



Sustainable Community Development Workshop

ICA-USA & ICA Taiwan

May 3 & 4 2014

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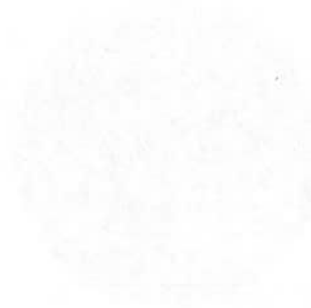
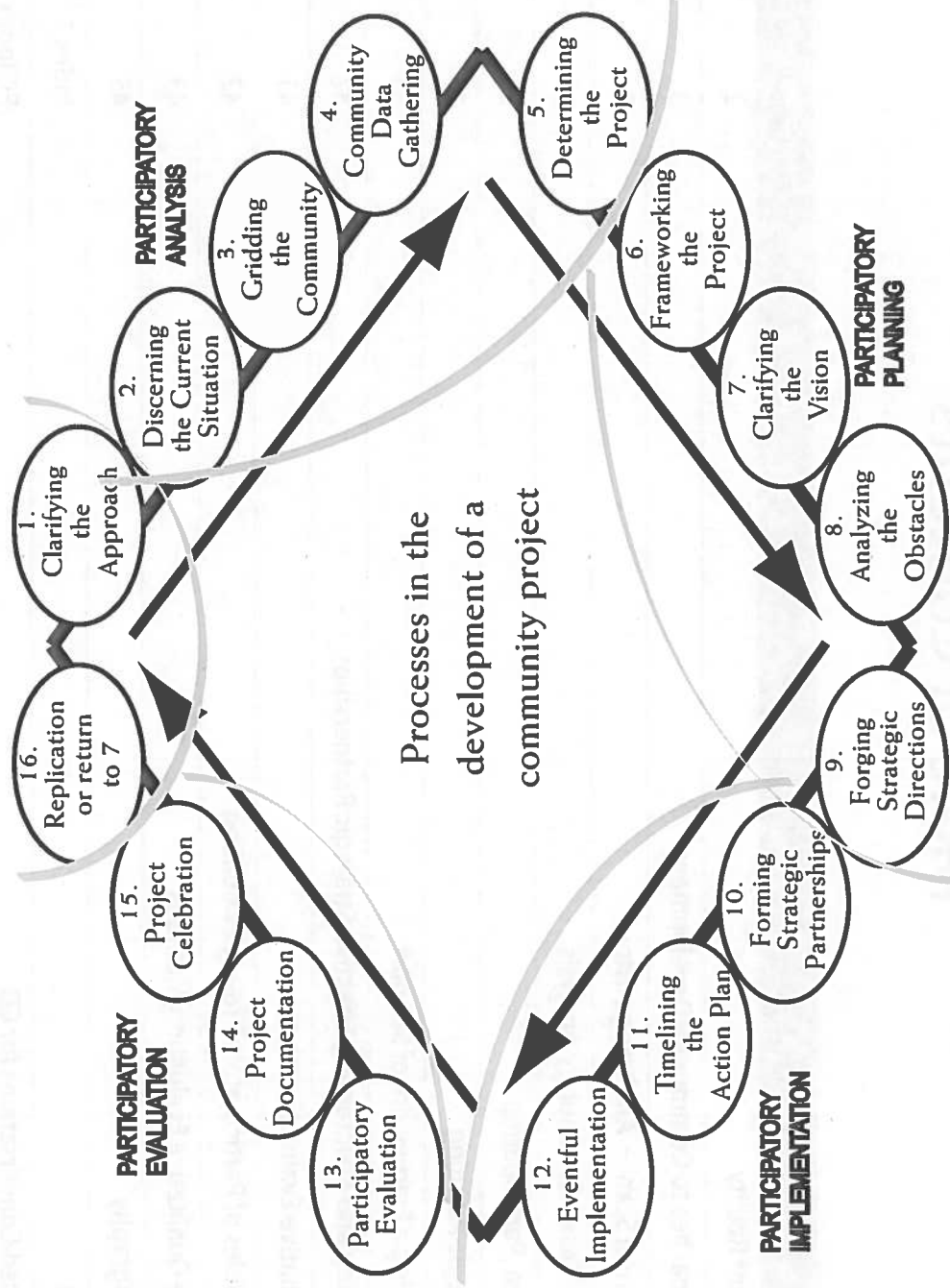


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The Community Development Process Cycle



CURRENT REALITY

1. I have done the following things in community development.....
2. What is the community project or urban area development project you are involved in, or plan to create? Where is it located?
3. Situations in which I need to use community development tools.....
4. If there is a project, what are the project objectives? What are your objectives?
5. Success in community development would be.....
6. Who are/will be the participants and what are their needs?
7. What are the main questions or challenges that will need addressing?
8. I want to be able to.....
9. My key questions for this course are.....

Seven Approaches to Community Development (Bopp & Bopp, 2001)

Models 1-4

What the model sees.

What the model doesn't see.

The Liberation Model:

What the model sees is that struggle between the oppressor and the oppressed requires consciousness raising and action leading to liberation, defined in terms of oppressed people taking power and using it to improve their lives and situations. Often the oppressor is understood to be internalized within the consciousness of the people, as well as embedded in unjust structures and situations within which the people must live.

The liberation model tends to be blind to basic human relations issues and to the need for personal growth and healing. It also tends to see enemies and conflict but overlooks potential allies and opportunities. As well, it often ignores the spiritual and cultural dimension, and is sometimes blind to the dominant cultural baggage contained within its own models and methods.

The Therapeutic Model:

What the model sees is personal and community dysfunction rooted in accumulated hurt, grief and learned responses to traumatic situations that require healing to release people from nonproductive ways of thinking, feeling and acting.

The therapeutic model tends to personalize the entire problem of development, such that individual healing is seen as the solution to almost everything. It is often blind to structural inequities embedded in the system, and, in general, seems unable to address the socially constructed nature of the human world. Also, it fails to adequately address the political and economic dimensions, and tends to ignore complex society-level problems such as the environmental crisis, ethnic conflict and poverty, or else to reduce them to the simple problem of the need for healing.

The Issue Organizing Model:

This approach identifies issues around which people can be mobilized for change. Organizations or coalitions are formed and projects or programs are mounted. Citizen participation is seen as a key driving force, as is building on the assets (i.e. the existing capacities and resources) of the people. Sometimes a single issue is the focus (the environment, poverty, women's rights, etc.) and sometimes a number of issues are woven together in a loose coalition.

The issue organizing approach tends to mobilize people around common concerns, but once the issue fades away, the people retreat back into their families and home groups. This approach is often blind to the actual challenge of building the human relationships that make up a living community. It tends instead to focus on meetings and getting things done, but is usually operating without an integrative vision of what a healthy and prosperous community would look like and how to get there. It is often dominated by strong personalities who are able to see some issues clearly, but others not at all. It is often unable to grasp the full meaning and importance of people's participation, which tends to be reduced to a means-to-an-end strategy rather than an essential dynamic.

The Community Organization Model:

This approach sees the need for people to cooperate, to provide improved services for themselves (such as recreation, better housing, etc.) and also to act as an organized block to ensure that government policy and outside influences are managed to the best perceived advantage of the community. Community associations and neighbourhood groups are typical examples of this model.

The community organizing model tends to gloss over or ignore hard issues (whether interpersonal or structural) and instead focuses on the matters of common concern which are the easiest to resolve (e.g. scheduling of recreation events, spring cleaning the neighbourhood, etc.). It tends to have faith in the system as it is, but believes there is a need for lobbying and advocacy to get what you want. It is not usually concerned with social change or with rectifying basic development problems.

Seven Approaches to Community Development (Bopp & Bopp, 2001)

Models 5-7

The Economic Development or Trickle-Down Model:

This model sees material prosperity as the foundation of human and community well-being, and economic development as the answer to most issues. It argues that enterprises which bring prosperity to any part of the community will cause the wealth to "trickle down" to the poorest, thus improving the overall well-being of society.

What the model sees.

What the model doesn't see.

The economic approach is often blind to social concerns of all kinds. It sees such issues as health promotion; education; youth development; or personal, family and social problems as being subsets of the economic development challenge. This approach has historically been so fixated on making money that it is unable to "see" other dimensions of development as having any importance. It tends to be blind to the social determinants of prosperity (such as the relationship of a sobriety movement to productivity), and tends to believe that its own focus on wealth production makes economic leaders the rightful controllers of society's resources. It tends to be blind to social and economic inequalities that directly influence people's capacity to participate in and benefit from the economic activities of the community.

The Cultural-Spiritual Model:

This approach sees the software of the community (i.e. its beliefs, goals, ethics, morals and dominant thinking patterns) as the key to well-being and prosperity. It looks to traditional culture and/or religion to provide direction as to goals and principles to guide action for development. It sees issues and problems as being the result of a departure from, or a loss of, core spiritual or cultural values and looks for solutions in terms of reconnecting the minds and hearts of people to that core. The cultural-spiritual model seeks to build on the foundation of people's traditional ways of knowing, and to be guided by the principles, protocols and wisdom of the people's own culture.

As important as this approach is, it can be blind to the political and economic dimensions of development, and is sometimes unable to see how to bring the strengths of the past into the process of building a sustainable future. People advocating this approach can sometimes be dogmatic in insisting that their own way of expressing universal truths is the only way. Even in its defense of culture, this approach is sometimes blind to the multicultural nature of the development context, and can be intolerant or blind to the differences in perspective that exist within developing communities (between the younger and older, women and men, more and less educated, powerful and powerless, traditionalist and modernist, etc.).

The Ecological Systems Model:

This is an integrated approach that weaves together key elements from all of the main streams of development thinking. It sees spirit and culture as the foundation and primary driving forces within authentic development; balances the personal, political, economic, social and cultural factors; sees people's participation and processes of empowerment as fundamental strategies for action; sees healing and personal growth as prerequisites to community development; and concentrates on building the capacity of people and organizations to carry out their own development processes. It also places considerable emphasis on practitioners as role models and co-learners in processes of development through which both communities and their helpers are learning and growing.

Because the ecological systems model takes an integrative generalist approach it can seem to be preoccupied with the big picture, leaving real people with very specific problems wondering how they fit in. The model requires a grounded learning process in order to use it, and draws heavily on the knowledge base and skills flowing from many of the other models in order to be effective in the real world. Because of the inclusivity of this approach and the fact that it deals with so many dimensions and aspects, this model can make the solving of critical social and economic problems seem overwhelming and hopelessly complex and cause some people to retreat into approaches that appear to be easier to use.

⁷ Approaches to CD" (© M. Bopp & J. Bopp, *Recreating the World*, 2001, pp 10, 11.) reprinted with permission.

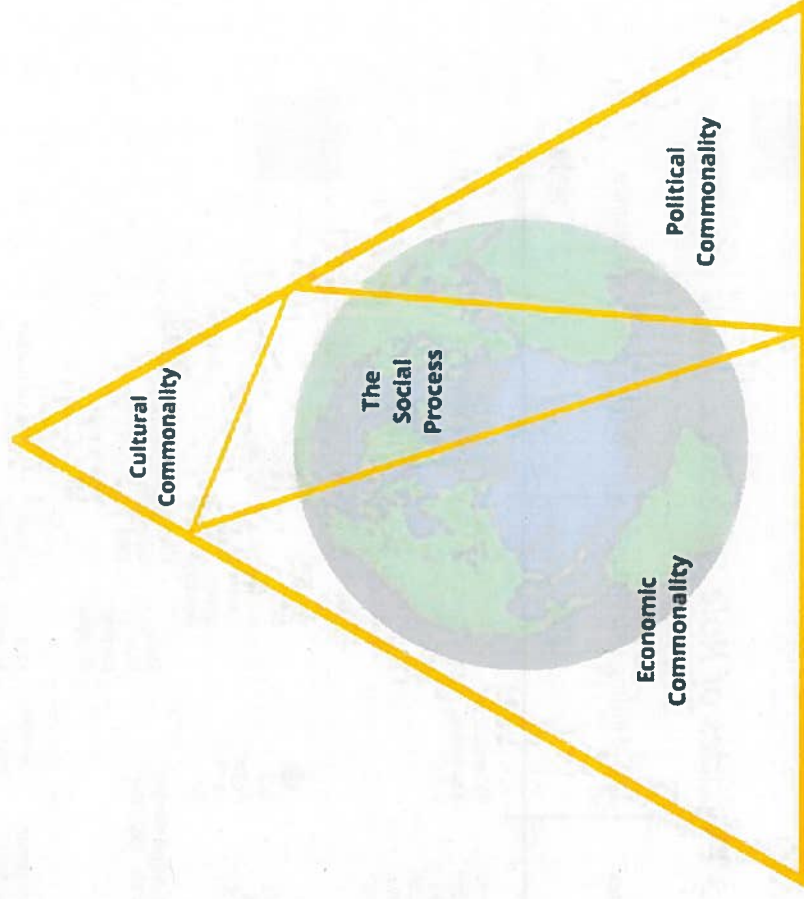
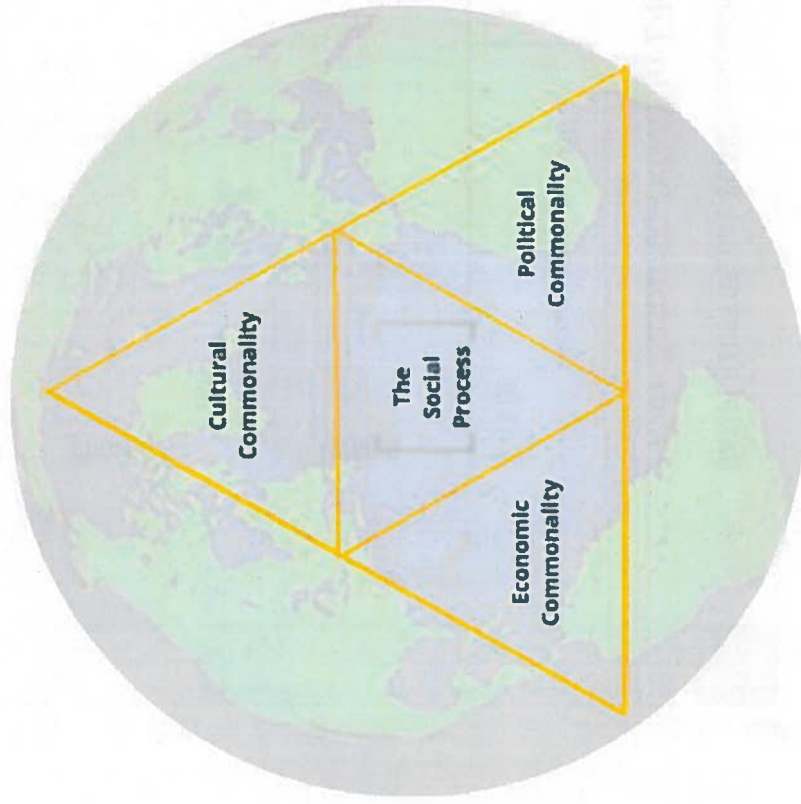
A Short Survey of Approaches to CD

See Index Pg 1

15 Approaches to Community Developments A Summary Chart

A. DEVELOPMENT PRACTICED BY EXPERTS AND PROFESSIONALS					B. GEOGRAPHICALLY BASED, CITIZEN DIRECTED COMMUNITY DEVELOPMENT				C. COMMUNITY BASED PROGRAMMING			D. IDEOLOGICALLY DERIVED PROGRAMMING		
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.
Social Planning	Social Reform	Adult Education	Environ- mental Focus	Citizen Responsi- bility	Whole System CD	Citizen Based Geograph- ical CD	Community Economic Develop- ment	Local Power, Local Control and Mutual Aid	Community Based Cooperative Movements	Organiza- tional Community Building	Community Based Social Programs	Healthy Communi- ties, Healthy Cities	Social Ecology	Alinsky- Style Organizing
rational technocratic from top	the state solving social problems	adult education for community participation	focused on ecology, sustainable develop- ment or bioregions	only loosely related to local community	comprehen- sive integrated geographi- cally focused	highly localized develop- ment by the citizens themselves (John McKnight)	geographi- cal basis emphasizing economic and social aspects	promotes local sover- eignty and control	economic cooperation like Credit Unions	building community with organiza- tions	community becomes the engine for implemen- ing government social programs	fosters total well-being of community or city	attempt to engage people in particular areas of community life, focused on social services and justice	sensitizes people to the structural causes of their poverty by elite social groups

