6. Deliberative Democracy Methods – Citizen Deliberative Councils

Citizen Deliberative Councils

Taken from Atlee T (2003) *Using Citizen Deliberative Councils to Make Democracy More Potent and Awake*
www.co-intelligence.org/CDCUsesAndPotency.html

Citizen Deliberative Councils (CDCs) are temporary, face-to-face councils of a dozen or more citizens whose diversity reflects the diversity of their community, state or country. Usually council members are selected at random, often with additional criteria to ensure gender, racial, socioeconomic and other diversity.

These diverse ordinary citizens convene for two to ten days (and occasionally longer) to consider some public concern – to learn about it (often by hearing and cross-examining diverse experts), to reflect on it together (usually with the help of a professional facilitator or moderator), and to craft a collective statement which they then announce to the public and/or relevant officials and agencies, often through a press conference.

After that they disband. In current democratic visions featuring CDCs, they have no permanent or official power except the power of legitimacy and widely-publicised common sense solutions to compelling public problems.

Hundreds of CDCs have been held worldwide. It is now well demonstrated that with this method ordinary citizens have a remarkable capacity to grapple with complex problems and come up with useful recommendations that serve the common good, thus realising the elusive dream of democracy.

Yet most citizen deliberative councils have been convened as isolated events or sophisticated focus groups by organisations or agencies seeking input from the public. Only in British Columbia, Canada, has one CDC, the Citizens Assembly on electoral reform, been given the power to put a proposal directly to a vote by the people in a regular election. And only in Denmark are a form of CDCs, the consensus conference, officially convened as a periodic function of government to advise both the legislature and the citizenry on major public issues.

Different forms of Citizen Deliberative Councils

The primary forms of CDC currently in use are the following:

- **Citizens Juries** – The basic and most widely practiced CDC with 12-24 participants. Pioneered in the US. www.jefferson-centre.org

- **Consensus Conferences** – Like citizens juries except:
  - panelists participate more in selecting experts to testify before them
  - testimony is taken in a public forum and a panel's final product is a consensus statement. Pioneered in Denmark.
    www.co-intelligence.org/P-DanishTechPanels.html

- **Planning Cells** – Numerous simultaneous 25-person citizens juries (cells), all addressing the same subject. Participants spend much of their time in 5-person subgroups. The cells' diverse final statements get integrated into one Citizens' Report. Pioneered in Germany.
  www.planet-thanet.fsnet.co.uk/groups/wdd/99_planning_cells.htm

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- **Citizens Assemblies** – In 2004 British Columbia, Canada, convened a panel of 160 citizens (one man and one woman randomly selected from each legislative district) to study and make recommendations on electoral reform. They met every other weekend for a year, generating recommendations for citizen approval in an election which, if approved, become law. www.citizensassembly.bc.ca/public.

There is also a new form of CDC which, unlike the models above, does not start off with issues and experts: The **Wisdom Council** is an experimental council using a proven form of open-ended, creative group process to explore whatever citizens feel is important. It is currently being piloted in several U.S. communities. www.co-intelligence.org/P-wisdomcouncil.html

Finally, back in 1991 there was a one-time nationwide experiment in Canada that offers a provocative glimpse of what might be possible with a national Wisdom Council, **The People's Verdict.** *Maclean's* magazine, Canada's leading newsweekly, scientifically selected a dozen seriously different ordinary Canadians and then used world class facilitation to help them come to an agreement on the future of Canada. *Maclean's* then gave extensive coverage to both the process and the results. www.co-intelligence.org/S-Canadaadvrsariesdream.html

Some roles for Citizen Deliberative Councils
Among the many functions CDCs could play are the following:

- **Issues Based CDCs**
  After studying balanced briefings and cross-examining a diverse spectrum of experts, randomly selected CDC members could provide voters and decision-makers with informed guidance about an issue, grounded in the values of the community. Legitimate issue-oriented CDCs could be convened by the mandate of legislatures, citizen petitions, prior CDCs or by other means established by law or popular acclaim, when and as needed. They could address issues broadly, identifying new possibilities – or they could choose from a given set of options (in which case attention must be given to how those options are chosen and by whom). Annual CDCs could be convened in specified issue areas – economic policy, the environment, education, defence, welfare, etc. – to provide an ongoing sense of the best 'general interest' thinking in each of these areas. These Annual Issue Dialogues could be set up such that the CDCs conferred with hundreds of their fellow citizens in the random 'jury pools' from which they were selected, in televised forums viewable by the entire population – a process that would be very educational for everyone, especially if people were engaged in other forms of grassroots dialogue and deliberation round these issues as part of the same participatory effort.

- **Open-ended or futures-based CDCs**
  Properly designed CDCs can act as a 'time out' for a community to reflect on where it is and where it is headed, and to creatively tease out new directions and options. Such councils would tend to have more or less open-ended conversations. If the randomly selected participants were given tasks to do in such councils, they would tend to involve the exploration of values, visions and scenarios more than studying facts and existing proposals. No experts may be needed except for the citizens themselves. The Wisdom Council and Maclean's experiments both fit this model.

Case studies of Citizens Jury

Case study 1:
An Issues-Based CDC: Bronte Catchment Citizens Jury Project
Taken from the NSW EPA's Effective Stormwater Education website
www.environment.nsw.gov.au/stormwater/casestudies/index.htm

The Bronte Catchment Citizens' Jury Project built on the work that was undertaken as part of the Effective Environmental Education Project (NSW EPA) – working with the community and small business. It developed, supported and evaluated community and council activities to improve water quality at Bronte Beach.

This project tried a new approach – pollution prevention using deliberative decision making and community participation processes, which included:

- social research, community development, and active learning techniques to profile community barriers to participation
- strengthening environmental education initiatives with participatory strategies
- testing new deliberative processes in environmental management
- building democratic and environmental capacity across the catchment
- demonstrating the critical importance of council and community commitment to participation in environmental management.

There were three main components to the project:

- community development activities with all sectors of the community, especially those who aren't usually involved in environmental management, who may be prevented from participating, or who aren't seen as having a stake or an interest in the issue (such as tenants, visitors and traditional owners)
- a trial of deliberative decision-making processes – a Citizens' Jury and a Citizens' Telepoll
- a review of council activities and processes, to identify how the council could reduce stormwater impacts.

The project was evaluated from start to finish by community members, council officers, the project team, and other key government and non-government stakeholders.

The Citizens' Jury
Over 70 residents volunteered to participate in the Citizens Jury. Of them, 15 were selected as jurors on the basis of their availability for all three days of the jury, and to ensure that a balance of demographic characteristics, environmental attitudes, community participation and involvement in local government was included.

The aim was not to look for the 'right' people, but to find a balanced range of views and perspectives. The selection criteria was developed by a Planning Group made up of representatives from the Environment Protection Authority (EPA)3, Stormwater Trust, cross-factional stormwater, council officers,

community and precinct committee representatives, an observer from UNSW, and the project team. The Planning Group prepared detailed reports and papers for the jury to consider. It developed criteria to define the range of witness perspectives, and recommended questions for the jury to address.

The Citizens' Jury met for three days from 14–16 September 2001. They considered specialist briefing material, heard and questioned expert witnesses, deliberated together and tested the evidence, and produced a series of recommendations around key questions. At the close of the jury, jurors presented over 50 recommendations to an audience of stormwater, council officers, community representatives, friends and family, and representatives from the EPA and Stormwater Trust. Recommendations were directed to community groups, council, state government agencies and departments, and non-government agencies.

The jury recommendations outlined integrated solutions to stormwater pollution, involving the community, council, businesses, visitors, and state government agencies. They recommended stormwater source control approaches, especially in the areas of community education, participation and urban design and statutory planning controls.

The Citizens' Jury recommendations have been used to develop a new Integrated Stormwater Management Plan to direct environment levy-funded priorities, and to establish an ongoing community consultation forum to review the implementation of environmental initiatives, resulting from the project. The Citizens' Jury recommendations and final report to Waverley Council are available at www.elton.com.au/bronte.htm.

A review of council activities and organisational support
The success of the community participation and deliberative democracy processes would not have been achieved without significant support at all levels and across all sections of the council. About one-third of project time and resources was devoted to working with council staff and stormwater, which included:

- reviewing the impacts of council policy and practice on stormwater quality in the catchment

- consulting with staff (particularly operational and front-line staff) about opportunities for change

- developing an evidence base to inform the community

- engaging cross-factional, multi-level support for the Citizens' Telepoll and Citizens' Jury.

We talked to front-line staff, supervisors, managers, directors and stormwater across all sections of the council. We conducted a formal survey with all groups, and had focus group discussions with front-line and operational staff. The emphasis was on the coordination, planning and integration of different activities across the council.

This resulted in the establishment of a new cross-departmental and Director-led Officers Stormwater Working Party, to support continued coordination and planning of stormwater management initiatives. It also resulted in significant organisational support for the implementation and integration of project outcomes into ongoing council initiatives.

Outcomes for the community

The project demonstrated a shift in perspectives across community groups and precincts, from minority and special interest views, to a position of collective and general interest.

Extensive pre- and post-test social surveys conducted at the beginning and end of the project demonstrated improvements in environmental attitudes, knowledge and self-reported behaviour across the catchment, particularly regarding non-visible pollutants and urban design and planning issues.

The project broadened community representation and participation in local environmental issues, extending beyond the traditional participation of established interest groups, to include 'non-traditional' participants in source control initiatives. These participants included tenants, visitors, businesses, traditional owners, schools, surf club members, and swimming and sports groups.

The participants also included the range of community volunteers who participated in 'hotspot' photographs, and most particularly, residents who acted as jurors in the Citizens' Jury. They will continue to have a consultative role in ongoing environmental planning.

Outcomes for the council

The project identified new community-endorsed directions for environmental management policy and practice.

The outcomes of the project contributed to high-level council policy and planning reviews. It established the terms of reference for a new Stormwater Working Party and integrated, cross-departmental stormwater planning and resourcing.

The recommendations formed the basis of an Integrated Stormwater Management Plan. It led to policy and procedure changes in catchment activities. It acted as the basis for a trial of locality-specific planning across the council for integrated environmental outcomes.

Lessons learnt

- Sustainable changes in catchment outcomes must involve the community. The community and the council should work together, reviewing and changing what they do.

- 'Community' needs to be defined more widely than simply rate-paying residents – it should include all groups who impact on stormwater quality.

- Ordinary citizens, supported by good processes and information, can move beyond a position of 'special interest' to general interest. They can produce highly relevant and achievable recommendations, and the council should be willing to support the process and its outcomes.

- An evidence-based approach, finely detailed planning, and clearly structured processes are critical features of effective community participation and deliberation.

- Successful community consultation and participation initiatives require significant and intensive resources and support from the council, the community, and other key state government and non-government agencies.

- Ambitious community consultation and deliberative processes, such as the Citizens' Jury, require high-level organisational and cross-factional political support.

- These processes can be potentially threatening to officers who currently manage stormwater issues. Elected representatives may see it as a potential threat to representative democracy.

