Strengthening Civil Society and Civil Servant Capacity in Belize through Partnership

COMMUNITY DEVELOPMENT, CITIZEN ENGAGEMENT AND PUBLIC PARTICIPATION WORKSHOP FOR CIVIL SERVANTS

1. Foundations of Community Development

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Key Concepts

Foundations of Community Development

– What is Community?

– What is Community Development?
What is a Community?

• There are many definitions of community.

• Hillery (1995) identified more than 94 separate definitions

• Matterssich and Monsey (2004) also found many definitions

• People can get confused in defining or generalizing what is a “community.”


Community

The way we know community –

our experience with it and our understanding of the basic nature of community

-provides a framework for assessing communities and the processes at work in community.

Community

WHAT DOES COMMUNITY MEAN TO YOU?

Task: Draw your concept of “community”
Community Types?

• Communities of Interest

• Communities of Place

The Concept of Community

• People

• Place

• Social organization/institution that provides regular interaction among residents

• Social interaction, common interest, shared identity

Understanding Community

- Think about the communities you are involved in following terms
  - Place
  - Social organization/institution that provides regular interaction among residents
  - Social interaction on matters concerning a common interest

- What are the characteristics that make the place you live or work a community?

Communities in Transition

- Communities change over time.

- Think about the community you grew up in, or now the community you live in.

- Based on your experiences and observations:
  - What are some of these changes that have occurred?
  - What do you think are the primary causes of these changes?
  - How are your communities addressing these changes?
What is a Community, Anyway?*

• It’s about People
• People live in multiple communities
• Communities are nested within each other
• Communities have formal/informal institutions
• Communities are organized in different ways
• Communities are complex
• We need to embrace this complexity as we strive to understand and create social change


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Community (Public) Issues

• Community issues are complex
• Community issues affect large number people
• Community issues are interdependent with other issues
• Many community decisions are made by a public body
• Decisions often result in public policy (regulation, ordinance, expenditure of public resources, etc.) that will affect many members of the community
• How are people involved in these community decisions?
Defining Community Development

“...a process where people and communities acquire the attitudes, skills and abilities for active participation in creating meaningful futures and dealing with community issues..

“...an outcome where people take collective action that improves their community (physical, environmental, cultural, social, political, economic, etc.)
Community Development

“...A group of people in a community reaching a decision to initiate a social action process (that is, planned intervention) to change their economic, social, cultural, or environmental situation…” (Christenson and Robinson, 1978)

“...A planned effort to build assets that increase the capacity of residents to improve their quality of life...” (Green and Haines, 2012)

Key Qualities of Community Development

- It is always purposive
  -- it has a specific reason for being undertaken
- Its purpose is always positive
  -- it is an effort where citizens believe will improve their lives
- It exists in the efforts of people and not necessarily in goal achievement
  -- Trying is enough to qualify as community development
- It is structure-oriented
Community Development
(more than economic development)

- Economic Base
- Physical Infrastructure
- Support Infrastructure
- Human Infrastructure
Development “In” vs. “Of” the Community

- Development “in” the community is principally concerned with building the economic or physical infrastructure of a community.

- Development “of” the community is focused on building the human capacity to address local issues and concerns. As such, it affects the structure of the community.

The Complexity of Communities

Important of Community Resources

- Every Community has Resources (or Assets)

- When Assets are invested to create new Assets, they become CAPITAL.

- This CAPITAL can be put into seven categories creating a COMMUNITY CAPITAL ASSETS MODEL.

- The CAPITALS individually or together contribute/detract from SUSTAINABLE COMMUNITIES.

Reflection Questions

- How do I view my community?

- How do I define community development?
  - is it a process or an outcome?
  - Is it just economic development?

- Why do we do community development?

- What role do or should citizens play in the process of community development?

Questions and Discussion
Strengthening Civil Society and Civil Servant Capacity in Belize through Partnership

COMMUNITY DEVELOPMENT, CITIZEN ENGAGEMENT AND PUBLIC PARTICIPATION WORKSHOP FOR CIVIL SERVANTS

2. Asset Based Community Development (ABCD)

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Key Concepts

• The complexity of Communities

• Asset Based Community Development

• Approaches and Models of Community Development
The Complexity of Communities
Important of Community Resources

- Every Community has Resources (or Assets)

- When Assets are invested to create new Assets, they become CAPITAL

- This CAPITAL can be put into seven categories creating a COMMUNITY CAPITAL ASSETS MODEL

- The CAPITALS individually or together contribute/detract from SUSTAINABLE COMMUNITIES

Physical (Built) Capital

• Infrastructure
  – Water systems
  – Sewer
  – Utilities
  – Health systems
  – Housing
  – Broadband, telecommunications & other information technologies
  – Transportation system
  – Buildings

Natural Capital

• Quality and quantity of natural & environmental resources
  – Air
  – Soils
  – Water (quality & quantity)
  – Landscape
  – Natural resources
  – Biodiversity
  – Scenery
Political Capital

- Citizen engagement and ability to influence and enforce rules, regulations & standards
  - Elected and appointed officials
  - Citizen participation in public policy process
  - Government workers
  - Voting rates
  - Power structures
  - Inclusiveness
  - Transparency

Financial Capital

- Financial resources available to invest in community projects & initiatives
  - Community foundations
  - Grants
  - Banks & other financial institutions
  - Personal wealth & income
  - Business capital and earnings
  - Tax base and revenues
  - Access to credit
Human Capital

- Attributes of people that provide opportunity to earn a living and contribute to the well being of themselves, their family & the community
  - Self esteem
  - Education (formal & informal)
  - Skill and workforce development
  - Health
  - Creativity
  - Diversity

Cultural Capital

- Values, norms, beliefs, traditions & material goods inherited
  - Language
  - Rituals
  - Dress
  - Cultural events & festivals
  - Music
  - Museums
  - Historical associations
  - Libraries
Social Capital

- Connections (bridging & bonding) between people & organizations to make things happen
  - Trust
  - Norms of reciprocity
  - Network structure
  - Group membership
  - Cooperation
  - Common vision and goals
  - Leadership

### The Seven Types of Community Capital

<table>
<thead>
<tr>
<th>Capital</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural</td>
<td>The quality and quantity of natural and environmental resources existing in or contributed to a community</td>
<td>Parks, safety, greenways, trails, wildlife, open space, rivers, woodlots, and natural Recreation areas</td>
</tr>
<tr>
<td>Cultural</td>
<td>The values, norms, beliefs, traditions, and symbols that people in a community hold in common</td>
<td>Cultural events, natural heritage, museums, historic sites, and landmarks</td>
</tr>
<tr>
<td>Human</td>
<td>The connections and relationships that enable a community to function effectively</td>
<td>Family, friends, neighbors, and community organizations</td>
</tr>
<tr>
<td>Social</td>
<td>Connections among people and organizations in a community that involve trust, sharing, and mutual benefit</td>
<td>Organizations, churches, schools, and community groups</td>
</tr>
<tr>
<td>Political</td>
<td>The stability, effectiveness, and responsiveness of government and public agencies</td>
<td>Government agencies, public officials, and community leaders</td>
</tr>
<tr>
<td>Financial</td>
<td>The variety of financial resources available to support community development initiatives</td>
<td>Banks, financial institutions, and government funding</td>
</tr>
<tr>
<td>Built</td>
<td>The infrastructure of the community that supports the built environment</td>
<td>Buildings, streets, parks, and other public facilities</td>
</tr>
</tbody>
</table>

### The Community Capital Framework

[Diagram showing the relationship between different types of capital, with Natural Capital at the center, radiating outward to Financial, Political, Cultural, Human, Social, and Built Capital.]

Two Community Development Approaches

**Needs Assessment Approach**
- Identify problems/weakness of community
- Mobilize communities to address local issues
- Technical assistance and consultants

**Community Asset-based Approach (ABCD)**
- Identify resources/strengths of community
- Mobilize and leverage local resources
- Self-Help, community capacity-building

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**Needs-Based Development**

- Focus on needs, deficiencies & problems
- Negative images representing partial truth
- Needs addressed through deficiency-policies & programs
  - Fragmented
  - Targets resources to service providers rather than residents
  - Negative effects on local leadership
  - Discourages self help
  - Hinders change “breakthroughs”

Kretzmann & McKnight, 1993
Asset-Based Community Development (ABCD)

- Clear commitment to discovering community’s capacities & assets
- Policies & activities based on capacities, skills & assets
  - People
  - Voluntary associations
  - Local formal institutions
  - Physical resources
- Internally focused
- Relationship driven
Needs vs. Asset Based Development

<table>
<thead>
<tr>
<th>Needs/Deficit Based</th>
<th>Asset Based</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>Changing Community through citizen involvement</td>
</tr>
<tr>
<td><strong>Method</strong></td>
<td>Citizen-Centered production</td>
</tr>
<tr>
<td><strong>Accountability</strong></td>
<td>Leaders are widening circles of volunteer citizens. Accountable to the community.</td>
</tr>
<tr>
<td><strong>Significance of Assets</strong></td>
<td>Assets are relationships to be discovered and connected. Asset mapping is self-realization and leadership development.</td>
</tr>
<tr>
<td><strong>Production Resource</strong></td>
<td>Money is the key resource. Falls apart without money.</td>
</tr>
<tr>
<td><strong>Operating Challenge</strong></td>
<td>Relationships are the key resource. Falls apart when money becomes the focus.</td>
</tr>
<tr>
<td><strong>System Dynamic</strong></td>
<td>Tends to spread itself thinner over time.</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>Success is capacity, measured mostly by relationships.</td>
</tr>
</tbody>
</table>
Reasons for ABCD

- Expand active participation and civic engagement
- React against proposed change in the local area that is deemed as having negative consequences on residents’ quality of life
- Modify severe social, economic or environmental problems in the community
- Satisfy missing needs or resources
- Create more vibrant, livable communities

Community Interaction

What is your perspective?

What do we think about as we work and live in our communities?

- The community is something external to us and to be acted on, predicted and managed. We are an outsider.
- We are the community and create it through our ongoing processes of interaction. We are an insider.
- Do you consider yourself an insider or outsider in the communities you work?

Three Models to address Community Development issues*

- Technical Assistance
- Conflict
- Self-Help

Christenson, J. (1989). Themes in Community Development

Technical Assistance Characteristics

- Usually involves the delivery of programs of services to a local area by some agency or organization
- It is often a “top-down” approach that involves use of experts
- The focus is mainly on the task to be performed
- Assumes that answers to community problems can be arrived at scientifically
Conflict Model Characteristics

- Primary focus is upon the deliberate use of confrontation by professional organizers (Saul Alinsky)
- The goal is to redistribute power
- A major organizing tool is to confront those forces seen as blocking efforts to solve problems
- In this approach, there is a deep suspicion of those who have formal community power
- This perspective assumes that power is never given away, it has to be taken

Self-Help Model

- Emphasis is on process
  -- people within the community working together to arrive at group decisions and taking actions to improve their community
- Based on the principle that people can collaborate in a community to provide important needs and services
- The process is more important than any particular task or goal
Self-Help Model

We want to institutionalize a process of change based on building community institutions and strengthening community relationships rather than achieve any particular objective.

Can you identify examples of these three models that you have been involved in or know that have taken place in your community?