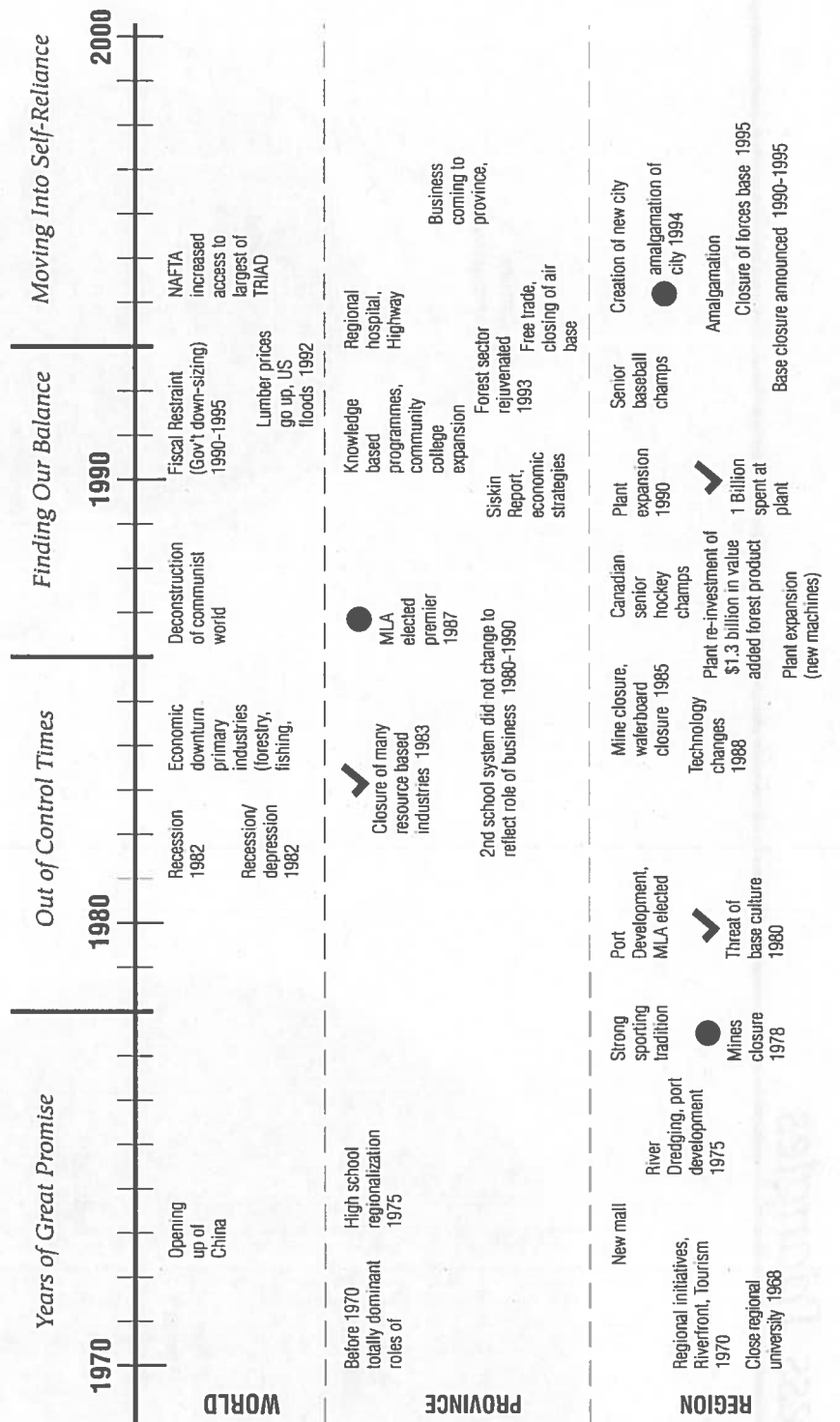
Social Process Triangles



Historical Scan - Analyzing History

SAMPLE HISTORICAL SCAN © ICA Canada 1995

From Resource-based to Diversification - 3 Decades of Role Reversal



Historical Scan - Analyzing History

Participants in an Historical Scan engage in a number of activities designed to stimulate diverse thought processes. In order to provide reference points when using the method, the following paragraphs illustrate the typical dialogue which occurs during an Historical Scan. The next section gives detailed instructions for the facilitator.

A. A timeline on the wall is the visual device

A "timeline" on the wall is the main visual device used in an Historical Scan. The timeline may be a 10 foot piece of tape running horizontally across a wall, or a chalk line drawn across a blackboard with short vertical bars marking off the years. The timeline may go back 5 years for a new organization or 50 to 100 years or longer for an established community. The timeline may project forward only a year or two, or up to 5 years. In western culture, because of our left-to-right reading style, people generally view the left end as the past and the right end as the present or future.

B. Actual events and dates are the raw material

It is important at the beginning of an Historical Scan to focus participants on brainstorming actual events. Encourage them to write down happenings that occurred at a spot in time. The event may have happened to an individual or be

known to the whole group. By remembering and objectifying actual events that took place, people begin to "experience their experience."

Some participants might need an explanation of the difference between an event and an idea. "Management changed in 1985 when two directors retired" is an example of an actual event. "In 1985 I learned that leadership is crucial" is not an event.

The focus on events allows a group to see the flow of past events, and helps them "learn their learnings." For instance staff could learn significantly more from reflecting on a series of big sales over the year, than from simply looking at a consolidated income and expense sheet.

C. There are no "good" or "bad" events; just reality

All events are relevant; write them on the timeline without judgment. There is as much to be gained from a painful experience as from a happy one. The "temporary plant shutdown in 1991" can be just as important as the "new product announcement in 1993." Acknowledging all events can be vital to learning from the Historical Scan. "The big strike in 1995" might seem like a negative event to put on a timeline, but it might well be the one key learning

point from several different perspectives.

D. Seemingly unrelated events give the "big picture"

Creating horizontal rows or tiers at different levels helps organize the scan. A row of world events, another of events at an intermediate level (such as "the region" or "the field"), and a major focus on the local level ("this organization" or "the community") makes it possible to see how events in the larger world have had an impact on local experience and vice versa. The eruption of Mount Saint Helen could disrupt economic patterns in an organization thousands of miles away. The Gulf War could preoccupy employees of an organization with no seeming causal link at all. In the same way, personal events like the birth or death of a family member can dramatically alter one's perception.

E. Differing viewpoints are valuable

Any event on a timeline might be a "high point" for one individual and a "low point" for another. "It was terrible for me when we moved the office in 1991," says one. "Being on the moving committee was the best time of my career," says another. People are amazed when they realize they are oblivious to other people's needs. Allowing

Historical Scan - Analyzing History

participants to talk about their perspectives on events can even permit healing between individuals who have been at odds.

F. Historical "turning points" are central

Some events are powerful indicators of a turning point for an organization. The "loss of a government grant in 1986" might be the turning point in a move towards greater independence. "The flood of 1993" might be a turning point for a community working together for the first time. During an Historical Scan, something considered a tragedy or low point can suddenly be recognized as a turning point. Several high points or low points in the same period could be an indicator of a real turning point. Two or three turning points are often discovered in an Historical Scan.

G. The story of the journey can use metaphors

When participants discuss the flow of an organization's history and its turning points, they sometimes use the language of metaphors. "For these three years we took baby steps. We walked slowly for these next five years. Now we are taking giant strides." "Ship at Sea without a Rudder; Steady Course Ahead; Land in Sight" might describe the group's experience over a ten year period. You can help people find useful metaphors by asking them what the

periods remind them of: movies, fairy tales, animals, etc. Helping participants name the periods of their history in metaphors can change fate to a meaningful destiny.

H. Creative visuals can be fun

The use of coloured paper, markers and drawings to depict events on the timeline on the wall help the group access different modes of thinking beyond just verbal—literal thinking, new connections and creativity. This can make the Historical Scan a memorable event in the life of a group and a common reference point in the future, often a new beginning.

I. Both large groups and small groups can participate effectively

An Historical Scan can be done with almost any size group, as long as everyone can see the words or pictures on the timeline. Certain parts of the exercise can be done using small groups. Remembering and writing down actual events from the past may be done best in small groups, so people can talk at length about particular events and brainstorm. Dialogue around high points, low points, turning points and metaphors should be done with the whole group.

Procedures

1. Draw line on a wall chart one third down, and divide the line into an appropriate number of divisions, and write in the years.
- 2, 3. Brainstorm events individually or in small groups.
4. Plot events onto the timeline, below the line.
5. Check (✓) or circle events that are high or low points for the whole group.
6. Decide major turning points and draw vertical lines up from the timeline.
7. Create descriptive title for each section between turning points.
Give a descriptive title or name to the whole timeline.
8. Tell a story of the overall journey of the organization, and/or create metaphors which describe the journey.
9. Write your intuitions about the future.

ASSET BASED COMMUNITY ANALYSIS

- What is a community asset?
- Why should you identify community assets?
- Who should identify community assets?
- When should you identify community assets?
- How do you identify community assets?
- Mapping community assets
- Using the community assets you have identified

Many community organizations, not surprisingly, focus on the needs or deficits of the community. Every community has needs and deficits that ought to be attended to.

But it is also possible to focus on assets and strengths -- emphasizing what the community does have, not what it doesn't. Those assets and strengths can be used to meet those same community needs; they can improve community life.

To use a community's assets, we first have to find out what they are. So in this section, we will focus on identifying community assets and resources. We'll also show how they can be harnessed to meet community needs and to strengthen the community as a whole.

Contributors/Authors:

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WHAT IS A COMMUNITY ASSET?

Our definition is broad. A community asset (or community resource, a very similar term) is anything that can be used to improve the quality of community life. And this means:

- It can be a *person* -- The stay-at-home mom or dad who organizes a playgroup. The church member who starts a discussion group on spirituality. The firefighter who's willing to risk his life to keep the community safe. These are all community assets.
- It can be a *physical structure or place* -- a school, hospital, church, library, recreation center, social club. It could be a town landmark or symbol. It might also be an unused building that could house a community hospice, or a second floor room ideal for community meetings. Or it might be a public place that already belongs to the community -- a park, a wetland, or other open space.
- It can be a *community service* that makes life better for some or all community members - good public transportation, early childhood education center, community recycling facilities.
- It can be a business that provides jobs and supports the local economy.
- You and everyone else in the community are potential community assets. Everyone has some skills or talents, and everyone can provide knowledge about the community, connections to the people they know, and the kind of support that every effort needs - making phone calls, stuffing envelopes, giving people information, moving equipment or supplies - whatever needs doing. This suggests that everyone in the community can be a force for community improvement if only we knew what their assets were, and could put them to use.

One student of communities, John McKnight, has noted:

"Every single person has capacities, abilities and gifts. Living a good life depends on whether those capacities can be used, abilities expressed and gifts given."

WHY SHOULD YOU IDENTIFY COMMUNITY ASSETS?

- They can be used as a foundation for community improvement.
- External resources (e.g., federal and state money) or grants may not be available. Therefore, the resources for change must come from within each community.
- Identifying and mobilizing community assets enables community residents to gain control over their lives. People can become active shapers of their own destinies, instead of passive clients receiving services from a variety of agencies.
- Improvement efforts are more effective, and longer-lasting, when community members dedicate their time and talents to changes they desire.
- You can't fully understand the community without identifying its assets. Knowing the community's strengths makes it easier to understand what kinds of programs or initiatives might be possible to address the community's needs.
- When efforts are planned on the strengths of the community, people are likely to feel more positive about them, and to believe they can succeed. It's a lot easier to gain community support for an effort that emphasizes the positive - "We have the resources within our community to deal with this, and we can do it!" - than one that stresses how large a problem is and how difficult it is to solve.

USING THE COMMUNITY ASSETS YOU HAVE IDENTIFIED

Whether or not you map your assets, the next and most important step is to make sure the assets you have identified get used. There is value just in expanding your own personal awareness of what exists in your community, but by sharing your results, you can also expand the awareness of others.

The real value and payoff of identifying assets is in *actions that will improve your community*. You want to put your assets to work for you. If you have personal assets, such as savings, you probably don't want to hide them under a mattress. The same applies to the assets in your community. How can we maximize their return?

We'll itemize just a few possibilities below. Think about which might fit best for you, and what your own next steps might be:

- Community assets can be the basis for asset-based planning. Planning for community development and interventions can be based on what the community has to work with, and can include strengthening current assets and developing new ones as well as addressing problems. (John McKnight and John "Jody" Kretzmann, known as the founders of the asset-based planning movement, are also the founders and co-Directors of the Asset-Based Community Development Institute at Northwestern University, one of the Chicago area's community assets.)
- You can publish the assets identified - on a town or separate website, in a community newsletter, in a community service section in the local newspaper, to name just three possibilities - and make them available to all community members. In doing so, you will stimulate public asset knowledge and use.
- You can target a particular neighborhood or other area for development, on the basis of the asset patterns you have found.
- You can use your knowledge of assets to tackle a new community project -- because now you may have more resources to work on that project than you originally thought.

- You can find new ways to bring groups and organizations together, to learn about each other's assets -- and perhaps to work collaboratively on projects such as the one above.

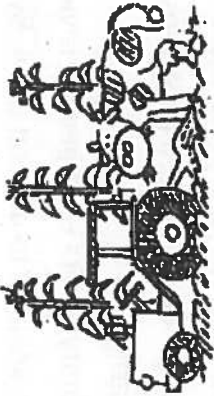
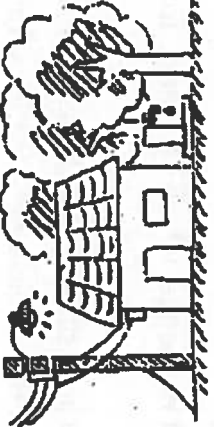
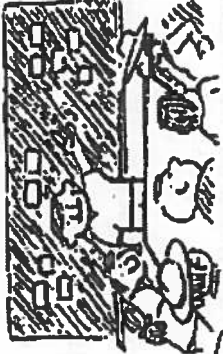
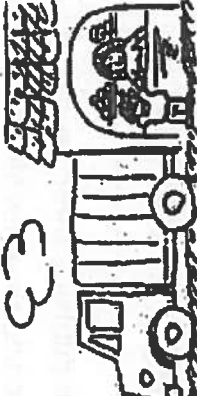
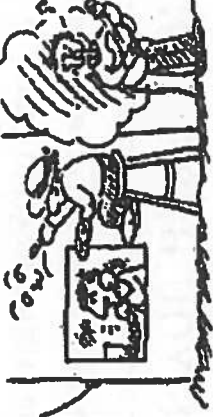
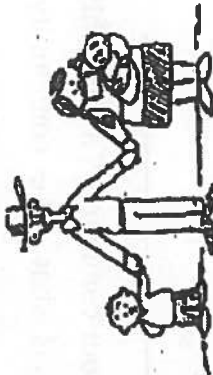
USING THE COMMUNITY ASSETS YOU HAVE IDENTIFIED

- You can publicize these assets, and attract new businesses and other opportunities to your community. In both this example and the ones just above, you are using existing assets to create new ones. (This is what makes community work exciting!)
- You can create a school curriculum to teach local students about these assets, thus enriching their knowledge of the community and building community pride.
- You can consider creating a "community coordinator," (or some other title), someone who would deal with assets every day. The coordinator's new job would be to find the right assets in the community to respond to any request or community concern. Would this position pay for itself?
- You (or the new coordinator) can keep records how assets are used in the community, and use those records to generate ideas for improving asset exchange.
- You can set up structured programs for asset exchange, which can range from individual skill swaps to institutional cost-sharing.
- Community assets keep getting reviewed, perhaps on a regular basis. New assets are always coming on the scene; it's good to keep up to date on them. By so doing, the whole asset-identification process can become a regular part of community life.

Community assets should be reviewed on a regular basis. Asset identification should be a regular part of community life, so that community assets can be taken advantage of when they're needed.