- Any specific community engagement process must occur in tandem with, and be supported by, the council.

- Trans-disciplinary approaches and perspectives from a range of 'players', including community development workers, volunteers and participants, environmental scientists, engineers, elected representatives and others, critically enrich the outcomes.

- Ongoing, integrated evaluation of what you are doing, why and how, is paramount. This should be open, transparent, and informed by all participants.

Case study 2: A Futures-Based CDC:
Our Ballina – A small, regional, town-based citizens' jury

Source: Lyn Carson & Kath Gelber (2001) *Ideas for Community Consultation: A discussion on principles and procedures for making consultation work, A report prepared for the NSW Department of Urban Affairs and Planning*.

In 1994, Lyn Carson was asked by the Ballina Information Service to conduct a visioning exercise to gauge community opinions and ideas on development within the Central Business District. A decision was made to train interested volunteers as an exercise in community capacity building.

First, general information was distributed to all residents in a mailbox drop. Then names were randomly selected, and those selected were visited in person by the coordinators of the project. A venue was booked, catering was organised, informational material gathered and speakers organised.

Some citizens selected were reluctant to participate – particularly older women who felt they had little to contribute. On the day of the consultation, fifteen participants turned up out of an expected twenty. The majority of participants were older residents, reflecting the ageing population of the area.

After introductions, participants were given time to look at the displays and develop some initial thoughts about the meeting process and the topic under discussion. Then a town planner, a lecturer in planning, an employee of the tourist information centre, a member of a local environmental society, a high school student and a shire councillor each spoke and were available to answer questions. During discussion time, residents took the opportunity to air their own concerns.

This was followed up with small group work, involving modelling with clay, crayons and other craft materials. This session was very successful and animated, and developed some innovative suggestions. Each small group reported back to the group as a whole on the key elements of their discussion, and agreed on a list of five things they valued and wanted retained in the planning process, and five things they would like to change. Priorities were voted

on, and volunteers agreed to compile a report for the local Council, the participants and the media.

In the weeks that followed, participants continued to enquire as to the status of the report. They said they found the process enjoyable and successful. The report was used to lobby the local government to act on the group's recommendations.

In this case, because participants and organisers were volunteers, the costs of the jury amounted to only $400.

Characteristics of a few deliberative methods

Method	Size	Time	Who participates?	How often used?	How is info. presented?	Cost in $AU
Citizens Jury	12-24 Multiple CJs used often in Germany	Two to five days	Randomly selected people as microcosm of public	Close to 1,000 in U.S, U.K. & Germany	Mainly through witnesses	$35,000 to $200,000 WA 1 day Jury $3,500
21st Century Town Meeting	Hundreds to thousands	One day	Volunteers balanced demograph-ically	Around 100 mainly in U.S.	Staff summaries of information	$100,000 to $1 million WA 1 day Dialogue 300 people $35,000
Deliberative Poll	100 to 400 multiple DPs possible	One to three days	Randomly selected people	Over 100 in several nations	Mostly staff summaries Some witnesses	$100,000 to $500,000 WA 1 day Deliberative Survey 300 people incl. computer network $45,000
Citizens' Assembly	160	Ten weekends during a year	Randomly selected from districts	Once in 2004, British Columbia, Canada	Staff summaries and a few witnesses	$7 million
World Café	Tens to thousands	Generally one day	Participants may be invited or randomly selected	Used 100s of times in countries and organisations around the world	Participants draw on their own experience	$0 - $3,000 for a whole day
Danish Consensus Conference	Around 20	Three to five days	Balanced group of volunteers	Several dozen	Witnesses selected by participants	$75,000

From Department of Planning and Infrastructure, WA and The Jefferson Centre (May 2005)
Citizens' Jury on Community Engagement and Deliberative Democracy
http://dpi.wa.gov.au/mediaFiles/dialogue_conf_citizensjury.doc

7. Parish Mapping

Places, People and Parish Maps
By Sue Clifford, a Founding Director of Common Ground.
Taken from www.commonground.org.uk

Somewhere between the rainbow and the Internet a place that is important to you is struggling to maintain its integrity.

Hundreds of small acts of clairvoyance may precede decisions to pull the hedge out, to build on the allotment, to shut down the factory, to culvert the stream, to cease running the festival, but they are achieved in separate pigeonholes, and their effect each upon the other is hardly ever considered. Rarely is their cumulative impact upon us discussed either.

As for the big decisions, arguments which tend to sway politicians and professionals rely on quantifying (how many, how much, how big?), questions about quality and equity which cannot be counted are too difficult, they get marginalised.

How common is it to hear someone say they love a place more because of recent changes, or feel more a part of it? But these should be our aspirations – not to stop change, or to seek to protect only the special things, but - to argue for good surroundings everywhere for all of us. And to work together to achieve more nature, as much history, rich landscape, fit and fitting buildings, as many peoples, the best that our age can offer, in any part of the city and country.

Places are of our manufacture. We and nature conspire, actively or unconsciously, to shift and balance, to accelerate or slow down, to experiment or reiterate. Whatever happens on the World Wide Web, shards of histories, ecologies, economies and cultures are heaped and sifted on bits and pieces of land. Many of us understand ourselves in the world as much through a relationship with a small patch of ground (or more than one) as with people, indeed it is hard to separate them.

The uniqueness of the grid reference is reinforced by the intersection of culture and nature, the sympathy and intensity of their interplay make a place, and endow it with a greater or lesser degree of local distinctiveness.

Local, really local, significance is rehearsed in a subtle dance of detail and patina: we understand a place in close up, through stories retold, meanings shared, accumulations of fragments and identities. Our appreciation of it is often only tested when unsympathetic change threatens, or has already materialised.

But how responsible do we feel for the place and for the changes? All manner of forces bear down upon every inch of soil, every city stone, and despite the intimacy of their impact, many seem beyond our understanding, never mind control. How much courage do we have to summon to stand out against actions we sense will diminish the feel of the place, render it less significant to us in all its intricacies? We are heavily implicated for better or worse. The moment of moving from passive acceptance ('it's such a shame, but what can you do....?') to active engagement ('it could be so much better, what can we do?') can come suddenly in reaction, or slowly as proaction.

Parish Maps

Making a Parish Map is about creating a community expression of values, and about beginning to assert ideas for involvement, it is about taking the place in your own hands.

It begins with, and is sustained by, inclusive gestures and encouraging questions. What is important to you about this place, what does it mean to you? What makes it different from other places? What do you value here? What do we know, what do we want to know? How can we share our understandings? What could we change for the better? Turning each other into experts in this way helps to liberate all kinds of quiet knowledge, as well as passion, about the place. Making a Parish Map can inform, inspire, embolden.

So much surveying, measuring, fact gathering, analysis and policy-making leaves out the very things which make a place significant to the people who know it well. The great thing about making the map yourselves is that you can choose what to put in and what to leave out. You need not be corsetted by convention or conscious of fashion. You can decide on how to gather and discuss, the mix of natural history with buildings, or legends with livelihoods, the scale at which you wish to work, what boundaries to use, the materials, the symbols, the pictures, the words, the place where the map is to hang. You can move at your own pace, be diverted into appearing at a public inquiry, working to clear the footpaths, acting in the community play ... because these are actually the point.

It is the feel of the place which ultimately makes us happy to be there, makes us want to stay, work and play, to engage with it and each other. Social intervention in continually creating and recreating the particularity of a place is not easy, it reminds us that communities are driven by tension as much as compassion, that the fluidity of insiders and outsiders needs constant bridge building, that it is hard work sustaining enthusiasm and effort. The biggest step is the first one - Parish Maps are a way of getting started.

Why Map?

Every day people negotiate their way through known and unfamiliar territory using road, bus and tube maps or the city A–Z. From sketching a meeting place on the back of an envelope to finding a site on the World Wide Web, maps are used as a second language. And few of us can resist sinking into an old chart, with portraits of mountains in soft watercolour, or hachured hills and railways everywhere. The Wind in the Willows, Treasure Island and many more childhood books and films have lured us into pinning down our own dreams or draughting real places in our own hand.

And there is a greater attraction. Seeing the map of Australia printed from their point of view (with north at the bottom, and south at the top), or looking at our familiar atlas made by adventurers from this small archipelago off the coast of Europe, reminds one forcibly that whoever makes the map can choose, and enjoy, central position. A map is an expression of power. It can offer basic information for control: the Ordnance Survey has its origins in visualising the place by - or was it for - the armed forces, hence the name.

Western cartography purports to be factual, conveying a true two dimensional picture of our four/five dimensional world. But, any lover of maps will tell you of the peculiarities and richnesses of charts of different Western cultures, different conventions, endearing or infuriating mistakes, the challenges of updating, and of necessary inaccuracies of representation (if motorways were really as wide as the map portrays ...). And increasingly maps are made from satellite recording, ground

knowledge is regarded as less precise, less useful, more costly. While we gather ever more facts about the planet, and share incredible amounts of research around the globe, at each extension of scale, detailed place-based knowledge gained over generations is lost, and wisdom mislaid. With each level of abstraction, we feel less able to argue what we know, and less sure in our valuing of the unquantifiable smallnesses which can make everyday life a delight and help nature and culture to interact benignly.

Why Parish?
We are trying to focus on locality, the smallest arena in which life is played out. The territory to which you feel loyalty, which has meaning to you, about which you share some knowledge, for which indignance and protectiveness is easily roused, the neighbourhood of which you have the measure, which in some way helps to shape you.

This is the local, the actual place, where the reference is reality, indifference is unusual, detachment is difficult. Here we are somehow entangled, although we may behave thoughtlessly, responsibility tries to surface. It is here that values and facts act upon each other and are passed on by us to create wisdom about nature, about living, dying and remembering. And more prosaically, it is where 'strategy' and 'policy' are tested to breaking point.

Y filltir sgwar, bro and cynefin: the Welsh have clung on to ideas which embody more than physical locality – they describe deeply felt ties of familiarity, identification and belonging. 'Heimat' in German also carries these meanings. Why have the English never absorbed a word for this, and yet have such strong attachments to places?

It is in this sense of a self-defined small territory, that Common Ground has offered the word parish, implying people and place together, to keep us grounded. But the origins and other uses of the word are relevant and have proved redolent starting points too.

The ecclesiastical parish has been the measure of the English landscape since Anglo-Saxon times. Boundaries, some dating back more than a thousand years, are often still traceable; here, history marches with nature and each is the richer for the discourse. This tracery may be tangible in the city as the curving line of a street, or in the country as the double bank and ditch dancing with butterflies. For although dynamism is an identifying feature of nature, broad continuity creates the conditions for the changes to build each on the other, species to diversify, ecosystems to mature.

The civil parish emerged in the 1890s as the smallest theatre of democracy. Much has changed since then: boundaries have been reworked, and in the city the ward does not have the same ring, community councils in Wales and Scotland encompass but do not imply territory. More of us have the right to vote, yet less of us are voting. Desperation for better decisions parallels cynicism for politicians. Weaving a 21st century environment and society has to be about constructing a more participative and pliable democracy too.