Technical Assistance Model

Conflict Model

Self-Help Model
## Comparing the CD Models

<table>
<thead>
<tr>
<th>Features</th>
<th>Technical Assistance</th>
<th>Conflict Approach</th>
<th>Self-Help Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change Agent</td>
<td>Consultant</td>
<td>Organizer</td>
<td>Facilitator, Educator</td>
</tr>
<tr>
<td>Orientation</td>
<td>Task</td>
<td>Process and Task</td>
<td>Process</td>
</tr>
<tr>
<td>View of Individual</td>
<td>System defines who plays a role</td>
<td>Oppressed</td>
<td>Inherently good, but goodness is often suppressed</td>
</tr>
<tr>
<td>Basis of Change</td>
<td>Science provides a means to solve problems</td>
<td>Power is the key ingredient for making changes</td>
<td>People can identify and solve problems collectively</td>
</tr>
<tr>
<td>Core problems addressed</td>
<td>Capacity to harness science to solve human problems</td>
<td>Concentration of power in the hands of a few persons</td>
<td>Capacity of people to take collective action</td>
</tr>
<tr>
<td>Action Goal</td>
<td>Technical problems</td>
<td>Redistribution of power</td>
<td>Community capacity-building</td>
</tr>
</tbody>
</table>

## Spiraling of Assets and Capacity-Building

Emery & Flora, 2006
General Stages in a Community Development Process

Key elements for successful Community Development

- Slight level of dissatisfaction – “Things could be better”
- Belief/expectation in self-help
- Local Leadership
- Collaboration
- Willingness to experiment & take advantage of opportunity
- Cultivate Allies
- Work hard, Stay with the process
- Focus on specifics, but don’t lose sight of the “weird & wonderful”

Cavaye, 2004
Community Development
A succession of specific community efforts

The Action Learning Cycle

• More than a planning process

• Is an ongoing learning process where new attitudes and networks develop from action and reflection

• Appropriate use of the principles of community development guide the process rather than a recipe or prescription

Cavaye, 2004
Pitfalls to Avoid in Community Development

- Focusing only on the “symptoms”
- Burnout
- Starting too Big
- Planning without action
- Assuming the community is “represented”

Cavaye, 2004

Community Development

What it is not
- Service Delivery
- Social work or welfare
- A “feel good” exercise

What it is
- A process that not only leads to better economic, social, environmental and conditions, BUT creates communities that can better manage change
- Allows communities to better mobilize existing skills, reframe problems, work cooperatively and use assets in new ways
Building Capacity and the ABCD Model

• “Community’s do have the ability to define and solve their own problems”
  
  (D. Easterling, The Colorado Trust)

• People do have the ability to provide “local solutions to local problems”
  
  (R. Atkinson & P. Willis, University of Tasmania)

• Seven ABCD Principles (Jim Diers)
  • http://www.youtube.com/watch?v=uwA02v9gfOc

Reflection Questions

• How do I relate to community
  - am I an insider or an outsider in place where I live?

• How do I define community development?
  - is it a process or an outcome?

• What model might I best identify with?
  – Technical Assistance Model
  – Conflict Model
  – Self-Help Model

• What role do or should citizens play in the process of community development?
References


Cavaye, J. 2000. Understanding Community Development. University of Queensland, Australia. And Cavaye Community Development Ltd


Questions and Discussion
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3. Addressing Complex, Wicked Community Issues

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Key Concepts

• Complexity of Community Issues

• Tame vs. Wicked Issues

• Approaches to Tame Issues

• Approaches to Wicked Issues
Community Issues

• We used to live in an uncomplicated world
• We knew our neighbors and resolved our issues
• Local governments provided needed services
• Science took care of our technical issues
• Decisions were made and readily accepted

Tame Issues

• Problem Identified
• Bring in technical expert and information
• Utilize information and expertise
• Problem Solved
Contemporary Public Issues

- Today’s issues are complex
- They affect large numbers and diversity of people
- Many issues are now interdependent
- Many decisions are made where voices are not heard
- These decisions often result in policies and actions that will affect many members of the community

We now live in a wicked world*

Wicked Issues defined

- No definitive formation of problem
- No stopping rule
- No true/false answers (complex, gray, good/bad)
- No immediate test to solution
- Uniqueness

- Values-based Engagement
- Symptom of other problems
- Discrepancy explained in different ways...which may determine its resolution
- May take a multi-disciplinary, systems approach
- Requires cooperation and collaboration

Problem-Solving Typology

Table 1: Situational types

<table>
<thead>
<tr>
<th>Situation</th>
<th>Problem definition</th>
<th>Solution</th>
<th>Locus of responsibility</th>
<th>Kind of work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type 1</td>
<td>Clear</td>
<td>Clear</td>
<td>Manager/expert</td>
<td>Technical</td>
</tr>
<tr>
<td>Type 2</td>
<td>Clear</td>
<td>Requires learning</td>
<td>Manager/expert and stakeholders</td>
<td>Technical and adaptive</td>
</tr>
<tr>
<td>Type 3</td>
<td>Requires learning</td>
<td>Requires learning</td>
<td>Stakeholders &gt; expert</td>
<td>Adaptive</td>
</tr>
</tbody>
</table>

Source: adapted from Heifetz 1994: 76.
### Tame vs. Wicked Issues

<table>
<thead>
<tr>
<th>Complexity ↓</th>
<th>Diversity →</th>
<th>Single party</th>
<th>Multiple parties, each having only some of the relevant knowledge</th>
<th>Multiple parties, conflicting in values/interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both problem and solutions known (Heftiz Type 1)</td>
<td>Diversity ↓</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Problem known, solution not known (relationship between cause and effect unclear) (Heftiz Type 2)</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>Wicked problem</td>
</tr>
<tr>
<td>Neither problem nor solution known (Heftiz Type 3)</td>
<td>7</td>
<td>Wicked problem</td>
<td>8</td>
<td>Very wicked problem</td>
</tr>
</tbody>
</table>

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![Diagram](image-url)

It’s a Fan!

It’s a Spear!

It’s a Snake!

It’s a Wall!

It’s a Tree!

It’s a Rope!
Value Judgments

Characterizing Value Judgments
- what problems to investigate
- what facts to report
- what problems to investigate

Appraising Value Judgments
- Explicit statements of values or opinions
- What policies are good/bad
- What should be adopted (or not)

We all bring values and beliefs to any issue we address

Fundamental Rights under Belize Constitution include:

Rights to life, personal liberty, law, inhuman treatment, slavery and forced labor, arbitrary search and entre, freedom of movement, conscience, expression, assembly and association, privacy, work, racial discrimination, deprivation of property, provisions for public emergencies, protection of detained persons under emergency laws, etc
Key Belize Values

1. Right to life
2. Right to personal liberty
3. Equality
4. Freedom of movement
5. Freedom of expression
6. Freedom of assembly and association
7. No racial discrimination
8. No deprivation of property

Which one is most important to you?
(Chose only one)

1. Right to life
2. Right to personal liberty
3. Equality – No racial discrimination
4. Freedom of movement
5. Freedom of expression
6. Freedom of assembly and association
7. No deprivation of property
Which one is least important to you?
(Chose only one)

1. Right to life
2. Right to personal liberty
3. Equality – No racial discrimination
4. Freedom of movement
5. Freedom of expression
6. Freedom of assembly and association
7. No deprivation of property

Inherent Democratic Tensions

• Freedom v. Equality
• Our Freedom v. Freedom of Future generations
• Freedom v. Security
• Justice is a tension within itself (justice as the ideal between too much and too little credit or punishment)

**Some other tensions**

• Individual v. community
• Short term v. long term
• Unity v. diversity
• Cooperation v. competition
• Flexibility/Innovation v. Consistency/Tradition
• Best use of resources (money, time, people)
Values

“a principle, standard, or quality considered worthwhile or desirable”

The First Rule of Values:
When considered abstractly and one at a time, values are universally supported

In wicked issues it may not be what people accept or express, but

1. How values are ranked relative to each other abstractly (the value hierarchy)

2. How they are invoked and compete in specific situations (the value dilemmas)

What do you see?
What do you see?

Solving a simple problem

[Diagram of a circle and a grid of dots]

[Diagram of another grid of dots]
The Nature of Our Problems in the 21st Century
Tame v. Wicked

Wicked problems involve competing underlying values, paradoxes, and tradeoffs that may not be easily resolved by science. They require tough choices or innovative solutions.

Wicked problems cannot be “solved.” Any proposed solution to a wicked problem tends to create new problems. Wicked problems are systemic and must be treated that way.

Wicked problems often require adaptive changes rather than technical ones. As a result, a broad range of stakeholders must be a part of any solution.

Addressing wicked problems thus necessitates effective, ongoing collaboration and communication across multiple perspectives.

Wicked problems often require creativity, innovation, and imagination.

Tame vs. wicked issues

Tame Issues:

Wicked Issues:

Can you identify a tame and/or wicked issue?
Wicked Issues
Examples

- Sustainability
- Obesity
- Natural Hazards
- Health Care/Wellness
- Food Safety and Security
- Climate Change
- Opioid Crisis
- Resource Management
- Community Redevelopment
- Gun Violence/Mass Shootings
- Shelter for the Homeless
- Water Quality and Supply

Strategies to Tackle Wicked Issues
Authoritative/Technical

**Pros**
- Solution in hands of a few
  - Decision-makers
  - Scientists
- Reduces time with little stakeholder involvement
- Reduces complexity as competing views eliminated from the start

**Cons**
- Decision makers may not have appreciation for all perspectives
- Science(s) may not agree
- Those most impacted may not be engaged
### Strategies to Tackle Wicked Issues
#### Competitive/Conflict

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pits opposing points of view against one another</td>
<td>• Adversarial approach creates confrontational environment</td>
</tr>
<tr>
<td>• Opposing parties come up with preferred solution</td>
<td>• Unwillingness to share information and views</td>
</tr>
<tr>
<td>• “Best” alternative is selected from options</td>
<td>• Stakeholders may not have incentive to find “best” solution</td>
</tr>
</tbody>
</table>

#### Collaborative

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Engages all parties affected by the issue/decision</td>
<td>• Time-consuming process</td>
</tr>
<tr>
<td>• Meetings outline views, understanding and impacts from all parties</td>
<td>• Costs money</td>
</tr>
<tr>
<td>• Parties are actively engaged and involved in process</td>
<td>• Often requires facilitator</td>
</tr>
<tr>
<td>• Common, agreed approach</td>
<td>• Need to identify all parties that might be impacted</td>
</tr>
</tbody>
</table>
Wicked Issues

Need a multi-disciplinary response

- Science and Knowledge (Content)
- Collaboration (Process)

Reflective Questions

1. Is Belize confronted with complex, wicked issues today?

2. What strategy is best to address these wicked issues?
   - Authoritative/Technical
   - Conflict/Competitive
   - Collaborative/Self-Help

3. What is the role of government, NGOs, and Citizens to address these issues?
Questions?
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4. Citizen Engagement and Public Participation

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DEMOCRACY

- The foundation of democracy is faith in the capacities of human nature; faith in human intelligence and in the power of pooled and cooperative experience.

- Belief in equality is an element of the democracy,...the fact of natural and psychological inequality is more reason to establish by law of equality of opportunity since otherwise the former becomes the means to oppress the less gifted.

- The democratic idea of freedom is not the right of each to do as he pleases.

- Absence of participation tends to produce lack of interest and concern on the part of those shut out w/ the result is a corresponding lack of effective responsibility.

- The argument for democracy implies the best way to produce initiative and constructive power is to exercise it. Power and interest come with use and practice.

- Unless democratic habits of thought and action are part of the fiber of a people, political democracy is insecure.


Who governs? Role of the People?

[Diagram showing the relationship between government power, citizen participation, and types of governments: Autocratic, Oligarchic, Democracy]
Who Governs?

Figure 2.1 The founding debate: How to make democracy successful.