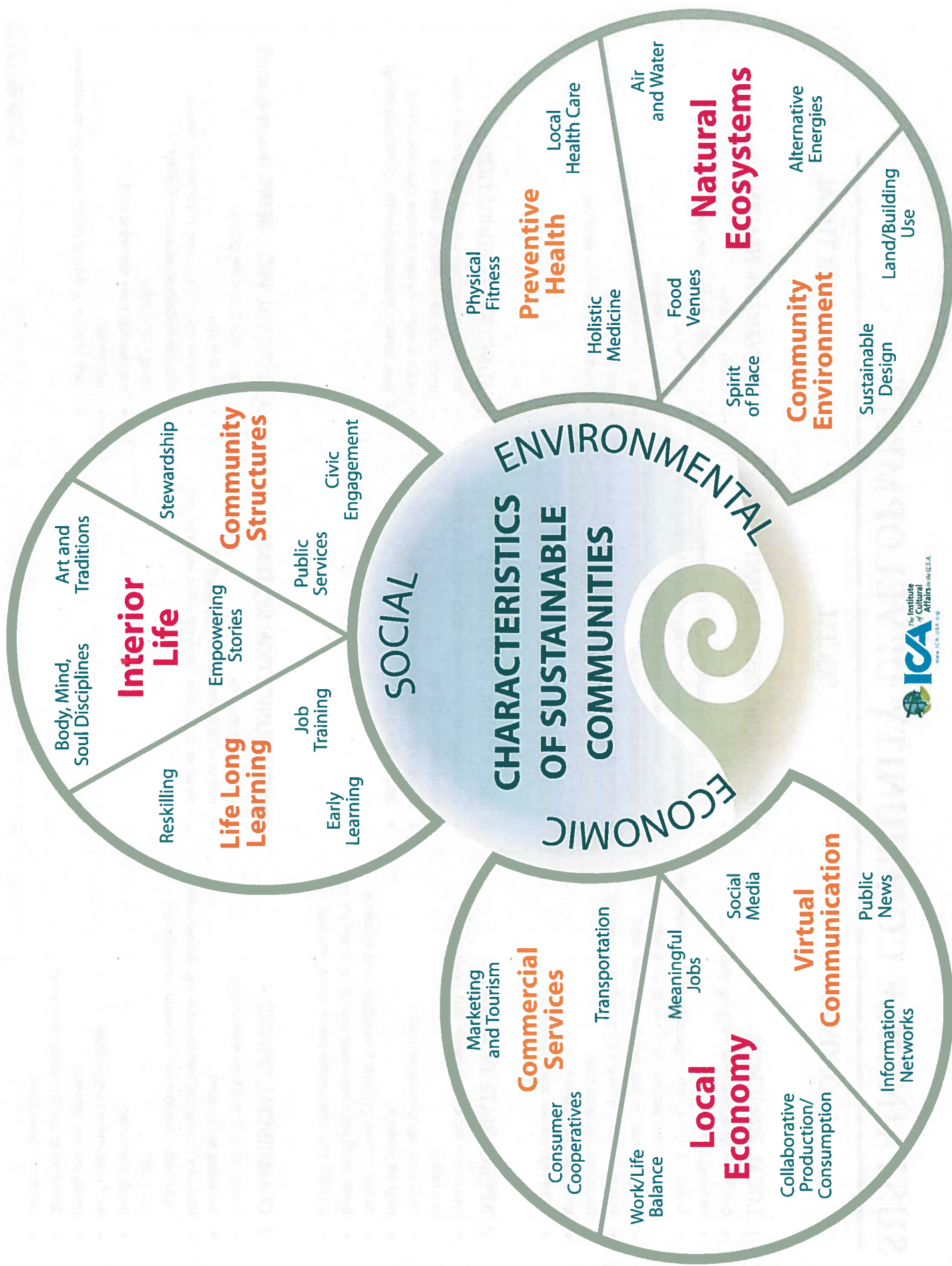
For all sorts of excellent toolkits: <http://ctb.ku.edu/en/toolkits>

Nine Programs

ECONOMIC DEVELOPMENT	CULTURAL DEVELOPMENT	SOCIAL DEVELOPMENT
Farming Systems 	Environment 	Preventive Health Care 
Appropriate Industry 	Community organization 	Functional Education 
Commercial Services 	Identity Systems 	Family Well-being 

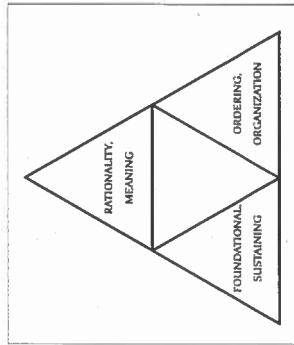
SUSTAINABLE COMMUNITY DEVELOPMENT

ECONOMIC	SOCIAL	CULTURAL
1. LOCAL RESOURCES • care for ecosystems (farming, fishing, mining) • air (clean air) • food (local or fair trade, organic, healthy) gardening (bio-intensive, forest gardens, seed saving, gleanings) • energy renewables (bio, geo-thermal, solar, wind) • land reclamation & tenure (cooperatives, co-housing, traditional use, ownership) • trees (planting, lumber) • water (aquaculture, water harvesting)	4. ENHANCED ENVIRONMENT • clean space • biotecture (community designed for 'living local') • buildings (affordable & energy efficient housing, passive solar, natural construction materials) • expanded public services • safe public parks	7. PREVENTIVE HEALTH • healthy nutrition • physical fitness (exercise, yoga, tai chi) • food banks • primary health care • health and hygiene education • public sanitation • wholistic & preventive medicine
2. APPROPRIATE INDUSTRY • appropriate technology (handicrafts, food/product processing) • manufacturing (product assembly) • recycled products • tools & technology (fuels from organic wastes, micro-hydro, small scale wind, hand tools, solar, wood stoves, bicycles, grid w/renewable power, energy storage)	5. ORGANIZING STRUCTURES • local care units (community devlp.assoc., task forces) • community workdays • community assembly (town hall meetings) • neighborhood watch	8. FUNCTIONAL EDUCATION • lifelong learning (preschool ed, child nurture, youth dev/engagement, adult ed, elders role) • skills (budget/manage finances, domestic science, lang. literacy, relational etiquette, vocational training)
3. COMMERCIAL SERVICES • consumption (closed loop, waste reuse) • marketing and tourism • transport (accessible, healthy/active e.g., biking walking, rapid transit, Improved access roads car pool/share, rideshare) • retailing systems • local economic trading systems • saving and loan systems • final services (local, regional currencies) • consumer cooperatives	6. COMMUNICATION SYSTEMS • information services • networks (alliances, inclusive, supportive) • social media (emails, Facebook, wikis, websites, etc)	9. SPIRITUAL WELL-BEING (heart & soul) • body, mind & soul disciplines • creative arts • cultural revival (art, music, celebrations/ rituals, customs/traditions, community history) • dying with dignity • empowering story (historical role) • indigenous • spirit of place (gathering places, preserved monuments)

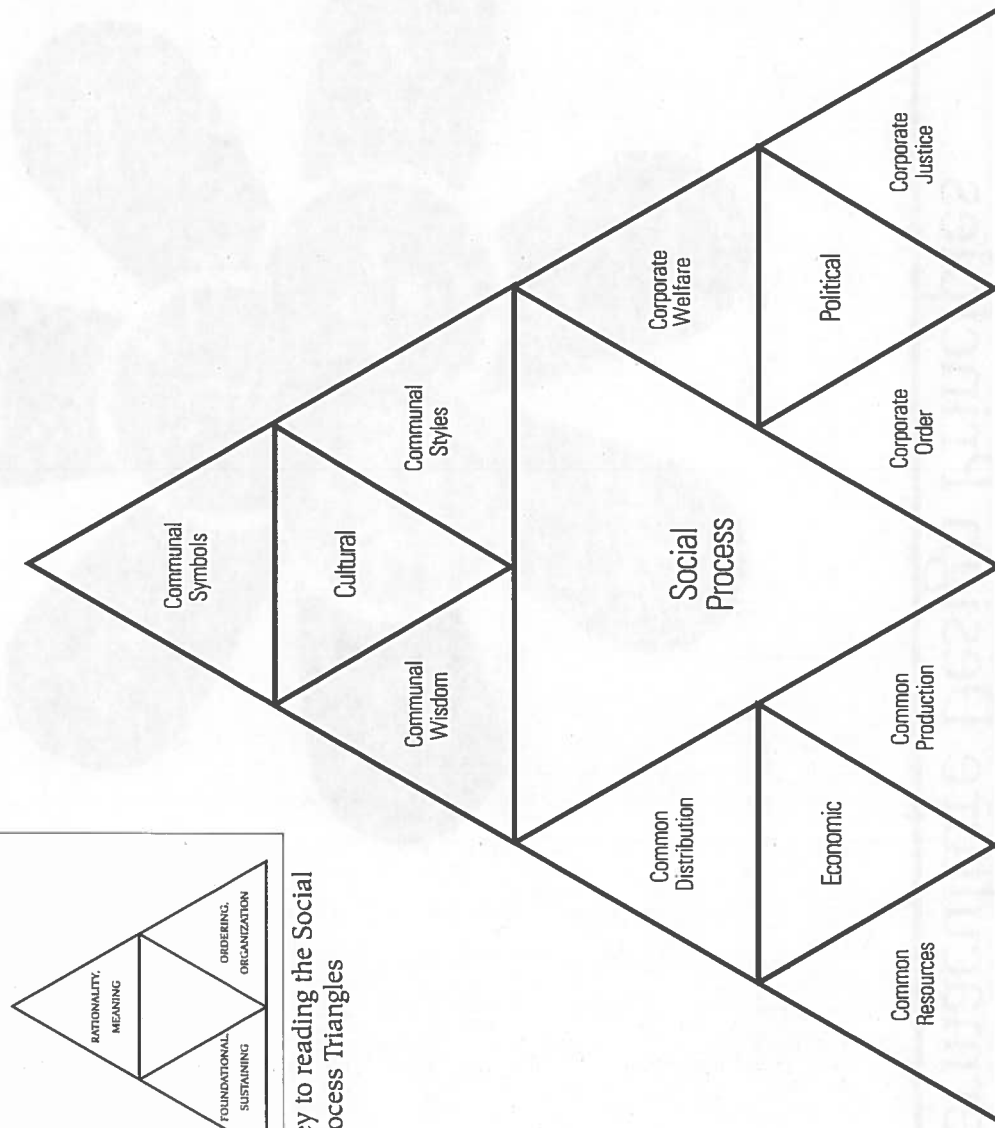


Social Process Triangles

See Index Pg 9



Key to reading the Social Process Triangles



The social process triangle has a wide variety of applications as a tool in community development.

1. Personal Education

Sensitize yourself to many more aspects of the community which might otherwise be forgotten or left out.

2. Data Gathering

Gather information about the community from a comprehensive perspective .

3. Community Sharing

Share information among community residents from an objective reference point.

4. Social Analysis

Discover which dynamics within the community need to be strengthened or balanced.

5. Project Determination

Determine projects from a comprehensive picture of the needs of the community.

6. Discover positive and negative trends within the community.

(For a more in-depth exploration, take the ICA course called *Facilitating Change in Whole Systems* and read the book By Jon & Maureen Jenkins, *The Social Process Triangles.*)

Permaculture Design Principles



Typical Development Impact Strategies

Many organizations or departments that promote community development often use one or more of the following strategies. The strategies are not ends in themselves, but rather are ways to help people get more local control.

Localized responsibility for planning and action	9. Systems Development	CRISIS RELIEF Direct alleviation of immediate suffering such as food aid and disaster relief. Examples would be distributing food, clothing, medical supplies etc. or managing a relief operation.	DEVELOPMENT EDUCATION Building awareness on development topics such as gender and development, the impact of poverty, environmentally sustainable approaches etc. An example would be a workshop on the role of women.	HUMAN RESOURCES DEVELOPMENT Enabling people to gain the capacities to do their own development. An example would be a training program.
	8. Organizational Strengthening			
	7. Generating Local Solutions			
Helping people improve their lives	6. Human Resources Development	MATERIAL SUPPORT Provision of physical and financial resources to developing communities and organizations. Examples would be getting medical equipment for a clinic or providing funds for a local project.	ESTABLISHING BASIC INFRASTRUCTURE Focus on putting basic structures and systems in place - may be mostly technical support. An example would setting up a water or a sewer system.	ORGANIZATIONAL STRENGTHENING Working with a partner to develop the systems, structures and capacities to become organizationally sustainable. An example would be working with a partner on board development and financial management systems.
	5. Development Education			
	4. Advocacy	ADVOCACY Acting on behalf of a group to gain an advantage such as rallying support for a particular perspective on a topic or influencing decisions made by political bodies. An example would be influencing government to make policy changes.	GENERATING LOCAL SOLUTIONS Emphasis of enabling local groups to determine their own directions and create their own initiatives. An example would be working with a community to determine, design and implement local development projects.	SYSTEMS DEVELOPMENT Working with entire systems to enable a self generated development process to take place. An example would be a project designed to improve education in a particular area or creating community based development associations.
Providing basic support	3. Establishing Basic Infrastructure			
	2. Material and Technical Support			
	1. Crisis Relief			

Citizen Participation

The literature of the last 50 years on international and community development is full of cautions about the importance of the participation of local citizens and communities in the development process. It is also full of examples of where participation was intended, but somehow thwarted or sidetracked in the process. CD literature is also full of projects—mega and micro—that have been thrust on local people without their say so, and have turned out to have an effect opposite that intended.

In the late 60s', planners began to be aware of these effects. In 1969 Sherry Arnstein published her 'Ladder of Citizen Participation' in the American Institute of Planners Journal. It is a very early attempt to get hold of some of the different levels of participation from the perspective of a planner in the 60s'.

Two other "ladders" of more recent origin are included for comparison.

1. Arnstein's Ladder of Participation
2. Forms of Citizen Involvement
3. Continuum of Public Involvement in Government

Questions:

What words or phrases do you remember from the text?

Which word or phrase from the diagram rang some kind of bell for you? Why?

What surprised you?

What made you uneasy?

What associations did you make with any of Arnstein's of the other papers' points.

How would you talk about the main point of all this?

What is at stake in this arena?

What tensions need to be held in relation to all this?

Levels of Participation

It is empowering when the facilitator and the group know what "level" of participation is required of them on any particular topic. It is dishonest and disempowering to suggest to a group that they have more power over the topic than they really have. Read from the bottom rung upwards, this model takes its inspiration from Sherry R. Arnstein's provocative "Ladder of Citizen Participation," published in the Journal of the American Planner's Association (1969).

FULL RESPONSIBILITY FOR PLANNING AND ACTION	FULL RESPONSIBILITY	8	Participants have full responsibility for all aspects of the given situation, project or organization.	The intent is to give groups total responsibility through mandated delegation, contracts, teams, commissions, committees etc.
	DECISION-MAKING AUTHORITY	7	Participants are authorized to make specific decisions within clearly defined terms of reference.	The intent is to transfer the authority for certain decisions to a specific group through independent teams, committees, organizations, elected bodies etc.
	IMPLEMENTATION RESPONSIBILITY	6	Participants are designated to implement a specific decision or project. Responsibility is delegated to a group.	The intent is to involve people in the implementation of a decision, a project or an activity through project action teams, departments, taskforces, committees etc.
PROVIDING INPUT	INPUT TOWARD DECISIONS	5	Participants provide ideas to be considered in decision making. Plans may be presented or open questions may be asked.	The intent is to include people's input in decision making through stakeholder consultation, workshops, focus groups, surveys, special commissions etc.
	INPUT TOWARD IMPLEMENTATION	4	Participants provide ideas on how a decision can be implemented.	The intent is to gather input on how to carry out a decision through focus groups, project briefings, brainstorming sessions, advisory committees etc.
	EDUCATION	3	Participants are assisted in understanding decisions, how they are affected and what is expected of them.	The intent is to enable people to understand and operate on the basis of a decision through training events, meetings, instruction memos, policy briefs etc.
RECEIVING INFORMATION AND SERVICES	PERSUASION	2	People are encouraged to agree or give consent to decisions.	The intent is to help people take a positive relationship to a decision through presentations, media, public speeches, direct contact etc.
	INFORMATION	1	People are informed of decisions and operate out of decisions and guidelines established on their behalf.	The intent is to inform people affected by a decision through direct contact, memos, announcements, media, newsletters, advertising etc.