Parish Maps have been promoted by Common Ground as a lively way of socially exploring and demonstrating what people value in their own place, and as a means to generating and liberating enthusiasms for doing something.

Knowing your place, taking some active part in its upkeep, passing on wisdom, being open to ideas, people, development, change but in sympathy with nature and culture

which have brought it this far, will open the doors of dissent. But conversation, tolerance and the passing on of memories, are civil sing forces. Whatever the forms of knowledge we shall need for the next millennium, humanity and imagination must take a high priority in organising them.

In making a Parish Map you can come together to hold the frame where you want it to be, you can throw light on the things which are important to you, and you may find courage to speak with passion about why all this matters.

The rainbow is as 'virtual' as anything yet imagined by the software wizards, and yet in touching the ground it briefly holds both the intangible and the physical together, it frames, focuses and reminds us of the enchantment and reality of our small world.

Case studies of Parish Mapping projects
Case studies 1 and 2 taken from Local Landscapes:
www.monmouthshiregreenweb.co.uk/locallandscapes/casestudies.html

Case study 1: Wye Valley Views – using photography
In 2001 the Wye Valley AONB were preparing their Management Plan and were looking for ways to involve the local Community and Parish Councils. They invited the 40 local councils to take photographs showing what they value about living in the AONB. Each council nominated a local coordinator and were provided with a disposable camera to photograph what they valued about their area. The AONB unit processed over 1000 photographs and from these created a montage in the shape of the AONB. The local coordinators also filled in a questionnaire that asked them to identify local concerns/issues and the changes that had occurred in the last 10 years and 30 years. The completed jigsaw of the AONB travelled around the area at 14 public meetings in 2002. It provided a very useful discussion point, allowing local issues and concerns to influence the development of the new Management Plan for the Wye Valley AONB.

Case study 2: West Sussex Millennium Maps – creating community maps
West Sussex County Council was looking for ways to celebrate the Millennium that would get local people involved. They decided on the idea of creating Parish Maps, and this proved popular, as 87 local groups began making maps of their own localities. The maps are as varied as their makers – some record historic features and happenings, others record field names and locations of interesting flora and fauna. Some areas wanted to record the vulnerability of their areas to incursions by the sea, or to modern development. To all of the parishes, the creation of their map was a statement of their own uniqueness, and people felt that their area was important in a new way. A few parishes developed the project further to revive the ancient practice of 'beating the bounds', walking right around the boundary of their parish once a year. These events were combined with local lunches and open-air church services. Others have evolved into further local projects - one group has started an oral history project, another is preparing a biodiversity map and trail and in another village an arts society has been started as a result of working on the Parish map. Most map-making groups had up to 20 members, ranging in age from play groups to elderly people, and everyone had something to contribute. More than 2500 volunteers have been involved in the project throughout the County and 100 maps have been made.

Case study 3: Aveton Gifford Mapping Project
Taken from: England in Particular
www.england-in-particular.info/parishmaps/m-select.html

Aveton Gifford villagers awoke on Thursday morning to the strange sound of silence – the bypass had been opened the day before and the high street was once more theirs. A great party with trestle tables and large amounts of food thoroughly reclaimed the street. Reinvigorated, the Parish Council approached their District Council to make a leaflet for them, to encourage people to explore the place on foot.

The South Hams Environment Service suggested instead that the residents make a Parish Map for themselves and that the council would help by printing it: 'in the process it is hoped that local people will create far more than a map – but shall discover the place for themselves and highlight some of the features they would like to conserve or improve, turning community art into community action'.

At a video show of the street party, a core group was formed who encouraged people to gather together their feelings on wild life, history, buildings, trees and more.

'What's special about Aveton Gifford?' asked artist Sally Tarrant faced with a class of 8 to 10 year old pupils from the school. 'Tell me what you like, what you don't like and why'. With that she and two members of the Environment Service left the classroom each led by a small group of excited and intrigued youngsters.

The story continues: 'As we were taken around, we learnt which trees were important. The "face tree" had a face on its bark, and its low bending limbs were easily climbed. Pampas grass would hide you from invading tribes and, in the middle of the stream, elvers could be found clinging like ribbons around a pebble, yet disappearing at a touch. Led by our guides, we found hollow hedgerow trees where you could lose your arm right up to the shoulder, drain covers and paving slabs which made patterns of flowers and diamonds, and a collection of derelict barns which were haunted. Certainly ghostly giggles could be heard as soon as we got near! Quick-sighted and sharply observant, the children could teach many a long-standing resident to see the village with new eyes'.

Elsewhere other research parties wandered the parish. Many evening jaunts ended up in the pub, the conversations echoed around the place. They ran a photographic workshop resulting in an exhibition with a slide show of rare archive photos – it prompted lots of memories.

Mike Glanville, a local artist took on the hard work of bringing together the map, which the South Hams District Council printed. They have revived Beating the Bounds. The local baker reinvented Rammalation biscuits, which were customary fare on Rogation Sunday, by making the 'Aveton Gifford Bun' and special ale – Ganging Beer – was brewed.

Since then they have produced illustrated walks leaflets and sales of these and prints of the map are helping to restore buildings of interest in the village for public use. the map, which is acrylic on paper, has been printed as posters, which have sold well, both locally and abroad.

8. Open Space Technology
Taken from www.openspaceworld.org

What is Open Space Technology?
Open Space Technology is one way to enable all kinds of people, in any kind of organisation, to create inspired meetings and events. Over the last 20+ years, it has also become clear that opening space, as an intentional leadership practice, can create inspired organisations, where ordinary people work together to create extraordinary results with regularity.

In Open Space meetings, events and organisations, participants create and manage their own agenda of parallel working sessions around a central theme of strategic importance, such as: What is the strategy, group, organisation or community that all stakeholders can support and work together to create?

With groups of 5 to 2000+ people – working in one-day workshops, three-day conferences, or the regular weekly staff meeting – the common result is a powerful, effective connecting and strengthening of what's already happening in the organisation: planning and action, learning and doing, passion and responsibility, participation and performance.

When and why?
Open Space works best when the work to be done is complex, the people and ideas involved are diverse, the passion for resolution (and potential for conflict) are high, and the time to get it done was yesterday. It's been called passion bounded by responsibility, the energy of a good coffee break, intentional self-organisation, spirit at work, chaos and creativity, evolution in organisation, and a simple, powerful way to get people and organisations moving – when and where it's needed most.

And, while Open Space is known for its apparent lack of structure and welcoming of surprises, it turns out that the Open Space meeting or organisation is actually very structured – but that structure is so perfectly fit to the people and the work at hand, that it goes unnoticed in its proper role of supporting (not blocking) best work. In fact, the stories and workplans woven in Open Space are generally more complex, more robust, more durable – and can move a great deal faster than expert- or management-driven designs.

What will happen?
We never know exactly what will happen when we open the space for people to do their most important work, but we can guarantee these results when any group gets into Open Space:

- All of the issues that are MOST important to the participants will be raised.

- All of the issues raised will be addressed by those participants most qualified and capable of getting something done on each of them.

- In a time as short as one or two days, all of the most important ideas, discussion, data, recommendations, conclusions, questions for further study, and plans for immediate action will be documented in one comprehensive report – finished, printed and in the hands of participants when they leave.

- When appropriate, and time is allowed for it, the total contents of this report document can be focused and prioritised in a matter of a few hours, even with very large groups (100s).

- After an event, all of these results can be made available to an entire organisation or community within days of the event, so the conversation can invite every stakeholder into implementation – right now.

- AND ... results like these can be planned and implemented faster than any other kind of so-called 'large-group intervention'. It is literally possible to accomplish in days and weeks what some other approaches take months and years to do.

The good news, and the bad news, is that it works. Good news because it gets people and work moving, bad news because that may mean lots of things are going to be different than before. Wanted things can appear, unwanted things disappear, and sometime vice versa – but that's how life is. In short, then, Open Space brings life back to organisation and organisations back to life.

Outcomes of Open Space Technology
Taken from: URP Toolbox
www3.secure.griffith.edu.au/03/toolbox/display_tool.php?pk1=1

The Open Space Technology event puts people of like interests in touch with one another, allows people to exchange views and to understand a wider range of viewpoints, and provides a sense of empowerment to shape the world towards the kind of future the participants might desire.

Strengths

- Appropriate for use where there is a need for new ideas and the prevailing climate is characterised by uncertainty, ambiguity and a low level of trust.

- Because there are a limited set of rules, the process is driven by the participants.

- Absence of 'control' of the process means participants must be prepared to go where the process takes them.

- Includes immediate summary and discussion.

- Provides a structure by giving participants opportunities and responsibilities to create a valuable product or an experience.

Special consideration/weaknesses

- Facilities should be flexible to accommodate variable group sizes.

- A powerful theme or vision statement is needed to generate topics.

- A large number of participants are involved in the process (up to 500).

- The most important issues can sometimes be lost in the discussion.

- It can sometimes be difficult to get accurate records of results.

Case studies of Open Space

Case study 1:
The Victoria Urban Development Agreement Aboriginal engagement strategy

From www.chriscorrigan.com This website contains lots of other longer case studies chiefly working with First Nation peoples, includes some environmental issues, e.g. fisheries.

In 2005 the federal, provincial, and municipal governments in Victoria, British Columbia, Canada came together to create an Urban Development Agreement to address inner city issues including poverty and homelessness. To engage with the urban Aboriginal community we used an appreciative frame to tap and build on assets and we implemented it using Technology of Participation's focused conversations, Open Space, and World Café These methodologies were chosen to serve four areas of practice: opening – cracking the veneer for what really matters; inviting – connecting people and drawing them in to the process; holding – creating the conditions for emergence; and grounding – aligning resources, and creating and supporting action.

To open, we invited our government clients to invest their hearts, asking, 'why does this engagement with the Aboriginal community matter to you personally?' We also asked members of the community what was most important to them, and as a result we built a substantial amount of Coast Salish protocol and process into our work.

To invite, we contacted people one on one, asking how does the community want to be engaged? Using that information we structured focused conversations to explore economic, physical and environmental, and social issues. The first day, after a huge investment in inviting, two people showed up. But these people were connectors, advocates for street people, with deep, deep connections in the homeless community. The conversations started with objective questions: 'What are the economic issues?' then reflective questions: 'Can you tell me some stories about this?' followed by interpretive questions: 'What might happen to change this?' and then decisional questions: 'If we were to use this process to affect things, what will we do?' The outcome was a list of priorities, made from the heart. One idea was 'Cedar Village', a cultural precinct like a China Town, a living community with economic activity, health centres, and social gathering places.

On the second day of focused conversations, six people who talked about traditional uses of food, growing food in community plots, harvesting wild foods and importing them from all over Vancouver Island into Victoria. On the third day we had ten people, and the government sponsors realised that we now had a cadre of community leaders with whom they had not previously worked and who had amazing ideas and commitment. The number one change we achieved was activating previously untapped local leadership.