Citizen Participation and Engagement
Ladder of Participation

• **Manipulation (1) and Therapy (2)**
  - Not participatory. Aim is cure or educate participants
  - Plan is best, Participation is to gain support and PR

• **Informing (3)**
  - Important 1st step to legitimate participation
  - But, often 1 way flow, no channel for feedback

• **Consultation (4)**
  - Legitimate step (surveys, neighborhood meetings, etc)
  - Arnstein feels it still is a window dressing ritual

• **Placation (5)**
  - Co-optation of hand-picked “worthies” on committees
  - Advise and plan all you want, but decision made or in hands of power holders

• **Partnership (6)**
  - Power redistributed between citizens/power holders
  - Shared planning/decision-making (e.g. joint committee)

• **Delegated Power (7)**
  - Citizens hold clear majority on committees
  - Committees have delegated powers to make decisions
  - Public has power to assure accountability to them

• **Citizen Control (8)**
  - Citizens do all planning, policy making & management
  - Example: Neighborhood Corporation (CBCs)
Ladder of Citizen Participation
A redistribution of power

Who participates?

More Exclusive

- Expert Administrator
- Elected Representatives
- Professional Stakeholders
- Lay Stakeholders
- Random Selection
- Open, Targeted Recruiting

More Inclusive

- Open, Self-Selection
- Diffuse Public Sphere

EXPERTS
THE PEOPLE


Sherry Arnstein, 1969
How will people be involved?

Least intense
- Listen as Spectator
- Express Preferences
- Develop Preferences
- Aggregate and Bargain
- Deliberate and Negotiate
- Deploy Expertise

Most intense


How much influence to give people?

Least authority
- Individual Education
- Communicative Influence
- Advise and Consult
- Co-Governance

Most authority
- Direct Authority

The Levels of Public Participation

The process of exercising power

Inform  Consult  Involve  Collaborate  Empower

Increasing Level of Participation in Decision Making

IAP2’s Public Participation Spectrum

Increasing Level of Public Impact

Inform
Public participation goal
To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.

Promise to the public
We will keep you informed.

Example techniques
- Fact sheets
- Web sites
- Open houses

Consult
To obtain public feedback on analysis, alternatives and/or decisions.

We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.

Consult
- Public comment
- Focus groups
- Surveys
- Public meetings

Involve
To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.

We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.

Involve
- Workshops
- Deliberative polling

Collaborate
To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.

We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.

Collaborate
- Citizen advisory committees
- Consensus-building
- Participatory decision-making

Empower
To place final decision-making in the hands of the public.

Empower
- Citizen juries
- Ballots
- Delegated decision-making
Participation

IAP2 PUBLIC PARTICIPATION SPECTRUM

Increasing Level of Public Impact

Public Participation Goal:

Inform
Consult
Involve
Collaborate
Empower

Increasing Level of Shared Decision Authority

Citizen Control
Delegation
Partnership
Ratification
Consultation
Informing
Therapy
Manipulation

One-Way Communication
Two-Way Communication
Democratic Processes

Spectrum of Public Participation
Adapted from the International Association for Public Participation (IAP2)

Inform
Consult
Involve
Collaborate
Empower

One-Way Communication
Two-Way Communication

Engagement Processes
Participation Processes
Democratic Processes

Artsen’s Ladder (1989)

Degrees of Citizen Participation

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Reciprocity: Actions Required of Agencies and Citizens

Actions by Agencies/Organizations

- Inform
- Consult
- Involve
- Collaborate
- Empower

Actions by Citizens

- Inquire
- Propose/Express Opinions
- Discuss/Deliberate
- Take Part on Continuing Basis
- Assume Responsibility

Levels of Participation in Community Issues

**Figure 4.2: Modified Orbits of Participation.**

- Unsurprised apathetics
- Observers
- Commenters
- Technical reviewers
- Active participants
- Co-decision makers

Creighton, 2005
Matching Participation Tools to Audiences

<table>
<thead>
<tr>
<th>Orbit of Participation</th>
<th>Possible Participation Mechanisms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-decision makers</td>
<td>Interagency teams, partnering, negotiation</td>
</tr>
<tr>
<td>Active participants</td>
<td>Interactive workshops, advisory groups, or task forces</td>
</tr>
<tr>
<td>Technical reviewers</td>
<td>Peer review processes, technical advisory committees</td>
</tr>
<tr>
<td>Commenters</td>
<td>Public meetings, comment periods</td>
</tr>
<tr>
<td>Observers</td>
<td>Newsletters, information bulletins, Web pages</td>
</tr>
<tr>
<td>Unsurprised apathetics</td>
<td>Press releases, news stories</td>
</tr>
</tbody>
</table>

Creighton, 2005

Advantages of Citizen Participation

Table 1: Advantages of Citizen Participation in Government Decision Making

<table>
<thead>
<tr>
<th>Decision process</th>
<th>Advantages to citizen participants</th>
<th>Advantages to government</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Education (learn from and inform government representatives)</td>
<td>Education (learn from and inform citizens)</td>
</tr>
<tr>
<td></td>
<td>Persuade and enlighten government</td>
<td>Persuade citizens; build trust and allay anxiety or hostility</td>
</tr>
<tr>
<td></td>
<td>Gain skills for activist citizenship</td>
<td>Build strategic alliances</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gain legitimacy of decisions</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Break gridlock; achieve outcomes</td>
<td>Break gridlock; achieve outcomes</td>
</tr>
<tr>
<td></td>
<td>Gain some control over policy process</td>
<td>Avoid litigation costs</td>
</tr>
<tr>
<td></td>
<td>Better policy and implementation decisions</td>
<td>Better policy and implementation decisions</td>
</tr>
</tbody>
</table>

Irvin and Stansbury, 2004
Disadvantages of Citizen Participation

<table>
<thead>
<tr>
<th>Table 2</th>
<th>Disadvantages of Citizen Participation in Government Decision Making</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Disadvantages to citizen participants</td>
</tr>
<tr>
<td>Decision process</td>
<td>Time consuming (even dull)</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Worse policy decision if heavily influenced by opposing interest groups</td>
</tr>
<tr>
<td></td>
<td>Disadvantages to government</td>
</tr>
<tr>
<td></td>
<td>Time consuming</td>
</tr>
<tr>
<td></td>
<td>Costly</td>
</tr>
<tr>
<td></td>
<td>May backfire, creating more hostility toward government</td>
</tr>
<tr>
<td></td>
<td>Loss of decision-making control</td>
</tr>
<tr>
<td></td>
<td>Possibility of bad decision that is politically impossible to ignore</td>
</tr>
<tr>
<td></td>
<td>Less budget for implementation of actual projects</td>
</tr>
</tbody>
</table>

Irvin and Stansbury, 2004

Ideal Conditions For Implementing Citizen Participation in agency decisions

<table>
<thead>
<tr>
<th>Low-Cost Indicators</th>
<th>High-Benefit Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizens readily volunteer</td>
<td>Issue is gridlocked, need citizen mandate to deal with issue</td>
</tr>
<tr>
<td>Stakeholders not dispersed and can readily reach meetings</td>
<td>Hostility to Government high, govt needs validation to implement</td>
</tr>
<tr>
<td>Citizens can attend meetings with no undue hardship to their family</td>
<td>Citizens with strong influence willing to serve</td>
</tr>
<tr>
<td>Homogeneous Community</td>
<td>Facilitator has high degree of trust</td>
</tr>
<tr>
<td>Topic not too complex/technical</td>
<td>Issue of high interest, and at “crisis stage” if actions not taken</td>
</tr>
</tbody>
</table>
### Non-Ideal Conditions for Implementing Citizen Participation in Agency Decisions

<table>
<thead>
<tr>
<th>High-Cost Indicators</th>
<th>Low-Benefit Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Citizens reluctant to get involved</td>
<td>• Citizens not hostile to government</td>
</tr>
<tr>
<td>• Geographic obstacles (large, traffic)</td>
<td>• Agency has had prior success in implementing policy w/o C.P.</td>
</tr>
<tr>
<td>• Many factions and SES Groups</td>
<td>• Large population, difficult for involved stakeholders to have influences over entire community</td>
</tr>
<tr>
<td>• Low-income stakeholders key, but have work/family priorities</td>
<td>• Decisions of group will be ignored, no matter how good the CP is</td>
</tr>
<tr>
<td>• Complex, technical issues</td>
<td>• Decision of group will be same decisions as the govt entity</td>
</tr>
<tr>
<td>• No recognition of the problem</td>
<td></td>
</tr>
</tbody>
</table>

### Fake Participation

- Many political regimes support voting, pseudo-democracy

- A continuum on real versus façade democracies
  
  Iran, Russia, Venezuela __________________________ USA, Canada, U.K.

- Can occur in U.S. at federal, state and local levels

- Greatest Opportunities at the local levels

- Why? Control participation so your position or policy has high degree of support

Snider, 2010
Techniques used to bias participation

1. Don’t publicize the meeting to potential opponents
2. Schedule the meetings at inconvenient times or place
3. Stack citizen representatives on public bodies
4. Signal futility of participation to those who might participate
5. Intimidate potential opponents, force them to identify themselves

Snider, 2010

Ways to deter fake participation

1. Don’t mandate public participation that can easily be faked
2. Enhance prospective public participation
3. Enhance retrospective public participation
4. Enhance access to public participation metadata
5. Federalize local public participation standards

Snider, 2010
Reflection Questions

- Do we work with the public now in our programs?
- Do we insure inclusion of all people, particularly vulnerable communities?
- Does our interactions with the public have any impact on our decisions and actions? If so, how? If not, why not?
- Where have you experienced real participation vs public relations (fake participation). What difference does it make in how the public feels about decisions being made?
- What types of projects and communities could benefit from better participation? In what kinds of circumstances should the public be heard?
- What are the key constraints that we need to consider in developing good public participation programs in my organization?
- How can we work within our organization to improve our understanding of and commitment to doing better public participation?

Questions and Discussion
Strengthening Civil Society and Civil Servant Capacity in Belize through Partnership

COMMUNITY DEVELOPMENT, CITIZEN ENGAGEMENT AND PUBLIC PARTICIPATION WORKSHOP FOR CIVIL SERVANTS

5. Developing a Public Participation Plan

Mike Spranger, Ph.D.
Professor and Community Development Specialist
Department of Family, Youth & Community Sciences
University of Florida

Who governs? Role of the People?

How Governments Determine Citizen Participation

- Government Power vs. Citizen Participation
- High Participation vs. Low or No Participation
- Autocratic, Oligarchic, Democracy
Who participates?

More Exclusive

- Expert Administrator
- Elected Representatives
- Professional Stakeholders
- Lay Stakeholders
- Random Selection

More Inclusive

- Open, Targeted Recruiting
- Open, Self-Selection
- Diffuse Public Sphere

EXPERTS

THE PEOPLE


How will people be involved?

Least intense

- Listen as Spectator
- Express Preferences
- Develop Preferences
- Aggregate and Bargain
- Deliberate and Negotiate

Most intense

- Deploy Expertise

How much influence to give people?