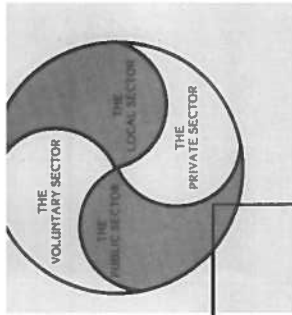
Continuum of Public Involvement in Government

(Source: heavily adapted by ICA from a framework discussed by a "Public Involvement Committee" within the Saskatchewan civil service, circa 1990)

← Community has less and less responsibility/authority.....Community has more responsibility/authority →

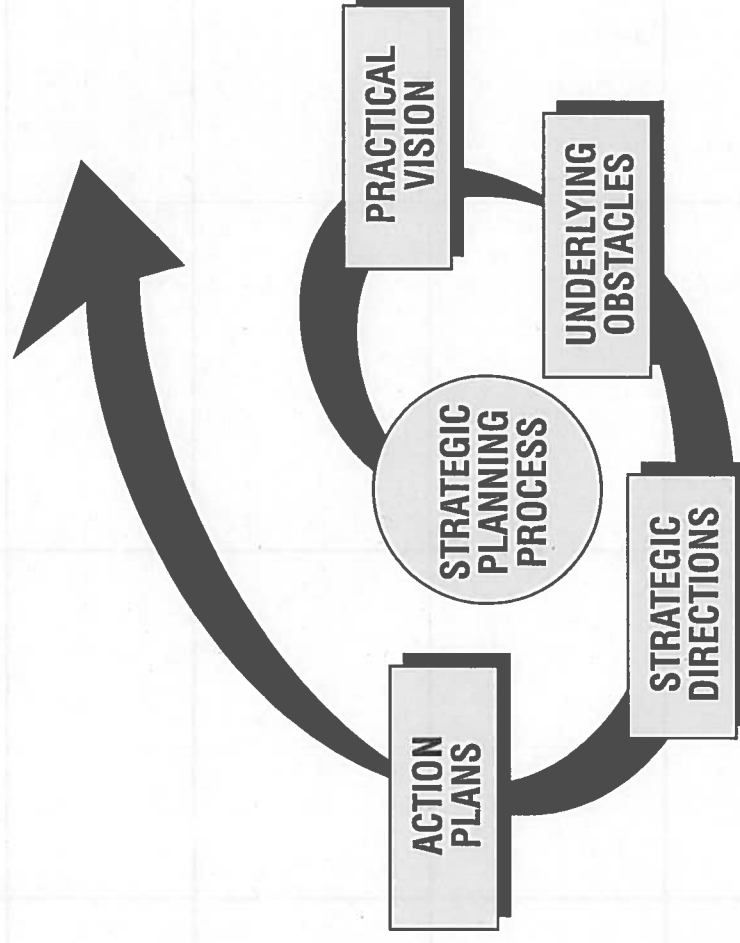
	Direction	Education	Information/ Feedback	Consultation	Partnership	Delegation	Self- Determination
WHAT	Protect Control Direct Prescribe	Informed decision making AttitudeChange Skill Development	General Awareness Informal Dialogue Persuasion	Formal Dialogue Informal Dialogue Government Discussions	Shared Planning & Decisions Collaboration Shared Defining of problems & pos- sible solutions	Responsibility Transfer Delegated Power Legislative Responsibility Collaboration	Authority Transfer Self-accountability
WHY	Urgency Public Safety/ Well-being Lack of Alternative Need for Leadership	New Direction Issue Complexity Show more than one side of an issue	Policy/Program Development Provide Detail Need for Shared Understanding	Trade-offs Required Critical Supply/ Demand imbalance Multiple Interests Acquire Public Perspective	Complexity Conflict Ongoing Multiple Inputs Public Demand Accountability	Local Variables Local Abilities Need for Commitment	Jurisdictional Autonomy Legal Status
HOW	Regulation Law Sanctions Incentives Disincentives Policy	Media Campaign Reports Public Presentations Seminars Brochures	Media Campaign Discussion papers Public Meetings Surveys Workshops Focus Groups	Advisory Boards Public Hearings Royal Commissions Meetings	Planning Commission Steering Committees Co-management Broad Strategic Alliances Formal Agreements	Public Authorities Co-management Agreements Self-administration Devolution Ability to mobi- lize financial resources Jurisdictional	Separation Self-government Devolution Ability to mobi- lize financial resources Self-regulation
DECISIONS	Knowing About the Decision		Being Heard Before The Decision	Having an Influence on the Decision	Taking Part in the Decision-Making and Outcome	Taking Responsibility and/or	Authority for the Decision and the Outcome

THE FOUR SECTORS



Sector	Public	Private	Voluntary / NGO	Local
1 or 2 Examples				
Gift or Strength				
Danger or Bias				
Value				
Current Priorities				

Strategic Planning: Introduction



The Strategic Planning Process

PRACTICAL VISION = the practical picture of the desired future

UNDERLYING OBSTACLES = the underlying obstacles or contradictions preventing realization of the vision

STRATEGIC DIRECTIONS = the proposed strategies dealing with the underlying obstacles

ACTION PLANS = the substantial actions required to carry out the new directions

The Function of Community Strategic Planning

CELEBRATIVE SPLASH

A new community project needs to be launched with a splash, the kind of celebrative splash that a participatory community planning consultation can provide.

LAUNCHING MECHANISM

The community strategic planning process can be used as a powerful launching mechanism in which people gather over the course of a week and work through the vision and obstacles and define the directions needed and make an action plan to get every aspect of the project underway all at once, thus creating momentum, motivation and eventfulness. The process calls forth those who care in the community

AWAKEN THE COMMUNITY

The community strategic planning process can be used to launch a community development project. It serves both to impact the community and motivate it. It cuts through the paralysis and weight of a situation. It is designed to awaken the total community to new possibility and open a new future.

CUTS THROUGH PARALYSIS

It produces motivity in a situation by cut-

ting through the paralysis and weight of a situation. As an impacting tool it is designed to awaken the total community within the time frame of the consult to new possibility. As a motivational tool, the consult is an historic event that in one fell swoop absolves the past and gives a new future to the community.

POWERFUL VISIONING

The community strategic planning process is designed to give the community a new operating image of itself. Local residents can begin to gain confidence as they find themselves looking at the community's possibilities in a new way. Local people find ways of stating their hopes, dreams, and vision for the community. With a powerful vision for the future, the community will never again be the same. The community can sense itself to be altered in a radical and visible way.

COMPREHENSIVE PLAN

The community strategic planning process moves the community beyond complaints by aiding local people in the creation of a comprehensive plan. By the end of the consult, the community consensus is articulated in relation to a plan for the next several years, the consensus grows stronger

and people become empowered by assuming responsibility for their own future. The document that comes out of the planning process provides the guidelines for the project for years to come.

NEW SET OF RELATIONSHIPS

In addition, the community strategic planning process can alter the social web of the community, creating a whole new set of relations. People start talking with each other about new topics and people who have seen themselves as enemies for years find themselves working together side by side. The community strategic planning process is a time when reconciliation can happen and age-old wounds can be healed.

An Overview of the Strategic Planning Process

PRACTICAL VISION
UNDERLYING OBSTACLES
STRATEGIC DIRECTIONS
ACTION PLANS

FOCUS QUESTION:

What do we want to see going on in the next 3 to 5 years?

OR: Given the stated area of concern, what is the recognizable condition you would hope to have in place in the next three to five years?

What is blocking us from realizing our hopes and dreams?

OR: If the stated vision is to be realized, what are the issues, deterrents, blocks, irritants, etc., which must be dealt with?

What can we do to deal with the obstacles and realize our vision?

OR: What are the new directions in which we must move in order to resolve the contradictions and realize our vision?

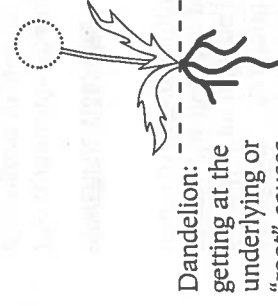
Who, what, when, where, how?

OR: What are the substantial actions that must be taken in order to actuate the new directions?

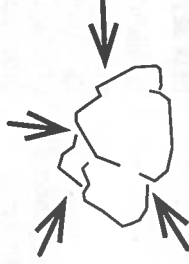
IMAGE:



Each person has a piece of the puzzle



Dandelion: getting at the underlying or "root" causes



Looking for new directions or approaches to deal with underlying obstacles



Measurable Accomplishment

PRODUCT:

OVERALL TITLE		
Name	Name	Name

OVERALL TITLE		
Name	Name	Name

Name	Name	Towards
Name	Name	Towards
Name	Name	Towards

JAN.	FEB.	MAR.
ACTION	ACTION	ACTION
ACTION	ACTION	ACTION
ACTION	ACTION	ACTION
ACTION	ACTION	ACTION

COMMUNITY FORUM:

CONTEXT FOR HISTORY AND FUTURE CONVERSATION: (VISIONING)

In every community people know what they want to see happen. That is, they have hopes and dreams of what they would like to see happen and what they would like to become. We all live out of our hopes and dreams of the future.

- 1) Before we start on the vision, what were some of the accomplishments in this Community in the past? Great ones? small ones? When were some of the firsts? (try for 20)
- 2) Now let us shift to the future. As you look to the future, what are some of your hopes and dreams for this community over the next 3 years?
- 3) What do you see in the arena of economic development?(industry, commerce)
- 4) What do you see in the arena of social development? (education, health, welfare)
- 5) What do you see in the arena of Human development? (living environment, corporate patterns, identity systems)
- 6) (Review the list) what strikes you about this list?
- 7) Which are the most crucial to your vision? (tick these)

CLOSING:

The vision of a community can be the driving force for your community.

OBSTACLES CONVERSATION

CONTEXT:

(UNDERLYING CONTRADICTIONS)

We have just looked at what our hopes and dreams are. Why haven't we achieved them? In other words, what is standing in the way of our achieving our hopes and dreams? I know there are many surface issues, but the deep underlying obstacles are what we need to try to find. It is too easy to try to blame your problems on individual people; however we are looking beyond the individuals to the constraints that must be dealt with.

1. What are some of the blocks facing your community?
2. Looking from an economic perspective what are some of the blocks? What is the real issue? What about social? Human?
3. Now look at the key elements of the vision we ticked earlier. Take one of these "What is blocking you from doing this?"
4. After you get 20 on your list from any of the above questions, which are the most crucial blocks facing your community?
5. Which of these would be most crucial from the community perspective?
6. We want to select the key arenas and write the following statement of our contradiction

OBSTACLES CONVERSATION

(UNDERLYING CONTRADICTIONS)

In the arena of _____

The underlying contradiction is _____

This is illustrated by:

- a)
- b)
- c)

For example:

In the arena of sustained economic development

The underlying contradiction is conflicting and sporadic use of limited resources

This is illustrated by:

- a) Incomplete bridge coming into the community
- b) Territorial approach by politicians to development
- c) Many groups have passion only for their own projects

GATHERINGS PROPOSALS

(STRATEGIC DIRECTIONS)

Today we are not going to plan activities in all these arenas but we felt you should be aware that this kind of comprehensive development thinking must go on before your Community has actually created a comprehensive plan.

We have looked at our hopes and dreams, and the deep underlying blocks that have kept us from attaining them. Now we need to look at the practical proposals that will enable us to move through or around the deep blocks toward our hopes and dreams. These proposals are practical thrusts or on-going projects that will enable us to do that.

- 1) What are the practical proposals that are needed in this community?
- 2) What are the proposals in the economic ? social? or Human arenas?
- 3) Look over the whole list. What strikes you about this list?
- 4) Would you like to add anything else?
- 5) Which are most important? (tick the answers)

IMPLEMENTATION

(ACTION PLANNING)

Now we want to spend a little time on implementation.

- 1) In the economic arena, which would be the most important one for you to start on? This is for the community itself to work on, say, in the next three months.
- 2) Which in the human arena, and which in the social?
- 3) Now we are going to break into three groups. Each group will go off and do 3 things:
 - name the key accomplishment your community will get done in the next three months to launch or complete this proposal
 - name the four key steps to doing this.
 - name the team of people who will assume responsibility for implementation (including at least some of the people present at this meeting.
- 4) Have each team appoint a reporter to read their report. Ask two questions of each report a) is it clear? b) Can your do it in three months?
- 5) After all are read. Can you do these?

What difference will it make to your community if you do?

CLOSING

You have a decision to make whether this meeting we just had is the beginning of something or the end. If you wish to implement what you have planned, then you have started something. If not, you haven't. It is like the man who was walking along a road and came up to a big rock in the middle of the road. He had a decision to make. We have spent the last two hours talking about the rock and ways you can deal with it or go around it. Now you must decide. It is risky, because if you go around, there will always be another rock.

Creating a Framework of Support



"Frameworking" is short-hand for "building a framework of authorization, support and advocacy for a project". Effective community development needs an a comprehensive frame of support, just as the stability of a house is dependent on the strength and quality of its frame. The frame includes every single grouping and network of human relationships that can act as a supporting force within the community. Building a project frame is one of the first things to be done when starting to implement a community project.

It is done out of the recognition that:

- the community is "in charge" of its own development
- everyone individual or group related to the community is a potential ally.
- you can't do the project on your own.
- collaboration—creating cooperative partnerships—is a way to get things done.
- frameworking is the opposite to confrontation. It seeks to build positive relationships
- government exercises a significant and necessary role in development
- there are individuals or groups who can "wound" a project before it gets off the ground.

Frameworking is not asking permission: if local people want the project, they don't need permission, except in the case of legal matters

Frameworking is the opposite approach to confrontation. In confrontation the practitioner decides where the 'enemies' are who are blocking development (the government, developers, a certain clique) and then spends much time and energy in altercations, demonstrations outside offices which simply makes the opposed party more of an enemy.

Frameworking has to do with:

- getting the nod - the person or group may not participate, but they won't stand in the way
- providing information and reporting about where the project and its progress
- asking for support (financial, technical, moral (advice)
- collaboration: forming partnerships with other groups or communities
- gaining the commitment of time from people willing to work on the project
- finding the local people who will be the core of the project

GAINING APPROPRIATE AUTHORIZATION

Any community development initiative needs the "blessing" of certain people or institutions. This may or may not involve formal approval. In most cases, it does not. There are certain people who can make things happen simply by lending their voice in support. There are also people who can slow things down or stop them if they are not consulted. For each project, it is important to identify these people. They may be elders or councilors or officials. They may be the current keepers of a designated community role. They also may not carry any title or play any special role, but simply because of who they are and who they are connected to; they need to be informed.

Many people who play these kinds of roles in the community simply need to be informed. Letting people know about your plans and asking for advice is the first step. It is important to make the visit in an appropriate way. Some cultures have ritual greetings for people in symbolic roles. In some cases a simple gift is in order. Some situations may require an elaborate ritual, such as taking an elder on a fishing trip. It may be time well spent. Some people involved in community development do this regularly, just to keep in touch with certain key individuals.

Cultivating allies can be valuable. People who are involved are aware and involved

Creating a Framework of Support

are far more helpful than those who are left in the dark. Insincere activities that look like lobbying will ultimately fail and harm your efforts. Communities are built on the basis of open and genuine communication. Keeping people knowledgeable will help in the long run. Sometimes a one minute phone call is more valuable than a 10 page newsletter. Think about each person and what they need.

Use your contacts and friends. Some people may require contact through someone that they trust in order to assist an effort that they do not know about. Finding someone that will help you in these situations will give you an advantage. Family and other relationships also need to be considered. It is important not to violate community traditions and stretch relationships too far.

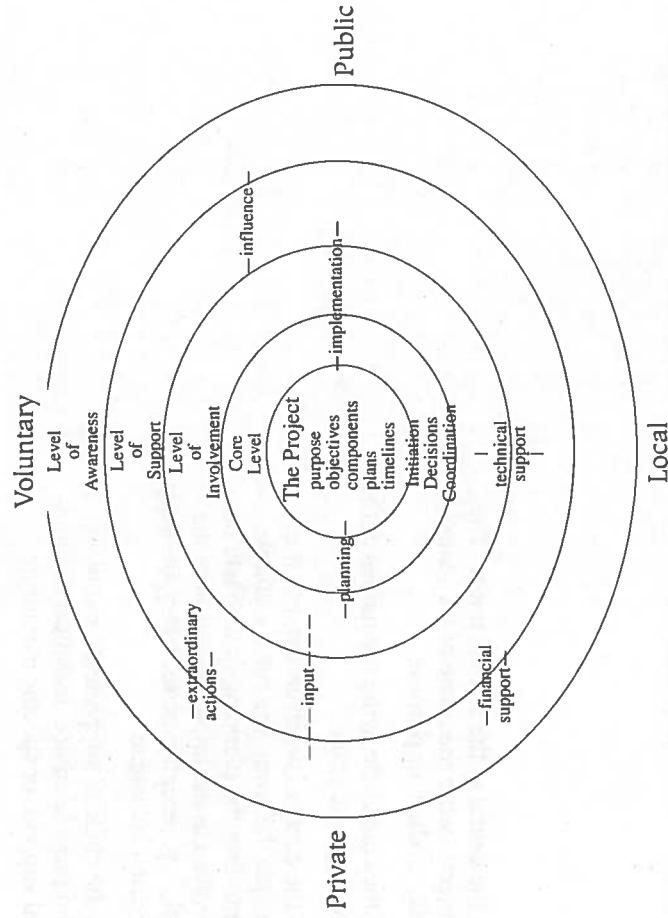
Ask for what you need. If you have a specific request, be sure it is clear. You will not get what you do not seek. At the same time, be sure that the person you are asking is able to respond in a positive way. Knowing that they are willing to respond favourably is often helpful.

Check with someone who knows the appropriate system if you require formal approval. Ask what is necessary to gain approval. Be sure that you follow the steps. In order

to make an adequate presentation of your request, it is important to understand the basis for decision making that will be used. Be sure that the people who must make the decision fully understand the request and the reasons for it.