The practice of holding – creating and maintaining the conditions of emergence – continued as the invitation went out for a community feast and gathering, a cultural tradition. The gathering, which lasted two days, featured an open space on the first day, with 100 people participating through the day. The community created its agenda and talked about its issues, moving into planning around issues such as the Cedar Village concept.

The last day, we grounded the work with a world café, asking the 45 community services and homeless folks who came, 'How do we make sure that this work stays off the shelf and that stuff happens?' In the end, a small committee of people volunteered to ensure that ideas would stay alive.

When the Urban Development Agreement is been signed, it will begin a five year process of getting 'stuff' done. Our work contributed a few high impact, emergent ideas aimed at addressing complex issues: Totem City, food production, local governance conversations, and a few other tangible, community driven, community owned projects supported by many levels of government. The conversation continues in Victoria within the community and with government partners.

Case study 2:
Casuarina Project 2001 Community Conference & 2002 Community Gathering
Taken from: Victorian Local Government Association website
www.vlgaconsultation.org.au/openspace.shtml

The Casuarina Project is Surf Coast Shire's community capacity-building program. The Casuarina Project was developed by Council's Rural Development Committee to assist local people develop skills which enable them to commence, or continue to be involved in, community activities. The program includes skills such as facilitation and group processes, using the media, resourcing projects, team building, project management and group dynamics. The Casuarina Project involves eleven days of training including two weekends and seven Friday sessions. Participants agree to work on a community project as part of the Casuarina Project.

Project Aims:
Conducting an open space event as part of the Casuarina Project has a number of aims including:

1. Firstly, participants are able to see in action the facilitation process used in '**Open Space Technology**' as designed by Harrison Owen. This is one facilitation technique being demonstrated and practised as part of the Casuarina Project. So the aim of including the open space event is to demonstrate and learn from the way open space operates as a technique.

2. Secondly, participants can utilise the open space conference as an opportunity to conduct workshops and practise skills they have been learning in facilitation and discussion techniques. Conducting workshops also provides them with an opportunity to gather community input and feedback about the community project ideas that they are working on as part of the Casuarina Project.

3. Thirdly, participants utilise the weekend event as a team building live-in program.

Consultation aim:
From a local government point of view, the open space event is used as a means of generating data and identifying issues of importance to local communities within the municipality. In both events, the consultation topic was based around the theme of 'building dynamic communities – the issues and opportunities'.

While the open space event is promoted and open to all residents/ratepayers of the Surf Coast Shire, the event actually tends to attract people from the township where the event is based, and therefore the data generated generally provides an insight into that local community. Using **Open Space Technology** encourages people to conduct discussions around issues that they are passionate about, and this format is relevant where community issues are being sought.

What happened?
In 2001, approximately 60 people attended a two-day conference held at Deans Marsh a small rural community in the foothills of the Otways.

In 2002, approximately 55 people attended a one-day community gathering in Anglesea.

Target population
Members of the Surf Coast community who are interested in, and passionate about, their local community. It's a very general invitation and distributed broadly across the municipality. Casuarina Project participants are also encouraged to promote the event in their local community and through their own community networks.

Level of participation
The Open Space Technology process/philosophy clearly puts the responsibility for participation and engagement on the individual – 'whoever comes are the right people'. So the success of the event should never be measured by how many people attended.

Participation is also whatever the participants make it. Open Space Technology has a very adult style about it, and enables people to feel free to participate in many ways/forms including as a facilitator of a discussion, a bee buzzing around various discussion groups, or as a butterfly, quietly observing the proceedings. But the rules of open space encourage and require positive contribution from participants.

Negatives
Traditionally open space events are held over two-three days. This can be difficult for local government staff and community members. The good thing is that they also work very well in a one-day format.

Unless the topic is particularly precise and specific, the Open Space Technology format doesn't necessarily provide a basis on which to make decisions about particular issues, but they can generate and provide insight into the feelings within the community about broad issues. I haven't tried using Open Space Technology with a specific issue or for a specific decision which needs to be made i.e. about a local project but I guess you could.

Publicly promoting open space events can be a challenge because people are not sure of what they will be letting themselves in for and therefore they tend to be a little suspicious or unsure of the term 'open space'. Some people may be more attracted to the process than the topic and attend to witness 'open space' rather than participate in the discussion.

Positives
Long-term feedback suggests that the open space event held in Deans Marsh had a galvanising effect on the local community. Open space does have the ability to really open up dialogue in communities.

Open Space Technology is very empowering and refreshing for community members to be able to have their say on community issues in an open and very democratic style. Everyone is as equally able to facilitate a discussion on their choice of topic.

The process engages people about who's responsible for making things happen, and for a local government this can be a very attractive component of the Open Space Technology. It encourages participants to think that they are equally responsible for their own community, and that it's not just the council who needs to do x, y, z. It helps to shift the way people think about the burden of responsibility a little bit, including, for example, who's responsible for creating vibrant communities.

Open space is a great way of building a sense of community and refreshing people who think they are the only ones who care. There is a real sense that individuals are revitalised when they get together with a group of other people who also care about their local community.

9. Photovoice

From www.photovoice.com/method/index.html

The Photovoice concept was developed by Caroline C. Wang and Mary Ann Burris. The full article contains more detail about the theoretical underpinnings of Photovoice.

Photovoice is a method that enables people to define for themselves and others, including policy makers, what is worth remembering and what needs to be changed.
Caroline Wang

Goals

Photovoice has three main goals:

- to enable people to record and reflect their community's strengths and concerns
- to promote critical dialogue and knowledge about personal and community issues through large and small group discussions of photographs
- to reach policy makers.

Photovoice is highly flexible and can be adapted to specific participatory goals (such as needs assessment, asset mapping, and evaluation), different groups and communities, and distinct policy and public health issues.

Stages

The stages of Photovoice include:

- conceptualising the problem
- defining broader goals and objectives
- recruiting policy makers as the audience for photovoice findings
- training the trainers
- conducting photovoice training
- devising the initial theme/s for taking pictures
- taking pictures
- facilitating group discussion
- critical reflection and dialogue
    - o selecting photographs for discussion
    - o contextualising and storytelling
    - o codifying issues, themes, and theories
- documenting the stories
- conducting the formative evaluation
- reaching policy makers, donors, media, researchers, and others who may be mobilised to create change
- conducting participatory evaluation of policy and program implementation.

Community training and process

The first photovoice training begins with a discussion of cameras, ethics, and power; ways of seeing photographs; and a philosophy of giving photographs back to community members as a way of expression appreciation, respect, or camaraderie. The curriculum may then move to address mechanical aspects of camera use.

Community people using photovoice engage in a three-stage process that provides the foundation for analysing the pictures they have taken:

- *Selecting – choosing those photographs that most accurately reflect the community's concerns and assets*
  The participatory approach dictates this first stage. So that people can lead the discussion, it is they who choose the photographs. They select photographs they considered most significant, or simply like best, from each roll of film they had taken.

- *Contextualising – telling stories about what the photographs mean*
  The participatory approach also generates the second stage, contextualising or storytelling. This occurs in the process of group discussion, suggested by the acronym VOICE, voicing our individual and collective experience. Photographs alone, considered outside the context of their own voices and stories, would contradict the essence of photovoice. People describe the meaning of their images in small and large group discussions.

- *Codifying – identifying the issues, themes, or theories that emerge*
  The participatory approach gives multiple meanings to singular images and thus frames the third stage, codifying. In this stage, participants may identify three types of dimensions that arise from the dialogue process: issues, themes, or theories.

They may codify issues when the concerns targeted for action are pragmatic, immediate, and tangible. This is the most direct application of the analysis. They may also codify themes and patterns, or develop theories that are grounded in data that have been systematically gathered and analysed in collective discussion.

Conclusion
Photovoice turns on involving people in defining issues. Such an approach avoids the distortion of fitting data into a predetermined paradigm; through it we hear and understand how people make meaning themselves, or construct what matters to them. Photovoice, to paraphrase Glik, Gordon, Ward, Kouame, and Guessan, is not simply the shuffling of information around, but entails people reflecting on their own community portraits and voices and on what questions can be linked into more general constructs or can be seen to be interrelated. It is a method that enables people to define for themselves and others, including policy makers, what is worth remembering and what needs to be changed.

Strengths
- provides pictorial evidence of community issues (a picture being worth a thousand words)
- provides an alternative means of expression which may help include those who are more visual than literate
- allows detailed information to be collected from individual participants
- provides a snapshot of an area or issue from which to develop indicators and to gauge changes/responses
- can easily be used in the media (print/television/interactive A/V technologies).

Special considerations/weaknesses

- can be costly, e.g. cost of disposable cameras, developing film
- requires staffing and the coordination of participants
- if photos are pasted onto a larger poster type presentation, can be difficult to store and protect (may need photocopies taken for storage/distribution).

Examples of Photovoice projects

Example 1: Photovoice — telling stories with pictures

From Land and Water Australia River and Riparian Lands Management Newsletter Edition 30 2006 www.rivers.gov.au/acrobat/riprap30_1.pdf

How people think and feel about something relates to how they behave in relation to it. The Native Vegetation & Biodiversity project in the Traprock region of south-east Queensland used an innovative method called 'Photovoice' to understand some of the psychological and social factors that influence landholders' decisions. It is always easier to tell a story with pictures, and this method is also useful in capturing the thoughts of people who may not normally be verbally expressive but have important things to say.

Participants used a disposable camera to take pictures on their properties and were given 'framing' questions' to provide focus for the subjects of photos. Researchers had a taped conversation with participants to discuss particularly meaningful photos that communicated a significant theme or story. Participants then attended a focus group to share photos and perspectives related to each framing question, and put together a collection of photos that best represented the issues from a regional perspective. Analyses of the dialogue and pictures shed light on place characteristics related to the land that were implied in participants' land management, for example, history, belonging, value, identity and commitment. Responses were clustered around the themes of Biodiversity', 'Sustainable Production' and 'Sense of place', as well as the relationships between people and places.

Example 2: Photovoice Project in Yunnan Great Rivers Area, The Nature Conservancy, Yunnan, China

In Yunnan, China, The Nature Conservancy adapted the Photovoice methodology to promote a participatory approach to environmental health. This Ford Foundation-supported project involved 100 villagers in northwestern Yunnan to inform the Yunnan Great Rivers Project. The Nature Conservancy and the Chinese government applied photovoice as an assessment approach to help create and protect a system of national parks on 6.5 million acres of environmentally sensitive land.

The reason that the Yunnan Women's project was so fruitful was that it provided a way for the women themselves to express what they need most. In other words, this methodology set in place a frame that turned the objects of the study into the doers.