Least authority

Individual Education
Communicative Influence
Advise and Consult
Co-Governance

Most authority

Direct Authority


The Levels of Public Participation

The process of exercising power

Increasing Level of Participation in Decision Making

International Assn. of Public Participation
## Spectrum of Public Participation

### IAP2’s Public Participation Spectrum

<table>
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<tr>
<th>Increasing Level of Public Impact</th>
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<td>We will keep you informed.</td>
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<tr>
<td>Example techniques</td>
</tr>
<tr>
<td>- Fact sheets</td>
</tr>
<tr>
<td>- Web sites</td>
</tr>
<tr>
<td>- Open houses</td>
</tr>
<tr>
<td>Consult</td>
</tr>
<tr>
<td>To obtain public feedback on analysis, alternatives and/or decisions.</td>
</tr>
<tr>
<td>Engage with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.</td>
</tr>
<tr>
<td>Example techniques</td>
</tr>
<tr>
<td>- Public comment</td>
</tr>
<tr>
<td>- Focus groups</td>
</tr>
<tr>
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<tr>
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<td>- Workshops</td>
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<td>- Deliberative polling</td>
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<tr>
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<td>Example techniques</td>
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<tr>
<td>- Citizen juries</td>
</tr>
<tr>
<td>- Ballots</td>
</tr>
<tr>
<td>- Delegated decision</td>
</tr>
</tbody>
</table>

---

### Spectrum of Public Participation

Adapted from the International Association for Public Participation (IAP2)

- **Inform**
  - Fact Sheets
  - Web Sites
  - Open Houses

- **Consult**
  - Public Comment
  - Focus Groups
  - Surveys
  - Public Meetings

- **Involve**
  - Workshops
  - Deliberative Polling

- **Collaborate**
  - Citizen Advisory Committees
  - Consensus-Building
  - Participatory Decision Making

- **Empower**
  - Delegated Decision Making
  - Deliberative Democracy

---

### One-Way Communication

- Engagement Processes

### Two-Way Communication

- Participation Processes

### Deliberative Communication

- Democratic Processes
Reciprocity: Actions Required of Agencies and Citizens

**Actions by Agencies/Organizations**
- Inform
- Consult
- Involve
- Collaborate
- Empower
- Inquire
- Propose/Express Opinions
- Discuss/Deliberate
- Take Part on Continuing Basis
- Assume Responsibility

**Actions by Citizens**
- Decision Analysis
- Process Planning
- Implementation Planning
- Evaluation

Stages for Developing a Public Participation Plan

**Decision Analysis**
- Clarify the decision being made.
- Decide whether and why public participation is needed.
- Specify the planning or decision-making steps and schedule.

**Process Planning**
- Specify what needs to be accomplished with the public at each step of the decision-making process.
- Identify the internal and external stakeholders.
- Identify techniques to use at each stage of the process.
- Link the techniques in an integrated plan.

**Implementation Planning**
- Plan the implementation of individual public participation activities.

**Evaluation Planning**
- Plan the evaluation of multiple aspects of all public participation activities.

---

**Stages of Public Participation Planning**

**Decision Analysis**

- Clarify the decision being made
- Decide if participation is needed and for what purpose
- Specify the planning or decision-making steps/schedule
Assessing Level of Public Concern or Interest*

Assessment Worksheet

<table>
<thead>
<tr>
<th>Assessment Questions</th>
<th>Very Low</th>
<th>Low Level 1</th>
<th>Low Level 2</th>
<th>Moderate Level 3</th>
<th>High Level 4</th>
<th>Very High Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the anticipated level of conflict, concern, controversy, or opportunity on this or related issues?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How significant are the potential impacts to the public?</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3. How much do the major stakeholders care about this new project or program?</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>4. What degree of involvement does the public appear to favor?</td>
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</tr>
<tr>
<td>5. What is the potential for public impact on the potential decisions or project?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>6. How significant will the possible benefits be in limiting the project?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>7. How sure are the potential considerations of NOT serving the public?</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. What level of public participation does the Board of Supervisors desire or expect?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. What is the probability that the media will become interested?</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. What is the probable area of difficulty in varying the nature or timing of the project?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cluster number of checks in each column</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Multiple number of checks by level numbers</td>
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<td></td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Adapted from Portland Development Commission Public Participation Manual, 2007

Identifying Level of Public Participation*

Public Participation Spectrum

<table>
<thead>
<tr>
<th>Inform (1 - 1.9)</th>
<th>Solicit Input / Consult (2 - 2.9)</th>
<th>Involve (3 - 3.9)</th>
<th>Collaborate (4 - 4.9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-way communication between County and the public or provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities, and solutions.</td>
<td>Seek public feedback on a proposal, analysis or alternatives. Require a response from the public, and balanced opportunity for public dialogue.</td>
<td>Work closely with the public throughout the process to ensure that issues, concerns and opinions are understood, understood and considered. Includes elements of public information and outreach, yet adds a third dimension of two-way communication.</td>
<td>In collaboration with the public on some or all aspects of the planning or decision-making process, including the development of alternatives and the identification of the preferred solution.</td>
</tr>
</tbody>
</table>

Promotes to the Public

We will keep stakeholders informed. We will keep stakeholders informed; listen to and acknowledge concerns, suggestions, and provide feedback on how public input influenced the decision. We will work with stakeholders to ensure their concerns, suggestions, and views are directly reflected in alternatives developed, and provide feedback on how public input influenced the decision. We will look to stakeholders for direct advice and involvement in formulating solutions and incorporate their recommendations into the decision to the maximum extent possible.

Example of Tools to use:

- Fact sheet, Press Release
- Open House, Focus Group
- Survey, Public Meeting
- Workshops, Design Charettes, Citizen advisory committee, Board-appointed commission, Special task force

*Adapted from the LRPC Public Participation Spectrum

Stages of Public Participation Planning*

**Process Planning**

- Specify what needs to be accomplished with the public at each step of DM process
- Identify stakeholders
- Identify techniques to use at each step
- Link the techniques in an integrated plan


Stages of Public Participation Planning*

**Implementation Planning**

- Implement the various individual public participation activities
- May vary by stakeholder group
- May change over time, iterative process

**Normative**
- Evaluate at every stage of the project
- An iterative process to see what is working or not
- Adapt if process is failing (Seeing disengagement)
- Build on successes (Seeing active engagement)

**Summative**
- Impact Assessment
  - Did you accomplish what you set out to do?
- Process Assessment
  - Would you follow same steps/procedures again?
  - Lessons Learned and Best Practices
Planning for Participation
Putting it all together

Decision Analysis
• Clarify the decision being made.
• Decide whether and why public participation is needed.
• Specify the planning or decision making steps and schedule.

Process Planning
• Specify what needs to be accomplished with the public at each step of the decision making process.
• Identify the internal and external stakeholders.
• Identify techniques to use at each stage of the process.
• Link the techniques in an integrated plan.

Implementation Planning
• Plan the implementation of individual public participation activities.

Evaluation Planning
• Plan the evaluation of multiple aspects of the all public participation activities.

FLOWCHART - Levels of Participation

There is specific public input we seek and intend to take into account as we make our decisions (we are not simply seeking public buy-in)?

Yes → INFORM

No → We are seeking to engage stakeholders early and throughout the process rather than just get public comment at one or two points?

Yes → CONSULT

No → We intend to bring together a diverse group of stakeholders to work on the problem and potentially seek consensus?

Yes → INVOLVE

No → We intend to give decision-making authority to the public on all or part of the decision?

Yes → EMPOWER

No → COLLABORATE

EPA, 2013
Designing Public Participation Processes*

• A systematic, cross-discipline approach
• An evidence-based and design science perspective
• Focus on “desired outcomes”
• Provides guidelines to design public participation processes to achieve desirable outcomes
• Is an iterative approach


Table 1 Design Guidelines for Public Participation

| 1. Assess and fit the design to the content and the problem |
| 2. Identify purposes and design to achieve them |
| 3. Insert resources and manage the participation |
| 4. Analyze and appropriately involve stakeholders |
| 5. Work with stakeholders to establish the legitimacy of the process |
| 6. Foster effective leadership |
| 7. Seek resources for and through participation |
| 8. Create appropriate rules and structures to guide the process |
| 9. Use inclusive processes to engage diversity productively |
| 10. Manage power dynamics |
| 11. Use technologies of various kinds to achieve participation purposes |
| 12. Evaluate and redesign continuously |

Figure 1 The Cycle of Public Participation Process Design and Redesign (Numbers indicate the corresponding design guidelines.)

Bryson, et al., 2012
Who governs? Role of the People?

Reflective Questions

Is Citizen participation worth doing?
• From the perspective of government
• From the perspective of the citizen

• When should you develop a public participation plan?

• Can you avoid any of the steps in developing a plan?
  - Decision Analysis
  - Process Planning
  - Implementation
  - Evaluation

• When should you evaluate the planning you are doing?
Questions and Discussion
Strengthening Civil Society and Civil Servant Capacity in Belize through Partnership

COMMUNITY DEVELOPMENT, CITIZEN ENGAGEMENT AND PUBLIC PARTICIPATION WORKSHOP FOR CIVIL SERVANTS

6. Community Asset Mapping

Mike Spranger, Ph.D.
Professor and Community Development Specialist
Department of Family, Youth & Community Sciences
University of Florida

Uncovering Local Assets:

The Foundation for Building Stronger Communities
Overview of Presentation

- Needs assessment: key element of identifying local issues
- Focusing on local skills and talents
- Mobilizing the leadership potential of the community

Understanding Needs

- A “need” is defined as a gap or discrepancy between an existing state of affairs (what is) and the desired or preferred results (what should be)
What is a Needs Assessment?

- A formal tool that involves the identification of gaps
- Placing gaps in some type of priority order
- Making decisions on which of the priority needs warrant the attention and resources of the community

Starting With Needs: Is it Putting the Cart Before the Horse?

- When we start with an assessment of local needs, we convey a message that communities and the people who reside within them are fundamentally deficient
- Leaves impression that local people are unable to take charge of their lives and their community’s future
- Deficiency models don’t tend to focus on the development of plans to mobilize the entire community
Start with Capacity-Development

- Community development, to be successful over the long-term, must focus within the community – on the very people and organizations that are located there.

- Thus, a key first step in CD is to map the capacities, skills, and assets of local citizens and organizations.

- When we uncover local assets, we have a rich reservoir of resources available to address issues of local concern.

- The key is to effectively marshal these local strengths in order to collaboratively address issues of importance to the community.

The Dilemma . . .

- People and Communities have deficiencies & needs
- Individuals and Communities have skills and talents
# Needs vs. Assets

<table>
<thead>
<tr>
<th>NEEDS</th>
<th>ASSETS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• focuses on deficiencies</td>
<td>• focuses on effectiveness</td>
</tr>
<tr>
<td>• results in fragmentation of responses to local needs</td>
<td>• builds interdependencies</td>
</tr>
<tr>
<td>• makes people consumers of services; builds dependence</td>
<td>• identifies ways that people can give of their talents</td>
</tr>
<tr>
<td>• residents have little voice in deciding how to address local concerns</td>
<td>• seeks to empower people</td>
</tr>
</tbody>
</table>

## Features of Asset-Mapping

- **Asset-Based**: Uncovers talents/skills found in the community right now
- **Internally Focused**: Relies on the community’s assets, not on those found outside of it
- **Relationship Driven**: Seeks to build linkages among local people, institutions, and organizations
How Can Community Assets be Uncovered?

- You look to the key elements that serve as the foundation of a community’s vitality

The Three Key Arenas for Uncovering Community Assets

- People
- Informal Organizations
- Formal Institutions
Asset Mapping Begins With People

- Everyone has talents, skills and gifts relevant to community activities
- Each time a person uses his/her talents, the community is stronger and the person more empowered
- Strong communities value and use the skills that residents possess
- Such an approach contributes to the development “of” the community

Mapping the Assets of Individuals: Four Components of Doing a “Capacity Inventory”

- Skills Information
- Community Skills
- Enterprising Interests and Experiences
- Personal Information
**Skills Information: Ask People to . . .**

- Lists all skills learned at home, in the community, or at the workplace
- Determine the best skills that they feel they possess
- Embrace these skills are the very foundation of community building

**Community Skills**

- Identify the various type of community activities the individual has participated in
- Assess the kind of community work the person would be willing to do in the future
- This latter information serves as the “raw material” for community building
Enterprising Interests and Experiences

- In many communities, creating new employment opportunities is crucial.
- Important to explore enterprising interests of local residents:
  - Considered starting a business? Barriers?
  - Currently engaged in a business activity of any kind?
  - Factors that can help strengthen the current business?