The diagram represent the levels of support and the type of activities which need people represented in the brainstorm.

For instance, don't forget those people who can give technical support or advice. In addition to the four levels, it is helpful to look for people to ensure a comprehensive brainstorm of economic, political and cultural support. One of the most common frameworks uses "Public Sector", "Private Sector", "Volunteer Sector" and "Local Sector" at the four sides.



Frameworking Procedures

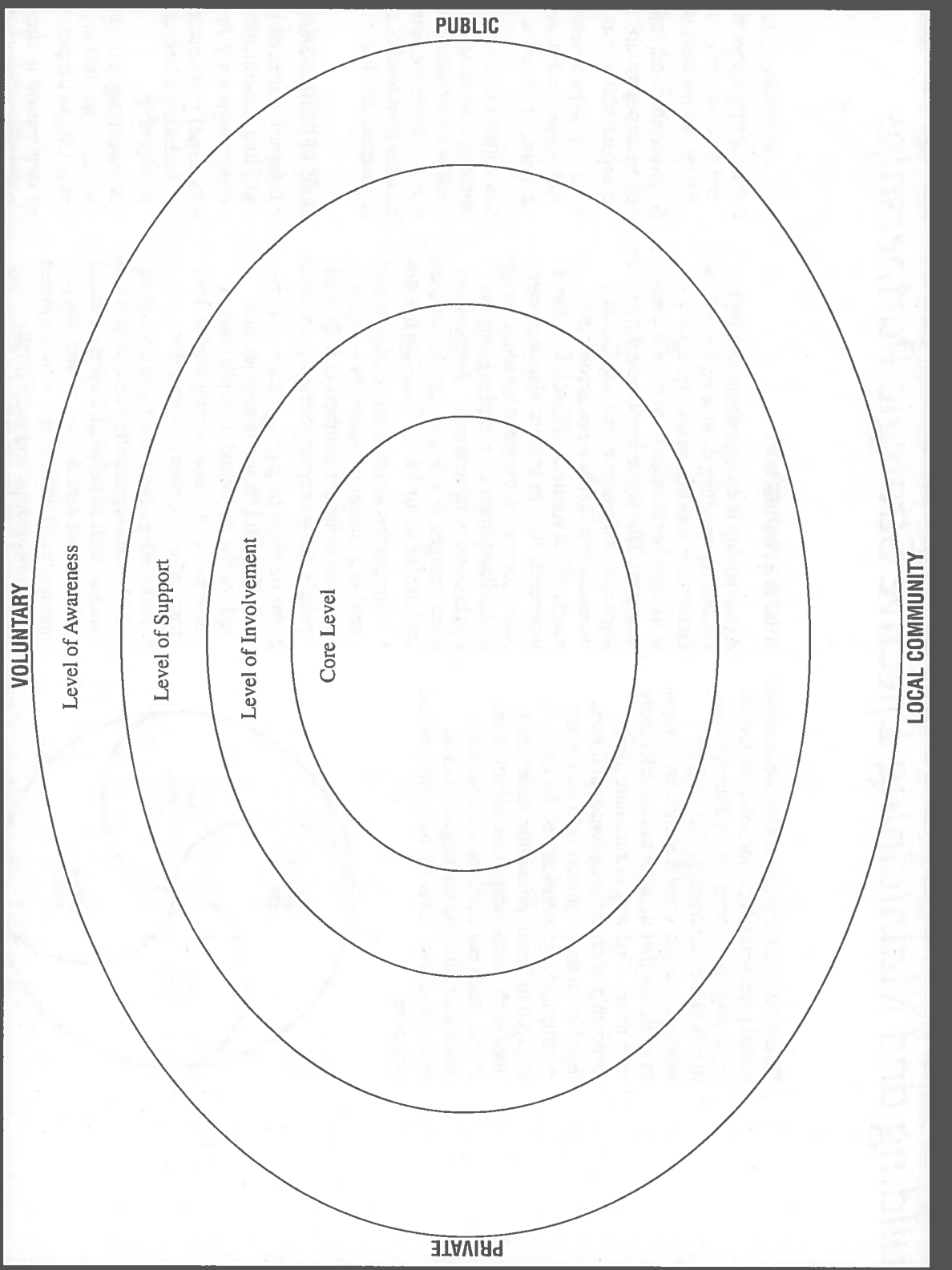
PROCEDURES

A team is not an island, sufficient unto itself. The team may be the primary level of participation in accomplishing the task, but there are other levels. While the team is responsible for the initiation, coordination and day-to-day decision-making relative to the task, there are others who are related to planning and implementing the team's work: receptionists, layout-out people. Then there are those who are interested in and concerned about the team's project: possible buyers or other stakeholders. Finally, there are those who need to know what is going on in order to provide input: management, the Board, advisors etc.

You are in the process of thinking through the levels of participation in your team's work and the perspectives, skills, sources of information and relationships needed to get the team's task done.

This is a powerful exercise when done as a whole team.

1. At the centre of the circles, under "The Project", write the name of the team's task, product, or purpose
2. In the core circle, write the names of the people in the team
3. In the circle of involvement, put those outside the team who have valuable input into the planning or who will be involved in the implementation of the task: e.g. receptionist/secretary, designer, external colleague
4. In the circle of supporters, put those who provide advice, technical or financial support, or specific mentoring
5. In the circle of information and awareness, put those who have a "need to know" about what is happening in your team.
6. In some blank space on the edges of the paper write down steps or tactics needed to establish and strengthen this framework.



Building and Maintaining Effective Strategic Partnerships

Today many community issues are complex social problems which, for solution, require input and commitment from different segments of the community. They call for many previously unrelated interest groups to work together in order to deal effectively with them. One way to stimulate joint ownership of community issues and work together on their solution is to create partnerships. Many communities, for example, engaged in health promotion have developed such partnerships over recent years. In fact, such partnerships are now sometimes mandated by funding sources as essential components of community-based programs.

WHAT IS A PARTNERSHIP?

A partnership is an organization of individuals representing diverse organizations, factions, or constituencies who agree to work together in order to achieve a common goal. This active involvement by many segments of the community significantly increases the likelihood of accomplishing tasks which would be difficult to achieve independently. In this era of increasingly scarce resources, the need for coordination and collaboration on complex problems has become more apparent. Partnerships have emerged as effective vehicles for these activities to occur for the following reasons:

1. Partnerships increase the "critical mass" behind a community effort by bringing together sufficient numbers of interested people and gathering necessary resources.
2. Partnerships help groups learn to communicate and trust one another, and reduce the likelihood of duplication of efforts and the squandering of resources through unnecessary competition.
3. Partnerships can bring together community leaders representing diverse constituencies, such as political, business, education, human services, social and religious groups, in addition to less well-organized grassroots groups and individuals.
4. Partnerships can effect changes in differ-

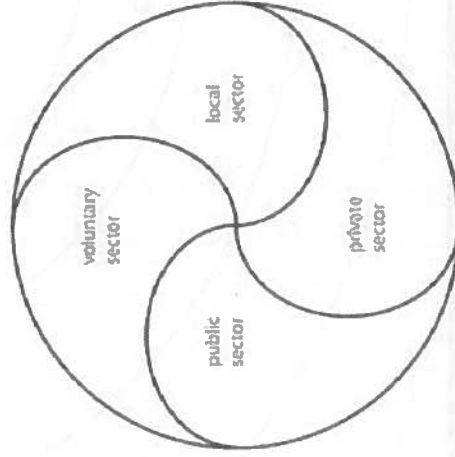
ent community sectors.

5. Partnerships pool talents and resources and thus maximize the power of participating groups through joint action.
6. Partnerships minimize duplication of effort among groups that would normally compete with one another
7. Partnerships develop and demonstrate widespread public support for issues, actions, or unmet needs.

It is important to note that a partnership operates only so long as each part sees itself as a protector of the other's business success. Once the parties' self-interest exceeds their level of trust, the partnership is generally finished.

KINDS OF PARTNERSHIPS

- **Internal** partnerships enable people within an organization to work together in a complementary, respectful manner.
- **External** partnerships allow two or more organizations form a mutually beneficial relationship
- **Networking** is the least formal kind of partnership. It is mostly informal and may lead to deeper relationships.
- **Cooperation** is often an introduction to partnering. Groups share information,



Building and Maintaining Effective Strategic Partnerships - continued

discuss their work and they may implement activities together.

- **Collaboration** is usually more formal. Groups make a self-conscious decision to work together toward on common project. Some collaborative efforts only last for the length of a specific project and some are longer lasting relationships. In some cases, a separate organization will be formed with its own structure.

Although partnerships take many forms and include consortia, strategic alliances, joint ventures and value-chain partnerships, they all require language and style different from the more common relationships of competition and control.

STYLE

Partnerships may have formal documents, but they are built and sustained on the basis of mutual respect and personal relations. They involve mutual benefit, not negotiated settlements. Concepts of "negotiation" and "confrontation" are out of place as the partnership mode is not adversarial by definition. Terms of the partnership need to be clarified as a among peers in a common undertaking, not one among stronger and weaker parties determined to outwit or to control each other. Concepts of consensus, dialogue and shared vision are more to

the point.

Communications in a partnership are frequent, multi-levelled, and unfiltered. Sharing information includes strategy, methods, R & D, marketing, customer information and finances. People have access to their counterparts and the freedom to access data needed for the joint effort

PARTNERSHIP AND COMPATIBILITY

Partnerships depend on a compatibility between two independent entities—compatibility not just in carrying out projects, but also in corporate values, vision, and strategy. In a partnership, each party retains its independence—otherwise the relationship lapses into subservience, and partnership entities lose their capacity to contribute as peers. Partnerships develop somewhat like a marriage—courtship, engagement, ceremony, housekeeping and growth—each phase of which requires special attention. Partnerships take work to build and to sustain.

Cultural sensitivity is vital. Organizations develop with different values, and although they must be compatible for the partnership to work, there are invariably differences that will surface. Handling those differences with respect rather than cynicism or contempt requires effort that may be unanticipated at the outset. when the

differences are between cultures, it is even more important to be aware of and respectful of the other.

Cultivating a bit of humour and tolerance of the errors of one's partner while demanding of oneself sensitivity and responsiveness will ensure working through differences. "Give face" is the rule of thumb.

IS A PARTNERSHIP APPROACH WHAT IS NEEDED?

Before starting a partnership, it is important to determine whether this is an appropriate vehicle for the resolution of the problem you've identified in your community. A partnership approach is only one tool that can be used to accomplish community programs; it may be less appropriate for your needs than advisory councils, community boards, or taskforces. If you are seriously considering the establishment of partnerships to get your project done, answer the following questions to determine if this is indeed the best choice:

- Is there an organization already in place which could more effectively address this problem?
- Would this problem be more effectively or permanently solved with the joint ownership and responsibility of others or can our organization be just as effective work-

Building and Maintaining Effective Strategic Partnerships - continued

ing on its own?

- Are there gaps in community services that would best be met through partnership relationships?
- Is this a problem that is perceived as a priority by other organizations?
- Are we willing to relinquish control of the project to a partnership, or do we just want advice? (a partnership may be willing to concede lead responsibility to one agency after agreeing on goals and overall strategy)
- Do funding sources or our own agency constraints make it impossible to give up or share control of the project?

ROLES OF PARTNERSHIP MEMBERS

Generally, the contributions of partnership members fall into four categories

- willingness to work
- knowledge of the field
- money or access to it
- community connections.

Obviously, not all members of the partnership will be interested or experienced in all these areas. However, if each of the partners you recruit can contribute in at least two of these ways, you will be well on the

way to developing a successful partnership.

RECRUITING MEMBERS

One way to identify potential has been called the snowball method. This "snowball" method of recruitment often yields important information about community leadership and begins to lay a foundation of support for the project.

- Interview people who represent groups that you know are respected in the community
- Tell them that you are gathering information on a potential partnership.
- Explain why you are creating the partnership and how you expect it to benefit the community.
- Ask the person for the names of community members and organizations who could potentially contribute.
- Focus not only on mainstream gatekeepers, such as professionals or agency people, but also on grassroots leadership.
- You will know you have a complete list of contacts when you begin to hear the same names over and over again.

This "snowball" method of recruitment often yields important information about community leadership and begins to lay a foundation of support for the project.

The next step is to interview those recommended by your core set of community contacts. In the interview be clear about the purpose of the partnership, the roles of its members and the benefits of being a coalition member. Take the time to get to know the person or the organization to see if there is indeed a good match between their abilities and the needs of the partnership. Make it clear that you are recruiting them not as individuals, but as members of their organization or constituency.

BLOCKS TO SUCCESSFUL PARTNERSHIPS

Partnerships sometimes fail, for a wide variety of reasons. The major barriers to effective partnerships include:

- Threats to the sense of autonomy that member organizations may perceive
- Disagreements among the members regarding community needs
- Lack of consensus about membership criteria or the partnership structure
- Inadequate participation of relevant community constituencies (e.g., only the "power elite" agencies are involved)
- Disagreement about which members should provide services to clients
- Lack of leadership or clear sense of direction

Building and Maintaining Effective Strategic Partnerships - conclusion

In addition, partnerships may be sabotaged by inadequate resources, an unclear mission, unspoken or inconsistent expectations about the exchange of resources or the awarding of credit. These barriers can be avoided through careful planning, communication about issues as they arise, and sensitivity to how organizations develop.

METHODS FOR INITIATING PARTNERSHIPS

Two activities are prominent in successfully passing through the first stage of a partnership

1. Building a shared vision for the specific scope of the partnership, and
2. Clarifying expectations in carrying out the partnership

BUILDING THE PARTNERSHIP'S SHARED VISION

It is essential to develop a common vision among the various parties for the desired results of the partnership. This activity assumes that the decision to form a partnership has already been made, the purpose of the common vision exercise is to spell out the specifics of what victory will look like when the results are achieved.

One of the best ways of doing that is to conduct a workshop among the relevant persons from each organization. It is advisable to involve as many persons as possible who will actually be involved in the partnership project.

CLARIFYING THE PARTNERS' EXPECTATIONS

Every member of a partnership or alliance has a variety of expectations of what other members bring to the partnership.

Some of the expectations may be unrealistic, incompatible, and even unseemly. Yet, the expectations exist. To form effective partnerships, it is important to surface these expectations and deal with them openly and frankly. Often partnership agreements are made by a few people at the top of the organizations, yet the bulk of the work is carried out by others who were not party to initial discussions, agreements, etc. So it is very important that the persons doing the actual, hand-on, day-in, day-out partnership work have an opportunity to surface and discuss expectations of each other. For clarifying the partners' expectations:

1. List the expectation for the partnership of the various representatives present
2. Facilitate a discussion about the expectations: which are reasonable, possible, impossible etc., with rationales as to why they are or are not

3. Table those expectations where consensus cannot be reached and agree to meet again at a later date to discuss them.
4. Record those expectations that do meet with accord and review their applicability on a periodic basis.

The development of effective partnerships is an exciting challenge. They have tremendous potential to ring about changes in communities, provided they are built and maintained with sensitivity, flexibility and appreciation for the time, care and expertise it takes to create a complex organizational entity.

—Abridged and adapted from "Building and Maintaining Effective Coalitions" published by the Health Promotion Resource Centre, Toronto, and "LENS: Leadership Effectiveness and New Strategies Newsletter", Singapore.

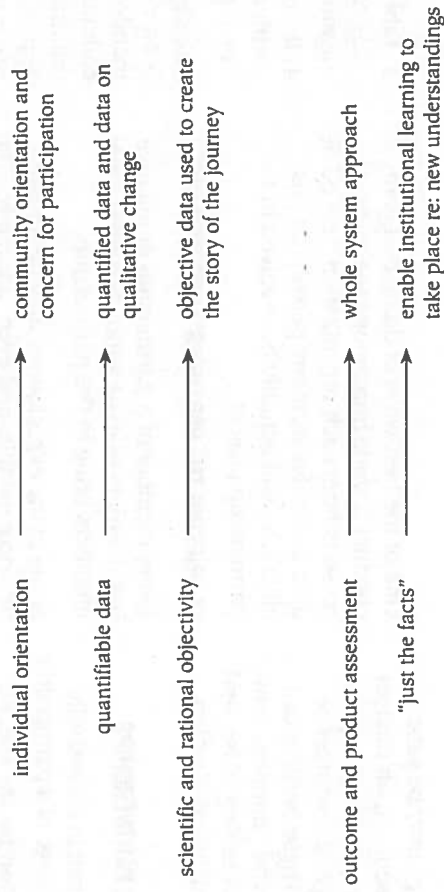
Paradigm Shift in the Evaluation Process

There is a shift going on in the paradigm of project evaluation.