(Wang Shao Xian,Professor and Chair Emerita, Demography,Beijing Medical University)

Example 3: Mapping Assets and Building Community Ties: Photovoice Involving Flint Youth, Adults, and Policy Makers

From paper delivered at the 6th Rural National Health Conference, Ann Larson, Combined Universities Centre for Rural Health; Elsie Mitchell and Marisa Gilles, Gascoyne Public Health Unit

In collaboration with the Flint Neighborhood Violence Prevention Collaborative, three groups of participants – youth, adults and policy makers – are using photovoice as a tool to document and discuss their interpretations of community health in this Charles Stewart Mott Foundation-supported project known as 'Flint Photovoice'.

To ensure that participants' policy and program recommendations can be carried out, policy makers are typically involved at the outset of all photovoice projects. Flint Photovoice marks the first time that policy makers are also participating in taking pictures, telling stories, and contrasting their expertise and recommendations with people at the grassroots.

Looking, listening and learning from young people through photographs: a photovoice project with young Aboriginal people in Carnarvon, Western Australia

The method used to engage young Aboriginal people to discuss their sexual health is called photovoice. It is a participatory action research method. As far as we know, this is the first time photovoice has been used in Australia.

To obtain community involvement and to maximise the opportunities for organisations to benefit from the project, we formed an Aboriginal Community Reference Group, comprised of representatives of key community-controlled organisations and invited individuals with a longstanding interest in youth health issues. This group approved the concept of photovoice, assisted in identifying interested young people and gave guidance in the selection of photographs for the exhibition. In the future this group will reconvene to discuss how to address the issues raised by young people and how to continue to involve young people in determining priorities for policy and programs.

Through the summer of 1999-2000, young Aboriginal people were recruited to take photographs with disposable cameras provided by the project. The young people were asked to:

take pictures that show what young people in Carnarvon think about HIV. Your pictures should show whether or not HIV is important to young people; in what ways are Carnarvon Aboriginal youth protected from HIV; and what are the reasons young people may be at risk.

The young people returned the cameras and attended a taped interview at which they explained why they took each photograph. They also selected photographs they wanted displayed at an exhibition. At the interviews, photographers were asked to group their photographs in themes. They were then asked to tell the interviewer about each photograph in each group. Probes and prompts were be used to explore how the young person saw particular subject matter related to HIV. On occasion the interviewer would probe to clarify the young person's own values regarding the subject matter, such as drinking in public places or HIV education messages. The photographs nominated by the photographers, along with related text from the interviews, were displayed at a public exhibition in Carnarvon on 25–27 October 2000. The exhibition was held in a community hall. Approximately 100 people visited the exhibition, with about 60 present for the opening. Photographs were displayed in themes: services, activities with friends, graffiti and vandalism, sexual health, school, and outdoor activities. Comments in

the visitors book were very positive. Most adults reflected that they found young people's views 'thought-provoking' and supported more opportunities for young people to have 'a voice in their community'. There are plans to display the exhibit in other venues in Carnarvon and surrounding areas.

In Carnarvon we found photovoice to be a powerful tool to engage young Aboriginal people in public health issues. There were challenges in implementing the project. However, in this case, the winning solution was the involvement of an Aboriginal health promotion officer who combined knowledge of the community with an unswerving commitment to learning from young people rather than imposing her views on them.

An additional strength of photovoice, beyond that of conventional qualitative research methods, is the public display of the photographs and text. As we have mentioned, we do not yet know if the exhibition will have a direct bearing on young peoples' interest in public health. For the wider community and for the Public Health Unit and other services, the exhibit has created a window of opportunity to challenge them to look, listen and learn from young people instead of deciding what is best for them from afar.

10. Participatory Learning and Action Approaches

Participatory Learning and Action (PLA) is an umbrella term for a range of similar approaches and methodologies, including Participatory Rural Appraisal (PRA), Rapid Rural Appraisal (RRA), Participatory Learning Methods (PALM), Participatory Action Research (PAR), Farming Systems Research (FSR) and many others. The common theme to all these approaches is the full participation of people in the processes of learning about their needs and opportunities, and in the action required to address them.

Participatory approaches offer a creative approach to investigating issues of concern to people, and to planning, implementing, and evaluating development activities. They challenge prevailing biases and preconceptions about people's knowledge. The methods used range from visualisation, to interviewing and group work. The common theme is the promotion of interactive learning, shared knowledge, and flexible, yet structured analysis. These methods have proven valuable in a wide range of sectors and situations, in both the North and South. Participatory approaches can also bring together different disciplines, such as agriculture, health and community development, to enable an integrated vision of livelihoods and well-being. They offer opportunities for mobilising local people for joint action.

Here we consider two examples of PLA: Participatory Rural Appraisal and Reflect.

A) Participatory Rural Appraisal
From www.worldbank.org/wbi/sourcebook/sba104.htm

Participatory rural appraisal (PRA) is a label given to a growing family of participatory approaches and methods that emphasise local knowledge and enable local people to make their own appraisal, analysis, and plans. PRA uses group animation and exercises to facilitate information sharing, analysis, and action among stakeholders. Although originally developed for use in rural areas, PRA has been employed successfully in a variety of settings. The purpose of PRA is to enable development practitioners, government officials, and local people to work together to plan context appropriate programs.

Participatory appraisal evolved from rapid rural appraisal - a set of informal techniques used by development practitioners in rural areas to collect and analyse data. Rapid rural appraisal developed in the 1970s and 1980s in response to the perceived problems of outsiders missing or miscommunicating with local people in the context of development work. In PRA, data collection and analysis are undertaken by local people, with outsiders facilitating rather than controlling. PRA is an approach for shared learning between local people and outsiders, but the term is somewhat misleading. PRA techniques are equally applicable in urban settings and are not limited to assessment only. The same approach can be employed at every stage of the project cycle and in country economic and sector work.

Key tenets of PRA

- Participation. Local people's input into PRA activities is essential to its value as a research and planning method and as a means for diffusing the participatory approach to development.

- Teamwork. To the extent that the validity of PRA data relies on informal interaction and brainstorming among those involved, it is best done by a team

that includes local people with perspective and knowledge of the area's conditions, traditions, and social structure and either nationals or expatriates with a complementary mix of disciplinary backgrounds and experience. A well balanced team will represent the diversity of socio-economic, cultural, gender, and generational perspectives.

- Flexibility. PRA does not provide blueprints for its practitioners. The combination of techniques that is appropriate in a particular development context will be determined by such variables as the size and skill mix of the PRA team, the time and resources available, and the topic and location of the work.

- Optimal ignorance. To be efficient in terms of both time and money, PRA work intends to gather just enough information to make the necessary recommendations and decisions.

- Triangulation. PRA works with qualitative data. To ensure that information is valid and reliable, PRA teams follow the rule of thumb that at least three sources must be consulted or techniques must be used to investigate the same topics.

Some PRA tools
PRA is an exercise in communication and transfer of knowledge. Regardless of whether it is carried out as part of project identification or appraisal or as part of country economic and sector work, the learning by doing and teamwork spirit of PRA requires transparent procedures. For that reason, a series of open meetings (an initial open meeting, final meeting, and follow up meeting) generally frame the sequence of PRA activities.

Other tools common in PRA are:

- semi-structured interviewing

- focus-group discussions

- preference ranking

- mapping and modelling

- seasonal and historical diagramming.

Organising PRA
A typical PRA activity involves a team of people working for two to three weeks on workshop discussions, analyses, and fieldwork. Several organisational aspects should be considered:

- Logistical arrangements should consider nearby accommodations, arrangements for lunch for fieldwork days, sufficient vehicles, portable computers, funds to purchase refreshments for community meetings during the PRA, and supplies such as flip chart paper and markers.

- Training of team members may be required, particularly if the PRA has the second objective of training in addition to data collection.

- PRA results are influenced by the length of time allowed to conduct the exercise, scheduling and assignment of report writing, and critical analysis of all data, conclusions, and recommendations.

- A PRA covering relatively few topics in a small area (perhaps two to four communities) should take between ten days and four weeks, but a PRA with a

wider scope over a larger area can take several months. Allow five days for an introductory workshop if training is involved.

- Reports are best written immediately after the fieldwork period, based on notes from PRA team members. A preliminary report should be available within a week or so of the fieldwork, and the final report should be made available to all participants and the local institutions that were involved.

Sequence of techniques

Mapping and modelling are good techniques to start with because they involve several people, stimulate much discussion and enthusiasm, provide the PRA team with an overview of the area, and deal with non-controversial information. Maps and models may lead to transect walks, perhaps accompanied by some of the people who have constructed the map.

The current situation can be shown using maps and models, but subsequent seasonal and historical diagramming exercises can reveal changes and trends, throughout a single year or over several years. Preference ranking is a good icebreaker at the beginning of a group interview and helps focus the discussion. Later, individual interviews can follow up on the different preferences among the group members and the reasons for these differences.

PRA case study
From www.participatory-london.org.uk/news.htm

The NX Project was a partnership between a number of local organisations (Magpie, GAP Research, the Deptford Discovery Team, Milton Court Employment Resource Centre, and Goldsmiths College). The aims of the NX Project were to use a community development approach to regeneration, focusing on the process rather than outcomes. Also to use the process of involvement to provide local people with training and experience in the kinds of skills they would need in an area which would be hosting more regeneration initiatives. We hoped to involve local people at every stage of the project and decided early on to make use of participative approaches as we knew that we need to make our work open, accessible and, above all, fun!

Involving local people
We began by sending out a postcard to every household in our target area, which said NEW IDEAS FOR NEW CROSS – LETS DO IT DIFFERENTLY. The postcard invited local people to attend an introductory meeting. From this we built a core group of trainees, plus a pool of occasional volunteers. The trainees were offered 3 hours training a week in community research and project development, over three terms, plus additional basic skills support as required. They then met together on a further day to carry out practical work.

There were a number of issues that needed to be addressed throughout the training program:

- Community Research doesn't mean a great deal to many people, and it was not immediately clear to trainees and potential trainees about the progression or relevance of the topic – this made it more difficult to recruit.

- We had designed the course to be flexible & responsive – this meant it was hard to accredit.

- The trainees were immediately required to carry out 'real' research – there was little opportunity for them to practice on exercises.

- The training was based in a building with no disabled access – therefore people with disabilities were excluded.

- The training program we offered did not attract young people – we addressed this by carrying out a discrete piece of work with local youth organisations, training a group of young people to undertake their own research.

- Although we had a large childcare budget, there is a lack of childcare available locally, and this caused problems.

- The greatest success of the training program was that, early on, the trainees chose to become more involved in the NX project as a whole. They joined the Work Group (in effect the project steering group) and engaged in prioritising the work program, and planning the training program and other activities. The majority of those trainees and volunteers have now gone on to paid employment, either in the Get Set for Citizenship projects, or through New Cross Gate New Deal for Communities.

We also ran a series of monthly public meetings, that we called the NX Forums which aimed to reach out to local residents, schools, community groups, businesses and agencies. We aimed to make these Forums as unlike a public meeting as we could, as we recognised that getting local people out on a cold evening to a draughty church hall wasn't working. The NX Forums were open events hosted by different local organisations at different venues (giving host organisations an opportunity to showcase their own work), at different times of day, days of week, and with different themes. The Forums tended to be based around a series of participative activities, and used a variety of props and tools (of which more in the next section ...).