Personal Information

- Collect a modest amount of information on each person in order to allow follow-up as needed:
  - Name
  - Address
  - Phone
  - Age
  - Gender
Mapping Local Formal Institutions

- Every community has institutions that carry out important community functions
- These are persistent, on-going activities that meet the social needs of local residents
- The vitality of communities is dependent on these functions being carried out
- So what are these major institutions? Just remember the word KEEPRA!!

Community Institutions

- Kinship
- Economic
- Education
- Religious
- Political
- Associations
Capturing Local Institutions for Community Building

- Every community has a variety of public, private, and not-for-profit formal institutions
- Some communities are “institution rich” -- others are not
- Too often, local institutions are not connected to local community-building efforts

How to Capture Local Institutions

- First, recognize that local institutions represent important assets to the community
- Second, do an inventory of the institutions existing in the community
- Third, identify the type of activities these institutions are engaged in; map their assets
- Fourth, explore the type of links that can be built between these institutions, as well between them, local people and informal organizations
- Fifth, seek the assistance of local institutions as conduits to resources outside the community
Schools as an asset to the community: Some examples

- Facilities
- Materials and equipment
- Purchasing power
- Employment
- Courses
- Teachers
- Financial capacity
- Parent/adult involvement
- Youth

An Example . . . How Institutions Can Help Build Their Community

- Purchase locally
- Free-up potentially productive space
- Hire locally
- Initiate local investment strategies (endowments, fundraising, micro-loan programs)
- Help create new local businesses
- Develop human resources
- Mobilize external resources
Informal Organizations: Another Vital Resource

- Every community has individuals who have organized as a groups of for the purpose of pursuing some common goal

- These organizations are informal in nature (example: don’t have officers or by-laws)

- Often carry out three key roles:
  - decide to address an issue/problem of common interest
  - develop a plan to address the issue
  - carry out the plan to resolve the problem

- They may be neighborhood-based, or community-based, or may extend outside the community’s boundaries

- Such groups are critical because they involve, empower, and impact local citizens

- Building a community requires a deliberate effort to identify and involve such organizations
Some Examples of Informal Organizations

- **Church groups**: prayer group, stewardship committee, youth group, service group
- **Community Celebrations**: Annual Fair, Art and Crafts Festival, July 4th Parade
- **Neighborhood groups**: crime watch, homeowner’s association
- **Sports Leagues**: bowling, basketball, soccer, fishing, baseball

Doing a Local Informal Organizations Inventory

- Examine printed materials
  - newspapers
  - community directories
- Contact local institutions
  - Schools
  - Churches
  - Parks and recreation
  - Libraries
- Contact individuals who seem to know what is going on in their community or neighborhoods
- Scan Social Media for local groups involved in community
- Find out the activities of these informal groups
Putting it All Together: The Key Steps to Community Enhancement

- Map the assets of individuals, institutions and informal organizations
- Build relationships among these local assets
- Explore how assets can be mobilized to improve local conditions/needs (such as expanding job opportunities, improving education, better health care services)
- Engage the community in visioning and planning
- Tap outside resources that help advance local improvement efforts

Strengthening Local Leadership

An Asset-Based Approach for Broadening Citizen Engagement in Community Improvement and Development Activities
**Create New Avenues of Leadership**

- Move from a centralized mode of decision making to a polycentric approach -- one that involves many centers of leadership

- Helps expand the number of people who embrace community goals

- The polycentric approach requires access to leadership opportunities

**Reorganizing community work**

- To realize its full potential, decisions and action plans in a community must depend less on a pyramid and more on a series of inter-related circles
Uncovering Potential Leaders

- Every community has a visible group of individuals who perform leadership roles.
- There are many others in the community, however, who have the ingredients that make them ideal “leader” candidates.
- They have modest involvement in community-related activities, but these experiences are the building blocks for expanding the pool of leaders in the community.

How to Uncover Emerging Leaders

- The “Capacity Inventory of Individuals” form is a good beginning point.
- For a more extensive assessment, use the “Community Participation and Leadership Inventory”.
- This inventory explores involvement in many arenas:
  - political and government activities
  - civic and service organizations
  - religious organizations
  - social and recreational activities
  - patriotic and fraternal groups
  - education and youth organizations
  - community actions (type and nature of their involvement)
The Seeds of Leadership

- Active involvement in one of more of the organizations outlined in this inventory, or working on specific issues of importance to the neighborhood or community, constitutes the very seeds of leadership.

- As John Gardner notes, “tomorrow’s leaders will likely have begun their work by being involved in more specialized types of activities in the community.”

The Three Key Arenas for Uncovering Community Assets

- People
- Informal Organizations
- Formal Institutions
Building Capacity and the ABCD Model

- Community’s do have the ability to define and solve their own problems
  (D. Easterling, The Colorado Trust)

- People do have the ability to provide “local solutions to local problems”
  (R. Atkinson & P. Willis, University of Tasmania)

Seven ABCD Principles and Capacity Building
(Jim Diers, Community Development Specialist)
http://www.youtube.com/watch?v=uwA02v9gfOc

- Have fun (Key is to get/keep people involved)
- Start where People are (what is their level of interest/involvement)
- Don’t leave people in the same spot (Show progress, small success)
- Don’t sit on your Assets (Focus on the assets and gifts in the community)
- Lead by stepping back (Build the capacity in others to take responsibility)
- Recognize & celebrate citizens and caring neighbors (Inspire people)
- Share Stories (Counteract the negative. Share success with others)
Questions and Discussion
Meetings

Have you ever been in a bad meeting?

What are some examples of poorly planned, unproductive meetings?
Meetings

Have you ever been in a good meeting?

What are some examples of well-planned, productive meetings?

Role of Facilitator

Person who used knowledge of group processes to design and deliver the structure needed for effective meetings

Person who guides groups a process to discover its specific outcomes...
Examples – Poor Facilitator

- Dominates
- Downplays ideas
- Has own agenda
- Interrupts people
- Takes a stance
- No concept of time
- Discourages discussion
- No respect for people and ideas
- Poor communication skills
- Makes up answers in response to questions
- Lacks patience
- Lacks confidence

Worst things facilitators do

- Oblivious to group needs
- Never checks group concerns
- Doesn’t listen carefully to what’s said
- Loses track of key ideas
- Takes poor flip chart notes
- Tries to be center of attention
- Gets defensive
- Gets into personality wars
- Puts down people
- Unassertive with conflict
- Lets a few people dominate
- Never checks how things going
- Is passive on process
- Pushes irrelevant agenda items
- Has no alternative approaches
- Lets things get sidetracked
- Lets discussions ramble
- Doesn’t know when to stop
- Insensitive to cultural diversity
- Uses inappropriate humor
Examples – Good Facilitator

- Professional
- Open
- Content-neutral
- Defender of process
- Exudes confidence
- Respects all comments
- Task-oriented
- Enthusiastic

- Active listener
- Draws energy from group
- Initiates discussions
- Good time management
- Leads discussion
- Can compromise/negotiate
- Can act as referee
- Sets “Ground Rules”

Best things facilitators do

- Assess group needs
- Create open atmosphere
- Help people understand why they are there
- View self as servant to group
- Make participants the center of attention
- Use simple, direct language
- Work hard to stay neutral
- Display energy and levels of assertiveness

- Treat everyone as equals
- Stays flexible and ready to change direction, if needed
- Make notes that reflect what participants mean
- Listens intently
- Has variety of discussion tools
- Has clear steps for next meeting
- Participants feel ownership
- Meeting ends on positive and optimistic note
Facilitator Beliefs

Group of informed people, working together, accomplish more than person working alone

Everyone’s opinion is of equal value

People are more committed to ideas and plans they have helped to create

People will act responsibly in assuming accountability for their decisions

The Process can be trusted to achieve results

Planning a Productive Meeting

Define the meeting purpose and objective

Create a participant list

Establish roles

Develop the agenda

Identify background materials

Plan the meeting space
Meeting Space/Set-up Important

- Conference Style
- Hollow Square
- U-Shape
- Theater Style
- Classroom Style
- Round Tables

Don’t forget about Incidentals

- Refreshments
- Breaks
- Pacing
- Delivery methods
- The 7 “P”s
Executing a Great Meeting

- Set Expectations
- Manage Time
- Establish Ground Rules

Setting Expectations

- Is agenda realistic or overly ambitious?
- Articulate expectations/roles prior to meeting and during meeting.
- Explain process, how input will be used.
- Identify actions, next steps, and final/interim decisions
Time Management

Start/End on Time
Plan time for each activity
Practice activity before meeting
Establish time limits for speakers
Assign a time-keeper/cut-offs
Be Flexible

Establish Ground Rules

- Turn off electronics
- Start/end on time
- Be back from breaks on time
- Everyone participates
- Everyone is equal
- One person talks at a time – Don’t interrupt
- Raise hand to speak
- Listen without judging
- Clean up after yourself
Facilitation Techniques

- Breakout Groups
- Active Listening
- Asking Questions
- Paraphrasing
- Summarizing
- Synthesizing
- Negative Polling
- Boomeranging
- Restating the Purpose
- Labeling Sidetracks
- Parking Lot
- Mirroring
- Remaining Neutral
- Flip Chart Note-taking
- Intervention to deal with disruptive behavior

Conducting Public Meetings

Objective

- What do you want to happen? (Write it out)
- What category is it?
  - Information Out...or In....or Both
- Who is the target audience (s)?
- Who else might show up?
- What sets of views will be present?
Conducting Public Meetings

- **Timing**
  - In relation to other happenings/meetings
  - Time of day – when will audience show up?
  - Seasons – avoid the heavy work times
  - Maybe think media deadlines – to hit or miss

Conducting Public Meetings

**Smaller meetings**

- Can be less formal
- Your dress may set tone
- Amenities help set tone – refreshments?
- Table/Chair arrangement – be deliberate
- Hint – be there early!
- [Not a hint – an absolute!]

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  - Seasons – avoid the heavy work times
  - Maybe think media deadlines – to hit or miss
Conducting Public Meetings

Larger Meetings

- Must be less casual and more formal
- Establish the m.o. up front
- Can’t change m.o. once into the meeting
- Seating/table arrangements are critical
- Amenities help set tone
- Gather your “tools”, have them ready

Conducting Public Meetings

Tools

- Gavel
- P. A. system
- Recording capability
- Egg timer
- Flashlight
- A/V gear appropriate to meeting

- TEST ALL EQUIPMENT/LIGHTS PRE-MEETING
Conducting Public Meetings

Anticipate, then plan accordingly:

- Hostility/opposing views within group
- Hot issue bearing malice toward speaker
- Egos – competing for time or attention
- Time hogs known to attend such meetings
- Conflicting expertise
- Emotionally charged issues – large eyes/furry

Conducting Public Meetings

Establish Modus Operandis Upfront

- Time per person
- # of questions per person
- Insist that a question be a question
- Use of microphone to be heard
- Use of microphone for tape recording
- “Stand up” to speak – enforce if used
- “Come forward” to speak – enforce if used
Conducting Public Meetings

- **More m.o.**
  - Pass a microphone around – slows blurters
  - Write questions on paper, pass forward
  - Use a “monitor” to read questions
  - Announce taping of proceeding – (quashing)
  - Seating, lighting, temperature

Conducting Public Meetings

- Establish m. o. at very beginning
- Enforce it rigorously
- Enforce it fairly
- Enforce equally with participants/speakers
- Cannot escalate in middle of meeting
- Hold meeting to the stated purpose
- Don’t allow side issues to take over
Conducting Public Meetings

■ Immediately Afterwards
  – Schmooze as appropriate

■ Next Day (or soon)
  – Follow-up on all that you promised
  – Analyze the results
    ■ Formal evaluation on paper?
    ■ Informal evaluation at the coffee shop
    ■ In terms of your original objective

Discussion & Comments
Strengthening Civil Society and Civil Servant Capacity in Belize through Partnership

COMMUNITY DEVELOPMENT, CITIZEN ENGAGEMENT AND PUBLIC PARTICIPATION WORKSHOP FOR CIVIL SERVANTS

9. Dealing with Difficult People in Meetings

Mike Spranger, Ph.D.
Professor and Community Development Specialist
Department of Family, Youth & Community Sciences
University of Florida

Difficult People Make Difficult Times
The Problem

- Not everyone think alike. Each of us has a set of values and “personality traits” that may often clash with others.