Items on the left represent the current dominant paradigm of evaluation. Items on the right come from a whole-system and participatory approach.

WHOLE SYSTEM PARTICIPATORY PARADIGM

DOMINANT EVALUATION PARADIGM



Principles of Participatory Project Evaluation

When a community project makes use of funding and grants, the dominant paradigm that involves quantification and objectivity may be required. It is still possible to be participatory even though it is necessary to do this quantification to satisfy the funding body and keep the door open for future grants.

QUALITATIVE COMPLEMENTS QUANTITATIVE

In cases where it is necessary to report to a funding agency, a two-pronged evaluation strategy can be used, consisting of top-down institutional interviews and a bottom-up participatory evaluation. This is a way of reconciling the needs of the funding agency, including a detailed measurement of product and achievements with a concern for understanding the process and stimulating participation in the evaluation. Quantitative information always has obvious limitations. While such data can more or less provide an indication about "how much" and "how many", it is difficult for naked numbers to answer "so what?" Qualitative evaluation complements the numerical tracking of development initiatives by bringing development work to life through stories and anecdotes, which are crucial to understanding the dynamics of empowerment.

STAKEHOLDER INVOLVEMENT

PARTICIPATORY INFORMATION GATHERING SYSTEM

Participants and staff need to be part and parcel of the entire system from beginning to end, not just be asked to offer comments at the end of the process.

STAKEHOLDERS INVOLVEMENT IN THE MONITORING PROCESS

Stakeholders at all levels of the program need to be involved. This calls for creativity in involving them in practical aspects of the evaluation.

DATA GATHERING AS A BASIS OF ORGANIZATIONAL LEARNING

Information is only mildly interesting if it is not put to practical use. It is necessary to move beyond data gathering to learning from experience and modifying the program accordingly. Stakeholders need practical ways to be involved with the changes, beyond simply leaving the relationship to "senior staff" or consultants.

ACTION - REFLECTION - ACTION APPROACH

A tendency of traditional evaluation has been to separate the object and subject of study. Participatory evaluation attempts to bring them together in order to crystallize the action-reflection-action approach. The aim is to set in motion a collective reflection about the project.

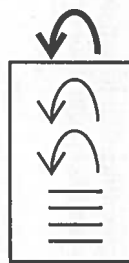
With this aim in mind, the methodology can be contentless. Participants can help decide the content according to their own criteria about the evaluation. The procedures act as containers. This is the opposite of the survey in which an outsider or some "other" asks questions of the people according to his interests and criteria.

Three Qualitative Evaluation Methods

see index pg 12

Each of the following participatory qualitative evaluation methods can be used toward the end of a project, or any time during the project.

Each method has a different impact but each method allows the group to evaluate their project experiences and learn how to continuously improve.

[illegible][illegible]

THE VICTORY WORKSHOP

The product is story of victories the group had experienced and what the key was to achieving each victory. There is also an exercise dealing with learnings related to "setbacks" and their causes.

This is a specialized reflection on the Strategic and Action Planning Processes.

THE HUMAN CHANGE CONVERSATION

This Focused Conversation occasion reflection on the changes that have occurred in the project, in people, in social structures, and in cultural life, pointing out the areas of high priority for the people.

This is a specialized version of the Focused Conversation Method.

THE JOURNEY TIMELINE

People recall important events which happened during the project. By creating a wall chart, they divide their journey into various stages and reflect on their common experience, naming the experiences they have been through.

This is a variation on the Top™ Historical Scan method.

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FOCUSED CONVERSATION METHOD FORM

TOPIC: Human Change Conversation

RATIONAL AIM (S)		EXPERIENTIAL AIM (S)		CLOSING
To explore various dimensions of how people have been affected as a result of the project.		To recommit to the journey of development.		
OBJECTIVE	REFLECTIVE	INTERPRETIVE	DECISIONAL	
(Getting the Facts) What parts of the project have you been involved in? Who were you working with? Who are some new people you have met? What are some things you saw in the community as a result of the project, even though you did not work on that part? What snippets of conversations have you heard from other people as a result of the project?	(Personal Reactions, Associations, Emotions, Images) What are some little things you now know about the project or community that you did not know before? What are some things that have been confirmed for you about this community? What has surprised or delighted you, or perhaps even made you angry?	(Meaning, Values, Significance, Purpose, Implications) What has been the impact of this project? On you? On others? Why? What new patterns have you seen emerging? How is this project preparing people for the future?	(Future Resolves) How are you different as a result of your work? How are others different? What has been the one main benefit of this project to the community? How can we keep this alive? If a visitor came, how would you talk about this community? What is the one thing that everyone needs to know about this place?	

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A Short Survey of Approaches to Community Development

As a field, or even as an academic discipline, 'community development' has been subject to a wide range of approaches and philosophies. Sometimes we forget this: when we talk about our experiences in 'CD', we get into trouble when we think we are all talking about the same thing; it doesn't take us long to discover that our approaches to the development of human communities, although related, have significant differences.

The purpose of this short paper is not to document all the CD approaches, but to provide some pegs on which practitioners of CD can hang their hats; a second intent is to situate the ICA approach to community development in relation to other and different approaches.

The approaches are in four main arenas:

- A. development practiced by experts and professionals, often elites.
- B. geographical, citizen-directed, community development
- C. community-based programming:
- D. ideologically derived programs of empowerment and mobilization:

A. DEVELOPMENT PRACTICED BY EXPERTS AND PROFESSIONALS

1. SOCIAL PLANNING

This is a rational, technocratic approach to development which requires the application of research and other methods to social problems. "Once problems are identified, measured and described, solutions will be evident and put into place." This is a blueprint approach. In an international development context, it is related to the megaprojects. It is a top-down approach par excellence. It does seek community input, but not always in a genuine way: "This is the problem. This is what we plan to do; we just need your input on it, so we can go ahead and do it."

2. SOCIAL REFORM/CHANGE

The bulk of community development work is here understood as a bridging role between the state and civil society. Brian Wharf in *Communities and Social Policy in Canada* describes the local community as "the meeting place for social policy and social problems." Social reform is described as the "strengthening of social provisions, the creation of social planning councils; the enhancement of the competence of consumers, staff and others affected by welfare programs."

3. THE ADULT EDUCATION TRADITION

This combines adult learning and social action to educate people for cooperative enterprises in local control of local affairs. This belongs to the school of development that ties together learning and social action, with the community as the locus for the action. This is adult education to build community, of, for example, the Canadian Association of Adult Educators. It is also the philosophical approach that Eric Trist (York University) is famous for, Training enterprises to improve people's problem-solving and group leadership capabilities would be related to this.

4. CD WITH AN ENVIRONMENTAL FOCUS

Examples of this are eco-communities and bioregional communities. Eco-communities are small, self-sufficient communities, tightly integrated with a strong concern for ecology, sustainability and mutual support. Bioregional communities are those that see themselves integrally related to a geographically defined bio-region which has the capacity for self-sufficiency, self-reliance, mutual help all based on a concern for the environment. The "sustainable communities" enterprise is also related to this. Practitioners and theoreticians include: Kirkpatrick Sale, Wendell Berry, Peter Berg, Judith and Christopher Plant, Robert Gilman

A Short Survey of Approaches to Community Development - continued

5. THE DEVELOPMENT OF CITIZEN RESPONSIBILITY AT THE COMMUNITY LEVEL.

This is related to 3, but its approach is more in the realm of citizen formation and ethical development. As such it is related to the emerging dialogue on "civil society". One of the key books related to this is by Amitai Etzioni, an American ethicist. (The Spirit of Community: the Reinvention of American Society, 1993). Etzioni is the founder of America's "communitarian" movement. This approach argues that the balance between rights and duties has swung too far to the rights side. Society is like a stool with three legs: the state, the individual (both of whose legs should be shorter) and civil society (communities and voluntary bodies—which leg needs to be longer.)

8. GEOGRAPHICAL-BASED, CITIZEN-DIRECTED COMMUNITY DEVELOPMENT

6. WHOLE SYSTEM COMMUNITY DEVELOPMENT

This refers to multi-focused, integrated development of the people and the structures of a local geographical community. In this approach, local people are viewed as agents of their own development. This is bottom-up development: local people determine the need, create the development

plan, and implement the plan. It includes every aspect of living in a local community: economic, social and cultural; and it is inclusive: it includes all the people in the community both in planning and implementation. This is the approach, tried and tested in many nations and cultures, by the Institute of Cultural Affairs International.

7. CITIZEN-BASED GEOGRAPHICAL COMMUNITY DEVELOPMENT

This is based on John McKnight's Building Communities from the Inside Out., emphasizes the funding and support of highly localized CD efforts at the neighbourhood level. The key is that any development efforts are led by local citizens. This approach is concerned with sidetracking agencies and service organizations devoted to community therapy but not community reformulation.

8. COMMUNITY ECONOMIC DEVELOPMENT (CED)

This also emphasizes a geographical basis for community. It emphasizes both economic and social development ("social capital") and sees economic development as both entrepreneurial and collaborative. Often allied with CED is the development of multi-sector coalitions often through the medium of a steering committee.

9. LOCAL POWER, LOCAL CONTROL AND MUTUAL AID

This approach believes in bringing democracy back home. It believes in local sovereignty, community governance, and the maintenance of cooperative, self-governing relations, and mutual aid. This also is related to #11. Peter Berg, Judith and Christopher Plant.

C. COMMUNITY-BASED PROGRAMMING

10. COMMUNITY-BASED COOPERATIVE MOVEMENTS

This approach took "cooperative enterprises" from the adult education movement and turned it into another movement related to economic cooperation. This is grounded in the Antigonish Movement in Nova Scotia and beyond; in the Cooperative Credit Unions, such as the Caisses Populaires in Quebec; Bread and Roses, L.E.T.S. and cooperative barter systems are in the same ballpark.

11. ORGANIZATIONAL / COMMUNITY-BUILDING

Scott Peck's books on community-building have been followed up by workshops where community is actually built over a weekend among diverse individuals. This approach was further developed in a book by John Nirenberg (The Living Organization), but

A Short Survey of Approaches to Community Development - continued

this time applied to building communities within organizations—as an alternative to the re-engineering and downsizing process. This concept is related to the "learning organization" philosophy of development.

12. COMMUNITY-BASED SOCIAL PROGRAMS

When governments begin shrugging off federal or provincial services, it is the community that "becomes the engine and the locus" for promoting that service, e.g. Community-based health services, Community-based education, Community-based social services, Community-based elders programs, Community-based policing. Underlying this approach is the belief that solutions to (health, elder, social services, policing etc) problems depend on the community which is both the context and the vehicle for services. Developing partnerships between community members, organizations, groups and service providers is often a key component of this approach. Direct citizen involvement is important in this approach. This category also covers individual community projects taken on by a person or group; Social welfare agencies and single-focus neighbourhood organizations could also come under this category.

13. HEALTHY COMMUNITIES, HEALTHY CITIES.

Here, 'health' is understood as including both the total well-being of the individual and group and a systemic grasp of health as having linkages across the whole social process. This often refers to Determinants of Health.

The World Health Organization and, in Canada, Trevor Hancock have been pioneers in developing this approach.

D. IDEOLOGICALLY DERIVED PROGRAMS OF EMPOWERMENT AND MOBILIZATION

14. SOCIAL ECOLOGY - PEOPLE EMPOWERMENT

People empowerment relies on the work of Ivan Illich and Paolo Freire's critical pedagogy. It sees that the 'conscientization' of people is the first step in development together with sensitizing and awakening them to the structural causes of poverty. The premise is that society is governed by an elite few who rule in their own interests. "Oppressed" groups seek to realign the distribution of power and wealth through strategies of confrontation. Related to this is the mobilization of people and communities around special causes, such as developers or environmental NIMBY issues.

15. ALINSKY-STYLE ORGANIZING

This approach sees clearly that in our times unprecedented numbers of people are disconnected, unengaged, and on the sidelines. In North America where the percentage of those who vote in elections has continued to fall every year, citizens are not likely to be participants in other areas of community life. Saul Alinsky saw that "we are moving closer to a government of half the people by half the people and for half the people. Alinsky demonstrated that community organizing could be a lifelong career and profession. This approach focused heavily on issues of social service—health, education and welfare structures—and social justice. The approach was to mobilize communities and movements to put pressure on the powers that be to bring change to the situation. Alinsky spoke of "the heroic organizer". His watchwords were, "Agitate to the point of conflict; rub raw the resentment." Alinsky's Rules for Radicals (1971) is the primer for this movement.

—by Brian Stanfield,
The Canadian Institute of Cultural Affairs
1996

Principles of Whole System Community Development

SOCIAL PRINCIPLES

THE PROJECT HAS A CLEARLY DELINEATED GEOGRAPHICAL FOCUS: This concentrates energy upon a social unit small enough to be dealt with, thus avoiding dissipation of effort.; it also catalyses community identity.

ALL COMMUNITY PROBLEMS ARE DEALT WITH SIMULTANEOUSLY: The systemic, interdependence and complexity of community relations consigns a partial approach to failure.

INVOLVE ALL THE PEOPLE: This means involving all social and age groups in the task of recreating the community: children, youth, men, women and elders.

DEAL WITH THE DEPTH HUMAN PROBLEM: In any community there is the problem that is underneath all the other problems, and a cause of most of them: this may be the victim image, or over-reliance on government, (passivity) or the sense of being cut off from resources, or unworthing of them.

SYMBOL IS KEY: This means that nothing substantial will happen without taking the means to revitalize the community spirit, finding ways to signify the greatness of the community's past, present and future through festivals, ceremonies, rituals and story.

ECONOMIC PRINCIPLES

IMAGE THE COMMUNITY AS SELF-SUFFICIENT UNIT The community is seen as a self-contained independent economic entity whose development is a priority.

INCREASE MONEY FLOW INTO THE COMMUNITY Through production of raw materials, goods sold outside the area, enticing outside shoppers, extending credit lines, and soliciting grants, donations, and inkind materials.

RETAIN THE MONEY WITHIN THE COMMUNITY This means retaining externally injected funds in the community as long as possible by locally producing as many consumer goods as possible, deciding to purchase goods and services as much as possible from local shops and services

CIRCULATE THE MONEY WITHIN THE COMMUNITY This means keeping the money moving round within the community, so that the same money keeps circulating as much as possible before it is exchanged outside the community.

RELATE TO THE EXTERNAL ECONOMY: Although a community must strengthen its own economy, it must also function in harmony with more inclusive economic realities on the municipal, regional, provincial, national and international levels.

CULTURAL PRINCIPLES

RAPIDLY CREATE SIGNIFICANT, VISIBLE SIGNS A sign post at a community entry; a cleaned-up street or park indicate that something is starting to happen in the community: they create surprise and momentum.

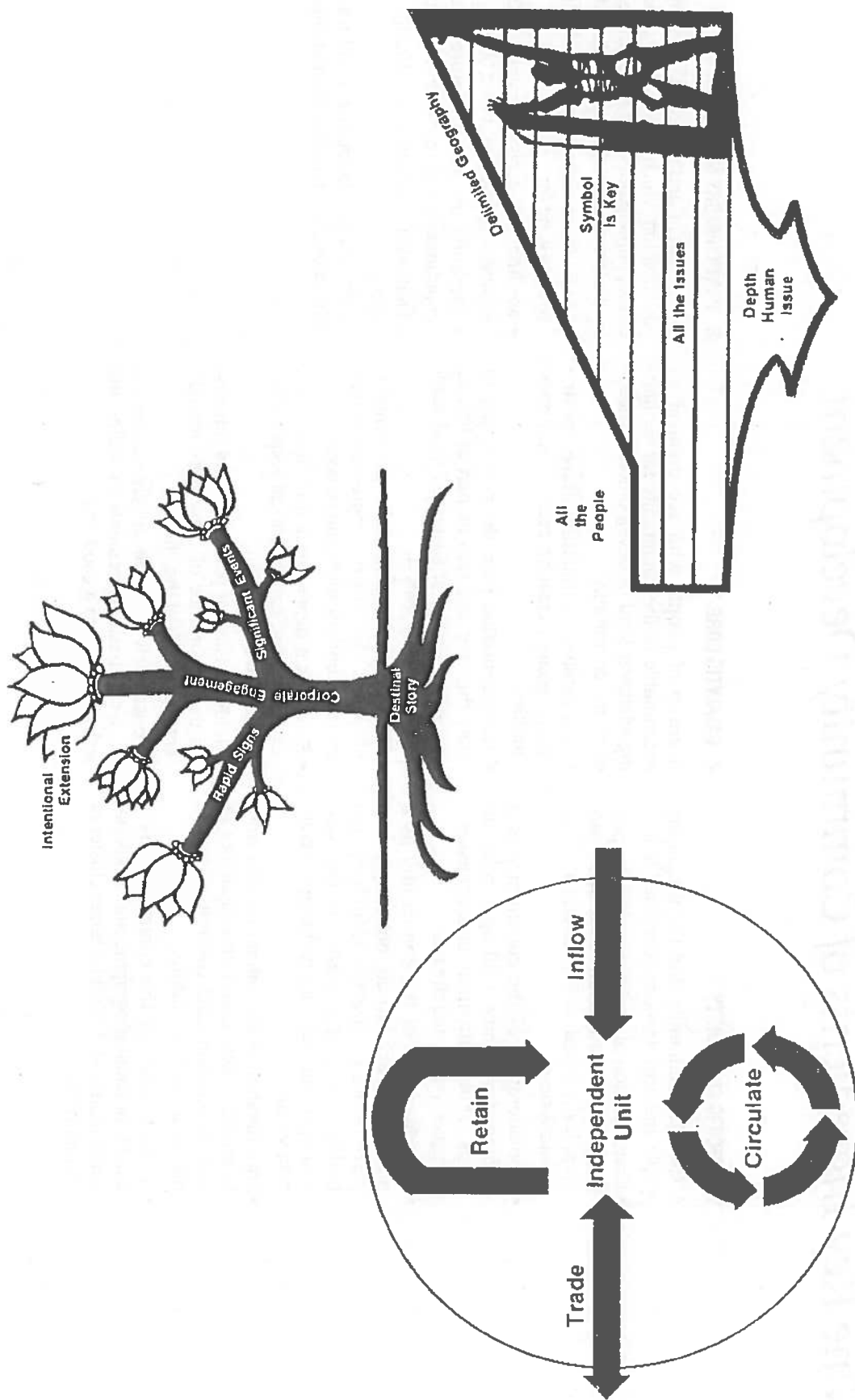
DEEPEN COMMUNITY COMMITMENT: This means expanding opportunities for involvement: get the community planning together; create taskforces to work in certain arenas: schedule workdays; circulate reports; make new allies.

