

# VOICE&VOTE

Into the rules of deliberative  
processes - How to do it?

## Education part

Mateusz Wojcieszak, Field of Dialogue Foundation,

Goal: to know the most  
important parts of working  
on education in deliberative  
processes





**We foster dialogue, we involve people.**

**participation**

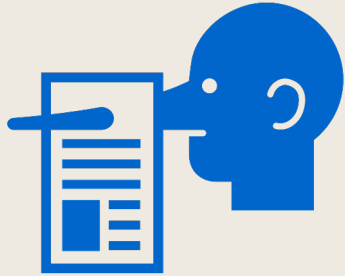
**social research**

**communities**

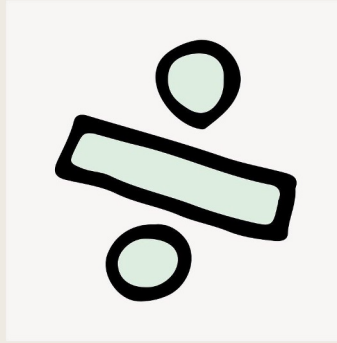
Why are education design  
and subject important  
in a deliberative process?



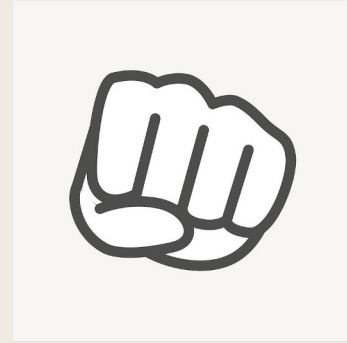
# A well-constructed educational component prevents:



reliance on fake  
news



inequalities in  
discussions



lack of courage  
for progressive  
solutions



# Stages of the process



Different forms of working  
with content

Learning funnel

Setting the question

Spotting the problem

# Spotting the problem

- What problem do you want to be solved?  
You can think big and complex or be more specific.
- **Consult** the final subject with the advocacy group.
- **Remember:** The selected problem will affect the duration and cost of the process.



# The problem...

- affects large portion of citizens
- is relevant for many
- demands urgent actions
- could be addressed by the government
- The government is under public scrutiny
- There is no one good solution for the problem
- There are allies in place





# Question...

- Be as clear as possible
- Keep it short
- Leave it open
- State the boundaries
- Point out values you want to be considered



# Some Examples

How should the **UK** meet its target of **net zero greenhouse gas emissions** by 2050?

How can we **increase energy efficiency and renewable energy share** in **Warsaw** energy mix?

We are now facing a climate and ecological crisis. How can the **council and the people of Camden** help **limit the impact of climate change while protecting and enhancing our natural environment?** – What do we need to do in our homes, neighbourhoods, council and country?

How should **Scotland** change to **tackle the climate emergency** in an effective and fair way?

Should we completely **abandon coal combustion** in households in **Poznań**?

How can Rzeszów achieve  
climate neutrality by 2025?



Should we introduce  
the LEZ in Prague?