- Sometimes, these “clashes” happen at meetings. Some individuals may even be “difficult” by complaining (not offering solutions), or disrupting continuing to make sure his/her point is being heard…to the detriment of others.

- Understanding what might motivate these “difficult” people and how to identify difficult personality types can help in influencing their behavior to the common goal of the meeting

Guide for Difficult People
The Complainer/Negative

- **Who?**
  - Crab
  - Want perfection
  - Not offering solutions
Complainer/Negative

- What to do?
  - Listen attentively (Interrupt if they continually repeat)
  - Acknowledge the complaints by paraphrasing
  - Do not agree or get drawn into a debate
  - Avoid the accusation-defense-accusation cycle
  - State your own realistic optimism
  - Ask complainers to stick to specifics
  - State the facts without comment or apology
  - Shift to problem solving (shift discussion to solutions)
  - Use person’s ambition’s, recognize their knowledge

Dominator/Hostile

- Who?
  - Shark
    - Aggressive
    - Cutting remarks
    - Temper tantrums
    - May be task or people focused
Dominator/Hostile

What to do?
- Stand up for yourself
- Give them time to vent
- Get their attention (call them by name)
- Reduce the intensity
- Don’t attack back, Be prepared to be friendly.
- Reflect what they have said
- Ask questions to move forward together
- As facilitator, refer back to “ground rules”

Scrapper/Trouble Maker

Who?
- Jellyfish
- Blunt & confrontational

Why?
- Less mature or intelligent
- Likes the fight
- Wants recognition or attention
- Always right
Scrapper/Trouble Maker

- What to Do?
  - Use soft voice & reasoned statements
  - Preface answers
    - “I don’t blame you for feeling strongly…”
    - “I see your point, but…”
    - “Perhaps we could think of several ways of handling this”
  - If person seeks recognition, assign a task with responsibilities
  - As facilitator, set time limits and use ground rules

Know-It-All/Arrogant

- Who?
  - The sea lion
  - Always right
  - Condescending
  - Imposing
  - Pompous
  - Try to make you feel like an idiot
Know-It-All/Arrogant

**What to do?**

- Do your research (prepared to discuss strengths/weaknesses)
- Listen & acknowledge
- Question them firmly but without confronting
- Don’t try to “out-expert” them
- Don’t criticize them. Use the “yes, but” technique
- Have group address this person’s theories
- Give them time to express thoughts

Talker/Motor Mouth

**Who?**

- Blowfish
- Dominate the floor
- May have good contributions

**Why?**

- Trying to be helpful
- Dislikes silence
- Wants to exert influence
- Feels strongly
Talker/Motor Mouth

- What to do?
  - Interrupt tactfully
  - Limit speaking time, use agenda
  - Create awareness that this person is monopolizing time
    - “I’m concerned we are not hearing from everyone”
  - Recognize their contributions, then ask group for ideas
  - Give them a responsibility to make them feel important

Super Agreeable/”Yes Man”

- Who?
  - Sea otter
  - Optimistic
  - Sincere, supportive
  - People-oriented
  - Seek approval
  - May not be reliable
Super Agreeable/”Yes Man”

- What to do?
  - Make honesty non-threatening
  - Don’t allow them to make unrealistic commitments
  - Be personable and be prepared to compromise
  - Listen to their humor
  - Take advantage of their people skills
  - Give them tasks where their positive attitude is useful
  - Follow up with them after the meeting

Under-Participator/Apathetic

- Who?
  - Flounder
  - Not engaged by group topics
  - May talk during breaks

- Why?
  - Bored, indifferent, timid, insecure
  - Does not like to speak publicly
  - Does not want to be assigned tasks
  - No opinion
Under-Participator/Apathetic

What to do?

- Engage them - Get them talking (work, input, opinions)
- Consider group size in getting them involved
- Change the meeting tone (encourage participation)
- Have individual contact (Find out their interests/expertise)
- Give support/encouragement when they participate

Shy/Quiet

Who?

- Shrimp
- Silent or short-answers

Why?

- May be shy person
- May be uncomfortable in meeting setting
Shy/Quiet

- What to do?
  - Ask easy questions to build confidence
  - Ask open-ended questions
  - Be quiet, pause and let them fill the void
  - Summarize conversation or comment on discussion
  - Give credit/positive reinforcement for any response

Indecisive

- Who?
  - Procrastinator
  - Maybe, I don't know

- Why?
  - May be motivated by perfection
  - Wants more time to “get it right”
  - Afraid to make a mistake
Indecisive

• What to do?
  • Bring issues into open – Make it easy for person to act
  • Help person solve the problem or address the concern
  • Place alternatives in rank of importance
  • Emphasize importance of quality of service
  • Give person support after a decision is made
  • Pursue all signs of indecision with more information
  • Retain control over work tasks
  • Set a time schedule and stick to it

Entertainer/Comedian

• Who?
  • Dolphins
  • Distracting antics/comments
  • Can relieve tension

• Why?
  • Want attention
  • Lack confidence
  • Not interested in group
  • Short attention span
Entertainer/Comedian

- What to do?
  - Give them a task to be shared at next meeting
  - Take time with them outside the group
  - Encourage group to ignore distractions
    - “Let’s focus back on...”
  - Reward when they contribute appropriately

Moving to Consensus
Interventions

An intervention is any action or set of actions deliberately taken by the facilitator to improve the functioning of the group.
When to Intervene?

May be appropriate when:

- Someone is not listening
- Side conversations are going on
- People are interrupting each other
- People's comments get personal
- The discussion is off track

When to Intervene?
Questions to help you decide to intervene

- Is the problem serious?
- Will it go away by itself?
- How long will it take to intervene? Do I have the time?
- Will the intervention hurt the climate of meeting?
- Do I know the people well enough
- Is intervention appropriate give their level of openness and trust?
- Do I have enough credibility to intervene?
Three Step Interventions

- Describe what you see
  - Observation, not a judgment

- Make an impact statement
  - Tell how action is impacting process & others

- Redirect the person’s behavior
  - Ask or tell what can be done

Three Step Intervention Scenarios

<table>
<thead>
<tr>
<th>3 Steps – Intervention</th>
<th>Scenarios</th>
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<tbody>
<tr>
<td>1. Describe what you see</td>
<td>Someone is being very sarcastic</td>
</tr>
<tr>
<td>2. Make an impact statement</td>
<td>When someone is putting down the idea of others</td>
</tr>
<tr>
<td>3. Redirect the person’s behavior</td>
<td>When someone is dominating the discussion</td>
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</table>
Intervention Examples

Scarcastic Person
...Mike, I’m afraid your good idea aren’t being heard (IMPACT) because of the tone of your voice you are using (DESCRIBE). How about restating again in a more neutral way (REDIRECT)?

Putting Down Ideas of Other
...Bob, you have been “yes, butting” every suggestion Mike has put on the table (DESCRIBE). I’m going to ask you to explore these ideas by asking a few questions to make sure you understand them before dismissing them (REDIRECT). It will make Mike feel more like he is being heard (IMPACT).

Dominating Discussion
...Barb, you always have valuable ideas (DESCRIBE), but we need to hear from other members of the team (INDIRECT IMPACT). Please hold your comments until the end (or for a few minutes), so others can be heard (REDIRECT)?

Rough Seas to Paradise
(It’s always an adventure and a journey)

QUESTIONS, COMMENTS, DISCUSSION
Strengthening Civil Society and Civil Servant Capacity in Belize through Partnership

COMMUNITY DEVELOPMENT, CITIZEN ENGAGEMENT AND PUBLIC PARTICIPATION WORKSHOP FOR CIVIL SERVANTS

9. Public Issues and Deliberative Forums

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Finding common ground to address public issues is complex!
Collaborative Approach
Can go by many names

<table>
<thead>
<tr>
<th>Deliberative democracy</th>
<th>Collaborative governance</th>
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<tr>
<td>Community problem-solving</td>
<td>Community politics</td>
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<td>Collaborative problem-solving</td>
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<td>Multi-stakeholder dispute resolution</td>
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<tr>
<td>Democratic governance</td>
<td>Deliberative civic engagement</td>
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Deliberation

- Deliberation is based on the premise that many people have pieces of the answer and that together they can develop new approaches and solutions to problems

- Purposes of deliberation are…
  - to think and reflect on issues carefully
  - to consult with others
  - to weigh well
Common ground for action

- Common ground is NOT consensus or compromise
- Consensus – total agreement
- Compromise – apportioned agreement
- Deliberation – helps find overlapping interests – common grounds - Convergence

Working Through the Groan Zone
DELIBERATIVE FORUMS:
One Approach for Collaboration

NATIONAL ISSUES FORUMS

- A nationwide network that promotes deliberation on tough public issues.
- Non-partisan, non-profit
- Libraries, K-12 schools, colleges and universities, community organizations, senior centers, and more
- NIFI publishes issue guides, connects conveners and facilitators, and works with the Kettering Foundation to report forum results to policymakers
Key Concepts

What is deliberation and why it matters

The 4 segments of an NIF forum

The moderator’s role

Strategies & sample questions for each segment

Frequently asked questions

Wrapping up & resources

“DELIBERATION”
(What It Is and Why It Matters)

- Deliberation is a form of political discourse where people:
  - Tackle issues that are not easily solved
  - Face up to issues where people disagree
  - Look at difficult issues with an open mind
  - Listen carefully to different perspectives
  - Weigh the benefits and trade-offs of different courses of action
  - Think about what matters most to them—what they really value when they can’t have everything

- Deliberation matters because democracy depends on citizens coming together and making well-thought-out decisions on what we can do together to solve tough problems
DELIBERATION—What It’s Not

• Deliberation is NOT:
  – **Debate**—where each side states a specific opening position and argues against the opposing view
  – **Discussion**—where people examine an issue, but do not confront choices or weigh benefits and trade-offs
  – **Advocacy**—where people enlist supporters and rally for agreed-upon courses of action
  – **Making a “To Do” List**—where people identify a few broadly-acceptable ideas and organize or advocate for them

• All of these have a role in a democracy, but deliberation requires that people wrestle with different approaches and perspectives

WHY DELIBERATE

Deliberating is necessary when a problem requires people to make an ethical decision. The questions we wrestle with are:

“What should we do?”
“Which solutions reflect my values—the things I care most about?”
“Could there be unintended consequences I haven’t thought about?”
“No solution is perfect. Am I willing to accept the trade-offs of what I decide?”

Deliberation happens all the time:
We routinely deliberate about personal, family, and work decisions.
It’s essential for our politics as well
THE COMPONENTS OF 
THE NIF DELIBERATIVE FORUM

The moderator of an NIF forum is part of an ecosystem designed to foster deliberation. The ecosystem includes:

1. An issue guide—especially the choice framework
2. The forum design
3. One or more moderators who understand their role
4. Participants who understand the purpose of a deliberative forum and the importance of weighing options and trade-offs

1. THE ISSUE GUIDE

• Presents a framework and context for deliberating on an issue
• Lays out 3 or 4 ways of approaching the issue, each based on values people care about, e.g.: being fair, having freedom, living a safe, secure life, being responsible, being able to make decisions for yourself.
• Describes proposals for change associated with each choice, including their benefits and trade-offs
• Poses questions that encourage participants to deliberate and reflect on what they are hearing from others.
2. FORUM DESIGN—FOUR KEY ELEMENTS
Participants are more likely to deliberate when they have a chance to:

1. THINK about the distinctive goal of deliberative forums and consider the ground rules for the conversation
2. SHARE their personal stakes and experiences and LISTEN to those of the other participants
3. WEIGH the options and proposals in the issue framework and wrestle with the benefits and trade-offs
4. REFLECT on their deliberations, identifying points where there’s common ground and where work remains.