RECOVER COMMUNITY SYMBOLS: Bringing to light again the stories, rituals and festivals that once gave life and significance to the community; stories of past community heroes, the efforts to establish the community, lapsed seasonal celebrations

RECLAIM A SIGNIFICANT HISTORY: This has to do with re-remembering the past history of the community; e.g., through mining the memory of elders' stories about the past, and how the community was created and grew; celebrating foundation anniversaries; creating artforms that keeps the history alive.

EXCEED LOCAL BOUNDARIES: When any community goes on a journey of development, the neighbouring towns are curious and want to do the same. Often there are several communities that can get together in a common effort which results in more rapid and effective progress.

Principles of Whole System Community Development



Nine Key Ingredients of Community Development

1. SPECIFIC COMMUNITY

A specific community and the geography, people and organizations connected to it .

- Consideration of the community, it's people and its organizations as a living geographically based social, cultural and economic system.
- Consideration of the community as a human community -- all ages, relationships, skills with their uniquenesses , struggles, hopes and dreams.
- Consideration of the community as a place of capacity to do, not simply as a place of need. Strategy; identifying and building on what is present in the community as the basis for realizing a significant vision.
- consideration of the community as a work in progress, with assets and capacities as well as problems and constraints, with a history as well as a future.
- consideration of the community as a cluster of small geographic and relational communities and within a larger cluster of communities.

2. CATALYTIC CORE

A group of people who see themselves accountable to the community for facilitating whatever kind of development is needed by the community.

- Is a catalyst in initiating things, getting things going , creating events and opportunities.
- Has permission from the community to play this role and sees as part of its role the development of sustained local leadership in every aspect.
- Different forms and different memberships as the effort progresses; often includes both insiders and outsiders.
- Serves as a demonstration of the kind of teamwork and caring, ethical responsibility needed in the effort.
- Holds a vision of possibility and rehearses the importance of these nine ingredients on behalf of the effort.
- Consciously and collectively committed to set of basic agreements in seeing the effort through to a good end .

3. PARTICIPATORY METHODS

Development and use of the technology of participation which is effective, consensus-based, participatory and appropriate for use by the community throughout the effort.

- Methods for assessing and understanding what is gone on.
- Methods for decision making, planning, strategizing, short and long term.
- Methods for action, implementation, coordination and refinement of efforts.
- Methods for reflection, celebration, evaluation.
- Methods for management and tracking of the effort, its finances, relationships

Nine Key Ingredients of Community Development - continued

4. COMMUNITY ORGANIZATION

The development of formal and informal structures in the community which facilitate the involvement of all in relating to and caring for one another. The whole community knows what is going on (assesses), decides what is needed (plans), acts on the decision (implements), and moves ahead (celebrates, re-plans, shares in the results).

- Geographically based structures of care and communication by which the community cares for all its people (stakes, block clubs, neighborhood associations, host meetings, welcome wagons, etc.).
- Tailor-made structures of action, management and coordination by which the community takes action to deal with all its problems (task forces, guilds, action groups).
- Governance structures including coordination of economic and social programs, formal community development leadership.
- Events and institutions which assemble a whole community in various forms to plan, to celebrate, to hear reports.
- Leadership development structures which continue to broaden the base of shared leadership in the community for the sake of the community and the larger society.

5. EFFECTIVE LINKAGE

Structured relationships among the private, public, voluntary and local sectors giving recognition and voice to the local community within a larger society, gaining leverage to get things done, creating and ensuring appropriate access to resources both laterally and within the larger society.

- Reliance on and expansion of local resources for the development of the community.
- Development of the self confident, self reliant formal local sector which gives a voice to the needs and concerns of the community.
- Creation of formal and informal relationships and agreements with relevant public, private and nonprofit entities.
- Development of a framework of support and advocacy among public, private, voluntary and local leadership for the community.

6. RESULTS ORIENTED ACTION

Development and maintenance of a formal and informal set of operating structures and programs that create and maintain desired changes which ground the community in its emerging traditions and move the community towards its unfolding vision.

- Short-term work (miracles) that involves the community, gets necessary work done and creates visible signs of development.
- Development and maturation within the community of self sustaining economic, social and cultural programs meeting on-going requirements of the community either independently by locally launched entrepreneurs or in collaboration with outside service providers.
- Systematic work on long term keystone projects within the community for substantial construction or redevelopment.
- Collaborative projects aimed at changes and innovations in the larger community on behalf of this community (policy changes, public relations, advocacy campaigns).

Nine Key Ingredients of Community Development - continued

7. INCORPORATED LEARNING

An intentional evolutionary design which builds in the safety, the reflection and the freedom to try out new things and learn and evolve.

- On the job leadership development opportunities for all involved in the effort, (leadership retreats, etc.).
- Structures for regular reflection, image formation, documentation of learnings, and incorporation of learnings into our action.
- Opportunities for pure interchange with other communities, including site visits and workshops.
- Community learning events including quality training, appearances by recognized experts in the field.

8. MOTIVATING STORY

Creating stories, images, and symbols that acknowledge and nurture people's profound human care and commitment.

- Development of a shared story of the community and the community development efforts.
- Regular festivals and celebrations.
- Attending to the relation between the community's story (internal and external) and its reality.
- Ensuring a "spirit" element is present in every part of the effort - meetings, spaces.
- Attention to the physical side which tells the story of the community.
- Attention to the self story of those in the project as it is reflected in their actions and attitudes.

9. EVOLVING JOURNEY

Continually responding to changes and challenges that arise in the community, mentoring emerging leadership, demonstrating care for my neighbor, moving to the process of community development endlessly.

- Understanding the history and likely future of the community.
- Incorporating a conscious evolutionary design from entry, readiness, assessment, implementation, celebration and replanning into all aspects of the effort.
- Consideration of the 90 day, one year, four year, 10 year, 40 year aspects of the development task.
- Noticing and appreciating the bumps and hiccups (positive and negative unforeseen events).
- Consciously noting and celebrating passages on the journey (changes in leadership, deaths, the beginnings, endings).

Describing the Social Processes

ECONOMIC PROCESSES

Deals with sustaining the life of the total community without which there is no political and no cultural development. The economic dimension of society has to do with organizing material means in order to sustain human life. Without this, society cannot guarantee its future existence

COMMON RESOURCES

The set of economic processes that makes material and energy available for use by society to sustain life.

Illustration: Developing an oil field involves locating the reserves, manning the rigs with trained personnel, and designing the drilling systems.

COMMON PRODUCTION

The set of economic processes that transforms the earth's resources into usable form and mobilizes tools, personnel and processes necessary to generate goods and services

Illustration: The manufacture of circuit boards demands high tech tools, microscopes, special clothing, specially trained people and a system of 8-hour shifts, supervisors, and quality control operations.

COMMON DISTRIBUTION

The set of economic processes that design the allocation of goods and services for the sake of meeting the demands for the physical well-being of all humankind. It includes managing the use of property; establishing the methods of transferring goods, services and instruments and researching the production demands.

Illustration: A fisherman acquires equipment to catch fish, determines his family needs, exchanges his surplus catch for money to buy other necessities in order to sustain his family's life in its particular style.

POLITICAL PROCESSES

The ordering and organizing dynamics of the social process which structure social forms, implement the will of the people and serve the community's well-being. Without political processes, a society returns to the law of the jungle and social chaos.

CORPORATE ORDER

The political processes that enforce social stability, provide security to citizens, and sustaining the equilibrium of social power

Illustration: The Canadian Coast Guard and RCMP apprehend drug smugglers entering the country through air and sea ports to prevent illegal drugs from causing crime and doing harm to citizens, and sees to it that the apprehended are charged and taken to court for the law to pass judgment on their guilt and give sentence.

CORPORATE JUSTICE

The political processes that spell out the consent to be governed, and ensure equitable structures

Illustration: A regular family meeting finds family members participating in decisions about annual holidays, allowances and chores; children may bring up certain punishments they consider unfair and ask for a ruling from the whole family; the head of the family sees to it that family decisions are carried out by making assignments and passing out minutes of the meeting to all family members

CORPORATE WELFARE

The political process that assures the basic necessities, rights, and participation within society.

Illustration: Many government institutions

Describing the Social Processes - continued

and not-for-profit organizations to do with health, housing are examples of corporate welfare.

CULTURAL PROCESSES

Cultural processes inject rationality and intentionality into economic and political commonality. Without cultural commonality, human society acquires no significance in sustaining and ordering itself and the social process is denied the vision necessary for its continued creative response.

COMMON WISDOM

The cultural processes which take responsibility for the total body of knowledge that lays the foundation for participating effectively in society.

Illustration: A Pre-School teacher who is teaching children how to move their bodies rhythmically in a dance, then showing pictures of animals and people of other countries, then in an action drama teaching how the Golden Rule works is teaching preschoolers useful skills, accumulated knowledge and final meanings.

COMMON STYLE

The cultural processes of actualizing the

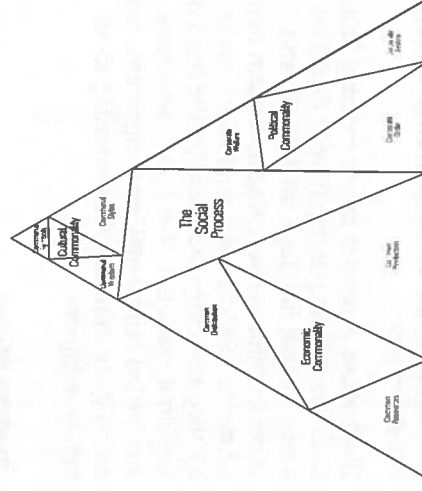
life stance of a society through preserving necessary roles, maintaining covenants and sexual mores and shaping the forms of a community

Illustration: When a couple planning marriage seeks advice from their respective grandparents, then draw up their family constitution, then plan their mission statement as a couple, and plan their future family; the send out invitations to the community to come and witness their marriage, they are operating in the arena of common style.

COMMON SYMBOL

The cultural processes by which a group of people is continually reminded of the values and beliefs that bind them together. Common symbols are given form through developing self-conscious language, releasing creativity and grounding the endless mystery of life

Illustration: The song, "We shall overcome" was used by the Civil Rights Movement in the US as a symbol of ultimate victory of equality of rights for Black and White. Its accessible language and simple tune reflected the depth of the struggle in the Deep South, it catalysed many other creative artforms, and became a unifying icon sung by other movements for justice round the globe.



IMBALANCES BETWEEN THE PROCESSES

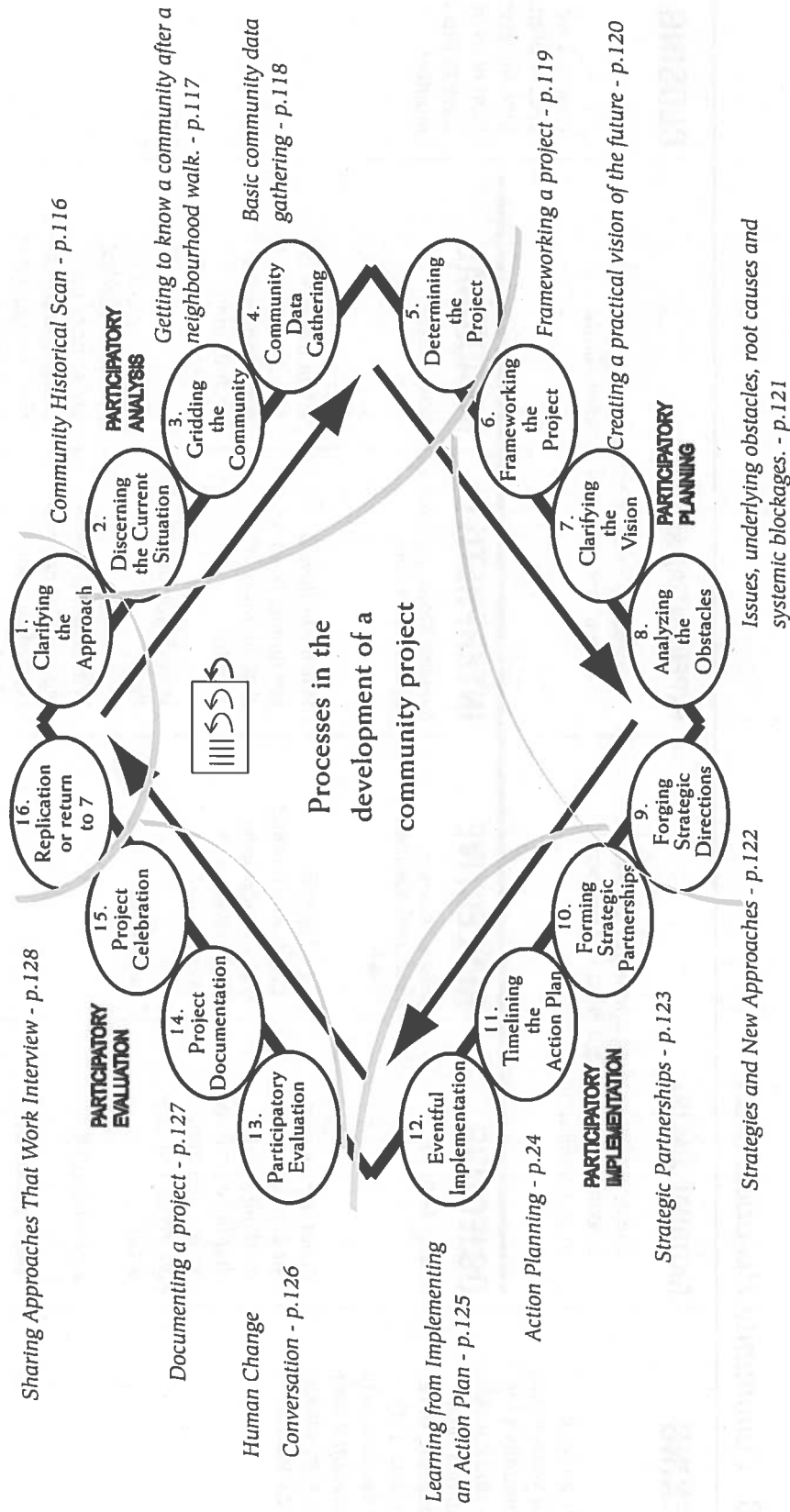
The imbalanced triangle above describes a bedroom community in which many people are involved in production jobs somewhere else, but there are few resources in the community, but significant shopping and transport opportunities. Everything is well ordered in the community with clean streets and police presence, but there are few social services. Children are bussed to nearby schools, and while there are a few cultural celebrations in the community the population does not identify with the community very much because there are no community symbols.