Some examples of NX Forums are:

- an evening forum in a local motor workshop project which works with teenagers

- an after-school session in the playground of a local primary school

- a number of fun days in local parks – the Friendly Gardens Fun Day included a dog show, a nature walk, and a debate in a skating circle

- a Friday night party organised by young people, at which attendees had to complete a number of tasks before gaining entrance to the party.

We found that we were able to make each event unique by combining venues with appropriate props and activities. The attendance at Forums ranged from 20 people to over 200.

Using participative approaches
We made a decision at an early stage to provide training in participative tools and techniques, as well as the more formal research methodologies. The trainees wholeheartedly agreed with the principle that the research we would carry out in our local area should be interesting and fun for those who take part in it, rather than draining information from them.

Participative appraisal is an approach to research that has been used in developing countries to enable local people to obtain, share and analyse knowledge of their life and conditions in order to plan and act according to that

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knowledge. PRA recognises that 'people have a greater capacity to map, model, quantify, estimate, rank, score and diagram than outsiders have generally supposed them capable of'.

The skills underpinning effective participatory appraisal are good facilitation and communication skills, listening, asking open-ended questions, encouraging and enabling people to express themselves. Participative appraisal also uses methods which anyone can do, and encourages people to innovate and invent their own techniques. This is what we focused our training program on.

The use of participative approaches really engaged the interest of local people. Once we took the NX Project "on the road" through a series of monthly public events (the NX Forums), the use of participative approaches helped us to overcome 'meeting' issues (hierarchies, whose agenda?, talking shops etc) and enabled a wide diversity of people to contribute. Participation also addressed the 'fear of research' (is this representative, is our sample right, the tendency to keep data to oneself until the end of a project) and, in a number of circumstances, led to local people and organisations being inspired to take action.

The participative tools that we found particularly useful were:

- Problem wall / solution tree: one of the trainees was inspired by a picture in a textbook to build an 8' x 8' wooden tree. This is now in the Museum of London Collecting 2000 exhibition, and we have built a new one, plus a series of smaller desk top trees (bonsais!)

- Drawing and building maps of our area: what it's like now, future maps, mobility maps etc. For one event, local nurseries brought along a large model made of cardboard boxes of what the children valued in the area and what they would like to see in the future (a zoo, so that they could wave to the giraffes!)

- Walking, talking and taking photos: the trainees and volunteers spent a great deal of time walking around New Cross and Deptford with local people, and mounted exhibitions of photographs of 'problems and opportunities'. We got through large amounts of coloured dots and post it notes when we took these exhibitions out.

- New tools: recognising the value of the visual and the innovative, the trainees constantly invented and built new tools, and we now have a library of props including the Snakes and Ladders Game, the Pathways Prop, the Mood-o-meter, and the …

We found that one of the main challenges of using participative approaches was that the mass of data that is gathered can be difficult to manage and to analyse. We needed to refine how we collected and reflected on information.

B) The Reflect Approach
Abbreviated excerpts from www.reflect-action.org . Full article available online.

What is Reflect?
Reflect is an approach to learning and social change. Key to the Reflect approach is creating a space where people feel comfortable to meet and discuss issues relevant to them and their lives. Reflect aims to improve the meaningful participation of people in decisions that affect their lives, through strengthening their ability to communicate.

Reflect was developed through innovative pilot programs in Uganda, Bangladesh and El Salvador between 1993 and 1995. It started as a fusion of the political philosophy of Brazilian educator Paulo Freire with the practical methodologies developed for Participatory Rural Appraisal (PRA). Other significant influences were the ideological approach to literacy and gender analysis.

Key elements of the Reflect approach

Reflect is based on a series of core principles and elements, derived both from the theoretical foundations in Freire and PRA, and from evolution of the approach through practical application and experience.

- **Power and voice**
  Reflect is a process that aims to strengthen people's capacity to communicate by whatever means of communication are most relevant or appropriate to them.

- **A political process**
  Reflect is premised on the recognition that achieving social change and greater social justice is a fundamentally political process.

- **A democratic space**
  Reflect involves creating a democratic space – one in which everyone's voice is given equal weight. This needs to be actively constructed, as it does not naturally exist.

- **An intensive and extensive process**
  Reflect is rarely a short or one-off process. Groups usually meet for about two years, and sometimes continue indefinitely. Often they meet three times a week – sometimes up to six times a week and rarely less than once a week. Each meeting may take about two hours.

- **Grounded in existing knowledge**
  Reflect begins with respect and value for people's existing knowledge and experience. It is not about importing information or transferring knowledge.

- **Linking reflection and action**
  Reflect involves a continual cycle of reflection and action. It is not about reflection or learning for the sake of it, but rather reflection for the purpose of change.

- **Using participatory tools**
  A wide range of participatory tools is used within a Reflect process to help create an open or democratic environment in which everyone is able to contribute. Visualisation approaches are of particular importance (maps, calendars, diagrams, matrices and other graphic forms developed by PRA practitioners) and can provide a structure for the process. However, many other participatory methods and processes are also used, including theatre, role-play, song, dance, video or photography.

- **Power awareness**
  All participatory tools can be distorted, manipulated or used in exploitative ways if they are not linked to an awareness of power relationships. Reflect is a political process in which the multiple dimensions of power and stratification are always the focus of reflection, and actions are oriented towards changing inequitable power relationships whatever their basis.

- **Coherence and self-organisation**
  Reflect needs to be used systematically. The same principles and processes that apply to others also apply to ourselves, within our own institutions and

even our personal lives. The focus of the process should always be towards self-organisation, so that groups are self-managed, where possible, rather than being facilitated by, or dependent on, outsiders.

Starting a Reflect process
We cannot start working with others using the Reflect approach until we have spent some time reflecting on our own power, and particularly our relationships with those with whom we work.

- **Understanding the context**
  It is important to collect basic information concerning the present situation of the potential participants in the Reflect process. This may take many forms, depending on the objectives, the organisation, or the people involved. This information can serve both as a basis for planning and designing the process, and for future monitoring and evaluation. The process of collecting baseline information may be integrated into the early stages of the Reflect process so that participants monitor for themselves.

- **Identifying entry points**
  When considering introducing Reflect into a new area, you will need to decide whether to form new groups or work with existing local groups. This will be self-evident or predetermined in some contexts. Existing groups may be informal (people who gather in one place but are not a clearly constituted group) or formal (with a constitution, established objectives, existing work) or somewhere between the two.

Building interest

- **Local orientation**
  Many people will need to know about Reflect, including local leaders, officials and influential agencies, if they are to help with, rather than hinder, the process. One day or half-day orientation sessions should be sufficient.

- **Mobilisation**
  Getting people to join a Reflect group can take many forms. It may be that the demand is already clear, or it may be necessary to hold a public meeting or arrange a theatre show to inform people of the process. By using some form of participatory approach and by breaking some norms and formalities you can give everyone a flavour of what to expect.

Facilitators

- **Recruiting facilitators**
  Finding good facilitators must be given the highest priority, as facilitators are the single most important factor in making the Reflect process effective. When building on existing groups, the facilitators may already be determined. In other cases people can be encouraged to volunteer as potential facilitators at the initial mobilisation. Where possible the future participants in the process should have a say in who will be their facilitator. Ideally it should be someone from the same community as participants, sharing their identity and status, respected and respectful.

- **Training facilitators**
  The focus of facilitator training should be on the process rather than the content. Reflect principles and processes should be fully applied, respecting

the existing knowledge and experience of the participants, using participatory processes and engaging in a power analysis of issues arising.

- **Peer support**
  It is important for facilitators to receive intensive support in the first weeks of a Reflect process. The best support for facilitators will be each other, as they will have a shared experience and will understand each other.

- **Ongoing training**
  It is important to hold refresher training workshops at least once a year, preferably more often. The focus of these refresher workshops might be defined through the facilitators' forum meetings, through ongoing participatory monitoring by participants or through support visits to circles by local coordinators or other resource people.

Monitoring and evaluation

- **Monitoring the process**
  The role of monitoring the Reflect process should not be seen as the preserve of any one group of people. Certainly participants must be at the centre of monitoring their own progress, proposing their own objectives, indicators and modes of measurement. However, facilitators, trainers and other resource people are also participants in the process and need to establish their own objectives and indicators, to be revisited in the light of their experience and the changing nature and direction of the process. Ideally, in all contexts, this monitoring should form an integral part of the Reflect process; the cycle of action and reflection leading to new action and new reflection. Documenting and recording the process from different perspectives is not a neutral or detached activity, but one that forms part of the continuing flow of the process. It is important to be aware of the power dynamics involved in monitoring and to include reflection on that as part of the monitoring process.

- **Evaluation**
  There are many different reasons for evaluations. Some are required by donors or are part of organisational procedure. Where this is the case, the terms of the evaluation may be determined from outside, but as much as possible the nature of that power relationship should be unveiled as one part of the evaluation process. In other cases, evaluations are for internal learning and can be used as an opportunity to enrich the process, with all participants in the process standing back to gain some perspective and see the larger picture.

Reflect case study: Reflect in Action in Oxford
By Pippa Bobbet (edited version)

In 1997, staff members at Oxford Development Education Centre participated in some basic training in Reflect-Action provided by Actionaid's International Education Unit. Since then, a wide range of projects have been undertaken using this approach – training local facilitators and contributing to local community development initiatives.

There is a lot of buzz in Oxford around Reflect-Action. Over 100 people have been part of training events since 1999 – from 7 day accredited courses to one off tasters. We know that at least 50 have used the approach in their paid or voluntary work.

In January 2003, a regeneration project, which was working on the poorest estate in Oxford, received some funding to develop a locally based strategy to tackle the drugs problem on the estate. A group of local people were trained in Reflect-Action approaches and then ran workshops, street-based participatory sessions as well as one to one sessions to find out the views of the estate residents. This culminated in a report and presentation to a wide range of agencies who could deliver some of the recommendations and the setting up of a local community based organisation staffed by local people who could deliver some of the actions. The community based organisation is currently delivering courses in drugs awareness, working on drugs awareness in schools, researching the placement of used needle bins and setting up of a drop in centre where people can go to get information on drugs services like help with detoxification and rehabilitation. They use Reflect-Action in the day to day running of the organisation.

In September 2003, a group of professionals were preparing to submit bids for adult learning provision on the same estate. One of the concerns was that residents were not consulted or involved in developing the ideas for the bids so the group decided to set up a meeting for local people to help with the shaping of the bids. The aim was to share knowledge and skills in bid writing with the local residents as well as develop bids that were relevant to local concerns and needs. With a greater awareness of the source of resources and the process of getting hold of them (something usually only available to professionals) the local residents would be in a better position to take an active role in the future. Based on Reflect-Action approaches, the day resulted in the writing of four integrated bids worth over £1 million – three of which were firmly based on the approach of Reflect-Action itself. Many of the people who had never been involved in bid writing before commented on how interesting and enjoyable the day had been. This is only the beginning. It is important that this style of working becomes the norm when new projects are devised and that community wide involvement precedes the bid design days.