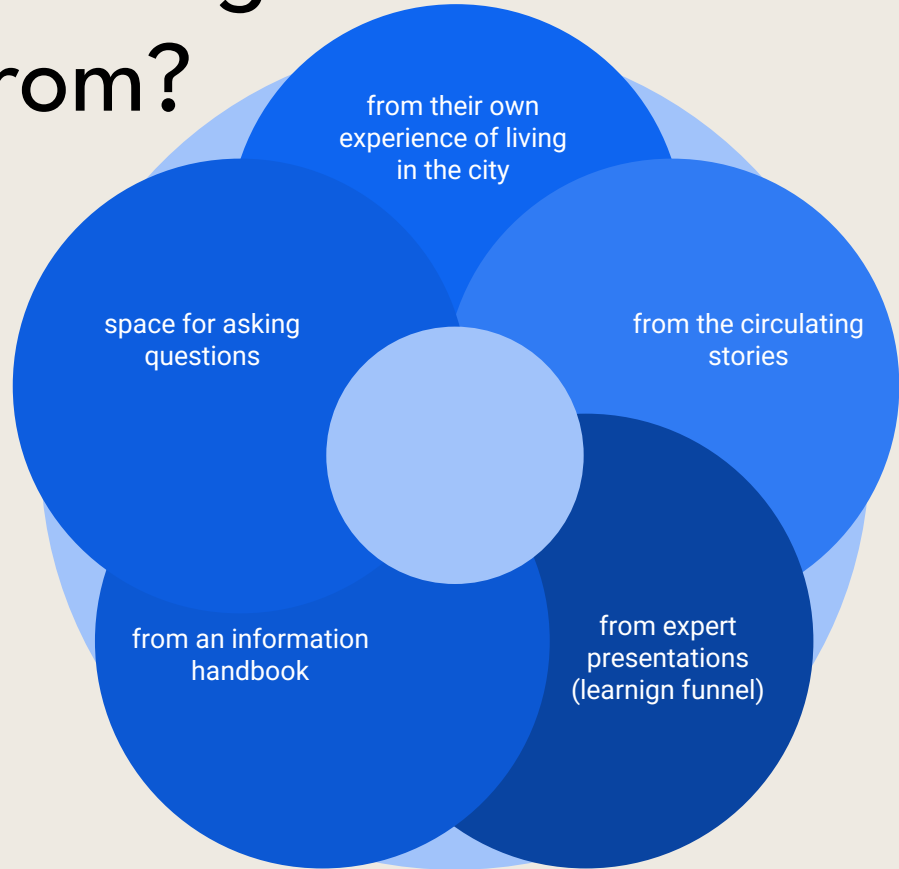
How can our city prepare  
for the challenges of an  
ageing population?



How should we regulate the  
development of AI?



# Where do participants get their knowledge from?



# Learning funnel





# Learning funnel

what is climate change →  
human impact on climate change →  
urban emissions and urban impacts →  
what is climate neutrality →  
sustainable transport →  
**electromobility**



‘learning funnel’ is easy to  
say, **harder to make it  
attractive...**



**above all, not to overload with  
knowledge**

a ratio of at least as many presentations as  
discussions after the presentations



# How not to bore participants?

## **Different forms of working with content.**

- smaller group discussions
- live expert questioning,
- expert panels (discussions),
- testimonials,
- participation of experts at tables - ex. world cafe



### **3.4.1 Asking speakers to fill out forms summarising their key points: various**

In Blaenau Gwent, Mutual Gain (who worked with ERS Cymru on the assembly) asked speakers to fill out a form in advance that asked questions like: "What is the main message? What are the points that you want assembly members to take away from this, and what are your recommendations to improve things?" They gave assembly members the completed forms in advance so that they had the option to prepare themselves ahead of assembly sessions if they wanted to.

### **3.4.2 Banning PowerPoint presentations: Shared Future, multiple locations**

Shared Future banned PowerPoint presentations for a few juries, because of a concern about an overreliance on preprepared complex presentations. Instead they told presenters that they could pass around images if they wanted to:

### **3.4.3 Use of narratives, storytelling and case studies: various**

Several organisations are exploring different ways of presenting evidence, based around narratives and storytelling.

**KNOCA****involve**

### 3.4.1 Asking speakers

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### 3.4.2 Banning Power

Shared Future banned overreliance on preprepared pass around images if

### 3.4.3 Use of narrative

Several organisations and storytelling.

## Innovations in subnational climate mini publics in the UK



With:  
 The Democratic Society  
 Electoral Reform Society Cymru  
 Datblygiadau Egni Gwledig (DEG)  
 Ipsos UK  
 Mutual Gain  
 NatCen  
 Shared Future  
 TPXimpact

March 2023

: various

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ple locations

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# Where to get knowledge from to be objective?

- universities, attention to private actors and NGOs
- supervision of the selection of experts by the Committee.
- public participation by the Sites/Parties.
- snowball method, gender balance and compilation of counter opinions.

\* Open recruitment.





# Case study



# Thanks for participating :)

Mateusz Wojcieszak

[m.wojcieszak@poledialogu.org.pl](mailto:m.wojcieszak@poledialogu.org.pl)