Project Charter

Project Name	Project Components: What are the essential components that are required to achieve the project result?	Critical Success Factors: What must go right for this project to be a success?
Project Time Frame: When should the project end and start?		Risk Factors: What might go wrong and how will we need to respond?
Project Context: What are important information items the team must keep in mind about this project?		Limitations: Are there any limitations that will impact on the project?
Project Scope: What is on-topic and what is off-topic?		Roles: What are the different essential roles and reporting relationship for different people in this project?
Work Plan Date:	Project Result: What is the primary result or product our project must generate or produce?	Projected Cost: What are the projected costs of this project -- people, time, cash, capital?

Focused Conversations for CD

Focused Conversations in the Community Development Process



FOCUSED CONVERSATION METHOD FORM

TOPIC: Community Historical Scan

RATIONAL AIM (S)		EXPERIENTIAL AIM (S)		CLOSING
OBJECTIVE (Getting the Facts)	REFLECTIVE (Personal Reactions, Associations, Emotions, Images)	INTERPRETIVE (Meaning, Values, Significance, Purpose, Implications)	DECISIONAL (Future Resolves)	
Let's go back XXX years in this community's history and consider what has been happening since that time. Let's use this as a way to develop a common story about the community.	Create understanding and begin to create a common story about what has happened in this community.	Create a sense of wonder and amazement about the history of the community.	How will we document this history and keep it in front of us as we work in this community?	
What are some of the key events or marking points that have occurred in this community? When did they occur? Key celebrations? Major setbacks? Small or large victories? Important developments?	Of all of these events which would you consider to be high points in the community? Low points?	When was there a key turning point or shift in this community? Why do you think that? What made it a turning point? What was happening before? After? What are other such turning points? What is the story that people tell themselves about this community?	What title can we give to the time periods between each turning point? As you look at the past events, what are some of the trends you can see that are important for the future? What are some future events that will be important in this community?	

FOCUSED CONVERSATION METHOD FORM

TOPIC: *Getting to know a community after a neighbourhood walk.*

OPENING	RATIONAL AIM (S)	EXPERIENTIAL AIM (S)	CLOSING
Now that we have spent some time walking around this community, let's sit back and talk about our intuitions and what we have learned.	To share people's intuitive grasp of the community.	To create an intense interest about the community and its residents.	
OBJECTIVE <i>(Getting the Facts)</i> REFLECTIVE <i>(Personal Reactions, Associations, Emotions, Images)</i> INTERPRETIVE <i>(Meaning, Values, Significance, Purpose, Implications)</i> DECISIONAL <i>(Future Resolves)</i>			
What are the boundaries of this community and the main topographical features? What are the primary secondary and service industries in this community? What do we know about the population, the income, the main shopping nodes, What is the cultural history? What was its historic role?	What attracts people here? What surprises you? What are people worrying about? What limitations, irritations or specific issues did you hear about? What makes this community different from others? What is the mood? What is the communities image of itself? What image does it have from the outside?	What agencies and organizations are real resources to the entire community? What organizations or groups are working to improve the community? What approaches or experiments are working? How do residents sense their future?	What is your own usual personal preoccupation when you look at this community? What else might you look for as you travel throughout the community? What interview questions might you ask a resident? What other sources would you refer to, to sensitize yourself to this community?

FOCUSED CONVERSATION METHOD FORM

TOPIC: Basic community data gathering

OBJECTIVE	RATIONAL AIM (S)	EXPERIENTIAL AIM (S)	CLOSING	
Economic What are the economic resources? -- natural resources, skills, technologies. How do these resources get produced and processed? -- industries, entrepreneurs, jobs. How do the products get distributed? -- stores, transport, communication. Political How is order kept and things organized in this area? -- population, visitors. How is justice administered? -- politics, leadership, institutions. What are the local processes that protect	people, make sure they have enough food, and have ways to participate in what's going on? -- food, housing, work. Cultural Who holds the community's wisdom? Who or what provides training in academic disciplines? How is the style enacted? How does a new family get the help it needs? What are the community's symbols? Where do people go to find out what life is all about? -- language, art, beliefs.	REFLECTIVE What surprises have you found in this community? What delights you about this community? What concerns you? What intrigues you?	INTERPRETIVE What's the relationship between the resources, products and distribution. How are order, justice and welfare related What's the connection between education, family mores and human values? What are you learning that will have a bearing on our project?	DECISIONAL What do you want to learn more about. What additional research do we need to do? Who do we need to talk to? Who will do it?

FOCUSED CONVERSATION METHOD FORM

TOPIC: *Frameworking a project*

OPENING		RATIONAL AIM (S)		EXPERIENTIAL AIM (S)		CLOSING
There are a lot of people who can be very helpful to our project. Let's share our knowledge about our contacts.		To share our potential contacts and understand that everyone could be a potential ally for our project.		To create limitless possibility and an openness within the team about who can be involved.		I am glad we have so many potential allies for this project. Wouldn't it be great if some of these folks eventually took on some leadership roles?
OBJECTIVE (Getting the Facts)		REFLECTIVE (Personal Reactions, Associations, Emotions, Images)		INTERPRETIVE (Meaning, Values, Significance, Purpose, Implications)		DECISIONAL (Future Resolves)
Who are all the people or organizations that could be involved in this project from the: public sector? private sector? not-for-profit sector? people who are residents in the community?	From your intuition, which of these people need to be in on the core decision making? Which people might be actively involved, but not be at the core? Which people may not be very active, but might be supportive? Which people simply need to be aware of the project?	Which of these people would be helpful to get on board early on in the project? Whom do we know that can contact them? What might be the best approach for each person?	Who will take responsibility for making the contact? Who will take responsibility for contacting the others? How will we keep up-to-date on our progress?			

TOPIC: *Creating a practical vision of the future*

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FOCUSED CONVERSATION METHOD FORM

TOPIC: Issues, underlying obstacles, root causes and systemic blockages.

OPENING

Let's create a safe environment so that we can say what we need to say about what is blocking us from moving ahead.

At this point we do not need to figure out what do to about those blockages, but only be clear about their nature and what holds them in place.

We will figure out how to deal with them in a later conversation.

RATIONAL AIM (S)

To articulate the underlying obstacles that must be dealt with to move ahead

EXPERIENTIAL AIM (S)

To experience the "aha" that comes with getting to the real core of the problem.

CLOSING

Now that we know what is blocking us from moving ahead, we will be able to create some strategies that will deal with these blocks so that our vision can start to become a reality.

OBJECTIVE

(Getting the Facts)

If the stated vision is to be realized, what are the issues, deterrents, blocks, irritants which get in our way?

What are some irritating factors when you can't seem to move ahead?

Whom do we tend to blame and how useful or useless is this?

What are some of those resources that we always seem to lack?

REFLECTIVE

(Personal Reactions, Associations, Emotions, Images)

What are other issues that come up again and again?

Tell about a situation when you specifically experienced these problems. How did they block you?

How do you experience this blockage? What does it make you want to do? How does it affect you?

INTERPRETIVE

(Meaning, Values, Significance, Purpose, Implications)

How do any of these specifically prevent us from really moving ahead? Which of these are simply excuses?

In what ways do WE actually participate in keeping these blockages in place?

What is actually going on that sustains this blockage?

What is the real root cause that is preventing us from moving ahead?

DECISIONAL

(Future Resolves)

Based on all these discussions, what are the three or four main underlying obstacles that must be dealt with in order for us to move ahead?

Try to state:

- what is the block
- * how it blocks
- what it blocks

eg. Our annual funding envelope system discourages us from long range capital grants.

FOCUSED CONVERSATION METHOD FORM

TOPIC: Strategies and New Approaches

OPENING

Let's spend some time talking about how we can be really strategic in using our resources to move ahead.

RATIONAL AIM (S)

To create strategies that will move us forward toward our long range vision and deal with the blocks at the same time.

EXPERIENTIAL AIM (S)

To experience the commitment of developing strategies that will really work.

CLOSING

Our next step will be to examine the strategies and build action plans for each of them.

OBJECTIVE

(Getting the Facts)

What are some of the key points of our long range vision.

What are some of the issues and blockages that have been discussed.

Let's quickly brainstorm some of the various actions we could take that deal with the obstacles while moving us toward the vision.

REFLECTIVE

(Personal Reactions, Associations, Emotions, Images)

What are actions you did not say out loud because you didn't want to be branded as unrealistic?

What actions were not mentioned because they seemed too obvious?

What are some really innovative actions for dealing with the obstacles and moving ahead toward the vision?

INTERPRETIVE

(Meaning, Values, Significance, Purpose, Implications)

How would these actions go together to produce catalytic new directions?

What is this new direction we must move in to resolve the contradictions and realize our vision?

What is the focus of these actions? What new direction are we proposing?

How is this a new direction / approach? What would you call this strategy?

DECISIONAL

(Future Resolves)

eg. formalizing our organizational structure.

Let's talk about the set of strategies we have just created.

Which of the blocks are being dealt with?

Which elements of our vision are they moving toward?

Is there anything missing in this set of strategies?

FOCUSED CONVERSATION METHOD FORM

TOPIC: Strategic Partnerships

OPENING

We are all partners or potential partners in the success of this particular project.

Let's talk about what our expectations are, what we need to accomplish and what we each bring to this partnership.

RATIONAL AIM (S)

To understand enough about the project and each other to be able to work together.

EXPERIENTIAL AIM (S)

To create a comfort level between strategic partners so that we can move forward together.

CLOSING

We are all looking forward to hearing back from each other on our respective assignments.

OBJECTIVE

(Getting the Facts)

Let's go around the table and give your name, your organization, what it does, and what is your interest in this project.

What questions of clarity would you like to ask of each other?

Let's take a look at the project plan as it has been developed so far.

REFLECTIVE

(Personal Reactions, Associations, Emotions, Images)

What specifically about this project holds long term promise for you?

What is most reasonable, difficult, possible, impossible about this plan, regardless of who works on it? Why?

What are blockages to working together that we will need to work through?

INTERPRETIVE

(Meaning, Values, Significance, Purpose, Implications)

What have you learned about partnerships that needs to be brought to bear on this project?

What are the most important values about partnership that we will have to hold, in order to keep this partnership functioning well over the long term?

DECISIONAL

(Future Resolves)

Which specific parts of the project plan do you have something to bring to the table?

What do you need from this group in order to make a commitment on behalf of your group?

Who needs to be in on the organizing team?

What are our next steps?

FOCUSED CONVERSATION METHOD FORM

TOPIC: Action Planning

OPENING

We have a set of strategies. Now we have to figure out how to get them done.

We will create specific actions, timelines and assignments for each strategy.

RATIONAL AIM (S)

To create some timelined action plans that individuals are committed to implementing.

OBJECTIVE

(Getting the Facts)

Look at Strategy A.

Let's brainstorm some of the strengths, weaknesses, opportunities, threats (SWOT) and some of the benefits and dangers of this strategy.

What are some possible accomplishments we **COULD** accomplish, if we put our minds to it.

EXPERIENTIAL AIM (S)

To create enough personal commitment to actually carry out the plans regardless of changes that have to be made.

INTERPRETIVE

(Meaning, Values, Significance, Purpose, Implications)

What are all the specific things we will need to do to win on this concrete victory?

Who, what, when, where, how will it get done?

What sequence will we have to do them in?

DECISIONAL

(Future Resolves)

Who will take specific responsibility for ensuring that these specific things get done?

Who will take overall responsibility?

How will we establish a budget to handle the implementation?

When shall this group meet next?

CLOSING

Now that we have done this for Strategy A, we need to do it again for Strategy B, etc.

FOCUSED CONVERSATION METHOD FORM

TOPIC: Learning from Implementing an Action Plan

OPENING		RATIONAL AIM (S)		EXPERIENTIAL AIM (S)		CLOSING
You have put a lot of energy into implementing this strategy. Let's talk about what we have learned, so that future implementation efforts can learn from us.		To capture some of the hard won learnings from having been involved in implementation.		Each person will feel acknowledged for the work that was done and be committed to continuing the implementation.		Let's capture these learnings and make them available to others.
OBJECTIVE (Getting the Facts) What victories did we have in this strategy "Promoting Tourism Initiatives"? Who worked on it? What steps did you take? What steps are left on this action plan?		REFLECTIVE (Personal Reactions, Associations, Emotions, Images) What were you especially pleased with? What problems did you encounter? How did you deal with them?		INTERPRETIVE (Meaning, Values, Significance, Purpose, Implications) What was the key to accomplishing this victory? What have you learned about this strategy by being involved in it? If you had to do it again what would you do differently?		DECISIONAL (Future Resolves) What will be vital in ensuring that we keep the momentum on this strategy? What could we do to get others involved? What steps do you want to report on in the big plenary? (if there is to be a plenary.)

FOCUSED CONVERSATION METHOD FORM

TOPIC: Human Change Conversation

OPENING

Individuals are personally affected by their engagement in community development.

Let's talk about those personal changes we have seen in ourselves and in others.

RATIONAL AIM (S)

To explore various dimensions of how people have been affected as a result of the project.

EXPERIENTIAL AIM (S)

To recommit to the journey of development.

CLOSING

This has been a great conversation.

Thank you for being so open about how this project has affected others and yourselves.

OBJECTIVE

(Getting the Facts)

What parts of the project have you been involved in?
Who were you working with?

Who are some new people you have met?
What are some things you saw in the community as a result of the project, even though you did not work on that part?

What snippets of conversations have you heard from other people as a result of the project?

REFLECTIVE

(Personal Reactions, Associations, Emotions, Images)

What are some little things you now know about the project or community that you did not know before?

What are some things that have been confirmed for you about this community?

What has surprised or delighted you, or perhaps even made you angry?

INTERPRETIVE

(Meaning, Values, Significance, Purpose, Implications)

What has been the impact of this project?

On you?

On others? Why?

What new patterns have you seen emerging?

How is this project preparing people for the future?

DECISIONAL

(Future Resolves)

How are you different as a result of your work?

How are others different?

What has been the one main benefit of this project to the community?

How can we keep this alive?

If a visitor came, how would you talk about this community?

What is the one thing that everyone needs to know about this place?

FOCUSED CONVERSATION METHOD FORM

TOPIC: Documenting a project

OPENING

Clarify the subject of the documentation and why it is important to undertake at this time.

Let's get everyone's input on this documentation project, so that it can be the best that it can be.

RATIONAL AIM (S)

To explore various dimensions of how people have been affected as a result of the project.

EXPERIENTIAL AIM (S)

To recommit to the journey of development.

CLOSING

This has been a great conversation.

Let's figure out when we need to meet again to begin collecting all the pieces of documentation we have been talking about?

OBJECTIVE

(Getting the Facts)

Which audiences do you have in mind who should see the final documentation?

What potential effect to you think our documentation might have on these audiences?

What are some of the possible arenas of documentation? What are some sources of information we already know about?

REFLECTIVE

(Personal Reactions, Associations, Emotions, Images)

What are some products you are beginning to see in your mind's eye?

What types of documentation make you enthusiastic? Turn you right off?

What are the key questions our potential audiences are asking?

What struggles do our potential audiences have that our documentation could speak to?

INTERPRETIVE

(Meaning, Values, Significance, Purpose, Implications)

What are the primary arenas for documentation that answer our audiences questions with real historical data?

What are two or three story line options that could hold our documentation together?

What are the most stunning reports on victories in each arena of our documentation that will speak directly to the underlying questions of our audience?

DECISIONAL

(Future Resolves)

What are those missing jewels of raw data that will really "make" our documentation?

What are the necessary artwork, photos, quotes, tables, graphs the will focus the audiences attention?

What is the overall image to be used on the cover and throughout that will tie everything together.

FOCUSED CONVERSATION METHOD FORM

TOPIC: Sharing Approaches That Work Interview

OPENING

We have been told by XXX about your project and would like to get to know more about it.

Do you mind if we ask some questions and takes notes about this project that might be useful to others?

RATIONAL AIM (S)

To discover what are the most important learnings about this project that need to be shared widely with others.

OBJECTIVE

(Getting the Facts)

What was the issue that was being addressed by this project?

What were the original objectives of the project?

What are some of the accomplishments?

REFLECTIVE

(Personal Reactions, Associations, Emotions, Images)

What is some of the important background information that is helpful to know about?

EXPERIENTIAL AIM (S)

To affirm and celebrate the expenditure of energy that has gone into this project and create the desire to share it with others.

INTERPRETIVE

(Meaning, Values, Significance, Purpose, Implications)

What are some of the key factors of success for this project?

What are some of the broad developmental learnings?

DECISIONAL

(Future Resolves)

What has been the importance of this project to the local area?

What project materials are available to share with others?

Who is the key contact person and the contact information we can publish?

CLOSING

We very much appreciate your openness to share all this experience with us.

After we write up a draft of this interviews, we will send it to you so that you can make appropriate corrections.

Thank you!