REFLECTIONS may include identifying points of agreement, points where participants have second thoughts after hearing from others, areas where people are undecided, remaining questions, and pinpointing trade-offs people are (or are not) willing to make.

2. FORUM DESIGN—HOW SHOULD I USE THE TIME?

INTRODUCTION & GROUNDRULES: Identify yourself. Explain what deliberation is, why it matters. Introduce ground rules and the issue. Moderators may use NIF starter videos to do this 10 min

PERSONAL STAKE: Time for people to share their personal experiences with the issue and listen to the experiences of others 15 min

WEIGH THE OPTIONS: Time for people to weigh benefits and trade-offs of each option. (20 min. each) 1 hour

REFLECTIONS: Identify areas of agreement, second thoughts, acceptable trade-offs, areas of tension, questions. Include time for participants to complete QUESTIONNAIRES that help NIFI report on forums. For many, completing the questionnaire is a last chance to deliberate. 25 min

Most forums take 1 ½ to 2 hours
3. THE MODERATOR’S ROLE—SEVEN RESPONSIBILITIES

1. Explain the purpose of deliberative forums and set ground rules. Emphasize listening and reconsidering initial views.
2. Encourage participants to talk about their personal stake—why this issue matters to them, their personal experiences with it.
3. Insure all options are considered seriously.
4. If necessary, refer participants back to the issue guide to talk about tradeoffs that aren’t being considered.
5. Keep track of time: All segments of the forum design are important.
7. Make sure participants reflect on what they’ve heard.
   - Identifying points of tension and uncertainty is just as important as identifying area of agreement.

4. THE RESPONSIBILITIES OF THE PARTICIPANTS

- Understand the purpose of the forum—to listen to others, deliberate on choices.
- Keep an open mind.
- Commit to deliberating seriously, weighing each option’s benefits and trade-offs, considering the views and experiences of others.
- Disagree with curiosity, not hostility.
- Focus on learning and deliberating—not convincing others of their point of view.
- Take part in the discussions.
STRATEGIES AND SAMPLE QUESTIONS FOR EACH FORUM SEGMENT

WHAT ARE SOME GROUND RULES TO CONSIDER?

• Listen to others. Listening is as important as speaking.
• Consider each approach fairly, looking at its benefits and its trade-offs
• Everyone is encouraged to participate. No one or two individuals should dominate.
• It’s ok to disagree, but do so with curiosity, not hostility. Learning more about how others think is one of the most interesting parts of a forum.
• Keep an open mind. Avoid coming to conclusions until we’ve deliberated on all the options.
• Others?
WHAT ARE SOME GOOD QUESTIONS FOR THE PERSONAL STAKE?

- What interests you about this issue?
- How has this issue affected you, your family, or your community?
- When you think about this issue, what bothers you?
- When you think about this issue, what kinds of values and goals are most important to you?
- How does this problem affect the people, places, and ideas that are most important to you?

WHAT KINDS OF QUESTIONS FOSTER DELIBERATION ON THE OPTIONS?

- What do you like about this option?
- What worries you about it?
- How might people who have other life experiences see this option?
- Could this option have any unintended consequences?
- Do you see any gray areas?
MORE QUESTIONS THAT FOSTER DELIBERATION ON THE OPTIONS

• [When people like an option]
  – What are the trade-offs? Are you willing to live with them?
  – Are there ways this idea could go wrong or be taken too far?

• [When people reject an option]
  – Do you see any benefits in this approach even if you have concerns about it?
  – What would people who like this option say?
  – Are there areas we share values and goals (e.g., being fair or making our community safer), but we differ on how to do it?

WHEN SHOULD I INTERVENE?

As much as possible, participants should take responsibility for the deliberation. Moderators should intervene when:

• Everyone quickly agrees with or rejects an option.

• Not enough attention is being paid to the cost, trade-offs, and difficulties of an option or action.

• One individual is dominating.

• The time allocated for that section is used up.
IF I NEED TO INTERVENE . . .

Go back to the issue guide:
- The guides include questions and trade-offs for each choice. Do not “play devil’s advocate.”

Ask questions such as
- “What would opponents (or supporters) of this option say?”
- “Do you know anyone who would like (or dislike) this option? What would that person say?”

HOW DO I KNOW IF PARTICIPANTS ARE DELIBERATING?

- Participants acknowledge the difficulty of solving the problem
- Participants admit they’re having second thoughts on some aspect of the problem or the proposals
- The group is exchanging a wide range of views
- People talk about what really matters to them—rather than quoting what they’ve read or heard on TV;
- Participants acknowledge the risks, costs, and downsides of the actions being supported;
- Disagreements are aired in the spirit of looking for shared understanding and common ground

What are other signs of deliberation?
WHAT KINDS OF QUESTIONS PROMPT PRODUCTIVE CLOSING REFLECTIONS?

- Now that we have deliberated about these options, are there ideas or viewpoints you hadn’t considered before?
- Did you have any second thoughts about any initial views?
- What trade-offs are you personally willing to accept? What about the group as a whole?
- Can you identify any tensions that came up during the forum?
- What questions remain? What work do we still need to do? Who else do we need to hear from?
- How has what you heard affected your thinking about what you might do? About what the community might do? About what we want our elected officials in Washington to do?

DELIBERATION IN REAL LIFE

- Deliberation is the goal, but it doesn’t occur throughout the forum
- Don’t expect people to make up their minds or completely reverse their initial views. Deliberation occurs intermittently and over time.
- People may also explain, elaborate or present counter arguments. These are normal parts of a forum and prompt deliberation by others.
- **THE PERSONAL STAKE** is a time for sharing stories and perspectives, not deliberating.
- When discussing **THE OPTIONS**, some participants may not deliberate openly. They may do it internally or even after the forum is over.
- During the **REFLECTIONS**, participants review their deliberations. Encourage them to reflect how they weighed the options, new insights, and second thoughts. It’s important for moderators to remain neutral. Avoid pushing for a consensus.
FREQUENTLY ASKED QUESTIONS

1. Does this seem like a lot?
2. How are issue guides developed?
3. Can people combine options?
4. What if people want more facts?
5. How can I localize the issue?
6. What's next?

FAQ # 1: DOES THIS SEEM LIKE A LOT?

Get some help

• Use video discussion starters available at nifi.org. These can help get everyone focused on choices and trade-offs

• Divide up the responsibility for moderating, timekeeping, handling logistics, taking notes and reporting

• Use different moderators for different segments—one for the introduction and closing reflections, while one or two others focus on the options.

• Remember that the forum belongs to the participants. To the degree possible, let them take the lead.
FAQ #1: GET HELP CONVENING

ENLIST A PARTNER ORGANIZATION:
- Look for local organizations that bring people together on a regular basis. These include clubs, senior centers, religious groups, and book clubs.
- It can be a great partnership—they convene participants; you moderate the forum.

CONVENING A FORUM ON YOUR OWN? TRY THE 4 x 4
- One person takes responsibility for logistics: the room, refreshments, etc.
- One will be the recorder.
- Two will share the responsibility of moderating.
- Each of the four recruits four people & follows up to encourage them to attend.

FAQ #2: HOW ARE ISSUE GUIDES DEVELOPED?

- Prepared by NIFI and Kettering.
- Extensive research on how typical citizens approach issues.
- Extensive pretesting & review for balance.
- Options designed to reflect deep-seated values—what matters most to people.
- Options include specific policy ideas—benefits and trade-offs are spelled out.
- Options designed to help people take a fresh look at an issue.
- Not the typical left-right divisions, not based on legislative proposals.
FAQ # 3: CAN PEOPLE COMBINE THE OPTIONS?

In most deliberative forums, people tend to like some elements from each of the options. This can be a mark of a good exchange of ideas and looking for common ground.

**However you may want to ask:**

– How realistic is it to think we can do all these things?
– Can we afford to do all these things?
– Are there conflicts or tensions if we try to do all these things?
– If we don’t have the money or time to do all of these things, which are the most important to you?

FAQ # 4: WHAT IF PEOPLE WANT MORE FACTS?

Sometimes, it’s useful to suggest that people explore specific factual questions on their own after the forum. Having people leave the forum with questions can be a sign they are deliberating.

**However you may want to ask:**

– Why is this piece of information important to you?
– How might your views change depending on what you find out?
– If the information is not available or it’s disputed, how would that affect your thinking?
FAQ # 5: HOW CAN THE ISSUE BE LOCALIZED?

Nearly all issues have both local and national implications, and considering both is an important part of deliberation.

You may want to think about whether:
- It is helpful to identify a local statistics prior to the forum.
- There are people present who can talk about how the issue is emerging locally.
- There are participants who have lived in other communities who can offer important comparisons.

FAQ # 6: WHAT’S NEXT
NIF forums are a start

- Many participants want to talk more
  - Look for issue guides on related topics (e.g., healthcare, obesity, end of life choices, etc.)
  - Conduct more forums, looking for ways to include perspectives that were not included earlier
  - Consider inviting local elected officials and their staff, local journalists to additional forums

- Others want to join with neighbors to act
  - Deliberate the choices for acting locally
  - Look for community “assets” so citizens can help solve problems
  - Consider ways to build deliberation into community conversations long term
WRAPPING UP: HERE’S WHAT MATTERS MOST

INVITE A DIVERSE GROUP
This brings different experiences and life stories into the deliberation.

READ THE GUIDE BEFORE THE FORUM. TAKE TIME TO PREPARE YOURSELF TO PRESENT THE OPTIONS FAIRLY.
If you understand the values and tensions presented in the guide, you’ll be able to help participants consider each option with its best foot forward.

SET A TONE WHERE PARTICIPANTS ARE ENCOURAGED TO WORK THROUGH TENSIONS AND TRADE-OFFS.
Sometimes participants want to avoid tough questions and trade-offs, but honestly facing up to them is what makes a forum deliberative — and rewarding!

Benefits of Deliberation

• Gets beyond disconnected “citizen input”
• People engage with each other to address wicked issues in their local community
• Builds support for broader potential actions across public, private, non-profits lines
• Sparks innovation
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- Sparks innovation

WHAT RESOURCES ARE AVAILABLE?