In January 2003, an area of Oxford called 'Cowley Road' was awarded over £1 million for redevelopment to make it safer, less congested and less polluted. This project was the result of a wide scale participatory mapping process to ask the local community what their priorities were for the area. A key part of the bid and the reason it was funded in the first place was that the project promised genuine involvement of the local community in the development of the ideas for what the £1 million was going to be spent on. In November 2003, 16 local facilitators were trained in Reflect-Action methods preparing them to run workshops with a range of different groups to find out where people feel unsafe on the Cowley Road and why. A later stage will involve the interpretation of the workshop data by the group and from there, the design professionals will draw up plans which the community will comment on twice more before they are implemented.

So where has all this got us? The achievements of this approach could be assessed as follows:

- an ever widening number of meetings, projects and organisations drawing on participatory approaches which promote a more democratic involvement of the people affected by their decisions
- small community based organisations led by local people have arisen directly from the process
- a major impact on a local single regeneration budget scheme – their evaluation document strongly recommends the continuation of Reflect-

Action work as a significant strand of community work in the area in the future.

- personal change is clearly described and demonstrated by participants

- large and small scale planning and evaluation processes more frequently conducted with these participatory principles in mind

- a growing network of local grassroots people trained in Reflect-Action helping with each other's initiatives and projects and who are continuously developing their skills to be able to deliver more ambitious projects with greater levels of independence.

11. Planning for Real*

Planning for Real"® is a registered trademark of The Neighbourhood Initiatives Foundation. Organisations wishing to run exercises described as 'Planning for Real'® events, provide 'Planning for Real'® training or advertise themselves as users of a 'Planning for Real'® approach should first contact the Foundation to discuss using the technique to its full effect and to obtain permission for the use of the trademark.

What is Planning for Real?
From www.huntsdc.gov.uk/Planning/OxmoorPFR/planning_for_real.htm

Planning for Real is essentially a community development tool, it aims to involve a wide range of people in a practical process to determine their needs & priorities. The focal point is the community building a large-scale model of the neighbourhood.

- The making of the model brings people together, enhancing awareness and discussion about the place where you live.
- 'Showing off' the parts of the model celebrates the creativity that has gone into the making and publicises the public events.

Using the model
The model comes together to be used on a number of open days. Cards are made to reflect issues and options that cover topics such as traffic & transport, open space, maintenance, housing and so on. A 'hand of cards' is selected by individuals, that best express their individual views and ideas, and placed on the model where they want to record an idea or a problem. There are blank cards to write your own ideas on too. The cards are collated at the end of the day, recorded and analysed.

Information to make it 'real'
Alongside the model is a display that gives details of physical & funding constraints and opportunities, to make the process 'real' and not just a wish-list. Participants are invited to 'stick a dot' against their preferred option on a range of subjects, such as types of porch, different uses of open space etc.

The information gathered will be fed back to the Steering Group with recommendations to act on. Arising from the consultation, a masterplan for the future of the area, will be drawn up and further consulted upon, so that it can form 'supplementary planning guidance' for developments in the future.

Planning for real:

- allows people to have their say without needing to speak to an audience
- encourages informal discussion of ideas
- removes the confrontation which often exists at a conventional public meeting
- makes the consultation process more fun and rewarding for everyone involved
- stimulates informal contacts between the community and officials throughout the Local Plan process.

Outcomes from Planning for Real
Taken from: URP Toolbox
www3.secure.griffith.edu.au/03/toolbox/display_tool.php?pk1=2

Planning for real delivers a design or plan that incorporates community needs and issues, and that will therefore be more acceptable and useful to the community, and will give the community a sense of ownership of the plan that may incorporate elements of community monitoring and maintenance.

Strengths

- Provides a three-dimensional model that may help people better envisage the changes suggested for the neighbourhood.
- Offers a hands-on' approach that allows participants to visualise the preferred future for an area.
- Particularly effective in mobilising community support and interest.
- Specific projects are identified and implementation is set in motion.
- Has advantages for those who are more visual/tactile in their approach.
- Can help bridge language barriers in mixed language areas.

Special considerations/weaknesses

- Requires commitment from decision makers to follow through on suggestions.
- Needs commitment from participants to stay for two and a half hours to participate in the whole process.
- Can be expensive to develop a three-dimensional model.
- If building a model with volunteers and found materials, can take three months to collect materials and create the model in easily movable sections.
- Can take two-three months for follow up and feedback.

Case study: Planning for Real process
From www./charnwoodonline.net/regeneration/realreport/woodthorpe/

Introduction
Woodthorpe was one of the three areas of Charnwood in which The Neighbourhood Initiatives Foundation (NIF) were asked to consult the local community on what improvements to local amenities would lead to a sustainable improvement in the quality of life for residents of all ages as part of Charnwood's SRB bid.

The other two areas were the town of Shepshed and an inner area of Loughborough – Hastings and Lemyngton – which are both heavily built up electoral wards having a high black and ethnic population.

In contrast Woodthorpe is a large residential area of Loughborough which has developed from the 1950's onwards. The housing is modern and the population comprises mainly young families. The area is well served by local schools shops and other amenities.

Why Planning for Real
'Planning for Real'® (PfR) is a hands on community led consultation technique that engages local people in making decisions about their area. 'Planning for Real' consultants have long been convinced that the real 'Experts' on what is needed to regenerate a community are the local residents. After all, many of them have lived in the same tightly defined geographical area for many years.

In many areas of Woodthorpe there may be four generations of the same family – all living within walking distance of each other. Common sense therefore dictates that there is an enormous amount of local knowledge and expertise that no-one from outside, no matter how well qualified, can hope to match.

'Planning for Real' not only recognises this – it actually harnesses this intimate local community expertise and uses it as a power source to fuel change.

One of the key techniques that PfR uses is to engage local residents of all ages and use them as facilitators, model makers and hosts so that the team of local activists is engaged all the way through the process from making the model to working up the Action Plan. An important part of the process is training local activists in the background and methodology of PfR.

In Woodthorpe, we were able to use Shelthorpe Primary School as our base and the training session was held there on the evening of Monday 12th February. The session was very well attended by an excellent cross section of the local community, not only local residents but also Officers from Charnwood BC and staff from Shelthorpe School.

All the participants agreed to help at the 'Planning for Real' events which was very pleasing, as involving local people is crucial to the success of the process, as they have an invaluable knowledge of the area and community.

Making the model
This took place over two days in Shelthorpe School – Wednesday February 28th and Thursday 1st March. Under the watchful eye of their teacher, Mr Mitchell, the children of Class 5M all worked extremely hard and by the end of the first day had finished painting the base boards. On the second day they made houses and other buildings and completed the model. It must be stated here that it was due to the local knowledge of both the children and Mr Mitchell that the model was so well made. The children were from a mixed ability class, yet their enthusiasm showed no sign of flagging over the two days despite the complexity of the task.

The Planning for Real event 10/3/01
Once they had made the model the children had a go at their own PfR session by pointing out the areas they felt could be used to provide facilities for themselves and their peers. They were all told about the PfR day that was to be held in the School on Saturday March 10th. In order to encourage children to come to PfR days we booked Mr and Mrs Chucklechops (two well known children's entertainers), Pinxtons Puppet Theatre, Filbert Fox from Leicester City FC and Newshound, the mascot of the local radio station.

Refreshments were also laid on to encourage residents to stay and really enjoy the occasion. St Johns Ambulance kindly sent a splendid First Aid team but, thankfully, their services were not required. The local Police also came along with their anti-crime campaign stand and material. The PfR day was a tremendous success with over 220 adults and many children (including the ones who had made the model) coming along to 'have their say' in a relaxed and enjoyable atmosphere.

Whilst the PfR event was under way the facilitators encouraged residents to put down issue cards, write their own suggestions on white cards and talk to them about the next stages of the PfR process – Prioritisation and Action Planning

sessions. The follow on sessions were held on Saturday 24th March at Shelthorpe School, from 11.00am to 2.00pm.

Prioritisation and action planning Saturday March 24th Shelthorpe School
The PfR sessions generate what may best be described as 'raw data' which, although useful in itself, then needs to be refined into a series of Action Plans. The first part of this process is the Prioritisation process, usually done by using Now Soon Later sheets.

First of all the Issue cards are laid out on table around the room under their original headings. Large 'Now Soon Later' sheets are placed on table with Issue cards placed at the base. Participants then take the Issue cards and place them on what they consider to be the appropriate band – Now Soon or Later.

It is emphasised to the residents taking part that once someone has placed an Issue card on the 'Now Soon Later' sheets it must not be moved. If anyone wishes to disagree with the Priority band they must do so by placing a red card with 'Disagree' written on it.

After this session the Priority chosen is written on the back of the Issue Card and then a discussion takes place over any cards which have a 'Disagree' card on them.

These discussions are often extremely fruitful as it allows a full and frank exchange of views to take place between residents. The aim of the facilitator is to manage the discussion and bring about an amicable conclusion that is a satisfactory compromise to all parties.

If this cannot be achieved within a reasonable time then the facilitator often removes the cards and leaves it to be discussed later at a mutually agreed later date. Participants are then asked to choose an Issue they feel strongly about, such as Traffic, Crime or Community Facilities. They then form a group around the table on which those Issue cards are laid out.

Once they have organised themselves into Issue groups they are asked to look at the cards on their table and see if any of them could be put together in related groups. For example issues around traffic may contain many cards calling for Speed Humps or Pedestrian Crossings all in a relatively small area. These could all be grouped together and looked at rationally - some could be discarded and those that are kept could form the basis of an Action Plan calling for a Traffic Study in the neighbourhood.

Once this has been determined the next question that needs to be addressed is 'Who should the partner for the Action Plan be?'

One the Issues have been Prioritised, the next stage is to put each Issue against an appropriate 'partner'. The partner may be an agency such as the Council, the Police, another voluntary group; or they may feel that they can tackle the Issue in question themselves with a little help or money.

All the Issue and Ideas cards are prioritised and partnered in this way and after an intense three hour session, a series of Action Plans emerge which form the blueprint for a working partnership between the local community and colleagues from Local Government and other the relevant agencies.

Where can I find more tools for EfS and stakeholder engagement programs?

General websites
Community Builders NSW
www.communitybuilders.nsw.gov.au/
This site is an interactive electronic clearing house for everyone involved in community level social, economic and environmental renewal including community leaders, community & government workers, volunteers, program managers, academics, policy makers, youth and seniors. A lot of useful information on community participation and case studies.

The Co-Intelligence Institute
www.co-intelligence.org/
Lots of information and articles on processes of community dialogue and deliberation.

International Conference on Engaging Communities, Brisbane, August 2005
www.engagingcommunities2005.org/home.html
Conference papers.

Lynn Carson's website on Active Democracy: Citizen Participation in Decision Making
www.activedemocracy.net/
Lots of good information and publications about Deliberative Democracy techniques including Citizen's Juries. Includes case studies from across Australia.