- Issue guides, moderator guides, questionnaires, and additional moderator development materials are available at www.nifi.org.
- Some materials are free. Others are available at very reasonable cost
- Download short videos presenting options on many issues at: https://vimeo.com/nifi/vod_pages
- Prepare by participating in an online forum at https://www.nifi.org/en/common-ground-action. It’s a great way to familiarize yourself with deliberative forums and see how deliberation may go on your issue.
- Kettering Foundation: www.kettering.org
- National Issues Forums: www.nifi.org
Questions and Discussion
Strengthening Civil Society and Civil Servant Capacity in Belize through Partnership

COMMUNITY DEVELOPMENT, CITIZEN ENGAGEMENT AND PUBLIC PARTICIPATION WORKSHOP FOR CIVIL SERVANTS

10. Case Study: The ABCD Process at work in Post-Disaster Recovery Activities, Live Oak, FL

Mike Spranger, Ph.D.
Professor and Community Development Specialist
Department of Family, Youth & Community Sciences
University of Florida

Outline

• Background of the Community of Live Oak
• The Flooding of the Community of Live Oak
• The Asset Based Community Development Approach
• Assistance to Live Oak in post-disaster planning and recovery
• Current community activities
• Project Impacts
• Questions and Discussion
CD fundamentals addressed in project

- Asset Based Community Development
- Community Scoping and Visioning
- Building Social Capital and Community Capacity
- Partnerships and Collaborations
- Assessing Leadership and Power Structure
- Technical Assistance and Self-Help Approaches

Live Oak, Florida

- County Seat, 7,000 population
- Rich History, established in 1840s
- Abundant Natural Resources
- 1880s-1970s Prosperous Community
- Economic Downturn in the 1970s
- Need for Community Redevelopment
Need for Community Redevelopment

- Economic Downturn
- Downtown Retail Decline
- Loss of business and industry
- Out-migration of Young People

Key Community Development Players

- Live Oak City Council
- Live Oak Community Redevelopment Agency
- Live Oak Downtown Partnership
- UF College of Design, Construction and Planning
- Citizens Institute for Rural Design
- CH2M Hill Consultants
- Suwannee County
- UF IFAS Extension Team (County Director, State Specialists)
Revitalization Plan (2010)

• Initiated by Live Oak Downtown Partnership

• Graduate Student Project, UF College Dept. of Design, Construction and Planning

• Managed by Live Oak Community Redevelopment Agency
  • Analyzed current conditions
  • Identified redevelopment strategies
  • Developed a ten year vision
  • Designed a staged implementation plan

Live Oak Revitalization Vision Plan (2010)
Local Politics in the summer of 2012
“Political Capital”

• CRA Director hired (50%)
• May/June City Council Elections
• Two New Members Elected
• Changing of the guard
• A New Beginning

Tropical Storm Debby
25 June, 2012

• 30+ inches rain
• Unprecedented flooding
• 80% of Live Oak under water
• 32 sink holes formed
• 350 Homes Flooded
• Downtown devastated
• $5 million dollars damages
Flooding

Flooding
Sink holes

Post Disaster Recovery
Key institutions involved

• Florida Department of Economic Opportunity
• Federal Emergency Management Agency
• U.S. Corps of Engineers
• Florida National Guard
• American Red Cross
• Suwannee County
• City of Live Oak
Need for Community Leadership and Community Redevelopment

- Commitment to discovering community’s capacities & assets
- Policies & activities based on capacities, skills & assets
  - People
  - Voluntary associations
  - Local formal institutions
  - Physical resources
- Internally focused
- Relationship driven
- Builds foundation for long lasting efforts

Asset-Based Community Development (ABCD)

- Commitment to discovering community’s capacities & assets
- Policies & activities based on capacities, skills & assets
  - People
  - Voluntary associations
  - Local formal institutions
  - Physical resources
- Internally focused
- Relationship driven
- Builds foundation for long lasting efforts

Kretzmann & McKnight, 1993
Community Assets
Community Capital Assets Model

General Stages of Community Development
Our Community Development Activities

- 10/2012 - CED call to specialists
- 11/2012 - Scoping meeting in Live Oak with CED, elected officials, and staff
- 11/2012 - Review of Planning Documents and discussions with CED Director, CRA Director and residents
- 12/2012 – Community Visioning Session
  - The New Normal (Climate, floods, NFIP)
  - Identification of General Issues
  - Vision for the future (1, 5, 10, 25 years)
  - How do we make this happen?

Engaging Citizens of Live Oak
Community Visioning Meeting - December, 2012
ABCD Process Initiated

Community Liaison/capacity building efforts

- Skepticism from local government (been there, done that)
- 25+ business, civic groups, interested citizens, government

**Agenda**
- Goals and mission of the CRA
- Past CRA efforts
- UF specialists share their experiences
- Breakout sessions – What do you want Live Oak to be?

- Announce Bus tour (Jan. 2012)
  - Opportunity for community networking
  - See what other community CRA’s are doing
Our Community Development Activities

- 12/2012 – GIS Training for CRA & Development Director
- 1/2013 - CRA Bus Tour
  - Gainesville
  - High Springs
  - Alachua
- 1/2013 - PDRP Stakeholder Meeting
- 3/2013 - Citizens Institute for Rural Design Grant
- 5/2013 - FYCS Summit (Live Oak – Case Study)
- 6/2013 - CH2M Hill Charettes
- 6-9/2013 - CIRD Planning Activities
- 11/2013 - CIRD Community Workshop

The Bus Tour
Stimulating Bonding and Bridging Capital

- Bus Tour of CRA Projects in Communities
  - Gainesville
  - High Springs
  - Alachua
- Initial skepticism by Elected Officials
- Strong interest by community
  - government, business, arts, concerned citizens
- Community Involvement
  - Transit Authority, CRA, Extension Office
- Linking social capitals on the bus tour and at the community field sites
Collaborations with local government
The Bus Tour
January 2013

Community liaison/capacity building efforts

• Gainesville Community Redevelopment Agency
  • CRA Project Overview
  • Stormwater Projects
  • Façade Programs/Economic Development
  • Downtown Plaza Renovations

Collaborations with local government
The Bus Tour
January 2013

Community liaison/capacity building efforts

• High Springs Community Redevelopment Agency
  • Go for the Anchor
  • Go for the Gatekeeper
Collaborations with local government
The Bus Tour
January 2013

Community liaison/capacity building efforts

• High Springs Community Redevelopment Agency Projects
  • Priest Theater
  • Rails-to-trails
  • Restored Schoolhouse
  • Downtown Sinkhole Park

Don’t take no for the final answer
Don’t be deterred from finding the right government person for help
Collaborations with local government
The Bus Tour
January 2013

Community building efforts

• City of Alachua Community Redevelopment Agency Projects
  • Downtown CRA Project
  • Commercial Building and Housing project (see next slide)
Citizens Institute for Rural Design
May 2013

Work with Community to apply for national grant

• Tool for rural communities to use existing assets
• Provides expertise from design, planning, and creative place-making professionals to local communities
• Competitive Grant Program for small communities

• Partners
  • National Endowment of the Arts
  • U.S. Department of Agriculture
  • Project for Public Spaces, Inc.
  • Orton Family Foundation
  • CommunityMatters Partnership

Dynamics of Local Politics
Realities of Political Capital in Rural America

• Spring, 2012                      CRA Director hired (50%)
• May/June 2012                    City Council Elections
• October, 2012                    City Manager Fired
• January, 2013                    New City Manager Hired
• March 4, 2013                    New City Manager Resigns
• March 6, 2013                    CRA Director Fired
• March 21, 2013                   Council President suspended
• April 26, 2013                   Planning Director gets CRA duties
• Fall, 2013                       New CRA Director Hired
• Fall, 2013                       New City Manager Hired
Citizens Institute for Rural Design
November 2013

• Community Workshop (November 14-16, 2013)

• Major Funders of Workshop
  • Citizens Institute for Rural Design Grant
  • National Associations of Realtors Grant

• Nationally Established Experts
  • James Rojas, Place It! Los Angeles, CA
  • Ed Barlow, North Star Branding, Nashville, TN
  • Kennedy Smith, Community Land Use and Economics, DC
  • Rich Hall, Hall Planning and Engineering, Tallahassee, FL

• CIRD Video Clip
  https://www.youtube.com/watch?feature=player_embedded&v=phwaD6nVdfs
New Live Oak CD activities
2014

- Small Business Development Consultant/newspaper
- Business Retention and Expansion Program with Chamber
- Chamber hires new Director
- Attendance at meetings
- Farmers’ Market
- Three new project ideas
  - Tree lighting in memorial/honor
  - “Paint the Town” with walking tour
  - Artist in residence
- 2014 Bus Tour to Tallahassee (May, 2014)
- Youth Entrepreneur 4-H Day Camp (2014 summer)
Building Cultural Capital in Live Oak
Renewed focus on Art and Culture

October 21 and 22, 2016
http://liveoakjabfest.org/

Noted Impacts of the Live Oak Project

• Community Leaders Increased Skills/Knowledge to use CRA funds
  • The Rails to Trails Project, The West Side Retail Area Project
  • City staff received new technical training in use of GIS

• Community capacity and social capital strengthened in using local assets and expertise in post-disaster recovery efforts

• Community received several national grants that aided in local community redevelopment efforts

• Citizens are more engaged in local decisions and civic meetings

• Multiplier effects have led to hiring of new staff and new projects in area of community economic development

• National Recognition – Team Award, National Association of Community Development Extension Professionals (2014)
Acknowledgement of Community Development programs within IFAS

“...The assistance from IFAS and UF was something we did not have from any of the state agencies or federal agencies. They had money, but IFAS gave us direction...”

Keith Mixon, Council Chair
City of Live Oak, Florida

Gainesville Sun (August, 2013)

Elected Officials Appreciative of Our ABCD Work in Live Oak

• FYC Annual Faculty Summit (May, 2013)
  • Live Oak highlighted as CD case study
  • Councilman Mixon a keynote speaker
  • Expresses community thanks for Extension activities

• Letter to IFAS VP (August, 2013)

• Article in Gainesville Sun (August, 2013)

“...The assistance from IFAS and UF was something we did not have from any of the state agencies or federal agencies. They had money, but IFAS gave us direction...”

Councilman Keith Mixon
City of Live Oak
Community Development Approaches and Tools Utilized in project

- Coordinated Community Scoping and Visioning
- Facilitated several contentious local meetings
- Fostered Social Capital and Community Capacity & Leadership
- Created new Partnerships and Collaborations
- Assessed Leadership and Power Structure, with more active citizen participation that strengthened Political Capital
- Provided Assistance and Self-Help Approaches Using Art/Culture as a Focus that created new Cultural Capital, Financial Capital, and Build Capital

Asset Based Community Development
Live Oak, FL
A work in progress

The future is the hands of the community
Strengthening Civil Society and Civil Servant Capacity in Belize through Partnership

COMMUNITY DEVELOPMENT, CITIZEN ENGAGEMENT AND PUBLIC PARTICIPATION WORKSHOP FOR CIVIL SERVANTS

11. Summary, Reflection, Final Discussion

Mike Spranger, Ph.D.
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Department of Family, Youth & Community Sciences
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Review

• What is Community?
• The Importance of Community Resources (Assets)
• The Community Capital Assets Framework
• What is Community Development?
• Needs-based vs. Asset-based Community Perspectives
• Three CD models to address issues
  • Technical Assistance Approach, Conflict Approach, Self-Help Approach
• Tame vs. Wicked Issues
  • Authoritative, Competitive and Collaborative Strategies to address them
• Citizen Engagement and Participation
• Stages in Developing a Public Participation Plan
• Community Asset Mapping
• Group Meeting Facilitation
• Dealing with Difficult People
• Public Issues and Deliberative Forum
How do you view citizen engagement and participation in your programs

**Spectrum of Public Participation**

Adapted from the International Association for Public Participation (IAP2)

**Increasing Level of Shared Decision Authority**

- **Inform**
  - Fact Sheets
  - Web Sites
  - Open Houses

- **Consult**
  - Public Comment
  - Focus Groups
  - Surveys
  - Public Meetings

- **Involve**
  - Workshops
  - Deliberative Polling

- **Collaborate**
  - Citizen Advisory Committees
  - Consensus-Building
  - Participatory Decision Making

- **Empower**
  - Delegated Decision Making
  - Deliberative Democracy

**Engagement Processes**

**Participation Processes**

**Democratic Processes**
Reciprocity: Actions Required of Agencies and Citizens

**Actions by Agencies/Organizations**
- Inform
- Consult
- Involve
- Collaborate
- Empower

**Actions by Citizens**
- Inquire
- Propose/Express Opinions
- Discuss/Deliberate
- Take Part on Continuing Basis
- Assume Responsibility

**Why Community Engagement Matters***

**Factors essential for successful engagement**

1. Organizing rather than mobilizing
2. Allowing for complexity
3. Working with local institutions
4. Applying an equity lens
5. Building momentum
6. Managing constituencies through change

Questions and Discussion?