PLA Notes
www.iied.org/NR/agbioliv/pla_notes/index.html
Published three times a year by the Sustainable Agriculture and Rural Livelihoods Program of the International Institute of Environment and Development.
Frank exchange of experience and views on participatory learning and action, by and for practitioners in the field. (IIED.)

The Community Planning Website.
www.communityplanning.net/

Includes general principles, methods (tools) and scenarios (issues) for community planning as well as a comprehensive reference list for further reading.

General toolkits
(See also further reading/information in the EfS – What is it? section)

Aslin, H.J. & Brown,V.A. 2004
Towards Whole of Community Engagement: A Practical Toolkit.
Murray-Darling Basin Commission
www.mdbc.gov.au

The Education for Sustainable Development Toolkit
www.esdtoolkit.org/
The Education for Sustainable Development Toolkit is an easy-to-use manual for individuals and organisations from both the education and community sectors. It includes tools for managing change, creating community goals and introducing the concept of sustainability as well as case studies.

Effective Engagement: Building relationships with community and other stakeholders
Book 1: An Introduction to Engagement
Book 2: The Engagement Planning Workbook
Book 3: The Engagement Toolkit
State of Victoria, Department of Sustainability and Environment 2005
Available for download from
www.dse.vic.gov.au/engage

URP Toolbox
www3.secure.griffith.edu.au/03/toolbox/. The URP Toolbox is a large and free resource of principles and strategies to enhance meaningful stakeholder involvement in decision-making. It includes 60 community involvement tools with a good search facility.

Empowering People: A Guide to Participation
www.undp.org/cso/resource/toolkits/empowering/intro.html
from the UN Development Program website.

Beyond Fences: Seeking Social Sustainability in Conservation
www.iucn.org/themes/spg/Files/beyond_fences/beyond_fences.html
Participatory tools and process on information gathering and assessment, communication, planning and conflict as well as evaluation and monitoring are provided throughout this book. Although conservation based much of the information and tools are highly relevant to all community participation processes.

Eldis Participation Resource Guide
www.eldis.org/participation/index.htm
A massive resource with manuals, guides and toolkits concerning participation in all spheres of environment and development. Keep drilling down and you could get lost forever!

www.co-intelligence.org/CIPol_ComunityProcesses.html
A toolbox of processes for community work separated in to different groupings such as national, state or large community citizen deliberation and policy guidance, community self-organisation or group/community reflection and 'issue exploration'.

Focusing on Citizens: A Guide to approaches and methods
www.communityplanning.org.uk/documents/Engagingcommunitiesmethods.pdf

Participation Works! 21 techniques of community participation for the 21st century
www.neweconomics.org
The New Economics Foundation and the UK Community Participation Network

Scottish Centre for Regeneration *Community Engagement How To…Guide*
www.pt.communitiesscotland.gov.uk/stellent/groups/public/documents/webpages/scrcs_006693.hcsp#TopOfPage
Includes a 'Community planning partners' guide' for those working in agencies responsible for delivering public services.

Integrated Approaches to Participatory Development (IAPAD) *Participatory Mapping Toolbox.*
www.iapad.org/toolbox.htm
A number of different participatory mapping approaches are explained including 3D mapping, GIS mapping and Photo mapping.

Victorian Local Government Association Consultation and Engagement Resource Website
www.vlgaconsultation.org.au/
includes the *Community Consultation Resource Guide: The Red Book*
Very clear and with examples of applications in councils.

Partnerships
www.pt.communitiesscotland.gov.uk/stellent/groups/public/documents/webpages/cs_011419.hcsp#TopOfPage
Scottish Centre for Regeneration *How to Guide ... Partnership Working*
Includes a directory of tools and guides to help with all aspects of partnership working, a directory of articles which provide different perspectives and experience and a directory of case studies outlining organisations' experience of partnership working.

Tools for mobilising the public sector, business and civil society as partners in development, Ros Tennyson, Prince of Wales Business Leaders Forum, 1998. 1-899159-84-3.
Excellent how-to on partnerships crammed with useful checklists, tips and sample documents.

Visioning/Futures Thinking
See also the Futures Thinking section in EfS – What is it

www.drs.wisc.edu/people/faculty/green/community.htm
Green G, Haines A & Halebsky S
Building Our Future: A Guide to Community Visioning.

Community Visions Pack
New Economics Foundation, 1998.
www.neweconomics.org/gen/uploads/doc_18920003301_Howto.doc
Contains how-to on setting up a community visioning exercise, briefings on future search, guided visualisation and participative theatre, and case studies.

Imagine at New Economics Foundation website
www.neweconomics.org/gen/participation_imagine.aspx
Considers why visions matter.

Community Vision to Action Forums
www.anei.org/pages/51_community_forums.cfm

Asset-Based Community Development (ABCD)
Making Headway *Building Your Community: How to get Started; An Asset Based Community Development Toolkit* Central Coast Community Development Working Party 2003
www.communitybuilders.nsw.gov.au/download/Making_Headway_ToolKit.pdf This is an excellent document with NSW case studies and good workshop resources.

The Asset Based Community Development Institute
www.northwestern.edu/ipr/abcd/abcdtopics.html
Lots of information on ABCD

John P. Kretzmann and John L. McKnight, *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*

Who is driving development? Reflections on the transformative potential of Asset-Based Community Development (ABCD)
www.stfx.ca/people/gcunning/ABCD/Publications/ [Accessed 17 May 2006]

Mathie A & Cunningham G *From Clients to Citizens: Asset-Based Community Development as a strategy for community-driven development* (2003)
Development in Practice, Vol13 No 5
www.stfx.ca/people/gcunning/ABCD/Publications/ [Accessed 17 May 2006]

CDS/Coady ABCD Manual
Contains many case studies of ABCD in action and lots of information on how to conduct an ABCD strategy
www.coady.stfx.ca/resources/abcd/CDS_manual.pdf

A Guide to Evaluating Asset-Based Community Development: Lessons, Challenges, and Opportunities, by Tom Dewar (1997)
www.northwestern.edu/ipr/abcd/abcdtopics.html

Community Based Natural Resource Management
CBNRM Network www.cbnrm.net/
[Accessed 17 May 2006]
A collection of resources for those working in the area of natural resource management. *It provides a powerful set of broad, robust and useful networking tools aimed at linking stakeholders. As a complete, integrated, and adaptable knowledge management tool, CBNRM Net is presented as a service to the global CBNRM community of practice.*

Photovoice
www.photovoice.com
This website explains the theory behind Photovoice and gives a number of case studies of its use.

Centre for Popular Education, UTS
www.cpe.uts.edu.au

Has good information and case studies on Photovoice as well as other tools.

Story Circles
Making Connections Denver *Story Circle Tool Kit*
www.makingconnectionsdenver.org/toolkit/459276171485348StoryCircleToolkit.qxd.pdf [Accessed 18 May 2006]
Although targeted at neighbourhood regeneration this tool could be easily adapted to use for e.g. community workshops.

The World Cafe
www.theworldcafe.com/
Lots of information and examples about this innovative process
Including two interesting articles:

- The World Café Community (2002) Café *to go: A quick reference guide for putting conversations to work*

- Brown J, Isaacs D& The World Café Community *The World Café: Living Knowledge through conversation that matter* in The Systems Thinker 2001 Vol 12 No 5

Future Search
www.futuresearch.net/
Future Search Network website, which contains a clear, concise description of the methodology involved in a future search activity.

Systemic Thinking
WWF Scotland Linkingthinking*: New perspectives on thinking and Education for Sustainability*
www.wwflearning.org.uk/data/files/linkingthinking-302.pdf
Lots of information and activity ideas for systemic thinking themes. It is school based but is easily adapted.

Parish Mapping
www.commonground.org.uk/index.html
Common Ground is internationally recognised for playing a unique role in the arts and environmental fields, distinguished by the linking of nature with culture, focussing upon the positive investment people can make in their own localities, championing popular democratic involvement, and by inspiring celebration as a starting point for action to improve the quality of our everyday places. Although uniquely British there are many interesting ideas in this website.

Recharging the Power of Place Valuing local significance The National Trust and Heritage Link
www.cpre.org.uk/resources/pub/pdfs/heritage/recharging-the-power-of-place-report.pdf
A very comprehensive report on engaging communities in landscape conservation measures.

Planning for Real
Neighbourhood Initiatives Foundation
www.nif.co.uk/planningforreal/

Appreciative Enquiry
International Institute for Sustainable Development
www.iisd.org/ai/

Appreciative Enquiry and the Quest
www.appreciative-inquiry.org/

The Thin Book of Appreciative Inquiry
Sue Annis Hammond, Kodiak Consulting, 1998, 0-9665373-1-9
Handy introduction to this technique.

Open Space Technology
Open Space World
www.openspaceworld.org/news/
Resources, tools and tips for Open Space Technology.

www.openingspace.net/ Papers about Open Space.

www.chriscorrigan.com This website contains lots good info. And includes a number of case studies chiefly working with First Nation peoples, includes some environmental issues, e.g. fisheries.

Deliberative Democracy Techniques

Deliberative Democracy covers a wide array of different citizen participation tools aimed at involving the public more actively in policy decisions.

Deliberative Democracy Consortium
www.deliberative-democracy.net/
Gives much more information on Deliberative Democracy and contains *The Deliberative Democracy Handbook* (for sale).

The Australian National University Citizen's Jury Project
http://cjp.anu.edu.au/
Discussion and case studies on 2 Juries run in NSW and Queensland

The Co-Intelligence Institute
www.co-intelligence.org/
The nonprofit Co-Intelligence Institute (CII) promotes awareness of 'co-intelligence' and of the many existing tools and ideas that can be used to increase it. They explain more about what is 'co-intelligence' in the website.

Department of Planning and Infrastructure, WA and The Jefferson Centre (May 2005) *Citizens' Jury on Community Engagement and Deliberative Democracy*
http://dpi.wa.gov.au/mediaFiles/dialogue_conf_citizensjury.doc
A comprehensive and interesting case study from Western Australia. The jury considered water issues in particular.

The Jefferson Centre
www.jefferson-centre.org/
Originator of the Citizens Jury process. Includes a Citizens Jury Handbook.

Centre for Wise Democracy
www.wisedemocracy.org/
Set up to support the development of Wisdom Councils and Dynamic Facilitation.

Participatory Action and Learning

See also readings under Participation and Partnerships in *EfS – What is it?*

Resource Centres for Participatory Action and Learning
www.rcpla.org/

Participatory Learning and Action (PLA Notes)
www.iied.org/NR/agbioliv/pla_notes/index.html
Participatory Learning and Action is the world's leading informal journal on participatory learning and action approaches and methods.

Institute of Development Studies Sussex (IDS) – *Participation*

www.ids.ac.uk/ids/particip/

Through the work of the Participation Group, the Institute of Development Studies serves as a global centre for research, innovation and learning in citizen participation and participatory approaches to development.